MY PERSPECTIVES 5

Teacher's Book

Online edition

nowa era
Twoje mocne strony

Teacher's Book elements

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

Nagrania audio

Student's Book

Kod: P5KLTM

Workbook

Kod: P5J97L

Filmy TED TALKS

TED TALK Unit 1

Kod: P5PW1Z

TED TALK Unit 2

Kod: P5H369

TED TALK Unit 3

Kod: P5CHXL

TED TALK Unit 4

Kod: P5VSZX

TED TALK Unit 5

Kod: P5MEMT

TED TALK Unit 6

Kod: P5444U

TED TALK Unit 7

Kod: P5ASCD

TED TALK Unit 8

Kod: P5QSYE

Zasoby maturalne

Matura Bank

Kod: P5FYCC

CONTENTS

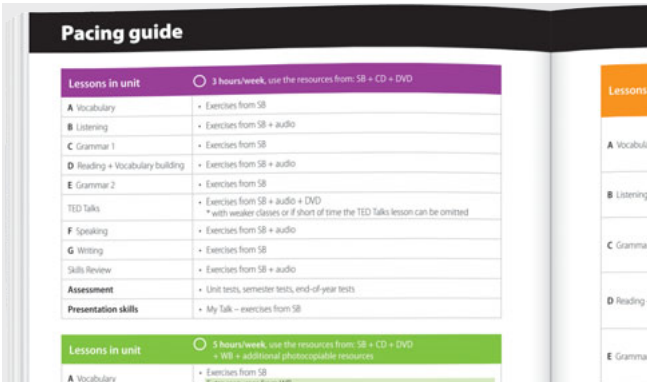
1	Teacher's Book elements	4
2	Pacing guide	6
3	Hugh talks	8
4	Student's Book	9
5	Workbook	167
6	Extra photocopiables	293
7	Audioscripts: Student's Book	382
8	Audioscripts: WorkBook	394
9	Videoscripts	405
10	Przewodnik po serii	413
11	Realizacja dwóch podstaw programowych	414

Teacher's Book elements

Pacing guide

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

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



Hugh talks

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

- Keeping Yourself Motivated,
- Group Work – Projects,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

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

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

Technology guide

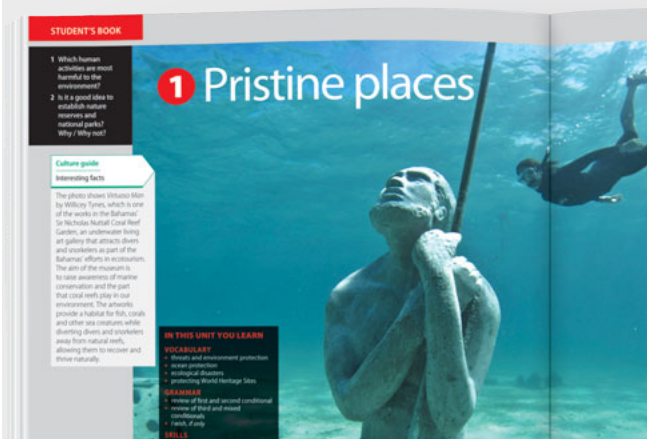
This guide indicates resources that use up-to-date technologies:

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

Culture guide

Culture guide gives extra information related to the main content:

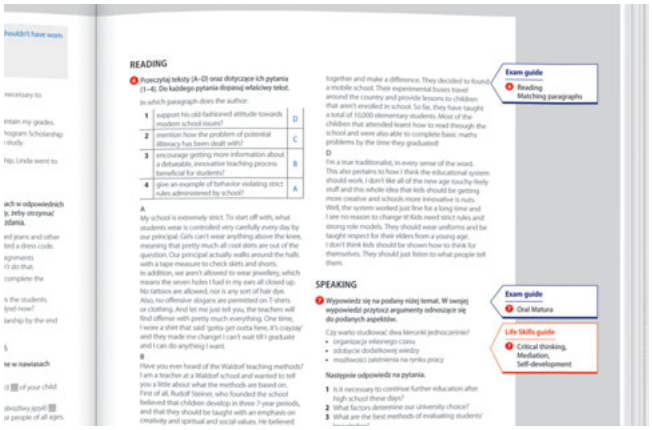
- Global context – shows the relationships between and interconnectedness of ideas and societies from local and global perspectives,
- Historical background – shows social and cultural factors, gives historical outline,
- Interesting facts – more data on the topic,
- Profile – a biographical sketch.



Exam guide

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

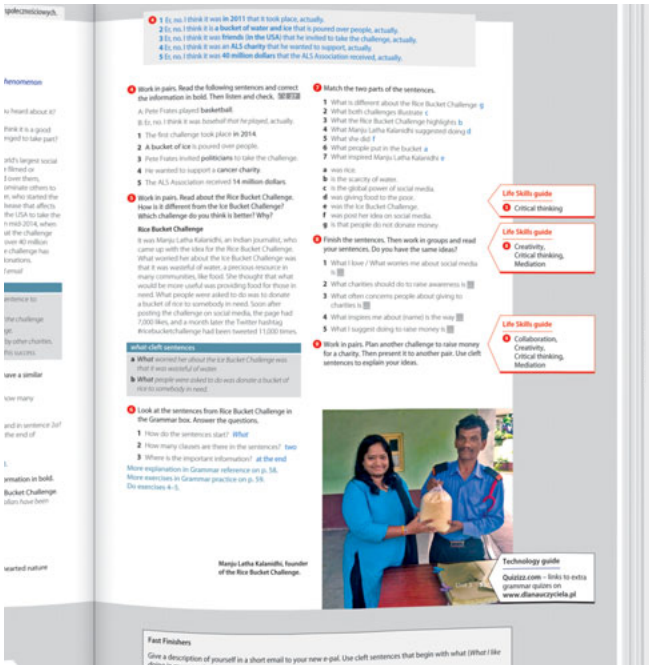
- Listening,
- Reading,
- English in Use,
- Writing,
- Oral Matura.



Life Skills guide

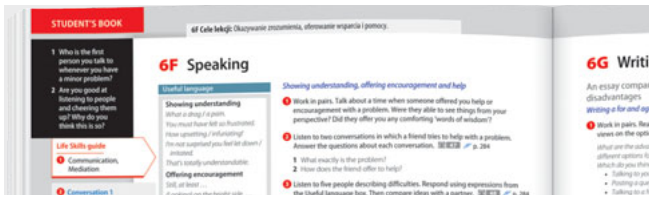
My Perspectives series teaches more than just the language. It provides students with useful and important skills. Life Skills guide shows the skills that can be taught to students. These include:

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



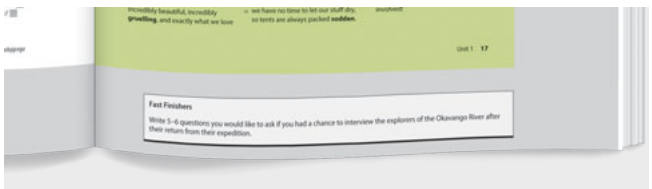
Warm-ups

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



Fast Finishers

Extra activities for students who finish their work faster.



Extra photocopiables

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

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

Pacing guide

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

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

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

Hugh talks

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

- Keeping Yourself Motivated,
- Group Work – Projects,
- Teaching Lexis – Hugh's Method,
- Teaching Grammar – Hugh's Method.

Each talk is constructed in the following formula:

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

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

Hugh Dellar

has over twenty-five years' experience in the ELT field and is the co-founder of Lexical Lab. He has co-authored two five-level General English series, *Outcomes* and *Innovations*, both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.

Hugh has given teacher training and development sessions in over twenty countries including Brazil, Mexico, Peru, Argentina, Poland, Spain, Italy, Japan and Thailand. He has spoken on such wide-ranging topics as the nature of English as a lingua franca, the uses and abuses of corpora, approaches to teaching grammar and vocabulary, and many others.

He graduated in English Literature from Goldsmith's College, part of the University of London, in 1991, before drifting on to a CELTA course, which was soon followed by a DELTA and an MA TESOL. His first book was published in 2000.

In his somewhat limited free time, he continues to play in a band, *The Beatpack*; he DJs occasionally and writes for a music magazine called *Shindig!*; he reads voraciously, enjoys cooking, and is a life-long Arsenal supporter!

Keeping Yourself Motivated

While the need to motivate students is well acknowledged in the teaching industry, the necessity for teachers themselves to stay motivated often tends to be neglected. In this video, you'll learn some practical tips that may help you stay motivated – even in the face of adversities.

Watch on docwiczenia.pl
Code: P5KCZE

Group Work – Projects

While group work is said to be one of the most effective ways of learning for our students, many teachers also experience that this way is the most challenging and the hardest to carry out. Hugh suggests some ideas of how to introduce group work into our classroom as well as how to conduct and assess it so as to make the most of this approach.

Watch on docwiczenia.pl
Code: P56W5G

Teaching Lexis – Hugh's Method

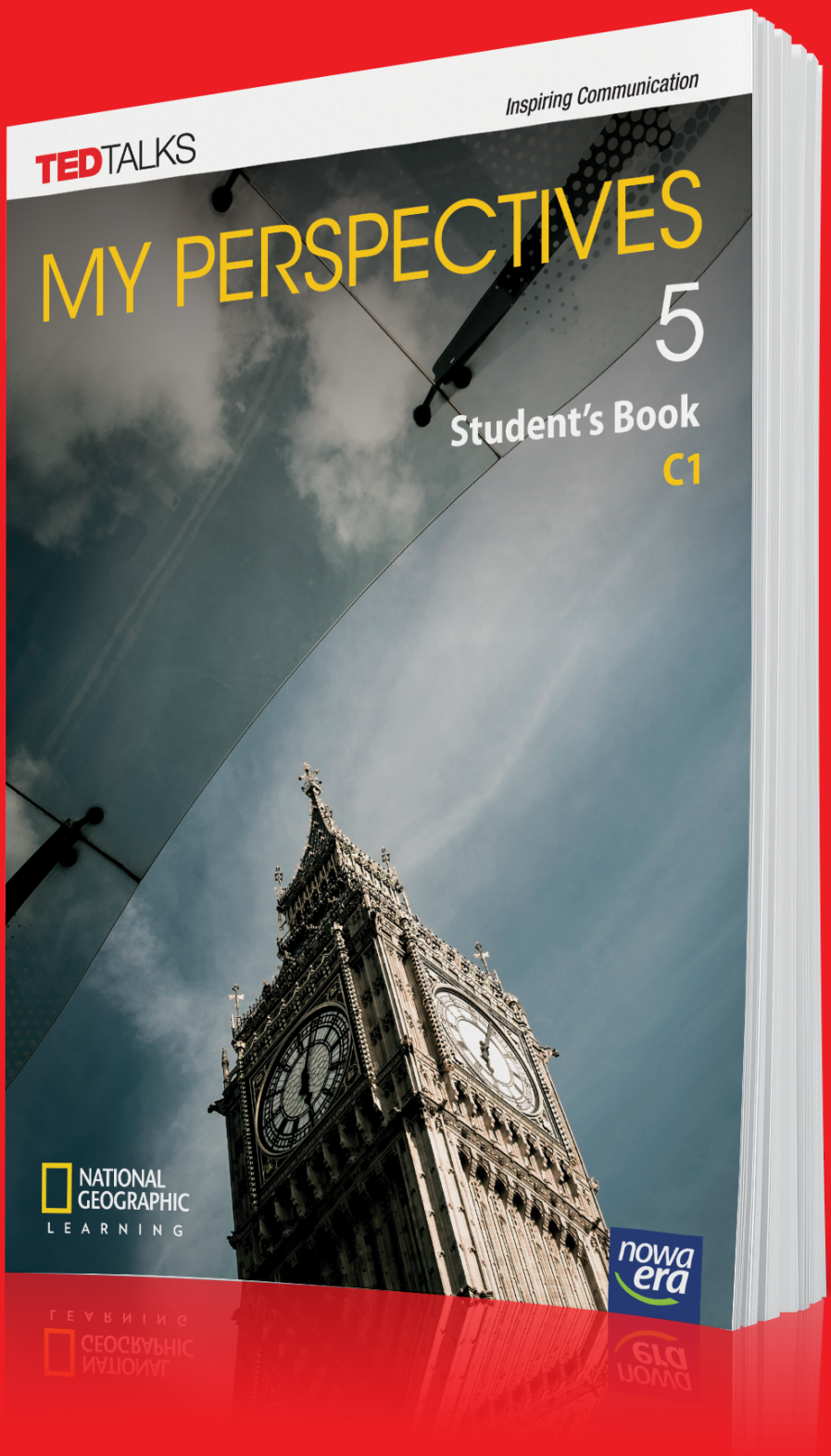
A huge part of mastering a foreign language involves learning and using vocabulary in a proper way. However, teaching vocabulary efficiently is not an easy job. With Hugh's method, it becomes very simple. In this video, we look at the triple XXX rule: explaining, exemplifying and then getting students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

Watch on docwiczenia.pl
Code: P1U2KG

Teaching Grammar – Hugh's Method

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

Watch on docwiczenia.pl
Code: P1HRTY



Student's Book

Starter 1

- *scientists*
- *experiments*
- *scientific discoveries and inventions*
- *scientific and technological progress*
- *the passive*
- *passive reporting verbs*
- *causative have*

1 Complete each sentence with a phrase made from one word in box A and one in box B.

A	analyse	prove	release	reward	submit

B	assignment	opinion	samples	substance	work

1 Olga Tokarczuk is one of Poland's Nobel Prize winners. The Swedish Academy decided to ... her for her ... in literature. reward, work
2 Don't forget to ... your ... soon. The deadline is by the end of the month. submit, assignment
3 I don't think we can ... this ... straight into the river. It might be too toxic. release, substance
4 Are you suggesting that eating sweets doesn't affect your health? I don't think you can ... your ... . prove, opinion
5 The scientists need at least a month to ... the ... of polluted soil from the factory. analyse, samples

Exam guide

2 Listening
Matching

2 Listen to five speakers commenting on the lessons they are taking part in. Match each speaker (1–5) with the sentence (a–e). 2 p. 382

This speaker:

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

a dissolves some substances.
b creates a chemical reaction.
c forms a hypothesis.
d submits their assignment.
e analyses the results of an experiment.

3 Rewrite each sentence in the passive voice.

1 The company has offered a new model of the camera to the customers.
The customers ... .
2 People didn't popularise smartphones until their screens became comfortably big.
Smartphones ... .
3 Banks have greatly improved security standards for online banking in recent years.
Security standards for online banking ... .
4 One day, autonomous cars will replace traditional cars.
One day, traditional cars ... .
5 More and more schools teach their students 3D design.
3D design ... .

Life Skills guide

7 Communication,
Creativity,
Critical thinking,
Mediation

4 Complete the text with the adjectives derived from the words in brackets.

What makes an (1) ... (*innovation*) person? First of all, you need to be (2) ... (*curiosity*) about the world and things around you and constantly ask yourself: 'How does it work?', 'How could it be improved?' or 'What else does mankind need?'. Then, you may come up with a concept of something (3) ... (*practice*) for everybody to use or, quite to the contrary, a gadget that is far from (4) ... (*use*), but (5) ... (*beauty*) enough to be desired by the masses. If your invention makes people's lives more (6) ... (*enjoy*), your success is guaranteed!

5 Write each sentence (1–4) in the passive voice in two different ways, using passive reporting verbs.

1 Scientists say that the new treatment for a brain tumour causes side-effects in some cases.
It ... .
The new treatment for a brain tumour ... .
2 People believed that the new therapy made the body resistant to infections.
It ... .
The new therapy ... .
3 We know that the human brain works best when it is relaxed.
It ... .
The human brain ... .
4 In the past, people thought that our feelings came from our hearts rather than brains.
It ... .
Our feelings ... .

6 Use the causative *have* to complete each sentence.

1 The scientist will ... (*his machine / test*) again to ensure its complete safety.
2 The inventor ... (*three of his patent submissions / reject*) before the final design of the device was accepted.
3 To ensure reliable results of the experiment, you should ... (*all tests / repeat*) at least twice.
4 After the discovery, Professor Andrews ... (*professional life / describe*) in several magazines.

7 Work in pairs. Discuss an experiment you would like to carry out. Talk about your hypotheses and some research questions.

We could do some research to see if students learn better in the morning or in the afternoon.

Yes, it would be good to know which time of day is the best.

4 1 innovative
2 curious
3 practical
4 useful
5 beautiful
6 enjoyable

6 1 have his machine tested
2 had three of his patent submissions rejected
3 have all tests repeated
4 had his professional life described

3 1 have been offered a new model of the camera.
2 weren't popularised until their screens became comfortably big.
3 have been greatly improved in recent years.
4 will be replaced by autonomous cars.
5 is taught (to students) in/by more and more schools.

5 1 is said that the new treatment for a brain tumour causes side-effects in some cases.
is said to cause side-effects in some cases.
2 was believed that the new therapy made the body resistant to infections.
was believed to make the body resistant to infections.
3 is known that the human brain works best when it is relaxed.
is known to work best when it is relaxed.
4 was thought that our feelings came from our hearts rather than brains.
were thought to come from our hearts rather than brains.

Starter 2

- *endangered species, plants, animals*
- *threats and environment protection*
- *climate change*
- *natural disasters*
- *evolution, conservation*
- *modal verbs*
- *modal verbs and infinitive forms: can see, can be doing, could, have done, can't have been doing, can't have been done*

1 Match the words (1–4) with their definitions (a–d).

1 habitat b
2 breed c
3 survival a
4 extinction d

a the ability of a species to stay alive in spite of unfavourable conditions
b the natural environment of a particular species
c the type of a species of animal, characterised by particular distinctive features
d the situation when a particular species has died out all over the world

2 Listen to four speakers talking about environmental issues. Then, match each speaker (1–4) with the topic they are tackling (a–e). There is one topic you do not need. 3 p. 382

This speaker:

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

a talks about traits that are passed on through genes
b mentions the potential benefits of the new legal regulation
c is involved in a conservation group
d talks about an endangered species
e says that a new species has been discovered

3 Choose the appropriate modal verb in each sentence.

1 Governments *should* / *would* / *might* introduce stricter environmental regulations immediately if they want to preserve the natural beauty of our planet.
2 We *might* / *must* / *should* lose many endangered species forever if we don't stop climate change.
3 There were lots of deer in the forest near the village where I lived as a kid. We *should* / *can* / *would* often go and watch them in their natural environment.
4 I'm sure one day all countries *can* / *will* / *would* ban animal circuses. They are a really cruel form of entertainment.
5 We *mustn't* / *wouldn't* / *may not* forget that we are all responsible for the protection of the natural environment.

4 Use two out of the given four nouns in the correct order to complete each sentence.

1 People who care about the wellbeing of animals usually give up buying (*products* / *science* / *leather* / *shop*). leather products
2 With a countless number of animals, the Amazonian (*protection* / *forest* / *rain* / *campaign*) is the world's largest natural habitat. rainforest
3 Some kids in cities have never seen (*sea* / *animals* / *products* / *farm*) like cows or goats. Isn't that terrible? farm animals
4 Our (*teacher* / *environment* / *campaign* / *science*) has taken us to the bird reserve and it was the best practical lesson we could think of! science teacher
5 Scientists still argue whether it was the comet crash or climate change at the end of the (*Ice* / *sea* / *age* / *weather*) that killed off dinosaurs. Ice age

5 Complete each sentence with the correct form of the words in brackets.

1 Some tourists ... (*must* / *ignore*) the signs and fed the seals at the zoo. That's why they got sick.
2 The local authorities have decided that beginning in January next year, this area ... (*will* / *protect*) in order to save the unique flora.
3 Why are you here, Jimmy? ... (*should* / *not* / *you* / *sit*) in the science lab right now?
4 The poachers ... (*might* / *operate*) in this forest for more than a month now.
5 We ... (*would* / *not* / *collect*) that much money for our conservation project without the help of two local companies, which donated a few thousand zlotys each.

6 Work in pairs. Tell your partner a few interesting facts from your life. React to the facts you hear, expressing your surprise or disbelief.

I rode a camel when I was in Egypt.

Wow, did you really? How was it?

Exam guide
2 Listening
Matching

Exam guide
5 English in Use
Sentence formation

5 1 must have ignored
2 will be protected
3 Shouldn't you be sitting
4 might have been operating
5 wouldn't have collected

Life Skills guide
6 Communication, Mediation

Starter 3

- *using creativity*
- *learning new skills*
- *gaining experience*
- *life-long learning*
- *zero, first, second, third, and mixed conditionals*
- *I wish, if only, would rather*

Exam guide

1 English in Use Transformations

1 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 Working for an advertising agency requires a lot of creativity. CREATIVE
You ... if you work for an advertising agency.

2 She's a very creative painter. CREATIVELY
She ... .

3 Banksy has created several world-famous pieces of graffiti art. CREATOR
Banksy ... several world-famous pieces of graffiti art.

4 The author needed over a month to create this film. CREATION
The ... took the author over a month.

2 Complete each sentence with the correct form of the verbs in the box.

adapt	approach	break	invent

1 The idea behind this device is not new. I only took some existing solutions and ... them to my needs. adapted

2 The greatest inventors are usually creative types who ... the existing rules and present alternative solutions to problems. break

3 The way I initially ... the problem was not successful, so I had to find some other ways to deal with it. approached

4 Whoever ... electric scooters was a real genius. They revolutionised the way people travel around cities. invented

Exam guide

3 Listening Matching

3 Listen to three people describing how they dealt with the tasks they were given. Match each speaker (1–3) with the sentence (a–d). There is one extra sentence. 4 p. 382

This speaker:

1 Speaker 1: c
2 Speaker 2: a
3 Speaker 3: d

a turned out to be more creative than they thought they were.
b inspired others to copy the creative concept they first worked out.
c came up with a creative idea to make their work easier.
d needed another person's help to carry out their creative idea.

Life Skills guide

7 Communication, Creativity, Critical thinking, Mediation

4 Complete each sentence with the correct form of the verbs in brackets.

1 When the machine ... (*start*) operating, the door gets locked and this red indicator turns on. starts

2 If you hadn't left the laptop on for the whole night, the battery ... (*not / go*) flat. wouldn't have gone

3 When you ... (*complete*) the survival course, you will gain incredibly useful experience. complete

4 Just to think that if Sergey Brin and Larry Page hadn't started with a simple search engine in the 1990s, they ... (*not / have*) one of the largest IT companies in the world now. wouldn't have

5 Complete each sentence with nouns made from words in the box. There are more words in the box than you need.

assess	conclude	fluent
intelligent	logical	publish

1 I came to a few interesting ... while analysing the reports from the research. conclusions

2 Professor Sanders is waiting for the ... of two of his articles in the scientific magazine. publication

3 This is an elite society for the smartest; only people of unique ... can be members. intelligence

4 This job requires ... in English or Spanish, because most of our customers come from North and South America. fluency

6 Complete the second sentence using the suggested structure.

1 I sent that report without double-checking it first. Now I regret it.
I wish ... .

2 Wait for me outside, please. I'd prefer it that way.
I'd rather ... .

3 I left the car in the no-parking area, which was a mistake.
If only ... .

7 Work in pairs. Think of an issue in your school or city that you would like to address. Exchange your opinions.

Teachers assign too much homework.

If I were to decide, I would ban homework altogether. That way, students would have much more free time.

Well, if you ask me, I think…

1 1 have to be very creative
2 paints very creatively
3 is the creator of
4 creation of this film

6 1 I hadn't sent that report without double-checking it first / I had double-checked that report before sending it
2 you waited (for me) outside
3 I hadn't left the car in the no-parking area

Starter 4

- *interpersonal and intercultural communication*
- *subcultures*
- *social issues*
- *discrimination*
- *personal and social values*
- *reported speech*
- *patterns after reporting verbs*

1 Complete each gap with the correct form of the word in capitals.

1 DISCRIMINATE
a The organisation agreed to remove some rules from its terms of membership which were considered ... .
b Open-minded people are against any form of ... .

2 OFFENSE
a I'm really sorry, I didn't mean to ... you with what I said.
b The hooligans scribbled some ... slogans on the wall.

3 AWKWARD
a It was a few hours later that I realised the ... of the conversation I had had with the old man.
b The boy finally came closer and asked the girl ... if she could dance with him.

4 STEREOTYPE
a People in some social groups behave in such a predictable way that it is almost impossible to avoid ... them.
b A ... German likes order and is never late.

2 Match the halves of the sentences.

1 Sonia and Peter created a long- b
2 His wife's death left Harry heart c
3 The manager suggested a few cost- a

a effective solutions, which were immediately accepted by the whole team.
b lasting relationship, which ended in their wedding in 2018.
c broken, and he never really got over this loss.

3 Report what people said.

1 Kasia: I am sure these people want to know the truth.
Kasia said ... .

2 Marek: I don't understand why Mikołaj lied to me.
Marek said ... .

3 Alina: Somebody will have to explain it to the teachers.
Alina said ... .

4 Janek: The girl I liked didn't say a word until the end of the meeting.
Janek said ... .

3 **1** (that) she was sure those people wanted to know the truth
2 (that) he didn't understand why Mikołaj had lied to him
3 (that) somebody would have to explain it to the teachers
4 (that) the girl he had liked hadn't said a word until the end of the meeting

4 Listen to four conversations. Match each conversation (1–4) with the sentence (a–e) which best describes the situation. There is one extra sentence. 5 p. 382

In this conversation:

1 Conversation 1: e
2 Conversation 2: c
3 Conversation 3: d
4 Conversation 4: a

a somebody made some discriminatory remarks.
b somebody misunderstood the other person's words.
c somebody discouraged another person from doing something.
d somebody made some offensive remarks about the other person.
e somebody paid a compliment to another person.

5 Rewrite each sentence using the reporting verb in capitals in the correct form.

1 Jack said: 'I'm really sorry I made those remarks about Tanya's nationality'.
APOLOGISE ... .

2 The teacher told his students: 'Join the multicultural project about tolerance'.
INVITE ... .

3 The headmaster said: 'Yes, I will invite some volunteers from abroad to our school'.
AGREE ... .

4 The leaflet read: 'You should avoid subcultures based on violence or discrimination'.
RECOMMEND ... .

5 The judge said to the vandals: 'You must pay for all the repairs'.
FORCE ... .

6 Work in pairs. Suggest an interesting topic and share your opinions about it. Give reasons for your approach.

Some cities have introduced a 30 km/hour limit in the city centres.

I'm totally against that idea. Are we supposed to drive only slightly faster than pedestrians walk?

I'm in favour. I mean, …

5 **1** Jack apologised for making those remarks about Tanya's nationality.
2 The teacher invited his students to join the multicultural project about tolerance.
3 The headmaster agreed to invite some volunteers from abroad to our/their school.
4 The leaflet recommended avoiding subcultures based on violence or discrimination.
5 The judge forced the vandals to pay for all the repairs.

Exam guide
4 Listening
Matching

Exam guide
1 English in Use
Word formation

1 **1** discriminatory, discrimination
2 offend, offensive
3 awkwardness, awkwardly
4 stereotyping, stereotypical

Life Skills guide
6 Communication, Critical thinking, Mediation

Starter 5

- *natural disasters*
- *ecological catastrophies*
- *youth crime and dealing with it*
- *global economy*
- *defining and non-defining relative clauses*
- *participle and adverbial clauses*

1 Match the words (1–5) with their definitions (a–e).

1 aid e
2 debris b
3 evacuation a
4 infrastructure d
5 shortage c

a The process of transferring people from areas which have been affected by a disaster to a safe place.
b Pieces of rocks, bricks, metal, and other material left behind from a building that has collapsed.
c The situation when there are not enough basic resources like water, electricity, food, or medicine in some areas.
d All buildings, roads, and networks supplying power, water, etc. in a given area.
e All kinds of support, like medical help, food, rescue services, etc. offered to people and areas affected by a disaster.

2 Listen to the recording about an earthquake in Italy. Match the numbers (1–6) with the corresponding information (a–f). 6 p. 382

1 6.2 b **2** 11 e **3** 300 d **4** 400 c **5** 2,500 f **6** 4,000 a

a the number of people who helped after the earthquake
b the magnitude of the 2016 earthquake
c the number of people who needed medical help in hospitals
d the number of people killed as a result of the earthquake
e the cost of the damage (in billions of euros)
f the number of aftershocks recorded after the main earthquake

3 Complete the text with the information based on the sentences below. Use appropriate relative pronouns (*which/who*).

The most serious consequences of the storm (1) … were in the southern part of our town, (2) … . It was much more severe than what we had heard in the forecast, (3) … . A local car park (4) … was all in water and several cars have been damaged. The wind threw a broken branch at a woman, (5) … . It may take up to 48 hours to remove all damage from the storm.

- We experienced a storm yesterday.
- The southern part of the city is the oldest district here.
- The weather forecast had only mentioned heavy rain.
- Many residents use the car park on an everyday basis.
- The woman was taken to hospital.

4 Complete each sentence with the words in the box as collective adjectives.

best	disabled	poor	young

1 Governments should take more care of … – there are still many people who cannot afford even basic goods or food. the poor
2 All evacuation routes have been adapted so that they can be used by … – even those in wheelchairs or those with poor vision. the disabled
3 … are more concentrated on personal development at work than their older colleagues nowadays. the young
4 Become part of our team of rescue workers, but remember – we're waiting for … because our work requires top quality and professionalism! the best

5 Add the other part of the sentence in the form of a reduced relative clause.

1 The young vandals were caught by two policemen. The policemen were patrolling the neighbourhood.
The young vandals were caught by two policemen … .
2 Some offensive graffiti has been painted on the wall of our school. We need to remove it.
We need to remove the offensive graffiti … .
3 Many students are bullied at school. This campaign is addressed to such people.
This campaign is addressed to students … .
4 Some people walk in the park at night. These people risk being robbed.
People … risk being robbed.

6 Translate the Polish fragments of the sentences into English.

1 (*Wysławszy sygnał SOS*) … , the people gathered as far from the fire as possible and waited for help.
2 (*Uświadomiwszy sobie*) … how climate changes influence our lives, the company decided to reduce its negative impact on the environment.
3 (*Nie będąc finansowaną*) … by the government, the foundation mostly relies on donations from private companies and individuals.

7 Work in pairs. Discuss advantages and disadvantages of some jobs. Give reasons for your opinions.

Being a scientist is a prestigious job. To begin with, it's highly respected in society. What's also worth taking into account is …

Admittedly, people respect scientists, but …

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Life Skills guide
7 Communication, Critical thinking, Mediation

5 1 patrolling the neighbourhood
2 painted on the wall of our school
3 bullied at school
4 walking in the park at night

6 1 Having sent the SOS signal
2 Having realised
3 Not being financed

3 1 which we experienced yesterday
2 which is the oldest district here
3 which had only mentioned heavy rain
4 which many residents use on an everyday basis
5 who was taken to hospital

Starter 6

- *illnesses and accidents*
- *common health problems*
- *injuries*
- *disabilities*
- *expressing past ability*
- *emphatic structures*
- *stylistic inversion*

1 Choose the correct option to complete each sentence.

1 I'm worrying about you. A high temperature and dizziness could be *symptoms / therapies / drugs* of a serious illness.
2 Sharp pain in the *waist / chest / brain* could be a sign of a heart attack.
3 The injuries were so serious that he spent a week in intensive *therapy / care / cure*.
4 Your condition is getting worse and worse. You'd better go to the doctor to get some *fitness / antibiotics / symptoms*.
5 The doctor only *prescribed / injured / cured* me one kind of drug, but it was pretty effective and I got better in two or three days.

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

1 Tom tried hard to take part in a marathon in spite of his disability, and he did! SUCCEEDED
Tom ... part in a marathon in spite of his disability.
2 The injury was so painful that the boy found it impossible to stand up. UNABLE
The injury was so painful that the boy ... .
3 The doctors had no idea how to find the cause of the pain. COULD
The doctors ... the cause of the pain.
4 The team's best player successfully recovered from his injury before the main match. MANAGED
The team's best player ... from his injury before the main match.
5 He had a series of operations on his leg before he could walk on his own again. ABLE
He had a series of operations on his leg before he ... on his own again.

3 Complete each sentence with the missing preposition.

1 We need further investment in medicine in order to improve the national healthcare system.
2 After ten days of rehabilitation, the man was capable of taking a few steps on his own.
3 This food was exposed to high temperatures for too long. You'd better not try to eat it.
4 The allergy to nuts may be so strong that even traces of nuts in food could be dangerous to an allergic person.
5 There's an interesting campaign on social media, aimed at young people addicted to their smartphones.

4 Rewrite each sentence using emphatic structures.

1 This patient is in serious condition. He should never be left without supervision.
This patient is in serious condition. At no time, ... without supervision.
2 Our hospital doesn't often have patients with exotic diseases.
Rarely ... patients with exotic diseases.
3 It was after the operation that the patient started to recover.
Not until the operation ... to recover.
4 She would have never got over her addiction without some psychological support.
Never ... her addiction without some psychological support.
5 We should do some blood tests. That's the only way we can find the source of the illness.
Only by doing some blood tests ... the source of the illness.

5 Rewrite each sentence using emphatic structures.

1 This new treatment gives some hope to all patients with cancer.
This new treatment ... to all patients with cancer.
2 Adam tried all possible methods of giving up smoking but they all failed.
Adam ... of giving up smoking but they all failed.
3 The emergency services came really quickly, but they couldn't save the victim of the accident.
The emergency services ... , but they couldn't save the victim of the accident.
4 An active lifestyle protects you from obesity and heart diseases.
An active lifestyle ... obesity and heart diseases.
5 People in wheelchairs have to struggle with obstacles every day.
People in wheelchairs ... with obstacles every day.

6 Work in pairs. Talk about something that has happened to you or other people recently. Express surprise, interest or disbelief.

Mike won a photo competition last month.

Oh, did he?

Yes, but he forgot to come and collect his award.

You're joking! How could he?

4 1 should he be left
2 does our hospital have
3 did the patient start
4 would she have got over
5 will/can we find

Exam guide
2 English in Use Transformations

2 1 succeeded in taking
2 was unable to stand up
3 could not find
4 managed to recover
5 was able to walk

5 1 does give some hope
2 did try all possible methods
3 did come really quickly
4 does protect you from
5 do have to struggle

Life Skills guide
6 Communication, Mediation

Starter 7

- *goals*
- *dreams and ambitions*
- *achievements*
- *career aspirations and prospects*
- *employment*
- *voluntary work*
- *future forms*
- *present and past tenses*
- *continuous and perfect aspects*

1 Complete the text with the words in the box.

achieve ambition grab obstacles set wildest

It has always been my burning (1) … to establish an art agency and work with artists, and I managed to (2) … my goal soon after graduating. I set up *Art for the Masses* and have cooperated with singers, actors, and dancers since then. There have been several (3) … I had to overcome, but I was soon recognised as a professional agent who could organise an artistic performance of any kind in any place and at any time. I was never afraid to (4) … the opportunity and organise a concert for the greatest celebrities. That's my advice for you: if you (5) … your target, never take a step back in your efforts and you'll soon do things you haven't even thought of in your (6) … dreams!

Exam guide

2 Listening
Open-ended questions

2 Listen to a young YouTuber talking about his 'dream-come-true' experience. Then answer the questions. 7 p. 383

1 How long has the boy been streaming his videos?
2 Who did he stream for at the beginning?
3 Which category was his channel in the Top Twenty in?
4 How did the boy learn about the advertising opportunities?
5 What did he spend his first earnings on?
6 How do his parents react to his streaming activity?

3 Choose the correct option to complete each sentence.

1 I want to take part in a lecture entitled 'Don't let obstacles stop you on your way to success'. What time *does it start* / *is it starting*, Jack? Will I get there on time if I leave now?
2 My dream is finally going to come true – I *will go* / *am going* to the USA this summer.
3 If all his plans are fulfilled, this time next year he *is going to shoot* / *will be shooting* movies in Hollywood.
4 The goals I have set for myself are not easy. It *will probably take* / *is probably taking* months before I achieve them.
5 This is the final stage of our project. Hopefully, we *are going to complete* / *will complete* it tomorrow if nothing goes wrong.

Life Skills guide

7 Communication,
Mediation,
Self-development

4 Complete each sentence with the correct form of the verbs in brackets.

1 He … (*work*) in a bank for two years before he decided to set up his own business.
2 Since 2018, our company … (*grow*) from 12 to 35 people.
3 The boss … (*discuss*) something with his employees when the secretary entered the conference room and passed the bad news to them.
4 Currently, we … (*plan*) to extend our activities onto the Asian market.
5 In 2015, the parent company from Korea … (*invest*) another 5 million euros in its European subsidiary.

5 Match the phrases (1–4) with their definitions (a–d).

1 early retirement b
2 glass ceiling d
3 minimum wage c
4 unemployment rate a

a Percentage of people in the population who are without work.
b The situation when you decide to give up employment before the legal age and live off a pension.
c The lowest amount of money that an employer may pay their workers; employees cannot earn less than that.
d The concept of an abstract barrier that stops women or members of minorities from being promoted to senior positions in a company.

6 Choose the correct option to complete each sentence.

1 She *has been working* / *had worked* for a local charity for several years, so her name is recognisable among young volunteers in schools.
2 We're enjoying our gap year right now. We *visited* / *have visited* a few different regions as volunteers.
3 Before they started the project in Kenya, they *had been helping* / *had helped* uneducated children in Tanzania for a year.
4 Currently, we *are trying* / *have tried* to get sponsors for our next community project.

7 Work in pairs. Talk about your success and how you achieved it. Use contrast and concession.

I won a football match with my team. I wasn't in my best shape on that day. Even so, I managed to score a goal.

And I got an A on my last History project. Although …

4 1 had been working / had worked
2 has grown
3 was discussing
4 are planning
5 invested

1 1 ambition
2 achieve
3 obstacles
4 grab
5 set
6 wildest

2 Suggested answers:
1 for a year or so
2 for his schoolmates
3 gaming in Poland
4 from another YouTuber
5 on improving his computer
6 they still don't like it

Starter 8

- *book and film reviews*
- *authors*
- *creative reading projects*
- *media*
- *modifying adjectives*
- *gradable and ungradable adjectives*
- *adverbs of degree*
- *narrative tenses*
- *future in the past*

1 Complete the reviews with the words in the box.

dull	entertaining	overrated
predictable	thought-provoking	

1 A detective story should not be so ... ! I guessed the murderer before I got halfway through the book. predictable
2 The show is definitely ... . The music was too loud and the performers seemed to lack energy. I don't know why critics were so enthusiastic about it. overrated
3 I must say, the film impressed me so much. It left me thinking deeply about the moral values of the contemporary youth. I haven't seen such a ... film in years! thought-provoking
4 I've had the laugh of my life! This guy really had fantastic jokes and funny stories. I wouldn't even think stand-up comedies could be so ... . entertaining
5 400 pages and … nothing happened through 300 of them. The story is simply boring and ... , as not a single character was worth any deep thought. The author should definitely work harder to put some life into the plot. dull

2 Listen to three summaries of books. Match each summary (1–3) with the sentence (a–c). Each summary matches TWO sentences. 8 p. 383

In this book:

1 a, c
2 b, c
3 a, b

a a relationship starts between two people.
b there's a group of people who have been friends for a long time.
c some problems might be caused by something wrong the character did in the past.

3 Match the phrases (1–4) with strong adjectives (a–d). Then complete the sentences with appropriate strong adjectives. There is one extra strong adjective.

1 very funny d
2 really pleased a
3 very angry b
4 very sad c

a delighted
b furious
c heartbroken
d hilarious

1 He was c when his beloved character was shot only in the last minute of the film.
2 I love this comedy. It has several d situations and I just can't help laughing all the time.
3 Daniel was b to see that the man in front of him had bought the last tickets for the evening screening of the movie he wanted to watch.

4 Choose the preposition that is unnecessary in each sentence.

1 It's weekend again! Finally some time to get *round ~~on~~ to* watching my favourite series on TV.
2 The group went on while I stopped to buy something to drink, and I had to run to catch *~~out~~ up with* the others.
3 Isn't it time you grew *out of ~~to~~* those comic strips, Peter? Why don't you start reading some more ambitious literature?
4 The film was definitely overrated. I would put it *down ~~in~~ to* the fact that too few popular actors starred in it.

5 Use the information in the table to write what the people were planning and what actually happened. Use the words in capitals in (2–4).

	planned action	what happened
The teacher	spend another typical day at school	an unusual educational offer / come from the local university
The city council	stop financing the poetry club	one of the members / receive a prestigious award
Jack	give up the project	the leader / ask him / give it one more try
Linda	throw away the books / she / not need	a school library / contact her

1 *The teacher was to spend another typical day at school when an unusual educational offer came from the local university.*
2 WAS GOING ... .
3 VERGE ... .
4 POINT ... .

6 Work in pairs. Tell a story to your partner. React to what you hear from your partner.

I missed my bus yesterday and I thought I would have to wait over an hour for the next one.

How annoying!

Yes, but my dad's friend was driving by so he picked me up from the bus stop.

Oh, …

5 **2** The city council was going to stop financing the poetry club when one of the members received a prestigious award.
3 Jack was on the verge of giving up the project when the leader asked him to give it one more try.
4 Linda was on the point of throwing away the books she didn't need when a school library contacted her.

Life Skills guide

6 Communication, Creativity, Mediation

1 Which human activities are most harmful to the environment?

2 Is it a good idea to establish nature reserves and national parks? Why? / Why not?

1 Pristine places

Culture guide

Interesting facts

The photo shows *Virtuoso Man* by Willicey Tynes, which is one of the works in the Bahamas' Sir Nicholas Nuttall Coral Reef Garden, an underwater living art gallery that attracts divers and snorkelers as part of the Bahamas' efforts in ecotourism. The aim of the museum is to raise awareness of marine conservation and the part that coral reefs play in our environment. The artworks provide a habitat for fish, corals and other sea creatures while diverting divers and snorkelers away from natural reefs, allowing them to recover and thrive naturally.

IN THIS UNIT YOU LEARN

VOCABULARY
- threats and environment protection
- ocean protection
- ecological disasters
- protecting World Heritage Sites

GRAMMAR
- review of first and second conditional
- review of third and mixed conditionals
- *I wish*, *if only*

SKILLS

Listening
- interview with explorer and marine ecologist
- youth protests and campaigns to protect the Earth
- open questions, multiple choice

Reading
- article about exploring the Okavango Delta
- Greek prefixes: *anti*, *bio*, *eco*, *micro*, *macro*, *mono*, *geo*, *hiper*
- open questions, matching

Speaking
- making and explaining promises

Writing
- formal letter/email

CRITICAL THINKING
- emotional responses

3h/week • Student's Book ex. 1–4 p. 13

5h/week • Workbook ex. 1–10 p. 8–9 • If short of time, skip ex. 9–10

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

An underwater sculpture in the Coral Reef Sculpture Garden in the Bahamas.

1A Vocabulary

Ocean environment

Talking about environment

Life Skills guide
1 Creativity, Critical thinking

1 Work in pairs. Look at the photo and read the caption. Discuss the following aspects related to the photo.

- message behind the sculpture
- effort taken to arrange the view like that
- possible reactions of viewers
- possible benefits (of any kind) of a project like that

2 Guess the correct option. Do any of the facts about oceans surprise you? Discuss.

Did you know:

- The oceans cover just over (1) *30%* / *70%* of the planet. They are the Earth's largest life-support systems.
- About (2) *45%* / *70%* of the oxygen we breathe is produced by the oceans.
- An estimated (3) *30%–50%* / *50%–80%* of all life on Earth is found in the oceans.
- The world's fisheries provide employment for (4) *3.7 million* / *37 million* people and food for billions.
- The sea level has risen (5) *10–25 cm* / *25–50 cm* over the past 100 years.
- The largest living structure in the world is the Great Barrier Reef – a coral reef which measures around (6) *500* / *2,600* kilometres in length.
- There are many endangered species including whales, dolphins, sharks and turtles. As many as (7) *1* / *100* million are killed each year for their meat.
- Around (8) *3%* / *10%* of the ocean receives protection through marine reserves, no-fishing zones, etc.

3 Match the words in box A with the words in box B. Listen and check. 9

A	climate	coral	endangered	flood	fossil	global
	greenhouse	marine	oil	polar	renewable	sea

B	change	defences	energy	fuels	gases	ice caps
	levels	reefs	refineries	reserve	species	warming

4 Complete the texts on ocean environments with the compound nouns in exercise 3.

1 The world's largest (1) *marine reserve* covering 830,000 square kilometres, has been created in the remote Pitcairn Islands in the South Pacific. Its waters contain some of the few pristine (2) ... left on the planet, which are home to a huge number of sharks and other large fish. It is hoped that initiatives like these can protect oceans from pollution caused by the dumping of chemicals, plastics and other rubbish, and by accidental spills from (3) ... .

2 (4) ... is the term used to describe a gradual increase in the average temperature of the Earth's atmosphere and its oceans, which is the cause of longer-term (5) ... . Many scientists believe that this is largely due to (6) ... such as carbon dioxide in the atmosphere. This has meant that the (7) ... in the Antarctic and Arctic are melting, threatening the habitats of (8) ... such as polar bears. It also results in rising (9) ... , which threaten the existence of many low-lying islands, and create a need for strong (10) ... . Many people believe that we should reduce our use of (11) ... , and invest more in (12) ... sources such as solar power and power from wind and sea tides.

3
climate change
coral reefs
endangered species
flood defences
fossil fuels
global warming
greenhouse gases
marine reserve
oil refineries
polar ice caps
renewable energy
sea levels

4
2 coral reefs
3 oil refineries
4 Global warming
5 climate change
6 greenhouse gases
7 polar ice caps
8 endangered species
9 sea levels
10 flood defences
11 fossil fuels
12 renewable energy

1B Cele lekcji: Rozumienie nagrań o problemach ekologicznych.

1 If you were to start your own environmental campaign, which issue would you decide to focus on?
2 Which natural habitats in Poland are protected by law?

1B Listening

Listening to texts about ecological issues

Life Skills guide
1 Critical thinking, Mediation

1 Read some opinions about ecological issues. Discuss them in pairs or groups.

- The dangers of global warming have been exaggerated.
- We should reduce our reliance on fossil fuels and invest in renewable energy sources.
- People do not do enough to protect the environment or the oceans from pollution.

Exam guide
2 Listening
Open-ended questions

2 Listen to Enric Sala, a National Geographic explorer and marine ecologist. Answer the questions. 10 p. 383

1 What is the name of Enric's project and what is its aim?
2 What three threats to the ocean does he mention?
3 What two pieces of advice does he give?

Exam guide
3 Listening
Gap-filling

3 Listen again. Complete the sentences with no more than three words. 10 p. 383

1 Enric prefers to spend his time … rather than at the office.
2 Enric's work involves using scientific research as well as films, articles and … .
3 Because of overfishing, fish cannot … quickly enough.
4 Over the last century, … of the large fish in the ocean have disappeared.
5 If the current trend continues, we will lose the majority of the … in the world.
6 We have already lost … the world's coral reefs.
7 Enric advises against eating large fish like tuna, sharks and … because they may contain mercury.

3 1 in the ocean
2 social media
3 reproduce
4 90%
5 fisheries
6 a quarter of
7 farmed fish

Exam guide
4 Listening
Multiple choice

4 Listen to the recording about campaigns for a better climate. Choose the correct option to complete each sentence. 11 p. 383

1 *Fridays for Future* is a campaign to
a make the school week only four days long.
b stop unnecessary UN conferences.
c show disapproval of the destruction of the environment.

Life Skills guide
5 Creativity, Critical thinking, Mediation

2 1 the *Pristine Seas* project; to inspire the leaders of the countries that own the last pristine places in the ocean to protect them
2 overfishing, global pollution, climate change
3 eat more vegetables, don't eat big fish

2 Poles contributed to the campaign by
a protesting in a thousand places in Poland.
b giving up holidays in 60 of the most polluted places in Poland.
c reminding the government about the climate crisis.

3 Banksy's art display in Venice aims to make people aware that
a there is no reason to use humour to get people think of what's going on around them.
b huge ships cause damage to the environment.
c tourists should hurry if they want to see the city before it sinks completely.

4 In 2019, campaigners used
a posters with catchy slogans on them.
b scenes from disaster movies.
c photos of scientists and politicians.

5 The general message included in the recording is to show that
a the disastrous changes to the climate have finally been stopped.
b kids and teenagers have the power to make people aware of the crisis we are in.
c all the campaigns so far have been unsuccessful because too few people are involved.

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Do the following tasks:

1 Make a list of the four most alarming environmental issues that need to be dealt with.
2 For each issue, think of the reasons why the problem has appeared and how the world would be different if they hadn't happened.
3 Discuss how each issue could be solved.

A photo by Enric Sala of a coral reef in Palau.

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

5h/week • Workbook ex. 1–4 p. 10

7h/week • Extra online resources

Fast Finishers

Make a list of suggestions (5–6 ideas) for your school council that would be useful if they were to organise a *Friday for Future* in your area. Think of possible activities, participants, expected results, etc.

1C Grammar 1

First and second conditional

Using conditionals to talk about likely and unlikely situations in the future

1 Look at the Grammar box. Answer the questions.

First and second conditional

a *If we **don't change** our course before 2050, most of the fisheries of the world **will have collapsed**.*
b *If everyone **made** smart choices, it **would make** a huge difference.*
c *Coral reefs **would not be disappearing** so fast **if** there **were** more marine reserves.*
d *If we **can inspire** world leaders to create marine reserves, we **will be able** to protect more species.*

1 Which sentences refer to:
i a real future possibility? a, d
ii a hypothetical or unlikely situation in the present or future? b, c
2 Which modal verbs in bold could you replace with *may*, *might* or *could*?
3 Which sentence could you rewrite using *unless*, without changing the result clause? a
4 In sentence d, replace *if* with *provided*, *providing* or *as long as*. Does it make the condition *more* or *less* necessary in order to achieve the result?

More explanation in Grammar reference on p. 24.
More exercises in Grammar practice on p. 25.
Do exercise 1.

2 Match the two parts of the sentences. Work in pairs and discuss the statements.

1 If you eat more vegetables, e
2 Supposing everyone bought fish from sustainable sources, f
3 Unless we reduce our fish consumption, b
4 Unless sea levels stop rising, a
5 If there were no fish farms, c
6 Suppose polar bears became extinct, d
7 As long as governments act now to stop pollution, g

a some low-lying islands will have been flooded by 2050.
b some large species like sharks or tuna will become extinct.
c overfishing would definitely increase.
d it would be a great loss for future generations.
e you will be more healthy.
f we could preserve endangered species like tuna and sharks.
g we will be able to preserve our coral reefs.

3 We can form conditionals in different ways to express different levels of likelihood and formality. Look at the Grammar box. Answer the questions (1–3).

Conditional variations

a *If you **should see** someone dumping chemicals into the sea, please **report** it immediately.*
b *If people **were to stop** dumping chemicals into the sea, there **would be** less pollution.*
c ***Should** you **see** someone dumping chemicals into the sea, please **report** it immediately.*
d ***Were** people **to stop** dumping chemicals into the sea, there **would be** less pollution.*

1 Which sentences are first conditional? Which are second conditional? Write the *if* clauses in the more usual form.
2 How are sentences *a* and *b* different from the more usual forms? Is the condition more or less likely in these sentences?
3 How are sentences *c* and *d* different from the more usual forms? Are they more or less formal?

More explanation in Grammar reference on p. 24.
More exercises in Grammar practice on p. 25.
Do exercise 2.

4 For each sentence (1–4), write another sentence with the same meaning. Use the word in capitals.

1 We don't see the total amount of trash we produce. That's why we don't realise how much damage we cause to the Earth. SAW
If … how much damage we cause to the Earth.
2 Imagine you are invited to join a conservation group. Will you accept the invitation? SHOULD
…, will you accept the invitation?
3 What kind of measures would you take as a Minister of Environment? SUPPOSE
…, what kind of measures would you take?
4 What are three most serious dangers to the environment in your opinion? NAME
Were …, what would they be?

5 Complete the questions with your own words about the topics in the box. Then ask and answer in pairs.

endangered species	a flood	global warming
plastic bags	pollution	saving energy
tidal energy	a wind farm	

1 What would happen if …?
2 If everyone were to …,?
3 How would you feel if …?
4 Were the government to …,?
5 Should there be …,?

6 MY PERSPECTIVE – SPEAKING

Work in groups and discuss. What can you do at home or at school to reduce your impact on the environment? What will the consequences be?

1 What will happen when we run out of fossil fuels as a source of energy?
2 How might your life be different if you decided to live in a national park?

1 **2 a** *will have collapsed – may/might/could have collapsed*
b *would make – might/could make; may* is possible here but less likely.
c *would not be disappearing – might not be disappearing;* may is possible but less likely.
d *will be able – may/might be able to*
4 *Provided / Providing / As long as we can inspire world leaders to create marine reserves, …*
These conjunctions make the condition more necessary to achieve the result.

3 **1** first conditional = a, c. More usual if clause: *If you see someone dumping chemicals …*
second conditional = b, d. More usual if clause: *If people stopped dumping chemicals …*
2 They use a modal verb / *be to* before the main verb of the *if* clause. These tend to make the condition a little less likely.
3 Sentences c and d both use inversion of the modal verb / *be to* + subject, which makes the sentences more formal.

Life Skills guide

6 Creativity, Critical thinking, Mediation

Technology guide

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

4 **1** we saw the total amount of trash we produce, we would realise
2 Should you be invited to join a conservation group
3 Suppose you were/became a Minister of Environment
4 you to name three most serious dangers to the environment

3h/week • Student's Book ex. 1–6 p. 15, ex. 1–2 p. 25
5h/week • Workbook ex. 1–5 p. 11
7h/week • Photocopiable grammar activities, TB pp. 294, 297 (1.1) • Extra online resources (see Technology guide)

1D Cele lekcji: Rozumienie tekstu pisanego na temat odkrywania Delty Okawango.

1 What are the qualities that a good explorer should have?
2 Which region of the world would you be keenest on exploring? Why?

1D Reading

VOCABULARY BUILDING Greek prefixes

1 Work in pairs. Look at the pairs of words (1–8). Match the prefixes in bold with with meanings in the box. Use a dictionary if necessary.

environment	extremely small	land	large
life	more than usual	one	opposed to

1	**bio**logy	**bio**graphy
2	**eco**logy	**eco**system
3	**micro**scope	**micro**chip
4	**mono**logue	**mono**tonous
5	**geo**graphy	**geo**logy
6	**hyper**market	**hyper**sensitive
7	**anti**social	**anti**biotic
8	**macro**economy	**macro**-climate

2 Work in pairs. Guess the meaning of the words in the box. Do you know any others with the prefixes?

anti-depressant	biodiversity	eco-friendly
ecotourism	geophysics	hyperactive
macro lens	micro-surgery	monolingual

3 Read the definitions and complete the defined words with the correct prefixes.

1 A …lingual dictionary is one that explains words in the same language as they are written in.
2 An …-depressant is a medicine which is aimed at helping people with depression.
3 A …degradable material can be decomposed by microorganisms, so it isn't harmful to the environment.
4 …waves are the type of radiation with a shorter wavelength than radio waves; they're used for heating up food, among other things.
5 …tagging is the process that adds information about the location to a digital photo or video.

READING

Understanding a text about exploring the Okavango Delta

4 Read the first paragraph of the text about the Okavango Delta and answer the questions.

1 How is the Okavango Delta protected?
2 What were the starting and finishing points of Steve Boyes' expedition?
3 How can the expedition be tracked by people who are interested in it?

5 Match each paragraph (A–D) with the statement that summarises it best. There is one summary that you don't need.

1 Just one plant to concentrate on B
2 Unknown wonders ahead of us A
3 Facing the insect army C
4 A warm welcome from the local tribe –
5 Time to wrap up the experience D

6 Match the definitions with the words or phrases in bold in the text.

1 bend your knees and lower your body crouch down
2 completely wet sodden
3 difficult and physically challenging gruelling
4 equipment for taking close-up photos macro lens
5 not noticed overlooked
6 started embarked
7 water in the air moisture

7 Work in pairs. Match the comments with the photos and their posts (A–D).

1 Well done for spotting that flower. Beautiful! B
2 Have really enjoyed seeing the world through your eyes. Can't wait for the next expedition! D
3 Wow! Stunning image, amazing detail. C
4 Wish I was there with you! Good luck with the trip! A

8 You are designing a cover of a book about the bloggers' expedition. Choose one of the photos on page 17 that you think would make the best cover and justify your opinion. Also, give reasons why you reject the other three photos. Then discuss the questions.

1 How do you think expeditions like these can help protect wildlife? Talk about publicity, government involvement, funding, and tourism.
2 What home comforts would you miss if you went on an expedition like this? What would you definitely take with you?

CRITICAL THINKING Emotional responses

One way of involving and inspiring people is to create an emotional response in readers.

9 Find examples of the following in the posts. How do the photos add to the emotional experience?

1 sharing personal feelings
2 highlighting beauty
3 appealing to the senses
4 addressing the reader directly
5 use of colourful language (especially adjectives)
6 use of informal language and exclamation marks

10 Complete each sentence. Compare your answers in pairs.

1 My favourite post was the one about …
2 My favourite photo was the one of …
3 It made me feel …
4 It made me want to …

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
4 Reading
Open-ended questions

Exam guide
5 Reading
Matching paragraphs

1 1 bio – life
2 eco – environment
3 micro – extremely small
4 mono – one
5 geo – land
6 hyper – more than usual
7 anti – opposed to
8 macro – large

3 1 mono(lingual)
2 anti(-depressant)
3 bio(degradable)
4 Micro(waves)
5 Geo(tagging)

4 1 The Delta has been listed as a UNESCO World Heritage Site since 2014.
2 The expedition started on the Cuito River and finished on the Kalahari Desert in Botswana.
3 It can be tracked on a website and blog.

3h/week • Student's Book ex. 1–10 p. 16 • If short of time, skip ex. 8 and 10.

5h/week • Workbook ex. 1–5 p. p. 12

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

Exploring the Okavango Delta

Culture guide

Interesting facts

The text is a series of blog posts by two National Geographic explorers, Steve and Chris Boyes, who canoed the length of the Okavango river that ends in the Okavango Delta, which is described as one of the seven wonders of Africa and is a UNESCO World Heritage Site.

12 *The Okavango Delta in northern Botswana is one of the last wetland wildernesses in Africa. It contains a variety of habitats which are home to a wide diversity of flora and fauna. In 2014 the Delta was designated the one thousandth UNESCO World Heritage Site. Dr Steve Boyes, a conservation biologist and National Geographic fellow, and his brother, Chris Boyes, are dedicated to the preservation of the Okavango Delta. With a small team of scientists, engineers, local guides and other experts, they led an expedition over 2,414 kilometres down the length of the Okavango River, paddling in traditional dugout canoes down the Cuito River – a source river starting in Angola – to the river's end on the sands of the Kalahari desert in Botswana. On the way, they broadcast the sights, sounds and ideas surrounding them through social media and a blog, intotheokavango.org.*

A Today we **embarked** on our journey down the length of the Cuanavale River! This is estimated to be 400–500 km of narrow, fast-flowing river cutting its way through the Kalahari sands. We have no idea what to expect over the next couple of weeks, but we are sure it will be incredibly beautiful, incredibly **gruelling**, and exactly what we love most – exploration, research and pure wilderness living! Here we go for #Cuanavale16.

B If you keep on looking there is always more beauty to find! We walked past this so many times while setting up camp, but only later in the day, while walking around to collect biodiversity data, did I focus on this incredibly beautiful flower already **overlooked** so many times, and captured it with the **macro lens**. There is beauty everywhere, even in your backyard. You just have to take the time to **crouch down** and take a closer look!

C The **moisture** still hasn't fallen from the sky! In the mornings the mist is thick and everything is covered in dew. With swarms of bees chasing us out of camp so early every morning, we have no time to let our stuff dry, so tents are always packed **sodden**. The bee invasion began a day into our river expedition as an incessant buzz consumed our camp. They are a force to be reckoned with and every day we expect stings! This place is not easy to live in, but wow, it is amazing to be out here!

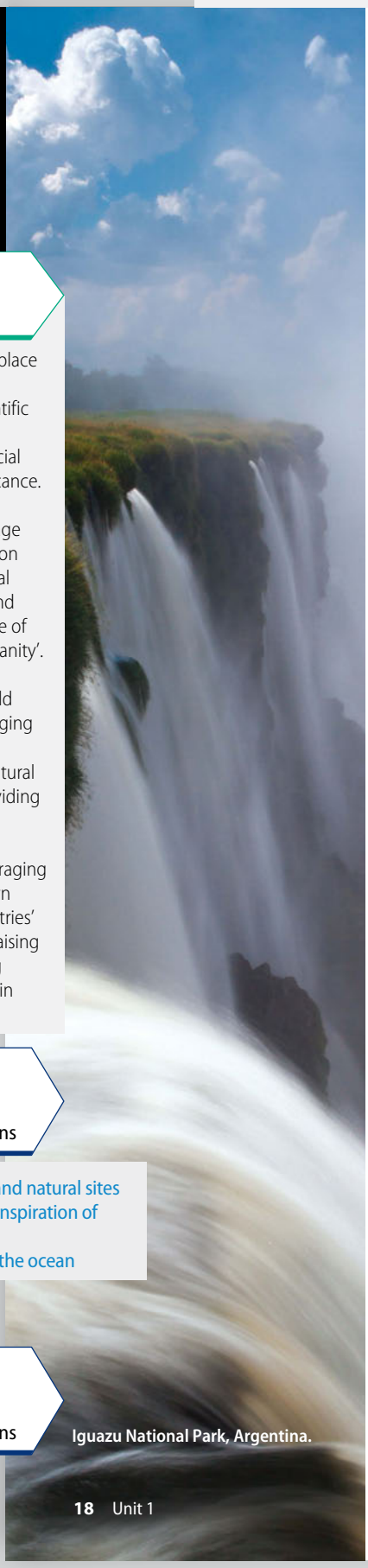
D Our last night around the campfire, the centre of our outdoor home in the Angolan wilderness! This is a thank you to the river team, for being so miraculously persistent. A thank you for getting up every morning and measuring strange fish in the cold, for paddling in the afternoon heat, for braving boiling rapids and angry hippos and burrowing worms. For eating oatmeal seventeen weeks in a row, for walking on blistered feet, for staying up late to tweet and post photos online and to upload data. For 122 amazing days. For enduring. It's also a thank you to all 50,000 of you for following along, for your words of encouragement, your inquisitive nature, and your passion for what we're doing. We know that all of you will act as ambassadors for this crucially important ecosystem. Check out intotheokavango.org for more information on how to get involved!

Fast Finishers

Write 5–6 questions you would like to ask if you had a chance to interview the explorers of the Okavango River after their return from their expedition.

1E Cele lekcji: Stosowanie trybów warunkowych w rozmowie o hipotetycznych sytuacjach i skutkach w przeszłości.

1 How would your life be different if you had chosen to go to another high school?
2 What are some of the things you wish you had done differently in your life?



Iguazu National Park, Argentina.

1E Grammar 2

Third and mixed conditionals, *I wish / If only*

Using conditionals to talk about hypothetical situations and results in the past

1 Work in pairs. What do you know about UNESCO World Heritage Sites?

2 Read the text and check your ideas in exercise 1. Then answer the questions.

You may know that UNESCO is a UN organisation that works to preserve important cultural sites (like the Great Wall of China, the Inca ruins of Machu Picchu in Peru, and Krakow's Historical Centre in Poland), for the benefit and inspiration of future generations. But did you know UNESCO also works to protect natural places like Iguazu National Park in Argentina and Brazil, and the Great Barrier Reef in Australia? Today there are over 1,000 sites in 163 countries all over the world. Can you imagine a world without these incredibly beautiful sites? If UNESCO had not protected them, some could not have survived, and the world today would be a lot poorer. And today UNESCO is exploring how it may one day be able to protect wonders of the ocean – which do not belong to any particular country – such as giant underwater volcanoes and coral islands, and floating rainforests.

1 What sort of places does the UN work to preserve?
2 Why has UNESCO protected them?
3 What may UNESCO do in the future?

Third and mixed conditionals

a *If UNESCO **had not protected** the sites, the world today **would be** a lot poorer.*

b *If the ocean sites **belonged** to particular countries, UNESCO **might have protected** them before now.*

c *If UNESCO **had been able to protect** the ocean before now, it **would have saved** more species from extinction.*

3 Read the Grammar box. Match each sentence (a–c) with the description (1–3).

1 Third conditional – a hypothetical (unreal) situation in the past, and its hypothetical result in the past c
2 Mixed conditional – a hypothetical situation in the past, and its hypothetical result in the present a
3 Mixed conditional – a hypothetical situation in the present, and its hypothetical result in the past b

4 Look at some variations of the third conditional. Which option (1–4) has a different meaning from the others?

1 Had UNESCO helped, the sites would not have been preserved.
2 Had UNESCO not helped, the sites would not have been preserved.
3 Had it not been for UNESCO's assistance, the sites would not have been preserved.
4 But for UNESCO's assistance, the sites would not have been preserved.

More explanation in Grammar reference on p. 24.
More exercises in Grammar practice on p. 25. Do exercises 3–4.

5 Listen to part of a talk on the Galápagos Islands. Answer the questions.
13 p. 384

1 What happened in 1978?
2 How many species are the islands home to?
3 What happened in 2010?

Culture guide

1 Global context

A World Heritage Site is a place that is listed by the United Nations Educational, Scientific and Cultural Organization (UNESCO) as being of special cultural or physical significance. By creating its list of Sites, UNESCO 'seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity'. (UNESCO website)
UNESCO's mission for world heritage includes encouraging countries to ensure the protection of their own natural and cultural heritage; providing emergency help for World Heritage Sites that are in immediate danger; encouraging locals to preserve their own heritage; supporting countries' conservation awareness-raising activities and encouraging international cooperation in conservation efforts.

Exam guide

2 Reading
Open-ended questions

2 1 important cultural and natural sites
2 for the benefit and inspiration of future generations
3 protect wonders of the ocean

Exam guide

5 Listening
Open-ended questions

5 1 The Galápagos Islands became a UNESCO World Heritage Site.
2 more than 1,300 species
3 UNESCO removed the Galápagos Islands from the World Heritage List.

3h/week • Student's Book ex. 1–12 pp. 18–19, ex. 3–5 p. 25 • If short of time, skip ex. 11–12 p. 19.

5h/week • Workbook ex. 1–9 pp. 14–15

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

6 Work in pairs. Choose the correct option.

1 If the islands *would not have / did not have* their unique location, they *would not have developed / did not develop* such a rich ecosystem.
2 If the Galápagos Islands *had not become / did not become* a World Heritage Site, they *would not have received / had not received* so much help to protect their wildlife.
3 If UNESCO *had not helped / had helped* with the project, some species *might become / might have become* extinct.
4 If the government of Ecuador *would not have made / had not made* progress in addressing the problems, the islands *might still be / might still have been* on the World Heritage List today.

7 Translate the Polish fragments of the sentences into English.

1 (*Gdyby wyspy były bliżej*) ..., I would have visited them.
2 If I had had more money, (*być może pojechałbym*) ... on a tour.
3 (*Gdybym nie zgubił*) ... the guide book, I could have been reading about the history of the building.
4 If I had not visited the marine reserve, (*nie mógłbym wtedy zrobić*) ... so many photos.
5 (*Gdybym był pojechał*) on the tour, I would know more.
6 If I had not gone on the tour, I (*być może nie czułbym się*) ... so tired now.
7 If I had been listening more carefully, (*nie zgubiłbym się*) ... .

8 Read some reflections on a visit to the Galápagos Islands. Complete the second sentence with a conditional sentence so that it means the same as the first.

1 We didn't bring enough water, so we got very thirsty.
Had ...
2 The sea was very rough, so we couldn't go on the boat trip.
Had the sea ...
3 Thanks to our GPS device, we were able to find our way home.
But for ...
4 I was feeling tired, so I missed the tour.
Had ...
5 We didn't get bitten by mosquitos because we had insect repellent.
Had it ...

7 1 If the islands were closer
2 I might have gone / maybe I would have gone
3 If I hadn't lost
4 I couldn't have taken
5 If I had gone
6 might not be feeling
7 I wouldn't have got lost

I wish / If only

a ***I wish*** *I hadn't lost the guide book.*
b ***If only*** *I had gone on the tour.*

9 Look at the Grammar box. Choose the correct option to complete each sentence.

1 In sentence *a*, the speaker *did / didn't* lose the guide book.
2 In sentence *b*, I *did / didn't* go on the tour.
3 *I wish* and *If only* + past perfect express a desire for the *present / past* to be different.

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

10 Read about the problems a traveller had during his trip. Write his reflections using *I wish* or *If only*.

1 I regret not taking more photos.
If only ... !
2 Our guide spoke terrible English.
I wish ... .
3 I had forgotten my raincoat (and it rained a lot).
If only ... .
4 I chose the worst accommodation possible.
I wish ... .
5 I ate some exotic dishes (and then I felt sick).
I wish ... .

11 Look again at the situations in exercise 8. With a partner, write sentences expressing regret or lack of regret.

12 **CHOOSE**

1 Think about holidays, day trips, or walks you have been on in the past. Write six sentences expressing regret using third or mixed conditional sentences. Share your sentences with a partner.
2 Find out about a UNESCO World Heritage Site in Poland. Choose one site, either cultural or natural, and write a paragraph about it, including third or mixed conditional sentences. Present your research to the class.

A Galápagos iguana on a volcanic rock.

10 1 I had taken more photos
2 our guide had spoken better English
3 I hadn't forgotten / had taken my raincoat
4 I had chosen better accommodation
5 I hadn't eaten some/those exotic dishes

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

Life Skills guide
12 Creativity, Critical thinking, Mediation

8 1 Had we brought enough/more water, we wouldn't have got (so) thirsty.
2 Had the sea not been (so) rough, we could have gone / would have been able to go on the boat trip.
3 But for our GPS device, we couldn't have found / wouldn't have been able to find our way home.
4 Had I not been feeling (so) tired, I wouldn't have missed the tour.
5 Had it not been for the insect repellent, we would have got bitten by mosquitos.

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

Fast Finishers

Think of five famous people (a politician, an actor, a YouTuber, etc.). Write what they might have done in the past, or be doing now, if they had chosen a different career path.

1 How do you think you will use your knowledge of English in the future?
2 How can we reduce our consumption of natural resources? Suggest some ideas.

1F Speaking

Making promises, suggestions and explaining expected results

1 Read about *Wave for Change*. Answer the questions.

Every year on June 8th, people all over the world celebrate *World Oceans Day* to raise awareness of the ocean and encourage people to protect it. In *Wave for Change*, people make a specific promise to help the ocean, then record a video clip, stating their promise and doing the wave. Finally they post their video, encouraging others to join them by using the hashtag *#WaveForChange* and *#WorldOceansDay*.

1 What is the aim of World Oceans Day?
2 What three things should people do in *Wave for Change*?
3 Have you heard of the hashtag *#WaveForChange* before?
4 What other similar social media campaigns have you heard of? What was involved?

2 Match the suggestions for helping save the ocean (1–8) with the explanations (a–h).

1 Mind your carbon footprint and cut energy consumption. d
2 Eat less fish. Choose seafood that is sustainable. g
3 Carry reusable water bottles, avoid using plastic bags and recycle. h
4 Don't drop litter, and take part in beach clean-ups. a
5 Use fewer chemicals in house and garden products. c
6 Support organisations fighting to protect ocean habitats. f
7 Organise campaigns to inform friends and family about the oceans. e
8 Educate yourself about oceans and marine life. b

a Prevent pollution – keep beaches and waterways clean.
b The more you learn, the more you'll want to help.
c Harmful chemical products flow into the sea and damage marine life.
d Use less energy – reduce the effects of climate change on the ocean.
e Influence change in your community.
f By working with others, your efforts have a greater impact.
g Reduce the effects of over-fishing by your eating choices.
h Protect marine life by using fewer plastic products.

3 Listen to someone talking about a pledge she has made for *World Oceans Day*. Answer the questions. 14 p. 384

1 What does she value about the ocean?
2 What is she worried about?
3 What is the problem with plastic?
4 What promise does she make?
5 What does she hope to achieve?

Useful language

Making promises
I promise / pledge to …
My promise is to …
I promise that I'll / I'm going to …

Explaining promises and suggestions
Let me explain how that's going to work.
Hopefully by doing this, I / we'll be able to …
The more we …, the more / better / less …
The idea behind my suggestion is that …

Explaining expected results
Our efforts will soon result in …
We believe that in the long run, …

4 Decide on a promise you would like to make to protect the oceans, based on the information in exercise 2. Make notes on what you are going to do, using the questions in exercise 3 and expressions in the Useful language box to help you.

5 Work in groups. Take it in turns to say your promise. Then decide whose idea was a) the most practical b) the easiest c) the most challenging d) the most fun.

6 Work in pairs. Describe the photo below. Then, answer the questions.

1 Why do you think the turtle has this bag in its mouth?
2 What kind of trash do you mostly generate on holiday? How do you get rid of it?
3 Tell your partner about an interesting conservation event you heard about or took part in.

Plastic bags and bottles polluting the ocean.

Life Skills guide
4 Self-development

Life Skills guide
5 Communication, Critical thinking

Exam guide
6 Oral Matura

Life Skills guide
6 Communication, Critical thinking, Mediation

Exam guide
3 Listening
Open-ended questions

1 1 to raise awareness of the ocean and encourage people to protect it
2 – make a specific promise to help the ocean
– record a video clip, stating their promise and doing the wave
– post their video
3–4 Students' own answers

3 1 the number of amazing fish and sea mammals
2 the threat from all the plastic that's in the ocean
3 It isn't biodegradable. Marine mammals get tangled up in abandoned fishing nets, and other mammals and fish eat the plastic, which people end up eating.
4 to stop using plastic bags and to use bags made of natural materials
5 to persuade other people to do the same so that the amount of plastic in the ocean is reduced

3h/week • Student's Book ex. 1–6 p. 20
5h/week • Workbook ex. 1–5 p. 19
7h/week • Extra online resources

1G Writing

Formal letter/email

Writing a formal letter/email

1 Read the email below. Answer the questions.

1 What is Mr Anderson celebrating?
2 How is Mr Woliński related to Mr Anderson?
3 Why can't he attend the celebration?

Email Message

Dear Mr Anderson,

I am writing in response to your letter from November 2nd with the information about your plans for the celebrations held by the Nature Conservation Institute and your invitation to take part in this special event.

First of all, I want to pass my warmest congratulations to your whole team on the occasion of the tenth anniversary of your institute. You have certainly done a good job coordinating so many environmental projects for all these years. I am especially fond of last year's *All for the Amazon* initiative in high schools, which I had the honour to co-organise with you. It was a great success, which earned your institute nationwide recognition. I am absolutely sure that there are still more projects ahead of us that we can do together. 5 1

However much I would love to attend your anniversary gala, I am awfully sorry to say that I will not be able to arrive in Warsaw on the day of the event. Along with other members of the conservation group we work for, we will be researching the coasts of Madagascar and the animals living there. I hope your next anniversary will fall during a less busy period in my work. 4

I want to wish you all an enjoyable celebration. Also, I wish you continued successes in the field of nature protection. I would be overjoyed to continue my cooperation with the institute.

With kind regards,

Andrzej Woliński

Useful language

Responding to news
I am writing in response to …
I was very glad / I was sorry to hear that …
I want to congratulate you on …
You have done good job …

Expressing thanks
I would like to thank you very much for …
I absolutely / so loved …

Making an invitation
We would be honoured if you could come …
I would like to invite you to …

Responding to an invitation
It will be a pleasure to attend …
I am sorry to say I will not be able to come …

2 Which of the following reasons has the author written the email for? Find the sentences in the email which justify your choice.

1 to mention a common project in the past
2 to invite the recipient to an event
3 to accept and say thanks for the invitation
4 to refuse the invitation and justify the refusal
5 to congratulate the institute's successes
6 to criticise the institute's action

3 **WRITING TIPS** Formal and informal language

a Read some advice about writing emails and letters. For each piece of advice, decide if it refers to the formal (F) or informal (I) style.

1 Begin with *Hi* or *Hello* + *Name*. I
2 Don't use contractions (*I've / he's / don't*, etc.). F
3 Don't use multi-word verbs (*go back, get into*, etc.). F
4 It is common to use exclamation marks (!), dashes (–), and ellipses (…). I
5 It is common to use informal language (*guys, kids*, etc.). I
6 Don't leave out words (subjects, *be*, auxiliary verbs). F
7 Abbreviations are not very common (am/pm, ASAP, etc.). F

b Find formal expressions in the email that mean the same as these informal ones:

1 Re: the letter you sent on Nov 2
2 congrats to you all
3 sorry, but I won't be able to come
4 take care

4 Work in pairs. Think of what Mr Anderson's invitation might have been like. Discuss the questions.

1 What has the institute achieved in the last ten years?
2 What was Mr Woliński's contribution to the institute's projects?
3 What is the programme of the gala?
4 Who else will attend the gala?

5 Write a formal email from a nature conservation organisation to a potential sponsor, in which you invite the sponsor to get engaged in the upcoming international conference about endangered species. In your email, mention successful cooperation with sponsors so far and present potential benefits for both sides coming from the sponsor's financial support. Use formal expressions from the Useful language box. Write between 200 and 250 words.

More about writing a formal letter/email in Writing guide on p. 150.

1 When do teenagers typically need to write an official letter or email?
2 What words or phrases that you use while talking to your peers wouldn't be acceptable in a formal letter to the head teacher?

Exam guide
1 Reading
Open-ended questions

1 1 He is celebrating the tenth anniversary of the Institute.
2 They cooperated in the 'All for the Amazon' initiative.
3 He will be in Madagascar at that time.

3 b 1 I am writing in response to your letter from November 2nd
2 I want to pass my warmest congratulations to your whole team
3 I am awfully sorry to say that I will not be able to arrive
4 With kind regards,

Life Skills guide
4 Creativity,
Critical thinking

Exam guide
5 Writing
A formal email

Life Skills guide
5 Creativity,
Mediation,
Practical skills

3h/week • Student's Book ex. 1–5 p. 21 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–4 p. 20

7h/week • Extra online resources

Skills Review 1

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 We need to put an emphasis on ... sources of energy since they are inexhaustible. renewable NEW
2 ... waves caused by a series of underwater earthquakes hit the islands with all their force. TIDE Tidal
3 Scientists are attending the conference on how ... is threatened and how we can protect it. DIVERSITY biodiversity
4 Physical exercise can ease depression more effectively than ... . anti-depressants DEPRESS
5 Scientists have warned that tuna ... have expanded into every region that we can possibly exploit, posing a threat to sharks and other species. FISH fisheries

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The authorities of National Park, home to coral reefs and schools of fish, are thinking of creating a large marine ... inside the park where fishing would be banned. reserve
2 The real cost of coal, natural gas, and other ... fuels aren't always obvious. Their impacts, however, can be disastrous. fossil
3 How much would the oceans rise if the polar ice ... melted? caps
4 Hatta's dam lakes in the United Arab Emirates have become home to some rare ... of birds including the seldom-seen fish eagle. species
5 Over the past few decades we have observed a gradual ... in the temperature of the oceans and seas, which is triggered by global warming. increase/rise

Exam guide
4 English in Use
Sentence formation

4 1 had forbidden building
2 providing/provided she applies / has applied
3 hadn't enforced law(s) protecting
4 is introduced
5 keep dumping

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 If you learn by any chance which factory pollutes the river, notify the police.
Should ... which factory pollutes the river, notify the police.
2 It's a shame the authorities didn't show any appreciation to the people donating their money to create a nature reserve.
If only the authorities ... to the people donating their money to create a nature reserve!
3 If I were to choose between eating more vegetables or increasing my fish consumption, I would opt for the former one.
... between eating more vegetables or increasing my fish consumption, I would opt for the former one.
4 Jason advised me on how to start running a fish farm and I did it.
But ... , I wouldn't have started running a fish farm.
5 I am so unhappy that the sea level is rising at increasing rates.
I wish the sea level ... at increasing rates.

3 1 you learn
2 had shown (some/any) appreciation
3 Were I to choose
4 for Jason's advice / for Jason
5 wasn't rising

Uzupełnianie zdań

Exam guide
5 English in Use
Translations

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

1 If only the government (*forbid / build*) ... this luxury hotel in this small quiet town! Sadly, it's too late to change anything.
2 She won't get bitten by mosquitoes (*provide / she / apply*) ... insect repellent to her body and clothes.
3 The lake filled with jellyfish on Eil Malk island wouldn't be a famous tourist highlight if the authorities (*not / enforce / law / protect*) ... their resources a decade ago.
4 Unless a long-term recovery plan for the Tasmanian Devil (*be / introduce*) ... , its population will have declined dramatically by the end of this decade.
5 As long as people (*keep / dump*) ... rubbish into the lake, it will never be restored to its original beauty.

Tłumaczenie fragmentów zdań

Life Skills guide
5 Mediation

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 The scientists have assured everyone that underwater habitats are running smoothly by monitoring the (*system podtrzymujący życie*) ... .
2 Plans to make a stretch of the Isle of Man's coastline a (*strefą bez połowów*) ... have been welcomed.
3 A river has been polluted with thousands gallons of impurities after an (*przypadkowym wycieku*) ... at a nearby company.
4 Recent geological research has shown that many (*nisko leżące*) ... Pacific islands are growing, not sinking.
5 Scientists have warned about the impact of plastic pollution in the most (*nieskazitelnych miejscach*) ... of the world.

5 1 life-support system
2 non-fishing zone
3 accidental spill
4 low-lying
5 pristine places

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

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

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

Uzupełnianie luk

6 W zadaniach 1–4 wstaw w lukę w każdym zdaniu jeden wyraz, który poprawnie uzupełni każde z trzech zdań.

1 cover
- **a** Mountains … around 22 percent of the Earth's land surface.
- **b** There is a photo of an underwater temple on the … page of the magazine.
- **c** Lush green forests of trees … the hills, making them look spectacular.

2 average
- **a** On … , three million people visit this quaint island in the Pacific every year.
- **b** The first episode of the *Nature Show* was watched by a(n) … of 800,000 viewers.
- **c** The … cost to install a water treatment system is about $500.

3 flood
- **a** Climate change and urban growth have contributed to an environment in which, in countries like the Netherlands, engineers deliver the best possible … defense systems.
- **b** Torrential rain has cost one life, the good news is that … waters are receding.
- **c** Thousands died from drowning when, in the summer of 1931, heavy snowmelt, torrential rains and cyclones caused the most devastating … in the history of China.

4 level
- **a** Scientists predict that the global sea … rise could be bigger than expected.
- **b** The problem of destroying coral reef must be dealt with at an international … .
- **c** I jumped into the river and felt its rushing water coming … with my neck chin.

LISTENING

7 Usłyszysz dwukrotnie wypowiedzi trzech osób (A–C) dotyczące ochrony raf koralowych. Do każdego pytania (1–4) dopasuj osobę.
Uwaga: jedna osoba zadaje dwa pytania. 15 p. 384

Which speaker …

1	explains when people cause coral reef destruction unknowingly?	B
2	expresses certainty that the coral reef restores itself eventually despite people's destructive nature?	C
3	points out that people's care for the environment prevents disastrous consequences for sea life?	A
4	refers to people's possessive nature regarding coral reefs?	B

SPEAKING

8 Popatrz na zdjęcie A.
Jakie jest prawdopodobieństwo, że taka sytuacja będzie częścią twojego życia codziennego w przyszłości?

Popatrz na zdjęcie B.
Co sprawiło, że ci ludzie nurkują w tym miejscu?

Popatrz na oba zdjęcia.
Co mają ze sobą wspólnego i czym się różnią, jeśli chodzi o sposób przedstawienia kwestii ochrony środowiska?

WRITING

9 Uczestniczysz w przygotowaniach organizowanego corocznie Dnia Ochrony Mórz i Oceanów.
Napisz list/e-mail formalny do lokalnych mediów z zaproszeniem do wzięcia udziału w tym przedsięwzięciu. W liście poinformuj o:

- planowanym przemarszu ulicami miasta,
- przygotowanym przedstawieniu promującym ochronę mórz i oceanów,
- spotkaniach z osobami kompetentnymi w tej dziedzinie.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
6 English in Use
Gap-filling

Exam guide
8 Oral Matura

Life Skills guide
8 Creativity,
Critical thinking,
Mediation

Exam guide
7 Listening
Matching

Exam guide
9 Writing
A formal letter/email

Life Skills guide
9 Creativity,
Mediation,
Practical skills

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

Grammar reference 1

GRAMMAR 1 Conditionals

First conditional

Pierwszy tryb warunkowy stosujemy w odniesieniu do przyszłości, kiedy mówimy, iż dana sytuacja będzie miała miejsce, jeżeli spełniony zostanie określony warunek, np.:

*If we **don't take** action now, it **will be** too late.*

Pierwszy tryb warunkowy tworzymy w następujący sposób:

If + czas teraźniejszy	*czas przyszły*

Aby wyrazić różny stopień prawdopodobieństwa zaistnienia danej sytuacji w przyszłości, stosujemy czasowniki modalne: *may, might, should, can, could*, np.:

*If global temperatures **have increased** again this year, carbon emissions **may** / **need to be** / **should be** further reduced.*

W zdaniach warunkowych oprócz spójnika *if* możemy zastosować także:

- *Unless = if not*:

  ***Unless** we react now, the problem will never be resolved.*

- *suppose/supposing*:

  ***Supposing** we lower the price, will that help?*

Aby wyrazić mniejsze prawdopodobieństwo zaistnienia danej sytuacji, stosujemy *should*, np.:

*If global temperatures **should** increase again this year …*

***Should** global temperatures increase again this year …* (forma stosowana w języku oficjalnym)

Second conditional

Drugi tryb warunkowy stosujemy w odniesieniu do teraźniejszości lub przyszłości, kiedy mówimy o sytuacjach nierealnych lub mało prawdopodobnych, np.:

*If we **had** recycling sites, it **would make** life much easier!*

*If everyone **recycled** more, we **might need** fewer landfill sites.*

*If we **weren't filling** landfill sites, we **wouldn't be** poisoning the land.*

Drugi tryb warunkowy tworzymy w następujący sposób:

If + past simple/continuous	*would/might/could + infinitive*

W drugim trybie warunkowym oprócz spójnika *if*, możemy zastosować także: *provided/providing / on condition (that) / as long as*:

***Provided** that everyone **helped**, the problem might disappear.*

Aby wyrazić mniejsze prawdopodobieństwo zaistnienia danej sytuacji, stosujemy konstrukcję ***was/were to***:

*If everyone **were to recycle** more …*

***Were** everyone **to recycle** more …* (forma stosowana w języku oficjalnym)

Ćwiczenia 1–2

GRAMMAR 2 Conditionals

Third and mixed conditionals

Trzeci tryb warunkowy stosujemy w odniesieniu do przeszłości, kiedy mówimy o sytuacjach, które mogły się zdarzyć, ale się nie zdarzyły; często aby wyrazić nasz smutek czy żal, np.:

*If I **had bought** that new car, I **wouldn't have spent** so much on service.*

Trzeci tryb warunkowy tworzymy w następujący sposób:

If + had/hadn't + past participle	*would/could/might (not) have + past participle*

*If the local authority **hadn't stopped** the development, the Roman villa **might/could/would have been destroyed**.*

Inne formy trzeciego trybu warunkowego to:

***Had they not stopped** the development …* (forma stosowana w języku oficjalnym)

***But for** / **Had it not been for** their prompt action …*

Mieszane tryby warunkowe stosujemy, kiedy:

- sytuacja z przeszłości ma wpływ na sytuację w teraźniejszości lub przyszłości:

  *If you **hadn't told** her the truth, we **would** still **be** talking.*

If + past perfect (III tryb)	***would/might/could + infinitive*** (II tryb)

- sytuacja obecna mogłaby mieć wpływ na sytuację w przeszłości:

  *If UNESCO **didn't exist**, the site **might have been** lost.*

If + past simple (II tryb)	***would/might/could + have + past participle*** (III tryb)

Ćwiczenia 3–4

I wish, If only

Wyrażenia *I wish* oraz *If only* użyte w odniesieniu do przeszłości zbliżone są pod względem formy i znaczenia do trzeciego trybu warunkowego:

***I wish** / **If only I had bought** the new car …*

Żal dotyczący przeszłości możemy także przekazać za pomocą wyrażeń:

*I **should have bought** / **would have liked** to buy the new car …*

Ćwiczenie 5

Grammar practice

1 Complete each sentence with the correct form of the verb in brackets. There may be more than one possible answer.

1 If we want to slow the pace of global warming in the future, we … (*have to*) take action now.

2 We could reduce the effects of climate change if less carbon dioxide … (*be released*) into the air.

3 Less carbon dioxide … (*be released*) if we were all more aware of our carbon footprint.

4 Renewable energy … (*be*) a serious possibility if the government were prepared to invest in it.

5 If global warming … (*cause*) the polar ice caps to melt, sea levels will rise.

6 Low-lying land will be in danger of severe flooding if the sea level … (*rise*) significantly.

2 Put the words and phrases in brackets in the correct order to complete each sentence.

1 (*your town / green / supposing / to go / decided*)? Here are some ideas.

2 The shops will get reduced energy bills at night (*condition / turn / that / the lights / they / on / off*).

3 Also, all the street lights would be turned off at night to save energy (*dangerous areas / they / unless / potentially / were / in*).

4 (*solar panels / householders / on their roofs / should / install*), the council will pay 25% of the costs.

5 Shops will charge for plastic bags (*customers / their / if / brought / bags / haven't / own*).

6 (*sorting / people / correctly / rubbish and recycling / if / aren't / their*), they will be given a set of the recycling rules.

3 Match the *if*-clauses (1–5) with the result clauses (a–e).

1 If the polar ice caps weren't melting, c
2 If temperatures hadn't risen in some parts of the world, d
3 If numbers of the spruce bark beetle* hadn't increased because of warm summers, a
4 If fewer tourists visited the Great Barrier Reef each year, e
5 If some animal parts weren't believed to cure diseases, b

spruce bark beetle = *an insect that eats spruce trees*

a Alaska would have more spruce trees now.
b fewer species would have been put on the endangered list.
c sea levels wouldn't have risen so quickly over the last century.
d some animal species wouldn't have moved to cooler areas.
e it might not have suffered so much damage.

4 Complete the paragraphs about UNESCO World Heritage Sites using the correct form of the verbs in brackets to make conditional sentences. Use the information in the texts to help you.

In 1999, there were plans to enlarge a salt factory in a bay which was a safe home for the Pacific grey whale. UNESCO warned the Mexican government about the potential danger to wildlife and they refused permission for the saltworks in 2000. The Whale Sanctuary of El Vizcaino now also protects seals, sea lions and four endangered species of sea turtles.

If UNESCO (**1**) … (*not / warn*) the Mexican government about the threats to wildlife, they (**2**) … (*give*) permission to build the factory and the Whale Sanctuary (**3**) … (*not / contain*) so many endangered species today. If they (**4**) … (*build*) the factory, the Pacific grey whale (**5**) … (*be*) extinct today.

The Old City of Dubrovnik, Croatia, suffered serious damage during the Balkan War in 1991. Given the city's historical importance, the Croatian government received assistance, both technical and financial, from UNESCO to help them restore important buildings. Consequently, the city was removed from the List of World Heritage in Danger in 1998.

If Dubrovnik (**6**) … (*not / be considered*) such an important historic city, UNESCO (**7**) … (*not / provide*) assistance. If UNESCO (**8**) … (*not / give*) technical advice and financial assistance, the Croatian government (**9**) … (*not / restore*) the buildings, and the heritage of the city (**10**) … (*be*) in danger today.

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

1 If I'd taken up the offer to go on safari, I'd have seen a lot of endangered animals.
I wish I … .

2 If only I hadn't thrown away that old coat. I could really use it now!
If I … .

3 I regret not taking a course in ecology at college.
If only … .

4 We're changing the biodiversity of the planet because we have caused so many species to disappear.
If we hadn't … .

5 If I hadn't bought that fur jacket last winter, I wouldn't feel so guilty now.
I wish … .

1 **1** (will) have to
2 was released / is released
3 might/would be released
4 would/might be
5 causes
6 rises

4 **1** hadn't warned
2 would have given
3 wouldn't contain
4 had built
5 might/would be
6 weren't / hadn't been / wasn't considered
7 would/might not have provided
8 hadn't given
9 would/might not have restored
10 might/would be

2 **1** Supposing your town decided to go green?
2 on the condition that they turn the lights off / turn off the lights at night.
3 unless they were in potentially dangerous areas.
4 Should householders install solar panels on their roofs
5 if customers haven't brought their own bags.
6 If people aren't sorting their rubbish and recycling correctly

5 **1** I wish I'd taken up the offer to go on safari.
2 If I hadn't thrown away that old coat, I could/would use it now.
3 If only I had taken a course in ecology at college.
4 If we hadn't caused so many species to disappear, we wouldn't / might not be changing the biodiversity of the planet (so much).
5 I wish I hadn't bought that fur jacket last winter.

Wordlist Unit 1 16

VOCABULARY p. 13

carbon dioxide (n) /ˌkɑːbən daɪˈɒksaɪd/ dwutlenek węgla
climate change (n) /ˈklaɪmət ˌtʃeɪndʒ/ zmiana klimatu
coral reef (n) /ˌkɒrəl ˈriːf/ rafa koralowa
dump (v) /dʌmp/ wyrzucać (do śmieci)
endangered species (n) /ɪnˌdeɪndʒəd ˈspiːʃiːz/ zagrożone gatunki
flood defence (n) /ˌflʌd dɪˈfens/ ochrona przeciwpowodziowa
fossil fuel (n) /ˈfɒsəl ˌfjuːəl/ paliwo kopalne
global warming (n) /ˌgləʊbl ˈwɔːmɪŋ/ globalne ocieplenie
greenhouse gas (n) /ˌgriːnhaʊs ˈgæs/ gaz cieplarniany
habitat (n) /ˈhæbɪtat/ środowisko, siedlisko
in length (phr) /ɪn ˈleŋθ/ na długość
marine reserve (n) /məˌriːn rɪˈzɜːv/ rezerwat morski
oil refinery (n) /ˈɔɪl ˌrɪfaɪnəri/ rafineria ropy naftowej
oxygen (n) /ˈɒksɪdʒən/ tlen
polar ice caps (n) /ˌpəʊlə ˈaɪs kaps/ polarne czapy lodowe
pristine (adj) /ˈprɪstiːn/ w idealnym stanie, nieskazitelny
renewable energy (n) /rɪˌnjuːəbl ˈenədʒi/ energia odnawialna
rise (v) /raɪz/ rosnąć; wzrastać
sculpture (n) /ˈskʌlptʃə/ rzeźba
sea defences (n) /ˈsiː dɪˌfensɪz/ falochron
sea tide (n) /ˈsiː ˌtaɪd/ fala morska, pływ
solar power (n) /ˌsəʊlə ˈpaʊə/ energia słoneczna
spill (n) /spɪl/ wyciek (np. ropy)
zone (n) /zəʊn/ strefa, obszar

LISTENING p. 14

acidification (n) /əˌsɪdɪfɪˈkeɪʃn/ zakwaszenie
art display (n) /ˈɑːt ˌdɪˈspleɪ/ wystawa sztuki
boggy (adj) /ˈbɒgi/ bagnisty, błotnisty
campaigner (n) /kæmˈpeɪnə/ orędownik/ orędowniczka, uczestnik/uczestniczka kampanii
catchy (adj) /ˈkætʃi/ chwytliwy
collapse (v) /kəˈlæps/ runąć, zawalić się
come to terms (phr) /ˌkʌm tə ˈtɜːmz/ pogodzić się, dojść do porozumienia
crisis (n) /ˈkraɪsɪs/ kryzys
cruise ship (n) /ˈkruːz ʃɪp/ statek pasażerski, wycieczkowiec
current (adj) /ˈkʌrənt/ obecny, bieżący
depict (v) /dɪˈpɪkt/ przedstawiać, obrazować
disapproval (n) /ˌdɪsəˈpruːvəl/ nieprzychylność, brak aprobaty
disastrous (adj) /dɪˈzɑːstrəs/ katastrofalny
entire (adj) /ɪnˈtaɪə/ całkowity, kompletny
exaggerated (adj) /ɪgˈzædʒəreɪtɪd/ przesadny, nadmierny
grouper (n) /ˈgruːpə/ granik (gatunek ryby)
mercury (n) /ˈmɜːkjəri/ rtęć
overfishing (n) /ˌəʊvəˈfɪʃɪŋ/ nadmierny odłów, przełowienie
peril (n) /ˈperəl/ zagrożenie, niebezpieczeństwo
provocative (adj) /prəˈvɒkətɪv/ prowokacyjny
reliance on (n) /rɪˈlaɪəns ɒn/ poleganie na czymś/kimś
remind (v) /rɪˈmaɪnd/ przypominać
reproduce (v) /ˌriːprəˈdjuːs/ rozmnażać się, odtwarzać
sink (v) /sɪŋk/ tonąć
sustainable (adj) /səˈsteɪnəbl/ nienaruszający równowagi ekologicznej, zrównoważony
vanish (v) /ˈvænɪʃ/ znikać

GRAMMAR 1 p. 15

fish farm (n) /ˈfɪʃ fɑːm/ gospodarstwo rybne
hypothetical (adj) /ˌhaɪpəˈθetɪkl/ hipotetyczny
low-lying (adj) /ˌləʊˈlaɪɪŋ/ nisko położony
measure (n) /ˈmeʒə/ sposób, środek
tidal energy (n) /ˌtaɪdl ˈenədʒi/ energia pozyskiwana z prądów morskich
trash (n) /træʃ/ śmieci
unlikely (adj) /ʌnˈlaɪkli/ mało prawdopodobny
wind farm (n) /ˈwɪnd fɑːm/ farma wiatrowa

READING pp. 16–17

antibiotic (n) /ˌæntibaɪˈɒtɪk/ antybiotyk
anti-depressant (n) /ˌæntidɪˈpresənt/ antydepresant
antisocial (adj) /ˌænti'səʊʃəl/ aspołeczny, nietowarzyski
appealing (adj) /əˈpiːlɪŋ/ interesujący, atrakcyjny
backyard (n) /ˌbæk'jɑːd/ podwórko
bend (v) /bend/ zginać
biodiversity (n) /ˌbaɪəʊdaɪˈvɜːsəti/ bioróżnorodność
biography (n) /baɪˈɒgrəfi/ biografia
biology (n) /baɪˈɒlədʒi/ biologia
blistered (adj) /ˈblɪstəd/ pokryty pęcherzami
brave (v) /breɪv/ stawiać czoło
broadcast (v) /ˈbrɔːdkɑːst/ nadawać, emitować
burrow (v) /ˈbʌrəʊ/ kopać jamę, norę
buzz (n) /bʌz/ brzęczenie
capture (v) /ˈkæptʃə/ uchwycić
close-up photo (n) /ˌkləʊsʌp ˈfəʊtəʊ/ zdjęcie ze zbliżeniem
crouch down (phr v) /ˌkraʊtʃ ˈdaʊn/ przykucnąć
decompose (v) /ˌdiːkəmˈpəʊz/ rozkładać się, gnić
depression (n) /dɪˈpreʃn/ depresja, przygnębienie
dew (n) /djuː/ rosa
diversity (n) /daɪˈvɜːsəti/ różnorodność
dugout canoe (n) /ˌdʌgaʊt kəˈnuː/ czółno drążone w pniu (rodzaj łodzi)
eco-friendly (adj) /ˈiːkəʊˌfrendli/ ekologiczny
ecology (n) /iːˈkɒlədʒi/ ekologia
ecosystem (n) /ˈiːkəʊˌsɪstəm/ ekosystem
ecotourism (n) /ˈiːkəʊˌtʊərɪzəm/ ekoturystyka
embark on a journey (phr) /ɪmˈbɑːk ɒn ə ˈdʒɜːni/ wyruszyć w podróż
endure (v) /ɪnˈdjʊə/ wytrwać, znosić
fellow (n) /ˈfeləʊ/ członek (np. stowarzyszenia)
geography (n) /dʒiːˈɒgrəfi/ geografia
geology (n) /dʒiːˈɒlədʒi/ geologia
geophysics (n) /ˌdʒiːəʊˈfɪzɪks/ geofizyka
gruelling (adj) /ˈgruːəlɪŋ/ wyczerpujący, wymagający
heritage (n) /ˈherɪtɪdʒ/ dziedzictwo
highlight (v) /ˈhaɪlaɪt/ uwydatniać, podkreślać
hyperactive (adj) /ˌhaɪpərˈæktɪv/ nadpobudliwy
hypermarket (n) /ˈhaɪpəˌmɑːkɪt/ hipermarket
hypersensitive (adj) /ˌhaɪpəˈsensɪtɪv/ nadwrażliwy
in a row (phr) /ɪn ə ˈrəʊ/ z rzędu
incessant (adj) /ɪnˈsesənt/ bezustanny, nieustający
inquisitive nature (n) /ɪnˈkwɪzɪtɪv ˈneɪtʃə/ ciekawska natura
macro-climate (n) /ˈmaɪkrəʊˌklaɪmɪt/ makroklimat
macro-economy (n) /ˈmakrəʊɪˌkɒnəmi/ makroekonomia
macro lens (n) /ˈmakrəʊ ˌlenz/ makroobiektyw
microchip (n) /ˈmaɪkrəʊˌtʃɪp/ mikroprocesor
microscope (n) /ˈmaɪkrəˌskəʊp/ mikroskop
micro-surgery (n) /ˌmaɪkrəʊˈsɜːrdʒəri/ mikrochirurgia
miraculously (adv) /mɪˈrækjələslɪ/ w cudowny sposób
mist (n) /mɪst/ mgła
moisture (n) /ˈmɔɪstʃə/ wilgoć
monolingual (adj) /ˌmɒnəʊˈlɪŋgwəl/ jednojęzyczny
monologue (n) /ˈmɒnəlɒg/ monolog
monotonous (adj) /məˈnɒtənəs/ monotonny
oatmeal (n) /ˈəʊtmiːl/ owsianka
overlook (v) /ˌəʊvəˈlʊk/ przeoczyć
paddle (v) /ˈpædl/ wiosłować
persistent (adj) /pəˈsɪstənt/ trwały, nieustępliwy
preservation (n) /ˌprezəˈveɪʃn/ ochrona, konserwacja
publicity (n) /pʌˈblɪsɪti/ reklama, rozgłos
radiation (n) /ˌreɪdiˈeɪʃn/ promieniowanie
radio waves (n) /ˈreɪdiəʊ ˌweɪvz/ fale radiowe
rapids (n) /ˈræpɪdz/ progi rzeczne, kaskady
reckon (v) /ˈrekən/ liczyć się z kimś/czymś
sodden (adj) /ˈsɒdn/ przemoczony
sting (n) /stɪŋ/ ukąszenie
swarm of bees (n) /ˌswɔːm əv ˈbiːz/ rój pszczół
take a closer look (phr) /ˌteɪk ə ˌkləʊzə ˈlʊk/ przyjrzeć się bliżej
tribe (n) /traɪb/ plemię, ród
wavelength (n) /ˈweɪvleŋθ/ długość fali
wetland (n) /ˈwetlənd/ bagno, tereny podmokłe
wilderness (n) /ˈwɪldənəs/ pustkowie, bezdroże, dzicz
wrap up (phr v) /ˌræp ˈʌp/ zakończyć, podsumować

GRAMMAR 2 pp. 18–19

astonishing (adj) /əˈstɒnɪʃɪŋ/ zdumiewający, nadzwyczajny
cactus (n) (plural: cacti) /ˈkæktəs (plural: kæktaɪ)/ kaktus
iguana (n) /ɪˈgwɑːnə/ iguana

immense (adj) /ɪ'mens/ ogromny, niezmierny
insect repellent (n) /'ɪnsekt rɪ'pelənt/ środek odstraszający owady
mammal (n) /'mæml/ ssak
preserve (v) /prɪ'zɜːv/ ochraniać, zabezpieczać
regret (n) /rɪ'gret/ żal, ubolewanie
rough (adj) /rʌf/ wzburzone (np. morze)
site (n) /saɪt/ miejsce
tortoise (n) /'tɔːtəs/ żółw lądowy
wonder (n) /'wʌndə/ cud

SPEAKING p. 20

carbon footprint (n) /'kɑːbən ˌfʊt'prɪnt/ ślad węglowy
clean-up (n) /'kliːnʌp/ sprzątanie
hashtag (n) /'hæʃtæg/ hashtag (wyrażenie lub słowo poprzedzone symbolem #)
pledge (n) /pledʒ/ obietnica
reusable (adj) /ˌriː'juːzəbl/ wielokrotnego użytku
turtle (n) /'tɜːtl/ żółw wodny
waterway (n) /'wɔːtəweɪ/ droga wodna
wave (n) /weɪv/ fala

WRITING p. 21

abbreviation (n) /əˌbriːvi'eɪʃn/ skrót, nazwa skrócona
anniversary (n) /ˌænɪ'vɜːsəri/ rocznica
dash (n) /dæʃ/ myślnik
earn recognition (phr) /ɜːn ˌrekəg'nɪʃn/ zdobywać uznanie
ellipses (n) /ɪ'lɪpsɪz/ wielokropek
exclamation mark (n) /ˌekskla'meɪʃn mɑːk/ wykrzyknik
honoured (adj) /'ɒnəd/ zaszczycony
overjoyed (adj) /ˌəʊvə'dʒɔɪd/ ogromnie ucieszony
pass (v) /pɑːs/ przekazywać
recipient (n) /rɪ'sɪpiənt/ adresat, odbiorca

SKILLS REVIEW pp. 22–23

cover (v, n) /'kʌvə/ pokrywać, obejmować, okładka
exploit (v) /ɪk'splɔɪt/ eksploatować, nadmiernie wykorzystywać
fish eagle (n) /'fɪʃ ˌiːgl/ rybołów
impurity (n) /ɪm'pjʊərəti/ nieczystość
inexhaustible (adj) /ˌɪnɪg'zɔːstəbl/ niewyczerpany
lush (adj) /lʌʃ/ bujny
on average (adv) /ɒn 'ævərɪdʒ/ przeciętnie
opt for (phr v) /ˌɒpt 'fɔː/ decydować się na
recede (v) /rɪ'siːd/ oddalać się
stretch (n) /stretʃ/ obszar
temple (n) /'templ/ świątynia
tidal (adj) /'taɪdl/ pływowy, dotyczący pływów wodnych
trigger (v) /'trɪgə/ wywoływać
unknowingly (adv) /ʌn'nəʊɪŋlɪ/ bezwiednie, nieświadomie

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

1 1 accidental spills from oil refineries
2 endangered species
3 embarked on a journey / set off on a journey / gone on a trip / hit the road
4 in a row
5 close-up photo
6 earned recognition

LEXICAL EXERCISES

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

Exam guide
4 English in Use Word formation

1 Translate the Polish fragments of the sentences into English.

1 We hope that there will be fewer (*nieumyślnych wycieków z rafinerii ropy naftowej*) ... .
2 I am going to prepare a project on the most (*zagrożonych gatunkach*) ... in this part of the world.
3 They have (*wyruszyli w podróż*) ... in search of unique coral reefs.
4 The team have lost three matches (*z rzędu*) ... .
5 Look at this (*zdjęcie ze zbliżeniem*) ... ! I think the singer has a lot of wrinkles!
6 My music teacher has (*zdobyła uznanie*) ... both as a composer and a great musician.

2 Choose the correct option to complete each sentence.

1 I would love to see all the *accidental* / *disastrous* / *pristine* places in Africa.
2 His speech was so *monolingual* / *monotonous* / *monologue* that I almost fell asleep.
3 There was some *dew* / *mist* / *sodden* on the grass, so his feet were completely wet after a 5-minute walk.
4 We need a greater *depression* / *diversity* / *heritage* of products that provide a natural source of vitamins and minerals.
5 Asking so many questions only means that he has got an *appealing* / *exaggerated* / *inquisitive* mind.
6 In your voice I can hear some signs of *pledge* / *disapproval* / *measure*. Are you going to say *no*?

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

1 The beach stretches more than 5 kilometres ... length. in
2 We've packed some insect ... just in case there are some mosquitos in the mountains. repellent
3 He was not sure and decided to take a closer ... .look
4 Let's calculate how much carbon ... this fireplace produces a year. dioxide
5 It means we can wrap ... this case and start a nice weekend. up
6 Is there really any reasonable way to reproduce fossil ... ? fuels

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

1 My mother thinks that ... on people's good will is wrong. reliance/relying RELY
2 The topic turned out to be ... and we talked about it for hours. inexhaustible EXHAUST
3 Most of us ... waste a lot of water. KNOW unknowingly
4 Many people think the dangers of global ... have been exaggerated. warming WARM
5 Kirk often behaves in quite an ... way and does not have many friends. antisocial SOCIAL
6 The peace ... used a lot of posters in their project. campaigners CAMPAIGN

1 What are the most serious dangers that an explorer might face while on an expedition?
2 What five everyday items would you take with you on a journey of exploration?

2 Discovery

Culture guide

Interesting facts

The photo shows National Geographic Explorer, geoscientist and the TED speaker for this unit, Andrés Ruzo, taking water samples at the Boiling River, Peru. Ruzo says, 'The water I am sampling was around 97°C, about 207°F, at the time of taking this picture.'
Ruzo discovered the Boiling River, the world's largest thermal river, in the Amazonian rainforest in 2016. The remarkable thing about this 9-kilometre long river is that it is non-volcanic – volcanoes are the typical heat source for hot rivers – but this one and two others nearby are 700 kilometres away from any volcanic action. Some parts of the river are so hot that an animal falling into the water will be boiled immediately. The heat is actually provided by hot springs in the Earth's faults and cracks. Local communities see the Boiling River as a sacred place, and Ruzo has set up a project to research and protect it further – it is at particular risk from deforestation.

IN THIS UNIT YOU LEARN

VOCABULARY
- scientific discoveries and inventions
- scientists
- explorers
- space exploration
- satellite technology

GRAMMAR
- modals of deduction and probability
- the passive
- passive reporting structures

SKILLS
Listening
- radio programme about explorers
- Poland's contribution to space exploration
- open questions, matching, multiple choice

Reading
- article about exciting new type of archeology
- suffix *-ity*
- matching, multiple choice

Speaking
- describing benefits
- asking for and giving clarification

Writing
- article

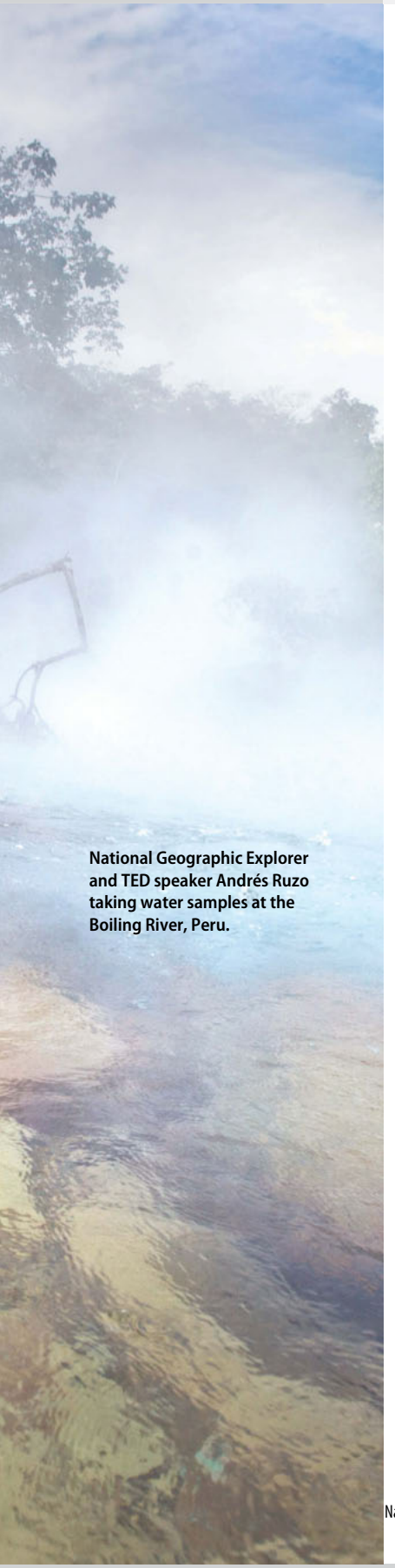
TED TALK
- The Boiling River of the Amazon

CRITICAL THINKING
- balanced arguments

3h/week • Student's Book ex. 1–4 p. 29 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–12 pp. 24–25 • If short of time, skip ex. 9–10.

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



National Geographic Explorer and TED speaker Andrés Ruzo taking water samples at the Boiling River, Peru.

2A Vocabulary

Exploration

Talking about exploration

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

1 Work in pairs. Describe the photo and answer the questions.

1 What is the man going to do next?
2 Would your qualities and skills make you a good explorer? Why?/Why not?
3 Tell your partner about a time when you were in a place completely unknown to you.

2 Complete the sentences about exploration and discovery with the correct form of the pairs of words in the box.

endurance + endeavour | launch + boundary | map + seek
mission + hypothesis | motivate + thrill | settlement + network
trek + circumnavigate

1 Sir Edmund Hillary's (1) ... to climb Mount Everest was the (2) ... of being the first. 'No one remembers who climbed Mount Everest the second time', he is reported to have said.
2 More than a thousand years ago, it's likely that the islands of Polynesia became overpopulated so many Polynesians explored the ocean by canoe and established (3) ... on every island in the Pacific where it was possible to live. They set up extensive trading (4) ... , exchanging many types of plants and animals, including sweet potatoes, chickens, and dogs.
3 Isabella Bird was a fearless solo traveller and in the second half of the nineteenth century, she explored the United States, Australia and Hawaii, where she (5) ... up an active volcano. At the same time, Annie Londonderry became the first woman to (6) ... the world on a bicycle. She did it to show just what a woman could achieve on her own.
4 The (7) ... of the space rocket Apollo 8 in December 1968 marked a turning point in space exploration as it was the first manned craft to leave Earth's orbit. It showed that the human race was pushing the (8) ... of our knowledge about the universe.
5 The Irish polar explorer, Ernest Shackleton, tested the limits of his and his crew's (9) ... by sailing in a small open boat for 720 miles across the South Atlantic to try to reach civilisation after their ship had been destroyed by ice in the Antarctic. He (10) ... to do something never attempted before and successfully reached South Georgia.
6 NASA's robotic explorer, Curiosity, landed on Mars in 2012. Its (11) ... is to gather scientific data on the climate and geology of the planet and to test the (12) ... about the existence of water.
7 It's never been easier to be an armchair explorer thanks to modern technology. We have to thank explorers who (13) ... the world like James Cook. He wanted to better humankind, not (14) ... fame and fortune.

2
1 motivation
2 thrill
3 settlements
4 networks
5 trekked
6 circumnavigate
7 launch
8 boundaries
9 endurance
10 endeavoured
11 mission
12 hypothesis
13 mapped
14 seek

3 Read the sentences in exercise 2 again. Answer the questions.

1 What were the different things that motivated the explorers?
2 Which (1–7) do you think was the most important achievement?

3 **Suggested answers:**
1 being the first to do something
2 to find somewhere with fewer people to be able to survive
3 to show what a woman could achieve on her own
4 to explore space and push the boundaries of our knowledge of the universe
5 survival
6 to gather scientific data
7 to improve humankind

Life Skills guide
4 Critical thinking, Mediation

4 Work in pairs. Discuss various kinds of exploring expeditions, their motivation, and expected results or achievements.

- sailing across the ocean
- exploring the jungle
- exploring the deepest parts of the oceans
- sending rovers to Mars or the Moon

2B Cele lekcji: Rozumienie wypowiedzi o odkrywcach i badaniu kosmosu.

1 Which continent do you think still has the most undiscovered places? Give reasons for your choice.

2 Do you think it will be possible to live on another planet in the future? Why / Why not?

2B Listening

Listening to texts about explorers and space exploration

1 Work in pairs. How much do you know about the explorers? Make notes.

	Nationality	When	Place explored
Christopher Columbus	Italian	1492	reached America
Zheng He	Chinese	15th century	all over the world
Leif Erikson	Icelandic	11th century	America
Neil Armstrong	American	1969	Moon
Muhammad Ibn Battuta	Moroccan	14th century	Asia, Africa

2 Listen to a radio programme about the explorers. Check your answers. 17 p. 384

3 Listen again. Answer the questions according to what the speaker says. 17 p. 384

1 Which continent did Columbus hope to reach by sea?
2 Did the Vikings probably reach America before or after Zheng He's fleet?
3 Who set the goal of landing on the moon by the end of the 1960?
4 Where did Ibn Battuta set up trading networks?
5 What did the Spanish import from South America?
6 Which mission sent Neil Armstrong to the moon?

4 Match each explorer (1–5) with the description (a–e).

1 Christopher Columbus d
2 Zheng He a
3 Leif Erikson c
4 Neil Armstrong e
5 Muhammad Ibn Battuta b

a He led almost 2,000 ships in his expedition.
b His main motivation was trade relations and discovering new cultures.
c He was in charge of the Vikings' expeditions.
d He arrived at a completely different destination than he had planned.
e Unlike others, his voyages did not use ships.

5 Listen to the recording about Poland's contribution to space exploration. For each question, choose the correct answer. 18 p. 385

1 What possible reasons are NOT mentioned for space exploration?
a Each country treats it as an achievement to be proud of.
b To verify the legends that have been told for centuries.
c To find an alternative planet in case we cannot live on Earth any longer.

2 Which is true about the Russian space agency?
a It was the most advanced agency in terms of technology.
b It will soon start offering space journeys to private tourists.
c It manages a number of space stations.

3 How did Polish scientists support the Mars mission?
a They landed on Mars during the most difficult period of the year.
b They designed and built an important part of the Mars lander called InSight.
c They sent a module to Mars which made the landing of the InSight lander easier.

4 Which of the following claims is made in the recording?
a Mars and Earth have always been very different.
b Traces of life have been found on Mars.
c The soil on Mars appears to be harder than initially expected.

5 What conclusion does the speaker make about Poland's further role in space exploration?
a The Mole's failure means that Poland will withdraw from cooperation in space exploration.
b Poland is ready to carry out the next mission without other agencies' help.
c With the quality of Polish engineers proven by the construction of the Mole, Poland is sure to continue its cooperation with other space agencies.

6 Work in pairs. Discuss which of the three areas is the most important in terms of the civilisational progress of mankind.

- exploration of the world
- exploration of the human body
- space exploration

Justify your choice. Also, give reasons why you reject the other two areas. Then, answer the questions.

1 How is space exploration similar to earlier voyages of discovery? How do these two aspects differ?
2 Every exploring expedition carries some risks with it. Do you agree with this statement? Why?/Why not?

3
1 Asia
2 before
3 President Kennedy
4 along the coast of Africa
5 potatoes and tomatoes
6 Apollo 11

Exam guide
6 Oral Matura

Life Skills guide
6 Critical thinking, Mediation

Exam guide
5 Listening
Multiple choice

3h/week • Student's Book ex. 1–6 p. 30

5h/week • Workbook ex. 1–6 p. 26

7h/week • Extra online resources

Fast Finishers

Choose one of the explorers mentioned in exercise 1. Write 5 questions that an interviewer might ask them after returning from a successful journey and the possible answers they might give (the answers don't have to reflect the actual facts).

2C Grammar 1

Modals of deduction and probability

Using modal verbs to talk about deduction and probability

1 Look at the sentences from the radio programme in the Grammar box. Then complete rules 1–4 with one or more of the modal verbs.

Modals of deduction and probability

a *A major motivation **may have been** curiosity.*
b *Viking explorers **must have reached** the coast of America in the eleventh century.*
c *Zheng He **may well have got** to the Americas before Columbus.*
d *The world **must be** round.*
e *There **can't be** life on the moon.*
f *Life **could exist** elsewhere in the universe.*

1 If you are certain that something is true, based on evidence, use ... . must
2 If you are certain that something is not true, based on evidence, use ... . can't
3 If you are not sure whether something is true use *might*, ... or ... . may, could
4 To increase the possibility, use *could*, ... or *might* followed by *well*. may

2 Rewrite each sentence using the word in brackets.

1 It is possible that Europa, one of the moons of Jupiter, has oceans 30 miles deep. (*could*)
2 It is almost certain that there is no life on Mars. (*can't*)
3 It seems that there is some evidence that the sun is getting hotter. (*be*)
4 There is probably water under the surface of Mars. (*well*)
5 It is highly likely that Mars formed less than 1,000 million years ago. (*have*)
6 Perhaps the solar system formed when a dust cloud exploded. (*might*)

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

2 1 Europa, one of the moons of Jupiter, could have oceans 30 miles deep.
2 There can't be life on Mars.
3 The sun may/might/could be getting hotter.
4 There may/might/could well be water under the surface of Mars.
5 Mars may/might/could (well) have formed less than 1,000 million years ago.
6 The solar system might have formed when a dust cloud exploded.

3 Read some predictions about future space exploration. The level of probability is expressed by modal verbs, adjectives or adverbs. Decide whether each prediction expresses a future possibility (P), probability (Pr) or certainty (C).

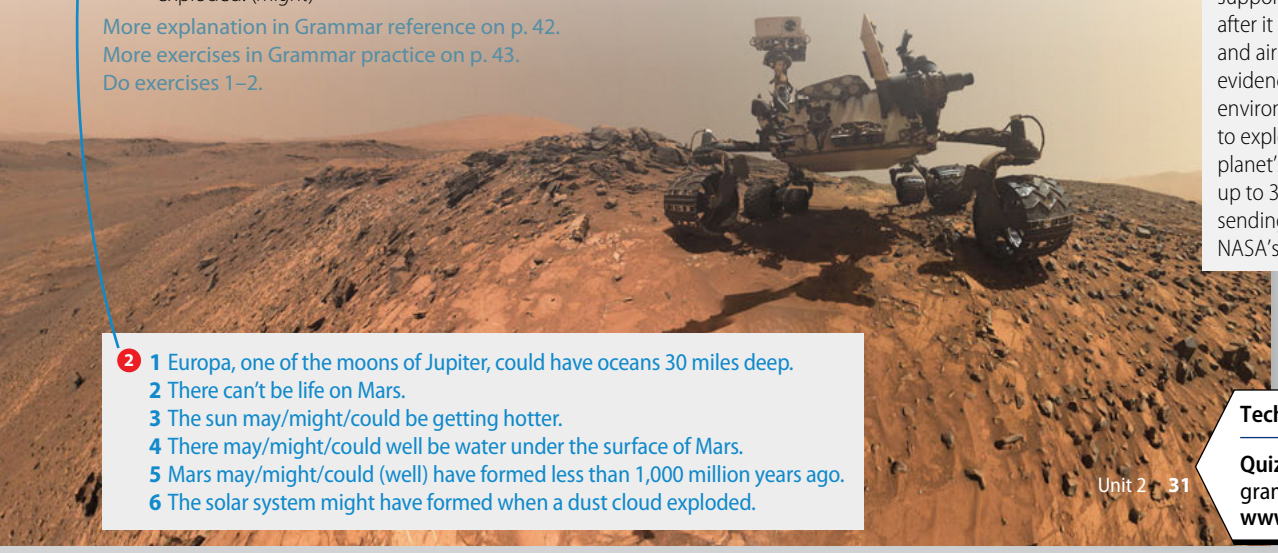
1 Robots, like the Mars Rover, and telescopes could completely replace manned space missions in the near future.
2 By the end of this century, we may have discovered life on another planet.
3 Humans will definitely go back to the moon in the coming decades.
4 People definitely won't lose interest in space exploration.
5 My country may well send a rocket into space.
6 People are bound to stop spending money on space exploration.

4 Look at the predictions in exercise 3. Which ones do you agree with? Which ones do you disagree with? Why? Work in pairs. Compare your opinions.

5 Work in pairs. Choose one of the following areas and make three predictions which express 1) a future possibility, 2) probability and 3) certainty.

- your own future
- the future of people you know
- the future of technology
- the future of your town/city, of the country and of the world

NASA's *Curiosity* Mars rover exploring the surface of Mars. The rover's wheels are incredibly only 50 centimetres in diameter and about 40 centimetres wide.



1 Where might you be living ten years from now?
2 Would you agree that some alien life forms must have visited Earth in the past? Why / Why not?

3 1 P
2 P
3 C
4 C
5 P/Pr (the inclusion of well creates a greater likelihood, so this could be considered possibility or probability)
6 Pr/C (bound to suggests that something is highly probable, to the point of being certain)

Life Skills guide

4 Communication, Critical thinking,

Culture guide

Interesting facts

The photo shows NASA's Curiosity, the largest rover, and the one with the most capabilities, that has ever been sent to Mars. It launched on November 26th 2011 and landed on Mars on August 5th 2012. Curiosity's mission was to find out if Mars had the right environmental conditions to support microbial life, and soon after it arrived, its rock, soil and air sampling tools found evidence of past habitable environments. It's continuing to explore, travelling across the planet's surface at speeds of up to 30 metres per hour, and sending back information to NASA's team in California.

Technology guide

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

3h/week • Student's Book ex. 1–5 p. 31, ex. 1–2 p. 43

5h/week • Workbook ex. 1–5 p. 27

7h/week • Photocopiable grammar games and activities, TB pp. 305, 308 (2.1) • Extra online resources (see Technology guide)

2D Cele lekcji: Rozumienie tekstu pisanego o archeologii kosmicznej.

1 How can technology assist archaeologists in their work nowadays?
2 What are some of the most famous archaeological sites in the world?

2D Reading

VOCABULARY BUILDING Suffix *-ity*

We add *-ity* to some adjectives to form a noun.
humid – humidity, regular – regularity
Note that there are many irregular formations.
antique – antiquity, humane – humanity, simple – simplicity

1 Write the adjectives for nouns 1–10. Which are regular?

1 curiosity curious
2 creativity creative
3 authenticity authentic
4 clarity clear
5 stability stable
6 necessity necessary
7 modernity modern
8 fragility fragile
9 intensity intense
10 vulnerability vulnerable

3 and 7 are regular.

READING

Understanding a text about space archeology

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

2 Work in pairs. You are going to read an article about space archaeology. Before you read, discuss the questions.

1 What do you think space archaeology might be?
2 How could it help archaeologists?
3 What technology do you think space archaeologists use?
4 How do you think it works?

3 Read the first paragraph and check your ideas.

Exam guide
4 Reading Missing sentences

Life Skills guide
6 Critical thinking

4 Read the article. Match each sentence (a–f) with the paragraph (1–5). There is one extra sentence.

a Moreover, with each new batch of images, it is becoming increasingly clear that archaeologists have vastly underestimated the size and scale of past human settlements. 2
b Space archaeology not only helps with the discovery of new sites, but these days it is also helping to protect them. 3
c Strange as it may seem, archaeologists often look to the sky to discover sites buried deep beneath the earth. 1
d Parcak embraces the comparisons to Indiana Jones – her Twitter handle is @indyfromspace, but she also stresses that the analogy isn't perfect.
e GlobalXplorer could help democratise the process of archaeological discovery and answer some of the field's oldest and biggest questions. 5
f The project works like this. 4

Exam guide
5 Reading Multiple choice

Life Skills guide
7 Critical thinking

5 Read the article again. Choose the option that is NOT indicated in the article.

1 Satellites can
a show where to find ancient settlements that are invisible on the ground.
b take accurate photographs of ancient sites.
c help archaeologists see significant changes to the surface of the land.
2 Space archaeology
a is much cheaper and quicker than traditional methods.
b shows there are many more sites that archaeologists have not found.
c will one day replace traditional methods.
3 Sarah Parcak's project will
a help to recover artefacts stolen by smugglers.
b involve ordinary people in archaeological work.
c help to tackle the problem of looting.
4 People working on the project will
a study a small area of the earth.
b learn how to recognise ancient sites.
c know exactly where sites are being looted.
5 Sarah Parcak's aim is
a to learn more about ancient history.
b to encourage more people to train to be archaeologists.
c to encourage people to value their past.

CRITICAL THINKING Balanced arguments

Writers do not always present both sides of an argument, or a complete list of advantages and disadvantages. They often present arguments that support their own point of view. As a reader, you sometimes need to think about what they are not saying, as well as what they are saying.

6 Work in groups. Discuss the questions.

1 Does the writer present a *positive*, *negative* or *balanced* evaluation of the technique? How do you know this?
2 Which of points a–h are mentioned in the article?
a It enables archaeologists to locate sites very quickly and accurately.
b It could create problems related to privacy.
c GlobalXplorer could inspire many more people to be interested in their past.
d Training volunteers could be complicated and time-consuming.
e It is difficult to protect sites from looting.
f Untrained volunteers may make errors.
g It enables archaeologists to make new discoveries about the past.
h Technology might replace many archaeologists one day.
3 Which are possible advantages and which are possible disadvantages?
4 Which relate to remote sensing, and which could relate to any kind of archaeological work?

7 How could you check out advantages and disadvantages of remote sensing by yourself?

6 1 Positive. No disadvantages or potential problems are mentioned.
2 a, c, g
3 Advantages: a, c, g; Disadvantages: b, d, e, f, h
4 Remote sensing: a, b, c, g, h; Any kind of archaeological work: d, e, f

3h/week • Student's Book ex. 1–7 p. 32 • If short of time, skip ex. 7.
5h/week • Workbook ex. 1–4 p. 28
7h/week • Photocopiable vocabulary games and activities, TB pp. 306, 311 (2.4) • Extra online resources

Described as 'a modern day Indiana Jones', Sarah Parcak is pioneering the exciting new field of space archaeology.

Space archaeologist needs your help

'Satellite imagery lets us see the invisible. Now we can discover and explore far more of Egypt's ancient treasures faster than ever before. Technology of the future is helping us save our past.' —SARAH PARCAK

19

(**1**) c Space archaeology, or 'remote sensing', refers to the use of high-resolution satellite imaging and lasers to map and quantify ancient ruins, and protect humanity's past. The process is helping archaeologists target their excavations and surveys more precisely, and discover an invisible world of lost tombs, temples, and pyramids – even an entire Egyptian city buried for 3,000 years. Satellites cannot literally 'see' beneath the ground, but satellite imagery allows scientists to detect subtle short- and long-term changes to the Earth's surface. This is because buried archaeological remains affect the overlying vegetation, soils and even water in different ways, depending on the landscapes that are being examined.

(**2**) a Egyptologist Sarah Parcak estimates that less than one percent of ancient Egypt has been discovered and excavated; millions of sites are believed to remain undiscovered in the Egyptian desert. Of course, any discoveries made by satellite cameras will still need to be confirmed by teams of archaeologists digging on the ground, but the time and cost savings of satellite technology are enormous.

(**3**) b In recent years, many ancient sites across the Middle East have been damaged, destroyed, or looted, and the stolen artefacts are being sold by networks of antiquity smugglers. Parcak estimates that if nothing changes, all of Egypt's sites will be affected by looting by 2040. So when she won the $1 million TED Prize in 2016, she announced that she would spend the money on developing a cutting-edge computer technology – which she called GlobalXplorer – to reduce looting and encroachment, as well as discover and protect sites. Her vision is to discover the millions of unknown archaeological sites across the globe. By building an online citizen science platform and training a 21st-century army of global explorers, she hopes to find and protect the world's hidden heritage, which contains clues to humankind's collective resilience and creativity.

(**4**) f When people join, they are given a card, called a tile, with a small satellite image covering somewhere between 400 and 2,500 square metres of ground, and with only a general idea of the location so as to protect the sites. They are then shown examples of what an ancient tomb, village, or looter's pit would look like from space, and asked to look for these features on their own tile. The resulting data from all the different tiles will then be shared with archaeologists and government authorities. 'The big dream is that ultimately we will map the entire world,' says Parcak. 'You'd have a global alarm system where areas would glow red when they are being looted.'

(**5**) e Perhaps in the future we will be able to answer questions such as why did the Pyramid Age end, and why did ancient Egypt collapse. Why did the course of the Nile River change over time? How did humans shape landscapes, and how did landscapes shape us? 'A hundred years ago archaeology was for the rich, 50 years ago it was mainly for men, now it is primarily for academics. Our goal is to allow anyone to participate,' says Parcak. By introducing school children around the world to the excitement of exploration and discovery, she also hopes to educate a future generation about the importance of archaeological sites, and the pressing need to protect the world's cultural heritage. 'I think the only solution for stopping looting globally is to get people to buy into the idea that our human history is important,' she said.

Fast Finishers

Write a short press report (6–8 sentences) about an unexpected discovery made in an Egyptian pyramid as a result of using modern technology.

2E Cele lekcji: Stosowanie struktur mowy zależnej w stronie biernej w rozmowie o satelitach i piramidach.

1 Which Poles are considered to be world-famous?
2 What are some of the locations which are believed to prove the existence of alien life forms?

A US communications satellite in orbit.

2E Grammar 2

The passive

Using passive reporting structures to talk about satellites and pyramids

1 Work in pairs. List three things you can remember about Sarah Parcak.

The passive

a *Parcak estimates that less than one percent of ancient Egypt has been discovered and excavated …*
b *… millions of sites are believed to remain undiscovered in the Egyptian desert.*
c *… the stolen artefacts are being sold by networks of antiquity smugglers.*
d *… if nothing changes, all of Egypt's sites will be affected by looting by 2040.*
e *When people join, they are given a card , called a tile, with a small satellite image …*
f *They are then shown examples of what an ancient tomb, village, or looter's pit would look like …*

2 Look at the sentences in the Grammar box. Find the passive forms.

3 Answer the questions.

1 Which tense is used in the passive forms in each of the sentences (*a–f*)?
2 Why is the passive used in each example?
3 Which two examples include the agent (doer) of the passive verb? How is the agent introduced?
4 Look at examples *e* and *f*. What is different about them? (Think about the objects of the verbs.) Can you think of another way of expressing these in the passive?
5 Which example expresses a thought or idea felt by many people? Can you change the sentence to start *It is …* ?

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

4 Work in pairs. What do you know about the history of satellites, and their uses? Complete this extract with the verbs in brackets in the passive or active, in a suitable tense.

The world's first artificial satellite, Sputnik 1, (1) … (*launch*) by the Soviet Union on October 4, 1957. **It** (2) … (*follow*) four months later by the first US satellite, Explorer 1. The race into space was on, and with it came a new way of looking at the Earth. **The first aerial photographs** were taken a century earlier by a French hot-air balloonist. **Balloons** (3) … (*briefly use*) to gather military intelligence during the US Civil War, and **other attempts to view the ground** (4) … (*make*) by attaching tiny cameras to kites and even to pigeons. Jump forward to the beginning of the 21st century and thousands of satellites (5) … (*orbit*) the planet, many of them providing steady streams of scientific data, along with views of the Earth that (6) … (*never dream*) of before. **Satellite imagery** (7) … (*revolutionise*) our lives: images (8) … (*regularly bring*) to us from around the globe; it (9) … (*enable*) us to produce accurate maps of the Earth and even to predict the weather. Over 6,500 satellites (10) … (*estimate*) to (11) … (*put*) into orbit since the beginning of satellite technology, of which only about 1,000 (12) … (*still use*). The rest are basically just space rubbish now!

3 **1 a** present perfect
b present simple
c present continuous
d future simple
e present simple
f present simple
2 a the agent is obvious (explorers and archaeologists)
b general agent, (people in general)
c focus on artefacts (on what has been looted)
d focus on *all of Egypt's sites*
e the agent is obvious / not important
f the agent is obvious / not important
3 c and **d**
agent introduced with *by*
4 The verbs give and show can take two objects;
e – a *card … with a small satellite image is given to them,*
f – examples *of … are shown to them.*
5 b *It is believed that millions of sites remain undiscovered in the Egyptian desert.*

4 **1** was launched
2 was followed
3 were briefly used / had been briefly used
4 were made / had been made
5 were orbiting
6 had never been dreamed
7 has revolutionised / is revolutionising
8 are regularly (being) brought
9 enables / has enabled
10 are estimated
11 have been put
12 are still being used

3h/week • Student's Book ex. 1–10 pp. 34–35, ex. 3–5 p. 43 • If short of time, skip ex. 10 p. 35.

5h/week • Workbook ex. 1–7 pp. 30–31

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

Passive reporting structures

5 Analyse the examples below. We can change the structure but keep the meaning. Look at sentences 1–8 about the pyramids. Write a second sentence so that it has the same meaning as the first.

a It is considered that the pyramids are a mystery.
The pyramids are considered to be a mystery.
b It is known, however, that they acted as burial chambers. *They are known, however, to have acted as burial chambers.*

1 People think that some pyramids are over 4,500 years old. *Some pyramids* ...
2 It is estimated that the Great Pyramid of Giza weighs 6.5 million tons. *The Great Pyramid* ...
3 It is believed that the pyramid was built as a burial chamber for Egyptian Pharoah Khufu. *The pyramid* ...
4 It is estimated that over two million stones were used to build each pyramid. *Over two million* ...
5 It is believed that the Egyptians transported the stones by river. *The Egyptians* ...
6 Some early Arab historians thought it was built as an observatory. *It* ...
7 It is known that the pyramids were built by hand. *The pyramids* ...
8 It is reported that they are visited by over two million people each year. *They* ...

6 Work in pairs. Think about news you have seen or heard recently online or on the radio or television. Start with the reporting structures, as in the example and use the passive where appropriate. Then present the same news in an alternative way.

It is reported / believed / known / estimated / considered

A *It is reported that seven people have been injured in an earthquake in New Zealand.*

B *Seven people are reported to have been injured in an earthquake in New Zealand.*

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

Information order

7 Look at the words in bold in the text in exercise 4. They all refer to something from the previous sentence. What is it in each case?

8 Choose the most natural follow-on sentence.

1 Satellites send detailed images of archaeological remains.
a This data is then studied by archaeologists.
b Archaeologists then study this data.

2 Earth is orbited by the Moon.
a Thousands of man-made satellites also orbit the Earth.
b It is also orbited by thousands of man-made satellites.

3 Many motorists use GPS systems, or 'satnavs' in their cars.
a These satnavs help them to find their way to a destination.
b Destinations can be found quickly by satnavs.

More explanation in Grammar reference on p. 42.
More exercises in Grammar practice on p. 43.
Do exercise 5.

9 Read about another type of satellite. Rewrite the underlined sections to make the text flow better. Use the passive where necessary.

Many satellites orbit the Earth to monitor changes in the environment.

(1) We know these as Earth Observation Satellites, and they record data on gases in the atmosphere, the state of the oceans and vegetation change. (2) Scientists then examine this information in order to make comparisons over time. (3) Projections about environmental change are made from the comparisons.

Earth Observation Satellites orbit the Earth at an altitude of about 800 kilometres above the Earth. (4) The delicate instruments that they carry need a relatively low altitude, and (5) a constant distance from the sun also benefits them.

10 Work in pairs. Discuss how satellites are used in various areas and how beneficial they are. Consider the following areas:

- telephones
- television
- weather forecasting
- safety

The Great Pyramid of Giza in Egypt.

5 **1** are thought to be over 4,500 years old.
2 is estimated to weigh 6.5 million tons.
3 is believed to have been built as a burial chamber for Egyptian Pharaoh Khufu.
4 stones are estimated to have been used to build each pyramid.
5 are believed to have transported the stones by river.
6 was thought (by some early Arab historians) to have been built as an observatory.
7 are known to have been built by hand.
8 are reported to be visited by over two million people each year.

9 **1** These are known
2 This information is then examined by scientists
3 These (comparisons) are used to make projections about environmental change.
4 A relatively low altitude is needed/necessary for the delicate instruments that they carry,
5 these instruments / they also benefit from a constant distance from the sun.

Life Skills guide

6 Mediation

Life Skills guide

10 Creativity, Critical thinking, Mediation

7 *It* refers to Sputnik 1.
The first aerial photographs refers to 'a new way of looking'.
Balloons refers to a balloonist.
other attempts to view the ground refers to the use of balloons (i.e. one way of viewing the ground)
satellite imagery rephrases 'views of the Earth that had never been dreamed of before'

Technology guide

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

Fast Finishers

Write 6 sentences, which are to be included in a guidebook, about some interesting historic places in Poland. Use the passive and a range of reporting verbs (*said*, *believed*, *known*, *reported*, *thought*, *estimated*).

Cele lekcji: Rozumienie wypowiedzi zawierającej zwroty angażujące uwagę słuchaczy.

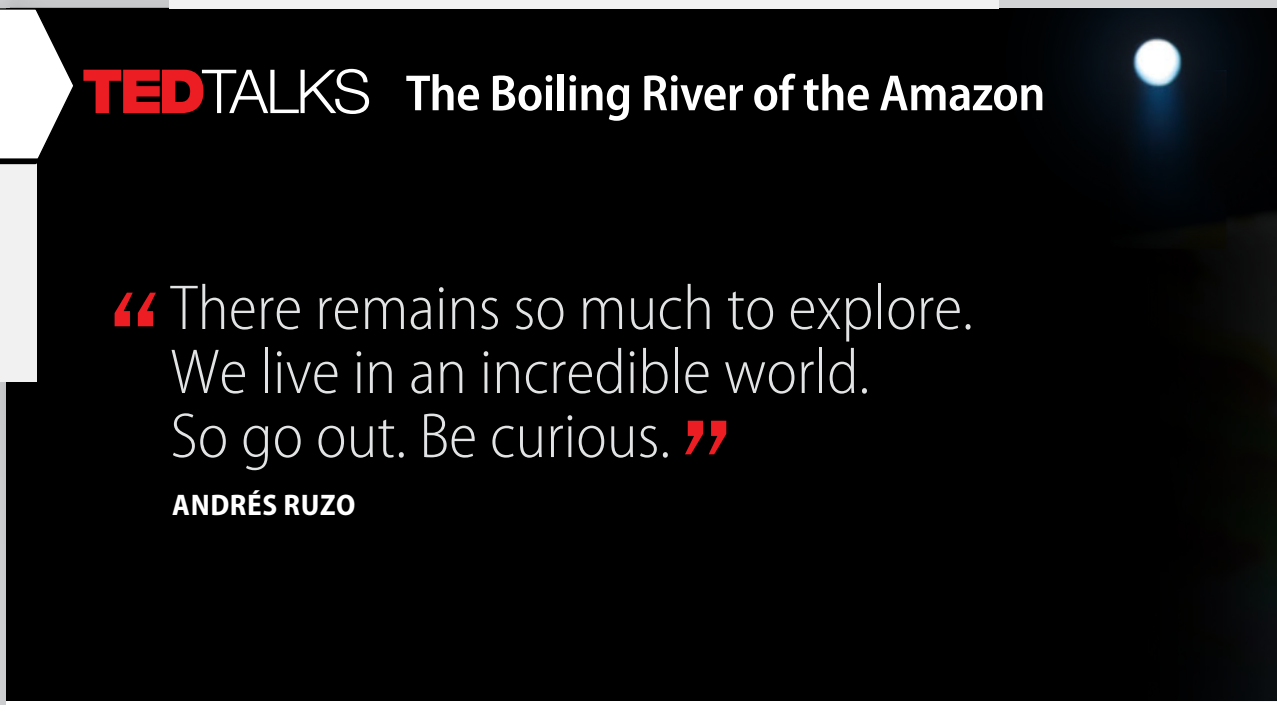
Technology guide

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

LearningApps.org

Matura exercises to TED Talk video

TEDTALKS The Boiling River of the Amazon



"There remains so much to explore. We live in an incredible world. So go out. Be curious."

ANDRÉS RUZO

Life Skills guide

3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Engaging the listener's attention

Good speakers often engage their listeners' attention by using expressions that focus on interesting or significant information that is coming next. For example,
You'll never guess what happened then.,
To my delight / disappointment, …,
The strange thing is that …
What impressed me was that …

Life Skills guide

4 Creativity, Critical thinking, Mediation

1 Look at the Authentic listening skills box. Then listen to two extracts from the TED Talk. Identify the expressions that focus attention on what is coming next. 20

4 1 boiling water: 100˚C; cup of tea: approximately 70˚C; swimming pool: 25–29˚C
2 Students' own answers.

1 But here's the thing: the data is showing that the boiling river exists independent of volcanism. It's neither magmatic or volcanic in origin, and again, over 700 kilometres away from the nearest volcanic centre.
2 The river flowed hot and fast. I followed it upriver and was led by, actually, the shaman's apprentice to the most sacred site on the river. And this is what's bizarre. It starts off as a cold stream.

2 Listen to another extract from the talk. Complete each sentence with the missing phrases. 21

2 1 To my surprise,
2 What was amazing is

I asked for tea. I was handed a mug, a teabag and, well, pointed towards the river. (1) …, the water was clean and had a pleasant taste, which is a little weird for geothermal systems. (2) … that the locals had always known about this place, and that I was by no means the first outsider to see it.

BEFORE YOU LISTEN

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

blot out	behold	low surge	bizarre
by no means	tremendous relief		freak out
fieldwork	magnitude	seep down	hover

4 Work in pairs. Discuss the questions.

1 What is the temperature of boiling water, a cup of tea, a swimming pool?
2 What do you think could cause a river to boil?

WHILE YOU LISTEN

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

geoscientist	geothermal	mythical	indigenous people	
shaman	blessing	vapour	glaciers	hot springs

6 Listen to part 1 of the talk. Choose the correct option. TED 2.1 p. 406

1 Spanish conquistadors arrived in Peru looking for *riches* / *a new civilisation*.
2 The Incas told them they would find a city *made of gold* / *full of mythical creatures*.
3 They found *riches* / *a boiling river*.
4 When he was a PhD student, Andrés *read about* / *remembered* the legend of the boiling river.
5 Other scientists and academics told him it was *possible* / *impossible* that the river existed.
6 *His aunt* / *The shaman's wife* had swum in the river.

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

5h/week • Workbook ex. 1–4 p. 32

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

7 Listen to part 2 of the talk. Put Andrés' actions below in the order you hear about them. TED 2.2 p. 406

6 **a** He saw a stone shaped like a giant serpent.
2 **b** He heard a loud noise.
8 **c** He received the shaman's blessing to study the river.
1 **d** He set off expecting to find a warm stream.
7 **e** He drank tea made from the river water.
5 **f** He measured the temperature of the river.
3 **g** He saw vapour rising from the trees.
4 **h** He saw a shaman standing above the river.

8 Listen to part 3 of the talk. Are the sentences true (T) or false (F)? TED 2.3 p. 406

1 Andrés regularly does fieldwork in Peru. T
2 His research has not always been easy. T
3 The hot water rises from cracks under the Earth's surface. T
4 The river temperature fluctuates between hot and cold. T
5 The water is probably heated by volcanoes. F
6 There are very few similar rivers in the world. F
7 More research is needed to fully understand the phenomenon. T
8 It is possible that the water originally comes from glaciers. T

9 Listen to part 4 of the talk. Which two ideas do you think Andrés mainly wants to convey? TED 2.4 p. 406

1 It is not possible to know everything about the world.
(2) Researchers find out information, but people need to decide what it means.
3 Science has allowed us to make amazing discoveries about the Earth.
(4) There are still many wonderful things in the world to be discovered.

10 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 2.5

unanimous kidding scepticism exhilarating ensure

11 Complete each sentence with your own words. Then work in pairs and compare your sentences.

- When I said that … I was only *kidding*!
- Despite my *scepticism*, …
- The most *exhilarating* outdoor experience I have had was …
- If you set out on a journey, you should *ensure* that …

AFTER YOU LISTEN

12 Research a legend or unsolved mystery from your own culture. Present your research to a partner.

CHALLENGE

Andrés says, 'Go out. Be curious'. Think about an interesting discovery you have made recently – about the world, your country, your town or your neighbourhood. It could be at school, on TV, on the internet, in a book or in a conversation. Share your discovery with a partner.

Exam guide
8 Listening
True/false

Life Skills guide
12 Mediation

Life Skills guide
Mediation

1 How is your current smartphone better than the first phone you owned?
2 What are the advantages and disadvantages of autonomous cars?

2F Speaking

Life Skills guide
1 Creativity, Critical thinking, Mediation

Useful language

Describing benefits
Thanks to X, we can …
X enables people to …
Without X, we'd have to …
Without X, we wouldn't be able to … ✓
Before X was invented people had to … , whereas now they can … ✓

Asking for clarification
How do you mean exactly? ✓
What exactly do you mean by … ? ✓
I'm not clear what you're saying.
So are you saying that … ? ✓
So am I right in thinking that … ?

Giving clarification
Well, what I mean is … ✓
No, I'm not saying that exactly. ✓
No, what I'm saying is … ✓
Yes, exactly.
Yes, kind of.
Yes, in a way.

Talking about technological breakthroughs

1 Work in pairs. Look at the list of discoveries, inventions, and technological breakthroughs. Choose five of them and discuss what life used to be like before they were discovered or invented.

- the wheel
- electricity
- streaming music
- paper
- the personal computer
- the steam engine
- the first vaccination
- the internet
- writing
- the television
- the internal combustion engine
- gravity

2 Listen to three people discussing another important breakthrough. Answer the questions. 22 p. 385

1 What are they describing?
2 What benefits have they brought?
3 Have they created any problems or unwelcome side effects?
4 What could happen in the future?
5 Which opinions do you agree with?

3 Look again at the discoveries, inventions and breakthroughs in exercise 1. Choose the one that you think has brought most benefit to humanity and make notes on questions 2 and 3 in exercise 2.

4 Listen again. Which of the phrases in the Useful language box do you hear? 22 p. 385

5 Work in groups. Discuss your ideas from exercise 3. Use expressions in the Useful language box to explain the benefits, and ask for and give clarification. Try to agree on which discovery, invention or breakthrough has brought most benefit to humanity.

2 1 aeroplanes
2 We wouldn't be able to explore the world like we do now; before they were invented people had to make long trips by train or by boat; now they can travel to far-away places in hours
3 They're a major cause of climate change.
4 Students' own answers.
5 Students' own answers.

Life Skills guide
3 Creativity, Critical thinking, Mediation

Life Skills guide
5 Collaboration, Communication, Critical thinking, Mediation

The first steam locomotive was operated in 1804.

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

2G Writing

An article

Writing an article

1 Look at the question and read the text. Which of the sources would help you find out more in order to answer this question?

Is Earth the only planet that has life?

a blog a friend or family member a newspaper article
a science teacher a science text book a scientific journal
a TV programme an internet article online encyclopedia

The question of whether life exists outside our planet is one of the most fascinating questions in science. Are there primitive forms of life, such as bacteria, elsewhere in the universe? Are there more intelligent beings that may be trying to contact us? Robotic space probes and powerful telescopes, such as the Hubble Space Telescope, are helping scientists to answer these questions. Moreover, giant radio dishes are trying to detect signals from outer space.

Some important data has already been gathered. There is now strong evidence that water, which is necessary for life to exist, may well have existed on Mars millions of years ago. Water has also been discovered on Europa, one of Jupiter's moons. It is widely believed that many thousands of planets may exist outside our solar system and research is currently being conducted to determine whether there could be water on them.

Before we come into any contact with extra-terrestrial life though, we should consider potential consequences and risks of such an encounter. Some experts claim that other life forms may treat us as enemies. There are also fears that alien organisms will pass on lethal diseases to mankind. Pessimistic scenarios aside, there are also some benefits – life on other planets may mean that humans could colonise space in case Earth becomes too small (or too polluted) to live on.

As long as our question remains unanswered, we are waiting for your opinions – do you believe in life beyond our planet and will it be safe for us to encounter it?

2 Read about reliable information. Based on the information in the box, which of the sources in exercise 1 are a) very reliable b) fairly reliable c) possibly unreliable? Give reasons for your opinions.

Reliable information is *true*, up-to-date, and *accurate*. That means

- you know and can trust who provided the information.
- the information is based on recent research which has been reviewed by experts.
- the source is not biased (i.e. wanting to convince you of their own opinion).

3 WRITING TIPS Hedging

a Read three opinions. Which opinion looks different? Why?

1 It is sometimes claimed that the lost city of Atlantis still exists under the sea.
2 UFOs do not exist.
3 According to many experts, dinosaurs died out because of an asteroid hitting the Earth.

b Look at the Writing strategies box. Find the hedging expressions in point a.

4 Work in pairs. Rewrite each sentence, using hedging expression.

1 Fire was humanity's first major discovery.
2 The wheel was discovered 6,000 years ago.
3 The internet was the greatest invention of the twentieth century.

5 Look at the article again. Find examples of:

1 a strong topic sentence stating the situation.
2 questions and unsolved mysteries.
3 research that has been carried out.
4 different theories or beliefs.

6 Choose one of the topics below and write an article including the suggested aspects. Remember to include the examples in exercise 5.
Write between 200 and 250 words.

1 Is the Bermuda Triangle a 'portal' to another dimension?
- mention some unsolved cases related to the area
- discuss possible theories explaining the mystery

2 Did ancient civilisations have contact with aliens?
- discuss examples of advanced science or technology used in ancient times
- present your opinion regarding possible influence from alien civilisations

More about writing an article in Writing guide on p. 151.

Writing strategies

Hedging

In an article, it is sometimes useful to say how sure or unsure you are about a statement, and what your opinion is based on. This is called hedging. Use a range of modal verbs, or expressions such as these:

It is generally agreed / widely believed that …
It is often claimed / generally assumed that …
According to most experts / Sarah Parcak, …
Many scientists believe that …
Many experts argue that …
In my view / It seems to me that …
The evidence suggests / there is some evidence that …
It is possible / conceivable that …

1 Why is space exploration so important to humankind? How can it help our civilisation?
2 Are there any topics that are still controversial even though they have been well documented and proven by science?

Life Skills guide
1 Critical thinking

3 a
2 is stated as a fact without saying whose opinion it is or how much evidence there is to support the opinion.

Exam guide
6 Writing
An article

Life Skills guide
6 Creativity, Critical thinking, Mediation, Practical skills

Life Skills guide
2 Critical thinking

2 Suggested answers:
a) a science text book (this has been checked by experts)
a scientific journal (the most reliable source. Facts have been carefully checked.)
b) a science teacher (generally reliable but may have gaps in their knowledge)
online encyclopedia (generally reliable but may contain some errors)
c) a blog (this is usually a personal opinion)
a friend or family member (unless they are an expert in the field)
a newspaper article (not all newspapers report true facts)
a TV programme (not all TV programmes report true facts)
an internet article (possibly unreliable if you don't know who the author is)

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

Skills Review 2

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 To be an explorer you need extraordinary patience and ... . endurance ENDURE
2 Having discovered the pristine place hidden deep in the jungle, John was enchanted by the beauty and ... of nature. fragility FRAGILE
3 It's natural for us to arrange things in a functional way and seek ... . simplicity SIMPLE
4 After all, a thorough X-ray examination was the strongest argument for the ... of the cave paintings. authenticity AUTHENTIC

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem. Podano pierwsze litery.

1 We had to trek u... the mountain with heavy backpacks but when we reached its peak, we were bewitched by remarkable views. up
2 I suspected there was nothing else ahead of me except for an ending canyon, but I kept going further out of c..., hoping to discover something I had never seen before. curiosity
3 Millions of people worldwide watched the l... of Apollo 11 from the Kennedy Space Center in Florida at 9.32 am on July 16, 1969. launch
4 William discovered that the geyser in the national park erupted with amazing r... – twelve times a day every second hour. regularity

Parafrazy zdań

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

5 1 circumnavigate / have circumnavigated the Earth
2 establish / set up a settlement
3 map the island
4 turning point

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

1 I'm sure the researcher took water samples at the newly discovered spring in the jungle to check its purity.
MUST
The researcher ... water samples at the newly discovered spring in the jungle to check its purity.
2 It is possible that the early settlers survived thanks to the support of the indigenous people.
MAY
The early settlers ... thanks to the support of the indigenous people.
3 The Adventure Society is probably selecting a group of volunteers to take part in the expedition to Antarctica now.
MIGHT
The Adventure Society ... a group of volunteers to take part in the expedition to Antarctica now.

Exam guide
3 English in Use
Transformations

3 1 must have taken
2 may have survived
3 might be selecting

Exam guide
6 Reading
Multiple choice

4 1 must have been created
2 is known to have arrived / for arriving / having arrived
3 can't/couldn't have reached
4 is believed to have climbed

Uzupełnianie zdań

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

1 The 3-ton block inscribed with intricate patterns appeared to be part of an altar which ... (*must / create*) in the 12th century.
2 Columbus ... (*be / know / arrive*) on an island in the Bahamas that he named San Salvador.
3 Some experts claim that Robert E. Peary ... (*can / not / reach*) the North Pole in 37 days.
4 William ... (*believe / climb*) Mount Everest twice in his life. Soon he will attempt it for the third time.

Tłumaczenie fragmentów zdań

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Magellan's expedition of 1519–1522 became the first one to (*opłynęła ziemię*) ... .
2 The early settlers decided to (*założyć osadę*) ... where they could cultivate the land.
3 The technique the explorers used allowed them to (*sporządzić mapę wyspy*) ... , which they discovered.
4 Neptune's discovery marked a (*punkt zwrotny*) ... in astronomy.

READING

6 Przeczytaj tekst. Z podanych odpowiedzi (a–d) wybierz właściwą, zgodną z treścią tekstu.

MOST DANGEROUS VOLCANO IN THE WORLD

Recently I was on the best trip of my life. I went to the Italian city of Pompei. I am sure you have heard of Mount Vesuvius. It is an active volcano near the Bay of Naples. In total, it has erupted some 50 times, but the worst was when it happened in 79 AD. It then killed around 2 thousand people that were living in the city of Pompei at the time and a total of around 16 thousand people. 1 Scientists were able to learn so much about the people that lived there and their way of life. So far, three quarters of the 165 acres that make up the city have been uncovered.

The residents of Pompei were literally stopped in place by the lava, dying almost instantly. Because the lava prevented anything from moving and also protected the artefacts and bodies left there, the town was just as it had been almost two centuries before. In addition to daily objects used by the locals, dishes, clothes, etc. scientists also found jars of jam and even bread. Not many people are aware of this fact, but also preserved were graffiti markings on walls and in rooms, much of it in everyday 'Vulgar Latin' that was spoken

3h/week • Student's Book ex. 1–8 pp. 40–41 • If short of time, assign ex. 8 for homework.

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

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

on a daily basis. It is a form of Latin that is non-existent today and varies greatly from the traditional Latin spoken and taught today. **2** In the 1800s, plaster casts were made of some of the victims that died in the eruption. They show the shapes of the corpses and are on display at the museum. They are not made anymore because they damage the remains.

The town was under the jurisdiction of Rome and may have been regarded as a most popular vacation spot for Romans. It became quite an upscale town, with beautiful villas and homes lining the streets. At the time of the actual volcanic eruption, there were some 12 thousand in the town and immediate area. After the city was re-discovered it also had a very big influence on the culture of the times, being featured in painting, architecture, and literature. **3** Many rich British families in the 1800s actually built their homes to resemble those of the wealthy residents of Pompei. Today, the city has become part of UNESCO's World Heritage Sites. Many people claim officials are neglecting to properly care for the relics left behind. At some point in the future, the tourist destination that is the city of Pompei, attracting 2.5 million visitors every year, could be closed.

The history of the volcano is just as interesting as the relics its explosion left behind. Vesuvius has been erupting for thousands and thousands of years. **4** In 1780 BC. a horrible eruption destroyed all life within a 15-mile radius. Most interestingly, the volcano hasn't erupted since 1944. It remains one of the world's most dangerous live volcanoes. Scientists maintain that another eruption is due any day now and that the likelihood of this happening increases with every year that passes. The next one could prove even more deadly than the one in 79. Nowadays, close to 3 million people live in the immediate vicinity of Vesuvius. With that being said, if you get a chance to visit Vesuvius, it may be a once-in-a-lifetime opportunity!

1 Look at the underlined numbers 1–4 in the text and decide where the following sentence fits best in the passage.

Only at the end of the 1700s did anyone realise that underneath a very thin layer of ash and dust a whole city was buried.

a In the space marked 1
b In the space marked 2
c In the space marked 3
d In the space marked 4

2 Which statement best sums up the second paragraph?

a Raising people's awareness to preserve the devastated area is a must.
b The area in the direct proximity of Vesuvius plunged into chaos.
c The site is a well-preserved snapshot of life in a Roman city.
d A detailed enumeration of the damage done by the eruption.

3 Which of the following statements is a fact, and NOT an opinion?

a Officials will probably make a decision to restrict visiting Pompei temporarily.
b Wealthy foreigners used to own Pompei-style houses.
c The authorities display too little interest in preserving the relics.
d No other holiday destination was favoured by Romans as much as Pompei.

4 In the last paragraph, the author implies that

a Vesuvius is overdue for an explosion though it is currently dormant.
b all the people living in the vicinity of Vesuvius should be relocated.
c scientists can pinpoint the exact date of the next eruption.
d despite the increased warnings of an imminent eruption, alarmism is pointless.

SPEAKING

7 Wypowiedz się na poniższy temat. W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów.

Czy warto inwestować w podbój kosmosu?

- koszty
- korzyści
- ryzyko

Następnie odpowiedz na poniższe pytania.

1 Would you agree to help colonise a planet if you knew you couldn't come back to Earth? Why?/Why not?
2 Is it reasonable for some countries to take part in a space race? Why do you think so?
3 What do you think the real future of space exploration will be?

Exam guide
7 Oral Matura

Life Skills guide
7 Critical thinking, Mediation

WRITING

8 Wielkie odkrycia stały się motorem przemian w historii ludzkości. W artykule do czasopisma podróżniczego, które ogłosiło konkurs na temat odkryć geograficznych, napisz o:

- powodach, które motywowały odkrywców do podejmowania decyzji o takich przedsięwzięciach,
- problemach, jakie mogli napotkać odkrywcy,
- korzyściach wynikających z odkryć geograficznych.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
8 Writing
An article

Life Skills guide
8 Creativity, Mediation, Practical skills

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

Grammar reference 2

GRAMMAR 1 Modal verbs

Modals of deduction and probability

Aby wyrazić nasze przekonania dotyczące prawdziwości danej sytuacji na podstawie istniejących dowodów, stosujemy konstrukcję:

„must lub *can't + infinitive / be* + czasownik z końcówką *-ing"*:

*There **must be** more planets in the universe than we are aware of.*

*Similar life forms to our own **can't exist** in our solar system.*

*Somewhere in the universe a life form **must be watching** our development.*

Aby powiedzieć, że dana sytuacja jest lub będzie możliwa, stosujemy konstrukcję:

„may, might lub *could + infinitive / be* + czasownik z końcówką *-ing"*:

*Life **could exist** elsewhere in the universe.*

*Some major economies **might send** people into space again in the future.*

*They **might well be** planning a new space programme now.* (*well* służy do wzmocnienia prawdopodobieństwa)

Aby wyrazić nasze przekonania i przypuszczenia dotyczące sytuacji, które miały miejsce w przeszłości, stosujemy konstrukcję:

„must, can't, couldn't, may, might + have + past participle":

A: *The US space programme **can't/couldn't have been** cheap!*

B: *No, it **must have cost** billions of dollars.*

A: *Yes, and it **may well have cost** more than they estimated.*

B: *That **might have been** one of the reasons for stopping it.*

Prawdopodobieństwo zaistnienia jakiejś sytuacji możemy wyrazić także za pomocą:

- przymiotników: *It is **probable** that humans will go to the moon again.*
- przysłówków: *I'd **definitely** be interested in visiting the space station.*
- wyrażeń: *It's **bound to** cost a huge amount. It's **likely to** be funded from tax.*

Ćwiczenia 1–2

GRAMMAR 2 Passives

Passives

Stronę bierną stosujemy, kiedy:

- nie znamy wykonawcy czynności, jest on nieważny, oczywisty lub chcemy go celowo pominąć,
- czynność jest istotniejsza niż jej wykonawca, np.:

*I'm afraid this vase **was broken** while it **was being dug up**.*

Stronę bierną tworzymy za pomocą konstrukcji:

„czasownik *to be + past participle*":

*New discoveries **are being made** all the time.*

*You'**ll be contacted** as soon as the funding **has been put** in place.*

*The excavations **had been started** before the final appointment **was made**.*

Dopełnienie czasownika w zdaniu w stronie czynnej staje się podmiotem w zdaniu w stronie biernej. Kiedy wykonawca czynności jest znany/istotny, wspominamy o nim za pomocą słowa *by*.

The trainee archaeologist [podmiot] *removed the wrong items* [dopełnienie] *from the tomb.*

The wrong items [podmiot] ***were removed** from the tomb (by the trainee archaeologist* [dopełnienie]*).*

Niektóre czasowniki mogą mieć dwa dopełnienia, np.: *bring, give, lend, offer, show, teach*. Oba należy uwzględnić w stronie biernej:

*The team leader showed **the team the ancient vase**.*

***The team** were shown **the ancient vase**.*

***The ancient vase** was shown **to the team**.*

Ćwiczenie 3

Passive reporting structures

Ogólnie przyjęte opinie i sądy w stronie biernej wyrażamy za pomocą czasowników: *say, think, believe, know, consider, estimate, expect, report* oraz konstrukcji:

„It + Passive + that-clause":

***It is believed that** the Great Wall of China is the world's most visited ancient site.*

„Subject + Passive + to-infinitive clause":

*The Great Wall of China **is believed to be** the world's most visited ancient site.*

Information order

Z reguły znana/oczywista informacja pojawia się na początku zdania. Użycie strony biernej w drugim zdaniu umożliwia przesunięcie akcentu na początek zdania.

The first artificial satellite was Sputnik 1.

***It was launched** in 1957 by the Soviet Union.*
(*It = the satellite* = informacja oczywista)

Dzięki stronie biernej nowa informacja znajduje się na końcu zdania i w ten sposób zostaje podkreślona.

The first artificial satellite was Sputnik 1.

*The Soviet Union **launched it** in 1957.*

Ćwiczenia 4–5

Grammar practice

2 **2** might/could come
3 couldn't/can't have known
4 could/might (well) have worked
5 can't know
6 must have been inspired
7 must have been

1 Choose the correct option to complete each sentence.

1 The human race has always looked to the stars, so we *might* / *can't* have always believed that it would be *impossible* / *possible* to go there one day.

2 We face *a certain* / *an uncertain* future now and it is highly *unlikely* / *likely* that nations will look to exploring other planets.

3 China has really accelerated its space programme and it is *probable* / *unlikely* that it will land an unmanned vehicle on the Moon soon.

4 The International Space Station shows that it *must* / *can't* be possible for nations to work together to explore space for the benefit of us all.

5 For most nations, space exploration is *bound* / *unlikely* to have a positive effect on national identity.

2 Complete the second sentence so that it means the same as the first. Use *must*, *can't*, *could*, *couldn't* or *might* (+ *have*).

1 It is thought that Marco Polo was born in Venice.
Marco Polo *might have been born* in Venice.

2 It is likely that the name 'Polo' comes from *paulus*, the name of a bird.
The name 'Polo' ... from the name of a bird.

3 His father travelled a lot, so it is virtually impossible that Marco knew him well as a child.
His father travelled a lot, so Marco ... him well as a child.

4 It is highly likely that Marco worked for Kublai Khan when he was in China.
Marco ... for Kublai Khan when he was in China.

5 So many different versions of his travels exist that it is almost certain that we don't know the truth.
So many different versions of his travels exist that we ... the truth.

6 Christopher Columbus was bound to have been inspired by Marco's exploits.
Christopher Columbus ... by Marco's exploits.

7 Marco owned property when he died so we can be sure that he was quite wealthy.
Marco owned property when he died so he ... quite wealthy.

3 Rewrite each sentence in the passive, including the agent if necessary.

1 The Ancient Greek philosopher Aristotle devised the first method of classifying the living world.

2 Ferdinand Magellan could have circumnavigated the Earth before anyone else, if soldiers in the Philippines hadn't killed him.

3 People were making fairly accurate maps of the world about 2,000 years ago.

4 We can date the origins of microbiology back to the 17th century, after Leeuwenhoek had discovered techniques for magnifying up to 500 times.

5 In the 1960s Watson and Crick modelled the working of DNA and we have reached a much greater understanding of disease since then.

4 Rewrite each headline in two different ways, using the verb in brackets.

1 Damaged space shuttle lands in Antarctica (*think*)
It is thought that the damaged space shuttle has landed in Antarctica.
The damaged space shuttle is thought to have landed in Antarctica.

2 Missing mountaineer found alive and well in remote mountain hut (*report*)

3 Number of potential space tourists now over 1,000 (*estimate*)

4 Archaeologist finds new evidence of ancient Mayan settlement (*believe*)

5 Recent storms cause at least £2 billion damage to homes and businesses (*know*)

5 Choose the best option to complete the text.

Krystyna Chojnowska-Liskiewicz is a Polish explorer, born in 1936 in Warsaw. She always loved the ocean and studied shipbuilding at Gdansk University, (1) ..., whom she later married. She worked at Gdansk Shipyard as a ship designer and while she was there she improved her sailing skills.

Her breakthrough solo circumnavigation of the world in the yacht *Mazurek* started in 1976 and lasted two years. (2) .... Chojnowska-Liskiewicz was not alone in making this attempt: another sailor Naomi James from New Zealand was trying for the record at the same time, (3) .... When Chojnowska-Liskiewicz completed her voyage in April 1978 she became the first woman to successfully sail around the world single-handed. (4) ....

1 **a** where a man with a similar affection for the sea attracted her
b where she was attracted to a man with a similar affection for the sea

2 **a** The yacht had been built by her husband for this endeavour
b Her husband had built the yacht for this endeavour

3 **a** and she completed her voyage not long afterwards
b and her voyage was completed not long afterwards

4 **a** Others such as James and Kay Cottee of Australia would subsequently repeat this feat
b This feat would subsequently be repeated by others such as James and Kay Cottee of Australia

4 **2** It is reported that the missing mountaineer has been found alive and well in a remote mountain hut. / The missing mountaineer is reported to have been found alive and well in a remote mountain hut.
3 It is estimated that the number of potential space tourists is now over 1,000. / The number of potential space tourists is now estimated to be over 1,000.
4 It is believed that an archaeologist has found new evidence of an ancient Mayan settlement. / An archaeologist is believed to have found new evidence of an ancient Mayan settlement.
5 It is known that recent storms have caused at least £2 billion of damage to homes and businesses. / Recent storms are known to have caused at least £2 billion of damage to homes and businesses.

3 **1** The first method of classifying the living world was devised by the Ancient Greek philosopher Aristotle.
2 The Earth could have been circumnavigated by Ferdinand Magellan before anyone else, if he hadn't been killed in the Philippines.
3 Fairly accurate maps of the world were being made about 2,000 years ago.
4 The origins of microbiology can be dated back to the 17th century, after techniques for magnifying up to 500 times had been discovered (by Leeuwenhoek).
5 In the 1960s the working of DNA was modelled (by Watson and Crick) and a much greater understanding of disease has been reached since then.

Wordlist Unit 2 23

VOCABULARY p. 29

better (v) /'betə/ ulepszać
circumnavigate (v) /ˌsɜːkəm'navɪˌgeɪt/ opłynąć dookoła
craft (n) /krɑːft/ statek
crew (n) /kruː/ załoga
endeavour (v) /ɪn'devə/ starać się, usiłować
endurance (n) /ɪn'djʊərəns/ wytrzymałość
fame (n) /feɪm/ sława
fearless (adj) /'fɪələs/ nieustraszony
fortune (n) /'fɔːtʃuːn/ majątek
gather (v) /'gæðə/ zbierać, gromadzić
humankind (n) /ˌhjuːmən'kaɪnd/ ludzkość
hypothesis (n) /haɪ'pɒθəsɪs/ hipoteza
launch (n) /lɔːntʃ/ wystrzelenie (rakiety w kosmos)
manned (adj) /mænd/ załogowy (np. lot)
map (v) /mæp/ sporządzać mapę
mission (n) /'mɪʃn/ misja
motivate (v) /'məʊtɪveɪt/ motywować
motivation (n) /ˌməʊtɪ'veɪʃn/ motywacja
network (n) /'netˌwɜːk/ sieć
push the boundaries (phr) /ˌpʊʃ ðə 'baʊndərɪz/ przesuwać granice; wyznaczać nowe granice
rover (n) /'rəʊvə/ łazik (pojazd badawczy)
sample (n) /'sɑːmpl/ próbka
scientific data (n) /ˌsaɪən'tɪfɪk 'deɪtə/ dane naukowe
seek (v) /siːk/ szukać
set up (phr v) /ˌset 'ʌp/ zakładać coś; tworzyć
settlement (n) /'setlmənt/ osada
test the limits of (phr) /ˌtest ðə 'lɪmɪts əv/ poznać granice (czegoś)
thrill (n) /θrɪl/ dreszczyk emocji
trading (n, adj) /'treɪdɪŋ/ handel, handlowy
trek (v) /trek/ wędrować, podróżować
turning point (n) /ˌtɜːnɪŋ 'pɔɪnt/ punkt zwrotny

LISTENING p. 30

advantageous (adj) /ˌædvən'teɪdʒəs/ korzystny, pomyślny
carry out (phr v) /ˌkæri 'aʊt/ przeprowadzać
chart (v) /tʃɑːt/ wytyczać, nakreślać
coast (n) /kəʊst/ wybrzeże
dig (v) /dɪg/ kopać
encounter (v) /ɪn'kaʊntə/ napotykać
exploration (n) /ˌekspləˈreɪʃn/ badanie, eksploracja
failure (n) /'feɪljə/ porażka
far-reaching (adj) /ˌfɑːˈriːtʃɪŋ/ daleko idący
fleet (n) /fliːt/ flota
lander (n) /'lændə/ lądownik
module (n) /'mɒdjuːl/ moduł
mole (n) /məʊl/ kret; szpieg
national pride (n) /ˌnæʃənl 'praɪd/ duma narodowa
niche (n) /niːʃ/ luka, nisza rynkowa
sky is the limit (phr) /'skaɪ ɪz ðə 'lɪmɪt/ możliwości są praktycznie nieograniczone
soil (n) /sɔɪl/ gleba, ziemia
space agency (n) /'speɪs ˌeɪdʒənsi/ agencja lotów kosmicznych
space exploration (n) /'speɪs ˌekspləˈreɪʃn/ badanie kosmosu
technological edge (n) /ˌteknəˈlɒdʒɪkl 'edʒ/ przewaga technologiczna
trade relations (n) /ˌtreɪd rɪ'leɪʃənz/ relacje handlowe
undertake (v) /ˌʌndə'teɪk/ podjąć, przedsięwziąć
Viking (n) /'vaɪkɪŋ/ Wiking
vow (v) /vaʊ/ przyrzekać, przysięgać
withdraw (v) /wɪð'drɔː/ wycofywać

GRAMMAR 1 p. 31

be bound to (phr) /biː 'baʊnd tə/ (na pewno) stać się, musieć
coming (adj) /'kʌmɪŋ/ nadchodzący
diameter (n) /daɪ'æmɪtə/ średnica
dust (n) /dʌst/ pył
surface (n) /'sɜːfɪs/ powierzchnia

READING pp. 32–33

antique (adj) /ˌæn'tiːk/ antyczny
antiquity (n) /æn'tɪkwətɪ/ starożytność
archaeologist (n) /ˌɑːkiˈɒlədʒɪst/ archeolog
archaeology (n) /ˌɑːkiˈɒlədʒi/ archeologia
artefact (n) /'ɑːtəfækt/ artefakt, dzieło rąk ludzkich
authentic (adj) /ɔː'θentɪk/ autentyczny
authenticity (n) /ˌɔːθen'tɪsəti/ autentyczność
batch (n) /bætʃ/ grupa, seria
bury (v) /'beri/ pochować, pogrzebać
clarity (n) /'klarətɪ/ czystość, jasność
creative (adj) /kri'eɪtɪv/ kreatywny
creativity (n) /ˌkriːeɪ'tɪvəti/ inwencja twórcza
curiosity (n) /ˌkjʊəri'ɒsəti/ ciekawość
curious (adj) /'kjʊəriəs/ ciekawy
democratise (v) /dɪ'mɒkrətaɪz/ demokratyzować
detect (v) /dɪ'tekt/ odkrywać
embrace (v) /ɪm'breɪs/ korzystać
encroachment (n) /ɪn'krəʊtʃmənt/ naruszanie granicy
excavate (v) /'ekskəveɪt/ prowadzić wykopaliska archeologiczne
excavation (n) /'ekskəveɪʃn/ prace wykopaliskowe
fragile (adj) /'frædʒaɪl/ kruchy, delikatny
fragility (n) /frə'dʒɪlətɪ/ kruchość, delikatność
glow (v) /gləʊ/ świecić się
high-resolution (adj) /haɪˌrezə'luːʃn/ o wysokiej rozdzielczości (np. zdjęcie)
humane (adj) /hjuː'meɪn/ ludzki
humanity (n) /hjuː'mænətɪ/ ludzkość
humid (adj) /'hjuːmɪd/ wilgotny
humidity (n) /hjuː'mɪdətɪ/ wilgotność
intense (adj) /ɪn'tens/ intensywny
intensity (n) /ɪn'tensɪtɪ/ intensywność
loot (v) /luːt/ grabić, plądrować, szabrować
looting (n) /luːtɪŋ/ grabież, plądrowanie, szabrowanie
modernity (n) /mɒ'dɜːnətɪ/ nowoczesność
necessity (n) /nə'sesətɪ/ konieczność
pioneer (v) /ˌpaɪə'nɪə/ zapoczątkować
pit (n) /pɪt/ jama, nora
pyramid (n) /'pɪrəmɪd/ piramida
quantify (v) /'kwɒntɪfaɪ/ określać ilościowo
regularity (n) /ˌregjʊ'lærətɪ/ regularność
sense (v) /sens/ wyczuwać, wykrywać
simple (adj) /'sɪmpl/ prosty, nieskomplikowany
simplicity (n) /sɪm'plɪsɪtɪ/ prostota
smuggler (n) /'smʌglə/ przemytnik/ przemytniczka
stability (n) /stə'bɪlətɪ/ stabilność; równowaga
stable (adj) /'steɪbl/ stabilny
tomb (n) /tuːm/ grobowiec
ultimately (adv) /'ʌltɪmətlɪ/ ostatecznie, w końcu
underestimate (v) /ˌʌndər'estɪmeɪt/ nie doceniać, zbyt nisko oszacować
value (v) /'væljuː/ cenić, określać wartość
vastly (adv) /'vɑːstlɪ/ wybitnie, w znacznej mierze
vulnerability (n) /ˌvʌlnərə'bɪlətɪ/ podatność, wrażliwość
vulnerable (adj) /'vʌlnərəbl/ podatny, wrażliwy

GRAMMAR 2 pp. 34–35

aerial (adj) /'eərɪəl/ lotnicze (np. zdjęcie)
altitude (n) /'æltɪtjuːd/ wysokość n.p.m.
archaeological (adj) /ˌɑːkiəˈlɒdʒɪkl/ archeologiczny
artificial (adj) /ˌɑːtɪ'fɪʃl/ sztuczny
burial (n) /'beriəl/ pochówek
by hand (adv) /baɪ 'hænd/ ręcznie
chamber (n) /'tʃeɪmbə/ komnata, sala
civil war (n) /ˌsɪvl 'wɔː/ wojna domowa
historian (n) /hɪ'stɔːriən/ historyk/ historyczka
hot-air balloonist (n) /ˌhɒt'eə bə'luːnɪst/ pilot balonowy
military intelligence (n) /ˌmɪlətri ɪn'teləʤəns/ wywiad wojskowy
orbit (v) /'ɔːbɪt/ orbitować
pigeon (n) /'pɪdʒɪn/ gołąb
remains (n) /rɪ'meɪnz/ szczątki
satnav (n) /'sætnæv/ nawigacja satelitarna
stream of data (n) /ˌstriːm əv 'deɪtə/ strumień danych
vegetation (n) /ˌveʤɪ'teɪʃn/ roślinność

TED TALK pp. 36–37

angelfish (n) /'eɪndʒəlˌfɪʃ/ skalar (ryba z rodziny pielęgnicowatych)
apprentice (n) /ə'prentɪs/ praktykant/ praktykantka
behold (v) /bɪ'həʊld/ ujrzeć, spojrzeć
bizarre (adj) /bɪ'zɑː/ dziwaczny, cudaczny
blessing (n) /'blesɪŋ/ błogosławieństwo
blot out (phr v) /ˌblɒt 'aʊt/ całkowicie wymazać z pamięci
blow one's mind (phr) /ˌbləʊ wʌnz 'maɪnd/ zszokować kogoś, wywrzeć na kimś ogromne wrażenie
by no means (phr) /baɪ 'nəʊ ˌmiːnz/ w żadnym wypadku
cherish (v) /'tʃerɪʃ/ pielęgnować
conquistador (n) /kɒn'kwɪstədɔː/ konkwistador
coralline algae (n) /'kɔrəlɪn ˌælgiː/ algi koralowe
crack (n) /kræk/ pęknięcie
crane (n) /kreɪn/ dźwig, żuraw
decimate (v) /'desɪmeɪt/ dziesiątkować
desecrate (v) /'desɪkreɪt/ bezcześcić
dredge (v) /dredʒ/ pogłębiać (np. rzekę)
ensure (v) /ɪn'ʃɔː/ zapewniać
exhilarating (adj) /ɪgˈzɪləˌreɪtɪŋ/ ekscytujący, porywający
fieldwork (n) /'fiːldwɜːk/ prace badawcze w terenie
fireworm (n) /'faɪəwɜːm/ morski ślimak z rodzaju *Polychaeta*

fishing quota (n) /'fɪʃɪŋ ˌkwəʊtə/ roczna kwota połowowa
fluctuate (v) /'flʌktʃʊeɪt/ wahać się, często zmieniać
fragility (n) /frə'dʒɪlətɪ/ kruchość, delikatność
freak out (phr v) /ˌfri:k 'aʊt/ wychodzić z siebie, wariować
geoscientist (n) /ˌdʒi:əʊ'saɪəntɪst/ specjalista/specjalistka w dziedzinie nauk o Ziemi
geothermal (adj) /ˌdʒi:əʊ'θɜ:məl/ geotermiczny
glacier (n) /'glæsɪə/ lodowiec
glide (v) /glaɪd/ ślizgać się
greenhouse (n) /'gri:nhaʊs/ szklarnia
hot spring (n) /ˌhɒt 'sprɪŋ/ gorące źródło
hover (v) /'hɒvə/ unosić się, wisieć w powietrzu
humble (adj) /'hʌmbl/ skromny
in origin (phr) /ɪn 'ɒrɪdʒɪn/ z pochodzenia
indigenous people (n) /ɪn'dɪdʒənəs 'pi:pl/ rdzenna ludność
instrumental (adj) /ˌɪnstrə'mentl/ ważny, istotny, zasadniczy
it's a bit of a cliché (phr) /ɪts ə ˌbɪt əv ə 'kli:ʃeɪ/ to jest trochę banalne
kid (v) /kɪd/ żartować
leak (n) /li:k/ dziura, pęknięcie
magmatic (adj) /mæg'mætɪk/ magmowy
magnitude (n) /'mægnɪtju:d/ rozmiar, wielkość
majesty (n) /'mædʒəsti/ majestat
mug (n) /mʌg/ kubek
mythical (adj) /'mɪθɪkl/ mityczny, wspaniały, sławny
overstress (v) /ˌəʊvə'stres/ zbyt mocno akcentować
park ranger (n) /'pɑ:k ˌreɪndʒə/ strażnik w parku narodowym
philanthropist (n) /fɪ'lænθrəpɪst/ filantrop/filantropka
pledge (v) /pledʒ/ zobowiązywać się, przyrzekać
relief (n) /rɪ'li:f/ ulga
scepticism (n) /'skeptɪˌsɪzm/ sceptycyzm
scrawl (v) /skrɔ:l/ bazgrać
sea urchin (n) /'si: ˌɜ:tʃɪn/ jeż morski, jeżowiec
serpent (n) /'sɜ:pənt/ wąż
shaman (n) /'ʃɑ:mən/ szaman/szamanka
sponge (n) /spʌndʒ/ gąbka (również żywy organizm)
stark (adj) /stɑ:k/ brutalny
submerge (v) /səb'mɜ:dʒ/ zanurzać się
take something for granted (phr) /ˌteɪk sʌmθɪŋ fə 'grɑ:ntɪd/ brać coś za pewnik, uważać coś za rzecz oczywistą
teabag (n) /'ti:bæg/ torebka herbaty
thrive (v) /θraɪv/ pięknie rosnąć, prosperować
tremendous (adj) /trə'mendəs/ olbrzymi
unanimous (adj) /ju:'nænɪməs/ jednomyślny, jednogłośny
upriver (phr) /ˌʌp'rɪvə/ w górę rzeki
vapour (n) /'veɪpə/ mgła, para
willpower (n) /'wɪlˌpaʊə/ siła woli
wreak havoc (phr) /ˌri:k 'hævək/ siać spustoszenie

SPEAKING p. 38

gravity (n) /'grævətɪ/ grawitacja
internal combustion engine (n) /ɪnˌtɜ:nl kəm'bʌstʃən ˌendʒɪn/ silnik spalinowy
side effect (n) /'saɪd ɪˌfekt/ skutek uboczny
steam engine (n) /'sti:m ˌendʒɪn/ silnik parowy
vaccination (n) /'væksɪneɪʃn/ szczepienie
wheel (n) /wi:l/ koło

WRITING p. 39

bacteria (n) /bæk'tɪərɪə/ bakterie
determine (v) /dɪ'tɜ:mɪn/ ustalać, determinować, określać
extra-terrestrial (adj) /ˌekstrətə'restrɪəl/ pozaziemski, kosmiczny
hedging (n) /hedʒɪŋ/ określanie stopnia pewności stwierdzeń
lethal (adj) /'li:θəl/ śmiertelny
primitive (adj) /'prɪmətɪv/ prymitywny

SKILLS REVIEW pp. 40–41

bewitched (adj) /bɪ'wɪtʃt/ oczarowany
dormant (adj) /'dɔ:mənt/ uśpiony
enchanted (adj) /ɪn'tʃɑ:ntɪd/ zauroczony
intricate (adj) /'ɪntrɪkət/ zawiły, złożony
lava (n) /'lɑ:və/ lawa
pinpoint (v) /'pɪnpɔɪnt/ dokładnie określać
relic (n) /'relɪk/ szczątki

(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 Athletes are said to be able to (*wyznaczać nowe granice*) ... in terms of human strength and endurance.
2 Meeting the director of the department was a (*punktem zwrotnym*) ... in his career.
3 These two countries should work really hard on improving their (*relacje handlowe*) ... .
4 I have no idea why, but he really wanted to work for the (*wywiadu wojskowego*) ... .
5 We sent another explorer to the planet and its mission was to (*zebrać dane naukowe*) ... .
6 The discovery of the (*silnika spalinowego*) ... contributed to inventing a lot of new devices.

2 Choose the correct option to complete each sentence.

1 He's worked really hard to *better* / *pioneer* the device.
2 Do you know the name of the first *dormant* / *manned* craft that landed on the moon?
3 When I saw the *dust* / *vapour* cloud, I was sure the volcano had erupted.
4 His remains were left deep down in the *tomb* / *loot*.
5 The system of delivering water to the station is really *aerial* / *intricate* and I still cannot really understand it all.
6 It's believed that pyramids were used as burial *chambers* / *fleet*.

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

1 I think one of the key issues is the acceptance of the ... nature of human beings. VULNERABILITY
2 Treating him like this is not ... at all. HUMANITY
3 Whether it is in sports or at school, it is always good to find inner ... . MOTIVATE
4 It said '...' on the parcel because there were very old vases from Greece there. FRAGILITY
5 There are a few astronauts in our country who have made a huge impact on space ... . EXPLORE
6 She was a ... explorer even though she often travelled alone. FEAR

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Word formation

1 1 set new boundaries / push the boundaries
2 turning point
3 trade/trading relations/ relationships
4 military intelligence
5 gather/collect scientific data
6 internal combustion engine

3 1 vulnerable
2 humane
3 motivation
4 fragile
5 exploration
6 fearless

1 What qualities do you admire most in people? Why are they so important to you?

2 How much influence do social media celebrities have on young people nowadays?

3 Global citizen

Culture guide

Historical background

The photo shows a stained-glass window of Nelson Mandela, who was the leader of the African National Congress, which fought against the racist system of apartheid in South Africa, where blacks and minorities were separated and oppressed by the rich white minority population that had colonised the country. He was imprisoned between 1964 and 1991 in connection with his support of the ANC and alleged terrorism. When he was finally released, he led negotiations to end the apartheid regime and introduce full, free elections. He became the South African president in 1994 and died in 2013.

The window shown is in Regina Mundi Church in Soweto, Johannesburg, the largest Roman Catholic church in South Africa. Soweto was built on the edge of the mining area of Johannesburg, and it was the township where Nelson Mandela and his family lived, and where he returned to on his release from prison. It had previously come to the world's attention as a place of rioting between the people and the police in the fight against apartheid.

IN THIS UNIT YOU LEARN

VOCABULARY
- authority
- personal values
- sense of identity
- volunteering and charity
- global citizenship
- role models – their abilities and achievements

GRAMMAR
- inversion
- *it*-cleft sentences, *what*-cleft sentences

SKILLS
Listening
- talk about role model
- teenage sports role model
- open questions, T/F

Reading
- text about volunteering
- collocations
- open questions

Speaking
- making requests, suggestions
- resisting and persuading
- giving in to persuasion

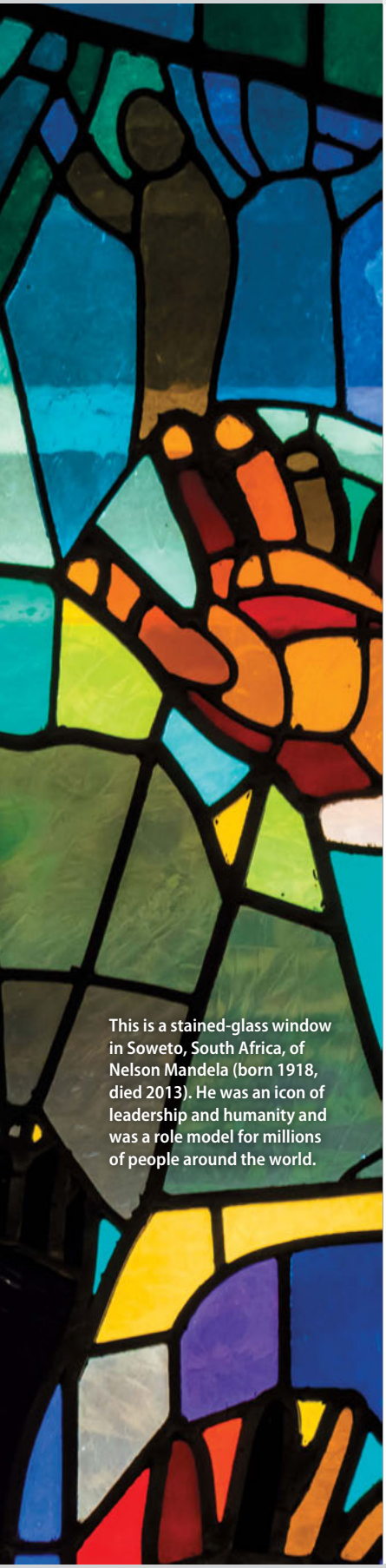
Writing
- formal letter

CRITICAL THINKING
- faults in arguments

3h/week • Student's Book ex. 1–5 p. 47 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–11 pp. 38–39 • If short of time, skip ex. 9.

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



This is a stained-glass window in Soweto, South Africa, of Nelson Mandela (born 1918, died 2013). He was an icon of leadership and humanity and was a role model for millions of people around the world.

3A Vocabulary

Character adjectives

Talking about role models

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

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Look at the photo and read the caption. Then read the definition of a role model. Discuss the questions.

A role model is someone you look up to. Your role model may be a famous person who has achieved great things, or someone you know personally who has given you encouragement or support. Role models always have a positive influence on you by setting a good example to follow, and they inspire or encourage you to do your best.

- Do you think it is necessary or helpful to have a role model? Why?
- Do you have a role model? Who is it, and how do they match the description?
- Who in public life are good role models for young people?
- Is Nelson Mandela a good role model? Why?

2 Match adjectives in the box with the descriptions (1–8). Discuss which adjectives have a positive or negative meaning and which are neutral?

apathetic	courageous	idealistic	materialistic
modest	outspoken	single-minded	trustworthy

1 Jason works hard to succeed and doesn't let anyone distract him from his goal.
2 Daniel lacks motivation or energy to do anything.
3 You can rely on Mia to keep her word.
4 Sabine values money and possessions above anything else.
5 Michael is never proud, and doesn't think he's better than other people.
6 Paula says what she thinks, even if her opinions are not popular.
7 Adam does not allow danger or risk to stop him from acting or speaking.
8 Bruno always believes that good things can and will happen.

2
1 single-minded (positive)
2 apathetic (negative)
3 trustworthy (positive)
4 materialistic (negative, but could be neutral)
5 modest (positive)
6 outspoken (neutral)
7 courageous (positive)
8 idealistic (neutral)

3 Work in pairs. Form the opposite of the adjectives in the box and in exercises 2 by adding a prefix *in-*, *un-*, *ir-*, *im-* or *dis-*. Write more character adjectives that have the same prefixes.

unambitious	discontented	immature	unrealistic
disrespectful	irresponsible	unsupportive	intolerant

4 Complete each sentence with an adjective from exercises 2 or 3 or its opposite, or other character adjective. Then work in pairs and compare. Explain your ideas.

1 The problem with society today is that most people are too ... .
2 The older generation often think my generation is ... .
3 As people get older, they tend to become more ... .
4 Young people today are more ... than their parents at the same age.
5 I think I am quite ... .
6 The key to happiness is to be ... .
7 I really like people who are ... .
8 I dislike people who are ... .

Life Skills guide
5 Mediation

5 Work in pairs. Choose adjectives from exercise 2 and 3 and describe yourself. Justify your opinion.

I think I'm responsible because I always keep my promises and I do my duties on time.

3B Cele lekcji: Rozumienie nagrań o młodych osobach będących wzorem do naśladowania.

1 How do people become role models? What is it that makes them so admirable?
2 In what aspects of life can a role model help a teenager?

3B Listening

Listening to texts about young role models

Exam guide
1 Oral Matura

Life Skills guide
1 Communication, Critical thinking, Mediation

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

1 Who might Malala's audience be?
2 Would you be a good public speaker? Why?/Why not?
3 Tell your partner about a time when you listened to an important speech someone made in public.

2 You are going to listen to someone talking about their role model, Malala Yousafzai. What do you know about Malala? determined, outspoken, passionate, courageous

3 Listen to the talk and check your ideas. What adjectives does the speaker use to describe her? 24 p. 385

Exam guide
4 Listening True/false

4 Listen again. Are the sentences true (T) or false (F)? 24 p. 385

1 Malala campaigns for more educational opportunities for girls. T
2 She was not allowed to go to school. F
3 Her father shares her passion for education. T
4 She wrote a blog without revealing her identity. T
5 She was not seriously hurt in the attack. F
6 The attack on Malala led to a change in the law. T
7 Malala shared her Nobel Peace Prize. T
8 The Malala Foundation exists to put pressure on world leaders. F
9 Malala was angry with her attackers. F
10 Malala was named after her father. F

5 Work in pairs. Discuss the questions.

- The name Malala means 'sad' and 'courageous'. In what ways are these appropriate descriptions of Malala?
- Look again at the definition of a role model. How was Malala's father a good role model for her?
- In what ways is Malala a good role model?

6 Listen to the recording about Kylian Mbappé. What is the relation between the footballer and the following? 25 p. 386

1 American magazine
2 Paris Saint-Germain
3 The Russian World Cup
4 6 years old
5 African roots

5 Suggested answers:
- *Sad* because she was almost killed. *Courageous* because she spoke out for her beliefs despite the danger of more attacks.
- Malala's father was a passionate supporter of girls' education and he encouraged her to speak out for that.
- She sets an example of being courageous and outspoken to achieve your ideals.

6 1 American magazine included Mbappé among the 25 most influential teens in 2018.
2 Mbappé plays for PSG and so does his brother (in the U12 team).
3 Mbappé scored a goal in the final match as the first teenager in 60 years during the World Cup in Russia.
4 He was as young as 6 when his coaches noticed his dribbling skills.
5 Mbappé's father is from Cameroon and his mother is from Algeria.

Culture guide
Profile

Malala Yousafzai was born in Mingora, Pakistan in 1997. As a young girl, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was travelling home from school. She survived, and has continued to speak out on the importance of education. She was nominated for a Nobel Peace Prize in 2013. The following year, she was nominated again and won, becoming the youngest person ever to receive the award.

Malala Yousafzai, raised in Pakistan but now based in the UK, is a campaigner for girls' education.

Wypowiedź ustna: *opis ilustracji* • Rozumienie ze słuchu: *prawda/fałsz, pytania otwarte*

3h/week • Student's Book ex. 1–6 p. 48 • If short of time, skip ex. 5.

5h/week • Workbook 1–5 p. 40

7h/week • Extra online resources

Fast Finishers

Think of 5 famous people from various backgrounds that might be role models for young people. Write one thing that they have done which might be inspiring for teenagers.

3C Grammar 1

Inversion

Using inversion to emphasise important elements in a sentence

1 Look at the examples from the speech in the Grammar box. Look at the inverted words in bold. Find the words and phrases that introduce the inversion.

Inversion

a *Not only* ***has she co-founded*** *the Malala Foundation … but she has also continued to … speak out and challenge world leaders about girls' education.*

b *Little* ***did he realise*** *that his own daughter would one day become such a courageous heroine herself.*

c *Malala received death threats, as* ***did her father****, but …*

d *… so passionate* ***were they*** *about the right to education that they continued to speak out …*

e *Only after Malala was attacked* ***did the law change*** *…*

f *I am not against anyone. Neither* ***am I*** *here to speak in terms of personal revenge.*

2 Choose the correct option to complete the rules about inversion.

1 In most sentences using inversion, the auxiliary verb or verb *to be* comes *before / after* the subject.

2 Sentences using inversion are *more / less* emphatic.

More explanation in Grammar reference on p. 58.
More exercises in Grammar practice on p. 59.
Do exercises 1–2.

3 Choose the correct option to complete each sentence.

1 Never before *a 17-year-old has won / has a 17-year-old won* a Nobel Prize.

2 Malala was a passionate advocate of girls' education, *as her father was / as was her father.*

3 So difficult *it was / was it* for girls to go to school that Malala *decided / did decide* to start blogging.

4 Only when *her identity was revealed / was her identity revealed, she faced / did she face* real danger from her enemies.

5 So badly *was she hurt / she was hurt* that *did she need / she needed* hospitalisation.

6 Hardly *had she recovered / she had recovered* from the attack *than she started / did she start* campaigning again.

7 Malala did not stop speaking out about education, nor *she stopped / did she stop* campaigning.

8 Only because Malala *did speak out / spoke out* about the education of girls *did the world understand / the world understood* the importance of girls' education.

4 Put the words in the sentence beginnings (1–5) in the correct order. Then match them with the sentence endings (a–e).

1 imagine / did / Malala / Little
2 had / Nobel / No / the / she / Prize / sooner / won
3 attacked / Not / was / Malala / until
4 her / to / she / So / goals / is / achieve / determined
5 a / much / teenage / done / Rarely / girl / so / has

a to achieve global change.
b that one day she would win the Nobel Peace Prize.
c that she has even challenged the President of the United States.
d than she used the money to fund a girls' school.
e did the law change in Pakistan.

5 For each sentence (1–3), write another sentence with the same meaning. Use the word in capitals.

1 Women in Poland couldn't vote in elections until 1918. UNTIL
Not … in elections.

2 Italy and Yugoslavia granted voting rights to women in 1945. AS
Italy granted voting rights to women in 1945, … Yugoslavia.

3 In some countries, the situation of women hasn't improved much since the 20th century. LITTLE
In some countries, … since the 20th century.

6 **MY PERSPECTIVE – SPEAKING**

Work in pairs. What makes a good friend? Think about things like listening, keeping in touch, being honest and supporting your friend. Complete the sentences below with your ideas, then explain your ideas to your partner.

1 Under no circumstances should a good friend … .
2 A good friend doesn't … . Neither do they … .
3 Never does a good friend … .
4 Only if … , should a friend … .

7 Prepare to give a short presentation about a good friend. Use the grammar in this lesson and character adjectives. Make notes on:

- your relationship with the person,
- his/her life story,
- his/her character, with examples,
- why he/she is a good friend.

8 Work in groups. Give your presentations. Listeners should think of three questions to ask at the end of each presentation.

1 What qualities, hobbies or preferences should friends have in common?
2 Is there anything that neither you nor your friend like?

4 **1** Little did Malala imagine – b
2 No sooner had she won the Nobel Prize – d
3 Not until Malala was attacked – e
4 So determined is she to achieve her goals – c
5 Rarely has a teenage girl done so much – a

5 **1** until 1918 could women in Poland vote
2 as did
3 little has the situation of women improved

Life Skills guide
6 Creativity, Critical thinking, Mediation

Life Skills guide
7 Critical thinking, Mediation

Life Skills guide
8 Communication, Critical thinking, Mediation

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

3h/week • Student's Book ex. 1–8 p. 49, ex. 1–2 p. 59 • If short of time, skip ex. 7 and 8 p. 49.

5h/week • Workbook ex. 1–5 p. 41

7h/week • Photocopiable grammar games and activities, TB pp. 316, 319 (3.1) • Extra online resources (see Technology guide)

3D Cele lekcji: Rozumienie wypowiedzi pisemnej o wolontariacie.

1 What are some of the most popular voluntary activities for young people in your area?
2 Which social groups benefit most from receiving voluntary help?

3D Reading

VOCABULARY BUILDING Collocations

1 Two of the options collocate with the noun in each sentence. Find the option that does **NOT** collocate with the noun.

1 The world today *confronts* / *faces* / ~~*looks at*~~ many challenges such as hunger and climate change.
2 How can we all *play* / *take* / ~~*do*~~ part in making the world a better place?
3 There are many ways to ~~*perform*~~ / *bring about* / *contribute to* change locally and globally.
4 Volunteering can ~~*do*~~ / *make* / *have* a significant impact on people in local communities.
5 We also need to *address* / ~~*reduce*~~ / *tackle* global issues like hunger and poverty.
6 Charities ~~*make*~~ / *launch* / *run* campaigns to raise money for people affected by man-made and natural disasters.
7 Campaign groups can do a great deal to *increase* / *raise* / ~~*rise*~~ awareness of global issues.

Life Skills guide
7 Critical thinking

2 Complete each sentence using words from exercise 1 and your own ideas. Then compare your ideas in pairs.

1 The key challenge that … the world today is …
2 We should all … part in …
3 My school could … a campaign to … awareness of …
4 If we could …, it would … an impact on …

READING

Understanding a text about volunteering

Exam guide
3 Oral Matura

3 Work in pairs. Describe the photo on top of page 51, then answer the questions.

1 What do you think is the aim of the volunteers' initiative?
2 What are some volunteering opportunities for young people in your area?
3 Tell your partner about a popular charity initiative in Poland.

Life Skills guide
3 Communication, Critical thinking, Mediation

4 Read the article on page 51. Answer the questions.

1 Do you think the world is becoming a kinder or less kind place? What evidence do you have for your views?
2 What do you think 'Think globally, act locally' means?
3 What are 'random acts of kindness'? Give examples.

Life Skills guide
5 Collaboration, Mediation

5 Work in pairs. Find the words and phrases in the article and try to guess their meaning, using the context to help you. Then check your ideas in a dictionary.

1 coverage (line 1)
2 criteria (line 8)
3 a good cause (line 25)
4 win-win (line 34)
5 altrusitic (line 38)
6 not your thing (line 46)
7 lose heart (line 62)
8 grassroots (line 66)

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

6 Read the article again and answer the questions.

1 Which factors increase people's readiness to help a stranger in need, according to the first paragraph?
2 Which social groups benefit most from the involvement of young volunteers?
3 How do volunteers benefit from their activities?
4 What examples of RAKs are mentioned in the article?

Exam guide
6 Reading Open-ended questions

CRITICAL THINKING Faults in arguments

There are many ways in which a writer can put forward a faulty argument. Sometimes this is deliberate, in order to produce a particular response (e.g. in some advertisements or persuasive leaflets) but often it is not deliberate. A common fault in an argument is drawing an illogical conclusion from a situation or fact, e.g.
A lot of people in my school volunteer, which demonstrates that young people are basically altruistic.

7 Work in pairs. Answer the questions.

1 Look at this sentence from the article.
By socialising with people from different social and cultural backgrounds, you can learn more about people who are different from yourself,
a *and in this way help to break down social barriers.*
b *and in this way enjoy volunteering even more.*
Why is ending **a** a more logical conclusion than ending **b**?

2 Complete the article on page 51 with the more logical conclusions.
1a This demonstrates how the desire to help another person in adversity is an innate part of what it means to be human.
1b This demonstrates how people are often inspired to behave altruistically to people experiencing adversity.
2a For all these reasons, evidence of volunteering can give you an advantage in college admissions or employment interviews.
2b In this way, you will be able to get a better job after volunteering.
3a RAKtivism is thus a highly effective way of raising awareness and contributing to positive social change.
3b So there is no excuse for thinking there is nothing you can do to help.

8 MY PERSPECTIVE

- Do you take part in a voluntary activity? Do you know someone who does? If not, what type of activity would appeal to you most, and why?
- Have you ever performed any random acts of kindness? Think of three you could perform today.

3h/week • Student's Book ex. 1–8 p. 50 • If short of time, skip ex. 8.

5h/week • Workbook ex. 1–4 p. 42

7h/week • Photocopiable vocabulary games and activities, TB pp. 317, 322 (3.4) • Extra online resources

Volunteers paint a wall together.

A kinder world?

26 With increasing coverage of local and global disasters in the media, you'd be forgiven for thinking that the world is becoming a more violent and heartless place. But according to the World Giving Index, an annual survey of charitable acts in 140 countries in the world, people across the globe are actually getting kinder. The survey measures kindness according to three criteria: donating money to charity; helping a stranger in need; and volunteering time to an organisation. Participation in all these areas, relative to the population as a whole, increased across the globe in 2016 for the fifth year running, with Myanmar topping the list, followed by the USA and Australia. One of the most encouraging statistics is that more than half of the global population said they had helped a stranger – and the proportion was even higher in war-torn areas and places experiencing natural disasters like Nepal, which suffered a devastating earthquake in 2015. (**1**) …

Another interesting finding in the survey is that it is young people who tend to be most active in their local communities. The largest group of people doing voluntary work was people between the ages of fifteen and twenty-nine, with one in five giving up their time for a good cause. And according to a survey reported on the website DoSomething.org, more than half of teenagers and young adults in the USA took part in voluntary activities in 2011. The most popular activity was fundraising, but young people also tend to prefer direct forms of action that involve helping people or animals in need, such as working with the homeless, the disabled and the elderly, or with food banks or recreational programmes for younger children.

Volunteering is a win-win situation. Research shows that it can be a hugely valuable and rewarding experience for both the volunteers and the communities they support, and that people who take part in such altruistic activities report a greater sense of purpose and meaning in their lives. By socialising with people from different social and cultural backgrounds, you can learn more about people who are different from yourself, and in this way help to break down social barriers. Plus the fact that volunteering provides a great opportunity to learn new skills and boost your employment prospects, so it looks good on a CV. (**2**) …

If volunteering is not your thing, there are other ways of making a positive impact. You could become an activist in a local or online pressure group to campaign for local or global change; or you could become a RAKtivist. RAKtivist is short for 'Random Acts of Kindness activist'. Random acts of kindness are kind and selfless actions performed to help or cheer up a stranger, just to make them happier. The student who writes notes to classmates to brighten their day; the jogger who spends ten minutes picking up litter in the local park; the customer who compliments the waiter on his cheerful service; the person who starts collecting money for a good cause; they are all RAKtivists. The website randomactsofkindness.org lists hundreds of ways you can lift someone's spirits with your actions as much as your words. (**3**) …

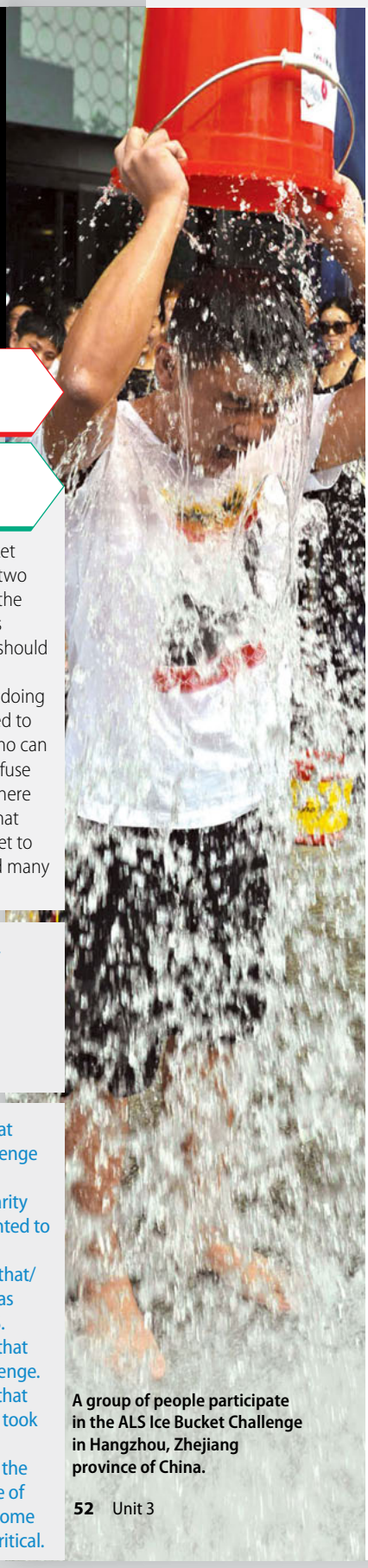
It can be easy to lose heart when looking at all the huge challenges that confront humanity; but the saying 'think globally, act locally' urges people to consider the health of the entire planet and to take action in small ways at a grassroots level in their own communities. In this way, everybody has the potential to change the world. Why not start today?

Fast Finishers

Prepare a poster encouraging students from your school to do some voluntary work. Give details about how they might get involved, who they will help, and what the desired results are.

3E Cele lekcji: Stosowanie zdań typu *cleft sentence* w rozmowie o zjawisku popularnym w mediach społecznościowych.

1 Have you ever taken part in a social media challenge? What was it about?
2 Is it the money which is raised that is important in charity actions, or is it more about the fact that people can rely on others? What's your opinion?



A group of people participate in the ALS Ice Bucket Challenge in Hangzhou, Zhejiang province of China.

Life Skills guide

1 Critical thinking

Culture guide

1 Interesting facts

Donations for the Ice Bucket Challenge come about in two ways: firstly, at the end of the video, the person who has completed the challenge should instruct people to make a donation; secondly, those doing the challenge are supposed to nominate other people who can make a donation if they refuse to accept the challenge. There has been some criticism that the challengers often forget to mention the donation and many don't donate either.

2 1 a: two main clauses, b: one main clause
2 It *was/is*
3 1a: Pete Frates, 2a: (this) success
4 at the beginning

3 1 It was in the USA that the Ice Bucket Challenge started.
2 It was a medical charity that Pete Frates wanted to help.
3 It was back in 2011 that/when Pete Frates was diagnosed with ALS.
4 It was social media that publicised the challenge.
5 It was at that point that the challenge really took off.
6 It is/was because of the light-hearted nature of the challenge that some people have been critical.

3E Grammar 2

Cleft sentences

Using cleft sentences to talk about popular social media phenomenon

1 Work in pairs. Answer the questions.

1 Look at the photo of the Ice Bucket Challenge. Have you heard about it? How does it raise money for charity?
2 Read *Ice Bucket Challenge* and check your ideas. Do you think it is a good idea? What would you have done if you had been challenged to take part?

Ice Bucket Challenge

The Ice Bucket Challenge has been described as 'the world's largest social media phenomenon'. The idea was simple. People were filmed or photographed having a bucket of water and ice poured over them, in return for donations to a charity and the chance to nominate others to follow suit. It was Pete Frates, a former US baseball player, who started the challenge in 2011 after he was diagnosed with ALS (a disease that affects nerve cells in the brain and spine). He invited friends in the USA to take the challenge to raise money for an ALS charity. But it was in mid-2014, when the Ice Bucket Challenge went viral* on social media, that the challenge really took off. The ALS Association reportedly received over 40 million dollars in donations. It is because of this success that the challenge has been used by other charities since then to encourage donations.

went viral *spread rapidly through social networking and email*

it-cleft sentences

Cleft sentences are a way of changing the word order in a sentence to emphasise certain information.

1a *It was Pete Frates, a former US baseball player, who started the challenge.*
1b *Pete Frates, a former US baseball player, started the challenge.*
2a *It is because of this success that the challenge has been used by other charities.*
2b *The challenge has been used by other charities because of this success.*

2 Look at the Grammar box. Sentences *a* and sentences *b* have a similar meaning. Answer the questions.

1 How many main clauses are there in sentences *a* and how many in sentences *b*?
2 How does each sentence *a* begin?
3 What is the most important information in sentence 1*a* and in sentence 2*a*?
4 Is the most important information at the beginning or the end of sentences *a*?

More explanation in Grammar reference on p. 58.
More exercises in Grammar practice on p. 59. Do exercise 3.

3 Work in pairs. Rewrite each sentence to highlight the information in bold.

Over 40 million dollars have been raised **thanks to the Ice Bucket Challenge**.
It is thanks to the Ice Bucket Challenge that over 40 million dollars have been raised.

1 The Ice Bucket Challenge started **in the USA**.
2 Pete Frates wanted to help **a medical charity**.
3 Pete Frates was diagnosed with ALS **back in 2011**.
4 **Social media** publicised the challenge.
5 The challenge really took off **at that point**.
6 Some people have been critical **because of the light-hearted nature of the challenge**.

3h/week • Student's Book ex. 1–9 pp. 52–53, ex. 3–5 p. 59 • If short of time, skip ex. 9 p. 53.

5h/week • Workbook ex. 1–9 pp. 44–45

7h/week • Photocopiable grammar games and activities, TB pp. 316, 320 (3.2) • Extra online resources (see Technology guide)

4 **1** Er, no. I think it was **in 2011** that it took place, actually.
2 Er, no. I think it is **a bucket of water and ice** that is poured over people, actually.
3 Er, no. I think it was **friends (in the USA)** that he invited to take the challenge, actually.
4 Er, no. I think it was an **ALS charity** that he wanted to support, actually.
5 Er, no. I think it was **40 million dollars** that the ALS Association received, actually.

4 Work in pairs. Read the following sentences and correct the information in bold. Then listen and check. 27

A: Pete Frates played **basketball**.

B: Er, no. I think it was *baseball that he played*, actually.

1 The first challenge took place **in 2014**.
2 **A bucket of ice** is poured over people.
3 Pete Frates invited **politicians** to take the challenge.
4 He wanted to support a **cancer charity**.
5 The ALS Association received **14 million dollars**.

5 Work in pairs. Read about the Rice Bucket Challenge. How is it different from the Ice Bucket Challenge? Which challenge do you think is better? Why?

Rice Bucket Challenge

It was Manju Latha Kalanidhi, an Indian journalist, who came up with the idea for the Rice Bucket Challenge. What worried her about the Ice Bucket Challenge was that it was wasteful of water, a precious resource in many communities, like food. She thought that what would be more useful was providing food for those in need. What people were asked to do was to donate a bucket of rice to somebody in need. Soon after posting the challenge on social media, the page had 7,000 likes, and a month later the Twitter hashtag #ricebucketchallenge had been tweeted 11,000 times.

what-cleft sentences

a ***What*** *worried her about the Ice Bucket Challenge was that it was wasteful of water.*

b ***What*** *people were asked to do was donate a bucket of rice to somebody in need.*

6 Look at the sentences from Rice Bucket Challenge in the Grammar box. Answer the questions.

1 How do the sentences start? *What*
2 How many clauses are there in the sentences? two
3 Where is the important information? at the end

More explanation in Grammar reference on p. 58.
More exercises in Grammar practice on p. 59.
Do exercises 4–5.

7 Match the two parts of the sentences.

1 What is different about the Rice Bucket Challenge g
2 What both challenges illustrate c
3 What the Rice Bucket Challenge highlights b
4 What Manju Latha Kalanidhi suggested doing d
5 What she did f
6 What people put in the bucket a
7 What inspired Manju Latha Kalanidhi e

a was rice.
b is the scarcity of water.
c is the global power of social media.
d was giving food to the poor.
e was the Ice Bucket Challenge.
f was post her idea on social media.
g is that people do not donate money.

8 Finish the sentences. Then work in groups and read your sentences. Do you have the same ideas?

1 What I love / What worries me about social media is …
2 What charities should do to raise awareness is …
3 What often concerns people about giving to charities is …
4 What inspires me about (name) is the way …
5 What I suggest doing to raise money is …

9 Work in pairs. Plan another challenge to raise money for a charity. Then present it to another pair. Use cleft sentences to explain your ideas.

Life Skills guide
5 Critical thinking

Life Skills guide
8 Creativity, Critical thinking, Mediation

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

Manju Latha Kalanidhi, founder of the Rice Bucket Challenge.

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

Fast Finishers

Give a description of yourself in a short email to your new e-pal. Use cleft sentences that begin with *what* (*What I like doing in my spare time is* …, etc.).

1 Are you good at persuading others to act according to your wishes? Can you give any examples?
2 What was the last suggestion that you rejected? Why did you reject it?

3F Speaking

Useful language

Making a request
Any chance you could …? ✓
I don't suppose you could …

Making a suggestion
Why don't you …? ✓
I think it'd be a great idea to …
We could … ✓

Resisting
Yes, but the thing / problem is … ✓
What's the point / use of -ing? ✓
You must be joking! ✓
I'm afraid I'm tied up. I have to … ✓
I'm not very keen on …
I'm not sure if I'm into … ✓
Sorry, there's no way I'm doing that.
It's a waste of time / money.

Persuading
Oh, go on! ✓
That's no excuse. ✓
It's a good cause. / It'll be fun. ✓
It's a great way of -ing. ✓
Don't be lazy / defeatist.
You'll never know till you try. ✓
You could (easily) … ✓

Giving in to persuasion
Oh, all right then. ✓
You've twisted my arm. ✓
OK, you've persuaded me. ✓

Life Skills guide
2 Communication, Critical thinking, Mediation

Life Skills guide
5 Communication

Life Skills guide
6 Creativity, Critical thinking, Mediation

Life Skills guide
7 Communication

1 boycott a product, collect money, donate money, go on a sponsored run, hold a charity sale/a demonstration, join a campaign group/a demonstration, put on a concert, sign a petition, take part in a demonstration/a charity sale, write a blog

Making requests and suggestions, persuading and giving in to persuasion

1 Match the verbs in box A with the nouns in box B to make collocations about practical ways to change society or your community. There may be more than one answer.

A	boycott	collect	donate	go on	hold
	join	put on	sign	take part in	write

B	a blog	a campaign group	a concert	a charity sale	a demonstration
	a petition	a product	a sponsored run	money x2	

2 Work in pairs. Discuss the questions about you and your family.

- Have you ever done any of the things in exercise 1?
- If so, when and why? Did you achieve your goal?
- If you have not done any of these things, why not?

3 Listen to a conversation between two friends. Answer the questions. 28 p. 386

1 What two things does the girl try to persuade the boy to do? Does she succeed?
2 What three excuses does the boy make?
3 What points does the girl make to convince him?

4 Listen again. Which of the expressions in the Useful language box do you hear? 28 p. 386

5 Work in pairs. Choose two or three of the ideas and make short conversations.

climb a mountain	get a part-time job	go on a day trip	help a neighbour
join a gym	prepare a special meal	watch a sports match	

A: *Why don't we have a barbecue tomorrow to celebrate the end of term?*
B: *I'm afraid I'm tied up. I have to finish a project.*
A: *Oh, go on. You could easily do it later. It'll be fun.*
B: *Oh, all right then.*

6 Work in pairs. You're discussing how you might improve the local community. Think of changes you might make in the following areas.

- your school
- your neighbourhood
- sports facilities available for the young
- entertainment in your city

7 Work in groups. Try to persuade other people to join you.

Runners in the New York City Marathon. The New York City Marathon is popular for people running for charity.

3 1 Sponsor her for a charity run in the park. Yes.
Get him to do the sponsored run too. Yes.
2 He's never done any jogging. He's not sure if he's into it.
He's tied up at the weekend. He has to go shopping.
He has no sponsors.
3 It's a good cause.
It'll be fun. It's a good way of meeting people.
It's a great way of getting fit. Good exercise.
He can do his shopping later.
He could help raise money for the family room.
He could easily get sponsors if he put out a request on social media.

3h/week • Student's Book ex. 1–7 p. 54
5h/week • Workbook ex. 1–6 p. 49
7h/week • Extra online resources

3G Writing

A formal letter

Writing a formal letter

1 1 World hunger. One person in nine goes to bed hungry every night and about 45% of all child deaths are linked to malnutrition. Not only is this unjust, but it is also inexcusable in a world of plenty.
2 put pressure on global leaders to tackle child hunger at the summit

1 **Work in pairs. Read the letter below. Answer the questions.**

1 What is the writer concerned about, and why?
2 What action does she want the politician to take?

Dear Ms Vazquez

I am writing to urge you to take action on behalf of the world's children at the upcoming UN World Summit.

The world produces enough food to feed the global population of seven billion people. Yet one person in nine goes to bed hungry every night and about 45% of all child deaths are linked to malnutrition. Not only is this unjust, but it is also inexcusable in a world of plenty. These children need our help and they need it now.

It is horrifying that in many parts of the world, people are still suffering from malnutrition and hunger. In these situations, it is the children who suffer most. Only by getting enough food and a balanced diet, can children grow up strong and healthy, and develop resistance to disease.

Right now, world leaders are preparing for the next UN World Summit. This is our chance to take action and help all the world's children. What we need to do is implement long-term policies, such as teaching people about nutrition, supporting small farmers, providing school meals, and ensuring that children under two get a balanced diet and enough to eat.

I call on you to put pressure on global leaders to tackle child hunger at this summit. Together, we can change the fate of millions of children who need our help.

I look forward to hearing from you.

Yours sincerely,
Constanza Jara

2 **WRITING TIPS** Making a point

Read the letter again. Answer the questions.

1 Notice how the writer uses the 'EPIC' format to make her point. Divide the letter into sections.

E **Engage** attention Paragraph 1
P State the **problem** Paragraphs 2 and 3
I **Inform** about solutions Paragraph 4
C **Call** for action Paragraph 5

2 What facts and statistics does the writer mention?
3 What adjectives does she use to create an emotional response?
4 Find examples of optimistic statements. How could these persuade the reader to take action?

3 **Write a letter to a local or national leader in which you:**

- **point to a national or global issue that needs to be tackled (e.g. education, climate change, disease, injustice, the environment, or poverty),**
- **suggest possible solutions and urge the leader to take action.**

Begin *Dear Mr / Ms (surname)* and end *Yours sincerely* if you know the person's name.
Begin *Dear Sir / Madam* and end *Yours faithfully* if you don't know the person's name.
Use the EPIC format and some of the expressions in the Writing strategies box.
Use inversions and cleft sentences.

Write between 200 and 250 words.

More about writing a formal letter in Writing guide on p. 152.

Writing strategies

Making a point

E Engage attention
Use short sentences and strong adjectives to engage the reader's emotions.
I am writing to … / in connection with … / in response to …

P State the problem
Support your statements with facts.
A key challenge that we face is …
Not only is this … but it is also …

I Inform about solutions
State clearly what action you want him/her to take.
Make optimistic statements.
What we need to do is …
What I suggest doing is …
Only by … can we …

C Call for action
I urge you to … / I call on you to … / I count on you to …
I would be grateful if you could …
This is our chance to …
Together, we can …

1 If you were to contact your local authorities about a problem you were experiencing, what would be the nature of the problem?
2 What non-governmental organisations or other institutions could you turn to for help in dealing with a social issue in your area?

Exam guide
1 Reading
Open-ended questions

Exam guide
3 Writing
A formal letter

Life Skills guide
3 Creativity,
Mediation,
Practical skills

2 2 *The world produces enough food to feed the global population of seven billion people. Yet one person in nine goes to bed hungry every night and about 45% of all child deaths are linked to malnutrition. People are still suffering from malnutrition and hunger, often as a result of poverty, famine or conflict. … It is the children who suffer most. … Only by getting enough food and a balanced diet can children grow up strong and healthy, and develop resistance to disease.*
3 unjust, inexcusable, horrifying
4 *This is our chance to take action and help all the world's children. Together, we can change the fate of millions of children who need our help.*
These statements make the reader feel that change is possible.

3h/week • Student's Book ex. 1–3 p. 55
5h/week • Workbook ex. 1–4 p. 50
7h/week • Extra online resources

Skills Review 3

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 A former reporter lost his job for being ... and making offensive comments on controversial topics. SPEAK
2 This post shows how, by creating a pleasant and ... atmosphere, Mr Bux can earn the recognition of his students. supportive SUPPORT
3 He can't be a role model for the young since he's become ... and unable to do even the simplest tasks. apathetic APATHY
4 My initial criticism of the actions taken by the Mayor was eventually replaced with ... recognition for his enterprises. respectful RESPECT
5 Greta Thunberg showed the world what it means to be ... on a global mission to make a difference. courageous COURAGE

Exam guide
4 English in Use
Sentence formation

Tłumaczenie fragmentów zdań

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

2 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 When the witness's (*tożsamość została ujawniona*) ..., he had no choice but undergo a plastic surgery to alter his countenance.
2 What you told me about the way she looks (*nie pasuje do opisu*) ... given by her peers.
3 Keith is believed to be a remarkably intelligent young man but, he's (*odrobinę niedojrzały*) ... .
4 Our boss mistakenly believes that (*brakuje nam motywacji*) ... to extend our knowledge about current issues.

2
1 identity was revealed
2 doesn't match the description
3 a bit/little / slightly immature
4 we lack motivation

Parafrazy zdań

Exam guide
5 English in Use
Gap-filling

Exam guide
3 English in Use
Transformations

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

1 I have never met such a lazybones before.
Never before ... such a lazybones.
2 Robert has become so materialistic that he gives priority to money over his friends.
So ... that he gives priority to money over his friends.
3 You will only realise how modest she is when you have known her for some time.
Only when you have known her for some time, ... how modest she is.
4 My acquaintances do not try to meet new challenges very often.
Rarely ... to meet new challenges.
5 Her encouragement motivated us to work diligently.
What motivated us to work diligently ... .

3
1 have I met
2 materialistic has Robert become
3 will you realise
4 do my acquaintances try
5 was her encouragement

Exam guide
6 English in Use
Gap-filling

Uzupełnianie zdań

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

1 Little ... (*mother / know*) what her children are raising money for.
2 At no time ... (*the Greys / suspect*) that one day their son would become president of an international company.
3 Only after Samantha received this prestigious literary award ... (*she / start / focus*) on promoting her latest book heavily.
4 It ... (*be / 1924 / Reymont / receive*) the Nobel Prize for his great national epic, 'The Peasants'.
5 No sooner ... (*we / listened*) professor William's lecture than we learnt what a fluent speaker he was.

4
1 does the mother know
2 did the Greys suspect / had the Greys suspected
3 did she start focusing / to focus
4 was in 1924 when Reymont received
5 had we listened to

Uzupełnianie luk

5 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 You can effectively ... your part in shaping the future of the charity organisation in your college. play
2 Our school headmaster made a significant ... on school life. He knew how to run the school. impact
3 Sadly, in today's world there are fewer and fewer people we ... up to. look
4 Ken is so motivated to be successful that he will never ... anyone distract him from reaching his goal. let
5 Don't expect the young generation to behave properly if you fail to ... a good example to follow. set

6 W zadaniach 1–3 wstaw w lukę w każdym zdaniu jeden wyraz, który poprawnie uzupełni każde z trzech zdań.

1 keep
a Jack is a man you can depend on since he will always ... his word.
b Why not ... in touch with each other.
c You'd better ... an eye on what's he doing.

2 face
a Challenges we ... in our everyday life make us stronger.
b She made a funny ... and laughed slightly derisive laugh.
c You have to ... the fact that you can't rely on Lewis.

3h/week • Student's Book ex. 1–9 pp. 56–57 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 52–53, ex. 1–5 p. 51 • If short of time, assign ex. 8 p. 53 for homework.

7h/week • English in Use photocopiable activities, TB pp. 318, 323–326 (3.5–3.8) • Extra online resources (see Technology guide)

3 launch

a The aim of the campaign we are going to … is to attract more young people to participate in charity actions throughout the year.

b The minister gave a striking speech at the … of the project he had been working so hard on.

c The … of the shuttle had to be postponed due to poor weather conditions in the vicinity.

LISTENING

7 Część A

Usłyszysz dwukrotnie wywiad z Mary, która opowiada o Grecie Thunberg. Uzupełnij każdą lukę, używając maksymalnie trzech wyrazów. 29 p. 386

1 Greta believes that … by teenagers is the most effective way to achieve certain goals.

2 The initial symptom of her disease was her … basic daily activities.

3 Asperger's, which Greta was diagnosed with, made it difficult for her to … .

4 The proof that Greta got her parents involved in environmental issues was the fact that they … .

Część B

Usłyszysz dwukrotnie tekst. W zdaniach (6–8), wybierz właściwą odpowiedź (a–c), zgodną z treścią nagrania. 29 p. 386

5 The organisation *Steps of Faith Foundation* has been created to

a help disabled people pay their insurance to cover the costs of prosthetic limbs.

b partly cover the costs of prosthetic limbs for people under the age of 44.

c provide those in need for prosthetic limbs with full financial support to pay for them.

6 Which is true about Billy Brimblecom, Jr.?

a He withdrew from professional life in the aftermath of his leg removal.

b He was provided with enough money to purchase a prosthetic limb.

c He decided to collect the sum of $30,000 for each person in need of a prosthetic limb.

7 By talking about the foundation, the speaker emphasises the fact that

a there are plenty of things one can do to help the disadvantaged.

b it focuses its attention on providing physical help for the crippled mainly.

c one can watch videos presenting people's sensitive stories on the foundation's website.

SPEAKING

8 Popatrz na zdjęcie A.

Czy widoczne na fotografii dziecko spędza czas podobnie jak jego rówieśnicy?

Popatrz na zdjęcie B.

Dlaczego ta kobieta ma na sobie błyszczącą złotą suknię?

Popatrz na oba zdjęcia.

Co mają ze sobą wspólnego i czym się różnią, jeśli chodzi o sposób przedstawienia roli autorytetów?

WRITING

9 W twoim mieście ogłoszono nową edycję konkursu pod tytułem „Człowiek Roku". Poproszono cię o napisanie do organizatorów listu, w którym zgłaszasz do konkursu jedną ze znajomych osób. Rekomendując kandydata lub kandydatkę, odnieś się do jego/jej:

- cech charakteru,
- działalności zawodowej,
- zasług dla lokalnej społeczności.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
8 Oral Matura

Life Skills guide
8 Creativity, Critical thinking, Mediation

Exam guide
7A Listening Gap-filling

7 Część A
1 skipping school/lessons / avoiding school
2 unwillingness to do/ perform
3 speak/discuss different topics
4 changed their lifestyles

Exam guide
7B Listening Multiple choice

Exam guide
9 Writing A formal letter

Life Skills guide
9 Creativity, Mediation, Practical skills

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

Grammar reference 3

GRAMMAR 1 Inversion

Inversion

Inwersja polega na zmianie szyku zdania, czyli przestawieniu miejsca podmiotu z orzeczeniem.

Oto przykłady użycia inwersji dla różnych struktur gramatycznych:

- czasownik *to be*:

  Not only ***was Malala*** *very brave …*

- *present* and *past simple*:

  Little ***did anyone realise*** *that …*

- inne czasy:

  Never before ***had anyone challenged*** *the idea that …,*

  Rarely ***have I encountered*** *such rudeness …*

- czasowniki modalne:

  Under no circumstances ***should we underestimate*** *…*

Zwróć uwagę na kolejność wyrazów w powyższych przykładach.

Inwersję stosujemy po przysłówkach i wyrażeniach przysłówkowych, takich jak:

- *not only (… but), no sooner (… than), under no circumstances, in no way*
- *little, hardly, scarcely, rarely, seldom, never, neither, nor*
- *only + when/because/if/after* oraz po: *not + since/until*

  No sooner had I arrived *home* ***than*** *the doorbell rang.*

  Little did anyone realise *that her profile would bring such danger.*

  Rarely have I encountered *such rudeness from one so young!*

  Only if *we listen to people like Malala* ***will the world become*** *a safer place for girls.*

- a także w porównaniach z *as*, *so* oraz *such*.

  Malala's parents were terribly worried about her, ***as was*** *the whole world.*

  Some of Malala's contemporaries didn't attend school. ***Such is*** *the life of many girls.*

Ćwiczenia 1–2

GRAMMAR 2 Cleft sentences

Zdania typu *cleft sentence* służą do położenia nacisku na dany element zdania.

it-cleft sentences

W tego typu zdaniach informacja, na którą chcemy położyć nacisk, znajduje się w części zdania *It* + forma *to be*. Po niej zazwyczaj występuje zdanie względne:

It + is/was + rzeczownik + *that …*

It was in this road *that Malala's bus was stopped.*

Malala's bus was stopped in this road. (istotna informacja = *in this road*)

It was Malala *who/that the attackers wanted to target.*

The attackers wanted to target Malala. (istotna informacja = *Malala*)

Za pomocą konstrukcji *it-clefts* możemy położyć nacisk na każdy element zdania:

Nelson Mandela made his final speech in Johannesburg in 2004.

Podmiot: ***It was Nelson Mandela who*** *made his final speech in Johannesburg in 2004.*

Dopełnienie: ***It was his final speech that*** *Nelson Mandela made in Johannesburg in 2004.*

Okolicznik miejsca: ***It was in Johannesburg that/where*** *Nelson Mandela made his final speech (in 2004).*

Okolicznik czasu: ***It was in 2004 that/when*** *Nelson Mandela made his final speech (in Johannesburg).*

Konstrukcja *it-cleft* często służy do podkreślenia związku z informacją zawartą w poprzedzającym zdaniu lub kontrastu w stosunku do niej, np.:

Alessandro worked at a shelter for homeless people in the vacation.

It was there that *he met Lia and Joe.*

Ćwiczenie 3

what-clefts sentences

W tego typu zdaniach informacja, na którą chcemy położyć nacisk, znajduje się w drugiej części zdania, po czasowniku *to be*.

What + zdanie + *to be* + …

What *inspired us all* ***was her passion.***

Her passion inspired us all. (istotna informacja = her passion)

What *the new challenge needs* ***is some good publicity.***

The new challenge needs some good publicity. (istotna informacja = some good publicity)

W tego typu zdaniach *what* oznacza *„to, co"*.

Za pomocą zdań typu *what-clefts*, możemy położyć nacisk na podmiot lub dopełnienie zdania.

Podmiot: *The new fundraising initiative began yesterday.*

What *began yesterday* ***was the new fundraising initiative.***

Dopełnienie: *The new fundraising initiative raised a lot of issues.*

What *the new fundraising initiative raised* ***was a lot of issues.***

Ćwiczenia 4–5

Grammar practice

1 Complete the speech with one word in each gap.

My friends, it is an honour to stand before you and accept this award for service to the community. Little (1) ... I expect to find myself in this position. In fact, I imagine it is not (2) ... me who is surprised to be here, but also all my neighbours who suffered as a result of my actions as a teenager. I was not at all a model citizen in my youth, but (3) ... was I an unpleasant person – I was just bored because I had not managed to find a job after leaving school. In fact, (4) ... until I was faced with some of the consequences of my actions (5) ... I begin to appreciate the anxiety I was causing people. Once I had realised this, in no (6) ... could I continue to behave like that, so I decided to focus my energy on doing good deeds for my neighbours, things as simple as shopping for elderly people and helping in their gardens. No sooner (7) ... I filled my week with such tasks (8) ... I was offered a job, so that was when I started to recruit my unemployed friends to take on some of my good deeds. So, I'd like to finish by thanking them for joining in and thanking you for this award.

2 Complete each sentence with the words and phrases in the box.

as was	no sooner	only after
seldom	so	under no circumstances

1 ... had the politician finished her speech than the audience stood up and clapped.

2 The mayor of the town was nominated for a community award, ... the deputy mayor.

3 ... should you listen to that girl – she's a bad influence.

4 ... he had had several operations did he recover fully from his wounds.

5 People were in tears after watching the report, ... moving was it.

6 ... have I seen such behaviour from one so young.

3 Write *it*-cleft sentences to emphasise the part of the sentence given in each case.

The Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize in Oslo in December 2014.

1 the Chairman of the Norwegian Nobel Committee
2 Malala
3 the Nobel Peace Prize
4 in Oslo
5 in December 2014

4 Put the words and phrases in the correct order to make *what*-cleft sentences.

1 us / What / amazed / was / to the group / commitment / his

2 will make / What / difference / big / a / is / social media / having / a / presence

3 charity / needs / this / What / is / to promote / a new face / it

4 all the students / What / surprised / was / the report / tone / negative / the / of

5 head teacher / What / the / requested / was / the school / to improve / six months

5 Complete the gaps (1–6) with the best options (a–i). There are three clauses that you do not need.

UNICEF is the United Nations charity that works to help children across the world. (1) e that it focuses on to a great extent. Over 59 million children in the world don't go to primary school and UNICEF tries to improve the situation for them. (2) i but it also tries to ensure continuing education in conflict and disaster zones. For example, after the earthquake in Nepal in 2014 (3) a was provide 1,400 temporary schools for the displaced children. (4) f had to try to provide continuing education for so many children – both for those in conflict zones and those who have left conflicts behind. (5) c is the basic belief that every child has a right to an education and (6) h that it can fulfil its mission.

a what UNICEF did
b It provides textbooks,
c What fuels UNICEF's mission
d only with financial help from people around the world
e It is the education of children in unsafe situations
f Not until recent times with various conflicts has UNICEF
g Not until recent times with various conflicts did UNICEF
h it is only with financial help from people around the world
i Not only does it provide textbooks,

1 1 did
2 only
3 neither/nor
4 not
5 did
6 way
7 had
8 than

4 1 What amazed us was his commitment to the group.
2 What will make a big difference is having a social media presence.
3 What this charity needs is a new face to promote it.
4 What surprised all the students was the negative tone of the report.
5 What the head teacher requested was six months to improve the school.

2 1 No sooner
2 as was
3 Under no circumstances
4 Only after
5 so
6 Seldom

3 1 It was the Chairman of the Norwegian Nobel Committee who/that awarded Malala the Nobel Peace Prize (in Oslo in December 2014).
2 It was Malala who/that was awarded the Nobel Peace Prize (in Oslo in December 2014).
3 It was the Nobel Peace Prize that the Chairman of the Norwegian Nobel Committee awarded (to) Malala (in Oslo in December 2014).
4 It was in Oslo that/where the Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize (in December 2014).
5 It was in December 2014 that/when the Chairman of the Norwegian Nobel Committee awarded Malala the Nobel Peace Prize (in Oslo).

Wordlist Unit 3 30

VOCABULARY p. 47

ambitious (adj) /æm'bɪʃəs/ ambitny
apathetic (adj) /ˌæpə'θetɪk/ apatyczny, obojętny
arrogant (adj) /'ærəgənt/ arogancki
contented (adj) /kən'tentɪd/ zadowolony
courageous (adj) /kə'reɪdʒəs/ odważny
cowardly (adj) /'kaʊədlɪ/ tchórzliwy
cynical (adj) /'sɪnɪkl/ cyniczny
discontented (adj) /ˌdɪskən'tentɪd/ niezadowolony
disrespectful (adj) /ˌdɪsrɪ'spektfl/ nieokazujący szacunku, niegrzeczny
eager (adj) /'iːgə/ chętny
enthusiastic (adj) /ɪnˌθjuːzi'æstɪk/ entuzjastyczny
evasive (adj) /ɪ'veɪsɪv/ wymijający
idealistic (adj) /aɪˌdɪə'lɪstɪk/ idealistyczny
immature (adj) /ˌɪmə'tjʊə/ niedojrzały
immodest (adj) /ɪ'mɒdɪst/ nieskromny, zarozumiały
indecisive (adj) /ˌɪndɪ'saɪsɪv/ niezdecydowany
intolerant (adj) /ɪn'tɒlərənt/ nietolerancyjny
irresponsible (adj) /ˌɪrɪ'spɒnsəbl/ nieodpowiedzialny
keep one's word (phr) /ˌkiːp wʌnz 'wɜːd/ dotrzymywać danego słowa, obietnicy
lack (v) /læk/ nie mieć czegoś, brakuje komuś czegoś
look up to (phr v) /ˌlʊk 'ʌp tə/ podziwiać (kogoś)
materialistic (adj) /məˌtɪərɪə'lɪstɪk/ materialistyczny
mature (adj) /mə'tʃʊə/ dojrzały
modest (adj) /'mɒdɪst/ skromny
outspoken (adj) /ˌaʊt'spəʊkən/ otwarty, szczery do bólu
public life (n) /ˌpʌblɪk 'laɪf/ życie publiczne
realistic (adj) /ˌrɪə'lɪstɪk/ realistyczny
respectful (adj) /rɪ'spektfəl/ pełen szacunku
responsible (adj) /rɪ'spɒnsəbl/ odpowiedzialny
role model (n) /'rəʊl ˌmɒdl/ wzór do naśladowania
set a good example (phr) /set ə ˌgʊd ɪg'zɑːmpl/ dawać dobry przykład
single-minded (adj) /ˌsɪŋgl'maɪndɪd/ zdeterminowany
stained-glass window ( ) /ˌsteɪndglɑːs 'wɪndəʊ/ okno witrażowe
supportive (adj) /sə'pɔːtɪv/ pomocny
timid (adj) /'tɪmɪd/ nieśmiały, bojaźliwy
tolerant (adj) /'tɒlərənt/ tolerancyjny
trustworthy (adj) /'trʌstˌwɜːðɪ/ godny zaufania
unambitious (adj) /ˌʌnæm'bɪʃəs/ bez ambicji
unmaterialistic (adj) /ˌʌnməˌtɪərɪə'lɪstɪk/ niematerialistyczny
unrealistic (adj) /ˌʌnrɪə'lɪstɪk/ nierealistyczny
unsupportive (adj) /ˌʌnsə'pɔːtɪv/ niedający wsparcia
untrustworthy (adj) /ʌn'trʌstˌwɜːðɪ/ niewiarygodny, niegodny zaufania

LISTENING p. 48

advocate (n) /'ædvəkət/ obrońca/obrończyni, osoba wspierająca coś publicznie
campaign (v) /kæm'peɪn/ prowadzić kampanię
compulsory (adj) /kəm'pʌlsəri/ obowiązkowy
condemn (v) /kən'dem/ potępiać
flank (n) /flæŋk/ skrzydło (drużyny piłkarskiej)
folk (adj) /fəʊk/ ludowy, folkowy
go down in history (phr) /ˌgəʊ 'daʊn ɪn 'hɪstəri/ zostać zapisanym na kartach historii
gunman (n) /'gʌnmən/ uzbrojony bandyta, strzelec
hatred (n) /'heɪtrɪd/ nienawiść
heroine (n) /'herəʊɪn/ bohaterka
in public (phr) /ɪn 'pʌblɪk/ publicznie
likeable (adj) /'laɪkəbl/ miły, sympatyczny
make a speech (phr) /ˌmeɪk ə 'spiːtʃ/ wygłosić przemowę
public speaker (n) /'pʌblɪk 'spiːkə/ mówca/mówczyni
put pressure on (phr) /ˌpʊt 'preʃə ɒn/ wywierać na kogoś nacisk
reveal (v) /rɪ'viːl/ wyjawiać, ujawniać
revenge (n) /rɪ'vendʒ/ zemsta
roots (n) /ruːts/ korzenie, pochodzenie
speak out (phr v) /ˌspiːk 'aʊt/ mówić otwarcie
underline (v) /ˌʌndə'laɪn/ podkreślać, kłaść nacisk
winger (n) /'wɪŋə/ skrzydłowy (w piłce nożnej)

GRAMMAR 1 p. 49

foundation (n) /faʊn'deɪʃn/ fundacja, organizacja
fund (v) /fʌnd/ ufundować
grant (v) /grɑːnt/ przyznawać komuś coś (np. pieniądze)
hospitalisation (n) /ˌhɒspɪtlaɪ'zeɪʃn/ hospitalizacja
in elections (phr) /ɪn ɪ'lekʃənz/ w wyborach
under no circumstances (phr) /ˌʌndə 'nəʊ 'sɜːkəmstənsɪz/ pod żadnym warunkiem
vote (v) /vəʊt/ głosować
voting right (n) /'vəʊtɪŋ ˌraɪt/ prawo do głosowania

READING pp. 50–51

act of kindness (n) /ækt əv 'kaɪndnəs/ akt dobroci
address global issues (phr) /ə'dres ˌgləʊbl 'ɪʃuːz/ zajmować się kwestiami dotyczącymi całego świata
altruistic (adj) /ˌæltru'ɪstɪk/ altruistyczny
boost (v) /buːst/ poprawiać
break down social barriers (phr) /ˌbreɪk 'daʊn ˌsəʊʃl 'bærɪəz/ przełamywać bariery społeczne
bring about change (phr) /ˌbrɪŋ əˌbaʊt 'tʃeɪndʒ/ doprowadzić do zmiany
charitable (adj) /'tʃærɪtəbl/ dobroczynny
charity (n) /'tʃærətɪ/ organizacja dobroczynna, charytatywna
compliment (v) /'kɒmplɪmənt/ komplementować
confront a challenge (phr) /ˌkən'frʌnt ə 'tʃæləndʒ/ stawiać czoła wyzwaniu
contribute to change (phr) /kən,trɪbjuːt tə 'tʃeɪndʒ/ przyczyniać się do zmiany
coverage (n) /'kʌvərɪdʒ/ relacja (np. telewizyjna)
criteria (n) /kraɪ'tɪərɪə/ kryterium
devastating (adj) /'devəˌsteɪtɪŋ/ niszczycielski, dewastujący
face a challenge (phr) /ˌfeɪs ə 'tʃæləndʒ/ stawić czoła wyzwaniu
faulty (adj) /'fɔːltɪ/ wadliwy
fundraising (n) /'fʌndˌreɪzɪŋ/ zbieranie funduszy
globe (n) /gləʊb/ świat, kula ziemska
good cause (n) /ˌgʊd 'kɔːz/ szczytny cel
grassroots (adj) /'grɑːsruːts/ szeregowy, na najniższym szczeblu
have an impact on (phr) /ˌhæv ən 'ɪmpækt ɒn/ mieć wpływ na
heartless (adj) /'hɑːtləs/ bez serca, nieczuły
homeless (adj) /'həʊmləs/ bezdomny
in adversity (phr) /ɪn əd'vɜːsətɪ/ w nieszczęściu
in need (phr) /ɪn 'niːd/ w potrzebie
increase awareness (phr) /ɪnˌkriːs ə'weənəs/ zwiększać świadomość
index (n) /'ɪndeks/ indeks, wskaźnik
innate (adj) /ˌɪ'neɪt/ wrodzony
launch a campaign (phr) /ˌlɔːntʃ ə kæm'peɪn/ rozpocząć kampanię
lift one's spirits (phr) /ˌlɪft wʌnz 'spɪrɪts/ poprawić komuś nastrój
lose heart (phr) /ˌluːz 'hɑːt/ stracić odwagę
make an impact on (phr) /ˌmeɪk ən 'ɪmpækt ɒn/ wpływać na
not my thing (phr) /nɒt maɪ θɪŋ/ nie w moim stylu; kolokwialnie: nie moja działka
perform (v) /pə'fɔːm/ spełniać, wykonywać
play one's part (phr) /ˌpleɪ wʌnz 'pɑːt/ odegrać swoją rolę
proportion (n) /prə'pɔːʃən/ odsetek
raise awareness (phr) /ˌreɪz ə'weənəs/ zwiększać świadomość
raise money (phr) /ˌreɪz 'mʌnɪ/ zbierać pieniądze
random (adj) /'rændəm/ losowy, przypadkowy
recreational (adj) /ˌrekrɪ'eɪʃənl/ rekreacyjny
run a campaign (phr) /ˌrʌn ə kæm'peɪn/ prowadzić kampanię
tackle global issues (phr) /ˌtækl ˌgləʊbl 'ɪʃuːz/ stawiać czoła sprawom dotyczącym całego świata
take part (phr) /ˌteɪk 'pɑːt/ brać udział
top (v) /tɒp/ znajdować się na czele (listy, rankingu)
urge (v) /ɜːdʒ/ nawoływać
voluntary (adj) /'vɒləntərɪ/ dobrowolny, ochotniczy
volunteer (v) /ˌvɒlən'tɪə/ ochotnik/ochotniczka
war-torn (adj) /wɔː'tɔːn/ rozdarty wojną
win-win (n) /wɪnwɪn/ sytuacja, w której nie ma przegranych; wszyscy wygrywają

GRAMMAR 2 pp. 52–53

at that point (phr) /ət 'ðæt ˌpɔɪnt/ w tamtym momencie
bucket (n) /'bʌkɪt/ wiadro
come up with the idea (phr) /ˌkʌm 'ʌp wɪð ðɪ aɪ'dɪə/ wpadać na pomysł
follow suit (phr) /ˌfɒləʊ 'suːt/ naśladować, iść za przykładem
light-hearted (adj) /ˌlaɪt'hɑːtɪd/ radosny, żartobliwy
pour (v) /pɔː/ nalewać
publicise (v) /'pʌblɪsaɪz/ nagłaśniać
scarcity (n) /'skeəsəti/ brak, niedobór
spine (n) /spaɪn/ kręgosłup
take off (phr v) /ˌteɪk 'ɒf/ nabierać rozpędu
wasteful (adj) /'weɪstfl/ rozrzutny

SPEAKING p. 54

boycott (v) /'bɔɪkɒt/ bojkotować
defeatist (n) /dɪ'fiːtɪst/ defetysta (osoba niewierząca w powodzenie)
go on a sponsored run (phr) /ˌgəʊ ɒn ə ˌspɒnsəd 'rʌn/ wziąć udział w biegu sponsorowanym
hold a charity sale (phr) /ˌhəʊld ə 'tʃærəti seɪl/ organizować wyprzedaż charytatywną
put on a concert (phr) /ˌpʊt ɒn ə 'kɒnsət/ zorganizować koncert
sign a petition (phr) /ˌsaɪn ə pə'tɪʃn/ podpisać petycję
tie up (phr v) /ˌtaɪ 'ʌp/ zablokować

WRITING p. 55

call on someone (phr v) /'kɔːl ˌɒn sʌmwʌn/ wzywać do, nawoływać
fate (n) /feɪt/ los
horrifying (adj) /'hɒrɪˌfaɪɪŋ/ przerażający, szokujący
inexcusable (adj) /ˌɪnɪk'skjuːzəbl/ niewybaczalny
malnutrition (n) /ˌmælnjʊ'trɪʃn/ niedożywienie
nutrition (n) /njuː'trɪʃn/ odżywianie
resistance (n) /rɪ'zɪstəns/ sprzeciw, opór
summit (n) /'sʌmɪt/ szczyt (ważne spotkanie)
upcoming (adj) /'ʌpˌkʌmɪŋ/ nadchodzący

SKILLS REVIEW pp. 56–67

alter (v) /'ɔːltə/ zmieniać, modyfikować
countenance (n) /'kaʊntənəns/ oblicze, wyraz twarzy
deputy (n) /'depjʊti/ zastępca (osoby wyższej rangą)
derisive (adj) /dɪ'raɪsɪv/ drwiący, szyderczy
diligently (adv) /'dɪlɪdʒəntlɪ/ pilnie, starannie
disadvantaged (adj) /ˌdɪsəd'vɑːntɪdʒd/ niezamożni, w trudnej sytuacji
enterprise (n) /'entəpraɪz/ przedsięwzięcie, projekt
lazybones (n) /'leɪziˌbəʊnz/ leń
mayor (n) /meə/ burmistrz
obsessive-compulsive disorder (n) /əbˌsesɪvkəmˌpʌlsɪv dɪs'ɔːdə/ nerwica natręctw, zaburzenie obsesyjno-kompulsywne
on public record (phr) /ɒn ˌpʌblɪk 'rekɔːd/ w rejestrze publicznym
prosthetic limb (n) /prɒsˌθetɪk 'lɪm/ proteza (ręki lub nogi)
shuttle (n) /'ʃʌtl/ prom kosmiczny
skip school (phr) /ˌskɪp 'skuːl/ wagarować
startling (adj) /'stɑːtlɪŋ/ zaskakujący, niepokojący
striking (adj) /straɪkɪŋ/ uderzający; imponujący
undergo (v) /ˌʌndə'gəʊ/ poddać się (operacji)
vicinity (n) /və'sɪnəti/ pobliże, okolica
withdraw (v) /wɪð'drɔː/ wycofywać się

(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 She has (*przyczyniła się do*) ... a lot of positive changes at our school.
2 They want to (*prowadzić kampanię*) ... and raise money for homeless animals.
3 Young people will follow if there is a role model that can (*dawać dobry przykład*) ... .
4 I was sure he would (*dotrzyma słowa*) ... .
5 Who had the greatest (*wpływ na*) ... your career?

2 Choose the correct option to complete each sentence.

1 After much adversity, he now has to be *courageous* / *trustworthy* and keep on doing what he's best at.
2 It takes a lot of courage to remain *unsupportive* / *single-minded* in such difficult times.
3 She has attracted many people by being *outspoken* / *unambitious*.
4 That's not exactly what she wanted and she's decided to show how *discontented* / *immature* she is.
5 I don't mean to be *respectful* / *disrespectful*, I only want to offer some help.

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

1 Can you give any example of random acts of kindness in your community?
2 Why not go on a sponsored run and combine your hobby with helping people?
3 I wanted to try horse riding, but it is definitely not my thing.
4 He was going to take part in elections, as he wanted to make huge changes in his neighbourhood.
5 The boss put a lot of pressure on his employees, as he wanted to finish the project on time.

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

1 He made an inspiring ... last week. speech SPEAK
2 She's most interested in ... , as she thinks it is the fastest way to help disadvantaged people. FUND fundraising
3 Don't be that ... and consider other problems like time or motivation. materialistic MATERIAL
4 Do you think teenagers aged 14 and 15 should be given the ... right? voting VOTE
5 His actions were ... and cold, which made me feel really sad. heartless HEART

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

1
1 contributed to
2 run a campaign / campaign
3 set a good example
4 keep his word
5 impact/influence on

Exam guide
3 English in Use Gap-filling

Exam guide
4 English in Use Word formation

1 Which school rules are most often broken by students?
2 What are the consequences at your school for students that disobey the rules?

4 Education

Culture guide

Global context

The photo shows the inside of The Green School on the Indonesian island of Bali. The school's approach to learning is one of education 'for sustainability, through community-integrated, entrepreneurial learning, in a wall-less, natural environment'. They teach with a 'holistic, student-guided approach', which 'inspires and empowers' the green leaders of the future. The school buildings are ecologically sustainable, made primarily of bamboo but also using local grass and mud walls.

'Everyone must act in a way which promotes the dignity, health and safety of others.' Extract from the Code of Conduct, Green School, Bali.

IN THIS UNIT YOU LEARN

VOCABULARY
- school rules and sanctions
- school experiments
- assessment
- extracurricular activities
- various teaching methods

GRAMMAR
- modal verbs of permission and obligation
- passive *-ing* forms and infinitives

SKILLS
Listening
- podcast about school rules around the world
- new rules in schools
- matching, open questions

Reading
- text about fascinating experiments in changing teaching methods
- nouns and prepositions
- open questions

Speaking
- agreeing, partially agreeing and disagreeing
- challenging and settling an argument

Writing
- opinion essay

TED TALK
- How to fix a broken school? Lead fearlessly, love hard

CRITICAL THINKING
- evaluating an experiment

3h/week • Student's Book ex. 1–4 p. 63 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–11 pp. 54–55 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 332 (4.3) • Extra online resources

4A Vocabulary

School rules

Talking about school rules

Life Skills guide
1 Creativity, Critical thinking, Mediation

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- Give three examples of how you think students would be expected to behave at the Green School.
- Why do you think schools have rules or codes of conduct? How do you think they are set up?
- Should students get any say in what the rules are? Why?/Why not?

2 Match each extract (1–5) of expected behaviour from the Green School's Code of Conduct with the interpretation (a–e).

1 Students are expected to respect the rights, needs and feelings of others. In return, they can expect such consideration to be shown to them. c
2 It is everyone's right to have a safe, clean and comfortable place in which they can work. b
3 Courtesy is an important part of our daily lives. It costs nothing but shows our respect for each other and makes life more pleasant for everyone. d
4 Absence of even one day will cause students to miss lessons and lose out on essential teaching. e
5 Students are responsible for their personal appearance and are expected to take pride in it. a

a No **inappropriate** clothing.
b No **vandalism**.
c Don't **bully** other students, and don't **show disrespect** to anyone.
d No **offensive** language or **disruptive** behaviour in class.
e Don't **play truant**, and **be punctual** for class.

3 Work in pairs. Read four extracts from different codes of conduct. Then explain the difference in the meanings of each pair of words (1–5). Use a dictionary if necessary.

1 The school promotes caring and positive relationships. We will not tolerate students who **bully** or **show disrespect** to other students or teachers.
2 Students learn best in a calm, friendly environment. It is disruptive to the class if students make **offensive** or **inappropriate** comments.
3 If a student's behaviour is considered unacceptable, they receive a **telling-off** to show them what they've done wrong. If their behaviour doesn't improve, they receive a **warning** that might result in some sort of sanction.
4 A typical sanction for minor misbehaviour like calling out or chewing gum is a **detention** after class. More serious misdemeanours like **vandalism** or **assault** can result in temporary or even permanent **exclusion**.

1 a bully	**b** show disrespect
2 a offensive	**b** inappropriate
3 a telling-off	**b** warning
4 a detention	**b** exclusion
5 a vandalism	**b** assault

Exam guide
4 Oral Matura

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

4 Work in pairs. You are preparing an article for the school website where you want to review and suggest some improvements to the code of conduct at your school. Discuss the following aspects.

- expected behaviour at your school
- possible sanctions for misbehaviour
- any rules you consider unfair
- suggested changes in the code of conduct

3
1 a *bully*: intentionally frighten someone who is smaller or weaker than you
b *show disrespect*: ignore someone or behave impolitely towards someone
2 a *offensive*: unpleasant or insulting, likely to make people upset
b *inappropriate*: not suitable for the situation
3 a *be punctual*: arrive on time
b *play truant*: stay away from school without permission
4 a *telling-off*: when someone tells you that they are angry with you because of something you've done
b *warning*: statement telling someone they will be punished if they do something
5 a *detention*: having to stay at school after other pupils have gone home
b *exclusion*: a particular instance when students are no longer allowed to attend school
6 a *vandalism*: the deliberate damaging or destruction of public property
b *assault*: a physical attack on someone

4B Cele lekcji: Rozumienie nagrań o regułach obowiązujących w szkołach dookoła świata.

1 Has the school council got any power to introduce or change the rules in your school?
2 Do you think there should be more rules for teachers at school? What might they be?

4B Listening

Listening to texts about school rules around the world

1 Listen to a podcast about school rules around the world. Note a sanction for each country they mention. 31 p. 387

2 Listen again. Choose the correct option to complete each sentence. 31 p. 387

1 In the school in Mexico, phones can *sometimes* / *never* be used in class.
2 In the school in Thailand, *students got away with* / *sanctions were applied* for lateness.
3 In the school in South Korea, sanctions were *very severe* / *relatively lenient*.
4 In the school in Brazil, students may be excluded for *serious* / *minor* misbehaviour.
5 The Japanese secondary school had a *strict* / *lenient* attitude to students' appearance.
6 In the school in Colorado, USA, the pupils' behaviour *improved* / *got worse*.
7 In the Argentinian school, the students *were punished for* / *got away with* speaking Spanish.

3 Listen again. Which student (1–7) mentions the following? 31 p. 387

a a sanction that benefits the school 3
b different rules for primary and secondary schools 5
c a regret about the past 7
d people discussing problems together 6
e a public sanction 2
f a popular sanction 4
g an unnecessary worry 1

4 Listen to the recording about new hypothetical school rules in Poland and Germany. Answer the questions. 32 p. 387

1 What do you think about the new rules in Poland?
2 Do you like the changes made in German schools? Why?/Why not?

5 Listen to the recording again. Complete each sentence with a three-word phrase from the recording that is similar in meaning to the description in brackets. 32 p. 387

1 The rules that were obvious in Polish schools have been ... recently. (*completely changed*)
2 You may skip early classes and come to school later if you ... . (*decide you should do so*)
3 What students wear to school ... them and no one else. (*depends on*)
4 Some students' behaviour is ... to how they are expected to behave. (*obviously different*)
5 I need to have at least 27 correct answers in this 30-question test to pass the course. So far, I've fallen ... twice. (*lower or worse than the set minimum*)

6 MY PERSPECTIVE – SPEAKING

Work in pairs and discuss. Schools in which country are most similar to your school? Which one would you most like to attend?

1 1 Mexico – phones can be taken away
2 Thailand – students have to run round the school shouting, for example, 'I must not be late'.
3 South Korea – cleaning classrooms
4 Brazil – excluded from school
5 Japan – no sanction mentioned
6 USA – bullies sit down with their victims
7 Argentina – no sanction mentioned

Exam guide
3 Listening
Matching

5 1 turned upside down
2 feel so inclined / feel like it
3 is up to
4 in stark contrast
5 below this threshold

Life Skills guide
6 Critical thinking, Mediation

Students in school uniform in Havana, Cuba.

3h/week • Student's Book ex. 1–6 p. 64 • If short of time, skip ex. 6.

5h/week • Workbook ex. 1–4 p. 56

7h/week • Extra online resources

Fast Finishers

Write a letter from a student to a teacher in which you explain the reasons for three incidents in which students misbehaved. However unusual your excuses may be, they should remain appropriate – and believable!

4C Grammar 1

Modal verbs of permission and obligation

Using modal verbs to talk about permission and obligation

1 Work in pairs. Look at the extracts in the Grammar box. Which other ways can you think of to express the words in bold in each context?

Modal verbs of permission and obligation

a *In some schools in Mexico you **'re allowed to** use phones … in class.*
b *But in my school, you **can't** use them at all, except for emergencies.*
c *We **'re supposed to** leave them in our lockers.*
d *… shouting 'I **must** be punctual' or 'I **must not** be late'.*
e *… students who break the rules **have to** do jobs like cleaning the classrooms.*
f *… badly behaved students like that because it means they **needn't** go to school!*
g *At Japanese primary schools, children usually **don't have to** wear a uniform.*

2 Complete each sentence from the podcast with the past form of the modal verbs and expression in brackets. Then listen and check your answers. 33

1 I … (*not need / worry*) because no one checked our bags.
2 Students who arrived late … (*must / run*) round the school several times.
3 We … (*not be allowed / wear*) make-up.
4 The boys … (*not can / have*) long hair.
5 It worked so well that they … (*not need / exclude*) the bullies.
6 We … (*be supposed / answer*) them in English, but nobody did.

3 Choose the correct option in each sentence. In some situations both options are correct.

1 At our high school now, it's OK if students bring their phones to school. But at my brother's primary school, they *mustn't* / *couldn't* use their phones at all during school hours.
2 My grandma says that in her teens, girls *couldn't* / *didn't have to* wear trousers to school. It was forbidden.
3 The older students *don't have to* / *needn't* attend all their classes. Only Polish, English, and maths are obligatory.
4 We *didn't need to write* / *needn't have written* a 500-word essay this time, so mine was about 250 words long.
5 Being late is unacceptable at my college. If you're late three times in succession, you *have to* / *must* see the headmaster.
6 We *aren't supposed to* / *might not* bring any mobile devices into the classroom unless the teacher asks us to.

More explanation in Grammar reference on p. 76.
More exercises in Grammar practice on p. 77.
Do exercises 1–3.

4 Read the paragraphs from a university handbook for students. Write some sentences with modal verbs or expressions from exercises 1–3. Explain the rules to a new student at your school.

Assignments

You are expected to submit your assignments on time and to a high standard of legibility. Typed assignments are preferable; but handwritten scripts are acceptable in certain circumstances, but it is necessary to request your tutor's approval for this. It is also essential to request an extension from your tutor in the event of you being unable to submit a piece of work on time. If you disagree with any mark given to you, it is necessary to start by discussing it first with your tutor.

We have to submit our assignments on time and …

Exams

It is forbidden to take any books or mobile devices or other aids into the exam. Students who arrive more than five minutes late may be denied entry. Students are obliged to remain in the examination room for the first half hour of the exam, after that time they are permitted to hand in their paper and leave.

5 Work in groups. Discuss the rules relating to the areas at your school. Think of one more rule that you believe could or should be introduced in each of these areas. Justify your new rules.

bullying	electronic devices	food and drink
homework	punctuality	speaking in class
truancy	uniform and appearance	other areas

1 What rules should be followed during a pandemic such as that in 2020?
2 What are some of the things which you weren't allowed to do in primary school, but which you can do now?

1
a can
b aren't allowed to, mustn't
c should, are meant to
d have to / can't
e must
f don't need to, don't have to
g don't need to, needn't

Life Skills guide
4 Mediation

2
1 needn't have worried / didn't need to worry
2 had to run
3 weren't allowed to wear
4 couldn't have
5 didn't need to exclude
6 were supposed to answer

Life Skills guide
5 Creativity, Critical thinking, Mediation

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

3h/week • Student's Book ex. 1–5 p. 65, ex. 1–3 p. 77 • If short of time, skip ex. 5 p. 65.
5h/week • Workbook ex. 1–5 p. 57
7h/week • Photocopiable grammar games and activities, TB pp. 327, 330 (4.1) • Extra online resources (see Technology guide)

4D Cele lekcji: Rozumienie wypowiedzi pisemnej o eksperymentach w zmienianiu metod nauczania.

1 How do teachers usually conduct lessons in Polish schools?
2 Does the Polish education system differ much from those in other countries?

4D Reading

VOCABULARY BUILDING Nouns and prepositions

Some nouns, as well as some verbs and adjectives, are normally followed by the same preposition, e.g. *have admiration for someone, have a talent for something, have a reason for doing something*. When you learn new vocabulary, make a note of the prepositions it is used with.

1 Match each group of nouns (a–e) with a preposition that they are all commonly used with.

between for in on to

a approach attitude challenge damage threat
b need punishment respect responsibility talent
c advice ban focus influence impact
d change decrease improvement increase rise
e clash comparison conflict difference gap

1 1 to
2 for
3 on
4 in
5 between

2 Complete each sentence with the nouns from exercise 1. There may be more than one possible answer.

1 Although teachers have a significant … on how well pupils learn, in the end students should take … for their own learning.
2 The huge … in the use of computers in recent years presents a significant … to older people.
3 There is a … for a radical … in teaching methods for certain subjects.

2 1 influence/impact, responsibility
2 rise/increase, challenge
3 need, change/improvement

3 Work in pairs. Complete the questions with the missing prepositions and your own ideas, then ask and answer each other's questions.

1 When you have to …, what do you focus … first of all? on
2 Is … the right punishment … students' misbehaviour? for
3 What are the main differences … your best friend and …? between
4 What is the greatest threat … a person who decides to …? to
5 What changes … your behavior have you noticed since you …? in

Life Skills guide
7 Creativity, Critical thinking

READING

Understanding a text about experiments in changing teaching methods

4 Read a review of a television programme called *Are our kids tough enough? Chinese School*. Answer the questions.

1 Who are the kids in the title? Why do they need to be 'tough'?
2 What exactly was the experiment, and what was the reason for it?
3 What is the reviewer's opinion of the programme?

Life Skills guide
9 Critical thinking

Exam guide
4 Reading
Open-ended questions

5 Read the review again. Work in pairs. Find differences in the areas between the British and Chinese educational systems that are mentioned or suggested in the review.

1 talking in class
2 the teacher's authority
3 educational achievement in maths and science
4 the length of the school day
5 class size
6 attitudes to competition
7 hobbies and extracurricular activities
8 concentration and paying attention
9 teaching methods

6 Choose the better meaning for the words and phrases in the review.

1 answer back (line 9)
a argue **b** reply

2 insights into (line 11)
a new understandings of **b** descriptions of

3 counterparts (line 25)
a rivals **b** people in a similar situation

4 let off steam (line 36)
a release tension **b** be allowed to play

5 a far cry from (line 55)
a very different from **b** separate from

6 thrive (line 61)
a succeed and be happy **b** compete

7 Work in pairs. How do you think the experiment ended? Why?

CRITICAL THINKING Evaluating an experiment

8 Read about the result of the Chinese School experiment. Compare with your ideas in exercise 7.

After four weeks, the two groups were tested in science, maths and Mandarin, and the group taught by the Chinese method achieved higher results in all subjects.

9 Read some comments about the experiment. Do you think the points the speakers are making are valid? How would you improve the experiment to address the comments?

1 Of course the Chinese method students got better results. They had far more hours of teaching.
2 I wonder what was in the tests. Did they test knowledge or understanding?
3 They probably achieved higher scores because they were on television. They wanted to show off in front of their friends.

3h/week • Student's Book ex. 1–9 p. 66 • If short of time, skip ex. 7 and 9.

5h/week • Workbook ex. 1–4 p. 58

7h/week • Photocopiable vocabulary games and activities, TB pp. 328, 333 (4.4) • Extra online resources

Schoolchildren exercise before class, Beijing, China.

Are our kids tough enough? Chinese School

34 'This is why you learn less than Chinese students. You slow the teachers down. We have to wait until you stop talking.' Miss Yang's class of British teenagers stare at her with a mixture of puzzlement and amusement. 'You can't say that. That's so rude', retorts 13-year-old Sophie. 'Please be quiet' says Miss Yang. Such a challenge to a teacher's authority would be unthinkable back in China, where respect for the teacher is absolute, pupils do as they are told, and it would not occur to pupils to answer back.

The first episode of the BBC's *Are our kids tough enough? Chinese School* was full of such entertaining insights into the clash between two very distinct educational cultures. Part innovative education experiment, part reality TV*, the four-part series will follow the progress of a class of relatively well-behaved 13- to 14-year-olds in a successful British comprehensive school* who are to be taught maths, science and Mandarin by highly experienced and qualified Chinese teachers using traditional Chinese teaching methods. At the end of the four-week period, the students will have been exposed to very different styles of teaching from their peers, against whom they will be tested. This is in the context of an increasingly competitive employment market, in which British schoolchildren are three years behind their Chinese counterparts in maths and science. Will it be possible for their academic performance to be improved by a drastic change in teaching methods and educational principles?

There were some shocks in store for the British schoolchildren. Not only did they have to attend classes for twelve hours a day, almost double the length of their normal school day, but they were also taught in a class with 50 pupils, as opposed to the normal UK maximum class size of 30. The day started at 7.00 am with a two-hour compulsory PE session, which entailed running several laps around the sports field, and which turned out to be the most popular class – a chance to let off steam and have fun. But there was also a competitive element, with pupils being timed, tested and ranked. This proved disheartening to Joe, who excelled academically, but finished last. It was also in marked contrast to the regime they had been used to, in which they competed not against each other, but against themselves.

Then followed ten gruelling hours of classes until 7 o'clock, when the pupils were allowed home for two further hours of mandatory homework to consolidate what they had learnt. Unlike British schoolchildren, Chinese pupils do not normally have time for hobbies or extracurricular activities*; their focus is often on achieving the high exam scores that will enable them to get a place at a top university. This also instils in them the ability to concentrate and pay attention, a capacity that the British schoolchildren evidently lacked. They yawned their way through hours of lessons in which the teacher taught from the board at a fast pace, expecting them to absorb information. This was a far cry from the discovery-style learning the class are used to, which involves working things out for themselves, questioning what they are taught, and learning from their mistakes.

The programme raised as many questions as it answered. Is there such a thing as an ideal teaching method? Can students thrive in an educational system from a country whose assumptions and norms differ so radically from their own? Having been exposed to a different way of learning, would the students prefer to be taught using the new teaching methods? How would the Chinese teachers cope with extremely disrespectful students? And would the experiment work the other way round, with Chinese pupils taught by British teachers? It will be fascinating to see the results in three weeks' time.

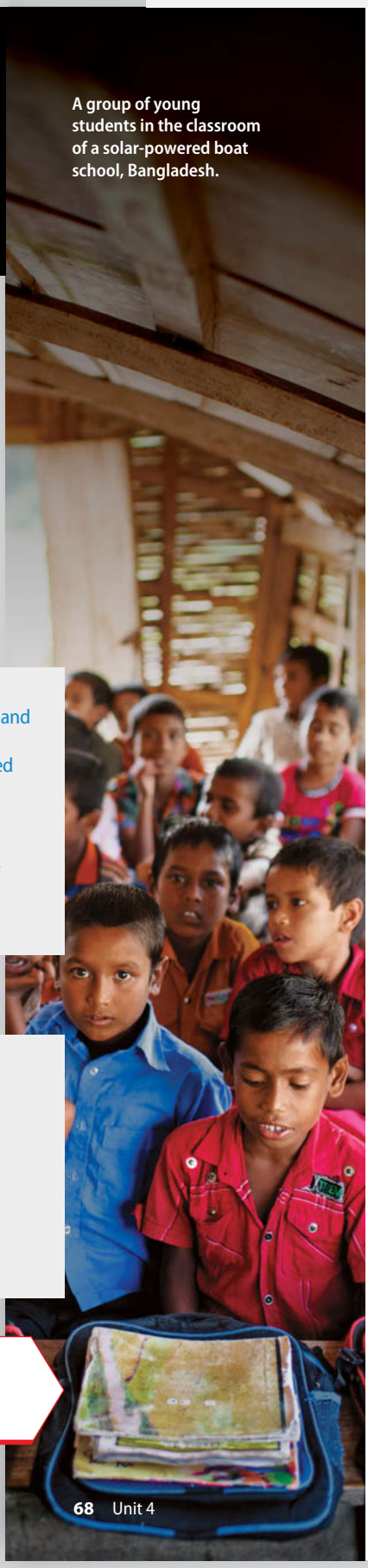
reality TV *a TV show about the real lives of ordinary people*
comprehensive school *a UK secondary school which does not select on ability*
extracurricular activities *activities held at school after classes finish*

Fast Finishers

Imagine you could be the teacher for your class for a week. Write 5–6 ideas on how you would organise lessons during this time.

4E Cele lekcji: Stosowanie form biernych w rozmowie o szkołach dookoła świata.

1 Which subjects should be compulsory in the Matura exams?
2 Is the level of education better in a private school than in a state school? Why? / Why not?



A group of young students in the classroom of a solar-powered boat school, Bangladesh.

4E Grammar 2

Passive *-ing* forms and infinitives

Using passive forms to talk about schools around the world

1 Work in pairs. List four things you can remember about the Chinese School experiment.

Passive *-ing* forms and infinitives

a *… a class of relatively well-behaved 13- to 14-year-olds … who are **to be taught** maths, science and Mandarin by highly-experienced and qualified Chinese teachers …*

b *At the end of the four-week period, the students will **have been exposed** to very different styles of teaching from their peers, against whom they will **be tested**.*

c *Will it be possible for their academic performance **to be improved** by a drastic change in teaching methods and educational principles?*

d *But there was also a competitive element, with pupils **being timed**, **tested** and **ranked**.*

e ***Having been exposed** to a different way of learning, would the students prefer **to be taught** using the new teaching methods?*

f *And would the experiment work the other way round, with Chinese pupils **taught** by British teachers?*

2 Look at the examples in the Grammar box. Focus on examples of the passive gerund (*-ing* form) and examples of the passive infinitive.

3 Work in pairs. Look at the examples in the Grammar box again. Answer the questions.

1 Look at sentences *b* and *c*. How is the infinitive different in each one?
2 How do we express the passive infinitive in the past?
3 Find examples of the passive *-ing* form. Why is the *-ing* form used here?
4 The verb *be* is missing from sentence *f*. Rewrite the sentence with the full passive form.
5 Why do we use the passive in each sentence?
6 Which sentences include the agent of the passive verb? Why?

More explanation in Grammar reference on p. 76.
More exercises in Grammar practice on p. 77. Do exercises 4–5.

4 Read about a school in China. Put the verbs in brackets in the correct passive or active form.

A private school in China is taking its students back to traditional ways of learning, which involve (1) … (*learn*) the ancient art of calligraphy, or decorative handwriting, and (2) … (*study*) ancient Chinese texts rather than (3) … (*teach*) maths or science. It is important for the students first (4) … (*show*) how to form the Chinese characters used in calligraphy. Then they are expected (5) … (*memorise*) long passages from Chinese philosophy. The teachers believe that (6) … (*educate*) in such traditional ways enables the students (7) … (*develop*) better concentration skills. Despite such methods (8) … (*consider*) old-fashioned by many, students appear to enjoy (9) … (*challenge*) in this way. The teachers hope their ideas will (10) … (*adopt*) by mainstream schools in the future.

5 Work in pairs. What do you think of the idea of this school? Could something similar work in your country? Why?/Why not?

2 **Passive gerund:**
d being timed, tested and ranked
e having been exposed
f [being] taught
Passive infinitive:
a to be taught
b have been exposed, be tested
c to be improved
e to be taught

4 **1** learning
2 studying
3 being taught
4 to be shown
5 to memorise
6 being educated
7 to develop
8 being considered
9 being challenged
10 be adopted

Life Skills guide

5 Critical thinking, Mediation

3h/week • Student's Book ex. 1–8 pp. 68–69 , ex. 4–5 p. 77 • If short of time, skip ex. 8 p. 69.

5h/week • Workbook ex. 1–9 pp. 60–61

7h/week • Photocopiable grammar games and activities, TB pp. 327, 331 (4.2) • Extra online resources (see Technology guide)

6 Choose the correct option to complete the description.

The Boat Schools of Bangladesh

Every day during the rainy season Anna Akter, a nine-year-old student in Bangladesh's remote Natore district, waits by the river to (1) *being picked* / *be picked* up by the boat that has become her school for the duration of the annual monsoon floods. Then, (2) *having been collected* / *being collected* from different riverside stops, Anna and the other children are taught in the normal way before (3) *being dropped* / *to be dropped* off at the end of the day. These 'floating schools' mean that, instead of (4) *be prevented* / *being prevented* from attending schools because their usual schools or the paths have become submerged under water, Anna and hundreds of children like her can (5) *be educated* / *to be educated* on the boat, without their education (6) *being interrupted* / *be interrupted*.

Up to two thirds of rural Bangladesh is hit by annual flooding, a situation that may (7) *have been made* / *having been made* worse by the effects of climate change; in 2007, for example, it was estimated that some 1.5 million people were affected by floods. As a result, every year, many of the country's schools have (8) *to be closed* / *be closed* temporarily. The founder of the Boat Schools, Mohammed Rezwan, was lucky enough (9) *being taken* / *to be taken* to school in his family's boat as a child; but he remembers many of his classmates (10) *having been forced* / *have been forced* to stay at home. As a result, he launched the Floating Schools initiative with his own savings in 2002. It was the first such scheme (11) *to be launched* / *having been launched*, but its success has led to floating schools (12) *being introduced* / *to be introduced* in other flood-prone countries, including Cambodia, Nigeria, the Philippines, Vietnam and Zambia.

7 Translate the Polish fragments of the sentences into English.

1. I (*chciałbym być uczony*) ... the way the Chinese School does.
2. In spite of (*bycia zachęcanym*) ... to attend extra classes, many students do not make use of this opportunity.
3. Having (*będąc wykorzystanym*) ... in some Polish schools, the programme proved to be really beneficial to students.
4. Young people's remarks and suggestions (*muszą być wzięte*) ... into account if we want to modernise the education system.
5. (*Nie będąc położonym*) ... in a large city, the university didn't enjoy much popularity among students.

8 **Discuss the three educational initiatives you have read about: Chinese School in the UK, traditional learning, and floating schools. Which would you most prefer to be educated in? Justify your choice and give reasons why you reject the other options. Then, discuss the following questions.**

1. Think about the teaching methods used in your school. Could they be improved or changed in any way?
2. What conditions help students become successful? Discuss the main factors that foster good education.

Exam guide

7 English in Use Translations

Life Skills guide

7 Mediation

7
1 would like to be taught
2 being encouraged
3 been used
4 must / need to / have to be taken
5 Not being located/ situated

Life Skills guide

8 Critical thinking, Mediation, Self-development

A well-equipped classroom in a Bangladeshi boat school.

Technology guide

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

Fast Finishers

Write a short description of how education is structured in your class. Include information about the number of subjects, methods of testing, extramural clubs, etc. Use the passive voice.

Cele lekcji: Rozumienie nowych wyrazów dzięki kontekstowi.

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

LearningApps.org
Matura exercises to TED Talk video

TEDTALKS How to fix a broken school? Lead fearlessly, love hard

> "We have to make sure that every school that serves children in poverty is a real school."
>
> **LINDA CLIATT-WAYMAN**

Life Skills guide
3 Critical thinking

AUTHENTIC LISTENING SKILLS

Deducing the meaning of unknown words

It is often possible to guess the meaning of new words that you hear, especially when someone is speaking slowly. You can do this by using the context and your knowledge of other words and word-building. Often you can guess the spelling too, even if you have never heard the word before. You can then look the word up in a dictionary.

1 Look at the Authentic listening skills box. Then listen to two extracts from the TED Talk. Complete what Linda says with one word in each space. 35

1 I graduated from Philadelphia public schools, and I went on to teach special education for 20 years in a low-income, low-performing school in North Philadelphia, where crime is ... and deep poverty is among the highest in the nation. rampant
2 After things were quickly under control, I immediately called a meeting in the school's ... to introduce myself as the school's new principal. auditorium

Life Skills guide
2 Collaboration, Mediation

BEFORE YOU LISTEN

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

principal	rampant	poverty	tease
bullying	assemble	top-notch	tackle
discard	dumpster	reallocate	incarceration
perseverance	etch	undivided attention	unwavering belief

Exam guide
5 Listening True/false

3 Work in pairs. Discuss the questions.

1 Which of these might you expect to find in a 'broken school'? Use a dictionary if necessary.

affluence	assaults	bullying	creativity
high exam results	high morale	illiteracy	
juvenile delinquency	truancy	vandalism	

2 If you were in charge of a 'broken school', which of these areas would be your top priority to fix? Why?

behaviour	exam results	morale	school environment

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 4.0

special needs	low-performing	persistently	
outburst	articulate	proficient	non-negotiable
PA system	monitored	principles	

5 Listen to part 1 of the talk. Are the sentences true (T) or false (F)? TED 4.1 p. 408

1 Linda had never been to Philadelphia before becoming principal. F
2 She spoke to the school on her first day as principal. T
3 She was not used to working in schools with social problems. F
4 Ashley interrupted Linda's lecture to challenge her. T
5 Ashley's words helped Linda understand her own school days. T
6 She met Ashley again at Strawberry Mansion School. F

3h/week • Student's Book ex. 1–11 pp. 70–71 + DVD • If short of time, skip ex. 11.

5h/week • Workbook ex. 1–5 p. 62

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

6 Listen to part 2 of the talk. Number Linda's actions (a–d) in the order she describes them (1–4). TED 4.2 p. 408

a threw away unwanted equipment 4
b appointed an excellent team 1
c redecorated and cleaned the school 3
d gave students secure lockers 2

7 Listen to part 3 of the talk. What problems among the students does Linda mention? How did Linda and her team improve the students' performance? TED 4.3 p. 408

1 poor school attendance
2 bullying
3 poverty
4 difficult home life
5 violence
6 problems with learning
7 vandalism
8 poor academic achievement

8 Listen to part 4 of the talk. Which alternative is INCORRECT? TED 4.4 p. 408

1 Linda says the success of the school is mainly due to *her love for the students* / *her belief in students' potential* / ~~*her approach to challenging behaviour.*~~
2 She holds monthly meetings to ~~*resolve conflicts*~~ / *understand her students better* / *explain the code of conduct.*
3 Linda's expectations of students are ~~*flexible according to circumstances*~~ / *clearly communicated to students* / *based on values.*
4 According to Linda, a 'real school' *helps students understand how to deal with real life* / *gives students confidence in their abilities* / ~~*helps students find rewarding work.*~~

9 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 4.5

set the tone | fast-forwarding | five consecutive years | we have a very long way to go | what is on their mind | clear up any misconceptions

10 Complete each sentence with your own words. Then work in pairs and compare your sentences.

- *Fast-forwarding* to … (time / date), I'll probably be …
- I hope that one day I'll be able to … but I still *have a very long way to go.*
- Something that's often *on my mind* at the moment is …

AFTER YOU LISTEN

11 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the question.

- Which of the words describe Linda's leadership style?

approachable | authoritarian | compassionate | democratic | empathic | imaginative | inspirational | tough

CHALLENGE

Work in pairs. Can you remember Linda's three slogans? If you could create three slogans for your school, what would they be? Be prepared to say why you chose them.

7 They developed a lesson delivery model for instruction that focused on small group instruction, making it possible for all the students to get their individual needs met in the classroom.

Life Skills guide
11 Critical thinking

Life Skills guide
Creativity, Critical thinking, Mediation

4F Cele lekcji: Całkowite i częściowe zgadzanie się, podważanie argumentów i rozstrzyganie sporów.

1 What do you usually argue with your parents about?
2 Does your school allow students to express their opinions freely?

4F Speaking

Life Skills guide
1 Critical thinking, Mediation

Useful language

Partially agreeing
I know what you mean, but …
I hear what you're saying, but …
I see your point, but …
I agree to a certain extent, but …
That's partly true, but …
Surely …?

Challenging an argument
Yes, but don't you think …?
Are you really saying that …?
I'm not so sure about that.

Settling an argument
Maybe we'd better agree to disagree (on that).
It's a complex issue. / It's not black and white.
There are no easy answers.
Let's change the subject, shall we?

Agreeing, partially agreeing, challenging and settling an argument

1 Work in pairs. Discuss the questions.

- What is the difference between tests and continuous assessment?
- Which do you prefer?
- Can you think of other types of testing?

2 Listen to two students discussing exams and continuous assessment. Make notes. 36 p. 388

	for or against exams	arguments used
Mateo	…	…
Sofia	…	…

3 Listen again. Which expressions from the Useful language box do you hear? 36 p. 388

4 Listen again. Write down the expressions for agreeing and disagreeing that you hear. What others do you know? 36 p. 388

5 Work in pairs. Read the responses and think of opinions that might have been expressed before.

1 That's partly true, but in the long term you pay a lot for them.
2 Are you saying that there are teachers who act this way?
3 I see your point, but few students would accept such methods.

Life Skills guide
6 Communication, Critical thinking, Mediation

6 Work in groups. Discuss two or three of the opinions. Use expressions from the Useful language box.

- In my view, schools should do more to develop children's creativity.
- Quite frankly, I think that studying literature is a waste of time.
- I don't think people should have to wear a uniform at school.
- I personally feel it should be compulsory to study computer skills from the age of five.
- It seems to me that students should be taught together in mixed-ability groups.
- My own view is that speaking English fluently is more important than learning grammar rules.

Students take their examination in an exam hall in Dongguan University of Technology, in south China's Guangdong province.

2

	For or against exams	arguments used
Mateo	against	continuous assessment is more useful; students cheat in exams; exams are just a memory test; some students don't perform at their best in exams
Sofia	for	people cheat on coursework; memorising is the best way of learning; exams push students to learn; students need to be tested against each other

3h/week • Student's Book ex. 1–6 p. 72
5h/week • Workbook ex. 1–6 p. 63
7h/week • Extra online resources

4G Writing

An opinion essay

Writing an opinion essay

1 Work in pairs. Read the essay question. Discuss your views.

Some people believe that the main aim of schools is to prepare students for work. Others say that personal development is a more important focus. What is your view? Support your ideas with arguments and examples from your own experience.

2 Read the essay below. Answer the questions.

1 In the writer's view, what is the key aim of schools?
2 Does the writer mention your ideas from exercise 1?
3 What other aims of schools are mentioned?

For many students nowadays, the main purpose of their education is to find work. Others concentrate on education as the key factor in personal development. I am convinced that one should mainly focus on developing one's personal traits and talents while at school.

I strongly believe that one of the key goals of education should be personal development, in other words helping students to realise their potential. In particular, schools should help students to discover their strengths and passions, consider their aims in life and set goals for the future. In my case, it was in an after-school club that I developed a strong interest in local wildlife. Now I am hoping to study ecology at university and train as a nature conservation officer after I leave school.

I realise, however, that there are strong arguments for the view that preparation for work is the key function of a school. To gain skills necessary to enter the workplace, students need a good level of literacy and numeracy and IT skills. Moreover, schools should equip young people to make a contribution to society. My school, for example, provides apprenticeships and vocational training that prepare students for the job opportunities that are available.

To conclude, it seems to me that the central focus of schools should be on personal development. Schools should enable students to develop their individual talents and interests; only in this way can they choose the right career path for the future and become valuable members of society.

3 Work in pairs. Answer the questions.

1 In paragraph 1, which two opposing views are introduced? Which of them does the writer seem to support?
2 In paragraph 2, what arguments and examples are mentioned in favour of education as personal development?
3 In paragraph 3, what other purpose of education is mentioned and how is it justified?
4 In paragraph 4, what is the writer's personal view, and what justification is mentioned?

4 **WRITING TIPS** Avoiding repetition

a Work in pairs. Read the essay in exercise 2 again. Find at least two different words and phrases which have a similar meaning to words and phrases (a–f).

a aim
b most important
c get a job
d enable
e be a good citizen

b Read two opinions about the internet. Which one do you agree with more? Why?

Some people think that the internet enhances people's lives because they can get all the information they need for their lives and studies. Others maintain we have far too much information nowadays.

c Match the underlined words and phrases in point b with those with a similar meaning (a–f).

a access
b an excessive amount of
c improves
d say
e necessary
f consider

d Which alternatives are more formal, and which more informal? Can you think of other alternatives?

5 You are going to write an essay discussing the opinions in exercise 4b. Make notes for a plan with four paragraphs. Support your ideas with arguments and examples from your own experience.

6 Write the essay. Use phrases from the Useful language box. Avoid repetition. Write between 200 and 250 words.

More about writing an essay in Writing guide on p. 153.

Useful language

Discussing an opposing opinion
On the one hand, it is true that …
It is certainly the case that …
It is probably true to say that …
There are strong arguments for the view that …

Expressing a personal opinion
On the other hand, …
However, …
It seems to me that …
I would question whether …
I would argue that …
It is my (personal) view that …
I strongly believe that …

Concluding
To conclude, …
To sum up, …
All in all, …
Taking all these arguments into consideration, …

1 Is it easy or difficult for others to change your opinion? Why do you think this is so?
2 Do you think school helps prepare you for adult life? Why? / Why not?

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

2 1 Personal development
2 Students' own answers
3 Preparation for work, equipping students to make a contribution to society, choosing the right career path for the future

Life Skills guide
5 Critical thinking

Exam guide
6 Writing
An essay

Life Skills guide
6 Creativity, Critical thinking, Mediation, Practical skills

4 a a purpose, goal, focus
b main, key, central
c find work, enter the workplace
d equip, help
e make a contribution to society, become valuable members of society
b Students' own answers
c a get
b far too much
c enhances
d maintain
e they need
f think
d **More formal terms:** access, an excessive amount of, enhances, maintain, necessary, consider

3h/week • Student's Book ex. 1–6 p. 73
5h/week • Workbook ex. 1–5 p. 64
7h/week • Extra online resources

Skills Review 4

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 I'm lucky to attend school where there are no students who show ... to one another – belittling them or treating them as worthless. RESPECT
2 Teenagers are warned that they can get in trouble for visiting ... websites at school. APPROPRIATE
3 The headmaster kept the boys in ... after school for the negligence of their school duties. DETAIN
4 School authorities should take steps to prevent children in low-income families from experiencing social ... at school. EXCLUDE
5 Teachers complain that even four-year-olds display high levels of unacceptable behaviour, including using ... language. OFFEND

disrespect
inappropriate
detention
exclusion
offensive

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 The teachers have tackled the problem of students' absenteeism, now fewer students are playing ... from school.
2 Both parents and students should ... a say in determining the rules at school.
3 Rules set ... at school should be both written and taught to students at the beginning of the academic year.
4 Teachers must never ignore unruly behavior but it's an incredibly bad tactic to ... a difficult pupil off publicly.

truant
have/get
up
tell

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 It's a pity I took a taxi to get to the lecture on time only to learn that it had been cancelled.
HAVE
I ... a taxi to get to the lecture on time because it had been cancelled.
2 Bullying is not tolerated in our school.
MUSTN'T
You ... anyone at our school.
3 I'm sorry I didn't put in the effort necessary to maintain my grades.
REGRET
I ... in the effort necessary to maintain my grades.
4 Linda was awarded an Erasmus Program Scholarship and then she went to Sweden to study.
BEEN
... an Erasmus Program Scholarship, Linda went to Sweden to study.

Life Skills guide
5 Mediation

Exam guide
3 English in Use
Transformations

3
1 needn't have taken
2 mustn't bully
3 regret not having put
4 Having been awarded / After she had been awarded

4
1 shouldn't have been wearing / shouldn't have worn
2 were supposed to hand in
3 Having been given
4 to be analysed
5 have been granted

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

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

1 Judy ... (*should / not / wear*) ripped jeans and other torn clothing at school. She violated a dress code.
2 We ... (*suppose / hand in*) our assignments yesterday. Unfortunately we didn't do that.
3 ... (*be / give*) some extra time to complete the project, Jack got down to work.
4 Will it be possible for the mistakes the students made in their essays ... (*be / analyse*) now?
5 Mary will ... (*be / grant*) the scholarship by the end of this week.

Tłumaczenie fragmentów zdań

Exam guide
5 English in Use
Translations

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 (*Nieusprawiedliwione nieobecności*) ... of your child could result in a fine.
2 What used to be considered as (*obraźliwy język*) ... seems to have become a norm for people of all ages, even the under-fives.
3 (*Trwałe wykluczenie*) ... is thought to be the most serious sanction a school can give if a student acts against the school rules.
4 I think some universities have been (*stosunkowo pobłażliwe*) ... with regard to the students they accept lately.
5 (*Słabe wyniki*) ... at an exam does not only result in lowering the student's self-esteem, but it also influences his motivation to learn.

5
1 Unauthorised absences
2 offensive language
3 Permanent exclusion
4 relatively lenient
5 Poor performance

3h/week • Student's Book ex. 1–8 pp. 74–75 • If short of time, assign ex. 8 for homework.

5h/week • Workbook ex. 1–9 pp 66–67, ex. 1–5 p. 65 • If short of time, assign ex. 8 p. 67 for homework.

7h/week • English in Use photocopiable activities, TB pp. 329, 334–337 (4.5–4.8) • Extra online resources (see Technology guide)

READING

6 **Przeczytaj teksty (A–D) oraz dotyczące ich pytania (1–4). Do każdego pytania dopasuj właściwy tekst.**

In which paragraph does the author:

1	support his old-fashioned attitude towards modern school issues?	D
2	mention how the problem of potential illiteracy has been dealt with?	C
3	encourage getting more information about a debatable, innovative teaching process beneficial for students?	B
4	give an example of behavior violating strict rules administered by school?	A

A

My school is extremely strict. To start off with, what students wear is controlled very carefully every day by our principal. Girls can't wear anything above the knee, meaning that pretty much all cool skirts are out of the question. Our principal actually walks around the halls with a tape measure to check skirts and shorts.
In addition, we aren't allowed to wear jewellery, which means the seven holes I had in my ears all closed up. No tattoos are allowed, nor is any sort of hair dye. Also, no offensive slogans are permitted on T-shirts or clothing. And let me just tell you, the teachers will find offense with pretty much everything. One time, I wore a shirt that said 'gotta get outta here, it's crayzay' and they made me change! I can't wait till I graduate and I can do anything I want.

B

Have you ever heard of the Waldorf teaching methods? I am a teacher at a Waldorf school and wanted to tell you a little about what the methods are based on. First of all, Rudolf Steiner, who founded the school believed that children develop in three 7-year periods, and that they should be taught with an emphasis on creativity and spiritual and social values. He believed that reading should never be learnt before age 7 and that a child should first learn to write. Only after age 14 are children in this system taught in a more structured environment. The methods are somewhat controversial, but I have seen children flourish in this system. If you're curious, read a bit about it!

C

Did you know that over 35% of the population of Pakistan aged 5 to 9 is not in school? That is a huge number of children that are not getting the education they need to be able to participate in the world. In addition, half of the kids that are in school drop out by the time they get to middle school. So what is the solution? A group of mothers decided to try and get together and make a difference. They decided to found a mobile school. Their experimental buses travel around the country and provide lessons to children that aren't enrolled in school. So far, they have taught a total of 10,000 elementary students. Most of the children that attended learnt how to read through the school and were also able to complete basic maths problems by the time they graduated!

D

I'm a true traditionalist, in every sense of the word. This also pertains to how I think the educational system should work. I don't like all of the new age touchy-feely stuff and this whole idea that kids should be getting more creative and schools more innovative is nuts. Well, the system worked just fine for a long time and I see no reason to change it! Kids need strict rules and strong role models. They should wear uniforms and be taught respect for their elders from a young age. I don't think kids should be shown how to think for themselves. They should just listen to what people tell them.

Exam guide
6 Reading
Matching paragraphs

SPEAKING

7 **Wypowiedz się na podany niżej temat. W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów.**

Czy warto studiować dwa kierunki jednocześnie?
- organizacja własnego czasu
- zdobycie dodatkowej wiedzy
- możliwości zaistnienia na rynku pracy

Następnie odpowiedz na pytania.

1 Is it necessary to continue further education after high school these days?
2 What factors determine our university choice?
3 What are the best methods of evaluating students' knowledge?

Exam guide
7 Oral Matura

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

WRITING

8 **Od wielu lat prowadzone są rankingi szkół. Mają one zarówno swoich zwolenników, jak i przeciwników. Napisz rozprawkę, w której przedstawisz swoją opinię na temat takich rankingów, odnosząc się do:**

- stopnia obiektywności rankingów,
- wpływu rankingów na pracę szkoły,
- innych kryteriów oceny pracy szkoły.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity, Critical thinking, Mediation, Practical skills

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

Grammar reference 4

GRAMMAR 1 Modal verbs

Modals of permission and obligation

Pozwolenie zrobienia czegoś wyrażamy za pomocą czasowników:

- *can* lub *be allowed to*:

  *Girls **can wear** trousers and they're **allowed to wear** jewellery.*

- *could* lub *was/were allowed to* (w odniesieniu do przeszłości):

  *At primary school we **could wear** whatever we wanted and in the first year we **were** even **allowed to bring** toys to school.*

- *may* (formalne):

  *Visitors **may leave** their belongings in the staff cloakroom.*

Nakaz/przymus/konieczność zrobienia czegoś wyrażamy za pomocą:

- *must* + bezokolicznik bez *'to'*, często w odniesieniu do przymusu wewnętrznego:

  *I really **must finish** my history project this weekend.*

- *have to*, często w odniesieniu do przymusu zewnętrznego, poleceń wydawanych przez inne osoby:

  *We **have to wear** a uniform and carry ID.*

- *had to* (forma czasu przeszłego dla czasownika *must*):

  *Each day we **had to wait** until an adult came to pick us up.*

- *need to*, w znaczeniu zbliżonym do *must* and *have to*:

  *You **need to have** a break every two hours to be productive.*

- *should, ought to, be supposed to* (mają słabsze zabarwienie niż *must/have to*):

  *We **should/ought to/are supposed to do** our homework in our free periods, but often we just chat.*

  *We **should have/ought to have studied** three times a week but we didn't.* (z treści zdania wynika, że powinniśmy się uczyć, ale tego nie zrobiliśmy)

Silny zakaz wyrażamy za pomocą:

- *mustn't, can't* lub *not be allowed to*:

  *The students **mustn't run** in the corridors.*

  *We **aren't allowed to use** our mobile phones on school premises.*

Słabszy zakaz wyrażamy za pomocą:

- *shouldn't, ought not to* oraz *not be supposed to*:

  *We **aren't supposed to leave** early, but sometimes we do.*

  *You **shouldn't have shouted** at him; you'll get into trouble. (Nie powinieneś był krzyczeć na niego, ale krzyczałeś.)*

Brak konieczności zrobienia czegoś wyrażamy za pomocą:

- *doesn't/don't have to, doesn't/don't need to* oraz *needn't* (bez *to*):

  *In the last two years of school we **don't have to wear** a uniform and we **needn't come** into school if we have a free period.*

- *didn't have to, didn't need to* oraz *needn't have* + *past participle*:

  *In primary school we **didn't have to/didn't need to carry** any books around – they were all in the classrooms.*

Needn't have + *past participle* oznacza, że dana czynność nie była konieczna i że została wykonana niepotrzebnie:

*I **needn't have arrived** so early. The play doesn't start until 8.00 pm.*

Ćwiczenia 1–3

GRAMMAR 2 Passive

Passive *-ing* forms and infinitive

W stronie biernej, w czasie teraźniejszym występują następujące formy:
being + *past participle*:

***Being taught** by a real actor is amazing!*

(*to*) *be* + *past participle*:

*They don't **want to be given** any credit.*

Forma *-ing* w stronie biernej występuje po niektórych czasownikach, przyimkach i w zdaniach nieosobowych (*non-finite clauses*):

*The emphasis is **on being recognised** for your work.*

Bezokolicznik w stronie biernej występuje po pewnych czasownikach, w konstrukcjach przymiotnikowych oraz w zdaniach bezokolicznikowych:

***To be voted** 'teacher of the year' is the highest honour.*

W stronie biernej, w czasie przeszłym formy *-ing* czasownika oraz bezokolicznik mają postać:

having been + *past participle*:
*I regret never **having been given** the opportunity to go to university.*

(*to*) *have been* + *past participle:*

*Everything that **could have been done** was done.*

*I would like **to have been invited**, but I wasn't.*

Ćwiczenia 4–5

Grammar practice

1 Choose the two options which are possible in each sentence.

1 The girls in our school aren't very happy with the rule that they *can't* / *don't have to* / *aren't allowed to* wear trousers.
2 We all understand the dangers of bullying – the head *wasn't supposed to give* / *didn't need to give* / *needn't have given* us such a lecture about it!
3 Sanctions *can* / *may* / *must* be applied after three unauthorised absences from school if the head teacher considers it necessary.
4 Darren deserved to be given a detention; he *ought not to have used* / *shouldn't have used* / *had to use* such offensive language.
5 Disruptive behaviour will result in withdrawal of privileges. Consideration *should* / *can* / *needs to* be shown in all areas of school life.
6 The school *mustn't* / *needn't* / *isn't allowed to* exclude students without sufficient written warning.

2 Complete the text with the modal expressions in the box.

are allowed to	are supposed to	do they have to
don't have to	have to	need to
needn't	should	shouldn't

If you're looking for innovative solutions to engage both children and teachers in the learning process, you (1) ... look further than Finland and, in particular, the primary school run by Jussi Hietava, a teacher and teacher trainer. In this school, neither the children nor the teacher (2) ... rely on technology to make the school day interesting and fulfilling. The children (3) ... move around during classes, because that's what children always do, they (4) ... take endless tests and exams, nor (5) ... do a lot of homework. However, currently they (6) ... assess themselves and their peers, offering constructive feedback. They also take outdoor play breaks of fifteen minutes up to four times a day: their educators believe that they (7) ... take these breaks in order to maximise their learning. Similarly, the teachers are freer than in many schools: Hietava believes that they (8) ... feel restricted by rules and regulations but (9) ... feel able to experiment with new styles of teaching and learning.

3 Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and five words.

1 Fortunately, it wasn't necessary for me to take a master's degree in education to become a teacher.
NEED
I ... a master's degree in education to become a teacher.
2 It was really inadvisable to discipline the children just because they were talking.
OUGHT
You really ... the children just because they were talking.
3 We obviously weren't supposed to play truant at school at all, but sometimes we skipped the sports lessons.
SHOULDN'T
We obviously ... at school at all, but sometimes we skipped the sports lessons.
4 It wasn't necessary for the younger children to wear the school uniform.
TO
The younger children ... the school uniform.
5 We brought all the ingredients for the cookery class, but it wasn't necessary as the class was cancelled.
HAVE
We ... all the ingredients for the cookery class as the class was cancelled.

4 Complete the text with one word in each gap.

Having long (1) ... considered one of the best education systems in the world, the system in Singapore has also been criticised in the past for being too dependent on formal testing. An initiative to (2) ... applied in the next few years will change the single-score system to a broader band of achievement, e.g. A to D. Exams (3) ... already been abandoned in primary schools, with pupils now (4) ... encouraged to learn a wider range of skills than just the academic ones. While in the past students would have (5) ... recognised individually for their achievement, the emphasis is now more on group achievement and on students (6) ... rewarded for overcoming challenges and for improving. The former emphasis on learning by heart, (7) ... largely been dropped, is soon (8) ... be fully replaced with more applied learning, based on real-life topics and situations.

5 Complete the second sentence so that it means the same as the first, using a passive form.

1 The school authorities may exclude any student who exhibits disruptive behaviour.
Any student who exhibits ... .
2 Only teaching assistants with a university education are to monitor advanced-level classes.
Advanced-level classes ... .
3 The emphasis on testing young children regularly will be reconsidered next year.
The emphasis on young children ... .
4 Given this new information, we might have adopted a different approach.
A different approach ... .
5 Having abandoned the recent trial, the team will now move on to a new project.
The recent trial ... .

Exam guide
4 English in Use
Gap-filling

Exam guide
3 English in Use
Transformations

Suggested answers:

1 needn't / don't have to
2 have to / need to
3 are allowed to
4 don't have to / needn't
5 do they have to
6 are supposed to
7 need to / have to / should
8 shouldn't
9 should

3
1 didn't need to take
2 ought not to have disciplined
3 shouldn't have played truant
4 didn't need/have to wear
5 needn't have brought

4
1 been
2 be
3 have
4 being
5 been
6 being
7 having
8 to

5
1 … disruptive behaviour may be excluded.
2 … are (only) to be monitored (only) by teaching assistants with a university education.
3 … being tested regularly will be reconsidered next year.
4 … might have been adopted, given this new information.
5 … having been abandoned, the team will now move on to a new project.

Wordlist Unit 4 37

VOCABULARY p. 63

absence (n) /'æbsəns/ nieobecność
assault (n) /ə'sɔ:lt/ napad, atak
bully (v) /'bʊli/ znęcać się nad słabszymi
call out (phr v) /ˌkɔ:l 'aʊt/ wyzywać kogoś
code of conduct (n) /ˌkəʊd əv kən'dʌkt/ zasady postępowania (do których powinni stosować się ludzie należący do określonej grupy, klasy społecznej)
consideration (n) /kənˌsɪdə'reɪʃn/ zrozumienie
courtesy (n) /'kɜ:təsi/ uprzejmość
detention (n) /dɪ'tenʃn/ koza, kara polegająca na zostawianiu uczniów po lekcjach
dignity (n) /'dɪgnəti/ godność
disruptive (adj) /dɪs'rʌptɪv/ zakłócający spokój
exclusion (n) /ɪk'sklu:ʒn/ zawieszenie w szkole w prawach ucznia
inappropriate (adj) /ˌɪnə'prəʊpriət/ nieodpowiedni
lose out (phr) /ˌlu:z 'aʊt/ stracić szansę, przegrać w konkurencji z kimś
misdemeanour (n) /ˌmɪsdɪ'mi:nə/ występek
offensive (adj) /ə'fensɪv/ obraźliwy
play truant (phr) /ˌpleɪ 'tru:ənt/ wagarować
respect the right (phr) /rɪ'spekt ðə 'raɪt/ respektować czyjeś prawo
sanction (n) /'sæŋkʃn/ sankcja
show disrespect (phr) /ˌʃəʊ ˌdɪsrɪ'spekt/ okazywać brak szacunku
telling-off (n) /ˌtelɪŋ'ɒf/ nagana
vandalism (n) /'vændəˌlɪzm/ wandalizm
warning (n) /'wɔ:nɪŋ/ ostrzeżenie

LISTENING p. 64

adhere (v) /əd'hɪə/ stosować się do, trzymać się
be in stark contrast (phr) /bi: ɪn ˌstɑ:k 'kɒntrɑ:st/ wyraźnie się od czegoś różnić
be up to (phr v) /ˌbi: 'ʌp tə/ zależeć od
below the threshold (phr) /bɪˌləʊ ðə 'θreʃhəʊld/ poniżej standardu, progu
candy (n) /'kændi/ słodycze
dress code (n) /'dres kəʊd/ zasady ubioru
emphasise (v) /'emfəsaɪz/ podkreślać, akcentować
exclude (v) /ɪk'sklu:d/ zawieszać (ucznia)
exodus (n) /'eksədəs/ wyjazd, masowa emigracja
extra-curricular (adj) /ˌekstrəkə'rɪkjələ/ pozaszkolny
feel inclined (phr) /ˌfi:l ɪn'klaɪnd/ mieć na coś ochotę
get away with (phr v) /ˌget ə'weɪ wɪð/ robić coś bezkarnie, ujść na sucho (coś komuś uszło na sucho)
grading system (n) /'greɪdɪŋ ˌsɪstem/ system oceniania
hair dye (n) /'heə daɪ/ farba do włosów
hold back (phr v) /ˌhəʊld 'bæk/ powstrzymywać, zatrzymywać
jumpsuit (n) /'dʒʌmpsu:t/ kombinezon jednoczęściowy
lenient (adj) /'li:niənt/ pobłażliwy
nail polish (n) /'neɪl ˌpɒlɪʃ/ lakier do paznokci
punish for (phr) /'pʌnɪʃ fə/ ukarać za
skip (v) /skɪp/ opuszczać
strict (adj) /strɪkt/ surowy
tighten (v) /'taɪtn/ zaostrzać (np. przepisy)
turn upside down (phr) /ˌtɜ:n 'ʌpsaɪd daʊn/ przewrócić coś do góry nogami
well-rested (adj) /wel'restɪd/ wypoczęty, wyspany
worry (n) /'wʌri/ zmartwienie

GRAMMAR 1 p. 65

aids (n) /eɪdz/ pomoce (np. naukowe)
bullying (n) /'bʊlɪɪŋ/ znęcanie się nad słabszymi
extension (n) /ɪk'stenʃn/ przedłużenie
forbidden (adj) /fə'bɪdn/ zakazany
handwritten (adj) /ˌhænd'rɪtn/ odręczny, pisany odręcznie
in succession (phr) /ɪn sək'seʃn/ z rzędu, kolejno
legible (adj) /'ledʒəbl/ czytelny
obligatory (adj) /ə'blɪgətəri/ obowiązkowy
permit (v) /pə'mɪt/ pozwalać
truancy (n) /'tru:ənsi/ wagarowanie
tutor (n) /'tju:tə/ opiekun naukowy
typed (adj) /taɪpt/ napisany na komputerze

READING pp. 66–67

a far cry from (phr) /ə ˌfɑ: 'kraɪ frəm/ coś zupełnie innego
advice on (n) /əd'vaɪs ɒn/ rada w sprawie (czegoś)
answer back (phr) /ˌɑ:nsə 'bæk/ odpowiadać niegrzecznie, pyskować
approach to (n) /ə'prəʊtʃ tə/ podejście do
assumption (n) /ə'sʌmpʃən/ założenie
attitude to (n) /'atɪˌtju:d tə/ podejście, nastawienie do
ban on (n) /'bæn ɒn/ zakaz
capacity (n) /kə'pæsəti/ zdolność
challenge to (n) /'tʃæləndʒ tə/ wyzwanie, żeby…
change in (n) /'tʃeɪndʒ ɪn/ zmiana w…
clash between (n) /'klaʃ bɪˌtwi:n/ niezgodność pomiędzy
comparison between (n) /kəm'pærɪsən bɪˌtwi:n/ porównanie pomiędzy
compete (v) /kəm'pi:t/ konkurować
competitive (adj) /kəm'petətɪv/ konkurencyjny
comprehensive (adj) /ˌkɒmprɪ'hensɪv/ ogólnokształcąca (szkoła)
counterpart (n) /'kaʊntəˌpɑ:t/ odpowiednik
damage to (n) /'damɪdʒ tə/ krzywda, szkoda (w, na)
decrease in (n) /'di:kri:s ɪn/ spadek w…
disheartening (adj) /dɪs'hɑ:tnɪŋ/ przygnębiający
distinct (adj) /dɪ'stɪŋkt/ odmienny
drastic (adj) /'dræstɪk/ drastyczny
employment market (n) /ɪm'plɔɪmənt ˌmɑ:kɪt/ rynek pracy
entail (v) /ɪn'teɪl/ wiązać się z…
excel (v) /ɪk'sel/ osiągać doskonałe wyniki
focus on (v) /'fəʊkəs ɒn/ skupić się na…
gap between (n) /'gæp bɪˌtwi:n/ różnica pomiędzy
impact on (n) /'ɪmpakt ɒn/ wpływ na…
improvement in (n) /ɪm'pru:vmənt ɪn/ poprawa w…
increase in (n) /'ɪŋkri:s ɪn/ wzrost w…
influence on (n) /'ɪnfluəns ɒn/ wpływ na…
innovative (adj) /'ɪnəvətɪv/ innowacyjny
insight (n) /'ɪnsaɪt/ spostrzeżenie
instil (v) /ɪn'stɪl/ wpajać
lap (n) /læp/ okrążenie (wokół stadionu)
let off steam (phr) /let ɒf sti:m/ rozładowywać emocje
mandatory (adj) /'mændətəri/ obowiązkowy
need for (n) /'ni:d fə/ potrzeba (czegoś)
norm (n) /nɔ:m/ norma
peer (n) /pɪə/ rówieśnik/rówieśniczka
principle (n) /'prɪnsəpl/ zasada
punishment for (n) /'pʌnɪʃmənt fə/ kara za…
puzzlement (n) /'pʌzlmənt/ zdziwienie, konsternacja
radical (adj) /'rædɪkl/ radykalny
radically (adv) /'rædɪkli/ radykalnie
rank (v) /ræŋk/ klasyfikować, stawiać stopnie
regime (n) /reɪ'ʒi:m/ reżim
respect for (n) /rɪ'spekt fə/ szacunek dla, do…
responsibility for (n) /rɪˌspɒnsə'bɪləti fə/ odpowiedzialność za…
retort (v) /rɪ'tɔ:t/ ripostować
rise in (n) /'raɪz ɪn/ wzrost, podwyżka (czegoś)
rival (n) /'raɪvl/ rywal/rywalka
show off (phr v) /ˌʃəʊ 'ɒf/ popisywać się
talent for (n) /'tælənt fə/ talent do…
threat to (n) /'θret tə/ zagrożenie dla…
thrive (v) /θraɪv/ dobrze się rozwijać, odnosić sukcesy
tough (adj) /tʌf/ twardy, silny
unthinkable (adj) /ʌn'θɪŋkəbl/ nie do pomyślenia, nieprawdopodobne
yawn (v) /jɔ:n/ ziewać

GRAMMAR 2 pp. 68–69

annual (adj) /'ænjuəl/ coroczny
calligraphy (n) /kə'lɪgrəfi/ kaligrafia
decorative (adj) /'dekərətɪv/ ozdobny
drop off (phr v) /ˌdrɒp 'ɒf/ podrzucić (np. samochodem)
handwriting (n) /'hændˌraɪtɪŋ/ pismo odręczne
mainstream (phr) /'meɪnstri:m/ w głównym, podstawowym nurcie
memorise (v) /'meməraɪz/ uczyć się na pamięć
modernise (v) /'mɒdənaɪz/ zmodernizować
monsoon (adj) /mɒn'su:n/ monsunowy
passage (n) /'pæsɪdʒ/ fragment
scheme (n) /ski:m/ program, system

TED TALK pp. 70–71

accomplish (v) /ə'kʌmplɪʃ/ osiągać
affluence (n) /'æfluəns/ dobrobyt, zamożność
approachable (adj) /ə'prəʊtʃəbl/ przystępny
articulate (v) /ɑ:'tɪkjəleɪt/ wyrażać
assemble (v) /ə'sembl/ zbierać, gromadzić
attendance (n) /ə'tendəns/ frekwencja
auditorium (n) /ˌɔ:də'tɔ:riəm/ aula
authoritarian (adj) /ɔ:ˌθɒrə'teəriən/ autorytarny, despotyczny
break out (phr v) /ˌbreɪk 'aʊt/ wybuchnąć, gwałtownie się zacząć
bulletin board (n) /'bʊlətɪn ˌbɔ:d/ tablica ogłoszeń
by hand (adv) /baɪ 'hænd/ ręcznie
clear up any misconceptions (phr) /ˌklɪə ˌʌp 'eni ˌmɪskən'sepʃnz/ wyjaśniać wszelkie nieporozumienia

compassionate (adj) /kəm'pæʃnət/ pełen współczucia
concern (n) /kən'sɜːn/ sprawa, problem
core (adj) /kɔː/ podstawowy, główny
counselling (n) /'kaʊnsəlɪŋ/ doradztwo
discard (v) /dɪs'kɑːd/ wyrzucać
dumpster (n) /'dʌmpstə/ kontener na śmieci
emphatic (adj) /ɪm'fætɪk/ empatyczny, pełen zrozumienia
etch (v) /etʃ/ wyryć, wytrawić
five consecutive years (phr) /ˌfaɪv kən'sekjʊtɪv ˌjɪəz/ pięć lat z rzędu
from scratch (phr) /frəm 'skrætʃ/ od zera, od początku
imaginative (adj) /ɪ'mædʒɪnətɪv/ pomysłowy, twórczy
incarceration (n) /ɪnˌkɑːsəreɪʃn/ wtrącenie do więzienia, uwięzienie
inspirational (adj) /ˌɪnspə'reɪʃnl/ inspirujący
juvenile delinquency (n) /'dʒuːvənaɪl dɪ'lɪŋkwənsi/ przestępczość młodocianych
lightbulb (n) /'laɪtbʌlb/ żarówka
locker (n) /'lɒkə/ szafka
low-income (adj) /ləʊ'ɪŋkʌm/ o niskich dochodach
low-performing (adj) /ləʊpə'fɔːmɪŋ/ osiągający słabe wyniki
morale (n) /mə'rɑːl/ morale
non-negotiable (adj) /nɒnnɪ'gəʊʃiəbl/ niepodlegający dyskusji
on a regular basis (adv) /ɒn ə ˌregjələ 'beɪsɪs/ regularnie
outburst (n) /'aʊtbɜːst/ wybuch
perseverance (n) /ˌpɜːsə'vɪərəns/ wytrwałość
persistently (adv) /pə'sɪstəntlɪ/ niezmiennie
poverty (n) /'pɒvəti/ bieda
principal (n) /'prɪnsəpl/ dyrektor szkoły
proficient (adj) /prə'fɪʃənt/ biegły, wprawny
rampant (adj) /'ræmpənt/ szerzący się
reallocate (v) /rɪ'æləkeɪt/ przesuwać, przydzielać na nowo (np. środki finansowe)
relay (v) /'riːleɪ/ przekazywać
remediation (n) /rɪˌmɪ'dieɪʃn/ poprawa jakości
set the tone (phr) /ˌset ðə 'təʊn/ nadawać ton
special needs (n) /'speʃl niːdz/ specjalne potrzeby (edukacyjne)
tackle (v) /'tækl/ uporać się z…
tease (v) /tiːz/ dokuczać
top-notch (adj) /tɒpnɒtʃ/ pierwszorzędny
unconditionally (adv) /ˌʌnkən'dɪʃnəlɪ/ bezwarunkowo
undivided (adj) /ˌʌndɪ'vaɪdɪd/ niepodzielony
unwavering (adj) /ʌn'weɪvərɪŋ/ niezachwiany
what is on their minds (phr) /ˌwɒt ɪz ˌɒn ðeə 'maɪndz/ co ich martwi

SPEAKING p. 72

cheat (v) /tʃiːt/ oszukiwać, ściągać (na egzaminie)
complex (adj) /'kɒmpleks/ złożony, skomplikowany
continuous assessment (n) /kənˌtɪnjuəs ə'sesmənt/ ocena postępów ucznia na podstawie wyników z całego roku (zamiast na podstawie egzaminu końcowego)

WRITING p. 73

conclude (v) /kən'kluːd/ podsumować
enhance (v) /ɪn'hɑːns/ poprawiać
excessive (adj) /ɪk'sesɪv/ nadmierny
literacy (n) /'lɪtərəsi/ umiejętność czytania i pisania
numeracy (n) /'njuːmərəsi/ umiejętność liczenia
personal traits (n) /ˌpɜːsənl 'treɪts/ cechy osobowe
vocational (adj) /vəʊ'keɪʃnəl/ zawodowy
workplace (n) /'wɜːkˌpleɪs/ miejsce pracy

SKILLS REVIEW pp. 74–75

absenteeism (n) /ˌæbsən'tiːɪzəm/ nieobecność
belittle (v) /bɪ'lɪtl/ umniejszać
debatable (adj) /dɪ'beɪtəbl/ sporny, dyskusyjny
drop out (phr v) /ˌdrɒp 'aʊt/ rzucić szkołę
flourish (v) /'flʌrɪʃ/ rozkwitać
negligence (n) /'neglɪdʒəns/ zaniedbanie
out of the question (phr) /ˌaʊt əv ðə 'kwestʃn/ wykluczone
pertain (v) /pə'teɪn/ dotyczyć, odnosić się
poor performance (n) /ˌpɔː pə'fɔːməns/ słabe wyniki
ripped (adj) /rɪpt/ poszarpany, dziurawy
touchy-feely (adj) /ˌtʌtʃi'fiːli/ wylewny, emocjonalny
unauthorised (adj) /ʌn'ɔːθəraɪzd/ nieusprawiedliwiony
unruly (adj) /ʌn'ruːli/ niesforny

(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 There is severe punishment for students who (*wagarują*) … in this school.
2 It was really rude of him! How can he (*okazywać brak szacunku*) … to his father like that?
3 The days at school were difficult because of the (*konflikt pomiędzy*) … Sophie and a few other classmates.
4 Teachers and their approach have a huge (*wpływ na*) … how students learn.
5 She should quickly change her (*podejście do*) … this subject or she will fail the exam.

2 Choose the correct option to complete each sentence.

1 Even small changes in the education system could have a huge influence *to* / *on* the students themselves.
2 He likes to show his muscles. I think he's just *showing* / *letting* off.
3 Every year, the number of students who drop *off* / *out* is increasing.
4 They were given a *detention* / *courtesy* for what they did to the poor boy.
5 Students need to be prepared to look for employment in the *competitive* / *proficient* job market.

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

1 He earned himself an … , as he really misbehaved. exclusion EXCLUDE
2 His speech caused a lot of … . puzzlement PUZZLE
3 To me, violence towards your classmates is … . unthinkable THINK
4 Doing exercise and going on long walks increase concentration and the ability to … a lot of information. memorise MEMORY
5 The … that he will do whatever you ask him to is generally wrong. assumption ASSUME

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

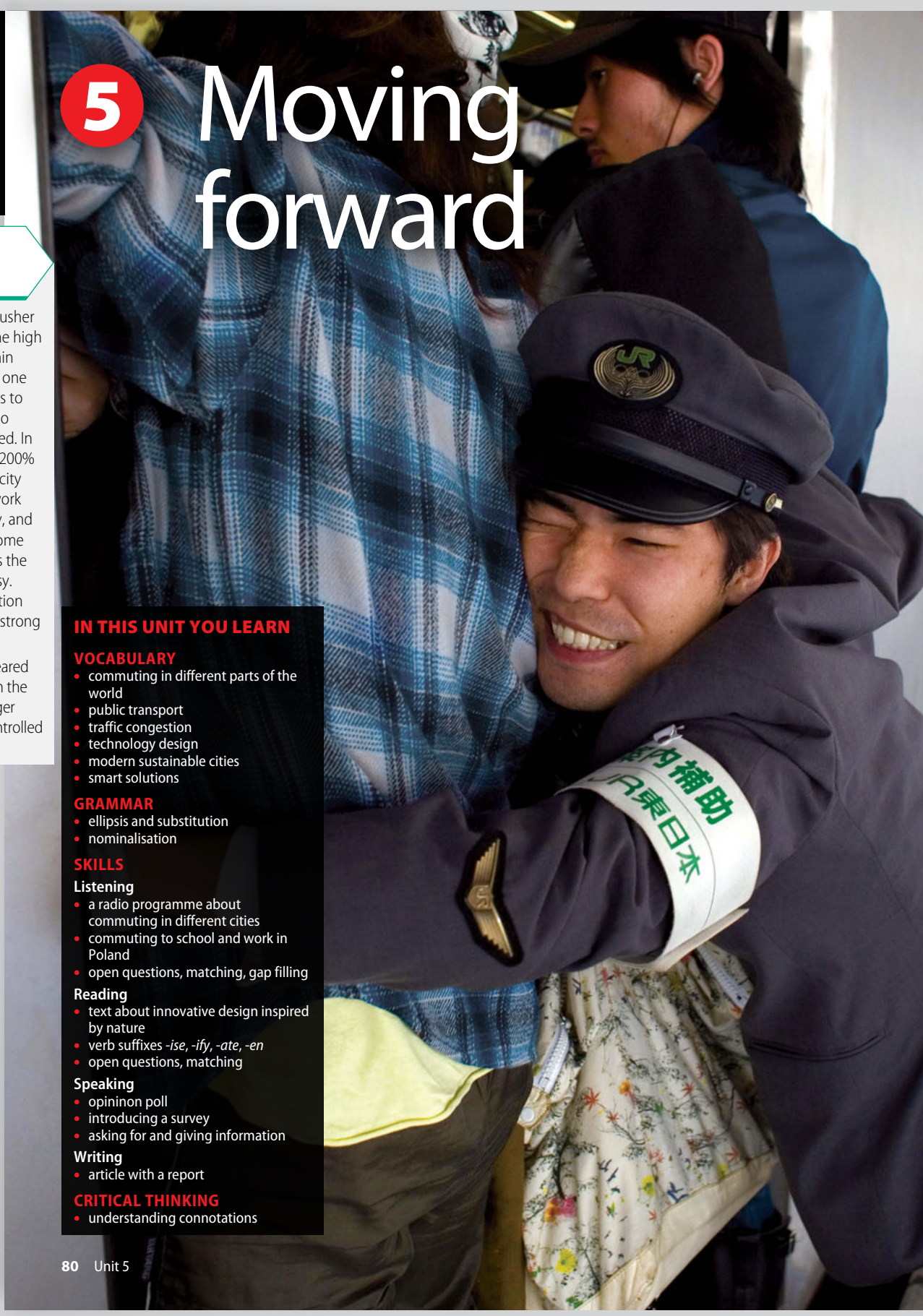
1 1 play truant
2 show disrespect / show no respect
3 conflict between
4 impact/influence on
5 attitude/approach to

Exam guide
3 English in Use Word formation

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

1 Is public transport in Poland organised conveniently? Why? / Why not?
2 Are traffic jams a serious problem in the place where you live?

5 Moving forward



Culture guide

Global context

The photo shows a train pusher on a Tokyo train. Due to the high volume of people on certain commuter trains in Japan, one of the jobs of rail workers is to push people on the train so that the doors can be closed. In rush hour some trains are 200% above their standard capacity but the Japanese rail network is famed for its punctuality, and with trains coming in to some stations every five minutes the oshiya (pusher) is kept busy. Getting off at the right station requires passengers to be strong and determined!

The first train pushers appeared on the New York subway in the 1920s, but they are no longer used there as doors are controlled automatically these days.

IN THIS UNIT YOU LEARN

VOCABULARY
- commuting in different parts of the world
- public transport
- traffic congestion
- technology design
- modern sustainable cities
- smart solutions

GRAMMAR
- ellipsis and substitution
- nominalisation

SKILLS

Listening
- a radio programme about commuting in different cities
- commuting to school and work in Poland
- open questions, matching, gap filling

Reading
- text about innovative design inspired by nature
- verb suffixes *-ise, -ify, -ate, -en*
- open questions, matching

Speaking
- opininon poll
- introducing a survey
- asking for and giving information

Writing
- article with a report

CRITICAL THINKING
- understanding connotations

3h/week • Student's Book ex. 1–3 p. 81 • If short of time, skip ex. 3.

5h/week • Workbook ex. 1–11 pp. 68–69 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 343 (5.3) • Extra online resources

Subway trains in Tokyo, Japan, get so crowded that people are hired as 'pushers' to make sure everyone fits.

5A Vocabulary

Everyday journeys

Talking about commuting

Life Skills guide
1 Mediation

1 Work in pairs. Look at the photo and answer the questions.

1 Is this a typical scene where you live?
2 What's your journey to school like?
3 How long is it?
4 Is it expensive?
5 What forms of transport do you use?

2 Complete the text about getting to school in various places with the words and phrases in the box.

breakdowns	carshare	commute	commuters	commuting
congested	congestion	connection	drop them off	
fumes	metro	shuttle service	smog	stuck

Some journeys to school can be as straightforward as walking ten minutes down the road, but, increasingly in our urbanised world, the daily (1) ... is taking longer and becoming more complicated using a variety of methods of transportation.

In Tokyo, Japan, where children regularly take the train, bus or (2) ... to get to school, (3) ... can be as young as six. Their journeys can easily be an hour or more, and include changing types of transport. Although public transport in Japan is reliable, (4) ... have been known, so the youngest kids have yellow flaps on their backpacks so that adults know to look out for them if they miss a (5) ... and appear lost.

In UK towns and cities the journey to school is usually by dedicated school buses or public transport, i.e. trains or buses, the tube in London, though a lot of parents take younger kids by car and (6) ... at the school gates. This adds to the volume of rush-hour traffic and can result in vehicles getting (7) ... in gridlock. One way of relieving the problem may be to (8) ... – several people travelling or delivering kids to school in a single car. Another may be encouraging students to cycle or walk to school, but while that may reduce the (9) ... , they'll still be among the vehicle emissions and therefore breathing in (10) ... .

If you live in Istanbul, Turkey, (11) ... to school can involve changing continents! The Bosphorus crossing means going from Asia to Europe or vice versa. In a city known to be badly (12) ... , the ferry (13) ... is the most pleasant means of avoiding the (14) ... of the city for twenty minutes or more, and it has excellent links with the city's bus and subway services.

2
1 commute
2 metro
3 commuters
4 breakdowns
5 connection
6 drop them off
7 stuck
8 carshare
9 congestion
10 fumes
11 commuting
12 congested
13 shuttle service
14 smog

3 MY PERSPECTIVE – SPEAKING

Work in groups. Make a list of five ways of travelling and typical troubles you might experience while travelling on this particular means of transport.

Life Skills guide
3 Collaboration, Creativity, Mediation

5B Cele lekcji: Rozumienie wypowiedzi o dojeżdżaniu do pracy i szkoły się w różnych miastach.

1 How much time does it take you to commute to school?
2 Are there any traffic restrictions in your town or city?

5B Listening

Listening to texts about commuting in different cities

Exam guide
3 Listening Matching

1 Listen to a radio programme about commuting in cities. Identify the problems mentioned for each city. 38 p. 388

	Mexico City	Istanbul
air pollution	✓	
the city's location	✓	✓
shortage of public transport		✓
the number of traffic lanes		✓
congestion at rush hour	✓	✓
lack of incentive to use public transport		✓
overcrowded public transport	✓	

Exam guide
2 Listening Gap-filling

2 Listen again. Complete the sentences with no more than three words in each gap. 38 p. 388

1 There is air pollution in Mexico City because the smog … .
2 Gloria's father commutes from his home … to the business district.
3 He regularly spends … a day commuting to and from work.
4 The population of Mexico City is more than … .
5 Mexico City has experimented with … .
6 Mexico City may soon have a new … system.
7 Many streets in Istanbul are too … for cars.
8 People need to use bridges to get from … .
9 In heavy traffic, motorists often … lanes and … their horns.
10 Istanbul has a large new … and will soon have more … .

2 **1** can't escape **2** in the suburbs **3** four hours **4** 21 million **5** restricting traffic **6** elevated monorail **7** narrow **8** A to B **9** change, honk **10** underwater railway tunnel, subway lines

Life Skills guide
4 Critical thinking, Mediation

3 Listen to four people talking about the way they commute in their cities. Match each speaker (1–4) with the correct sentence (a–e). There is one extra sentence. 39 p. 388

This speaker:

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

a turned to public transportation after an accident.
b uses the time spent commuting to learn something.
c only uses public transport when they expect traffic jams.
d gave up their first means of transport because it was too slow.
e barely uses any means of transport these days.

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- What do you think is good and bad about each solution in Mexico City and Istanbul?
- If you lived in either of these places, Mexico City or Istanbul, what would you like to see done?
- Which city shares most in common with where you live?

Ferries at Eminönü, with the Topkapi Palace, in the background, Istanbul, Turkey.

Rozumienie ze słuchu: *pytania otwarte, uzupełnianie luk, dobieranie*

3h/week • Student's Book ex. 1–4 p. 82 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–5 p. 70

7h/week • Extra online resources

Fast Finishers

Write an advertisement which will encourage people in your area to use public transport more often and rely less on private cars.

5C Grammar 1

Ellipsis and substitution

Using ellipsis and substitution to talk about public transport

1 Work in pairs. Look at the sentences from the radio programme in the Grammar box illustrating ellipsis and substitution. Answer the questions about the words in bold.

1 In sentences *a–e*, which words are omitted?
2 In sentences *f–j*, which words do the underlined words replace?

Ellipsis and substitution

a *It's infuriating.* ***Yes, it must be.***
b *Could you move nearer to the centre?* ***We'd really like to.***
c *You can imagine how heavy the traffic gets, especially during rush hour.* ***I certainly can.***
d *Hasn't the government widened the roads?* ***Well, maybe they could have****, but no.*
e *Has the government come up with any solutions?* ***They have – but we need more.***
f *Why not use public transport instead?* ***He's tried doing that.***
g *Are things any better where you are?* ***I'm afraid not.***
h *We have a geographical problem like* ***the one*** *Gloria talked about.*
i *Do you get to school by car?* ***I don't but loads of my friends do.***
j *I hope that'll help.* ***I hope so too.***

More explanation in Grammar reference on p. 92.
More exercises in Grammar practice on p. 93.
Do exercises 1–3.

2 Choose the correct option in each response to the questions below.

1 What is public transport like in your area?
It's better than it *used to* / *used*.

2 Do the towns and cities have enough bicycle lanes?
Well, there are *some* / *some ones*, but not enough.

3 Are the towns and cities likely to introduce bike sharing plans?
I don't know, but I certainly *hope to* / *hope so*.

4 Do drivers generally obey the rules of the road?
Well, most drivers *do obey* / *do* but some *don't obey* / *don't*.

5 Do the authorities need to provide more pavements in rural areas?
Walking in the country can be dangerous … so yes, they *need to* / *need* really.

6 Has your country introduced strict regulation for private-hire transport, such as taxis?
They *must* / *must have* but I don't know the details.

3 Rewrite the underlined phrases to use ellipsis or substitution.

Dad's a civil engineer, and he travels a lot with his job. His company had been threatening to send him abroad, and last year they (**1**) finally sent him abroad – to Thailand. I'd always wanted to visit Bangkok, so at last I finally managed (**2**) to visit Bangkok. I'd heard that the transport systems in Bangkok could be really busy – and (**3**) they were really busy! Tuk-tuks (three-wheeled taxis) are great – they're disappearing, but I got a ride in (**4**) a tuk-tuk once – they're too dangerous for the school commute, though. I would have loved to commute on the Skytrain – elevated railway – but that's mainly for the business districts so (**5**) I couldn't use it.

4 Work in pairs. Write questions for the answers. Then ask your questions to another pair, and answer using ellipsis and/or substitution.

1 Can you ride a bike?

1 No, I wish I could.
2 I might, one day.
3 No, never, but I'd like to.
4 No, but I will be very soon.
5 I don't, but I have a friend who does.
6 Because I was told to.
7 I wouldn't have if I'd known.
8 I certainly am!
9 I should've done, but I didn't have time.

1 Is public transport in your area as reliable as it should be?
2 Is your way to school longer now than it used to be when you were in primary school?

1 **1 a** infuriating
b move (nearer to the centre)
c imagine (how heavy the traffic gets)
d widened the roads
e come up with some solutions
2 f using public transport
g things aren't any better
h problem
i don't get to school by car, do get to school by car
j that'll help

3 **1** finally did (so)
2 to (to visit it) / to do so/it
3 they were!
4 one
5 I couldn't

Technology guide

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

3h/week • Student's Book ex. 1–4 p. 83, ex. 1–3 p. 93

5h/week • Workbook ex. 1–6 p. 71

7h/week • Photocopiable grammar games and activities, TB pp. 338, 341 (5.1) • Extra online resources (see Technology guide)

5D Cele lekcji: Rozumienie wypowiedzi pisemnej o innowacyjnych projektach inspirowanych naturą.

1 Which car makers do you think have the best designs?
2 What kinds of design are you more attracted to – modern futuristic shapes made of metal and glass or designs inspired by nature that only use natural materials?

5D Reading

VOCABULARY BUILDING Verb suffixes

Many verbs in English contain the suffixes *-ise, -ify, -ate* or *-en*. Examples: *civilise, minimise, subsidise; clarify, classify, identify; integrate, estimate, operate; broaden, harden, weaken.*

1 Complete the words with the suffixes *-ise*, *-ify* or *-ate*.

circulate collaborate communicate imitate innovate intensify justify maximise memorise prioritise purify regulate replicate subsidise unify utilise

2 Add the suffixes *-ise*, *-ify*, *-ate* or *-en* to the words in the box to form verbs. You may need to change the word form.

electric	formula	long	origin
simple	stable	strong	urban

3 Complete each sentence with a verb from exercise 1 or 2 in the correct form. There may be more than one possible answer.

1 There are many ways in which we design technology to … the natural world in some way.
2 Many species of insects … in groups to work more effectively.
3 Increasing online crime has … efforts from IT people everywhere to improve online security.
4 Sometimes new transport schemes are too complex and need to be … .

READING

Understanding a text about innovative design inspired by nature

4 Work in pairs. Before you read an article about biomimicry think of any connections between these pairs. Then read the article and check your answers. Find more such pairs in the text.

a bullet train – a kingfisher's beak
a car windscreen – a butterfly's wing
a drone – a moth
a sailing boat – a shark
traffic congestion – a swarm of ants

5 Work in pairs. Read the article again. Choose the best subtitle (a–f) for each paragraph (1–5). There is one subtitle you do not need.

a A field of study uniting experts 1
b A smart way to save money and electricity 4
c An improvement inspired by a hobby 2
d Designing new roads for the future –
e Flying machines designed to copy nature 3
f Working together to prevent gridlock 5

6 Answer the questions.

1 Which man-made objects are mentioned as ones that could be improved thanks to biomimicry? (Para 1)
2 How did a kingfisher help redesign a bullet train? (Para 2)
3 Which sector could benefit from observing bees? (Para 4)
4 How could the idea of 'swarm intelligence' be used to improve traffic? (Para 5)

CRITICAL THINKING Understanding connotation

Writers can create a positive or negative impression by their choice of vocabulary. Some words (e.g. *relaxed, young*) have **positive connotations** (i.e. they suggest positive ideas or emotions) while others (e.g. *lazy, immature*) have **negative connotations**. Most words are neutral in connotation.

7 Work in pairs. Answer the questions.

1 Find words and phrases with mainly positive connotations in paragraph 1.
2 What impression of biomimicry is the writer trying to convey by their choice of vocabulary? How successful is this, in your opinion?
3 Find words in these sentences that convey a positive or negative impression of biomimicry.
A Biomimicry seeks sustainable solutions by imitating nature's tried-and-tested patterns and strategies.
B The so-called benefits remain unconvincing.
C Butterfly wings are undoubtedly beautiful, and interconnectedness warms the heart, but nature also has a darker and more competitive side.
D Biomimicry will catalyse a new era in design and business that benefits both people and the planet.

8 MY PERSPECTIVE – SPEAKING

Work in pairs. Talk about the topic presented below, referring to the three suggested aspects.

How might the natural world have inspired the main areas of our everyday existence and activities?

• flight • exploring underwater • clothes and materials

Then answer three more questions.

1 Which of the inventions inspired by the natural world do you consider the most important for mankind?
2 If school were to be organised like a community of animals, which species' behaviour do you think should it imitate?
3 Is there something in the natural world which has still not been copied in technology but would be very useful for mankind?

Exam guide
6 Reading
Open-ended questions

2 electrify, formulate, lengthen, originate, simplify, stabilise, strengthen, urbanise

3 1 imitate/replicate/regulate
2 collaborate/communicate
3 intensified/maximised/strengthened
4 simplified

Life Skills guide
4 Creativity

Exam guide
8 Oral Matura

Life Skills guide
8 Creativity, Critical thinking, Mediation

3h/week • Student's Book ex. 1–8 p. 84 • If short of time, skip ex. 8.

5h/week • Workbook ex. 1–4 p. 72

7h/week • Photocopiable vocabulary games and activities, TB pp. 339, 344 (5.4) • Extra online resources

Flowing vapours during wind-tunnel tests show a car's aerodynamics.

Biological blueprints

40 (**1**) What do a Japanese bullet train and a kingfisher have in common? The answer lies in the exciting and rapidly emerging discipline called biomimicry. Literally meaning 'imitation of life' or 'copying nature', biomimicry looks to the natural world for solutions to human challenges. Increasingly, creative minds from such diverse fields as biology, architecture, engineering and medicine are studying processes that nature has developed and streamlined over billions of years and replicating them in innovative products and technologies. These include Olympic-winning sailing boats and swimsuits whose surfaces mimic a shark's skin; solar cells based on the structure of a leaf; building materials inspired by bones and eggshells; and non-reflecting, energy-efficient windscreens inspired by butterflies' wings. The questions behind such innovations are 'How would nature solve this?', or 'What blueprint already exists in the natural world?'.

(**2**) But back to the bullet train. The first train was, as the name suggests, shaped like a bullet, with a rounded engine at the front. But on entering a tunnel it created a pressure wave that resulted in a huge sonic boom, like a clap of thunder, as the train emerged at the other end. The train's designer, an engineer who also happened to be a keen bird-watcher, went back to the drawing board. Observing how a kingfisher was able to move smoothly between the air and the water with minimum turbulence, he remodelled the nose of the engine using the shape of the kingfisher's beak. The result? Today's super-streamlined bullet train which travels at higher speeds than the original prototype, and with reduced energy consumption.

(**3**) Designs inspired by nature are not new. Da Vinci's drawings of helicopters and parachutes are clearly based on observations from nature; and the Wright brothers created their first aircraft by studying the flight of birds. But in recent years, teams of engineers and researchers worldwide have been studying the characteristics of winged creatures to come up with designs for yet more complex vehicles, including robotic drones (unmanned aircraft) the size of hummingbirds, moths or even tiny bees. These vehicles are programmed to avoid obstacles and to stabilise themselves after a collision, but they face the same threats as actual insects, which include being eaten, caught in a spider's web, or even squashed underfoot by pedestrians.

(**4**) Urban planners and transport strategists are also drawing inspiration from the biological world to come up with smart energy and transport solutions. A problem with complex human infrastructures, such as the electrical grid, is that its various parts don't talk to each other or monitor the whole grid. In bees' colonies, by contrast, individuals can sense what jobs the colony needs doing, and do them instinctively without central organisation. By identifying the unifying pattern, or algorithm, underlying the bees' system, energy companies can design interconnected components that communicate wirelessly with each other, thus spreading out energy demand, maximising efficiency and reducing costs.

(**5**) Researchers have also discovered an exemplary case of perfect traffic in nature: there is never congestion on ant tracks. Like bees, ants communicate continuously by means of touch and by the release of pheromones, or chemical signals, which give them an overview of the movements of the swarm as a whole. Could cars use such 'swarm intelligence' in the future to communicate wirelessly with each other and reduce congestion? In purely technical terms it is a possibility. But radical new systems like these can only function if people are prepared to think collaboratively; and that may take some time.

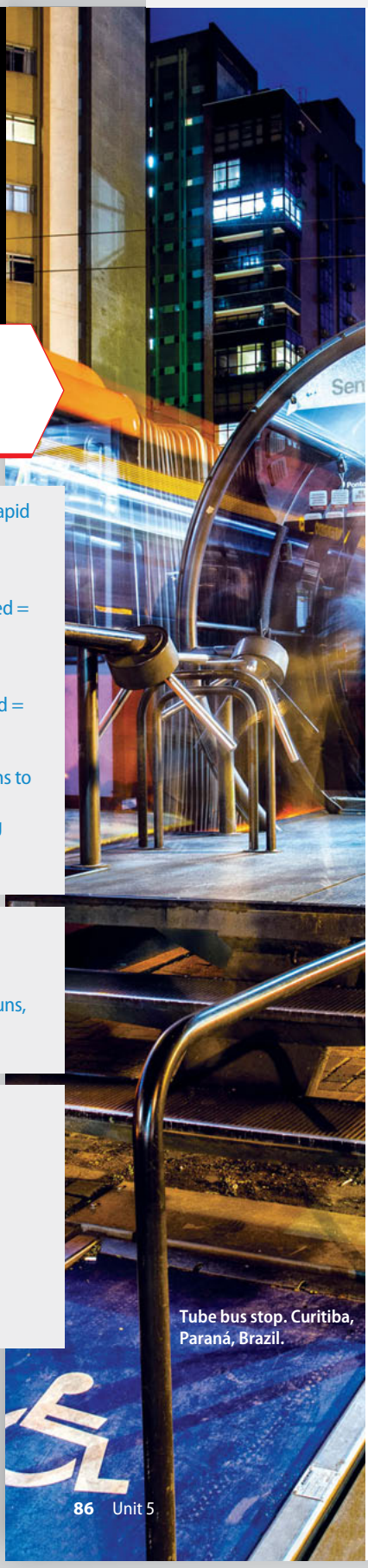
Fast Finishers

Write two short descriptions of a place, an activity or an invention. Use phrases with positive connotations in one, and phrases with negative connotations in the other.

5E Cele lekcji: Stosowanie nominalizacji w rozmowie o zrównoważonych miastach.

1 What solutions do you think cities will find in the future to deal with the problem of air and water pollution?

2 How will energy production and consumption change when we stop using fossil fuels?



Life Skills guide

1 Creativity, Critical thinking, Mediation

5E Grammar 2

Nominalisation

Using nominalisation to talk about sustainable cities

1 Work in pairs. Read the text in the Grammar box about the challenges of urbanisation. What do you think the other problems are? What sustainable solutions might there be?

Nominalisation

A *The rapid growth of our cities has led to an increase in the world's urban population. UN predictions suggest that, by 2050, over half of the world's population will be living in cities, creating a shortage of living space and other problems. There is therefore a desperate need to find sustainable solutions to these problems of urbanisation.*

2 Text A in the Grammar box contains the same facts as Text B below, but they are expressed differently. Look at the underlined sections of Text B. How are they different from Text A?

B Our cities are (1) growing rapidly, and so the world's urban population (2) has increased. (3) The UN has predicted that, by 2050 over half of the world's population will be living in cities, and there (4) won't be enough living space. So (5) we desperately need to find sustainable (6) ways of solving the problems which will come about because so many (7) people will be living in urban areas.

3 Answer the questions about the two texts.

1 How are the adverb + verb combinations in Text B expressed in Text A?
2 How many clauses does each text contain?
3 Which text has more nouns, and which has more verbs?
4 Which text is more formal and impersonal?

More explanation in Grammar reference on p. 92.
More exercises in Grammar practice on p. 93. Do exercises 4–6.

4 Work in pairs. Complete the report about sustainable cities with the correct noun form of the verbs in the box.

change	conserve	contribute	cost	create
decrease	disrupt	improve	need	reduce

Transport

In view of the widespread problem of traffic congestion, there is a pressing need for a radical (1) ... in the way people travel. Sustainable cities first of all support the (2) ... of communities in which amenities are built close together, so there is a reduced (3) ... for commuting. Other measures include (4) ... to existing public transport systems. For example, the Brazilian city of Curitiba, rather than accepting the huge (5) ... of constructing a whole new underground system as well as the severe (6) ... to the city's residents, decided to improve and speed up the public bus network by making it more like an underground system, with raised platforms, longer buses and pre-paid tickets.

Energy use

An important aim of sustainable cities is to achieve a (7) ... in the city's carbon footprint. The use of renewable energy and the introduction of energy (8) ... measures can produce a massive (9) ... in CO_2 emissions. Waste recycling can also make an important (10) ... to energy production.

2 1 growing rapidly = rapid growth
2 has increased = an increase in
3 The UN has predicted = UN predictions
4 won't be enough = a shortage of
5 we desperately need = a desperate need
6 ways of solving the problems = solutions to these problems
7 people will be living in urban areas = urbanisation

3 1 adjective + noun
2 Text A: five
Text B: eight
3 Text A has more nouns, Text B more verbs.
4 Text A

4 1 change
2 creation
3 need
4 improvements
5 cost
6 disruption
7 reduction/decrease
8 conservation
9 decrease/reduction
10 contribution

3h/week • Student's Book ex. 1–8 pp. 86–87, ex. 4–6 p. 93

5h/week • Workbook ex. 1–7 pp. 74–75

7h/week • Photocopiable grammar games and activities, TB pp. 338, 342 (5.2) • Extra online resources (see Technology guide)

5 Complete the cause and effect sentences (1–6) by nominalising the effects prompts in the box.

it improves air quality	sea levels rise
they get healthier	they get more independent
~~they pollute the air~~	we invest in renewable energy

1 *Air pollution* is largely due to vehicle emissions.
2 A reduction in car ownership could result in ... .
3 ... in young people could result from encouragement to walk to school.
4 Lowering the driving age to 16 could lead to ... for young people.
5 ... would bring about less reliance on fossil fuels.
6 Failure to tackle climate change could cause ... .

6 Work in pairs. Read about smart pavements – pavements which generate energy and so improve energy efficiency. Rewrite the summary using nominalisations and verbs expressing cause and effect from exercise 5. Then compare your ideas with another pair.

More and more people are becoming interested in the idea of smart pavements, and so they are investing more money in research. People can recycle old rubber tyres to create small electromagnetic tiles. When people walk on them, they produce energy, which can be used to power small appliances. Smart pavements are being installed in places such as shopping centres, concert venues, sports grounds, and airports, and one day this could provide more of our energy.

7 Match the halves of the sentences.

1 Electric light isn't necessary during the day thanks to excellent d
2 The designer suggested building the whole wall of the house from glass to c
3 Being based on hi-tech solutions, sustainable a
4 The funds we are going to f
5 The European Union requires its member countries to introduce b
6 Close cooperation between countries will surely help e

a investments are usually quite expensive, but ecology has no price after all.
b solutions which will stop the rate of climate change by the year 2050.
c expose the living room to more sunlight.
d exposition of the living room to sunlight.
e solve the most urgent problems related to climate change.
f invest in the solar panels are massive, but the district will be completely independent from the power station.

8 Translate the Polish fragments of the sentences into English. Use noun forms of the verbs in the box.

access	develop	entertain	manage	recreate	relate

Siewierz Jeziorna is the first district in Poland planned to be built according to the concept of (1) (*zrównoważonego rozwoju*) ... . Residents will enjoy (2) (*pełną dostępność*) ... to all necessary shops and service points within walking distance. Green areas will provide excellent space for (3) (*wypoczynku*) ... and (4) (*rozrywki*) ... for children and the elderly. A modern system of responsible (5) (*zarządzania odpadami*) ... will be introduced. (6) (*Relacje interpersonalne*) ... are also important – all residents are expected to obey the code of good neighbourhood conduct.

The Van Gogh–Roosegaarde bicycle path, the Netherlands is made from thousands of small stones poured into concrete and covered in a smart material that allows them to charge during daylight and glow after dark.

5
2 an improvement in air quality / improved air quality
3 Better/Improved health
4 greater/more independence
5 Investment in renewable energy / Investing (more) in renewable energy
6 a rise in sea levels

Life Skills guide
8 Mediation

8
1 sustainable development
2 full accessibility
3 recreation
4 entertainment
5 waste management
6 Interpersonal relations

6 Suggested answer:
More (popular) interest in the idea of smart pavements has resulted in increased financial investment in research. The recycling of old rubber tyres creates small electromagnetic tiles. The production of energy from people walking on them can be used to power small appliances. The installation of smart pavements in places such as shopping centres … could one day lead to an increase in energy production.

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

Fast Finishers

Write some sentences about environment protection in your region. Use nouns formed from the following verbs: *pollute, conserve, produce, reduce, improve, develop*.

5F Cele lekcji: Przeprowadzanie ankiety, zadawanie pytań i udzielanie informacji.

1 Have you ever been interviewed for a survey? What was it about?
2 Do you think people generally tell the truth in surveys? Why? / Why not?

5F Speaking

Useful language

Introducing a survey
I'm conducting / carrying out a survey on …
Would you mind answering a few questions?

Asking for information
I wonder if I could / Can I ask …?
I'd like to know …
Do you happen to know / Have you any idea …?

Giving information
I'd say … / I reckon… / I've got a feeling …
Not off hand. / Not off the top of my head.
As far as I know / remember, …
On average, … / Generally speaking, …
Sorry, I've no idea. / I haven't got a clue.

Introducing a survey, asking for and giving information

1 Work in pairs. Compare the length of different journeys from your home to: school, the city centre, your grandparent's house, the nearest train station and other places in your town or city.

It's a twenty-minute walk.
It's a ten-minute bus ride.
It's a three-hour car journey.

2 Listen to the survey on the local bus service. Number the questions in the order you hear them (the wording may be different). 41 p. 388

a Do you use the bus service? 1
b Why is that? 3
c How could the local authorities improve the bus service? 8
d What is the bus fare to the city centre? 6
e How do you normally travel? 4
f If the buses ran more frequently, would you use them more often? 5
g How often do you take the bus? 2
h If the council subsidised the bus service, would you use it more often? 7

3 Listen to the interview again. Is the interviewee positive or negative about the local bus service? What indicates this? 41 p. 388

3 Negative: he doesn't use it on a regular basis, it's not convenient, they're never on time, expensive. He gives the service four out of ten.

4 Look at the Asking for information section of the Useful language box. Use the expressions to make questions (a–d) more polite. Then listen again and check. What do you notice about the word order in indirect questions? 41 p. 388

4 **a** … can I ask whether you use the local bus service at all?
b And can I ask why that is?
c And finally, can I ask how the council could improve the bus service, in your opinion?
d Have you any idea what the bus fare to the centre is?
Question order becomes sentence order.

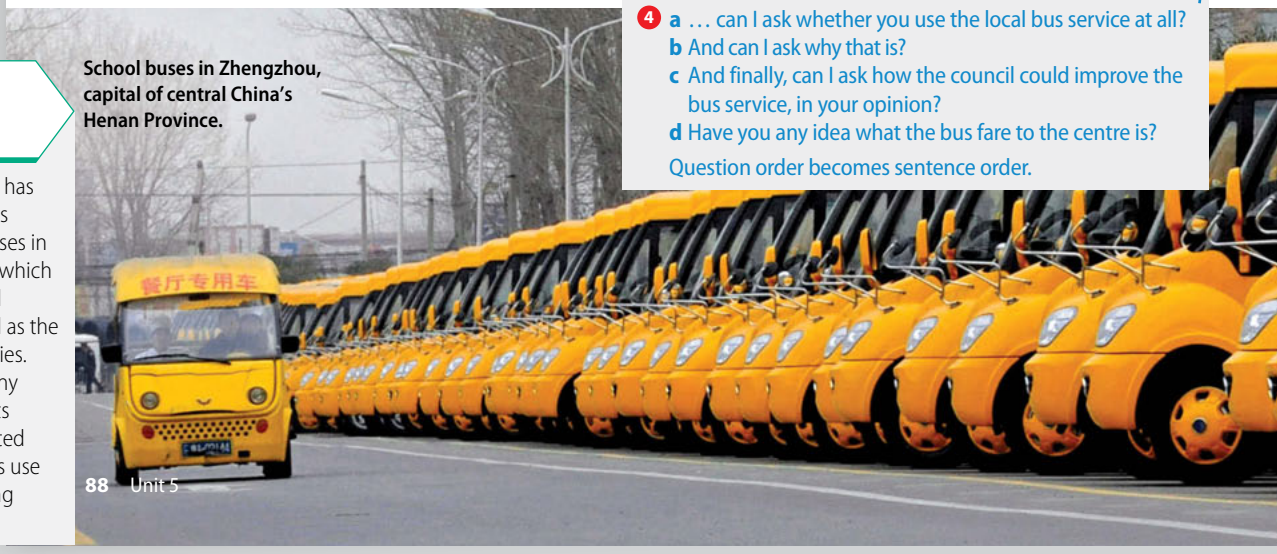
5 Work in pairs. Ask and answer the questions in exercise 2 about your own town or city, using some indirect questions.

6 Work in pairs. Choose one of the topics, and write six–eight questions about your town/city. Then ask different class members and make a note of their answers. (You will use them later to write a report.) Use the expressions in the Useful language box.

- traffic near your school / home / in the town centre / city centre
- conditions for cyclists / pedestrians
- public transport (e.g. buses, train, metro, trams)

Life Skills guide
5 Communication, Mediation

Life Skills guide
6 Collaboration, Mediation



School buses in Zhengzhou, capital of central China's Henan Province.

Culture guide
Global context

The Yutong Bus Company has over 30% of the school bus market in China. It specialises in these smaller-sized buses which are better adapted to rural towns and villages, as well as the narrow streets of larger cities. The success of the company can also be attributed to its establishment of a dedicated bus research centre and its use of advanced manufacturing technology.

3h/week • Student's Book ex. 1–6 p. 88
5h/week • Workbook ex. 1–5 p. 79
7h/week • Extra online resources

5G Writing

An article with a report

Writing an article

1 Are there green spaces where you live? How are they used?

2 Work in pairs. Read the article below. What questions do you think the interviewees were asked?

(a) City in the greenery

Recently, (b) **students from schools across the town were asked** about their opinion on the accessibility and attractiveness of parks and recreation spaces in the area. (c) **Here are the results and some conclusions** as to possible further improvements.

We found that the parks are mostly used for exercise and sporting purposes but also as convenient meeting places. The vast majority greatly value the parks with sports facilities, in particular Park Kościuszki with its swimming pool and football pitch. About half of the girls rated the café in Golden Park very highly and just over a third of all interviewees spoke approvingly about the parks which offered some shelter against bad weather. Most interviewees expressed dissatisfaction with the less formal open spaces, which they felt were more appropriate for dog walkers. A few interviewees were deeply disappointed that the running track in Park Stadionowy was overgrown. Virtually all of the interviewees heavily criticised the early closing times of most parks.

There are some obvious conclusions that can be drawn from the results of the survey. (d) **We recommend that the city council consider changing the closing time of the parks** to at least two hours later, particularly in the summer. What may also contribute to the greater satisfaction of residents is the more careful and regular (e) **maintenance** of the running track as well as other sports facilities.

If you have any other remarks or suggestions regarding our parks, feel free to share your thoughts with us at zielone_miasto@waznesprawy.pl.

3 Work in pairs. Which of the elements are included in the article? Match them with the phrases and clauses in bold (a–e).

1 nominalisations e
2 title a
3 statement of the contents of the article c
4 detailed figures and statistics
5 sub-headings
6 recommendations d
7 personal opinions
8 description of how data was gathered b

4 Match the elements in exercise 3 which were not included in the article with the phrases (a–f).

a Join the survey! 5
b I feel Park Kościuszki needs some renovation work done. 7
c If you ask me, the wooden shelter in Park Stadionowy is unnecessary. 7
d Seventy-four students took part in the survey. 4
e Pretty predictable results. 5
f The survey concerned seven parks and green squares in the region. 4

5 Write an article for your school page or for a local magazine, in which you present the findings of the survey you conducted in exercise 6 on page 88. Suggest who and how they could use the findings to make your city more attractive or convenient to live in. Write between 200 and 250 words.

More about writing an article in Writing guide on p. 154.

Useful language

Explaining the purpose

This report has been written to provide information on …
The purpose of this report is to inform the public about …
The purpose of the survey / investigation was to determine …

Explaining findings

It was found that …
The key finding is that …
Most of the people interviewed feel that / find …
Most respondents said that / reported …
A number of people commented on …
With regard to / Regarding …
In terms of …
Overall, it appears / would appear that …

1 Where do you usually search for information about your region?
2 If you were asked to write an article about your region, which topic would you tackle?

Life Skills guide
1 Mediation

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–5 p. 89
5h/week • Workbook ex. 1–5 p. 80
7h/week • Extra online resources

Skills Review 5

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Los Angeles is said to be the worst US city for ... since the average resident spends approximately 120 hours a year stuck in traffic. COMMUTE
commuting/commuters
2 One of the factors causing traffic ... is that drivers all use the same road at the same time so that it's beyond a road's capacity. congestion CONGEST
3 The Mayor said the authorities would ... their efforts to solve the problem of drivers hitting bumper-to-bumper traffic. intensify INTENSE
4 Should countries ... commuting to work by letting taxpayers deduct commuting expenses from their income tax liability? subsidise SUBSIDY
5 The city's plans to ... the 100-year-old tramway service have fallen through. replicate REPLICA
6 More cities in China are trying to ... the use of solar power. maximise MAXIMUM

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Dad wanted to give me a lift to school but I asked him to drop me ... at the corner of the street, because there was a traffic accident ahead of us. off
2 We left home an hour earlier than usual to avoid getting ... in gridlock. stuck
3 Toxic ... we inhale while in traffic are said to be the secret killer. fumes/gases
4 The best way to avoid a car ... is to have your vehicle well-maintained through regular servicing. breakdown
5 If buses in Hempstead stop more often at established bus stops, it will ... the amount of time it takes for a bus to complete a route by fifteen minutes. lengthen

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 The examples of innovative cities show how much city governments can contribute to sustainable development.
WHAT
The examples of innovative cities show ... sustainable development can be.

2 When asked about ways to improve public transport, the bus riders gave very thoughtful responses.
HOW
When asked about ... public transport, the bus riders gave very thoughtful responses.
3 She was given a prize for what she had achieved to make the city sustainable.
HER
She was given a prize for ... the city sustainable.
4 Ecologists have strong incentives to keep purifying water in the reservoir.
MAINTAIN
Ecologists have strong incentives to ... water in the reservoir.
5 The local authorities say they are going to reduce the number of buses running in the evening.
REDUCTION
The local authorities say there is going to be ... of buses running in the evening.
6 How can we conserve energy without spending any money?
CONSERVATION
What are the methods ... without spending any money?

Tłumaczenie fragmentów zdań

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 My friends say they should have changed the route of the bus no 51, and (*uważam, że powinni byli*) ... .
2 Could we take a train to school tomorrow instead of a bus? (*Naprawdę bym chciał*) ... .
3 Will my town introduce an e-scooter renting scheme? We are not sure, but (*mamy nadzieję, że tak zrobią*) ... .
4 Some drivers generally obey the Highway Code, but (*inni nie*) ... .
5 Ask her if she enjoys her journey to school, and she will probably tell you (*że nie*) ... .
6 Asked if he could give me a lift to school tomorrow, John said (*że tak*) ... .

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 The (*natężenie ruchu w godzinach szczytu*) ... is heaviest between Northborough and Sunbridge.
2 The traffic was caused by narrowing the expressway (*do dwóch pasów ruchu*) ... .

3
1 what city governments' contribution to
2 how to make improvement to / how to improve
3 her achievement(s) in making
4 maintain the purity of
5 a reduction in the number
6 for/of energy conservation

4
1 I think they should have
2 I'd really like to
3 we hope they will
4 others don't
5 she doesn't
6 he could/would

5
1 volume of rush-hour traffic
2 to two (traffic) lanes
3 free shuttle service
4 urban population
5 predictions
6 more reliable

3h/week • Student's Book ex. 1–9 pp. 90–91 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–7 pp. 82–83, ex. 1–5 p. 81 • If short of time, assign ex. 6 p. 83 for homework.

7h/week • English in Use photocopiable activities, TB pp. 340, 345–348 (5.5–5.8) • Extra online resources (see Technology guide)

3 Some cities provide a (*bezpłatny transfer*) ... from the airport to the city center.

4 In recent years there has been a rapid growth of (*populacji miejskiej*) ... set to reach around 6.34 billion by 2050.

5 What are the (*przewidywania*) ... about big issues that will shape the rest of this year for city regions?

6 Fewer cars on roads would enable (*bardziej niezawodny*) ... public transport from villages into the city centre.

Uzupełnianie zdań

6 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

prioritise	origin	stable	strong
formula	simple	broad	

1 Pedestrians and cyclists should be given ... over cars when roads are being built. priority

2 The city has introduced new regulations to ... our tax system, which is a bit complicated now. simplify

3 How did the plan to construct a new underground line ... ? originate

4 Analysts predict that the population of the city will ... at the level of one million by mid-century and then start to decrease. stabilise

5 The city has organised a conference for young adults to ... their horizons on sustainable cities. broaden

LISTENING

7 Usłyszysz dwukrotnie tekst na temat miasta zrównoważonego rozwoju. Uzupełnij luki w zdaniach (1–5), zgodnie z treścią nagrania. 42 p. 389

1 A sustainable city is one that helps the environment and works against ... .

2 The residents of Adelaide contributed to changing the appearance of their city by ... .

3 What motivated the residents to take steps to transform Adelaide into a sustainable city was ... .

4 The city has excelled at completely ... which are no longer used.

5 The city of Adelaide takes pride in ... endemic to the area.

7 1 climate change
2 planting trees and bushes
3 financial benefits offered by the government
4 eradicating plastic bags
5 fauna and flora

SPEAKING

8 Popatrz na zdjęcie A.
Jakie jest prawdopodobieństwo, że taka sytuacja będzie częścią twojego życia codziennego w przyszłości (lub życia kogoś znajomego)?

Popatrz na zdjęcie B.
Co spowodowało, że mężczyzna wybrał ten środek transportu?

Popatrz na oba zdjęcia.
Co mają ze sobą wspólnego i czym się różnią, jeśli chodzi o pokazanie sposobu dojeżdżania do pracy?

WRITING

9 Coraz częściej mówi się o potrzebie stworzenia miast zrównoważonego rozwoju. Napisz do lokalnej gazety artykuł, w którym przedstawisz swoją opinię na ten temat, uwzględniając argumenty odnoszące się do:

- czynników wpływających na niską jakość życia w mieście,
- wprowadzania innowacyjnych technologii,
- korzyści dla osób promujących rozwiązania przyjazne środowisku.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
6 English in Use
Word formation

Exam guide
7 Listening
Gap-filling

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity, Critical thinking, Mediation, Practical skills

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

Grammar reference 5

GRAMMAR 1 Ellipsis and substitution

Ellipsis

Elipsa polega na opuszczeniu elementu zdania oczywistego ze względu na kontekst wypowiedzi w celu uniknięcia powtórzenia. Elipsę stosujemy w języku pisanym i mówionym.

(< > = oznaczenie słów, które zostały opuszczone)

Możemy opuścić:

- powtarzający się rzeczownik lub zaimek w części zdania, która zaczyna się od spójników *and* lub *but* (ale nie od spójników: *because, if, although*):

  I learnt to drive and <I> took the test when I was 17.

- powtarzające się przymiotniki, po czasowniku *be*:

  They say it's really crowded there. Yes, it is <crowded>.

- główny czasownik po czasownikach posiłkowych lub modalnych:

  A: *I think they're bringing in traffic reduction measures.*

  B: *They are <bringing in traffic reduction measures>, but not yet.*

  A: *They said it would ease pollution, and we're sure that it will <ease pollution>.*

W przypadku złożonych form czasownikowych (więcej niż jeden czasownik posiłkowy) możemy opuścić tylko czasownik główny lub jeden czasownik posiłkowy – bądź więcej czasowników posiłkowych:

A: *The new road should have been completed weeks ago.*

B: *Yes, it should have been <completed weeks ago>.*
Yes, it should have <been completed weeks ago>.
Yes, it should <have been completed weeks ago>.

- zdania bezokolicznikowe, (zdanie kończy się na *to*):

  A: *They expect to increase the bus services next month.*

  B: *Good. They need to <increase the bus services>.*

Ćwiczenie 1

Substitution

Substytucja (podstawienie) polega na zastąpieniu jednego elementu zdania innym.

Rzeczowniki możemy zastąpić:

- zaimkami osobowymi (*he, us, them*, etc.)
- zaimkami *one/ones*:

  We use electric cars, but we still have some petrol ***ones****.*

- przymiotnikiem i zaimkiem *one/ones* (ale nie samym przymiotnikiem):

  My car doesn't meet the emissions standard so I'll have to buy ***a new one****.*

  My car doesn't meet the emissions standard so I'll have to buy ~~a new~~.

- samymi określnikami ilościowymi *any, both, few* and *much*:

  There used to be a lot of smog and there is just as ***much*** *now.*

W przypadku czasowników, np.: *be afraid, appear, believe, expect, guess, hope, suppose, think*, po których występuje *that-clause*, możemy je zastąpić słowami *so* lub *not*:

A: *Can we drive into this part of the city?*

B: *I guess* ***so****. <… that we can drive into this part of the city>*

W przypadku czasów *present* i *past simple* główny czasownik zastępujemy czasownikiem posiłkowym *do/did*:

Asked if he drove, he said that he ***did****.*

Całe zdanie możemy zastąpić słowami *do it/that/so:*

We didn't use to recycle our old clothes but at school they encouraged us to ***do it*** */* ***do so.***

Ćwiczenia 2–3

GRAMMAR 2 Nominalisation

Nominalisation

Nominalizacja (przekształcenie w rzeczownik) polega na tworzeniu rzeczowników, często abstrakcyjnych, od czasowników lub przymiotników. Nominalizacja jest typowa dla języka formalnego i akademickiego:

The committee ***decided*** *to close the school, which angered all the students' parents.*
The ***decision*** *of the committee to close the school angered all the students' parents.*

Od niektórych czasowników łatwo jest utworzyć rzeczowniki, np.:
grow – growth,
develop – development.

W wielu przypadkach trzeba jednak zastosować rzeczowniki niespokrewnione słowotwórczo z czasownikami, ale odpowiadające im znaczeniowo, np.:
build – construction,
buy – purchase.

Możemy także zastosować formę *-ing* czasownika, np.:
build – building.

It took ages to build the new station.
The ***construction/building*** *of the new station lasted a long time.*

Po rzeczowniku będącym nominalizacją może występować wyrażenie przyimkowe, często z przyimkiem *of*:

People are consuming more petrol.

The consumption of *petrol is rising.*

Efektem nominalizacji są często rzeczowniki złożone, np.: *petrol consumption, air pollution.*

Nominalizacja jest często stosowana, aby wyrazić treść poprzedniego zdania jednym słowem:

More people are cycling. This ***trend*** *is reducing pollution.*

Ćwiczenia 4–6

Grammar practice

1 Which words could be left out to avoid repetition?

1 I had been warned that the transport system in the city was very confusing and it was ~~very confusing~~.

2 A: Shall we take the metro to the airport on Friday?
B: Yes, if you want ~~to take the metro to the airport~~. It's probably quicker than driving.

3 The measures were introduced to encourage people onto public transport and, after some months, it became clear that they had ~~encouraged people onto public transport~~.

4 A: We could cycle into town.
B: We could ~~cycle into town~~, but where will we leave the bikes?

5 The city authorities first introduced a congestion charge during weekdays and then ~~they introduced the congestion charge~~ at weekends too.

2 Read part of a text about the transport system in Rio de Janeiro during Carnival. Write what the pronouns and verbs in italics are substitutes for.

Once you arrive in Rio as a tourist, you'll find the transport system (1) *there* easy to use. You can choose between buses, the metro, taxis and for (2) *those* brave enough to rent a bike and cycle, feel free to (3) *do so*.

Buses are cheap, but it's sensible to use (4) *them* only during the day. Another option is the metro. (5) *This* has only two lines and you may need to take a shuttle bus to get to your destination, so if you intend to use the metro during Carnival, check your routes carefully before you (6) *do*.

1 *in Rio* 2 ... 3 ... 4 ... 5 ... 6 ...

3 Read the rest of the text from exercise 2. Replace the underlined words with the substitute phrases in the box.

another	do it	do so	not	one	~~these~~

For a lot of tourists, however, the best way to travel in Rio is by taxi. Unlike in some cities, (1) taxis in Rio are quite cheap. Remember, though, that during Carnival many streets are closed, so you should allow plenty of time. If (2) you don't allow plenty of time, you may arrive late and miss out. Taxis here have two rates – (3) a rate for daytime and (4) a rate at night. If you're staying in a hotel and can book your taxis through them, you should (5) book your taxis through them, as they will know the best companies in that part of the city.

1 *these* 2 not 3 one 4 another 5 do so

4 Rewrite each sentence as nominalisation + preposition.

1 Can you clarify the meaning? – a *clarification of* the meaning

2 They changed the plans. – a ... the plans

3 They created new green spaces. – the ... new green spaces

4 They nationalised the industries. – the ... the industries

5 The idea originated here. – the ... the idea

6 We've integrated all the suggestions. – the ... the suggestions

7 He justified the expense. – his ... the expense

5 Complete the text with the nominalisations in the box.

commute to	donations	food production
for sale in	the creation of	the cultivation of
the use of	volunteer labour	

The town of Todmorden in West Yorkshire, England, has become known for its 'Incredible Edible' project – part of which refers to (1) ... plots of uncared-for land around the town for (2) ... vegetables and fruit (3) ... the town's shops and markets. (4) ... in Todmorden has become a community project, using (5) ... and (6) ... from local businesses. A typical initiative in the town was (7) ... the garden in the Health Centre car park, which focuses on plants with medicinal uses. Even businesspeople on their (8) ... work can help by pulling weeds out of the herb garden on the station platform!

6 Complete the text by making nominalisations from the words in brackets. Where two words are given, make two different nominalisations, as in the example.

Sustainable cities aim to be as self-sufficient as possible in terms of (1) *resource management / the management of resources* (*manage / resources*) and (2) ... (*produce / food*). They encourage grassroots initiatives such as (3) ... (*create / urban farms*) as well as smart solutions such as (4) ... (*monitor*) energy use to maximise resource efficiency. Other priorities include (5) ... (*create / jobs*), (6) ... (*develop*) community-based businesses, (7) ... (*prevent / crime*) and (8) ... (*encourage*) strong community links, in order to bring about (9) ... (*improve*) the quality of life of their inhabitants.

2 2 tourists/people
3 (rent a bike and) cycle
4 buses
5 the metro
6 use the metro (during carnival)

4 2 change in/of
3 creation of
4 nationalisation of
5 origin of
6 integration of (all)
7 justification of

5 1 the use of
2 the cultivation of
3 for sale in
4 Food production
5 volunteer labour
6 donations
7 the creation of
8 commute to

6 2 food production / the production of food
3 urban farm creation / the creation of urban farms
4 the monitoring of
5 job creation / the creation of jobs
6 the development of
7 crime prevention / the prevention of crime
8 the encouragement of
9 (an) improvement in

Wordlist Unit 5 43

VOCABULARY p. 81

backpack (n) /'bækpæk/ plecak
breakdown (n) /'breɪkˌdaʊn/ awaria
carshare (v) /'kɑːˌʃeə/ jeździć wspólnie jednym samochodem
commute (v) /kə'mjuːt/ dojeżdżać (np. do pracy)
commuter (n) /kə'mjuːtə/ osoba dojeżdżająca (np. do pracy)
commuting (n) /kə'mjuːtɪŋ/ dojeżdżanie (np. do pracy)
congested (adj) /kən'dʒestɪd/ zatłoczony
congestion (n) /kən'dʒestʃn/ korek, zator
connection (n) /kə'nekʃn/ połączenie
crossing (n) /'krɒsɪŋ/ przejście, skrzyżowanie
drop someone off (phr v) /ˌdrɒp sʌmwʌn 'ɒf/ podrzucić kogoś samochodem
ferry (n) /'feri/ prom
flap (n) /flæp/ klapka
fumes (n) /fjuːmz/ spaliny
gridlock (n) /'grɪdˌlɒk/ korek drogowy, zator
journey (n) /'dʒɜːni/ podróż
public transport (n) /ˌpʌblɪk 'trænspɔːt/ transport publiczny
relieve (v) /rɪ'liːv/ zmniejszać
rush hour (n) /'rʌʃ ˌaʊə/ godzina szczytu
shuttle service (n) /'ʃʌtl ˌsɜːvɪs/ regularne połączenie transportowe
smog (n) /smɒg/ smog
straightforward (adj) /ˌstreɪt'fɔːwəd/ jasny, prosty
stuck (adj) /stʌk/ zablokowany
subway (n) /'sʌbˌweɪ/ metro
transportation (n) /ˌtrænspɔː'teɪʃn/ transport
tube (n) /tjuːb/ metro
urbanise (v) /'ɜːbənaɪz/ zurbanizować
vehicle (n) /'viːɪkl/ pojazd
vice versa (adv) /ˌvaɪs 'vɜːsə/ na odwrót
volume (n) /'vɒljuːm/ wielkość

LISTENING p. 82

air pollution (n) /'eə pəˌluːʃn/ zanieczyszczenie powietrza
business district (n) /'bɪznəs dɪstrɪkt/ dzielnica biznesowa
elevated (adj) /'elɪveɪtɪd/ wysoki, podwyższony
fanatic (n) /fə'nætɪk/ fanatyk/fanatyczka, entuzjasta/entuzjastka
horn (n) /hɔːn/ klakson
incentive (n) /ɪn'sentɪv/ motywacja
infuriating (adj) /ɪn'fjʊəriˌeɪtɪŋ/ ogromnie irytujący
lane (n) /leɪn/ pas ruchu
mid-range (adj) /'mɪdreɪndʒ/ ze średniej półki
monorail (n) /'mɒnəʊreɪl/ kolej jednoszynowa
motorist (n) /'məʊtərɪst/ kierowca
overcrowded (adj) /ˌəʊvə'kraʊdɪd/ zatłoczony
pedestrian (n) /pə'destriən/ pieszy/piesza
radius (n) /'reɪdiəs/ promień
resident (n) /'rezɪdənt/ mieszkaniec/mieszkanka
restrict (v) /rɪ'strɪkt/ ograniczać
scooter (n) /'skuːtə/ skuter, hulajnoga
shortage (n) /'ʃɔːtɪdʒ/ brak, niedobór
sidewalk (n) /'saɪdwɔːk/ chodnik (AmE)
standstill (n) /'stændˌstɪl/ zastój, martwy punkt
struggle (v) /'strʌgl/ borykać się, zmagać się
switch over to (phr v) /ˌswɪtʃ 'əʊvə tə/ przełączyć się na
trusty (adj) /'trʌsti/ sprawdzony
widen (v) /'waɪdn/ poszerzać
zip (v) /zɪp/ śmigać, pędzić

GRAMMAR 1 p. 83

bicycle lane (n) /'baɪsɪkl ˌleɪn/ ścieżka rowerowa
civil engineer (n) /'sɪvəl ˌendʒɪ'nɪə/ inżynier budownictwa lądowego
ellipsis (n) /ɪ'lɪpsɪs/ elipsa (środek stylistyczny)
hire (v) /haɪə/ wynajmować
pavement (n) /'peɪvmənt/ chodnik (BrE)
tuk-tuk (n) /'tʊktʊk/ autoriksza

READING pp. 84–85

algorithm (n) /'ælgərɪðəm/ algorytm
beak (n) /biːk/ dziób
biomimicry (n) /baɪəʊ'mɪmɪkrɪ/ bionika, inżynieria bioniczna
bird-watcher (n) /'bɜːdˌwɒtʃə/ obserwator/obserwatorka ptaków
blueprint (n) /'bluːˌprɪnt/ projekt, plan, kod (np. genetyczny)
broaden (v) /'brɔːdn/ poszerzać
bullet train (n) /'bʊlɪt ˌtreɪn/ pociąg szybkich prędkości
car windscreen (n) /ˌkɑː 'wɪndˌskriːn/ przednia szyba w samochodzie
catalyse (v) /kə'tælaɪz/ przyspieszać, katalizować
circulate (v) /'sɜːkjʊleɪt/ krążyć
civilise (v) /'sɪvəlaɪz/ cywilizować
clap of thunder (n) /ˌklæp əv 'θʌndə/ grzmot
clarify (v) /'klærɪfaɪ/ wyjaśniać
collaborate (v) /kə'læbəreɪt/ współpracować
communicate (v) /kə'mjuːnɪkeɪt/ komunikować
component (n) /kəm'pəʊnənt/ składnik, komponent
connotation (n) /ˌkɒnə'teɪʃn/ konotacja, skojarzenie
consumption (n) /kən'sʌmpʃn/ konsumpcja
convey (v) /kən'veɪ/ przekazywać, komunikować
drawing board (n) /'drɔːɪŋ ˌbɔːd/ deska kreślarska
drone (n) /drəʊn/ dron
eggshell (n) /'egʃel/ skorupka jajka
electrical grid (n) /ɪ'lektrɪkəl grɪd/ układ elektroenergetyczny
electrify (v) /ɪ'lektrɪfaɪ/ naelektryzować
estimate (v) /'estɪmeɪt/ szacować
exemplary (adj) /ɪg'zempləri/ przykładowy, wzorowy
formulate (v) /'fɔːmjʊleɪt/ formułować
harden (v) /'hɑːdn/ utwardzać, hartować
hummingbird (n) /'hʌmɪŋbɜːd/ koliber
identify (v) /aɪ'dentɪfaɪ/ identyfikować
imitate (v) /'ɪmɪteɪt/ naśladować
imitation (n) /ˌɪmɪ'teɪʃn/ imitacja
infrastructure (n) /'ɪnfrəˌstrʌktʃə/ infrastuktura
innovate (v) /'ɪnəʊveɪt/ wprowadzać innowacje
innovation (n) /ˌɪnəʊ'veɪʃn/ innowacja
instinctively (adv) /ɪn'stɪŋktɪvlɪ/ instynktownie
integrate (v) /'ɪntɪˌgreɪt/ integrować
intensify (v) /ɪn'tensɪfaɪ/ nasilać, intensyfikować
interconnectedness (n) /ɪnˌtɜːkə'nektədnəs/ cecha bycia połączonym
justify (v) /'dʒʌstɪfaɪ/ usprawiedliwiać
kingfisher (n) /'kɪŋˌfɪʃə/ zimorodek
lengthen (v) /'leŋθən/ wydłużać
maximise (v) /'maksɪmaɪz/ maksymalizować
memorise (v) /'meməraɪz/ uczyć się na pamięć
minimise (v) /'mɪnəmaɪz/ minimalizować
moth (n) /mɒθ/ ćma
nature-inspired (adj) /'neɪtʃəɪnˌspaɪəd/ inspirowany naturą
obstacle (n) /'ɒbstəkl/ przeszkoda
operate (v) /'ɒpəreɪt/ operować, działać
originate (v) /ə'rɪdʒəneɪt/ powstawać, pojawiać się
overview (n) /'əʊvəˌvjuː/ przegląd, ogólny zarys
parachute (n) /'pærəʃuːt/ spadochron
pheromone (n) /'ferəməʊn/ substancja zapachowa
pressure wave (n) /'preʃə weɪv/ fala ciśnienia
prioritise (v) /praɪ'ɒrɪtaɪz/ szeregować pod względem ważności
purely (adv) /'pjʊəli/ wyłącznie, tylko
purify (v) /'pjʊərɪfaɪ/ oczyszczać
radical (adj) /'rædɪkl/ radykalny
redesign (v) /ˌriːdɪ'zaɪn/ przeprojektować
regulate (v) /'regjʊleɪt/ regulować
remodel (v) /ˌriː'mɒdl/ przebudować
replicate (v) /'replɪkeɪt/ powtarzać, kopiować
sense (v) /sens/ odczuwać
shaped (adj) /ʃeɪpt/ ukształtowany
simplify (v) /'sɪmplɪfaɪ/ upraszczać
smoothly (adv) /'smuːðli/ płynnie
solar cell (n) /'səʊlə sel/ ogniwo słoneczne
sonic boom (n) /'sɒnɪk ˌbuːm/ uderzenie dźwiękowe, grom dźwiękowy
squash (v) /skwɒʃ/ zgniatać
stabilise (v) /'steɪbəlaɪz/ stabilizować
streamline (v) /'striːmlaɪn/ usprawniać
strengthen (v) /'streŋθən/ wzmacniać
subsidise (v) /'sʌbsɪdaɪz/ dotować
swarm (n) /swɔːm/ rój, chmara
tried-and-tested (adj) /'traɪdənd,testɪd/ niezawodny, sprawdzony
turbulence (n) /'tɜːbjələns/ turbulencja
underlying (adj) /ˌʌndə'laɪɪŋ/ leżący u podstaw
unify (v) /'juːnɪfaɪ/ unifikować, ujednolicać
unifying (adj) /'juːnɪfaɪɪŋ/ jednoczący
unmanned (adj) /ˌʌn'mænd/ bezzałogowy
utilise (v) /'juːtɪlaɪz/ wykorzystywać
weaken (v) /'wiːkən/ osłabiać
wing (n) /wɪŋ/ skrzydło

GRAMMAR 2 pp. 86–87

amenities (n) /ə'miːnətiz/ udogodnienia, wyposażenie
appliance (n) /ə'plaɪəns/ urządzenie, sprzęt
concrete (adj) /'kɒŋkriːt/ betonowy
daylight (n) /'deɪlaɪt/ światło dzienne
glow (v) /gləʊ/ świecić się
pressing (adj) /'presɪŋ/ naglący, uporczywy
smart pavement (n) /ˌsmɑːt 'peɪvmənt/ inteligentny chodnik
sports ground (n) /'spɔːts ˌgraʊnd/ stadion, boisko
tile (n) /taɪl/ płytka
tyre (n) /taɪə/ opona
urbanisation (n) /ˌɜːbənaɪzeɪʃn/ urbanizacja

SPEAKING p. 88

fare (n) /feə/ opłata za przejazd
not off hand (phr) /ˌnɒt ɒf 'hænd/ z marszu, bez przygotowania
not off the top of my head (phr) /ˌnɒt ɒf ðə 'tɒp əv maɪ 'hed/ na oko (bez przygotowania)
subsidise (v) /'sʌbsədaɪz/ dotować (finansowo)

WRITING p. 89

approvingly (adv) /ə'pruːvɪŋlɪ/ z aprobatą
maintenance (n) /'meɪntənəns/ utrzymanie, konserwacja
pitch (n) /pɪtʃ/ boisko
rate (v) /reɪt/ oceniać
running track (n) /'rʌnɪŋ ˌtræk/ bieżnia (na stadionie)
value (v) /'vælju:/ cenić sobie
walker (n) /'wɔːkə/ turysta pieszy, piechur

SKILLS REVIEW pp. 90–91

boast about (phr v) /ˌbəʊst ə'baʊt/ chwalić się czymś
bumper-to-bumper (phr) /'bʌmpə tə 'bʌmpə/ zderzak w zderzak
capacity (n) /kə'pæsəti/ pojemność
deduct (v) /dɪ'dʌkt/ odliczać, odejmować
expressway (n) /ɪk'spresˌweɪ/ droga szybkiego ruchu
fall through (phr v) /ˌfɔːl 'θruː/ nie dojść do skutku
greenery (n) /'griːnəri/ roślinność, zieleń
inhale (v) /ɪn'heɪl/ wdychać
outfit (v) /'aʊtfɪt/ wyposażyć
reservoir (n) /'rezəvwɑː/ zbiornik
restorative (adj) /rɪ'stɔːrətɪv/ wzmacniający
tailback (n) /'teɪlˌbæk/ korek drogowy, uliczny
taxpayer (n) /'tæksˌpeɪə/ podatnik
tramway (n) /'træmˌweɪ/ tor tramwajowy

(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. Some letters are given.

1 I avoid going to the city centre during (*godziny szczytu*) r... .
2 She found a leaflet on the (*przedniej szybie w samochodzie*) c... and decided to throw it away.
3 The child woke up when she heard the (*grzmot*) c... .
4 If I were you, I'd go for the (*niezawodne i sprawdzone*) t... shoes you always wear for marathons.
5 Their meeting might (*nie dojść do skutku*) f... because he's been ill and hospitalised for a couple of weeks now.
6 They are building several new (*bieżnie na stadionie*) r... , so I will have a wonderful place to jog in the evening.

2 Choose the correct option to complete each sentence.

1 I choose to commute by scooter due to *congestion*/ *connection* in the city centre.
2 At the end of the week they should be able to *estimate*/ *broaden* the number of cars damaged in the flood.
3 I thought we could study together for the test to *minimise* / *maximise* our time.
4 The city should *subsidise*/ *stabilise* more parks.
5 The fighter tried everything he could to *simplify* / *weaken* his opponent.
6 They had to call Tom, as the question was *approvingly* / *purely* technical.

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

1 I think you should apologise to him and vice ... .versa
2 She had to drop him ... at the train station. off
3 More and more people are wearing face masks to avoid ... pollution and getting sick. air
4 Do you know that she also happens ... be my former English teacher? to
5 He asked me to give him my doctor's telephone number, but I couldn't recall it ... the top of my head. off

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

1 A lot of sculptors tried to ... his work but failed completely. imitate — IMITATION
2 What's the greatest ... of all time? innovation — INNOVATE
3 I feel like there is this ... need to change our shopping habits radically. pressing — PRESS
4 Getting fresh water might be the greatest challenge of ... . urbanisation — URBAN
5 He had to pay a lot of money to ... and heat the building. electrify — ELECTRICITY
6 When they started the project, nobody thought about the cost of electrical bike ... . — MAINTAIN
maintenance

Life Skills guide
1 Mediation

Exam guide
3 English in Use
Gap-filling

Exam guide
4 English in Use
Word formation

1
1 rush hour
2 car windscreen
3 clap of thunder
4 tried-and-tested
5 fall through
6 running tracks

1 Would you say that you're a stereotypical teenager? Why? / Why not?
2 What makes some stereotypes about young people in Poland unfair/ unreasonable?

6 The real me

Culture guide

Global context

The photo shows South African boys practising the Isbhujwa style of dance, which has evolved from hip-hop and breakdancing. It's a dance with complicated technical footwork that has its roots in the poor townships and political movement of South Africa in the 1950s. 'Crews' battle against each other in competitions and the best dancers can become professionals with huge followings.

IN THIS UNIT YOU LEARN

VOCABULARY
- teenage stereotypes
- values, sense of identity
- social and personal value system
- free time activities

GRAMMAR
- adverbials
- expressing habitual actions and states

SKILLS

Listening
- radio programme about teenagers
- podcast about teenage adult relationships
- open questions, matching

Reading
- text about teenage comic superhero
- binomial expressions
- open questions, matching

Speaking
- showing understanding
- offering encouragement and help

Writing
- for and against essay

TED TALK
- The mysterious workings of the adolescent brain

CRITICAL THINKING
- evaluating evidence

3h/week • Student's Book ex. 1–4 p. 97 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–9 pp. 84–85 • If short of time, skip ex. 7.

7h/week • Photocopiable vocabulary activities, TB pp. 350, 354 (6.3) • Extra online resources

Teenagers in South Africa practise Isbhujwa for a dance competition.

6A Vocabulary

Teenage stereotypes

Talking about teenagers and their stereotypes

Life Skills guide
1 Critical thinking, Mediation

1 Work in pairs. How would you describe teenagers' typical characteristics and behaviour, if you think such things even exist?

2 Take this quiz about teenagers. Compare your answers in pairs.

Life Skills guide
2 Critical thinking, Self-development

1 How far are you **influenced by** your **peers**?
- **a** I quite often give in to **peer pressure**.
- **b** I **follow the crowd** in some things, and sometimes **do my own thing**.
- **c** I take no notice whatsoever of other people.

2 How self-conscious are you?
- **a** I **couldn't care less** what other people think of me.
- **b** I'm aware of how I **come across**, but not too worried.
- **c** What people think of me is very important.

3 What is your attitude to authority?
- **a** I never question what other people tell me to do.
- **b** I obey the rules, but I like to discuss them.
- **c** I'm the typical rebellious teenager!

4 How moody are you?
- **a** I'm generally very even-tempered.
- **b** I'm always cheerful and in a good mood.
- **c** My moods tend to go up and down a lot.

5 What is your attitude to risk?
- **a** I avoid danger, but I sometimes take calculated risks.
- **b** Risky activities **give me a thrill**.
- **c** I prefer to **play it safe** and avoid taking risks.

6 How impulsive are you?
- **a** I often do things without thinking of the consequences.
- **b** I'm always completely self-controlled in my behaviour.
- **c** I generally **weigh up the pros and cons** before acting.

3 Work in pairs. Complete each sentence with the correct form of the words and phrases in bold in the quiz. Then discuss whether you agree with the opinions.

1 Teenagers tend to compare themselves with their ... .
2 There's a lot of ... to wear fashionable clothes.
3 People who ... as self-confident are often less confident deep down.
4 Teenagers tend to be more ... their friends than by their parents.
5 People who don't ... when it comes to fashion tend to stand out.
6 People who ... what other people think are in danger of becoming arrogant.
7 People tend to do extreme sports because the danger ... .

3
1 peers
2 peer pressure
3 come across
4 influenced by
5 follow the crowd
6 couldn't care less
7 gives them a thrill

Exam guide
4 Oral Matura

4 Work in pairs. Talk about the topic presented below, referring to the three suggested aspects.

How is the life of people born after the year 2000 different than the lives of their parents?

- socialising
- technology
- priorities in life

Life Skills guide
4 Critical thinking, Mediation

Then answer three more questions.

1 What are the main areas which ignite arguments between teenagers and their parents nowadays?
2 How important is the sense of belonging to a group for young people? What are the main reasons for social exclusion?
3 Are schools well-prepared to help students who seek help with their troubles?

1 Have you got any friends living abroad? How is their life different from your life in Poland?
2 Who do young people turn to for help when they have problems?

6B Listening

Listening to texts about teenagers

Exam guide
1 Listening
True/false

1 Listen to a radio programme in which a psychologist and a teenager talk about the teenage years. According to the speakers, are the sentences true (T), false (F) or not stated (NS)? 44 p. 389

1 Teenagers tend to be the same all over the world. F
2 During adolescence, teenagers stop looking for their parents' approval. NS
3 Laura is always influenced by her peers. F
4 Laura appears more self-confident than she feels. T
5 There are cultural differences in attitudes to authority. T
6 Most people have a negative stereotype of teenagers. NS
7 Laura prefers to avoid taking risks. T
8 Laura overcame a challenge when travelling by train. T

2 Work in pairs. Listen again and discuss the questions. 44 p. 389

1 How is adolescence defined in the programme?
2 In which situation does Laura lack confidence?
3 How does Dr Ingram explain the moodiness of teenagers?
4 What example shows that Laura is more careful than most teenagers?

3 Look again at the quiz on page 97. Listen again. Find the answers in the quiz that best describe a 'typical teenager'. Is it hard to generalise about a typical teenager? 44 p. 389

3 1 b
2 c
3 Can't generalise
4 c
5 b
6 a

Exam guide
4 Listening
Matching

4 Listen to four people talking about teenagers. Match each speaker (1–4) with the opinion (a–e). There is one extra opinion. 45 p. 390

This speaker thinks that young people:

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

a lack social and practical skills nowadays.
b have become insensitive to the needs of other people.
c are more concerned about the natural world than the previous generations.
d have unlimited access to information and knowledge.
e won't be able to replace the older generation in their workplaces.

2 1 transition from childhood to adulthood; period in life when young people become independent from parents
2 when she has to speak in public, in front of a crowd
3 they are caused by emotional and physical changes during adolescence
4 she planned her train journey carefully

Life Skills guide
5 Critical thinking, Mediation

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- How far do you think teenagers in your country fit the stereotypes described in the radio programme?
- How are teenagers in your country portrayed in the media? Are they ever unfairly criticised?
- How do teenagers make a positive contribution?

Exam guide
6 Oral Matura

6 Work in pairs. Answer the questions.

1 Look at the photo on the left. How important is peer support when you face problems with your health?
2 Look at the photo on the right. What are conditions for efficient teamwork among young people?
3 Look at both photos again. What could you personally contribute in each of these situations if you were one of these people?

Life Skills guide
6 Critical thinking, Mediation

Rozumienie ze słuchu: *prawda/fałsz, pytania otwarte, dobieranie* • Wypowiedź ustna: *rozmowa na podstawie materiału stymulującego*

3h/week • Student's Book ex. 1–6 p. 98 • If short of time, skip ex. 5 and 6.

5h/week • Workbook ex. 1–5 p. 86

7h/week • Extra online resources

Fast Finishers

Write a model conversation in which a teenager is asking one of their parents for help or advice. Your conversation should show that the teenager trusts their parent, while the parent is genuinely concerned about their child's happiness.

6C Grammar 1

Adverbials

Using adverbials to describe teenagers

1 Look at the sentences from the radio programme in the Grammar box. Find the adverbs and adverbials. Then answer the questions.

Adverbials

Adverbials modify the meaning of a sentence or part of a sentence.

a *I definitely like to follow the fashion.*
b *Interestingly, that depends a lot on the culture.*
c *I probably wouldn't wear anything that made me stand out.*
d *Teenagers will often engage in risky activities.*
e *I really like travelling.*
f *In fact I have my own taste in music.*
g *I planned it carefully.*
h *Teenagers will have their ups and downs from time to time.*
i *Perhaps that's another myth?*
j *Teenagers also tend to be very self-conscious.*

1 What do adverbs and adverbials express: addition, attitude, degree, frequency, manner or level of certainty?

2 Choose the correct alternative to complete the rules.
- **a** Adverbs expressing an attitude, e.g. **apparently**, **frankly**, tend to be used *at the beginning / in the middle / at the end* of a clause.
- **b** Longer adverbials, and adverbs of manner, tend to be used *at the beginning / in the middle / at the end* of a clause.
- **c** Single-word frequency adverbs, adverbs of degree and others such as **probably**, **also** and **just** tend to be used *at the beginning / in the middle / at the end* of a clause.

3 Which sentence (*a* or *b*) expresses a stronger negative idea?
- **a** *I really don't like speaking in public.*
- **b** *I don't really like taking risks.*

More explanation in Grammar reference on p. 110.
More exercises in Grammar practice on p. 111.
Do exercises 1–2.

2 Complete each gap with an adverbial from the box with the same meaning as the sentence in brackets.

apparently | at all | definitely | immediately | surprisingly

1 I can ... count on my parents' support and advice whenever I need it. definitely
(I'm sure about this opinion and I'm not going to change it).
2 ..., most of my friends get on really well with their parents. Surprisingly
(This might be a fact that some people may not expect to be true).
3 ..., most teenagers have role models who inspire them. Apparently
(That's how I see the situation when I observe them).
4 I wouldn't enjoy having my body tattooed ... . at all
(It doesn't matter where the tattoo would be or what it would show – it wouldn't be acceptable).
5 I don't like wasting time, so I make my decisions ... .
(It barely takes any time before I make up my mind). immediately

3 Work in pairs. Decide where to put both adverbials in brackets in each sentence. Then discuss how far the statements are true for you.

1 I would enjoy backpacking around the world. (*probably / very much*)
2 I wouldn't enjoy extreme sports like rock climbing. (*definitely / at all*)
3 I might try to overcome an irrational fear I have. (*perhaps / one day*)
4 To make a balanced decision, I try to weigh up the pros and cons. (*just / carefully*)
5 I ask my parents and peers for guidance. (*also / most of the time*)
6 I have tried to respect my parents. (*fully / always*)
7 I don't like taking unnecessary risks. (*really / frankly*)
8 I do my homework every evening; I have more time for my family and friends. (*as a result / usually / very quickly*)

4 Complete each sentence with your own opinions. Then work in pairs. Read your sentences to your partner. Explain your ideas.

1 Interestingly, most people in my family ... .
2 Basically, teenagers are ... .
3 Strangely enough, I have never ... .
4 Quite frankly, I would never risk ... .
5 Honestly, I don't imagine ... .
6 Apparently, most teenagers ... .

1 **a** definitely – level of certainty
b Interestingly – attitude
c probably – level of certainty
d often – frequency
e really – degree
f In fact – attitude
g carefully – manner
h from time to time – frequency
i Perhaps – level of certainty
j also – addition
2 **a** at the beginning
b at the end
c in the middle
3 **a** expresses the stronger negative idea

1 What kinds of people would you definitely not make friends with?
2 When your parents ask to you do some household chores, which of them do you do immediately, and which of them do you NEVER do?

3 **1** I would **probably** enjoy backpacking around the world **very much**.
2 I **definitely** wouldn't enjoy extreme sports like rock climbing **at all**.
3 **Perhaps one day** I might try to overcome an irrational fear I have.
4 To make a balanced decision, I **just** try to weigh up the pros and cons **carefully**.
5 I **also** ask my parents and peers for guidance most of the time. / **Most of the time** I also ask my parents and peers for guidance.
6 I have **always** tried to **fully** respect my parents.
7 I don't **really** like taking unnecessary risks, **frankly**. / **Frankly, I really** don't like taking unnecessary risks.
8 I **usually** do my homework **very quickly** every evening; **as a result** I have more time for my family and friends. / I do my homework **very quickly** every evening; **as a result I usually** have more time for my family and friends.

Life Skills guide
4 Mediation

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

3h/week • Student's Book ex. 1–4 p. 99, ex. 1–2 p. 111 • If short of time, skip ex. 4 p. 99.
5h/week • Workbook ex. 1–5 p. 87
7h/week • Photocopiable grammar activities, TB pp. 349, 352 (6.1) • Extra online resources (see Technology guide)

6D Cele lekcji: Rozumienie wypowiedzi pisemnej o nastoletniej superbohaterce.

1 Why do children and adults both enjoy reading comics about superheroes?
2 Do you think it is easy to make a film based on a comic story? Why? / Why not?

6D Reading

VOCABULARY BUILDING Binomial expressions

Binomial expressions are pairs of words used together, joined by *and*. The words always appear in the same order, for example, *peace and quiet, black and white, fish and chips*. It would sound awkward if we said *quiet and peace*.

Exam guide
6 Reading
Open-ended questions

1 Work in pairs. Complete the binomial expressions with the words in the box. Then guess what they mean.

clear	downs	ends	figures	foremost
order	sound	sweet	tear	tribulations

1 first and foremost
2 odds and ends
3 short and sweet
4 trials and tribulations
5 safe and sound
6 facts and figures
7 law and order
8 wear and tear
9 ups and downs
10 loud and clear

2 Put the pairs of words into the correct order.

1 gentlemen / ladies
2 men / women
3 see / wait
4 address / name
5 brothers / sisters
6 husbands / wives
7 salt / vinegar
8 lightning / thunder
9 there / here
10 bed / breakfast

Exam guide
7 Reading
Matching headings

2
1 ladies and gentlemen
2 men and women
3 wait and see
4 name and address
5 brothers and sisters
6 husbands and wives
7 salt and vinegar
8 thunder and lightning
9 here and there
10 bed and breakfast

3 Complete each sentence with a pair of words from exercise 1.

1 Their parents were relieved when the children turned up ... . safe and sound
2 He illustrated the talk with interesting facts and figures
3 The insurance policy doesn't cover ... to the equipment. wear and tear
4 We need the police to maintain ... . law and order

Life Skills guide
8 Critical thinking, Mediation

READING

Understanding a text about teenage superhero

Life Skills guide
4 Mediation

4 Work in pairs. Discuss the questions.

- Are you familiar with these superheroes? Do you know any others?

Batman	Captain America	The Flash
Spider-Woman	X-Men	

- What are their special powers?

Life Skills guide
9 Critical thinking

5 Read the article about Ms Marvel. Which of the features of archetypal superheroes are described?

a backstory	a desire to help	a secret identity
a special costume	confidence in their own abilities	
extraordinary powers		

All are mentioned except confidence in their own abilities.

6 Work in pairs. Answer the questions.

1 In what way is Kamala 'torn between two worlds'?
2 How does Kamala's idea of what she wants out of life change?
3 How does Kamala's story reflect 'every teenager's coming-of-age crisis'?
4 What is Kamala's 'dual identity' and how does she 'come to terms' with it?
5 What makes the book different, according to Wilson?
6 What are the similarities between Ms Marvel and Sana Amanat?
7 What do 'misfits' and superheroes have in common?
8 In what way can Ms Marvel be 'a comfort and a joyful inspiration'?

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

a Female superhero as a reflection of a female author 5
b Yet another super girl with superpowers
c New star in the world of comic strips 1
d Struggling to find her place in two different worlds 2
e Unexpected transformation and its first aftermath 3
f From the creator's point of view 4

8 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- To what degree do you sympathise with or identify with Kamala Khan? Why?
- What might a superhero based on your own life be like? Why?
- What is the value of comic superheroes to teenagers?

CRITICAL THINKING Evaluating evidence

When writers make claims or give opinions, read carefully to see what facts they give as evidence to support them. You can then decide how far you can trust their opinions and claims to be true.

9 Work in pairs. Answer the questions.

1 Look at the facts (a–c) which support the statement below. How strong is the evidence, and how could you check it?

The Ms Marvel phenomenon has skyrocketed to success.

a The first series has consistently appeared in the *New York Times* Bestseller List.
b The first series had seven reprintings in the first year.
c Even boys and men have become huge fans.

2 Find evidence in the article for these claims. How strong is the evidence?

a Kamala's 'dual identity' becomes her strength. (line 47)
b That's what makes this book different. (line 54)
c She is first and foremost a real girl. (line 63)

3h/week • Student's Book ex. 1–9 p. 100 • If short of time, skip ex. 8.
5h/week • Workbook ex. 1–4 p. 88
7h/week • Photocopiable vocabulary activities, TB pp. 359, 355 (6.4) • Extra online resources

6 Suggested answers:

1 She struggles to reconcile being an American teenager with the demands and expectations of her more conservative parents.
2 Kamala realises that merely looking like her hero was not what she wanted after all.
3 The normal trials and tribulations of being in high school are still very much a part of her life, even as she's becoming something different and amazing.
4 Her dual identity is that she is both herself and a superhero, and she comes to terms with it by realising it is a strength; it makes her tough and vulnerable simultaneously.
5 It's both illuminating and emotionally brutal.
6 Both struggled to find their place in society. Both are the daughters of Pakistani-American immigrants and felt like misfits.
7 Misfits and superheroes have their 'otherness' in common.
8 Ms Marvel can be an inspiration to all girls and women, to help them find a place in society, and become something different and amazing. She can be a role model to children going through the same coming-of-age problems.

Ms Marvel

teenage comic superhero

46 (**1**) c Meet Ms Marvel – the first female Muslim-American superhero to have her own comic book series. Ever since her first appearance in 2014, the ground-breaking Ms Marvel phenomenon has skyrocketed to success. The first series has consistently appeared in the *New York Times* Bestseller List, and it had seven reprintings in the first year alone. Even boys and men have become huge fans, in part because her initial humility and awkwardness remind them of another favourite hero, Spider-Man.

(**2**) d So who is Ms Marvel? We first meet her as Kamala Khan, an ordinary 16-year-old high school student from New Jersey, USA, and the daughter of Pakistani-American immigrants. Though respectful of her heritage, she has always felt different from her more conservative parents, and feels torn between two worlds. She is going through a rebellious phase, and struggles to reconcile being an American teenager with the demands and expectations of her parents – whom she loves but who drive her crazy – and her peers, who don't really understand what her home life is like.

(**3**) e Kamala's role-model is Carol Danvers, the original Ms Marvel. In the first episode, Kamala has a vision of Carol asking her what she wants out of life. Kamala immediately replies 'I want to be you'. All of a sudden, she finds herself transformed into Ms Marvel, with amazing superhuman powers that allow her to change her body shape, and lengthen her arms and legs at will. However, as time goes on, Kamala realises that merely looking like her hero was not what she wanted after all. She goes on to adopt her own distinctive costume, and to use her superhuman powers first to rescue a friend from drowning and then to defend New Jersey from alien enemy invaders.

(**4**) f Ms Marvel is the co-creation of Sana Amanat, Director of Content and Character Development at Marvel Comics, and writer G. Willow Wilson. For Wilson, Kamala's story reflects every teenager's coming-of-age crisis. 'She's so young – only 16 – that the normal trials and tribulations of being in high school are still very much a part of her life, even as she's becoming something different and amazing'. As she grapples with* her overwhelming new powers, and gradually comes to terms with her new identity, Kamala realises that it is possible to be both herself and a superhero at the same time. Wilson believes that this 'dual identity' becomes her strength, and makes her tough and vulnerable simultaneously. 'When you try to straddle* two worlds, one of the first things you learn is that instead of defending good people from bad people, you have to spend a lot of time defending good people from each other. It's both illuminating and emotionally brutal. That's what makes this book different.'

(**5**) a Amanat, like Kamala, struggled to find her place in society. Also the daughter of Pakistani-American immigrants, she felt like a misfit growing up in an overwhelmingly white suburban neighbourhood of New Jersey. As a fan of X-Men, she discovered the power of storytelling, and the 'otherness' of comic superheroes, to work through her own identity crisis. For Amanat, Kamala is of such value in our storytelling culture because she is first and foremost a real girl. 'I wanted her to feel accessible to everyone – to be a comfort and a joyful inspiration to women of all colours and backgrounds who are struggling with high school, insecurities, identity and growth. We wanted to help girls see they are normal and worthy, no matter what they look like or where they come from. This character is a celebration!'

grapples with *struggles to deal with*
straddle *be on both sides of something*

Fast Finishers

Choose your favourite comic or cartoon character. Describe a situation in which they have to use their superpower. If you are confident enough, you could do it in a form of a comic.

6E Cele lekcji: Stosowanie różnych struktur w rozmowie o zwyczajach obecnych i przeszłych.

1 What do young people tend to do in their free time nowadays?
2 Was it difficult for you to get used to having more work and more responsibilities at high school?

A young man napping in a shop entrance in Beijing, China.

Life Skills guide

2 Creativity, Critical thinking, Mediation

6E Grammar 2

Expressing habitual actions and states

Using different structures to talk about present and past habits

1 Work in pairs. Discuss the questions.

- How many hours' sleep do you normally get in a night?
- Has this changed since you became a teenager? If so, how, and why?

2 Read a post on a teenage health advice website, and the response. Then work in pairs and answer the questions.

Problem I'm worried that I'm not getting enough sleep at the moment. This never used to cause me problems on such a regular basis! When I started secondary school I would always go to bed at ten and sleep like a log till the alarm went off at six the next day. I was doing well at school, and getting good grades. Now I tend not to feel sleepy till after midnight. So I'll stay up texting my friends or playing computer games, and on an average night I won't drop off till around one or two. It means I feel sleepy and bad-tempered the next day, I'm always losing concentration and I even tend to fall asleep in lessons. I'm not used to feeling like this, and I'm concerned about the effect it's having on my schoolwork and home life.

Advice What you're describing is completely normal. We usually follow the pattern of being awake during the day when it's light, and asleep at night when it's dark. During adolescence there's a tendency for this pattern to shift because the body starts to produce melatonin (a hormone that makes you feel sleepy) later at night. It means that teenagers have a natural tendency to fall asleep later, and wake up later than they used to do as children. Generally speaking, teenagers need about nine hours' sleep; if they don't get enough, it can have a negative impact on their moods and life. But don't worry – there are solutions!

1 Have you experienced this problem with sleep?
2 What new facts have you learnt?
3 What do you think the solutions could be?

Expressing habitual actions and states

As well as using the present simple and past simple tense, there are many different ways to talk about present and past habits in English.

a *This **never used to cause** me problems on such a regular basis!*
b *I **would always go** to bed at ten …*
c *I **tend not to feel** sleepy till after midnight.*
d *I'**ll stay up texting** my friends.*

3 Look at the Grammar box. Then find seven more examples of expressing habit or regular actions in the post and the response in exercise 2.

4 Choose the correct option to complete the rules. Use the post and the response in exercise 2 to help you.

We use:

- *used to* and *would* (*always*) + infinitive to describe repeated actions in the past. We don't use (1) *used to* / *would* to describe states in the past.
- the present continuous with *always* or *forever* to describe (2) *a frequent* / *an occasional* action, which may cause annoyance.
- *will* or *won't* + infinitive without *to* for repeated actions in the (3) *future* / *present*.
- *be used to* + *-ing* to describe actions that we are (4) *accustomed* / *unaccustomed to*.

3h/week • Student's Book ex. 1–9 pp. 102–103, ex. 3–5 p. 111 • If short of time, skip ex. 6 and 9 p. 103.

5h/week • Workbook ex. 1–7 pp. 90–91

7h/week • Photocopiable grammar activities, TB pp. 349, 353 (6.2) • Extra online resources (see Technology guide)

- the verb *tend (not)* + infinitive with *to* for (**5**) *states and repeated actions* / *states but not repeated actions*.
- the expressions *have a tendency* and *there is a tendency* + infinitive with *to* when we want to be (**6**) *more* / *less formal*.

More explanation in Grammar reference on p. 110.
More exercises in Grammar practice on p. 111.
Do exercises 3–5.

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

1 I … (*use / go*) to bed at 9.00 pm when I was a kid.
2 Most people … (*tend / fall*) asleep quickly after they've been using a computer.
3 I … (*use / have*) a nap in the afternoon; I do it almost every day.
4 You … (*always / oversleep*) and it's driving me mad. Why don't you start reacting to your alarm clock?
5 I … (*never / get / use / stay*) up all night; I think I'm too old for that.
6 There … (*tendency / teenagers / stay*) in bed late at weekends.

6 Work in pairs. Discuss if the sentences in exercise 5 are also true for you. If not, change them so that they are true.

7 For each sentence (1–5), write another sentence with the same meaning. Use the word in capitals.

1 I can't make it my routine to do my homework right after coming back home from school. USED
I … my homework right after coming back from school.

2 It's quite typical that students feel stressed out before exams. TENDENCY
Students … stressed out before exams.

3 Typically, young people prefer chatting online to talking face to face. WILL
Young people … than talk face to face.

4 There's a tendency for teenagers to spend more time outdoors together than they used to five years ago. TEND
… more time outdoors together than they used to five years ago.

5 It is annoying when teachers criticise your results no matter how much effort you put in studying. ALWAYS
Teachers are … your results no matter how much effort you put in studying.

8 Work in pairs. Choose some of the statements (1–6) and use them to describe yourself.

When I was a child, my parents would make me eat vegetables. I didn't use to like them so I used to refuse. But I've got used to eating them now, and I actually quite like them.

1 I didn't use to like them but now I do.
2 I'm always doing that. It drives my parents mad.
3 I'm getting used to doing it, but it's hard.
4 I tend not to have enough time to do it, but I'd really like to.
5 I'll quite often do that in the evenings, but I never used to.
6 I wasn't used to doing that.

9 Work in pairs. Complete each sentence with your own ideas. Refer to the following aspects of teenagers' lives.

- time spent online
- relations with parents
- hobbies and interests
- duties at home
- pocket money

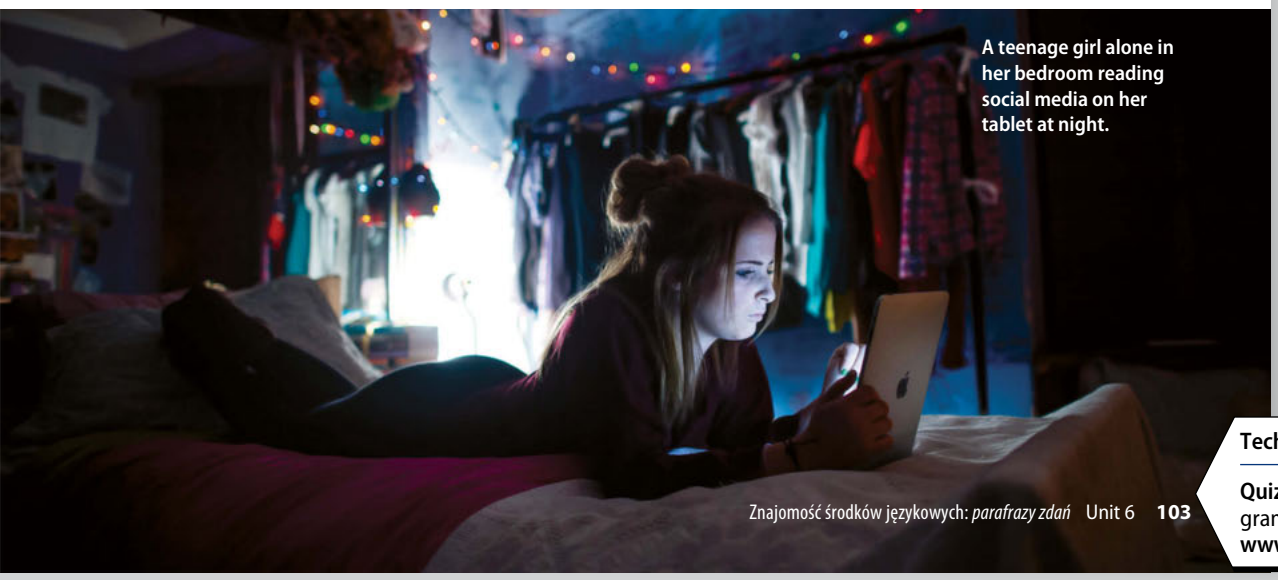
1 My parents have a tendency … .
2 I didn't use to … , but I sometimes do these days.
3 I've got a friend who's forever … and it drives me mad.
4 It was hard for me to get used to … .
5 I believe teenagers nowadays tend to … much more than they did in the past.

Exam guide
5 English in Use
Sentence formation

5
1 used to go
2 tend to fall
3 am used to having
4 are always oversleeping
5 will never get used to staying
6 is a tendency for teenagers to stay

Exam guide
7 English in Use
Transformations

7
1 am not used to doing / can't get used to doing
2 have a tendency to feel
3 will chat online rather
4 Teenagers tend to spend
5 always criticising



A teenage girl alone in her bedroom reading social media on her tablet at night.

Technology guide

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

Fast Finishers

Write 5 sentences about some of the customs, habits and routines in your school (both now and in the past). Your sentences can refer to both teachers and students. Use appropriate phrases (*used to*, *tend to*, *would*, *will*).

Cele lekcji: Rozumienie wypowiedzi o złożonym zagadnieniu.

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

LearningApps.org
Matura exercises to TED Talk video

TEDTALKS The mysterious workings of the adolescent brain

"The adolescent brain undergoes really quite profound development, and this has implications for education."

SARAH-JAYNE BLAKEMORE

AUTHENTIC LISTENING SKILLS

Preparing to listen

Before you listen to a talk or lecture, it is helpful to think about what you are going to listen to, especially if the topic is complex. You can do this by using clues (e.g. the title or description of the talk) and by researching the topic before you listen. This allows you to focus better on general listening, and not just on the complex ideas.

Exam guide
5 Listening True/false

1 Look at the Authentic listening skills box. Then read the descriptions of parts of the brain. What else do you know about the human brain?

The prefrontal cortex is an area at the front of the brain connected with higher-level thinking.
Grey matter is a substance contained in all the brain that consists mainly of neurons (cells that carry messages to and from and around the brain).
The limbic system is a complex system of nerves and networks in the brain that is connected with instinct and emotion.

BEFORE YOU LISTEN

Life Skills guide
2 Collaboration, Mediation

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

widely assumed	lifespan	high resolution
cognitive functions	inhibit	self-awareness
period of adolescence	arbitrary rule	moody
hypersensitive	excessive risk	profound development

WHILE YOU LISTEN

3 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 6.0

neuroscience	scan	MRI	track	cognitive	malleable
participants	perceive	stigmatise	inappropriate		

4 Listen to part 1 of the talk. Choose the correct option, according to Sarah-Jayne. TED 6.1 p. 410

1 In the past, people thought that the brain changed mainly in *childhood* / *adolescence*.
2 Structural MRI helps scientists study how the brain *is formed* / *works*.
3 Functional MRI can reveal how the brain *works in different situations* / *develops*.
4 We now know that the brain stops developing in *adolescence* / *adulthood*.

5 Listen to part 2 of the talk. Are the sentences true (T) or false (F)? TED 6.2 p. 410

1 Before the photo was taken, Michael Owen had just scored a goal. F
2 Most of the fans in the picture support Owen's team. T
3 The photo shows how people often react without thinking. T
4 Sarah-Jayne's experiments compare how well adults and adolescents understand other people's thoughts and feelings. T
5 Teens and adults think in similar ways in social situations. F

6 Listen to part 3 of the talk. Choose the correct option to complete each sentence. TED 6.3 p. 410

In the first experiment:

1 The man behind the shelves (the director) can see *all* / *some* of the objects.
2 The participant can see *all* / *some* of the objects.
3 The *director* / *participant* is asked to move some objects.
4 The participant has to *think* / *ask about* which objects the director can see.

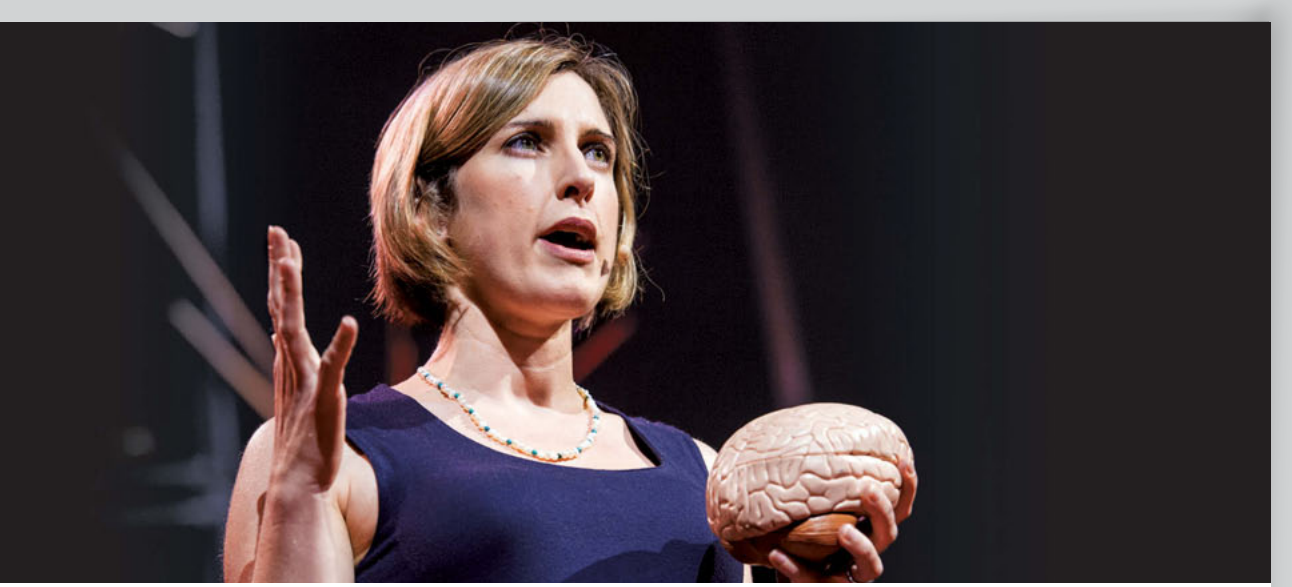
In the control experiment:

5 There is *no* / *a different* director.
6 Participants *have to* / *do not have to* move objects.
7 Participants have to *think about the director's perspective* / *remember a rule*.

3h/week • Student's Book ex. 1–10 pp. 104–105 + DVD • If short of time, skip ex. 10.

5h/week • Workbook ex. 1–5 p. 92

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



The results:

8 All participants make more errors when there is *a director*/ *no director*.

9 Children get *better*/ *worse* at doing both tasks as they grow older.

10 In adolescence, the ability to see another person's perspective *is fully developed* /*is still developing*.

7 **Listen to part 4 of the talk. Answer the questions.** TED 6.4 p. 410

1 Which of these stereotypical teenage characteristics are mentioned?

- ✓ desire to be liked by friends
- indecision
- ✓ moodiness
- ✓ risk-taking
- ✓ self-consciousness

2 What are the results (a–c) of the brain features (1–3)?

1 a hypersensitive limbic system c
2 an underdeveloped prefrontal cortex b
3 the brain is still malleable a

a The teenage years are a great opportunity for learning and creativity.
b Teens find it more difficult to control their impulses.
c Teens get a rewarding feeling from risk-taking.

8 **VOCABULARY IN CONTEXT**

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 6.5

radically	undergoes	within a split second of
believe it or not	prone to	kick

9 **Think of an example of the following things. Then work in pairs and compare your examples.**

- things you have *radically changed* your views on
- errors you are particularly *prone to* making in English
- activities that give you *a kick*
- an activity you need to do precisely, with *split-second* timing

AFTER YOU LISTEN

10 **MY PERSPECTIVE – SPEAKING**

Work in pairs. How far do you agree with each of the statements?

- Neuroscience should be a compulsory subject for adolescents and young adults in school.
- Environment and upbringing are more important than genetics in developing a person's character.
- Knowing that my brain is still developing makes me more careful about things like diet, sleep and hobbies.
- Teenagers' tendency to take risks should be seen as a positive trait.

Life Skills guide
10 Critical thinking, Self-development

CHALLENGE

Practise saying the sentences to demonstrate some of the states. Can your partner guess your mood? Use some of the ideas from the question above to convey your feelings. Then continue some of the conversations.

astonished	bored	delighted	embarrassed	
furious	nervous	puzzled	suspicious	upset

1 This isn't mine. Someone else must've left it here.
2 I've just heard my exam results.
3 We're spending our holidays at the beach again.
4 I'm going abseiling tomorrow.
5 You're looking very smart today.
6 I've never done anything like this before.

Life Skills guide
Communication

Life Skills guide
9 Critical thinking, Mediation

6F Cele lekcji: Okazywanie zrozumienia, oferowanie wsparcia i pomocy.

1 Who is the first person you talk to whenever you have a minor problem?
2 Are you good at listening to people and cheering them up? Why do you think this is so?

6F Speaking

Life Skills guide
1 Communication, Mediation

2 Conversation 1
1 Joel's computer's just crashed and he's lost his assignment. He didn't back it up.
2 Luis offered to lend him his computer.

Conversation 2
1 Gaby's just had a row with Kristen because she keeps buying the same clothes.
2 Erin offers to have a word with Kristen.

Life Skills guide
3 Communication

Life Skills guide
4 Critical thinking, Mediation

Life Skills guide
5 Communication

Useful language

Showing understanding
What a drag / a pain.
You must have felt so frustrated.
How upsetting / infuriating!
I'm not surprised you feel let down / irritated.
That's totally understandable.

Offering encouragement
Still, at least …
(Looking) on the bright side, …
It might not be as bad as you imagine.

Offering help
I'm more than happy to …, if that would help.
I could …, if that's any use.
Let me know if you'd like a hand with …
Would you like me to …?
Is there anything I can do to help?

Showing understanding, offering encouragement and help

1 Work in pairs. Talk about a time when someone offered you help or encouragement with a problem. Were they able to see things from your perspective? Did they offer you any comforting 'words of wisdom'?

2 Listen to two conversations in which a friend tries to help with a problem. Answer the questions about each conversation. 47 p. 390

1 What exactly is the problem?
2 How does the friend offer to help?

3 Listen to five people describing difficulties. Respond using expressions from the Useful language box. Then compare ideas with a partner. 48 p. 390

4 Work in pairs. List five situations in which you turned for help or advice to different people. Then, discuss the questions.

a best friend
b your parents
c teacher at school
d police officer
e a stranger in the street

1 Were these people able to offer you help on their own, or did they need your request for help in order to react?
2 How would you rate these people's help at that time? Do you think they could have done more for you?

5 Work in pairs. Choose two or three of these situations and improvise conversations. Use different expressions from the Useful language box to find out more information, show understanding, or offer encouragement and help.

1 I'm finding it hard to choose a course at university.
2 I can't seem to get to school on time these days.
3 I'm feeling stressed about the exam next week.
4 My friend keeps texting me late at night.
5 It's Lara's birthday tomorrow and I haven't got her anything yet.

106 Unit 6

3h/week • Student's Book ex. 1–5 p. 106 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–6 p. 93

7h/week • Extra online resources

6G Writing

An essay comparing advantages and disadvantages

Writing a for and against essay

1 Work in pairs. Read the essay question. Discuss your views on the options.

What are the advantages and disadvantages of the different options for getting advice on a problem? Which do you think is the best? Explain why.

- *Talking to your parents*
- *Posting a question on an online forum*
- *Talking to a friend*
- *Talking to a professional (e.g. a teacher or doctor)*

2 Read the essay below. Does the writer mention the points you discussed? What other points are mentioned?

There are many times in life when we struggle to find a solution to a problem. In these situations, some people suggest that you talk the issue over with a good friend, or discuss it on an online forum. Let us discuss the pros and cons of these ways of tackling the problem.

There are many points in favour of discussing a problem with others. First and foremost, a good friend is always concerned about your happiness and wellbeing. A further benefit is that they can easily understand what you are going through, because they are from the same generation. In the case of online forums, the main advantage is that they are anonymous, so it is easier to be open about your problem. Moreover, you will get a range of views from many different people there.

However, one possible disadvantage is that friends may not question your attitude because they want to please you. Most importantly, a friend may not be experienced enough to give the right advice. Online advice from many users, in turn, may create confusion, so it is necessary to weigh up the advice critically. A further significant drawback is that online forum users can sometimes write cruel and hurtful things.

No one can solve a problem for you; nonetheless, it is always helpful to get different perspectives on an issue. If you consider them thoroughly, you will surely make the right decision. Whatever you decide, remember that 'a problem shared is a problem halved'.

3 Work in pairs. Find expressions in the essay that introduce advantages and disadvantages. Then write two paragraphs like paragraph 2 or 3 in the essay about one of the other options in exercise 1. Use expressions from the Useful language box.

4 WRITING TIPS Interpreting essay questions

When you write an essay, it is important to read and analyse the question carefully.

1. Read the question at least twice.
2. Look for instruction words (e.g. *explain*) and topic words (e.g. *advice*).
3. Decide what you must include, and what you can include if you want.
4. Decide what is an appropriate style.
5. Check the word count and any other instructions.

Work in pairs. Read the essay question. Interpret it using the guidelines (2–5) in Writing Tips.

You have read an online article about the best living arrangement for university students. Four of the options are mentioned below, along with some of the readers' comments. Write an essay discussing the advantages and disadvantages of two of the options (1–4). You should explain which one you think is the best option, giving reasons to support your answer. You may, if you wish, make use of the opinions expressed by other readers, but you should use your own words as far as possible.

1	living at home with your parents	*saves a lot of money*
2	sharing a flat	*flatmates could be untidy*
3	living in university accommodation	*could be noisy*
4	living alone in a studio flat	*peace and quiet, good for study*

5 Write an essay. Use expressions from the Useful language box. Write between 200 and 250 words.

More about writing an essay in Writing guide on p. 155.

Useful language

Introducing advantages and disadvantages

What are the benefits / merits of …?
There are pros and cons to …
There are many advantages … / points in favour of …
However, it also has certain disadvantages / drawbacks.
One possible advantage / disadvantage of … is …
The main advantage / disadvantage of … is …
This has the (possible) advantage / disadvantage of …
Another plus point is …
A significant drawback is …
The advantages outweigh the disadvantages.

Listing points

First of all, … / First and foremost, …
Moreover, … / In addition, …
A further benefit …
Most importantly, / crucially, …
Finally, / Lastly, / Last but not least, …

1 What are the common causes for arguments between siblings?
2 When was the last time you looked on the internet for a solution to a problem? What was it about? Did the advice work?

Life Skills guide
1 Critical thinking

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity, Critical thinking, Mediation, Practical skills

Life Skills guide
3 Creativity, Critical thinking

3h/week • Student's Book ex. 1–5 p. 107

5h/week • Workbook ex. 1–5 p. 94

7h/week • Extra online resources

Skills Review 6

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Even when Sam faced some hardships, he remained calm and ... . cheerful CHEER
2 ..., Richard is losing genuine friends due to his irritable nature. Apparently APPARENT
3 Despite harsh criticism, Gina is ... satisfied with her relationship with her peers. basically BASIC
4 It's normal for parents to have a feeling that they're losing control when their child begins to exhibit ... behavior. rebellious REBEL
5 ..., once young people have to pay their own bills, they tend to have a greater appreciation for their parents. Interestingly INTEREST
3 Teenagers tend to require immediate responses to life's questions.
HAVE
Teenagers ... immediate responses to life's questions.
4 My younger brother keeps taking my things without my permission.
WILL
My younger brother ... my things without my permission.
5 Mary often speaks in public.
USED
Mary ... in public.
6 It will soon seem normal for you to take a risk.
GET
You'll soon ... a risk.

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 A group of teenagers was found safe and ..., clinging to the edge of the cliff. sound
2 It's high time I started doing my ... thing instead of dealing with the affairs of others. own
3 Brian has always ... across well in presentations. come
4 When in doubt, it was better for Sandra to play it ... than run the risk of failing. safe
5 Linda needs to weigh ... the pros and cons and decide what's best for her – not just take a gap year because her friends do. up
6 Rather than doing the same as everyone else, Barbara tries to stand ... to get noticed. out

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

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

1 Ricky ... (*be / use / be / compare*) to his elder brother, which doesn't bother him.
2 Wendy ... (*constant / reprimand*) me for something I didn't do. It's so aggravating.
3 Mickey ... (*tend / be / optimistic*), even in difficult times. I wish I were like him.
4 Don't worry. You ... (*get / use / act*) within the rules soon.
5 I ... (*use / ask*) my mother what decision to make, but I no longer do so.

4 1 is used to being compared
2 is constantly reprimanding
3 tends to be optimistic
4 will get used to acting
5 used to ask

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 As a child, I always disobeyed the rules imposed by my parents.
WOULD
As a child, I ... the rules imposed by my parents.
2 William wasn't influenced by his peers when he was at school.
USE
William ... influenced by his peers when he was at school.

3 1 would (always) disobey
2 didn't use to be
3 have a tendency to require
4 will keep taking / will take
5 is used to speaking
6 get used to taking

Tłumaczenie fragmentów zdań

Exam guide
5 English in Use
Translations

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 I always admired my bosom friend, Jeremy, who was calm, (*zrównoważony*) ..., and worked well under pressure.
2 She spent half an hour sorting through her handbag (*pełną drobiazgów*) ... .
3 Lucy admitted that the need to buy a new pair of shoes arose from (*normalnego ich zużycia*) ... and not due to a whim.
4 The presentation Harry had prepared was (*krótka i zwięzła*) ... .
5 Mark makes the impression of being aloof, but he is warm and sociable (*w głębi serca*) ... .

5 1 even-tempered
2 full of odds and ends
3 their normal wear and tear
4 short and sweet
5 deep down

Life Skills guide
5 Mediation

3h/week • Student's Book ex. 1–8 pp. 108–109 • If short of time, assign ex. 8 for homework.

5h/week • Workbook ex. 1–9 pp. 96–97, ex. 1–5 p. 95 • If short of time, assign ex. 8 p. 97 for homework.

7h/week • English in Use photocopiable activities, TB pp. 351, 356–359 (6.5–6.8) • Extra online resources (see Technology guide)

READING

6 **Przeczytaj tekst, z którego usunięto cztery fragmenty. Dopasuj do luk (1–4) litery, którymi oznaczono brakujące fragmenty (a–e), tak aby otrzymać logiczny i spójny tekst.**
Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

A turbulent period

Adolescence, the period between childhood and adulthood, is difficult enough as it is. Now, soaring rates of obesity are making life for young people even more challenging. Low and middle income nations are seeing the levels skyrocket, while higher income ones are leveling out at disturbingly high rates. Unfortunately, obese children and adolescents are likely to remain obese as adults, which can lead to so many health problems down the line. In America, more than 20% of kids aged 12–19 are obese! (**1**) e So why are so many adolescents becoming obese? The answer is complex.

Most of all, adolescents are becoming larger because they are eating a poorer diet and fewer homemade meals. (**2**) d Now, adolescents eat on the go, many rarely coming home to nutritious food waiting for them when they walk in the door. Also, television commercials and advertisements for unhealthy food options and soft drinks have been shown to be directly related to obesity levels. Unhealthy food has become socially acceptable and sugar is hidden everywhere. Children grow up eating sugar in everything and then develop a taste for it. In addition, sugar is one of the most addictive substances around!

As if this wasn't bad enough, adolescents have become completely dependent on technology. (**3**) c Participation in sports has dropped to an all-time low and by middle school, 70% of kids drop out of sports all together. Being active has a very positive influence on general wellbeing and mental health, and children who are active do better in school. Playing team sports also improves a person's ability to get along with peers. Because adolescents of today spend so much time online, many have trouble in face-to-face interactions.

Being obese and simply overweight has a whole host of other associated health problems. Depression is common among overweight individuals, as is a loss of self-esteem, and damaged body image. Also, being obese increases the risk for insulin resistance and type 2 diabetes, hypertension and heart disease, stroke and gallbladder disease, and many others. Despite social movement to accept all sorts of shapes and sizes, there are simply health risks to being over a normal body weight. (**4**) a In fact, people of all ages need to be made aware of the risks. So swap that candy bar out for an apple and an evening in front of the television for a walk with the dog!

a While it may be becoming more visually acceptable, being obese is just unhealthy. Young people need to understand the serious implications their heaviness has on their health.
b It is also a stage when significant changes in health and health-related behaviors such as smoking and substance abuse, unhealthy eating, and lack of exercise occur, which may considerably impact their health in later life.
c They prefer to stay inside and play video games or scroll through social media on their telephones. Previous generations spent afternoons and evenings outside on their bikes or playing games. The kids of today prefer the indoors to the outdoors.
d Decades ago, most food was eaten inside the home and prepared from scratch, meaning from ingredients that didn't have a nutrition label.
e Not enough is being done about the problem either. Rather than spending more money on getting to the root of the problem, many governments are simply spending more money on healthcare.

Exam guide
6 Reading
Missing sentences

SPEAKING

7 **Wypowiedz się na temat podany poniżej. W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów.**

Czy czas dojrzewania jest trudnym okresem dla młodzieży?
- rozwój fizyczny
- emocje
- relacje z innymi osobami

Następnie odpowiedz na pytania.

1 Do you agree with the opinion that all teenagers are rebels, but some are more than others? Why?/Why not?
2 Do teenagers stand out as a group by wearing similar clothes?
3 Should parents be strict or permissive with their teenage children? Why?

Exam guide
7 Oral Matura

Life Skills guide
7 Critical thinking, Mediation

WRITING

8 **Wielu nastolatków podejmuje decyzję o kontynuacji nauki w szkole ponadpodstawowej w innym mieście, decydując się na zakwaterowanie w internacie. Napisz rozprawkę, w której przedstawisz argumenty za i przeciw zamieszkaniu w internacie.**

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

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity, Critical thinking, Mediation, Practical skills

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

Grammar reference 6

GRAMMAR 1 Adverbials

Adverbials

Okolicznikami mogą być jednowyrazowe przysłówki (np.: *quickly, perhaps*) oraz dłuższe wyrażenia (np.: *on time, at the end of the day*). Mogą one występować w różnych miejscach w zdaniu.

Front position

Na początku zdania umieszczamy:

- przysłówki wyrażające nastawienie (np.: *perhaps, basically, frankly, in fact*) oraz niektóre przysłówki czasu (np.: *then, later, suddenly*):

  ***Frankly**, I don't agree.*

  ***Then** we need to consider the changes happening at this time.*

- niektóre wyrażenia łączące (np.: *in addition, as a result, however*):

  *This is one idea. **However**, there are others.*

- inne przysłówki, jeśli chcemy położyć na nie nacisk:

  ***Occasionally**, we all do something that we later regret.*

Mid position

W środku zdania występują:

- przysłówki częstotliwości (np.: *always, often, rarely*)
- przysłówki stopnia (np.: *very, really, quite, almost*)
- inne przysłówki (np.: *definitely, probably*)

  *We've **almost** finished the study on risk-taking in adolescents.*

Przysłówek zazwyczaj występuje przed czasownikiem głównym, ale po czasowniku *to be*. Jeśli w zdaniu występuje czasownik posiłkowy, przysłówek stawiamy po tym czasowniku zarówno w zdaniach twierdzących, jak i przeczących:

*He **always** agrees with us. / He doesn't **always** agree …*

*He is **always** in agreement with us. / He isn't **always** in agreement …*

*He has **always** agreed with us. / He hasn't **always** agreed …*

W zdaniach przeczących przysłówki *certainly, probably* występują przed czasownikiem posiłkowym:

*He **certainly** doesn't agree with everything we say.*

Zwróć uwagę na różnicę w znaczeniu w zależności od pozycji przysłówka *'really'* w zdaniu:

*We wouldn't **really** want to do that. (delikatny sprzeciw)*

*We **really** wouldn't want to do that. (silny sprzeciw)*

Większość przysłówków częstotliwości może znaleźć się na początku zdania. Wyjątek stanowi przysłówek *always*, który występuje obok czasownika.

Jeśli przysłówki częstotliwości o zabarwieniu negatywnym, np.: *never, seldom, rarely* występują na początku zdania, konieczne jest zastosowanie inwersji.

End position

Na końcu zdania występują:

- przysłówki sposobu (np.: *quickly, carefully, well, fully*) (po czasowniku i dopełnieniu):

  *We planned the experiment **fully** and carried it out **carefully**.*

- dłuższe wyrażenia przysłówkowe określające miejsce i czas (w kolejności: przysłówki sposobu, miejsca, czasu):

  *We waited **patiently** outside the theatre for hours.*

Ćwiczenia 1–2

GRAMMAR 2 Expressing habitual actions and states

Powtarzające się czynności i nawyki wyrażamy za pomocą:

- czasów *present* i *past continuous*, często z przysłówkami: *always, forever, constantly*:

  *Mum's **constantly telling** me to sit up straight.*

  *The puppy was so sweet; he **was always following** me around.*

Taka konstrukcja służy do wyrażania głównie irytacji, ale także innych emocji, np. uczucia przyjemności.

- *will* (w odniesieniu do teraźniejszości) oraz *would* (w odniesieniu do przeszłości), czasami z przysłówkiem *always*.

  *My younger sister **will keep borrowing** my new clothes.*

  *I **would always borrow** my sister's clothes as a child.*

- *used to + bezokolicznik* (w odniesieniu do czynności i stanów powtarzających się w przeszłości):

  *I **used to bite** my nails when I was a child.*

Zwróć uwagę na różnicę w znaczeniu między: *used to + bezokolicznik* i *be/get used to + -ing*.

Konstrukcja *„used to + bezokolicznik"* = mieć w zwyczaju coś robić w przeszłości.
Konstrukcja *„be/get used to + -ing"* = *być przyzwyczajonym/przyzwyczajać się do robienia czegoś.*

*I **never used to** like it, but now **I'm getting used to living** here.*

- *tend to + bezokolicznik* oraz wyrażenia: *be/have a tendency* + bezokolicznik.

  *Teenagers **tend to** / **have a tendency to worry** a lot.*

Ćwiczenia 3–5

Grammar practice

1 Put the adverbials in brackets in the correct position in each sentence.

1 People often think that when you're a teenager you follow the crowd without making up your own mind (*foolishly*).
2 My brother always disturbs me when I've completed my homework (*almost*).
3 If I had more self-confidence, I wouldn't give in to peer pressure so much (*probably*).
4 People think I'm rebellious but that's just because of what I say – I don't behave badly. (*often*)
5 I had misunderstood what was required in the chemistry exam last week (*totally*).
6 I'm completely out of cash at the moment – I bought a really expensive pair of boots last Friday (*stupidly*).

2 Put the words and phrases in the correct order.

1 most teenagers / influenced by / aren't / their peers / easily / In fact
2 people / Perhaps / better / more openly / if we spoke / would understand us / about our emotions
3 acting / Rather than / impulsively / weigh / the pros and cons / carefully / you should / up
4 definitely / our parents / on Saturday nights / to come to / We / the club / wouldn't want
5 stereotypes / annoy me / thought-through / Frankly, / badly / really / of the moody teenager
6 sensibly / don't / of their brains / developed / Young people / always / as certain aspects / fully / aren't / behave

3 Choose the correct options to complete the post on a teenage health advice website.

Problem I'm really starting to get concerned about the amount of time I'm spending online, particularly on social media sites. Every day after school (1) *I'll* / *I'd* go straight to my room and go online, and then again after dinner. My parents think I'm doing my homework, but I'm certain mum suspects something because she (2) *'s forever asking* / *forever asks* me if I've finished. I (3) *'m used to* / *tend to* follow a lot of people I don't really know on social media and I know it isn't good – I (4) *used to tell* / *'m always telling* myself 'just another ten minutes', but that ten minutes turns into an hour, then two. The worst thing is that I (5) *used to get* / *'m used to getting* really good grades at school and I (6) *will* / *would* hang out after school with a great group of friends, but now my grades are slipping and my friends (7) *would get* / *are getting* used to me making excuses and disappearing straight after school. Mum often asks after my friends, but I (8) *'m used to* / *'ll* just put her off by saying we're all busy with the exams coming up. In fact, I really don't know what I'm going to do when the exams come along and my parents see how badly I do. Please help me!

4 Complete the advice in response to the problem with the expressions in the box. There is one you do not need.

always appear	getting used to	have a tendency
there is a tendency	used to be	will tend to

Advice Young people can (1) … to do things to extremes, but I think you do have a problem. From what you say, you (2) … an outgoing and hard-working student, and the fact that has changed is a cause for concern. Spending a lot of time online in itself may not be such an issue – your parents may not see it this way as (3) … for older people – digital immigrants – to see all online time as wasted time, which isn't necessarily the case. What concerns me more is that you (4) … to be following people you don't know online rather than interacting with friends. I think you should start by talking to your friends about this – they may be (5) … you disappearing after school, but my guess would be that they're concerned about you. Ask them what they do online and how they control their time, and see if you can change your habits.

5 Complete the second sentence so that it means the same as the first, using the word in capitals.

1 My little brother will take my things without asking!
TAKING
My little brother is … !

2 Older people tend to spend far less time online than younger people.
TENDENCY
There … .

3 My teenage children are quite independent and always have been.
BEING
My teenage children are … .

4 I'm used to communicating with my friends by text.
TEND
I … .

5 When my parents were my age, they'd spend hours watching TV – what's the difference?
TO
My parents … .

6 Teenagers tend to need more sleep than adults.
TENDENCY
Teenagers … .

1 … you (**foolishly**) follow the crowd (**foolishly**) without …
2 … I've (**almost**) completed my homework.
3 … I (**probably**) wouldn't give in …
4 People (**often**) think … / … I don't (**often**) behave badly.
5 I had (**totally**) misunderstood …
6 I (**stupidly**) bought a really expensive pair of boots (**stupidly**) last Friday.

4 **1** have a tendency
2 used to be
3 there is a tendency
4 always appear
5 getting used to

5 **1** always taking my things without asking!
2 is a tendency for older people to spend far less time online than younger people.
3 used to being quite independent.
4 tend to communicate with my friends by text.
5 used to spend hours watching TV when they were my age – what's the difference?
6 have a tendency to need more sleep than adults.

2 **1** In fact, most teenagers aren't easily influenced by their peers. / In fact, most teenagers aren't influenced by their peers easily.
2 Perhaps people would understand us better if we spoke more openly about our emotions. / Perhaps people would understand us better if we spoke about our emotions more openly.
3 Rather than acting impulsively, you should weigh up the pros and cons carefully. / Rather than acting impulsively, you should carefully weigh up the pros and cons.
4 We definitely wouldn't want our parents to come to the club on Saturday nights.
5 Frankly, badly thought-through stereotypes of the moody teenager really annoy me.
6 Young people don't always behave sensibly as certain aspects of their brains aren't fully developed.

Wordlist Unit 6 49

VOCABULARY p. 97

cheerful (adj) /'tʃɪəfl/ radosny, pogodny
come across (phr v) /ˌkʌm ə'krɒs/ wydawać się (jakimś), robić wrażenie
couldn't care less (phr) /ˌkʊdnt keə 'les/ potocznie: nic mnie to nie obchodzi
do my own thing (phr) /ˌduː maɪ ˌəʊn 'θɪŋ/ potocznie: chodzę własnymi ścieżkami
even-tempered (adj) /ˌiːvən'tempəd/ spokojny, zrównoważony
follow the crowd (phr) /ˌfɒləʊ ðə 'kraʊd/ robić to co inni, dosłownie: podążać za tłumem
give a thrill (phr) /ˌgɪv ə 'θrɪl/ ekscytować
impulsive (adj) /ɪm'pʌlsɪv/ impulsywny
influenced by peers (phr) /ˌɪnfluənsd baɪ 'pɪəz/ pod wpływem rówieśników
mood (n) /muːd/ nastrój, humor
obey (v) /əʊ'beɪ/ przestrzegać
peer pressure (n) /'pɪə ˌpreʃə/ presja rówieśnicza
play it safe (phr) /ˌpleɪ ɪt 'seɪf/ być ostrożnym, nie podejmować zbędnego ryzyka
rebellious (adj) /rɪ'beljəs/ nieposłuszny, buntowniczy
self-controlled (adj) /ˌselfkən'trəʊld/ opanowany, powściągliwy
social exclusion (n) /ˌsəʊʃl ɪk'skluːʒn/ społeczne wykluczenie
socialise (v) /'səʊʃəlaɪz/ udzielać się towarzysko
stand out (phr v) /ˌstænd 'aʊt/ wyróżniać się
take risk (phr) /ˌteɪk 'rɪsk/ podejmować ryzyko
weigh up the pros and cons (phr) /weɪ ˌʌp ðə ˌprəʊz ən 'kɒnz/ rozważać za i przeciw / plusy i minusy / wady i zalety

LISTENING p. 98

adolescence (n) /ˌædə'lesəns/ okres dojrzewania
adulthood (n) /'ædʌlthʊd/ dorosłość
approval (n) /ə'pruːvl/ aprobata, uznanie
at one's fingertips (phr) /ət ˌwʌnz 'fɪŋgəˌtɪps/ w zasięgu ręki
cautious (adj) /'kɔːʃəs/ ostrożny
cheer on (phr v) /ˌtʃɪə 'ɒn/ kibicować komuś
childhood (n) /'tʃaɪldhʊd/ dzieciństwo
confidence (n) /'kɒnfɪdəns/ pewność
conscious (adj) /'kɒnʃəs/ świadomy
constantly (adv) /'kɒnstəntli/ stale, ciągle
crooked (adj) /'krʊkɪd/ krzywy, przekrzywiony
encyclopaedia (n) /ɪnˌsaɪklə'piːdiə/ encyklopedia
engage in (phr v) /ɪn'geɪdʒ ɪn/ angażować się w (coś)
fort (n) /fɔːt/ fort (w którym stacjonują żołnierze)
insensitive (adj) /ɪn'sensətɪv/ nieczuły
long-term (adj) /ˌlɒŋ'tɜːm/ długoterminowy
make a contribution (phr) /ˌmeɪk ə ˌkɒntrɪ'bjuːʃn/ przyczyniać się (do czegoś)
moodiness (n) /'muːdinəs/ zmienność nastrojów
myth (n) /mɪθ/ mit, błędne przekonanie
overcome (v) /ˌəʊvə'kʌm/ pokonywać
pale (adj) /peɪl/ blady
portray (v) /pɔː'treɪ/ przedstawiać, portretować
random (adj) /'rændəm/ przypadkowy, losowy
rate (n) /reɪt/ wskaźnik
self-confident (adj) /ˌself'kɒnfɪdənt/ pewny siebie
soaring (adj) /'sɔːrɪŋ/ gwałtownie rosnący
stereotype (n) /'steriəˌtaɪp/ stereotyp
take calculated risk (phr) /ˌteɪk 'kælkjəˌleɪtɪd 'rɪsk/ podejmować skalkulowane ryzyko
throw away (phr v) /ˌθrəʊ ə'weɪ/ wyrzucać
transition (n) /træn'zɪʃn/ przemiana
unfairly (adv) /ˌʌn'feəlɪ/ niesprawiedliwie
universal (adj) /ˌjuːnɪ'vɜːsl/ uniwersalny, powszechny
up to a point (phr) /ˌʌp tə ə 'pɔɪnt/ do pewnego stopnia
upcycle (v) /'ʌpˌsaɪkl/ ponownie użyć czegoś, co było wcześniej zniszczone lub bezużyteczne (np. stworzyć kwietnik ze starych palet)
vast amount of (phr) /ˌvɑːst ə'maʊnt əv/ ogromna ilość
worldly (adj) /'wɜːldli/ światowy

GRAMMAR 1 p. 99

apparently (adv) /ə'pærəntli/ najwyraźniej
at all (adv) /ˌət 'ɔːl/ wcale, zupełnie nie, w ogóle
definitely (adv) /'defɪnətli/ zdecydowanie, na pewno
frankly (adv) /'fræŋkli/ szczerze
immediately (adv) /ɪ'miːdiətli/ natychmiast, od razu
just (adv) /dʒʌst/ dopiero co, właśnie, tylko, zaledwie, ledwo, po prostu
probably (adv) /'prɒbəbli/ prawdopodobnie, pewnie, zapewne
surprisingly (adv) /sə'praɪzɪŋli/ zaskakująco, zadziwiająco, o dziwo

READING pp. 100–101

aftermath (n) /'ɑːftəˌmæθ/ następstwo, wynik
bed and breakfast (n) /ˌbed ən 'brekfəst/ zakwaterowanie ze śniadaniem
black and white (adj) /ˌblæk ən 'waɪt/ czarno-biały
brothers and sisters (n) /ˌbrʌðəz ən 'sɪstəz/ bracia i siostry
brutal (adj) /'bruːtl/ brutalny
come to terms (phr) /ˌkʌm tə 'tɜːmz/ pogodzić się, dojść do porozumienia
coming-of-age (n) /'kʌmɪŋəveɪdʒ/ dorastanie
conservative (adj) /kən'sɜːvətɪv/ konserwatywny, zachowawczy
distinctive (adj) /dɪ'stɪŋktɪv/ charakterystyczny
drown (v) /draʊn/ topić się, tonąć
dual (adj) /'djuːəl/ podwójny
facts and figures (phr) /ˌfækts ən 'fɪgəz/ cyfry i fakty
first and foremost (phr) /ˌfɜːst ən 'fɔːməʊst/ przede wszystkim, po pierwsze
fish and chips (n) /ˌfɪʃ ən 'tʃɪps/ smażona ryba z frytkami
foremost (adj) /'fɔːməʊst/ główny, pierwszy
grapple with (phr v) /'græpl wɪð/ borykać się z…, zmagać się z…
groundbreaking (adj) /'graʊndˌbreɪkɪŋ/ przełomowy, nowatorski
here and there (phr) /ˌhɪə ən 'ðeə/ tu i tam
humility (n) /hjuː'mɪlətɪ/ pokora, skromność
husbands and wives (n) /ˌhʌzbəndz ən 'waɪvz/ mężowie i żony
identity (n) /aɪ'dentətɪ/ tożsamość
illuminating (adj) /ɪ'luːmɪˌneɪtɪŋ/ pouczający, instruktywny
insecurity (n) /ˌɪnsɪ'kjʊərətɪ/ brak pewności, poczucie zagubienia
joyful (adj) /'dʒɔɪfl/ radosny
ladies and gentlemen (phr) /ˌleɪdiz ən 'dʒentlmen/ panie i panowie, szanowni państwo
law and order (n) /ˌlɔː ən 'ɔːdə/ ład i porządek
loud and clear (phr) /ˌlaʊd ən 'klɪə/ głośno i wyraźnie
men and women (n) /ˌmen ən 'wɪmɪn/ kobiety i mężczyźni
merely (adv) /'mɪəli/ zaledwie, jedynie
misfit (n) /'mɪsfɪt/ osoba niedopasowana do otoczenia
name and address (n) /ˌneɪm ənd ə'dres/ nazwisko i adres
odds and ends (n) /ˌɒdz ən 'endz/ drobiazgi
overwhelming (adj) /ˌəʊvə'welmɪŋ/ przytłaczający
peace and quiet (phr) /ˌpiːs ən 'kwaɪət/ cisza i spokój, święty spokój
phenomenon (n) /fə'nɒmɪnən/ fenomen, zjawisko
reconcile (v) /'rekənsaɪl/ pogodzić się z…
reprinting (n) /ˌriː'prɪntɪŋ/ przedrukowanie, wznawianie
safe and sound (phr) /ˌseɪf ən 'saʊnd/ cały i zdrowy
salt and vinegar (n) /ˌsɔːlt ən 'vɪnɪgə/ ocet i sól
short and sweet (phr) /ˌʃɔːt ən 'swiːt/ krótki i zwięzły
skyrocket (v) /'skaɪˌrɒkɪt/ szybko rosnąć, szybko osiągać sukces
straddle (v) /'strædl/ znajdować się po obu stronach czegoś (np. granicy)
sympathise (v) /'sɪmpəθaɪz/ współczuć
thunder and lightning (n) /ˌθʌndə ən 'laɪtnɪŋ/ grzmoty i błyskawice
torn (adj) /tɔːn/ rozdarty (między dwiema rzeczami)
trials and tribulations (phr) /ˌtraɪəlz ən ˌtrɪbjʊ'leɪʃənz/ perypetie, kłopoty
wait and see (phr) /weɪt ən siː/ przekonać się, zobaczyć coś
wear and tear (phr) /ˌweə ən 'teə/ zużycie eksploatacyjne, normalne zużycie w trakcie eksploatacji
worthy (adj) /'wɜːði/ zacny

GRAMMAR 2 pp. 102–103

bad-tempered (adj) /ˌbæd'tempəd/ wybuchowy
melatonin (n) /ˌmelə'təʊnɪn/ melatonina (hormon regulujący sen)

nap (n) /næp/ drzemka
shift (n) /ʃɪft/ zmiana
sleep like a log (phr) /ˌsliːp laɪk ə ˈlɒg/ spać jak kamień, jak suseł (dosłownie: jak kłoda)
sleepy (adj) /ˈsliːpi/ śpiący

TED TALK pp. 104–105

adolescent (n) /ˌædəˈlesənt/ nastolatek/ nastolatka
arbitrary (adj) /ˈɑːbɪtrəri/ losowy, przypadkowy
believe it or not (phr) /bɪˈliːv ɪt ɔː ˌnɒt/ wierz lub nie
cognitive (adj) /ˈkɒgnətɪv/ poznawczy, kognitywny
excessive risk (n) /ɪkˌsesɪv ˈrɪsk/ nadmierne ryzyko
hypersensitive (adj) /ˌhaɪpəˈsensətɪv/ nadwrażliwy
implication (n) /ˌɪmplɪˈkeɪʃn/ implikacja, sugestia
inappropriate (adj) /ˌɪnəˈprəʊpriət/ nieodpowiedni
inhibit (v) /ɪnˈhɪbɪt/ hamować, powstrzymywać
intervention (n) /ˌɪntəˈvenʃn/ interwencja
lifespan (n) /ˈlaɪfˌspæn/ czas trwania życia
malleable (adj) /ˈmæliəbl/ giętki, ulegający wpływom
mental state (n) /ˈmentl ˌsteɪt/ stan umysłowy, mentalny, psychiczny
moody (adj) /ˈmuːdi/ kapryśny, humorzasty
MRI (n) /ˌem ɑːr ˈaɪ/ rezonans magnetyczny (RM)
neuroscience (n) /ˈnjʊərəʊˌsaɪəns/ neurologia, nauka o mózgu i układzie nerwowym
occlude (v) /əˈkluːd/ zatykać
parody (v) /ˈpærədi/ parodiować
participant (n) /pɑːˈtɪsəpənt/ uczestnik/ uczestniczka
perceive (v) /pəˈsiːv/ postrzegać
period of adolescence (n) /ˌpɪəriəd əv ˌædəˈlesəns/ okres dojrzewania
process (v) /ˈprəʊses/ przetwarzać
profound development (n) /prəˌfaʊnd dɪˈveləpmənt/ całkowita, głęboka zmiana, rozwój
prone to (adj) /ˈprəʊn tʊ/ podatny na…
radically (adv) /ˈrædɪkli/ radykalnie
reveal (v) /rɪˈviːl/ ujawniać
reward (n) /rɪˈwɔːd/ nagroda
self-awareness (n) /ˌselfəˈweənəs/ samoświadomość
self-conscious (adj) /ˌselfˈkɒnʃəs/ samoświadomy
stigmatise (v) /ˈstɪgmətaɪz/ piętnować
take a snapshot (phr) /ˌteɪk ə ˈsnæpʃɒt/ zrobić zdjęcie
take into account (phr) /ˌteɪk ˌɪntə əˈkaʊnt/ wziąć pod uwagę
track (v) /træk/ śledzić, tropić
trial (n) /ˈtraɪəl/ próba, test
undergo (v) /ˌʌndəˈgəʊ/ przechodzić, znosić
upbringing (n) /ˈʌpˌbrɪŋɪŋ/ wychowanie
widely assumed (phr) /ˈwaɪdli əˈsjuːmd/ powszechnie przyjęte, że…
within a split second (phr) /wɪðˌɪn əˌsplɪt ˈsekənd/ w ułamku sekundy

SPEAKING p. 106

assignment (n) /əˈsaɪnmənt/ zadanie domowe
back up (phr v) /ˌbæk ˈʌp/ wykonać kopię zapasową
comforting (adj) /ˈkʌmfətɪŋ/ pocieszajacy, podnoszący na duchu
crash (v) /kræʃ/ zepsuć się
hard copy (n) /ˈhɑːd ˌkɒpi/ wydruk
have a word with (phr) /ˌhəv ə ˈwɜːd wɪð/ zamienić (z kimś) słowo
outline (n) /ˈaʊtlaɪn/ zarys, szkic
overwhelmed (adj) /ˌəʊvəˈwelmd/ przytłoczony
show up (phr v) /ˌʃəʊ ˈʌp/ pokazać się
What a drag! (phr) /wɒt ə ˈdræg/ Co za męka! Ale nuda!

WRITING p. 107

cruel (adj) /ˈkruːəl/ okrutny
drawback (n) /ˈdrɔːˌbæk/ wada
halve (v) /hɑːv/ zmniejszać o połowę
hurtful (adj) /ˈhɜːtfl/ krzywdzący
merit (n) /ˈmerɪt/ zaleta
nonetheless (adv) /ˌnʌnðəˈles/ niemniej jednak
outweigh (v) /ˌaʊtˈweɪ/ przeważać nad, mieć większą wagę niż…

SKILLS REVIEW pp. 108–109

abuse (n) /əˈbjuːs/ nadużycie
aloof (adj) /əˈluːf/ powściągliwy, z dystansem
bosom friend (n) /ˈbʊzəm ˌfrend/ bliski przyjaciel
cling (v) /klɪŋ/ kurczowo trzymać się…
diabetes (n) /ˌdaɪəˈbiːtiːz/ cukrzyca
disobey (v) /ˌdɪsəˈbeɪ/ być nieposłusznym
down the line (phr) /ˌdaʊn ðə ˈlaɪn/ za jakiś czas
edge (n) /edʒ/ krawędź
gallbladder disease (n) /ˈgɔːlˌblædə dɪˈziːz/ choroba pęcherzyka żółciowego
genuine (adj) /ˈdʒenjuɪn/ prawdziwy
hardship (n) /ˈhɑːdʃɪp/ trud, ciężkie doświadczenie życiowe
homemade (adj) /ˌhəʊmˈmeɪd/ domowej roboty
hypertension (n) /ˌhaɪpəˈtenʃn/ nadciśnienie
obesity (n) /əʊˈbiːsəti/ otyłość
permissive (adj) /pəˈmɪsɪv/ liberalny, pobłażliwy
run the risk (phr) /ˌrʌn ðə ˈrɪsk/ ryzykować
self-esteem (n) /ˌselfɪˈstiːm/ poczucie własnej wartości
stroke (n) /strəʊk/ udar mózgu
wellbeing (n) /welbiːɪŋ/ dobrobyt

(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 Hi Mum, I've landed in Portugal. I am (*cały i zdrowy*) … and I will call you tomorrow.
2 She's quite a creative person and does not really want to (*robić tego co inni*) … .
3 I have been at work for over 12 hours and I think today I will (*spać jak kamień*) … .
4 The presentation was (*głośna i wyraźna*) … .
5 I love being in the countryside and I often go there for (*ciszę i spokój*) … .

2 Choose the correct option to complete each sentence.

1 He knew cheating was illegal, but decided to *run* / *wear* the risk.
2 We thought he was innocent, but *apparently* / *frankly* he was in the bank at the time and he might have been involved.
3 Tim wants to *stand out* / *come across*, so he often wears extravagant clothes.
4 I know we're running out of time, so I will make the presentation short and *sweet* / *tall*.
5 She's going through a/an *even-tempered* / *rebellious* phase, so it's better to be understanding and sympathetic.

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

1
1 safe and sound
2 follow the crowd
3 sleep like a log
4 loud and clear
5 peace and quiet

1 How much time do you spend outdoors? Do you spend the time actively?

2 Where do you usually find advice and inspiration for a healthy lifestyle?

7 A healthy life

Culture guide

Interesting facts

The photo shows yogis (people who do yoga) practising together in a park. The popularity of yoga has almost doubled in some parts of the world since 2012, largely due to its beneficial effects on stress, flexibility, physical fitness and overall health. It is also seen as a form of meditation and can be done by everyone, from children to the elderly. Even though it has been around for over 15,000 years, it looks set to gain many more followers in the next few years.

IN THIS UNIT YOU LEARN

VOCABULARY
- healthy lifestyle
- eating habits
- diets
- eating disorders
- fitness
- preventive medicine

GRAMMAR
- relative clauses with prepositions
- articles: revision

SKILLS

Listening
- radio programme about healthy living
- text about the effects of physical exercise
- open questions, matching, T/F

Reading
- text about the secrets of living a long and happy life
- adjective suffixes *-able, -ible*
- open questions

Speaking
- making and responding to proposals

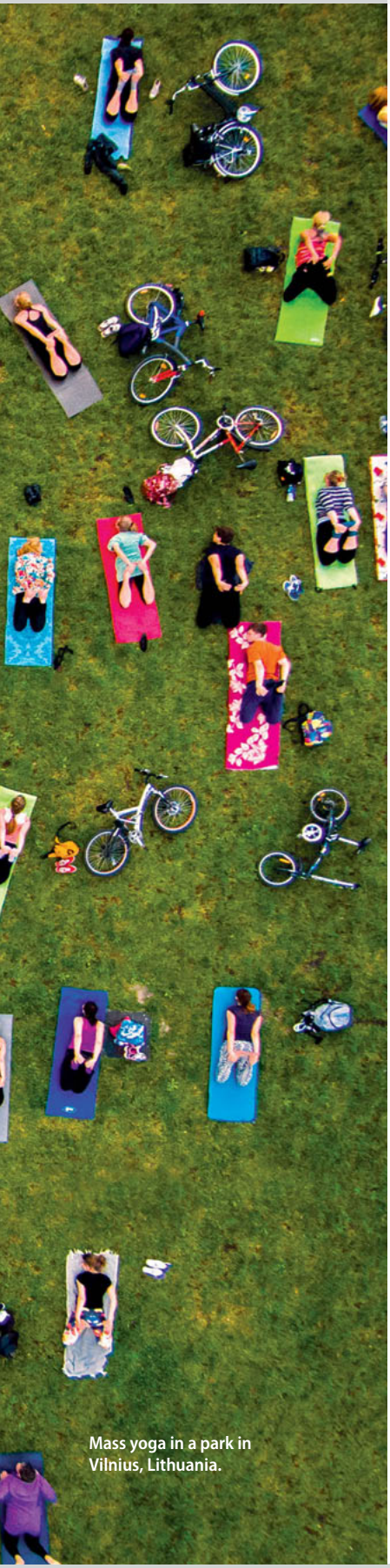
Writing
- article with a proposal

CRITICAL THINKING
- checking facts

3h/week • Student's Book ex. 1–4 p. 115 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–10 pp. 98–99 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 365 (7.3) • Extra online resources



Mass yoga in a park in Vilnius, Lithuania.

7A Vocabulary

Health and fitness

Talking about healthy lifestyle

1 Look at the photo and read the caption. What do you do to stay fit and healthy?

2 Work in pairs. Complete the tips on staying healthy with the words and phrases. Which of your ideas from exercise 1 are mentioned?

alert	beneficial effect	carbohydrates	detrimental effect
enhance	in moderation	intake	nutrients
nutritious	obesity	protein	refined sugar
relieve stress	sedentary lifestyle	wellbeing	wholefoods

Have a balanced diet. You can get all the essential (1) ... the body needs if your diet contains foods rich in (2) ... (e.g. fish, beans, dairy products), (3) ... (e.g. bread, potatoes, pasta), unsaturated fats and several portions of fruit and vegetables.

Eat (4) ... **.** Overeating will make you put on weight, and can lead to (5) ... .

Eat naturally. Cut down on processed foods and food containing (6) ... , and choose (7) ... such as brown bread and brown rice, which are more (8) ... .

Reduce salt (9) ... **.** Too much salt can have a (10) ... on your health, and is associated with high blood pressure and heart disease.

Drink plenty of water. Staying hydrated can have a (11) ... on your energy levels.

Keep active and take exercise. Studies suggest that a (12) ... (e.g. spending long periods sitting in front of the computer or television) is related to a range of illnesses in later life.

Get enough sleep. A good night's sleep can (13) ... your mood and help you stay (14) ... all through the day.

Practise relaxation. Activities such as yoga or meditation, or taking deep breaths, can (15) ... when you feel under pressure and help you refocus.

Practise the art of appreciation. Not only is 'an attitude of gratitude' good for the people around you, but it can also increase your own emotional (16) ... .

2 1 nutrients
2 protein
3 carbohydrates
4 in moderation
5 obesity
6 refined sugar
7 wholefoods
8 nutritious
9 intake
10 detrimental effect
11 beneficial effect
12 sedentary lifestyle
13 enhance
14 alert
15 relieve stress
16 wellbeing

3 Work in pairs. Write five more tips like the ones in exercise 2. Use the words in the box.

bright colours	junk food	kindness	laugh	sunscreen

4 Work in pairs. Discuss the topic. Refer to the three aspects presented below. How do you think young people could improve their lifestyles?

- physical activity
- healthy diet
- everyday stress

Then answer three questions.

1 Which aspects of your lifestyle do your parents usually argue with you about?
2 What events may cause the most radical changes in the lifestyle of a young person?
3 Do you often take advice from and give advice to your friends when it comes to health and fitness?

Life Skills guide
3 Collaboration, Creativity

Exam guide
4 Oral Matura

Life Skills guide
4 Critical thinking, Mediation

7B Cele lekcji: Rozumienie nagrań o zdrowym życiu i ćwiczeniach fizycznych.

1 Do you think regular medical check-ups are necessary or are they just a waste of time?
2 Can sports and other physical activities do more harm than good? Give some examples.

7B Listening

Listening to texts about healthy living and physical exercise

Life Skills guide
1 Critical thinking, Mediation

1 Work in pairs. Discuss the questions, giving reasons for your opinions.

a Is drinking coffee bad for you? 2 ID
b Is it OK to skip breakfast? 1 N
c Should you exercise every day? 5 Y
d Is chocolate really a superfood? 4 ID
e Can exercise improve your mood? 3 Y

2 Listen to a radio programme in which an expert responds to the questions (a–e) in exercise 1. Number the questions in the order you hear them. Is the answer to each one Y (yes), N (no) or ID (it depends)? 50 p. 390

Life Skills guide
5 Critical thinking, Mediation

3 Work in pairs. Match the topics (a–d) with the statements (1–8). More than one answer may be possible. Then listen again and check your ideas. 50 p. 390

a skipping breakfast 4, 6
b drinking coffee 1, 5
c taking exercise 3, 7, 8
d eating chocolate 2

1 It might prevent an illness that affects the elderly.
2 It can be done in moderation.
3 It can make you feel less stressed.
4 You may end up with a less healthy alternative.
5 It has both beneficial and detrimental effects.
6 It could lead to problems at school.
7 It has a range of benefits for the body.
8 Variety is recommended.

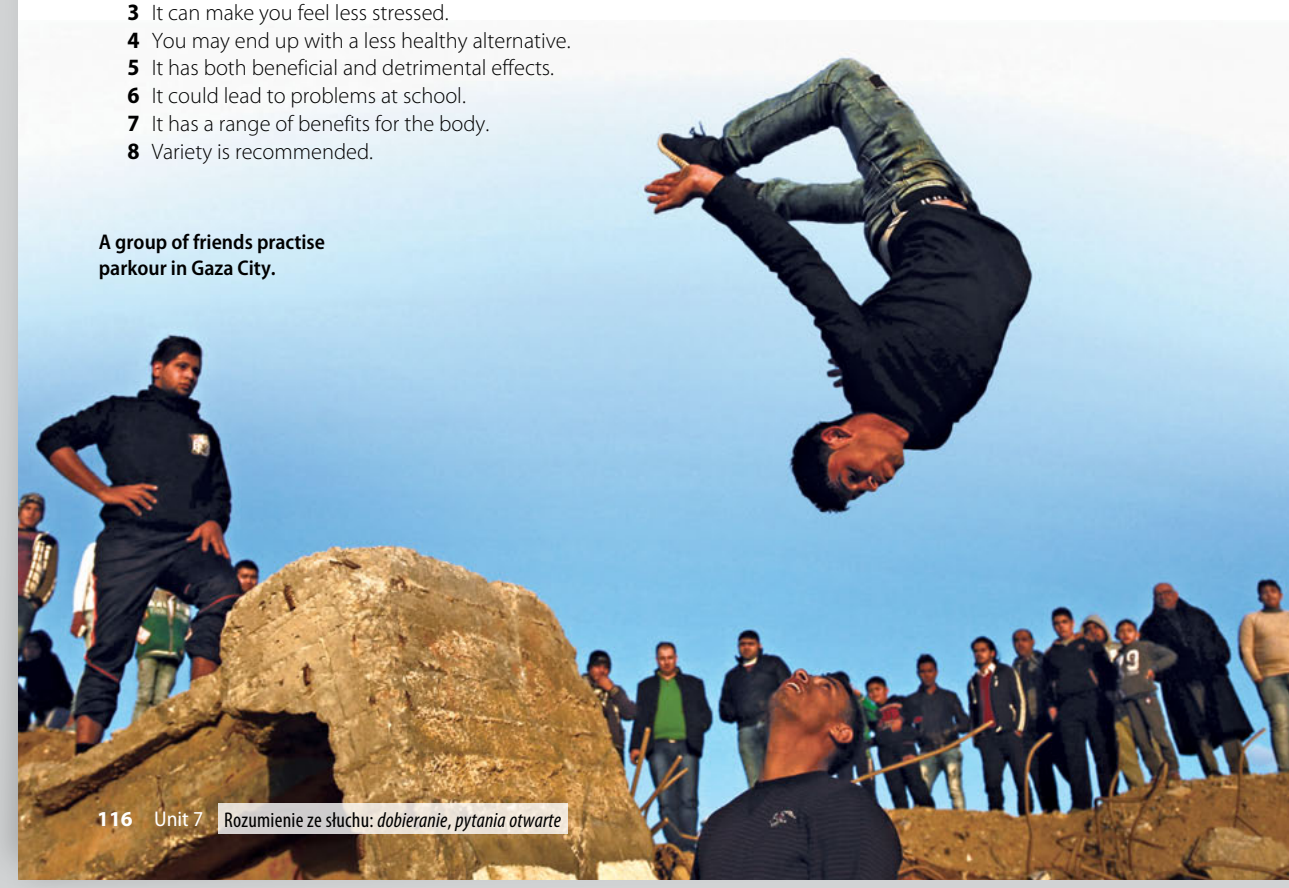
4 What do you think about the statements below? Listen to the recording and check. 51 p. 391

1 Anxiety and depression depend on the level of serotonin in the organism. True
2 Intense physical exercise may increase the risk of diabetes. False
3 Increased blood circulation improves the condition of the skin. True
4 Workouts that are too intense may cause problems with sleeping. False
5 Working out at the gym is the most beneficial form of physical activity. False
6 Some activities can lead to both good physical condition and financial profits. True
7 The best activities are those you can do alone. False

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Say how far you agree with the statements, and why.

- It's hard to know what is healthy because experts' advice keeps changing.
- My lifestyle is healthier than that of my parents when they were my age.
- It's too hard to make healthy lifestyle choices because of peer pressure.



A group of friends practise parkour in Gaza City.

3h/week • Student's Book ex. 1–5 p. 116 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–5 p. 100

7h/week • Extra online resources

Fast Finishers

Write an advertisement for a healthy diet or activity. Include information about the target audience, how it improves their health, and what the harmful side effects may be if followed incorrectly.

7C Grammar 1

Relative clauses with prepositions

Using relative clauses to talk about advice on healthy lifestyle

1 Match each sentence (1–4) with the extract (a–d) from the radio programme in the Grammar box. There are some differences between 1–4 and a–d. Why do you think they are different?

1 It can also contain sugar and fat, which can both make you put on weight. d
2 It's better to have a friend you can exercise with. b
3 Exercise can relax you, wake you up and give you confidence, which are all really important. c
4 Find an activity you're interested in. a

Relative clauses with prepositions

a *Ideally, young people should find an activity in which they are interested …*
b *… it's better to identify someone with whom they can exercise.*
c *… physical activity can … relieve stress … make you feel more alert and confident, all of which are obviously important.*
d *… it also contains sugar and fat, both of which contribute to weight gain …*

2 Work in pairs. Look at the sentences in exercise 1 and in the Grammar box. Answer the questions.

1 Which sentences contain defining relative clauses? Which contain non-defining clauses?
2 In which two positions can we put a preposition in a relative clause? Why?
3 Some of the relative clauses contain a word expressing quantity. What are these words, and what positions do they appear in?

More explanation in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127.
Do exercises 1–2.

3 Read the advice to teenagers. Then rewrite it in a less formal way to email to a friend.

1 It is vital to eat breakfast every day. Try to have some cereal, fruit, yoghurt or eggs, all of which contain essential nutrients for your health.
Make sure you eat breakfast every day. Have some *cereal, fruit, yoghurt or eggs, which are all nutritious.*
2 It is essential to do some physical activity each day, from which you obtain some enjoyment.
You really must do some exercise every day, …
3 It is advisable to focus more on subjects and activities at which you are talented.
You should focus more on subjects and activities …
4 It is a sensible idea to develop a wide circle of friends with whom you can relax and be yourself.
Why don't you make some good friends …
5 It is important to discuss problems with friends, a brother, a sister or a teacher, all of whom should be able to offer some advice.
Try discussing your problems with friends, a brother, a sister or a teacher …

4 Complete the report with the relative expressions in the box.

all of whom	both of which	half of whom
in which	many of which	some of which
the most common of which		where

According to World Health Organization (WHO) estimates, physical inactivity accounts for 3.2 million deaths globally, (1) … could be prevented by a more active lifestyle. Other studies have indicated that inactivity is a major factor in many illnesses, (2) … are cancer, diabetes, stroke and heart disease. Globally, around 31 percent of adults were insufficiently active in 2008. Moreover, studies have established a link between activity and dementia: one study at the University of Illinois took a number of older adults, (3) … engaged in moderate aerobic exercise. Brain scans showed that brain volume increased in this half of the group, unlike the control half.

The countries (4) … people are the least active are higher income countries; inactivity is linked to insufficient exercise in leisure time and a sedentary lifestyle, (5) … are more widespread in the developed world. The WHO makes specific recommendations for children aged between five and seventeen, (6) … should do at least 60 minutes of moderate to intense physical activity daily, of which the majority should be aerobic. The organisation suggests a number of ways (7) … children can get exercise, including games, sports, household chores or planned exercise, (8) … can be easily included in a more active daily routine.

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- What do you think about the advice given in this lesson?
- What has surprised you most?
- Will it make you change your habits at all? Why?/ Why not?

1 What foods are generally considered to be unhealthy?
2 'There are many I know of, half of which are not worth anything' – What might this statement be referring to?

4 1 many of which
2 the most common of which
3 half of whom
4 where
5 both of which
6 all of whom
7 in which
8 some of which

2 1 2, 4, a, b = defining
1, 3, c, d = non-defining
2 before the relative pronoun (more formal) or at the end of the clause (less formal)
3 c = all, 1 d = both; they can go before the relative pronoun and add of (more formal)

3 2 which you get some enjoyment from. / which you enjoy.
3 (which/that) you are good/talented at.
4 (who) you can relax and be yourself with?
5 who should all be able to offer some advice.

Life Skills guide

5 Critical thinking, Mediation

Technology guide

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

3h/week • Student's Book ex. 1–5 p. 117, ex. 1–2 p. 127 • If short of time, skip ex. 5 p. 117.

5h/week • Workbook ex. 1–5 p. 101

7h/week • Photocopiable grammar games and activities, TB pp. 360, 363 (7.1) • Extra online resources (see Technology guide)

7D Cele lekcji: Rozumienie wypowiedzi pisemnej na temat tajników długiego i szczęśliwego życia.

1 What kind of activities do senior citizens enjoy most?
2 Do you think medicine will soon make it possible for everybody to live to be over 100?

7D Reading

VOCABULARY BUILDING Adjective suffixes *-able* and *-ible*

Many adjectives in English contain the suffixes *-able* or *-ible*, meaning 'can be done', e.g. *sustainable*, *affordable*, *accessible*. Adjectives ending with *-able* usually have a corresponding verb, e.g. *enjoy – enjoyable*, *afford – affordable*, but adjectives ending in *-ible* often do not, e.g. *compatible*, *visible*.

Exam guide
5 Reading
Open-ended questions

1 Choose the correct option to complete the definitions of adjectives ending in *-ible*.

1 edible mushrooms can be *cooked* / *eaten*
2 legible handwriting can be *appreciated* / *read*
3 a feasible project can be *carried out* / *explained*
4 an audible comment can be *laughed at* / *heard*
5 an accessible building can be easily *constructed* / *reached*
6 a plausible excuse can be *believed* / *forgiven*

2 Match the adjectives (1–12) with the nouns (a–l). Use a dictionary if necessary. More than one alternative may be possible.

1 achievable a	a aim
2 curable f	b battery
3 disposable b/c/l	c bottle
4 inflatable j	d coat
5 memorable i	e deposit
6 preventable f/h	f disease
7 rechargeable b	g energy
8 recyclable b/c/k	h error
9 refillable c	i holiday
10 refundable e	j life jacket
11 renewable g	k plastic
12 machine-washable d	l razor

READING

Understanding a text about secrets of a long and happy life

Life Skills guide
7 Creativity, Critical thinking, Mediation

Life Skills guide
3 Creativity, Critical thinking

3 Work in pairs. Look at the photo. Discuss how old the people might be, and what could be the secrets of their longevity (long life).

4 Read the article and check your ideas. Which sentence best summarises the article?

1 A healthy diet can increase your life expectancy.
2 Longevity is associated with both lifestyle and diet.
3 People living on islands tend to have a healthier lifestyle.

Life Skills guide
8 Critical thinking

5 Work in pairs. Read the article again. Answer the questions.

1 What is special about the inhabitants of the regions mentioned in the first paragraph?
2 How is the Ikarian cuisine described?
3 What are some examples of close social relations between Ikarians?
4 What examples of *ikigai* are given in the paragraph about Okinawans?
5 What may be the greatest threat to Okinawans' longevity?

6 Work in pairs. Find evidence in the article to support the conclusions drawn from the research.

1 Be active in your daily life.
2 Have a sense of purpose.
3 Take time to relax.
4 Belong to a community.
5 Value family life.
6 Eat a plant-based diet.
7 Don't overeat.

7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- Is it a good thing for society if everyone lives longer?
- What problems can it cause?
- How could these problems be overcome?

CRITICAL THINKING Checking facts

Some websites and publications contain information that is inaccurate, out of date, or false.
Check information carefully from more than one source before accepting it as true. Use this checklist.

- Who is the writer? What experience or qualifications do they have?
- What can you find out about the purpose of the website or publication?
- Does the writer present only one side of the issue, or multiple perspectives?
- Does the writer state where they got their information? Can you check it?
- When was the article written? Has the information been updated?

8 Find three claims in the article that you would like to investigate. Then investigate them on two or three websites, using the checklist to determine the reliability and credibility of the source.

Suggested answers:
1 They live longer (statistically) and are less prone to chronic diseases; there are more centenarians.
2 It's rich in olive oil and vegetables, and low in meat and dairy products – with herbal tea rather than coffee.
3 They visit neighbours, take part in social events together, share food they buy together, and take care of the elderly
4 Being a fisherman', training for a decathlon, karate, or having a great-great-great granddaughter.
5 A Western diet, fast-food restaurants, and obesity.

3h/week • Student's Book ex. 1–8 p. 118 • If short of time, skip ex. 7.

5h/week • Workbook ex. 1–4 p. 102

7h/week • Photocopiable vocabulary games and activities, TB pp. 361, 366 (7.4) • Extra online resources

Vasili and Eleftheria enjoy a long life in Ikaria.

THE HEALTHIEST PLACES IN THE WORLD?

52 It is known that our genes determine around a quarter of our life expectancy, so how can we account for the rest? People have tried to find the secrets to a long and healthy life for thousands of years. In recent years, however, demographers* around the world may have finally found some promising clues. What they discovered were regions around the world where life expectancy is considerably higher than the norm, and where there is a high proportion of centenarians*. These places also tend to have a lower incidence of preventable chronic illnesses, such as heart disease, cancer and diabetes, that commonly kill people in the developed world.

Ikaria is a small Greek island whose inhabitants live eight years longer than the world average, and have considerably lower dementia rates. Its relative geographical and cultural isolation, and low numbers of tourists, mean that, so far at least, Ikaria has remained largely unaffected by a westernised way of life. Islanders live on a variant of the Mediterranean diet – rich in olive oil and vegetables, and low in meat and dairy products (apart from goat's milk). Researchers at the University of Athens, in Greece, also point out the health benefits of the local greens and herbs that are a part of the Ikarian diet. Their vegetables are picked wild or home-grown, and they also drink green herbal tea sweetened with locally produced honey rather than a lot of coffee.

Sociability and a slow pace of life are key factors in the health of the community. Ikarians tend to wake naturally, work in the garden, have a late lunch, take a nap, and visit neighbours after sunset. At local festivals, in which everyone – teenagers, parents, the elderly, young children – takes part, they pool their money to buy food and drink, and give what is left over to the poor. The one old people's home on the island is only used by those who have lost all their family. 'It would shame us to put an old person in a home', said one resident. And as another put it, 'Ikaria isn't a 'me' place. It's an 'us' place.'

Okinawa, Japan, consists of 161 small islands some 1,300 km south of Tokyo. Researchers, like the ones at the Okinawa Centenarian Study, have found that the population have the longest life expectancy in Japan, which is the world's longest lived country. Okinawans use small plates to reduce meal portions; their diet is low in meat, fish and dairy products but rich in other forms of protein such as beans and tofu*, and also includes a high proportion of plants such as seaweed and sweet potatoes. In terms of social life, each resident is assigned from birth to a *moai* – a small social network whose members are responsible for one another throughout their lives. There is no word for retirement in the Okinawan language; instead, Okinawans' lives are governed by another principle, namely ***ikigai***, which roughly translates as 'the reason why you wake up in the morning'. So demographers who have visited the island have encountered an 85-year-old whose lifelong passion was his work as a fisherman, an 84-year-old training for a decathlon, a 102-year-old karate grand master, and a 102-year-old woman whose greatest joy was her great-great-great-granddaughter.

However, the famed longevity of Okinawans is nowadays under threat as a generation that grew up eating a western diet is now reaching middle age. Japan's first fast-food outlet opened in Okinawa in 1963, and it now has more per head than anywhere else in the country. Today almost 30 percent of Okinawan men die before reaching 65, and nearly half of men in their forties are obese. In the 1995 census, Okinawa had the highest longevity of all 47 prefectures of Japan. By 2000, it was 26th. Could it be that the secret of longevity is to be found with an earlier generation and in a traditional lifestyle?

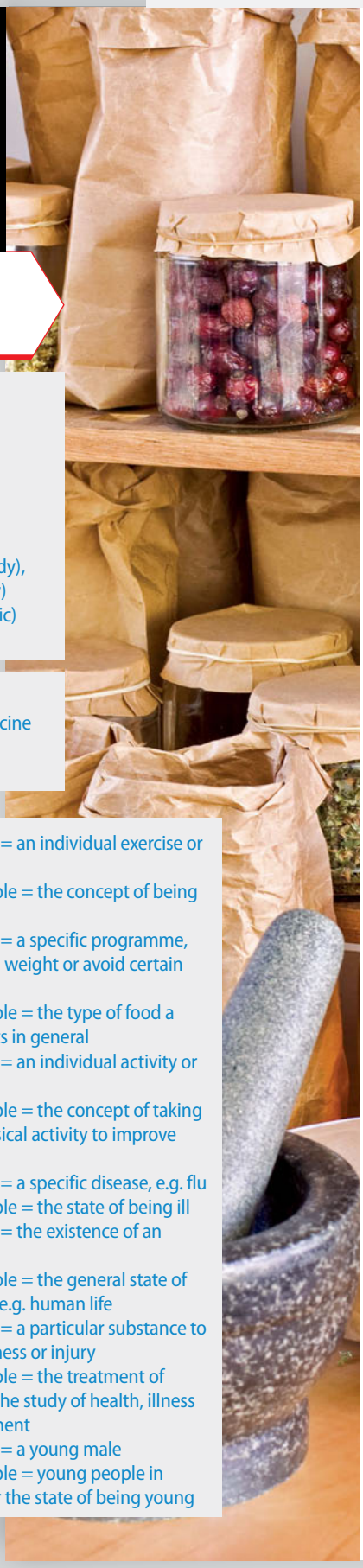
demographer *a scientist who studies human populations*
centenarians *people who are aged one hundred or more*
tofu *a form of solid protein made from soya milk*

Fast Finishers

Write your own recipe for a happy life. Make recommendations for various aspects of life (e.g. *friends*, *food*, *work-life balance*, *entertainment*, etc.).

1 Can technology help people maintain a healthy lifestyle? How?

2 Do you think that schools take good care of students' health?



Life Skills guide

1 Critical thinking, Mediation

7E Grammar 2

Articles

Using articles

1 Work in pairs. Read the proverbs in the Grammar box. What does each one mean? Do you agree with the idea in each one? Do you have similar proverbs in your language?

Articles

a *Prevention is better than cure.*
b *When the heart is at ease, the body is healthy.*
c *From the bitterness of disease man learns the sweetness of health.*
d *The greatest wealth is health.*
e *Laughter is the best medicine.*
f *Diseases of the soul are more dangerous and more numerous than those of the body.*
g *A man too busy to take care of his health is like a mechanic too busy to take care of his tools.*
h *Time, not medicine, cures the sick.*

2 Read the rules about the use of articles. Then find examples of each use (1–6) in the proverbs (a–h) in the Grammar box.

1 Use the zero article (–) with a plural noun to refer to a group in general.
2 Use the zero article (–) with an uncountable noun to refer to the concept in general.
3 Use *the* with an uncountable noun to make it specific, often with a phrase that specifies it.
4 Use *the* with a singular noun in more formal contexts to refer to all examples of the noun.
5 Use *a/an* to refer to a single example of a group.
6 Use *the* with certain adjectives to refer to a group of people.

3 Complete each pair of sentences with the same word from exercise 2 – as a countable noun in one sentence and as an uncountable one in the other. Use appropriate articles where necessary.

1 … is too short to spend it at the doctor's. It's better to prevent illnesses than cure them.
Fitness and physical appearance are important in … of an average teenager.

2 … my doctor prescribed is supposed to lower my blood pressure.
Recent research in … shows that young adults in Poland are more concerned about their health than they were 20 years ago.

3 Ten minutes of physical … every morning will surely improve your fitness.
This is … that improves blood circulation and builds stamina.

More explanation in Grammar reference on p. 126.
More exercises in Grammar practice on p. 127. Do exercises 3–4.

4 Work in pairs. Which of the health nouns in the box can be both countable and uncountable? If they can be both, is there a difference in meaning?

activity	check-up	cure	diet	exercise	health
illness	life	medicine	scan	wellbeing	youth

2 **1** f (diseases)
2 a (prevention/cure), d (health), e (laughter), h (time, medicine)
3 c (the bitterness, the sweetness)
4 b (the heart, the body), f (the soul, the body)
5 g (a man, a mechanic)
6 h (the sick)

3 **1** Life, the life
2 The medicine, medicine
3 exercise/activity, an exercise/activity

4

activity	countable = an individual exercise or task uncountable = the concept of being active
diet	countable = a specific programme, e.g. to lose weight or avoid certain foods uncountable = the type of food a person eats in general
exercise	countable = an individual activity or task uncountable = the concept of taking some physical activity to improve fitness
illness	countable = a specific disease, e.g. flu uncountable = the state of being ill
life	countable = the existence of an individual uncountable = the general state of existence, e.g. human life
medicine	countable = a particular substance to cure an illness or injury uncountable = the treatment of illness, or the study of health, illness and treatment
youth	countable = a young male uncountable = young people in general, or the state of being young

3h/week • Student's Book ex. 1–9 pp. 120–121, ex. 3–4 p. 127 • If short of time, skip ex. 8 and 9 p. 121.

5h/week • Workbook ex. 1–7 p. 104–105

7h/week • Photocopiable grammar games and activities, TB pp. 360, 364 (7.2) • Extra online resources (see Technology guide)

5 Complete text A and B with *the*, *a/an* or –.

A Preventive medicine

(1) – preventive medicine, or (2) – preventive healthcare, is not about giving patients (3) a cure; it is about enabling (4) – people to stay healthy. Many traditional forms of (5) – medicine, such as Chinese acupuncture, are based on preventing (6) – illness and strengthening (7) the immune system. Nowadays it takes the form of giving (8) – information on how to live (9) a healthy life or (10) – advice on exercise and diet. (11) – doctors also attempt to detect (12) – illness before the emergence of symptoms, for instance with regular check-ups or scans.

B Wearable technology

More and more people are wearing technology to monitor and regulate their own health. (1) – wearable fitness trackers, which are worn on (2) the wrist like (3) a watch, record (4) – data on (5) a/the person's activities, (e.g. calories burned, steps taken, hours of sleep). This is then transmitted to (6) an app on their smartphone. (7) – studies have found that in some cases, using (8) – wearable technology can lead to (9) an increase in (10) – physical activity of up to 25 percent and (11) a reduction in (12) – blood pressure.

6 Choose the correct article in each sentence.

1. Until the mid-19th century, tuberculosis was *a* / (*an*) / *the* / – incurable illness.
2. The rapid movement of *a* / *an* / (*the*) / – body from a lying down to standing up may cause *a* / *an* / *the* / (–) dizziness.
3. *A* / *An* / (*The*) / – liver is the only internal organ that can regenerate itself.
4. Personally, I don't put much trust in *a* / *an* / *the* / (–) alternative medicine like acupuncture or iridology; I'd much rather visit (*a*) / *an* / *the* / – regular doctor.
5. A number of school programmes focus on *a* / *an* / *the* / (–) obesity prevention nowadays.

7 Work in pairs. Read about some more types of preventive technology. What sorts of conditions could these devices help with? Add *a/an* or *the* where appropriate.

1. This is free, online tool which can help you create daily personalised diet. Just type in information on your age, weight and health goals.
2. You can attach small sensor to your clothes. It gently vibrates whenever you need reminder to keep your head lifted and shoulders back.
3. This is wearable electronic device which measures pollution in air and provides warning on your smartphone when you should go indoors.
4. Research is being conducted in order to develop smart contact lenses which continuously monitor user's blood-sugar levels. Lenses then send data to person's smartphone, and also to their doctor.
5. This is small recorder that is inserted under skin to record patient's heart rhythms.
6. Scientists are developing piece of software that could be implanted into brain to prevent seizures.

8 Work in pairs. Choose two preventive devices described in exercise 7 and discuss their advantages and disadvantages. Who would benefit most from using such devices? Would you be interested in using them? Why?/Why not?

9 **CHOOSE**

1. Find reliable information from two or three sources on a type of food or drink that is good or bad for you. Summarise your findings in a short report and read it to the class. Pay attention to article use.
2. Work in pairs. Create *either* a short health leaflet *or* a poster for a campaign to promote healthy living for teenagers. Show your leaflet or poster to another pair. Pay attention to article use.
3. Look at some ingredients that are often promoted as essential for a happy and fulfilling life. Choose the three that you think are the most important, thinking of examples from your own life or the lives of people you know. Then work in groups and discuss your ideas.

ability to deal with life's difficulties	awareness
being part of something bigger	exercise
focusing on positive emotions	giving to other people
having a clear purpose	learning new things
self-acceptance	strong relationships

7
1. This is **a** free, online tool which can help you create **a** daily personalised diet. Just type in information on your age, weight and health goals.
2. You can attach **a** small sensor to your clothes. It gently vibrates whenever you need **a** reminder to keep your head lifted and shoulders back.
3. This is **a** wearable electronic device which measures pollution in **the** air and provides **a** warning on your smartphone when you should go indoors.
4. Research is being conducted in order to develop smart contact lenses which continuously monitor **a/the** user's blood-sugar levels. Lenses then send data to **the** person's smartphone, and also to their doctor.
5. This is **a** small recorder that is inserted under **the** skin to record **a/the** patient's heart rhythms.
6. Scientists are developing **a** piece of software that could be implanted into **the** brain to prevent seizures.

Life Skills guide

8 Critical thinking

Life Skills guide

9 Collaboration, Creativity, Critical thinking, Mediation, Self-development

Technology guide

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

Fast Finishers

Write 3 sentences that include the nouns *life*, *exercise*. Each should use a different article (*a/an* for a countable noun with a general meaning, *the* to make the noun specific, and zero *article* for an uncountable noun).

1 How can senior citizens be of help to the younger generation?
2 Do you think the current retirement age is reasonable? What arguments are there for either raising or lowering it?

7F Speaking

Making and responding to proposals

Life Skills guide
1 Critical thinking, Mediation

1 Work in pairs. Schools in your region want to launch a senior activation programme. Look at the proposed activities (1–4) and discuss them in terms of the following aspects:

- necessary skills and tools to practise the activity
- integration of the elderly with the community
- possible issues and problems

1 going on trips to interesting places in the region
2 learning to play video games
3 seniors' involvement in school life
4 learning to be a DJ at parties

Life Skills guide
5 Communication, Critical thinking, Mediation

2 Listen to people discussing possible activities for seniors. Which two are similar to those suggested in exercise 1? What potential difficulties are mentioned? What solutions are proposed? 53 p. 391

3 Enthusiastic responses:
That sounds like an excellent way of helping old people.
I really like the idea of taking them on trips.

3 Listen again. Which expressions from the Useful language box do you hear? How did the speakers respond to suggestions? 53 p. 391

Life Skills guide
4 Creativity, Critical thinking, Mediation

4 Read the information about DJ Wika and discuss the questions (1–3).

Wirginia Szmyt is a social activist from Warsaw. She is also known as DJ Wika and, being a senior citizen, is the oldest disc jockey in Poland. She worked as a special educational teacher with disabled children and troubled youth and even when she retired, she never gave up her dedication to the community. She's famous for deejaying at parties where she skilfully provides good vibes for both the young and the elderly. She's not afraid of modern rhythms and she smashes the stereotype of a pensioner whose contribution to the society is next to nothing.

1 How can DJ Wika's case encourage the elderly to get involved in social activities?
2 What difficulties and problems could Wirginia encounter in what she's doing?
3 How do you think a disco deejayed by DJ Wika would differ from a disco with a young DJ?

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

5 Work in pairs. Use phrases from the Useful language box to respond to the comments about DJ Wika.

1 Why don't we invite DJ Wika to host our next school disco?
2 Our teachers should learn from Wirginia how to understand and work with young people.
3 I would like DJ Wika to teach me how to be a great DJ.
4 If she's so good as a DJ, she could also try being an influencer on social media.

6 Work in groups. Take turns to propose ways to integrate senior citizens with the community. Other students in the group should respond to your ideas and ask questions. Use expressions from the Useful language box. Decide which proposal you like best, and why.

Useful language

Summarising proposals
- ✓ *Basically / In essence what we're aiming to do is …*
- ✓ *What we're proposing to do, specifically, is …*
- ✓ *Our first / second recommendation is … -ing*

Responding cautiously to proposals
- ✓ *It's a good idea in principle, provided …*
  Yes, but the problem is …
- ✓ *You'd need to bear in mind that …*
  It's worth remembering that …
- ✓ *I wonder how feasible it would be to …*

Two teenagers introduce older people to home video games.

2 **Similar:** 1, 3
Difficulty 1: It might not be feasible to take time out of the school timetable.
Solution: They would need to talk to all the teachers about that.
Difficulty 2: A lot of elderly people can't walk very far.
Solution: They would have to choose trips that didn't involve too much walking.
Difficulty 3: Elderly people might not have transport to be able to get to the school.
Solution: They would need to organise lifts or taxis.

3h/week • Student's Book ex. 1–6 p. 122
5h/week • Workbook ex. 1–5 p. 109
7h/week • Extra online resources

7G Writing

An article with a proposal

Writing an article

1 Work in pairs. What involvement could elderly people have in a school? What could be the benefits? How much involvement do they have in your school? How could this be increased?

2 Work in pairs. Read the article below. Answer the questions.

1 What concerns did the elderly people express?
2 What opportunities did they identify?
3 How do the article's suggestions benefit both the elderly and the young?
4 Is the situation described in the article similar in your country?

School and elderly people – making links in the community

Recently, there has been a debate in our school, dedicated to the difficulties senior citizens might experience in our community and the ways the situation could be improved. Below are some of the conclusions of this discussion.

The main difficulties that need to be addressed are loneliness and isolation. Many elderly people tend to feel out of touch with the local community and find it difficult to get out, due to either difficulties in walking or a lack of reliable public transport. They would appreciate more support for their care-givers. In terms of opportunities, they are keen to share skills and support the school.

There are several steps that the school could take in order to involve local elderly residents in the community. First of all, it would be useful to invite elderly people to the school to give talks, for example on local history, or to teach practical skills such as knitting or woodwork. In this way, the community would benefit from their skills and experience. Finally, the school might consider scheduling a small number of excursions to local attractions, during which students could volunteer and accompany the elderly people.

By implementing these suggestions, the school could forge positive links with elderly people. These are not just old people in need of help, they are people with amazing life experiences and talents to share. Involving pupils in this initiative would benefit both older people and the pupils themselves.

3 WRITING TIPS Impersonal style

In reports, articles, proposals, and academic essays, it is common to use impersonal structures rather than personal pronouns such as: *I*, *we*, or *you*.
These include: passive verbs, a gerund (*-ing* form) as subject, *there is / are*, and *it is / would be* + adjective.

a Find examples of impersonal structures in the article in exercise 2.
b Rewrite each sentence in a more impersonal style using the word in brackets.

1 Perhaps we could schedule regular film evenings. (*possible*)
2 We don't have enough volunteers. (*a lack*)
3 We should speak clearly and audibly in case they are hard of hearing. (*helpful*)
4 If we organised social events, they could meet more people. (*organising*)
5 We could devote one day a month to visiting people. (*devoted*)
6 We'd need to make sure the school is accessible to wheelchair users. (*necessary*)

4 Choose one of these topics. Write an article in which you discuss expectations of the members of the community and propose suggestions for improving the situation. Use expressions from the Useful language box. Write between 200 and 250 words.

- providing healthier food at your school cafeteria
- making the school or local community feel more like an 'us' place

More about writing an article in Writing guide on p. 156.

Useful language

Introducing the proposal
This proposal is based on a discussion about … / a survey in which …
It outlines / suggests ways in which …
It puts forward suggestions / proposals for …
It concludes by recommending … / making recommendations on …

Making recommendations
There are several steps / measures that could be taken.
It is suggested / recommended that … should …
The school could / might consider doing …

Explaining the reasons for recommendations
If these recommendations are implemented, …
By doing this, … / In this way, …
This would enable people to … / enhance …

1 How do your grandparents (or other people of their generation) spend their time? Do they have enough activities to keep them busy?
2 Do you think older people should try to embrace the modern technology that is available nowadays? What should they learn to use first?

Life Skills guide
1 Creativity, Critical thinking, Mediation

3 Suggested answers:
1 It might be possible to schedule regular film evenings.
2 There is a lack of volunteers.
3 It would be helpful to speak clearly and audibly in case they are hard of hearing.
4 Organising social events would enable / allow them to meet more people.
5 One day a month could be devoted to visiting people.
6 It would be necessary to make sure the school is accessible to wheelchair users.

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity, Critical thinking, Mediation, Practical skills

2 1 Loneliness and isolation. Many elderly people tend to feel out of touch with the local community and find it difficult to get out. They would appreciate more support for their caregivers.
2 They are keen to share skills and support the school.
3 If young people visit elderly people in their homes, they can build relationships and learn more about their needs. Elderly people could give talks and teach practical skills at school, and pupils will benefit from their skills and experience. Pupils could provide support for families of elderly people, or, for example, give them lifts to the doctor or nurse. Students could accompany elderly people on excursions to local attractions.
4 Students' own answers.

3h/week • Student's Book ex. 1–4 p. 123
5h/week • Workbook ex. 1–4 p. 110
7h/week • Extra online resources

Skills Review 7

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Exercising for 30 minutes a few times a week has the most ... mental health effects. beneficial BENEFIT
2 The dietitian suggested that I should avoid refined carbohydrates and increase my ... of antioxidant foods. intake TAKE
3 I wonder what the average life ... was two hundred years ago. expectancy EXPECT
4 According to health experts, ... has continued to rise among children aged four to five. obesity OBESE
5 Can life in a ... city contribute to longevity? sustainable SUSTAIN

Uzupełnianie luk

Exam guide
4 English in Use
Transformations

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 You can eat whatever you like provided it's in moderation.
2 As the Chinese proverb says: when your heart is at ease, your body is healthy.
3 There's an immediate need to improve the lives of the disabled.
4 After a heart attack, patients with diabetes are at greater risk of heart failure than those without diabetes.
5 If you want to row a boat to build your stamina, you have to wear an inflatable life jacket.

Exam guide
3 English in Use
Gap-filling

3 W zadaniach 1–4 wstaw w lukę w każdym zdaniu jeden wyraz, który poprawnie uzupełni każde z trzech zdań.

1 keep
a You should ... active if you want to enjoy healthy life.
b Don't ... on eating like that or you'll gain weight soon.
c Tell the kids to ... silent, they're being too loud.

2 carry
a Jonathan has to ... out a project on alternative medicine.
b Red blood cells ... oxygen through your blood.
c Most people I know are determined to ... on the fight for their quality of life and health.

3 check
a Can you ... my blood pressure? It can be high.
b The NHS offers a health ... every five years to pick up early signs of preventable diseases.
c ... the expiry date of medicines based on a batch number before you take them.

4 care
a Taking ... of your health at an early age will help you stay physically and mentally healthy when you're older.
b I don't ... about what people say about me being overweight.
c It's often suggested that a web app and video call could help deliver cheaper and better medical ... for patients.

Parafrazy zdań

Exam guide
4 English in Use
Transformations

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

1 Young people should take up a sport. They should be interested in it.
Young people should take up a sport ... they should be interested.
2 I visited several specialists. None of them recognised the disease.
I visited several specialists, ... failed to recognise the disease.
3 Do you know the doctor John is talking with?
Do you know the doctor ... John is talking?
4 Children suffer from many diseases. The flu is the most common.
Children suffer from many diseases, the most common ... is the flu.
5 For lunch my sister prepares a vegetable shake. Sometimes she adds some ice cubes to make it cold.
For lunch my sister prepares a vegetable shake, ... she adds some ice cubes to make it cold.

Tłumaczenie fragmentów zdań

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

5 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

1 Experts say that moving every half an hour can limit the negative effects of a (*siedzącego trybu życia*) ... .
2 The measles is a (*chorobą, której można zapobiegać*) ... which can sadly cause death.
3 Why not go for a leisurely walk instead of taking a tranquiliser (*aby rozładować stres*) ... ?
4 We should be able to get the (*składniki odżywcze*) ... we need from a well-balanced diet, rather than through supplements.
5 Keep smiling and be optimistic. It will enhance your physical as well mental (*dobre samopoczucie*) ... .

4 1 in which
2 all of whom
3 with whom
4 of which
5 to which

5 1 sedentary lifestyle
2 preventable disease
3 to relieve stress
4 nutrients
5 wellbeing

3h/week • Student's Book ex. 1–9 pp. 124–125 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–8 p. 112–113, ex. 1–5 p. 111 • If short of time, assign ex. 7 p. 113 for homework.

7h/week • English in Use photocopiable activities, TB pp. 362, 367–371 (7.5–7.8) • Extra online resources (see Technology guide)

6 **1** edible
2 rechargeable
3 accessible
4 memorable
5 kindness

Uzupełnianie zdań

6 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

alert access charge eat kind memory vision

1 My friend almost died after eating mushrooms that looked … .
2 Don't throw away the battery from your blood pressure monitor. It's … and can be used many times.
3 All public buildings in the city are … for people in wheelchairs, which makes their lives easier.
4 The most … holiday I have ever been on was in Turkey last year. I lost five kilos and returned home full of energy.
5 Cindy thanked the nurses for their … while she was in hospital.

LISTENING

7 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj odpowiadające jej zdanie (a–e). Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. 54 p. 391

This speaker…

a favours one form of preventive treatment over another.
b enumerates a few stages of treatment.
c makes a comparison to explain the importance of a proper diet.
d states that the healing properties of this product are numerous.
e mentions the treatment that has positive results in preventing colds.

1	2	3	4
d	b	c	e

SPEAKING

8 Popatrz na zdjęcie A.

Jakie jest prawdopodobieństwo, że taka sytuacja będzie częścią twojego życia codziennego w przyszłości (lub życia kogoś znajomego)?

Popatrz na zdjęcie B.

Jak sądzisz, czy ci ludzie dobrze się czują w swoim towarzystwie?

Popatrz na oba zdjęcia.

Co mają ze sobą wspólnego i czym się różnią, jeśli chodzi o kwestię przedstawienia sposobu dbania o zdrowie?

WRITING

9 W ostatnich latach coraz częściej poruszany jest w naszym społeczeństwie temat dotyczący poprawy jakości życia osób starszych i niepełnosprawnych. Napisz artykuł, w którym przedstawisz sytuację takich osób, zaproponujesz rozwiązanie istniejących problemów i uzasadnisz korzyści wynikające z podjętych działań.

Wypowiedź powinna liczyć od 300 do 350 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
6 English in Use
Word formation

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
7 Listening
Matching

Exam guide
9 Writing
An article

Life Skills guide
9 Creativity, Critical thinking, Mediation, Practical skills

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

Grammar reference 7

GRAMMAR 1 Relative clauses with prepositions

- W zdaniach względnych, w języku nieoficjalnym przyimek umieszczamy na końcu, np.:

  It's your health that smoking has a detrimental effect ***on****.* (zdanie względne definiujące)

  For breakfast I have a big bowl of cereal, which I add extra nuts and berries ***to****.* (zdanie względne niedefiniujące)

- W zdaniach względnych, w języku oficjalnym przyimek znajduje się na początku zdania względnego, przed zaimkiem względnym, np.:

  One has to be aware that it's one's own health ***on which*** *smoking has a detrimental effect.* (zdanie względne definiujące)

  For breakfast we recommend cereals with a high oat content, ***to which*** *extra nuts and berries can be added.* (zdanie względne niedefiniujące)

- *Who* poprzedzone przyimkiem przybiera formę *whom*.

  There are people ***for whom*** *a sedentary lifestyle is unavoidable.*

- Zaimek względny *that* nigdy nie jest poprzedzony przyimkiem.

- W języku oficjalnym, w zdaniach względnych opisujących, przyimek często występuje w konstrukcjach: „kwantyfikatory *all, several, none, both* + *of* + *relative pronoun*"

  Try to include green leafy vegetables in your diet, ***most of which*** *are rich in vitamins and minerals.*

  The patient visited several specialists, ***all of whom*** *were mystified* by her symptoms.

- W języku mniej oficjalnym mogą pojawić się inne wyrażenia ilościowe, np.:

  But I eat a lot of green vegetables, ***which*** *are* ***mostly*** *full of vitamins and minerals.*

  I visited a lot of doctors, ***who*** *were* ***all*** *puzzled by my symptoms.*

Konstrukcja: przymiotnik w stopniu najwyższym + *of* + *which/whom*:

Berries are a useful addition to any diet, ***the most nutritious of which*** *are possibly elderberries.*

Ćwiczenia 1–2

GRAMMAR 2 Articles

Indefinite article

Przedimka nieokreślonego (*a/an*) używamy:

- przed rzeczownikami policzalnymi w l. poj. w ujęciu ogólnym (w znaczeniu „jeden z wielu"),
- kiedy mówimy o danej osobie/rzeczy po raz pierwszy, np.:

  There's ***a pharmacy*** *in the shopping centre.* (jakaś apteka, jedna z wielu)

- w odniesieniu do przedstawiciela grupy, np.:

  An antibiotic is ***a type*** *of medicine that fights bacteria infection.* (antybiotyk jako jeden z leków)

Definite article

Przedimka określonego (*the*) używamy:

- przed rzeczownikami policzalnymi w odniesieniu do konkretnej lub wcześniej wspomnianej osoby/rzeczy, np.:

  Go to ***the pharmacy*** *in the shopping centre. That's open till late.* (do tej konkretnej apteki w centrum handlowym)

  He works in ***the pharmacy*** *that opened last year.* (w tej konkretnej aptece, która została otwarta w ubiegłym roku)

  A new doctor started at the practice last week. ***The doctor*** *is apparently a specialist in heart disease.* (lekarz wspomniany w poprzednim zdaniu)

- w zdaniach, kiedy zakładamy, że wiadomo o jakiej osobie/rzeczy mowa, np.:

  It would be a good idea to take ***the medicine****, wouldn't it?*

- w odniesieniu do pojedynczego przedstawiciela grupy/gatunku, np.:

  Exercise is good for ***the heart****.*

  The tiger *has been hunted for decades.*

- z przymiotnikami, w odniesieniu do grupy ludzi, np.:

  The sick *and* ***the elderly*** *are the most vulnerable groups in society.*

Przedimków nie stosujemy:

- przed rzeczownikami w l.mn. w odniesieniu do grupy w znaczeniu ogólnym,
- przed rzeczownikami niepoliczalnymi w odniesieniu do pojęć abstrakcyjnych, np.:

  Human beings can fight off most minor ***illnesses****.*

  Health *is high on the agenda of most governments these days.*

Ale, kiedy rzeczownik w l.mn. lub rzeczownik niepoliczalny mają zawężone znaczenie, są również poprzedzone przedimkiem określonym, np.:

The minor illnesses *that we all suffer in childhood can be diminished with vaccination.* (choroby wieku dziecięcego, nie choroby w ogóle)

The health *of people living into old age is a hot topic for governments these days.* (zdrowie konkretnej grupy ludzi, nie zdrowie w znaczeniu ogólnym)

Użycie przedimków nie zawsze podlega jasnym regułom. Niektóre choroby są poprzedzone przedimkiem nieokreślonym, np.: *a heart attack, a cold*, podczas gdy inne występują bez przedimka, np. *diabetes*.

W odniesieniu do części ciała zazwyczaj stosujemy przymiotniki dzierżawcze (*my, his,* itd.), np.:

I've broken ***my wrist***.

Ćwiczenia 3–4

Grammar practice

1 **Complete the text using one or two words in each gap.**

The human body needs a range of minerals to stay healthy, some (1) ... which we need to treat with care. One of these is salt, a substance (2) ... many of us put on our food without thinking. Adults should eat no more than six grams a day of salt – that's approximately a teaspoon. Too much salt can increase the possibility of heart disease, (3) ... which millions of people in the developed world die each year.

An easy way of reducing salt intake is to identify the types of food (4) ... which we regularly add salt – chips, hamburgers, for example – and try to avoid these foods. More problematic is packaged food like soups or sauces (5) ... a lot of salt is added to enhance the flavours, as it is not always easy to see salt content on the label: busy people for (6) ... shopping is a chore to be completed as fast as possible are unlikely to check the salt content of every item they choose. Fortunately, in many countries there are clearer food labels today, (7) ... of which use colour coding to indicate levels of particular substances in the food.

If you are one of the many people (8) ... salt is an essential aid to flavour, try experimenting with other flavourings such as pepper, garlic, herbs or lemon juice, none (9) ... are as detrimental to our health as salt.

2 **Rewrite each sentence with a relative clause so that it means the same as the first sentence. Each relative clause contains a preposition. Write a formal (F) or informal (I) sentence, like the examples.**

1 Do you know a good physiotherapist? Can I go to them? (I)

Do you know a good physiotherapist (that) I can go to?

2 We have just taken delivery of the medical supplies. Payment is required for them. (F)

We have just taken delivery of the medical supplies, for which payment is required.

3 Professor Harris is unable to attend the lecture on nutrition. She was invited to it last week. (F)

4 There's a podcast on teenagers' health. You should really listen to it. (I)

5 What's happened to that leaflet on obesity? I came across it the other day. (I)

6 Patients should not become close to counsellors. They might become dependent on them. (F)

7 Do you remember Mia, the medical student? I introduced you to her at the party. (I)

8 His new book is on a new treatment for asthma. There is currently no cure for it. (F)

3 **Choose the correct option to complete each sentence.**

1 If you aren't feeling right, go to – / *the* doctor and ask for *a* / *the* check-up.

2 *The* / – mental health is *a* / *the* huge concern for many societies today.

3 Some doctors believe that *an* / *the* aspirin a day is good for – / *the* heart.

4 Too much time in front of – / *a* computer without taking a break can result in injury to *the* / *a* wrist.

5 *My* / *The* ankle really hurts. I think I must have injured it when I was on – / *the* running track.

6 – / *The* elderly need a very specific type of *a* / – medical attention.

7 Some of *the* / – most common medical problems suffered by *the* / – teenagers are *the* / – asthma, allergies and fatigue.

8 One of – / *the* major priorities for any government is *the* / – health of *the* / *a* nation.

4 **Complete the text with the definite article (5), the indefinite article (4) and the zero article (6).**

With (1) – advances in (2) – medicine and better nutrition, (3) – people are generally living longer these days and more people are living to be older than 100. While (4) the official record for (5) the oldest person to have lived goes to Frenchwoman Jeanne Calment, who died aged 122 in 1997, Carmelo Flores, (6) a Bolivian man who died in 2014, is claimed to have lived to (7) the ripe old age of 124. However, this claim has not been verified – (8) the problem is that (9) – birth certificates didn't become official in Bolivia until 1940, so there isn't (10) an official record of Flores' birth.

Even in his final years, Flores lived alone in (11) a hut high in (12) the Andes. He believed that (13) – diet was (14) a very important ingredient in his recipe for long life, in particular (15) – mushrooms and quinoa*.

quinoa *a seed grown in the Andes*

1 1 of
2 which/that
3 from/of
4 to
5 to which
6 whom
7 many/several/some
8 to/for whom
9 of which

2 3 Professor Harris is unable to attend the lecture on nutrition to which she was invited last week.
4 There's a podcast on teenagers' health (that) you should really listen to.
5 What's happened to that leaflet on obesity (that) I came across the other day?
6 Patients should not become close to counsellors, on whom they might become dependent.
7 Do you remember Mia, the medical student who I introduced you to at the party?
8 His new book is on a new treatment for asthma, for which there is currently no cure.

Wordlist Unit 7 55

VOCABULARY p. 115

alert (adj) /ə'lɜːt/ czujny, uważny
beneficial (adj) /ˌbenɪ'fɪʃl/ korzystny
blood pressure (n) /'blʌd ˌpreʃə/ ciśnienie krwi
carbohydrate (n) /ˌkɑːbəʊ'haɪdreɪt/ węglowodan
cut down on (phr v) /ˌkʌt 'daʊn ɒn/ ograniczać (coś)
dairy (adj) /'deəri/ mleczny
detrimental effect (n) /ˌdetrɪ'mentl ɪ'fekt/ szkodliwy skutek
drink plenty of water (phr) /ˌdrɪŋk 'plenti əv 'wɔːtə/ pić dużo wody
eat naturally (phr) /ˌiːt 'nætʃərəli/ jeść składniki pochodzenia naturalnego
enhance (v) /ɪn'hɑːns/ poprawiać
get enough sleep (phr) /ˌget ɪnʌf 'sliːp/ wysypiać się
gratitude (n) /'grætɪˌtjuːd/ wdzięczność
have a balanced diet (phr) /həv ə ˌbælənst 'daɪət/ przestrzegać zbilansowanej diety
heart disease (n) /'hɑːt dɪˌziːz/ choroba serca
hydrated (adj) /'haɪdreɪtɪd/ nawodniony
in moderation (phr) /ɪn ˌmɒdə'reɪʃn/ z umiarem
intake (n) /'ɪnteɪk/ spożycie
keep active (phr) /ˌkiːp 'æktɪv/ być aktywnym
nutrient (n) /'njuːtriənt/ składnik odżywczy, substancja pokarmowa
nutritious (adj) /njuː'trɪʃəs/ pożywny, odżywczy
obesity (n) /əʊ'biːsəti/ otyłość
overeat (v) /ˌəʊvər'iːt/ przejadać się
practise relaxation (phr) /ˌpraktɪs ˌrɪːlæk'seɪʃn/ ćwiczyć relaksację
practise the art of appreciation (phr) /ˌpraktɪs ðɪ ˌɑːt əv əˌpriːʃi'eɪʃn/ dosłownie: ćwiczyć sztukę okazywania wdzięczności
protein (n) /'prəʊtiːn/ białko
put on weight (phr) /ˌpʊt 'ɒn 'weɪt/ przybierać na wadze
reduce salt (phr) /rɪˌdjuːs 'sɔːlt/ ograniczyć spożycie soli
refined sugar (n) /rɪˌfaɪnd 'ʃʊgə/ cukier rafinowany
refocus (v) /rɪ'fəʊkəs/ ponownie się skupić
relieve (v) /rɪ'liːv/ zmniejszać, rozładowywać (stres)
sedentary lifestyle (n) /ˌsedəntəri 'laɪfˌstaɪl/ siedzący tryb życia
unsaturated (adj) /ʌn'sætʃəreɪtɪd/ nienasycony
wellbeing (n) /ˌwel'biːɪŋ/ dobry stan zdrowia, dobre samopoczucie, dobrobyt, pomyślność
wholefoods (n) /'həʊlˌfuːdz/ zdrowa żywność

LISTENING p. 116

aerobic (adj) /eə'rəʊbɪk/ aerobowy
caffeine (n) /'kæfiːn/ kofeina
cardiovascular disease (n) /ˌkɑːdiəʊ'væskjələ dɪ'ziːz/ choroba układu krążenia, choroba sercowo-naczyniowa
cereal (n) /'sɪəriəl/ płatki śniadaniowe
cocoa (n) /'kəʊkəʊ/ kakao
dementia (n) /dɪ'menʃə/ demencja (postępujący spadek sprawności intelektualnej)
dip (n) /dɪp/ spadek (np. temperatury)
dog walker (n) /'dɒg ˌwɔːkə/ osoba wyprowadzająca psy
end up with (phr v) /ˌend 'ʌp wɪð/ skończyć z czymś
endorphins (n) /en'dɔːfɪnz/ endorfiny
flexibility (n) /ˌfleksəbɪlətɪ/ elastyczność, gibkość
hippocampus (n) /ˌhɪpə'kæmpəs/ hipokamp
hula hoop (n) /'huːlə huːp/ hula hop
intense (adj) /ɪn'tens/ intensywny
lose weight (phr) /ˌluːz 'weɪt/ tracić na wadze
metabolic rate (n) /ˌmetə'bɒlɪk reɪt/ przemiana materii
moderate (adj) /'mɒdərət/ umiarkowany
moderation (n) /ˌmɒdə'reɪʃn/ umiar
nausea (n) /'nɔːziə/ nudności, mdłości
norepinephrine (n) /ˌnɔːrəpə'nəfrɪn/ noradrenalina, norepinefryna
occasional (adj) /ə'keɪʒənl/ sporadyczny
pole dance (n) /'pəʊl dɑːns/ sportowy taniec na rurze
remedy (n) /'remədi/ lekarstwo
schizophrenia (n) /ˌskɪtsəʊ'friːniə/ schizofrenia (choroba psychiczna)
serotonin (n) /ˌserə'təʊnɪn/ serotonina, hormon szczęścia
side effect (n) /'saɪd ɪˌfekt/ efekt uboczny
skip (v) /skɪp/ pomijać
slave away (phr v) /ˌsleɪv ə'weɪ/ ciężko harować
stamina (n) /'stæmɪnə/ wytrzymałość, kondycja
superfood (n) /'suːpəfuːd/ żywność bogata w składniki odżywcze
treat (n) /triːt/ smakołyk
workout (n) /'wɜːkaʊt/ trening, ćwiczenie
yoghurt (n) /'jɒgət/ jogurt

GRAMMAR 1 p. 117

advisable (adj) /əd'vaɪzəbl/ wskazany
household chores (n) /ˌhaʊshəʊld 'tʃɔːz/ obowiązki domowe
insufficiently (adv) /ˌɪnsə'fɪʃəntlɪ/ niewystarczająco
sensible (adj) /'sensəbl/ rozsądny
vital (adj) /'vaɪtl/ niezbędny, istotny

READING pp. 118–119

accessible (adj) /ək'sesəbl/ dostępny
account for (phr v) /ə'kaʊnt fə/ stanowić
achievable (adj) /ə'tʃiːvəbl/ osiągalny, możliwy do osiągnięcia
affordable (adj) /ə'fɔːdəbl/ przystępny (w przystępnej cenie)
assign (v) /ə'saɪn/ przydzielać
audible (adj) /'ɔːdəbl/ słyszalny
centenarian (n) /ˌsentə'neəriən/ stulatek
chronic (adj) /'krɒnɪk/ chroniczny, przewlekły
commonly (adv) /'kɒmənli/ powszechnie
community (n) /kə'mjuːnəti/ społeczność, wspólnota, środowisko
compatible (adj) /kəm'pætəbl/ zgodny, kompatybilny
curable (adj) /'kjʊərəbl/ uleczalny
decathlon (n) /dɪ'kæθlɒn/ dziesięciobój
demographer (n) /dɪ'mɒgrəfə/ demograf
disposable (adj) /dɪ'spəʊzəbl/ jednorazowy
edible (adj) /'edɪbl/ jadalny
encounter (v) /ɪn'kaʊntə/ napotykać
enjoyable (adj) /ɪn'dʒɔɪəbl/ przyjemny
famed (adj) /feɪmd/ słynny
feasible (adj) /'fiːzəbl/ możliwy, wykonalny
goat's milk (n) /'gəʊts ˌmɪlk/ kozie mleko
grand (adj) /grænd/ wielki
herb (n) /hɜːb/ zioło
herbal tea (n) /ˌhɜːbəl 'tiː/ herbata ziołowa
home-grown (adj) /ˌhəʊm'grəʊn/ z własnego ogrodu, z własnej uprawy
incidence (n) /'ɪnsɪdəns/ częstość występowania, częstotliwość
inflatable (adj) /ɪn'fleɪtəbl/ nadmuchiwany
isolation (n) /ˌaɪsə'leɪʃn/ odosobnienie
legible (adj) /'ledʒəbl/ czytelny
life expectancy (n) /ˌlaɪf ɪk'spektənsi/ średnia długość życia
life jacket (n) /ˌlaɪf 'dʒækɪt/ kamizelka ratunkowa
lifelong (adj) /'laɪfˌlɒŋ/ dożywotni
longevity (n) /lɒn'dʒevəti/ długowieczność
machine-washable (adj) /məˌʃiːn 'wɒʃəbl/ nadający się do prania w pralce
memorable (adj) /'memərəbl/ pamiętny
namely (adv) /'neɪmli/ mianowicie
nap (n) /næp/ drzemka
obese (adj) /əʊ'biːs/ otyły
outlet (n) /'aʊtlet/ punkt sprzedaży po niższych cenach
plausible (adj) /'plɔːzəbl/ prawdopodobny, wiarygodny
preventable (adj) /prɪ'ventəbl/ możliwy do uniknięcia, zapobieżenia
razor (n) /'reɪzə/ maszynka do golenia
rechargeable (adj) /rɪː'tʃɑːdʒəbl/ nadające się do powtórnego naładowania (np. o baterii, akumulatorze)
recyclable (adj) /rɪː'saɪkləbl/ nadający się do przetworzenia
refillable (adj) /rɪː'fɪləbl/ wielokrotnego użytku (do ponownego napełnienia)
refundable (adj) /rɪ'fʌndəbl/ refundowany
renewable (adj) /rɪ'njuːəbl/ odnawialny (np. odnawialne źródło energii)
retirement (n) /rɪ'taɪəmənt/ emerytura
seaweed (n) /'siːwiːd/ wodorost
soya (n, adj) /'sɔɪə/ soja, sojowy
sustainable (adj) /sə'steɪnəbl/ nienaruszający równowagi ekologicznej, zrównoważony
sweet potato (n) /ˌswiːt pə'teɪtəʊ/ batat
tofu (n) /'təʊfuː/ tofu (twarożek sojowy)
unaffected (adj) /ˌʌnə'fektɪd/ niedotknięty (czymś)
visible (adj) /'vɪzəbl/ widoczny
westernise (v) /'westənaɪz/ narzucać zachodnią kulturę

GRAMMAR 2 pp. 120–121

acupuncture (n) /'ækjəˌpʌŋktʃə/ akupunktura
at ease (adj) /ət 'iːz/ zrelaksowany, spokojny
bitterness (n) /'bɪtənes/ rozgoryczenie
check-up (n) /'tʃekʌp/ badanie kontrolne

contact lenses (n) /'kɒntækt ˌlenzɪz/ szkła kontaktowe
cure (n) /kjʊə/ lekarstwo
emergence (n) /ɪ'mɜːdʒəns/ pojawienie się, wyjście na jaw
fitness tracker (n) /'fɪtnəs ˌtrækə/ urządzenie lub aplikacja służące do pomiaru aktywności fizycznej (np. pokonany dystans)
immune system (n) /ɪ'mjuːn 'sɪstəm/ system odpornościowy
incurable (adj) /ɪn'kjʊərəbl/ nieuleczalny
insert (v) /ɪn'sɜːt/ wkładać
internal (adj) /ɪn'tɜːnl/ wewnętrzny
iridology (n) /ˌɪrɪ'dɒlədʒi/ irydologia (dział medycyny niekonwencjonalnej)
prevention (n) /prɪ'venʃn/ zapobieganie
preventive (adj) /prɪ'ventɪv/ zapobiegawczy, prewencyjny
record (v) /rɪ'kɔːd/ rejestrować
seizure (n) /'siːʒə/ napad (np. padaczkowy)
soul (n) /səʊl/ dusza
tuberculosis (n) /tjuːˌbɜːkjə'ləʊsɪs/ gruźlica
wealth (n) /welθ/ bogactwo
wearable (adj) /'weərəbl/ nadający się do noszenia

SPEAKING p. 122

bear in mind (phr) /ˌbeə ɪn 'maɪnd/ wziąć pod uwagę
dedication (n) /ˌdedɪ'keɪʃn/ oddanie
deejay (n, v) /'diːdʒeɪ/ didżej, być didżejem
in essence (adv) /ɪn 'esəns/ w gruncie rzeczy
pensioner (n) /'penʃənə/ emeryt/emerytka
senior citizen (n) /ˌsiːniə 'sɪtɪzən/ senior/seniorka
smash the stereotype (phr) /ˌsmæʃ ðə 'steriətaɪp/ przełamywać stereotyp
specifically (adv) /spə'sɪfɪkli/ w szczególności
youth (n) /juːθ/ młodość

WRITING p. 123

address (v) /ə'dres/ adresować, odnosić się do
audibly (adv) /'ɔːdəbli/ donośnie, wyraźnie
care-giver (n) /'keəˌgɪvə/ opiekun osoby starszej lub niepełnosprawnej
knitting (n) /'nɪtɪŋ/ robienie na drutach
loneliness (n) /'ləʊnlinəs/ samotność
out of touch (adj) /ˌaʊt əv 'tʌtʃ/ nie nadążać za…
outline (v) /'aʊtlaɪn/ naszkicować, przedstawić w skrócie
put forward (phr v) /ˌpʊt 'fɔːwəd/ przedstawić coś, poruszyć jakiś temat
woodwork (n) /'wʊdwɜːk/ stolarstwo

SKILLS REVIEW pp. 124–125

abundance of (phr) /ə'bʌndəns əv/ duża ilość czegoś
adjust (v) /ə'dʒʌst/ dostosowywać
administer (v) /əd'mɪnɪstə/ podawać (np. lekarstwo)
ailment (n) /'eɪlmənt/ choroba, dolegliwość
alignment (n) /ə'laɪnmənt/ ustawienie
antioxidant (n) /ˌænti'ɒksɪdənt/ przeciwutleniacz
atlas (n) /'ætləs/ pierwszy kręg szyjny
axis (n) /'æksɪs/ kręg obrotowy
beekeeper (n) /'biːkiːpə/ pszczelarz
cavity (n) /'kævəti/ dziura w zębie
cervical (adj) /'sɜːvɪkəl/ szyjny
chiropractic (n) /'kaɪrəʊpræktɪk/ kręgarstwo
decay (n) /dɪ'keɪ/ próchnica
dietitian (n) /ˌdaɪə'tɪʃən/ dietetyk/dietetyczka
diluted (adj) /daɪ'luːtɪd/ rozcieńczony
disabled (adj) /dɪs'eɪbld/ niepełnosprawny/niepełnosprawna
endless (adj) /'endləs/ niekończący się, niezliczony
enumerate (v) /ɪ'njuːməreɪt/ wyliczać
favour (v) /'feɪvə/ faworyzować, preferować
flu (n) /fluː/ grypa
fuel (n) /'fjuːəl/ paliwo
gum (n) /gʌm/ dziąsło
heart failure (n) /'hɑːt ˌfeɪljə/ niewydolność serca
homeopathic (adj) /ˌhəʊmi'ɒpəθik/ homeopatyczny
intestinal (adj) /ɪn'testɪnl/ jelitowy
leisurely (adv) /'leʒəli/ spokojnie, powoli
manuka (n) /'mɑːnuːkə/ manuka (gatunek krzewu z Nowej Zelandii)
measles (n) /'miːzlz/ odra (choroba zakaźna)
NHS (n) /ˌen eɪtʃ 'es/ (National Health Service) publiczna służba zdrowia (w Wielkiej Brytanii)
row (v) /rəʊ/ wiosłować
take up a sport (phr) /ˌteɪk 'ʌp ə 'spɔːt/ zacząć uprawiać sport
tranquiliser (n) /'træŋkwəlaɪzə/ środek uspokajający
wheelchair (n) /'wiːltʃeə/ wózek inwalidzki

(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 am not a doctor, but if I were you I would (*piła dużo wody*) … .
2 Have you noticed? He's (*przybrał na wadze*) … recently.
3 These shoes are (*nadające się prania w pralce*) … , so I am not worried.
4 My grandma can (*przełamywać stereotyp*) … of old people. She is 85 and she's just taken part in a marathon.
5 One of the things you can do to be fit is to (*przestrzegać zbilansowanej diety*) … .
6 Also, you will not be healthy if you don't (*wysypiasz się*) … .

2 Choose the correct option to complete each sentence.

1 Smoking can be *detrimental* / *beneficial* to your health, doctors say.
2 Very young children should eat a variety of food but eggs, which contain a lot of *protein* / *carbohydrates*, are said to be crucial.
3 What's the life *jacket* / *expectancy* in Japan nowadays?
4 Luckily, it was just the *measles* / *flu* and he was sent home with a bag of vitamins.
5 People should use more *recyclable* / *rechargeable* paper bags so that we reduce the amount of plastic we produce every year.

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

1 Taking up any sport should be done reasonably and … moderation. in
2 Girls account … over 40% of students in my school. for
3 I can never fall asleep when my mind is not … ease. at
4 People try different herbal tea treatments to help their immune … fight bacteria. systems
5 My uncle quit drinking coffee and decided to take … swimming. up
6 So this … essence means that our project will be funded by the committee. in

1
1 drink plenty / a lot of of water
2 put on weight
3 machine-washable
4 smash the stereotype
5 have/follow a balanced diet
6 get enough sleep / sleep enough

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

Exam guide
3 English in Use Gap-filling

1 How do you feel when you have to talk in front of a large audience? Do you get stressed out or do you keep calm?

2 What was the subject of the last lecture which you were really interested in?

8 Ideas

Culture guide

Interesting facts

he photo shows members of the audience at a TED Summit in 2016. TED is a non-profit organisation whose mission is to spread ideas through talks and conferences, making the ideas accessible to all. TED stands for Technology, Entertainment and Design, which were the original topics that the organisation covered when it started in 1984, but now a wide spectrum of subjects are covered, in many languages and reaching communities across the globe.

IN THIS UNIT YOU LEARN

VOCABULARY
- communication and presentation skills
- responding to new ideas
- photography and its influence on people's perspectives
- exploring space

GRAMMAR
- advanced question types
- subordinate clauses

SKILLS
Listening
- radio programme about conveying the concept of electricity to students
- text about European Code Week
- open questions, gap filling

Reading
- text about the power of photography to change people's perspectives
- adjectives ending in *-ful*, *-less*
- open questions, multiple choice, matching

Speaking
- giving a successful presentation

Writing
- article with a review

TED TALK
- TED's secret to great public speaking

CRITICAL THINKING
- understanding quotations

130 Unit 8

3h/week • Student's Book ex. 1–4 p. 131 • If short of time, skip ex. 4.

5h/week • Workbook ex. 1–10 pp. 114–115 • If short of time, skip ex. 9–10.

7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 376 (8.3) • Extra online resources

Audience members queueing up to ask a question at the TEDSummit 2016 in Banff, Canada.

8A Vocabulary

Making your point

Talking about presentation skills and giving presentations

Exam guide
1 Oral Matura

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

1 Work in pairs. Talk about the given topic, discussing the three aspects presented below.

What would be the key to success if you were to give a speech at a TED conference?

- topic
- presentation
- self-confidence

Then answer three questions.

1 Has your school given you an opportunity to practise your skills as a speaker?
2 Which topics would you never decide to give a public speech on? Why?
3 Are you sceptical about what you hear from public speakers like those in TED speeches? How do you verify the information you get?

2 Read the quiz about getting ideas across. Match each meaning (1–10) with the word or phrase in bold in the quiz. There are six words or phrases that do not match. What do the words mean?

1 specialised vocabulary
2 support
3 forget my point
4 exact
5 say again with different words
6 hand or body movements
7 in a few words
8 give more information about
9 comparisons explaining something
10 get across

1 How do you check if your listeners understand you?
a I **make eye contact** to make sure they haven't switched off.
b I ask questions to check they are still with me.
c I don't. I just keep talking and hope for the best.

2 What do you do to **convey** your ideas to listeners?
a I speak clearly and **concisely**, with examples to **back up** my ideas.
b I avoid **jargon** and explain difficult words.
c I use **analogies** to explain complex ideas.

3 How good are your communication skills?
a I use **gestures** and **facial expressions** to help put my point across.
b I vary my intonation to **engage** my listeners' **attention**.
c I try to be open-minded and listen to others' points of view.

4 How do you react if someone misunderstands or **misinterprets** you?
a I **rephrase** my answer using simpler and more **precise** words.
b I **elaborate on** my point with different examples.
c I tend to freeze and my **mind goes blank**.

5 What do you do if someone interrupts or makes an irrelevant comment?
a I try to **stick to the point** and not get distracted.
b I sometimes panic and **lose my train of thought**.
c I pause to think of the best way to respond.

2
1 jargon
2 back up
3 lose my train of thought / mind goes blank
4 precise
5 rephrase
6 gestures
7 concisely
8 elaborate on
9 analogies
10 convey

3 Listen to six extracts. Choose the correct sentence (a–f) to describe each extract (1–6). 56 p. 392

a He/She lost his/her train of thought. 4
b His/Her mind went blank. 2
c He/She elaborated on his/her idea. 3
d His/Her idea was concise and to the point. 5
e He/She rephrased his/her idea. 1
f He/She used jargon. 6

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- Has your mind ever gone blank when you were trying to convey an idea? What did you do?
- How can someone convey confidence or lack of confidence non-verbally?

Life Skills guide
4 Critical thinking, Mediation

2 Definitions for unused words and expressions:
make eye contact – what happens when two people look directly into each other's eyes. When someone avoids eye contact, it may mean they don't want something about them to be seen. They could be lying, masking their emotions or insecure in some way.
facial expressions – the thoughts or feelings showing on someone's face. Certain facial expressions are signals of specific emotions like happiness, surprise and anger that are universally recognised.
engage attention – make somebody interested enough to keep listening
misinterprets – misunderstands something
stick to the point – focus or concentrate on the important part of the problem or story and keep talking about a particular topic
mind goes blank – can't remember a particular thing or unable to think of something to say; when giving a talk, it's much more likely that your mind will go blank if you've tried to memorise your speech.

8B Cele lekcji: Rozumienie wypowiedzi o wyrażaniu pomysłów oraz o Europejskim Tygodniu Kodowania.

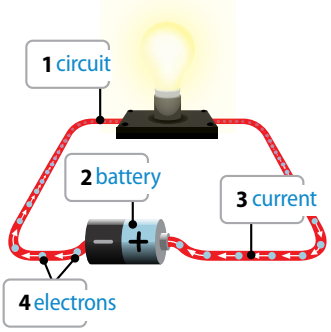
1 How good are you at Information and Communication Technology?
2 Does your school take part in any national or international initiatives?

8B Listening

Listening to a text about conveying ideas and a text about European Code Week

1 Work in pairs. You are going to listen to Dr Emily Grossman explain how she conveys the concept of electricity to students. Before you listen, study the description of electricity, and match the underlined words to the diagram.

Electricity is a kind of energy caused by the movement of electrons, which are tiny parts of an atom, around a circuit. A circuit is a closed circular path that allows charge to move from one place to another. One way of creating electrical energy is by attaching a battery to the circuit. The flow of electricity around the circuit is called a current, and the rate of flow is measured in units called coulombs. The size of a current depends partly on the voltage of the battery; voltage refers to the amount of power in the electricity flow (and it is measured in units called joules).



2 Listen to the interview over the phone. Answer the questions. 57 p. 392

1 What three tips for conveying ideas does Emily give?
2 What analogy does Emily use to describe electricity? What can you remember about it?
3 Does she think that analogies are more effective than examples or visuals?

Culture guide

1 Profile

Dr Emily Grossman is a British scientist and TEDx speaker who gives talks and writes about science to show people how exciting it is, and to make it more accessible by explaining complex concepts in a way that everyone can understand. When she is doing this, she describes herself as a translator. She is also passionate about encouraging young people, especially girls, to follow careers in science.

Exam guide

2 Listening
Open-ended questions

2 **1** avoid jargon; use (concrete) examples; use metaphors and analogies
2 horses racing around a race track
3 No, they are all equally effective.

4 cartoon (of a horse) – to make people smile or giggle
diagram (of a race track and electrical circuit) – so that people can see how to bring the analogy together with the real-life situation

3 Work in pairs. Match each element of the analogy (1–7) with the scientific term (a–g). Use a dictionary if necessary. Then listen to the second part of the interview again and check your ideas. 58 p. 393

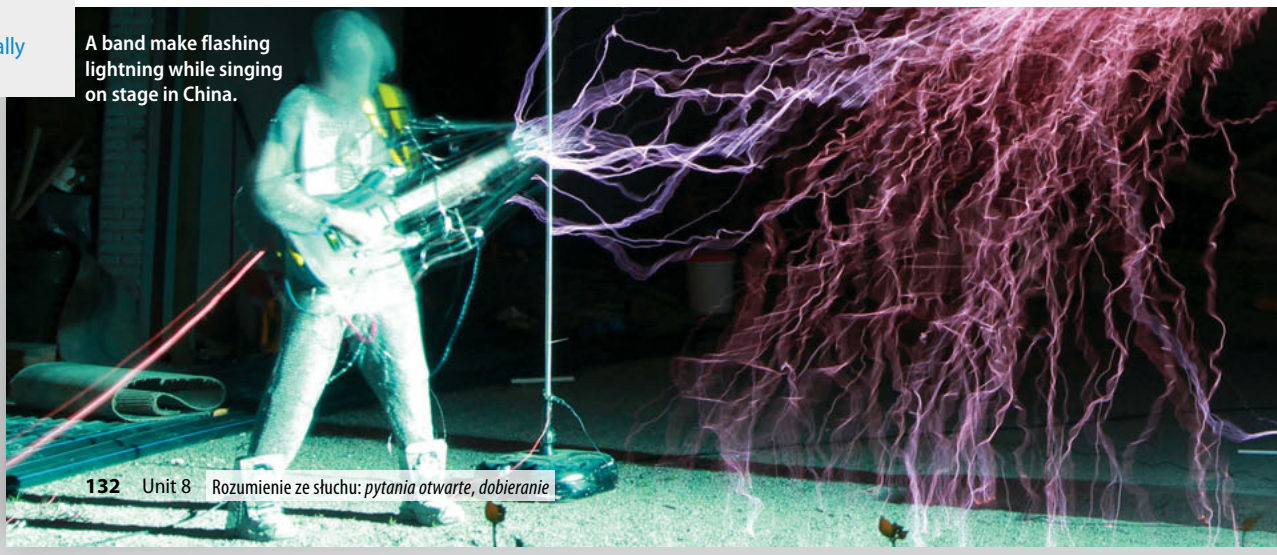
1	stable f	**a**	electrons
2	number of horses per second d	**b**	circuit
3	hairs on the horse's back a	**c**	a coulomb
4	a horse c	**d**	current
5	bales of hay g	**e**	voltage
6	number of bales of hay e	**f**	battery
7	race track b	**g**	joules

4 Listen to the third part of the interview. What two types of visuals does Emily mention? Why is each one effective? 59 p. 393

5 Work in pairs. How successful was Emily's analogy for you? Do you feel you understand electricity more now?

6 Listen to the recording about European Code Week. Choose the correct option to complete each sentence. 60 p. 393

1 European Code Week is an initiative for *the European Commission* / *schools in Europe* / *European IT institutions*.
2 The idea behind coding is to teach young people *to solve problems by means of logical reasoning* / *create objects that imitate animals* / *provide access to computers to everyone*.
3 The organisers refer to students' coding skills as *the key to their future* / *a socio-economic factor* / *a separate subject at school*.
4 The word 'week' is only symbolic, as the event takes *only one or two days* / *longer than that* / *the whole month*.
5 'Unplugged coding' is based on coding *in a foreign language* / *without the use of technological devices* / *robots straight from a smartphone*.


A band make flashing lightning while singing on stage in China.

3h/week • Student's Book, ex. 1–6 p. 132 • If short of time, skip ex. 5.

5h/week • Workbook ex. 1–5 p. 116

7h/week • Extra online resources

Fast Finishers

Plan an event that your school could organise as part of European Code Week. Include information about suggested activities, necessary equipment and expected results.

8C Grammar 1

Advanced question types

Talking about the importance and meaning of gestures

1 Look at the questions from the interview in the Grammar box. Can you remember the answers?

Question forms

a *How do you think people can get their ideas across most effectively?*

b *Could you tell us how you use analogy to help you explain things?*

c *You do what?*

d *Isn't it hard to think of analogies for some situations?*

e *You think analogies work better than, say, examples or visuals, do you?*

2 Match each question (a–e) in the Grammar box with a question type (1–5).

1 a tag question e
2 an echo question c
3 a negative question d
4 a polite indirect question b
5 an indirect opinion question a

3 Work in groups. Answer the questions.

1 How is the tag question in the Grammar box different from most tag questions? What answer does this expect?

2 How is the word order different in indirect questions from direct questions? Do they always have a question mark?

3 How do we make negative questions? Does the negative question in the Grammar box expect a *yes* or *no* answer?

4 What kind of answer do we expect to an echo question?

5 Is there anywhere else you could place *do you think* in the indirect opinion question?

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145.
Do exercises 1–3.

4 Complete each question with no more than three words. Then listen to an interview and compare your answers. What type of question is each? 61 p. 393

1 ... think that gesture is international?

2 ... me something about differences in the meaning of gestures?

3 So you'd say using the wrong gesture is all about confusion, ... ?

4 I'm sorry, ... considered ... ?

5 We aren't necessarily conscious of our gestures, though, ... ?

6 What ... is the answer?

5 Rewrite each sentence to make one of the question types in exercise 2. Use the words in brackets.

1 Do you use many gestures when you speak? (*Can you*)

2 I'm sorry. I'm not sure I understand exactly what you said you did. (*what*)

3 Why do these gestures help people to understand? (*do you think*)

4 It's easier just to rely on speech when we explain something, surely? (*Isn't*)

5 So, would you use fewer gestures when you talk to someone from another country? (*you would*)

6 Work in pairs. Make a list of the gestures you and people in your family frequently use when you speak, and what they mean. Then work with another pair to discuss your gestures.

1 Are you good at interpreting body language? Why do you think this is so?

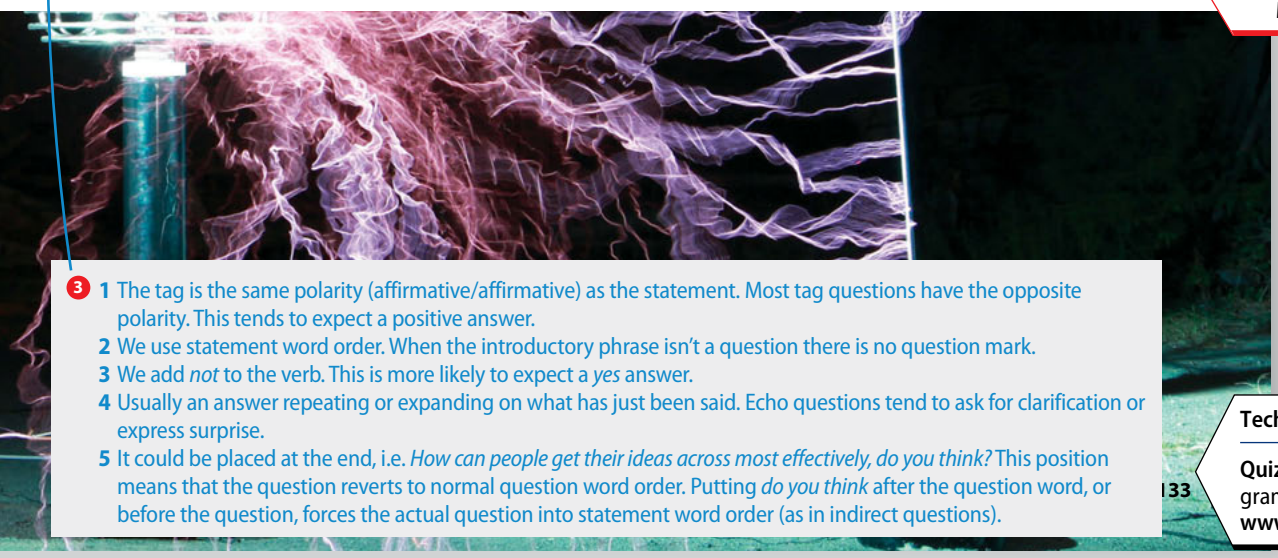
2 Most students have talked to a foreigner at least once in their life. Have you?

4 **1** Don't you (a negative question)
2 Could you tell (polite indirect question)
3 would you (tag question)
4 it's, what (echo question)
5 are we (tag question)
6 do you think (indirect opinion question)

5 **1** Can you tell me if you use many gestures when you speak?
2 Sorry, you do/did what? / What did you say you did? / You said you did what?
3 Why do you think these gestures help people to understand?
4 Isn't it easier just to rely on speech when we explain something?
5 So, you would use fewer gestures when you talk to someone from another country, would you?

Life Skills guide

6 Communication, Mediation



3 **1** The tag is the same polarity (affirmative/affirmative) as the statement. Most tag questions have the opposite polarity. This tends to expect a positive answer.
2 We use statement word order. When the introductory phrase isn't a question there is no question mark.
3 We add *not* to the verb. This is more likely to expect a *yes* answer.
4 Usually an answer repeating or expanding on what has just been said. Echo questions tend to ask for clarification or express surprise.
5 It could be placed at the end, i.e. *How can people get their ideas across most effectively, do you think?* This position means that the question reverts to normal question word order. Putting *do you think* after the question word, or before the question, forces the actual question into statement word order (as in indirect questions).

Technology guide

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

3h/week • Student's Book ex. 1–6 p. 133, ex. 1–3 p. 145 • If short of time, skip ex. 6 p. 133.

5h/week • Workbook ex. 1–5 p. 117

7h/week • Photocopiable grammar games and activities, TB pp. 371, 374 (8.1) • Extra online resources (see Technology guide)

8D Cele lekcji: Rozumienie wypowiedzi pisemnej o potędze fotografii.

1 Do you think photographers are artists as much as painters and sculptors are? Why? / Why not?
2 What kind of photographs do you usually post on your social media?

8D Reading

VOCABULARY BUILDING Adjectives ending in *-ful* and *-less*

Some English adjectives end in *-ful* or *-less*, e.g. *thankful* (**full of** thanks), *homeless* (**without** a home). Some are paired, e.g. *powerful/powerless*, *hopeful/hopeless*, and some are not. We can say *skilful* (**with** a lot of skill) but not ~~*skilless*~~ and *jobless* (**without** a job) but not ~~*jobful*~~.

1 Which of the words in the box can be followed by a) both *-ful* and *-less*?, b) only *-ful*?, c) only *-less*?

doubt	event	fear	forget	fruit
heart	meaning	point	regret	tact
taste	thought	waste	worth	

2 Work in pairs. Tell your partner about one of the alternatives.

1 an *eventful/fruitless* journey you have made
2 a time when you felt *doubtful/regretful*
3 a *fruitful/pointless* discussion you have taken part in
4 a *tactless/meaningful* remark someone has made to you
5 someone you know who is *forgetful/thoughtful*
6 a place you know with *tasteful/tasteless* decor

1 **a** doubtful / doubtless
fearful / fearless
fruitful / fruitless
meaningful / meaningless
tactful / tactless
tasteful / tasteless
thoughtful / thoughtless
b eventful, forgetful, regretful, wasteful
c heartless, pointless, worthless

Exam guide
6 Reading
Matching headings

Life Skills guide
2 Communication, Mediation

READING

Understanding a text about the power of photography

3 Work in pairs. Look at the photo. Answer the questions.

1 What does the photo show?
2 What do you think is special about it?
3 Why do you think it is called 'Earthrise'?
4 What thoughts and feelings does the photograph inspire in you?

Life Skills guide
7 Critical thinking

4 Read the article on page 135. Check your answers to exercise 3, questions 1–3.

5 Work in pairs. Read the article again. Choose the option that is NOT indicated in the article.

1 The writer says that photographs can
(a) show beautiful and poetic images.
b help us see beyond our normal experiences.
c change our beliefs and attitudes.

2 The Apollo crew
a were the first to travel around the moon.
(b) had been told not to take photographs of the Earth.
c were surprised by the Earth's beauty.

3 The 'Earthrise' photograph
(a) was the first photo of the Earth taken on the mission.
b was shot without planning or preparation.
c showed the Earth as more meaningful than the moon.

4 After seeing the Earth from space, crew members
(a) immediately turned their attention to the scheduled mission items.
b experienced strong emotions.
c felt a longing to return to Earth.

5 'Earthrise' has become an iconic image because
a it was widely distributed and viewed.
(b) it showed the effects of pollution and loss of resources.
c it made people think of the planet in a new way.

Life Skills guide
8 Critical thinking, Mediation

6 Match each heading (a–e) with the paragraph (1–4). There is one extra heading.

a Triggering care for the planet 4
b A photo's power to show the world 1
c A unique image of Earth 3
d The best photo gallery for everyone
e The whereabouts of the photo 2

CRITICAL THINKING Understanding quotations

Writers sometimes quote other people's opinions to back up or elaborate on their point. The words the writer uses to introduce the quotation can also persuade readers that the opinion is true. Read carefully and make up your own mind whether or not to agree with an opinion, based on the evidence presented.

7 Work in pairs. Answer the questions.

1 Read the sentences beginning 'According to …' (line 6) and 'As National Geographic photographer … says … '(lines 15–16). Which way of introducing the quotation suggests that the writer agrees with it, making it more persuasive? lines 15–16

2 Choose the option which is more persuasive.
a He *explains* / *suggests* that 'images speak a universal language'.
b She *argues* / *demonstrates* that 'photographs can transport us to other worlds'.
c He *says* / *points out* that 'the best images help us see our lives from a different perspective'.

3 Find more quotations by Lovell and Borman in paragraphs 3 and 4. How persuasively are their opinions presented?

8 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

1 How far do you agree that a picture speaks a thousand words?
2 When are images more powerful than words?
3 When are words more powerful?
4 What are the pros and cons of so many images being so widely shared online?

3h/week • Student's Book ex. 1–8 p. 134 • If short of time, skip ex. 8.

5h/week • Workbook ex. 1–4 p. 118

7h/week • Photocopiable vocabulary games and activities, TB pp. 372, 377 (8.4) • Extra online resources

The photo 'Earthrise' taken from the Apollo 8 spacecraft on the morning of December 24th, 1968.

EARTHRISE

62 (1) b A picture, so the saying goes, is worth a thousand words. But in a world in which millions of photographs are taken and uploaded every minute, and we are exposed to a daily avalanche of pictures on our computer screens, what is the value of a single image? According to Martin Barnes, Senior Curator of photographs at the Victoria and Albert Museum in London, 'Great photographs are like visual poetry. They neatly capture and express a situation or emotion that transcends the everyday'. By capturing a single moment and holding it absolutely still, a photograph can convey a powerful idea in a universal language. But more than that, images can transport us to new places and help us see our lives from a different perspective. As National Geographic photographer Aaron Huey says, 'Photography has the power to undo your assumptions about the world.'

(2) e Nowhere is this more clearly illustrated than in 'Earthrise', the ground-breaking picture which, though not the first ever photo of the Earth from space, transformed people's attitudes to a world they had hitherto taken for granted. It all started on the morning of December 21st, 1968, when the crew of Apollo 8 – Frank Borman, Jim Lovell and Bill Anders – set out for humanity's first manned mission to orbit the moon. With the excitement of lunar exploration, photographs of Earth did not feature at all in the official NASA plans. Yet when, on Christmas Eve, and on their fourth orbit, the crew in their spacecraft emerged from behind the moon's dark side, they saw in front of them an astounding sight – an exquisite blue sphere hanging in the blackness of space.

(3) c 'Look at that picture over there. Here's the Earth coming up. Wow! That is pretty!', exclaimed Anders. It is thought that at this point Borman snapped a black-and-white image of the scene. 'Hey, don't take that, it's not scheduled', Anders joked. He then added, 'Hand me that roll of colour, quick.' After a brief weightless scramble to find the film, Anders shot a colour photograph. It showed the Earth as a blue planet, partially covered by white swirling clouds, and contrasting starkly with the empty backdrop of space and the dead grey lunar surface, which Borman described as 'a vast, lonely, forbidding expanse of nothing.' Looking back on the mission, Anders observed, 'I was immediately almost overcome by the thought that here we came all this way to the moon and yet the most significant thing we're seeing is our own home planet.' Borman also said that glimpsing Earth was 'the most beautiful, heart-catching sight of my life, one that sent a torrent of nostalgia, of sheer homesickness, surging through me'.

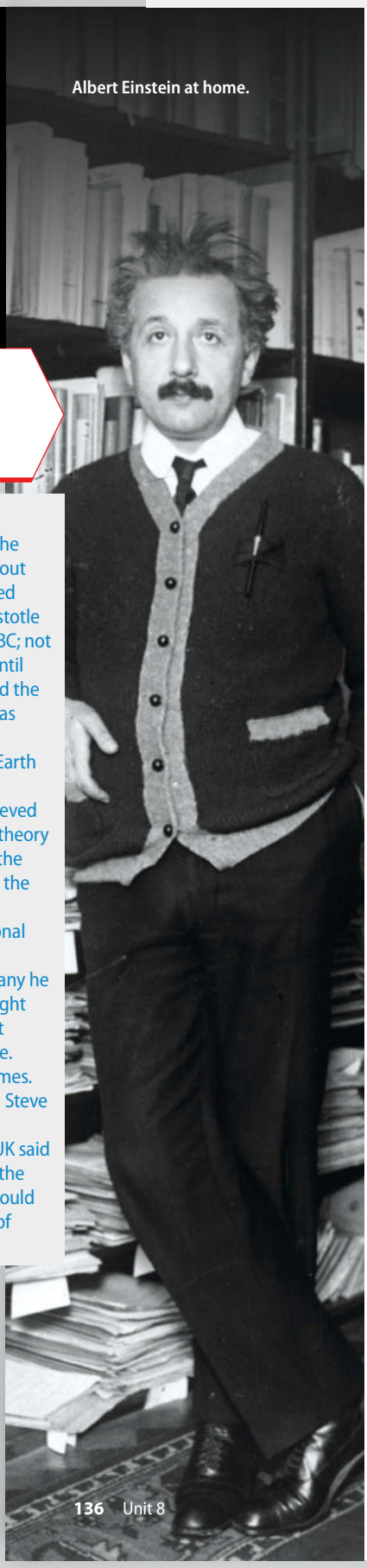
(4) a The true power of photographs lies in what is done with them after they are created. Within just a few months of the shot being taken, millions of people on Earth had seen the picture, which soon became one of the most iconic images of the century. 'Earthrise' gave a new perspective on the planet at a time of great social and political unrest; as Borman remarked, 'Raging nationalistic interests, famines, wars, pestilences don't show from that distance. From out there it really is *one world*.' Moreover, many people credit the birth of the environmental movement, and the first Earth Day celebration in 1970, to this view of the planet from outer space – its smallness, fragility and vulnerability. People realised there was no other sanctuary in the solar system, so they needed to conserve Earth's resources and protect it from pollution and destruction. Lovell concluded, 'It was the most beautiful thing there was to see in all the heavens. People down here don't realise what they have'.

Fast Finishers

Choose one photo from a schoolbook other than your English class book. Describe it in the most positive way possible so that it sounds like a photo from a prestigious exhibition.

8E Cele lekcji: Rozmawianie o znaczeniu nowych pomysłów.

1 Having been a student for some time at your current school, what changes would you suggest before graduating?
2 Do you think more creatively while lying on the beach or sitting in the classroom?



Albert Einstein at home.

Life Skills guide

1 Creativity, Critical thinking, Mediation

1 **Ideas for answers:**
Pythagoras declared the Earth was round in about 500 BC; world remained unconvinced until Aristotle stated it again in 350 BC; not universally believed until Columbus sailed round the Earth in 1492 and it was proved to be round.
Aristotle claimed the Earth was the centre of the universe; this was believed until 1600s when the theory was put forward that the Earth revolves around the Sun.
Steve Wozniak's 'personal computer' wasn't well received by the company he worked for. They thought it was useless and that nobody would use one. They rejected it five times. So he teamed up with Steve Jobs.
In 1903 an MP in the UK said that he didn't believe the introduction of cars would ever affect the riding of horses.

8E Grammar 2

Subordinate clauses

Talking about the importance of new ideas

1 Work in pairs. Read about new ideas. Discuss the questions.

New ideas are often met with resistance and criticism, or even rejected, when they are first proposed. For example, when Thomas Edison first had the idea of the electric lightbulb, experts in the scientific community couldn't imagine why it would ever work. Even Einstein's theory of relativity was initially ridiculed.

- Can you think of other ideas (in science, society or everyday life) that are now widely accepted but which were initially rejected?
- What can people do nowadays to gain widespread acceptance of their ideas?

2 Read the text. What was Ignaz Semmelweis' idea? How did he get it? Could he have done more to gain acceptance of his idea?

Please wash your hands

Ignaz Semmelweis, known as 'the saviour of mothers', was a 19th-century Hungarian physician. Having worked for a number of years as Director of Maternity Care at Vienna General Hospital, Semmelweis became concerned by the high numbers of mothers dying at the hospital shortly after childbirth. As he had noticed that fewer mothers died when giving birth in hospital wards run by midwives*, he wondered if this might be due to infection being spread specifically by doctors at the hospital, who were working with dead bodies before delivering babies. He therefore proposed the radically simple idea that doctors should wash their hands before they delivered babies. Once implemented, this practice drastically reduced the mortality rate. However, his colleagues were offended by his idea, refusing to believe they could be responsible for the deaths of their patients.
Not being able to persuade his colleagues, Semmelweis fell out with many of them and subsequently left the hospital.

Although his hypothesis was supported by the statistical analysis he conducted in the 1840s, Semmelweis did not publish his results until 1861, only a few years before his death in 1865. Later in the century, scientists such as Pasteur and Koch proved the link between germs and disease, leading to the request now repeated every day across the world: please wash your hands.

midwives *nurses especially trained in helping women to give birth*

3 Work in pairs. Look at the examples from the text in the Grammar box. Answer the questions.

Subordinate clauses

a ***Having worked*** *for a number of years as Director of Maternity Care, …*
b *… the high numbers of mothers* ***dying*** *at the hospital …*
c *As he* ***had noticed*** *that …*
d *… fewer mothers died when* ***giving*** *birth in hospital wards* ***run*** *by midwives*
e *… doctors should wash their hands* ***before*** *they* ***delivered*** *babies.*
f ***Once implemented****, this practice drastically reduced the mortality rate.*
g *…,* ***refusing*** *to believe they could be responsible for the deaths of their patients.*
h ***Not being*** *able to persuade his colleagues, …*

1 Which examples are participle clauses? What is the difference between these and the other clauses? a, b, d, f, g, h
2 Which of the participle clauses are active? Which are passive? What is the rule? active: a, b, d (*giving*), g, h; passive: d (*run*), f
3 Which example is negative? How do we make participles negative? h

3h/week • Student's Book ex. 1–8 pp. 136–137, ex. 4–6 p. 145 • If short of time, skip ex. 6 p. 137

5h/week • Workbook ex. 1–7 pp. 120–121

7h/week • Photocopiable grammar games and activities, TB pp. 371, 375 (8.2) • Extra oline resources (see Technology guide)

4 Which participle indicates the past? a
5 Which ones are reduced relative clauses? d, f
6 Which notions (e.g. purpose, contrast) do clauses *c* and *e* express? Do the participle clauses express notions? reason, time; yes

More explanation in Grammar reference on p. 144.
More exercises in Grammar practice on p. 145.
Do exercises 4–6.

4 **Work in pairs. Which option in the sentences is incorrect? Do the other two options mean the same?**

1 *Having worked* / *Because he had worked* / ~~*Worked*~~ as a physician, Semmelweis noticed that many mothers were dying after childbirth.
2 *Offended* / ~~*Having offended*~~ / *Being offended* by his idea, people rejected it as untrue.
3 His colleagues refused to wash their hands, not *realising* / *having realised* / ~~*realised*~~ the danger.
4 ~~*Discouraging*~~ / *As he was discouraged* / *Discouraged* by the hostile reception to his views, he left the hospital.
5 The idea of handwashing being necessary, *once discovered* / ~~*once discovering*~~ / *having been discovered*, was here to stay.
6 *Proved* / ~~*Being proved*~~ / *Once proved* by scientific evidence, the link between germs and disease was widely accepted.

5 **Complete the biography of an innovative businesswoman with the correct form of the words in brackets. There may be more than one correct form.**

Born and (1) ... (*raise*) in Monterrey, Mexico, Blanca Treviño is one of Latin America's most well-known business innovators. (2) ... (*study*) computer science in Monterrey, she joined Softtek, the Mexican IT company, which, (3) ... (*lead*) by Treviño as its President, has become the most prominent IT company in Latin America, now also (4) ... (*enjoy*) success in the United States. (5) ... (*promote*) both Latin American information technology and women in business, Treviño has become a well-known speaker at international conferences, and also once (6) ... (*feature*) in CNN's 'Leading Women' series. Now (7) ... (*know*) beyond her home country, Treviño has been identified by several media publications as one of the most influential executives in Latin America.

6 **Work in pairs. Discuss in what ways Blanca Trevino has been innovative. What obstacles do you think a female in business or science faces?**

7 **Work in pairs, A and B. Student A look at the A prompts, and student B look at the B prompts. Using the prompts and any other information you can find, write 'The story of an idea'. Then read your story to your partner. What are the similarities and differences?**

A discovery of penicillin – Alexander Fleming / returned from holiday / accidentally left dish with bacteria open / green mould growing / bacteria hadn't spread / mould not poisonous / turned into penicillin / saved many lives
B how Cornflakes came about – Dr John Kellogg / worked in US hospital / patients on strict diets and bland food / Kellogg cooked wheat / left for too long / went stale / not much money for meals / flattened wheat and toasted it / served to patients / proved very popular

8 **Here are five more examples of people whose ideas were initially rejected before they finally proved successful. Translate the Polish fragments of the sentences into English.**

1 Stephen King's first thriller, 'Carrie', had been rejected by 30 publishers (*zanim została wydana*) ... and made King a world-recognised author.
2 Having (*po tym, jak im powiedziano*) ... at the first audition that guitar music was on its way out, the Beatles luckily didn't give up and soon came to the top of the charts with their music.
3 (*Nie chcąc*) ... to continue his studies at Reed College, Steve Jobs went backpacking around India, where his idea for the iconic Apple brand emerged.
4 Michael Jordan says his success came (*po przegraniu*) ... almost 300 games and missing over 9,000 shots. Before that, he had been considered to be an average player.
5 Initially, people treated the concept of an autonomous car as a joke, but once (*po zaakceptowaniu przez inwestorów*) ... , Elon Musk's idea of a Tesla model set new trends in the development of the car industry.

Blanca Treviño, President of Mexican IT company, Softtek.

Life Skills guide
7 Creativity, Critical thinking

4 1 *Worked* is incorrect because it expresses passive, and this is an active sentence. The other two options mean the same, but *Having worked* could express time as well as reason.
2 *Having offended* is incorrect because it is active; the other two mean the same.
3 *realised* is incorrect because it is passive; *not realising* suggests the same time as the main clause, *not having* realised suggests an earlier time.
4 *Discouraging* is incorrect because it is active; the other two mean the same.
5 *once discovering* is incorrect because it is active; the other two mean the same.
6 *Being proved* is incorrect as it suggests present, where past is needed; the other two mean the same.

Exam guide
8 English in Use Translations

Life Skills guide
8 Mediation

8 1 before it was published / before being published
2 been told
3 Not wanting
4 after losing
5 (it was) accepted by investors

Life Skills guide
6 Critical thinking, Mediation

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

5 1 raised
2 Having studied
3 led
4 enjoying
5 Promoting
6 featured
7 known

Fast Finishers

Describe your weekend in 5–6 sentences. Use subordinate clauses wherever possible (*Having woken up, I …*, etc.).

Cele lekcji: Wspólne rozumienie wypowiedzi.

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

LearningApps.org
Matura exercises to TED Talk video

TEDTALKS TED's secret to great public speaking

> "Ideas are the most powerful force shaping human culture."
>
> **CHRIS ANDERSON**

Exam guide
5 Listening
Open-ended questions

5 1 coming across as clichéd or emotionally manipulative
2 an idea
3 the same brain-wave patterns
4 interconnected neurons
5 by listening to a voice and watching a face
6 a pattern of information

Life Skills guide
3 Collaboration, Mediation

Exam guide
7 Listening
Gap-filling

7 1 carefully linked together
2 worldview
3 components
4 reliable
5 change forever
6 shape

AUTHENTIC LISTENING SKILLS

Collaborative listening

Often when you listen, you aren't on your own. People naturally discuss what they have just heard because it is common for different members of an audience to hear and remember different things. By comparing notes and reactions, you can find that as a group you've understood something better than any one individual.

1 Look at the Authentic listening skills box. Then listen to the beginning of the TED Talk and make notes. 63 p. 393

2 Work in pairs. Compare your notes on these points:

- references to ways of giving a TED Talk.
- references to Chris's experience.

BEFORE YOU LISTEN

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

divulge	come across as clichéd	contention
teem with ideas	randomly	spark

WHILE YOU LISTEN

4 Listen to the extract from the TED Talk about the speaker. Check if you know the words and phrases in the box. TED 8.0

components	formula	go about	contention	stir
provocative	manipulative	aesthetic	analytical	

5 Listen to part 1 of the talk. Make notes to answer the questions. TED 8.1 p. 412

1 What is the danger of trying to follow a fixed formula?
2 What 'gift' do successful speakers give their audience?
3 What do Haley's and the listeners' brains have in common?
4 What are the components of the idea in Haley's mind?
5 How is Haley's idea 'teleported' into people's minds?
6 How does Chris define 'an idea'?

6 Listen to part 2 of the talk. Match each speaker (1–3) with the topic (a–e). There are two topics that you do not need. TED 8.2 p. 412

1 Sir Ken Robinson e
2 Elora Hardy a
3 Chimamanda Adichie c

a an innovation in construction
b the importance of literature
c understanding cultural complexity
d how to raise stronger children
e how to improve schools

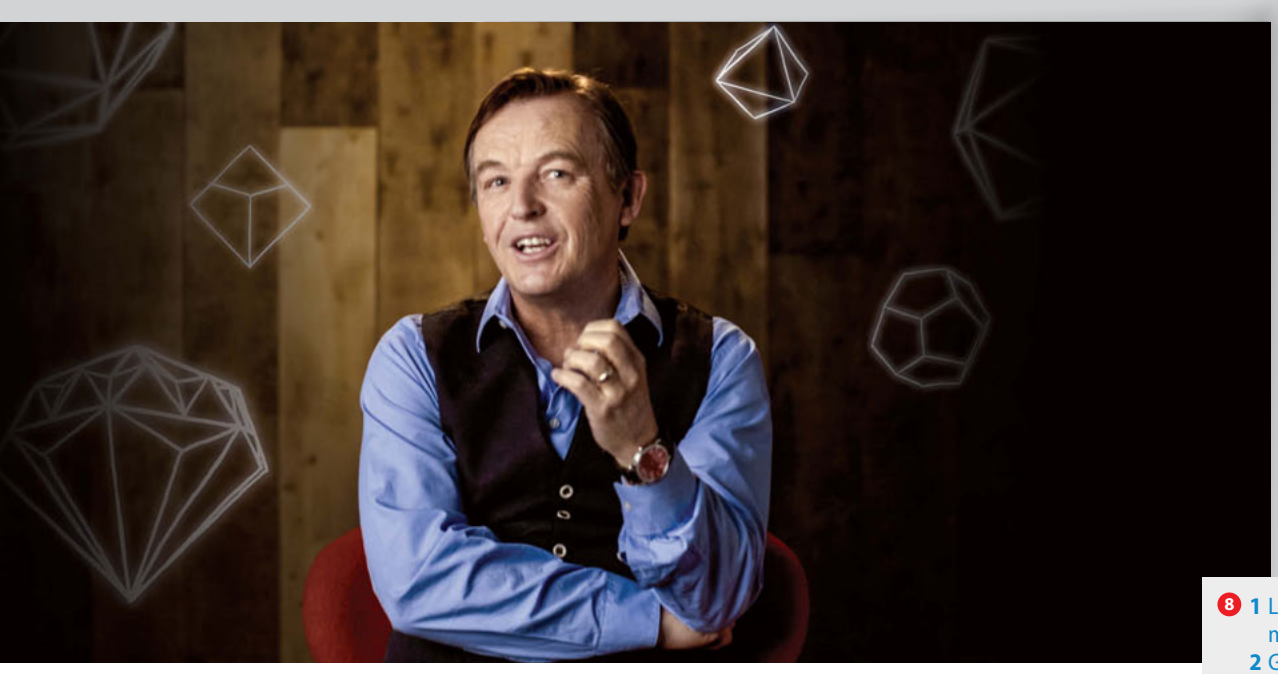
7 Complete the summary with no more than three words in each gap. Listen to part 2 again to check. TED 8.2 p. 412

Chris Anderson says that everyone's mind contains many ideas which are (1) ... to create an individual (2) ... . The different (3) ... of this make people react and see things differently, so they need to be very (4) ... . It is important to convey ideas clearly because they can (5) ... the way people understand reality, and (6) ... both their behaviour and civilisation as a whole.

3h/week • Student's Book ex. 1–12 pp. 138–139 + DVD • If short of time, skip ex. 12.

5h/week • Workbook ex. 1–5 p. 122

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



8 Work in pairs. What do you think are the four key ingredients for a TED Talk? Listen to part 3 of the talk to check. TED 8.3 p. 412

9 Listen to part 3 of the talk again. Choose the correct option. TED 8.3 p. 412

1 You should focus on *a single idea* / *a few important ideas*.
2 It's helpful to *elaborate on* / *check the audience understand* your main idea.
3 You should *present your idea logically* / *help listeners realise what they don't know*.
4 You should *explain your concepts carefully* / *build on the audience's current understanding*.
5 Metaphors can *be very helpful* / *sometimes be confusing*.
6 It's a good idea to *edit your talk carefully beforehand* / *rehearse your talk*.
7 An idea worth sharing is *practical for* / *relevant to* your audience.
8 A good idea is one that *inspires large or small changes* / *changes everything*.

10 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 8.4

sync with	startling	tangle	make up
see right through you		weave together	

11 Think of an example of the following things. Then work in pairs and compare your examples.

1 the elements that *make up* a good story
2 a piece of news or an event you found *startling*
3 a time when someone *saw through* your excuse
4 how you might *bridge the communication gap* when speaking to someone who doesn't speak your language

AFTER YOU LISTEN

12 MY PERSPECTIVE – SPEAKING

Look back at the TED Talks in this course. Choose your favourite talk. Work in pairs. Explain why you have chosen that talk.

CHALLENGE

Look at the strategies for giving a good presentation. Choose the five you consider to be the most important, and think about how to justify your ideas.

- Keep it short and simple.
- Think about your audience.
- Use visual aids (pictures, objects, charts or slides with key phrases).
- Anticipate questions.
- Rehearse and time your presentation.
- Speak at a normal speed and volume.
- Look at the audience and vary your eye contact.
- Vary your intonation.
- Explain key words.
- Check understanding.
- Relax and be aware of your body language.
- Use gestures to help explain your ideas and connect with the audience.

Work in groups and compare your ideas.

8 1 Limit your talk to just one major idea.
2 Give listeners a reason to care.
3 Build your idea piece by piece out of concepts listeners already understand.
4 Make your idea worth sharing.

Life Skills guide
12 Critical thinking

Life Skills guide
Critical thinking

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

1 If you had a chance to give a 5-minute speech to the whole country, what would you choose to speak about?

2 How can you recognise if someone is interested in (or bored with) the lecture or presentation they are attending?

8F Speaking

Life Skills guide

1 Critical thinking, Mediation

2 1 She involves the audience with a question: *Hands up if you've ever kept a diary.* She also shows them a real object (her diary).

Life Skills guide

5 Creativity, Critical thinking, Mediation, Practical skills

Life Skills guide

6 Communication, Creativity, Critical thinking, Mediation, Practical skills

Useful language

Introducting your presentation

I'm going to talk to you / tell you about …

I want to share with you …

Starting

Put your hands up …

I want to start by asking …

So, let's start by looking at …

Highlighting important points

Now, …

So, why / what …? Well, …

As you can see, …

The really interesting / strange thing is that …

And / But more than that, …

Finishing

Well, that's it.

Thank you for your attention.

If you have any questions, I'll do my best to answer them.

Are there any questions?

Giving a successful presentation

1 Work in pairs. Discuss the questions.

- Have you ever kept a diary? What did you write about? When did you write it? Do you still write it?
- What could be the rewards and challenges of keeping a diary?

2 Listen to a talk about keeping a diary. Answer the questions. 64 p. 393

1 How does the speaker engage the audience's attention and interest?
2 Label the sections of the presentation (a–c) in the order you hear them (1–3).

a research on keeping a diary c
b a life-changing experience b
c the writer's first diary a

3 Work in pairs. Discuss what you can remember about each section. Then listen again to check your ideas and add more information. 64 p. 393

4 Match each signpost expression (1–7) with its use (a–f). You can use one expression more than once.

1 Turning now to (research), … b
2 To elaborate on that, … f
3 To expand a little on that … f
4 To digress for a moment, … e
5 To go back to (my diary), … c
6 To summarise, … d
7 To illustrate that, … a

a to give an example
b to start a new section
c to return to an earlier point
d to repeat the main points
e to talk about an unrelated topic
f to give more information

5 Plan a presentation. Follow the procedure.

1 Think of an experience you have had, which has changed your perspective.
2 Decide on the content for your talk, and structure it clearly. Use the four criteria suggested by Chris in the TED Talk. Use expressions from the Useful language box.
3 Think of a good opening line.

6 Work in groups. Give your presentations. Ask questions at the end.

Singer Juan Luis Guerra performs onstage during the 16th Latin GRAMMY Awards in Las Vegas, Nevada.

3h/week • Student's Book ex. 1–6 p. 140 • If short of time, skip ex. 5 and 6.

5h/week • Workbook ex. 1–7 p. 123

7h/week • Extra online resources

8G Writing

An article with a review

Writing an article

1 Work in pairs. Talk about a concert, play, or sports event you have been to that made an impression on you. How did it go? What made it special?

2 Read the article with a review of a concert below. How did the concert change the writer's perspective on life, and why?

2 The writer came away *feeling uplifted and optimistic about the power of music to bring people together* – because Guerra conveys the message that life is good (and because of the *9,000 fans of all ages who were loving every moment*).

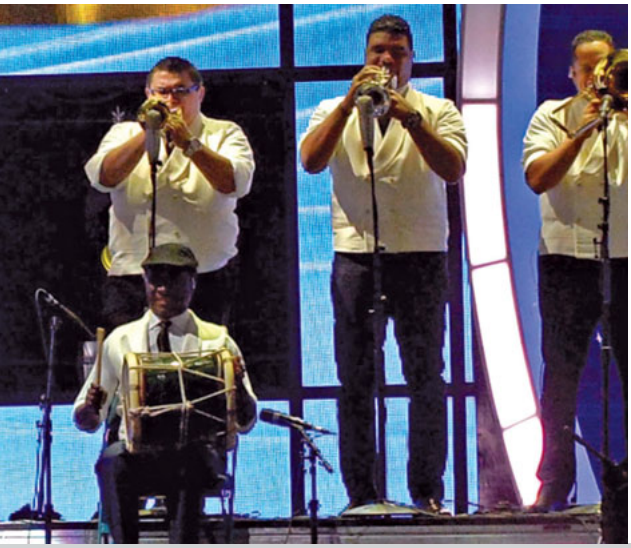
A Giant of Latin Music

With his concert last weekend, Juan Luis Guerra proved beyond any doubt to be a giant of Latin music.
The singer from the Dominican Republic gave a thrilling performance to a crowd of 9,000 fans of all ages, who were singing along with old favourites and dancing to the infectious rhythms of salsa, merengue, and bachata.

Guerra opened the two-hour set by emerging theatrically from an old-fashioned telephone box on stage and singing a new song 'Cookies and cream'. Then, an exhilarating mixture of new tunes and classic hits followed. The musicians also entertained the crowd during a break by Guerra, with powerful instrumental solos and exciting choreography. The concert ended with a lengthy encore to satisfy his loyal fans, some of whom had crossed continents to be there.

Guerra brilliantly energises the audience with his dance tunes and moves them with tender, romantic ballads and social comment. For me, such versatility is the hallmark of a great performer. Through his joyful music and lyrics, his modest stage presence, and his effortless rapport with the audience, Guerra conveys the message that life is good. I came away feeling uplifted and optimistic about the power of music to bring people together.

It was an unforgettable and life-enhancing evening with a must-see performer – don't hesitate to catch another concert on the tour if you can.



3 WRITING TIPS Reference

Like *the*, you can use *this* or *these* to refer back to something you have just mentioned. *This*, *these* and *such/such a(n)* (meaning *of this kind*, or *like this*) can also be followed by a summarising noun, e.g. *these musicians* refer back to the group 4.40, and *such versatility* refers back to Guerra's musical abilities.

Work in pairs. Complete each sentence with *this*, *these* or *such* followed by the summarising nouns in the box.

classic songs	concert	encore
energy	solos	stage presence

1 I was struck by the young soloist's confidence and rapport with the audience. ... is rare in a performer of his age.
2 After finishing the set, the band returned and played two more songs. ... lasted over fifteen minutes.
3 The singer left the stage while the drummer and guitarist each played for several minutes. ... were greeted with loud applause.
4 The band played non-stop for four hours – I don't know where they found ... .
5 I saw the group live two years ago. ... was their first gig in this country.
6 The audience were singing along to old favourites. ... included hits from their first album.

4 Write an article, based on the ideas you discussed in exercise 1. In your article, describe how the event went and write about the impression it made on you and other participants. Use the expressions in the Useful language box. Write between 200 and 250 words.

More about writing an article in Writing guide on p. 157.

Useful language

Giving background details
The concert was held / given …
The play starred … / was put on by …

Describing the effect of the performance
The band energised / thrilled the audience.
The actor gave a powerful / electric performance.
The audience was moved to tears.

Evaluating the performance
Highlights included … / For me the highlight was …
The most impressive aspect of the performance was …
A disappointing feature of the concert was …
It was an unforgettable concert.
I came away feeling …
It is well worth seeing.

1 Who is the musician or band that you would recommend most to your class?
2 Where do you usually look for film, concert or book reviews? Which sources give the most reliable reviews?

3
1 Such stage presence
2 This encore
3 These solos
4 such energy
5 This concert
6 These classic songs

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity, Mediation, Practical skills

3h/week • Student's Book ex. 1–4 p. 141
5h/week • Workbook ex. 1–4 p. 124
7h/week • Extra online resources

Skills Review 8

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Do you realise that a large part of what you said was ... and unnecessary? meaningless — MEANING
2 The chairman delivered his report ... . — CONCISE
3 We are grateful to Robert for holding the ... discussion we had today, and feedback that followed. fruitful — FRUIT
4 It was ... of you to inform them about the results of the exam in such a nasty way. tactless — TACT
5 People's ... expressions are not always a reliable sign of what they are thinking. One may smile and be a villain. facial — FACE

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Nicholas admitted he had a 'brain freeze' during the stumbling discussion in front of the camera and he lost his ... of thought. train
2 The minister always backs ... his arguments with undeniable facts. up
3 Could you stick to the ... instead of beating about the bush? point
4 A spokesman refused categorically to elaborate ... his reasons for resigning. on
5 The moment Daniel stood in front of the audience his mind went ... . He forgot what to say. blank

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 Why don't you use more sophisticated vocabulary?
Could you tell me ... more sophisticated vocabulary?
2 How many times did Anna interrupt Greg while he was giving a presentation?
Please, find out ... Greg while he was giving a presentation.
3 Did the lecturer ask questions to check if the listeners were still with him?
I'd like to know ... to check if the listeners were still with him.
4 When did you make a comparison while giving a lecture?
Would you mind telling me ... a comparison while giving a lecture?
5 Was the teacher satisfied with the answers you gave him?
Do you know ... with the answers you gave him?

3
1 why you don't use
2 how many times Anna interrupted
3 if/whether the lecturer asked questions
4 when you made
5 if/whether the teacher was satisfied

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

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

1 ... (*ask / students*), the teacher rephrased a few sentences to put his point across.
2 ... (*once / finish / presentation*), the professor asked the listeners some comprehension questions.
3 ... (*not / want / confuse*) my interlocutor, I used more precise words to explain the problem.
4 I have no idea ... (*why / she / misunderstand*) what I said.
5 We'd like to know ... (*why / Alex / use*) jargon now. Doesn't he know we don't understand it?

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.
Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

get use propose fill invent inspire convey

1 ... his idea on how to handle this matter, Jim was waiting for a constructive response from his partners. Having proposed
2 A few respondents hesitated which answer to choose while ... out the questionnaire. filling
3 Once ..., the electric lightbulb has become an indispensable part of our life. invented
4 Tell me what feelings and emotions the photo ... in you when you first saw it. inspired
5 I wonder what innocent gestures ... in Poland mean something completely different overseas. used

4
1 Asked / Having been asked by (his/her/the) students
2 Once he/she had finished his/her/the presentation
3 Not wanting to confuse
4 why she misunderstood
5 why Alex is using

3h/week • Student's Book ex. 1–9 pp. 142–143 • If short of time, assign ex. 9 for homework.

5h/week • Workbook ex. 1–9 pp. 126–127, ex 1–5 p. 125 • If short of time, assign ex. 8 p. 127 for homework.

7h/week • English in Use photocopiable activities, TB pp. 373, 378–381 (8.5–8.8) • Extra online resources (see Technology guide)

Tłumaczenie fragmentów zdań

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

1 (*Nie będąc w stanie utrzymać*) ... order while he was presenting his ideas, the speaker left the room.
2 Someone kept talking during the meeting, (*nieprawdaż*) ... ?
3 The boss raised his voice (*zauważywszy*) ... that nobody was listening to him.
4 Let's go to the lecture on body language, (*dobrze*) ... ?
5 Try to concentrate on what you want to say, (*dobrze*) ... ?

READING

7 **Przeczytaj teksty (a–c) oraz dotyczące ich zdania (1–4). Do każdego zdania dopasuj właściwy tekst.**
Uwaga: Jeden tekst pasuje do dwóch zdań.

The speaker:

1	uses graphic material as a reminder what to do.	c
2	advocates having someone to supervise your work.	b
3	follows a strictly prepared timetable.	a
4	has made an improvement in his academic performance.	a

Implementing ideas into life

a
One of the best tools I have ever used to help put my ideas into action is to write a step-by-step plan. I begin with deciding what I want the final result to be. Then I work backwards from there. So let's say I want to get an A on my history test – I then figure out how much studying I will have to do to learn enough. I then divide that amount of time by days in the week and then plan exactly what I have to study for each day. I make sure that I complete each of the items on my list without missing any of the steps. In this way, I have managed to go from a student doing poorly in most subjects to one of the best students in the class!

b
If you want to make your ideas reality, tell someone about it! It may seem like a really simple idea, but it works. If you tell someone about something you are planning to do and ask someone to hold you accountable, the chances of it coming to life are much greater. First of all, when you verbalise a plan you can refine it, or make it better. In addition, someone else might have some suggestions of their own. Not only that, you can ask that person to check up on you every once in a while, and find out how things are going. More often than not, they will be happy to support you in achieving your dream!

c
Have you ever seen a vision board? I first heard about it from a friend who had tried it. If you want to make one, you put pictures of things that you want or things that you want to happen on a piece of paper. They can be photos, printouts, or magazine cutouts. Once you have your images stuck to the paper, you can decorate it to make it visually appealing. Then, you should look at it at least once a day. While you are looking at it, you should imagine that those things are already in your life. You should try and feel the exact emotions and feelings you would be experiencing if that were the case. With the help of my vision board, I found a new boyfriend and got a new horse and a new job! It works!

SPEAKING

8 **Wypowiedz się na temat podany poniżej. W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów.**

Czy warto przygotowywać prezentacje?
- zawartość merytoryczna
- korzystanie ze środków technicznych
- kontakt ze słuchaczami

Następnie odpowiedz na pytania.

1 Do you agree with the saying that a picture is worth a thousand words? Why?/Why not?
2 What are the most difficult things about making a presentation?
3 How important is using body language in presentations? Why do you think so?

WRITING

9 **Uczestniczyłeś/Uczestniczyłaś w konferencji naukowej zorganizowanej przez uczniów kilku szkół w mieście. Napisz przeznaczony na stronę internetową artykuł, w którym odniesiesz się do:**

- zagadnień przedstawianych na konferencji,
- sposobów prezentacji tematów,
- korzyści wynikających z organizowania tego typu wydarzeń.

Wypowiedź powinna liczyć od 300 do 350 wyrazów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

6 1 Not being able to keep/ maintain
2 didn't they
3 having noticed
4 shall we
5 will/would/ could you

Exam guide
7 Reading Matching paragraphs

Exam guide
8 Oral Matura

Life Skills guide
8 Critical thinking, Mediation

Exam guide
9 Writing An article

Life Skills guide
9 Creativity, Mediation, Practical skills

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

Grammar reference 8

GRAMMAR 1 Advanced question types

Questions tags

Question tags to krótkie formy pytające dodawane na końcu zdania. Ich polskimi odpowiednikami są *prawda? nieprawdaż? czyż nie?*

Jeśli zdanie jest twierdzące, to pytanie (*tag*) będzie przeczące i odwrotnie, np.:

*You **haven't followed** the argument at all, **have** you?*

Należy pamiętać, że:

- jeśli podmiotem w głównym zdaniu jest *someone/everyone/no one* – w pytaniu stosujemy *they*, np.:

  ***Someone** misled you about that gesture, didn't **they**?*

- w konstrukcji *Let's …* pytanie ma formę: *shall we?, np.:*

  ***Let's go** to the lecture on body language, **shall we**?*

- w trybie rozkazującym pytanie ma formę *would you? / will you? / could you?*, np.:

  Explain** that to me again, **would / will / could you?

Kiedy oczekujemy potwierdzenia, zarówno zdanie główne, jak i pytanie mają formę twierdzącą, np.:

*You **would** agree the smile is universal then, **would** you?*

Indirect questions

Pytania pośrednie służą do zadania pytań w sposób bardziej uprzejmy. W pytaniu pośrednim w drugiej części zdania stosujemy szyk zdania twierdzącego.

pytanie bezpośrednie:

***Did the solicitor clarify** the wording?*

pytanie pośrednie:

*Could you tell me **if the solicitor clarified** the wording?*

Negative questions

Pytania zwierające przeczenie tworzymy, stosując formę przeczącą czasownika posiłkowego, np.:

*Why **haven't** these ideas **become** more universally accepted?*

Pytanie, na które odpowiada się *tak/nie*, zawierające przeczenie służy do wyrażenia zdziwienia, niedowierzania lub uzyskania potwierdzenia, np.:

***Didn't you notice** the expression on her face?*

Echo questions

Pytania typu „echo" stosujemy, aby wyrazić zdziwienie udzieloną nam informacją, lub aby poprosić o powtórzenie.

A: *We went to the Eden Project last month.*
B: *You went **where**?*

Ćwiczenia 1–3

GRAMMAR 2 Subordinate clauses

Zdanie podrzędne uzupełnia informacje zawarte w zdaniu nadrzędnym. Często rozpoczyna się od spójnika podrzędnego, np.: *after.*

Zdania podrzędne osobowe (*finite clauses*) to takie, w których czasownik zawiera informację na temat osoby i czasu.

← zdanie nadrzędne →

Doctors have been washing their hands regularly

← zdanie podrzędne →

***after** Semmelweis noticed the problem.*

Zdania podrzędne okolicznikowe łączą się ze zdaniami nadrzędnymi za pomocą spójników:

- *since, after, when, by the time* (zdanie podrzędne odpowiada na pytanie: *kiedy? jak długo? dokąd?*),
- *because, as* (zdanie podrzędne odpowiada na pytanie: *dlaczego?*),
- *if, when, on condition that, provided* (zdanie podrzędne odpowiada na pytanie: *kiedy? pod jakim warunkiem?*),
- *so, such (a) … that* (zdanie podrzędne odpowiada na pytanie: *z jakim skutkiem?*),
- *so that, in order to, so as to* (zdanie podrzędne odpowiada na pytanie: *po co? w jakim celu?*),
- *although, in spite of, even though* (zdanie podrzędne odpowiada na pytanie: *mimo czego? mimo co?*).

Jeśli zdanie podrzędne pojawia się w pierwszej części zdania złożonego, jest od zdania nadrzędnego oddzielone przecinkiem.

Zdania podrzędne nieosobowe (*non-finite clauses*) to takie, w których czasownik ma formę bezosobową:

- imiesłowu czasu teraźniejszego (*present participle*)

  ***Noticing** that fewer mothers died … he decided to investigate …* (kiedy występuje przed zdaniem nadrzędnym, wyraża przyczynę)

  *Pasteur and Koch proved the link between germs and disease, **leading** to the request … (which led to …)* (kiedy występuje po zdaniu nadrzędnym, często wyraża skutek)

- imiesłowu czasu przeszłego (*past participle*)

  ***Discouraged** by the hostile reception, he decided to leave.*

  ***Although abandoned**, the building still showed potential.*

- imiesłowu czasu *Perfect* (*perfect participle*)

  ***Having left** the hospital, he returned to Hungary.*

Formę przeczącą imiesłowu tworzymy, stawiając *not* przed imiesłowem, np.:

***Not wanting** to accept responsibility for the deaths, the doctors rejected the argument.*

Ćwiczenia 4–6

Grammar practice

1 Rewrite the basic question or statement into the question form given in brackets.

1 Do you know what this facial expression means? (negative question) …
2 What does this facial expression mean? (indirect question) …
3 Do you understand what this facial expression means? (positive tag question) …
4 What does this facial expression mean? (indirect opinion question) …
5 I don't understand what it means. (echo question) …

2 Put the words and phrases in the correct order to make questions.

1 You / *tip* and / understand / don't / *tongue* / you / ?
2 fascinating / differ / Isn't / how / it / languages / ?
3 the / Sorry, / what / on / ?
4 think / English / When / you / you / do / speak / I'll / like / ?
5 what / you / tell / expressions / mean / Can / kind of / you / me / ?
6 have / expression / the / Greek / Doesn't / same / ?

3 Complete the dialogue with the questions from exercise 2.

A: I know lots of expressions to do with the mind in English.
B: (a) 5 I don't really know any.
A: Yeah, well, something like 'my mind goes blank', or the one I like is 'on the tip of my tongue'.
B: (b) 3
A: On the tip of my tongue.
B: Oh, tongue. OK. But what does it mean?
A: You don't know? (c) 1
B: Yes, of course, but together, I haven't got a clue.
A: (d) 6 I assumed it would have, as Spanish has a similar expression. It's like, when you can nearly remember something, but not quite. So I could say 'What's that actor's name? It's on the tip of my tongue.'
B: Ah, yes, we do have a similar expression, but it translates literally as 'It's under my tongue.'
A: Oh, right. (e) 2 Really interesting.
B: (f) 4 I've been here for ages!

4 Rewrite each sentence, using a subordinate clause instead of the participle clause.

1 Understanding the link between germs and infection now, doctors are much more careful.
Because they understand the link between germs and infection now, doctors are much more careful.
2 Not being fit enough to go home, the patients had to remain in hospital.
Because … .
3 Left to his own thoughts, the researcher realised where he was going wrong.
When … .
4 Having taken her final exams, she started working in the local hospital.
After … .
5 Antibiotics are being overused today, resulting in more resistant bacteria.
…, which … .
6 Having spent his early training in geriatrics, he understood his elderly patients.
As … .

5 Complete the text with the participles in the box.

being taken up	breaking	depending on
having realised	initially discovered	not having
not using	viewed	

I was recently in a remote area in East Africa when I had a fall, (1) … my leg badly. (2) … immediate access to an X-ray, I started to think about this vital tool that the developed world takes for granted. (3) … by Roentgen in 1895, the simple X-ray now contributes to speedy diagnosis in much of the modern world. Roentgen, (4) … the potential importance of his discovery, started testing it by X-raying his wife's hand. (5) … by many at first as an invasion of privacy, X-rays soon became used in medicine and the military, (6) … on the battlefield as a way of locating bullets in soldiers who had been shot. However, (7) … harmful radiation for clear imaging, clearly X-rays needed to be used sparingly. It was only in the 1970s that a safe alternative to X-rays was found: (8) … dangerous radiation, magnetic resonance imaging allows clear images of the body without serious risk and is now the diagnostic tool of choice in many medical arenas.

6 Rewrite the second sentence so it means the same as the first.

1 I'd had a brilliant idea and wanted to tell the world!
Having … .
2 But as I'm not well-known in my field, I knew I'd have to find someone to champion me.
But not … .
3 After I'd identified the leading scientist in the field, I decided to write to her.
Having … .
4 But once my idea was expressed in words, it didn't seem so brilliant after all.
But once … .
5 So, I reconsidered my decision and went back to the drawing board!
So, … .

1
1 Don't you know what this facial expression means?
2 Could/Can you tell me / Do you know what this facial expression means?
3 You understand what this facial expression means, do you?
4 What do you think this facial expression means?
5 (I'm sorry) it means what?

2
1 You understand tip and tongue, don't you?
2 Isn't it fascinating how languages differ?
3 Sorry, on the what?
4 When do you think I'll speak English like you?
5 Can you tell me what kind of expressions you mean?
6 Doesn't Greek have the same expression?

4
2 Because they weren't fit enough to go home, the patients had to remain in hospital.
3 When (he was) left to his own thoughts, the researcher realised where he was going wrong.
4 After she had taken / taking her final exams, she started working in the local hospital.
5 Antibiotics are being overused today, which results in more resistant bacteria.
6 As he had spent his early training in geriatrics, he understood his elderly patients.

5
1 breaking
2 Not having
3 Initially discovered
4 having realised
5 Viewed
6 being taken up
7 depending on
8 not using

6
1 Having had a brilliant idea, I wanted to tell the world!
2 But not being well-known in my field, I knew I'd have to find someone to champion me.
3 Having identified the leading scientist in the field, I decided to write to her.
4 But once expressed in words, my idea didn't seem so brilliant after all.
5 So, having reconsidered my decision, I went back to the drawing board!

Wordlist Unit 8 65

VOCABULARY p. 131

analogy (n) /ə'nælədʒi/ analogia
attention (n) /ə'tenʃn/ uwaga
back up (phr v) /ˌbæk 'ʌp/ potwierdzać coś, używając przykładów
concisely (adv) /kən'saɪsli/ krótko, zwięźle
convey (v) /kən'veɪ/ przekazywać, komunikować
elaborate on (phr) /ɪ'læbəreɪt ˌɒn/ rozwinąć myśl, powiedzieć coś więcej
engage someone's attention (phr) /ɪnˌgeɪdʒ sʌmwʌnz ə'tenʃn/ przyciągnąć, zwrócić czyjąś uwagę
facial expression (n) /ˌfeɪʃl ɪk'spreʃn/ wyraz twarzy, mimika
forget one's point (phr) /fəˌget wʌnz 'pɔɪnt/ zapomnieć, co się miało powiedzieć
freeze (v) /friːz/ zastygnąć w bezruchu, zawiesić się
gesture (n) /'dʒestʃə/ gest
get across (phr v) /ˌget ə'krɒs/ przekazywać (np. wiadomość), wyjaśniać (np. co się ma na myśli)
get distracted (phr) /ˌget dɪ'stræktɪd/ zostać zdekoncentrowanym
interrupt (v) /ˌɪntə'rʌpt/ przerywać
irrelevant (adj) /ɪ'reləvənt/ nieodpowiedni
jargon (n) /'dʒɑːgən/ żargon
lose one's train of thought (phr) /ˌluːz wʌnz ˌtreɪn əv 'θɔːt/ tracić wątek, zgubić myśl
make eye contact (phr) /ˌmeɪk 'aɪ kɒntækt/ utrzymywać kontakt wzrokowy
mind goes blank (phr) /ˌmaɪnd gəʊz 'blæŋk/ mieć pustkę w głowie
misinterpret (v) /ˌmɪsɪn'tɜːprɪt/ błędnie interpretować
non-verbally (adv) /ˌnɒn'vɜːbəlɪ/ niewerbalnie
pause (v) /pɔːz/ przerywać, zatrzymywać się
precise (adj) /prɪ'saɪs/ dokładny
public (adj) /'pʌblɪk/ publiczny, oficjalny
rephrase (v) /ˌriː'freɪz/ parafrazować, przeformułować
respond (v) /rɪ'spɒnd/ odpowiadać
specialised (adj) /'speʃəlaɪzd/ specjalistyczny
stick to the point (phr) /ˌstɪk tə ðə 'pɔɪnt/ trzymać się tematu
switch off (phr v) /ˌswɪtʃ 'ɒf/ wyłączyć się, odrywać się od rzeczywistości
verbally (adv) /'vɜːbəlɪ/ werbalnie, ustnie

LISTENING p. 132

a picture speaks a thousand words (phr) /ə 'pɪktʃə ˌspiːks ə ˌθaʊzənd 'wɜːdz/ zdjęcie mówi więcej niż tysiąc słów
bale of hay (n) /ˌbeɪl əv 'heɪ/ bela siana
barrier (n) /'bærɪə/ bariera
battery (n) /'bætərɪ/ bateria, akumulator
binary (adj) /'baɪnərɪ/ dwójkowy, binarny
bundle (n) /'bʌndl/ wiązka (elektronów)
charge (n) /tʃɑːdʒ/ ładunek elektryczny
circuit (n) /'sɜːkɪt/ obwód elektryczny
coding (n) /'kəʊdɪŋ/ programowanie
command (v) /kə'mɑːnd/ sterować, rozkazywać
concrete (adj) /'kɒŋkriːt/ konkretny
current (n) /'kʌrənt/ prąd elektryczny
curriculum (n) /kə'rɪkjələm/ program nauczania
digital literacy (n) /ˌdɪdʒətl 'lɪtərəsi/ umiejętności informatyczne
flash up (phr) /ˌflæʃ 'ʌp/ mignąć, pojawić się na krótki czas, wyświetlać się
fruition (n) /fruː'ɪʃn/ realizacja, osiągnięcie, spełnienie
giggle (v) /'gɪgl/ chichotać
grassroots (adj) /'grɑːsruːts/ oddolny, obywatelski
integral (adj) /'ɪntəgrəl/ integralny
pathway (n) /'pɑːθweɪ/ sieć, ścieżka
rate of flow (n) /ˌreɪt əv 'fləʊ/ natężenie przepływu
relatable (adj) /rɪ'leɪtəbl/ łatwy do powiązania
stable (n) /'steɪbl/ stajnia
unplugged (adj) /ʌn'plʌgd/ wyłączony z sieci
voltage (n) /'vəʊltɪdʒ/ napięcie

GRAMMAR 1 p. 133

confusion (n) /kən'fjuːʒn/ zakłopotanie
nod (v) /nɒd/ kiwać głową, skinąć głową
offensive (adj) /ə'fensɪv/ obraźliwy
sustain (v) /sə'steɪn/ podtrzymywać
taboo (n) /tə'buː/ tabu, zakaz
thumb-up (n) /ˌθʌm'ʌp/ podniesiony do góry kciuk
vital (adj) /'vaɪtl/ niezbędny

READING pp. 134–135

capture (v) /'kæptʃə/ uchwycić (zdjęcie)
contrast (v) /kən'trɑːst/ kontrastować, przeciwstawiać
doubtful (adj) /'daʊtfl/ niepewny, wątpliwy
doubtless (adj) /'daʊtləs/ pewny, niewątpliwy
eventful (adj) /ɪ'ventfl/ obfitujący w wydarzenia
exclaim (v) /ɪk'skleɪm/ wykrzykiwać
exquisite (adj) /ɪk'skwɪzɪt/ znakomity, wyborny
famine (n) /'fæmɪn/ głód
fearful (adj) /'fɪəfl/ przestraszony
fearless (adj) /'fɪələs/ nieustraszony
forgetful (adj) /fə'getfl/ zapominalski
fragility (n) /frə'dʒɪlətɪ/ kruchość, delikatność
fruitful (adj) /'fruːtfl/ owocny, cenny
fruitless (adj) /'fruːtləs/ bezowocny
glimpse (n) /glɪmps/ mignięcie, szybki wgląd
heartless (adj) /'hɑːtləs/ bez serca, nieczuły
homeless (adj) /'həʊmləs/ bezdomny
homesickness (n) /'həʊmˌsɪknəs/ tęsknota za domem
hopeful (adj) /'həʊpfl/ pełen nadziei
hopeless (adj) /'həʊpləs/ beznadziejny
jobless (adj) /'dʒɒbləs/ bezrobotny
longing (n) /'lɒŋɪŋ/ tęsknota
lunar (adj) /'luːnə/ księżycowy
meaningful (adj) /'miːnɪŋfl/ znaczący
meaningless (adj) /'miːnɪŋləs/ bez znaczenia, nic nie znaczący
neatly (adv) /niːtlɪ/ schludnie, staranie
nostalgia (n) /nɒ'stældʒə/ nostalgia
partially (adv) /'pɑːʃəlɪ/ częściowo
pestilence (n) /'pestɪləns/ zaraza, epidemia
pointless (adj) /'pɔɪntləs/ bezcelowy, bezsensowny
powerful (adj) /'paʊəfl/ potężny, silny
powerless (adj) /'paʊələs/ bezradny, bezsilny
quotation (n) /kwəʊ'teɪʃn/ cytat
raging (adj) /'reɪdʒɪŋ/ silny, wzburzony
regretful (adj) /rɪ'gretfl/ ubolewający, pełen żalu
sanctuary (n) /'sæŋktʃuərɪ/ sanktuarium, azyl
scramble (n) /'skræmbl/ przepychanka, walka
sheer (adj) /ʃɪə/ czysty, najzwyklejszy
skilful (adj) /'skɪlfl/ sprytny, zręczny
snap (v) /snæp/ fotka, zdjęcie
startling (adj) /'stɑːtlɪŋ/ zadziwiający, zdumiewający, zaskakujący
still (adj) /stɪl/ nieruchomy
surge (v) /sɜːdʒ/ przepływać (np. o emocjach)
swirling (adj) /swɜːlɪŋ/ kłębiący się (o chmurach)
tactful (adj) /'tæktfl/ taktowny
tactless (adj) /'tæktləs/ nietaktowny
tasteful (adj) /'teɪstfl/ smaczny, elegancki, gustowny (w sensie: dobrany / urządzony ze smakiem)
tasteless (adj) /'teɪstləs/ niesmaczny, w złym guście
thankful (adj) /'θæŋkfl/ wdzięczny
thoughtful (adj) /'θɔːtfl/ troskliwy, przemyślany
thoughtless (adj) /'θɔːtləs/ nierozważny, bezmyślny
torrent (n) /'tɒrənt/ potok, strumień
transcend (v) /træn'send/ przekraczać, przewyższać
trigger (v) /'trɪgə/ wywoływać
unrest (n) /ʌn'rest/ niepokój
vulnerability (n) /ˌvʌlnərə'bɪlətɪ/ podatność, wrażliwość
wasteful (adj) /'weɪstfl/ rozrzutny
weightless (adj) /'weɪtləs/ nieważki, niemający ciężaru
worthless (adj) /'wɜːθləs/ bezwartościowy

GRAMMAR 2 pp. 136–137

bland (adj) /blænd/ mdły, nijaki
executive (n) /ɪg'zekjətɪv/ dyrektor/dyrektorka, kierownik/kierowniczka
fall out with (phr v) /ˌfɔːl 'aʊt wɪð/ pokłócić się z kimś
gain acceptance (phr) /ˌgeɪn ək'septəns/ zyskać aprobatę
germ (n) /dʒɜːm/ zarazek, drobnoustrój
midwife (n) /'mɪdwaɪf/ położna
mortality (n) /mɔː'tælətɪ/ śmiertelność, umieralność
mould (n) /məʊld/ pleśń
poisonous (adj) /'pɔɪzənəs/ trujący
prominent (adj) /'prɒmɪnənt/ znaczący, wybitny
resistance (n) /rɪ'zɪstəns/ opór, sprzeciw
ridicule (v) /'rɪdəkjuːl/ ośmieszać
saviour (n) /'seɪvjə/ wybawca/wybawczyni
stale (adj) /steɪl/ czerstwy, nieświeży
ward (n) /wɔːd/ oddział szpitalny
wheat (n, adj) /wiːt/ pszenica, pszenny
widespread (adj) /'waɪdspred/ powszechny, szeroko rozpowszechniony

TED TALK pp. 138–139

aesthetic (adj) /iːs'θetɪk/ estetyczny
aha moment (n) /ɑː'hɑː ˌməʊmənt/ moment olśnienia
analytical (adj) /ˌænə'lɪtɪkl/ analityczny

brain wave (n) /'breɪn weɪv/ fala mózgowa
bridge the gap (phr) /ˌbrɪdʒ ðə 'gæp/ wypełnić lukę, zmniejszać różnicę
brighten up (phr v) /ˌbraɪtn 'ʌp/ ożywiać, rozświetlać
call to action (phr) /ˌkɔːl tə 'ækʃən/ wezwanie do działania
childhood story (n) /'tʃaɪldhʊd ˌstɔːri/ historia z dzieciństwa
clichéd (adj) /'kliːʃeɪd/ banalny, oklepany
come across (phr v) /ˌkʌm ə'krɒs/ robić wrażenie
complex (adj) /'kɒmpleks/ złożony, skomplikowany
contention (n) /kən'tenʃn/ twierdzenie, spór, kwestia
core (adj) /kɔː/ główny
curator (n) /kjʊ'reɪtə/ opiekun
cut and paste (phr) /ˌkʌt ən 'peɪst/ kopiować i wklejać
desire (n) /dɪ'zaɪə/ pragnienie, ochota
disconnection (n) /ˌdɪskə'nekʃn/ rozłączenie
divulge (v) /daɪ'vʌldʒ/ ujawniać
entire (adj) /ɪn'taɪə/ cały, całkowity
exhibit (v) /ɪg'zɪbɪt/ pokazywać
formula (n) /'fɔːmjələ/ formuła, sposób
give a talk (phr) /ˌgɪv ə 'tɔːk/ wygłosić mowę
go about (phr v) /ˌgəʊ ə'baʊt/ zacząć coś robić
guideline (n) /'gaɪdlaɪn/ wskazówka, wytyczna
ingredient (n) /ɪn'griːdiənt/ składnik
interconnected (adj) /ˌɪntəkə'nektɪd/ połączony
intriguing (adj) /ɪn'triːgɪŋ/ intrygujący
literacy (n) /'lɪtərəsi/ umiejętność czytania i pisania
literally (adv) /'lɪtərəli/ dosłownie
make up (phr v) /ˌmeɪk 'ʌp/ tworzyć, wymyśleć
metaphor (n) /'metəfɔː/ metafora, przenośnia
overuse (v) /ˌəʊvə'juːz/ nadużywać
passionate (adj) /'pæʃnət/ pełen pasji
prime (adj) /praɪm/ najważniejszy
randomly (adv) /'rændəmlɪ/ losowo, przypadkowo
rehearse (v) /rɪ'hɜːs/ ćwiczyć, robić próbę
ringside (n) /'rɪŋsaɪd/ pierwsze rzędy widowni
see right through (phr v) /ˌsiː ˌraɪt 'θruː/ przejrzeć kogoś na wylot
serve (v) /sɜːv/ służyć
slash (v) /slæʃ/ gwałtownie zredukować
spark (v) /spɑːk/ wywoływać coś
stir (v) /stɜː/ pobudzać
sync with (v) /'sɪŋk ˌwɪð/ synchronizować się z…
tangle (n) /'tæŋgl/ plątanina, gąszcz
teem with ideas (phr) /ˌtiːm wɪð aɪ'dɪəz/ obfitować w pomysły
term (n) /tɜːm/ pojęcie, termin
vivid (adj) /'vɪvɪd/ żywy, bujny, sugestywny
weave together (v) /ˌwiːv tə'geðə/ wplatać, splatać

SPEAKING p. 140

diary (n) /'daɪəri/ pamiętnik, dziennik
digress (v) /daɪ'gres/ czynić dygresje, odbiegać od tematu

WRITING p. 141

encore (v) /'ɒŋkɔː/ wykonywać utwór na bis
exhilarating (adj) /ɪg'zɪləreɪtɪŋ/ ekscytujący, porywający, radosny
infectious (adj) /ɪn'fekʃəs/ zaraźliwy, zakaźny
novelty (n) /'nɒvəlti/ nowość, atrakcja
tender (adj) /'tendə/ czuły
thrilling (adj) /'θrɪlɪŋ/ ekscytujący, emocjonujący

SKILLS REVIEW pp. 142–143

accountable (adj) /ə'kaʊntəbl/ odpowiedzialny (za coś)
appealing (adj) /ə'piːlɪŋ/ pociągający, kuszący
beat about the bush (phr) /ˌbiːt ə'baʊt ðə 'bʊʃ/ owijać w bawełnę
indispensable (adj) /ˌɪndɪ'spensəbl/ nieodzowny, niezbędny
interlocutor (n) /ˌɪntə'lɒkjʊtə/ interlokutor, rozmówca, współrozmówca
rephrase (v) /ˌriː'freɪz/ parafrazować, przeformułować, przeredagować
sophisticated (adj) /sə'fɪstɪkeɪtɪd/ wyrafinowany, wyszukany
undeniable (adj) /ˌʌndɪ'naɪəbl/ niezaprzeczalny
verbalise (v) /'vɜːbəlaɪz/ werbalizować, wyrażać słowami
villain (n) /'vɪlən/ drań, łotr

(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 thought she was happy, but then I saw her (*wyraz twarzy*) … and I understood she was heartbroken.
2 It's very interesting, but let's (*trzymajmy się tematu*) … .
3 When the audience asks a lot of questions during my presentation I often tend to (*tracić wątek*) … .
4 She is coming to our school next week, so I asked her to (*wygłosić przemowę*) … at our meeting.
5 It's not (*tęsknota za domem*) … that makes me really sad.

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

1 My friend wanted to elaborate … her reasons for choosing this school, but we had to hang up. on
2 I'm not going to beat … the bush – we have literally run out of money. about/around
3 Whenever my teacher asks me a question in front of the class, my mind goes … and I cannot say a word. blank
4 Can you give any examples to back … what you've just said? up
5 I love travelling by train because I can read a book and just switch … . off

3 Choose the correct option to complete each sentence.

1 I wanted to help him, but he completely *conveyed* / *misinterpreted* what I said to him!
2 She *exclaimed* / *surged* that she had never seen such a spider before.
3 I got accepted to the university and it was one of the most *exhilarating* / *sophisticated* days in my life.
4 That was so *thoughtful* / *thoughtless* of you! Your little sister must be very happy now.
5 This country has been in a state of political *unrest* / *torrent* ever since.

Exam guide
1 English in Use Translations

Life Skills guide
1 Mediation

1
1 facial expression
2 stick to the point
3 lose my train of thought
4 make/give/deliver a speech
5 homesickness

Exam guide
2 English in Use Gap-filling

MY TALK

Life Skills guide

Collaboration,
Communication,
Creativity,
Critical thinking,
Mediation,
Practical skills,
Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 1 is meant to be used after unit 4.

My Talk 1

ON THE OTHER HAND …

1 Read the title of a presentation and the opinions regarding the topic. Decide whether the opinions could be used as arguments for (F) or against (A) being a professional athlete.

Doing sport professionally

1 A professional sports career doesn't often last very long.
2 In some sports, top professional athletes earn fortunes.
3 When you become a professional player, you're usually world-famous.
4 The more you are engaged in sport, the more prone to injuries you are.
5 Professionals get access to much better coaches, equipment, and practice conditions.
6 Practices take up all your time, so your social and private life, other hobbies, and leisure activities suffer a lot.

Can you think of any other arguments you could use if you were for or against doing sports professionally?

2 Work in pairs. Look at the arguments in exercise 1. Discuss and make a list of visual resources you could use while presenting each argument.

3 Work in pairs. Choose one of the topics below (a–e). Design three to four slides – one student supporting the main claim, the other being opposed to it. Present your ideas to another pair of students to decide whose arguments were more convincing.

Sometimes, you can make a presentation where you clearly state your opinion on the topic. There are cases, however, when your presentation has to be well-balanced and show all possible points of view.

a Pros and cons of private high schools
b Space exploration – is it worth the money and effort it takes?
c Who needs studies these days? Real-life experience is more important!
d Online life – addiction or just modern way of socialising?
e Driving licence available for teens as young as 15 – possible benefits and threats.

4 Still in pairs, use your ideas from exercise 3 to make a presentation comprising both aspects of the problem. Keep the following advice in mind.

✓ Make sure both parts – for and against – are composed in a similar style.
✓ Decide how to arrange your arguments. Will you start with arguments in favour or against? Or maybe mixing pros and cons will work?
✓ What kind of visuals/graphic resources will you use?

PRESENTATION TIME

5 Watch and listen to your classmates' presentations. In pairs, note down the arguments they use and discuss which of them you consider the most convincing.

My Talk 2

ON THE OTHER HAND …

1 Read the topics below and choose one that you would like to make a presentation about.

1 Climate change – leading us to the apocalypse?
2 Artificial Intelligence – how it changes our lives
3 The most desired jobs for young adults
4 Pros and cons of working and living abroad
5 How can new technologies improve the process of learning?
6 The 'must-see' places for foreign tourists in my region
7 The story of my success – everyone can do it!
8 Graffiti – is it art or vandalism?
9 Why not volunteer for a good cause?
10 What is the key to a successful computer game?

Throughout the *My Perspective* course, you've been learning how to deal with various aspects that make a successful presentation. It's time to make your presentation from scratch.

2 Read the general questions in the checklist below. Go through and answer them accordingly.

CONTENT:
- What is the idea you want to present/share with others?
- Where will you get necessary information from?

STRUCTURE:
- How many slides will you need for the opening, the main body, and the conclusion?
- What kind of visual elements will you use in your slides?

STYLE:
- Will you work on your own or with a partner?
- Who will be your audience (classmates, teachers, or other students from your school, etc.)?

BODY LANGUAGE:
- Will you sit, stand in one place, or walk around while giving your talk?
- What emotions will you need to express to match the information you present?

3 Read the detailed checklist. Make final corrections to refine your presentation.

CONTENT:
- Is all the information and statistical data that you provided taken from reliable sources?
- Will it be easy for the audience to grasp the general idea of your presentation?

STRUCTURE:
- Have you included an introduction, with elements catchy enough to make the audience interested?
- Does the main part of your presentation include key points, statistics, facts, examples and visuals relevant to the topic?
- Does your presentation end with a summary of the topic?
- Do the amount and size of the visual elements and text make your slides easy to read and follow?
- Is your presentation of proper length to cover the topic (but not too short or too long to get the audience bored)?

STYLE:
- Are you ready to continue your speech in case of technical problems (like power failure or a broken computer/projector)?
- Are you ready to answer potential questions from the audience if there is anything they want to know about the topic?

4 If you have checked all the points above, you're ready for the show.

Life Skills guide

Collaboration,
Communication,
Creativity,
Critical thinking,
Mediation,
Practical skills,
Self-development

My Talk is an extra section to help students develop their presentation skills.
My Talk 1 is meant to be used after unit 8.

WRITING GUIDE UNIT 1

Exam guide

Writing
A formal email

Life Skills guide

Creativity,
Mediation,
Practical Skills

List formalny w formie e-maila

Struktura listu formalnego

1. Zwrot grzecznościowy.
2. **Wstęp.**
   Akapit 1: Autor listu podaje cel oraz powód, dla którego zwraca się do adresata.
3. **Rozwinięcie.**
   Akapit 2: Rozwinięcie pierwszego elementu – autor krótko opisuje problem, który porusza w liście, nawiązuje do ewentualnych wcześniejszych ustaleń.
   Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj wyraża swoje oczekiwania wobec adresata, a także proponuje dalszy plan działania.
4. **Zakończenie.**
   Akapit 4: Autor listu dziękuje adresatowi za poświęcony czas i prosi o odpowiedź.
5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Jako pracownik UNESCO, czyli Organizacji Narodów Zjednoczonych do spraw Oświaty, Nauki i Kultury, zajmujesz się projektami związanymi z Listą Światowego Dziedzictwa (World Heritage Sites). Napisz formalny e-mail do współpracownika na temat projektu, nad którym razem pracujecie. Przedstaw w nim plan działania i zaproponuj kolejne spotkanie.

Dear Mrs Woods,

I am writing to follow up on our meeting last week. I am so excited about the decisions we made. Setting up this fund to protect cultural heritage sites is one of the most important things that have happened during our work for UNESCO. All I need now is to establish a timeline with you on how to proceed.

First and foremost, I would like to confirm the sites that are most in danger so we can have a list of the high priority locations – as a base we can use the ones we discussed last week. We can start working on those first. Also, I believe we should liaise with law enforcement agencies on what sort of plan we need to put in place to stop and limit the trafficking of stolen art and artefacts. Equally important, we need to get the French and United Arab Emirates governments to back us in these talks. Finally, maybe we can come up with some new ideas.

Now that we know the direction everything will be going in, would it be possible to arrange the next meeting in Geneva at your convenience? We could then discuss some of the details of our plan. Maybe you could invite your colleagues to join us?

I am looking forward to working with you on the project.

With very best wishes,

Collette

Autor podaje powód napisania listu.
I am writing to follow up on …
All I need is to …

Autor przedstawia plan działania.
Elementy rozwinięcia:
First and foremost, I would like to confirm the sites …
We can start working on …
Also, we should …
We need to …
Equally important …
Finally, maybe we can …

Autor proponuje kolejne spotkanie dotyczące projektu.
Elementy rozwinięcia:
… would it be possible to arrange …
Maybe you could invite …

Autor zamieszcza zwrot grzecznościowy kończący list oraz swój podpis.

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe
- Dear Sir/Madam,
- Dear Mr/Mrs/Ms,
- Dear Mary,

Powód napisania listu
- I am writing in response to
- I would like to follow up on
- I need to discuss a few things with you
- I wanted to contact you after our meeting.

Rozwinięcie
- First and foremost,
- Now,
- Also,
- It would be good to point out
- We need to
- I should draw your attention to

Zakończenie listu
- I am looking forward to
- Thank you for taking the time
- I hope to hear from you soon.
- I can't wait to see you.

Zwroty grzecznościowe kończące list
- Yours faithfully,
- Yours sincerely,
- Sincerely,
- Best regards,
- With very best wishes,

Exam guide

Writing
An article

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical Skills

Artykuł

W artykule autor przedstawia jakieś zjawisko i wyraża opinię na jego temat. Artykuł może zawierać elementy opisu, sprawozdania lub recenzji. Autor może oceniać opisywane fakty i próbować wpłynąć na opinię czytelników.

Struktura artykułu

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. **Wstęp.**
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Przedstawia problem, który jest w nim poruszany. Może przywołać ciekawy fakt lub anegdotę, które naprowadzą czytelnika na tematykę artykułu. Wstęp może zawierać pytanie lub cytat.
3. **Rozwinięcie.**
   Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu i wyraża własną opinię.
4. **Zakończenie.**
   Akapit 4: Autor podsumowuje artykuł. Może się odnieść do pytania zadanego we wstępie. Może też zadać pytania zachęcające czytelnika do dalszych rozważań dotyczących tematu poruszanego w tekście.

Modelowa wypowiedź

Napisz artykuł do gazetki szkolnej o sposobach walki ze szkodliwym wpływem działalności człowieka na środowisko naturalne. Przybliż wybrany problem. Przedstaw, w jaki sposób można sobie z nim poradzić oraz napisz, jak ta metoda może być rozwijana w przyszłości. Może to być twój własny pomysł lub zaprezentowanie istniejącego rozwiązania.

BOYAN SLAT TO CHANGE THE WORLD

Have you ever heard of Boyan Slat? In 2013, the child genius founded The Ocean Cleanup, a not-for-profit organisation that intends to clean the oceans using a special device it designed.

Slat decided to focus on what is known as The Great Pacific Garbage Patch from day one. The trash blob floating through the ocean is actually twice the size of the state of Texas! It took the organisation six years to perfect the design of the machine. The contraption that Slat and his co-workers designed looks like a giant arm that gathers trash using the ocean current. It has successfully gathered various plastic objects, fishing nets, and even small microplastics only 1 millimetre in length. A lot of the pieces being caught and removed from the water are very large and many of them look very old.

So what are the plans for the future? Slat and his team intend to first build a larger device to collect even more trash. Additionally, the systems need to be made weather-proof. Somewhere down the road, there is hope that an entire fleet of these cleanup arms can be put out to sea. The organisation's big, audacious goal is to collect 15,000 tonnes of trash per year.

In the meantime, Slat is watching things from afar but hopes to be able to get out to the trash patch soon. The only problem, he admits, is that he suffers from seasickness.

Autor w intrygujący sposób wprowadza temat.
Have you ever heard of …

Autor opisuje szkodliwe zjawisko oraz metodę walki z nim.
Elementy rozwinięcia:
… decided to focus on what is known as …
It took the organisation six years to perfect the design of the machine.
It has successfully gathered…

Autor opisuje, w jaki sposób przedstawione rozwiązanie będzie rozwijane w przyszłości.
Elementy rozwinięcia:
So what are the plans for the future?
… intend to first build a larger device …
Additionally, the systems need to be …
Somewhere down the road, there is hope that …

Autor podsumowuje temat.

Przydatne zwroty i wyrażenia

Tytuł
- BOYAN SLAT TO CHANGE THE WORLD

Wstęp
- What is interesting
- Imagine
- Suppose
- By and large
- For starters,
- Have you ever heard of …?

Rozwinięcie
- What is more
- For this reason
- A perfect example of that is
- It shows that
- Additionally
- Somewhere down the road
- So what are the plans for the future?
- It is worth noting
- And he isn't stopping there
- As if that weren't enough

Zakończenie
- To wrap up,
- After all,
- It's quite clear to me that
- In the meantime
- The only problem

WRITING GUIDE UNIT 3

Exam guide

Writing
A formal letter

Life Skills guide

Creativity,
Mediation,
Practical Skills

List formalny

Struktura listu formalnego

1. Zwrot grzecznościowy.
2. **Wstęp.**
   Akapit 1: Autor listu podaje jego cel oraz powód, dla którego zwraca się do adresata.
3. **Rozwinięcie.**
   Akapit 2: Rozwinięcie pierwszego elementu – autor szczegółowo uzasadnia, dlaczego zwraca się do adresata listu.
   Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj wyraża swoje oczekiwania wobec adresata.
4. **Zakończenie.**
   Akapit 4: Autor listu dziękuje adresatowi za poświęcony czas i prosi o odpowiedź.
5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Organizujesz ważną debatę w swojej szkole. Zaproś na to wydarzenie osobę, którą szczególnie cenisz. W liście zachęć ją do przyjazdu i przekonaj o tym, że jej obecność jest dla ciebie ważna. Opisz szczegóły wydarzenia oraz omów najważniejsze sprawy organizacyjne.

Dear Mrs Clarkson,

It gives me such great pleasure to be writing this letter to you and even greater pleasure to extend a warm invitation to you to come visit Warsaw. We are planning International Scout Week at my school and we would be delighted if you could be the guest of honour.

Since the first meeting at the Scout Club in my primary school I have been really impressed by your organisational skills as our scoutmaster. I also discovered you were an accomplished climber and a true nature lover. You have passed on your love for nature to the next generation of scouts. You have also managed to helped many teenagers in dealing with their everyday school and life problems. To say you are an outstanding scout is an understatement.

The event that I would like to invite you to is set to take place on June 5–9, 2023 in Warsaw, Poland. We would be delighted if you could give the opening speech on June 5th and then moderate a discussion on modern scouting on June 6th.

I realise you live far away, so we would be more than happy to be able to arrange the flight and accommodation for you. All costs and the plane tickets will be covered by our school.

I look forward to hearing from you.

Sincerely,

Elisabeth Sowa

Autor podaje powód napisania listu.

Autor pisze, dlaczego ceni adresata listu.
Elementy rozwinięcia:
Since the first … I have been really impressed by your …
I also discovered you were …
To say you are an outstanding scout is an understatement.

Autor podaje szczegóły dotyczące wydarzenia: wskazuje czas i miejsce oraz wyjaśnia, jaką rolę miałby odegrać zapraszany gość.
Elementy rozwinięcia:
The event that I would like to invite you to is set to take place …
We would be delighted if you could give the opening speech on …

Autor zamieszcza zwrot grzecznościowy kończący list oraz swój podpis.

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe
- Dear Sir/Madam,
- To Whom it May Concern,
- Dear Mr/Mrs/Ms,

Powód napisania listu
- It gives me such great pleasure
- We are planning
- I am writing to invite you
- We would love for you to
- I would like to ask you

Rozwinięcie
- Since the first time I
- When I discovered
- The event that I would like to invite you to
- We would be delighted if
- We would of course pay

Zakończenie listu
- I look forward to hearing from you.
- Thank you for taking the time to read this letter.
- I hope to see you soon.

Zwroty grzecznościowe kończące list
- Sincerely,
- Best Regards,

Exam guide

Writing
An essay

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Rozprawka prezentująca opinię autora

Rozprawka typu *opinion essay* to wypowiedź pisemna, która ma na celu przedstawienie opinii autora, zgodnej z tezą lub odmiennej od tezy postawionej w temacie rozprawki.

Struktura

1. **Wstęp.**
   Akapit 1: Autor przedstawia zagadnienie i zajmuje własne stanowisko. Autor może się posłużyć pytaniami lub cytatami.
2. **Rozwinięcie.**
   Akapit 2: Autor prezentuje jeden punkt widzenia i popiera go przykładem.
   Akapit 3: Autor prezentuje przeciwny punkt widzenia i ilustruje go przykładem.
   Autor zgadza się z jednym z powyższych punktów widzenia i wykazuje jego słuszność.
3. **Zakończenie.**
   Autor pisze krótkie podsumowanie.

Modelowa wypowiedź

Jedni twierdzą, że zajęcia pozalekcyjne zabierają dziecku cenny czas na odpoczynek, inni, że to niezastąpiona okazja, by rozwijać pasje. Zaprezentuj swoją opinię na temat dodatkowych zajęć po szkole.

EXTRACURRICULAR ACTIVITIES BUILD CHARACTER

While a lot of people say that extracurricular activities at school aren't necessary, I believe that they are essential for the development of a student's personality and helping them to find what they are good at.

Those against after-school activities maintain that first and foremost, they can place a lot of pressure on the students. Secondly, extracurricular plans can get in the way of kids spending time with their families and may mean they are missing valuable family time, including dinners. Last but not least, students may simply be too tired. They may not have the energy to do homework and fall behind in their classes.

While all of the above has some merit, the benefits of extracurricular activities so outweigh any risks. The actor Morgan Freeman summed it up well when he said: 'I began to settle into school because I had discovered the extracurricular activities that interested me: music and theatre.' And that is the magic that after-school activities can bring into a student's life. Extracurricular activities also help kids get into great universities, many times with financial aid if they excel in a given area.

Indeed, there are always two sides to every coin. However, taking into consideration all of the arguments, the benefits are shown to far outweigh any risks or cons. That is why I believe that all students should have access to them, so they can grow into well-rounded and captivating individuals.

Autor stawia tezę i przedstawia swoją opinię.

Autor prezentuje pierwsze stanowisko.
Argumenty przeciwko:
Those against after-school activities maintain that first and foremost …
Secondly, extracurricular plans can get in the way …
Last but not least, …

Autor prezentuje drugie stanowisko.
Argumenty za:
While all of the above has some merit, the benefits of extracurricular activities so outweigh any risks.

Autor podsumowuje oba stanowiska i wyraża własną opinię.

Przydatne zwroty i wyrażenia

Wstęp
- While a lot of people say that
- I believe that

Argumenty za
- To start/begin with
- Firstly
- The main/greatest argument is that
- There is no doubt about it that
- I have no doubt that
- In the first place/First of all
- 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

Przykłady argumentów
- For example/For instance
- Like
- Especially/In particular,
- Such as

Zakończenie
- In conclusion/All in all/To sum up,
- Taking everything into account/consideration
- On the whole/All things considered,
- Overall,
- I strongly believe that
- The above arguments prove that

WRITING GUIDE UNIT 5

Exam guide

Writing
An article

Life Skills guide

Creativity,
Mediation,
Practical Skills

Artykuł z elementami raportu

Autor relacjonuje wydarzenie i wyraża swoją opinię na jego temat. Artykuł może zawierać elementy opisu, sprawozdania, krytycznej analizy. Autor może oceniać opisywane fakty oraz spróbować wpłynąć na opinię czytelników.

Struktura artykułu

1. Intrygujący tytuł przyciągający uwagę czytelnika.
2. **Wstęp.**
   Autor artykułu zachęca czytelnika do przeczytania tekstu. Sygnalizuje problem, który będzie poruszany w tekście. Relacjonuje wydarzenia, może przywołać ciekawy fakt lub dane.
3. **Rozwinięcie.**
   Autor w oddzielnych, logicznie podzielonych akapitach przedstawia różne aspekty poruszanego tematu, relacjonuje wydarzenia i przedstawia własną opinię i/lub ocenę.
4. **Zakończenie.**
   Autor podsumowuje temat artykułu.

Modelowa wypowiedź

Mimo negatywnego wpływu na środowisko i jakość życia w miastach, samochody wciąż stanowią najbardziej popularny środek transportu. Są jednak miasta, w których ruch kołowy został wycofany. Napisz na stronę internetową magazynu o podróżach artykuł, w którym podasz przykłady takich miejsc i wyrazisz opinię, czy wyobrażasz sobie życie bez samochodu.

WORLD CITIES SET CAR-FREE EXAMPLE

Do you spend hours every day getting to and from work or school? Do you wish there was a solution to commuting that didn't involve cars? Many cities around the world have banned cars and residents say they don't miss them at all. Some of the communities have decided to go car-free due to too many tourists, while others are simply too isolated. Others still are able to provide alternative means of communication, like by boat.

One of the most amazing car-free cities is Fire Island off of New York – it is one of several cities in the US that can boast this claim. Residents are able to get around on golf carts, bikes, or simply by walking.

If you're looking to be seriously impressed, the city of Halibut Cove in Alaska can boast a floating post office. In fact, most of the buildings there are on legs or sit on docks. There aren't any roads in sight – so you have to find other means of getting around. More accessible to tourists is the old city of Dubrovnik in Croatia. Cars have to drop off passengers at the city walls.

These are some car-free cities that set a great example for other communities. All I can say is that leaving your car behind does not have to be a punishment and you can feel free as a bird instead. Have you ever gone car-free somewhere?

Autor zamieszcza tytuł przykuwający uwagę czytelnika, a następnie formułuje problem i sygnalizuje, co będzie omawiać w artykule.

Autor opisuje problem oraz podaje przykłady.
Elementy rozwinięcia:
One of the most amazing car-free cities is …
Residents are able to …

Autor podaje kolejne przykłady.
Elementy rozwinięcia:
If you're looking to be seriously impressed …
More accessible to tourists is …

Autor podsumowuje temat.

Przydatne zwroty i wyrażenia

Tytuł
- WORLD CITIES SET CAR-FREE EXAMPLE

Wstęp
- Do you spend …?
- Do you wish …?
- Did you know …?

Powód napisania artykułu
- Do you wish there was a solution to commuting …?

Rozwinięcie
- One of the most amazing
- There is also
- Prepare to be seriously impressed
- They set a great example
- These are just some of
- Other examples are
- Additionally,
- Aside from that,

Zakończenie
- These are just some of
- All I can say is that
- In conclusion,
- To sum up
- All in all

Exam guide

Writing
An essay

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Rozprawka za i przeciw

Autor przedstawia bezstronnie dwa różne punkty widzenia dotyczące danego zagadnienia. Autor podaje argumenty przemawiające za jakimś stanowiskiem i argumenty świadczące przeciwko niemu wraz z krótkim uzasadnieniem. W zakończeniu autor 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 sposoby.

3 Rozwinięcie.
Akapit 2: Autor podaje przynajmniej jeden argument popierający tezę. Swoje twierdzenia rozwija, tj. wyjaśnia i popiera przykładami.
Akapit 3: Autor podaje przynajmniej jeden argument przeciw wysuniętej tezie. Swoje twierdzenia rozwija, tj. wyjaśnia i popiera przykładami.

4 Zakończenie.
Autor pisze krótkie podsumowanie.

Modelowa wypowiedź

Co-housing, czyli „kooperatywa mieszkaniowa", to idea, zgodnie z którą grupa przyjaciół, ludzi o podobnych zainteresowaniach czy podobnym stylu życia postanawia stworzyć wspólne miejsce zamieszkania. Rodziny mają wprawdzie prywatne pomieszczenia, jednak dzielą wspólną przestrzeń, np. kuchnię czy salon. Co myślisz o takim rozwiązaniu? Napisz rozprawkę, w której przedstawisz wady i zalety takiego sposobu mieszkania.

The fast-paced, technology-laden world we live in today leaves many of us feeling lonely. We feel separated from society and lose our sense of shared identity. Since the 1960s, when the concept first began in Denmark, co-housing has become a wonderful living solution for many people. With that being said, it also has some drawbacks.

Autor formułuje zagadnienie.

The concept is based upon the idea that families have their separate sleeping quarters, but have a shared living space: a living room and kitchen. Everyone in the community takes part in shared duties – for example one day a month one family will cook dinner for everyone else. Also, children have a nice group to play with and grow up in. Living in such a place gives people a real sense of belonging.

Autor podaje argumenty popierające tezę i przykłady.
Argumenty za:
Everyone in the community takes part in …
Living in such a place gives people a real sense of belonging.
Also, children have …

There are not many things one could criticise about these co-housing communities, but certainly one of the challenging aspects is that – beyond the initial founding residents – it is hard to control how the community develops. What is more, it is considered to be unaffordable for many.

Autor podaje argumenty przeciw tezie i przykłady.
Argumenty przeciwko:
There aren't many things one could criticise about …, but …
What's more, it is considered to be

The co-housing concept is becoming ever more popular outside of Denmark, and the United States and Great Britain are seeing a surge in these types of communities. While managing them in the long run is challenging, they certainly give their residents a sense of identity and belonging and they simply make life easier and more pleasant for those lucky enough to live there.

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

Przykłady 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/consideration/ On the whole/All things considered,
- Overall,
- There is no agreement …, but in my opinion

WRITING GUIDE UNIT 7

Exam guide

Writing
An article

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Artykuł z elementami sugestii

Jest to artykuł, którego autor opisuje problem, a następnie sugeruje czytelnikowi, jak go rozwiązać lub jak powinien postępować.

Struktura artykułu z elementami sugestii

1 Intrygujący tytuł, przyciągający uwagę czytelnika.

2 **Wstęp.**
Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Przedstawia zagadnienie i wyraża swoją opinię na jego temat. Może przy tym przywołać ciekawy fakt lub cytat.

3 **Rozwinięcie.**
Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu.
Akapit 2: Autor opisuje problem, podaje przykłady i przedstawia różne sposoby podejścia do zagadnienia.
Akapit 3: Autor podaje wskazówki, jak postępować, udziela rad czytelnikowi.

4 **Zakończenie.**
Akapit 4: Autor podsumowuje artykuł. Może podkreślić powagę tematu i słuszność swoich sugestii.

Modelowa wypowiedź

Powszechnie wiadomo, że aktywność fizyczna nam służy, a regularne ćwiczenia to konieczny element zdrowego trybu życia. Napisz do działu „Zdrowie" znanego ci czasopisma artykuł, w którym zachęcisz czytelników do rozsądnego dbania o formę. Opisz korzyści, jakie wynikają z wykonywania ćwiczeń fizycznych. Udziel kilku wskazówek osobom, które dopiero chciałyby zacząć swoją przygodę ze sportem. Wspomnij o czyhających zagrożeniach, takich jak np. przetrenowanie, oraz napisz, jak można sobie z nimi poradzić.

HOW MUCH EXERCISE IS TOO MUCH?

With all the hype out there about maintaining a healthy lifestyle, it's easy to think that if you exercise seven days a week, two hours a day, you will be healthier than if you cut that time in half. The problem is, more doesn't always equal better, and that's also the case when it comes to getting in your exercise.

First and foremost, being fit is important and to draw a healthy boundary, it's important to first overview why exercising is a good thing in the first place. Regular movement decreases mortality rates for all types of illnesses. In addition, it increases the release of endorphins and improves your mood and psychological wellbeing. Not only that, your body composition improves, meaning those jeans will fit better and you'll feel more confident and healthy.

If you are just starting out, begin by increasing your activity slowly. You should work up to 2–5 hours of moderate intensity activity or 1–3 hours of high intensity activity per week. Of course, a combination of both is better. Overtraining could lead to an increased heart rate, dehydration, insomnia, poor immune system function, and hormone imbalances. If you notice any of these changes setting in, it's time to reevaluate your routine.

Despite the risks of over-exercising, it is imperative that we all get a bit of movement in each week. As with most things, a little common sense goes a long way.

Autor w intrygujący sposób wprowadza temat.

Autor przedstawia korzyści wynikające z uprawiania sportu i zachęca czytelników do dbania o formę.
Elementy rozwinięcia:
First and foremost …
… and to draw a healthy boundary, it's important to …
In addition …
Not only that …
… you'll feel more confident and healthy.

Autor radzi, aby uprawiać sport rozsądnie i z umiarem. Udziela wskazówek, jak postępować i czego unikać.
Elementy rozwinięcia:
If you are just starting out, begin by …
You should …
Of course, a combination of both is better …
Overtraining could lead to …
If you notice …, it's time to reevaluate your routine.

Autor podsumowuje temat.

Przydatne zwroty i wyrażenia

Tytuł
- HOW MUCH EXERCISE IS TOO MUCH?

Wstęp
- With all the hype out there
- It's easy to think
- The problem is
- Have you ever heard of …?
- … more doesn't always equal better
- It's good to know how far is too far

Rozwinięcie
- First and foremost, … it's important to overview
- In addition, it
- Not only that,
- If you are just starting out
- Of course
- You should
- It doesn't matter if
- In fact
- To draw a healthy boundary
- In addition

Zakończenie
- Despite the risks of over-exercising,
- All in all,
- In summary
- In conclusion

Exam guide

Writing
An article

Life Skills guide

Creativity,
Critical thinking,
Mediation,
Practical skills

Artykuł z elementami recenzji

Jest to artykuł, którego autor pisze o książce, filmie lub innym utworze, jednak nie skupia się na streszczaniu go, tylko na ocenie dzieła. Przedmiotem recenzji może być też produkt lub usługa.

Struktura artykułu z elementami recenzji

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. **Wstęp.**
   Akapit 1: Autor artykułu zachęca czytelnika do przeczytania recenzji. Może przywołać ciekawą anegdotę, która naprowadzi czytelnika na tematykę artykułu.
3. **Rozwinięcie.**
   Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu. Opisuje recenzowany utwór lub produkt i wyraża opinię na jego temat; może też pokazać, jak wpłynął na jego życie.
4. **Zakończenie.**
   Akapit 4: Autor podsumowuje artykuł. Może zachęcić czytelnika do zapoznania się z przedmiotem recenzji lub zniechęcić go do jego poznania.

Modelowa wypowiedź

Czy artyście wszystko wolno? Jak daleko może posunąć się artysta, by dotrzeć do odbiorcy ze swoim przekazem? Napisz do szkolnej gazetki artykuł, w którym spróbujesz odpowiedzieć na te pytania na podstawie przykładu dzieła sztuki, które wywarło na tobie duże wrażenie – zachwyciło cię lub oburzyło. Opisz wybrane dzieło oraz intencje autora dzieła. Czy autor osiągnął zamierzony cel?

ARTIST OR LUNATIC?

As artists look for new ways to shock their audience, where is the limit between art and insanity? The answer, it seems, is not black and white.

One of the most horrifying displays of pushing the boundaries of art I would like to share with you was by the Costa Rican artist Guillermo Vargas. Vargas used a real dog as part of his exhibition. He claimed that he wanted to make a statement about people ignoring animals and their feelings. Despite his point having some merit, did he need to go as far as he did to get it across?

Vargas and many other similar 'artists' are simply trying to spark debate that we are living in a culture where a certain level of shock is necessary to get people talking. Since longer than we can remember, artists have used their work to speak out against a world that they see as unjust, a world in which they feel they don't fit. Despite shock being an effective means to spark debate, a line should be drawn at harm to living creatures, whether those are people or animals.

Perhaps if Vergas hadn't gone so far, he would have been able to hold a constructive conversation on the subject of how people treat homeless animals. By going as far as he did, he lost his chance for people to take him seriously.

Autor zamieszcza tytuł przykuwający uwagę czytelnika, a następnie w intrygujący sposób przedstawia tematykę artykułu.

Autor opisuje wybrane dzieło sztuki i przedstawia domniemane intencje artysty.
Elementy rozwinięcia:
One of the most horrifying displays of pushing the boundaries of art was …
He claimed that he wanted to make a statement …
Despite his point having some merit, did he need to go as far as he did to get it across?

Autor prowadzi dalsze rozważania na temat opisywanego dzieła.
Elementy rozwinięcia:
Since longer than we can remember, artists have used their work to speak out …
Despite shock being an effective means to spark debate, a line should be drawn …

Autor podsumowuje temat oraz ocenia, czy jego zdaniem, artysta osiągnął zamierzony cel.

Przydatne zwroty i wyrażenia

Tytuł
- ARTIST OR LUNATIC?
- CAN ART GO TOO FAR?

Wstęp
- As artists look for new ways
- To what end
- The answer, it seems,

Rozwinięcie
- One of the most horrifying displays
- Despite his point
- Aside from that
- It would be worth mentioning
- This is not the only example of this
- Art experts maintain
- It is truly horrifying to think
- Since longer than we can remember
- Secondly,
- In addition to all of this,

Zakończenie
- Perhaps if
- In summary
- In conclusion

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

CREDITS

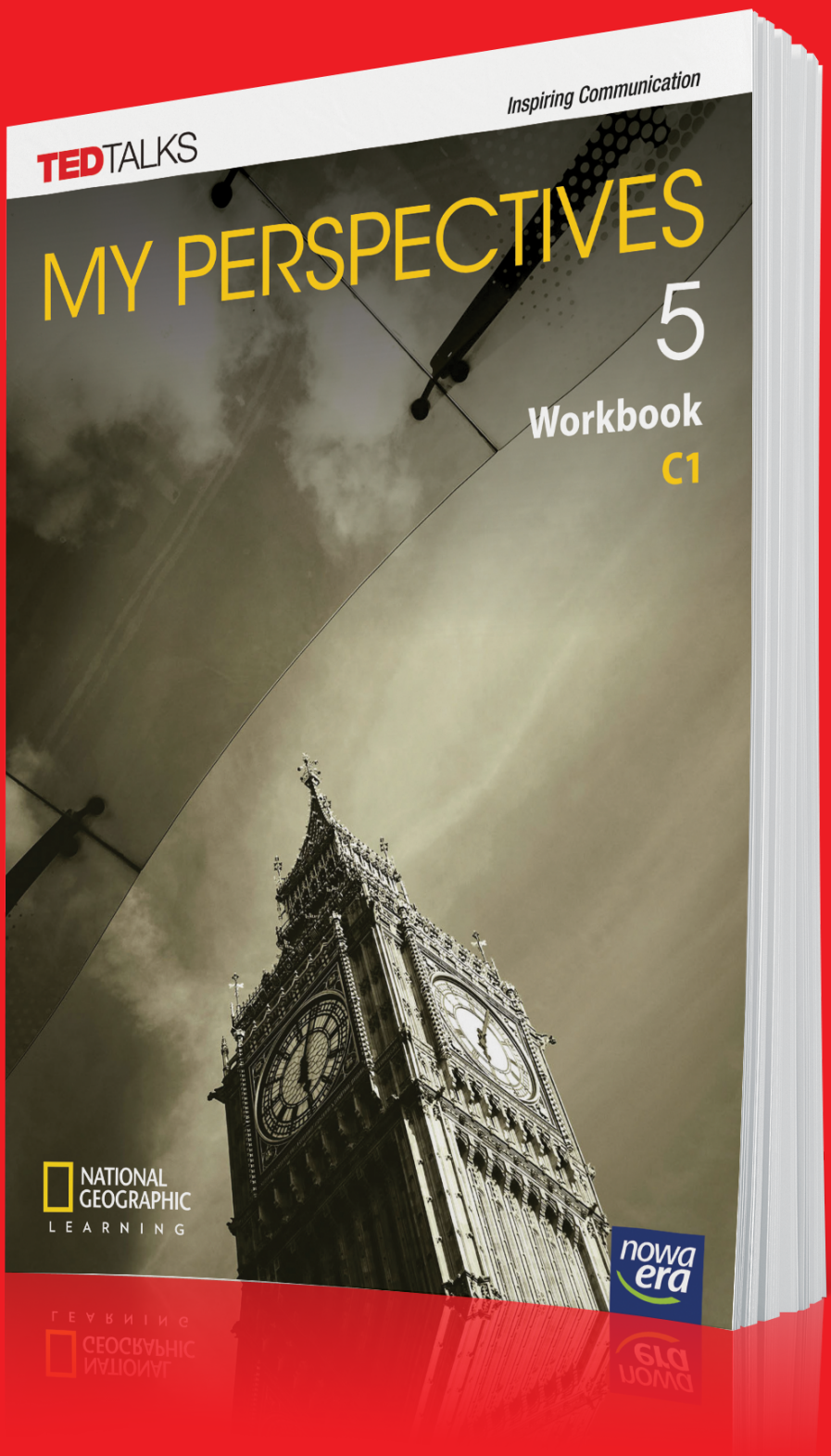
5 (bl1) © James Duncan Davidson/TED, 7 (tl1) © Marla Aufmuth/TED, (cl) © James Duncan Davidson/TED, (bl2) © TED, 12– 13 CB2/ZOB/Breef/Newscom, 14 © Enric Sala, 17 (t) (ct) (cr) (bl) (bc) Steve Boyes/National Geographic Creative, 18 Ralph Lee Hopkins/National Geographic Creative, 19 Michael Nolan/roberthardingGetty Images, 20 Romolo Tavani/Shutterstock.com, 23 (tr) WeAre/Shutterstock.com, (br) Rich Carey/Shutterstock.com, 28–29 © Devlin Gandy, 31 NASA/JPL-Caltech/MSSS, 33 Robert Clark/National Geographic Creative, 34 Erik Simonsen/Getty Images, 35 Merydolla/iStock/Getty Images, 36–37 © James Duncan Davidson/TED, 38 John Mccarhty/EyeEm/Getty Images, 46–47 Blaine Harrington III/Corbis Documentary/Getty Images, 48 © Joao Pina/Redux, 51 Blend Images/AlamyStock Photo, 52 Zuma Press, Inc./Alamy Stock Photo, 53 © Purnima Sriram Iyer, 54–55 Patti McConville/Getty Images, 57 (tr) Motortion Films/Shutterstock.com, (cr) Dasha Petrenko/Shutterstock.com, 62–63 © Nigel Dickinson, 64–65 Jan Riephoff/laif/Redux, 67 Christian Kober/roberthardingGetty Images, 68 Jonas Gratzer/LightRocket/Getty Images, 69 Abir Abdullah/European Pressphoto Agency/ Dhaka/Bangladesh/ Newscom, 70–71 © Marla Aufmuth/TED, 72 China Daily/Reuters, 80–81 Ton Koene/Alamy Stock Photo, 82–83 Nigel Hicks/National Geographic Creative, 85 Robert Clark/National Geographic Creative, 86 Ricardo Ribas/Alamy Stock Photo, 87 © Pim Hendriksen, 88 Xinhua News Agency/eyevine/Redux, 91 (tr) Klaus von Kassel/Shutterstock.com, (br) MinDof/Shutterstock.com, 96–97 © Tyrone Bradley, 98 (bl) DGLimages/Shutterstock.com, (br) Rawpixel.com/Shutterstock.com, 101 Alberto E. Rodriguez/Getty Images Entertainment/Getty Images, 102 Glow Asia/Alamy Stock Photo, 103 redsnapper/Alamy Stock Photo, 104–105 © James Duncan Davidson/TED, 106 © Juan Pablo Velasco, 114–115 © Karolis Janulis/Offset, 116 NurPhoto/Getty Images, 119 Gianluca Colla/National Geographic Creative, 120 ivstiv/ E+/Getty Images, 121 SolStock/E+/Getty Images, 122 Adrian Sherratt/Alamy Stock Photo, 125 (tr) Monkey Business Images/Shutterstock.com, (br) Jacek Chabraszewski/Shutterstock.com, 130–131 © Marla Aufmuth/TED, 132–133 Top Photo Corporation/Alamy Stock Photo, 132 (cl) National Geographic Learning, 135 NASA, 136 General Photographic Agency/Hulton Archive/Getty Images, 137 JOSE LUIS SALMERON/ NOTIMEX/Newscom, 138–139 © TED, 140–141 Kevin Winter/WireImage/Getty Images.

Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.

Acknowledgements

The publishers and the authors would like to thank the following teachers for their invaluable feedback and comments during the development of this coursebook:
Aleksandra Alfut, Anna Buchowska, Agnieszka Dończyk, Małgorzata Guzicka, Anna Kufel, Dariusz Kufel, Natalia Maćkowiak, Anna Milewska, Beata Polit, Michał Szkudlarek, Beata Tomaszewska


Inspiring Communication
TEDTALKS
MY PERSPECTIVES
5
Workbook
C1
NATIONAL GEOGRAPHIC
LEARNING
nowa era

Workbook

Starter 1

Life Skills guide
2 Mediation

Exam guide
2 English in Use
Translations

Life Skills guide
2 Mediation

1 Match each beginning (1–4) with two possible endings (a–d).

1 It took scientists over a month to analyse __c__
2 We can't prove __d__
3 The factory was inspected when the environmentalists suggested that it had released __a__
4 We will get back to you as soon as you submit __b__

a … excessive amounts of toxic gases into the atmosphere.
… some unknown substances directly into the local river.
b … your application form.
… your research papers to us.
c … the samples taken at the place of the explosion.
… the results of the field research.
d … our hypothesis without some additional data.
… this opinion as it is only based on stereotypes.

2 Translate the Polish parts of the sentences into English. Use the passive voice.

1 When the institute published the results of the survey, (*nie zostały one uznane*) __they weren't considered/ found__ reliable.
2 A completely new model of smartphone (*został zaprojektowany*) __has been / was designed__ recently.
3 Where should applications (*być składane*) __be submitted__?
4 Every year, dozens of new IT companies (*są zakładane*) __are set up / established__ in our country.
5 Scientific research (*nie będą prowadzone*) __will not be carried out / conducted / done__ in Eastern Europe.

3 Choose the correct word to complete each sentence.

1 For the marketing team, we're looking for enthusiastic people with a lot of *creative* / *creativity*.
2 I was so *curious* / *curiosity* about the contents of the box that I couldn't stop myself from looking into it.
3 The designers have really done a good job – the new model is simply *beauty* / *beautiful*.
4 This is quite a *practice* / *practical* solution – I think it will work well in our case.
5 It's quite a *pleasure* / *pleasurable* to know that Polish scientists are becoming more and more appreciated.

4 Report the statements using passive reporting verbs.

1 The phone battery works longer in low temperatures. (That's what many people say.)
__The phone battery is said to work longer in low temperatures.__
2 This discovery is a breakthrough in medicine. (Specialists claim so.)
__This discovery is claimed to be a breakthrough in medicine.__
3 Photographs stole people's souls. (People believed it in the past.)
__Photographs were believed to steal people's souls in the past.__
4 Social media provide new ways of communication between people. (Everyone knows it.)
__Social media is known to provide new ways of communication.__

Starter 2

1 Choose the correct option to complete each sentence.

1 He *must have visited* / *should be visiting* this place before.
2 I *wouldn't have taken* / *must take* these documents with me if I had known you needed them.
3 They *can't wait* / *can't be waiting* in the cafeteria – it's closed at this time.
4 The fee *may be paid* / *can be paying* in cash only.
5 The project *should be finishing* / *will have been finished* by Friday next week.

2 Translate the Polish parts of the sentences into English. Use one modal verb from the box in each sentence.

may must should will would

1 We (*nie powinniśmy budować*) __shouldn't build__ any industrial plants here. This region is under environmental protection.
2 The government (*musi chronić*) __must protect__ some species in order to avoid their extinction.
3 Who (*przygotuje*) __will prepare__ posters for our Save the Earth campaign?
4 Current legal regulations (*mogą nie być*) __may not be__ enough to save the habitats in our forest.
5 In the 20th century, people (*często jeździli na polowania*) __would often go hunting / often hunt__ as entertainment. It's good that more and more people treat it as cruelty to animals now.

3 Make compound nouns using one word or phrase from each box and use them to complete the sentences.

leather rain science sea social media

campaign creatures fall shoes teacher

1 The __social media campaign__ that promoted recycling will surely make people more aware of environment-related issues.
2 In spite of all the campaigns against using animal skin in the clothing industry, many people don't want to give up buying furs or __leather shoes__.
3 Excessive __rainfall__ this autumn has caused some flooding in many villages nearby.
4 Our __science teacher__ spends a lot of her lessons showing us how to take care of our natural environment.
5 Scientists have discovered some __sea creatures__ which were believed to have died out in the 20th century.

Starter 3

1 Choose the correct option to complete each sentence.

1 Danny is so creative – he *makes* / *comes* / *invents* up with so many ideas for each project he is involved in!
2 I know you like to do things your way, but there are some rules you simply have to *break* / *obey* / *approach*!
3 Betty *scored* / *solved* / *adapted* so highly on the IQ test that even she was totally surprised!
4 It's not our original idea. We took the existing design and *followed* / *obeyed* / *adapted* a few features for our needs.

2 Match the halves of the sentences.

1 When the box needs refilling, c
2 If you don't send this application form today, a
3 If we thought of some more attractive online ads, d
4 If we hadn't experienced such problems before, e
5 If the company had introduced a better training scheme, b

a it won't reach the company on time.
b the employees wouldn't look for other job opportunities.
c the indicator changes its colour to orange.
d we could increase sales dramatically.
e we wouldn't have solved the problem so quickly.

3 Complete each sentence with the correct form of the word in capitals.

1 This TV quiz show requires more than just basic knowledge about the history of Poland. KNOW
2 This case requires a detailed analysis of all the information we gathered. ANALYSE
3 Flexibility helps you deal with the challenges of everyday life – if you're ready to adapt to changes, you are always successful! FLEXIBLE
4 Sometimes, all you need to find a creative solution is to use logic – just spend a while thinking reasonably and all the pieces will fall into place. LOGICAL
5 We have to draw some conclusions from what has happened. CONCLUDE

4 Write the correct form of the verbs in brackets.

1 I'd rather you didn't/wouldn't reveal (*not* / *reveal*) the solution to the riddle yet.
2 Layla wishes she was/were (*be*) more creative when it comes to fashion.
3 I once took a Rubik's cube course, but I have forgotten everything by now. If only I had practised (*practise*) all those strategies regularly!
4 I wish I hadn't taken (*not* / *take*) these pseudo-creative tips so seriously. Now my phone is broken.
5 If only we had (*have*) some more enthusiastic students, we'd surely organise a speed-reading or memory-improvement course in our school.

Starter 4

1 Complete each sentence with the correct form of the word in capitals.

1 The words the man used were so offensive that I refused to continue the discussion. OFFEND
2 The management was said to discriminate against older people. DISCRIMINATION
3 The boy lifted his backpack so awkwardly that all his books fell out on the floor. AWKWARDNESS
4 He was a stereotypical nerd – he spent long hours playing computer games. STEREOTYPE
5 Just to think that a minor misunderstanding caused such a terrible fight! MISUNDERSTAND

2 Choose the correct option to complete each sentence.

1 I was sure that the boy in front of me was the one who *bullied* / *had bullied* me when we were in primary school.
2 The students decided that they *will get* / *would get* in touch with a school in Malta to practise English.
3 I was sure I *am* / *was* going to enjoy the workshops with the exchange students from Peru.
4 The teacher wanted to know who *wrote* / *had written* that racist graffiti on the wall near the school.
5 Mark explained that he knew a lot about Spanish culture because some of his family *live* / *lived* in Barcelona.

3 Replace the parts of the sentences in bold with the compound nouns in the box with the same meaning.

deep-rooted	open-minded	two-faced
well-mannered	worldwide	

1 The company decided to launch its new advertising campaign **in many countries of the world**. worldwide
2 I hate working with such **dishonest** people. two-faced
3 The custom was **established and impossible to change** in the regional culture. deep-rooted
4 The workshops taught students to be **tolerant and willing to accept other cultures**. open-minded
5 The manager said he had never hosted such **polite** schoolchildren. well-mannered

4 Choose the correct verb to complete each sentence.

1 We want to *assure* / *suggest* / *insist* you that everything is under control and the problem will be solved soon.
2 I was pretty sure I could deal with the problem myself, but Mr Carlton *decided* / *promised* / *insisted* on helping me.
3 If you only *promise* / *allow* / *resent* me to explain everything, you will see that I'm not to blame.
4 Mandy is a rebellious type – it's hard to *admit* / *convince* / *suggest* her to obey any rules.
5 The school principal *persuaded* / *invited* / *announced* that they were going to join an international project.

Exam guide
1 English in Use
Word formation

Life Skills guide
2 Mediation

Exam guide
3 English in Use
Word formation

Starter 5

1 Complete the sentences with the words in the box.

aid blocked debris flee launched

1 All the neighbouring countries launched a support programme for those who lost their homes.
2 The island was so devastated that it would have never recovered without international aid.
3 It took over two weeks before the construction company removed all the debris.
4 The official warning allowed people to flee from the affected area just in time.
5 When the river flooded the area, a few villages were completely blocked off from the world.

2 Add relative clauses in brackets to the sentences (1–3); use appropriate relative pronouns.

1 We immediately called Officer Dawson, whose motorboat could transport 8 people at a time
(Officer Dawson's motorboat could transport 8 people at a time.)
2 Most rescuers headed straight for the port, where the damage seemed the most serious
(The damage seemed the most serious in the port.)
3 Tim Burton, who has been a rescue worker for over ten years, says this has been one of the hardest rescue actions in his life.
(Tim Burton has been a rescue worker for over ten years.)

3 Choose the correct form of the participle.

1 All residents *injuring* / (*injured*) in the hurricane were soon transported to hospitals.
2 We heard someone (*trying*) / *tried* to break into our house.
3 The documents *publishing* / (*published*) by the government proved the need for financial support.
4 Some information *presenting* / (*presented*) by the stranger was definitely far from true.
5 People (*living*) / *lived* on the hill were evacuated.

4 Rewrite the sentences using participle clauses.

1 I stayed outside the building. I didn't want to disturb the rescue team.
Not wanting to disturb the rescue team, I stayed outside the building.
2 The boys hid in the old shed. Before that, they had stolen some sweets from the shop.
Having stolen some sweets from the shop, the boys hid in the old shed.
3 The volunteers raised enough money. Then they set off to help children in Ghana.
Having raised enough money, the volunteers set off to help children in Ghana.

Starter 6

1 Complete the sentences with the words in the box.

bleeding recover spread stroke wheelchair

1 The illness spread so quickly through the body that it was impossible to save the patient.
2 The stroke he had was serious – he's had problems with his speech since then.
3 Mr Anderson has been unable to walk since the car crash, so he uses a wheelchair.
4 We couldn't stop the bleeding.
5 This hospital has all the necessary facilities to help patients recover as soon as possible.

2 Choose the correct option to complete each sentence.

1 Before he passed out, old Mr Thompson *could* / (*managed*) to call 999 for help.
2 The team of surgeons finally (*succeeded*) / *was able* in performing this complicated operation.
3 There was so much smoke in the air that we were almost *couldn't* / (*unable*) to breathe.
4 My leg hurt so badly that I (*was able*) / *could* to walk only a few metres at a time.
5 The surgeons didn't (*manage*) / *able* to perform the operation on the set day.

3 Match the halves of the sentences.

1 After a month of tests, the old man was diagnosed c
2 Do you need a prescription b
3 A large part of the experiment was devoted a
4 We should raise awareness e
5 Think of investing d

a to how the body deals with toxins.
b for these pills or can you buy them over-the-counter?
c with a disease that hardly ever occurred in that area.
d in your health – you might take up a sport.
e of all the factors that might cause cancer.

4 Choose the correct option in each sentence.

1 Not until I X-rayed the patient's leg again ____ that it was broken in more than place.
a I realised **c** realised I
(**b**) did I realise

2 Don't blame Dr Jackson for your unsuccessful diets. ____ her best to help you lose weight.
a She do does (**c**) She does do
b Does she do

3 Only by following the therapist's guidelines ____ sure that the problems with your blood pressure won't come back.
a will make you (**c**) will you make
b you will make

Starter 7

1 Match the quiz questions with the correct answers.

1 When you broaden your horizons, do you: a
a increase your knowledge and gain new experience, or
b become less tolerant to other cultures?

2 When you grab the opportunity, do you: b
a give up your chance because it's too risky, or
b take the chance and try to succeed?

3 If something is your burning ambition, is it: b
a something impossible to achieve, or
b something you dream of achieving?

4 When you set a target, do you: a
a make precise plans as to what you want to achieve, or
b change your plans to make them more realistic?

5 When you overcome obstacles, do you: a
a fight with the problems and move on, or
b decide to do something easier?

2 Translate the Polish parts of the sentences into English.

1 Good luck with your first public performance. (*Będę czekać*) I'll be waiting for some news from you.

2 Our first album is finally available! (*Pracowaliśmy nad nim*) We've been working on it for more than four months!

3 Next week, our teacher (*zabiera nas*) is taking us to a fantastic conference.

4 Recently, (*moi rodzice rozpoczęli*) my parents have started/begun an advanced Spanish course.

5 What (*masz zamiar osiągnąć*) are you going to achieve in the next 5 years? Have you set your goals yet?

3 Choose the correct option to complete each sentence.

1 After the strikes, the minimum *wage* / *ceiling* / *retirement* in the construction industry went up by ten percent.
2 The *benefit* / *unemployment* / *redundancy* rate increased in the region after two large factories went bankrupt.
3 More and more men are deciding to take paternal *ceiling* / *wage* / *leave*.
4 She understood she had reached a glass *ceiling* / *rate* / *apprenticeship*.
5 Paul decided to take voluntary *unemployment* / *benefit* / *redundancy*.

4 Write sentences about a writer, John Dantor. Use the words in brackets.

1 John has been writing books for 14 years (*write / books / 14 years*).

2 He has published 4 bestsellers in his career (*publish / 4 bestsellers / in his career*).

3 He is working / has been working on a detective story now (*work / a detective story / now*).

Starter 8

1 Complete the conversations using strong, ungradable adjectives from the box.

brilliant fascinating furious hilarious terrified

1 A: Was your little cousin scared when you showed him this movie about vampires?
B: Scared? He was absolutely terrified!

2 A: What's wrong with the book you're reading? Why are you so angry?
B: I'm completely furious to be honest. These boring descriptions drive me mad.

3 A: Were the paintings in the museum interesting?
B: Oh, they were fascinating!

4 A: I must say, the plot of the film was pretty clever.
B: Oh come on, I thought the whole story was totally brilliant.

5 A: Is it really funny?
B: It's absolutely hilarious.

2 Use two prepositions to complete each sentence.

1 When I was young, I used to love cartoons, but I have grown out of them since then.

2 We had no idea which film to watch until Mark came up with an idea to read some reviews first.

3 I haven't been to the cinema for over a year. There are a few good films I'll have to catch up with.

4 The new thriller was meant to be a bestseller, but it didn't live up to the readers' expectations.

5 Do we really still need these old books and DVDs? I think it's time to do away with them.

3 Translate the Polish parts of the sentences into English. Use the words in capitals.

1 (*Właśnie miałem zapłacić*) I was on the verge of paying for the cinema ticket when I realised I had forgotten my wallet. VERGE

2 (*Właśnie mieliśmy zacząć*) We were (just) about to start/begin the discussion in our film club, when our teacher suggested watching one more short film first. ABOUT

3 Several positive reviews encouraged us to see his film, although (*nie zamierzaliśmy tego robić*) we weren't going to do it. GOING

4 A young actor (*który miał zostać*) who would become one of the most renowned Hollywood stars less than ten years later, came on the stage. WOULD

5 The journalist, (*który miał przesłać*) who was (about) to send the review two days ago, has admitted that he still hasn't even seen the film. WAS

Exam guide
2 English in Use Translations

Life Skills guide
2 Mediation

Life Skills guide
3 Mediation

1 Pristine places

1A Vocabulary

VOCABULARY Ocean environment

1 Revision Complete the table.

Noun	Verb	Adjective
adaptation	adapt	adaptable
benefit	benefit	beneficial
consequence		consequential
conservation	conserve	conservable
endangerment	endanger	endangered
extinction		extinct
hunting/hunt	hunt	hunted
risk	risk	risky
survival	survive	surviving

2 Revision Replace the words in bold with the words in the box.

breed | genes | habitat
have died out | save | species

1 Animals like the woolly mammoth and the dodo **are extinct**. have died out
2 The giant panda is a **type** of bear found in China. breed
3 An estimated 80,000 different **types** of plants grow in the Amazon rainforest. species
4 The largest rodent in the world, the capybara, is found in South American savannas and forests, its natural **environment**. habitat
5 Some efforts to **protect** the Siberian tiger have been successful; recently their numbers have increased in both China and Russia. save
6 The exhibition examines the theory that humans share about 98 percent of their **DNA** with bonobos and chimpanzees. genes

3 Complete the sentences with the words and phrases in the box. There are three words and phrases you don't need.

climate change | coral reefs | endangered species
flood defences | fossil fuels | global warming
greenhouse gases | marine reserve | oil refineries
polar ice caps | renewable energy | sea levels

1 A gradual increase in the average temperature of Earth's atmosphere and its oceans is global warming, which causes the larger issue of climate change.
2 A marine reserve protects ocean life such as coral reefs.
3 The burning of fossil fuels for electricity and heat produces greenhouse gases.
4 Reducing our use of fossil fuels is critical; one solution is to invest in renewable energy sources like geothermal, solar and wind power.
5 One solution to deal with rising sea levels is to build flood defences to prevent loss of life and property damage.

4 Complete the text with some of the words and phrases from exercise 3.

The cold and icy Arctic is home to many types of marine life as well as polar bears. Although not officially an **(1)** endangered species, polar bears are considered a threatened species and therefore require protection. In 1973, the Arctic countries of Canada, Denmark, Norway, Russia and the United States signed an agreement to protect polar bears.
No **(2)** marine reserve has been created specifically to save the polar bears, however, there are laws regulating the exploration and drilling of oil to help keep their habitat healthy. Not only is **(3)** global warming melting the **(4)** polar ice caps, but it is the greatest threat to the survival of the polar bear. In addition to climate change, pollution, oil exploration, accidental spills from **(5)** oil refineries and hunting all threaten these unique animals.

5 Match the causes (1–6) with their consequences (a–f).

1 global warming d	**a** rising sea levels
2 fossil fuel use e	**b** the building of flood defences
3 melting polar ice caps a	**c** investment in renewable energy sources
4 rising sea levels b	**d** climate change
5 endangered species f	**e** greenhouse gases
6 decreasing amounts of natural resources c	**f** the establishment of marine reserves

6 Put the words in the correct order to make sentences.

1 underwater / marine reserve / threatened / The central / Gabon / wildlife / established / an / African nation of / to protect
The central African nation of Gabon established an underwater marine reserve to protect threatened wildlife.

2 Earth's / marine / reefs / Coral / of all / life / one quarter / contain
Coral reefs contain one quarter of all Earth's marine life.

3 defences / About / of / the country / is below / sea / requiring / level, / to / invest heavily in / flood / 26 percent / the Netherlands
About 26 percent of the Netherlands is below sea level, requiring the country to invest heavily in flood defences.

4 cause / greenhouse / global / Burning / creates / fossil / gases / which / fuels / warming
Burning fossil fuels creates greenhouse gases which cause global warming.

5 threat: / Global / greatest / climate / to / change / warming / our planet's / leads
Global warming leads to our planet's greatest threat: climate change.

6 habitat / endangered / threatens / many / Loss / of / species
Loss of habitat threatens many endangered species.

7 Match the words and phrases to make collocations.

1 rising b	**a** renewable energy
2 melting f	**b** sea levels
3 building strong g	**c** endangered species
4 saving c	**d** marine reserves
5 investing in a	**e** fossil fuels
6 reducing the use of e	**f** polar ice caps
7 creating d	**g** flood defences

8 Extension Listen and complete the text. 2

Our planet is in **(1)** crisis. **(2)** Record levels of pollution are disrupting the delicate and essential **(3)** ecosystems on land and in the seas. **(4)** Emissions from **(5)** power stations produce greenhouse gases, which contribute to global warming and ultimately the **(6)** long-term issue of climate change. A **(7)** consequence of climate change is **(8)** extreme weather, like cyclones and floods, which is becoming an increasingly common occurrence. To continue behaving as we are is not **(9)** sustainable. We must stop polluting our **(10)** natural world before the damage becomes **(11)** irreversible, leaving all life on Earth facing **(12)** extinction.

9 Extension Choose the correct option to complete each sentence.

1 Examples of *ocean acidification* / *power stations* / *extreme weather* include tsunamis, hurricanes and tornados.

2 Water engages in a never-ending cycle, known as the *hydrologic* / *emissions* / *wastewater* cycle.

3 *The hydrologic cycle* / *An ecosystem* / *Ocean acidification* threatens the health of Australia's Great Barrier Reef.

4 Burning fossil fuels in *the natural world* / *power stations* / *ecosystems* is the largest human-made source of greenhouse gases.

5 The long-term *consequences* / *crises* / *ecosystems* of animal and plant *extinction* / *ecosystems* / *emissions* can affect entire *crisis* / *consequences* / *ecosystems*.

6 Put simply, *wastewater* / *the hydrologic cycle* / *ocean acidification* is all the dirty water produced by human activity.

10 Extension Match the prefixes in bold (1–7) with the meanings (a–g).

1 **hydro**logic cycle f	**a** habitat or environment
2 **eco**system a	**b** out of
3 **mono**culture, **mon**archy d	**c** many
4 **geo**logy, **geo**physics g	**d** single, one
5 **micro**scope e	**e** small
6 **poly**gon c	**f** water
7 **exo**tic, **exo**skeleton b	**g** earth

1B Listening

1 Listen and complete. Then practise saying the sentences. 3

1 Scientists say that more than 90% of all life on Earth is aquatic.
2 Oceanography, or oceanology, studies the physical and biological aspects of the ocean.
3 The word archipelago comes from the Greek words 'arkhi-' and 'pelagos.'
4 Raja Ampat is an archipelago with extraordinary marine biodiversity.
5 Illegal poaching of animals continues to be a problem in protected areas.
6 The villagers have embraced sustainable tourism as a model for their future.
7 Humans have exploited marine resources for centuries.
8 Coral reefs are an indispensable, but also fragile marine habitat.
9 We all need to be guardians of the planet we live on.
10 Ecotourism conserves the environment and benefits the local people.

2 Listen to the talk on marine habitats. What is the main idea of the lecture? 4 p. 394

a The destruction of coral reefs has hurt both local inhabitants and marine biodiversity.
b Several countries are working together to protect and conserve the Coral Triangle.
c Most people are unaware of the extraordinary marine universe on our planet.
d Sustainable ecotourism is vital to the future of thriving marine biodiversity.

Exam guide
4 Listening
Gap-filling

Exam guide
3 Listening
Multiple choice

3 Listen again and choose the correct answer to the questions. 4 p. 394

1 What does the speaker say is easy to forget?
a the immensity of the Earth's oceans
b how fast our population is growing
c the growing danger to aquatic life

2 What can you infer from Sylvia Earle's comment?
a Most marine species will soon disappear from the planet.
b Human existence is threatened if we do not protect the oceans.
c Marine species depend on oceanographers to protect them.

3 Where is the Coral Triangle located?
a in the Philippines
b on a group of islands
c in the western Pacific

4 What does the speaker also refer to coral reefs as?
a coral gardens
b coral forests
c coral refuges

5 How does the speaker describe the Raja Ampat Islands?
a rocky and surrounded by reefs
b thriving with diverse bird species
c covered with trees and plants

6 What does the speaker say about the location of Misool Eco Resort?
a It has hundreds of bungalows.
b It was once used by poachers.
c It covers 297,600 acres of land.

7 How does the speaker describe the fish population?
a exploited
b flourishing
c rebounding

8 How does the speaker describe the local inhabitants in terms of their environment?
a guardians
b exploiters
c unique

4 Listen to the lecture again and complete the sentences with up to three words or numbers in each gap. 4 p. 394

1 The population of Earth is around 10 billion.
2 About 10% of all life on Earth is land-based.
3 Sylvia Earle works as an oceanographer.
4 The Coral Triangle includes the waters of at least 7 nations.
5 Six of the world's seven marine turtle species live in the Triangle.
6 Coral reefs also provide protection from storms, which can cause a lot of damage.
7 An archipelago is a group of islands.
8 There are more fish and coral species in the Triangle than bird species in the Amazon.
9 The Misool Resort is built from recycled (hard) wood.
10 There are now times more fish than before 2005.

1C Grammar 1

First and second conditional

1 Match the two parts of the sentences.

1 If you want to see me before I leave, f
2 As long as you come to class on time every day, b
3 Unless he tells me today, e
4 Provided that the flight lands on time, d
5 Supposing you're hungry when you get here, a
6 If we don't leave on time, c

a will you want to go out to eat?
b you'll have no problem keeping up with the work.
c we'll never make the beginning of the dinner.
d I should be there by ten.
e I won't know where to go for the meeting.
f you'll need to come before noon.

2 Choose the correct option to complete each sentence.

1 If we *know* / (*knew*) our class schedules, we could go ahead and (*book*) / *booked* our spring holiday.
2 Unless you (*enjoy*) / *are enjoying* really hot temperatures, don't *be visiting* / (*visit*) Florida in July.
3 If only we (*had*) / *have* enough money for first class, we would (*fly*) / *have flown* all the time.
4 Provided that the airline *compensated* / (*compensates*) us for the lost bags, we might (*be*) / *being* willing to fly with them again.
5 If train travel *is* / (*were*) less expensive, I would (*like*) / *have liked* to take trains all the time.
6 Unless everyone *stopped* / (*stops*) bringing so many carry-on bags, we (*will never*) / *would* board planes any quicker.

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

1 If the subway weren't so crowded, I wouldn't mind (*mind*) the commute so much.
2 If the city provided (*provide*) more buses and trains, we could all travel more efficiently.
3 Unless the neighbours start (*start*) trimming their trees, we won't get more light in the house.
4 If the sea level wasn't rising (*rise*), the neighbourhood wouldn't be in the flood zone.
5 If everyone took (*take*) public transport, there would be fewer cars on the road.
6 If we wanted to be a greener city, we could build (*build*) more parks on waste ground.
7 Provided that there was (*be*) enough space, restaurants would be able to grow food on their roofs.

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 The city will charge you a fine if you don't recycle.
YOU
Unless you recycle, the city will charge you a fine.

2 If we don't protect the ocean, coral reefs will disappear.
SHOULD
Coral reefs will disappear should we not protect the ocean.

3 We must stop polluting, or the rainforest will be in great danger.
STOP
If we don't stop polluting, the rainforest will be in great danger.

4 You will find beauty everywhere if you look.
LOOK
Provided that you look, you will find beauty everywhere.

5 If we want to help protect the planet, we must work together.
WON'T
If we don't work together, we won't help protect the planet.

5 Match the sentences (1–7) with their uses (a–g).

1 If you don't lower your blood pressure, you could be at risk of a heart attack. f
2 If I were you, I would start exercising more. a
3 If only we were able to afford the gym, we'd go to all the kickboxing classes. b
4 If you are interested in joining my dance class, I'll give you a discounted price. g
5 If you want to come to the running club with me, I'll pick you up at noon. e
6 If you could lend me your backpack to go hiking, I'd really appreciate it. c
7 If we never gained any weight, we could eat whatever we wanted. d

a expressing advice
b expressing a desire
c making a polite request
d identifying an impossible situation
e discussing a real possibility
f giving a warning
g making an offer

Exam guide
4 English in Use Transformations

1D Reading

Exam guide
4 Reading
True/false

VOCABULARY BUILDING Greek prefixes

1 Match the words with their definitions. Use the prefixes to help you.

1	antihistamine d	**a**	a very small germ
2	biohazard f	**b**	a large group of atoms
3	ecologist g	**c**	a country that is ruled by one person
4	geothermal e	**d**	medicine that helps you fight allergies
5	hyperbole h	**e**	heat that comes from the centre of Earth
6	macro-molecule b	**f**	something that is dangerous for your health
7	micro-bacteria a	**g**	someone who studies the environment
8	monarchy c	**h**	an exaggerated statement

Exam guide
5 Reading
Gap-filling

Life Skills guide
5 Mediation

READING

Exam guide
2 Reading
Gap-filling

2 Read the text and complete the sentences with the missing information. Use no more than three words and/or numbers for each answer.

1 As many as nine million ocean species are undiscovered.
2 The Great Pacific Garbage Patch occupies roughly 270,000 square miles.
3 Slat thought that rather than collect plastic, we should let ocean currents bring it to us.
4 Slat first researched his idea for a (high-school) science project.
5 After founding The Ocean Cleanup, Slat was helped by oceanographers and researchers.
6 The project is going to get underway in earnest in 2020.

Exam guide
3 Reading
Missing sentences

3 Read the text again and complete it with sentences a–g. There is one sentence that you don't need.

a There was too much rubbish in the ocean to clean; moreover, it was too spread out.
b However, a few months into the course, he realised that he couldn't stop thinking about his idea.
c The following year, Slat's team carried out an aerial expedition to determine where in the ocean the most harmful rubbish is located.
d The situation is certainly serious.
e However, The Ocean Cleanup was fortunate to receive a large donation from an anonymous donor.
f Indeed, twelve people have travelled to the moon on exploratory missions, but only three have descended to the deepest parts of the oceans.
g At the time, he was just nineteen years old.

4 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)?

1 Statistics about marine pollution are as astonishing as facts about the oceans themselves. T
2 When Slat told others about what he had seen in the waters around Greece, many people proposed potential solutions. F
3 Slat's teachers helped him contact sponsors in an attempt to get the project the attention it deserved. NG
4 The work of The Ocean Cleanup is ambitious and highly unique. T

5 Read the text again and complete it with the missing words in Polish. **Suggested answers:**

Oceany **(1)** zajmują/obejmują ponad 70% powierzchni Ziemi i zamieszkuje je ponad milion **(2)** gatunków roślin i zwierząt. Równie zdumiewające są fakty o zanieczyszczeniu mórz. W oceanach jest ponad 5,25 biliona **(3)** kawałków plastiku. Trafia on do tzw. wirów śmieciowych, m.in. do **(4)** wciąż/ciągle/stale powiększającej się Wielkiej Pacyficznej Plamy Śmieci. Zanieczyszczenie powoduje śmierć milionów zwierząt oraz **(5)** problemy zdrowotne / choroby u ludzi.

Pewien holenderski nastolatek, Boyan Slat, postanowił rozwiązać ten problem. Pracując nad szkolnym projektem naukowym, **(6)** doszedł do wniosku / zdał sobie sprawę, że można zebrać plastik. Nie powinniśmy jednak poszukiwać go w oceanach, ale czekać aż do nas przypłynie i wówczas wyłowić go za pomocą wyspecjalizowanych urządzeń. Początkowo miał problem ze znalezieniem sponsorów, lecz zdobył uznanie po wystąpieniu na lokalnej konferencji TEDx.

W 2013 roku Slat **(7)** założył The Ocean Cleanup. Pierwszym krokiem było **(8)** rozwinięcie/rozpoczęcie serii projektów mających na celu skonstruowanie urządzeń do łapania plastiku. Konieczna była także analiza prądów powietrznych, falowych oraz oceanicznych. Slat dowiadywał się, gdzie najbardziej **(9)** szkodliwy plastik może zostać **(10)** najskuteczniej zgromadzony / najskuteczniej zebrany. Zebrano sumę ponad 31 milionów dolarów. Następnym krokiem będzie **(11)** przetestowanie/wypróbowanie tej technologii celem rozpoczęcia sprzątania **(12)** na dużą/wielką skalę w 2020 roku.

Restoring the oceans to their pristine state

1 5 By every measure, the scale of the Earth's oceans is staggering*. Oceans occupy more than 70% of the Earth's surface and contain more than 320 million cubic miles of water. Over one million species of plants and animals live in the oceans, and scientists believe there may be as many as nine million more species that we do not even know about. It is often said we know less about the oceans than we know about the moon. **(1)** __f__ These statistics inspire awe and, thinking about them, it is easy to get caught up in the wonder and beauty of our planet. However, equally jaw-dropping* facts exist about marine pollution.

2 There are more than 5.25 trillion pieces of plastic in our oceans. Roughly eight million tons more enter the sea each year and this is just one of many different types of rubbish that threaten marine environments. Eventually, debris ends up in one of several 'trash vortexes*', of which the Great Pacific Garbage Patch is the most famous. Occupying an area of more than 270,000 square miles, the gyre* is constantly growing larger. Marine pollution leads to the death of millions of animals each year and has also been linked to a variety of health problems that affect humans. **(2)** __d__

3 In 2011, Dutch teenager Boyan Slat got to thinking about these issues. While scuba diving in Greece, he realised that he was finding more plastic in the water than fish. He was alarmed and began wondering what the solution could be. Many people told him that there was no solution. **(3)** __a__ Slat decided to research the topic for a high-school science project. He concluded that it would be possible to clean up the oceans, but that we were thinking about the problem the wrong way. Instead of chasing plastic pollution, we should wait for ocean currents to bring it to us. Then, we should catch it in specialised devices and remove it in bulk*. Slat's teachers were impressed and he won an award for the project.

4 After Slat finished high school, he enrolled in an engineering degree. **(4)** __b__ He decided to drop out of college and try to raise money for the technology he envisaged. Getting started was difficult, because no one wanted to sponsor him. Slat wrote hundreds of letters, but almost no one responded. At one point, Slat made a presentation at a local TEDx conference to promote the project. The following year, he got a lucky break when a video of his talk went viral. He still doesn't know what made people suddenly take an interest in him. All of a sudden, contributions started pouring in, as did offers from people who wanted to help.

5 In 2013, Slat officially founded The Ocean Cleanup. **(5)** __g__ Together with a team of experienced oceanographers and researchers, his first step was to develop a series of designs for the plastic-catching devices he imagined. He also had to analyse wind, wave and ocean currents to figure out where the plastic could be most efficiently collected. These steps took several years. People criticised the project because progress was slow, but in response, Slat pointed out that nothing like this had ever been attempted before.

6 Over the next few years, Slat was able to raise more than $31 million for the project. In 2015, he finalised the model for the clean-up devices, each of which is 100 times bigger than anything else that has ever been installed offshore. **(6)** __c__ The next step will be to trial the technology, with the goal of beginning a large-scale clean-up in 2020. Slat has a lot of work ahead of him, but his vision has already changed the way we think about marine pollution. If his technology is successful, restoring the oceans' majesty may well be within our grasp.

staggering *extremely astonishing or amazing*
jaw-dropping *shocking*
vortex *a whirling mass*
gyre *a rotating current in the ocean*
in bulk *in large quantities*

1E Grammar 2

Third and mixed conditionals, *I wish / If only*

1 Match the sentences (1–6) with the descriptions (a–c).

1 We would be able to get more local fruit and vegetables if we hadn't been so badly affected by the drought. b
2 If the town had approved the proposals earlier, we would have had the new facilities before the summer. a
3 If I weren't afraid of diving, I would have loved to visit the underwater museum. c
4 If they cared about the environment, they wouldn't have built that factory so close to the reservoir. c
5 If we hadn't polluted the river, people would be swimming there now. b
6 We'd be eating less fish from fish farms if we had avoided overfishing. b

a a hypothetical situation in the past with a hypothetical result in the past
b a hypothetical situation in the past with a hypothetical result in the present
c a hypothetical situation in the present with a hypothetical result in the past

Exam guide
2 Reading
True/false

2 Read the information about World Heritage Sites. Are the sentences true (T) or false (F)?

The World Heritage label is not just words. When a site is added to the list, it means the World Heritage Commission can take direct action to help preserve it. Here are a few examples:

Whale Sanctuary of El Vizcaino in Mexico – If the World Heritage community hadn't campaigned against the expansion of a nearby salt factory, ecosystems would have been negatively impacted and the grey whale population could have been affected.

The Old City of Dubrovnik in Croatia – If UNESCO hadn't provided technical and financial support after the city was badly damaged in 1991, the site would probably still be on the List of World Heritage in Danger.

Temple of Borobudur, Indonesia – If UNESCO and its partners hadn't launched a campaign to restore this historic site back in 1972, restoration wouldn't have been completed in just eleven years.

Venice, Italy – Had it not been for the campaign launched by UNESCO to restore and preserve Venice a year after the damaging 1965 floods, the city wouldn't be the amazing place it is now.

1 The World Heritage community initially chose not to campaign against the expansion of a salt factory in El Vizcaino. F
2 The grey whale population was affected by the expansion of the salt factory. F
3 The Old City of Dubrovnik was on the List of World Heritage in Danger for some time. T
4 The restoration of the Temple of Borobudur was completed in 1983. T
5 In 1966, UNESCO launched a campaign to preserve Venice. T

3 Read the text again and underline two examples of mixed conditionals.

4 Choose the option which is closest in meaning to the first sentence.

1 I wish I'd visited the underwater sculpture park.
a I visited the underwater sculpture park.
b I didn't visit the underwater sculpture park.

2 I regret not planning my trip more carefully.
a I didn't plan the trip carefully.
b I thought I had planned the trip carefully.

3 If only we'd taken more photos during the trip.
a We don't think we took enough photos during the trip.
b We took more photos than we expected during the trip.

4 We really should have brought sunscreen.
a I wish we'd brought sunscreen.
b Luckily, we brought sunscreen.

5 Choose the two sentences that have the same meaning.

1 **a** I wish I'd visited Iguazu Falls when I was backpacking around South America.
b If I'd had more time, I would have visited Iguazu Falls while backpacking in South America.
c I regret not visiting Iguazu Falls while backpacking in South America.

2 **a** If I knew the reefs were at risk, I wouldn't go diving there.
b I wouldn't have gone diving there had I known the reefs were at risk.
c If I had known the reefs were at risk, I wouldn't have gone diving there.

3 **a** If they had acted to stop the erosion, the dunes would still be there.
b Had they taken action to stop the erosion, the dunes wouldn't have disappeared.
c The dunes would have disappeared if they hadn't taken action to stop the erosion.

4 **a** But for the continued protests by neighbours, the new development would have been approved.
b The new development wouldn't have been approved if neighbours had continued with their protests.
c The new development would have been approved if neighbours hadn't continually protested.

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

1 I didn't remember to take my camera, so I couldn't take any photos.
HAD
If I had remembered to take my camera, I could have taken some photos.

2 The amusement park would have had a big impact on the reef if they had built it.
THEY
Had they built the amusement park, it would have had a big impact on the reef.

3 I don't speak French, so I didn't understand what the tour guide was saying.
HAVE
If I spoke French, I would have understood what the tour guide was saying.

4 We campaigned successfully against the project, so we are still able to see the ocean from our window.
ABLE
If we hadn't campaigned successfully against the project, we wouldn't be able to see the ocean from our window.

5 We have to do something soon, or there will be an ecological disaster.
DO
If we don't do something soon, there will be an ecological disaster.

6 They didn't do enough planning, so the local environment was badly affected.
HAVE
The local environment wouldn't have been badly affected if they had done enough planning.

7 Put the words in the correct order to make sentences.

1 Had / it / we / not been / to / the bad weather, / for / go diving / would have been able Had it not been for the bad weather, we would have been able to go diving.

2 the Northern Lights / been able / from / I / had / the plane / wish / I / to see
I wish I had been able to see the Northern Lights from the plane.

3 interacted more / with / I / could have / If / I / spoke / Portuguese, / local people
If I spoke Portuguese, I could have interacted more with local people.

4 I / bringing / walking boots / the hike / regret / for / not / better
I regret not bringing better walking boots for the hike.

5 I / a / skier / would have / if / I / joined / the / cross-country expedition / better / were I would have joined the cross-country expedition if I were a better skier.

6 If / hadn't / insisted on / me / teaching / how / my dad / be / oceanographer / an / to dive, / I / probably wouldn't
If my dad hadn't insisted on teaching me how to dive, I probably wouldn't be an oceanographer.

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

1 I would have understood (*understand*) what other people on the tour were saying if I spoke / had spoken (*speak*) Spanish.

2 I would do (*do*) a helicopter tour if they weren't (*not / be*) a major source of noise pollution.

3 If we don't act (*not / act*) to protect coral reefs soon, damage will be (*be*) irreparable and future generations won't be (*not / be*) able to enjoy them.

4 If people hadn't campaigned (*not / campaign*) against the proposals, today our town would look/would have looked (*look*) very different.

5 Temperatures will continue (*continue*) to rise over the next few years unless carbon emissions are (*be*) reduced quickly.

9 Translate the Polish parts of the sentences into English.

1 (*Gdybym wiedział*) If I had known / Had I known about the pollution, I wouldn't have swum there.

2 The air (*byłoby czystsze*) would be cleaner if we all cycled to work and school.

3 If the temperatures keep rising, (*będzie więcej*) there will be more extreme weather events.

4 Biodiversity today (*byłaby większa*) would be bigger/greater/larger if we had started looking after the planet earlier.

5 The dolphins (*zostałyby*) would have stayed in the river if the city hadn't built the huge port.

6 It would be better for the planet (*gdybyś nie podróżował*) if you didn't travel/fly by plane.

Exam guide
6 English in Use Transformations

Exam guide
9 English in Use Translations

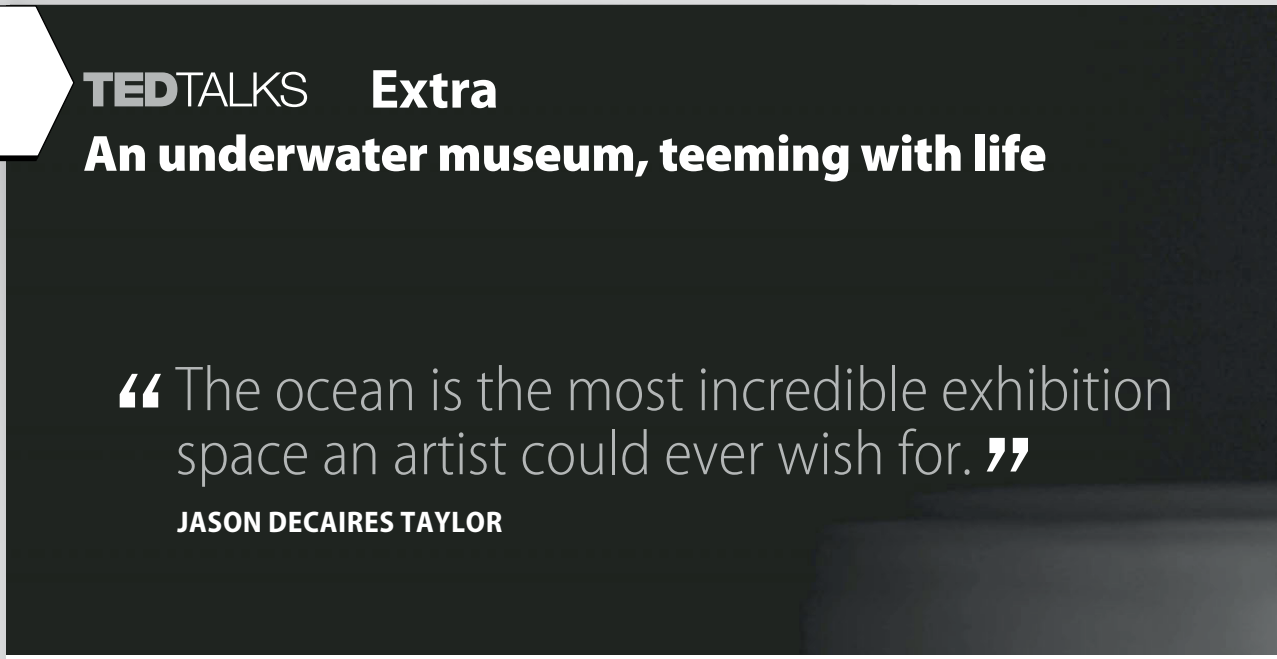
Life Skills guide
9 Mediation

Technology guide

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

TEDTALKS Extra

An underwater museum, teeming with life



> "The ocean is the most incredible exhibition space an artist could ever wish for."
>
> **JASON DECAIRES TAYLOR**

Life Skills guide

4 Creativity, Mediation

AUTHENTIC LISTENING SKILLS

Chunking

When people are speaking to an audience, and especially if they are reading aloud, they often break up their sentences into short meaningful sections, or chunks, to make it easier for the listeners to follow.

1 Look at the Authentic listening skills box. Then listen to an extract from the TED Talk. Mark the pauses. 6

/ I'm standing here today / on this boat in the middle of the ocean and this couldn't be a better place to talk about the really really important effect of my work. Because as we all know, our reefs are dying and our oceans are in trouble.

Exam guide

6 Listening True/false

2 Read another extract from the TED Talk. Mark where you think the pauses will be. Then listen and check. 7

Ten years ago I had my first exhibition here. I had no idea if it would work or was at all possible but with a few small steps and a very steep learning curve I made my first sculpture called 'The Lost Correspondent.' Teaming up with a marine biologist and a local dive centre, I submerged the work off the coast of Grenada in an area decimated by Hurricane Ivan.

BEFORE YOU WATCH

Life Skills guide

3 Collaboration, Mediation

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

team up | decimated by | greenhouses | scale up | watercolour painting | humbling | cliche | subsequent | coastal cleanups | fishing quotas | overfish | willpower

Exam guide

7 Listening Open-ended questions

4 Work in pairs. Discuss the questions.

- Why would someone want to put sculptures under the sea?
- What might the sculptures represent?
- What could happen to the sculptures after they have been underwater for a while?

WHILE YOU WATCH

5 Watch the clip about the speaker. Check if you know the words in the box. 1.0

submerged | instrumental | pledge | thrive | inquisitive | desecrated | cherish

6 Watch part 1 of the talk. Are the sentences true (T) or false (F)? 1.1 p. 405

1 Jason was confident his project would succeed. F
2 The underwater museum developed very slowly. F
3 In Mexico, he made sculptures of people who lived nearby. T
4 'Ocean Atlas' was bigger than his previous sculptures. T
5 Jason has never questioned his decision to create underwater sculptures. F

7 Watch part 2 of the talk. Answer the questions. 1.2 p. 405

1 Why is the ocean 'an amazing exhibition space'?

2 What does Jason consider to be 'the really humbling thing about the work'?

7 **Suggested answers:**
1 amazing lighting effects, explosions of sand, unique timeless quality, procession of inquisitive visitors
2 as soon as we submerge the sculptures, they are not ours anymore, they belong to the sea

8 Watch part 3 of the talk. Choose the correct option. ▶ 1.3 p. 405

1 'Banker' is Jason's most popular sculpture because
(a) it draws attention to the threats facing the ocean.
b it is widely shared on social media.

2 Visitors to the Marine Park in Cancun
(a) have had a positive effect on the environment.
b have had a negative effect on the environment.

3 People who visited 'Ocean Atlas'
a helped to clean up the coast.
(b) drew attention to an environmental problem.

4 The Sculpture Park in Grenada
a has increased tourism in the area.
(b) provided money for a local environment project.

5 According to Jason, if we value places or works of art
(a) we look after them better.
b we understand them better.

9 Watch part 4 of the talk. Answer the questions. ▶ 1.4 p. 406

Suggested answers:

1 Why does Jason say 'this is just the beginning of the mission'? He wants to team up with others, to see better futures for our oceans.

2 What does Jason want to encourage his audience to do? He encourages them to think big and to think deep about the ocean and to see the sea as delicate, and as a place that we should protect and treasure.

10 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Check if you know the meaning of the words and phrases in the box. ▶ 1.5

a very steep learning curve	blow my mind
it's a bit of a cliché	the havoc we're wreaking
take it for granted	stark

11 Think of an example of the following things. Then work in pairs and compare your examples.

- a time when you mastered a new skill after *a very steep learning curve*
- a work of art, film or piece of music that *blew your mind*
- something that people say that is *a bit of a cliché*
- *the havoc we're wreaking* on the Earth
- something that we *take for granted*
- a fact that provides a *stark* reminder of problems the planet faces

Exam guide
8 Listening
Multiple choice

Life Skills guide
11 Mediation

AFTER YOU WATCH

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- What was the most powerful message in the talk? Why?
- What was your favourite image or sculpture in the talk?
- Would you like to visit one of his museums? Why?

Life Skills guide
12 Mediation

13 MY PERSPECTIVE – SPEAKING

Jason said, 'Let's think big and let's think deep. Who knows where our imagination and willpower can lead us?'. With a partner, think about a sculpture or installation you would like to create to raise awareness of a fragile or endangered environment. Make notes on these questions:

- What would you want to draw attention to?
- Where would you put the sculpture?
- What sculpture would you create and what would it look like?

Describe your sculpture to another pair. How similar were your ideas?

Exam guide
9 Listening
Open-ended questions

Life Skills guide
13 Collaboration, Creativity, Mediation

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
An underwater museum, teeming with life

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read this extract from Jason deCaires Taylor's TED Talk and mark where you expect to hear pauses in his speech. Then, listen and check your answers. 8

In 2009, I moved to Mexico and started by casting local fishermen. This grew to a small community, to almost an entire movement of people in defence of the sea. And then finally, to an underwater museum, with over 500 living sculptures. Gardening, it seems, is not just for greenhouses. We've since scaled up the designs: 'Ocean Atlas,' in the Bahamas, rising 16 feet up to the surface and weighing over 40 tons, to now currently in Lanzarote, where I'm making an underwater botanical garden, the first of its kind in the Atlantic Ocean.

WATCH p. 406

Exam guide

2 Listening
Multiple choice

2 Watch the TED Talk and choose the correct option.

1 What was special about the area where he installed his first work off the coast of Grenada?
- **a** It was owned by a luxury resort.
- **b** It had been badly damaged by Hurricane Ivan.
- **c** It was the place Taylor used to go on holiday as a child.
- **d** It was located near a government building.

2 Why does Taylor jokingly suggest that he might have been better off painting watercolours?
- **a** He enjoys working with water.
- **b** His father was a watercolour painter.
- **c** Installing sculptures underwater is very difficult.
- **d** Watercolour artists earn a lot of money .

3 What does Taylor imply when he says that the sculptures no longer belong to him when he puts them in the ocean?
- **a** The team he works with also play an important role.
- **b** When other people see his art, they have their own interpretations.
- **c** That's the point when his clients pay him.
- **d** When ocean life builds on top of his sculptures, he can't control what they will look like.

4 Where is the talk being delivered?
- **a** in Taylor's home
- **b** under the sea
- **c** on a boat, at sea
- **d** at the Houses of Parliament

5 Why does Taylor mention building a hotel in the Grand Canyon?
- **a** because that is his next project
- **b** because he has always loved the Grand Canyon and wants to encourage more people to visit
- **c** to show the audience that people worry more about protecting the Grand Canyon than the oceans
- **d** to show the audience that there is natural beauty both on land and in the oceans

6 What does Taylor imply about the role of politicians?
- **a** They should provide more funding for underwater art.
- **b** They have an important role in protecting the environment and need to be held accountable.
- **c** They spend too much time worrying about environmental policy.
- **d** They would make perfect models for his sculptures.

7 What is the main topic of Taylor's talk?
- **a** Art can raise awareness about important environmental issues.
- **b** The audience should go and see his newest exhibit.
- **c** The British government isn't doing enough to combat climate change.
- **d** Cancún has beautiful natural parks in addition to resorts.

3 Watch again and match the ocean creatures (1–7) with the descriptive language (a–g).

1	sponges d	**a**	explode
2	staghorn coral f	**b**	glide silently
3	fireworms e	**c**	crawl across bodies
4	tunicates a	**d**	like veins
5	sea urchins c	**e**	scrawl white lines
6	coralline algae g	**f**	morphs forms
7	grey angelfish b	**g**	applies purple paint

VOCABULARY IN CONTEXT

4 Match the phrases in bold in the sentences (1–6) with the phrases (a–f).

1 He had to go through a **very rapid and difficult learning process** in order to learn how to make his proposal work. f

2 It always **amazes me** how beautiful the ocean is. a

3 **It's not an original idea** to say that nature is more beautiful than anything man can make. e

4 Some people don't realise **the extreme damage that we are causing to** the oceans. c

5 Many people see the ocean every day, but **don't appreciate its beauty and complexity because it is too familiar**. b

6 It serves as an **unpleasantly clear and obvious** reminder of the power certain groups have. d

a	blows my mind	**d**	stark
b	take it for granted	**e**	it's a bit of a cliché
c	the havoc we're wreaking on	**f**	a very steep learning curve

1F Speaking

1 Listen and match the statements with the descriptions. There are two descriptions that you don't need. 9 p. 394

Statement 1 e
Statement 2 d
Statement 3 a

a explaining the reasons for a promise
b requesting information about a proposal
c criticising a promise that was made
d asking someone to make a promise
e explaining how a promise will work

2 Complete the conversation with the expressions in the box. There are two that you don't need.

do you	hopefully	never realised	pledge
promised myself	the better	the fewer	
the less	the more	the more difficult	

Owen: I've always wanted to visit a coral reef.
Alba: So have I. They're so beautiful. When I was a child, I **(1)** promised myself I would go and see one someday.
Owen: Did you know that a third of all fish species live in them?
Alba: They do? I **(2)** never realised that.
Owen: Yeah.
Alba: They must be really important to the world's ecosystem.
Owen: Incredibly important. And a lot of them are in danger. **(3)** The more polluted the oceans become, **(4)** the more difficult it is for the plants and animals that depend on the reefs to survive.
Alba: And what will happen if the reefs die out?
Owen: The effect will be devastating. No one knows what will happen exactly, but it's definitely not good news.
Alba: Let's **(5)** pledge to recycle more. I know we're just two people, but **(6)** the less we throw away, **(7)** the better off the oceans will be.
Owen: OK. Maybe we can convince our friends to do the same.
Alba: **(8)** Hopefully, we can make a difference, even if it's just a small one.

3 Put the sentences in the correct order.

a For example, I never realised that the rubbish people left on the beach ended up in the water, where it harmed fish and other wildlife. 2
b But even if there were just a few of us, we still managed to tidy up a little bit. 6
c Let me explain how my plan worked. First, I recruited a team of volunteers. Then, I made up a schedule. 4
d I'll never know for sure, but hopefully we were able to save some marine animals. And we definitely made the beaches look a lot cleaner! 7
e I grew up in a seaside community, but until I was a teenager, I didn't think about the importance of keeping our local beaches clean. 1
f Every weekend, we went down to the beach for a few hours. Obviously, the more volunteers came, the more rubbish we were able to pick up. 5
g One day, I was swimming and I saw a turtle trapped in a plastic bag. It was so sad to watch. After I rescued it, I pledged to do everything I could to clean up the beaches. 3

4 Listen to the conversations. What have the speakers said they will do? 10 p. 394

1 The couple _____.
2 The woman _____.
3 The man _____.
4 The woman _____.

5 Look at the photos. Think about how these people are helping the environment. Why do you think these activities are important? Make notes on your ideas then imagine that you have to compare two of the pictures for one minute. What would you say? Compare your notes to the model answer of a student speaking about two of the photographs. 11 p. 394

1

2

3

Exam guide
1 Listening
Matching

4 Suggested answers:
1 has pledged to donate money to an organisation that helps endangered animals
2 has promised to do more recycling
3 has promised/offered to help the woman install a solar panel
4 has made a promise to research some hiking options

Life Skills guide
5 Critical thinking, Mediation

1G Writing

Formal letter/email

1 Read and choose the correct option.

1 Would it be possible for you to meet us next week to discuss the matter in detail?
a responding to news **c** expressing thanks
b making/responding to an invitation

2 The gift I received from you was a nice surprise. It was very kind of you.
a responding to news **c** expressing thanks
b making/responding to an invitation

3 We realise that the course can't have been easy. All the more, congratulations for finishing it!
a responding to news **c** expressing thanks
b making/responding to an invitation

4 The suggested time and place of the meeting suits me fine. I will be there for sure.
a responding to news **c** expressing thanks
b making/responding to an invitation

2 Choose the best options to complete the emails.

(1) *Dear Armando,* / *Hi Armando,*
I am not sure if you have already heard but Natalia has been accepted by Oxford University. We want to celebrate it. I am planning to organise a surprise party for her next Saturday. We would be delighted if you could come. Could you also invite your maths teacher, Mr Connor? I don't have his contact information. He helped Natalia a lot, preparing her for the exams, so I am sure she would like him to celebrate with us.
(2) *Thanks!* / *Thank you very much,*
Helen Wilson

Dear Mrs Wilson,
Thank you very much for your email. It will be a pleasure to attend Natalia's party. **(3)** *It sounds totally cool* / *It sounds very good!* Of course, I will invite Mr Connor. I will email him now. Also, **(4)** *if you wish* / *if you like*, I could arrange for my band to play a few songs at the party. I am really looking forward to it.
With kind regards,
Armando Juares

Dear Mr Connor,
I am writing to let you know that Natalia Wilson has been accepted by Oxford University, and her mother is organising a party to celebrate it next Saturday. Mrs Wilson has asked me to invite you, because she does not have your contact information. **(5)** *Do you fancy going* / *Would you like to go?* I hope we will have a chance to meet there.
With kind regards,
Armando Juares

Dear Armando,
It was great to hear from you. I have no plans for next Saturday, but I am not sure about the party. I have some doubts if Natalia would really like to have a teacher attend. **(6)** *Perhaps you'd better* / *I would like to suggest* you ask her about it first.
(7) *Would you like me to* / *Shall I* call Mrs Wilson and discuss it?
Philip Connor

3 Read the text and listen to the lecture. Summarise the points made in the lecture and explain how they oppose specific points made in the text. 12 p. 394

Aquaculture – also known as *fish farming* – has grown in popularity in recent years. Fish farming, as the name suggests, is literally the process of cultivating, or farming, vast stocks of fish as a source of food. Special enclosures, almost like fields, are created in a body of water. In these enclosures, the fish are bred and reared.

There are many advantages to fish farming. The first one is convenience. As long as you have a river, a lake, or an ocean or sea, you can create an artificial fish farm. This is very practical since more than 70 percent of the Earth's surface is covered by water.

Another benefit of fish farming is its impact on local economies. The fish farms create jobs and generate income within communities that may otherwise have been struggling financially. And, unlike traditional fishermen, employees of fish farms do not have to leave their homes to spend extended periods out at sea.

But perhaps the most important advantage is food supply. It is well known that the world's population is growing, and feeding everyone is a significant issue that we currently face. Fish farming addresses this by providing a steady supply of protein, which is both healthy and valuable for nutrition. Furthermore, it keeps the cost of fish low.

Clearly, aquaculture provides numerous solutions to a range of issues.

4 A big company wants to open a large fish farm in your area. Read the text in exercise 3 and listen to the lecture again. Choose one of the following:

1 You are a member of a conservation group. Write a formal email to the mayor of your town and explain the threats that fish farming may pose to the area. Invite the mayor to take part in a public debate that you are organising on the topic.
2 You work for the company. A local conservation group is protesting against the fish farm. Write a letter to their chairperson, explaining how the area may benefit from the business and invite him/her to a meeting to explain how the fish farm will not harm the environment.

Life Skills guide
3 Critical thinking

Exam guide
4 Writing
A formal letter

Life Skills guide
4 Creativity, Mediation, Practical skills

Lexical Review 1

1 Complete the crossword using the clues and write the keyword below.

			1 R	E	S	P	O	N	D
	2 T	S	U	N	A	M	I	
			3 A	D	A	P	T		
			4 M	A	R	I	N	E	
		5 B	E	N	E	F	I	T	
6 D	R	O	U	G	H	T			
		7 S	P	E	C	I	E	S	
8 I	N	J	U	R	Y				

Keyword: endanger

1 to answer
2 a huge wave caused by an earthquake
3 to change
4 connected with the sea
5 something that is good for you
6 when there is no rain for a long time
7 a type of animal or plant
8 when you hurt yourself e.g. playing sport

2 Match the words to make phrases.

1	give f	**a**	attention
2	fossil d	**b**	a difference
3	coral h	**c**	energy
4	disprove e	**d**	fuels
5	renewable c	**e**	a theory
6	flood g	**f**	praise
7	make b	**g**	defences
8	pay a	**h**	reef

3 Choose the correct option to complete each sentence.

1 Do you think that the film will be a ____?
a successful **c** (c) blockbuster
b reward **d** succeed

2 We can use zoos to ____ animals that are close to extinction.
(a) breed **c** breathe
b born **d** bring

3 One ____ of higher temperatures is rising sea levels.
a conclusion **c** solution
b cause (d) consequence

4 During our biology classes, we had to ____ a frog using a scalpel.
a disconnect (c) dissect
b uncover **d** recollect

5 The ice at the North Pole will ____ unless we do something now.
a fall (c) melt
b flow **d** sink

6 She's sure she'll get the job. She's very ____ about her abilities.
(a) confident **c** secure
b reliable **d** determined

7 Modern cars produce fewer ____ than older ones.
a exhaustion **c** waste
(b) emissions **d** actions

8 There is a huge ____ of animals in the tropical jungle.
a choice **c** aspect
(b) variety **d** distinction

4 Write one word in each gap to complete each sentence. The first letter is given.

1 When is he going to graduate from university and start work?
2 If we destroy animals' natural habitat(s), they will have nowhere to live.
3 The survival of some animals depends on us helping them, or they will disappear.
4 Some rare types of mammal will die out soon if we don't do something.
5 How can we solve the problem of overcrowded cities?
6 The genes in our DNA make us who we are.
7 We can't keep using natural resources like oil at the speed we are at the moment.
8 Try joining a local group to help with nature conservation in your area and help us save our planet.

5 Translate the Polish parts of the sentences into English.

1 They had to (*ratować*) rescue/save people from the roofs of their homes.
2 She is (*niepełnosprawna*) disabled and uses a wheelchair.
3 Crossing that narrow bridge is very (*ryzykowne*) risky.
4 She is hoping to (*odkryć*) discover more plants that can be used for medicine.
5 The (*zanieczyszczenie*) pollution is getting worse every year.
6 We need to find a (*wydawcę*) publisher who is interested in our book.
7 What do you think you can (*osiągnąć*) achieve by working as a team?
8 The (*pokrywy lodowe*) ice caps at the Poles are getting smaller every year.

Exam guide
5 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 1

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 As the demand for conservable and renewable energy sources increases, it is essential for scientists to find a better way to utilise energy. CONSERVE
2 Poachers brought on the endangerment of several species of rhino by hunting them. DANGER
3 The rising sea level is one of the most consequential impacts of climate change. CONSEQUENCE
4 To be labelled super adaptable, a species has to get used to extreme situations. ADAPT
5 As the world's average temperatures creep higher, marine animals are far more vulnerable to extinction. EXTINCT

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Soon, many species, like the flightless dodo bird could die out.
2 We must take action now to protect our threatened oceans against products that harm the oceans.
3 Once fossil fuels are gone, they cannot be replaced.
4 I watched a new documentary that shows people's efforts to save/rescue vulnerable groups of animals from extinction.
5 The Tibetan mastiff is an excellent breed of guard dog.

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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

1 The results of climate change will be felt for a long time. Urgent actions must be taken to cut emissions.
UNLESS
Unless urgent actions are taken to cut emissions, the results of climate change will be felt for a long time.

2 NASA started capturing the earth's glaciers in 1972. Now, scientists are provided with new insights into how the planet's changing.
NOT
If NASA had not started capturing the earth's glaciers in 1972, now scientists wouldn't be provided with new insights into how the planet's changing.

3 It's a pity we are not using more renewable energy sources!
ONLY
If only we were using more renewable energy sources!

4 Sea ice in the Arctic is becoming thinner. As a result, it melts fast during the summer.
WERE
If sea ice in the Arctic were not becoming thinner, it wouldn't melt fast during the summer.

Uzupełnianie zdań

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

1 Provided your headteacher suggests organising (*suggest / organise*) World Oceans Day in your school, will you agree to prepare a presentation?
2 Had it not been for (*have / it / be*) heavy poaching, the West African Rhino population wouldn't have declined.
3 If only the statues known as the Buddhas of Bamiyan hadn't been destroyed (*not / destroy*)!
4 If the inhabitants of the island didn't have to survive (*not / have / survive*) on visitor dollars, they would definitely work to stop the mass tourism.
5 I wish people would stop killing (*stop / kill*) baby seals for fur.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

climb	declare	face	implement
organise		prevent	threaten

1 Supposing a well-known ecologist organises a conference on heritage sites that need to be preserved, will you agree to put on a lecture on this subject?
2 If the people of Easter Island weren't facing an ecological disaster because of hordes of tourists, they wouldn't have participated in feverish debates with officials from the ministry.
3 If only people implemented geothermal heating systems more often to warm their houses!
4 A state of emergency wouldn't have been declared if dozens of hungry polar bears hadn't been seen scavenging for food there.
5 I wish I had climbed Uluru, sacred to the Aboriginal people, before this giant monolith was closed to tourists for good.

Tłumaczenie fragmentów zdań

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

1 Scientists claim that a 3-degree temperature increase will leave the world's major coastal cities (*poniżej poziomu morza*) below sea level.
2 Some species we see today are plummeting towards endangerment because of (*utraty siedlisk*) habitat loss / the loss of habitat(s).
3 Unfortunately, deadly heatwaves have become a (*powszechnym zjawiskiem*) common phenomenon/occurrence.
4 The future of the Bełchatów (*elektrowni*) power station/plant in central Poland is uncertain.
5 The (*cykl hydrologiczny*) hydrologic cycle is a process that refers to the movement of water.

READING

7 **Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujący fragment (a–e), tak, aby otrzymać spójny i logiczny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.**

Underwater Hotels: A Water Lover's Paradise

It seems that humans can pretty much make anywhere feel like home – whether it's a space station somewhere in the starry sky, a snow-covered base in the North Pole, or an underwater hotel. **(1)** d You would think that people would prefer to spend money on other things, but that isn't the case. While staying in some of the world's exotic underwater hotel rooms, you can literally observe the marine life from your cozy bed. Start saving up for this once-in-a-lifetime experience.

One of the most incredible underwater hotels is in Singapore, where guests can get views of the more than 40,000 fish that the establishment owns. It's hard to imagine so many fish in one place and it really feels surreal to witness it. **(2)** b Both the former and the latter may be more than a short plane ride away, but seeing these places will literally be one of the best experiences of your life!

If you don't like travelling to exotic places, there are a few underwater treasures in Europe. While my favourite one doesn't have a submerged bedroom, there is a viewing area that offers glass-walled gazing at a lake. **(3)** a If you don't know how, have no fear! First time visitors get free lessons.

Underwater hotels have been becoming more and more popular, as they offer a completely new way of interacting with marine life. **(4)** e While the price of such an adventure certainly doesn't come cheap, it is definitely an unforgettable experience. If you are a fan of the sea, I can wholeheartedly recommend an underwater sleepover!

a Last but not least, most recently I went to an amazing underwater hotel that was originally built as a research laboratory. You can only get there by scuba diving.
b Dubai is the only place in the world that can beat that number, with its local resort offering underwater stays amidst its almost 70,000 sea creatures.
c The following year, I rented out my friend's submarine. He's got a bedroom, beautiful views, and a pretty big bathroom! He moved into the underwater home permanently.
d In fact, people have come to love living there so much that they are paying huge – actually, exorbitant – amounts of money to stay in a hotel surrounded by the big blue.
e They are built so that you don't even have to come up for air. Some people, like my crazy friends, are even choosing to live permanently underwater.

WRITING

8 **Napisz list do lokalnych władz z prośbą o rozważenie możliwości rewitalizacji zaniedbanego fragmentu miasta. W swoim liście:**

- opisz obecny wygląd tego miejsca,
- wyjaśnij, jakie działania powinny być podjęte,
- wyraź opinię na temat wpływu zmian na atrakcyjność tego miejsca dla mieszkańców i turystów.

Wypowiedź powinna zawierać od 300 do 350 słów.

SPEAKING

9 **Czy można zapobiec degradacji środowiska naturalnego? W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów:**

- edukacja ekologiczna,
- rola mediów,
- działania proekologiczne.

I'd like to talk to you about the natural environment. I'll ask you three questions and I'd like you to tell me what you think.

1 *How much do you agree with the statement that nature is our biggest ally in poverty reduction and improving human welfare?*
2 *What is the impact of tourism on the natural environment?*
3 *Will the climate keep changing or go back to how it used to be? What makes you think so?*

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Exam guide
7 Reading Missing sentences

Exam guide
8 Writing A formal letter

Life Skills guide
8 Creativity, Mediation, Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

2 Discovery

2A Vocabulary

Exploration

1 Revision Match the verbs (1–10) with the words and phrases (a–j).

1	carry out h	**a**	the water
2	heat up a	**b**	the sample under the microscope
3	create j	**c**	the substance in water
4	release g	**d**	a report
5	track e	**e**	progress
6	place b	**f**	of the broken equipment
7	reward i	**g**	a gas
8	get rid f	**h**	research
9	dissolve c	**i**	good work
10	submit d	**j**	a chemical reaction

2 Revision Put the steps (a–h) in the correct order.

a Analyse the results of the experiment. 5
b Add references at the end. 8
c Record the results of the experiment. 4
d Conduct the experiment. 3
e Write a report. 7
f Design an experiment. 2
g Form a hypothesis. 1
h Prove or disprove the hypothesis. 6

3 Revision Rewrite the sentences using phrases from exercises 1 and 2.

1 Tom and John decide how to go about proving their hypothesis.
Tom and John design an experiment.

2 The old microscope doesn't work; John throws it away.
The old microscope doesn't work; John gets rid of the broken equipment.

3 Laura turns on the burner and puts the glass on top.
Laura heats up the water.

4 Marisol writes down what happens during her experiment.
Marisol records the results.

5 Diego gives his teacher his written work.
Diego submits a report.

6 The students all passed the exam; the teacher assigns no homework.
The students all passed the exam; the teacher rewards good work.

7 Adam mixes two liquids together; they change colour.
Adam mixes two liquids together; they create a chemical reaction.

4 Listen and complete the text. 13

Throughout history the **(1)** achievements of women **(2)** explorers have been less celebrated than those of men. Have you heard of any of these women? The first woman to **(3)** circumnavigate Earth, Jeanne Baret, was an expert botanist who collected many plants during her travels between 1766 and 1769. Named by The *New York Times* as one of the leading women **(4)** explorers in the world, Harriet Chalmers Adams wrote 21 articles *for National Geographic* in the early 1900s. Archaeologist Sue Hendrickson is best known for her 1990 **(5)** discovery of 'Sue,' a Tyrannosaurus rex in the Black Hills of South Dakota, USA. After surviving two types of cancer, Barbara Hillary began travelling at age 79 and became the first black woman to **(6)** trek to both the North and South Poles, in 2007 and 2011. A Swiss convert to Islam, Isabelle Eberhardt's **(7)** exploration of North Africa inspired a 1991 film and the 2012 opera *Song from the Uproar*. Who knows what **(8)** motivated these women to push both their personal **(9)** boundaries and society's. Maybe it was curiosity, to **(10)** seek **(11)** thrills or to make new **(12)** discoveries – or perhaps it's a combination of all three!

5 Complete the paragraph with the correct form of the words in the box.

achievement	boundary	circumnavigate	endeavour
exploration	launch	mission	network

The creation and operation of the International Space Station (ISS) is an **(1)** endeavour like no other. This space **(2)** exploration programme requires co-operation from many countries. These include Canada, Japan, Russia, the USA and the member countries of the European Space Agency. First **(3)** launched in 1998 by Russia, the ISS continues to expand in size. As the ISS **(4)** circumnavigates Earth every 90 minutes, it facilitates scientific experiments and communication **(5)** networks, assists with various space **(6)** missions and acts as a home for astronauts during their stay – among many other functions. The ISS Programme is a great **(7)** achievement proving that the world's countries can work together peacefully and successfully beyond the **(8)** boundaries of our planet to understand our place in the universe.

6 Match the words to make phrases.

1 launch f	**a** a new discovery
2 prove d	**b** an achievement
3 make a	**c** of roads
4 map g	**d** a hypothesis
5 seek e	**e** fame
6 a network c	**f** a new product
7 reward b	**g** the ocean floor

7 Complete the collocations with the words in the box.

boundary circumnavigate endeavours launch map network seek trek

1 ___trek___ through the jungle / from place to place
2 form a / extend a ___boundary___
3 ___launch___ a mission / an application
4 ___seek___ a second opinion / shelter
5 ___network___ of volunteers / of railway lines
6 creative / scientific ___endeavours___
7 ___map___ the data / out a project
8 ___circumnavigate___ the globe / the traffic

8 Complete the table.

Noun	Verb	Person
circumnavigation	circumnavigate	circumnavigator
exploration	explore	explorer
mission		missionary
motivation	motivate	motivator
trek	trek	trekker
achievement	achieve	achiever
discovery	discover	discoverer

9 **Extension** Match the synonyms.

1 fortuitous c	**a** an explorer
2 GPS e	**b** follow
3 ill-fated i	**c** lucky
4 inevitable g	**d** mysterious
5 outcome f	**e** navigation system
6 a pioneer a	**f** result
7 to track b	**g** sure to happen
8 unknown d	**h** unexplored
9 untried h	**i** unlucky

10 **Extension** Choose the correct option to complete each sentence.

1 *A pioneer* / *A GPS* / *An outcome* helps researchers track animals.
2 One of the most thrilling aspects of space exploration is *the unknown* / *the inevitable* / *the GPS*.
3 The *ill-fated* / *untried* / *inevitable* expedition ended tragically with six mountain climbers losing their lives.
4 It was *inevitable* / *fortuitous* / *ill-fated* that Dr Fleming noticed the mould killed the bacteria in the dish whilst he was away.
5 The Son Doong Cave in Vietnam remains largely *untried* / *ill-fated* / *unexplored*.

11 Translate the Polish parts of the sentences into English.

1 First we (*podgrzewamy wodę*) ___heat up (the) water___ and then we add the chemical substances.
2 He learnt to (*tropić zwierzęta*) ___track animals___ from his uncle, who lived in the woods.
3 China has built a huge (*sieć linii kolejowych*) ___network of railway lines___ all across the country.
4 They are hoping to (*dokonać nowego odkrycia*) ___make a new discovery___ on the origins of the universe.
5 I think we should (*pozbyć się zepsutego sprzętu*) ___get rid of the broken equipment___, so we have more space to work in.

12 Translate the words in the box into English to complete each sentence.

poszukać starania feralny obalić uruchomić

1 There are a lot of scientific ___endeavours___ underway to find out the reason for this change.
2 The ___ill-fated___ expedition ran into problems from the very beginning.
3 Many young people go to Hollywood to ___seek___ fame and fortune.
4 This work will help to ___disprove___ the hypothesis and show that the research was done badly.
5 The charity wants to ___launch___ project to assess the scale of the problem.

Exam guide
11 English in Use Translations

Life Skills guide
11 Mediation

Life Skills guide
12 Mediation

2B Listening

Exam guide
1 Listening
Gap-filling

1 Listen to the lecture and complete the sentences. Then practise saying the sentences. 14 p. 395

1 Satellites collect images that are used to identify buried landscapes with astonishing precision.
2 Satellite images help scientists discern archaeological features in conflict zones too dangerous to visit.
3 Parcak says we've only discovered a fraction of one percent of archaeological sites all over the world.
4 Combining and processing images allows Parcak to peer into the infrared part of the light spectrum.
5 Parcak is able to detect subtle surface changes caused by objects like mud bricks a foot or less underground.
6 Parcak and her team identified seventeen potential buried pyramids, some 3,000 settlements and 1,000 tombs across Egypt.
7 At the 3,000-year-old city of Tanis, she found evidence of hundreds of dwellings.
8 Using low-tech excavation, it might have taken a century to assemble a similar city plan.

Exam guide
4 Listening
True/false

Exam guide
2 Listening
Multiple choice

2 Listen again and answer the questions. 14 p. 395

1 What tool does the speaker associate with traditional archaeology?
a picks **b** brushes **c** shovels
2 What other technology does the speaker compare satellite images to?
a digital maps **b** medical scans **c** GPS
3 How does the speaker describe Sarah Parcak's work?
a groundbreaking
b innovative
c pioneering
4 What does the speaker say is invisible to the naked eye?
a infrared light
b the light spectrum
c satellite images
5 How does the speaker describe some of the surface changes detected?
a delicate **b** subtle **c** fragile
6 What word does the speaker use for a house or home?
a dwelling **b** lodging **c** abode
7 How does the speaker describe traditional excavation?
a tedious **b** laborious **c** arduous
8 What does old-fashioned digging remain important for?
a perspective **b** substitution **c** confirmation

Exam guide
5 Listening
Gap-filling

Exam guide
6 Listening
Multiple choice

3 Listen to the talk on Dominique Meyer. What is the main topic of the lecture? 15 p. 395

a the technology revolution in archaeology
b the continuing mystery of the Maya people
c the drawbacks of distance archaeology
d the looting of ancient archaeological sites

4 Listen again. Are the following sentences true (T) or false (F)? 15 p. 395

1 Meyer was in the final year of his degree in September 2015. T
2 Almost all Maya ruins are located in the Yucatán Peninsula in Mexico. F
3 Meyer is studying to become an archaeologist. F
4 Even drones equipped with lidar aren't able to penetrate the tree canopy. F
5 Meyer says that one of the biggest benefits of technology is saved time. T
6 The settlements that Meyer's team investigated had been looted. F
7 Meyer doesn't claim credit for the archaeological discoveries. T

5 Listen again and complete the sentences. Use no more than three words in each gap. 15 p. 395

1 The Yucatán Peninsula in Mexico has some of the most significant and impressive Maya ruins.
2 The nineteen-year-old Swiss astrophysics major flew camera-equipped drones over the Yucatán Peninsula.
3 A 3-D map of the area was created and analysed with data from satellites.
4 Clues from the analysis of the map hinted at possible architectural structures.
5 Lidar technology works like radar, but uses light from a laser.
6 Meyer said, 'Some of our technology has really revolutionised archaeology and excavations.'
7 Meyer concedes that seeing the sites by drone is not (surprisingly) unlooted as being there.

6 Listen to the recording and choose the correct answer. 16 p. 395

1 The speaker says that ancient people had to learn ____
a how to travel to new areas.
b how to survive in different places.
c how to use technology.
2 Creatures that live in the deep oceans ____
a find it difficult to adapt.
b have trouble surviving there.
c are not affected by the conditions.
3 The speaker says it's possible that we ____
a know space better than the oceans.
b know almost everything about the oceans.
c are not interested in exploration nowadays.

2C Grammar 1

Modals of deduction and probability

1 Do the sentences refer to the past, present or future? Choose the correct answer.

1 NASA must have done many calculations to figure out how to reach the moon.
(a) past **b** present **c** future

2 A private company, rather than a government, may well be the first to put people on Mars.
a past **b** present (c) future

3 Advanced life forms might be watching our planet.
a past (b) present **c** future

4 The first astronauts might have been very frightened before their mission.
(a) past **b** present **c** future

5 There can't be life forms on most planets in our solar system because the conditions for life are not right.
a past (b) present **c** future

2 Put the words in the correct order to make predictions.

1 well / travel / self-driving / in / cars / People / may
People may well travel in self-driving cars.

2 collections / robots / done / by / might / Bin / be
Bin collections might be done by robots.

3 could / floating / to grow / be / There / greenhouses / plants
There could be floating greenhouses to grow plants.

4 Cars and buses / fly / reduce / to / jams / might / traffic
Cars and buses might fly to reduce traffic jams.

5 may / Crops / grown / be / in / on / roofs and / basements / well
Crops may well be grown on roofs and in basements.

3 Complete the sentences with *can't*, *might* or *must* and the correct form of the verbs in brackets.

1 Henry Hudson, the English sea explorer, might have been (*be*) born around 1565.

2 Hudson must have spent (*spend*) many years at sea, working his way up to the position of ship's captain.

3 In November 1610, when his ship the Discovery became trapped in ice, the crew must have been (*be*) very frightened.

4 The crew might have thought (*think*) they had found the Northwest Passage to Asia when they arrived in what is now called Hudson Bay.

5 Although the crew was exhausted and afraid, Hudson can't have listened (*listen*) to them because they kept exploring for months.

6 Hudson can't have believed (*believe*) his crew would become so angry, and send him and his son away in a small, open boat.

4 Choose the correct option to complete each sentence.

1 It's possible that sailors ____ manatees (sea cows) were mermaids when they saw them years ago.
(a) might have thought
b must have thought
c can't have thought
d couldn't have thought

2 Great white sharks ____ the most feared animal on the planet, even though most people never see them.
a might have been
(b) may be
c must be
d could being

3 Hawaiian monk seals ____ extinct in a few years if we don't take immediate action to save them.
a must become (c) may well become
b must not become **d** couldn't become

4 More people ____ for the wreck of the Titanic than for any other ship.
a couldn't have looked **c** may look
b mustn't have looked (d) must have looked

5 Rewrite the sentences using the words in capitals.

1 The Loch Ness Monster of Scotland is probably one of the most famous 'monsters' in the world.
WELL
The Loch Ness Monster of Scotland could/may well be one of the most famous 'monsters' in the world.

2 Perhaps people saw logs or boats and thought they were a monster.
MIGHT
People might have seen logs or boats and thought they were a monster.

3 It is certain that some of the pictures of the monster were fake.
MUST
Some of the pictures of the monster must have been fake.

4 It is almost certain that people believe what they want to believe.
CAN
People can (well) believe what they want to believe.

5 It's possible that people talk about the monster to encourage tourism to Loch Ness.
COULD
People could talk about the monster to encourage tourism to Loch Ness.

6 It isn't really possible that the Loch Ness Monster exists.
CAN'T
The Loch Ness Monster can't really exist.

2D Reading

Exam guide
1 English in Use
Word formation

VOCABULARY BUILDING Suffix *-ity*

1 Complete the sentences with the noun form of the adjective in capitals.

1 Experts dispute the authenticity of the painting. AUTHENTIC
2 I need more clarity about your expectations. CLEAR
3 Creativity is valued in a variety of work environments. CREATIVE
4 My curiosity about the subject prompted me to do a bit of research. CURIOUS
5 In this day and age, humanity is faced with many challenges. HUMANE
6 Intense humidity can make hot weather unbearable. HUMID
7 The intensity of my friend's reaction caught me off guard. INTENSE
8 I've always had the mentality that hard work eventually pays off. MENTAL
9 Is there a possibility we could have the meeting on a different day? POSSIBLE

Exam guide
2 Reading
Gap-filling

READING

2 You're going to read a text about space exploration. Scan the text and complete the sentences. Use no more than three words and/or numbers for each answer.

1 Enceladus is one of Saturn's moons.
2 William Herschel, a British astronomer, discovered Enceladus in the 18th century.
3 The first photos of Enceladus were taken by NASA in the 1980s.
4 In 2005, scientists discovered the source of one of Saturn's rings.
5 Subsequently, hydrothermal vents were discovered by the Cassini space probe / Cassini spacecraft.
6 It is highly possible that there is life on Enceladus.

Exam guide
3 Reading
Missing sentences

3 Read the text again and complete it with sentences a–g. There is one sentence that you don't need.

a These findings increased the chances that Enceladus could support life.
b These early missions inspired curiosity among members of the scientific community.
c So far, more than $3.2 billion has been spent on the exploration of Enceladus.
d Indeed, the first forms of life on Earth originated at these sites.
e The moon has a radius of only 160 miles (257 km), meaning that it is miniscule compared to Saturn and is substantially smaller than Earth or even Earth's moon.
f They have pointed out that there is a possibility that life has not developed on Enceladus, despite favourable conditions.
g This was the means by which Enceladus's surface ice was renewed.

4 Choose the correct answers.

1 In paragraph 1, why does the author include a reference to H.G. Wells?
a The life forms Wells described are similar to those found on Enceladus.
b Reading the book is what motivated Herschel to become an astronomer.
c It demonstrates that humankind has always been fascinated by outer space.

2 According to paragraph 2, which of the following is true of Enceladus?
a When it was first discovered, the moon was difficult to study.
b The name chosen by Herschel's son is very appropriate.
c Enceladus is situated near the outer limits of Saturn's rings.

3 What does paragraph 3 imply about the early Voyager missions?
a They were largely unsuccessful, as they raised more questions than they answered.
b They convinced scientists that Enceladus's landscape was very similar to Earth's.
c They motivated scientists to continue researching this mysterious territory.

4 According to paragraph 4, which of the following is NOT true of Enceladus's geysers?
a One of Saturn's rings is made of particles they release.
b They are caused by activity in Enceladus's hydrothermal vents.
c They provided evidence that there might be water on Enceladus.

5 In paragraph 5, why does the author state that the Cassini probe was going to self-destruct?
a to make the point that NASA's expeditions are too expensive to be sustained
b to make clear that it is currently not possible for humans to travel to Enceladus
c to show how fortunate scientists were to identify hydrogen molecules

6 Which of the following best expresses the essential information in paragraph 6?
a If scientists continue to study Enceladus, it is likely they will make other amazing discoveries.
b In the future, scientists should undertake investigations of Saturn's other moons.
c H.G. Wells would not be surprised by recent discoveries about our solar system.

A distant moon may support alien life

1 17 In 1897, English novelist H.G. Wells wrote his classic science-fiction novel, *The War of the Worlds*. The book told the story of an invasion by aliens from a distant universe and it captured the imagination of people everywhere. Today, we have made massive advances in space exploration and remain fascinated by the possibility of life on other planets. Recently, the scientific community has been especially excited by research suggesting that there could be life on one of Saturn's moons, Enceladus.

2 Enceladus was discovered by British astronomer William Herschel in the 18th century. The name was chosen by Herschel's son and refers to one of the Giants of ancient Greek mythology. Despite the name, Enceladus is in fact quite small. **(1)** __e__ Due to Enceladus's small size it was difficult for Herschel or his contemporaries to make detailed observations. In addition, its proximity to Saturn's rings meant that Enceladus was often obscured. As a result, very little was known about the moon for the next two hundred years.

3 In the 1980s, NASA's Voyager missions were able to photograph Enceladus for the first time. From these expeditions, scientists learnt that Enceladus had a varied terrain. The surface was covered with a layer of ice, but, whereas some parts of the landscape had craters, other areas were very smooth. These observations led scientists to theorise that Enceladus had some sort of mechanism whereby the surface ice was periodically replenished. However, they were unsure what the nature of this process might be. **(2)** __b__

4 The next breakthrough* in our understanding of Enceladus came in 2005. An unmanned spacecraft called the Cassini space probe was able to study the moon more closely while on a lengthy interplanetary voyage. The mission determined the presence of active geysers* on the moon's south pole. **(3)** __g__ Interestingly, scientists also realised that particles expelled by the geysers were the source of one of Saturn's rings. Scientists speculated that liquid water, a kind of concealed ocean, was present under the moon's surface. This theory was enthralling because where there was water, there could be life.

5 Subsequent explorations of Enceladus confirmed the presence of an active ocean. It was also determined that, though the average temperature on Enceladus's surface was a chilly −324°F (−197°C), subsurface temperatures were much higher. **(4)** __a__ However, the most compelling discovery about Enceladus was still to come. In early 2017, the Cassini space probe was scheduled to wrap up its final voyage. The spacecraft had been programmed to self-destruct* so as not to contaminate the interstellar environment once its mission was complete. Days before Cassini's final orbit, the probe came into contact with a large volume of hydrogen molecules being emitted by Enceladus. The presence of hydrogen suggested that there could be hotspots in Enceladus's ocean that resemble the hydrothermal vents* on Earth's sea floor. Located in the deepest parts of our oceans, the vents are rich in minerals and are home to a range of microbial life. **(5)** __d__ Scientists speculated that a similar ecosystem might exist on Enceladus.

6 The Cassini mission could not carry out further investigations, but the scientists involved in the exploration are now keen to study Enceladus's ocean in more detail. **(6)** __f__ However, the discovery of hydrogen molecules is the most powerful evidence yet that we are not alone in the universe. The vision that H.G. Wells described could well be in our future. Moreover, as Enceladus is just one of 62 moons which orbit Saturn, it is likely that other fascinating discoveries will be made in years to come.

breakthrough *an important discovery*
geyser *a spring that sends tall columns of water into the air*
self-destruct *to destroy oneself*

hydrothermal vent *an opening in the sea floor that emits warm water*

2E Grammar 2

The passive

1 Match the sentences (1–6) with the descriptions (a–c).

1 Some of the artefacts were removed and taken to a museum. b
2 The researchers were given an award for their discovery. c
3 They contacted the museum as soon as they started unearthing the artefacts. a
4 A team of experts were shown some of the artefacts. c
5 A government grant was given to the archaeologists. b
6 Researchers spent months planning the excavation. a

a active
b passive with the direct object of the active verb as the subject
c passive with the indirect object of the active verb as the subject

2 Rewrite the sentences in two different ways using the passive.

1 They gave a five-year grant to the explorers.
The explorers were given a five-year grant.
A five-year grant was given to the explorers.

2 They showed the reporters the excavation site.
The reporters were shown the excavation site.
The excavation site was shown to the reporters.

3 They lent the artefacts to an antiquities professor.
An antiquities professor was lent the artefacts.
The artefacts were lent to an antiquities professor.

4 They gave no explanation to the team leader.
The team leader was given no explanation.
No explanation was given to the team leader.

3 Complete the sentences using the words in brackets in the passive voice. Use up to three words for each answer.

In 1929, a few important jade relics **(1)** were uncovered (*uncover*) in Sanxingdui, China, by Yan Daocheng, a farmer who was digging a well. No other relics **(2)** were found (*find*) in the area for almost six decades. Then, in 1986, two sacrificial pits were accidentally discovered at a construction site. They contained hundreds of artefacts, including objects made of gold, bronze, and jade, as well as pottery, animal bones, elephant tusks, weapons, and even a life-size statue. The artefacts **(3)** had been broken (*break*), burned, and then buried. This accidental discovery became one of the biggest archaeological finds of the 20th century, to the point that researchers and scholars were forced to rewrite the history of early China. According to researchers, the artefacts **(4)** are estimated (*estimate*) to date back to 1,200 BC. Up until this discovery, it was widely agreed that the cradle of Chinese civilisation was located 1,200 km to the northeast of the Yellow River in Central China. Additional excavations in 2015 uncovered city walls and a complete human skeleton. The Sanxingdui culture **(5)** is not mentioned (*not / mention*) in any written records and it is currently believed that it existed for only about 350 years before it vanished. The latest speculation is that the Sanxingdui culture may **(6)** have been destroyed (*destroy*) by a powerful earthquake.

4 Rewrite the sentences using the passive form with *It* and a *that*-clause.

1 At least 500 families are estimated to have been displaced by the fire.
It is estimated that at least 500 families have been displaced by the fire.

2 The community centre is expected to be rebuilt within two years.
It is expected that the community centre will be rebuilt within two years.

3 Most wildfires are known to be caused by human negligence.
It is known that most wildfires are caused by human negligence.

4 A local school has been reported to be providing shelter.
It has been reported that a local school is providing shelter.

5 An old, damaged cable is thought to have caused the fire.
It is thought that an old, damaged cable caused the fire.

5 Choose the sentence that is most likely to follow.

1 The largest Titanosaurus was discovered in Argentina in 2012.
(a) It was discovered by a rancher in Patagonia.
b A rancher in Patagonia discovered it.

2 The excavation revealed that as many as six Titanosaurus had died at the site.
(a) Much of the excavation work was done by Argentinian palaeontologists José Luis Carballido and Diego Pol.
b José Luis Carballido and Diego Pol, Argentinian palaeontologists, have done much of the excavation work.

3 Titanosaurus were herbivores and lived on all continents 100 million years ago.
a You could even find them in Antarctica.
(b) They were even found in Antarctica.

4 Eighty-four fossil pieces from the biggest skeleton were brought to the Museum of Natural History in New York.
a People reconstructed the rest of the skeleton on site.
(b) The rest of the skeleton was reconstructed on site.

5 The Patagonian skeleton on display at the museum is 37 metres long.
(a) It is estimated to weigh 70 tonnes.
b A researcher estimates it weighs 70 tonnes.

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

Did you know that Pluto used to **(1)** be counted (*count*) as a planet in the solar system, but **(2)** was reclassified / has been reclassified (*reclassify*) as a 'dwarf' planet? This **(3)** was done (*do*) in 2006. This doesn't mean that Pluto suddenly changed in 2006. That year, the International Astronomical Union (IAU) revised the categorisation of bodies orbiting the sun. As a result, the term *dwarf planet* **(4)** was adopted (*adopt*) and Pluto **(5)** was moved (*move*) to this category.

Like regular planets, dwarf planets orbit the sun, but one big difference is that their orbits **(6)** are shared (*share*) with other objects. As scientists say, a dwarf planet hasn't 'cleared the neighbourhood' around its orbit.

There may be dozens of dwarf planets in our solar system. So far, only five **(7)** have been confirmed (*confirm*) and **(8)** classified (*classify*). Pluto is the best known. The others **(9)** are called (*call*) Ceres, Eris, Haumea and Makemake.

7 Rewrite the sentences in the passive. Include the agent if necessary.

1 Edward Jenner introduced the first successful vaccine in 1796.
The first successful vaccine was introduced by Edward Jenner in 1796.

2 Sir Alexander Fleming discovered penicillin in 1928.

3 People believe that white chocolate was invented in Switzerland in the 1930s.

4 We can date the origins of keyhole surgery to the early 1900s.

5 In 2014, they awarded the Nobel Prize in Physics to the inventors of blue LEDs.

6 Neil Papworth sent the first text message in 1992.

7 He had to type the message on a computer before he could send it.

7
2 Penicillin was discovered by Sir Alexander Fleming in 1928.
3 It is believed that white chocolate was invented in Switzerland in the 1930s. / White chocolate is believed to have been invented in Switzerland in the 1930s.
4 The origins of keyhole surgery can be dated to the early 1900s.
5 In 2014, the Nobel Prize in Physics was awarded to the inventors of blue LEDs. / In 2014, the inventors of blue LEDs were awarded the Nobel Prize in Physics.
6 The first text message was sent by Neil Papworth in1992.
7 The message had to be typed on a computer before it could be sent. / The message had to be typed on a computer before he could send it. / He had to type the message on a computer before it could be sent.

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
The boiling river of the Amazon

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts and complete the sentences. 18

1 I asked colleagues from universities, the government, oil, gas and mining companies, and the answer was a ___unanimous___ no.
2 What was ___amazing___ is that the locals had always known about this place and that I was by no means the first outsider to see it. It was just part of their everyday life.
3 I've been back every year since that first visit in 2011, and the fieldwork has been ___exhilarating___, demanding and, at times, dangerous.
4 We mapped the temperatures along the river and this was by far the most ___demanding___ part of the fieldwork.
5 Basically, it works ___like this___: so, the deeper you go into the earth, the hotter it gets.
6 And ___the thing___ there is, we define significance. It's us. We have that power. We are the ones who draw that line between the sacred and the trivial.

Exam guide

2 Listening
True/false

WATCH p. 406

2 Watch the TED Talk. Are the sentences are true (T) or false (F)?

1 When the Spanish came to the Americas, they were especially eager to find water. ___F___
2 Even though foreign scientists were doubtful, Ruzo's colleagues from universities and the government in Peru believed that the boiling river existed. ___F___
3 Ruzo's aunt told him that she had been to the boiling river and even swum there. ___T___
4 When Ruzo first went to the boiling river, the shaman would not allow him to study it. ___F___
5 Yacumama is the name the native people give to a mythical serpent spirit who generates hot and cold water. ___T___
6 The locals have so much respect for the boiling river that they never touch it. ___F___
7 The river's water reaches its high temperatures because it is warmed by the sun. ___F___

3 Choose the correct option to complete each sentence.

1 As a boy, Ruzo *had been told* / *had told* legends of the Spanish conquest by his grandfather.
2 The Spanish *sent* / *were sent* into the Amazon in search of gold.
3 Scientists *did not expect* / *were not expected* to see a boiling river in the Amazon.
4 As Ruzo hiked into the jungle, he *was guided* / *guided* by his aunt.
5 Ruzo *followed* / *was followed by* a shaman's apprentice to the most sacred site on the river.
6 The water that seeps into the ground from the Andes *heats up* / *is heated up by* the geothermal gradient.
7 The boiling river *is seen by* / *sees* some people as a resource to exploit.

VOCABULARY IN CONTEXT

4 Match the phrases in bold in the sentences (1–5) with the phrases (a–e).

1 The experts were **all in agreement** that it wasn't possible for there to be such a thing as a boiling river. ___e___
2 When Ruzo's aunt said that she had swum in the boiling river, Ruzo thought that she was **telling a joke**. ___c___
3 Many people expressed **doubts** about the existence of a boiling river in the Amazon. ___d___
4 Discovering and documenting a unique geothermal phenomenon was **very exciting** for Ruzo. ___b___
5 The shaman wanted to **make certain** that any water that was removed from the boiling river was poured back into the ground so that it would eventually return to the source. ___a___

a ensure
b exhilarating
c kidding
d scepticism
e unanimous in saying

2F Speaking

1 Listen to the statements. Is the person asking for or giving clarification? Choose the correct option. 19 p. 395

1 *asking for clarification* / *giving clarification*
2 *asking for clarification* / *giving clarification*
3 *asking for clarification* / *giving clarification*
4 *asking for clarification* / *giving clarification*
5 *asking for clarification* / *giving clarification*
6 *asking for clarification* / *giving clarification*

2 Match the sentences (1–5) with the best response (a–f). There is one response you don't need.

1 How have recent findings influenced your perspective? d
2 What exactly do you mean by carbon dating? f
3 So, are you saying it's likely that more settlements will be discovered soon? a
4 New technology will enable us to carry out excavations more efficiently. b
5 What I'm saying is, I think we should look at the data more closely before making any decisions. c

a Yes, in a way, that is what I'm saying.
b How do you mean exactly?
c I agree. Let's not move ahead too quickly.
d Before these discoveries were made, the earliest cave art dated from just 20,000 years ago.
e Kind of. But even before the study was published, other researchers were thinking along similar lines.
f What I mean is, a technique where you determine the age of something using the ratio of certain isotopes.

3 Complete the sentences with the words in the box. There are two words you don't need.

about	clear	enabled	exactly	how
in a way	in thinking	kind	thanks	why

1 Thanks to this strategy, we saved quite a bit of time.
2 Our approach enabled people to work more efficiently.
3 I don't really understand. How do you mean exactly?
4 The thing is, I'm not quite clear what you're saying.
5 So, am I right in thinking that you agree with me?
6 Hold on a moment. I'm not saying that exactly.
7 Yes, kind of.
8 Yes, in a way.

4 Complete the conversations. Use three to five words for each answer. Then listen and check your answers. 20

1 A: What exactly do you mean by that?
B: What I mean is, let's think about it before we commit.
2 A: So, are you saying that you're ready to get started?
B: No, I'm not saying that exactly.
3 A: Could you tell me a bit more about the benefits?
B: Well, thanks to this new technology, we can work much faster.
4 A: So, am I right in thinking that we're almost finished?
B: Yes, exactly. We should be finished by tomorrow.
5 A: So, do you agree with my opinion?
B: Of course. Without the satellite, we would have to rely on mobile phone networks.
6 A: I have to be honest. I'm not clear what you're saying.
B: Well, what I mean is, maybe we should reconsider.

5 Read the text and listen to the conversation that follows it. Then follow the instruction below. 21 p. 396

The Daleville Laboratory is considering buying a drone to assist researchers with their archaeological excavations. With a cost of €2,000, the drone would be an expensive investment. However, it would have a number of benefits. Researchers would be able to use the drone to capture aerial images of archaeological sites. Currently, researchers photograph sites by mounting ladders and taking traditional pictures from a height of just two to three metres. In addition, the drone could be equipped with a thermal camera. Thermal cameras allow researchers to generate heat maps of excavation areas and help them identify ancient settlements, tools and other instruments.

Explain why the researcher thinks buying the drone would be a good idea. Make notes on your ideas, then listen and compare them to the model answer. 22 p. 396

2G Writing

An article

1 Read the statements. Are the sentences true (T) or false (F)?

1 A scientific article is mainly written to present the author's point of view on the topic. F
2 The title of your article should be long and full of details. F
3 It's useful to make reference to any relevant research that has been carried out. T
4 In an article, you can present various facts and theories about the topic. T
5 When you move on to a new main point, you should start a new paragraph. T
6 When you make a statement, you always have to back it up with an expert's full name. F
7 It's OK to include biased sources to support your information. F
8 You can encourage the readers to respond and share their view on the topic. T

2 Read the sentences. Do they use hedging (H) or no hedging (N) expressions?

1 Though widely used by the general public today, satellite navigation was first used in the 1960s by the US military. N
2 It is generally agreed that the Terracotta soldiers were created to protect the Emperor after his death. H
3 Astronomers were excited to confirm the presence of water, mainly in the form of ice, on Mars. N
4 It has been claimed by some historians that the pyramids could have been used to store grain. H
5 The International Space Station, which is about the same length as a football field, travels around the Earth at almost 28,000 kilometres per hour. N
6 It is conceivable that some of Shakespeare's plays may have been written by someone else. H
7 Last year, scientists detected gravitational waves, proving part of Einstein's century-old theory of relativity. N

Exam guide
3 Reading
Missing sentences

3 Complete the essay with sentences a–f.

UNCOVERING THE ANCIENT THOUGHTS

It is sometimes funny that we consider our civilisation to be so highly advanced and intelligent, but we become completely clueless when faced with some ancient objects whose purpose we can only speculate about. **(1)** f He estimated that it could be an ancient battery – about 2000 years old, so it became known as the Baghdad Battery. But how did it work? **(2)** d In the jar was an iron rod inside a tube of copper. Some experts believe that a natural acid, in the form of lemon juice or vinegar, may have been added to generate an electric current. As some experiments have shown, Konig's artefact was capable of producing around one volt of electricity.

(3) b About twelve of these clay pots have now been discovered, but no one is completely sure what they were for. Konig himself thought they were used for electroplating, which is when a layer of one metal, for example gold, is placed onto the surface of another metal, such as silver. **(4)** e They argue that examples from this region in this period do not support Konig's theory. Some experts believe that these clay pots could have been used for storing important documents. **(5)** a Anyone who touched the statue would get a small electric shock.

It seems to me that until we find more of these pots and carry out further research, the mystery of the Baghdad Battery will continue. **(6)** c

a Others have suggested that several of the pots may have been wired together and placed inside metal statues.
b So, what was this item actually used for?
c If you have any suggestions about their possible purpose, let us know.
d What Konig found was a clay jar with a stopper pushed through the top.
e This would be useful in making coins or jewellery, but others disagree.
f In 1938, a German archaeologist, Wilhelm Konig discovered an unusual artefact near Baghdad in Iraq.

Life Skills guide
5 Creativity,
Mediation

4 Read the article again. Then match the two parts of the sentences. There are three endings you don't need.

1 The main purpose of the article is to k
2 The first Baghdad Battery was found e
3 The item is made of a
4 Experiments have shown that d
5 Konig believed that electroplating g
6 Konig may be wrong because examples of electroplating i
7 The writer's opinion is that f
8 The writer believes that readers j

a clay and metal.
b to establish how old the Baghdad Battery really is.
c the pots were placed in statues.
d the pots can produce electricity.
e by Wilhelm Konig in 1938.
f more research needs to be done.
g was the function of the pots.
h gold and silver.
i haven't been found in the region.
j may have their own theories.
k discuss the function of the Baghdad Battery.

5 Write an answer to the following question. Use specific reasons and examples to support your answer.

Why should more money be spent on space exploration?

Lexical Review 2

1 Match the words with the definitions.

1	ingenious g	**a**	save
2	inevitable e	**b**	make something smaller
3	conserve a	**c**	the limit of something
4	flatter h	**d**	follow an animal or person
5	boundary c	**e**	cannot be avoided
6	track d	**f**	ask people to help
7	appeal f	**g**	clever and innovative
8	reduce b	**h**	say nice things about someone

2 Choose the correct option to complete each sentence.

1 Many people go to Hollywood to ____ fame and have a wealthy lifestyle.
a search
b try
c seek
d look

2 Take the glass slide and ____ it carefully under the microscope.
a get
b situate
c space
d place

3 The birds ____ their behaviour to suit the changing conditions.
a modify
b realise
c depend
d affect

4 The ____ had winds of up to 200 kilometres per hour.
a flood
b hurricane
c earthquake
d tsunami

5 Crossing the Arctic on foot is a dangerous ____ that only a few people have tried.
a endurance
b entertainment
c encouragement
d endeavour

6 In my opinion, you should ____ her even if you don't agree with her decision.
a deny
b accuse
c support
d please

7 We are going to take a ____ of water to test in the lab.
a sample
b section
c piece
d trial

8 If you ____ a little every month, you will be able to afford a holiday.
a spend
b allow
c save
d spare

3 Match the words to make phrases.

1	submit c	**a**	rid of
2	global g	**b**	a gas
3	get a	**c**	a report
4	carry out f	**d**	in water
5	dissolve d	**e**	extinct
6	release b	**f**	research
7	absorb h	**g**	warming
8	become e	**h**	water

Exam guide
2 English in Use
Multiple choice

4 Write one word in each gap to complete each sentence. The first letter is given.

1 It is a very delicate local ecosystem and a small change in temperature can do huge damage.
2 There will be a network of satellites around Earth providing free internet to everyone.
3 It was a long, tiring trek through the hills to get to the mountain lake.
4 Farmers burn down the trees to make farmland.
5 They will launch the rocket into orbit from the space centre in Florida.
6 We have to change our lifestyles to help the natural environment.
7 Later today, we will do an experiment in the lab with a few different chemical substances.
8 First, you need to heat the water up to one hundred degrees centigrade.

Exam guide
5 English in Use
Word formation

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

1 Your presentation made a great impression on the managers. IMPRESS
2 We need to broaden our study to include more countries. BROAD
3 Air pollution is increasing the amount of greenhouse gases in the atmosphere. HOUSE
4 What was the outcome of your meeting with the new investor? COME
5 A famous explorer was once lost in this jungle for six weeks. EXPLORE
6 It was extremely fortuitous/fortunate that the tornado didn't come in our direction. FORTUNE
7 Local people are protesting against the construction of a new oil refinery. REFINE
8 High water levels often threaten low-lying areas of land. THREAT

Skills Review 2

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 David Livingstone was a Scottish missionary/missioner and explorer in Africa, one of the most popular British heroes of the late 19th-century Victorian era. MISSION
2 Three Australian trekkers who went missing in a remote area of Nepal were miraculously found, but only two survived the ordeal. TREK
3 Sir Robin Knox-Johnston was the first man to circumnavigate the world single-handedly and non-stop. CIRCUMNAVIGATION
4 Officials from Canada's Ministry of National Resources claim that a vast unexplored cave discovered by accident in Canada may have never been seen by humans before. EXPLORE
5 The moment I met people from a so-called 'uncontacted' tribe in the Amazon Basin completely changed my mentality and attitude towards life. MENTAL

Uzupełnianie luk

Exam guide
4 English in Use
Sentence formation

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 With the rapid pace of progress in robotics, it is likely that robots on Mars will be able to carry out increasingly complex scientific research.
2 If you mix red and yellow, you'll create orange.
3 Take a portable gas stove with you in case you need to heat up the food on your adventure trip.
4 In spite of having a certificate of authenticity, the painting was regarded to be a fake.
5 In his TV program the host proves that anyone can get out and explore the unknown.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

Exam guide
5 English in Use
Word formation

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

1 I'm sure that the Apollo lunar landing programme was horrendously expensive.
BEEN
The Apollo lunar landing programme must have been horrendously expensive.
2 It is known that Henry John Heinz invented ketchup.
HAVE
Henry John Heinz is known to have invented ketchup.
3 George's friends are encouraging him to visit the amazing Postojna Caves in Slovenia.
IS
George is being encouraged by his friends to visit the amazing Postojna Caves in Slovenia.
4 Some people in Louisville suspect that they found pieces of a meteorite.
ARE
Pieces of a meteorite are suspected to have been found in Louisville.
5 It is possible that Captain Benjamin Briggs ordered all the passengers of the ship *The Mary Celeste* into the lifeboat.
MIGHT
Captain Benjamin Briggs might have ordered all the passengers of the ship *The Mary Celeste* into the lifeboat.

Uzupełnianie zdań

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

1 Professor Smart can't have been awarded (*can / be / award*) the Nobel Prize in medicine. He wasn't even nominated.
2 The remnants of an ancient castle are said to have been discovered (*say / discovered*) by a group of archeologists last week.
3 They might be working (*might / work*) on solving the mystery of the Abominable Man now.
4 The Columbia River was first sailed (*be / first / sail*) into by a European in 1792.
5 Drones are reported to be scrutinising (*report / be / scrutinise*) the inaccessible area of the mountains at the moment.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

add	believe	conduct	give	place	record	seek

1 You couldn't have recorded the results of the experiment yesterday because it is still in progress.
2 Winston must have been seeking fame when he decided to explore this area that had been untouched by humans.

3 The research work ___is being conducted___ with the help of experienced scientists now.

4 Dolphins ___are believed___ to scare off sharks swimming near bathers.

5 My colleagues ___were given___ an award at a gala yesterday for a series of articles on space exploration.

Tłumaczenie fragmentów zdań

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

1 Reaching the South Pole is thought to have been an (*przedsięwzięciem, jak żadne inne*) ___endeavour like no other___.

2 The explorers couldn't get (*poza granicę*) ___beyond the boundary___ formed by a rushing river, so they had to back away.

3 The French scientist Louis Pasteur is responsible for various discoveries he made owing to a (*szczęśliwemu zbiegowi okoliczności*) ___fortuitous/lucky/fortunate circumstance/coincidence___.

4 Scientists claim that people are better at detecting odours in heat and a (*wysokim poziomie wilgotności*) ___high humidity level___.

5 On returning to Earth from orbit, the astronauts had to (*przedstawić sprawozdanie*) ___submit a report___ on their findings from space.

LISTENING

7 **Usłyszysz dwukrotnie cztery wypowiedzi na temat badań kosmosu. 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.** 23 p. 396

This speaker

a points out potential hazards resulting from space conquest.
b advocates what safety precautions should be taken while exploring space.
c makes a reference to the inquisitive nature of man searching for the unknown.
d expresses a conviction that mankind will eventually have to abandon Earth.
e mentions the miniscule role of man in the universe.

1	2	3	4
c	a	d	e

WRITING

8 **Ekspansja ludzkości w Układzie Słonecznym wydaje się być nieunikniona. Podejmowane są działania w celu skolonizowania innej planety. Napisz artykuł do gazetki szkolnej, w którym odniesiesz się do:**

- przygotowań do takiego przedsięwzięcia,
- korzyści wynikających z kolonizacji,
- zagrożeń, na jakie może być narażony człowiek.

Wypowiedź powinna zawierać od 300 do 350 słów.

Exam guide
8 Writing
An article

Life Skills guide
8 Creativity, Mediation, Practical skills

SPEAKING

9 **Popatrz na zdjęcia i odpowiedz na pytania.**

Jakie jest prawdopodobieństwo, że taka sytuacja wydarzy się w twoim życiu lub życiu osoby, którą znasz?

A

Jak czują się ci ludzie?

B

Teraz popatrz jeszcze raz na oba zdjęcia. Powiedz, co mają ze sobą wspólnego i czym się różnią pod kątem sposobów odkrywania nowych rzeczy.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

Exam guide
7 Listening
Matching

3 Global citizen

3A Vocabulary

Character adjectives

1 Revision Complete the table with the adjectives in the box.

affectionate anxious brave dishonest grumpy impatient moody organised pleasant polite rude selfish talented wise

Positive	Negative
affectionate, brave, organised, pleasant, polite, talented, wise	anxious, dishonest, grumpy, impatient, moody, rude, selfish

2 Revision Match the synonyms.

1 boring b	**a** neat
2 clever f	**b** dull
3 tidy a	**c** shy
4 popular e	**d** reliable
5 dependable d	**e** sociable
6 introverted c	**f** smart

3 Revision Match the opposites.

1 anxious g	**a** impatient
2 generous e	**b** rude
3 grumpy c	**c** pleasant
4 patient a	**d** dishonest
5 polite b	**e** selfish
6 serious f	**f** silly
7 talkative h	**g** relaxed
8 trustworthy d	**h** quiet

Exam guide
4 English in Use
Multiple choice

4 Choose the correct option to complete each sentence.

1 Young people are often hopeful about the future and therefore may take ____ view of the world.
(a) an idealistic **c** a respectful
b a realistic **d** a responsible

2 You must be ____ of heat and humidity to live in a tropical area.
a modest (c) tolerant
b respectful **d** contented

3 When managing your assignments, it's a good idea to set aside ____ amount of time to complete all of your work.
a a responsible **c** an idealistic
b a tolerant (d) a realistic

4 It's important to be ____ of those around you at all times.
(a) respectful **c** trustworthy
b outspoken **d** apathetic

5 Match the adjectives with the definitions.

1 ambitious d	**a** believes that objects are very important
2 apathetic b	**b** does not care
3 contented f	**c** thinks about only one thing; focused
4 courageous h	**d** works towards many goals
5 materialistic a	**e** freely speaks one's mind
6 outspoken e	**f** feels satisfied; happy
7 single-minded c	**g** helpful
8 supportive g	**h** brave

6 Complete the table with the adjectives in the box.

ambitious apathetic contented courageous idealistic materialistic mature modest outspoken realistic respectful responsible single-minded supportive tolerant trustworthy

Positive	Negative	Either
contented, courageous, mature, modest, respectful, responsible, supportive, tolerant, trustworthy	apathetic, materialistic	ambitious, idealistic, outspoken, realistic, single-minded

7 Complete the sentences with words from exercise 6. Use each word only once.

1 John likes to shop. He only wants to spend money on things, not on experiences. Josef is ____materialistic____ and ____single-minded____.

2 You can always count on Mary to give you her opinion. Mary is ____outspoken____.

3 Pablo does well in school and is captain of his school's football team. He never boasts about his achievements. Pablo is ____modest____.

4 You can depend on Jim to keep a secret. He is ____trustworthy____.

5 Alan loves his family, his job and his home. Alan is contented.

6 Although Megan is only fourteen, she needs no reminders to do her chores or to be polite. Megan is responsible and mature.

8 Complete the table. Use a dictionary, if necessary.

Adjective	Adverb	Noun
ambitious	ambitiously	ambition
apathetic	apathetically	apathy
courageous	courageously	courage
idealistic	idealistically	idealism
materialistic	materialistically	materialism
mature	maturely	maturity
modest	modestly	modesty
realistic	realistically	realism
respectful	respectfully	respect
responsible	responsibly	responsibility
tolerant	tolerantly	tolerance
trustworthy	trustworthily	trustworthiness

9 **Extension** Complete the sentences with the words in the box.

agreeable indifferent interested intolerant open-minded sympathetic thrifty warm

1 It is wise for someone who manages money to be thrifty.
2 Being sympathetic and warm are important personality traits of a nurse.
3 A judge must be open-minded to make a fair decision based on the facts of the case presented to him/her.
4 A politician who is indifferent to the wishes and expectations of his/her constituents is not much use to the people. He/She should be interested in their needs.
5 An intolerant person should not work with small children because it requires a lot of patience and understanding.
6 Working at a hotel's front desk usually requires a person to be agreeable.

10 Cross out the word that does not belong to the group.

1 *affectionate / caring / indifferent / warm*
2 *careful / frugal / materialistic / thrifty*
3 *apathetic / aloof / indifferent / interested*
4 *humble / immodest / modest / reserved*
5 *agreeable / friendly / moody / pleasant*
6 *intolerant / open-minded / sympathetic / tolerant*

11 Choose the words that have the same meaning as the words in bold.

1 She always keeps her desk very **tidy** and organised.
a neat
b modest
c wise

2 It was very **courageous** of you to help that girl in the water.
a nice
b polite
c brave

3 He's always really **grumpy** with people on Monday mornings.
a serious
b selfish
c rude

4 Don't be so **apathetic** all the time, think positive!
a generous
b disinterested
c impatient

5 She is totally **dependable**, so if she said she's coming, she'll be there.
a tolerant
b reliable
c contented

6 Try to be **outspoken** about what you believe in.
a open
b anxious
c serious

7 He is **single-minded** when it comes to his career, and he has clear goals.
a mature
b respectful
c determined

8 My daughter can be quite **moody** when she's tired or hungry.
a irritable
b dishonest
c pleasant

Exam guide
11 English in Use
Equivalent words

3B Listening

1 Listen to five people talking about volunteering. Choose the adjective that best describes each speaker. There are three adjectives you don't need. 24 p. 396

apathetic	contented	idealistic	materialistic
modest	outspoken	single-minded	tolerant

Speaker 1: outspoken
Speaker 2: apathetic
Speaker 3: single-minded
Speaker 4: idealistic
Speaker 5: contented

Exam guide
4 Listening
True/false

2 Listen and match the words and phrases to make collocations. 25 p. 396

1	shows f	**a**	in principle
2	raising c	**b**	accepted criteria
3	meet i	**c**	concerns
4	sounds good a	**d**	are established
5	doubt g	**e**	serious issues
6	potentially l	**f**	no sign
7	psychological k	**g**	the promise
8	led to e	**h**	their energies
9	broadly b	**i**	the needs of
10	harness h	**j**	the right choices
11	guidelines d	**k**	impact
12	make j	**l**	exploitative

Exam guide
3 Listening
Multiple choice

3 Listen again and choose the correct answer to the questions. 25 p. 396

1 What is the primary question raised by the speaker?
a Who are the people most deserving of help?
b Who really benefits from voluntourism?
c Why has voluntourism grown exponentially?

2 What has raised concerns about some of the organisations involved?
a They are non-profit.
b They are for-profit.
c They are losing money.

3 What convinced Daniela Papi that something was wrong?
a what the money was spent on
b the extreme cost of the paint
c how that school was chosen

4 What does the speaker note as potentially harmful to the African orphans?
a too many formal regulations
b some of the trained staff
c lack of permanent caregivers

5 Why does the speaker say that development work is perhaps better left to trained staff?
a It's exploitative.
b It's complex.
c It's psychological.

6 What does Megan Epler Wood not want to see?
a a continuation of voluntourism
b more formal regulations
c an end to all voluntourism

7 What programmes are mentioned as being successful?
a those not focused on social welfare
b those focused on accepted criteria
c those focused only on social welfare

8 What would the speaker like to see established?
a clear guidelines
b right choices
c harnessed energy

Exam guide
5 Listening
Multiple choice

4 Listen again. Are the sentences true (T) or false (F)? 25 p. 396

1 The growth of voluntourism programmes has been exponential. T
2 Concerns have been raised that all of the organisations are for profit. F
3 Daniela Papi is calling for accountability in the industry. T
4 Researchers promise that people can significantly help the needy as part of a holiday. F
5 The journal *Vulnerable Children and Youth Studies* is American. F
6 Emotional attachments are an issue for voluntourism in orphanages. T
7 Voluntourism criteria have been broadly accepted. F
8 Extreme disparities in culture and wealth can be problematic. T
9 Some programmes not focused on social welfare have been successful. T
10 Clear guidelines are there to help volunteers make the right choices. F

5 Listen to the recordings and choose the correct answers. 26 p. 396

1 In recording 1, the speaker says that Anthony Steeple ____
a boasts a lot about his achievements.
b likes having a celebrity lifestyle.
c doesn't talk about his success.

2 What does the speaker say about the woman in recording 2?
a She is a difficult person to talk to.
b She is a good example for younger girls.
c She is strong both physically and mentally.

3 What is the speaker's opinion of gaming idols in recording 3?
a They have a negative impact on young people.
b They act in a way that is very different from earlier stars.
c They are the same as the idols of previous generations.

3C Grammar 1

Inversion

1 Match the two parts of the sentences.

1 Only when my friend persuaded me to try, a
2 Not only am I afraid of sharks, f
3 Only after I was able to relax and look around, d
4 Never before had I seen so many beautiful creatures c
5 So amazed was I by the underwater sights b
6 Little did I realise e

a did I get my certification to scuba dive.
b that I didn't want to return to the boat.
c as I did when I was diving.
d did I realise how incredible diving could be.
e that I would go on to make over a thousand dives.
f but I'm also not a very good swimmer.

2 Are the sentences correct or incorrect? Correct those that are incorrect.

1 Not only are rainforests beautiful places, but they are also important to the planet's health. ✓
2 The Amazon is not only the largest rainforest in the world, that it is also the most famous. ✗
3 Little do people realise that the Amazon rainforest reaches eight South American countries. ✓
4 Not only is the Amazon important for the people of South America, as was it a home for over 2,000 species of animals. ✗
5 Should we continue to cut down trees and pollute the rivers, the Amazon's future will remain in danger. ✓
6 Only if we conserve and protect the Amazon, these plants and animals will have a home. ✗

3 Choose the correct option to complete each sentence.

1 When it was first invented, little did ____ the impact the internet would have on the world.
a anyone understands
b anyone understand
c that anyone understand
d anybody understands

2 No ____ Steve Chen left the company PayPal than he founded YouTube with friends.
a sooner had
b sooner than
c faster than
d faster that

3 Not only is LinkedIn the most popular professional networking site, it also ____ over 450 million members.
a is
b had
c has
d is having

4 Little did anyone predict that the arts and crafts site Pinterest ____ nearly 200 million accounts.
a registered
b would register
c registers
d had registered

5 ____ a website reach the incredible numbers of members that Facebook does.
a Never before
b Rarely do
c If ever
d Rarely does

4 Complete the sentences with the phrases in the box.

little did	never before	no sooner	not only
only if	rarely has		such is

1 Only if he calls and apologises will I even consider forgiving him.
2 Never before have we been treated this way. We will not be coming here again.
3 My mother is always working long hours, but such is the life of a doctor.
4 Little did we realise how hot it would be in Greece in the summer. Next time we'll holiday there in the spring.
5 No sooner had the parents sat down to dinner than their baby started crying again.
6 Rarely has anyone had such an impact on me as my last boss did.
7 Not only was I very tired, but I also had a cold.

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

1 Nelson Mandela was very brave and also very committed.
Not only was Nelson Mandela very brave, but / he was also very committed.

2 She didn't understand how much fame would change her life.
Little did she understand how much fame would change her life.

3 As soon as she won the award, she started to cry.
No sooner had she won the award than she started to cry.

2 2 The Amazon is not only the largest rainforest in the world, (but) it is also the most famous.
4 Not only is the Amazon important for the people of South America, it is a home for over 2,000 species of animals.
6 Only if we conserve and protect the Amazon, will these plants and animals have a home.

3D Reading

Exam guide
1 English in Use
Equivalent words

VOCABULARY BUILDING Collocations

1 Choose the correct option to complete each sentence.

1 The international community must work together to ____ 21st century challenges.
a face **b** play **c** increase

2 There are many simple things individuals can do to ____ change.
a confront **b** address **c** bring about

3 We must ____ our biggest problems head-on, with energy and urgency.
a tackle **b** launch **c** increase

4 A recent campaign, ____ in schools, aimed to help children understand conservation.
a faced **b** launched **c** addressed

5 By ____ awareness about pollution, many communities are hoping to reduce waste.
a contributing **b** confronting **c** raising

6 Environmental protection is a challenge that we must all ____ together.
a increase **b** confront **c** launch

7 We must all ____ in reducing waste and protecting natural resources.
a run a campaign **b** play our part **c** address global issues

READING

2 Read the text. Match the sentences (1–4) with the people (a–d).

1 'I've always been interested in international affairs and now I feel that I have the tools to put my ideas into action.' b
2 'We have to remember that investing in young people will bring us great returns in the future.' a
3 'When she came home from the conference, I saw a light of inspiration in my daughter's eyes. It was truly moving.' c
4 'The new project is really making a difference to people in my town. I can't believe it was started by someone so young.' d

a a businessperson who contributed to One Young World
b a young person who attended the conference
c a relative of a participant in the conference
d a community member who benefited from a One Young World programme

Exam guide
3 Reading
Matching paragraphs

3 Match the information (a–f) with the paragraphs (1–5). You may use numbers more than once.

a the location of the second One Young World event 3
b examples of world leaders who have supported the event 3
c the date when the One Young World organisation was founded 1
d different global citizenship initiatives undertaken by educators 1
e Robertson and Jones's goals in organising their first conference 2
f examples of the impact of One Young World 4

4 Read the text and choose the correct answer.

1 According to paragraph 1,
a community work is the key to helping students learn about human rights issues.
b many educational institutions teach students about global citizenship.
c all colleges and universities should offer study-abroad programmes.

2 What is the main purpose of paragraph 2?
a to describe the format of the conference organised by Robertson and Jones in 2009
b to argue that there is a need for more types of initiatives like One Young World
c to explain Robertson and Jones's goals in organising the conference

3 In paragraph 3, why does the author include information about Mohammad Yunus and Desmond Tutu?
a They are respected world leaders who can inspire young people to take action.
b They come from different parts of the world, so they can relate well to the programme participants.
c They have extensive experience speaking to young people and represent their interests well.

4 The word *invaluable*, in paragraph 3, is closest in meaning to
a memorable
b very expensive
c extremely useful

5 Wongphatharakul and Al Hajari are examples of which of the following?
a advocates of the One Young World model who have identified political challenges
b business leaders who have shared their expertise with college students
c former participants in the conference who have started initiatives of their own

6 Which of the following global issues is NOT specifically mentioned in the reading?
a women's rights in the developing world
b protection of the world's natural resources
c global equality and justice

7 Look at the four squares [■] that show where the following sentence could be added to the passage. Where would the sentence best fit?
The event was truly global in scale.
a Paragraph 2 **c** Paragraph 4
b Paragraph 3 **d** Paragraph 5

Youth conference inspires next generation of leaders

1 27 More than ever before, we live in an interconnected world where events in one corner of the globe have the potential to affect us all. In light of this reality, educators, politicians and business leaders have become increasingly aware of the importance of teaching global citizenship. More schools are offering courses in areas such as human rights, intercultural understanding and civics,* and are encouraging students to take part in community work. In the belief that experiencing another country will foster greater awareness and empathy,* more universities are requiring that students study abroad. In keeping with these trends, the One Young World organisation was founded in 2009. One Young World is a remarkable example of global citizenship education and, in its brief history, has already had an impact on many communities.

2 The founders of the organisation, Kate Robertson and David Jones, saw a need for a forum where young people could gather to share ideas and learn from one another. They believed in young people's tremendous potential. In addition, given that contemporary problems would doubtless have an enormous effect on their lives, they thought young people's voices should be included in conversations about 21st-century challenges. They decided to organise a conference where students and young professionals could interact with experienced leaders. Participants would benefit from the knowledge of the older generation by taking part in a series of collaborative workshops and debates. They hoped that this approach would give young people practical skills, enable them to make contacts that would serve them in their careers and, most important of all, motivate them to work towards social change. ■

3 With these goals in mind, they planned the first One Young World summit. The event took place in London in 2010. Over the course of three days, more than 800 young people gathered to speak about environmental issues, global health, media and politics. ■ Participants from more than 100 countries attended, as did a number of prominent leaders. Highlights of the conference included speeches by former UN Secretary-General Kofi Annan and Nobel Peace Prize winners Muhammad Yunus and Archbishop Desmond Tutu. In his address, Annan encouraged participants to strive for a better world. Yunus and Tutu praised the participants' commitment to achieving equality and justice, and expressed the hope that they would find solutions to global problems. For participants, the opportunity to debate important issues and listen to these figures was invaluable. Meanwhile, leaders who facilitated the discussion groups were moved by participants' enthusiasm and creativity. The conference was a success and the following year a second summit was organised in Zurich, Switzerland.

4 Over the course of the next few years, One Young World continued to grow. ■ Subsequent conferences were organised in the US, South Africa, Ireland and Thailand, and focused on issues such as poverty, education and conservation. To date, more than 8,000 people from almost 200 countries have attended One Young World events. Invariably, participants are very inspired by their experiences at the conference. When they return home, they launch community programmes and set up companies that aim to make a difference in people's lives. For example, Pornthida Wongphatharakul, from Thailand, started a business that helps Thai farmers sell their products to a global market. Rawya Al Hajari, from Kuwait, founded a football club that fights childhood obesity. The projects participants have developed are diverse and will surely have a long-term impact. It has been estimated that for every $1 invested in One Young World, participants generate an average of $13 of social value.*

5 At a time when the world is faced with more complex challenges than ever before, One Young World is a beacon* of hope. ■ The organisation has proved that by giving young people the tools they need to effect change, they can carry out meaningful work in their communities and beyond. With any luck, other attempts to teach global citizenship will be similarly effective.

civics *a course that teaches students how to be a good citizen*
empathy *the ability to understand others*

social value *a measure of the impact of a social programme*
beacon *a sign or signal*

3E Grammar 2

Cleft sentences

1 Read the text and underline the *it*-cleft sentences.

I read a very interesting news report the other day. It was about a *National Geographic* explorer, Daniel Raven-Ellison. It was fascinating to hear about his 2.5-million-step walk across cities and parks in the UK. This project, which started in June 2016, involved walking across all 69 British cities while wearing an EEG monitor on his head. Its purpose was to collect data on his brain activity to track how he responded to his surroundings. It was through this experiment that he confirmed that his stress levels changed based on the environment. However, the software is not infallible. It cannot truly differentiate between a good experience and a bad one. Climbing hills in the Lake District, which was pleasurable, created stress, as recorded by the EEG monitor. It was in Cardiff, my city, where he had another experience that confirmed the weaknesses of the data. While walking across the city, his levels of stress, excitement and engagement levels peaked, but not necessarily because of his surroundings! It was because he needed to go to the toilet!

It was a 1,686 km journey and it took him 338 hours to complete it over seven months. Even before the data analysis is completed, Daniel Raven-Ellison knows that the monitor helped him become more aware of how he responded to the environment. In his own words: 'You become more attuned to the things you find interesting, uninteresting, stressful, unstressful. If you scale that principle up, that could be very powerful for the design of cities in the future.'

Life Skills guide
2 Mediation

2 Fill in the gaps to create cleft sentences in Polish. Use the information from the English text.

Daniel Raven-Ellison, odkrywca z *National Geographic*, przeszedł 2,5 miliona kroków przez miasta i parki w Wielkiej Brytanii. **(1)** To w czerwcu 2016 roku rozpoczął się jego projekt. Polegał na spacerze przez 69 brytyjskich miast z elektroencefalografem na głowie. **(2)** Tym, co urządzenie miało robić, było gromadzenie danych o aktywności mózgu Daniela w celu śledzenia jego reakcji na otoczenie. To dzięki temu eksperymentowi podróżnik potwierdził, że jego poziom stresu zmieniał się pod wpływem środowiska. Jednak oprogramowanie nie jest nieomylne – nie potrafi bezbłędnie odróżnić dobrego doświadczenia od złego. Przyjemne chodzenie w górach w Lake District zostało zarejestrowane jako stresujące. W Cardiff spotkało go kolejne przeżycie, które potwierdziło wady w ocenie danych. Podczas wędrówki przez miasto poziom stresu, ekscytacji i zaangażowania wzrósł, ale niekoniecznie z powodu otoczenia. Stało się tak dlatego, że potrzebował skorzystać z toalety!

1686-kilometrowa podróż zajęła Danielowi 338 godzin w ciągu siedmiu miesięcy. Nawet przed ukończeniem analizy danych Daniel wiedział już, że urządzenie pomogło mu stać się bardziej świadomym własnych reakcji na środowisko. Jak mówi: „Człowiek staje się bardziej świadomy rzeczy według niego ciekawych, nieciekawych, stresujących czy niestresujących. **(3)** To ta zasada, gdyby została wykorzystana, mogłaby mieć ogromny wpływ na projektowanie miast w przyszłości."

3 Read the sentences. Choose the cleft sentence that emphasises the words and phrases in bold.

1 **Steve Biondolillo** is credited with revolutionising charity walks and other types of peer-to-peer fundraising.
- **a** What Steve Biondolillo is credited with is revolutionising charity walks and other types of peer-to-peer fundraising.
- **b** It is Steve Biondolillo who is credited with revolutionising charity walks and other types of peer-to-peer fundraising.

2 Charity walks, or walk-a-thons, were inspired by **political marching in the 1960s.**
- **a** What inspired charity walks, or walk-a-thons, was political marching in the 1960s.
- **b** It was charity walks, or walk-a-thons, that were inspired by political marching in the 1960s.

3 Biondolillo first got involved with **the Walk for Hunger, the oldest and most successful charity walk in the US**.
- **a** What Biondolillo first got involved with was the Walk for Hunger, the oldest and most successful walk in the US.
- **b** It was Biondolillo who first got involved with the Walk for Hunger, the oldest and most successful walk in the US.

4 The first Walk for Hunger took place in Boston **in 1969**.
- **a** It was in 1969 that the first Walk for Hunger took place.
- **b** It was in Boston that the first Walk for Hunger took place in 1969.

5 In 1985, **under Biondolillo's direction**, the Walk raised $1 million dollars.
- **a** It was in 1985 that the Walk raised $1 million dollars under Biondolillo's direction.
- **b** It was under Biondolillo's direction, in 1985, that the Walk raised $1 million dollars.

6 **Bike-a-thons** became very popular in the 1990s and were then followed by more extreme fundraising challenges.
- **a** It was in the 1990s that bike-a-thons became very popular and were then followed by more extreme fundraising challenges.
- **b** It was bike-a-thons that became very popular in the 1990s and were then followed by more extreme fundraising challenges.

4 Complete the *it*-cleft and *what*-cleft sentences so that they mean the same as the first.

1 **The new fundraising campaign** began last week.
   a It _____.
   b What _____.
2 People need to collect **small pledges from friends and relatives**.
   a It _____.
   b What _____.
3 People who pledge more than €250 will receive **a t-shirt**.
   a It _____.
   b What _____.
4 The biggest donor will win **a VIP pass for the museum**.
   a It _____.
   b What _____.

5 Read the sentences. Choose the sentence that is most likely to follow.

1 Last year, my boss wasn't my biggest donor.
   a It was my sister who donated the most in last year's campaign.
   b It was in last year's campaign that my sister donated the most.
2 She doesn't want people's money.
   a What she wants to do is raise awareness.
   b It is she who wants to raise awareness.
3 He worked at a food bank for three years.
   a It is there that he met his girlfriend in 2015.
   b It is in 2015 that he met his girlfriend there.
4 The fundraising app is not working again!
   a It is for the next campaign that we need to build a new app.
   b What we need to do is build a new app for the next campaign.
5 He didn't mean that you didn't raise enough.
   a What he meant to say is that this year donors are giving less.
   b It is this year that donors are giving less.

6 Underline the emphasised information in the cleft sentences.

1 What inspired everyone was her commitment to the cause.
2 It was Mary who raised the most money this year.
3 It was in London where he first participated in a charity run.
4 What we need is a fundraising website.
5 It is on Sunday when we should be collecting donations.
6 It was very reluctantly that he agreed to join the charity bike ride.

7 Match the sentences (1–4) with the cleft sentences that emphasise the information in bold (a–f). There are two cleft sentences you don't need.

1 John won the award. **His brother didn't**. c
2 Carl comes **from Sydney**. He doesn't come from Melbourne. a
3 Mariam **doesn't drive a red car**. She drives a blue car. f
4 Chiara didn't buy a computer. **She bought a tablet**. e

a It is from Sydney that Carl comes, not Melbourne.
b It is a blue car that Mariam drives, not a red one.
c It wasn't John's brother who won the award. It was John.
d It wasn't a computer that Chiara bought, but a tablet.
e It was a tablet that Chiara bought, not a computer.
f It isn't a red car that Mariam drives, but a blue one.
g It isn't from Melbourne that Carl comes, but from Sydney.
h It was John who won the award, not his brother.

8 Write *it*-cleft sentences to emphasise the part of the sentence.

TED awarded the 2017 TED Prize to Dr Raj Panjabi at the annual TED conference on 25th April, 2017 for his work in remote communities in Liberia.

1 … the 2017 TED Prize …
   It was the 2017 TED Prize that TED awarded to Dr Raj Panjabi at the annual TED conference on 25th April, 2017 for his work in remote communities in Liberia.
2 … to Dr Raj Panjabi …
   It was to Dr Raj Panjabi that TED awarded the 2017 TED Prize at the annual TED conference on 25th April, 2017 for his work in remote communities in Liberia.
3 … at the annual TED conference …
   It was at the annual TED conference that TED awarded the 2017 TED Prize to Dr Raj Panjabi on 25th April, 2017 for his work in remote communities in Liberia.
4 … on 25th April, 2017 …
   It was on 25th April, 2017 that TED awarded the 2017 TED Prize to Dr Raj Panjabi at the annual TED conference for his work in remote communities in Liberia.

9 Translate the Polish parts of the sentences into English. Use cleft sentences.

1 (*To co musimy robić*) What we have/need to do is think of solutions that suit everyone.
2 (*To nie było jego*) It was not his suggestion, it was hers.
3 (*To była Susan która znalazła*) It was Susan who found the new sponsors, not Harry.
4 (*To czego potrzebujemy*) What we need is a way to get more publicity.
5 (*To co pamiętam najbardziej*) What I remember most from the lecture is how enthusiastic she was.

Life Skills guide
9 Mediation

4
1 a It was the new fundraising campaign that began last week
b What began last week was the new fundraising campaign
2 a It is small pledges from friends and relatives that people need to collect
b What people need to collect is small pledges from friends and relatives
3 a It is a t-shirt that people who pledge more than €250 will receive
b What people who pledge more than €250 will receive is a t-shirt
4 a It is a VIP pass for the museum that the biggest donor will win
b What the biggest donor will win is a VIP pass for the museum

Technology guide

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

TEDTALKS Extra

What does it mean to be a citizen of the world?

> "I want to make the case to you today that the world's future depends on global citizens."
>
> **HUGH EVANS**

Life Skills guide

3 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Rhetorical questions

Speakers giving a talk sometimes announce what is coming next by asking a rhetorical question (a question they don't expect an answer to), then answering it themselves. This often introduces a new topic or a new section to the talk.

1 Look at the Authentic listening skills box. Listen and read the first rhetorical question from the TED Talk. How do you think the speaker will answer his question? Then listen and check. 28

But how did we actually go about recruiting and engaging those global citizens?

2 Complete the extracts from the TED Talk with the rhetorical questions. There are two you do not need. Then listen and check. 29

a But what is our greatest achievement?
b So where are we?
c But have we achieved our mission?
d So where will we go from here?
e How will that achieve anything?

Now, maybe that doesn't sound like a lot to you. **(1)** e Well, it achieved a lot because she wasn't alone.

(2) b So we run this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world.

(3) c No. We have such a long way to go.

BEFORE YOU WATCH

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

unremarkable infamous rock up tackle gender inequality outskirts a pile of steaming garbage concrete slab sufficient thrilling allies poverty persuade capacity

4 Work in pairs. What kind of citizen do you identify as? Rank the descriptions (a–d) in the correct order for you (1 = most; 4 = least). Say why.

a as a member of your local community
b as an inhabitant of your town, city or region
c as a citizen of your country
d as a global citizen

WHILE YOU WATCH

5 Watch the clip about the speaker. Check if you know the words and phrases in the box. 3.0

eradicate garbage dump slum NGO systemic coincides with recruit

6 Watch part 1 of the talk. Choose the correct option to complete each sentence. 3.1 p. 407

1 Davinia is unusual because she *works selflessly for other people* / *became a politician at a very young age.*
2 She *donated* / *raised* money for girls' education.
3 Global citizens are defined by *their actions* / *their beliefs and their actions.*
4 Working with others worldwide is *the best way* / *the only way* of solving the world's problems.

7 Watch part 2 of the talk. Are the sentences true (T) or false (F)? ▶ 3.2 p. 407

1 As a boy, Hugh was not interested in social issues. F
2 Sonny Boy's family were relatively affluent. F
3 The family slept together in a tiny room. T
4 Meeting Sonny Boy made Hugh aware of inequalities. T
5 He believes money could solve Sonny's problems. F
6 He says that communities cannot find their own solutions to their problems. F
7 Hugh doesn't believe money is important to solve global problems. F

8 Watch part 3 of the talk. Complete the sentences with no more than four words or numbers in each gap. ▶ 3.3 p. 407

1 According to research, (only) 18 percent of people who are concerned about the world's problems have taken action to change them.
2 Hugh's ambition was to encourage millions of people in dozens of countries to become global citizens.
3 Hugh found that many different kinds of people were concerned about the same (interrelated) issues.
4 Hugh organised the Global Citizen Music Festival at the same time as the UN General Assembly meeting
5 People earned tickets for the festival by taking action on a global issue.
6 Last year, more than 155,000 people in New York were able to get tickets to the festival.
7 Members of Global Citizen come from 150 countries and last year more than 100,000 people joined every week.

9 Watch part 4 of the talk. ▶ 3.4 p. 407

What does Hugh mean by these statements?

1 *Those of us who look beyond our borders are on the right side of history.*
2 *We have such a long way to go.*

10 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Check if you know the meaning of the words and phrases in the box. ▶ 3.5

far from it	I didn't sleep a wink
shoulder to shoulder with	a twist
it wasn't rocket science	

11 Think of an example of the following things. Then work in pairs and compare your examples.

- a time you *didn't sleep a wink*. Why?
- a time when you *stood shoulder to shoulder with* someone in trouble
- a film with *a twist* at the end
- something you find hard to do, even though *it isn't rocket science*

AFTER YOU WATCH

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Do you think the younger generation have a more global outlook than the older generation? If so, why? What are the advantages nowadays of thinking globally?

Exam guide
7 Listening
True/false

9 Suggested answers:
1 Technology has developed so that nowadays it is easier to access information, influence events, and work together with people all over the world.
2 There are many issues that still need to be tackled.

Exam guide
8 Listening
Gap-filling

Life Skills guide
11 Mediation

Life Skills guide
12 Critical thinking, Mediation

7
1 F (*As a 'why' kid, I thought I could change the world … And when I was twelve and in my first year of high school, I started raising money for communities in the developing world.*)
2 F (*who lived on what was literally a pile of steaming garbage*)
3 T (*when it came time to go to sleep, we simply laid down on this concrete slab the size of half my bedroom with myself, Sonny Boy, and the rest of his family, seven of us in this long line*)
4 T (*I lay awake thinking to myself, 'Why should anyone have to live like this when I have so much?'*)
5 F (*it wouldn't work just to try to send him a few … because the core of the problem lay elsewhere*)
6 F (*community development should be driven by communities themselves*)
7 F (*charity is necessary, it's not sufficient*)

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

Technology guide
LearningApps.org

TEDTALKS Practice
What does it mean to be a citizen of the world?

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Match the questions (1–5) with the answers (a–e). Then, listen to the TED Talk extracts to check your answers. 30

1 But how did we actually go about recruiting and engaging those global citizens? e
2 How will that achieve anything? d
3 Do you remember when the Millennium Development Goals were signed back in the year 2000? b
4 So where are we? c
5 But have we achieved our mission? a

a No. We have such a long way to go.
b The most we could do in those days was fire off a letter and wait for the next election.
c We run this amazing festival, we've scored some big policy wins and citizens are signing up all over the world.
d Well, it achieved a lot because she wasn't alone.
e Well, we used the universal language: music.

WATCH p. 407

2 Watch the TED Talk and put the sentences in the correct order.

a Evans's school raised more money than any other school in Australia. 3
b Evans learnt that the charity support wasn't a permanent or sustainable solution. 6
c Evans won the chance to go to the Philippines. 4
d This organisation has created incentives for people to be active citizens of the world. 8
e When he was in Manila, he made a friend named Sonny Boy and learnt what it was like to live in extreme poverty. 5
f When he was twelve, he raised money to help people in other parts of the world. 2
g Evans was a curious child. 1
h So he founded an organisation called Global Citizen, which was designed to generate long-term commitment. 7

Exam guide
3 Listening
Multiple choice

3 Watch the TED Talk again and choose the correct answer to each question.

1 Evans talks about a woman named Davinia. Why does Davinia collect pennies?
a to pay for her school
b to fund education for girls

2 Evans talks about his vision for the future. According to Evans, how can important problems be solved?
a by raising enough money
b by demanding that leaders take action

3 What was Evans like as a child?
a very curious
b very studious

4 Where does Sonny Boy live?
a on a mountain
b on a pile of rubbish

5 Evans talks about the growth of his organisation. How did people react to their mission?
a They thought Global Citizen was a crazy idea.
b They joined together with many different groups to support global causes.

6 Evans describes the first Global Citizen Festival. How did Global Citizen ensure that they would gain leaders' attention?
a They worked with high-ranking celebrities.
b They scheduled events at the same time as the UN General Assembly meeting.

7 What was different about the way people obtained tickets to the Global Citizen Festival?
a People had to take action to earn points to attend.
b The tickets were paid for by the City of New York.

VOCABULARY IN CONTEXT

4 Match the words in bold in the sentences (1–5) with the phrases (a–e).

1 We haven't solved all the problems in the modern world; **that's definitely not the case**. c
2 When Evans spent the night at 'Smoky Mountain', he **didn't sleep at all**. b
3 For Evans, one of the benefits of working to improve conditions for others is the opportunity to work **closely with** other dedicated people. e
4 When they organised the Global Citizen Festival, the organisers issued tickets **in a different way from the normal situation**. a
5 Davinia realised that it **was actually quite simple** to raise money and make a difference. d

a with a twist
b didn't sleep a wink
c far from it
d wasn't rocket science
e shoulder to shoulder with

3F Speaking

1 Choose the correct option to complete each expression.

1 Any *chance* / *option* / *choice* you could …?
2 Yes, but *the things are* / *the thing is* / *it is* …
3 What's the *tip* / *mark* / *point* of …
4 You must be *joking* / *a joke* / *a joker* …
5 I'm afraid I'm tied *with* / *over* / *up*.
6 I'm not very keen *about* / *on* / *in* …
7 I'm not *into* / *on* / *of* …
8 Oh, go *forward* / *on* / *towards*!
9 You never know till you *are on a trial* / *are trying* / *try*.
10 Oh, all *right* / *correct* / *OK* then.

2 Listen and match the descriptions with the statements. There is one description you don't need. 31 p. 397

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

a someone resisting
b someone making a suggestion
c someone giving in to persuasion
d someone making a request
e someone persuading

3 Complete the conversation. Use no more than three words for each answer. Then listen and check your answers. 32 **Suggested answers:**

A: Hi. Any **(1)** chance you could spare just a moment of your time?
B: **(2)** I'm afraid I'm in a bit of a rush, I'm sorry.
A: I'll only keep you for a couple of minutes. It's for a really **(3)** good cause.
B: Oh, **(4)** all right / alright then.
A: Well, I'm from Youth United. We're an organisation that represents vulnerable young people. I don't **(5)** suppose you could sign this petition? We're trying to get a new community centre built.
B: The **(6)** thing is, I don't normally sign petitions …
A: That's **(7)** no excuse! Petitions are a great way to effect change. We already have 98 signatures. When we reach 100, we're going to present the list to the local council.
B: OK. You've **(8)** twisted my arm. I'll sign.

4 Listen to the following statements and write a response. 33 p. 397

1 Persuading: Oh, go on!
2 Resisting: I'm afraid I'm tied up.
3 Giving in to persuasion: OK, you've persuaded me.
4 Making a suggestion: I think it'd be a great idea to make some posters.

5 Read the following questions and make notes about how you would speak about the topics for 45 seconds. Then listen to the model answer and compare your ideas. 34 p. 397

1 Have you ever done any volunteering? What does volunteering accomplish?
2 Have you ever participated in a fundraiser or donated money to a cause you care about? Describe what you did.
3 Talk about a cause that is important to you or that you have been involved with in some way.

6 Choose the correct option to complete each dialogue.

1 A: Mike, ____ give me a lift tomorrow?
B: Sorry, but I've got to be at work early tomorrow.
A: OK, never mind.
a I've got the chance to
b do you want a chance to
c any chance you could

2 A: We should explain why they mustn't do that.
B: ____ They never listen anyway.
A: Maybe they will this time.
a What point are you trying to make?
b What's the point of trying?
c Are you trying to make a point?

3 A: Why don't we volunteer to help out?
B: Why should we do that?
A: Well, ____ and I'd like to do something useful.
a I'm good because
b it caused something
c it's a good cause

4 A: I really don't fancy going out tonight.
B: Oh, come on. It'll be great fun and Alice will be there.
A: OK then, ____.
a my arm is twisted
b don't twist my arm again
c you've twisted my arm

5 A: Have you got time to meet up this week?
B: Not really, ____ because there's an important meeting at work.
A: Oh, well. Maybe next weekend then.
a I'm all tied up
b I tied it all up
c It's all tidied up

Life Skills guide
5 Mediation, Self-development

Exam guide
2 Listening Matching

Exam guide
6 English in Use Mini-dialogues

3G Writing

A formal letter

1 Choose the things you should do when writing a formal letter.

1	begin with a casual, friendly greeting	☐
2	engage the reader's attention by explaining the reason you are writing	☑
3	explain what the problem is	☑
4	criticise the recipient for not doing more about the situation sooner	☐
5	write persuasively	☑
6	use inversions and cleft sentences	☑
7	include offensive language, if necessary, to show how strongly you feel	☐
8	support your points with facts and statistics	☑
9	state exactly what action you expect	☑
10	finish with a negative reflection on the current situation	☐

Exam guide

4 Writing
A formal letter

Life Skills guide

4 Creativity, Mediation, Practical skills

2 Complete the letter with the words and phrases in the box.

a major part of the problem | an unacceptable situation | grateful | having a home | in connection with | one day | since last year | to call home | urging you | without anywhere to live

Dear Mr Richardson

1 I am writing **(1)** in connection with the growing issue of homelessness in our city.

2 We already have higher levels of homelessness than the national average. **(2)** Since last year, the number of people sleeping rough on our streets has risen by more than five percent. These are vulnerable people in our society who, for a variety of reasons, have found themselves **(3)** without anywhere to live. Anyone's luck can change. **(4)** One day, you or I could find ourselves in difficulty with no one to turn to. These people are part of our community and we need to help them.

3 **(5)** Having a home is something that most of us take for granted. Everyone deserves a place to sleep and to relax … a place of safety. And yet, day and night, thousands of men and women in our city face hunger, danger and cold weather as they have nowhere to go. It must be a terrible feeling.
(6) A major part of the problem is that suitable, affordable housing is unavailable, making it even harder for homeless people to improve their lives.
Making matters worse is the fact that there is an abundance of properties currently unoccupied in town. This is **(7)** an unacceptable situation.

4 As you are an elected official, I am **(8)** urging you to use your influence to change local government policy and provide shelter for people who are vulnerable. I would also be **(9)** grateful if you could make it your priority to work on interventions that stop people from becoming homeless in the first place. Make our town a caring one, Mr Richardson, one we can all feel proud **(10)** to call home.

I look forward to hearing from you.

Yours sincerely

JJ Randall

3 Read the letter again and match the summaries (a–h) with the paragraphs (1–4).

a describes the basic right to have a home 3
b makes a call for action 4
c specifies what the writer would like to happen 4
d states the reason for writing 1
e mentions factors that contribute to the issue 3
f considers being in a similar situation 2
g imagines how homelessness might feel 3
h provides statistics in relation to the issue 2

4 You have been following news stories about the proposed closure of the public library in your town. You have made the notes below.

Why the library is being closed down

- reduction in finances to fund the library
- fewer people have been using it in the past year
- large, new library in town 8 km away

Some opinions expressed in various new stories:

'Books and libraries are a thing of the past. Everyone reads online nowadays.'

'Everyone, from old people to children, rely on the library. Don't take it away!'

'Government funds would be better spent on other things, such as healthcare.'

'The library is about more than books. It's an important community space.'

Write a formal letter to a representative of the local authorities discussing two of the points from your notes. You should explain whether closing or saving the library is more important in your opinion, giving reasons in support of your answer.

Lexical Review 3

1 Find eight words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each of the words in English.

H	U	N	T	I	N	G	G	H	J	K	M
Y	B	E	O	I	T	U	Y	T	A	A	I
S	E	L	F	I	S	H	T	Y	S	N	S
A	U	T	E	Y	R	P	U	U	D	X	S
S	R	T	R	B	R	R	L	U	F	I	I
D	E	T	H	T	S	O	L	A	R	O	O
F	K	S	V	H	F	T	W	R	W	U	N
G	M	A	T	U	R	E	W	W	E	S	F
R	O	Q	F	Y	F	C	A	E	R	T	Y
B	R	P	O	L	I	T	E	M	R	T	G

2 Match the words to make phrases.

1	reward e	**a**	property
2	map g	**b**	up your mind
3	make b	**c**	a hypothesis
4	record f	**d**	an experiment
5	create h	**e**	good work
6	conduct d	**f**	your results
7	form c	**g**	the ocean floor
8	damage a	**h**	a chemical reaction

3 Complete the sentences with the words in the box.

apathetic | circumnavigate | conscious | dull | ill-fated | neat | proof | thrifty

1 These fingerprints are clear ___proof___ that he's the one who stole the money.

2 Someone who is ___apathetic___ isn't interested in anything and doesn't care what happens.

3 It was a bright December morning when the ___ill-fated___ expedition set sail.

4 People who are ___thrifty___ are good at saving money and spending less.

5 Her aim was to ___circumnavigate___ the globe in her catamaran and arrive back where she started.

6 Don't worry, I'm extremely ___conscious___ of the need for good diplomacy in this situation.

7 The lecture was so ___dull___ and uninteresting that I almost fell asleep.

8 Why is your room such a mess, while your sister's room is so ___neat___?

4 Choose the correct option to complete each sentence.

1 She refuses to take ____ for what happened.
a reliability **c** relation
b responsibility **d** response

2 A person who is ____ has great knowledge and can make good decisions.
a frugal **c** humble
b moody **d** wise

3 Scientists often say that the ____ in South America are the lungs of our planet.
a rainforests **c** savannahs
b air currents **d** deserts

4 When you talk to her, she's very ____ about her achievements and doesn't boast.
a modest **c** careful
b proud **d** grumpy

5 To be the best in any discipline, you need to be ____ and focused on what you want.
a open-minded **c** narrow-minded
b single-minded **d** reminded

6 Let's ____ the data and see what conclusions we can come to.
a approach **c** analyse
b attract **d** acquire

7 He's totally ____ about the decision and doesn't care what happens.
a interested **c** contented
b grumpy **d** indifferent

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

1 Being vegetarian can be very ___beneficial___ for your health. BENEFIT

2 You can't trust her, she's so ___dishonest___. HONEST

3 It was very ___courageous___ of you to take on such a challenge. COURAGE

4 You must be ___respectful___ of the local traditions and culture. RESPECT

5 He's very ___outspoken___ and doesn't hide his opinions. SPEAK

6 The ___ecologist___ gave a speech on how we can all help the planet. ECOLOGY

7 Don't be so ___impatient___! It will be your turn in a moment. PATIENT

8 Society should be open and ___tolerant___ of people with different beliefs. TOLERATE

Exam guide
4 English in Use
Multiple choice

Exam guide
5 English in Use
Word formation

Skills Review 3

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

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

1 Some nationalities are said to be warm, affectionate, and loving. AFFECTION
2 Martin comes across as a really ambitious businessman. AMBITION
3 Your maturity is not measured by your age but by your ability to take on responsibilities. MATURE
4 Luke seems to be making a habit of being entirely (in)tolerant of anyone. TOLERANCE
5 We've always regarded Janice as an all-knowing and trustworthy authority. TRUST

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 On no account should you address your colleagues in a disrespectful way.
2 Under no circumstances can you boast about your success on the exam in front of those who failed it.
3 No sooner had I apologised to him than he brought another complaint against me.
4 Only when we had worked with Harry for a few months did we find out how supportive he was.
5 Not until much later did Brenda learn what her boyfriend was really like.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 We received an invitation to the conference only yesterday.
It was only yesterday that/when we received an invitation to the conference.
2 Cindy destroyed all the documents with the shredder.
It was Cindy who destroyed all the documents with the shredder.
3 When things go wrong, Robert not only blames others, but he blames himself as well.
When things go wrong, not only does Robert blame others, but he blames himself as well.
4 Peter didn't say anything once all evening.
Not even once did Peter say anything all evening.
5 If you speak to her, you'll learn the whole truth.
Only by speaking to her, will you learn the whole truth.

Uzupełnianie zdań

Exam guide
4 English in Use
Sentence formation

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

1 Only if you've been driving regularly for many years, will you be able to say (*you / be / able / say*) that you're a good driver.
2 So does Mary tend to be outspoken (*Mary / tend / be / outspoken*) that her speeches always receive spontaneous ovations.
3 Not even once have you kept your promise(s) (*you / keep / promise*). It's a shame!
4 Such was her surprise (*be / surprise*) at winning the contest that she could hardly say a word.
5 When he was a child, little did he understand (*he / understand*) what having a degree would mean to him in the future.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

anxiety bravery content depend ideal social talk

1 Ronald is a responsible and dependable person everybody can have confidence in.
2 Some researchers claim that people without any siblings tend to be less sociable and avoid spending time with other people.
3 My parents used to be naturally anxious when we arrived home too late.
4 Kelsey's friends call her a 'chatterbox' though she says they're more talkative than her.
5 The saying goes that, in the past, people were not rich but content(ed) with their lifestyle, laughing and happy all day.

Tłumaczenie fragmentów zdań

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Mike was a hardworking and (*oszczędny*) thrifty/economical/frugal man, saving money to buy a small house.
2 My wife doesn't understand that when I get tired, I (*staję się gderliwy*) get/become grumpy.
3 Linda has always had the tendency to dress (*skromnie*) modestly/plainly.
4 We cannot afford to be (*obojętnym*) indifferent to the plight of poor people.
5 Why has he remained (*powściągliwy*) aloof/reserved/guarded and unfriendly?

READING

7 Przeczytaj tekst. Do każdego pytania (1–4) dopasuj odpowiedni akapit (a–e). Wpisz rozwiązania do tabeli. Uwaga: jeden akapit nie pasuje do żadnego pytania.

In which paragraph does the author …

1	provide examples of benefits resulting from being global?	d
2	make a reference to the period that marked the initial stage of globalisation?	c
3	enumerate reasons why people should act globally?	e
4	mention factors that diverted people's attention from key global matters?	a

What does it mean to be a global citizen?

a The Industrial Revolution that took place in the 18th and 19th centuries started to change the face of the world. In particular, people became richer and capitalism became a tenet of every modern society. Scientists say this point in history was the most important one after when people started to farm and raise animals for personal use. The early 20th century was marked by rapid development, without any concern for global welfare. Two wars and many nations struggling to get by, combined with limited communication technology, meant that global issues weren't of concern to the average citizen.

b It was only when the information age began that a shift took place from industrialisation to the development of information technology. Digital electronics became the backbone of society. This in turn led to improved communication between people as well as the exponential growth of access to information, even in places where there were no computers ten years ago! Societies began to, and still do, develop along with this access to communication and information.

c And so it was that the requirement for people to begin to keep global concerns in mind started to be an issue. It was no longer possible to remain ignorant. In fact, efforts to have some sort of global policies go back even farther – to the middle of the 20th century. This is evidenced by the international organisations and groups that were founded at that time. However, only now, after the effects of the information age have seeped into far-reaching corners of society, can one truly speak of being a global citizen. Before, it simply wasn't possible on a large scale.

d Being a global citizen means having responsibility not only for one's local community, but also for what happens on a global level. To be a global citizen, you must see yourself as part of the worldwide network. Being part of the global group does not mean that you cannot still participate at a local level, however it means that you feel intimately connected with global events, people from faraway lands, values of the world order, and interests that affect the entire world. Not only that, it is increasingly apparent that the global economy is becoming more and more important – you can order shoes from Abu Dhabi to the United States or buy a rug from a woman in Turkey.

e Living globally means taking global responsibility. And this includes upholding world values such as human rights, the law, environmental protection, cessation of war, and many others. As the world order and environment become more at threat of destabilisation, there is a greater and greater need for action on a global level. In fact, this may be the only way to stop the destruction that is happening to our earth. Live locally – think globally: this may be the only way forward.

Exam guide
7 Reading
Matching paragraphs

WRITING

8 Napisz list do władz miasta, w którym zwracasz się z prośbą o pomoc w organizacji międzynarodowej konferencji dla młodzieży. W swoim liście:

- poinformuj o celach konferencji,
- wyjaśnij, jakiej pomocy oczekujesz,
- przedstaw korzyści wynikające z organizacji konferencji.

Wypowiedź powinna zawierać od 300 do 350 słów.

Exam guide
8 Writing
A formal letter

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 Czy warto być obywatelem świata? W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów:

- rozwój osobisty,
- edukacja,
- działania.

I'd like to talk to you about global citizenship. I'll ask you three questions and I'd like you to tell me what you think.

1 *How do you understand the quote 'Think globally, act locally'?*
2 *Is it important to cultivate a global citizenship perspective during childhood? Why?/Why not?*
3 *What do you think the world would look like without globalisation?*

Exam guide
9 Oral Matura

Life Skills guide
9 Creativity,
Critical thinking,
Mediation

4 Education

4A Vocabulary

School rules

1 Revision Match the words to make collocations about education.

1	attend h	**a**	exams
2	develop c	**b**	homework
3	do b	**c**	skills
4	get d/f	**d**	good grades
5	learn e	**e**	how to speak English
6	receive f/d	**f**	an education
7	study g	**g**	science
8	take a	**h**	school

2 Revision Complete the paragraph with words about education.

The **(1)** teacher stands at the front of the class and writes the class assignment on the **(2)** board. The **(3)** students/pupils sit at their **(4)** desks and take down notes in their **(5)** notebooks using their **(6)** pens. In this class, they **(7)** study/learn biology. They study one chapter of their textbook each week. Then the **(8)** teacher gives them a short **(9)** test/exam every Friday.

Exam guide

5 English in Use
Multiple choice

3 Revision Choose the correct option to complete each sentence.

1 Ana is aged fifteen. She attends *secondary* / *primary* school.

2 Some *schools* / *jobs* are *state* / *education* schools and others are *private* / *online learning* schools.

3 One benefit of having a small *class size* / *number of tests* is that the teacher has more time to spend with each student.

4 Taking classes in the arts allows students to *be creative* / *be hard-working*.

5 If a student *gets bad grades* / *develops skills*, teachers, administrators and parents can work together to find solutions to help the student improve.

4 Complete the sentences with the words and phrases in the box.

a detention	a telling-off	disruptive
inappropriate	offensive	play truant
punctual	shows disrespect	warning

1 No disruptive behaviour in the classroom will be tolerated. It shows disrespect for your teacher and your classmates.

2 The use of offensive / inappropriate language will result in a detention / a telling-off.

3 You will be given a telling-off / a detention for inappropriate / offensive behaviour of any type on school grounds.

4 Be punctual. If you play truant, you will have to stay behind after class and catch up on the lessons you missed.

5 If you misbehave, you will first be given a warning and then we will contact your parents.

5 Choose the correct option to complete each sentence.

1 It is the teacher's responsibility to deal with students who show ____ in the classroom.
a truant **c** detention
b disrespect **d** behaviour

2 ____ or any other disrespect for school property will result in serious consequences.
a A telling off **c** Vandalism
b Bullies **d** Truant

3 One example of poor behaviour is ____.
a playing truant **c** warning
b being punctual **d** detention

4 Repeatedly breaking school rules can lead to ____ from school.
a behaviour **d** exclusion
b warning
c truant

6 Cross out the word or phrase that does not belong to the group.

1 *be given a telling off / show disrespect / be given a warning*
2 *vandalise / behave / be punctual*
3 *disrespectful / disruptive / truant*
4 *be offensive / be inappropriate / be punctual*
5 *disruptive / appropriate / punctual*

7 Complete the table.

Adjective	Noun	Verb
	behaviour	behave
	bully	bully
disruptive		disrupt
	exclusion	exclude
	misbehaviour	misbehave
offensive		offend
punctual	punctuality	
	vandalism	vandalise

8 Put the words in the correct order to make sentences.

1 send / behaviour / in / the classroom / causes / the teacher / Disruptive / to / a / to detention / student
Disruptive behaviour in the classroom causes the teacher to send a student to detention.

2 disrespect / shows / people's / Vandalism / other / for / property
Vandalism shows disrespect for other people's property.

3 less / being / truant / is / Playing / than / a / bully / serious
Playing truant is less serious than being a bully.

4 Always / be / and / punctual / telling-off / you / will / a / avoid
Always be punctual and you will avoid a telling off.

9 **Extension** Listen and complete the text. 35

If you want to **(1)** develop good study habits, consider the following advice:

Don't **(2)** procrastinate by waiting to study until the night before an exam. **(3)** Pace yourself and study for small amounts of time for several days. You should **(4)** set specific goals for each study period. Choose a quiet place to study and **(5)** eliminate distractions, like your phone and the television. **(6)** Focus on the goals you set for the given study period. And remember to **(7)** think positively and **(8)** try your best!

10 **Extension** Match the two parts of the sentences.

1 In an attempt to overachieve, c
2 Some teachers offer extra credit f
3 Attend all your classes d
4 Pace yourself e
5 You will remember more a
6 To learn all the material, b

a if you eliminate distractions.
b set specific goals whilst studying.
c you may in fact hinder your achievement.
d and be prepared to take notes.
e during an exam.
f to help you improve your grade.

11 Translate the Polish parts of the sentences into English.

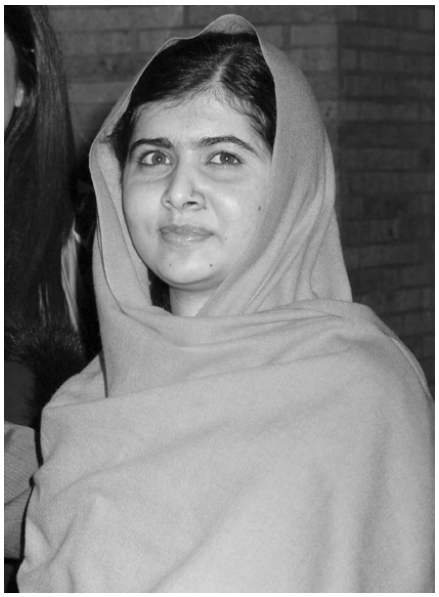
1 My dad used to (*chodzić na wagary*) play truant all the time when he was at school.
2 If I (*otrzymam dobre oceny*) get/receive good grades my mum promised to buy me a new phone.
3 He went straight up to his bedroom to (*uniknąć upomnienia*) avoid a telling-off.
4 There's a lot to do, so (*idź swoim tempem*) pace yourself or you'll soon get tired.
5 It doesn't matter if you don't win, just (*postaraj się*) try your best.
6 Behaving like that (*pokazuje brak szacunku*) shows disrespect / no respect for the local people.
7 It is forbidden to (*używać obraźliwego języka*) use offensive language during matches.
8 Switch off your wifi to (*eliminować zakłócenia*) eliminate distractions while you are studying.

Exam guide
11 English in Use Translations

Life Skills guide
11 Mediation

4B Listening

1 Listen to the interview with Malala Yousafzai. What do you think her main message is? 36 p. 397



a fight terrorism
b respect your parents
c believe in yourself
d free education for all

Exam guide
3 Listening
Gap-filling

Exam guide
2 Listening
Multiple choice

Exam guide
4 Listening
True/false

2 Listen again and choose the correct answer to the questions. 36 p. 397

1 Based on the interview, how would you describe Pakistani society?
a female-dominated
b equal for both sexes
c male-dominated
d youth-oriented

2 Why do you think Malala was awarded the Nobel Peace Prize?
a She stopped the war in Pakistan.
b She made a remarkable film.
c She stopped an assassination.
d She was viewed as a role model.

3 What did Malala co-found?
a an education fund
b an education blog
c an education prize
d an education film

4 Based on what Malala says, when do you think most Pakistani girls get married?
a when they're ten
b in their teens
c in their twenties
d in their thirties

5 What does Malala link girls being stopped from going to school with?
a war
b ignorance
c terrorism
d parents

6 What did Malala fear most?
a having to stay in Pakistan
b losing her independence
c being attacked for speaking out
d having her children suffer

7 What does Malala attribute her courage to?
a her parents
b her close friends
c her teachers
d herself

8 What do you think Malala considers her role to be?
a an inspiration for others
b a role model for others
c a leader for others
d a voice for others

3 Listen to the interview with Ruby Bridges and complete the sentences. 37 p. 398

1 Six-year-old Ruby Bridges had to walk past an angry crowd to integrate the primary school.
2 Ruby is a lifelong resident of New Orleans.
3 Ruby talks about her parents displaying courage and making bold sacrifices.
4 Ruby initially thought that they'd stumbled upon a parade because people were screaming.
5 Advancing social justice and racial harmony is the mission of her foundation.
6 Ruby says she helps children by drawing from her own experience.
7 Ruby saved her old school by getting it registered as a national historic place.
8 Ruby doesn't think we pay enough attention to the extraordinary work of children.

4 Listen again. Are the sentences true (T) or false (F)? 37 p. 398

1 Before 1960, public primary schools in the American South weren't integrated. T
2 Ruby Bridges and Malala Yousafzai have both founded educational organisations. T
3 Ruby's parents lost their lives because of their bold sacrifices. F
4 Mardi Gras is celebrated in New Orleans with a parade. T
5 Integration meant an equal number of black and white children in school. F
6 Ruby remembers the children in her school struggling with integration. F
7 Ruby's school was going to be torn down because of a natural disaster. T
8 Ruby would like to see more statues honouring the work of children. T

4C Grammar 1

Modal verbs of permission and obligation

1 Match the sentences with a similar meaning.

1 We have to be on time for work. c
2 I must tell my boss if I'm going to be late. b
3 We're supposed to be on time for work. f
4 We aren't supposed to leave early. e
5 We may take an hour to eat lunch. a
6 We need an hour to eat lunch. d

a We can take an hour to eat lunch.
b I have to tell my boss if I'm running late.
c We mustn't be late for work.
d We have to have an hour to eat lunch.
e We shouldn't leave early.
f We should be on time for work.

2 Complete the sentences with the words and phrases in the box.

allowed to	can	can't	don't have to
have to	need to		supposed to

1 My manager is really nice, so we are allowed to leave at one on Fridays.
2 I don't have to be at work before ten, so I try to sleep in most days.
3 We're supposed to refill the printer with paper if it runs out, but no one ever does.
4 We can't take more than five days' holiday at a time without approval from a manager.
5 If my boss is away on business, I can use her office to make phone calls and have meetings.
6 If I need to leave work early because I don't feel well, I can do that without a problem.
7 I have to sign the forms before I can officially start work on Monday.

3 Cross out the option that is NOT correct.

1 In Ireland, drivers *have to* / ~~*can*~~ / *must* drive on the left side of the road.
2 All drivers *must* / *need to* / ~~*could*~~ have a valid driving licence.
3 No one *may* / *is allowed to* / ~~*could*~~ drive without wearing a seat belt.
4 Drivers ~~*are allowed to*~~ / *should* / *ought to* slow down on rural roads because there are often tractors nearby.
5 Drivers *don't need to* / *don't have to* / ~~*shouldn't*~~ have an Irish driving licence if they have a valid international licence.
6 Visiting drivers ~~*ought to*~~ / *may* / *can* rent a car at any of the major airports in Ireland.

4 Choose the correct option to complete each sentence.

1 My dad _____ wear a uniform for his job as a security officer at the airport.
a can **c** have to
b has to **d** could

2 He _____ called his mother to let her know he'd be home late, but he didn't.
a ought have **c** must have
b can have **d** should have

3 While at our hotel, guests _____ worry about a thing. We will take care of everything.
a should **c** must
b can't **d** needn't

4 I'm _____ stay out past eleven, but sometimes my parents say it's OK for a special occasion.
a not supposed to **c** not supposing to
b not have to **d** cannot

5 Everyone _____ make time to vote in the upcoming election.
a needs **c** should
b can **d** should have

6 No one _____ swim in the local swimming pool last summer because it was closed for repairs.
a can **c** could
b should have **d** couldn't have

5 Put the words in the correct order to make sentences.

1 school / The / allowed / charge / to / isn't / for / school supplies / parents
The school isn't allowed to charge parents for school supplies.

2 not / You / have / been / should / party / after / speeding / the
You should not have been speeding after the party.

3 the members / managers / All / to / their / team / of / supervise / have
All managers have to supervise the members of their team.

4 sign in / office / Visitors / must / at / school's / the
Visitors must sign in at the school's office.

5 employees / the building / may / All / access / days / week / a / seven
All employees may access the building seven days a week.

6 stay / You / when / needn't / there's / nothing / do / to / late / left
You needn't stay late when there's nothing left to do.

7 to / go / dentist / Everyone / least / at / to / ought / the / year / a / once
Everyone ought to go to the dentist at least once a year.

8 bring gifts / to the / have / don't / party / We / birthday / to
We don't have to bring gifts to the birthday party.

4D Reading

Exam guide
3 Reading
Matching paragraphs

VOCABULARY BUILDING Nouns and prepositions

1 Complete the text with the prepositions in the box. The prepositions may be used more than once.

between for in on to

Around the world, there has been a marked increase **(1)** in the use of technology in classrooms. Attitudes **(2)** to this change vary widely. Though it is certain that technology is having an impact **(3)** on learning, educators disagree as to whether this impact is positive or negative. In many schools, there is a clash **(4)** between teachers and administrators who favour traditional methods, and educators who want to incorporate technology more. Education expert Lucía Roig offers this advice **(5)** on this important issue:

'Teachers should remember that technology is a powerful tool to motivate students. Where technology is incorporated appropriately, there is often a rise **(6)** in test scores. Positive changes have also been observed **(7)** in areas such as student happiness. On the other hand, there is difference **(8)** between letting students use technology **(9)** for everything and using it in a structured way. Instituting a ban **(10)** on personal devices such as mobile phones and tablets is a good idea, because doing so helps students focus more **(11)** on their work. Every school should develop a clear technology policy that all teachers and students are willing to follow.'

Exam guide
4 Reading
Multiple choice

READING

2 Read the text and match the two parts of the sentences. There is one sentence ending you don't need.

1 Ricardo Semler is a former CEO b
2 At the Lumiar Schools, students e
3 Learning how to build a bicycle a
4 The Brazilian national curriculum c
5 Semler's theories about the way f

a involves learning about mathematical concepts like Pi.
b who has become a prominent contemporary educator.
c expects seventeen-year-old students to have mastered certain skills.
d company grew from $4 million to $212 million.
e work together on projects of their own choosing.
f children learn have proven to be correct.

3 Match the information (a–h) with the paragraphs (1–6). You may use numbers more than once.

a Semler's decision to apply business practices to education 2
b the meaning of the word *lumiar* 6
c some of the difficulties affecting Semler's firm 1
d details about the role of tutors and mentors in the schools 3
e Semler's goals for his new educational methods 2
f details about Semler's business approach 1
g some examples of classes that are offered at Lumiar 5
h an explanation of how mentors organise their classes 4

4 Choose the correct answer to the questions.

1 Which of the following statements about Ricardo Semler is NOT true?
a He was a CEO who decided to run his company in a creative way.
b He reduced the size of Semco to focus on the most responsible workers.
c He delivered a presentation about the success of his innovative approach.

2 Why did Semler decide to employ many senior citizens as mentors?
a Senior citizens often have a lot of experience designing lesson plans.
b Seniors are able to work with tutors, teachers and children of all ages.
c Seniors often have great experience and can share their knowledge.

3 Which advantages of Semler's schools are specifically mentioned in the text?
a reduced costs and more efficiency
b improved hiring practices and applicability
c stronger motivation and overall success

4 Why don't cliques and bullying exist in Semler's schools?
a Children are not allowed to form groups with others like them.
b Younger and older children are personally committed to each other.
c Mentors criticise older children who act in an aggressive way.

5 Which of the following lessons is NOT specifically mentioned in the text?
a reviewing the work of contemporary artists
b learning geometry and other mathematical skills
c understanding rhythm and timing

A Brazilian businessman redefines education

1 38 In the early 1990s, Brazilian entrepreneur Ricardo Semler set about implementing a series of unusual business practices. He had recently been named CEO* of a manufacturing firm called Semco. The firm was struggling and it looked like many employees were going to lose their jobs. Semler decided that the solution was to give employees more freedom and responsibility. He let workers make more decisions, choose their own hours and bosses, and even set their own salaries. Experts predicted that the company would fail immediately. Instead, the project was a success. Over the next twenty years, the company hired thousands of new employees and revenue* grew from $4 million to $212 million. Semler spoke about his approach in his 2015 TED Talk, 'How to run a company with (almost) no rules'.

2 After his experiences at Semco, Semler decided to found a school. He thought that what had worked for his company could also work in education. Why not give children the freedom to pursue their own interests and decide what they wanted to learn? After all, children are naturally curious. In schools around the world, forcing them to study topics they weren't interested in didn't seem to be working. Semler thought that by giving students more control over their education, kids would retain their innate love of learning and would want to study as much as they could. As adults, they would understand how to think creatively and would be better prepared to contribute to the world.

3 With this philosophy in mind, Semler opened the first Lumiar School in São Paulo in 2003. One of Semler's first ideas was to reinvent the role of the teacher. Instead of having traditional teachers, Lumiar students are assigned tutors and mentors. Tutors look after students' emotional wellbeing, and mentors come in and teach things they are passionate about. Many mentors are senior citizens and have decades of experience in specialised areas. Because they really believe in what they are teaching, they are able to motivate their classes. Mentors are told not to worry about following a traditional course plan. Instead, they design their classes based on students' needs and interests. If no mentor is knowledgeable about something a student wants to learn, the school brings in someone new.

4 Semler's second change was in the way classes are organised. Rather than divide kids by age, he decided to group them according to subject. At Lumiar, if a six-year-old is interested in the same subject as an eleven-year-old, they can be in the same class. Semler believes that this system has two advantages. First, it eliminates problems such as cliques* and bullying that exist in traditional schools. This is because students mix constantly and get to know each other. Second, students work hard, because they have chosen what they want to learn. Students feel more responsibility for their education, just as the employees of Semco felt more committed to the company.

5 Examples of classes offered at Lumiar are building a bicycle, reggae and World Cup soccer. Everything students do in these classes is a learning experience. For instance, when students try to build a bike, they quickly realise that mathematical knowledge is essential. This is because it isn't possible to construct the wheels unless they understand the concept of Pi. So students learn maths, but they learn it in a way that is immediately applicable to a practical skill. Similarly, in reggae, students realise that music is all about timing. They also learn the history of the genre and practise English as they analyse the lyrics of popular songs. World Cup soccer is an opportunity to study geography and world cultures. Fascinating new classes are invented at Lumiar all the time.

6 Semler's ideas about education turned out to be correct. By the time his first students had turned seventeen, they had studied roughly 600 different topics and had learnt everything the Brazilian national curriculum* expected them to know. However, at no point were they forced into studying anything. Instead, as Semler predicted, they learnt because they wanted to. The name *lumiar* is a Portuguese word that means 'to illuminate' or 'to fill with light'. Considering his students' motivation, it seems Semler's choice of name is apt*. Semler went on to open two other Lumiar Schools and currently has plans to open a fourth. When he isn't working at Semco or spending time with his students, he travels all over the world speaking to others about his ideas.

CEO *the head of a company (Chief Executive Officer)*
revenue *the money a company earns*
clique *a group of people, often students, who do not allow others to join them*
national curriculum *the topics students are required to study in a country's school system*
apt *appropriate or correct*

4E Grammar 2

Passive *-ing* forms and infinitives

1 Do the sentences contain an active infinitive (A) or a passive infinitive (P)?

1 He's hoping to be president. A
2 He's hoping to be elected president. P
3 I expect to be given the award. P
4 I expect to get the award. A
5 To be 'Student of the year' is a great honour. A
6 To be named 'Student of the year' is a great honour. P
7 There's work to be done! P
8 There's work to do! A
9 Some of my classmates don't want to be helped. P
10 I want to help my classmates. A

2 Underline the passive infinitives.

1 She would like to be talking to the audience by 3 o'clock. a
2 I prefer to be driven when I'm in cities I don't know well. b
3 They expected to be told what to do before the meeting. b
4 He was expecting to have been given an award by now. d
5 He wanted to be notified if the plans changed. b
6 We were intending to have gone by now. c
7 The winner is not likely to have been revealed yet. d
8 Students will be instructed to leave their mobile devices at home. b

3 Match the sentences in exercise 2 with the infinitive form (a–d).

a active infinitive
b passive infinitive
c active perfect infinitive
d passive perfect infinitive

4 Match the words in bold in the sentences (1–8) with the verb structures (a–d).

1 I'd like **to congratulate** Juan on his award. a
2 I don't think there's anything that could **have been done** to prevent him from resigning. d
3 Applications must **be submitted** by 1st June. b
4 The book is believed **to have been written** by his father. d
5 I need these books **to be taken** to the library. b
6 There isn't much **to be done**. We just have to wait for the award committee to decide. b
7 I wanted him **to have finished** by three. c
8 By the time I'm 40, I want my photographs **to have been published** in *National Geographic*! d

a active infinitive
b passive infinitive
c active perfect infinitive
d passive perfect infinitive

5 Choose the correct options to complete the text.

Many high-school students in rural parts of Patagonia live too far from their closest high school and have **(1)** b by their parents or take a bus. Even though there are many primary schools in rural areas, most high schools are located in urban areas. In addition, most high schools provide a generic curriculum that does not meet the needs of students in rural areas, who, in addition to learning the regular school subjects, need **(2)** a practical skills for rural life and future employment in a rural setting.

That's where organisations like Fundación Cruzada Patagónica come into play. Since **(3)** a in 1979, this particular organisation has worked to promote rural education in Patagonia. It currently operates two secondary boarding schools, where teenagers who live up to 500 km away study and live. Students can expect **(4)** d in tasks like farming, farm equipment maintenance and operation, carpentry and bee keeping. That's in addition to **(5)** c regular school subjects, such as Spanish, maths and history.

One of the two schools also offers primary education to adults and teenagers over fourteen years old. Graduates from this programme are very happy **(6)** a the opportunity to complete their primary education.

1 **a** to drive
b (to be driven)
c being driven
d to have been driven

2 **a** (to be taught)
b being taught
c to have been taught
d having been taught

3 **a** (being founded)
b was founded
c have founded
d has been founded

4 **a** being trained
b they train
c to have been trained
d (to be trained)

5 **a** having been taught
b teach
c (being taught)
d teaching

6 **a** (to have been given)
b to give
c be given
d were given

6 Rewrite the sentences using a passive *-ing* form (or gerund) in place of the words in bold.

1 I remember **that they told me** to enrol early.
I remember being told to enrol early.

2 I remember **that they took me** there when I was very young.
I remember being / having been taken there when I was very young.

3 **I was taught** three languages as a child. I am now fully trilingual.
Having been taught three languages as a child, I am now fully trilingual.

4 He regrets **that he was never given** the opportunity to learn a second language as a child.
He regrets never having been given the opportunity to learn a second language as a child.

5 I remember **that they asked many of my friends** to go to school on Saturdays.
I remember many of my friends being / having been asked to go to school on Saturdays.

7 Complete the second sentence so that it means the same as the first sentence. Use the word in capitals and no more than four other words.

1 I want someone from the committee to recommend me for the summer job.
BE
I want to be recommended for the summer job by someone from the committee.

2 He did really well in the audition because he'd been taking dance lessons from the time he was a small child.
HAVING
Having been taught how to dance from a very young age, he did really well in the audition.

3 I was really hoping they'd accept my application to the summer course, but they didn't.
TO
I would like to have been accepted to the summer course, but I wasn't.

4 They voted him 'Student of the month', which is a great honour.
BE
To be voted / To have been voted 'Student of the month' is a great honour.

5 He wanted someone to remind him about the application deadline.
BE
He wanted to be reminded about the application deadline.

8 Complete the text with the correct passive gerund (*-ing* form) or passive infinitive of the verbs in brackets.

Meet five of the top ten Global Teacher Prize finalists for 2017

Salima Begum is from Pakistan. She has helped promote women's education. She believes classroom activities should **(1)** be inspired (*inspire*) by real-life situations. Over 7,000 teachers across her province are estimated **(2)** to have been trained (*train*) by her.

David Calle is from Spain. More than ten years ago, he started uploading maths, physics and chemistry videos online. So far, tens of millions of students are confirmed **(3)** to have been helped (*help*) by his videos.

Raymond Chambers is from the UK. He can probably **(4)** be credited (*credit*) with revolutionising how computer science is taught. The computer science curriculum went from **(5)** being considered (*consider*) traditional and undeveloped to being engaging and innovative.

Marie-Christine Ghanbari Jahromi is from Germany. She uses sports and physical activity to promote self-esteem, motivation and empathy among students. She believes all students, even if they're not into sports, can **(6)** be inspired (*inspire*) by physical education rather than **(7)** be made / being made (*make*) to feel left behind.

Wemerson da Silva Nogueira is from Brazil. He has developed a method to make science teaching more interesting and motivating. After **(8)** having been labelled (*label*) a low-performing school for many years, his school is now considered to be one of the best in his city.

Exam guide
7 English in Use Transformations

9 Translate the Polish parts of the sentences into English. Use passive *-ing* forms and infinitives.

1 (*Będąc przeszkolonym*) Being trained / Having been trained for a disaster like that, he was able to help.

2 She was one of the best there, (*będąc uczoną*) having been taught by an Olympic champion.

3 There is a lot that (*musi zostać zrobione*) must be done to improve the situation.

4 The teacher wanted us (*abyśmy skończyli*) to have finished by the end of the lesson.

5 Since (*został stworzony*) being created, the cartoon has become popular all over the world.

6 The book is thought (*że została napisana*) to have been written in the early 17th century.

Life Skills guide
9 Mediation

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice

How to fix a broken school? Lead fearlessly, love hard

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Listen to the TED Talk extracts. Then, match the words with their definitions. 39 p. 398

1 principal d
2 outburst f
3 top-notch b
4 bulletin board e
5 dumpster a
6 reallocate h
7 remediation c
8 unwavering g

a a large metal container for rubbish
b very high quality
c special help for students with difficulties
d a person in charge of a school
e a board hung in a public place to post messages
f a sudden spoken expression of a strong feeling
g strong and steady in spite of opposition or problems
h to change the use of

WATCH p. 408

2 Watch the TED Talk. Do the sentences describe the school before (B) or after (A) Linda Cliatt-Wayman became principal?

1 The school had four principals in four years. B
2 The school held monthly town hall meetings. A
3 The classrooms were full of old materials and furniture. B
4 The school was labelled 'low performing' and 'persistently dangerous'. B
5 The students were told every day that somebody loved them. A
6 The teachers and staff made excuses for the school's poor performance. B
7 Teachers were afraid for their own safety. B
8 The students' literature scores improved by 107 percent. A

3 Watch the TED Talk again and complete the sentences. Use no more than two words.

1 Cliatt-Wayman says that people gave many excuses for why the school was low-performing and persistently dangerous.
2 Only six percent of the students were proficient in algebra.
3 One of Cliatt-Wayman's slogans is, 'So what. Now what?'
4 Teachers changed the way they taught so that students' individual needs were met in the classroom.
5 After one year, the (state) data revealed that student test scores had grown by over 100 percent.

4 Choose the correct option to complete each sentence.

1 Before *becoming* / *to become* a school principal, Linda Cliatt-Wayman had been a special education teacher.
2 Cliatt-Wayman believes that it's important *treating* / *to treat* all her students with love and compassion.
3 She made it clear that excuses would not *be tolerated* / *to tolerate*.
4 After *hearing* / *to hear* Ashley say, 'this is not a school', Cliatt-Wayman realised that she felt the same way.
5 Cliatt-Wayman asked for her leadership team's help in *resetting* / *to reset* all of the locker combinations.
6 The teachers expected students *behaving* / *to behave* responsibly at all times.
7 Cliatt-Wayman held monthly town hall meetings *listening* / *to listen* to students' concerns.
8 The teachers have recognised the importance of *setting* / *set* consistent expectations for students.

VOCABULARY IN CONTEXT

5 Match the phrases in bold in the sentences (1–6) with the phrases (a–f).

1 Cliatt-Wayman knew it was important to **make it clear how she was going to run the school** on the first day. d
2 **Skipping ahead a few years**, she saw a dramatic improvement in students' test scores and attendance rates. b
3 The school had been underperforming **every year for five years without a break**. a
4 Even though we have seen some meaningful improvements in student outcomes, we **definitely have not achieved our goal** yet. e
5 Cliatt-Wayman holds town hall meetings with the students so that they can share **what they are worried about** with the rest of the school. f
6 Cliatt-Wayman believes that it's important to communicate clearly and honestly with students, in order to **clarify any misunderstandings** that they may have. c

a for five consecutive years
b fast-forwarding
c clear up any misconceptions
d set the tone
e have a very long way to go
f what is on their minds

4F Speaking

1 Read the statements. Is the speaker partially agreeing (A), challenging an argument (C) or settling an argument (S)?

1 Maybe we'd better agree to differ on that. S
2 I'm not so sure about that. C
3 Let's change the subject, shall we? S
4 I agree with you to a certain extent. A
5 Surely it would be better to do it a different way? C
6 I know what you mean, but I'm not sure that's true. C
7 It's not black and white. S
8 Are you saying that they're not telling the truth? C

2 Listen to the statements and match them with the descriptions (a–e). There is one description that you don't need. 40 p. 398

Statement 1 c
Statement 2 b
Statement 3 e
Statement 4 a

a a person who is praising what someone did
b a person who is challenging an argument
c someone who only partially agrees with a decision
d someone who completely agrees with a proposal
e a person who is trying to settle an argument

3 Complete the conversation with the expressions in the box. There are two expressions you don't need.

a complex issue | agree to differ | are you really saying that | don't you | I know what you mean | no easy answers | on your mind | really feel that | surely | what you're saying

A: Thanks for taking the time to meet with me.
B: Don't worry, it's my pleasure. What's **(1)** on your mind?
A: Well, I **(2)** really feel that class sizes in my department are too big. In the average biology class, there are 32 students. There isn't enough laboratory equipment for the students to carry out their experiments.
B: **(3)** I know what you mean, but there isn't anything I can do. At least not right now …
A: **(4)** Surely the school could hire another teacher. It would make an enormous difference.
B: I hear **(5)** what you're saying, but at this point in the year, it's really too late.
A: **(6)** Are you really saying that we have to put up with this situation until June?
B: It's **(7)** a complex issue with **(8)** no easy answers.

4 Read the sentences. Write one response where you partially agree and another where you challenge the statement. **Suggested answers:**

1 Students should have less homework.
Partially agree: I agree to a certain extent, but I do think at least a little homework is necessary.
Challenge the statement: I'm not so sure about that. It's important to teach kids to study on their own.

2 All schools should offer drama and music classes.
Partially agree: I agree to a certain extent, but those classes are expensive to run.
Challenge the statement: Yes, but don't you think science and technology classes are more important?

3 All schools should be bilingual.
Partially agree: I agree to a certain extent, but I just don't think that idea is feasible.
Challenge the statement: I'm not so sure about that. In many places teachers don't have the necessary language skills.

Exam guide
2 Listening
Matching

5 Read the questions and make notes about how you would speak about the topic. Then listen to the model answer and compare your ideas. 41 p. 398

1 Compare your education to your parents' education. Talk about the subjects that are (or were) taught and how teaching methods have changed over time. What is the most important difference you see between the past and today?
2 Should there be computers in school classrooms? Talk about what school computers can be used for and whether the cost of installing and maintaining them is worth it.

Life Skills guide
5 Critical thinking,
Mediation

6 Choose the correct option to complete each dialogue.

1 A: Why do you always have to argue with me?
B: Just forget it. ____
A: Alright, but I still think I'm right.
a I don't like the subject, do you?
b Let's change the subject, shall we?
c What subject shall we talk about?

2 A: I think that there aren't enough tests at school.
B: ____ you want to be tested more often?
A: Yes, I am. I think it helps you to learn more.
a How do you really say
b Why do you say that
c Are you really saying that

3 A: Exams are the worst way of testing students.
B: ____ what other way is there?
A: Well, they could do project work or presentations.
a I hear what you're saying, but
b Are you saying
c Why are you saying

Exam guide
6 English in Use
Mini-dialogues

4G Writing

An opinion essay

1 Choose the correct options to complete the text.

Opinion essays discuss a particular topic and offer various opinions on it. A good opinion essay will provide a **(1)** *balanced* / *biased* range of opinions for and against the essay topic. The **(2)** *expert* / *writer* also includes his or her personal opinion on the topic.

Like many essays, opinion essays should have a **(3)** *four-paragraph* / *five-paragraph* structure which consists of an introduction, main body and conclusion.

The first paragraph is the **(4)** *introduction* / *argument*. It states the topic of the essay and provides **(5)** *a lot of detail* / *some background*. The main body begins with the **(6)** *first* / *second* paragraph. Although the opinions can be presented in more than one way, a good approach is to first cover opinions **(7)** *related to* / *in favour of* the topic. The main body then continues with the third paragraph, where opinions against the topic can be discussed. It is important to **(8)** *support* / *mention* the expressed opinions with reasons and examples.

The final paragraph is the conclusion, which **(9)** *sums up* / *introduces* the main points of the essay and finishes with the writer's **(10)** *other* / *own* opinion.

2 Read the sentences. Are they discussing an opposing opinion (O), expressing a personal opinion (P) or concluding (C)?

1 I strongly believe that teachers who inspire can make a real difference to their students' lives. P
2 To sum up, school uniforms generally offer more advantages than disadvantages. C
3 On the one hand, exams are necessary. On the other hand, some students find them quite stressful. O
4 All in all, changes to the school curriculum have been welcomed by most education boards. C
5 While some people may find maths difficult, it is certainly the case that it is an essential subject. O
6 It seems to me that learning something by heart doesn't necessarily mean you understand it. P
7 Taking all these arguments into consideration, compulsory PE should be continued in schools. C
8 I would argue that longer school days would simply make students feel tired and bored. P
9 However, there are also strong arguments for the view that classroom discipline is improving. O

3 Put the paragraphs (a–d) in the correct order to complete the essay.

a On the other hand, there are many critics of homeschooling. For one thing, some experts feel that it limits the social development of children and young people. Not having the opportunity to participate in daily group activities may prevent them from learning to interact with others. Furthermore, they are deprived of memorable experiences such as school trips. There are also strong arguments for the view that students outside a traditional classroom have less incentive to learn and are less competitive. 3

b Parents who homeschool their children claim there are several worthwhile benefits. First of all, they can give their child a great deal of individual attention during the learning process. Generally, it is not possible to provide the same level of support in a traditional classroom with large numbers of students vying for the teacher's attention. In addition, parents can offer personalised learning, in other words, they can adapt lesson plans to suit the speed at which their child naturally learns, as well as concentrating on their child's areas of interest. Finally, some parents prefer to educate their child away from potential school-playground bullying and in the safe environment of home. 2

c To sum up, it is my personal view that we cannot simply designate homeschooling as a good thing or a bad thing. I believe it has significant benefits to offer, but that it is not for everyone. In conclusion, the traditional school system is probably the best place for the vast majority of students, but homeschooling may provide an excellent solution on a case-by-case basis. 4

d The practice of homeschooling, that is, when a parent educates his or her child at home rather than sending them to school, has become a growing trend. In the UK alone, there was a 65 percent homeschooling increase in a recent six-year period. And a recent survey in the US, estimates that around one and a half million students are now being homeschooled. While a variety of reasons contribute to the decision to homeschool, not everyone agrees that it is a good option. 1

4 Read the essay again. Then complete the table with the phrases in the box.

fewer risks	get more attention	learning pace
less motivated	limited socialising	missed outings
not for everyone		now more popular

Introduction	Opinions for	Opinions against	Conclusion
now more popular	fewer risks, get more attention, learning pace	less motivated, limited socialising, missed outings	not for everyone

5 Write at least 250 words on the topic below. Include any relevant examples from your own knowledge or experience.

Some people believe that homework improves student achievement. Others feel that it is not beneficial and should be banned.
What is your view?

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity,
Critical thinking
Mediation,
Practical skills

Lexical Review 4

1 Circle the odd one out in each of the lines.

1	mean	apathetic	generous	selfish
2	pleasant	offensive	sociable	polite
3	progress	launch	start	begin
4	praise	benefit	warning	assistance
5	kind	rude	nice	wise
6	pay attention	take part	be disruptive	participate
7	grumpy	positive	cheerful	optimistic
8	dissatisfied	indifferent	complaining	contented

2 Choose the correct option to complete each sentence.

1 She's a very ____ and caring person and is always giving people hugs.
a indifferent
b affectionate
c apathetic
d anxious

2 They want to spend a lot of money on the ____ of Mars and other planets.
a discovery
b adventure
c territory
d exploration

3 The average class ____ in our school is 28 pupils.
a size
b large
c amount
d quantity

4 I can't study if there are ____ around me, like noisy machines or people talking.
a reactions
b attractions
c distractions
d locations

5 Don't forget to include ____ at the end of your essay.
a introductions
b paragraphs
c references
d reviews

6 We have a ____ writing class where we have to use our imagination a lot.
a creative **c** creating
b creator **d** created

7 If this ____ comes into contact with water, it can cause a violent reaction.
a matter **c** substance
b chemistry **d** process

8 I'd like you to write a ____ about what happened before the accident.
a review **c** criticism
b detail **d** report

3 Match the words with the definitions.

1 reserve d
2 pioneer g
3 detention e
4 punctual h
5 dependable a
6 vandalise c
7 moody b
8 bully f

a reliable
b when someone gets annoyed for no good reason
c to damage property, e.g. with graffiti
d a place where animals are under protection
e when you have to stay longer at school as punishment
f a child who is unkind to other children
g a person who is the first to do something
h on time

Exam guide
6 English in Use
Multiple choice

4 Write one word in each gap. The first letter is given.

1 After primary school, children in the UK go to s*econdary* school.
2 As a pupil, you have to a*ttend* classes until you are 16 years old.
3 C*limate* change is when the weather around the world becomes different.
4 Try to s*et* yourself specific goals to achieve every week.
5 Pupils t*ake* their exams in the middle of June.
6 We need to d*esign* an experiment that we can do to test this theory.
7 She's so t*alented*! She can sing, dance, play an instrument, and draw beautifully.

5 Translate the Polish parts of the sentences into English.

1 The children's (*zachowanie*) *behaviour* was absolutely awful.
2 There is a very (*miła*) *pleasant/nice* atmosphere where I work now.
3 The explanation for the phenomenon is still (*nieznany*) *unknown*.
4 Did you often play (*wagary*) *truant* when you were at school?
5 She was extremely (*odważna*) *brave/courageous* to perform in public.
6 I'd like to develop my (*umiejętności*) *skills* in essay writing.
7 You need to (*poprawić*) *improve* your grades if you want to graduate.
8 He doesn't want to send his kids to a (*państwowa*) *state/public* school.

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 4

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 At the staff meeting the teachers debated how to give a ___warning___ so it will best affect a student's behavior. WARN
2 If teachers encounter students who are ___disruptive___, they should follow the established procedures. DISRUPT
3 Teenagers who ___vandalise___ washrooms at school should be made to pay for repairs. VANDAL
4 We were given an ___assignment___ on sustainable cities. ASSIGN
5 Modern life is full of ___distractions___ and some of them can have a negative effect on our concentration. DISTRACT

Exam guide
4 English in Use
Sentence formation

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 In some schools students are required to ___attend___ a minimum of 80% of classes.
2 I will ___take/have___ exams in two weeks, so I'm burying myself in my books at the moment.
3 My friend gave me some tips on how to take comprehensive ___notes___ during lectures, which help me to study for exams.
4 If you have been underperforming academically recently, the best thing to do is to ask your professors how you can ___improve___ poor grades.
5 Playing truant may ___lead___ to permanent exclusion from school.

Exam guide
5 English in Use
Gap-filling

Parafrazy zdań

Exam guide
3 English in Use
Transformations

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

1 The jury qualified Barbara for the next stage of the spelling bee and then she asked her teacher to help her prepare for it.
HAVING
___Having (been) qualified___ for the next stage of the spelling bee, Barbara asked her teacher to help her prepare for it.

2 I learnt the poem by heart, but I found out at school it wasn't necessary.
NEEDN'T
I ___needn't have learnt___ the poem by heart, which I found out at school.

3 Eating or drinking is not allowed in the library.
MUSTN'T
We ___mustn't eat or drink___ in the library.

4 It wasn't necessary for the teacher to play the CD twice because the students already knew the answers to the test.
NEED
The teacher ___didn't need to play___ the CD twice because the students already knew the answers to the test.

5 I'm sorry that I didn't submit my application to a university in Great Britain.
HAVING
I am sorry for ___not having submitted___ my application to a university in Great Britain.

Uzupełnianie zdań

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

1 Richard's parents ___were supposed to send___ (*suppose / send*) an email to his school to excuse his absence. They failed to do so yesterday.
2 The teacher has collected our essays. They ___will have been assessed___ (*be / assess*) by next Friday.
3 I ___shouldn't have studied / shouldn't have been studying___ (*should / not / study*) until late the night before the exam. I was very tired in the morning.
4 There's still some work ___to be done___ (*be / do*) before school breaks for summer holidays.
5 Having ___been asked to write___ (*be / asked / write*) a poem for the literary competition, Stanley wanted to know what the deadline was.

5 W zadaniach 1–4 wstaw w lukę w każdym zdaniu jeden wyraz, który poprawnie uzupełni każde z trzech zdań.

1 ___develop___
a The course Mary took was designed to … writing skills.
b I'd like to … a method of making science more interesting to students.
c What made you … a fascination with oriental languages?

2 ___deal___
a What is the best way to … with naughty kids in class?
b The decision to repeat the exam resulted in a great … of commotion.
c When I was a senior in high school my teacher made a … with me: I would try to be punctual.

3 set
- **a** I always … goals that are realistic.
- **b** When you leave school, I'll help you … up your own business.
- **c** You should … aside enough time to finish your thesis.

4 telling
- **a** Andrew got a good … off for not paying attention.
- **b** There's no … if Brian bullied his peers or not.
- **c** Sandra always avoids … the truth.

Tłumaczenie fragmentów zdań

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

1 The classroom environment is like a second teacher and has a significant (*wpływ na uczenie się*) impact/influence on learning.

2 There was a (*starcie między*) clash between students in my school regarding the venue of the prom, luckily resolved amicably.

3 For the last five years in a row, there has been (*wzrost wyników testu*) a rise in test scores/results for the finals at my school.

4 (*Zatrzymanie ucznia po lekcjach*) Detention is one of the most common punishments in schools in the USA, the UK, and Australia.

5 Most schools in the city have introduced (*zakaz używania urządzeń osobistych*) a ban on personal devices such as mobile phones.

6 It's hard for some students to (*skupić się bardziej na swojej pracy*) stay focused/focus more on their work.

LISTENING

7 **Usłyszysz dwukrotnie dwa teksty. Na podstawie informacji zawartych w nagraniach uzupełnij luki w zdaniach (1–10) brakującymi słowami.** 42 p. 399

Text 1

1 A good example of maintaining tradition at school is the fact that previous alumni stay in touch with the school.

2 The choice of the campus depends on the season (of the year)

3 Upon graduation, the alumni possess a perfect command of foreign languages.

4 The school may be falsely perceived as a place where students spend time partying.

5 The students perform very well because each of them is treated individually by the teachers.

Text 2

6 Apart from being a successful maths teacher, Jaime Escalante succeeded in making his students believe they could succeed.

7 Jaime Escalante's efforts to teach maths were met with doubt by his fellow teachers.

8 In the educators' opinions some students would perform well academically if they could be taught in the language they know well.

9 Escalante once acted against the idea of bilingual education.

10 According to some teachers, the real problem lies in the financial status of the students.

WRITING

8 **Często słyszy się opinię, że znaczenie wyższego wykształcenia jest obecnie o wiele mniejsze niż kilka dekad temu. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do:**

- prestiżu społecznego,
- perspektyw zatrudnienia,
- oczekiwanego standardu życia.

Wypowiedź powinna zawierać od 300 do 350 słów.

SPEAKING

9 **Popatrz na zdjęcia i odpowiedz na pytania.**

Czy dzieci, które znasz, uczą się w ten sposób?

A

Czy twoim zdaniem dzieciom podoba się ta lekcja?

B

Teraz popatrz jeszcze raz na oba zdjęcia. Co te dzieci zyskałyby, a co straciły, gdyby się zamieniły miejscami?

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

Exam guide
8 Writing An essay

Life Skills guide
8 Creativity, Critical thinking, Mediation, Practical skills

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking, Mediation

Exam guide
7 Listening Gap-filling

5 Moving forward

5A Vocabulary

Everyday journeys

1 **Revision** Choose the correct option to complete each sentence.

1 *Voyaging* / *Commuting* / *Lifting* to school by electric bus is convenient and environmentally friendly.
2 Be sure to arrive at the airport two hours before the departure of your *cruise* / *lift* / *flight*.
3 Some people say that life is not about the *expedition* / *excursion* / *destination* but about the journey.
4 If you don't leave now, you'll *miss* / *catch* / *lose* the train!
5 The *route* / *ride* / *voyage* we took to the hotel was really complicated.
6 After I graduate, I plan to go *cruising* / *backpacking* / *commuting* across Europe for the summer.
7 When you get *to* / *on* / *off* the bus, walk down Main Street towards the park.
8 During their *expedition* / *destination* / *excursion* in Antarctica, scientists will collect important data about climate change.

2 **Revision** Complete the table with the words to make phrases about travel.

a bike ride | a different route | a lift | a taxi | an hour | home | lost | school | the airport | work

get	get to	go for	take
a lift, home, lost	school, the airport, work	a bike ride	a different route, a taxi, an hour

3 Translate the Polish parts of the sentences into English.

1 The (*podróż morska*) ___sea voyage___ across the Atlantic lasted many weeks.
2 Our (*lot*) ___flight___ has been delayed due to bad weather.
3 The (*cel podróży*) ___destination___ is on the left of the electronic display.
4 I think we should take a different (*trasę*) ___route___ to avoid the traffic.
5 The hotel organised a/an (*wycieczkę*) ___excursion___ to see some ancient ruins.
6 The (*wyprawa*) ___expedition___ into the jungle took three months.
7 We have booked a luxury (*rejs*) ___cruise___ to see the Norwegian fjords.
8 Could you (*podrzucić nas*) ___give us a lift___ to the station? We've missed our bus.

4 Listen and complete the text. 43

(1) ___Commuting___ in urban areas during (2) ___rush hour___ can be time-consuming and stressful. Traffic (3) ___congestion___ or vehicle (4) ___breakdowns___ may cause people to be (5) ___stuck___ in (6) ___gridlock___ for long periods of time. Instead of driving, (7) ___commuters___ might consider taking public (8) ___transport___, like the (9) ___metro___ or train. Some companies or business parks even offer a (10) ___shuttle service___ that picks workers up and (11) ___drops them off___ at stations. Public transport options have predictable schedules and allow you to relax during your (12) ___commute___. You may even save time!

5 Match the words (1–8) with their definitions (a–h).

1 carshare c
2 congested d
3 connection e
4 fumes b
5 gridlock h
6 rush hour f
7 smog a
8 stuck g

a air pollution
b smoke and gas from fuel or chemicals
c taking turns to drive to school or work
d crowded or blocked
e a change of transport to continue a journey
f busy times of day when many people travel
g not able to move
h roads full of so many cars that traffic can't move

Exam guide
3 English in Use Translations

Life Skills guide
3 Mediation

6 Complete the sentences with the correct word formed from the verb in capitals.

1 The train was packed with commuters and I didn't get a seat. COMMUTE
2 The new plans aim to reduce traffic congestion in the area. CONGEST
3 A shuttle service transports employees to the business park and takes them back to the station at the end of the day. TRANSPORT
4 If this flight doesn't arrive on time, I'm going to miss my connection. CONNECT
5 My car broke down so I had to use public transport/transportation TRANSPORT
6 She has a daily commute of over two hours. COMMUTE
7 Roads in central London are always heavily congested. CONGEST

7 Complete the phrases about journeys.

1 stuck in g r i d l o c k
2 c o m m u t e to school every day
3 take the s h u t t l e s e r v i c e
4 traffic c o n g e s t i o n
5 vehicle b r e a k d o w n
6 make a c o n n e c t i o n
7 public t r a n s p o r t
8 unpleasant car f u m e s

8 Correct the mistake in each sentence.

1 Alexa is ~~commuter~~ to school by bus this year.
commuting
2 ~~Congested~~ in the city centre has increased since they closed the bridge for repairs.
Congestion
3 My flight arrived late and consequently I missed my ~~connecting~~.
connection
4 I usually ~~put~~ the kids off at school on my way to work.
drop

9 Extension Complete the text with the words and phrases in the box.

carbon footprint | cycle | lane | obey the speed limit | pick up a friend | share a car | sharing transport | shuttle bus

If you're aiming to reduce your **(1)** carbon footprint, begin by choosing more environmentally-friendly ways to commute. Instead of driving, take public transport, like the metro or bus, or **(2)** cycle to school or work. If that isn't possible, then consider **(3)** sharing transport. Take a **(4)** shuttle bus or **(5)** share a car on your daily commute. **(6)** Pick up a friend and you can ride in the 'High Occupancy Vehicle' (HOV) **(7)** lane together. If you do drive, **(8)** obey the speed limit because, believe it or not, speeding uses more fuel!

10 Extension Choose the correct option to complete each sentence.

1 Many car manufacturers are currently working with technology companies to create *high-occupancy vehicles* / *self-driving cars*.
2 An added benefit to *shuttling* / *cycling* to work is that you get regular exercise.
3 If you *share a car* / *share a trip* on your daily commute, you'll have someone to talk to.
4 *Pollution* / *A carbon footprint* from cars creates problems like greenhouse gases and smog.
5 When driving in urban areas, it's very important that you don't *obey* / *exceed* the speed limit.

11 Translate the Polish parts of the sentences into English.

1 The city centre streets are always (*mocno zatłoczone*) heavily congested / very crowded on Friday afternoons.
2 We are (*utknęliśmy w korku*) stuck in gridlock / traffic / a traffic jam, nothing is moving in any direction!
3 It's best to avoid that road during (*godzin szczytu*) rush hour.
4 I didn't (*przestrzegać ograniczenia prędkości*) obey the speed limit and had to pay a fine.
5 He (*odbiera przyjaciela*) picks up a/his friend every morning on the corner next to the bus stop.
6 On the new trains, you can really (*odpocząć podczas dojazdu do pracy*) relax/rest during your commute.

Exam guide
6 English in Use
Word formation

Exam guide
11 English in Use
Translations

Life Skills guide
11 Mediation

5B Listening

Exam guide
4 Listening
Multiple choice

1 Listen and complete the sentences. Then practise saying the sentences. 44

1 The UN predicts that by 2050, half the world's population will be living in urban areas.
2 We need sustainable solutions to the problems of urbanisation.
3 Finding ways to reduce emissions will improve air quality for everyone.
4 Renewable energies can help reduce our reliance on fossil fuels.
5 Climate change could lead to rising sea levels, threatening coastal areas.
6 Many members of the millennial generation are environmentally conscious.
7 The city is taking an eco-friendly approach to solving urban issues.
8 Large-scale urban developments need cutting-edge technologies.

Exam guide
2 Listening
Multiple choice

2 Listen to a talk about Las Vegas, Nevada, and choose the correct answer to the questions. 45 p. 399

1 What aspect of Las Vegas does the speaker mainly discuss?
a water conservation
b gambling and hotels
c urban development
d convention space

2 What does the speaker imply when she says 'The oft repeated theme of Las Vegas is 'what happens in Vegas stays in Vegas.' In the case of urban development, perhaps we should hope that it doesn't.'
a There shouldn't be more urban development in Las Vegas.
b Valuable lessons can be learnt from development in Las Vegas.
c Las Vegas is not a good example of sustainable development.
d Urbanisation issues are especially problematic in Las Vegas.

3 Listen again. Match the two parts of the phrases. 45 p. 399

1 urban e	**a** development
2 environmentally-conscious g	**b** project
3 eco-rated f	**c** approach
4 cutting-edge a	**d** urban developments
5 green b	**e** areas
6 eco-friendly c	**f** buildings
7 millennial h	**g** city
8 large-scale d	**h** generation

4 Listen again and choose the correct answer. 45 p. 399

1 According to the speaker, what kind of reputation does Las Vegas have?
a eco-friendly **c** excellent
b excessive

2 How do we know that buildings are eco-rated?
a certifications **c** regulations
b licences

3 What expression does the speaker use meaning 'to have a small environmental impact'?
a go gingerly **c** tread lightly
b live simply

4 Why is water conservation especially important in Las Vegas?
a It's in a very dry environment.
b It has many large conventions.
c There are many water features.

5 Why does being eco-friendly make business sense to Mr Murren?
a 12,000 employees work in the development.
b Many millennials are environmentally aware.
c The complex has bars, shops and restaurants.

6 What example of environmental awareness does Mr Murren give?
a organic menus **c** recycling food
b solar technology

7 What criticism of City Center is given by Mr Roch?
a The size and magnitude of the development is excessive.
b Natural resources were not recycled during the project.
c Creating new buildings has a negative impact on the environment.

8 What does the saying 'what happens in Vegas, stays in Vegas' mean?
a Las Vegas is an unusual place to stay.
b What you do in Las Vegas is your own business.
c There is always a lot happening in Las Vegas.

5 Complete the sentences with the missing words, then listen again and check your answers. Use up to three words in each gap. 45 p. 399

1 City Center is a resort complex located on the famous Las Vegas Strip.
2 The indoor shopping area is the size of two New York city blocks.
3 200 million litres of water a year are saved using water conservation technology.
4 Younger customers are generally more environmentally aware and want to have a green lifestyle.
5 A better way to save natural resources is to renovate existing buildings.

5C Grammar 1

Ellipsis and substitution

1 Are the answers to the questions correct or incorrect? Correct those that are incorrect.

1 A: Do you like your courses this term?
B: They're better than they were.
✓

2 A: Are you going to the concert next weekend?
B: I'm not sure, but I hope.
I'm not sure, but I hope to/so.

3 A: Why did you arrive so early for the debate?
B: I arrived at eight because I was told to.
✓

4 A: Do you think you might decide to go to university in France?
B: I'm not sure, but I might to.
I'm not sure, but I might (do).

5 A: Do you want to come on holiday with my family this summer?
B: I wish I could!
✓

6 A: I told Miguel that he needs to start coming to the lesson on time.
B: Yes, he needs.
Yes, he needs to. / Yes, he does.

2 Write the words that have been omitted in the Speaker B parts of the conversations.

1 A: Airline delays are incredibly frustrating.
B: Yes, they are.
incredibly frustrating

2 A: I can't understand why they haven't fixed the bridge.
B: I can't either.
understand (why they haven't fixed the bridge)

3 A: All the airports in New York are very busy.
B: Yes, they are.
very busy

4 A: Have you heard back from him yet?
B: I phoned and left him a message.
I

5 A: How was your trip to Mexico City?
B: It was tiring. I flew there on Friday and then back on Sunday night.
to Mexico City, I flew

3 Choose the sentence that is most likely to follow.

1 You should start exercising more often, even though you don't want to.
a I guess so. **b** I hope so.

2 The forecast is saying there's going to be a storm tonight.
a I hope not. **b** I believe not.

3 Is she really that ill?
a I'm afraid so. **b** I hope so.

4 Can you lend me the money I need to buy those shoes?
a I'm afraid so. **b** I suppose so.

5 Do I need to turn right to get to the doctor's surgery?
a I expect so. **b** I think so.

4 Write what the words in bold refer to in the text.

Would you like to visit Roosevelt Island in New York City while enjoying amazing views? Try taking the Roosevelt Island tram. **(1) It** travels on cables high over the East River between Roosevelt Island and Manhattan, carrying commuters and tourists. The tram is part of the public transport system, so you can pay with a Metro Card like on the subways and buses. If you don't have **(2) one**, you should definitely buy **(3) one** when you arrive. Roosevelt Island residents love the tram because they can commute to Manhattan without using the subway, and **(4) that** can be dirty and crowded. If the weather is nice during your visit and you haven't ridden the tram yet, you should definitely **(5) do so**. Does your city have a tram similar to the **(6) one** in New York City?

1 The Roosevelt Island tram
2 a Metro Card
3 a Metro Card
4 the subway
5 ride the tram
6 tram

5 Complete the sentences using the correct form of the auxiliary *do*.

1 When asked if they ate in the school cafeteria, most students said they did/didn't.

2 If you haven't tried snowboarding yet, you should do so.

3 I told Jen she should sign up for the school play and she said she already had done it.

4 If a stranger asks you to give them money, be sure to think carefully before you do.

5 A: Do you play in the band?
B: I don't, but my best friend does.

6 Choose the correct option to complete each dialogue.

1 A: Oh, no. The tunnel is closed.
B: Does that mean we're going to be late?
A: ____
a I'm sure so. **c** I'm afraid so.
b I hope so.

2 A: Are you going on holiday this summer?
B: ____, but my boss won't give me the time off.
A: That's a shame.
a I wish I could **c** I should've done
b I can't either

3 A: I don't like travelling by plane.
B: ____ I prefer the train.
A: The train's not for me, I usually go by car.
a I don't either. **c** I do too.
b I do neither.

Exam guide
6 English in Use
Mini-dialogues

5D Reading

VOCABULARY BUILDING Verb suffixes

1 Complete the text with the words in the box. There are two words you don't need.

collaborate deteriorate devastate eliminating estimated formulate justify maximise operate prioritise simplify strengthen subsidised utilise

Rural rail networks are expensive to **(1)** operate. In many remote areas, very few people **(2)** utilise train services, which means that ticket sales are not enough to offset the cost of operations. Consequently, rural rail networks often have to be **(3)** subsidised. It can be hard for governments to **(4)** justify this expense and critics argue that elected officials should **(5)** prioritise urban transport networks instead. However, there are strong arguments for maintaining efficient rural rail networks. First, they serve to **(6)** strengthen isolated communities. They enable villages to **(7)** collaborate with one another on business ventures and social events. Second, rural train services **(8)** maximise local tourism. Studies have shown that tourists prefer to tour the countryside by train rather than by car and it has been **(9)** estimated that, in some areas, **(10)** eliminating rural train services could reduce tourism by almost two thirds. Needless to say, this would **(11)** devastate many local economies. Finally, rural train networks are good for the environment. Without them, more people would drive cars and air quality would **(12)** deteriorate.

Exam guide
4 Reading
Multiple choice

READING

2 Read the text and match the questions (a–d) with the sections (1–4). You may use a number more than once.

Which transport solution …

a is similar to Masdar City because it will be very modern? 4
b is similar to Chengdu because it promotes exercise? 1
c is older than the other projects described? 3
d will have an impact on air travel? 4

Exam guide
2 Reading
Matching paragraphs

3 Match the two parts of the sentences. There are four endings you don't need.

1 Car Free Days have many benefits, c
2 Chengdu Great City will be j
3 Personal Rapid Transit automobiles are a
4 The Istanbul ferry network helps f
5 Hyperloop could revolutionise d
6 The world is in need of h

a an excellent alternative to cars.
b the site of the first Hyperloop.
c such as reducing pollution.
d the way people get from place to place.
e but are not practical.
f thousands of people get to work each day.
g enjoyable to use, but not efficient.
h more car-free transport options.
i expensive to implement.
j a pleasant place for residents to live and work.

4 Choose the correct answer to the questions.

1 How did Car Free Days change in the year 2000?
a Cities thought of new ways to promote them.
b They started becoming more popular.
c Their environmental impact was demonstrated.
d They received official recognition in France.

2 Which of the following options is NOT a goal of Car Free Days?
a encouraging people to use bicycles
b promoting a healthy lifestyle
c reducing traffic congestion
d lowering the cost of public transport

3 According to the text, in what way are Chengdu Great City and Masdar City similar?
a Residents in both cities will use PRTs.
b The two places are roughly the same size.
c Cars will not be necessary in either place.
d Both cities are very futuristic.

4 What does the text suggest about Istanbul's ferry system?
a It would be difficult for the city to function without it.
b The network is in need of modernisation.
c The largest passenger boats are the most comfortable.
d It is similar to the system in New York City.

5 According to the text, what is the most remarkable aspect of Hyperloop?
a The technology is a kind of modern train.
b Compared to other transport, it will be more comfortable.
c It will be an inexpensive way to get from place to place.
d Passengers will be able to travel at very high speeds.

6 Which option would be a suitable alternative title for the text?
a How transport can promote healthy living
b Getting around without relying on cars
c Technology is changing transport
d The Role of the Car in Modern Cities

Environmentally-friendly transport solutions

1 46 Every year on 22nd September, Car Free Days are celebrated around the world. In participating cities, citizens and residents are encouraged to leave their cars at home and use alternative means of transport to get to school or work. The goal of Car Free Days is to help people see what life in their cities would be like with fewer cars. Car Free Days also motivate people to think about the ways that their day-to-day routine could be changed, inviting them to consider cycling and walking more often in the future. Car Free Days accomplish these goals via public awareness campaigns about the environmental impact of cars and by hosting free events. Some cities even allow people to use public transport for free throughout the day.

Car Free Days were first organised in the 1950s, notably in the Netherlands, Belgium and New York City. In 1998, the French government instituted a national Car Free Day, leading the European Commission to fund the programme throughout Europe. Within two years, the movement had spread to more than 1,000 cities. Currently, the world's largest Car Free Day takes place in Bogotá, Colombia.

2 It's difficult to imagine that a modern city could function entirely without cars, but there are proposals around the world to develop urban areas that will do just that. In 2012, the city of Chengdu, China, partnered with an American architectural firm and made plans to develop a 1.3 square kilometre area that will be entirely car-free. The site has been given the name Chengdu Great City and will be a satellite* of the main Chengdu metropolitan area. Once complete, it will house 80,000 people. Residents will be able to walk everywhere within fifteen minutes along broad, tree-lined promenades and there will be no need for vehicles of any kind.

Similarly, the government of Abu Dhabi is in the process of constructing Masdar City, a futuristic urban space. When it is finished, the development will house 50,000 people and will provide employment for 60,000. Instead of cars, Masdar residents and visitors will get around via Personal Rapid Transit automobiles (PRTs). PRTs are small, driverless pods* that are powered by rechargeable batteries. Although Masdar is not yet complete, the PRT system is already operational and has been praised as an environmentally-friendly transport solution. It is hoped that in the future, other cities will follow in the footsteps of Chengdu and Masdar, and develop car-free zones of their own.

3 The city of Istanbul, Turkey, often attracts praise for its elaborate ferry network. Roughly 300,000 people commute to work by ferry on a daily basis. The city has almost 40 passenger boats in service, some of which can accommodate more than 2,000 people per journey. The importance of ferries in Istanbul is a consequence of the city's geography. The city's European and Asian sides are divided by the Bosphorus Strait, which has been crossed by boat for thousands of years. Istanbul has had a sophisticated system of maritime transport since the 19th century. The city has endeavoured* to maintain a modern fleet, with the result that ferry journeys have remained a popular transport option ever since the system was implemented.

Recently, cities such as London, Paris and New York have been looking to expand their ferry networks as a way to cut down on car use. City officials are holding Istanbul up as a model and are planning ferry networks that will imitate features of Istanbul's system.

4 Extraordinary technology is currently in development that will allow passengers to travel overland at a rate almost as fast as the speed of sound. This exciting new mode of transport is called Hyperloop. It is the invention of Elon Musk, a South African businessman and engineer, and is being designed by a company in California.

One way to think of Hyperloop is as a kind of futuristic train. The technology is a series of compartments that can be propelled through tubes either above or below ground. After they are set in motion, the pods levitate* above their tracks using magnetic suspension and zip to their destination at high speeds. Hyperloop will be both a comfortable and convenient way to travel. Moreover, fare prices will be economical. For these reasons, it is expected that the technology will reduce our dependency on conventional means of transport such as cars, buses, trains and even planes. The site of the world's first Hyperloop has not yet been chosen, but possible locations have been identified in the United Arab Emirates, Europe and the US.

satellite *a small city located next to a larger area*
pod *a small self-contained space*

endeavour *to try to do something*
levitate *to rise above the ground*

5E Grammar 2

Nominalisation

1 Which of the nouns are nominalisations? Complete the table.

area celebration change city
conservation creation decrease division
encouragement energy health improvement
party pollution quality reduction space system

Nominalisations	Non-nominalisations
celebration, change, conservation, creation, decrease, division, encouragement, improvement, pollution, reduction	area, city, energy, health, party, quality, space, system

2 Write nouns formed from the verbs and adjectives.

1 applicable – applicability
2 argue – argument
3 careless – carelessness
4 contribute – contribution
5 depart – departure
6 difficult – difficulty
7 discover – discovery
8 independent – independence
9 inquire – inquiry
10 interfere – interference
11 invest – investment
12 predict – prediction
13 solve – solution
14 urban – urbanisation

3 Complete the second sentence so that it means the same as the first using the words in the box. There are two words you don't need.

construct construction consumer consumption
explanation failure imposition inability
negligence objection similarity

1 The committee objected to the revised proposal.
The committee raised an objection to the revised proposal.

2 The wall collapsed because of negligent construction workers.
The wall collapsed because of negligence on the part of construction workers.

3 They could not explain the delays to the project.
They had no explanation for the delays to the project.

4 I was amazed by the fact that they were unable to explain their own proposal.
I was amazed by their inability to explain their own proposal.

5 If they don't display the permit, a fine will be imposed.
Failure to display the permit will result in the imposition of a fine.

6 The two new designs are strikingly similar.
The similarity between the two new designs is striking.

7 It took ten years to build the new train station.
The construction of the new train station took ten years.

8 People are using less electricity.
Electricity consumption has gone down.

4 Choose the correct options to complete the text.

The Buenos Aires Metrobus is a network of dedicated bus lanes and stations. Starting in 2011, the city government began **(1)** b of several major arteries to allow buses to have **(2)** a lanes. The first street **(3)** c was the 9 de Julio Avenue, which is often said to be the widest street in the world. It was **(4)** d transformation. Many city planners and **(5)** d objected to it because the project required **(6)** a 1,500 trees and destroying several green spaces. Other complaints pointed to the **(7)** b: there was already a subway line running under the 9 de Julio Avenue. However, once the system was in **(8)** a, the complaints vanished because the updated transport system helped to **(9)** d travel times. It also helped to reduce traffic in the city centre. Buses that used to run on very narrow streets were diverted to the new dedicated bus lanes on the 9 de Julio Avenue.
The reduction in noise and **(10)** c in narrow central streets is notable.

1 **a** redesigning **c** redesigned
b the redesign **d** to redesign
2 **a** exclusive **c** exclusivity
b the exclusive **d** the exclusivity
3 **a** the redesign of **c** to be redesigned
b to redesign **d** design
4 **a** a controversy **c** controversy
b the controversy of **d** a controversial

5 **a** the environment **b** involved with the environment **c** environment **d** environmentalists (d)

6 **a** cutting down **b** the cutting down **c** cutting down of **d** cut down (a)

7 **a** redundancy project **b** redundancy of the project **c** project redundant **d** redundant of the project (b)

8 **a** operation **b** starting to operate **c** the operation **d** operator (a)

9 **a** the reduction **b** the reduction of **c** reduction **d** reduce (d)

10 **a** the air pollution **b** polluted **c** air pollution **d** pollution of (c)

5 Complete the text with the noun form of the words in brackets.

Urban farming has seen a huge **(1)** increase (*increase*) in **(2)** popularity (*popular*) in the last few decades. A programme in Barcelona runs a network of urban farms, where ordinary citizens grow vegetables, flowers and herbs using organic methods. What's special about this programme is that **(3)** participation (*participate*) is limited to people who are 65 or older. Working on a farm allows these people to build strong **(4)** relationships (*relate*) and benefit from physical **(5)** activity (*active*). The farms also provide opportunities for environmental **(6)** education (*educate*) through the **(7)** involvement (*involve*) of schoolchildren in farm programmes. These schemes also provide an opportunity for **(8)** interaction (*interact*) between children and the elderly. As with other urban farming **(9)** initiatives (*initiate*), an added benefit is the **(10)** creation (*create*) of additional green spaces in the city.

6 Complete the second sentence so that it means the same as the first sentence. Use the word in capitals and between one and four other words.

1 When it comes to managing resources, we need a comprehensive approach.
MANAGEMENT
When it comes to resource management / (the) management of resources, we need a comprehensive approach.

2 Everyone was shocked by the fact that he failed to report the water leaks in the tunnel.
FAILURE
Everyone was shocked by his failure to report the water leaks in the tunnel.

3 We concluded that the architectural plans for the project were inaccurate.
REACHED
We reached the conclusion that the architectural plans for the project were inaccurate.

4 This clearly illustrates what can go wrong when environmental impact studies are not conducted.
PROVIDES
This provides a clear illustration of what can go wrong when environmental impact studies are not conducted.

5 The city examined what the committee proposed.
COMMITTEE'S
The city examined the committee's proposal.

6 A lack of agreement resulted in the budget being rejected.
OF
A lack of agreement resulted in the rejection of the budget.

7 The project was delayed because of opposition from neighbours.
DELAYS
Delays in/to the project / Project delays were due to opposition from neighbours.

7 Translate the Polish parts of the sentences into English.

1 Your (*wkład*) contribution to the discussion was extremely helpful.

2 There should be a(n) (*poprawa*) improvement in the weather this afternoon.

3 Her (*niezdolność*) inability to explain herself clearly is a severe problem.

4 The country gained (*niezależność*) independence over 75 years ago.

5 He had great (*trudność*) difficulty climbing the stairs.

6 The (*odjazd*) departure of the Edinburgh train has been delayed.

7 My (*prognoza*) prediction is that he will lose in the semi-final.

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

Exam guide
6 English in Use Transformations

Technology guide

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

TEDTALKS Extra
What a driverless world could look like

> "Our current way of thinking is not working. For our transportation to flow, we need a new source of inspiration."
>
> **WANIS KABBAJ**

Life Skills guide

4 Collaboration, Mediation

AUTHENTIC LISTENING SKILLS

Predicting what comes next

When people listen to a speaker, they constantly make and revise predictions about what the speaker might say next. It is often possible to do this by noticing the words he or she uses, especially if these are stressed. This makes it easier to follow the flow of ideas.

Life Skills guide

5 Critical thinking, Mediation

1 Look at the Authentic listening skills box. Then read the first sentence from the TED Talk. Decide which of the topics (a–c) Wanis is most likely to talk about next. Listen and check your answer. 47 p. 400

One of my **greatest pleasures** in life is, I have to admit, a bit special.

a the speaker's life
b a description of the pleasure
c why the pleasure is special

Exam guide

7 Listening Multiple choice

2 Work in pairs. Read and listen to three more sentences from the talk. Predict what Wanis might talk about after these sentences. Use the stressed words in bold to help. 48

1 **Some cities** are calmly industrious, like Dusseldorf or Louisville.
2 For decades, our **remedy** to **congestion** was simple.
3 But if you look at our cities, **yes**, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. **But** …

3 Listen and check your ideas. 49

BEFORE YOU WATCH

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

industrious | vital function | commute | mindfulness | remedy | enlarge | fully utilised | oxygen capacity | transcend | convenience | efficiency | lane | rigid | exuberant

5 Work in pairs. What do you know about driverless cars? What could be the advantages and disadvantages?

WHILE YOU WATCH

6 Watch the clip about the speaker. Check if you know the words and phrases in the box. ▶ 5.0

logistics | vascular system | blood vessels | clogged | dynamic | regulate | modular | pods | detached from | mitigate

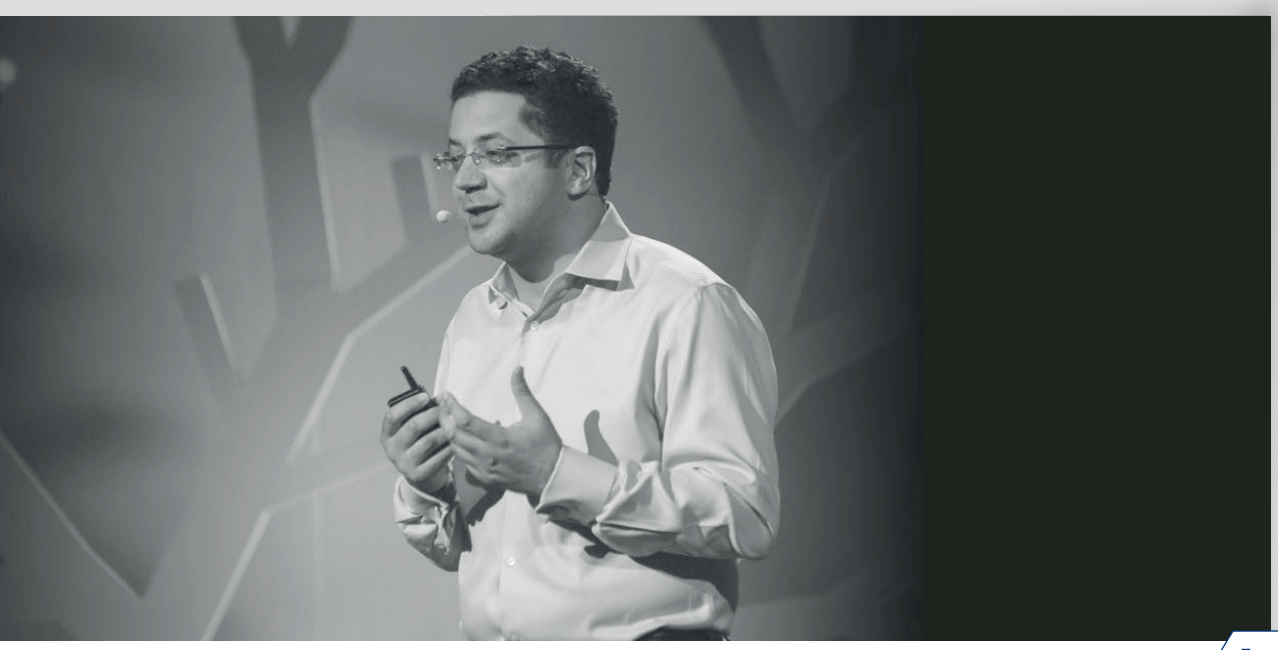
7 Watch part 1 of the talk. Choose the correct option to complete each sentence. ▶ 5.1 p. 409

1 Wanis sees cities as 'living beings' because _____
a they are full of people.
b the roads remind him of a human body.
c they are lively and energetic places.

2 Wanis's main complaint about congestion is that _____
a there are too many vehicles on the road.
b people make too many unnecessary journeys.
c people waste too much time travelling slowly.

3 Wanis says that a programme of expanding or building new roads _____
a can never solve the problem of congestion.
b is only possible outside cities.
c is possible in some cities but not others.

2 1 Some cities are calmly industrious, like Dusseldorf or Louisville. Others project an energy that they can hardly contain, like New York or Hong Kong. And then you have Paris or Istanbul, and their patina full of history.
2 For decades, our remedy to congestion was simple: build new roads or enlarge existing ones.
3 But if you look at our cities, yes, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. But the vast majority of our traffic is focused on the ground, on the surface.



8 Watch part 2 of the talk. Are the sentences true (T) or false (F)? ▶ 5.2 p. 409

1 Wanis was first inspired by the vascular system when he was ill. F
2 The body contains 16,000 miles of blood vessels. F
3 Wanis believes more vehicles could travel in the air and underground. T
4 The Chinese bus can travel above congested streets. T

9 Watch part 3 of the talk. Complete the sentences with numbers or a percentage. ▶ 5.3 p. 409

1 Almost 30% of traffic in cities is caused by drivers looking for somewhere to park.
2 85% of cars in cities contain only one passenger.
3 Every time our heart beats, it pushes millions of red blood cells around the body.
4 More than 95% of the oxygen capacity of our blood cells is used efficiently.

10 Watch part 4 of the talk. Choose the correct option. ▶ 5.4 p. 409

1 It is *easy* / *difficult* for driverless cars to learn traffic rules.
2 Driverless cities *would still need* / *would not need* traffic lights and traffic lanes.
3 Cars would drive *faster than* / *at the same speed as* they do now.
4 Cars would move according to *new rules* / *changing algorithms*.
5 Driverless cars *will flow freely* / *will not need robotic control*.

11 **VOCABULARY IN CONTEXT**

Watch the clips from the TED Talk. Check if you know the meaning of the words and phrases in the box. ▶ 5.5

'aha moment'	an eye-opener	restless
car-centric	paradox	attributes

12 Think of an example of the following things. Then work in pairs and compare your examples.

- an '*aha moment*' you have had
- something that has been an *eye-opener* for you
- how a city can be *car-centric* or *people-centric*

AFTER YOU WATCH

13 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Imagine you have to design a transport strategy for a sustainable city. Which three features would you prioritise? Which three would you not include? Make notes on your reasons for each.

- build more cycle networks
- build road tunnels and flyovers
- encourage carsharing
- encourage working from home
- allow parking outside the city centre only
- expand the metro network
- encourage delivery by drones
- invest in driverless cars/modular vehicles
- subsidise all public transport
- widen existing roads

Now work in groups. Try to reach agreement on a plan to include five different features.

14 **MY PERSPECTIVE – SPEAKING**

Work in pairs. Would you want to travel in a driverless car? Why?/Why not?

Exam guide
8 Listening
True/false

Life Skills guide
12 Mediation

Life Skills guide
13 Collaboration, Critical thinking, Mediation

8 **1** F (My 'aha moment' happened when speaking with a biotech customer. She was telling me how her treatment was leveraging specific properties of our vascular system.)
2 F (each of us has 60,000 miles of blood vessels in our bodies)
3 T (the vast majority of our traffic is focused on the ground, on the surface … while our vascular system uses the three dimensions inside us, our urban transportation is mostly two-dimensional.)
4 T (This Chinese concept of a bus that can straddle traffic jams.)

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice

What a driverless world could look like

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read the sentences from the TED Talk and make notes on what you think the speaker says next. Then listen to the extracts and check your ideas. 50 p. 400

1 I cannot tell you how much I enjoy watching cities from the sky, from an airplane window.
2 Isn't it absurd that we created cars that can reach 130 miles per hour and we now drive them at the same speed as 19th-century horse carriages?
3 We've been stuck in an endless debate between creating a car-centric society or extensive mass-transit systems. And I think we should transcend this.
4 But what would happen when whole cities become driverless?

WATCH p. 409

2 Watch the TED Talk. Choose the correct option to complete each sentence.

1 According to Kabbaj, New York and Hong Kong project *energy* / *calmness* when seen from above.
2 Kabbaj thinks that it's *admirable* / *absurd* that we drive modern cars at the same speed horse carriages.
3 The approach of building new roads and enlarging existing ones works well for *fast-growing emerging cities* / *established urban centres*.
4 Blood vessels are *only* / *not just* under the surface of our skin.
5 Airbus is working on flying *urban taxis* / *delivery vehicles*.
6 Eighty-five percent of cars have *children in the back seat* / *only one passenger*.
7 The current generation of driverless cars has to cope with *buses and taxis* / *human unpredictability*.

3 Watch the TED Talk and answer the questions below. Write no more than three words and/or a number for each answer.

1 How many hours did people in the US spend commuting in 2014?
29.6 billion
2 How many Pyramids of Giza could the Egyptians have built in that time?
26
3 How many miles of blood vessels do we have in our bodies?
60,000
4 What percentage of urban traffic is caused by people looking for parking?
(up to) 30

4 Complete the sentences with the words in the box.

assumption development expansion failure
improvement interference need reduction

1 Expansion of road networks is almost impossible in established urban centres.
2 When we drive, our assumption is that we'll arrive more efficiently than if we take public transport.
3 According to Kabbaj, there's an urgent need to re-think our urban transport system.
4 Incorporating suspended magnetic pods, as discussed in Tel Aviv and Abu Dhabi, would lead to a reduction in surface congestion.
5 A more efficient transport system would lead to an improvement in people's quality of life.
6 The development of new transport options is already underway.
7 If there are only driverless vehicles on the roads, there will be less interference from human error.
8 According to Kabbaj, failure to re-think the way our cities work will only lead to more frustration.

VOCABULARY IN CONTEXT

5 Match the words in bold in the sentences (1–6) with the words or phrases (a–f).

1 Kabbaj had **a sudden realisation** when he recognised the similarity between traffic and blood flow. f
2 Realising that 30% of traffic in cities is caused by people looking for parking **made him see things differently**. a
3 Kabbaj encourages the audience to imagine driving when there are children in the car who are getting **bored and unable to keep still**. d
4 Some modern cities **consider cars to be the most important thing**. c
5 The concept that more automation could create a more organic system seems to **involve two opposite ideas**. e
6 One of the **characteristics** of our circulatory system is its efficiency. b

a was a real eye-opener
b attributes
c are car-centric
d restless
e be a paradox
f an 'aha moment'

5F Speaking

1 Listen to the speakers (1–6) and choose the correct option. 51 p. 400

1 *asking for information* / *giving information*
2 *asking for information* / *giving information*
3 *asking for information* / *giving information*
4 *asking for information* / *giving information*
5 *asking for information* / *giving information*
6 *asking for information* / *giving information*

2 Match the two parts of the sentences. There is one ending that you don't need.

1 Would you mind answering __c__
2 I wonder if I could __f__
3 I've got a feeling __g__
4 I don't know __e__
5 As far as I know, the airport __d__
6 I don't mind participating in the survey, __a__

a but I've no idea about road conditions in that part of town.
b although, of course, I'm speaking generally.
c a few questions about your daily commute?
d is still being renovated.
e off the top of my head, but I could probably find out.
f ask you a couple of questions about the local bus system.
g that train fares are going to go up sometime soon.

3 Choose the correct options to complete the sentences and questions.

1 I'm carrying _____ a survey.
a out
b on
c over

2 Would you _____ answering a few questions?
a bother
b mind
c care about

3 Have you _____ how to solve this problem?
a the idea
b such an idea
c any idea

4 I'm afraid I don't know _____.
a off hand
b in hand
c to hand

5 I'm not sure. Not _____ the top of my head, anyway.
a on
b at
c off

6 _____ I know, it's impossible.
a As far as
b As well as
c As much as

7 _____, more people prefer the train.
a Generally talking
b Generally speaking
c Generally saying

8 I haven't got _____ what the answer is.
a the clue
b a clue
c clues

4 Complete the conversation. Then listen and check your answers. 52

A: Good morning! I'm **(1)** _____carrying_____ out a survey on taxi use in the city centre. Do you have time to answer a **(2)** _____few_____ questions?
B: Sure, but **(3)** _____generally_____ speaking, I don't take taxis very often. I use my car.
A: Oh, I understand. Well, do you **(4)** _____happen_____ to know the cost of an average taxi fare?
B: Sorry, but I've no **(5)** _____idea_____. As I said, I don't really use taxis.
A: That's OK. The reason I'm interested is because a couple of months ago, the base fare went up by £2. I'd like to **(6)** _____know_____ if you think that's a big increase.
B: I suppose it is … In fact, for people who take taxis a lot, I **(7)** _____reckon_____ it's quite a lot of money.
A: Yes, I agree. Most people are quite upset about it. **(8)** _____Can_____ I ask one more question?
B: Of course.
A: If taxis were less expensive, do you think you would use them more often?
B: I'd **(9)** _____say_____ so. I'd use them once in a while, at least.
A: Thanks for your **(10)** _____time_____.
B: No problem.

5 Read the questions below and write down a short answer to each one. Then listen to how other students answered and think about how you can improve your responses. 53 p. 400

1 What is your opinion of public transport in your area? How could it be improved?
2 Do you think cities should offer public transport 24 hours per day? Why/Why not?
3 When travelling long distances, most people prefer flying rather than taking a bus or train. Why do you think that is?
4 Should children pay to use public transport? Up to what age should they ride for free?

Life Skills guide
6 Critical thinking, Mediation

5G Writing

An article with a report

1 Put the instructions in the correct order to complete the notes on the structure of an article with a report.

a summarise the questions asked 4
b make a recommendation 6
c mention the topic of the article 2
d explain and summarise the findings 5
e a clear and concise title 1
f explain the purpose of the report 3

2 Match the sentences (1–7) with the summaries (a–g).

1 Business owners in the town centre have expressed frustration with daily congestion issues. c
2 It is suggested that a park-and-ride scheme be introduced in the area. e
3 Overall, it would appear that carpooling is the preferred method of dealing with the issue. g
4 This report has been written to provide information about the results of an investigation into traffic congestion in the town centre. d
5 More than half of residents interviewed said that they encountered traffic jams on a regular basis. a
6 With regard to charging congestion fees, the local council said it was an option worth investigating. f
7 Local government officials, business owners and residents were asked about their experiences with congestion and invited to propose solutions. b

a using a quantity expression
b summarising the questions asked
c expressing people's disapproval
d explaining the purpose
e making a recommendation
f explaining the findings
g summarising the findings

3 Choose the best options to complete the report.

(1) b Everyone will agree that the more we care for our urban space, the more pleasant our neighbourhood is. An area of wasteland near Main Street is currently available for redevelopment, and community gardening could be a solution. What is that? An urban space is gardened by the community to grow fruit, vegetables, and other plants. We have surveyed the residents regarding this topic.

(2) b The purpose of the survey was to establish support for the proposal. Residents from a number of neighbourhoods and students from schools near the town centre participated in the survey. It was found that around three quarters of all those surveyed fully approved of the proposal. Most were enthusiastic about having a shared space in which to grow food inexpensively.
(3) b Several students also noted the scheme's environmental benefits.

While enthusiasm for a community garden was strongly expressed, some participants raised potential issues. There was concern about the cost of equipment and other expenses. A small minority predicted that the novelty of the project would soon wear off and the garden would fall into disrepair. However, this prospect was not widely accepted. Furthermore, the council made a commitment to provide gardening equipment and to subsidise other costs.

Overall, it appears that the scheme will be implemented with widespread support. **(4)** b. If you haven't taken part in the survey but would like to share your views, let us know at community@mainstreetissues.com

1 a Purpose of the article
b Community gardening

2 a We already know there's pollution in the area, plus lots of local homes haven't got any gardens, so it seems like a good idea to create a new community garden for people.
b Given that pollution is an issue in the area, and many of the surrounding properties do not have gardens, the council has proposed a new community gardening scheme.

3 a Just over half said they believed the project would bring people together and increase local pride.
b Fifty-two percent of residents think the community garden will be a friendly place to hang out in.

4 a What many people want is an area where young people can play.
b It is proposed that the garden include a play area for young people.

4 Read the article again. Then choose the correct word or phrase to complete the summary.

The article is about a proposed community gardening scheme. It begins with **(1)** *an explanation* / *a criticism* of community gardening, **(2)** *how* / *where* the garden would be situated and what **(3)** *issues* / *benefits* it could bring. It also explains who **(4)** *participated in* / *designed* the survey. The second paragraph mainly discusses **(5)** *positive* / *negative* reactions to the proposal, while the third paragraph covers **(6)** *decisions made* / *possible problems*. The article finishes with a **(7)** *summary* / *survey* of the main views expressed as well as some **(8)** *issues* / *recommendations* regarding the scheme.

5 A national research group is carrying out an investigation on ways of improving public transport options and services. Write an article with a report regarding the situation in your city. In your article:

- mention the problems residents complain about,
- explain what has already changed for the better,
- present possible solutions suggested by residents.

Exam guide
5 Writing
An article

Life Skills guide
5 Creativity, Mediation, Practical skills

Lexical Review 5

1 Find eight words in the word search. They can be written either horizontally or vertically. Then try to explain the meaning of each of the words in English.

P	R	C	O	N	N	E	C	T	I	O	N	G
O	T	A	Q	F	G	H	J	K	L	T	R	E
L	Y	R	W	C	B	H	J	R	T	H	E	B
L	U	I	S	U	P	P	O	R	T	I	V	E
U	E	N	W	W	T	S	A	S	A	H	S	H
T	R	G	O	F	F	E	N	S	I	V	E	A
I	E	W	S	E	R	I	O	U	S	F	P	V
O	W	E	W	E	U	R	K	Y	U	I	O	E
N	E	A	C	H	I	E	V	E	M	E	N	T

2 Match the words to make phrases.

1	receive f	**a**	the speed limit
2	get h	**b**	sharing
3	obey a	**c**	disrespect
4	give d	**d**	somebody a thrill
5	shuttle g	**e**	areas
6	show c	**f**	an education
7	car b	**g**	bus
8	urban e	**h**	to work

3 Choose the correct option to complete each sentence.

1 I'd like to ____ to work on my bike, but it's too far.
a arrive
b make
c drive
d cycle

2 The boy got a ____ from his grandma for breaking the window.
a telling-off
b detention
c behaviour
d truant

3 It's important to have business partners who are completely ____.
a indifferent
b responsibility
c trustworthy
d organised

4 Our ____ is at 6 in the morning, so we have to get to the airport really early.
a voyage
b expedition
c transport
d flight

5 It's easy to ____ lost if you are unfamiliar with the city.
a be **b** get **c** go **d** take

6 A cheap way to travel to other countries is to go ____.
a backpacking
b unpacking
c package
d re-packing

7 They would like to ____ science, but there aren't enough spots in the course.
a learn
b study
c graduate
d develop

8 It's too far to walk, let's ____ a taxi instead.
a have
b get to
c take
d go

4 Match the words with the definitions.

1	route b	**a**	not suitable for the situation
2	motivate e	**b**	the way you go to get somewhere
3	smog g	**c**	to travel to work and back
4	commute c	**d**	only thinking of money and possessions
5	frugal f	**e**	to encourage someone to do better
6	destination h	**f**	simple, without many luxuries
7	inappropriate a	**g**	bad air caused by smoke and fumes
8	materialistic d	**h**	the place you are travelling to

5 Write one word in each gap to complete each sentence. The first letter is given.

1 Can you give me a lift to school tomorrow, Dad?
2 He was accused of vandalism after breaking shop windows and spraying graffiti.
3 The discovery of America by Columbus changed the world.
4 There is complete gridlock in the city centre, the traffic isn't moving at all.
5 We had a fantastic cruise around the Caribbean on a huge ship.
6 It is important not to exclude anyone. We must all take part.
7 He's so talkative! He has something to say on every topic.
8 We paid for an excursion to see the lakes, but the coach broke down.

Exam guide
3 English in Use
Multiple choice

Skills Review 5

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 Some rapidly developing countries tend to ___prioritise___ fiscal growth over environmental or health matters. PRIORITY

2 Experts say repairs are necessary to ___strengthen___ the bridge now filled to capacity with vehicles at rush hour. STRONG

3 There's a need to ___formulate___ an action plan based on the city's requirements and challenges to make it sustainable. FORMULA

4 The railway has introduced a new mobile ___application___ which will help travellers book and cancel tickets. APPLICABLE

5 It's recommended that passengers arrive at the airport at least two hours before their flight's ___departure___. DEPART

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 When the parade was over, the kids wanted to take a ___ride___ in a horse-drawn carriage.

2 Due to its reconstruction, the highway will be narrowed to one ___lane___ in each direction between Clapton and Liberty.

3 Instead of buying a car, you can ___share___ it with your neighbours or friends, which is an alternative to car ownership.

4 Please, do me a favour and pick Eve ___up___ from school today.

5 Any person may ___raise/make/state___ objections, either in writing or verbally, against the plans of building another skyscraper in the city.

Exam guide
4 English in Use
Translations

Life Skills guide
4 Mediation

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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

1 If the city encouraged artists, they would participate in the cultural experiment.
GIVEN
___Given (some) encouragement___ by the city, artists would participate in the cultural experiment.

2 Do you agree that the skylines of New York City and Dubai are strikingly similar?
STRIKING
Do you agree that ___there is a striking similarity___ between the skylines of New York City and Dubai?

3 Experts predict that 70 percent of the global population will be living in cities by 2050.
ARE
___There are predictions___ that 70 percent of the global population will be living in cities by 2050.

4 The accident happened because the workers neglected to put up a 'road narrows' sign.
WORKERS'
The accident happened because of ___the workers' negligence___ to put up a 'road narrows' sign.

5 The city put forward several reasons why it imposed higher taxes on swimming pool owners.
JUSTIFY
Several reasons were put forward ___to justify the imposition___ of higher taxes on swimming pool owners.

Tłumaczenie fragmentów zdań

4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 We love travelling by boat. (*Oni też*) ___They do too / So do they___.

2 She said she could use her car, but it was obvious that (*nie mogła*) ___she couldn't___ since it was broken.

3 He should obey the speed limit, and I wonder (*dlaczego tego nie robi*) ___why he doesn't (do it)___.

4 John's parents commute to work in the city. (*Moi nie*) ___Mine don't___.

5 I don't feel like travelling to school by bike, but (*oni naprawdę by chcieli*) ___they would really love to___.

6 In Jakarta during rush hour, police officers turn a blind eye to cars and motorbikes using bus lanes when (*zator*) ___gridlock___ strikes.

7 If (*samochody samojezdne*) ___self-driving cars___ are going to revolutionise the world, they have to be affordable.

8 Should we fly, drive, or take the train to reduce our (*ślad węglowy*) ___carbon footprint___?

9 I'd like to (*wybrać się na wycieczkę statkiem*) ___go on a cruise___ in the Mediterranean.

READING

5 **Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujący fragment (a–e), tak, aby otrzymać spójny i logiczny tekst. Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.**

Confessions of a Commuter

Commuting to work is one of my favourite moments of the day. Because I work in a hospital and always have the early morning shift, I leave home when it's dark out. **(1)** __c__ Usually it consists of a muffin or a milkshake of some sort – most often chocolate. My drive is exactly 63 minutes door to door. Most of it is on the highway and it's usually empty, so I just cruise along. I listen to podcasts on the way, because I like to use my time wisely. Usually I listen to Oprah – she always has some amazing guests!

The hospital I work at is in Manhattan, and as I approach the Manhattan skyline I am reminded of why I love this place. **(2)** __e__ While I'm at work, I'm in the middle of the hustle and bustle of one of the most amazing cities in the world. I love going out on my morning break and getting a second breakfast and coffee and watching all the people rush along. I usually get off at around noon and then begin my journey home. **(3)** __a__ The owner Jeff is always ready with my order when I walk in the door.

My family constantly asks me how in the world I manage to keep up the commute and how I don't get bothered by it … The truth is, I have grown to look forward to those moments. **(4)** __b__ Well, four years ago, when I began working at the hospital, I purchased an electric vehicle! I plug it in at night and charge it up – it gets me to and from work just fine on one charge. I used to live right next door to my old job, but when I left it I moved into the country. I wasn't about to buy some gas-guzzler. All in all, I love commuting. I am a country gal with a city streak – and that's just the way I'd like to keep it.

a Going back takes a little longer, but I don't mind at all. I have my favourite cafe along the way, where I like to have lunch. I always choose a cheese-melt sandwich with either fries or a salad.

b Maybe if I had to travel during rush hour it wouldn't be so fun, but I avoid all the craziness on the roads most days, unless I have to pull a double shift. You might say that I should think about the environment and find another means of transportation.

c In general, the whole rhythm of my day is shifted from that of a normal person's who works from 9 to 5. I am in bed by 8 pm and I make sure to have my coffee pot set to brew at 4 am. I always make breakfast the night before.

d In addition, I know that I am not harming the environment. I wouldn't move back into Manhattan if someone paid me.

e You see, I get to experience the best of both worlds. I live in upstate New York, which means I am surrounded by nature – forests, streams, lakes, and beautiful views.

Exam guide
5 Reading
Missing sentences

WRITING

6 **Corocznie w wielu krajach na świecie obchodzony jest Dzień bez Samochodu, podczas którego zachęca się kierowców do rezygnacji z użytkowania samochodów przez dobę. Napisz artykuł na ten temat na stronę internetową, w którym odniesiesz się do:**

- kształtowania wzorców zachowań proekologicznych,
- alternatywnych środków transportu,
- reakcji społeczeństwa na to wydarzenie.

Wypowiedź powinna zawierać od 300 do 350 słów.

Exam guide
6 Writing
An article

Life Skills guide
6 Creativity,
Mediation,
Practical skills

SPEAKING

7 **Czy warto rozbudowywać sieć autostrad? W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów:**

- koszty budowy,
- bezpieczeństwo podróżujących,
- wpływ na środowisko.

I'd like to talk to you about transportation. I'll ask you three questions and I'd like you to tell me what you think.

1 *How can congestion on the roads be reduced? Justify your answer.*
2 *What measures should be taken to ensure safety on the roads?*
3 *What means of transport do you think we'll be using in 50 years' time?*

Exam guide
7 Oral Matura

Life Skills guide
7 Critical thinking,
Mediation

6 The real me

6A Vocabulary

Teenage stereotypes

1 **Revision** Are the adjectives positive or negative? Complete the table.

annoyed bored confused delighted embarrassed excited grateful impatient lonely nervous pleased relaxed scared stressed

Positive	Negative
delighted, excited, grateful, pleased, relaxed	annoyed, bored, confused, embarrassed, impatient, lonely, nervous, scared, stressed

2 **Revision** Complete the sentences with the adjectives from exercise 1.

1 Samantha never worries about anything. She's relaxed.
2 Jason's younger sister took his bike without asking again. He feels annoyed.
3 Lisa has to give a presentation in front of 200 people this afternoon. She feels nervous.
4 Jenny isn't interested in the film, she'd rather do something else. She's bored.
5 Nicholas doesn't understand the question. He's confused.
6 Logan can't wait to see his favourite band in concert next weekend. He's excited.
7 Anna never has anybody to eat lunch with. She feels lonely.
8 Beth has an exam tomorrow and three essays to write by Friday. She's stressed.

Exam guide
3 English in Use
Multiple choice

3 Choose the correct options to complete the email.

Hi from Argentina!

Having a great time on the school trip to Iguazú Falls! Every day, we go on different walks to see incredible views of the falls. We have to stay on the paths though to **(1)** b.

Some of my classmates are feeding the coatis we see along the trails, even though there are signs everywhere telling people not to. I haven't though. You know me – I usually just prefer to **(2)** a.

A group of my friends are taking a speedboat trip below the falls tomorrow, but I'm not sure whether to go with them. I may **(3)** d instead.

I've heard there's a helicopter ride over the falls and also guided eco-tours into the rainforest. I'll see what I'm in the **(4)** a for tomorrow morning! Anyway, hope you're having a good holiday, too, Jerry!

Alex

1 **a** follow the crowd
b avoid danger
c weigh up the pros and cons
d take calculated risks

2 **a** obey the rules
b follow the crowd
c question what people say
d give in to peer pressure

3 **a** follow the crowd
b think of the consequences
c take calculated risks
d do my own thing

4 **a** mood
b moody
c good mood
d attitude

4 Match the words to make phrases.

1 avoid h	**a** the rules
2 come l	**b** it safe
3 couldn't g	**c** of the consequences
4 do j	**d** the pros and cons
5 follow f	**e** me a thrill
6 give e	**f** the crowd
7 obey a	**g** care less
8 play b	**h** danger
9 question i	**i** what people say
10 take k	**j** my own thing
11 think c	**k** calculated risks
12 weigh up d	**l** across

5 Cross out the word or phrase that does NOT belong to the group.

1 *think of the consequences / ~~be impulsive~~ / weigh up pros and cons / take calculated risks*
2 *follow the crowd / be influenced by peers / ~~question what people say~~ / peer pressure*
3 *~~moody~~ / cheerful / in a good mood / a positive attitude*
4 *play it safe / avoid danger / ~~take risks~~ / obey the rules*
5 *take risks / impulsive / lack self-control / ~~avoid danger~~*

6 Put the words in the correct order to make sentences.

1 consequences / and doesn't / often / risks / She / takes / the / think of She often takes risks and doesn't think of the consequences. / She takes risks and doesn't often think of the consequences.
2 themselves / to / roller coasters / thrill / give / ride / People / a People ride roller coasters to give themselves a thrill.
3 best / with / self-control / you / someone, / When / to practise / feel / it's / angry When you feel angry with someone, it's best to practise self-control.
4 up / the / decisions / pros / Weigh / important / before / and / cons / making Weigh up the pros and cons before making important decisions.
5 just / peer / own / Try / and / do / to resist / your / thing / pressure Try to resist peer pressure and just do your own thing.

7 **Extension** Complete the text with the words and phrases in the box.

benefit of the doubt charming hypercritical image intelligent judge judgemental reputation vulnerable

We're all **(1)** judgemental at times; it's impossible not to form opinions about others, but we'd never want to be viewed as unfair or **(2)** hypercritical. Generally, a person's **(3)** reputation is quite important to them. People typically want to project a certain **(4)** image to others and, depending on the situation, they may want to come across as strong instead of **(5)** vulnerable or **(6)** charming rather than unfriendly. And, of course, everyone would like to appear reasonably **(7)** intelligent! Whether we **(8)** judge ourselves or others, we should give people the **(9)** benefit of the doubt – most of us are just trying to be ourselves.

8 Match the words in bold (1–8) with the synonyms (a–h).

1 He was an extremely popular and **gregarious** person. e
2 Even in an emergency, she is always **cool-headed** and logical. c
3 I'm mostly **indifferent** to what happens in the end to be honest. d
4 Why are you so **prejudiced** against people from the north of the country? g
5 Don't be so **hypercritical** about everything. It's not all bad. a
6 He was very **guarded** with his words when he spoke at the meeting. h
7 I like to be **independent** and not have to rely on anyone else. b
8 She has an absolutely **charming** personality and is fun to be with. f

a judgemental
b self-sufficient
c calm
d apathetic
e outgoing
f delightful
g biased
h careful

9 Translate the Polish parts of the sentences into English.

1 Look out! The chemistry teacher is (*w okropnym humorze*) in a terrible mood today.
2 Don't just (*podążaj za tłumem*) follow the crowd. Do something different for a change.
3 He (*podejmuje kalkulowane ryzyka*) takes calculated risks and he usually ends up making money.
4 It's hard to (*oprzeć się presji rówieśników*) resist peer pressure when you're a young teenager.
5 Don't listen to what the others say, (*po prostu zrób po swojemu*) just do your own thing.
6 We need to (*rozważyć wady i zalety*) weigh up the pros and cons before we make a decision.
7 If you (*brakuje ci samokontroli*) lack self-control it will be hard to fit in with the rest.
8 The new year is a good time to (*zerwania ze złym nawykiem*) break a bad habit, like eating junk food.
9 It really (*daje mi dreszczyk emocji*) gives me a thrill when I perform in front of thousands of people.
10 To be honest, I (*nie obchodzi mnie to, co ludzie myślą*) couldn't care less what people think / don't care what people think I'll dress how I want.

Exam guide
9 English in Use Translations

Life Skills guide
9 Mediation

6B Listening

Exam guide
1 Listening
Multiple choice

1 Listen to the conversation and choose the correct answer to each question. 54 p. 401

1 What does the young woman say to her friend that she's noticed lately?
(a) his attitude
b his skin problem
c his bad behaviour
2 How does the young man say he never used to feel?
a indecisive
b lonely
(c) self-conscious
3 What does the young woman offer to give her friend?
a a party
(b) a skin treatment
c something to help him sleep
4 What else does the young man complain about?
a his friends
(b) his moods
c his parents
5 Why does the young man say he's having trouble falling asleep?
(a) He has difficulty calming his thoughts.
b He hears too much noise in the street.
c He never feels tired at night.
6 What does the young woman think is the cause of her friend's problems?
a illness
b peer pressure
(c) adolescence
7 How does the young woman describe her friend's problems?
(a) temporary
b unfortunate
c inexplicable
8 How would you describe this friendship?
a selfish
(b) supportive
c false

Exam guide
2 Listening
Multiple choice

2 Listen to the talk and choose the correct answer to each question. 55 p. 401

1 How would you describe the overall tone of the talk?
a very depressing and pessimistic
b hopeful and totally unrealistic
(c) serious, but hopeful
2 In addition to gender, what is the other major difference discussed by the speaker?
(a) pre- and post- adolescence
b being married and unmarried
c primary and secondary school

3 Listen to the talk again. Match the words to make phrases. Then practise saying the phrases. 55 p. 401

1	future f	a	pressure
2	demographic c	b	gaps
3	global h	c	statistics
4	articulate e	d	education
5	peer a	e	and wise
6	exactly g	f	careers
7	gender b	g	the same
8	secondary d	h	averages

Exam guide
4 Listening
True/false

4 Listen again. Are the following sentences true (T) or false (F)? 55 p. 401

1 Young boys see gender as an obstacle in their lives just as much as young girls do. F
2 A nine-year old child would not yet be considered an adolescent. T
3 Juliana Meirelles says girls are calmer and more reliable than boys. F
4 It sounds like Shimon Perel might like to play skipping games, but is embarrassed to. T
5 UNICEF is an organisation that is part of the United Nations. T
6 Claudia Cappa says that gender gaps are reduced in secondary education. F
7 From the talk, it can be concluded that most children are opposed to bullying. T

Exam guide
5 Listening
Gap-filling

5 Listen again and answer the questions. 55 p. 401

1 Many girls see their gender as an obstacle to their career.
2 Nine-year-olds are under a lot of peer pressure from their friends or colleagues.
3 The Chinese girl says that girls are more calm and reliable than boys.
4 Eriah Big Crow thinks that girls and boys are exactly the same.
5 Adolescents around the world seem to be more like miniature adults, not children.

6C Grammar 1

Adverbials

1 Underline the adverbial in each sentence. Then match the sentences (1–7) with the descriptions of what the adverbial is expressing (a–g).

1 Frankly, I've never thought he was as funny as everyone says he is. __a__
2 I'm definitely going to Spain next month. I just need to buy my tickets. __f__
3 I'm very interested in joining the chess club. I'd like more information about it. __b__
4 The vet handled the kitten carefully because it was so young. __e__
5 I've always wanted to see the Great Wall of China. __c__
6 Suddenly, the truck in front of us swerved into the other lane. __d__
7 We'll probably go out to eat after we see the play. __g__

a attitude
b degree
c frequency
d time
e manner
f a very high degree of certainty
g some certainty

2 Choose the correct options to complete the text.

I **(1)** *probably* / *always* / *really* go to a show in the West End every time I visit London. **(2)** *In fact* / *Definitely* / *Probably*, I've seen over twenty shows there. The performers are **(3)** *certainly* / *rarely* / *completely* some of the best in the world; nearly every critic says so. I'm **(4)** *definitely* / *constantly* / *politely* reading reviews of all the shows that are on and when a new one opens, I book my tickets **(5)** *frankly* / *suddenly* / *quickly* because they're likely to sell out. I like to get to the theatre very early and wait **(6)** *fully* / *patiently* / *carefully* while enjoying the excitement of the West End. I'm **(7)** *definitely* / *always* / *almost* one of the West End's biggest fans!

3 Put the words in the correct order to make sentences.

1 whole / politely / The / family / me / spoke / very / to
The whole family spoke to me very politely. / The whole family spoke very politely to me.

2 patiently / We / for several weeks / the airline / to refund / for / our money / waited
We waited patiently for several weeks for the airline to refund our money.

3 two / a / seldom / more / I / day / eat / than / meals
I seldom eat more than two meals a day.

4 English exams / He / with / in / marks / satisfied / usually / isn't / his
He isn't usually satisfied with his marks in English exams.

5 My / definitely / bed / tired / constantly / I'm / why / the reason / uncomfortable / is
My uncomfortable bed is definitely the reason why I'm constantly tired.

6 her parents / because / she's / She / so much / at university / rarely / calls / having / fun
She rarely calls her parents because she's having so much fun at university.

4 Choose the correct option to complete each sentence.

1 ____, American Don Kellner has held the world record for the highest number of parachute jumps since 1991, when he made his 15,000th skydive.
a Frankly **c** Probably
b Amazingly **d** Occasionally

2 Now, with over 43,000 jumps, Kellner is ____ the most experienced skydiver in the world.
a carefully **c** really
b fully **d** certainly

3 Kellner is passionate about skydiving. ____, he married his wife Darlene in a ceremony while skydiving!
a Frankly **c** Certainly
b In fact **d** Then

4 Kellner ____ skydives together with Darlene and he ____ goes more than a couple of weeks without jumping.
a occasionally, rarely **c** occasionally, always
b certainly, probably **d** probably, always

5 Kellner and his partner own a skydiving company and ____ consider safety their number one priority when teaching others to skydive.
a always **c** have always
b almost **d** really

6 To skydive ____, it's important to plan each jump ____, just like Don Kellner has done for all his thousands of jumps.
a patiently, fully **c** safely, carefully
b carefully, frankly **d** fully, safely

5 Put the adverbial in brackets in the correct position in each sentence in the text.

1 I would never want to try rock climbing. (*frankly*)
2 The sport seems tiring and dirty, and it's dangerous. (*certainly*)
3 I wouldn't want to go rock climbing even if I was sure that the climb would go safely. (*probably*)
4 My parents both have a fear of heights and I have had one, too. (*always*)
5 A couple of my friends love to rock climb, and tell me that it's peaceful and great exercise. (*very*)
6 But I wouldn't feel comfortable or safe. (*definitely*)
7 I know I'd never be able to relax. (*in fact*)

5 1 Frankly, I would never want to try rock climbing.
2 The sport seems tiring and dirty, and it's certainly dangerous.
3 I probably wouldn't want to go rock climbing even if I was sure that the climb would go safely.
4 My parents both have a fear of heights and I have always had one too.
5 A couple of my friends love to rock climb, and tell me that it's very peaceful and great exercise.
6 But I definitely wouldn't feel comfortable or safe.
7 In fact, I know I'd never be able to relax.

6D Reading

Exam guide
3 Reading
Matching paragraphs

VOCABULARY BUILDING Binomial expressions

1 Complete the sentences with the binomial expressions in the box. There are two you don't need.

facts and figures	here and there	law and order
name and address	odds and ends	peace and quiet
safe and sound		short and sweet
trials and tribulations		wear and tear

Exam guide
4 Reading
True/false

1 We didn't walk anywhere in particular. We just wandered here and there.
2 It goes without saying that law and order is a vital part of society.
3 Let me start this presentation by giving you some facts and figures.
4 There's nothing important in that drawer, just a few odds and ends.
5 At the end of a busy day, I really need some peace and quiet.
6 Don't forget to include your name and address on the form.
7 Janine has promised to keep the meeting short and sweet.
8 I love our sofa, but it's beginning to show signs of wear and tear.

READING

2 Read the text and complete the table. Write no more than two words and/or numbers for each answer.

Name	Country	Invention	Age (at time of invention)	Cost of technology
Jack Andraka	USA	(1) cancer screening test	fifteen	$0.03 per test
Shubham Banerjee	USA/ Belgium	low-cost Braille printer	(2) twelve	(3) $200 per printer
Marita Cheng	Australia	a special programme for (4) girls to get involved in science	nineteen	
Thato Kgatlhanye	(5) South Africa	backpacks with solar panels and reflective strips	eighteen	$20 per bag

3 Read the text and match the questions (a–d) with the sections (1–4). You may use a number more than once.

Which teenager
a was able to solve multiple problems at once? 4
b is collaborating with a larger company to reach a wider audience? 2
c is doing work that will have an effect on medicine? 1
d is changing life in a rural community? 4

4 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)?

1 Jack Andraka had difficulty finding a laboratory that was interested in working with him. NG
2 Jack Andraka and Shubham Banerjee's inventions both led to a reduction in costs. T
3 According to the text, Braille printers will soon be replaced by voice-to-text technology. F
4 As a child, Marita Cheng imagined developing technology that would help people like her mother. T
5 The text suggests that Marita Cheng's project is likely to have a long-term impact on education. T
6 Thato Kgatlhanye's project has expanded from her home community to several other countries. NG
7 None of the teenagers described had support from businesses. F
8 All of the teenagers described are trying to use their education and experiences to help others. T

1 56 Jack Andraka was only fifteen years old when he developed a groundbreaking way to detect pancreatic cancer*. Two years earlier, a close family friend had died from the disease, an experience that motivated Jack to research the illness. Jack was alarmed to learn that the survival rate for the cancer was less than 2%. This was mainly due to the fact that the screening test* was expensive and highly inaccurate. Doctors often didn't recommend the test because of its cost and even when they did, the results weren't reliable. Jack thought there had to be a better way.

After intense research, Jack realised that a protein called mesothelin multiplies in the blood in the early stages of the disease. With the help of a professor at Johns Hopkins University, Jack developed a small paper sensor* that could identify the protein and therefore determine when the cancer was present. Whereas the previously-used technique cost $800,

The amazing inventions of four teenage heroes

Jack's test cost just three cents. Jack's research won him numerous awards, including recognition as a National Geographic Emerging Explorer. Jack spoke about his research in a 2013 TED Talk.

2 Voice-to-text technology has brought about many changes in the way blind people access information. Smartphones and tablets can answer questions and provide information almost instantly. Despite these developments, Braille* printers remain an important way to promote literacy among the blind. They are used to print letters, documents and books, and allow blind people to pursue education. The downside of Braille printers has always been their cost – typically between $1,800 and $5,000.

When Shubham Banerjee was twelve years old, he decided to take on this problem. His goal was to build a Braille printer that cost just $200. Over the course of several weeks, he developed a basic model. The result of his efforts was Braigo, technology that combines a microprocessor with Lego. Investors took notice of his work and, the following year, he set up a company. Although he was only in middle school, his firm was invited to partner with Microsoft so that the printer could be integrated with Windows. Braigo will soon be on the market and blind people everywhere will be able to use the technology for everything from banking to research.

3 Marita Cheng was interested in engineering from childhood. She believed that science and maths were powerful tools that could make the world a better place. Her mother worked as a cleaner in a hotel and one of Marita's ideas was to build a robot that could help do household chores. In Marita's mind, there would be no limits to what she could invent once she qualified as an engineer. Consequently, after secondary school, she decided to study mechatronics* and computer science at the University of Melbourne.

In Marita's class of 50 students, only five were girls. Marita was very surprised by this until she realised that in Australia as a whole, fewer than 10% of engineers were women. Marita didn't think that made sense. How could society be sure it was developing the best technology if the skills of half of the population weren't represented? To solve this problem, Marita decided to run a series of workshops in local schools. Marita thought that if young girls were introduced to science and technology in a fun way, when they grew up, they would be more likely to study engineering. The project, Robogals, was a success. Within a year, more than 2,000 girls had participated in the programme. Since then, Robogals has expanded to more than ten countries.

4 In the South African community where Thato Kgatlhanye grew up, it was common for children to carry their books to school in plastic bags. Many children had to walk long distances from rural villages and the bags were very uncomfortable. When Thato was eighteen years old, she had the idea to start an innovative company that would change this situation. As a result of her creativity, the company simultaneously solved two other problems.

Thato's idea was to weave* plastic bags into a textile and sew the material into sturdy backpacks. Fitted with two straps, the bags would be comfortable to carry. Had she stopped there, Thato would already have succeeded in making a difference to many children. However, she also equipped the bags with solar technology. Special panels charge up as students walk to and from school, and can then serve as lights in homes without electricity. Furthermore, Thato fitted the bags with reflective strips. As many children walk to school along busy roads, traffic accidents can be a problem. The strips increase visibility and make children's journeys to school much safer. Since 2013, Thato's company has produced more than 10,000 backpacks.

pancreatic cancer *cancer that affects the pancreas (= a small organ that produces substances helping the body to process food)*
screening test *a test used to check whether someone has a disease*
sensor *a device used to show whether something is present*

Braille *a system of raised dots that allows blind people to read*
mechatronics *a subject that combines electronics and mechanical engineering*
weave *to make something by twisting long objects together*

6E Grammar 2

Expressing habitual actions and states

1 Choose the option which means the same as the first sentence.

1 When I was a child, I went to the playground with my friend next door every afternoon.
a When I was a child, I used to go to the playground with my friend next door every afternoon.
b When I was a child, I was used to going to the playground with my friend next door every afternoon.

2 My parents keep telling me to go to bed earlier.
a My parents would always tell me to go to bed earlier.
b My parents are always telling me to go to bed earlier.

3 When I was a small child, I would always spend summer afternoons playing in my room when my parents thought I was sleeping.
a When I was a small child, my parents had a tendency to sleep, but I preferred to stay in my room playing.
b When I was a small child, I used to spend summer afternoons playing in my room when I was supposed to be sleeping.

4 Most people tend to sleep less during the summer.
a People are used to sleeping less during the summer.
b People usually sleep less during the summer.

5 My dad is always telling me to stop looking at my phone.
a My dad will keep telling me to stop looking at my phone.
b My dad is used to telling me to stop looking at my phone.

2 Complete the sentences and questions with the words and phrases in the box.

'm not used to	tend	use to	used to (x2)	will

1 When I was a child, I _____ be very shy.
2 My parents _____ keep telling me to stop texting my friends and it really annoys me!
3 I _____ getting up so early.
4 I never take naps because I _____ not to feel sleepy in the afternoon.
5 Did you _____ listen to music in bed?
6 I _____ sleep with a teddy bear.

3 Read and underline the verb constructions that express a habitual action or state in the past.

'Everybody saw the ocean as a big blue tank of water, but for me there was something more going on and I wanted to know what it was. My parents used to buy second-hand *National Geographic* magazines from this little shop down the road. I'd flip through them and see these beautiful images. I used to think, wow, one day that could be me. I wanted to be that explorer and discover what no one else had discovered.' – Asha de Vos, Marine Biologist.

'My Uncle Tom was fortunate enough to have a career with the FBI, which took him across the world. Upon coming home, he would always share tales of his travels. We would sit down and he would take out a globe and spin it and ask me to put my finger gently on it until it stopped somewhere. He would then quiz me about the place and, if I wasn't familiar with it, he would tell me everything he knew. Through this he showed me the vastness and great diversity of the world, but, at the same time, its accessibility, if you wanted to explore it.' – Donald Slater, Archaeologist.

'My parents left El Salvador to escape the civil war and give the family an opportunity at an education and a fighting chance at a stable living. My parents would always say that there are a lot of things that people can take from you, but an education is something no one can take. So my upbringing was my most powerful motivator.' – Steve Ramirez, Neurobiologist.

4 Match the sentences (1–8) with the descriptions (a–d). You may use the descriptions more than once.

1 My father keeps telling me that I should get more sleep. ___a___
2 When I was very small, my mum would give us dinner at five so we could go to bed by seven. ___c___
3 I used to be a good sleeper, but I'm not anymore. ___b___
4 'White noise' machines can be used to help you sleep. ___d___
5 My brother is always waking me up with loud music. ___a___
6 My sister will keep texting her friends in the middle of the night. ___a___
7 People tend to sleep longer in winter. ___a___
8 My neighbour's dog kept waking me up. ___c___

a a habitual action in the present
b a habitual state in the past
c a habitual action in the past
d other

5 Choose the correct option to complete each sentence.

1 I didn't *use to* / *used to* like football.
2 My grandfather never *use to* / *used to* sleep more than four hours.
3 Did she *use to* / *used to* do ballet when she was a child?
4 I *never used to* / *didn't used to* stay up past midnight.
5 Teenagers *use to* / *have a tendency to* stay up chatting with their friends on social media.
6 My grandmother *would* / *used to* have a very annoying alarm clock.
7 Did you *use to* / *get used to* sleep in on Sundays?

6 Read the text and choose the correct options.

How many times have you been told that you should sleep for at least eight hours? Well, that may not be the best advice! Despite research suggesting that an eight-hour sleep is unnatural, people still **(1)** __a__ to believe that it's what we should get. According to research, however, up until the late 17th century, people **(2)** __b__ have a split sleep pattern. They **(3)** __c__ sleep for about four hours, then be awake for an hour or two and then sleep another four hours. The first sleep **(4)** __b__ begin a couple hours after dusk. During the waking period that followed, people **(5)** __a__ be quite active: they **(6)** __b__ read, pray, do chores and even visit neighbours. People **(7)** __c__ think that insomnia was a problem!

Written references to the first and second sleep date as far back as Homer's Odyssey. How did something that **(8)** __c__ the norm become such an anomaly? Historians believe it was connected with the industrial revolution and streetlights. People started working longer hours and the night – which **(9)** __a__ a time when you couldn't do much but stay at home – suddenly became 'fashionable' as streetlights promoted nightlife. Electricity in the home also made the day longer. The first sleep, which **(10)** __a__ a couple hours after dusk and last for four hours, started later and later, and ended in the early hours of the morning. At that point, the second sleep fell out of fashion.

Scientists do wonder if the single chunk of sleep that **(11)** __b__ is actually good for us. So next time you wake up in the middle of the night, relax! It may be what your body is designed to do.

1 (a) tend **b** use **c** will
2 **a** will (b) used to **c** were used to
3 **a** tend to **b** were used to (c) would
4 **a** will (b) would **c** has a tendency to
5 (a) used to **b** tend **c** will
6 **a** were used to (b) would **c** kept
7 **a** weren't used to **b** wouldn't (c) didn't use to
8 **a** would be **b** was used to being (c) used to be
9 (a) used to be **b** would **c** use to be
10 (a) used to start **b** was used to starting **c** use to start
11 **a** we used to get (b) we are now used to **c** we now get used to

7 Complete the second sentence so that it means the same as the first sentence. Use the word in capitals and between one and four other words.

1 Parents are usually concerned about screen time.
TEND
Parents tend to be concerned about screen time.

2 When my brother was a child, he would always sing in his sleep.
USED
When my brother was a child, he used to sing in his sleep.

3 Teenagers tend to sleep longer than younger children.
TENDENCY
Teenagers have/display/show a tendency to sleep longer than younger children.

4 I'm accustomed to having a nap after lunch every day.
USED
I'm used to having a nap after lunch every day.

5 Some people don't fall asleep easily after watching TV.
TEND
Some people tend not to fall asleep easily after watching TV.

6 When I was younger, I always used to stay up to watch a film on Friday nights.
WOULD
When I was younger, I would always stay up to watch a film on Friday nights.

Exam guide
7 English in Use Transformations

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
The mysterious workings of the adolescent brain

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read the description of the terms relating to brain science. Then listen to part 1 of the TED Talk. Did this information help you to understand the talk? 57 p. 401

MRI, or Magnetic Resonance Imaging, is a technique used to create images of the body's internal organs, such as the brain.

The **prefrontal cortex** is an outer layer covering the front parts of the brain.

WATCH p. 410

Exam guide

2 Listening
True/false

2 Watch the TED Talk. Are the sentences true (T) or false (F)?

1 fMRI allows scientists to take a video of the brain while a person is doing a task. T
2 Blakemore has discovered that brain development is complete in early childhood. F
3 The prefrontal cortex is the only region of the brain that does not change during adolescence. F
4 The photo of Michael Owen shows that everyone has a completely different emotional response to a given situation. F
5 Blakemore's lab conducts experiments with both adolescents and adults. T
6 The experiment with moving objects on shelves shows that adolescents are no different from adults. F
7 Teenagers sometimes have difficulty seeing other people's points of view. T
8 Adolescence is an idea that we have only recently developed in modern society. F

Exam guide

3 Listening
Gap-filling

3 Watch parts 2 and 3 of the TED Talk again. Complete the sentences with a word or short phrase. Write no more than three words.

1 The part of the prefrontal cortex that is more active in adolescents than adults when they make social decisions is called the medial prefrontal cortex.
2 Scientists think that adolescents and adults use a different mental approach / cognitive strategy to make social decisions.
3 In the shelves experiment, there's a conflict between the participant's perspective and the director's perspective.
4 A control condition is an alternative version of the experiment where there's no 'director' and people are given a rule.
5 They found that, in the director condition, intelligent adults make errors about 50 percent of the time.

4 Complete the quotations from the TED Talk with the adverbs in the box.

dramatically instinctively mainly radically really widely

1 'Fifteen years ago, it was widely assumed that the vast majority of brain development takes place in the first few years of life.'
2 '… mainly due to advances in brain imaging technology such as magnetic resonance imaging, or MRI, neuroscientists have started to look inside the living human brain of all ages, …'
3 '… we now have a really rich and detailed picture of how the living human brain develops, and this picture has radically changed the way we think about human brain development …'
4 'One of the brain regions that changes most dramatically during adolescence is called prefrontal cortex.'
5 'This introduces a really interesting condition whereby there's a kind of conflict between your perspective and the director's perspective.'
6 'You're going to instinctively go for the white truck, because that's the top truck from your perspective, …'

VOCABULARY IN CONTEXT

5 Match the words in bold in the sentences (1–6) with the words or phrases (a–f).

1 Our understanding of the way that the human brain functions has **radically** improved in recent years. c
2 The brain **undergoes** changes throughout our lives, not only during childhood. f
3 Blakemore showed how people reacted **within a split second of** an event, without time for thinking consciously. e
4 **Believe it or not**, normal, healthy, intelligent adults make errors about 50 percent of the time. b
5 An adolescent is more **prone to taking** risks than an adult. d
6 Some people get **a kick** from taking risks. a

a enjoyment
b this is surprising
c in a big and important way
d likely to take
e immediately after
f experiences

6F Speaking

1 Read the statements and choose the correct option.

1 I know you're upset, but it might not be as bad as you think.
a showing understanding **c** offering help
b offering encouragement

2 How infuriating! I'm surprised she reacted that way.
a showing understanding **c** offering help
b offering encouragement

3 Would it be any use if I went with you tomorrow?
a showing understanding **c** offering help
b offering encouragement

4 That happened to me, too. It's such a pain.
a showing understanding **c** offering help
b offering encouragement

5 I can give you a hand if you'd like me to.
a showing understanding **c** offering help
b offering encouragement

6 Try to look on the bright side. Tomorrow's another day.
a showing understanding **c** offering help
b offering encouragement

2 Listen to the statements (1–4) and match them with the descriptions (a–e). There is one description that you don't need. 58 p. 401

Statement 1 d Statement 3 e
Statement 2 b Statement 4 a

a someone who feels better after speaking to a friend
b someone who is showing understanding
c a person who wants to help, but isn't able to
d a person who has made an offer to help
e someone who is offering encouragement

3 Complete the conversation with the words and phrases in the box. There are two that you don't need.

as bad as you imagine	frustrating	irritated
look on the bright side	that's any use	to lend a hand
to let you down	understanding	what a pain

Rachel: Kerry told me she'd help me organise a surprise party for Caroline, but so far she hasn't done anything.
Sam: **(1)** What a pain.
Rachel: I know.
Sam: When is Caroline's birthday?
Rachel: It's next Tuesday … the 30th.
Sam: **(2)** Look on the bright side. You still have more than a week!
Rachel: Yeah, I guess you're right. But I'm pretty stressed.
Sam: I'm more than happy **(3)** to lend a hand, if **(4)** that's any use.
Rachel: Thanks. I'd appreciate that. Maybe you could help me call some of her friends.
Sam: Sure. Just give me their numbers. And try not to be angry with Kerry. I know it's **(5)** frustrating, but I'm sure she didn't mean **(6)** to let you down.
Rachel: You're right. Thanks for being so **(7)** understanding.

4 Read the sentences and write a response. Then listen and compare your answers with some model answers. 59 p. 402

1 I dropped my mobile in the sink and now it doesn't seem to be working.
Showing understanding: _____

2 I'm worried about the test tomorrow. I don't feel prepared enough.
Offering help: _____

3 I don't think my presentation went very well. At the end, the audience looked a bit confused.
Offering encouragement: _____

4 We were stuck in traffic for an hour this morning.
Showing understanding: _____

5 It's supposed to rain tomorrow and we were planning to go to the beach.
Offering encouragement: _____

Exam guide
2 Listening Matching

Life Skills guide
5 Mediation

5 Read the following questions and make notes about how you would answer them. Listen to the speaking exam where other students have answered the questions. Then add to your notes to improve your answers. 60 p. 402

1 What are your hobbies and interests?
How did you get involved in them?
In the future, what other activities would you like to be involved in?

2 Describe your daily routine.
Has your routine always been the same?
What's the most difficult aspect of your routine?

3 Where do you live?
Do you like living there?
How has the place where you live influenced you?

6 Translate the Polish parts of the sentences into English.

1 (*Co za nuda*) What a drag/pain/bore / How boring that we have to go visit that museum!

2 It is (*zupełnie zrozumiałe*) totally/completely understandable why she took that decision.

3 (*Daj znać, gdybyś chciał mojej pomocy*) Let me know if you'd like a hand / if you need my help moving to your new flat.

4 (*Czy chciałabyś, abym*) Would you like me to come round and collect you earlier?

5 I've got some time free on Friday (*jeśli to w ogóle pomoże*) if that's any use/help.

Exam guide
6 English in Use Translations

Life Skills guide
6 Mediation

6G Writing

An essay comparing advantages and disadvantages

1 Complete the instructions on writing an essay with *should* or *shouldn't*.

1 You ___should___ read the question at least twice.
2 You ___should___ analyse the question.
3 You ___shouldn't___ ignore instruction words (e.g. *explain*) and topic words (e.g. *advice*).
4 You ___shouldn't___ begin writing without planning.
5 You ___should___ decide what you must include and what you can include if you want.
6 You ___should___ decide what style of writing is appropriate.
7 You ___should___ check any other instructions.
8 Your essay ___should___ follow a structure.
9 The essay ___shouldn't___ present more advantages than disadvantages.
10 You ___shouldn't___ exceed the word count.

2 Underline the word or phrase in the sentences to show they're in the correct category.

Introducing advantages
1 The first point in favour of this is cost savings.
2 This particular approach has several merits.
3 The main benefit involves increased wellbeing.

Introducing disadvantages
4 It should be noted that there are also drawbacks.
5 A significant negative aspect is the noise factor.
6 The downside of this approach is the expense.

Listing points
7 First and foremost, there are safety considerations.
8 Moreover, there are various hidden risks.
9 Last but not least, public opinion must be noted.

3 Complete the essay with the words and phrases in the box.

benefit drawback First of all, Furthermore, I believe main On the other hand, pros and cons Secondly, various factors

In some parts of the world, including Austria, Argentina and Brazil, sixteen-year-olds can vote in elections. However, in the vast majority of countries worldwide, the legal voting age is eighteen or older. This essay will consider whether sixteen or eighteen is the ideal voting age. Both have several **(1)** ___pros and cons___. **(2)** ___First of all___ the right to vote at sixteen has many merits. Young people are the future, so they should have a say in shaping the future. **(3)** ___Secondly___ today's sixteen-year-olds have grown up with the internet and are more informed than teenagers of previous generations. The **(4)** ___benefit___ of involving younger people politically is that they become more invested. However, a **(5)** ___drawback___ is that sixteen-year-olds may not have the maturity required for making important decisions. **(6)** ___Furthermore___ some are young enough to be easily influenced and manipulated.

The **(7)** ___main___ advantage to an older voting age is that eighteen is widely recognised as the age of independence and adulthood. Moreover, eighteen-year-olds have more life experience. They generally know who they are and are less likely to be exploited. **(8)** ___On the other hand___ the difference between the age of sixteen and eighteen is very slight. Additionally, in some countries, there are as many sixteen-year-olds in employment as eighteen-year-olds, putting them on an equal footing.

Whether sixteen or eighteen is a better voting age depends on **(9)** ___various factors___. My own view is a compromise. **(10)** ___I believe___ that optional voting should begin at sixteen and compulsory at eighteen, giving sixteen-year-olds the option of participating in elections and eighteen-year-olds the responsibility of always casting a vote.

4 Read the essay again and match the two parts of the sentences. There are four endings you don't need.

1 In some countries, sixteen-year olds ___i___
2 In most countries, the voting age ___g___
3 The internet has provided sixteen-year-olds ___e___
4 Involving younger people makes them ___a___
5 It's a disadvantage that sixteen-year-olds ___d___
6 Generally, eighteen-year olds are considered ___h___
7 It would be harder to manipulate ___b___
8 The writer feels that sixteen-year-olds should have ___f___

a more invested in politics.
b eighteen-year-olds.
c sixteen-year-olds.
d may not be mature enough.
e with more knowledge.
f an optional vote.
g is eighteen.
h to be independent adults.
i can already vote.
j with a disadvantage.
k is sixteen.
l a compulsory vote.

5 Read the question and write an essay comparing advantages and disadvantages.

What are the advantages and disadvantages of these options when finishing secondary school? Which do you think is the best?
- Going straight to university
- Taking a year to work or travel before starting university

Explain why, using specific reasons and examples to support your answer.

Exam guide
5 Writing
An essay

Life Skills guide
5 Creativity, Critical thinking, Mediation, Practical skills

Lexical Review 6

1 Complete the crossword using the clues and write the keyword below.

1	A	M	B	I	T	I	O	U	S	
			2	N	E	R	V	O	U	S
		3	C	H	E	E	R	F	U	L
			4	A	N	N	O	Y	E	D
			5	A	P	A	T	H	E	T	I	C
		6	C	O	N	G	E	S	T	E	D	
		7	L	O	N	E	L	Y				
8	D	I	S	P	R	O	V	E				

Keyword: teenager

1 wanting to be successful and achieve your goals
2 how you feel before a test or exam
3 happy and friendly
4 a little angry and frustrated
5 not interested or enthusiastic
6 blocked (e.g. a street)
7 how you feel when you are alone
8 show that something is not true

2 Match the words to make phrases.

1 play it c	a the bus
2 miss a	b the pros and cons
3 primary f	c safe
4 weigh up b	d disruption
5 take a calculated h	e your own thing
6 do e	f school
7 cause d	g headed
8 cool- g	h risk

3 Choose the correct option to complete each sentence.

1 He is highly ____ against foreigners for no good reason.
(a) prejudiced **c** pleased
b bored **d** delighted

2 My journey home after work ____ more than an hour.
a goes **c** travels
(b) takes **d** has

3 He came from a ____ background, but achieved great success.
(a) humble **c** outspoken
b mature **d** neat

4 The ____ people have of us is influenced by our behaviour.
a photo **c** regard
b expression (d) image

5 Many people get ____ before they have to speak in public.
a bored **c** indifferent
b delighted (d) stressed

6 I usually ____ home after 6 o'clock in the evening.
a come (c) get
b take **d** bring

7 A/An ____ person loves meeting others and enjoys a busy social life.
a independent **c** moody
(b) gregarious **d** influenced

8 I'm going to the stadium. Where should I ____ the bus?
a get for **c** get out
(b) get off **d** get to

4 Write one word in each gap to complete each sentence. The first letter is given.

1 She has a lot of motivation to achieve her goals and she works hard.
2 Weaker children are more vulnerable to catching a disease from dirty water.
3 I was so embarrassed when my mum talked about me to the whole class.
4 We're stuck in a traffic jam, so I'm afraid we're going to be late.
5 We expect punctuality from our employees, so please arrive at 8 am every day.
6 His church sent him as a missionary/missioner to work with poor communities in Africa.
7 I was so scared when the lights went off.
8 I'm confused because I don't know which set of instructions to use.

5 Translate the Polish parts of the sentences into English.

1 He is extremely (*wdzięczny*) grateful for all the help you have given him.
2 She is (*odpowiedzialna*) responsible for the advertising budget.
3 We found a (*uroczy*) charming little town on the coast.
4 You need to put on safety goggles before we do this (*eskperyment*) experiment.
5 There is a terrible smell of (*spalin*) fumes from the cars waiting at the lights.
6 Shall we go for a (*przejażdżkę rowerem*) bike ride after school?
7 Don't be so (*osądzający*) judgemental just because they dress differently.
8 If you (*źle się zachowujesz*) misbehave, then we won't go to the cinema.

Exam guide
3 English in Use
Multiple choice

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

Skills Review 6

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 The way she answers her friends' questions is an example of her ___impulsive___ behavior. IMPULSE
2 Mike seems to be very serious, but if you know him better, you'll love his ___delightful___ sense of humour. DELIGHT
3 ___Frankly___, I'm not surprised everybody enjoys his company, he's the best joke teller ever. FRANK
4 When asked if Linda needed more sleep, she said '___definitely___'. DEFINITE
5 In sharp contrast to her brother, Viola's sister is ___charming___ and outgoing. CHARM

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 Wendy comes ___across___ as being nosy because she asks people personal questions.
2 I always try to ___weigh___ up the pros and cons before making a final decision.
3 The teachers told us not to ___give___ in to peer pressure at school.
4 All I want this weekend is some peace and ___quiet___.
5 We decided to take the calculated ___risk___ of expanding our business rather than closing it.

Exam guide
4 English in Use
Sentence formation

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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

1 As a teenager, Paula spent hours in front of the mirror doing her make-up. She doesn't do it anymore.
WOULD
As a teenager, Paula ___would spend___ ___hours___ in front of the mirror doing her make-up.
2 Martin has a habit of speaking with his mouth full of food, which we find gross.
WILL
Martin ___will speak___ ___with his mouth full of food,___ which we find gross.
3 My father always reminds me not to judge people by appearances.
USED
I ___am used to being reminded___ ___not to judge people___ by appearances.
4 It will soon be a set routine for him to wear a suit and a tie.
GET
He'll soon ___get used/accustomed to wearing___ ___a suit and a tie.___
5 I never had a serious disagreement with other peers at school.
USE
I ___didn't use to have___ ___serious disagreements with other peers at school.___
6 Teenagers tend to improve their organisational skills and learn to handle multiple responsibilities.
HAVE
Teenagers ___have a tendency to improve___ ___their organisational skills and learn to handle multiple responsibilities.___

Uzupełnianie zdań

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

1 I understand it's a problem for you now, but you ___will get used to segregating___ ___(*get / use / segregate*)___ rubbish once you start doing it.
2 As a small girl, Sandra ___used to blush___ ___(*use / blush*)___ when talking to strangers. Luckily, she's overcome her shyness.
3 Andrea ___tends to fall___ ___(*tend / fall*)___ in love at first sight.
4 Davis ___is forever drumming___ ___(*forever / drum*)___ his fingers on the table while he is talking with me. It's so irritating.
5 We ___are/were used to being reminded___ ___(*be / use / be / remind*)___ how to behave at school ceremonies.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

addition confuse end lone rare rule try

1 My neighbor enjoys making things out of the odds and ends he finds in the attic.
2 I got confused when two people were talking to me in two different languages.
3 Never in her life has she felt as lonely as when she went to Australia for one year.
4 Rarely do you meet such a mature and responsible young man.
5 My parents always want me to follow the same rules they did when they were my age.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 My weight gain can be explained by my (*brakiem samokontroli*) lack of self-control.
2 Adolescents are said to (*są pod większym wpływem rówieśników*) be more influenced by peers / be more under the influence of peers than other age groups.
3 I wouldn't like Mike to be so (*osądzający*) judgemental and condemn their mistake.
4 I wonder what has made Henry so (*obojętnym na*) indifferent to the suffering of others.
5 Sandra is regarded as a very sensitive girl (*podatna na krytykę*) vulnerable/susceptible to criticism.
6 Whatever happens to you, try to remain (*opanowanym*) cool-headed / under control / self-possessed over the whole affair.

LISTENING

7 Usłyszysz dwukrotnie trzy wypowiedzi na temat osiągnięć nastolatków. Do każdej wypowiedzi (1–4) dopasuj odpowiadającą jej osobę (a–c). Wpisz rozwiązania do tabeli. Uwaga: do jednej z osób pasują dwa zdania. 61 p. 402

Which speaker mentions someone who …

1	has earned recognition in the local area for his/her commitment and determination?	b
2	shares knowledge and skills acquired earlier with others in addition to doing his/her job?	a
3	had to follow a rigorously established daily routine?	a
4	has participated in various enterprises that will benefit him/her in the future?	c

Exam guide
5 English in Use
Word formation

WRITING

8 O pokoleniu nastolatków często mówi się, że jest bardzo roszczeniowe. Jednak obecna młodzież często zaprzecza tym stereotypom i, nie czekając na pomoc, sama zakłada własny biznes. Napisz rozprawkę, w której przedstawisz korzyści oraz zagrożenia wynikające z podjęcia przez nastolatków takiej decyzji.

Wypowiedź powinna zawierać od 200 do 250 słów.

Exam guide
8 Writing
An essay

Life Skills guide
8 Creativity,
Critical thinking,
Mediation,
Practical skills

SPEAKING

9 Popatrz na zdjęcia i odpowiedz na pytania.

Czy nastolatkowie w Polsce spędzają wolny czas w ten sposób?

A

Dlaczego, twoim zdaniem, te osoby wybrały pracę w tym miejscu?

B

Teraz popatrz jeszcze raz na oba zdjęcia. Co osoby ze zdjęć zyskałyby, a co straciły, gdyby się zamieniły miejscami?

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Critical thinking,
Mediation

Exam guide
7 Listening
Matching

7 A healthy life

7A Vocabulary

Health and fitness

1 Revision Complete the sentences with the words and phrases in the box.

captained | compete | gold medal | great attitude | great technique | scored | smashed | world championships | world records

1 Heptathlete Jessica Ennis-Hill won a gold medal at the 2012 Olympics.
2 He captained the England cricket team for two seasons.
3 She has a really great attitude – she never gives up, even if she's losing.
4 Having great technique, whether it's footwork or handling a racket, is essential for success in sport.
5 Amazingly, they scored seven goals in the second half!
6 Athletes that compete at the highest level internationally may take part in the world championships.
7 Jamaican sprinter Usain Bolt smashed three world records at the Beijing Olympics.

2 Revision Match the words to make phrases related to sportspeople.

1 hold e	a for the game
2 play a f	b player
3 a positive c	c role model
4 a real passion a	d new record
5 set a d	e the world record
6 a very skilful b	f key role

3 Revision Choose the correct word to complete each sentence.

1 Jonathan plays basketball for the school team. He's a (forward) / *backward* / *front*.
2 Have you been watching Liliana play? She just scored a great *match* / *record* / (goal).
3 He's a talented swimmer who has *held* / (won) / *set* more than 50 medals during his career.
4 She was one of the most productive members of the hockey team last (season) / *period* / *calendar*.
5 Tennis players need to be very *aware* / (energetic) / *passionate* to make it through a long match.
6 Jack is playing brilliantly. He's the real *shine* / *sun* / (star) of the team this year.

4 Match the words and phrases (1–6) with their definitions (a–f).

1 carbohydrates c
2 nutrients e
3 obesity a
4 protein f
5 refined sugar d
6 wholefoods b

a being overweight in a way that is dangerous for your health
b natural food that does not contain artificial substances
c substances found in sugar, bread and potatoes
d a sweetener and preservative
e substances in food that people need to live and grow
f food, such as meat, cheese, fish or eggs, necessary for the body to grow and be strong

5 Choose the correct options to complete the text.

Studies show that a poor diet and lack of exercise can lead to a variety of problems. Eating foods that lack nutrients and contain a lot of refined sugar will have a **(1)** c on your body.

Avoid eating too much meat, but ensure that your diet includes foods that are rich in **(2)** b, like fish, dairy products and eggs.

A **(3)** a diet, filled with vegetables, fruits and wholegrain foods, will give you energy and keep your body running as well as possible.

Consider eating fruit or some naturally sweet vegetables to satisfy a sweet craving. Choosing to eat refined sugar **(4)** c is a wise decision for your health.

A diet of mainly wholefoods and water, along with exercise and sleep, will help relieve stress and will benefit your overall **(5)** b.

1 **a** moderation effect
b stressful effect
(**c**) detrimental effect
2 **a** carbohydrates
(**b**) protein
c wholefoods
3 (**a**) nutritious
b nutrient
c nutrition

4 **a** as much as possible
b nutrients
c in moderation

5 **a** sedentary lifestyle
b wellbeing
c nutrients

6 Match the two parts of the sentences.

1 Protein is found in c
2 Carbohydrates are found in f
3 Wholefoods include d
4 Eating wholefoods will have a
5 Living a sedentary lifestyle will have e
6 Eating refined sugars b

a a beneficial effect on your body.
b in moderation is a healthy decision.
c lean meat, seafood, beans, soy and eggs.
d fruit, vegetables, nuts and wholegrains.
e a detrimental effect on your body.
f sugar, bread, potatoes and pasta.

7 Complete the sentences with the words and phrases in the box. There are two that you don't need.

beneficial	detrimental	enhance	intake
nutrients	obesity	refined sugars	
sedentary lifestyle	wellbeing	wholefoods	

1 Be careful about your salt intake; too much salt can cause high blood pressure.
2 A sedentary lifestyle coupled with a poor diet can lead to obesity.
3 When possible, choose to eat wholefoods instead of refined sugars.
4 Eating processed food and too many carbohydrates can have a detrimental effect on your body.
5 Enhance your diet by trying new foods or preparing foods you like in new ways.
6 If you eat balanced meals, you'll ensure you get the proper amount of nutrients to power your body.

8 Put the words in the correct order to make sentences.

1 The way / prepared / is / absorbs / the body / affect / the amount / nutrients / of / can / food The way food is prepared can affect the amount of nutrients the body absorbs.
2 moderation / best / sugars / in / refined / to eat / It's It's best to eat refined sugars in moderation.
3 needs / it / nutritious wholefoods / body / your / A diet / offers / the energy / of A diet of nutritious wholefoods offers your body the energy it needs.
4 stress, / relieve / take / regularly / help / To / exercise To help relieve stress, take exercise regularly.
5 to put / choose / you / affects / wellbeing / its / your / body / What / in What you choose to put in your body affects its wellbeing.

9 **Extension** Choose the correct options to complete the text.

The demands of modern life can be stressful for people of all ages. Many of us look for ways to **(1)** *reduce* / *enhance* the stress in our busy lives. Eating a balanced diet of foods that **(2)** *serve* / *nourish* your body, drinking plenty of water and getting the proper amount of sleep each night, are three important ways to keep your stress levels under control. Taking **(3)** *energy* / *exercise* consistently helps reduce stress and can be **(4)** *invigorating* / *well-balanced* when you're feeling mentally or physically tired. Practising **(5)** *mindfulness* / *forgetfulness* through meditation, yoga and other techniques also helps to manage stress. Yoga **(6)** *supports* / *postures* can help to relieve tension in the body. Whatever method of stress relief you choose, it will surely contribute to your overall **(7)** *wellness* / *being*.

10 **Extension** Complete the sentences with the words in the box.

cholesterol	minerals	organic	output
renew	supplements	vigour	vitamins

1 People often search for healthy ways to increase their productivity or output.
2 Some people take dietary supplements to ensure their body receives all the minerals and vitamins it needs to perform at its best.
3 Other people choose to buy and eat only organic fruit and vegetables.
4 It's important to eat plenty of vegetables and avoid fatty foods that are high in cholesterol.
5 Taking a break from technology from time to time can help renew your vigour.

7B Listening

Exam guide
1 Listening
Multiple choice

1 Listen to the conversation and choose the correct answer to the questions. 62 p. 402

1 Why is Mrs Jacobs there?
a The doctor wants to talk about her test results.
b She needs to collect some medication.
c The doctor wants her to be involved in her husband's care.
d Her husband needs her help to get around.

Exam guide
4 Listening
Gap-filling

2 What two health issues is Mike's doctor discussing today?
a excess weight and blood pressure
b lack of exercise and unhealthy diet
c blood pressure and cholesterol
d high cholesterol and fatty foods

3 Why doesn't the doctor want to prescribe any medication?
a He still thinks there are alternatives.
b He knows that it won't help.
c Mike already takes a lot of tablets.
d Mrs Jacobs is opposed to the idea.

4 What does the doctor want Mike to do?
a drink less coffee
b consider retiring
c reduce his stress levels
d do more exercise

5 What does the doctor want Mike to eat less of?
a salt and olive oil
b saturated fats and salt
c all meats and oils
d salt and potatoes

6 When should Mike make an appointment to see the doctor again?
a after the test results
b as soon as possible
c in three months
d when he's feeling better

Exam guide
5 Listening
Multiple choice

2 Listen to a talk about the elderly in China. What do you think is the speaker's main message? 63 p. 403

a Don't oversleep, and exercise in moderation.
b Stay active, both mentally and physically.
c Go to outdoor parks as often as you can.
d Practise martial arts to stay fit and healthy.

3 Listen again. Match the words to make phrases. Then practise saying the phrases. 63 p. 403

1	senior f	**a**	benefits
2	meditative martial c	**b**	mortality
3	perceived health a	**c**	art
4	stress e	**d**	to longevity
5	socioeconomic h	**e**	management
6	risk of b	**f**	citizens
7	average life g	**g**	expectancy
8	contributing factors d	**h**	status

4 Listen again and complete the sentences. Then practise saying the sentences. 63 p. 403

1 Millions of Chinese senior citizens gather in parks to exercise and socialise.

2 Some 30,000 outdoor recreation areas were established as part of a nationwide fitness programme.

3 T'ai chi is a meditative martial art of stretching and balance exercises.

4 T'ai chi has become increasingly popular (around the world) because of its perceived health benefits and stress management.

5 Researchers took into account people's basic health, socioeconomic status, family support and other factors.

6 The study found that regular exercisers, aged 80 and older, lower their risk of mortality by 20 percent.

7 In 2015, China had an average life expectancy of 76.1 years.

8 It's hard to say exactly what the main contributing factors to longevity are.

5 Listen to the recording and choose the correct answers. 64 p. 403

1 Research has shown that ____
a most people are more active nowadays.
b there is a rise in everybody's weight.
c more people are obese nowadays.

2 The speaker says that the best way to become more active is ____
a to make small, gradual changes.
b to spend more time on the road.
c to be more effective on social media.

3 The first example involves ____
a giving up commuting by public transport.
b catching public transport further away from home.
c doing part of your commute on foot.

4 Being active while studying ____
a is useful whatever subject you're studying.
b isn't possible for all students.
c is a good idea in all situations.

7C Grammar 1

Relative clauses with prepositions

1 Read the statements. Are the sentences formal (F) or informal (I)?

1 There are many people for whom eating more wholefoods would be beneficial. F
2 Many doctors recommend yoghurt for breakfast, to which fruit and granola can be added. F
3 After dinner, she has a cup of tea, which she adds lemon and honey to. I
4 Do you know anyone that I can share a lift with? I
5 Bruno is her youngest son, of whom she is particularly proud. F
6 He's training for the Olympics, which he'll compete at next year. I

2 Match the two parts of the sentences.

1 Have you found a good study group b
2 He will be going to a new school, c
3 There's a wonderful new English teacher, d
4 I have a notebook f
5 There are many students in the school e
6 There are many after-school clubs to join, a
7 It's your grades and exam marks g
8 I went to see my English teachers, h

a the most popular of which is probably gymnastics.
b that I could go to?
c at which he will have to wear a uniform.
d whose classes you should definitely go to.
e for whom maths does not come easily.
f which I write in every day.
g that not studying has an effect on.
h both of whom said I have a lot of potential.

3 Choose the correct option to complete each sentence.

1 Who was the woman ____ you were talking?
(a) with whom **c** to who
b whom with **d** whom

2 You need to understand that it is your relationships ____ a lack of trust will have an impact.
(a) on which **c** what
b with which **d** on what

3 He has made a lot of new friends in class, all ____ live near one another.
a with whom **c** whom
b that (d) of whom

4 It's her best friend that she needs to apologise most ____.
a with (c) to
b on **d** who

5 He plays on several sports teams, a number ____ have matches on Saturdays.
a of them **c** which
(b) of which **d** who

4 Complete the text with the words and phrases.

in which | of which | that (x2) | the majority | which

Most people don't think of sugar when they think of a healthy diet, but it is the unhealthy sugars in chocolate and sweets **(1)** that give sugar its bad reputation. These sugars are used quickly by our bodies, **(2)** in which there can be a steep rise or drop in blood sugar when they are consumed. However, there are also natural sugars, some of **(3)** which we need in our diets and many **(4)** of which can be found in grains, milk and fruit. These sugars take longer to digest and provide energy the body needs. In any case, it is your body **(5)** that will suffer if you eat too much of the wrong kind of sugar. Too much unhealthy sugar in a diet can lead to serious diseases, **(6)** the majority of which, like obesity and diabetes, can be difficult to manage.

5 Rewrite the sentences as one sentence using a relative clause and a preposition.

1 Have you met Sam, the new student? Paul was talking to her. (informal)
Have you met Sam, the new student who Paul was talking to?

2 My neighbour has a massive new dog. I'm quite afraid of it. (informal)
My neighbour has a massive new dog that/which I'm quite afraid of.

3 The professor visited several large universities. None of them made him feel comfortable. (formal)
The professor visited several large universities, none of which made him feel comfortable.

4 You should always eat regular meals. The most important meal is possibly breakfast. (formal)
You should always eat regular meals, the most important of which is possibly breakfast.

5 Around 10 o'clock, my mother has a cup of coffee. She adds low-fat milk to it. (informal)
Around 10 o'clock my mother has a cup of coffee, which she adds low-fat milk to.

6 The school has hired some new teachers. A number of the new teachers are under 30. (formal)
The school has hired some new teachers, a number of whom are under 30.

7 There's a new film about the first space flight. I'm definitely interested in it. (informal)
There's a new film about the first space flight that/which I'm definitely interested in.

7D Reading

VOCABULARY BUILDING Adjective suffixes *-able* and *-ible*

1 Complete the sentences with the words in the box. There are two words you don't need.

achievable accessible disposable edible inflatable legible memorable preventable rechargeable washable

1 I tried to read the label on the bottle, but it was no longer legible.
2 They're installing a new door to make the building accessible to disabled people.
3 Finding a cure for malaria is a goal that is achievable within our lifetime.
4 Doctors are working hard to protect the population against preventable diseases.
5 It's extremely dirty – you should wear disposable gloves when you clean it.
6 I only use rechargeable batteries because I think the other ones are wasteful.
7 Is your uniform washable or does it have to be dry-cleaned?
8 The berries of that plant are edible – they taste really delicious.

READING

2 Read the text. Match the two parts of the sentences. There are four endings you don't need.

1 Richard Davidson and his colleagues i
2 When people are in a good mood, e
3 Davidson selected experienced meditators h
4 When people sit quietly and focus on breathing, d
5 The renewed popularity of meditation today j
6 The text suggests that b

a became Buddhists after they conducted their study.
b society should pay attention to the benefits of meditation.
c with wealthy donors.
d they often feel deep love and compassion.
e they tend to feel better physically.
f who had already been involved with similar studies.
g their gamma waves are not measurable.
h who had done extensive mental training.
i did a series of studies on the mind-body connection.
j is partly because of Davidson's research.

Exam guide
3 Reading
True/false

3 Read the statements. Are the sentences true (T), false (F) or is the information not given (NG)?

1 The Roman poet Juvenal thought that mind and body were completely separate things. F
2 Davidson had been interested in meditation since he was a child. NG
3 Brain activity was measured using a combination of CT scans and ultrasounds. F
4 The level of gamma waves in meditators' minds was a critical part of Davidson's study. T
5 Research has shown that neural activity in the left prefrontal cortex reflects sadness. F
6 Davidson proved that regular meditation changes the way your brain behaves. T

4 Read and choose the correct options.

1 The quotation from Juvenal in paragraph 1 is closest in meaning to which of the following?
a If people are unhappy, they should think carefully about their feelings.
b The mind-body connection is an undeniable fact of existence.
c Knowledge has a negative effect on human existence.

2 Which of the following statements about Richard Davidson is NOT mentioned in the passage?
a He was a Buddhist for many years before he decided to become a researcher.
b He taught at the University of Wisconsin-Madison, where he studied people's emotions.
c He researched meditative states among people who practised Buddhism.

3 Davidson's experiments showed that ____
a researchers should focus on the euphoria that people experience.
b meditating has a measurable impact on the mind.
c inner peace is only achievable through quiet breathing.

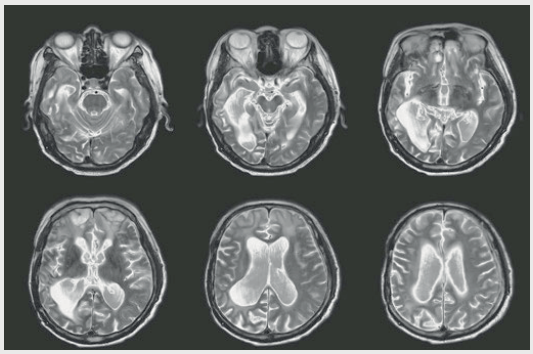
4 The 'tangible manifestation' in paragraph 2 refers to ____
a increased happiness.
b breathing rates.
c physical changes.

5 According to the passage, the immune system is regulated in part by ____
a the right prefrontal cortex.
b the anterior insula.
c resonance imaging in the brain.

6 What is implied about Angelina Jolie, Halle Berry and Oprah Winfrey?
a They were dissatisfied with their lives before they tried meditation.
b They have founded important charitable organisations that help children.
c They are well-known celebrities who have benefited from meditation.

7 The advice that 'we should all learn from the wisdom of the past' implies that ____
a it's surprising that meditation has genuine benefits.
b the Romans were remarkable scientists and researchers.
c ancient thinkers knew more than we might imagine.

The role of the mind in achieving wellbeing



1 65 The mind-body connection has long been a key part of our understanding of health and happiness. Thousands of years ago, the Roman poet Juvenal summed up the relationship in the well-known Latin phrase, 'Mens sana in corpore sano.' This sentence is best translated as, 'a healthy mind in a healthy body.' The idea of a link between physical and psychological wellbeing is easy to accept. After all, most people know from experience that when they're in a good mood, they also feel better physically. Similarly, when people feel down, they often feel physically unwell. However, for many years there was no concrete evidence to support this widely-accepted idea.

2 In the 1990s, neuroscientist Richard Davidson decided to look for proof of the connection between physical health and mental wellbeing. Davidson had recently begun teaching at the University of Wisconsin-Madison and had founded a laboratory dedicated to the study of emotions. He had the idea of examining the minds of people who meditated regularly. The simple technique of sitting comfortably for several minutes, eyes closed and attention directed on breathing, was said to produce feelings of intense love and compassion, even euphoria*. Davidson thought it was likely that these powerful feelings would have a tangible manifestation. If he could identify physical changes that took place when people meditated, he would have strong evidence that physical and mental wellbeing were related.

3 For the study, Davidson and his colleagues recruited long-term practitioners of Buddhism. Meditation is an important part of the Buddhist faith and is believed to be a way to achieve inner peace. The people that Davidson worked with were very experienced meditators and had spent an average of 34,000 hours in mental training. Davidson asked them to alternate between a meditative state and a neutral state while he measured activity in the brain using magnetic resonance imaging*. The results of the study were fascinating. Davidson was able to measure a very high level of gamma waves in the participants' brains when they meditated. Gamma waves are a type of neural activity* related to concentration and focus. Brain scans of people who did not meditate regularly did not show this activity.

4 Davidson subsequently carried out further experiments and made other interesting discoveries. He was able to prove that in addition to having higher levels of gamma waves, people who meditate show more activity in an area of the brain called the anterior insula, which has a role in regulating the immune system. This aspect of Davidson's research suggested that meditation could help people maintain better overall health. Meanwhile, he also identified increased activity in the left prefrontal cortex, an area of the brain understood to be associated with happiness. As such, he was able to confirm that the feelings of contentment the meditators described had a physical basis. Although many questions remain, Davidson's studies have confirmed that meditation has a powerful and measurable effect on the body.

5 Partly due to Davidson's research, meditation is experiencing renewed popularity. Celebrities, such as Angelina Jolie, Halle Berry and Oprah Winfrey, have taken up the practice. Meanwhile, director David Lynch has founded a charitable organisation that aims to reduce stress by promoting meditation in schools, at health centres and among veterans*. These public figures, as well as participants in Lynch's programmes, speak about the experience of meditation in ways that are completely consistent with the feelings that the meditators in Davidson's study described. Indeed, the feelings of happiness and peace that they experienced are in keeping with what advocates of the practice have been saying for thousands of years. Perhaps we should all learn from the wisdom of the past. Ancient practices could have other health benefits that are waiting to be uncovered by modern science.

euphoria *a feeling of great happiness*
magnetic resonance imaging (MRI) *a technique used to create images of the body's internal organs, such as the brain*
neural activity *activity in the cells that send and receive messages in the brain*
veteran *a person who has fought in a war*

7E Grammar 2

Articles

1 Match the words in bold in the sentences (1–8) with the descriptions of the use of the article (a–f). The descriptions can be used more than once.

1 My favourite instrument is **the piano**. c
2 **The doctor** told me to stay at home until the swelling goes down. b
3 **Health** is **people's** primary concern. e
4 There's **a chemist** next door to the doctor's surgery. a
5 **A crew cut** is a very short hairstyle for men. d
6 **The blue whale** is an endangered species. c
7 **The causes of many types of cancer** are still unclear. f
8 A lot of **the health problems that we face** are due to lifestyle. f

a introducing a singular countable noun for the first time
b introducing a singular countable noun that is specified or known
c referring to a single object that represents the whole group or class of the object, or a species
d referring to an example of something
e with plural nouns, referring to the group in general, and with uncountable nouns, referring to a concept in general
f with plural nouns or uncountable nouns made specific by a relative clause or prepositional phrase

2 Choose the correct option to complete each sentence.

1 ____ back hurts a lot.
a My **b** The **c** A

2 ____ elderly require more personalised healthcare.
a – **b** The **c** An

3 You should go to the doctor every year for ____ check-up.
a a **b** the **c** –

4 I have ____ very bad cold.
a – **b** the **c** a

5 The vaccine only protects you against certain strains of ____ disease.
a a **b** – **c** the

6 It's harder to fight off ____ illnesses when you're stressed and tired.
a – **b** the **c** an

3 Complete the sentences with the words in the box or no word (–).

a an his my the your –

1 He hurt ___his___ back last week.
2 Nurses sometimes wear ___a___ uniform.
3 He is ___an___ honest doctor.
4 If you try to read in the dark, you'll strain ___your___ eyes.
5 Most people in this country have ___–___ health insurance.
6 ___The___ very young and elderly are the most at risk.
7 She doesn't believe in ___–___ alternative medicine.
8 You should see ___the___ specialist your brother was recommending.
9 I broke ___my___ left hip last year.
10 ___An___ antibiotic does not fight infections caused by viruses.

4 Choose the correct options to complete the text.

Dr Ludwig is **(1)** b obesity expert and professor of nutrition at Harvard University. He wrote **(2)** a book entitled *Always Hungry*. **(3)** d main message of the book is that what causes obesity is not **(4)** b excess of calories, but **(5)** b excess of **(6)** c sugar and **(7)** c refined or processed carbohydrates. Dr Ludwig believes that **(8)** d low fat, high carbohydrate diet people have been eating for **(9)** d last four decades is making us unhealthy. In his book, he explains why he recommends **(10)** a high fat diet without processed carbohydrates. Of course, he also recommends **(11)** b active lifestyle with **(12)** c regular exercise.

1	**a** a	**b** an	**c** –	**d** the
2	**a** a	**b** an	**c** –	**d** the
3	**a** A	**b** An	**c** –	**d** The
4	**a** a	**b** an	**c** –	**d** the
5	**a** a	**b** an	**c** –	**d** the
6	**a** a	**b** an	**c** –	**d** the
7	**a** a	**b** an	**c** –	**d** the
8	**a** a	**b** an	**c** –	**d** the
9	**a** a	**b** an	**c** –	**d** the
10	**a** a	**b** an	**c** –	**d** the
11	**a** a	**b** an	**c** –	**d** the
12	**a** a	**b** an	**c** –	**d** the

5 Put the words in the correct order to make sentences.

1 home-cooked / best / A / the / is / medicine / meal
A home-cooked meal is the best medicine.

2 elderly / get / The / often / more / colds
The elderly get colds more often.

3 daily injection / a / for / diabetes / his / has / He
He has a daily injection for his diabetes.

4 a / limited / when / medical profession / the / was / to / time / There was / men
There was a time when the medical profession was limited to men.

5 endangered / The / an / animal / is / species / no / panda / longer
The panda is no longer an endangered animal species.

6 his / for / My / really / brother / a / cat / wants / birthday
My brother really wants a cat for his birthday.

6 Read the two sentences and decide if they are the same (S) or different (D).

1 A vaccine is a preparation used to provide immunity against diseases.
Vaccines are preparations used to provide immunity against diseases. S

2 Most children's immune systems can fight off diseases.
The immune system of most children can fight off the disease. D

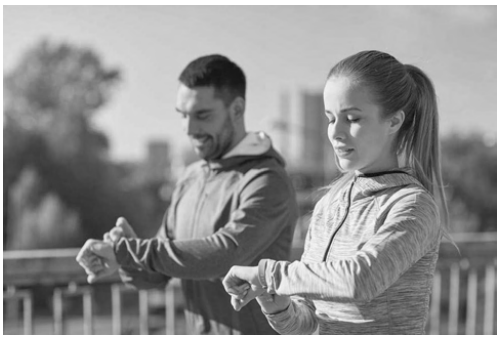
3 I see a specialist at a local clinic.
I see the specialist at the local clinic. D

4 Elderly people are more prone to infections.
The elderly are more prone to infections. S

5 Too much time in front of a computer can strain the eyes.
Too much time in front of the computer can strain the eyes. S

6 The researchers are working on a new vaccine.
Researchers are working on the new vaccine. D

7 Complete the text with *a/an*, *the* or the zero article (–).



Activity trackers are **(1)** a very popular way to keep track of **(2)** – physical activity and **(3)** – calorie consumption. But are they accurate and reliable? A recent study conducted by **(4)** – researchers at Stanford University looked at seven of **(5)** the most popular trackers and focused on two measurements: **(6)** – heart rate and how many calories were burned. **(7)** The 60 volunteers who took part in **(8)** the study included 31 women and 29 men.

For heart rate, researchers compared **(9)** a trackers to **(10)** – findings from an EKG or electro-cardiogram. It turns out most of them were pretty accurate and reliable, with **(11)** an error margin of just five percent in six out of **(12)** the seven trackers analysed.

To measure calories burned, researchers compared **(13)** the trackers' findings to those of **(14)** an instrument that measures oxygen and carbon dioxide in a person's breath. **(15)** The trackers' calorie measurements, it turns out, were incredibly inaccurate. **(16)** The degree of inaccuracy ranged from 27 percent for **(17)** the most accurate tracker, to 93 percent for **(18)** the most inaccurate one.

Researchers concluded that **(19)** – people should not base their food intake on how many calories **(20)** an activity tracker says they're burning.

Technology guide

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

TEDTALKS Extra

My simple invention, designed to keep my grandfather safe

> "I was really struck by the power of technology to change lives for the better."

KENNETH SHINOZUKA

Life Skills guide

4 Creativity, Mediation

AUTHENTIC LISTENING SKILLS

Understanding fast speech

When you listen to fast speech, listen for key words that can help you understand the gist (main idea). Play a short part several times, and see if you can understand more each time.

1 Look at the Authentic listening skills box. Then read a sentence from the TED Talk and predict which words will be in the gaps. Listen and check your ideas. 66

My family **(1)** ___has___ experienced first-hand **(2)** ___the___ struggles **(3)** ___of___ caring **(4)** ___for an___ Alzheimer's patient. Growing up **(5)** ___in a___ family **(6)** ___with___ three generations, I've always been very close **(7)** ___to___ my grandfather.

Exam guide

6 Listening True/false

2 Listen to three more extracts from the TED Talk. Complete what Kenneth says. Try to guess the words you can't hear. 67

1 As the number of Alzheimer's patients _____ _____ overwhelming societal challenge.

2 When I was _____ _____ suddenly got lost.

3 My aunt _____ the bed.

BEFORE YOU WATCH

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

cancer heart attack diabetes
overwhelming societal challenge struggle to stay awake
pressure sensor detect an increase in pressure
audible sensor-based technology wearable sensor
electrical resistance embedded inside adhered

Life Skills guide

3 Collaboration, Mediation

4 Work in pairs. Discuss the questions.

- What do you know about Alzheimer's disease?
- What challenges might people caring for those with Alzheimer's face?

WHILE YOU WATCH

5 Watch the clip about the speaker. Check if you know the words and phrases in the box.

Alzheimer's disease ageing population wander motion
alert caregiver circuit code residential care facilities

6 Watch part 1 of the talk. Are the sentences true (T), false (F) or not stated (NS)? ▶ 7.1 p. 411

1 Alzheimer's disease is currently the biggest health problem amongst old people in America. ___NS___
2 By the middle of this century, there will be twice as many Alzheimer's patients as now. ___F___
3 Kenneth's family did not know his grandfather had Alzheimer's until he got lost. ___T___
4 Kenneth was worried about both his grandfather and his aunt. ___T___
5 Kenneth's invention involves sending a signal from a sock to a smartphone. ___T___

7 Watch part 2 of the talk. Number the sentences (a–d) in the order (1–4) that Kenneth mentions them. ▶ 7.2 p. 411

a Kenneth was too young to implement his plan. ___4___
b An elderly friend was badly hurt in a fall. ___1___
c Kenneth was inspired to use sensors to help the elderly. ___2___
d Kenneth designed a system to detect falls. ___3___

2 1 triples by the year 2050, caring for them as well as the rest of the ageing population, will become an
2 four years old my grandfather and I were walking in a park in Japan when he
3 his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving

6 1 NS (He says *What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease.* But he doesn't say this is specifically amongst old people.)
2 F (He says *As the number of Alzheimer's patients triples by the year 2050* not *doubles.*)
3 T (He says *my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments I've ever experienced in my life, and it was also the first instance that informed us that my grandfather had Alzheimer's disease.*)
4 T (He says *I became really concerned about my aunt's wellbeing as well as my grandfather's safety.*)
5 T (He says *why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an audible alert to the caregiver's smartphone ... so now I'd like to perform a demonstration of the sock.*)

8 Watch part 3 of the talk. Match the stage in the invention process (1–3) with the equipment or aids (a–f) that Kenneth used. There may be more than one for each stage. ▶ 7.3 p. 411

1 He created a sensor to put on patients' feet. c, d
2 He designed an electric circuit. b, f
3 He coded a smartphone app. a, e

a YouTube
b a small battery
c ink particles that conduct electricity
d a thin material
e textbooks
f Bluetooth technology

9 Watch part 4 of the talk. Complete the summary with no more than four words in each gap. Then watch again to check your answers. ▶ 7.4 p. 411

Kenneth designed two different **(1)** prototypes for his device. One was designed to fit inside a **(2)** sock, and the other was designed to be worn on the patient's **(3)** foot. Since his grandfather started using the device, it has had a 100 percent **(4)** success rate. Kenneth has tested his invention and now hopes to make it into a **(5)** marketable product. He has discovered that not everybody is willing to **(6)** wear socks (to sleep) at night. He is now conducting research into how often patients **(7)** wander at night, and how this relates to their **(8)** activities and diet during the day. His invention helped him to know when his grandfather **(9)** was wandering out of bed, and this has inspired him to use **(10)** technology to change people's lives, and help them to be more healthy.

10 VOCABULARY IN CONTEXT

Watch the clips from the TED Talk. Check if you know the meaning of the words and phrases in the box. ▶ 7.5

experienced firsthand	keep an eye on	preliminary
stemmed from	tutorials	correlations

11 Think of an example of the following things. Then work in pairs and compare your examples.

- something you have *experienced firsthand*
- people who used to *keep an eye on* you
- an interest that *stems from* shared family activities

Life Skills guide
11 Mediation

AFTER YOU WATCH

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- In what ways have your grandparents or older relatives helped you and your family throughout your life?
- What do you do, or what could you do, to improve their quality of life?

Exam guide
9 Listening
Gap-filling

Life Skills guide
12 Creativity, Mediation

CHALLENGE

Read the situation. What would you advise your family to do? Why?

Your grandparent lives alone and finds it harder to do everyday tasks. Your parents work full-time and there is no spare room in your house. Your grandparent has two more children; one, who is single, lives in a distant city where your grandparent knows no-one, and the other, who does not work and is in poor health. Your grandparent could:

a come and live with your family.
b live with another relative.
c share living arrangements among the relatives.
d move into a residential care home.
e continue to live at home with specialist help.

Life Skills guide
Critical thinking

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice
My simple invention, designed to keep my grandfather safe

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

AUTHENTIC LISTENING SKILLS

1 Read and complete part 2 of the TED Talk. Then listen and check your answers. 68

My desire **(1)** to create a sensor-based technology perhaps stemmed from my lifelong love **(2)** for sensors and technology. When I was six years old, **(3)** an elderly family friend fell down in the bathroom and suffered severe injuries. I became concerned about my own grandparents **(4)** and decided to invent a smart bathroom system. Motion sensors would be installed inside the tiles **(5)** of bathroom floors to detect the falls of elderly patients whenever they fell down in **(6)** the bathroom. Since I was only six years old at the time and I **(7)** hadn't graduated from kindergarten yet, I didn't **(8)** have the necessary resources **(9)** and tools to translate my idea into reality, but nonetheless, my **(10)** research experience really implanted in me a firm desire to use sensors **(11)** to help the elderly people. I really believe that sensors **(12)** can improve the quality of life of the elderly.

WATCH p. 411

2 Watch the TED Talk and choose the correct option to complete each sentence.

1. Every 67 seconds, someone in the United States is diagnosed with *cancer* / *Alzheimer's.*
2. Shinozuka's grandfather suddenly *got lost* / *fell over* when they were walking in the park.
3. His grandfather's *eating* / *wandering* at night caused the family significant stress.
4. Shinozuka's initial invention was a *sock* / *pillow* with a sensor.
5. Shinozuka had to create a sensor, design a circuit and *code a smartphone app* / *find a manufacturer.*
6. Using Bluetooth low-energy technology, he avoided the need for *charging cables* / *heavy, bulky batteries.*
7. Shinozuka successfully created *two prototypes* / *an initial prototype* of his wearable sensor.
8. He is testing his invention at several *hospitals* / *residential care facilities* in California.

3 Choose the correct option to complete each sentence.

1. Alzheimer's is a growing problem *of* / *for* which many people are unaware.
2. Sensors are a technology which Shinozuka has always been interested *to* / *in.*
3. Shinozuka's grandfather was the person *for which* / *for whom* the original invention was developed.
4. Shinozuka is developing a mat which *patients will step on* / *on patients will step* when they get out of bed.
5. Carers are among the people *for whom* / *for that* this invention will relieve stress.
6. Coding was one of the topics that Shinozuka had to learn more *about* / *about that.*
7. The correlations between nighttime wandering and daytime activities are a topic *which* / *about which* researchers would like to understand more.
8. Shinozuka hopes that there are many people *of whom* / *for whom* his invention will mean a significant improvement in their quality of life.

VOCABULARY IN CONTEXT

4 Match the words in bold in the sentences (1–6) with the phrases (a–f).

1. Shinozuka and his family **had direct personal experience of** the difficulties of dealing with Alzheimer's. c
2. Shinozuka and other family members had to constantly **watch his grandfather and check he was OK**. a
3. After extensive research and testing, Shinozuka realised that he would need to change his **initial** ideas about materials. f
4. Shinozuka's desire to come up with a sensor-based solution **was caused by** his lifelong interest in technology. d
5. Since he wasn't familiar with all of the techniques needed to build his product, Shinozuka looked for video **lessons with instructions** to help him. b
6. It is hoped that data collected from Shinozuka's inventions will help establish **links** between patients' daily habits and their nighttime wandering. e

a keep an eye on his grandfather
b tutorials
c experienced firsthand
d stemmed from
e correlations
f preliminary

7F Speaking

1 Read the statements. Are they summarising a proposal (S) or responding to a proposal (R)?

1 In essence, what we're trying to do is to help people incorporate more exercise into their daily routines. S
2 It's a good idea in principle, but I have a couple of questions. R
3 You need to bear in mind that most people just don't have that much time. R
4 What we're aiming to do is to encourage healthy eating, particularly among young people. S
5 I wonder how feasible it would be to do the things you've outlined. R
6 It's worth remembering that a number of people have had similar ideas in the past. R

2 Listen to the proposals and choose the best response to the statements. 69 p. 403

1 **a** It's a good idea in principle, but I want to know what kind of classes you're going to offer.
b You need to bear in mind that a lot of leisure centres already offer those classes.
2 **a** Yes, but the problem is 'how?'. People just have too much work.
b It's worth remembering that most people are already very stressed.
3 **a** It's a good idea in principle, but aren't most people already aware of how important sleep is?
b Do you think you could summarise your recommendations in a simpler way?
4 **a** Yes, but the problem is, people don't eat enough fresh fruit and vegetables.
b I think it's a great idea. I wonder if it'd be feasible to offer a salad bar.
5 **a** Yes, but the problem is, these days people need their computers to do just about everything.
b Yes, but you need to bear in mind that people should cut down screen time.

3 Listen to the proposals and complete the responses. 70 p. 403

1 It's a good idea in principle, but school trips can be so difficult to organise.
2 Yes, but the problem is that a lot of people are on holiday at this time of year.
3 I wonder how feasible it would be to provide a cycle track.
4 Bear in mind that the hall might not be available every week.

4 Read part of a lecture about yoga and make notes about how you would answer the question that follows. Then listen to how another student answered the question. 71 p. 403

Yoga has become extremely popular in recent years and, these days, you can find yoga studios just about everywhere. What many people don't realise is that the practice is thousands of years old. It was practised in ancient India as early as the 5th century BC, and some scholars believe it may have existed for much longer. Yoga was introduced to the west in the 19th century when a Bengali physician called N.C. Paul published a famous book about the practice, and it grew in popularity in the 1980s. In 2016, yoga was awarded world heritage status by UNESCO.

Yoga has numerous health benefits. It has long been known that the practice is an effective way to increase flexibility and muscle strength. It also gives people more energy, improves athletic performance and boosts immunity. How incredible to think that stretching and breathing exercises can protect us from disease! Yoga's physical benefits are, of course, in addition to the emotional rewards. Yoga helps people to relax, focus and even to feel happier. It is sometimes recommended as a treatment for depression.

The scientific community has become increasingly interested in researching the relationship between yoga and wellbeing. Recent studies have demonstrated that yoga can help people fight asthma, arthritis and anxiety. Some doctors even believe that yoga can play a role in overcoming cancer. In years to come, additional benefits of yoga are sure to be discovered.

Question: Explain what the professor suggests about the future of yoga.

5 Translate the Polish parts of the sentences into English.

1 (*Ta propozycja powstała w oparciu o*) This proposal is based on a questionnaire completed by pupils.
2 (*Tym sposobem*) In this way/This way the problem of overcrowding could be solved.
3 We conducted a (*ankietę, w której*) a survey in which we asked about people's dietary preferences.
4 (*Jest kilka kroków, które mogłyby być podjęte*) There are several / a few steps that could be taken to solve the issue of parking in the centre.
5 (*Umożliwiłoby to ludziom*) This would enable people to use public transport more regularly.
6 (*Jeśli te zalecenia zostaną wdrożone*) If these/the recommendations are implemented, the city should save a lot of money.
7 (*Przedstawia sugestie*) It puts forward suggestions on how to interest more students in sports activities.

Exam guide
5 English in Use Translations

Life Skills guide
5 Mediation

7G Writing

An article with a proposal

1 Complete the text with the words in the box. There are two words you don't need.

bullet points	clarity	examples	findings
formal	informal	introduction	repetition
report	sub-headings	style	title

When writing a proposal, choose a relevant **(1)** title to reflect the topic and use **(2)** sub-headings for each section. In your **(3)** introduction, briefly state what the proposal includes: the research, the **(4)** findings and your recommendations. Unlike in a(n) **(5)** report, the recommendations section is typically longer. Use **(6)** bullet points to list your recommendations. To avoid **(7)** repetition, use a variety of expressions to make your recommendations. Throughout the proposal, use **(8)** formal language and an impersonal **(9)** style. Support your main points with concrete **(10)** examples (use *for instance*, *such as*, *like*, etc.). Finish by stating the benefits of implementing the recommendations in your proposal.

2 Read the sentences. Do they introduce the proposal (I), make recommendations (M) or explain the reasons for the recommendations (E)?

1 If these recommendations are implemented, the canteen will become more popular. E
2 It concludes by recommending some special deals which could be offered daily. I
3 This proposal outlines the ways in which our school canteen could be improved. I
4 By doing this, students might develop an appreciation for different cooking styles. E
5 The school might consider reserving one day a week for vegetarian food only. M
6 It suggests ways in which healthier snacks and drinks could be sold to students. I
7 There are several measures that could be taken to improve the menu. M

Exam guide

4 Writing
An article

Life Skills guide

4 Creativity, Mediation, Practical skills

3 Choose the best options to complete the article.

Off we go (on a school trip)!

Our headteacher, Ms Brown, has invited us to submit ideas for this year's school trip. We would like to **(1)** *have* / *outline* details regarding the schedule and budget, and suggest an ideal location. Our article **(2)** *concludes* / *ends* by making recommendations on how students might get the maximum benefit from this trip.

(3) *Based on* / *Having* feedback from previous school trips, early April is the preferred period for travel as it is far enough ahead of the students' examination period. It is suggested that Scotland be the destination for this year's school trip. There are **(4)** *lots of* / *several* ways in which students could benefit from this choice. **(5)** *Number one* / *First and foremost*, it is recommended as an inexpensive alternative to London or any major city, where costs would be significantly higher. Secondly, it is clear that Scotland **(6)** *gives* / *would provide* students with a welcome opportunity to practise their English.

We believe that **(7)** *if you use* / *by implementing* this recommendation, our senior student group could have both an affordable and a memorable school trip. It would enable them to experience two aspects of life in Scotland: city and countryside. If this **(8)** *great idea* / *suggestion* is implemented, students would not only enjoy a range of outdoor activities in the Scottish Highlands, they would also discover the history and culture the urban centres have to offer.

4 Write at least 250 words on the topic below. Give reasons for your answer and include any relevant examples from your knowledge or experience.

Nowadays, worry is something that causes problems for many students.

What are the most serious problems associated with student worries and what solutions can you suggest?

Lexical Review 7

1 Circle the odd one out in each of the lines below.

1	harmful	beneficial	damaging	painful
2	pleased	annoyed	stressed	confused
3	illness	obesity	wellbeing	disease
4	apathetic	disruptive	hard-working	offensive
5	excited	nervous	embarrassed	scared
6	production	intake	output	creation
7	artificial	chemical	man-made	organic
8	prejudiced	relaxed	judgemental	lonely

2 Choose the correct option to complete each sentence.

1 It gave us such a ____ going on the big rollercoaster.
a trouble
b doubt
c danger
d thrill

2 A healthy diet should contain natural ____ in the correct amounts.
a additives
b supplements
c preservatives
d minerals

3 Eating ____ helps to keep a good balance in your body.
a processed food
b wholefoods
c junk food
d fatty foods

4 She got the gold ____ after coming first in the women's marathon.
a prize
b award
c medal
d reward

5 You can become healthier and happier if you ____ these simple rules.
a follow
b avoid
c watch
d keep

6 The team was fifth in the world ____, which was a fantastic achievement.
a championships
b competition
c matches
d results

7 A high level of ____ can block arteries and cause heart problems.
a sugar
b cholesterol
c supplements
d vitamins

8 The right ____ can be found in fruit and vegetables.
a output
b proportions
c nutrients
d nourishing

3 Match the words to make phrases.

1	take b	**a**	pressure
2	get c	**b**	notes
3	follow f	**c**	to school
4	peer a	**d**	care less
5	play h	**e**	player
6	couldn't d	**f**	the crowd
7	hold g	**g**	the world record
8	skilful e	**h**	a key role

4 Write one word in each gap to complete each sentence. The first letter is given.

1 She goes to a p**rivate** school, not a state one and it's really expensive.
2 We have a new c**lassmate** at school. She joined us this week.
3 When you c**aptain** a team, you have to be a good leader.
4 It is easy to become overweight if you have a s**edentary** lifestyle and don't move much.
5 He was the best player last s**eason**, but this year he's not in good form.
6 Would you like me to p**ick** you up after work? I'll be driving that way.
7 She is a very positive r**ole** m**odel** for young girls to follow.
8 You may come a**cross** as shy if you don't speak up and give your opinions.

5 Translate the Polish parts of the sentences into English. The first letter is given.

1 She was (*zachwycona*) d**elighted** when she was selected for the team.
2 The traffic here is terrible during (*godzinach szczytu*) r**ush hour**.
3 He's (*niecierpliwy*) i**mpatient** to start and doesn't like the delay.
4 She hopes to (*strzelić*) s**core** a few goals in the next match.
5 It's important for children to get enough (*białka*) p**rotein** in their diet.
6 I was so (*znudzony*) b**ored** that I almost fell asleep.
7 Foods like that are (*szkodliwe*) d**etrimental** to your health.
8 There is a special (*pas ruchu*) l**ane** only for buses and bikes.

Exam guide
2 English in Use
Multiple choice

Life Skills guide
5 Mediation

Skills Review 7

ENGLISH IN USE

Słowotwórstwo

Exam guide
1 English in Use
Word formation

Exam guide
4 English in Use
Word formation

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

1 A large proportion of cancers are ___preventable___ if risk factors including smoking, diet, weight, or physical inactivity are controlled. PREVENT
2 If you pick mushrooms, do so with extreme care since some poisonous mushrooms look like ___edible___ ones. EAT
3 Whether you buy single-use or ___washable___ pads, make sure you use ones that are made of natural fibres. WASH
4 Medications have to be kept where they're not ___accessible___ by children. ACCESS
5 Olivia was strong enough to take part in the national swimming ___championships___, taking two gold medals. CHAMPION

Uzupełnianie luk

Exam guide
2 English in Use
Gap-filling

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 ___The___ sick should stay at home to avoid spreading their illness.
2 An attacker, also called a striker, is a player whose duty it is to ___score___ goals.
3 Dr Willis is ___an___ exceptionally emphatic doctor, the dream of every patient.
4 Does Usain Bolt still ___hold___ world records in both the 100 m and 200 m races?
5 Getting regular exercise will definitely contribute ___to___ building your stamina.

Parafrazy zdań

Exam guide
3 English in Use
Transformations

Exam guide
5 English in Use
Translations

Life Skills guide
5 Mediation

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

1 I tried to add some fruit to my diet to fight diabetes. White mulberry is the most effective of them all.
Some kinds of fruit are useful in fighting diabetes, ___the most effective of which___ is white mulberry.
2 My friend thanked me. I prepared a healthy dish for him.
My friend, ___for whom___ I prepared a healthy dish, thanked me.
3 The person I talked to is a dietician.
The person ___to whom___ I talked is a dietician.
4 Kate joined the cycling group. I belong to it.
Kate joined the cycling group ___to which___ I belong.
5 The city owns three ice rinks. They are all available every day.
The city owns three ice rinks, ___all of which___ are available every day.

Uzupełnianie zdań

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 fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

benefit	contribute	energy	moderate
nutrient	obese		sweet

1 Researchers are calling for more and better studies on the health benefits or risks of non-sugar ___sweeteners___ such as aspartame and stevia.
2 ___Obesity___ and a sedentary lifestyle correlate with an increased risk of hypertension and heart disease.
3 When you're ill, ___nutritious___ food full of minerals and vitamins can be a powerful force for recovery.
4 Establishing healthy sleep habits using techniques that help banish recurring anxious thoughts can be ___beneficial___ to our wellbeing.
5 Always eat in ___moderation___, which is the key to good health.

Tłumaczenie fragmentów zdań

5 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 Jack is considered to be (*bardzo zręcznym zawodnikiem*) ___a very skilled player___.
2 Steve doubted if he would manage to (*być kapitanem drużyny*) ___captain the team / be the captain of the team___
3 Food additives include substances such as (*konserwanty*) ___preservatives___, artificial colours, artificial flavourings, and acidifiers.
4 There are fears that a very high protein (*spożycie*) ___intake/consumption___ over a lifetime can prove bad for your liver and kidneys.
5 Sam decided to increase his (*wydajność*) ___output/ efficiency___ by walking to his office instead of travelling by car.

READING

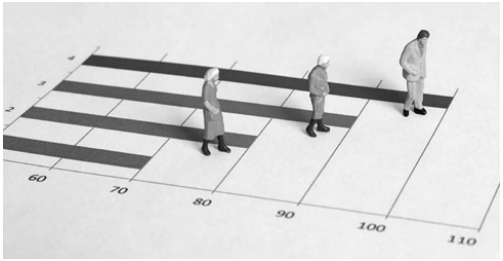
6 Przeczytaj teksty (a–d). Do każdego pytania dopasuj poprawny tekst. Jeden z tekstów pasuje do dwóch pytań.

In which paragraph does the author …

1	suggest copying other people's lifestyles?	b
2	recommend checking your potential life expectancy?	c
3	emphasise the necessity to alter a disturbing current trend?	a
4	point at deteriorating standards of life as the direct reason for the growing mortality rate?	a

a Amazingly enough, in the US, life expectancy rates were on the rise for more than half a century. But in 2014, something changed. After 2014, the life expectancy began to drop as more and more Americans started dying earlier. Despite medicine and technology advancing, people were dying more often from all of the main causes of death. The problem only exists in America and some scientists are saying this is an emerging crisis. Specialists blame these numbers on economic difficulties, saying that the resulting stress and hopeless feelings are what is responsible for the early deaths. They add that something must be done fast.

b Throughout the world, the average life expectancy at birth is 69 years, with 71.1 being for women and 69 being for men. Women live longer in all countries except for two. The lowest life expectancies can be found in Sierra Leone, Burundi, and Cameroon among others. Many of the countries where people live the shortest have extremely high rates of HIV infection – sometimes more than 12% for people between 15 and 49 years of age. The countries where people live the longest are Japan, Switzerland, Singapore, Australia, and Spain. The UK is in 20th place, the US in 38th, and Poland in 41st. While moving to a different country to live longer might be tough, we can at least adopt some of the habits of long-living people!



c Do you know that you can find out your life expectancy by taking a simple online quiz? You start by answering how old you are, how much you weigh, whether or not you have ever smoked and if so, how much. You then type in how much fruit and how many vegetables you have eaten in the past week. One of the most important factors in determining your life expectancy is the amount of physical activity you have done in the past week – there are questions about light, moderate, and intense exercise. In addition, the quiz asks you if you suffer from any diseases. Supposedly, the results are pretty accurate. The creators of the quiz provide you with a timeline at the end – you can drag your cursor along the timeline to see how likely you are to live to a certain age in percentage points. Hop online and give one of the quizzes a try!

Exam guide
6 Reading
Matching paragraphs

WRITING

7 Żyjemy w czasach, które sprzyjają rozwojowi chorób cywilizacyjnych. Napisz artykuł, w którym omówisz przyczyny i skutki takiej sytuacji oraz zaproponujesz działania w celu zapobiegania rozwojowi chorób cywilizacyjnych.

Wypowiedź powinna zawierać od 300 do 350 słów.

Exam guide
7 Writing
An article

Life Skills guide
7 Creativity,
Mediation,
Practical skills

SPEAKING

8 Czy można wygrać walkę z otyłością? W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów:

- edukacja społeczna,
- nawyki żywieniowe,
- reklama.

I'd like to talk to you about health. I'll ask you three questions and I'd like you to tell me what you think.

1 *Do people show enough interest in health issues? Why do you think so?*
2 *How much do you agree with the statement that the foundation of success in life is good health?*
3 *What could not getting enough sleep lead to?*

Exam guide
8 Oral Matura

Life Skills guide
8 Creativity,
Critical thinking,
Mediation

8 Ideas

8A Vocabulary

Making your point

Exam guide
4 English in Use
Multiple choice

1 Revision Complete the table.

Adjective	Noun	Verb
awkward	awkwardness	
complimentary	compliment	compliment
discouraged	discouragement	discourage
discriminatory	discrimination	discriminate
misunderstood	misunderstanding	misunderstand
offensive	offence	offend
reactionary	reaction	react
responsive	response	respond
stereotypical	stereotype	stereotype

2 Revision Match the words and phrases (1–7) with their definitions (a–g).

1 sort it out c
2 be offended b
3 hint d
4 conscious e
5 complimentary g
6 awkward a
7 discourage f

a embarrassing and difficult to deal with
b to feel upset about something someone said or did
c to do what is necessary to deal with a disagreement
d to say what you think or feel in an indirect way
e aware of something
f to try to persuade someone not to do something
g expressing admiration for someone or something

3 Revision Complete the sentences with the words and phrases in the box. There are two that you don't need.

awkward | be offended | compliment | complimentary | discourage | discrimination | misunderstanding | sort it out | stereotype | stereotypical

1 Discrimination of any type is not tolerated at this school.
2 It was a/an stereotypical British day in September: cloudy, wet and windy.
3 Please don't be offended. It was just a misunderstanding.
4 There was a/an awkward silence and then everybody laughed.
5 People seem to like the book. Dozens of the reviews are very complimentary.
6 His negative comments failed to discourage her from pursuing her dream.
7 I told them to stop arguing and just sort it out.

4 Choose the correct options to complete the teacher's comments.

In general, your presentation was very good. You spoke loudly and clearly, and you **(1)** a with the audience throughout. However, once or twice you seemed to **(2)** d. Always glance at your notes to remind yourself what you're going to say next.

Additionally, you made too many **(3)** a. Consider folding your hands in front of you whilst speaking. The content of your speech was quite informative, however, be sure to explain technical **(4)** b in your presentation. Your audience may not be familiar with all the terms you use. You could also try varying your intonation. It can be quite a good way to **(5)** c your listeners' attention.

1 (a) made eye contact / **b** lost your train of thought / **c** stuck to the point / **d** misinterpreted
2 **a** use facial expressions / **b** get your point across / **c** stick to the point / (d) lose your train of thought
3 (a) gestures / **b** facial expressions / **c** analogies / **d** comparisons
4 **a** points of view / (b) jargon / **c** analogies / **d** comparisons
5 **a** misinterpret / **b** lose / (c) engage / **d** convey

5 Match the words to make phrases about making your point.

1	back up e	**a**	your audience
2	define c	**b**	eye contact
3	elaborate f	**c**	technical jargon
4	engage a	**d**	your train of thought
5	lose d	**e**	your argument
6	get h	**f**	on your point
7	stick g	**g**	to the point
8	make b	**h**	your ideas across

6 Choose the correct options to complete the text.

When I give a presentation, I use several techniques. I tell myself to keep it brief. It's important to be clear and **(1)** *concise* / *advise*, but at the same time, I try to be accurate and use **(2)** *blank* / *precise* words as necessary. I always try to **(3)** *rephrase my answer* / *stick to the point* so that the audience don't get bored and I **(4)** *engage* / *convey* their **(5)** *attention* / *gestures* throughout the talk. I often include **(6)** *analogies* / *jargon* to explain more complex ideas and I sometimes use **(7)** *hand* / *facial* expressions to help **(8)** *elaborate on my point* / *put my point across*. During the talk, if I lose my train of thought and **(9)** *my mind goes blank* / *I don't make eye contact*, I remind myself to take a deep breath and consult my notes.

7 Complete the sentences with the expressions in the box.

back up her argument with facts
convey his ideas more concisely
elaborate on the point
make eye contact
rephrase the answer more precisely

1 Alice looked down at the floor the whole time she was speaking. She should make eye contact with the audience.
2 Michael didn't give enough information about the first thing he talked about. He should elaborate on the point.
3 When Karen gave her response, no one understood what she meant. She should rephrase the answer more precisely.
4 Frank's speech was much too long. He should convey his ideas more concisely.
5 When Paula made her argument, she didn't give any specific details or examples. She should back up her argument with facts.

8 Put the words in the correct order to make sentences.

1 by / practising / expressions / speech / in / Control / mirror / and gestures / your / facial / the / your
Control your facial expressions and gestures by practising your speech in the mirror.
2 notes / train / Use / of / lose / thought / you / that / so / don't / your
Use notes so that you don't lose your train of thought.
3 asking / audience / questions / by / them / your / Engage
Engage your audience by asking them questions.
4 blank / if / mind / Don't / your / goes / panic
Don't panic if your mind goes blank.

9 **Extension** Complete the sentences with the correct form of the verbs in the box.

attract draw give hold pay turn

1 It's now time to turn our attention to a completely different topic.
2 These safety instructions are very important so please give me your full attention.
3 We knocked on the window to attract his attention.
4 The presentation was rather boring and completely failed to hold my attention.
5 I can't remember exactly what he said because I wasn't really paying attention.
6 The campaign is designed to draw people's attention to the environmental impact of the proposals.

10 **Extension** Which part of the face do these words connected with facial expressions describe? Complete the table.

blink blush flare flushed grin
narrow pale pout widen wrinkle

Eyes	Nose	Mouth	Skin
blink, narrow, widen	flare, wrinkle	grin, pout	blush, flushed, pale

8B Listening

Exam guide
1 Listening
Matching

1 Listen and choose the correct answer to complete each sentence. 72 p. 403

1 Sheila knows how ____ Kevin is about his presentation today.
a panicked
b unsure
c anxious
d unprepared

2 Sheila thinks that people will love Kevin's proposal if he can get his ____ across.
a main points
b opposing view
c different ideas
d specific details

Exam guide
3 Listening
True/false

3 Sheila tells Kevin that people can lose track when he ____.
a uses gestures
b moves around
c stares at the wall
d speaks too quickly

4 Sheila tells Kevin that he might want to ____ his main points.
a touch on
b repeat
c anticipate
d approach

5 Sheila tells Kevin to ____ questions from the audience.
a avoid
b be prepared for
c worry about
d explain

Exam guide
5 Listening
Multiple choice

6 Sheila and Kevin had a discussion about all of this ____.
a today
b last week
c many times
d yesterday

2 Listen and match the words to make phrases. Then practise saying the phrases. 73 p. 404

1 digital	g	**a**	and white
2 reflect	j	**b**	photo
3 closer	f	**c**	of questions
4 learnt	h	**d**	the reader
5 informing	d	**e**	experts
6 their mission	i	**f**	together
7 forensic	e	**g**	age
8 an altered	b	**h**	its lesson
9 black	a	**i**	to ensure
10 the complexities	c	**j**	the reality

3 Listen again. Are the sentences true (T) or false (F)? 73 p. 404

1 People generally don't care whether photos are real. F
2 The original photo of the camel train was vertical. F
3 The magazine changed its photographic policy after the cover incident. T
4 In the past, photo alteration wasn't such a big problem because it was less sophisticated. T
5 It's much easier today to see that a photograph isn't real. F
6 Forensic analysis guarantees that altered photos will never be accepted. F
7 Photographic pixel information is a strong indication of whether a photo is real. T
8 Overprocessing does not always mean that a photo will be rejected. T

4 Listen to the recording and answer the question. What is the speaker's general message in the recording? 74 p. 404

_____

_____

5 Listen again and choose the correct answers. 74 p. 404

1 The speaker says that you can learn a few tricks to ____
a help you cope with your stress.
b help you speak.
c make public speaking simple.

2 A person giving a presentation ____
a doesn't have to have a good knowledge of the topic.
b should know everything about their topic.
c shouldn't be required to know everything.

3 Making pauses during a presentation ____
a helps people to take in what you say.
b allows you to take notes.
c helps you to remember what to say.

4 Try to think of ____ while doing your presentation.
a what questions people will ask you
b how you look on the stage
c something that you find enjoyable

8C Grammar 1

Advanced question types

1 Complete the tag questions.

1 She's a wonderful doctor, ___isn't she___?
2 You haven't finished your exam yet, ___have you___?
3 Let's go to dinner after the play, ___shall we___?
4 Someone told you the meeting started at ten, ___didn't they___?
5 We didn't see him again after he left the café, ___did we___?
6 My brother is a great football player, ___isn't he___?
7 She hasn't told him about the wedding yet, ___has she___?
8 I'm getting much better at English, ___aren't I___?

2 Rewrite the questions to make indirect or negative questions.

1 Does the school offer advanced language classes? (indirect)
Do you know if *the school offers advanced language classes*?
2 What tool would I need to fix this broken pipe? (indirect)
Can you tell me ___what tool I would need to fix this broken pipe?___
3 Did you realise you were going to miss the bus? (negative)
___Didn't you realise (that) you were___ going to miss the bus?
4 Do I usually see you at the station coffee shop? (negative)
___Don't I usually see you___ at the station coffee shop?
5 Did he audition for the lead role in the play? (indirect)
Could you tell me if ___he auditioned for the lead role in the play?___
6 Have I explained the grammar clearly enough? (indirect)
I'd like to know if ___I have explained the grammar clearly enough___.

3 Put the words in the correct order to make questions.

1 Can / why / late / the lesson / you / tell / me / he / was / for
___Can you tell me why he was late for the lesson?___
2 said / what / to / the / Sorry, / you / teacher
___Sorry, you said what to the teacher?___
3 realise / difficult / biology / you / Didn't / was / advanced
___Didn't you realise advanced biology was difficult?___
4 essay / tell / Could / you / me / if / next week / due / the / is
___Could you tell me if the essay is due next week?___
5 try / Let's / shall / tickets, / we / to / get
___Let's try to get tickets, shall we?___
6 at me / Why / the teacher / staring / keeps / think / do / you
___Why do you think the teacher keeps staring at me?___

4 Complete the interview. Write one or two words in each gap.

A: Thanks for taking the time to talk to me today. I'd **(1)** ___like to___ know more about your career as a photojournalist for several major newspapers.
B: Of course. I'm happy to be here.
A: Could you tell me how you **(2)** ___(got) started___ in this profession?
B: I got my start through a friend who worked at a newspaper. He'd seen my photographs and thought I'd be good at taking interesting photographs quickly.
A: Can you tell me what things or subjects **(3)** ___you photograph___?
B: Well, I photograph lots of things of interest to the public. I started working locally, taking photographs of events in the city. Then I started working in other countries, mainly those experiencing political problems.
A: You've been to some pretty dangerous places, **(4)** ___haven't you___?
B: Yes, I suppose I have, but it's been worth it. I feel like I'm making a difference.
A: Several of your colleagues told me you're the most committed photojournalist they've ever worked with.
B: Sorry, they **(5)** ___said what___?
A: They said you're a very committed photographer.
B: Well, I appreciate that. I love my work and I think I can help people with my photos.
A: Finally, why do **(6)** ___you think___ you've been so successful?
B: I think I have a sensitivity to how people are feeling. My photographs show more than what's happening; they show the human side of each event I photograph.
A: Brilliant. Thanks again for your time.

5 Correct the mistake in each question.

1 Do you know when is our history essay due?
___Do you know when our history essay is due?___
2 What are you think would be a good topic to write about?
___What do you think would be a good topic to write about?___
3 Why can't I ever kept track of all the work I need to do?
___Why can't I ever keep track of all the work I need to do?___
4 You got the best mark in the class on the last history essay, haven't you?
___You got the best mark in the class on the last history essay, didn't you?___
5 Let's revise together for the exam, won't we?
___Let's revise together for the exam, shall we?___
6 The teacher said the exam was rescheduled for what?
___The teacher said the exam was rescheduled for when?___
7 Don't you know that you had failed the exam?
___Didn't you know that you had failed the exam? / Don't you failed the exam?___

8D Reading

VOCABULARY BUILDING Adjectives ending in *-ful* and *-less*

1 Complete the sentences with the words in the box. There are two words you don't need.

doubtless	fearful	fearless	forgetful
fruitful	meaningless	regretful	tasteful

1 When giving a talk, be careful not to use ___meaningless___ phrases and always avoid technical jargon.
2 You'll ___doubtless___ feel quite nervous when you stand up to speak, but try to relax.
3 Choose something ___tasteful___ to wear – many people believe that a presenter's appearance is important.
4 It's probably best if John has a detailed set of notes because he's becoming increasingly ___forgetful___.
5 I'm ___fearful___ that my mind will go blank when someone asks a question.
6 The discussion was really ___fruitful___; we've now got some great ideas for the presentation.

Exam guide
3 Reading
Open-ended questions

READING

2 Read the text and choose the correct options.

1 According to the text, Hans Rosling is primarily famous for:
a discovering the cause of konzo.
b his work with the Cuban government.
c his speeches about public health.
d his time at the Karolinska Institute.

2 What did Rosling believe about statistics?
a More money should be devoted to their collection.
b They should be presented in a way that makes them easier to understand.
c Numbers are difficult to explain to people.
d University students should be required to study them.

3 What was similar about Rosling's experiences in Africa and Cuba?
a He used data to determine the cause of unusual illnesses.
b In the communities he studied, the diseases had the same cause.
c Rosling spoke about both trips in his popular TED lectures.
d He studied both the diseases he discovered using Trendalyzer software.

4 What did Rosling realise when he started teaching at the Karolinska Institute?
a Swedish university students were very knowledgeable about public health.
b Many people were interested in helping him with his research.
c The university disagreed with his conclusions about konzo.
d A lot of students lacked information about global health problems.

5 Which description best explains what Trendalyzer is?
a Trendalyzer is a tool that governments use to understand health issues.
b Trendalyzer is software that helps people present data more clearly.
c Trendalyzer is a program that helps researchers analyse their data.
d Trendalyzer is the name of the organisation founded by Rosling.

Exam guide
2 Reading
Multiple choice

3 Read the text again and answer the questions. Write no more than four words and/or a number for each answer.

1 What is the main symptom of konzo?
paralysis

2 What does bitter cassava contain?
a toxin

3 In Pinar del Río, what was causing blurry vision and numbness?
(a) lack of protein

4 In Trendalyzer, what are different countries represented by?
4 bubbles (of different sizes)

5 In paragraph 5, what adjective does the writer use to describe Rosling's research?
valuable

Exam guide
4 Reading
True/false

4 Read the statements. Do they reflect the writer's claims (Y), not reflect the writer's claims (N) or is the information not given (NG)?

1 The writer suggests that Rosling had a big impact on the way numerical presentations are conveyed. ___Y___
2 The text implies that Rosling's time in Cuba was more important than his experiences in Africa. ___N___
3 The writer suggests that members of Rosling's family are making important contributions to his work, particularly in the field of education. ___Y___
4 The writer believes that Trendalyzer is a very easy program to use. ___NG___

A new way to see the world

1 75 Few people have a more compelling* presentation style than Swedish academic Hans Rosling. An accomplished statistician, doctor and public health expert, in the second half of his career Rosling became internationally famous as a dynamic public speaker. Rosling's genius was to realise that many people don't understand basic facts about the world. Rosling decided that the solution was to present statistical information through innovative graphics, bringing numerical data to life in a way that everyone could understand. The project was extremely successful. Rosling's first speech, a TED Talk, has been viewed more than 11 million times. His other lectures have also received global attention.

2 Rosling's belief in the importance of data came from experiences he had early in his career as a doctor. He spent two decades working as a medical officer and researcher in rural Africa. He lived and worked in Mozambique, the Democratic Republic of the Congo and Tanzania. At the time, many people were suffering from a mysterious illness called *konzo*, which caused paralysis*. Rosling studied a population of 500,000 in an effort to understand what was causing the disease. When he analysed this information, Rosling realised that the problem came from diet. The communities where the disease was worst all ate a lot of bitter cassava*, which contains a toxin*. When the plant is soaked in water, the toxin disappears, but due to water shortages people had been skipping this step, with terrible consequences.

3 Rosling used similar methods in Pinar del Río, Cuba, to determine what was causing a different illness. About 40,000 people were suffering from blurry vision* and numbness* in their legs, and the government didn't know why. After studying the communities that were most affected, Rosling realised that the cause was a lack of protein. At the time, there were limits on the amount of meat people could have. There was not enough meat for everyone, so many adults had been giving their portions to children, pregnant women and the elderly. Rosling met with government leaders and showed them the numbers. He explained that unless people began to consume more protein, the disease would continue to spread.

4 Rosling came to the conclusion that data needed to play a bigger role in the fight against poverty and disease. This belief was strengthened when he began teaching at the Karolinska Institute, a prestigious university in Stockholm. His students were hardworking and intelligent, but there were large gaps in their knowledge of global health and poverty. Data had helped Rosling to solve two medical crises. How were his students going to do the same if they didn't know the facts? Rosling asked his son to help him. Together they built a program called Trendalyzer, which turns numbers into shapes and colours that fly across a computer screen. In the program, countries are represented by bubbles of different sizes. The bubbles move horizontally to show how countries change over time and grow or shrink as populations get bigger and smaller. Even people with no knowledge of statistics can understand complex ideas when they are expressed in this highly visual way.

5 Trendalyzer made Rosling famous. After using the software in his first TED Talk, he acquired a large following. Over the next few years, he went on to make many more speeches and convinced people that presentations about statistical topics could be enjoyable, even exciting. Rosling died of pancreatic cancer in February 2017, leaving a great legacy in the form of his valuable research and presentation style. His most significant achievement was helping people to see the world through facts, not preconceptions*. Today, Rosling's son and daughter-in-law continue his work by publishing free teaching material based on his methods. They have also made Trendalyzer freely available so that everyone can take advantage of this powerful tool.

compelling *very interesting and keeping your attention*
paralysis *loss of the ability to move*
bitter cassava *a starchy vegetable common in tropical countries*
toxin *a poisonous substance that causes illness*

blurry vision *not being able to see clearly*
numbness *not being able to feel*
preconception *an opinion formed before you have information about something*

8E Grammar 2

Subordinate clauses

1 Choose the correct option to complete each sentence.

1 ____, the phone started to ring.
a As I was walking into the house
b Walking into the house
c When walked into the house

2 ____ by a dog, the child ran back inside.
a Chased
b Chasing
c Having chased

3 ____ the building, please take off your shoes.
a Before entered
b Once entered
c Before entering

4 ____ time to ask his parents, he made the decision on his own.
a Didn't have
b Not having
c Haven't had

5 ____ by what he heard from other people, he didn't accept the job.
a Discouraging
b Been discouraged
c Discouraged

6 ____ the course, she was able to progress to the next level.
a Once having completed
b Once completed
c Completed

2 Read the two sentences and decide if they are the same (S) or different (D).

1 As he walked down the path, John stumbled and fell.
Walking down the path, John stumbled and fell. S

2 Having worked as a teacher, he knew what to do when his own son was struggling at school.
Working as a teacher, he knew what to do when his own son was struggling at school. D

3 Not wanting to have any debt, he never had a credit card.
He never had a credit card because he didn't want to have any debt. S

4 When listening to that song, I thought of my grandparents.
Having listened to that song, I thought of my grandparents. D

5 Having won the prize, I wanted to tell the whole world.
When I won the prize, I wanted to tell the whole world. S

3 Read the text and underline the participle clauses.

Margaret Ann Bulkley was born in Cork, Ireland, in 1789. After attending medical school disguised as a man, she was one of the first known doctors to successfully deliver a baby by caesarean section.

Having been abandoned by her father, Bulkley reached out to her uncle in London, James Barry, who helped her and her mother and sister to relocate there. Her uncle introduced her to physician Edward Fryer and Francisco Miranda, a Venezuelan general. The two gentlemen became her mentors.

Shortly after introducing Bulkley to Miranda and Fryer, her uncle died. Miranda and Fryer continued to support Bulkley's education, eventually encouraging her to attend medical school. Determined to become a doctor, Bulkley agreed to pose as a man, since at the time only men could attend medical school. In honour of her uncle, she used the pseudonym James Barry. The original idea was for Bulkley to relocate to Venezuela after medical school to be a doctor there, but Miranda's death put an end to that plan. Having lost the opportunity to practise medicine in Venezuela, Bulkley decided to work in England … as a man!

After graduating from medical school, Bulkley (now Barry) joined the British army and eventually moved to South Africa. While practising medicine in Cape Town, Barry performed a successful caesarean section on July 26, 1826.

After leaving South Africa in 1828, Barry lived in Malta and Canada, where she continued to practise medicine. Having returned to London in 1859 after developing bronchitis, she was discharged from the army. After her death in 1865, the news became public that Barry was indeed a woman. The British army sealed all records pertaining to Barry, denying all news reports about her work and career. Records were finally released in 1950.

Exam guide

6 English in Use Transformations

4 Complete the second sentence so that it means the same as the first without using a participle clause.

1 Having finished dinner, I sat down to watch to TV
After *I finished dinner, I sat down to watch TV.*

2 The morning being so hot, we decided to swim in the river.
As the morning was so hot, we decided to swim in the river.

3 Having nothing left to say, he left and slammed the door.
Since he had nothing left to say, he left and slammed the door.

4 I lost my phone walking home from work.
While I was walking home from work, I lost my phone.

5 Not having eaten all day, I was desperate for my mum's chicken soup.
Since I hadn't eaten all day, I was desperate for my mum's chicken soup.

6 Looked after carefully, these boots will last several years.
If they are looked after carefully, these boots will last several years / you look after them carefully, these boots will last several years.

5 Read the sentences and choose the correct meaning of the participle clause.

1 Waiting for the train, I noticed a strange man on the platform.
a reason **c** time
b result **d** condition

2 Used carefully, this product will last years!
a reason **c** time
b result **d** condition

3 The car alarm went off suddenly, scaring the crowd that had gathered.
a reason **c** time
b result **d** condition

4 Having nothing left to say, she hung up.
a reason **c** time
b result **d** condition

5 Knowing some Arabic, I had no problem understanding directions.
a reason **c** time
b result **d** condition

6 Walking down the street, I found two abandoned kittens.
a reason **c** time
b result **d** condition

7 The weather being so nice, we decided to go to the beach.
a reason **c** time
b result **d** condition

8 Washed in hot water, that sweater will certainly shrink.
a reason **c** time
b result **d** condition

6 Complete the second sentence so that it means the same as the first. Use the word in capitals and between one and four other words.

1 Having slept badly, she was completely exhausted the next morning.
SINCE
Since she had slept badly, she was completely exhausted the next morning.

2 Not being able to attend school, he taught himself how to build houses.
BECAUSE
He taught himself how to build houses because he was unable / because he wasn't able to attend school.

3 After she completed all the training, she went to work in Botswana.
HAVING
Having completed all the training, she went to work in Botswana.

4 He jumped into the river because he didn't realise it was dangerous.
NOT
Not realising it was dangerous / the danger, he jumped into the river.

5 Once she saw how many people didn't have access to clean water, she decided to do something to help.
HAVING
Having seen how many people didn't have access to clean water, she decided to do something to help.

7 Choose the correct option to complete each sentence.

1 ____ a few hours to spare, I went for a walk.
a While having **c** Having
b Having hadn't

2 Since I ____ well, I felt terrible all morning.
a hadn't slept **c** was sleeping
b wasn't asleep

3 Before ____ your essay, please check it has your name at the top.
a submit **c** submitting
b submitted

4 ____ what to do, he wandered around the streets.
a Knew **c** Not being known
b Not knowing

5 ____ for being late to work, she looked for a new job.
a Firing **c** Having fired
b Fired

6 ____ on a farm, she loved everything to do with animals.
a Having grown up
b Being grown up
c Grown up

Technology guide

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

Technology guide

LearningApps.org

TEDTALKS Practice

TED's secret to great public speaking

Rozwiąż dodatkowe zadania do filmu na LearningApps.org.

WATCH p. 412

1 Watch part 1 of the TED Talk without sound and tick (✓) the non-verbal cues Chris Anderson uses.

1	nodding his head	☐
2	shaking his head	☐
3	raising his eyebrows	☑
4	widening his eyes	☑
5	narrowing his eyes	☑
6	looking up	☑
7	looking down	☐
8	raising a finger	☑
9	gesturing with both hands	☑
10	pointing to other visuals	☑
11	leaning backwards	☐
12	leaning forward	☑

2 Watch part 1 again and match the gestures Chris Anderson uses (1–4) with the particular words he says (a–d).

1	gesturing with both hands b	**a**	'… a personal secret.'
2	raising his eyebrows a	**b**	'… an inspiring call to action.'
3	pointing to other visuals d	**c**	'But there is one thing …'
4	raising a finger c	**d**	'… listening to many hundreds of amazing TED speakers, …'

Exam guide

3 Listening True/false

3 Watch the TED Talk. Are the statements are true (T) or false (F)?

1 The key to a great TED Talk is to share a childhood story. F

2 After hearing hundreds of great TED Talks, Anderson has concluded that they don't have anything in common. F

3 When a speaker talks, the brain patterns representing his or her key idea are repeated in the audience's brains. T

4 According to Anderson, your personal worldview is the collection of ideas you have and the connections between those ideas. T

5 Anderson says that the reason ideas really matter is because they make us feel motivated in the morning. F

6 Metaphors can help the audience understand complex and unfamiliar ideas. T

7 It's a good idea to try out a talk by giving it to some friends. T

8 Anderson believes that ideas that change other people's perspectives may not always make good TED Talks. F

4 Watch part 3 of the TED Talk and complete the table below. Write no more than three words for each answer.

Guidelines for giving an effective TED Talk
1 Limit your talk to just one **(1)** major idea: • give context • share **(2)** examples • make it vivid
2 Give your listeners a **(3)** reason to care: • stir your audience's **(4)** curiosity • use questions • reveal a disconnection in someone's **(5)** worldview
3 Build your idea out of concepts that your audience **(6)** already understands: • use their language • use metaphors
4 Make your idea **(7)** worth sharing: • Ask yourself: 'Who does this idea **(8)** benefit?'

VOCABULARY IN CONTEXT

5 Match the words in bold in the sentences (1–6) with the words or phrases (a–f).

1 When listening to the talk, the audience's minds begin to **work in the same way as** the speaker's. d

2 It's **astonishing** how quickly an audience begins to think like the speaker when he or she delivers a powerful message. c

3 Sometimes it's difficult to see structure in the apparent **state of disorganisation** of our thoughts. e

4 According to Anderson, there are a few key characteristics that **combine to form** a good TED Talk. a

5 When speakers are very nervous, they worry that the audience will **understand the thoughts and feelings they are trying to hide**. b

6 An effective story-teller can **link several ideas into** a complex pattern that still communicates a strong message. f

a make up
b see right through them
c startling
d sync with
e tangle
f weave together

8F Speaking

1 Complete the sentences with the words and phrases in the box. There are two that you don't need.

and because any questions can see does that mean more than now put your hands up share talk to you that's it the interesting thing your attention

1 I'm going to talk to you about organic food.
2 I want to share some interesting data.
3 Put your hands up if you're familiar with this debate.
4 Now, what should be done?
5 As you can see, it's a complex issue.
6 The interesting thing is, there's no concrete definition.
7 But more than that, it means we need to think carefully.
8 So, what does that mean in practice?
9 Are there any questions?
10 Thank you for your attention.

2 Put the parts of the presentation in the correct order.

a In my presentation, I'm going to talk to you about the factors that are driving this trend. 3
b Finally, I'll give you some advice for launching your own book club. 5
c I'm also going to speak a little bit about my personal experience. 4
d As you probably know, book clubs have experienced a surge in popularity in recent years. Is anyone in the audience a member of a book club? Hands in the air! 1
e If you have any questions, I'll do my best to answer them at the end of the talk. 6
f Wow, that's more people than I was expecting. So, you can see for yourselves that book clubs are indeed very popular. 2

3 Listen to the statements (1–5) and match them with the descriptions (a–f). There is one description you don't need. 76 p. 404

Statement 1 c
Statement 2 f
Statement 3 d
Statement 4 b
Statement 5 a

a an audience member who is asking a question
b a speaker who is finishing a presentation
c a speaker who is highlighting an interesting point
d a speaker who is inviting the audience to ask questions
e a speaker who is explaining the topic of a presentation
f a speaker who is asking the audience to share what they know

4 Read and complete the extract from a presentation. Use one word in each gap. Then listen and check your answers. 77

This morning, I'm here to **(1)** talk to you about social networks. **(2)** Hands up if you're a member of a social network. That's **(3)** what I was expecting – just about everybody! In today's world, people frequently discuss the impact that social networks have on our lives and relationships. For **(4)** example, you've probably had the experience of being out with a group of friends and **(5)** everyone has been on their phones. That's clearly a problem – **(6)** but that's not what I'm going to **(7)** focus on. Instead, I'm going to **(8)** talk about the ways that social networks affect our brains. **(9)** Recent research has shown that when you sign in to a social network, a compound called dopamine is released in your brain. Dopamine is the same substance that's released when you accomplish a goal, do exercise or fall in love. That's **(10)** interesting, right?

5 Imagine that you need to do a presentation. What's the best way to get your ideas across? There are two suggestions below. Add some more ideas.

Tell a joke.
Ask the audience questions.

6 Now listen to two students having a conversation about this topic. The students are taking a speaking exam. Which ideas do they mention? 78 p. 404

7 Translate the Polish parts of the sentences into English.

1 I would like to (*podkreślić kwestię*) highlight/underline a point that was raised earlier.
2 You should try to (*angażować publiczność*) engage the audience during your presentation.
3 That is not (*adekwatne*) relevant to this discussion.
4 Everyone who has experienced this before (*podnosi rękę*) put your hand up / raise your hand.
5 Thank you very much (*za uwagę*) for your attention today.
6 Try to use a (*szeroki zakres słownictwa*) wide range during your speech.
7 I strongly (*polecam*) of vocabulary that you go to talk to her first.
8 First, I would like to (*opisać wydarzenie*) describe the event.

Life Skills guide
5 Creativity

6 Suggested answers:
Use visual aids such as charts, graphs or images.
Include a statistic/an interesting or surprising fact.
Ask the audience a question.
Be dynamic.
Try not to rely too much on your notes.

Exam guide
3 Listening Matching

Exam guide
7 English in Use Translations

Life Skills guide
7 Mediation

8G Writing

An article with a review

1 Match the two parts of the sentences.

1 The title of your review should be __g__
2 At the beginning, provide general background information, like __d__
3 Come up with a strong first sentence to __j__
4 When you describe the content of the event, mention __e__
5 Talk about the audience and describe __a__
6 Support your points __f__
7 Use a range of expressive adjectives such as __i__
8 In your evaluation of the event, say __b__
9 At the end of the review, state whether __h__
10 Your review doesn't have to be only __c__

a their reaction and the atmosphere.
b how it had an impact on you personally.
c positive or negative; it can be both.
d the venue, the date, etc.
e who was performing and what they did.
f with examples.
g relevant and short.
h you would recommend the event to others.
i *thrilling*, *disappointing*, *unforgettable*.
j immediately engage the reader's attention.

Exam guide
3 Reading
True/false

2 Match the parts of the article of a play (1–10) with the descriptions (a–j).

(1) *Jewellery Box*, last night's play at the Northwest Theatre, was very special indeed. Don't be deceived by the plain title; this production will astonish you. **(2)** The fact that it was written by a virtually unknown playwright is part of the surprise. The fact that she is only 24 years old is the other part. Sophie Jin is a name to remember. Her script shows a talent for observation that is far beyond her years.

(3) With a cast of only three, **(4)** the play takes us on a journey through one year in the lead character's life, during which he experiences rejection, lost love and a deepening sense of loneliness. In anyone else's hands, these serious and universal themes would make for a boring two hours at the theatre, but not here. Jin balances the narrative with humour and a clever dose of humanity. **(5)** It has to be said that the direction by Manny Martinez did a superb job of bringing out the very best in the three actors. **(6)** These actors, I might add, are all new to the business and they were absolutely fantastic.

(7) For me, the dialogue was as rich for what it said as it was for all the things that it didn't say. This is a play that leads you to a point where you speculate about events and relate them to your own life. **(8)** I was captivated from the first scene and I wasn't ashamed to display a whole range of emotions along with my fellow audience members. We laughed, we cried, and, at the end, the applause was almost deafening as the cast took countless curtain calls. I came away feeling I'd been part of an unforgettable performance. **(9)** Running for three nights only, hurry, I urge you, **(10)** and get tickets for this excellent piece of theatre.

a information about the cast's experience __6__
b when the play can be seen __9__
c information about the director __5__
d how the reviewer and audience reacted __8__
e the name of the play and where it can be seen __1__
f the broad themes of the play __4__
g whether the reviewer recommends the play __10__
h the number of actors in the play __3__
i what the reviewer especially liked __7__
j information about the playwright __2__

3 Read the article again. Are the statements true (T) or false (F)?

1 The reviewer wasn't expecting the play to be as good as it was. __T__
2 Sophie Jin is the title of the play. __F__
3 The playwright is both young and famous. __F__
4 In the entire performance, there are only three actors. __T__
5 The themes of the play are too boring. __F__
6 The reviewer is critical of the director. __F__
7 The actors are all very well-known. __F__
8 The audience seemed to share the reviewer's reaction to the play. __T__
9 The play will continue at this theatre for a week. __F__
10 The reviewer enthusiastically recommends the play. __T__

Exam guide
4 Writing
An article

Life Skills guide
4 Creativity,
Mediation,
Practical skills

4 **Read the notice from an entertainment website. Write your review.**

FILM REVIEWS WANTED!

How often have you found yourself with a little free time and all you want to do is watch a great film? We've all been there … the problem is deciding what to watch, isn't it?! That's why, here at Film Central, we've decided to create a collection of positive, negative and mixed reviews to help our members choose the next film they'll watch. Please send your article to the email address below. It can be the last film you saw, your favourite movie of all time or even the one you never want to see again!

Remember to mention the following:

- the cast and the plot (don't reveal too much, so as not to spoil the fun of watching!),
- all the aspects of the film that were particularly impressive/disappointing.

Lexical Review 8

1 Match the words with the definitions.

1	vigour e	**a**	very light in colour
2	judge g	**b**	production of something
3	pale a	**c**	be involved in something
4	blush h	**d**	participate in a sport
5	output b	**e**	energy and strength to do something
6	compete d	**f**	a hand movement
7	gesture f	**g**	form an opinion of someone
8	engaged c	**h**	when your face turns red

2 Write one word in each gap to complete each sentence. The first letter is given.

1 The local people were deeply offended by what the visitors unfairly said about their culture.

2 Foods like bread, pasta, and potatoes contain a lot of carbohydrates, so we shouldn't eat too much of them.

3 You need to be conscious of what you eat and how much you eat.

4 Don't worry, I'll help you to sort it out before the weekend.

5 Fruit is a good source of vitamins, which are essential for a healthy diet.

6 Here is some advice on how to get your ideas across to your audience.

7 It's important to back up your argument with facts.

8 Remember to stick to the point and not get distracted.

3 Choose the correct option to complete each sentence.

1 Try not to use too much technical ____ in your presentation.
a thought **c** train
b argument **d** jargon

2 She is so fast! She is sure to ____ the record by more than a minute.
a destroy **c** smash
b crash **d** finish

3 When presenting, watch how the audience ____ to what you are saying.
a reacts **c** engages
b attracts **d** defines

4 So, do you think that you can ____ a medal at this year's European Cup?
a win **c** achieve
b beat **d** hold

5 Now I would like to ____ your attention to the table at the top of the screen.
a pay **c** draw
b hold **d** make

6 One useful ____ to help with public speaking is not to rush what you have to say.
a point **c** hint
b comparison **d** expression

7 When we close both eyes for a short moment, we call it ____.
a wrinkling **c** grinning
b blinking **d** flushing

8 I was so nervous that I lost my ____ and didn't know what to say next.
a argument **c** point of view
b disagreement **d** train of thought

4 Match the words to make phrases.

1	catch h	**a**	attitude
2	elaborate d	**b**	sugar
3	great a	**c**	the airport
4	make f	**d**	on a point
5	question g	**e**	your ideas
6	convey e	**f**	eye contact
7	refined b	**g**	what people say
8	get to c	**h**	a bus

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

1 There is a big problem with obesity in Europe and America. OBESE

2 Try not to have a stereotypical reaction to what people say. STEREOTYPE

3 Minorities suffered from a lot of discrimination in the past. DISCRIMINATE

4 She's very moody and you never know what she's going to do. MOOD

5 I'm sure the kids' eyes will widen when we tell them about the holiday. WIDE

6 It can be difficult to overcome the awkwardness of not knowing what to say. AWKWARD

7 The critics were very complimentary of her performance. COMPLIMENT

8 Don't get discouraged because of losing. Try again next time. DISCOURAGE

Exam guide
5 English in Use
Word formation

Exam guide
3 English in Use
Multiple choice

Skills Review 8

ENGLISH IN USE

Exam guide
1 English in Use
Word formation

Słowotwórstwo

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

1 Brandon burst out laughing hysterically to cover up his awkwardness. AWKWARD

2 I heard Thomas complain how negative and stereotypical images affected him as a child. STEREOPTYPE

3 After he found a hole in his dingy in the middle of a lake, he felt fearful for his life. FEAR

4 Researchers have suggested that people who rely on technology are becoming forgetful. FORGET

5 The moment Chris entered the room, he started telling jokes to which we weren't very responsive. RESPOND

Exam guide
2 English in Use
Gap-filling

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

1 I think we should ignore this petty problem and let them sort it out themselves.

2 Since John didn't seem to be listening to his boss, the latter tapped his finger on the table to draw John's attention to the new issue.

3 What happens in our brain when we lose our train of thought?

4 Stop talking nonsense and get your point across immediately.

5 When giving a successful presentation, the speaker should make/maintain eye contact with the audience.

Exam guide
4 English in Use
Sentence formation

Exam guide
3 English in Use
Transformations

Parafrazy zdań

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

1 What argument did she give you to support her standpoint?
Can you remember what/the argument she gave you to support her standpoint?

2 Why does he always use such formal language when talking with us?
Would you mind telling me why he always uses such formal language when talking with us?

3 How many times have I asked you not to mumble something I didn't understand?
I'd like to know how many times I have asked you not to mumble something I didn't understand.

4 Did she take any notes during the lecture?
I wonder if she took any notes during the lecture.

5 What time does the meeting begin?
Could you let me know what time the meeting begins?

6 When will they hold the next conference?
Please, tell me when they will hold the next conference.

Uzupełnianie zdań

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

1 When asked by a/the doctor (*ask / doctor*) if he was feeling well, the patient shrugged his shoulders.

2 Not wanting to disappoint (*not / want / disappoint*) her audience, Joanne kept speaking even though she had to go to the bathroom.

3 Having completed the research (*once / complete / research*), the scientists immediately published their results in a science magazine.

4 Nobody knows why Martha blinks (*why / Martha / blink*) her eyes whenever she's asked a question.

5 Not being able to hold (*not / be / able / hold*) a microphone in his hand, the professor decided to place it on a holder.

6 I'd like to know if Oliver has got (*Oliver / get*) much better at English recently.

5 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych fragmentów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

check encourage look make say turn widen

1 ___Widening___ her eyes, Mary expressed her feeling of disbelief.
2 Having ___looked___ more intently at the photo, we recognised the 'wanted man'.
3 Margaret agreed to write an article for the magazine, having been ___encouraged___ by her family.
4 Once ___said___, words cannot be taken back.
5 Noticing that a few pages were missing when ___checking___ the meaning of new words, Lisa wondered who had been using her dictionary.

Tłumaczenie fragmentów zdań

6 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

1 I'm right telling you her idea was to the point, (*nieprawdaż*) ___aren't I___?
2 (*Powiedziawszy*) ___Having said___ a few bitter words to his boss, Jerry felt he would have to apologise to him.
3 Stop beating about the bush, (*dobrze*) ___would/will/could you___?
4 Professor Norris continued her lecture (*upewniając się*) ___making sure / checking___ from time to time that everybody was listening to her.
5 Let's try to persuade Barbara not to change the topic of the presentation, (*dobrze*) ___shall we___?
6 (*Obrażony*) ___Offended___ by rude remarks, Tim left the room in disgust.

LISTENING

7 Usłyszysz dwukrotnie tekst na temat udzielania prezentacji. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach (1–5) brakującymi słowami. 79 p. 404

Making a great presentation – a secret art form or acquired gift?

1 While giving a presentation, the speaker should ___make pauses___, but not for too long.
2 The audience will concentrate on the presentation if the speaker employs ___body___ language.
3 To help the audience memorise their presentation, the speaker must include ___different senses___ so that they can experience what they are being told.
4 The presentation should be divided into ___three___ parts.
5 It's important to ___maintain eye contact___ with the audience while answering their questions.

Exam guide
5 English in Use
Word formation

WRITING

8 Uczestniczyłeś/Uczestniczyłaś w spotkaniu ze znanym naukowcem. Napisz artykuł do gazetki szkolnej, w którym:

- zrelacjonujesz przebieg tego spotkania,
- przedstawisz swoją opinię dotyczącą omawianych tematów,
- opiszesz interakcję naukowca z publicznością.

Wypowiedź powinna zawierać od 300 do 350 słów.

Exam guide
8 Writing
An article

Life Skills guide
8 Creativity,
Mediation,
Practical skills

SPEAKING

9 Popatrz na zdjęcia i odpowiedz na pytania.

Co mogło się stać, że dziewczynka jest zdenerwowana?

A

Co sprawiło, że kobieta na tym zdjęciu jest taka zadowolona?

B

Teraz popatrz jeszcze raz na oba zdjęcia. Powiedz co mają ze sobą wspólnego i czym się różnią pod kątem sposobów na wyrażanie swoich racji.

Exam guide
6 English in Use
Translations

Life Skills guide
6 Mediation

Exam guide
9 Oral Matura

Life Skills guide
9 Creativity,
Critical thinking,
Mediation

Exam guide
7 Listening
Gap-filling

Photo Credits:

8 Incredible Arctic/Shutterstock.com **13** Fabien Monteil/Shutterstock.com **17–18** (spread) c Ryan Lash/TED, **42–43** Rich Carey/Shutterstock.com **19** (br1) michaeljung/Shutterstock.com, (br2) Corepics VOF/Shutterstock.com, (br3) Sergei Bachlakov/Shutterstock.com **29** Dotted Yeti/Shutterstock.com **30** Kostyantyn Ivanyshen/Shutterstock.com **31** Vadim Sadovski/Shutterstock.com **37** Microgen/Shutterstock.com, everst/Shutterstock.com **41** Dirk Ercken/Shutterstock.com **43** TZIDO SUN/ Shutterstock.com **46–47** (spread) c Bret Hartman/TED **55** Kotin/Shutterstock.com **56** JStone/Shutterstock.com **59** Monkey Business Images/Shutterstock.com **67** LiliGraphie/Shutterstock.com, Just dance/Shutterstock.com **68** Ralf Gosch/Shutterstock.com **73** LMspencer/Shutterstock.com **76–77** (spread) c TED **83** iStockphoto/Getty Images **85** SG SHOT/Shutterstock.com **86** Lucky TeamStudio/Shutterstock.com **89** Rawpixel.com/Shutterstock.com **91** Marcos Mesa Sam Wordley/Shutterstock.com **97** Jacek Chabraszewski/Shutterstock.com, 88studio/Shutterstock.com, Roman Samborskyi/Shutterstock.com **100** arek_malang/Shutterstock.com **103** MriMan/Shutterstock.com **104** SydaProductions/Shutterstock.com **106–107** Ryan Lash/TED **113** Hyejin Kang/Shutterstock.com **114** racorn/Shutterstock.com **116** sculpies/Shutterstock.com **119** Matthew Lloyd/Stringer/Getty Images News/Getty Images **120** Hulton Archive/Stringer/Getty Images **127** VGstockstudio/Shutterstock.com, Gorodenkoff/Shutterstock.com

Text Credits:

10 'Indonesia', by Costas Christ, National Geographic Traveler, February-March 2017, p. 24. **25** 'Satellite Archaeology', by Hannah Bloch, National Geographic Magazine, February 2013, p. 60. **26** 'Indiana Jones meets drone technology', by Nina Strochlic, National Geographic Magazine, August 2016, p. 24. **40** 'The Giver's Conundrum', by Costas Christ, National Geographic Traveller, September 2011, p. 27. **56** 'Why I Fight for Education', National Geographic Magazine, March 2016. **56** 'How I Felt to be First', National Geographic Magazine, January 2015. **70** 'Viva Green Vegas', by Costas Christ, National Geographic Traveller, May-June 2011, p. 32. **86** 'I Am 9 Years Old', by Eve Conant and Robin Hammond, National Geographic Magazine, January 2017, p. 30. **90** 'How 9 National Geographic Explorers Got Their Start', by Christina Nunez, National Geographic, June 16, 2017. http://news.nationalgeographic.com/2017/06/explorers-festival-inspiration-bigcats/. 'Explorers Bio', by Donald Slater, National Geographic. http://HYPERLINK „http://www.nationalgeographic.com/explorers/bios/donald-slater/" www.nationalgeographic.com/explorers/bios/donald-slater/. '2015 Emerging Explorers', by Steve Ramirez, National Geographic. http://www.nationalgeographic.com/explorers/bios/2015/steveramirez/. **100** 'Health', National Geographic Magazine, May 2008. **116** 'How We Check What You See', by Susan Goldberg, National Geographic Magazine, July 2016.

Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.

Extra photocopiables

Grammar Activities

1.1 A big *if*

Aim
To provide further practice in zero, first and second conditionals

Language
Zero, first and second conditionals

Time
25 minutes

Preparation
One set of conditional sentence starters for each pair, cut up

Procedure
Each of these activities can be done independently, so you may choose to do either one or both of them.

A

- Put students into pairs and give one set of sentence starters to each pair, face down. Students take one strip at a time and take turns to complete each sentence in different ways. To model the task, take one strip yourself and give some possible endings, e.g. *If you really wanted to help save the environment, you would join an organisation like Greenpeace.*
- Explain that for each strip, the last person to come up with an ending keeps the strip. The winner is the person who has won most strips.

B

- Put students into pairs and give one set of sentence starters to each pair, face down. The first student turns over the top strip and completes the sentence by making a full conditional. The second student uses the end of the first sentence to make another conditional sentence. The first student continues the process, and together they make a chain of conditionals.
- To model the task, take one strip yourself and say, for example: *If you really wanted to help save the environment, you would join an organisation like Greenpeace. // Yes, but if I joined Greenpeace, I'd have a lot more work to do. // Yes, but if you had more work to do, maybe you would become better organised, etc.*
- For each starter, students should continue making a chain of connected sentences for as long as they can. While they are talking, go round and notice errors, difficulties, or where they use L1, and offer help.
- When a couple of pairs have finished, stop the activity. Work on new language that came up and look at errors to correct.

1.2 Explain yourself!

Aim
To provide further practice in third and mixed conditionals

Language
Third and mixed conditionals

Time
25–30 minutes

Preparation
One copy of the worksheet for each group, cut up

Procedure

- Tell the class that during this activity they will have to explain some of the unfortunate situations that you will present them with by creating third and mixed conditional sentences. Model this by saying: *My favourite vase is broken. Explain yourself!* and give students 2 minutes to produce as many conditional sentences connected to the situation as they can, such as *It wouldn't have happened if someone hadn't pushed me.*
- Put students into groups of three to four students and give them the sets of cards face down. In each group, assign one person as a judge. They have the job of reading out the situation card, paying attention if the conditional sentences are correct, and noting down their form, as well as keeping the time. Ask them to start playing. After 2 minutes, they should stop, and the judge informs them of the number of correct sentences. The group should then discuss any errors and suggest corrections.
- Having done this, another group member is nominated to be judge, and the activity continues with the next card. Monitor the task, making a note of any errors or difficulties, or where they use L1. Offer to help out.
- The activity continues until they've run out of cards. At the end of the game, you may ask each group which of their teams had the best score. You can also work on any new language that came up, and look together at any errors, which you may have noticed while monitoring the game.

Vocabulary Activities

1.3 The bigger picture

Aim
To provide fluency and critical thinking practice by asking questions about nature conservation

Language
Vocabulary related to nature conservation (especially marine life)

Time
30 minutes

Preparation
One copy of the worksheet for each student

Procedure
- Put students into pairs and hand out the worksheet.
- Students can do Part 1 in pairs. Ask students to read the instructions to parts 1 and 2 and then give them about 5 minutes to note down their ideas. Go round the class and check that they are doing the task correctly. Help if needed. When most of the class have finished, stop the activity and elicit the correct answers. You might want to teach the whole class any new vocabulary that has come up.
  Answers: 1c, 2a, 3d, 4b
- Put the class into groups of four to six and ask them to discuss the questions in Part 2. Go round the class and notice any language that students are unfamiliar with, along with any interesting issues they are discussing.
- When the first few groups have finished, stop the activity. Ask students how easy or difficult they found the discussion and why. You may also ask some follow-up questions if there were any controversial points made during the discussions. Work on any new language that came up, and look together at any errors, which you may have written on the board.
- Put the class in groups again, but with different group members, to discuss Part 3. Set a time limit of up to 15 minutes for students to discuss the questions. Monitor the activity and help out if necessary.
- As a round-up to the activity, you might ask if the students' view of the nature conservation has changed at all as a result of the discussion.

1.4 Forbidden words

Aim
To revise words containing prefixes derived from Greek
To practise the task of explaining words

Language
Words containing prefixes derived from Greek

Time
30 minutes

Preparation
One copy of the worksheet for every three students, cut up

Procedure
- Introduce the activity by writing *biofuel* on the board. Ask random students to explain what it means in English so as to clarify any doubts about the meaning. Next, write the following under the word: *petrol, car, tank up* and ask students to define the word again, but this time without using the ones you've put on the board, or any words derived directly from *biofuel* (i.e. they mustn't use the word *fuel*).
- Put students into groups of three and give them the sets of cards face down. Tell them they are going to explain words with prefixes derived from Greek for their partners to guess the meaning in the way that you have modelled the exercise. You may also elicit the eight prefixes derived from Greek that appeared in the unit and write them on the board to make the task easier.
- Ask students to start playing in their groups. They should take one card each and take turns explaining their word. Once a word has been correctly worked out, the card is placed face up. If there are any difficulties with a word, the card is placed to one side, face down. Monitor the activity and help out if necessary.
- The activity continues until all the cards have been used. Finally, ask each group how many words they've guessed and which words appeared to be problematic.

Matura Exam Activities

1.5 Transformations
1.6 Reading and Sentence formation
1.7 Lexical pairs
1.8 Translations and Word formation

Time and Answers

1.5

Time: 10–15 minutes

Answers:

1 even if you decide not **2** unless it's too late **3** Provided that everyone helped **4** only I hadn't told **5** If I won the lottery **6** Supposing they refuse to negotiate **7** it not been for **8** Should you meet him / If you should meet him **9** wish I were as brilliant **10** as long as it is **11** he not told me **12** wish I hadn't dropped **13** would have been able to **14** on the condition you sign **15** many people would be

1.6

Time: 15–20 minutes

Suggested answers 1.6a:

1 (miejsc z) listy światowego dziedzictwa **2** cztery miejsca **3** łatwe do obejrzenia/zobaczenia **4** kompletnie/zupełnie zniszczone (przez nazistów) **5** naturalnego/przyrodniczego miejsca

Answers 1.6b:

1 wish we had seen **2** Had he not lost his / If he had not lost his **3** If she were to listen to **4** If only he were **5** I would have asked her **6** comes home in/on time **7** Had it not been for their **8** don't tell me what is

1.7

Time: 8–10 minutes

Answers:

1 b **2** c **3** a **4** c **5** a **6** a **7** c **8** b **9** b **10** c **11** b **12** a

1.8

Time: 10–15 minutes

Answers 1.8a:

1 create more marine reserves **2** had used renewable energy **3** cared about/for endangered species **4** long as you promise **5** could/might have been destroyed **6** Suppose/Supposing/Assume/Assuming you had enough **7** unless they think **8** If only I could **9** she stops using / gives up using **10** wish I had done / regret not doing / regret not having done

Answers 1.8b:

1 interaction(s) **2** creatures **3** zoology **4** submarine

1.1 A big *if*

If you really wanted to help save the environment, …

Unless more is done to combat global warming, …

If I came into a serious amount of money, …

I wouldn't be here talking to you now if …

The world would be a better place if …

If I pass all my exams at the end of the year, …

We wouldn't be arguing now if …

If we all ate a bit less meat, …

If we were given too much homework, …

If we really want to see a positive change, …

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

1.2 Explain yourself!

You were late arriving at your brother's wedding. Explain yourself!	**You didn't show up at work.** Explain yourself!
You failed an end-of-the-year exam. Explain yourself!	**You lost a very important competition.** Explain yourself!
Your father's car has been damaged in an accident. Explain yourself!	**Your dog is missing.** Explain yourself!
You missed a very important meeting. Explain yourself!	**Your room looks like a bomb has hit it.** Explain yourself!
Your partner broke up with you. Explain yourself!	**The police were knocking on your door.** Explain yourself!

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

1.3 The bigger picture

Part 1

1 Write down the name of:

- three oceans and five seas,
- three areas in your country where the environment is protected by special laws,
- three areas abroad where the environment is protected by special laws,
- at least five threats to the natural environment.

2 Match the types of protected areas with their descriptions:

1 strict nature reserve

2 national park

3 habitat / species management area

4 protected landscape / seascape

a its main objective is protecting all the functioning ecosystems, but it permits educational and recreational tourism on a scale that will not reduce the effectiveness of any conservation efforts

b it covers an entire body of land or ocean with an explicit natural conservation plan, but it often permits a range of for-profit activities

c this area limits human use of the land in order to preserve the geological and geomorphical features of the region and its biodiversity

d this area is controlled to ensure the maintenance, conservation, and restoration of particular species and habitats, and public education programmes about such areas are widely encouraged as part of the management objectives

Part 2

Work in groups.

- Compare your lists of protected areas in your country and abroad. Do you have the same or different areas? Was it difficult to compile the lists?
- Which of the threats to the environment do you consider the most serious and why? Which of them are the most serious to the bodies of water, such as oceans or seas? Why?
- Which types of protected areas are, in your opinion, the most useful and why? Do you think there should be more protected areas in your country?

Part 3

Discuss the questions.

1 When was the last time you visited a protected area? Where was it? What did you see?
2 Have you ever seen a marine reserve? If so, did you like it? If not, would you like to visit one?
3 Do you know any famous conservationists? What do you know about them? Would you like to become one? What makes a good conservationist?
4 What could be done to stop companies which pollute oceans and seas by dumping chemicals, plastics and other rubbish? Is there anything you could do personally?
5 Is nature protection important to you? Do you do anything in your everyday life to help the environment?
6 Should the government give money for any of the following? Explain why / why not.
   - compulsory environment protection lessons at school
   - university courses in nature conservation
   - free conservation workshops for senior citizens
   - educational programmes for schools in protected areas, such as nature reserves
   - TV programmes and websites related to nature protection programmes
   - incentive programmes that reward nature protection programmes (e.g. segregating waste)
7 Imagine people stopped doing anything about nature protection. What might some of the consequences be?

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

1.4 Forbidden words

biography book film author	**biology** science organism living	**biodiversity** species variety region	**bioterrorism** chemicals weapon bomb
ecotourism travel environment eco-friendly	**ecosystem** nature organism habitat	**eco-friendly** recycle environment protect	**ecology** science nature environment
microscope look sample small	**microchip** small part computer	**microphone** sing speak concert	**microwave** kitchen heat food
monologue talk one person	**monotonous** boring long listen	**monolingual** dictionary translate language	**monopoly** control business company
geography study world country	**geology** rock ground earth	**geocentrism** middle the Earth universe	**geometry** mathematics shape object
hypermarket shop big buy	**hypersensitive** react excessive upset	**hyperactive** calm move relax	**hyperlink** click internet website
antisocial unsociable people alone	**antibiotic** medicine ill doctor	**anti-depressant** sad medicine doctor	**antibody** immune illness blood
macroeconomy world country whole	**macro-climate** weather large area	**macro lens** photo take small	**microorganism** small bacteria microscope

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

1.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 He'll be waiting for you whether or not you decide to show up.
EVEN
He'll be waiting for you _____ to show up.

2 I'll give you a lift at 7 pm if it isn't too late for you.
UNLESS
I will give you a lift at 7 pm _____ for you.

3 If everyone helped carry these boxes, we would finish the job in half an hour.
THAT
_____ carry these boxes, we would finish the job in half an hour.

4 I really regret telling him my secret. He has already blurted it out to all my friends.
ONLY
If _____ him my secret. He has already blurted it out to all my friends.

5 Winning the lottery would change my life dramatically.
IF
_____, it would change my life dramatically.

6 What will you do if they refuse to negotiate with you?
SUPPOSING
_____ with you, what will you do then?

7 If she hadn't reacted so quickly, he would have died.
FOR
Had _____ her quick reaction, he would have died.

8 If you happen to meet him, please pass on my greetings to him.
SHOULD
_____, please pass on my greetings to him.

9 Being as brilliant as Albert Einstein has always been my dream.
WERE
I _____ as Albert Einstein.

10 Unless it's too difficult, I'll be happy to arrange this meeting for you.
LONG
I'll be happy to arrange this meeting for you _____ not too difficult.

11 I would still believe in her lies if he hadn't been honest with me.
TOLD
Had _____ the whole truth, I would still believe in her lies.

12 Looking back, I can say that dropping out of university was a really bad decision.
WISH
I _____ out of university.

13 I can't speak Spanish, so I wasn't able to give directions to that Spanish couple.
HAVE
If I could speak Spanish, I _____ give directions to that Spanish couple.

14 They will grant you access to the data, but you need to sign a confidentiality agreement first.
CONDITION
They will grant you access to the data _____ a confidentiality agreement first.

15 The government's decision prevented many people from becoming homeless.
BE
If the government hadn't taken this decision, _____ homeless now.

 © Copyright by Nowa Era Sp. z o.o.

1.6a Reading (mediation gap-filling)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

TEKST 1

If you still don't know how to spend your holidays, how about travelling through Poland and visiting some world heritage sites? There are many such places to be found here, and I can assure you that each of them is worth visiting.

I started my journey in Krakow, the former Polish capital, as its historical centre comprises some of Europe's largest market square, as well as numerous magnificent churches and palaces. The city itself is great, but it is also a good base to travel to three other sites recognised by UNESCO: Wieliczka and Bochnia Royal Salt Mines, the Mannerist Architectural and Park Landscape Complex in Kalwaria Zebrzydowska, and Auschwitz-Birkenau Nazi Concentration Camp. I thoroughly enjoyed my visit to Wieliczka, but all three sites offer unique experiences (although visiting Auschwitz-Birkenau was an extremely painful one).

Having seen more of the region around Krakow, I took the train to Warsaw in order to see its historic centre. I was shocked to find out that more than 85% of the oldest part of the city had been completely destroyed during the Warsaw Uprising in 1944. It was rebuilt, following the original design, in just 5 years thanks to the heroic efforts of architects and construction workers.

From Warsaw I decided to go to the country's only natural heritage site, namely Białowieża forest, the home to the largest population of European bison. Seeing this primaeval forest with its biodiversity still intact made a lasting impression, and I'm so happy that there are still places like this in Europe.

TEKST 2

Marku,

przeglądałem ostatnio kilka blogów podróżniczych i trafiłem na jeden, w którym autor opisywał zwiedzanie Polski szlakiem **1** _____. Może byśmy się wybrali na taki wypad?

Moglibyśmy zacząć od Krakowa i okolic, bo w sumie są tam aż **2** _____ uznane przez UNESCO. Wiem, że byłeś już w Oświęcimiu, więc możemy tam nie jechać, szczególnie, że sam autor pisze, iż nie jest to miejsce **3** _____, natomiast bardzo poleca kopalnię soli w Wieliczce. W zasadzie od dziecka marzyłem, żeby zobaczyć te groty solne, więc teraz byłaby ku temu okazja. Autor pojechał potem do Warszawy, ale my byliśmy tam już wiele razy, więc nie wiem, czy jest sens znowu to przerabiać. Jednak ciekawie czyta się o tym, że obcokrajowców szokuje fakt, iż centrum Warszawy było praktycznie **4** _____ _____ w trakcie powstania warszawskiego oraz tego, że Polacy tak szybko je zrekonstruowali.

Zamiast do Warszawy, moglibyśmy pojechać do Zamościa Tamtejsze stare miasto również znajduje się na liście UNESCO. A stamtąd już prosta (choć dosyć długa) droga do Puszczy Białowieskiej – jedynego uznanego **5** _____ _____ w Polsce. Czas już zobaczyć te żubry, nie sądzisz? ;)

Zastanów się, czy Ci się ten pomysł podoba i daj mi znać. Pomyśl też, kiedy moglibyśmy jechać.

Paweł

1.6b Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 I really (*wish / we / see*) _____ the Colosseum when we were visiting Italy, but there was simply no time.

2 (*he / not / loose*) _____ job a few months ago, we wouldn't be in such a difficult financial situation right now.

3 If (*she / be / listen*) _____ my advice more often, maybe she wouldn't get herself into so much trouble.

4 My best friend loves taking risks. (*only / he / be*) _____ less daring!

5 If I had known she was interested in me, maybe (*I / ask / she*) _____ out on a date.

6 Unless Mark (*come / home / time*) _____, we may need to take a taxi to the airport.

7 (*not / be / they*) _____ encouragement, I wouldn't have decided to take part in the competition.

8 If they (*not / tell / what*) _____ going on, I may have to resort to other methods of getting the information.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

1.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 My grandparents have a ___, so every year we have a fresh supply of organic tomatoes and peppers.
A lot of ___ gas emissions come from both public and private transport.

a garden **b** greenhouse **c** field

2 Where did you buy this ___? It's great, it matches the colour of your eyes.
Unfortunately, the ice ___ is gradually melting and, as a result, drastic action has to be taken to save it.

a hat **b** layer **c** cap

3 Let me give you a ___ of advice, talking to him doesn't make any sense at the moment.
I find this new ___ by Lady Gaga very catchy, I just can't get the tune out of my head.

a piece **b** kind **c** song

4 ___ is a toxic and very dangerous heavy metal.
The planet closest to the Sun is called ___ after the Roman god of commerce.

a Mars **b** Venus **c** Mercury

5 He actually ___ she would come, so he was sorely disappointed.
My mum is a force to be ___ with. We know she's sometimes a bit bossy, but she would do anything for us.

a reckoned **b** thought **c** fought

6 The film starts with a shot of a small boat sailing on a ___ sea with two people struggling to survive.
His hands were ___ from hard work, but his touch was still delicate.

a rough **b** wild **c** coarse

7 Do you ___ going out to the cinema tonight?
She bought a pair of ___ designer shoes, but she wasn't able to wear them because they were so uncomfortable.

a elaborate **b** feel **c** fancy

8 The ___ doesn't work, I think the battery's flat. Could you change the channel for me manually, please?
We visited many ___, practically uninhabited islands during our cruise.

a faraway **b** remote **c** distant

9 This new design doesn't really ___ to me, it's too chaotic in my opinion.
My friend who made a/an ___ for help when her dog vanished was so happy when it was found a few days later.

a speak **b** appeal **c** talk

10 Does the largest marine reserve actually ___ more than 500,000 square kilometres?
They decided to make a ___ of a Metallica song and, personally, I find it better than the original.

a stretch **b** remake **c** cover

11 There are a ___ of things I need to take care of before I set off.
Are they really together? How long have they been a ___?

a few **b** couple **c** number

12 He managed to ___ this rare species of flower using a micro lens.
Finally, they managed to ___ the terrorists, but some of the hostages didn't survive the gun battle.

a capture **b** photograph **c** catch

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

1.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

1 If we really want to protect life in the oceans, we need to (*tworzyć więcej rezerwatów morskich*) _____ _____ and no-fishing zones.

2 They would have saved a lot of money if they (*używaliby energii odnawialnej*) _____ sooner.

3 If people actually (*troszczyli sie o gatunki zagrożone*) _____, they would enforce stricter laws to protect them.

4 We will try to raise enough money to save the animal shelter as (*pod warunkiem że obiecasz*) _____ _____ to help us manage it afterwards.

5 The bears' natural habitat (*mógł być zniszczony*) _____ if it hadn't been for the protests from environmentalists.

6 (*Załóżmy że miałbyś wystarczająco*) _____ money to do something meaningful about the problem of climate change, what would you do?

7 My family always support me in my choices (*chyba że uważają*) _____ my decisions are in some way harmful to me.

8 (*Gdybym tylko potrafił*) _____ speak in public as well as you can!

9 Provided that (*ona przestanie używać*) _____ plastic containers, will you agree to do the same?

10 I'm old now, but there are many things I (*żałuję że nie zrobiłem*) _____ in the past.

1.8b Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

create	dangerous	interact	marine	refined	zoo

BRINGING THE OCEAN HOME

The popularisation of observing the **1**_____ between marine animals and aquatic plants in glass tanks can be attributed to the Englishman Philip Henry Gosse, who was the first person to resolutely use the word "aquarium" for such objects. (…) In his book, *The Aquarium: An Unveiling of the Wonders of the Deep Sea*, Gosse gave his readers instructions on how to build a miniature ocean of their very own. A saltwater aquarium, he asserted, was the perfect way to get acquainted with the peculiar **2** _____ of the ocean without having to descend into the depths using complicated diving equipment. He was amused by a French expert in **3** _____ Henri Milne-Edwards, who stalked around at the bottom of the Mediterranean wearing a "water-tight dress, suitable spectacles, and a breathing tube" in order to take a closer look at the **4** _____ world. All this was so much easier to achieve, Gosse proclaimed, in the safe environment of one's own four walls.

Adapted from: publicdomainreview.org/essay/bringing-the-ocean-home

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

Grammar Activities

2.1 Noughts and crosses: deduction and probability

Aim
To revise ways of expressing deduction and probability

Language
Modal verbs, adjectives and adverbs expressing deduction and probability, *be bound to*, *be likely to*

Time
10–15 minutes per grid

Preparation
One copy of the worksheet for each pair, cut up

Procedure
- Elicit if the class knows what noughts and crosses is. If they don't, explain the game.
- Divide the class into pairs. Give each pair a copy of Grid 1.
- Tell students that they are going to play noughts and crosses, but before drawing O or X, they will need to form at least two correct sentences containing the word or phrase in the grid. Give an example: *John is such a good student. He is bound to get a place at the best university when he finishes secondary school.* If the sentence is incorrect, the box remains empty and the other player has a turn. To win the game, they need to have an unbroken vertical, horizontal or diagonal row of 4 boxes.
- Monitor the activity and help if necessary. Be on hand to confirm whether a sentence is correct or not.
- When students have finished Grid 1, ask them to change partners and give each new pair a copy of Grid 2. Continue as before.

2.2 Grammar auction

Aim
To consolidate awareness of when to use a wide range of modal verbs

Language
Modal verbs, language of auctions (e.g. *How much am I bid for . . .? Going once, going twice, gone to team X for £1,000*, etc.)

Time
30 minutes

Preparation
A copy of the worksheet for each pair

Procedure
- Put students into pairs or small groups and hand out the worksheets. Tell students that each pair has £10,000 to bid with and the winners will be whoever manages to buy the most correct sentences with that money.
- Students read the sentences, identify the correct ones, correct the wrong ones and plan which sentences they are going to bid for. Set a time limit of about 10 minutes.
- Run the auction in a fun, fast way. Start each bid at £100. Move upwards in hundreds (*Do I hear two hundred for sentence number 3? Three hundred?*). After each sale, write the number, the team that bought it and the price.
- After the auction, go through each sentence and have a class vote on whether they are correct. See which team has won and who has spent money on incorrect sentences.
- In pairs, ask students to look back at the corrections they made earlier and decide if they want to make any changes. Write the best correction for each wrong sentence on the board.

Answers
Incorrect sentences:

1 The islands of Polynesia are ~~expected~~ **known/believed/thought** to have been overpopulated, so new settlements were set up on other islands.

3 The suspect is believed to have ~~stole~~ **stolen** the money.

5 He used to ~~being~~ **be** considered one of the greatest minds of the scientific world, but now that he's retired his place has been filled by other scientists.

9 They are believed to ~~have backpacked~~ **be backpacking** in India at the moment, but it's not certain as they haven't contacted anyone for a few days.

13 ~~Us~~ **We** were then shown some examples of what an ancient tomb or village would look like.

15 Can you tell me if this report was ~~showed~~ **shown** to all the interested parties?

Vocabulary Activities

2.3 Who goes in the spaceship?

Aim
To practise fluency and debating skills
To develop ideas of role models

Language
Some modals and second conditionals
Phrases for disagreeing and justifying

Time
30 minutes

Preparation
One set of cards for each group of three, five or seven students, cut up
Cards completed with four local heroes and celebrities, or left blank for students to add in their own choices
A timer for each group

Procedure
- Put students into groups of three, five or seven. Try to keep the numbers odd because of voting. The larger the group, the fewer turns students will have but the more students there will be to judge each debate.
- Hand a set of cards to each group. If you have left the blank cards blank, ask students to add names of people (living or dead) they think of as role models.
- Students shuffle the cards and place them face down in the centre.
- The first student picks up the first card and the next player picks up the next card. They both show their cards to the others.
- Tell the class to imagine that the Earth is dying and there is only one place left on a spaceship taking 1,000 people to start a new life in space. They should debate which of the two people on the cards should be taken. Set a time limit of 1 or 2 minutes for the discussion.
- When time is up, stop the discussion. Tell the rest of the group that they can each ask one question to each of the two players. Then they should vote on who to take.
- The winner keeps their card, the loser puts their card at the bottom of the pile.
- The next two students pick their cards and the game proceeds in the same way as demonstrated.

Fast finishers / Extension
- Ask students to select a group of ten people to go on one spaceship.
- Students research any lesser-known people and report back to the class.

2.4 In your opinion

Aim
To revise vocabulary building with the suffix *-ity,* to practise mediation and speaking

Language
Nouns created from adjectives with the suffix *-ity*

Time
20 minutes

Preparation
One copy of the worksheet for each pair, cut up

Procedure
- Divide students into pairs and hand out Part 1 of the worksheet. Ask them to identify the adjectives which form nouns with the suffix *-ity* (you may wish to inform them that the total number of these adjectives is 14). After they've done that, tell them to write down the noun forms of these adjectives before checking the task as a class.
  Answers: authentic – authenticity, clear – clarity, creative – creativity, curious – curiosity, fragile – fragility, humid – humidity, intense – intensity, modern – modernity, necessary – necessity, popular – popularity, regular – regularity, simple – simplicity, stable – stability, vulnerable – vulnerability
- Now hand out Part 2, giving each student in each pair a card with a different letter (A or B). Give them about 2–3 minutes to fill in the questions on their cards with appropriate translations of the words in brackets. Monitor and help out if necessary.
  Answers:
  Student A: 1 stability **2** necessity **3** popularity
  4 humidity **5** curiosity **6** modernity
  Student B: 1 intensity **2** authenticity **3** regularity
  4 creativity **5** vulnerability/sensitivity **6** simplicity
- Now ask students to take turns in asking and answering each other questions from their cards. Allow some time for free discussion if they find any of the topics interesting. Monitor and help out if necessary.

Extension/Fast finishers
Ask students to go back to Part 1 and create nouns from the remaining adjectives.

Matura Exam Activities

2.5 Translations
2.6 Gap-filling and Transformations
2.7 Equivalent words
2.8 Multiple choice and Sentence formation

Time and Answers

2.5

Time: 15–20 minutes

Answers:

1 Curiosity and creativity **2** set up / created a trading network **3** It is estimated that **4** may/might/could have been **5** is being excavated **6** Endurance is said to be **7** must be working **8** bound to be looking for / searching for / seeking **9** manned space missions **10** must have been done **11** may/might/could be trekking/hiking **12** tombs were discovered **13** had been launched **14** Have you been / Were you shown **15** can't/couldn't have been looted/ransacked **16** James is believed to have / It is believed that James **17** was being prepared for **18** humanity was restored **19** world's cultural heritage **20** will be examined/analysed further / further examined/analysed

2.6

Time: 15–20 minutes

Answers 2.6a:

1 is **2** such **3** would/could/may/might **4** been

Answers 2.6b:

1 is believed to have stolen **2** might not have known **3** was given (their) assistance **4** can't/couldn't have offended her **5** are being discovered **6** may/might/could well be able to **7** is (generally) thought to be **8** must be doing something

2.7

Time: 8–10 minutes

Answers:

1 a **2** b **3** a **4** c **5** c **6** a **7** c **8** c **9** b **10** a **11** a **12** b **13** c **14** a **15** b

2.8

Time: 15–20 minutes

Answers 2.8a:

1 b **2** c **3** a **4** a **5** c

Answers 2.8b:

1 might have taken it **2** is considered to be the best / a good **3** is likely to be working **4** were/was finally shown **5** is thought to have cheated **6** may well be lying **7** had been removed from the tomb **8** while it was being transported **9** can't/couldn't have kissed my boyfriend **10** It is generally believed that

2.1 Noughts and crosses: deduction and probability

Grid 1

must have	be likely to	may not	probable
can't	could	be bound to	might have
definitely	can be (doing something)	must	may well
couldn't	possibly	might well be (doing something)	certain

Grid 2

possible	can't have	must be (doing something)	be unlikely to
be bound to	may well be (doing something)	surely	could
could have	definite	can	must have
may not	couldn't	might well	probably

© Copyright by Nowa Era Sp. z o.o.

2.2 Grammar auction

You have £10,000 to spend. Decide which sentences are correct. Try to buy as many correct sentences with your money as you can. If you think a sentence is wrong, make a note of what you think the correct sentence should be.

1 The islands of Polynesia are expected to have been overpopulated, so new settlements were set up on other islands.

2 A hole had been made in the wall of the tomb, but the roof collapsed while a larger entrance tunnel was being created.

3 The suspect is believed to have stole the money.

4 Would the satellite have been launched if they had been informed about the problem?

5 He used to being considered one of the greatest minds of the scientific world, but now that he's retired his place has been filled by other scientists.

6 Will this project have been finished by the end of next week?

7 The papers were generally considered to have been lost forever, until they were found in a cellar last year.

8 The design has been massively improved and further changes are being made all the time.

9 They are believed to have backpacked in India at the moment, but it's not certain as they haven't contacted anyone for a few days.

10 The stone circle is generally thought to have been erected around 5,000 years ago.

11 The release date may not have been revealed yet, but the game is expected to be launched at the beginning of next year.

12 It's believed that the disease, estimated to have killed around 200 million people, first appeared in the 1340s.

13 Us were then shown some examples of what an ancient tomb or village would look like.

14 You can expect to be contacted once a decision has been made.

15 Can you tell me if this report was showed to all the interested parties?

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

2.3 Who goes in the spaceship?

Nelson Mandela South African president	**Yuri Gagarin** astronaut	**Marie Skłodowska Curie** scientist	**J K Rowling** creator of *Harry Potter*
Ferdinand Magellan explorer	**Gandhi** leader of India	**Lionel Messi** footballer	**Shakira** singer
Vladimir Putin Russian president	**Angela Merkel** German leader	My maths teacher	My mum
Che Guevara revolutionary leader	**Bear Grylls** adventurer and TV presenter	**Sheryl Sandberg** COO of Facebook	**Beyoncé** singer
Bill Gates co-founder of Microsoft	**Ronaldo** footballer	**Serena Williams** tennis player	**Marco Polo** explorer
Edison inventor of the light bulb	**Sigmund Freud** father of psychoanalysis	**Narry Kim** professor of microbiology	**Kim Kardashian** TV celebrity

© Copyright by Nowa Era Sp. z o.o.

PHOTOCOPIABLE

2.4 In your opinion

Part 1

Circle the adjectives which form a noun with the suffix *-ity*.

curious happy popular important clear honest
modest violent lazy stable hateful
sad vulnerable attractive difficult simple
patient brave humid easy creative
fragile cheerful forgetful necessary modern lonely
courageous intense ruthless famous natural
authentic significant beautiful regular dangerous logical

Part 2 Student A

Complete the questions with the correct translation of the words in brackets.

1 Which quality, in your opinion, is more important for a CEO of a multinational company: sharp intellect or emotional (*stabilność*) _____?

2 Do you often have the (potrzebę) _____ to eat something sweet when you are studying?

3 What do you think contributed most to the (*popularność*) _____ of social media?

4 Would you prefer to live in a place with a considerably higher or a considerably lower (*wilgotność*) _____? Why?

5 Do you consider (*ciekawość*) _____ to be a positive or a negative feature? Why?

6 Do you enjoy (*nowoczesność*) _____ in art and architecture, or do you prefer works of art and buildings from the past? Why?

Part 2 Student B

Complete the questions with the correct translation of the words in brackets.

1 Do you think a romantic relationship always needs to have a high level of emotional (*intensywność*) _____ in order to be successful?

2 When you are looking at art, is the (*autentyczność*) _____ of the work important to you, or do you find the same pleasure from looking at a reproduction?

3 Which, in your opinion, is more difficult for people who are about to go on a diet: cutting down on certain ingredients or maintaining the (*regularność*) _____ of eating meals?

4 What are some of the negative aspects of great (*kreatywność*) _____?

5 Do you consider (*wrażliwość*) _____ a positive or a negative feature? Why?

6 In your opinion, is (*prostota*) _____ in fashion always trendy?

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

2.5 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 (*Ciekawość i kreatywność*) _____ are the two main qualities that usually contribute to ground-breaking discoveries.

2 If we (*stworzylibyśmy sieć handlową*) _____, we would have bigger profits.

3 (*Szacuje się, że*) _____ people born in 2016 will, on average, live until they are 72.

4 The main reason he risked everything (*mógł być*) _____ the fact that he had lost the support of his family, but we can't be certain.

5 This precious artefact (*jest odkopywany*) _____ as we speak, so we will be able to give you more details later.

6 *(Mówi się że wytrzymałość jest)* _____ essential during long voyages.

7 If your mum is not in the house, she (*musi pracować*) _____ in the garden.

8 Is James not here yet? He is (*musi szukać*) _____ his glasses again. He loses them all the time.

9 It's quite likely that (*załogowe misje kosmiczne*) _____ will be replaced by missions with robots in the future.

10 This work (*musiała zostać wykonana*) _____ by somebody else, I don't see any other explanation.

11 Jane went with her friends to the mountains last week. By now they (*mogą wędrować pieszo*) _____ _____ in the middle of nowhere.

12 These two (*grobowce zostały odkryte*) _____ by accident during the construction of a new housing estate in this area.

13 Only after the rocket (*została odpalona*) _____, did the scientists realise that the systems weren't working properly.

14 (*Czy pokazano ci*) _____ a copy of the new school regulations? There have been some significant changes, so I really think you should read them.

15 I don't know what happened to the artefacts, but the site (*nie mogła zostać ograbiona*) _____ _____ because security guards were protecting the area 24/7.

16 (*Wierzy się, że James*) _____ saved two people from the car crash.

17 While the equipment (*był przygotowywany do*) _____ the experiment, the chief engineer received an urgent phone call.

18 My faith in (*ludzkość została odzyskana*) _____ the moment I saw the two children helping the homeless man.

19 If we don't take action soon, much of the (*światowego dziedzictwa kulturowego*) _____ will soon be irreparably damaged or completely destroyed.

20 I can assure you that this matter (*zostanie dalej zbadana*) _____, and we'll let you know as soon as we have discovered something important.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

2.6a Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

REMEMBERING SCOTT

A century on from his dramatic death on the way back from the South Pole, the memory of the explorer Captain Scott and his ill-fated Terra Nova expedition is stronger than ever. Scott **1** _____ remembered today because his last expedition is **2** _____ a great story: the drama of the race with Norwegian Roald Amundsen; the heart-breaking arrival at the South Pole a month too late; the agonising suspense of the return march; the tragic end only 11 miles from a supply depot which **3** _____ have saved them. Yet a great story alone offers no guarantee of remembrance.

Scott deserves great credit for his appointment of Herbert Ponting as the expedition's self-styled 'camera artist'. Ponting exposed around 25,000 feet of film and 2,000 photographic negatives in the Antarctic. Rarely, if ever, has an expedition **4** _____ documented so thoroughly and so beautifully.

Adapted from: publicdomainreview.org/essay/remembering-scott

2.6b Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 Many people believe that John stole the money.

TO

John _____ the money.

2 Perhaps she didn't know what she was doing at the time.

MIGHT

She _____ what she was doing at the time.

3 They gave me their assistance in choosing the best property.

GIVEN

I _____ in choosing the best property.

4 I'm sure he didn't offend her, he's always been a real gentleman.

HAVE

He _____, he's always been a real gentleman.

5 They are discovering long-lost treasures as we speak, and we're sitting here doing nothing!

ARE

Long-lost treasures _____ as we speak, and we're sitting here doing nothing!

6 It's quite possible we'll be able to travel to distant galaxies in the future.

WELL

We _____ travel to distant galaxies in the future.

7 People generally think that Colin is a great speaker.

THOUGHT

Colin _____ a great speaker.

8 Dad's surely doing something really important if he isn't here.

BE

Dad _____ really important if he isn't here.

 © Copyright by Nowa Era Sp. z o.o.

2.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Everybody thought that climbing that mountain was too difficult, but he still ***tried*** to do it.

a endeavoured **b** settled **c** trekked

2 I thought he was only ***looking for*** adventure, but, in actual fact, he was desperate to prove everyone he was right.

a launching **b** seeking **c** exploring

3 My brother is really ***brave***. He never hesitates to help someone, no matter what the circumstances are.

a fearless **b** manned **c** fragile

4 Was it difficult to ***travel around*** the globe in such a small boat?

a circumscribe **b** circumvent **c** circumnavigate

5 We went there ***mainly*** to gather scientific data, but the place was so peaceful that it was like being on holiday.

a certainly **b** basically **c** primarily

6 During the war, the invading forces ***stole goods from*** towns and villages.

a looted **b** excavated **c** buried

7 That night, I understood that his imagination had no ***limits***.

a encroachments **b** landmarks **c** boundaries

8 If you think there is a ***pressing need*** to do so, I will talk to him and try to convince him not to do it.

a clarity **b** curiosity **c** necessity

9 Since we moved to a bigger flat, our quality of life has improved ***enormously***.

a remotely **b** vastly **c** accurately

10 Unfortunately, we couldn't ***accept*** the offer, as some of the conditions were not satisfactory.

a embrace **b** refer **c** quantify

11 She was so poor at the time that she was ***actually*** living on bread and water.

a literally **b** ultimately **c** relatively

12 The archaeologists discovered numerous ancient and valuable ***objects*** while excavating the area.

a tombs **b** artefacts **c** pits

13 After the revolution, there was no one to rule the empire, so – overnight – it ***fell in ruins***.

a conducted **b** confirmed **c** collapsed

14 This puzzle is too difficult for me. Could you give me a ***hint***?

a clue **b** tile **c** goal

15 This is my first ***try***, so please, don't laugh at me if I fail.

a altitude **b** attempt **c** attitude

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

2.8a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

The exploration of Africa by the British is a story that **1** ___ time and again, often in tiresome detail. Yet some major African expeditions have never received much attention. These were expeditions that ended in ignominious failure. One of them was a naval expedition **2** ___ mission was to sail up the Congo River.
Like many naval expeditions of the era, it was presented as **3** ___ enterprise, sent out to gather knowledge about the natural world. So what went wrong? First, the expedition encountered suspicion and resistance from those Africans whose cooperation it required. Slave merchants suspected that the expedition's aim **4** ___ to shut down the slave trade. That is why they repeatedly obstructed the progress of the expedition. The slave trade had other adverse effects. The expedition's chief translator was a freed slave from the region. After he **5** ___ with his father, he deserted, taking four porters with him. For all its claims of neutrality, the expedition found itself inextricably enmeshed in the turmoil caused by the slave trade and its suppression.

Adapted from: publicdomainreview.org/essay/forgotten-failures-of-african-exploration

1 **a** is told
b has been told
c is being told

2 **a** which
b whom
c whose

3 **a** a scientific
b a space
c an archaeological

4 **a** may have been
b will be
c can't have been

5 **a** was being reunited
b would be reunited
c had been reunited

2.8b Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 I really don't know where your book is. I suppose Max (*might / take / it*) _____ while he was packing his things.

2 Although my mum doesn't think highly of her culinary skills, she (*consider/ be / good*) _____ _____ cook in our family.

3 If Joe is not in his room, he (*be / like / work*) _____ in the garage on his new motorcycle.

4 When my class (*be / final / show*) _____ the exam results, we were all incredibly excited.

5 I'm well aware of the fact that my son (*be / think / cheat*) _____ in the test, but I'm telling you it's impossible. He had been studying for it for more than a week, so he was really well prepared.

6 Why isn't he answering my calls or texts? He *(may / well / lie)* _____ in hospital, and I wouldn't know a thing!

7 After the artefacts (*be / remove / tomb*) _____, the archaeologists divided them into three categories.

8 I'm afraid the painting was badly damaged (*while / it / transport*) _____.

9 What are you saying? Maggie (*can / kiss / my / boyfriend*) _____ at the party! She's my best friend and knows we're a couple.

10 (*It / general / believe*) _____ if bees were to die out, humanity would only have about four more years to live.

 © Copyright by Nowa Era Sp. z o.o.

Grammar Activities

3.1 Inversion battleships

Aim
To revise and practise inversion

Language
Inversion structures

Time
25 minutes

Preparation
One copy of the worksheet for each student

Procedure
- Divide the class into pairs and hand out the material. Tell students that they are going to play a game called battleships.
- First, ask each pair of students to choose a grid (A or B) and to mark it with their ships. These should correspond to the key that is found above the grids. Ships can only be placed horizontally or vertically. They may be placed alongside each other, but they cannot overlap. Players are not allowed to see the position of each other's ships.
- Once this has been done, ask them to start playing. They take turns in calling out a particular square by giving its coordinates (e.g. B1). If the other player has a ship occupying that square, they respond by saying *Hit*, but the ship (or a part of it) is only declared sunk once a correctly structured sentence using an inversion has been given by the 'shooter'. If there is no ship on the square, the player responds by saying *Miss*. The game continues until one of the players has no ships left afloat.
- Monitor the activity and referee if there are any doubts about the correctness of the inverted sentences. If you have any fast finishers, you can ask them to invert any remaining sentences in their grids.

3.2 One thing that I really love is . . .

Aim
To provide further practice of cleft sentences

Language
Cleft sentences

Time
30 minutes

Preparation
A copy of the worksheet for each group of three to six students, cut up

Procedure
- Put students into groups of three to six. The smaller the group, the longer the game will last.
- Give a set of cards (topic cards and sentence frame cards) to each group and ask them to place the topic cards in a pile and to distribute the sentence frame cards equally among the group.
- Students take a topic card from the top of the pile. They take turns to say a sentence about the topic using one of their sentence cards. After the first student says their sentence they put the sentence card they played face down in a new pile in the middle and the next student plays.
  If they can't play a card, the next person tries to say a sentence, and so on. Keep going until no one can say a sentence. The last person to speak picks up the next topic and tries to say a sentence, and the game continues like this. The winner is the first person to get rid of all of their sentence cards.
- You can add this rule if you want: at any point, a player can challenge another if they think their sentence is incorrect. The player who is wrong picks up a sentence card.
- As students are playing, go round and help referee on any challenges. Also notice any errors or good examples of language to give some feedback at the end of the game.

Fast finishers
- Students can replay the game, especially if they haven't used all the topics

Vocabulary Activities

3.3 Vocabulary quiz

Aim
To revise and extend vocabulary from the unit

Language
Various personality and citizenship-related words

Time
30 minutes

Preparation
Either one copy of the worksheet for every two or three students, or one for you to ask the questions as a team game

Procedure
- Put students into teams of two to four. Either distribute the worksheets or read out the questions one at a time.
- If you give the quiz as a worksheet, set a time limit of around 15 minutes. Tell students to write down their answers (see also *Fast finishers* below). Decide whether students can consult their notebooks or a dictionary.
- If you read out each question, give students a short time to discuss their answers and write them down.
- When the time is up, ask teams to exchange their papers. Go through the answers one at a time. You can decide how to allocate points.
- Ask the teams to add up their scores and see who won.

Fast finishers
Ask students to look through the unit and find three more words they learnt which they can't remember the meaning of. They can ask these questions at the end of the quiz.

Extension
Ask students to work in groups and discuss:
1 how they record vocabulary in their notebooks.
2 whose notebook is best and why.
3 how they can improve their notebooks.

3.4 Pass it on

Aim
To revise and practise collocations from the unit

Language
Verb-noun collocations

Time
15 minutes (3 rounds)

Preparation
One copy of the worksheet for every 3 students, do NOT cut it up. Have a few pairs of scissors at hand.

Procedure
- Divide the class into groups, and hand out the material. Tell students they are going to play a card game involving collocations, but first they need to provide one more verb that collocates with each noun and write it down in the gaps on the worksheet. Ask them to work on this task with their group. If they have any doubts, tell them that they may use books and/or collocations dictionaries for reference.
- After they've finished, ask them to cut up the cards, shuffle, and deal them (each student should have 8 cards). Their goal is to collect a set of four collocations. Ask them to check if they already have any collocations in their hand.
- They should then choose one person in their group to start the game. They do so by passing on one of their cards that does not form a collocation to the player on their left, who repeats the process, and so on.
- The first person to collect four collocations places their cards on the table face up and is awarded 4 points (provided their collocations are correct). The remaining two players score a maximum of 2 points each if they are able to give a translation of the collocations.
- Let students play 2 or 3 rounds of the game. Monitor the activity and help out if necessary.
- **Suggested collocations:** confront challenges, play somebody's part, bring about change, make an impact, address some issues, run a campaign, increase awareness, build barriers, provide an opportunity, give/follow an example, give your word, provide support

Matura Exam Activities

3.5 Transformations
3.6 Word formation and Translations
3.7 Equivalent words
3.8 Transformations and Reading

Time and Answers

3.5

Time: 10–12 minutes

Answers: **1** a **2** b **3** a **4** b **5** c **6** c **7** a **8** c **9** b **10** b **11** a **12** c **13** b **14** a **15** b

3.6

Time: 15–20 minutes

Answers 3.6a:

1 coverage **2** kindness **3** outspoken **4** disrespectful

Answers 3.6b:

1 Not only did he volunteer **2** What interests me (the) most **3** No sooner had I finished **4** did we realise (that)
5 Under no circumstances / On no account can you **6** It was my sister who **7** before have we seen such
8 What you really need is **9** did we talk about **10** did they understand (that)

3.7

Time: 10–12 minutes

Answers:

1 c **2** a **3** a **4** b **5** a **6** c **7** b **8** c **9** b **10** a **11** b **12** a **13** c **14** b **15** c

3.8

Time: 15–20 minutes

Answers 3.8a:

1 sooner had I closed **2** was her latest design that **3** only is he courageous but **4** did they realise that
5 no circumstances should you talk **6** have we travelled abroad

Suggested answers 3.8b:

1 The topic of the book is the visit of an Altrurian citizen to America. **2** Altruria has a one-class society and no monetary system. **3** He is appalled / shocked and confused by the class system. **4** With 30 followers he set up a community inspired by the novel and called it 'Altruria'. **5** No, the community had financial troubles and was abandoned.

3.1 Inversion battleships

Position the following ships on your grid: 1x ☐☐☐☐, 2x ☐☐☐, 3x ☐☐, 4x ☐

Grid A

	A	B	C	D	E	F
1	Peter was both brave and honest.	She's never seen *Twilight*.	He didn't realise he was ill.	They seldom visit us.	You shouldn't do it under any circumstances.	You can only meet him today.
2	He rarely hung out with his friends.	My aunt was angry, and my uncle was angry too.	I have understood very little from your story.	They barely speak to each other.	She couldn't find her phone anywhere.	Right after I had cleaned the window, my mum came.
3	I can't solve this puzzle no matter how I try.	She is so clever that she left the escape room first.	I stopped sunbathing only after I had got sunburnt.	They didn't see the car until it was too late.	We haven't spoken on any occasion.	We will get nowhere if we continue like this.
4	You shouldn't believe him on any account.	I haven't danced with her even once.	She started talking to me only after I had apologised.	Mary brought a cake, and Jake brought one as well.	He was not only her husband, but also her best friend.	We'll finish it only if our parents help us.
5	I haven't met a person like you ever before.	We didn't realise that our grandma was coming.	He shouted and threw things, his anger was great.	He left the car right after we'd stopped.	You can save your friendship only by telling her the truth.	We haven't been there since the last spring.
6	They didn't use to express their opinion very often.	She hardly ever spoke about her past.	The food was so good that I asked for a second helping.	This is the first time I've been to this place.	I'm only able to do it with you.	You aren't allowed to touch it under any circumstances.

✂ - - -

3.2 One thing that I really love is …

Topic cards

Sport	Travel	Weather	My favourite film
My family	My country	Study	Role models
Science	Politics	Charity	Night out

Sentence frame cards

What annoys me …	What I like …	What amazes me …	It's not … that …, it's …
I think you'll find …	What … the way …	What … the amount …	What … how …
What … the fact …	What drives me mad …	Contrary to popular opinion, it …	What … the number …
What impressed me about …	What concerns me …	It's … who …, not …	What I suggest …
What's different about …	What bugs me …	The thing that inspires …	What … should …
What … the way …	What … the amount …	What … how …	I think you'll find …
The only thing I regret …	What I absolutely love about …	What frustrates me …	What I think is wrong …
The thing that inspires …	What … the number …	You might think … but in fact it's … who/that …	What I did …

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

3.3 Vocabulary quiz

1 What problems might there be if young people become very **apathetic**?

2 Can you think of two big **challenges** that your country is **facing**?

3 Say three things you can take **part in**.

4 Say three things/events/people you'd describe as **social media phenomena**.

5 What happens if you **boycott** a product or a company? Why might you do it?

6 What kind of things might an **outspoken** politician say or do?

7 How might you go about **eradicating** a disease?

8 Say three things you can **boost**. What's the opposite of **boost** in each case?

9 How could you **raise awareness** of a particular issue? Why might you want to do this?

10 What's the difference between **raising money**, **donating money** and **funding something**?

11 When is it useful to be **single-minded**?

12 Can you think of three things people might **have a passion for**?

13 Say three things you could **found**. Can you think of famous **founders**? What of?

14 Say three things you can **reveal**. What's the opposite of **reveal** in each case?

15 Why might a teenager be described as **very mature for their age**? What's the opposite?

16 Say three different ways people or companies could act in an **altruistic** way.

17 When might you most need your friends and family to be particularly **supportive**?

18 Can you think of three things **there's a real scarcity of** in the world today?

19 What's the difference between being **idealistic**, **optimistic** and **realistic**?

20 Why would someone **urge you to** do something?

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

3.4 Pass it on

… change	… a campaign	… an opportunity	… support
/ contribute to …	/ launch …	/ grasp …	/ lose …
… part	… some issues	… barriers	… your word
/ take …	/ tackle …	/ break down …	/ keep …
… challenges	… an impact	… awareness	… an example
/ face …	/ have …	/ raise …	/ set …

© Copyright by Nowa Era Sp. z o.o.

PHOTOCOPIABLE

3.5 Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 ***My sister was the one*** who discovered the whole truth.
a It was my sister **b** What my sister did **c** Thanks to my sister

2 ***Right after saying it***, I noticed that she started to cry.
a No sooner I said it then **b** No sooner had I said it than **c** No sooner had I said it that

3 I'm quite sure he ***was involved*** in all this mess, and that's why he should be held accountable.
a played a part **b** acted the part **c** took his part

4 She was really anxious about the exam results, and ***her parents were afraid too***.
a such were her parents **b** so were her parents **c** as were her parents

5 ***I haven't seen her often*** since we finished working together.
a Little have I saw her **b** Not only have I seen her **c** Rarely have I seen her

6 ***No matter what happen, you shouldn't*** forget that you're a very valued employee.
a Never shouldn't you **b** Seldom should you **c** Under no circumstances should you

7 ***I get angry*** when they make decisions without consulting me first.
a What irritates me is **b** Which makes me angry is **c** It is annoyed

8 My friend ***never breaks her promises***, so she's the most reliable person I know.
a always values my opinion **b** never gets distracted **c** always keeps her word

9 ***It was the first time he had*** been to an exotic country.
a Not only had he **b** Never before had he **c** Never again had he

10 ***She wasn't just*** smart, but also very creative.
a Not only she was **b** Not only was she **c** Only not she was

11 Our government has ***been confronted with many problems*** recently.
a faced many challenges **b** brought about many issues **c** addressed many difficulties

12 ***I had no idea*** that their financial situation was so dire.
a The only idea I had **b** Rarely did I know **c** Little did I realise

13 ***She helps other people all the time*** and never cares that much about herself.
a She is trustworthy **b** She behaves altruistically **c** She seems apathetic

14 She has no job, no place to live, and no family to turn to. ***Her life looked like this*** during this time.
a Such was her life **b** So was her life **c** As was her life

15 A: Have you decided what university you want to apply to?
B: ***Not at all***. It's really difficult to make a decision.
a Far and wide. **b** Far from it. **c** Not far wrong.

 © Copyright by Nowa Era Sp. z o.o.

3.6a Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

cover	kind	respect	speak	trust	volunteer

Human behaviour often amazes me, but what I saw yesterday on TV in the live **1** _____ of a gala event organised to support children with cancer still managed to take me by surprise. When the chairperson of the charitable organisation hosting the event began speaking, most of us expected another rambling speech praising the **2** _____ of the sponsors, which is the standard procedure at such events. Instead, we were given a short but **3** _____ critique of the whole health system, as well as words reprimanding those of us who can afford to do something but prefer to remain idle. I reckon many people may have considered it a **4** _____ or even aggressive way to address the audience. However, I found it a wake-up call and, for the first time in my life, I donated some money to a good cause.

3.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 (*On nie tylko zgłosił się na ochotnika*) _____ to help poor children with their homework, but he also set up a collection point of clothes for the homeless in our neighbourhood.

2 (*Tym, co najbardziej mnie interesuje*) _____ about this region is its medieval history and cultural heritage.

3 (*Jak tylko skończyłam*) _____ working than my boss came and asked me to do one more thing.

4 Little (*nie mieliśmy pojęcia że*) _____ it was his birthday, so we didn't even give him our best wishes.

5 (*W żadnym wypadku nie możesz*) _____ leave this room because your illness is extremely contagious.

6 (*To moja siostra*) _____ promised to lend you the money and not me, so please stop nagging me about it.

7 Never (*wcześniej nie widzieliśmy takiego*) _____ an emotional performance.

8 (*Tym, czego naprawdę potrzebujesz jest*) _____ a long hot bath and a good night's sleep.

9 Seldom (*rozmawialiśmy o*) _____ our problems, but now we have no other choice but to try to find some kind of solution.

10 Only after they had seen what the hurricane did to their house (*zrozumieli, że*) _____ they needed to find another place to stay, at least temporarily.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

3.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 I had no idea your brother is a fire-fighter, he must be so ***brave***.
a mature **b** outspoken **c** courageous

2 Everybody tells Maggie their secrets, she is the most ***dependable*** person I know.
a trustworthy **b** contented **c** realistic

3 You should not try to stop him if he's so ***determined*** to get himself into trouble once again.
a single-minded **b** ambitious **c** idealistic

4 Although she's very active in social media, she doesn't want to ***give away*** her personal information.
a identify **b** reveal **c** contribute

5 I don't know how you're going to go about it, but you have to ***deal with*** this problem immediately.
a tackle **b** face **c** confront

6 Whenever you help people in ***trouble***, it usually gives you a feeling of immense satisfaction.
a admission **b** advantage **c** adversity

7 He decided to challenge his supervisor, and ***consequently*** he lost his job.
a instead **b** thus **c** nevertheless

8 Her ***strong need*** to be noticed made her do some really awkward things.
a awareness **b** issue **c** desire

9 The actual participants in the experiment will be chosen ***by chance*** from your group.
a on purpose **b** at random **c** in advance

10 I can't believe he's so ***uninterested*** when it comes to his future.
a apathetic **b** altruistic **c** authentic

11 When he ***criticised*** me in front of my friends for the third time, I finally had enough.
a confronted **b** condemned **c** campaigned

12 I'm not convinced she liked our present, but she looks quite ***pleased***.
a contented **b** respectful **c** modest

13 This war-torn country is constantly suffering from ***hunger*** and violence.
a hatred **b** flood **c** famine

14 Can you please not ***disturb*** me while I'm working?
a rely on **b** distract **c** challenge

15 My father has always been my biggest ***supporter***, and I'm so grateful to him for his help.
a solicitor **b** lawyer **c** advocate

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

3.8a Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 My mum entered the room just as I closed my book.

SOONER

No _____ my book than my mum entered the room.

2 Her latest design brought her a lot of public attention.

THAT

It _____ brought her so much public attention.

3 He is both courageous and outspoken.

ONLY

Not _____ also outspoken.

4 They had no idea that the meeting had been postponed.

REALISE

Little _____ the meeting had been postponed.

5 You shouldn't talk to the press under any circumstances.

NO

Under _____ to the press.

6 We haven't visited other countries all that often, as we very much enjoy exploring our own country.

ABROAD

Seldom _____ as we very much enjoy exploring our own country.

3.8b Reading (open-ended questions)

Przeczytaj tekst i odpowiedz na pytania zgodnie z treścią tekstu. Odpowiedzi należy sformułować w języku angielskim.

A TRAVELLER FROM ALTRURIA (1894)

Originally published in instalments in *Cosmopolitan*, this piece of utopian fiction by William Dean Howells delivers a vision of a "one-class" socialist utopia while at once offering a biting critique of unfettered capitalism. The story centres around a visit to America of Mr Homos, a citizen of a mysterious island called Altruria, which is home to a one-class socialist Christian society, with no monetary system and no concept of the rich and poor. In the course of Mr Homos' visit he is appalled by what he sees occurring in late-19th-century America, a society which he likens to his country's own before "Evolution". He is clearly confused by the class system, continuously embarrassing his hosts – carrying his own luggage, bowing to waitresses, and other such acts – and finds certain activities simply bizarre, for example exercise for its own sake.

In 1894, the year in which Howells' story was published, the fiction attempted to become reality when a Unitarian minister Edward Biron Payne – inspired by the Christian socialist principles espoused by Howells' book – founded "Altruria", a community in Sonoma County, California, which he set up with thirty of his followers. A hotel was started, and orchards provided fruit sold to a shop in Berkeley owned by Job Harriman (who himself set up the commune of Llano del Rio in 1913). Unfortunately, "Altruria" ran into unsurmountable financial troubles and it was abandoned in 1896. Howells would go on though, eventually creating an Altrurian trilogy, with the publication of *Letters of an Altrurian Traveller* (1904) and *Through the Eye of the Needle* (1907).

Adapted from: publicdomainreview.org/collection/a-traveler-from-altruria-1894

1 What is the main topic of Howells' novel? _____

2 What two main features distinguish Altrurian society from the American one? _____

3 How does Mr Homos feel about the situation in America? _____

4 What did Edward Payne do after reading the novel? _____

5 Was Payne's venture successful? Why / Why not? _____

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

Grammar Activities

4.1 Rules and regulations

Aim
To practise modal verbs for permission and obligation

Language
Modal verbs and a variety of phrases for talking about rules
Making suggestions and persuading
Talking about the rules of specific activities, places of work/study, etc.

Time
30 minutes

Preparation
One set of cards for each pair of students, cut up

Procedure
- Tell students that they are going to come up with a series of new rules to improve a wide range of areas of life. Put students into pairs and give a set of cards face down to each pair. They have one minute to think of a new rule or a rule change for each item on the cards and write it down. If they have more than one idea, they decide on the best.
- Time the activity and stick to 1 minute per card.
- As students are talking, go round and notice errors, difficulties, or where they use L1. Give help.
- After 15 minutes, stop the activity and put students into groups of four. They now compare the rules or rule changes that they wrote and choose the best in each case.
- When one or two groups have finished, stop the activity. At this stage, you could:
  - ask the whole class for their ideas on each subject and have a quick class vote to decide the best in each case.
  - ask each group to share the three best/funniest/most interesting ideas they came up with.
  - pick some cards and ask the class for their ideas on each.
- Share any interesting things you heard. Work on new language that came up, and look at errors to correct.

Extension
Students find out about recent real rule changes that have happened in three of the areas that most interest them.

4.2 Halved questions

Aim
To revise and practise gerunds and infinitives in the passive, as well as providing speaking practice

Language
Passive gerunds and infinitives

Time
20 minutes

Preparation
One copy of the worksheet for each pair, cut up

Procedure
- Divide the class into pairs and hand out the material. Tell students they need to spread all the cards on the table and that each pair has to match a beginning with an ending in order to create 10 questions. Monitor and help out if necessary.
- In order to revise passive gerunds and infinitives, ask each pair to identify questions that include: present passive gerunds (4, 6, 10), present passive infinitives (3, 8), past passive gerunds (2, 5, 9) and past passive infinitives (1, 7).
- After they've finished, ask them to take turns and discuss all of the questions. Monitor the activity and help out if necessary.

Extension
Ask students to stay in pairs and write four questions of their own that contain each of the structures. After they've done that, ask them to exchange their questions with another pair and discuss each other's questions.

Vocabulary Activities

4.3 For and against

Aim
To practise spoken fluency

Language
Phrases for agreeing and disagreeing
General vocabulary connected to education

Time
30 minutes

Preparation
Either one worksheet for each group of four to six, cut up, or one for you to dictate the quotes

Procedure
- Put students into groups of four to six. Ask each group to divide themselves equally into As and Bs. Ask all the As to raise their hands and then all the Bs to check they've done it.
- Hand out the sets of quotes to each group, face down. They can be shuffled or placed in any order. Or dictate them if you prefer.
- Students pick up the first quote. They have 2 or 3 minutes to discuss what it means and debate it: the As must argue against it and the Bs must argue for it.
- When time is up, stop the discussion and ask them to pick up the next quote, but this time they should swap roles so As argue for and Bs argue against.
- Continue like this until they have discussed all the quotes or you feel the activity has gone on long enough.
- As they are talking, go round the class and notice any errors, when they use L1, or when they don't know a word in English. Give help, but also note these points down to teach the whole class at the end of the activity.
- You might also give some feedback and teach students some useful language in between rounds.

Extension
- Ask the groups to discuss which quote they think was the best and which was the worst. Ask different groups for their ideas.
- Ask students to research quotes on a topic such as love, war or sport and write them on the board for the class to discuss.

4.4 Nouns and prepositions dominoes

Aim
To revise nouns and the prepositions that collocate with them from the unit

Language
Nouns and prepositions collocations

Time
30 minutes

Preparation
One copy of the worksheet for each group of three or four students, cut up

Procedure
- Divide the class into groups of three or four students and hand out the material (a set of dominoes) face down.
- Tell students that they're going to play dominoes. Ask them to shuffle the cards and deal out four to each player. The rest of the cards should be placed in a pile face down, except for one card that will start the game.
- Assign one student in each group to keep the score and then explain the rules: the players take turns and lay cards from their hand alongside those already on the table so that they form a correct noun and preposition collocation; if a player doesn't have a card to lay, they take one from the pile; for each correct collocation they get one point, but they may get an extra point for creating a correct sentence that includes the collocation; the winner is the person with the most points.
- Ask students to start playing and monitor the activity. Help out if necessary. When all the groups have finished, ask for each group's score in order to announce the winning team.

Note: It may happen that students don't use all the cards because they've created other correct collocations (i.e. *responsibility to somebody*). However, in such case it is advisable to write down their alternative answers on the board and make sure your class know the difference between them.

Matura Exam Activities

4.5 Lexical pairs
4.6 Multiple choice and Sentence formation
4.7 Transformations
4.8 Translations and Gap-filling

Time and Answers

4.5

Time: 8–10 minutes

Answers:

1 c **2** b **3** b **4** c **5** a **6** b **7** a **8** c **9** a **10** b **11** a **12** c

4.6

Time: 15–20 minutes

Answers 4.6a:

1 b **2** a **3** a **4** c **5** c

Answers 4.6b:

1 Having been bullied as a teenager **2** Were we supposed to **3** to be focused on both / both on
4 Being respected for my actions **5** needn't have stayed there **6** ought to have been on **7** to have been taught to play
8 Do you have to attend **9** having been / being offered a job **10** needn't worry about decreases in

4.7

Time: 12–15 minutes

Answers:

1 ought to have helped me **2** Having been excluded from **3** Were you allowed to have **4** should not have been shouted
5 mustn't light **6** being bullied by him **7** needn't have done **8** be chosen for the position **9** had to pass this exam
10 being given / having been given **11** wanted to be noticed **12** didn't need to attend **13** could have been done
14 You are supposed to

4.8

Time: 10–15 minutes

Answers 4.8a:

1 c **2** b **3** b **4** c **5** a **6** b **7** c **8** a

Answers 4.8b:

1 be **2** able **3** between **4** even

4.1 Rules and regulations

football	school	driving
tennis	dress codes at work	voting
housework	golf	the law
town planning	taxes	social media
chess	banking	exams and assessment

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

4.2 Halved questions

1 Was there ever a person that you really wanted to have been introduced to …	… but there was never anyone who could make the introduction?
2 Having been raised in your neighbourhood, …	… did you miss out on any of the facilities that would have made your childhood more fun?
3 Do you always want to …	… be told the truth no matter the consequences?
4 Is being complimented…	… something that makes you feel good or embarrassed?
5 Have you ever regretted …	… not having been informed about something important?
6 Which do you think is more important: …	… liking yourself or being liked by others?
7 When you were a little child…	… did you need to have been read to or sung to when you were going to sleep?
8 In your opinion, should women …	… be granted by law the same number of seats in parliament as men?
9 Have you ever forgotten …	… having been invited to an important event and ended up not going?
10 In what situations can a person feel good …	… being shouted at?

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

4.3 For and against

It's not what you know, it's who you know. **English saying**	Education is the passport to the future, for tomorrow belongs to those who prepare for it today. **Malcolm X**	Education is what remains after one has forgotten what one has learned in school. **Albert Einstein**
The roots of education are bitter, but the fruit is sweet. **Aristotle**	The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things. **Jean Piaget**	Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system. **Sidney Hook**
There is no end to education. It is not that you read a book, pass an examination and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning. **Jiddu Krishnamurti**	Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education. **Franklin D. Roosevelt**	Attitude is more important than the past, than education, than money, than circumstances, than what people do or say. It is more important than appearance, giftedness, or skill. **Charles R. Swindoll**
The highest result of education is tolerance. **Helen Keller**	The greatest education in the world is watching the masters at work. **Michael Jackson**	Good manners will open doors that the best education cannot. **Clarence Thomas**

© Copyright by Nowa Era Sp. z o.o.
PHOTOCOPIABLE

4.4 Nouns and prepositions dominoes

on	approach	to	need
for	advice	on	punishment
for	change	in	gap
between	attitude	to	comparison
between	decrease	in	focus
on	conflict	between	damage
to	threat	to	difference
between	rise	in	respect
for	ban	on	talent
for	clash	between	improvement
in	responsibility	for	influence
on	increase	in	impact

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

4.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 You need to ___ in the assignments by the end of the week.
Could you give me a ___ with my maths homework? I don't quite understand this topic.
a pass **b** go **c** hand

2 I'm going for a run. I need to let ___ some steam.
Does he always show ___ like that? He seems to love being the centre of attention.
a out **b** off **c** away

3 I'm writing with ___ to our last telephone conversation.
People don't like you because you don't treat them with ___.
a connection **b** respect **c** attitude

4 I don't know if I'll be able to solve this ___ as it's very difficult.
Doesn't her recent behaviour ___ you? She's been very quiet and withdrawn, not at all her usual self.
a surprise **b** present **c** puzzle

5 He offered us a ___ explanation of his plan, so we knew exactly what we had to do.
Does your sister attend a ___ school in London?
a comprehensive **b** secondary **c** primary

6 I'm sorry, but I can't ___ truant today, I've got to sit an important test in biology.
That last ___ at the National Theatre was simply spectacular! I must see it again.
a stage **b** play **c** show

7 I can't really ___ the difference between those twins, they look identical.
You didn't have to ___ her off in front of everyone else, it was most inappropriate.
a tell **b** say **c** make

8 My grandpa used to ___ an academic orchestra, but now he's retired.
Do you have a code of ___ in your school?
a control **b** play **c** conduct

9 Without doubt, the match was a far ___ from what we had expected. It was extremely dull and predictable.
She stopped and turned around because she had heard a loud ___ in the distance.
a cry **b** ball **c** shout

10 There are many adventures in ___ for you today, but first you need to have breakfast.
Do you ___ your personal files in just one place or do you have a backup copy?
a time **b** store **c** hide

11 Does your school require you to wear a ___ or can you choose your own outfit?
The bushes in the garden were cut in ___ shapes and sizes, so they all looked neat and tidy.
a uniform **b** costume **c** similar

12 I really didn't mean to answer her ___ but she was so rude to me.
My grandma used to say that ___ in her days children were much happier than now.
a off **b** away **c** back

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

4.6a Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

A HUMBLE NOBELIST

In 1909, an ageing "spinster," with a marked limp, stood in the Grand Hotel in Stockholm. That woman was Selma Lagerlöf, the first woman and the first Swede **1** ___ the Nobel Prize for Literature. She stood in front of a large audience, which included the King and Queen of Sweden, and delivered her Nobel Prize Banquet Speech.
Lagerlöf opened her speech by explaining that she had been nervous coming up to Stockholm to receive the prize, that her previous trips to Stockholm had been to do something "difficult," **2** ___ take examinations or try to find a publisher for her work. Moreover, in the past few months she had lived in solitude, which had had a great **3** ___ her shyness. She dispelled her anxiety, though, by thinking of those who would be happy for her. This was when she had thought of her father and wished that he were still alive to see the moment. Almost imperceptibly, Lagerlöf glided into storytelling, creating a scene in which she imagined **4** ___ by her father and telling him she was in debt and needed his help. It eventually became clear that this debt was what she owed to those who have contributed to and supported her as a writer. In true Lagerlöf fashion, she humbly deflected the recognition she deserved for the Nobel Prize, and at the same time – through a charming story – demonstrated her storytelling abilities and her **5** ___ for her father.

Adapted from: publicdomainreview.org/essay/selma-lagerlof-surface-and-depth

1 **a** awarding
b to be awarded
c having awarded

2 **a** such as
b in spite of
c which

3 **a** impact on
b rise in
c focus on

4 **a** to be visited
b have been visited
c being visited

5 **a** attitude
b responsibility
c respect

4.6b Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 (*be / bully / teenager*) _____ I understand what victims of bullying feel, and being a psychologist now, I can help them more effectively.

2 (*be / we / suppose*) _____ hand in our essays last week or is the deadline today?

3 It's a bit difficult (*be / focus / both*) _____ work and school at the same time, but I need the money, so I'm trying to manage.

4 (*be / respect / actions*) _____ is really important to me.

5 Although we spent the whole night in the shelter, it turned out that we (*need not / stay / there*) _____ _____ at all, as the hurricane had passed, and any danger was minimal.

6 Why haven't you written the report yet? It (*ought / be / on*) _____ my desk yesterday!

7 I would like (*be / teach / play*) _____ the guitar when I was younger, because now it's too complicated for me.

8 (*you / have / attend*) _____ all the classes in your course timetable, or are some of them voluntary?

9 After (*be / offer / job*) _____ in Greece, I decided to change my country of residence permanently.

10 We (*not need not / worry / decreases*) _____ sales, it's common at this time of the year.

 © Copyright by Nowa Era Sp. z o.o.

4.7 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 He was supposed to help me with the repairs, but I guess he forgot.
OUGHT
He _____ with the repairs, but I guess he forgot.

2 After they had excluded him from their society, he decided to set up his own club.
HAVING
_____ their society, he decided to set up his own club.

3 Did your parents let you have sleepovers at your friends' houses when you were a child?
ALLOWED
_____ sleepovers at your friends' houses when you were a child?

4 I admit that shouting at you was totally inappropriate in this situation.
SHOULD
I admit that you _____ at in this situation.

5 Lighting any kind of fire at a petrol station is strictly forbidden.
LIGHT
You _____ any kind of fire at a petrol station.

6 If the fact that he's bullying you is not enough for you to report him, what is?
BULLIED
If _____ is not enough for you to report him, what is?

7 A: Doing this exercise was not necessary, it was simply an extra task.
B: If only I had known that sooner.
HAVE
A: You _____ this exercise. It was simply an extra task.
B: If only I had known that sooner.

8 I am greatly honoured that I am your choice for the position of president of the school government.
CHOSEN
To _____ of president of the school government is a great honour for me.

9 Passing this exam was a must unless we wanted to repeat the whole course.
PASS
We _____ unless we wanted to repeat the whole course.

10 I remember that my mum gave me a wonderful home-made syrup whenever I was ill as a child.
GIVEN
I remember _____ a wonderful home-made syrup whenever I was ill as a child.

11 Her biggest dream was that he would notice her.
WANTED
She really _____ by him.

12 We weren't required to attend all the sessions, so we decided to go for a coffee.
NEED
We _____ all the sessions, so we decided to go for a coffee.

13 I guess we had a possibility to do it differently, but now it's too late.
COULD
I guess it _____ differently, but now it's too late.

14 We expect you to write a report at least once a week.
SUPPOSED
_____ write a report at least once a week.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

4.8a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 (*Chodzenie na wagary*) is punished severely in our school.
a Authorised absence **b** Losing out on lessons **c** Playing truant

2 His comments were totally (*niewłaściwe*) for the situation.
a offensive **b** inappropriate **c** disrespectful

3 They received (*naganę*) from the head teacher and were suspended for a week.
a an assault **b** a telling-off **c** a detention

4 We (*nie musieliśmy sprzątać*) the classroom this time, so we decided to go to the park.
a needn't have cleaned **b** needn't clean **c** didn't need to clean

5 You (*powinieneś był*) let me know as soon as something had changed.
a were supposed to **b** had to **c** ought to

6 After the accident, Helen insisted on (*bycie wożoną*) to school, and her parents agreed.
a to be driven **b** being driven **c** having been driven

7 I really would like to (*dano mi*) a chance last year. Now it's too late.
a being given **b** having been given **c** have been given

8 I think much more (*powinno zostać zrobione*) regarding air pollution by the previous authorities.
a should have been done **b** may have been done **c** needed to be done

4.8b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

There is an endless, and perhaps worldwide, controversy as to what constitutes the "essentials" of education; and as to the steps to **1** _____ taken in the teaching of these essentials. Children and youth are expected as they grow up to take on by easy stages the characteristics of adulthood. At the end of the process it is expected that they will be **2** _____ to do the things that adults do; to think as they think; to bear adult responsibilities; to know the difference **3** _____ right and wrong; to be efficient in work; to be thoughtful public-spirited citizens; and the like. The individual who reaches this level of attainment is educated, **4** _____ though he may never have attended school. The one who falls below this level is not truly educated, even though he may have had a surplus of schooling.

Adapted from: *What the Schools Teach and Might Teach* by John Franklin Bobbitt

 © Copyright by Nowa Era Sp. z o.o.

Grammar Activities

5.1 Improvement race

Aim
To revise and practise ellipsis and substitution, as well as practising error correction

Language
Ellipsis and substitution

Time
15 minutes

Preparation
One copy of the worksheet for each pair, detach the worksheet from the answers

Procedure
- Divide the class into pairs, and hand out the worksheets face down (without the answers).
- Tell students that they are going to have a race to see how many sentences they can improve in 5 minutes. This may mean either correcting a mistake, crossing out word(s) that are not necessary in a sentence or replacing an unnecessary repetition with another phrase.
- To begin the activity count 3-2-1 and ask students to turn over the worksheets. At the same time start the clock and keep an eye on the time. Monitor the activity, but do not offer any help at this point.
- After the 5 minutes is up, stop the activity. Ask each pair to exchange their worksheets and hand out the answers. Give students some time to check their friends' answers and write their final score at the top of the page. It is important that they only mark whether each improvement is correct or not.
- Ask students to return the worksheets. Ask each pair for their result. You may wish to reward the best students with a positive grade.
- As a follow up, you may ask each pair to finish improving their sentences. Remind them to put the answers to one side in order to use them as reference later.

5.2 Building noun phrases

Aim
To develop students' understanding of noun phrases and to practise using them

Language
Aspects of noun phrase creation: adjectives, relative clauses, prepositional phrases, etc.

Time
30 minutes

Preparation
A copy of the worksheet for every two pairs, cut up

Procedure
- Put students into pairs and give each pair a copy of the worksheet (one half). Students have 5 minutes to write sentences by adding the words and phrases so they make sense.
- When time is up, ask a pair to say their sentences.
- Write the sentences on the board and, as you do so, draw attention to how we often extend the noun phrase with prepositional phrases, relative clauses, adjectives, etc.
  Suggested answers:
  1 In view of the widespread problem of congestion in many cities that have rising car ownership, there is a need for a radical change in government thinking on the way cities are organised and the rules governing car use.
  2 The British Oscar-winning actor Anthony Smythe stars in the hilarious comedy *Guys 3*, the final film in the series directed by Jane White about two policemen who go under cover, based on the Japanese film, *Keisatsu*.
- Then have a competition to create long sentences.
- Dictate the first sentence below. In pairs, give students a few minutes to write the longest sentence they can, by adding any words they want EXCEPT a new verb phrase.
- When time is up, ask pairs to count their words. The pair with the longest sentence read it out or write it on the board. If there is a problem, explain what it is and then ask the pair with the next highest number and continue until you find the pair with the longest correct sentence.
- Dictate the next sentence and continue as before.

Sentences to read out
The number is growing. // The creation is causing a problem. // The solution is technology. // People live in Bournemouth. // The government has introduced a law. // James Miller is giving a talk. // There's an exhibition at the museum.

Vocabulary Activities

5.3 There and back again

Aim
To practise general fluency and revise travel vocabulary

Language
A variety of vocabulary, including specific travel vocabulary

Time
30 minutes

Preparation
A copy of the game for every four to eight students
One coin or dice for each team (a dice will shorten the game)
Two counters and a timer for each team

Procedure
- Put students into teams of two to four players each. Then match pairs of teams to play against each other.
- Distribute the worksheet and explain the rules.
- To move, each team flips a coin or throws a dice. For a coin flip, heads moves one place and tails moves either two places or three places (you decide).
- The first player flips the coin and moves. When they land on the square they must perform the task individually (unless it says *Team*) in 1 minute. If they do it correctly, they move their counter forward one space. This is the end of their turn and the other team plays.
- If the other team's player lands on the same space, they must give a different answer.
- As teams take turns to play, go round and help with any questions regarding the rules, referee any disputes and note down any language to correct later.

Special squares
Team: All the players take part with each team member taking turns to say a word. If they are successful, they go forward two places.
Challenge: Each team chooses a player to do the task. The winning team can either move forward one space or move to the same space as the other team.

Fast finishers
Students can go back to the start of the board and compete for any squares they didn't answer while they were playing.

5.4 Verb formation challenge

Aim
To revise and extend a range of verbs with different suffixes and to practise word formation

Language
Nouns, adjectives and the verbs derived from them with the following suffixes: *-ise*, *-ify*, *-ate*, and *-en*

Time
20 minutes

Preparation
One copy of the worksheet for each pair. Remember to detach the board from the answer key and the cards. Cut out the cards along the dotted lines and shuffle them.

Procedure
- Divide the class into pairs, and hand out the material (the board and the cards only). The cards should be placed in a pile face down.
- Tell your students that they are going to play a game that requires creating verbs from either nouns or adjectives. Their goal is to create as many correctly formed verbs as possible and to place them in the appropriate categories (based on their suffix) on their side of the board (A or B), as well as write down the correct verb form (either in their notebooks or on a separate piece of paper).
- Ask them to commence the game. They should take 3 cards from the top of the pile and place them face up, so that they are visible to both players. Player A chooses one of the three words, places it next to what they think is the correct ending on their side of the board, writes down the verb, and replaces the card they've taken with a new one from the pile so that their opponent also has three cards to choose from. Player B repeats the process. Both players take turns until they have run out of cards. Monitor the activity and help out if necessary.
- After they've finished, hand out the answers and ask students to check if all their guesses were correct. They should then count their correct answers to determine who the winner is.

Matura Exam Activities

5.5 Transformations
5.6 Translations and Reading
5.7 Equivalent words
5.8 Translations and Word formation

Time and Answers

5.5
Time: 10–15 minutes
Answers:
1 was the depth of **2** sister's final decision to **3** well as the green **4** he said he hadn't **5** purchase of the/their new house
6 boring and (indeed/so) it was **7** wish I could / was able to **8** choice we have to make **9** shouldn't have (done it/that)
10 construction/building of the school has **11** strength and flexibility amazed **12** encouraged me to do it/so
13 would appear he won't **14** sudden proposal to give us

5.6
Time: 10–15 minutes
Answers 5.6a:
1 c **2** b **3** c **4** c **5** a **6** b **7** c **8** a
Suggested answers 5.6b:
1 a bronchial spasm / choking to death as a result of air pollution **2** a lone survivor of / the only person who survived
3 not very popular **4** we are experiencing many of the problems presented in the story (such as air pollution)
5 didn't investigate its cause or try to stop it

5.7
Time: 8–10 minutes
Answers:
1 a **2** c **3** a **4** c **5** b **6** c **7** b **8** a **9** a **10** c **11** b **12** a **13** c **14** c **15** b

5.8
Time: 15–20 minutes
Answers 5.8a:
1 airport shuttle service **2** congestion during the rush hour **3** got stuck in a gridlock / traffic jam / holdup
4 breathe in / inhale smog **5** time needed for commuting **6** justify his behaviour **7** largely due to / caused by
8 avoid the obstacles **9** widen/broaden and strengthen **10** More and more people
Answers 5.8b:
1 collaborating **2** utilised **3** prioritise **4** simplify

5.1 Improvement race

In 5 minutes find as many mistakes or unnecessary phrases and repetitions as you can, and improve the sentences by correcting the mistakes, crossing out the extra words or replacing them with another phrase.

1 I never thought he would do that again, but yesterday he would.

2 My mum was absolutely furious with me, but my dad didn't.

3 As soon as she began talking about her love life, I asked her not so.

4 A: I don't like horror films. B: So do I.

5 A: Is Mark coming to dinner? B: I assume that, unless he has some other plans.

6 I was afraid he may have already bought the tickets, but fortunately he didn't.

7 I like these red T-shirts but those green one are awful.

8 There used to be a lot of traffic and there is just as many now.

9 He lost his temper and he wasn't very happy about the fact that he lost his temper.

10 A: I've heard they're getting divorced. B: They aren't getting divorced, that's just a rumour.

11 A: I didn't know he was in town. B: Nor was I.

12 A: I've already finished my project. B: Neither have I.

13 Take this book, and that book as well, please.

14 A: I'm going to resign. B: I wouldn't resign if I were you.

15 I'm driving to work now. I'll call you when I get to work.

16 My brother doesn't have a car and so doesn't my sister.

17 A: Why isn't he back yet? Maybe something's happened. B: I hope so.

18 A: Does my leg have to be in plaster for six weeks? B: I'm afraid not. Otherwise it may not heal properly.

19 A: Does she really think this dress is fashionable? B: I guess yes.

20 I've already passed the exam and so have John.

21 You won't have time to see everything and neither won't we.

22 I'll probably know his decision tomorrow, so I'll let you know tomorrow.

23 I know Jake and Tim are a bit weird, but I really like Jake and Tim.

24 A: People say he's a bit bossy. B: Well, he tends to be bossy if he has a good reason.

25 A: I borrowed your tablet. B: Why did you borrow my tablet again? You know I don't like it.

Answers:

1 yesterday he ~~would~~ **did**
2 my dad ~~didn't~~ **wasn't**
3 not ~~so~~ **to**
4 ~~So~~ **Neither/Nor** do I
5 I assume ~~that~~ **so**
6 he ~~didn't~~ **hadn't**
7 those green ~~one~~ **ones**
8 just as ~~many~~ **much**
9 about ~~the fact ...~~ **it**
10 B: They aren't ~~getting divorced~~
11 Nor ~~was~~ **did** I
12 B: ~~Neither~~ **So** have I.
13 and that ~~book~~ **one**
14 B: I wouldn't ~~resign~~ **do that**
15 when I get ~~to work~~ **there**
16 and ~~so doesn't~~ **neither/nor does**
17 I hope ~~so~~ **not**
18 I'm afraid ~~not~~ **so**
19 I guess ~~yes~~ **so**
20 and so ~~have~~ **has**
21 neither ~~won't~~ **will**
22 let you know ~~tomorrow~~ **then**
23 I really like ~~Jake and Tim~~ **them / both of them / them both**
24 he tends to be ~~bossy~~
25 Why did you ~~borrow my tablet~~ **do that**

 © Copyright by Nowa Era Sp. z o.o.

5.2 Building noun phrases

Work in pairs. Add the words and phrases to create complete, complex sentences.

1 In view of the problem there is a need.

widespread	in many cities
radical	of congestion
for a change	governing car use
on the way cities are organised	that have rising car ownership
in government thinking	and the rules

2 Anthony Smythe stars in *Guys 3*.

British	the final film in the series
hilarious	directed by Jane White
Oscar-winning	who go under cover
Keisatsu	based on the Japanese film
the actor	about two policemen
the comedy	

Work in pairs. Add the words and phrases to create complete, complex sentences.

1 In view of the problem there is a need.

widespread	in many cities
radical	of congestion
for a change	governing car use
on the way cities are organised	that have rising car ownership
in government thinking	and the rules

2 Anthony Smythe stars in *Guys 3*.

British	the final film in the series
hilarious	directed by Jane White
Oscar-winning	who go under cover
Keisatsu	based on the Japanese film
the actor	about two policemen
the comedy	

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

PHOTOCOPIABLE

© Copyright by Nowa Era Sp. z o.o.

START

1 *TEAM*
Say eight words that always have a negative connotation and eight words that always have a more positive connotation.

2
Speak continuously for a minute on the subject of the challenges of urbanisation or cycling as a way to commute.

3
Say two complete sentences about going to school in Japan, two more about the UK and two about Istanbul.

4
Write a single complete sentence of twenty words about commuting or sustainable cities.

5
You trip!
Go back one space.

6 *TEAM*
Say eight questions you could ask in a survey about public transport in your town/city.

7
Speak continuously for a minute on the subject of biomimicry.

8 *CHALLENGE!*
Who can come up with the most verbs ending in *-ise* or *-ify*?

9
Give five facts connected to commuting in Mexico City.

10
Technological advance!
Go forward three spaces.

11
Write a single complete sentence of twenty words about driverless cars or cycle paths.

12 *TEAM*
Write eight short questions and answers that include ellipsis and substitution.

13
Speak continuously for a minute on a subject that the other team chooses.

14
Beginning to tire!
Miss a turn.

15 *CHALLENGE!*
Who can write down the most verbs ending in *-ate*?

16
Prepare for the final straight.
No task.

17 *TEAM*
Say ten words that have different stresses as verbs and nouns, and give examples of how to use each one.

18
Write a single complete sentence of twenty words about how to tackle congestion or your journey to and from school.

19
Say seven phrases you could use to introduce findings in a report and complete each one so that it's about transport.

20
You drop the baton.
Go back three spaces.

21
Speak continuously for a minute on the subject of the importance of green spaces or improving energy efficiency.

FINISH

5.4 Verb formation challenge

B	-ify	-ise	-ate	-en
A				

verification	category	creation	weak	personal	sweet	
simple	apology	education	short	neutral	soft	
identity	maximum	celebration	sad	modern	fright	
unity	utility	regulation	bright	ideal	threat	
pure	subsidy	replica	awake	modification	speculation	
justice	priority	innovation	long	diversity	motivation	
intensity	memory	imitation	strong	electricity	graduation	

Answers:

-ify
diversify, electrify, identify, intensify, justify, modify, purify, simplify, unify, verify

-ise
apologise, categorise, idealise, maximise, memorise, modernise, neutralise, personalise, prioritise, subsidise, utilise

-ate
celebrate, create, educate, graduate, imitate, innovate, motivate, regulate, replicate, speculate

-en
awaken, brighten, frighten, lengthen, sadden, shorten, soften, strengthen, sweeten, threaten, weaken

© Copyright by Nowa Era Sp. z o.o.
PHOTOCOPIABLE

5.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 The content of his speech was so deep that some of the people in the audience started crying.
DEPTH
Such _____ of the content of his speech that some of the people in the audience started crying.

2 My sister finally decided to drop out of college, which made my parents really upset.
FINAL
My _____ drop out of college made my parents really upset.

3 I like these blue trainers. The green trainers are nice, too.
WELL
I like the blue trainers as _____ ones.

4 I asked him if he had said those things, but he denied it.
SAID
I asked him if he had said those things, but _____.

5 They bought the new house after much consideration.
OF
The _____ was preceded by much consideration.

6 My friends warned me that I may be bored by this film. Indeed, I was bored.
AND
My friends warned me that this film was _____.

7 A: Can you play a musical instrument?
B: No, but it is my dream.
WISH
A: Can you play any musical instrument?
B: No, but I _____

8 We have to choose. It won't be easy.
MAKE
The _____ won't be easy.

9 I stayed up till 3 am yesterday. It was a bad idea.
SHOULDN'T
I stayed up till 3 am yesterday. I _____.

10 They've been building the school far longer than they were supposed to.
HAS
The _____ taken much longer than was expected.

11 Everyone was amazed when they saw how strong and flexible he was.
AMAZED
His _____ everyone.

12 I never planned the week ahead, but my friend's convinced me that it's a good idea.
ENCOURAGED
I never planned the week ahead, but my friend's _____.

13 I thought he was going to come with us, but apparently he's changed his plans.
APPEAR
I thought he was going to come with us, but it _____.

14 We were all surprised when she suddenly proposed to give us the money for the project.
SUDDEN
Her _____ the money for the project took us all by surprise.

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

5.6a Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 Mum, can you please (*podrzucić mnie*) at school today? It's pouring down outside.
a look out for me **b** put me up **c** drop me off

2 How much time does (*dojeżdżanie*) to work take you in the morning?
a congestion **b** commuting **c** communication

3 We bought a car with a hybrid engine so as to reduce the emission of (*spalin*).
a smog **b** pollution **c** fumes

4 Her only goal was to (*osłabić*) her opponent's position in the company.
a weak **b** weaker **c** weaken

5 Our organisation is (*dotowana finansowo*) both by the government and by several private entities.
a subsidised **b** unified **c** utilised

6 The spark caused an explosion (*której wynikiem było*) huge damage to the building.
a which result was **b** that resulted in **c** whose score was

7 The design was (*jeszcze bardziej złożony*) than I had anticipated.
a so more elaborated **b** each more complicated **c** even more complex

8 If we (*będziemy współpracować*) successfully on this project, we may enter into a longer partnership.
a collaborate **b** innovate **c** circulate

5.6b Reading (Gap-filling)

Przeczytaj tekst. Uzupełnij luki w zdaniach zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim.

BAD AIR

This is the way the world will end: not with a bang but a bronchial spasm. That is, at least, according to William Delisle Hay's 1880 novella, *The Doom of the Great City*. It imagines the entire population of London choked to death under a soot-filled fog. The story is told by the event's lone survivor sixty years later as he recalls "the greatest calamity that perhaps this earth has ever witnessed" at what was, for Hay's first readers, the distant future date of 1942.

The novella received only mild acclaim among its late Victorian readers, and today it is almost forgotten. But, surprisingly enough, it has become possible to read our social and environmental problems foretold in Hay's strange little story. In our age of global warming, acid rain, and atmospheric pollution, we may become the first readers to take Hay seriously. When Hay imagines a city whose wealth and "false social system" lulls it into complacency, we can recognise ourselves in his words. And as for those air problems that loomed dangerously around them, Londoners "looked upon them in the light of a regular institution, not caring to investigate their cause with a view to some means of mitigating them". At moments like these, we get the feeling that Hay's obscure 135-year-old story is strangely prophetic.

Adapted from: publicdomainreview.org/essay/bad-air-pollution-sin-and-science-fiction-in-william-delisle-hay-s-the-doom-of-the-great-city-1880

1 In *The Doom of the Great City* the cause of death of the inhabitants of London was _____.

2 The narrator of the story is _____ the catastrophe.

3 The novella was _____ among readers when it was first published.

4 The story seems, however, very up-to-date for the 21st century reader because _____.

5 The Londoners in the story recognised the problem of atmospheric pollution, but _____.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

5.7 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Local authorities are trying to do something about ***traffic jams***, but it's not that easy.
a congestion **b** pollution **c** commuting

2 We are suffering from a ***lack*** of supplies after the recent freak weather conditions.
a failure **b** breakdown **c** shortage

3 The necessary ***encouragement*** to segregate rubbish is simply not there, so people don't bother to do it.
a incentive **b** formula **c** subsidy

4 It was ***surely*** his fault! He always has ideas like that and never thinks about the consequences.
a rapidly **b** instinctively **c** undoubtedly

5 We'd finish the task much faster if we worked on it ***together***.
a continuously **b** collaboratively **c** increasingly

6 I'm sorry, but we've got a ***huge traffic jam***, so I won't be able to get to you on time.
a flap **b** shuttle **c** gridlock

7 We could ***reduce*** the problem of air pollution by banning cars from the city centre.
a drop off **b** relieve **c** avoid

8 Plants ***cleanse*** the air you breathe, so it's worth having a few of them in the room.
a purify **b** utilise **c** circulate

9 The decision to cut expenses was ***explained*** by the difficult economic situation.
a justified **b** subsidised **c** intensified

10 Those charts should be ***made less complex***, there are far too many numbers on them.
a replicated **b** prioritised **c** simplified

11 The documents contained ***a design*** for a brand new driverless car.
a an engine **b** a blueprint **c** a windscreen

12 You won't notice many cars in the old town, but there are loads of ***people on foot***.
a pedestrians **b** pavements **c** individuals

13 Running in the morning enables me to work with greater ***productivity*** later in the day.
a pressure **b** demand **c** efficiency

14 Suddenly, a hooded person ***appeared*** round the corner, and she trembled with fear.
a underlay **b** streamlined **c** emerged

15 Although they had widely ***different*** opinions in the matter, they eventually reached a compromise.
a winged **b** diverse **c** radical

 © Copyright by Nowa Era Sp. z o.o.

5.8a Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 When we were on a trip to Prague, my friend recommended a great (*lotniskowy transport wahadłowy*) _____ _____, so we got to our hotel really quickly.

2 The (*tłok w godzinach szczytu*) _____ is terrible in our city.

3 Mark, I'm not going to make it in time for the meeting, I've (*utknęłam w korku*) _____, and it'll take me at least an hour to get to you.

4 Is it actually healthy if people run or cycle next to busy streets, so that they end up having to (*wdychają smog*) _____?

5 Unfortunately, the (*czas potrzebny na dojeżdżanie*) _____ has significantly increased in recent years, so I'm thinking of changing the job.

6 How did he (*usprawiedliwił swoje zachowanie*) _____ during the meeting? Did he provide any explanation at all?

7 Air pollution is (*w dużej mierze spowodowane*) _____ factory and vehicle emissions.

8 We were trying to (*unikać przeszkód*) _____ on the road, but there were so many fallen branches and other debris after the storm that we finally got a flat tyre.

9 We need to (*poszerzyć i umocnić*) _____ our influence in this region if we truly want to help the refugees.

10 (*Coraz więcej ludzi*) _____ are becoming interested in sustainable development and an eco-friendly life.

5.8b Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

collaborate	imitation	long	priority	simple	utility

Last year my company was **1** _____ with a marketing agency in order to complete a huge project for one of our biggest customers. After we'd been working for a month, we realised that something was going terribly wrong. For example, the skills and abilities of the people involved were not fully **2** _____, as they had been given only partial or no information about their responsibilities. Consequently, we were all well behind schedule.
My manager finally decided we needed to improve the workflow within the project team. One person was assigned to **3** _____ the tasks to make sure that only the most urgent and important ones are being worked on at any one time. My job was to examine and then **4** _____ the communication process. It was supposed to be intuitive, easily accessible and quick. After the changes had been implemented there was a marked improvement.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

Grammar Activities

6.1 Frankly speaking

Aim
To practise adverbials, especially those that express attitude

Language
Adverbials
Language for discussing specific topics

Time
30 minutes

Preparation
One copy of the worksheet for each group of three to six students, cut up

Procedure
- Put students into groups of three to six. The smaller the group, the longer the game will last.
- Give a set of cards (topic and adverbial cards) to each group. Ask students to distribute the adverbial cards equally among the group.
- Students take a topic card from the top of the pile. They take turns to say a sentence about the topic using one of their adverbial cards. After the first student says their sentence, they put the card they played face down in a new pile in the middle and the next student plays. If they can't play a card, the next person tries to say a sentence, and so on. Keep going until no one can say a sentence. The last person to speak picks up the next topic and tries to say a sentence, and the game continues like this. The winner is the first person to get rid of all of their adverbial cards.
- You can add this rule if you want: at any point, a player can challenge another if they think their sentence is incorrect. The player who is wrong picks up an adverbial card.
- As students are playing, go round and help referee on any challenges. Also notice any errors or good examples of language to give some feedback at the end of the game.

Fast finishers
Students can replay the game, especially if they haven't used all the topics.

6.2 How many people …?

Aim
To practise speaking and to revise expressing habitual actions and states

Language
Tenses and expressions for habitual actions in the present and in the past

Time
20 minutes

Preparation
One copy of the worksheet for every ten students, cut up

Procedure
- Introduce the activity by asking a few students *Did you use to spend your holidays at your grandparents' as a child?* in front of the whole class, and making a note of how many students answer *Yes* and *No*.
- Divide students into groups of up to 10 people and hand out the task cards. Then ask them to walk around, talking to everybody in their group in order to find out how many people fulfil the criteria listed on their cards. Tell them to note down their findings on the right-hand side of the card. Monitor the activity and help out if necessary. Note down any mistakes you hear during the conversations but don't interrupt their discussions.
- After they've finished, ask them to report back on their findings with the rest of their group and to say which of the results they found the most surprising.
- As a follow-up write on the board any mistakes you noted and ask students to correct them.

Vocabulary Activities

6.3 Teenage superheroes

Aim
To practise showing sympathy and offering help

Language
Sympathising, offering help and positive solutions, relating stories

Time
30 minutes

Preparation
One copy of the worksheet for each group of three to six students, cut up

Procedure

Part 1
- Put students into groups of three to six. Hand out the pictures. It is not absolutely necessary to cut them up, but taking one picture at a time will help focus the discussion.
- Put the pile of pictures face down on the table. Tell students to pick up the first picture and to discuss:
- what they think has happened.
- what they would do if they saw someone in this situation.
- what they might say (if anything).

Fast finishers
Ask students to discuss:
- in which situation they could be of most/least help and why.
- if they have seen or been involved in any similar situations.

Part 2
- Now put students into pairs. Hand out one picture to each pair, who mustn't show it to anyone else.
- Each pair should write a dialogue between a helper and the main character in the picture, with between five and eight turns for the helper and between five and eight for the character. This means that they may have to continue beyond the basic 'helping' exchange.
- At the end, ask a few pairs to act out their dialogues.
- Finally, give some feedback on the performances, correct errors on the board and teach any new language that came up.

6.4 Binomials memory

Aim
To revise, extend the range of, and practise binomial expressions

Language
Binomial expressions

Time
20 minutes

Preparation
One copy of the worksheet for each group of up to four students, cut up

Procedure
- Divide the class into groups of up to four students and hand out the material. Ask students to spread the cards on the table face down.
- Tell your students that they are going to play the classic memory game, and that the cards contain binomial expressions. Their task is to match a beginning with an ending. Taking turns, they should turn over any two cards. If they match, they keep both cards; if they don't match, they have to put them back as they were. The game is over when all the cards have been paired. The player with the most pairs is the winner.
- Ask students to start playing and monitor the activity, encouraging them to speak English if they have any comments or doubts. Help out if necessary.
- After they've finished, ask them to choose three of the binomials they've collected, and to write gapped sentences in their notebooks that illustrate their use. Then ask them to swap their notebooks with other members of their group and to try and complete the sentences.

Matura Exam Activities

6.5 Lexical pairs
6.6 Transformations and Picture description
6.7 Transformations
6.8 Sentence formation and Multiple choice

Time and Answers

6.5

Time: 8–10 minutes

Answers:

1 a **2** c **3** b **4** b **5** a **6** b **7** c **8** a **9** c **10** c **11** a **12** a

6.6

Time: 10–15 minutes

Answers 6.6a:

1 b **2** a **3** b **4** a **5** a **6** c **7** b **8** a

Suggested answers 6.6b:

Picture 1: 1 taking a photo/picture/selfie **2** moustache and lips **3** gloves **4** certainly/definitely/obviously/clearly;

Picture 2: 1 is offering a cigarette **2** are refusing / don't want it **3** pressure **4** across

6.7

Time: 10–15 minutes

Answers:

1 used to write a diary **2** as a result/consequence **3** is constantly complaining **4** isn't always in agreement
5 would walk in the forest **6** has a tendency to **7** I am getting used to **8** We certainly can't steal
9 will (always) have Sunday dinner **10** comes across as **11** you played it safe **12** up the pros and cons
13 first and foremost **14** come to terms with **15** come of age

6.8

Time: 15–20 minutes

Answers 6.8a:

1 never used to spend **2** is constantly making us **3** was grappling with her tasks **4** tends to react rapidly
5 not used to driving **6** always remind me of **7** all of a sudden a/the waiter **8** Interestingly, he didn't use to

Answers 6.8b:

1 b **2** a **3** c **4** c **5** a

6.1 Frankly speaking

Topic cards

Sport	Travel	Sleeping	My favourite book
My family	My country	Study	Role models
Science	Being young	Food and eating	A day out

Adverbial cards

Interestingly, …	Frankly speaking, …	Hopefully, …	Confusingly, …
Worryingly, …	Depressingly, …	Remarkably, …	Unfortunately, …
Basically, …	Apparently, …	Surprisingly, …	Hopefully, …
from time to time	every now and then	once in a while	pretty regularly
Incredibly, …	Remarkably, …	Personally, …	Stupidly, …
simply	seriously	presumably	carefully
probably	practically	actually	eventually
hardly ever	only very rarely	always	generally

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

6.2 How many people …?

1 Find out how many people …
- never used to go to school on foot.
- are constantly forgetting something.
- have a tendency to put things off until it's too late to do them.

2 Find out how many people …
- got used to adults complaining about their behaviour.
- will keep borrowing other people's things.
- wouldn't go to sleep without a bedtime story when they were children.

3 Find out how many people …
- tend to avoid responsibilities.
- would sit and wait for Santa Claus at Christmas when they were little.
- can't get used to commuting to school.

4 Find out how many people …
- used to do some sport but later gave it up.
- are always checking their phone, no matter the situation.
- wouldn't always listen to their parents and, as a result, would get in trouble.

5 Find out how many people …
- have a tendency to give other people a lot of advice.
- didn't use to like reading, but love it now.
- are forever listening to the same song, driving their family or friends crazy.

6 Find out how many people …
- would try to avoid bathing when they were little.
- are currently trying to get used to something they don't like.
- tend to take a lot of risks.

7 Find out how many people …
- used to play cops and robbers when they were younger.
- will keep on using social media in their free time.
- have a tendency to give up easily when something goes wrong.

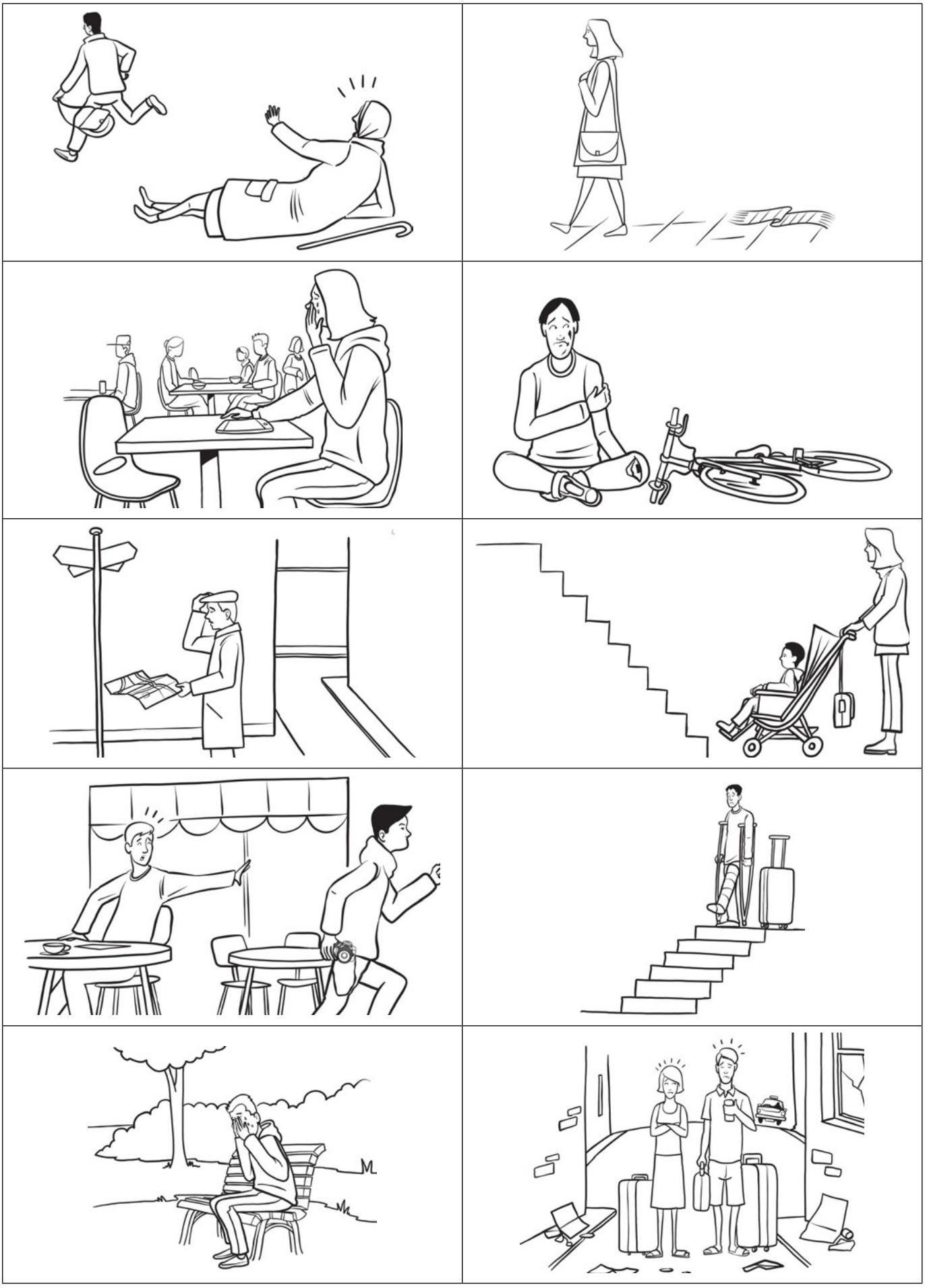
8 Find out how many people …
- tend to exaggerate.
- are constantly going to sleep late and are, consequently, totally exhausted the next day.
- wouldn't do their homework in the first few years of primary school unless their parents helped them.

9 Find out how many people …
- will always iron their clothes on their own.
- had to get used to someone snoring.
- didn't use to watch horror films, but they enjoy them now.

10 Find out how many people …
- would dress in their parents' clothes or wear their shoes when they were little.
- tend to say things they later regret.
- are used to going to bed after midnight.

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

6.3 Teenage superheroes



© Copyright by Nowa Era Sp. z o.o.

PHOTOCOPIABLE

6.4 Binomials memory

first …	… and foremost	facts …	… and figures	odds …	… and ends
short …	… and sweet	trials …	… and tribulations	safe …	… and sound
law …	… and order	wear …	… and tear	ups …	… and downs
loud …	… and clear	bits …	… and pieces	pros …	… and cons
back …	… and forth	sick …	… and tired	sooner …	… or later
more …	… or less	step …	… by step	give …	… or take
skin …	… and bones	neat …	… and tidy	dos …	… and don'ts

 © Copyright by Nowa Era Sp. z o.o.

6.5 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 When I go for a check-up, the doctor usually takes my temperature and my blood ___.
I've never felt any negative peer ___ among my friends. We were all quite different, but we got on really well.
a pressure **b** test **c** exam

2 I'm not sure what to do, I have to weigh ___ the pros and cons carefully.
When he finally turned ___, the concert had already finished, so he didn't see a thing.
a out **b** off **c** up

3 I don't think I have ___ flour to make the cake. Could you go to the shop and buy some?
Strangely ___, we weren't punished for having destroyed the decorations.
a much **b** enough **c** a lot

4 I'm so happy that you've returned safe and ___ and that you're back home now.
Can you hear that strange ___? What is that? Some kind of insect?
a sorry **b** sound **c** noise

5 He ___ across as a really eccentric person because of his funny clothes and strange behaviour.
When it ___ to our holidays, I think we should go to the mountains this year.
a comes **b** goes **c** seems

6 I'm sorry, I didn't hear your ___. Could you repeat it, please?
He really hates it when someone tries to ___ his authority or even when they have a different opinion.
a sentence **b** question **c** speech

7 We need to estimate the rate of wear and ___ of the equipment before we buy something new.
She didn't want to show him how much she was hurt, but a single ___ rolled down her cheek.
a wrinkle **b** damage **c** tear

8 Have your parents finally come to ___ with the fact that you don't want to go to university?
What exactly are the ___ of this loyalty agreement?
a terms **b** conditions **c** conclusions

9 When I came home from the camping trip, I slept like a ___ for almost two days.
Unless you create an account and ___ in, you can't buy anything from this online shop.
a check **b** top **c** log

10 The exhibition ___ in November, so you still have plenty of time to see it.
I still need to pack some odds and ___ before I'm ready to go.
a closes **b** finishes **c** ends

11 My brother can really ___ me crazy, especially when he comes into my room without knocking.
How old were you when you learnt to ___?
a drive **b** wheel **c** make

12 I tried to ___ her when her dog died, but she was really depressed.
Our hotel offers style and ___ to all our guests, so you'll be able to relax here in a truly wonderful atmosphere.
a comfort **b** console **c** luxury

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

6.6a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 He ***wouldn't talk*** to her at the time, as I recall.

a wasn't able to talk **b** never used to talk **c** wasn't used to talking

2 According to her supervisor, she ***is likely to*** behave calmly under pressure.

a tends to **b** is used to **c** used to

3 Cameron is very independent, which means he usually ***behaves as he wants***, no matter what others think.

a plays his own part **b** does his own thing **c** does his best

4 I ***am not at all interested in*** your opinion after what you said just now.

a couldn't care less about **b** strongly remind you of **c** definitely struggle with

5 Do you think she has already ***dealt with*** her childhood trauma, or is it still an issue?

a worked through **b** grappled with **c** come across

6 They ***haven't paid any attention to*** what I was saying, which is extremely annoying.

a haven't adopted their attitude **b** haven't been aware of **c** have taken no notice of

7 ***To be honest***, I'd never decide to buy such an expensive car.

a Strangely enough **b** Quite frankly **c** Apparently

8 ***I'm sure he*** didn't mean to offend you. It was just a stupid prank.

a He certainly **b** He constantly **c** He continuously

6.6b Picture description

Przeczytaj opis ilustracji. Uzupełnij każdą lukę odpowiednimi wyrażeniami, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.

Picture 1

This picture depicts three girls who are **1** _____. They're using different accessories, such as a huge pair of glasses and a fake **2** _____ _____ in order to make the picture look more interesting. Their clothes are a little bit unusual, too. The girl on the left is wearing a fancy scarf, while the one in the middle has a hat and something that resembles a pair of long **3** _____, but they don't have any material covering the hand, it looks more like a sleeve. They are **4** _____ having a great time as they are smiling and looking really cheerful.

Picture 2

This is a picture of three teenagers standing outdoors next to a wall. The boy on the left is smoking and he **1** _____ to the girls. Judging by the girls' body language, they **2** _____. I think they are very brave to resist this peer **3** _____, as it is incredibly difficult to stand up to a person your own age, even if what they want you to do is illegal or unhealthy. Often, if we argue for our own opinion in such situations, we may come **4** _____ as not cool enough and, as a result, our reputation may suffer.

 © Copyright by Nowa Era Sp. z o.o.

6.7 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 When my sister was younger, she had the habit of writing a diary.
TO
When my sister was younger, she _____.

2 We missed the bus and, consequently, we didn't get home in time for the match.
AS
We missed the bus and, _____, we didn't get home in time for the match.

3 My mum's constant complaints about the mess in my room really annoy me.
IS
My mum _____ about the mess in my room, which really annoys me.

4 I know he doesn't always agree with you, but he actually wants what's best for you.
AGREEMENT
I know he _____ with you, but he actually wants what's best for you.

5 I remember walking in the forest for hours on many occasions when I was a child.
WOULD
When I was a child I _____ for hours on many occasions.

6 Your friend tends to overreact in many situations.
TENDENCY
Your friend _____ overreact in many situations.

7 Moving to the country was challenging, but I'm slowly growing accustomed to living here.
USED
Moving to the country was challenging, but _____ living here.

8 Stealing the money is out of the question, so we'll have to find another way to get it.
CERTAINLY
_____ the money, so we'll have to find another way to get it.

9 It's a family tradition to have Sunday dinner together.
WILL
My family members _____ together.

10 He gives an impression of being a very intelligent person.
COMES
He _____ a very intelligent person.

11 I'd rather you avoided unnecessary risks and came home in one piece.
PLAYED
I'd rather _____ and came home in one piece.

12 You should consider the advantages and the disadvantages before taking any decision.
CONS
You should weigh _____ before taking any decision.

13 School is important, but, above all else, you should care about your health.
FOREMOST
School is important, but, _____, you should care about your health.

14 I think you should finally reconcile yourself to the fact that he doesn't want to be a doctor.
TERMS
I think you should finally _____ the fact that he doesn't want to be a doctor.

15 I hope that when you become an adult, you'll understand the importance of family relations.
AGE
I hope when you _____, you'll understand the importance of family relations.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

6.8a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 When I was a child I (*never / use / spend*) _____ as much time as now worrying about my future.

2 Our maths teacher (*constant / make / we*) _____ write tests, and I am getting really fed up with the situation.

3 Quite frankly, I could see that she (*grapple / she / tasks*) _____, but I didn't feel like helping her because she had been so mean to me before.

4 The market (*tend / react / rapid*) _____ in such situations, so we will probably see some significant changes in stock prices soon.

5 I was obviously (*not / use / drive*) _____ on the left side of the road when I moved to England, but it's much better now.

6 My parents will (*always / remind / I*) _____ my responsibilities at home. It's really annoying!

7 We were sitting and talking in a café, when, (*all / sudden / waiter*) _____ spilt a whole cup of hot coffee right next to us.

8 (*interesting / he / not use*) _____ be afraid of flying when he was a child, but he's terrified of it now, so he only travels overland.

6.8b Multiple choice

Przeczytaj tekst i z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl literę a, b albo c.

At first I hated the school, but by and by I got so I could stand it. Whenever I got uncommonly tired I played hookey, and the hiding I got next day did me good and cheered me up. So **1** ___ I went to school the easier it got to be. I **2** ___ the widow's ways, too, and they weren't so raspy on me. Living in a house and sleeping in a bed pulled on me pretty tight mostly, but before the cold weather I **3** ___ slide out and sleep in the woods sometimes, and so that was a rest to me. I liked the old ways best, but I was getting so I liked the new ones, too, **4** ___. The widow said I was coming along slow but sure, and doing very satisfactory. She said she wasn't ashamed of me.

One morning I happened to turn over the salt-cellar at breakfast. I reached for some of it as quick as I could to throw over my left shoulder and keep off the bad luck, but Miss Watson was in ahead of me, and crossed me off. She says, "Take your hands away, Huckleberry; what a mess you **5** ___!" The widow put in a good word for me, but that wasn't going to keep off the bad luck, I knew that well enough.

Adapted from *Adventures of Huckelberry Finn* by Mark Twain

1 **a** the longest
b the longer
c as long as

2 **a** was getting used to
b tended to use
c would be used to

3 **a** was used to
b got used to
c used to

4 **a** frankly
b certainly
c a little bit

5 **a** are always making
b would make
c made

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

Grammar Activities

7.1 Word bluff

Aim
To practise prepositional relative clauses and the creation of false definitions

Language
Prepositional relative clauses and a number of new vocabulary items to define

Time
25 minutes

Preparation
One copy of the worksheet for each pair

Procedure
- Divide students into pairs and hand out the material, but at this stage make sure that BOTH students in each pair have the version with the same letter (e.g. A). Explain to them that their worksheet shows some words or expressions with their correct definitions, but that their task is to provide two false definitions for each word.
- Ask students to work on the definitions in pairs. Remind them that each of them has to write down the extra definitions on their worksheet. Give them at least 10 minutes to complete this stage. Monitor the activity and help out if necessary.
- After they've finished, ask them to find a new partner with a differently lettered worksheet. Explain that now they are going to have to guess which of their partner's definitions is correct.
- Students take it in turns to read out the three definitions for each word or phrase to their partner. It is crucial that they don't look at each other's worksheets. For each correct guess they score a point. The student with the most points at the end of the game is the winner.
- As a follow-up ask students for translations of the words and expressions used in the activity.

7.2 Quiz time

Aim
To practise the use of articles

Language
Articles and language of quizzes

Time
30 minutes

Preparation
One copy of the worksheet for each pair

Procedure
- Explain to students that they are going to do a general knowledge quiz. Teach them a few phrases often used when doing quizzes (*I haven't got a clue, I'm fairly sure, I'm absolutely positive, it's on the tip of my tongue, it's slipped my mind, take a guess*). You may also remind students of the use of modals (*it must be, it can't be*, etc.).
- Put students into pairs and hand out the worksheet.
- Tell students to complete the questions with ONE article in each space or to LEAVE IT BLANK. They should then answer the questions. Allow about 10 minutes for this stage.
- When time is up, pairs swap papers for marking.
- Read out each question and elicit the answer from the class. Write the answer and missing words on the board.
- Give one point if BOTH gaps are correct and one point for a correct answer. Do not give half points.
- Ask students to add up their points to find out who the winning pair is.

Fast finishers and extension
- Ask pairs to write one further question for each category or four questions for an entirely new category.
- Collect these questions and use them to do another quiz.

Answers
1 the, – **12** **2** –, – **spiders** **3** the, – **gazpacho**
4 –, the **turkey** **5** –, the **only the North Pole**
6 the, the **Paraguay** **7** an, – **Finland**
8 the, a **the Philippines** **9** The, the **the UN**
10 –, – **apartheid** **11** the, – **30**
12 –, the **1963, Lee Harvey Oswald** **13** a, – **Einstein**
14 a, – **Ivan the Terrible** **15** an, the **Malala Yousafzai**
16 the, a **Adele**

Vocabulary Activities

7.3 Lifestyle crossword

Aim
To revise vocabulary related to health and lifestyle

Language
Vocabulary related to health and lifestyle, relative clauses for explanations

Time
10 minutes

Preparation
One copy of the worksheet for each pair

Procedure
- Hand out the material to students. Each individual student in each pair should get a different version of the crossword (A or B).
- Inform students that they worksheet comprises a crossword that is only half done and that they need to fill in the other half. Their partners have the words they are looking for, but nobody has the clues, so they have to create these on their own.
- Teach or remind them of some functional vocabulary that may be useful during the activity (e.g. *across*, *down*, *noun*, *adjective*).
- Ask students to complete the crosswords. Monitor the activity and help if necessary.

7.4 Making a difference

Aim
To practise assessing, analysing and discussing social ideas

Language
Adjectives with the suffixes *-able* and *-ible* and conditional structures (*If we did this, then* . . .)
Expressing cause and effect and using the language of persuasion.

Time
30 minutes

Preparation
A copy of the worksheet for every student

Procedure
- Tell students they live in a small British town called Bleakburn and they have been asked to contribute ideas on how best to regenerate it.
- Give out the worksheet and allow enough time for students to read both the description of the town and to come up with some ideas for improvement. Then, ask them to fill in the ideas with the adjectives ending in *-able* and *-ible* from the table. Answer any questions about language that the students may have.
  Answers: 1 flexible **2** available **3** visible **4** affordable **5** presentable **6** renewable **7** enjoyable **8** accessible
- Now give students 5 minutes to prioritise the ten ideas. When time is up, put students into pairs to discuss their ideas and agree upon the order of priority. Give them a time limit of 10 minutes.
- Then each pair decides how much of the £250 million should be spent on each idea and in what timeframe.
- Put two pairs together and ask them to agree their ten priorities and their budget.
- Then either put students into groups of eight or ask each group to report on their ideas in detail.
- The class votes on the top three priorities and budget.

Extension
Put students into pairs to make a list of ways of improving their own town/city. They can then work with another pair to agree on the three best ones, to share with the whole class.

Matura Exam Activities

7.5 Equivalent words
7.6 Transformations and Word formation
7.7 Translations
7.8 Transformations and Gap-filling

Time and Answers

7.5

Time: 8–10 minutes

Answers:

1 a **2** c **3** c **4** c **5** a **6** a **7** c **8** b **9** c **10** b **11** a **12** b **13** c **14** a **15** c

7.6

Time: 10–15 minutes

Answers 7.6a:

1 most of whom **2** of which I approve / which I approve of **3** all of which have been **4** these mushrooms are edible
5 in which case **6** cut down on **7** to which many health problems **8** both affordable and accessible

Answers 7.6b:

1 obesity **2** expectancy **3** curable **4** accessible

7.7

Time: 15–20 minutes

Answers:

1 sedentary lifestyle **2** beneficial and detrimental effects **3** half of whom **4** that/which you are going to
5 the most common of which **6** achievable nor affordable **7** prevention is better than cure
8 which were all adopted / all of which were adopted **9** sounded really plausible **10** wearable devices that/which will monitor
11 such as cancer and/or diabetes **12** sugar intake is relatively low **13** many / lots of nutrients which/that are
14 by whom I was invited **15** improve/enhance your mood **16** both of which I am **17** audible, but not memorable

7.8

Time: 10–15 minutes

Answers 6.8a:

1 b **2** b **3** c **4** a **5** a **6** c **7** b **8** c

Answers 6.8b:

1 which **2** about **3** the **4** as

7.1 Word bluff

A

1 A **taxidermist** is a person …
- **a** with whom _____ _____
- **b** who _____ _____ by.
- **c** to whom you go if you want to have an animal stuffed.

2 A **sabbatical** is a period …
- **a** during which a university teacher does not work, but carries out research.
- **b** from which _____ _____
- **c** in which _____ _____

3 An **anaesthetic** is a substance …
- **a** in which _____ _____
- **b** _____ _____
- **c** with the help of which you become unconscious when you are being operated on.

4 **Whiskers** are a type of hair …
- **a** all of which _____ _____
- **b** most of which grow around mammals' nostrils and are used as touch organs.
- **c** with which _____ _____

5 A **drowsy** person is someone …
- **a** for whom concentrating is difficult because they are sleepy.
- **b** who _____ _____ from.
- **c** to whom _____ _____

6 A **subsidiary** is a company …
- **a** to which _____ _____
- **b** which a different company has control over.
- **c** by which _____ _____

7 A **landslide victory** is a win …
- **a** thanks to which one party gains a significant advantage over their opponents (e.g. in elections).
- **b** because of which _____ _____
- **c** in which _____ _____

8 A **baton** is an object …
- **a** to which _____ _____
- **b** with which a conductor directs an orchestra.
- **c** whose _____ _____

9 The **temples** are a body part …
- **a** with which _____ _____
- **b** which _____ _____ to.
- **c** which you often press your hands against when you have a headache.

B

1 An **obstetrician** is a person …
- **a** with whom _____ _____
- **b** to whom women go when they are about to deliver a baby.
- **c** who _____ _____ to.

2 A **chuckle** is a sound …
- **a** during which _____ _____
- **b** only a little of which _____ _____
- **c** with which people express their satisfaction, but which is softer than a laugh.

3 **Crutches** are objects …
- **a** for which _____ _____
- **b** with which _____ _____
- **c** used as support by injured people, most often used as a pair.

4 A **level playing field** is a situation …
- **a** in which none of the competing parties has an advantage.
- **b** from which _____ _____
- **c** after which _____ _____

5 A **bonnet** is a part of a car …
- **a** with which _____ _____
- b beneath which the engine is installed.
- **c** which _____ _____ into.

6 The **iris** is a body part …
- **a** with which _____ _____
- **b** which _____ _____ to.
- **c** thanks to which our eyes have a specific colour.

7 **Fins** are animal organs …
- **a** due to which _____ _____
- **b** which are mostly found in fishes, but can also be found in other aquatic animals.
- **c** with which _____ _____

8 A **dummy** is a small tool …
- **a** thanks to which _____ _____
- **b** which _____ _____ to.
- **c** put into the mouth with which parents are able to calm their babies when they are crying.

9 An **ambidextrous** person is someone …
- **a** for whom using both hands when writing is not a problem.
- **b** who _____ _____ from.
- **c** to whom _____ _____

 © Copyright by Nowa Era Sp. z o.o.

7.2 Quiz time

Round 1: Health and food

1 What's _____ number of _____ muscles you use when you smile: 63, 26 or 12?

2 What are you scared of if you suffer from _____ arachnophobia: open spaces, spiders or speaking in _____ public?

3 What's the name of _____ Spanish soup whose _____ main ingredients are tomato, pepper and cucumber, and which is served cold?

4 Which _____ meat is traditionally eaten in the USA on _____ fourth Thursday in November?

Round 2: Geography

5 Do _____ polar bears live only at _____ North Pole, the South Pole, or at both Poles?

6 Which of _____ following South American countries is _____ smallest: Paraguay, Chile or Colombia?

7 In which country could you complete _____ undergraduate degree free of _____ charge, no matter where you come from: Ireland, Finland or Egypt?

8 What's the name of the country over which _____ Americans and Japanese fought _____ huge sea-air battle in October 1944?

Round 3: Politics and history

9 _____ fifteen judges of _____ World Court are elected by which other international organisation?

10 What was the name of the political system in _____ South Africa that ended in 1989 in which black people were denied _____ rights and were forced to live separately from whites?

11 How many rights are there in _____ Universal Declaration of _____ Human Rights: 20, 30 or 40?

12 In which year was _____ President Kennedy assassinated and who was _____ assassin?

Round 4: People – who are they?

13 He was _____ famous German-born scientist whose theory ultimately led to the invention of, _____ nuclear bombs, of which he said, 'If I had known, I would have become a watchmaker.'

14 He first got his terrible name in 1540 when he was _____ ten-year-old living in the Kremlin, where he would throw _____ puppies over the walls!

15 She is _____ activist for female education from Pakistan who was awarded the Nobel Peace Prize at _____ age of sixteen.

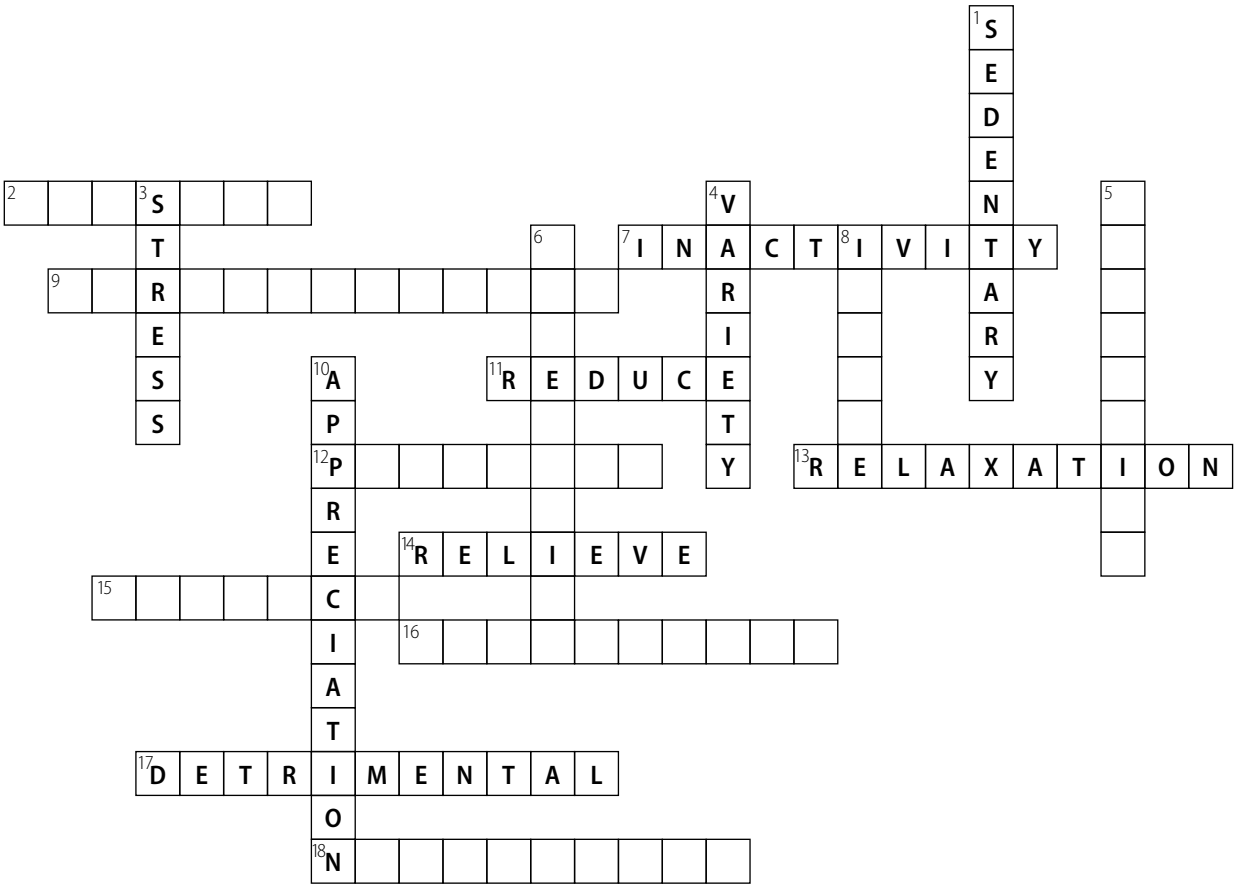
16 Her music includes the songs Hello and *Set Fire To* _____ *Rain* for which she won _____ Grammy Award.

© Copyright by Nowa Era Sp. z o.o.

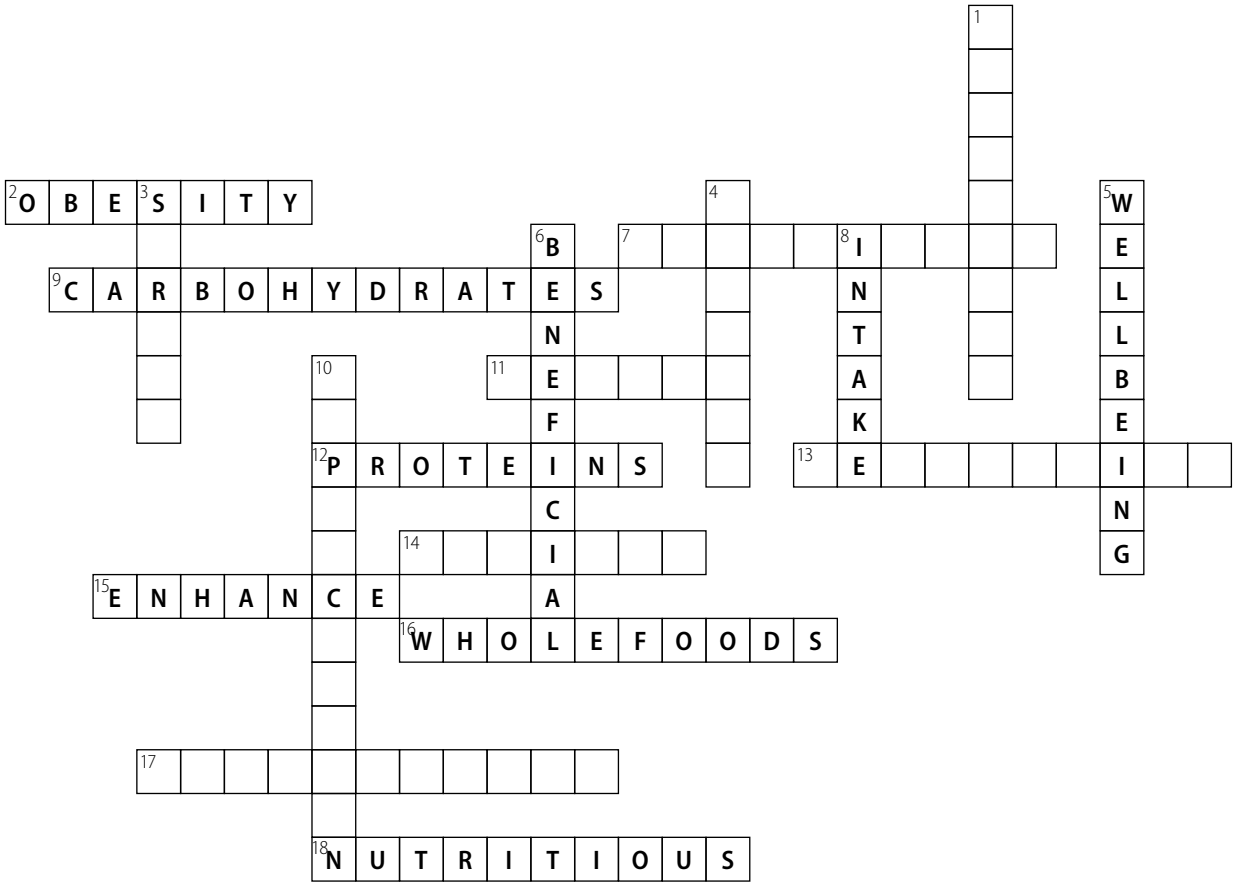
PHOTOCOPIABLE

7.3 Lifestyle crossword

A



B



 © Copyright by Nowa Era Sp. z o.o.

7.4 Making a difference

PUBLIC CONSULTATION

Bleakburn is a small town of around 100,000 inhabitants. £250 million of funding has been granted to help regenerate the town, which has been in decline for several years. This is mainly due to the closure of the shipbuilding factory, that used to provide much of the employment. There are still a couple of small factories, which cause pollution but which also provide jobs for the local community. Much of the city is quite run-down and deprived, and unemployment is high. There is an old town centre, with some historical buildings, but it's in a poor condition.

Ideas for improving Bleakburn

accessible affordable available enjoyable flexible presentable renewable visible

- Set up a regular food market with **1** _____ opening hours depending on the season, and organise an annual food festival.
- Make underused public land **2** _____ for private development.
- Increase police presence in the poorest part of the town, making sure that police officers are really **3** _____ and people feel safer.
- Provide **4** _____ loans to anyone wanting to improve their home.
- Restore the old town to make it more **5** _____ and set up a tourist information centre there.
- Reduce the cost of public transport and expand current services.
- Invest in **6** _____ energy sources, such as wind turbines or solar panels in order to reduce living costs.
- Close down the factories and relocate them.
- Create more play spaces for children and improve any existing ones so that they are more **7** _____.
- Set up an easily **8** _____ bike-share system in the town.

Come to the meeting and cast your vote!

Where: Town Centre
When: Sunday, July 22

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

7.5 Equivalent words

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 Eating too much junk food can have ***a harmful*** effect on your health.
a a detrimental **b** an essential **c** a nutritious

2 A ***chair-bound*** lifestyle has been linked to an increased risk of heart disorders.
a sensible **b** stabilised **c** sedentary

3 I've been told that meditation helps people ***reduce*** stress levels.
a refine **b** release **c** relieve

4 Her explanation seemed perfectly ***believable*** to me, but my parents didn't fall for it.
a legible **b** disposable **c** plausible

5 ***Long life*** depends primarily on our lifestyle and diet.
a Longevity **b** Expectancy **c** Centenarian

6 I don't think our goal is ***achievable*** in such a short period of time.
a feasible **b** accessible **c** renewable

7 It would be wise to lower your ***consumption*** of sugar, it may help you deal with your health problems.
a inclusion **b** introduction **c** intake

8 There are more and more people suffering from ***weight problems*** due to their bad diet.
a nutrition **b** obesity **c** wellbeing

9 If you could ***improve*** the quality of this photo, we'd be able to recognise the mugger.
a elaborate **b** extend **c** enhance

10 You shouldn't cut out everything all at once. Every diet should be followed ***within reason***.
a alternatively **b** in moderation **c** simplified

11 He wasn't able to ***explain*** his absence at the time that the crime was committed.
a account for **b** engage in **c** advice on

12 Although my grandma was suffering from a ***long-lasting*** heart disease, she led a happy life.
a curable **b** chronic **c** considerable

13 Judging by his clothes and make-up, he definitely isn't ***a typical*** person.
a a relative **b** a moderate **c** an average

14 The ***initial*** negotiations started yesterday and they are planned to continue till next week.
a preliminary **b** refundable **c** preventable

15 The landscape remained largely ***unchanged*** by the construction of the playground.
a unified **b** urbanised **c** unaffected

 © Copyright by Nowa Era Sp. z o.o.

7.6a Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 I talked to many people at the party, and the majority of them had interests similar to mine.

MOST

At the party I talked to many people, _____ had interests similar to mine.

2 I approve of his proposal because it's very beneficial to us.

WHICH

His proposal, _____, is very beneficial to us.

3 They have moved all of the supplies so that they are safe from looters.

OF

The supplies, _____ moved, are now safe from looters.

4 I think these mushrooms can be eaten, but I'll ask my mum first to be sure.

ARE

I think _____, but I'll ask my mum first to be sure.

5 If James has changed his mind, I will withdraw my support, too.

CASE

James may have changed his mind, _____ I will withdraw my support, too.

6 My advice is to reduce the intake of carbohydrates and to start exercising.

DOWN

My advice is to _____ carbohydrates and to start exercising.

7 A sedentary lifestyle is linked to many health problems, so you should avoid leading one.

TO

You should avoid leading a sedentary lifestyle, _____ are related.

8 If we can afford it and if access is easy, why shouldn't we buy it?

BOTH

If it's _____, why shouldn't we buy it?

7.6b Word formation

Uzupełnij luki w tekście, używając wyrazów z ramki w odpowiedniej formie. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

access	cure	eat	expect	nutrient	obese

It's such a shame that there are so many overweight individuals among my peer group, and the trend is growing. I presume many teenagers (and their parents, for that matter) do not realise how serious **1** _____ is and that it can lead to many related, otherwise easily preventable, diseases. They decide to consume everything and anything that tastes and looks good, without stopping to think about how much harm they are doing to themselves. And later their life **2** _____ is cut dramatically, and day-to-day activities become increasingly difficult.

I really wish this disease, which was brought on by affluence, was **3** _____ by simply taking some magical pill or an injection, but it's just not possible. However, there are some things we can do to help society deal with the problem. I honestly believe that junk food should be far less **4** _____ than it is now, because it's definitely not easy to deny yourself a treat such as a burger if you see one on every street corner. Health and dietary awareness should also be one of the compulsory subjects taught at school, especially to teenagers.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

7.7 Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 If you continue living this (*siedzący tryb życia*) _____, your health will deteriorate rapidly.

2 This kind of diet can have both (*korzystne i szkodliwe efekty*) _____ on your health, so you must have some professional advice if you want to follow it.

3 My friends, (*z których połowa*) _____ are currently on holiday, will help me organise this event when the time comes.

4 The game (*w której zamierzacie*) _____ to participate in is really old.

5 Many diet and lifestyle related diseases, (*z których najbardziej powszechne*) _____ are obesity and various heart conditions, could be prevented if doctors prescribed exercises and dietary advice instead of medication.

6 I honestly think that your plan is neither (*do osiągnięcia ani w przystępnej cenie*) _____, so you should reconsider it.

7 It is generally accepted that (*zapobieganie jest lepsze niż leczenie*) _____.

8 My dogs, (*które wszystkie zostały adoptowane*) _____ from an animal shelter, get on really well with one another.

9 His arguments (*brzmiały bardzo wiarygodnie*) _____, so we decided to invest in his business.

10 Do you think that in the future we'll all use (*urządzeń nadających się do noszenia, które będą monitorować*) _____ our bodily functions?

11 Chronic illnesses, (*takie jak rak czy cukrzyca*) _____, require a lot of money to treat and are usually very difficult to live with.

12 My (*spożycie cukru jest stosunkowo niskie*) _____, but I definitely eat too much salt.

13 This dish contains (*wiele składników odżywczych, które są*) _____ beneficial for your health, so you should eat it as often as possible while you are recovering.

14 Mrs Ashcroft, (*przez którą zostałam zaproszona*) _____ to the party, complimented me on my outfit.

15 Please tell me if I can (*polepszyć twój nastrój*) _____ somehow, because I can't stand it when you look so sad.

16 Come on, I can't eat this snack! Look at the ingredients. It contains nuts and chocolate, (*z których na oba jestem*) _____ allergic to.

17 His speech was (*słyszalna, ale nie zapadająca w pamięć*) _____, so I don't think many people will vote for him.

 © Copyright by Nowa Era Sp. z o.o.

7.8a Transformations (multiple choice)

W poniższych zdaniach, spośród podanych opcji wybierz tę, która może najlepiej zastąpić zaznaczony fragment. Zakreśl literę a, b albo c.

1 The person ***who I talked to*** about the project was one of the software developers.
a to who I talked **b** to whom I talked **c** to that I talked

2 I suppose ***homeless people*** should get more support from the government.
a a homeless **b** the homeless **c** homeless

3 There were many dishes, ***and almost everything was*** very tasty.
a all of whom were **b** most of that were **c** the majority of which were

4 Junk food is considered to have a ***harmful influence*** on the health of the whole population.
a detrimental effect **b** beneficial impact **c** plausible impression

5 I really wish my handwriting ***could be read as easily*** as yours is.
a was as legible **b** was as renewable **c** was as sustainable

6 They've tried to ***live in less of a hurry*** and to enjoy their time in the company of others.
a have a low incidence **b** value longevity **c** adopt a slower pace of life

7 What do you do to ***feel more relaxed*** after a difficult day?
a reduce your wellbeing **b** relieve stress levels **c** remain alert

8 The ***art of appreciation*** is not easy to master, but I'm sure you can do it with time.
a feeling of kindness **b** practice of meditation **c** attitude of gratitude

7.8b Gap-filling

Przeczytaj tekst. Uzupełnij każdą lukę jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

The cacao plant (*Theobroma cacao*) has always elicited a certain amount of scientific curiosity and mystical reverence from Europeans. Tucked away under the canopy within the planet's narrow equatorial zone, the only environment in **1** _____ it grows, and first cultivated in the lands that now constitute Guatemala and Belize, cacao had spent centuries well hidden from Continental eyes. However, after Hernán Cortés and his army took Tenochtitlan, the capital of the Aztec empire, for Spain in 1521, cacao was among the first marvels that they wrote home **2** _____ to describe the new world bounty they'd won for the Castilian crown. Conquistador Bernal Díaz del Castillo wrote down in his record of conquest that frothed chocolate was "**3** _____ best thing they have to drink". Cacao, the base ingredient in chocolate, was also used **4** _____ currency in Mesoamerica. It was not long before colonists took a keen interest in this fortifying drink and the money that grew on trees.

Adapted from: publicdomainreview.org/essay/pods-pots-and-potions-putting-cacao-to-paper-in-early-modern-europe

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

Grammar Activities

8.1 Ask away!

Aim
To practise advanced question types

Language
The five different types of advanced question featured on page 133 of the Student's Book

Time
30 minutes

Preparation
One copy of the worksheet for each pair (for the Extension stage only)

Procedure
- Write the five different kinds of advanced questions on the board: tag, echo/reply, negative, polite indirect and indirect opinion questions. Ask the whole class to come up with one or two examples of each type.
- Put students into pairs. You are going to read out ten statements and they will have two minutes after each to write as many relevant questions as they can using the patterns outlined above.
- Read each of the statements twice and allow exactly 2 minutes after each for students to write their questions.
- After the tenth statement, give students 2 minutes to check what they have written. Then say each statement again. The pair with the most questions reads them out. The others can challenge anything they think is wrong and offer corrections. The winners are the pair with the most correct sentences. Repeat this with each statement. At the end of the activity, announce the winning pair.

Extension
- Give each pair a copy of the statements. One student reads the statement and the other asks a question. The first student answers the question and they continue the conversation for as long as possible.

Fast finishers
Fast finishers can play the *Questions Only* game in pairs. They have to conduct conversations using questions only, e.g. *What time is it? // Why do you want to know? // Does that matter? // Doesn't it? // Well, do you know it or not?* etc. The first student to reply with a statement loses a point.

8.2 Short stories

Aim
To revise the use of subordinate clauses and to practise story-telling

Language
Subordinate conjunctions and participle clauses

Time
20 minutes

Preparation
One copy of the worksheet for every four students, cut up

Procedure
- Write two headings on the board: *participle clauses* and *subordinate conjunctions*. Elicit examples for both from the students. Make sure to write at least one example for present, past and perfect participle clauses.
- Divide your students into groups of four and hand them the cards. Ask them to shuffle them and deal them out evenly. Tell students that they will now have to create a story using either the subordinate conjunctions or participle clauses that they have on their cards. They take turns and continue what the previous person has said. It's important that they use one of their cards for this. When they have created a sentence with the word/construction on the card, they show the card to the rest of the group and then put it on top of the pile of discarded cards.
- Provide the beginning of the story: *It was a rainy morning. Tom woke up to the sound of his alarm clock.* Ask them to decide who will commence play. Monitor the activity and help out if necessary.

Note: If you wish to repeat the activity or if you have more advanced individual students, you may ask them to draw cards straight from the pile and to leave out dealing them. This will make the activity much more challenging.

Fast finishers:
Ask students to divide the subordinate conjunctions into the following categories: *reason* (*because*, *as*, *so that*, *in order that*, *since*), *time* (*since*, *once*, *until*, *after*, *before*, *as soon as*, *when*, *while*, *by the time*), *concession* (*although*, *though*, *even though*), *condition* (*if*, *unless*, *as long as*, *in case*, *provided that*).

Vocabulary Activities

8.3 Presentation introduction

Aim
To provide a model and pronunciation practice for a presentation introduction

Language
Signposting and structuring expressions

Time
30 minutes

Preparation
One copy of the worksheet for each pair, cut up

Procedure
- Put students into pairs and hand out the cut up worksheet. Tell them that the text is an introduction to a presentation about the problem of commuting and how we could solve it, and that they need to reorder the sentences.
- Ask what they think the first line is. Discuss the choices they come up with and guide them to the first line. You might check the next two or three lines if you feel it's necessary. Give them time to work out the rest and then go through their answers.
- Students then practise preparing to give the speech. Take the first sentence and ask where they would place the main stress, and where they might link words or pause. Ask them to mark the rest of the text for these features. Then ask them where they might talk faster and where they might slow down or have a longer pause for effect.
- Ask students to practise the introductions in pairs.
- You could get three or four students to perform their introduction and judge who does it the best.
- As a final task, students could write an introduction based on one of the TED Talks they have seen or on a topic of their choice.

Fast finishers
- Ask students to add at least two lines to the text to include when they perform it.

Answer
j, c, d, k, a, p, i, m, b, g, r, f, n, h, e, l, o

8.4 Share your thoughts

Aim
To revise the use of the suffixes *-ful* and *-less* in order to create adjectives

Language
Adjectives ending in *-ful* and *-less*

Time
20 minutes

Preparation
One copy of the worksheet for each pair, cut up

Procedure
- Hand out the materials to the students. Each individual student should get a different version (A or B) to that of their partner's.
- Tell students that they have to complete the five questions on their worksheet with adjectives ending either in *-ful* or *-less*.
- After they've finished, student A should ask their partner the questions they have written. Student B says if the questions are correct. Tell them to correct any mistakes in the questions. They then swap roles.
- Now ask each pair to complete the table with adjectives from both versions, first deciding which adjectives may take either ending and which usually take only one. Provide them with the correct answers at the end of the activity.
- Students should now take turns to ask and answer the questions from their worksheets. Allow sufficient time for some free discussion. Monitor the activity.

Answers
Both endings: doubtful/doubtless, fearful/fearless, fruitful/fruitless, harmful/harmless, meaningful/meaningless, powerful/powerless, tactful/tactless, tasteful/tasteless, thankful/thankless
Only -ful: eventful, forgetful,
Only -less: jobless, pointless, worthless

Matura Exam Activities

8.5 Transformations
8.6 Reading and Translations
8.7 Lexical pairs
8.8 Sentence formation and Translations

Time and Answers

8.5

Time: 8–10 minutes

Answers:

1 shall we **2** do you think he decided **3** Encouraged by her teacher **4** tell me when he has
5 Having met (with) us **6** will/would/could you **7** Not understanding what is required **8** whether he managed to
9 so that he could **10** couldn't you have waited / haven't you waited **11** Having seen the living conditions
12 Disappointed / Being disappointed / Having been disappointed with my **13** as I didn't/couldn't see **14** don't they
15 satisfied with the cake although/though

8.6

Time: 10–15 minutes

Suggested answers 8.6a:

1 leczenia ludzi / różnych chorób **2** starożytnej Grecji **3** na ludziach **4** ich pacjentów leczonych **5** utraty głosu

Answers 8.6b:

1 my ideas across **2** didn't they **3** you want to draw/engage/attract **4** tactless but also forgetful **5** Having seen the Earth
6 Knowing his facial expression

8.7

Time: 8–10 minutes

Answers:

1 c **2** b **3** b **4** a **5** c **6** b **7** c **8** b **9** a **10** c **11** c **12** b

8.8

Time: 10–15 minutes

Answers 8.8a:

1 if/whether you have recently given **2** Having experienced discrimination at work **3** aren't I **4** wanting to wake him (up)
5 didn't they call **6** does he think he is / did he think he was **7** they are going to elaborate on

Answers 8.8b:

1 b **2** a **3** c **4** a **5** b **6** b **7** c **8** c

8.1 Ask away!

1 I collect Pokémon memorabilia.

2 I'm planning to retire when I'm 30.

3 I know it may sound weird, but I make musical instruments from bits of rubbish!

4 I've completely stopped using any form of cash.

5 I've taken my driving test eighteen times now.

6 I think they've already found aliens, but they're just not telling us about it yet.

7 I usually spend my holidays on my own on a tiny uninhabited island off the coast.

8 My dad loves to invent things in his garage.

9 Within 30 years, the machines will have taken over!

10 I'm really into extreme running. I once ran seven marathons in a week.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

8.2 Short stories

because	as	so that	in order that
in case	since	once	until
before	after	when	as soon as
although	though	even though	by the time
if	unless	while	as long as
Present participle	Past participle	Perfect participle	provided that
Present participle	Past participle	Perfect participle	where

 © Copyright by Nowa Era Sp. z o.o.

8.3 Presentation introduction

a Wouldn't it be great if there was another way that didn't involve a daily commute?

b So, what I want to do today is

c OK, most of you.

d Isn't it a bit annoying –

e explain how we can get our lives back.

f It was hard but had some good things too – important things we have forgotten.

g give you a vision of what our lives could be like by showing you how they once were.

h before finally going on to explain what we could do to recover that lost time and

i because we didn't always commute.

j Hands up anyone who travels far to school or whose parents have to commute to work.

k all that wasted time, sitting in traffic or crushed together on a bus?

l And it has nothing to do with technology –

m And we don't have to do it in the future either.

n I'll then move on to give you a brief history of commuting that has led to our current sorry state

o well, almost nothing.

p Well, there was once

q I'll start by showing you how life was before the buses and trains.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

8.4 Share your thoughts

Student A

Complete the questions with adjectives (created from the words in brackets) ending in *-ful* or *-less*.

1 Can you remember the most _____ (EVENT) day of your life? What happened?

2 Who is the most _____ (TACT) person you know? Name at least two situations in which they showed their lack of sensitivity towards other people.

3 Are you a decisive person or are you often _____ (DOUBT) about the decisions you make?

4 Do you think it's _____ (POINT) to discuss difficult matters with your parents, or do you appreciate their opinions?

5 Is there any object which used to be very precious to you but which you now consider _____ (WORTH)?

6 What may make people feel great and _____ (POWER)? Do you think it is generally positive if one person has a lot of power in their hands?

7 Is being _____ (JOB) in the future something that scares you? Why / Why not?

Student B's answers: 1 tasteless **2** forgetful **3** harmless **4** meaningful **5** thankful **6** fearless **7** fruitful

Adjectives that take <u>both</u> endings (*-ful* and *-less*)	
Adjectives that usually take <u>only one</u> ending (either *-ful* or *-less*)	

Student B

Complete the questions with adjectives (created from the words in brackets) ending in -ful or -less.

1 Have you ever had to eat something completely _____ (TASTE) because you didn't want to hurt the feelings of the person who'd prepared the meal?

2 Who is the most _____ (FORGET) person you know? Name at least two situations in which their inability to remember important things caused a lot of problems.

3 Can you think of an object or an activity which people generally consider _____ (HARM), but which you think is very dangerous?

4 What was the most _____ (MEANING) advice you've ever been given?

5 How can you show someone that you are _____ (THANK) for something they've done for you?

6 Do you think being _____ (FEAR) and facing up to every danger without stopping to think of the consequences is a positive or a negative quality? Why?

7 Do you think your current studies will prove _____ (FRUIT) and help you in the future? Why / Why not?

Student A's answers: 1 eventful **2** tactless **3** doubtful **4** pointless **5** worthless **6** powerful **7** jobless

Adjectives that take <u>both</u> endings (*-ful* and *-less*)	
Adjectives that usually take <u>only one</u> ending (either *-ful* or *-less*)	

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

8.5 Transformations (gaps)

Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego. Nie zmieniaj formy podanych wyrazów. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyraz już podany.

1 How about going to the café across the street?
WE
Let's go to the café across the street, _____?

2 Why, in your opinion, did he decide to move to a different city?
THINK
Why _____ to move to a different city?

3 She decided to take part in the competition after the encouragement she got from her teacher.
BY
_____, she decided to take part in the competition.

4 When does he have time to read books, I wonder?
ME
Can you _____ time to read books?

5 They went to the cinema after we'd had our meeting.
HAVING
_____, they went to the cinema.

6 Could you please go to the shop and buy some milk?
YOU
Go to the shop and buy some milk, _____?

7 She can't do it properly because she doesn't understand what is required of her.
NOT
_____ of her, she can't do it properly.

8 Did he manage to convince you with his arguments?
WHETHER
I'd like to know _____ convince you with his arguments.

9 My brother went to Spain for a year in order to learn Spanish quickly.
COULD
My brother went to Spain for a year _____ learn Spanish quickly.

10 Why have you started watching the film without me?
WAITED
Why _____ for me before starting to watch the film?

11 After seeing the living conditions of the animals in the shelter, she decided to adopt a dog.
SEEN
_____ of the animals in the shelter, she decided to adopt a dog.

12 My marathon time was disappointing. I decided to train more before the next run.
WITH
_____ marathon time, I decided to train more before the next run.

13 Not seeing any changes following the experiments, I decided to change the dose.
AS
I decided to change the dose _____ any changes following the experiments.

14 I'm sure everybody understands the gravity of the situation.
DON'T
Everybody understands the gravity of the situation, _____?

15 The cake was quite tasty. However, I expected it to be better.
SATISFIED
I wasn't completely _____ it was quite tasty.

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

8.6a Reading (mediation Gap-filling)

Przeczytaj tekst 1, a następnie, zgodnie z jego treścią, uzupełnij luki w tekście 2. Luki należy uzupełnić w języku polskim.

TEKST 1

You may not have heard about Samuel Monell, a physician living at the beginning of the 20th century, but his book *High Frequency Electric Currents in Medicine and Dentistry* is said to be one of the most important works on the use of static electricity in medicine.

Astonishingly, the use of electricity in medicine dates back further than one may expect – as long ago as ancient Greece doctors would use electric fish to alleviate pain. But actual research on the application of electricity in the treatment of living organisms only started to take place in the 18th and 19th centuries – through the work of Luigi Galvani, who experimented on frogs, and Guillaume Duchenne, who conducted his tests on human subjects.

According to Monell, high frequency currents of electricity could be used to treat numerous diseases and disorders. The images in the book illustrate doctors and their patients undergoing such treatment, e.g. a woman having an electrode pressed against her throat. As the description explains, the correct current could be helpful when the patient had lost their voice, especially for patients who were singers, actors or public speakers.

Nowadays, electrotherapy is widely used in medicine, especially in physical rehabilitation. One of its other applications, which has been suggested by Monell, concerns the treatment of fatigue and has been put to use by the US military. Electrical brain stimulators are now being used in the army to prevent soldiers from falling asleep and to enhance their mental skills.

TEKST 2

Zosiu,

Zaczęłam szukać informacji dotyczących prądu w związku z naszą prezentacją z fizyki i natknęłam się na ciekawy artykuł dotyczący użycia prądu do **1** _____.

Okazuje się, że pionierem takiego zastosowania był Samuel Monell, choć prymitywne formy użycia prądu występowały już w **2** _____, aczkolwiek nie bardzo mogę to sobie wyobrazić, bo używali wtedy elektrycznych ryb.

Tak czy inaczej, temat ten zyskał na popularności na przełomie XVIII i XIX wieku, gdy Galvani i Duchenne prowadzili swoje eksperymenty z prądem – pierwszy, testując zachowanie żab, a drugi, przeprowadzając eksperymenty **3** _____. Monell, kontynuując pracę poprzedników, fotografował lekarzy i **4** _____ prądem elektrycznym, a książka, w której zebrał wykonane zdjęcia w ogromnym stopniu przyczyniła się do spopularyzowania pojęcia i zastosowania elektryczności statycznej. Na jednym ze zdjęć widać na przykład kobietę, prawdopodobnie aktorkę lub piosenkarkę, która cierpi z powodu **5** _____.

Co ciekawe, elektroterapia jest metodą stosowaną również dzisiaj i w niektórych przypadkach obecne zastosowania są identyczne z tymi opracowanymi przez Monella.

Daj znać, co ty znalazłaś i zastanowimy się, jak to złożyć w jakąś sensowną całość. Musimy się umówić na przygotowanie ostatecznej wersji prezentacji.

Ania

8.6b Translations (gaps)

Przetłumacz na język angielski fragmenty podane w nawiasach. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

1 I really wanted to get (*wyjaśnić moje pomysły*) _____, but they didn't give me enough time to do it.

2 Your partners knew the conditions of the agreement, (*nieprawdaż*) _____?

3 Can you tell me how (*chcesz przyciągnąć*) _____ the attention of your listeners if you're not planning to use any visual aids?

4 Her boss is not only (*nietaktowny, ale również zapominalski*) _____, so it's very difficult for her to work with him.

5 (*Zobaczywszy Ziemię*) _____ from space, they decided to take its picture.

6 (*Znając jego wyraz twarzy*) _____ so well, I immediately noticed that he wasn't satisfied with the results of the negotiations.

 © Copyright by Nowa Era Sp. z o.o.

8.7 Lexical pairs

Wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zakreśl literę a, b albo c.

1 Please, stick to the ___, I don't have so much time.
Could you ___ to the place on the map where you were standing when the accident happened?
a show **b** topic **c** point

2 It's easy to lose your ___ of thought when it's so noisy.
I decided to ___ more at judo than at karate, as a course is held close to where I live.
a temper **b** train **c** study

3 You need to have some evidence to ___ up your theory about the murder.
What are you hiding behind your ___? Is that a present for me?
a neck **b** back **c** head

4 Have you heard that Tom and Lisa have finally got ___? I can't believe it! They've been together for 15 years.
His speech was so gripping that my attention was 100% ___.
a engaged **b** married **c** separated

5 Are you planning to go to the ___ today? I've got some carrots for the horses.
I don't think she's emotionally ___, she laughs one minute and cries the next.
a course **b** well **c** stable

6 Please, before you go, make sure that the batteries are disconnected from the ___.
When I want to jog, I usually go to the stadium nearby, as there is a 400 m ___, so I know exactly how far I've managed to run.
a device **b** circuit **c** lap

7 I've always taken his support for ___, but it was a mistake. He won't vote for me next time.
Yesterday I was finally ___ access to the encrypted files, so I can finally make some progress.
a certain **b** sure **c** granted

8 If I had to name her most characteristic ___, it would definitely be her bravery.
Does the menu ___ any vegetarian dishes? I don't feel like eating meat today.
a trait **b** feature **c** include

9 We bought the computer on ___, so we'll have to pay it off over the next year.
Can you please not ___ yourself with my ideas, especially in front of the boss?
a credit **b** sale **c** boast

10 Have you ___ out with your brother again? When will you stop doing that?
Have you ever ___ for someone who didn't love you in return?
a argued **b** thought **c** fallen

11 If you really want to get your ideas ___, you need to be more convincing.
Nowadays doctors ___ the world know that hygiene is one of the key factors in treatment.
a out **b** over **c** across

12 To ___ on that, I'd like to give some real-life examples in order to show how this formula works.
This designer is famous for his ___ hand-made dresses that are noted for their exquisite ornamentation.
a expand **b** elaborate **c** expanse

© Copyright by Nowa Era Sp. z o.o. PHOTOCOPIABLE

8.8a Sentence formation

Uzupełnij zdania, wykorzystując wyrazy w nawiasach w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast, jeżeli jest to konieczne, dodać inne wyrazy. W każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane.

1 Can you tell me (*you / recently / give*) _____ any public speeches?

2 (*experience / discrimination / work*) _____, Sheila introduced a zero-tolerance policy against any kind of bias.

3 I am so terribly late, (*be / I*) _____?

4 Not (*want / wake / he*) _____, I didn't switch on the light.

5 Why (*not / they / call*) _____ the doctor when he started feeling so badly?

6 I'm shocked! Who (*he / think / be*) _____ to speak to me that way?

7 I'm wondering when (*they / going / elaborate*) _____ the last point of the agenda.

8.8b Translations (multiple choice)

W poniższych zdaniach, spośród podanych odpowiedzi wybierz tę, która jest poprawnym tłumaczeniem fragmentu zdania podanego w nawiasie. Zakreśl literę a, b albo c.

1 He always speaks concisely and (*trzyma się tematu*).

a engages attention **b** sticks to the point **c** backs up his ideas

2 Try to avoid (*język specjalistyczny*) in your speech as there will be many non-professionals in the audience.

a jargon **b** analogy **c** misinterpretation

3 Everyone was really interested in the topic, (*nieprawdaż*)?

a wouldn't one? **b** wasn't he? **c** weren't they?

4 Why (*twoim zdaniem*) he was so offensive towards his ex-girlfriend?

a do you think **b** your opinion **c** to you

5 Can you tell me (*czy ten obwód jest*) closed or open?

a is this coulomb **b** if this circuit is **c** whether this current is

6 (*Czy nie miałeś wątpliwości*) about the new project? What's changed?

a Did you have doubts **b** Weren't you doubtful **c** Were you unsure

7 (*Znając jego nastawienie*) towards animals, I don't think he'd want to have a hamster at home.

a Known by this view **b** Having known his approach **c** Knowing his attitude

8 They were terribly (*pełni żalu*) about leaving, but we've decided to meet again in a fortnight.

a eventful **b** thoughtful **c** regretful

PHOTOCOPIABLE © Copyright by Nowa Era Sp. z o.o.

Starter

Track 2

1
Look at these two cups with water. Now I'm putting some sugar into one of them and some salt into the other. I'll stir the water now. Observe what happens with the sugar and salt … That's right – both have disappeared!

2
Excuse me, Professor Johnson, I'd like to apologise for not attending your lectures yesterday, but I had to settle some family-related issues. Anyway, here's the essay we were supposed to bring to school yesterday. I know it's past the deadline, but I hope you will still accept it.

3
Let's check how heavy our samples are and note down the values we get. Sample one … 23 grammes, sample two … 27 grammes, sample three … 33 grammes. That suggests that the third method might be the most efficient.

4
This is quite a spectacular experiment. Observe what happens when I add some baking soda to the container with vinegar … Yes, these are bubbles with carbon dioxide. Can you tell me what happened in the container?

5
These observations suggest that it is easier to dissolve some substances in hot water than in cold water. Let's do some experiments to make sure it's true. We will check how much sugar can be dissolved in a cup of water depending on its temperature.

Track 3

1
There are less than 30 thousand polar bears left in the world and the number is constantly decreasing. If we don't stop this trend, we will have lost the last polar bear by the end of the 2030s. We need to save them!

2
If you think we have explored our fauna completely, think again. A team of Polish explorers has just announced that it found a completely new type of snake in the Brazilian jungle. It is similar to an anaconda, but its hunting habits are different. Congratulations to the Polish team for their achievement!

3
You may not know it, but the colour of your eyes or blood type depend on your parents or grandparents – they're hereditary! If you have green eyes, look for a green–eyed ancestor and you'll surely find one! Blood type is also a characteristic that one generation transfers to another. Sadly, the same also applies in the case of some diseases. In most cases, we don't have a cure for hereditary diseases.

4
There are about twenty of us on the team. We are mainly responsible for actions aimed at cleaning the beaches and forests at the Polish seaside. We make sure that tourists don't leave their rubbish in the woods and don't enter protected areas or wild animal reserves. In the winter, we help feed the deer in the forest.

Track 4

1
My boss gave me a list of almost a hundred telephone numbers to our customers and told me to call them and present our latest offer for the cakes we were baking. It would have taken me hours to do it the way he wanted, so I needed to find a way to reach our customers more easily. I decided to make use of our website. I made a webpage with the details and instead of calling those people, I just sent out a text message with the address of the webpage. It was pretty effective, as many people came to our bakery and I definitely saved a lot of time.

2
The order that came through my website seemed pretty easy: a lady wanted to have her daughter's portrait painted on a fairy-tale-like background. I had just graduated from a fine arts school and I felt I was full of creative ideas, so I eagerly took the order. I had about two weeks to paint it, but I spent half of that time sorting through ideas in my head. You know, I wanted to have the full vision of the masterpiece I was about to paint. But time was running out and whatever I started, I quickly threw into the bin. Either the colours were not what I wanted, or I changed the concept to something seemingly better. The point is, one day before the deadline I hadn't got further that a series of lines around the sketch of the girl.
I spent the night finishing the portrait with random fairytale characters and the result was totally disastrous. The next day the lady came … and she was delighted with the final product. She said that it was exactly what she had hoped for.

3
My parents celebrated their twentieth anniversary last year and I needed an extraordinary present for them. I wanted something original that would be very special and make them happy. A friend suggested a personalised photo album with photos from different stages of their lives. It was perfect! My parents had several albums with hundreds of old photos and I secretly searched through them and chose the ones that seemed interesting, sentimental, or just funny. However, I had no idea how to make the photo album, but my friend Jack, who works in advertising, offered to help me. All I had to do was send him the photos. Many of them were digital files, but I also had to scan some of the older ones. Jack put them all together into a neat collection of pictures, which was then printed and bound as a photo album. My parents were amazed and congratulated me on my creativity, but I guess those congratulations should have gone to Jack.

Track 5

Conversation 1
Betty: Oh, Suzy, is that a new hairdo?
Suzy: Yes, I desperately needed to change something in my appearance. Isn't it too short now?
Betty: Not at all! It's perfect this length. And I'll tell you something – you look five years younger now.
Suzy: Oh, Betty, thanks so much! That's so sweet …

Conversation 2
Boy: Hey, this online English course sounds fun! I think I'll sign up for it.
Girl: Wait a second. Look at these opinions on their website.
Boy: What's wrong with them?
Girl: There are many people who weren't satisfied with the end results. I wouldn't take this course if I were you.

Conversation 3
Girl 1: So, how do you like my new dress?
Girl 2: What? Is THAT a new dress? Haha, come on, I wouldn't take it even if it was for free!
Girl 1: But I like it and it fits me fine.
Girl 2: Oh give me a break! Consider losing a few kilos first before you say something fits you fine …

Conversation 4
Boy 1: Let's ask Lucy to join our project.
Boy 2: No, come on. Girls know nothing about technology or car engines.
Boy 1: Don't exaggerate. Some girls are good at it.
Boy 2: Yeah, maybe. But not blondies, they're only into fashion and shopping, not engineering. I'd rather take Jack for the project.

Track 6

The earthquake that affected Central Italy in August 2016 was one of the most serious ones in Europe. The Apennines, where the disaster occurred, are generally an active region in terms of seismology, so there had already been earthquakes, but this one was the most serious since 2009. Its magnitude was reported at 6.2 on the Richter scale and within

the next week or so, about 2,500 minor aftershocks were reported. It severely damaged a few cities in the region and left one of them, Amatrice, completely destroyed. The total cost of the damage is said to have reached as much as 11 billion euros. Almost 300 people were reported dead after the earthquake and almost 400 had to be treated in hospital. The rescue services provided highly professional support for all those affected by the disaster. It is estimated that about 4,000 people were involved in the rescue operations.

Track 7

My parents kept telling me that I was just wasting my time in front of my computer. First, they scolded me for watching hundreds of videos from other streamers. They wouldn't believe when I tried to explain that lots of those short movies were quite educational. Things got worse about a year ago, when they realised that I had started my own channel myself and broadcast my streams regularly. I simply reviewed my favourite video games and I sometimes shared some hints on how to complete certain stages in the games. My first followers were of course my schoolmates but then the group of regular viewers grew constantly. This motivated me to stream my videos even more often.

At one moment, a few months ago, my channel was in the Top Twenty of the most popular channels dedicated to gaming in Poland. Half a year ago, another YouTuber advised me to join an advertising programme that would give me some profits for adverts displayed along with my videos. I signed up and started earning on my channel. I was pretty shocked at the money that I had received after the first month. It might not have been a fortune for an adult, but it was enough for me to upgrade my old computer. What's more, the profits have been growing steadily since then. I'm terribly happy about it – after all, I have managed to turn my passion into something that gives me money. Isn't it what most people dream of in their lives? The funny thing is, my parents still wish I weren't so engaged in this activity, no matter whether it gives me money or not.

Track 8

Summary 1

Marek, a shop assistant in a small town in the south of Poland, is divorced. One day, a beautiful woman named Lena comes to shop for some groceries. She's a complete stranger in the town. Marek asks her out and they are soon a couple. Just as Marek decides to propose to Lena, she reveals her dark secret to him … She is still struggling to get over the consequences of her mistakes in the past and that stops her from settling down and living a peaceful life. Will she finally do away with her nightmares? Or will she have to run away again? Is Marek determined enough to stand up for his love and set Lena free from her past?

Summary 2

A seemingly boring, ordinary meeting of chess players turns into a wild fight which ends up with the death of old Mr Dawson. The police classify the case as a heart attack resulting from strong emotions, but Detective Sanders doesn't like some tiny traces on the dead man's chest. The autopsy confirms his doubts, but who would want the old man to die? The investigation reveals that the chess companions have known one another for more than forty years. To his shock, Detective Sanders finds out that four of them were involved in a murder in the 1990s. The victim was the wife of one of them and one of the suspects was … Mr Dawson. He was never charged with this crime, but was he really innocent? It's time to talk to each of the old men and get the gloomy truth out of them …

Summary 3

Class 9A is the naughtiest class in Shamrock High School. For the past few years, teachers have been complaining about how little effort the students put into learning and how rude and arrogant they sometimes are. But there's one boy in the class who definitely prefers studying to lazing around. Danny is often bullied by other boys and girls aren't very fond of him. But it is he who eventually saves the lives of three of his classmates in a fire that strikes the place while they are having a party. That's a breakthrough that changes Danny's life. Other students finally see a mate in him and Rita from Class 9B chats him up during break and they arrange to go to the cinema together. They become a couple and Danny finally feels satisfied with his life.

Unit 1

Track 10

Woman: Can you tell me a little bit about what you do?

Enric: I am an ocean explorer. I work at National Geographic but I try to be at the office as little as possible. I try to be in the ocean as much as possible. And I lead a project called the *Pristine Seas* project. We combine scientific research and media to inspire the leaders of the countries that own the last pristine places in the ocean to protect them. So I'm doing scientific research, films, articles, social media, to try to convince these leaders to create the largest marine reserves on the planet.

Woman: What are your views on the current health of the ocean?

Enric: The ocean is in serious trouble because we are taking fish out of the ocean faster than they can reproduce. There is global pollution, and climate change through the warming of the water and acidification is going to transform the entire ecosystem. And just to give you an example, 90% of the large animals in the ocean – sharks, groupers, tuna – are gone. We ate them in the last 100 years. 90% gone. There are projections that predict that if we don't change our course before 2050, most of the fisheries of the world will have collapsed. Coral reefs are in danger also because of overfishing, pollution and warming. And a quarter of the coral reefs of the world have vanished. You know, and so on. So there are many, many problems affecting the ocean from the smallest organism to the largest. The good news is that there are solutions at work and we can talk about that later.

Woman: How can people who are not necessarily in contact with the oceans help?

Enric: What people can do to help, there are many things you can do to help. But one very simple thing is eat more vegetables. It's good for you – you're going to feel better and you're going to have less pressure on the ocean. Also it's not a good idea to eat big fish because they have lots of mercury. The bigger the fish, like the tuna or sharks, have lots of mercury. And farmed fish like salmon also have lots of mercury and they are not the most sustainable sources. So, if you make smart choices when you go to the restaurant or smart choices when you go to the store to buy fish, If everybody did that, that would mean a huge difference.

Track 11

If only we were all as brave as the youth of today when it comes to defending the interests of our planet. Many teenagers and children were obviously inspired by Greta Thunberg, who has become a real role model for fighting for the environment. She began *the Fridays for Future* campaign, where kids don't go to school on Friday to protest damage being done to the environment. On the 15th of March in 2019, more than one million strikers stood up against climate change. It's hard to imagine beating this number, but during the Global Week for Future that took place between the 20th and 27th of September 2019, 4 million people protested! Later the same year in November, another large-scale protest was held on the first day of the UN Climate Change Conference – it took place in more than 100 countries. Poland has also played an important role in all of these events, with kids and teenagers taking part in *the Fridays for Future* in more than 60 cities throughout the country. The nation's capital saw the so-called Thousand Cities Protest, with banners with slogans such as 'There are no families, animals, or holidays on a dead planet'. Polish youth asked the government to finally come to terms with the fact that there is indeed a climate crisis on our hands. They passed on six demands to government officials. While they haven't yet achieved far-reaching change in Poland, the younger generation is highly motivated to make a difference and the next few years will show just how much power they have to influence politics.

The youth aren't the only ones fighting for the future of Earth. One of the most provocative artists of our time, Banksy, also spoke out in his own way against man's destruction of the planet – in particular of Venice. The Italian city is literally being destroyed by tourists – some have even gone as far as to say that it is in environmental peril. The city is packed with tourists and because the land is boggy and built within a system of canals, the buildings are actually sinking. In addition, the city lets in huge cruise ships, which local residents and ecologists have been protesting against for a long time. Banksy set up an art display at a square in the city, entitled *Venice in Oil* and depicting the traditional boats and canals being overshadowed by a huge cruise ship. Banksy recorded the entire thing and later published it on social media. A lot of people maintain that to get people to listen, we should use the same tactics as Banksy – to surprise and humour the people we want to hear us. During 2019 climate strikes, kids and adults had some amazingly incredible posters with funny and intelligent slogans. Among those that were most published on the internet were: 'life in plastic ain't fantastic', 'every disaster movie starts with a scientist being ignored', and 'we are skipping our lessons to teach you one'. Indeed, the youth have shown just how much they care about climate change. If only the policy-makers would start to listen, then maybe the climate change trajectory could be reversed.

Track 13

The Galápagos Islands are one of the most astonishing and spectacular places on Earth. They contain one of the richest marine ecosystems in the world, and they were among the first places to become a UNESCO World Heritage Site in 1978. The islands are situated in the Pacific Ocean approximately 1,000 km from the coast of Ecuador. People from all over the world come to visit the islands with their immense marine reserve, with species ranging from corals and sharks to penguins and marine mammals. Thanks to the unique position of the islands, where three ocean currents meet, and thanks to their extreme isolation, the islands' rich ecosystem is home to more than 1,300 species found nowhere else on Earth. They are also home to unusual plant and animal life such as marine iguanas, giant tortoises, and huge cacti. In recent years, the Galápagos Islands have been facing a number of threats: the introduction of new species, increased tourism, population growth, illegal fishing. In July 2010, UNESCO removed the Galápagos Islands from the World Heritage List because they found that Ecuador had made significant progress in addressing these problems.

Track 14

OK, so I've been learning about the ocean at school and I never realised how many amazing fish and sea mammals there are under the surface, and that many are threatened because of how much plastic there is in the ocean. Apparently there are huge areas of garbage in the North Pacific – some people say each one is the size of Texas. They're made up of little bits of plastic mixed up with other bigger pieces of garbage, like shoes and pieces of old computers – most of it, about 80%, comes from the land. And the problem with plastic is that most of it isn't biodegradable – which means that it doesn't break up into little pieces. So marine mammals like seals get tangled up in abandoned fishing nets, and other mammals and fish eat the plastic and then we end up eating them! If we don't do something about all the plastic in the oceans, more and more creatures will die.
So, this is what I've decided to do. My promise is to stop using plastic bags and to use bags made of natural materials instead. Hopefully by doing this I'll be able to persuade other people to do the same, and maybe we can cut down on the amount of plastic that ends up in the ocean.

Track 15

Speaker A
Since I was a small child, my mum has been telling me that I have to conserve water. She grew up on the Australian coast and saw how the coral reefs have been negatively affected by mankind. 'If only I had a magic wand, I would make mankind vanish from the face of this earth' she would always say. She said humans were responsible for all of the damage done to the Earth and climate. She taught me that by using less water, there would be less wastewater produced, which in turn would mean that less wastewater would find its way into the oceans. For as long as I can remember, every weekend, we have been driving down to the beach and meeting up with other locals to collect trash. Sometimes, just the two of us gather enough trash to fill our car. If we didn't clean the beach up, that rubbish would just find its way out to sea and most probably get stuck in the reef, or entangle an innocent sea creature.

Speaker B
You have probably never heard of a job like mine, so I'm going to explain exactly what I do. I am a coral reef protector and I work for the government. Most of my job is done in the water, and so I pretty much spend all day in a wetsuit! First and foremost, I protect the reefs from other humans, because they are the ones that do the most damage. A lot of vacationers come to our coast hoping to swim in the reefs, and some of them even hope to take some home with them. Just touching a small bit of live coral can kill the rest of the colony. They don't realise that the oil that humans produce on their skin disturbs the protective layer on the coral. It is my job to make sure this doesn't happen. And just in case you were thinking of taking a piece of our coral home from your next vacation, make sure you know that the fine for destroying my reef is at least $2,000!

Speaker C
I think this whole environmental protection fanfare these days is totally overdoing it. I wish everyone would just relax. Humans have been around for thousands of years and I really don't think that some sort of end of the world is just around the corner. What makes me most crazy is that people go to such great lengths to protect the oceans and marine life. I mean, you can't use anything these days – no straws, no plastic cups, no Q-tips. It's become some sort of obsession. Who cares if the turtles die off? There will be more of them! Who cares about the coral reefs? There's more where that came from! Some people say that I shouldn't voice my feelings aloud because my opinion is an unpopular one. When I was younger, we never thought about such things and the world went on!

Unit 2

Track 17

Man: Today we're going to answer listeners' questions about voyages of discovery. And the first question is 'Why do people set out on these voyages? What motivates them?'

Woman: Well, I think for the early explorers a major motivation may have been curiosity – a desire to map the world and discover new territories and to test hypotheses, for example, to prove the world must be round. Take Christopher Columbus, an Italian explorer who was sponsored by the king and queen of Spain. He set sail in 1492 to test the hypothesis that it was possible to reach Asia by sailing west. He actually arrived in America and has often been called the first person to discover America. Of course, that's almost certainly not true. The Chinese Admiral Zheng He was a great navigator who travelled all over the world – including possibly Australia – with a fleet of over 2,000 ships. Some historians believe that Zheng He may well have got to the Americas before Columbus, around 1421. And even Zheng He was not the first to arrive in America. We now have archaeological evidence that Viking explorers led by the Icelandic Leif Erikson must have reached the coast of America as early as the 11th century and established settlements there. For me the motivation of someone like the American astronaut Neil Armstrong is different. Why did he go to the Moon? Because President Kennedy had set the goal of landing a man on the Moon before the end of the 1960s.

Man: I think that answers the question. OK, here's one that's sort of connected … were those expeditions or voyages beneficial to the explorers, or to the countries they arrived at?

Woman: That's a good question. In some cases, explorers set out in search of adventure, or personal glory, or wealth and power for their countries. But in many cases there were two-way benefits. The Moroccan explorer Muhammad Ibn Battuta, for example, travelled extensively in Asia and Africa in the 14th century. He kept detailed records of his voyages, which opened people's eyes to life in other cultures, and he also established trading networks along the coast of Africa. So trade and intercultural exchange, and disseminating ideas, were important spin-offs of these voyages. The Spanish took horses and cattle to South America, and brought back potatoes and tomatoes. And Zheng He brought back giraffes and camels to China from his expeditions!

Man: Really? I didn't know that. Another question … is space travel the same kind of voyage of discovery?

Woman: Absolutely. In the past, people had ships and compasses; nowadays we have rockets and powerful telescopes. But it's still about pushing the boundaries of knowledge. Think of the Apollo 11 mission. The day Neil Armstrong first set foot on the Moon – July 20th 1969 – was a major landmark in the history of discovery. Data gathered on the Moon voyages has proved that there can't be life on the Moon. But who knows … life could exist elsewhere in the universe.

Track 18

Since much before modern times, man has been fascinated by space. First by the stars, about which legends arose, by which journeys were charted, and according to which fortunes were told. As soon as was technologically possible, the human race has used everything at its disposal to explore the great beyond. Now, space exploration has become a matter of national pride and also one of a plan B for the future if we aren't able to stop the environmental destruction here on planet Earth.

In terms of space agencies, the big six are from China – the China National Space Administration (CNSA), Europe – the European Space Agency (ESA), India – the Indian Space Research Organisation (ISRO), Japan – the Japan Aerospace Exploration Agency (JAXA), and America (NASA). Of course the Russian Space Agency (Roscosmos) is also of importance and is currently the only agency that offers human space flights to the community. While Roscosmos has lost its technological edge, it has quite a few space stations, which could be advantageous in the future. Technologically, NASA is the leader amongst the space agencies.

Where does Poland come into all of this? Poland and NASA have decided on a partnership in the area of technology, whereby the Polish Space Agency will support space missions and research initiatives that NASA plans to undertake. The two space agencies achieved immediate success, when a Polish company constructed a mole, called the Polish Tractor Mole, which was part of NASA's InSight lander to Mars. The device that was made in Poland was one of the parts intended to play a role in the testing of the soil on the Red Planet.

It arrived at its destination at the beginning of 2019, during what is known as autumn on Mars. This is a very difficult period during which to land, and in fact, only 40% of all missions to Mars in general are successful. The mole was expected to dig for 5 metres into the soil, however it encountered problems in the beginning due to the very hard ground there. In the fall of 2019, the Mole began to take a different approach. Scientists hope to learn more about the planet, as it is also one of the most likely places to have life in our solar system. They also want to understand why Earth and Mars are in fact so different, despite the fact that they were so similar billions of years ago. Poland has become known as one of the best producers of digging devices for space exploration and their construction of the Mole is probably just the beginning of far-reaching cooperation on international space missions in the future. The Polish space agency has vowed to continue to support Poland's role as an expert in this niche field of space science. After all, the sky is the limit.

Track 22

Man 1: Well, I think they're one of the most important inventions of the last century. I mean, just imagine what life would be like without them. We wouldn't be able to explore the world like we do now.

Woman: How do you mean exactly?

Man 1: I mean, before they were invented people had to make long trips by train or by boat, whereas now they can travel to far-away places in hours rather than days or even weeks. It just meant that people didn't travel as much.

Woman: I disagree. I think they've been a disaster for humanity.

Man 2: What exactly do you mean by disaster?

Woman: Well, what I mean is, they're a major cause of climate change. If we're serious about reducing our carbon footprint, we need to stop using them so much.

Man 1: So are you saying people shouldn't use them? That they shouldn't go abroad on their vacations?

Woman: No, I'm not saying that exactly. What I'm saying is people need to use them a lot less. Once a year maximum, I reckon.

Man 2: That's true. Anyway, it's mainly business people who use them. And now people can do teleconferencing and stuff like that, maybe they won't need to travel long distances in the future.

Woman: Let's hope so.

Unit 3

Track 24

Today I would like to talk about someone who has become a role model for countless young people all over the world. Her name is Malala Yousafzai, and she is a determined and outspoken campaigner for millions of girls all over the world who do not have access to formal education for social, economic, or political reasons. Malala was born on 12th July 1997 in north-west Pakistan. She attended a small private school run by her father Ziauddin, also an advocate of girls' education. It was thanks to his encouragement and support that she first started writing an anonymous blog at the age of eleven, in which she expressed fears that her school would be attacked by militants who opposed girls' education. Malala received death threats, as did her father, but so passionate were they about the right to education that they continued to speak out and eventually Malala's identity as a blogger was discovered.

On 9th October 2012, as Malala and her friends were travelling home on the school bus, they were shot in the head by a gunman. Malala was critically injured and her friends were also hurt in the attack. The attack was condemned worldwide and in Pakistan. At that point, Pakistan had the second highest number of children out of school in the world. Two-thirds of these were girls. Only after Malala was attacked did the law change, and a law was passed to give girls the right to free and compulsory education. Malala survived the attack and in 2014, at the age of seventeen, she was awarded the Nobel Peace Prize, along with an Indian children's rights and education advocate, Kailash Satyarthi. She was the youngest person ever to receive a Nobel Prize.

What I admire most about Malala is her energy, her courage and her selfless determination to empower women to unlock their potential and demand change. Not only has she co-founded the *Malala Foundation* to finance girls' educational projects, but she has also continued to work single-mindedly to speak out and challenge world leaders about girls' education. She is also impressively free of hatred towards her attackers. As she herself said after the attack: 'I am not against anyone. Neither am I here to speak in terms of personal revenge. 'When Malala's father named her after Malalai, a local folk heroine, little did he realise that his own daughter would one day become such a courageous heroine herself.

Track 25

Kylian Mbappé – one of the best players of all time

Despite coming from humble backgrounds, he became one of the world's top 25 teens of 2018 according to *Time Magazine*. Many experts say that he is one of the most promising players in the professional football league and he currently plays for Paris Saint-Germain. Kylian Mbappé was born in 1998 in Paris, France to a father from Cameroon and a mother from Algeria. His father is a football coach and managed not only to coach his oldest son into professional football, but Kylian's younger brother plays for the PSG under-12s. Kylian's adoptive brother is also a professional football player! Despite their very humble background, they all represent a story of hope and an anything-is-possible message.

At the 2018 World Cup in Russia, Kylian became the first teen in 60 years (since Pelé) to score a goal during the final. Kylian began to play professionally at 16 for Monaco and was then transferred for 180 million euros, placing him in the ranks as the most expensive teenager ever and probably the most expensive player ever in general. He is the League 1's top scorer and for his current club, he is the 9th highest scorer in history. Those that know the game say that in addition to amazing technique, it is as if Kylian had eyes in the back of his head. He is always able to predict where the ball will be going. In addition, Kylian – who often plays as a winger – can use both feet equally well and so can play on either flank. He is praised as being one of the best dribblers in the game, a skill his coaches noticed when he was only 6 years old.

Kylian has had to make a great deal of sacrifices along the way in order to become the player he did. He said in an interview in 2018 that he didn't have a normal life where he could meet up with friends and just have fun. However, he underlines that he is living his dream. He knew from a very early age what his passion was and he did everything to pursue it. He makes no efforts to hide where he came from and this means he is even more likeable. In fact, he supports the development of African sports as a result of his parents' origins. He is a role model for athletes around the world and he will definitely go down in history as one of the best players of all time.

Track 28

Man: What are you up to this weekend?

Woman: I'm going on a sponsored run in the park. It's for charity, to raise money for a new family room at the hospital. Actually, I've got the form here. I could do with some more sponsors. Any chance you could sponsor me?

Man: Well, I'm not sure …

Woman: Oh, go on. It doesn't have to be a lot. It's a good cause.

Man: Oh, all right then. You've twisted my arm.

Woman: Great! You're a star. Hey, why don't you do the sponsored run too? It'll be fun. It's a good way of meeting people.

Man: Me, running? You must be joking! I've never done any jogging. Not sure if I'm into it.

Woman: Well, you'll never know till you try! And it's a great way of getting fit. Good exercise. We could go jogging together after class this week to train.

Man: Yes, but the thing is, I'm tied up at the weekend. I have to go shopping.

Woman: That's no excuse. Do it later! Just think of all the money you could raise for the family room.

Man: Mmm … but what's the point of doing a run if I have no sponsors?

Woman: That's no problem. You could easily get sponsors if you put out a request on social media.

Man: OK, you've persuaded me. I just hope it doesn't rain!

Track 29

1

Woman: Hi, Mary! Thank you for joining us today. I'm so excited to hear about this amazing person you know. She is certainly a role model for many other people, young and old alike.

Mary: Greta is, that's true. She's definitely pretty amazing. I wish I could be as brave as she is. I mean with her sailing to the States and all …

Woman: Just so those listening in on us know who we're talking about, it's Greta Thunberg, the Swedish environmentalist who became known for skipping school and protesting outside the Swedish parliament.

Mary: When I first saw that I couldn't believe she was doing that. She inspired the Fridays for Future climate strikes. I think that striking by not going to school is a really good way to get adults to listen to you. Going to school is the one way that adults still hold power over us. If we take that away they have to listen.

Woman: Can you tell us a little about Greta before this all happened?

Mary: Well, Greta was always unique. I don't know if you know this, but we went to school together for two years and that's actually how I know her. She was a very kind person and everyone liked her. One day, when she was 11, she just stopped wanting to do anything – she didn't want to eat, talk, read, or do anything else. It was very hard on her family. She was diagnosed with Asperger's, selective mutism, and obsessive-compulsive disorder. She later said during one of her TEDx talks that she only spoke when it was necessary, and when she talks about climate change that is one of those moments. She also doesn't let her conditions limit her anymore.

Woman: I had no idea about her health issues. That makes all this even more inspiring – she's overcome quite a lot.

Mary: Yes, she has.

Woman: How do her parents feel about all the stuff she's been doing?

Mary: Her father has said on public record that they don't love when she misses school, but they actually really support her. If only other parents were half as supportive. She actually began her fight for the climate against her parents. She tried to show them how their lifestyle was affecting the environment. And you know what? They listened! They stopped flying, which wasn't easy because Greta's mum had an international career as an opera singer. And they also stopped eating meat! Eating meat is actually one of the worst things you can do for the climate. Greta inspired me to stop too.

Woman: Can you tell me more about how Greta got to the UN Climate Action Summit in New York in August 2019?

Mary: That was so brave of her! It was so Greta. She actually took a boat to America! She was later criticised by the press because a few members of her crew supposedly flew to America to take the boat back home, but I think it was more about the idea of using sea transport. And I don't know if you know this, but there is something called 'The Greta effect'. She has inspired so many other kids her age, it is just amazing!

Woman: You are lucky to have met her! She will definitely be someone to go down in history. Thank you, Mary!

2

I wanted to come here today and tell you all about a wonderful charity organisation that has made a huge difference in people's lives and, I hope, will continue to do so. It is called *Steps of Faith Foundation* and it provides people who have lost arms or legs with prosthetic limbs. They focus on those who can't afford to pay for the limbs themselves. The problem is actually much more widespread than you might realise. In fact, the foundation gives some startling data. To start with, 500 people in the US lose an arm or leg EACH DAY! 2 million people in America are living without at least one of their limbs and 185,000 people have one of their limbs removed each year. 12% of these people are under the age of 44 and 65% of the lost limbs are legs. When I first heard those numbers, I was in shock.

In addition, the cost of a prosthetic limb can be anywhere from $10,000 to $100,000! For people without health insurance, or for those whose health insurance doesn't cover such things, it is a price that is out of the reach of many.

Billy Brimblecom, Jr. is the man who started the foundation and runs it. He lost one of his legs in 2005 and, if it weren't for his friends and family's financial help, he never would have been able to afford a prosthetic limb. He had to pay $30,000 for one that would let him continue to work as

a musician and travel the country and world. He decided that he would make it his mission to help other people who couldn't find the aid they needed like he was able to. The foundation had a lot of success stories on their website. They have helped people get off the streets, who were homeless and without work. They have helped a victim of the Oklahoma City bombing, who lost her mother, two children, and a leg. They have helped people after serious accidents that have lost a limb. Not only does the foundation provide physical help in the form of prostheses, but it also provides emotional support. Many of the people that have benefited from its services say that was just as important. The foundation supported them through the process. If you go on their website and watch some of the videos they have, I promise you that you will have tears in your eyes. Hearing the stories of some of these people is so inspiring. It really puts our problems into perspective.

I hope that hearing this story will inspire you, maybe to help others in a similar way, or join other similar actions that are taking place around the world. Also, next time you see someone with a disability like a lost limb, understand what they have had to overcome. It is more common than we realise. If you ever find yourself in such a situation, also know that there are people you can turn to for help! Thank you for listening.

Unit 4

Track 31

We asked 500 people around the world: What are the most common school rules in your country? Here are some of the responses.

1

In some schools in Mexico you're allowed to use phones for activities in class, for example, to check a word. But in my school, you can't use them at all, except for emergencies. We're supposed to leave them in our lockers. Once, I brought my phone in secretly because I was waiting for an important text. I was very scared of having it taken away, but I needn't have worried because no one checked our bags.

2

I was at a school in Thailand and the teachers were very strict about punctuality. When I was at school, students who arrived late had to run round the school several times, shouting 'I must be punctual' or 'I must not be late'. It was very embarrassing and so you'd definitely make sure you arrived on time to avoid that.

3

In South Korea, teachers aren't allowed to exclude students from school in state schools. But there are other kinds of sanctions. In my school, students who break the rules have to do jobs like cleaning the classrooms. I think that's a really positive way of dealing with students who misbehave.

4

In my school in Brazil, students can be excluded from school for really serious misbehaviour, like getting into fights or bullying. The problem is that very often the badly behaved students really like that because it means they needn't go to school!

5

At Japanese primary schools, children usually don't have to wear a uniform. But at secondary school, everyone has to wear one. There are a lot of rules about students' appearance, too. For example, when I was at school we couldn't wear any jewellery or accessories, and dyeing your hair was forbidden too. We weren't allowed to wear make-up and the boys couldn't have long hair or beards.

6

In my school in Colorado in the USA we use a restorative approach to deal with the problem we have with bullying. So the bullies sit down with the kids they were bullying and listen to how it felt to be on the receiving end of all that anger, and got them to take responsibility for their actions. And it worked so well that they didn't need to exclude the bullies like before because their behaviour improved so much.

7

When I was fifteen, I went to an international boarding school in Argentina. In the afternoons the teachers spoke to us only in English and we were supposed to answer them in English, but nobody did. If we answered in Spanish, they just said, 'You should speak in English!' But because they just let us off, I was lazy and I didn't make an effort. I really should've because my English would be a lot better now.

Track 32

Teachers throughout Poland seem to have gone crazy. All of the rules have basically been turned upside down. The old system will soon be forgotten, and students will have to accept the new reality. Whereas bells marked the beginning and end of class and students were expected to be on time, school directors are now telling students they're allowed to sleep until noon. Students can now come to school whenever they feel like it – teachers say the most important thing is that they are well-rested. Students are encouraged to go home early if they want and are required to take one day off per month and enjoy themselves.

Not only that, teachers are asking students to express themselves and emphasising that students wear whatever they like. Students are told that no one will be commenting on any of the choices they make as far as dress code is concerned. Hair dye and nail polish is encouraged, as – according to school directors – it adds character. Students are asked to bring anything they want to eat during the day and they are even encouraged to snack in class if they feel so inclined. Chips and candy bars are the preferred snack, but the final choice is up to the student. Once a week, the school will serve candy, cake, and soda to students so that they can load up on sugar.

This new system is in stark contrast to that which has been instituted at schools in Germany. Schools there have tightened the rules and extended school hours. Now, all schools must begin their day at 6 am and finish at 6 pm. Extracurricular activities have been cancelled and lessons run all day with a break at 12 for a 30-minute lunch. All schools are required to have uniforms and girls and boys are to wear the same black jumpsuits with a tie. Students also need to wear the same shoes. All of the uniforms can be ordered online through a government website. No food is allowed to be brought in from outside of school. Students are required to eat the cafeteria food that is served in the canteen. All vegetarian options have been eliminated, as the government decided that all young people need at least three helpings of meat each day to survive – no matter the effect that the meat industry has on the planet. The entire grading system has been thrown out, except for pass or fail marks. Passing requires 90% or higher. Most students fall below this threshold, however, and they will be held back until they can improve their grades. All in all, it's become a very strict system. Many experts are expecting an exodus of students from Germany into Poland, as adhering to the new German rules will be impossible for 99% of the population.

Track 36

Mateo: I wish I didn't have to do this stupid exam tomorrow. I'm fed up with all this revising.

Sofia: You can say that again! But I guess we have to take exams if we want to get good grades to get into college.

Mateo: Yes, but don't you think it would be far more useful if our grades were based on our coursework, you know, like some kind of continuous assessment? That's a much better way of showing what we can do, in my view.

Sofia: Yeah, I know what you mean, but the fact is that some people cheat on their coursework. They get their mum or their brother to do it.

Mateo: I'm not so sure about that. People can cheat in exams too! And anyway exams are basically just a memory test. You fill your mind with facts the day before the exam and then you forget them the next day.

Sofia: Yeah, that's a good point, and surely that's the best way of learning. I don't think people would bother learning if they didn't have exams to push them into doing it.

Mateo: So are you really saying that forgetting things the next day is learning? No way! What about open-book exams, you know, when you can use books in the exams and don't just have to memorise facts? Or problem-solving tasks? That's learning.
Sofia: Well, I see your point, but I still think we need to be tested against each other.
Mateo: I'm sorry, I totally disagree. Maybe exams are OK for you; you're good at them. But some people – like me, for example – just get nervous and they don't perform at their best.
Sofia: OK, OK … maybe we'd better just agree to disagree on that!

Unit 5

Track 38

Brad: Hello, I'm Brad Cooper and today on *Crossing borders* we're discussing commuting in some of the world's major cities. First up is Gloria. Hello, Gloria.
Gloria: Hi Brad.
Brad: Now, you're from Mexico City …
Gloria: That's right.
Brad: … where the traffic is supposed to be really bad. How does that affect your commute?
Gloria: Well, Brad, I ride my bike to school and I have to say that the smog is just awful. Mexico City is actually built in a lake bed surrounded by mountains, so the smog can't escape. But traffic is a massive problem in the city too. We live in the suburbs, but my father works in the business district. For him, commuting to work is an absolute nightmare. He spends at least two hours twice a day stuck in traffic, watching pedestrians pass him! It's infuriating.
Brad: Yes, it must be. Could you move nearer to the centre?
Gloria: We'd really like to, believe me, but rents are just too high. And the problem is, more and more people are coming to work in Mexico City. We now have over 21 million residents and more than 3.5 million cars on the road. You can imagine how heavy the traffic gets, especially during rush hour.
Brad: I certainly can, Gloria. So why not use public transport instead?
Gloria: He's tried doing that, but our subway and our buses are always packed. The government's tried restricting traffic on certain days and now they want to build an elevated monorail system. Maybe that'll work.
Brad: Hopefully it will, Gloria. Thank you. Now over to Mehmet in Istanbul. Are things any better where you are?
Mehmet: I'm afraid not, Brad. Traffic regularly comes to a standstill here. A lot of the streets in the city centre are very narrow – they were built for horses, not cars!
Brad: Hasn't the government widened the roads?
Mehmet: Well, maybe they could have, but no, it's a historical city. And we have a geographical problem like the one Gloria talked about. Istanbul is surrounded by water on three sides, so it isn't easy to get to places across the water. Sometimes the only way to get from A to B is across our main bridges and these are regularly gridlocked – not just at peak times but sometimes even at 2 o'clock in the morning, with drivers changing lanes and honking their horns … it's chaos!
Brad: And do you get to school by car, Mehmet?
Mehmet: I don't, but loads of my friends do. I take the bus, but it's actually easier to travel by car, so naturally lots of people do that.
Brad: And has the government come up with any solutions?
Mehmet: They have – but we need more. They've built more bus lanes and a massive underwater railway tunnel. Now the plan is to build more subway lines, which we desperately need. I hope that'll help.
Brad: I hope so too. Thank you, Mehmet.

Track 39

1

When I moved to Warsaw, everyone said that I wouldn't be able to stand the traffic, and boy were they right. I had initially brought my car when I came, but quickly sold it when I realised how expensive parking was and how many hours I would be spending each day commuting – four hours! The day I sold my car was one of the best days of my life, because it was then that I bought my small motorcycle. I then joined a community of motorcycle fanatics in Warsaw. I can't go very fast on it, because the engine isn't powerful, but I can zip through traffic and I always have a place to park without having to struggle to find a space.

2

For about 3 years, I commuted to school on my scooter. At first I was renting one of the city scooters, but it became harder and harder to find one when I needed it as the residents of Cracow started using them, so I decided to buy my own. I bought one that was mid-range in terms of price and I also made sure to wear protective clothing. At first, I loved it. Not many people were using them yet, so I could zip along the sidewalks without any trouble. As the years went by, there were more and more scooter users. Unfortunately, many of them were going way too fast. One day, a woman who was riding on her scooter and looking at her phone ran into me from behind and she sent me flying off my scooter. I ended up breaking my ankle and stayed in the hospital for three weeks. Needless to say, I sold my scooter and now take public transportation.

3

They say to go green and that we should all switch over to public transportation. But can you actually imagine the chaos that would ensure if all Londoners were to start taking buses and the underground at the same time!? Granted a lot of them do, but I prefer my trusty car. I don't even mind spending hours in it every day. I consider that 'ME time' and listen to all sorts of podcasts and educational books while I'm driving. In fact, I have read about 5,000 books while in the car! I consider myself quite the intellectual, simply as a result of commuting by car. I hate crowds, and prefer my own private box.

4

After years of spending way too long in cars, buses, etc. getting from my hometown of Wyszków to Warsaw, I decided to give up commuting all together. I moved from my small town in the suburbs into the city and live right across the street from my school. When I need to get somewhere far away, I use ride-sharing apps, but usually I can get most of what I need within a 10-minute walking radius. My neighbourhood is actually filled with amazing things. I don't even know how I used to spend so much time in cars.

Track 41

Woman: Excuse me, sorry to trouble you. I'm conducting a survey on people's use of the local bus service. I wonder if I could ask you a few questions?
Man: Sure, go ahead.
Woman: Right, first of all, can I ask whether you use the local bus service at all?
Man: I do, from time to time. But not on a regular basis.
Woman: So how often do you take the bus, would you say?
Man: I'd say once or twice a month, on average.
Woman: And can I ask why that is?
Man: Well, to be honest, it's not very convenient. The buses into the centre only run once an hour. And the last bus from the centre is at 10 o'clock. And on top of that, they're never on time.
Woman: How do you normally get in and out of the city centre?
Man: I usually ask my mum for a ride. Or I sometimes ride my bike if I'm feeling energetic. It's a 20-minute ride, roughly.
Woman: I see. And if the buses ran more frequently, would that encourage you to use them?
Man: It might. But they'd have to improve their punctuality as well.
Woman: Have you any idea what the bus fare to the centre is?

Man: Not off the top of my head. It just went up. But it's more than I can afford to pay, anyway.
Woman: And if the local authorities were to subsidise the service, might that influence you to take the bus?
Man: Possibly. It would depend on how much it cost. I'd have to see.
Woman: And I'd like to know how satisfied you are with the service, on a scale of one to ten.
Man: On a scale of one to ten … maybe four.
Woman: And finally, can I ask how the council could improve the bus service, in your opinion?
Man: Mmm. Well, definitely have more buses for a start. And maybe they could build more bus lanes so the buses don't get stuck in traffic jams?
Woman: Well, that's it. Thank you very much for your time.
Man: No problem.

Track 42

One of the best examples of a sustainable city is that of Adelaide, Australia. Before I tell you about it, I thought it would be best to first explain what a sustainable city actually is. They are sometimes called ecocities, and they take into account economic, social, and environmental issues and how the way a city currently functions influences life for future generations. Such a city will try to be self-reliant and have the ability to feed and power itself in renewable and sustainable ways. The goal of this is to decrease the particular city's effect on the climate. This is an important direction that all urban areas should be striving for. The UN's statistics show that 55% of the population in the world lives in cities and this number is expected to keep increasing.

The Adelaide city council says that 'socially sustainable cities should be equitable, diverse, connected, democratic, and provide a good quality of life.' Indeed, Adelaide is one of the best places to live in the world. Its 1.3 million residents certainly have a lot to boast about. One of the first projects that was undertaken to make the city more sustainable was to plant 3 million trees and bushes throughout the city. They divided this number into smaller projects, including very large restorative ones to very small, local ones. The goals of the city forest were to reduce temperatures in population-dense city areas and improve the air. In addition, the greenery has reduced the city's greenhouse gas emissions by a total of around 600 thousand tonnes of carbon dioxide annually.

Alternative sources of power have also been an important part of the sustainability efforts. Solar and wind power have played an important role in this. Aside from offering financial benefits for homeowners who install solar panels, the government has also allocated significant funds to fit public buildings with panels. In fact, the city's convention centre, Adelaide Showgrounds, has officially been registered as a power station! In the whole region of southern Australia wind power has become one of the main sources of energy, dramatically reducing emissions. The city has had zero net emissions in buildings since 2012 and will have zero net emissions in transport as of 2020. The city supports all sorts of sustainable transport, with an increased number of bike paths and bike parking spots. They have also added an increased number of bus stops.

The entire area of waste management is one where the local government has excelled. They have a zero waste recycling strategy, with a recycling rate of more than 80%. This shift has reduced emissions by more than one million tonnes of carbon dioxide per year! In 2009, the local government banned single-use plastic bags, meaning that 400 million plastic bags less were used per year. Another important area for the city and its sustainability efforts is water management. All homes must have a system to collect rainwater. In addition, wastewater is reused for agriculture.

The city of Adelaide has a goal to be one of the world's first carbon neutral cities. It measures almost 600 thousand hectares and boasts 50% of the region's native plants and 75% of native birds. The efforts of local officials not only help to preserve this natural biodiversity, but it also means that Adelaide has one of the best quality of life indexes in the world.

Unit 6

Track 44

Presenter: Hi, and welcome back to *Teen Talk*. In the next part of the show we're talking to Dr Guy Ingram, an expert on teenage psychology, and Laura, who is a teenager. So, Dr Ingram, is there such a thing as a typical teenager?
Guy: That would be too much of a generalisation. There are certain characteristics that are universal and others which are cultural. Let's start with the universal ones. Basically, the teenage years mark the transition from childhood to adulthood, which means becoming independent from parents. This life stage is known as adolescence. So teenagers, or adolescents, tend to be more influenced by their peers and they look for their approval – though of course not all of them give in to peer pressure.
Presenter: Does that make sense to you, Laura?
Laura: Well, yes, up to a point. I definitely like to follow the fashion and be popular with my peers. I probably wouldn't wear anything that made me stand out. But I don't always follow the crowd. In fact, I have my own taste in music, for example, which is different from my friends'.
Guy: Teenagers also tend to be very self-conscious. What about you, Laura? You come across as pretty self-confident.
Laura: That's amazing! I'm actually very self-conscious. I really don't like speaking in public. I get really embarrassed speaking in front of the class or if people look at me, for example.
Presenter: Well, you're doing brilliantly! Dr Ingram, teenagers are often seen as rebellious and argumentative. Is that true, or is it a stereotype?
Guy: Interestingly, that depends a lot on the culture. In some cultures, teenagers are expected – or even encouraged – to be open-minded and question what other people think. But that's not always the case. In many parts of the world, respect for authority is more highly valued.
Presenter: And are teenagers moody and difficult all over the world? Or is that an unfair stereotype?
Guy: Well, maybe it's a bit unfair to characterise all teenagers as difficult! But with emotional and physical changes going on, it's natural that most teenagers will have their ups and downs from time to time. But many teenagers are also very positive, cheerful and enthusiastic – and turn into even-tempered adults.
Presenter: And what about risk? Do all teenagers love danger and excitement? Or perhaps that's another myth?
Guy: Actually that's not a myth at all. Teenagers will often engage in risky activities.
Laura: So I'm not a typical teenager in that case. I don't really like taking risks – I'm quite cautious. But I might take calculated risks.
Presenter: How do you mean?
Laura: Well, for example, I really like travelling, but I was quite nervous about making a long train journey recently because I had to change stations in a city I didn't know. But I planned it carefully and luckily it all worked out fine.
Guy: That's interesting. Because most teenagers are more impulsive. They frequently make decisions without thinking about the long-term consequences.
Presenter: That's interesting. What about …

Track 45

1
The teenagers of today are so different from when I was a kid. Growing up in the 1960s and 70s, we didn't have access to technology. We played outside and got dirty. We knew how to fix things and were able to construct a fort of our own. We went camping on the weekends and drove our bikes over to our friends' homes. Nowadays, teenagers just sit with their noses in their phones. Their skin is pale and they have no muscles. They don't play sports, because they are too busy with technology. They don't know how to have a conversation face-to-face because they are constantly messaging one another. Their necks are all crooked from looking down at their phones and they have soaring rates of anxiety and depression, mostly from social media!

2
Teenagers have no idea how to take care of themselves. We have created a generation of kids that can't do anything alone. They do everything online and have no idea what it means to go to a store, order something in person, or even have a summer job. They believe they are entitled to great things and don't really want to have to work for it. They scorn a 9-to-5 job and most of them say they will never want to work one. So, who will we have in the workforce in 20–30 years? Maybe robots are the only suitable option …

3
The teenagers of today are so worldly – due to the vast amount of knowledge they have at their fingertips, they know so much about so many different topics. 'Just Google it' is probably the first phrase that most kids learn, as the internet has become a place to engage oneself with others and learn random and exciting facts. Gone are the days, when you needed an encyclopaedia for an answer. Now, anything you seek is at your fingertips. Let's hope this young generation will able to put this knowledge to good use!

4
The youth of today make up the first generation for whom caring for the environment is a primary concern. They truly understand the crisis that we are currently in and make choices not for themselves, but for the future. We are raising a generation of teenagers that prefer to buy second-hand clothes, that choose a bike over a car, and recycle and upcycle rather than throw away. They want to preserve Earth for future generations. I can't wait until they start working. We can expect huge changes to come in corporations throughout the world, as this environmentally-conscious generation starts to graduate from school. I will be right here cheering them on!

Track 47

Conversation 1

Luis: Hey Joel. How's it going? You look a bit stressed.
Joel: Hi Luis. Actually, I'm feeling completely overwhelmed. I'm supposed to hand in my assignment tomorrow, but my computer crashed and I lost everything.
Luis: Oh no, what a drag. And you didn't back it up?
Joel: No. All I have is a hard copy of my outline.
Luis: What a pain. Still, at least you've got your plan.
Joel: That's true, but I can't use my computer until it's fixed.
Luis: Is there anything I can do to help? I could lend you mine if that's any use.
Joel: Really? Are you sure? That would be fantastic.
Luis: No problem. Why don't you come back to my place and you can take it?
Joel: Thanks so much, you're a real friend. I owe you one!

Conversation 2

Erin: Hey Gaby. You seem a bit down. What's up?
Gaby: Actually, I just got into an argument with Kristen.
Erin: Oh no … what about?
Gaby: Well, this may sound stupid, but the thing is she keeps buying the same clothes as me. It's driving me crazy.
Erin: How infuriating!
Gaby: Yeah, she showed up to Alex's yesterday wearing the same sweatshirt as the one I bought last week!
Erin: I'm not surprised you feel irritated. But, looking on the bright side, at least it shows you've got good taste in clothes.
Gaby: Mmm, maybe. But anyway, when I said she should do her own thing more often a minute ago, she got upset and walked away. Maybe I didn't say it right.
Erin: Would you like me to have a word with her? She usually listens to me.
Gaby: Are you sure? That's not too much trouble?
Erin: No trouble at all.
Gaby: You're the best.

Track 48

1
I have to hand in my assignment tomorrow and I've only done half of it.

2
Nuria promised to come shopping with me to choose a new dress for Sara's wedding. But now she says she's too busy. I feel so disappointed.

3
I'm sick of my job. It's so boring and the pay is really low. The hours are really unsociable and irregular, but it's all I can get at the moment. It's driving me mad.

4
I tried to tell him again and again why I was feeling upset, but he just didn't get it. He just doesn't seem to realise what effect his bullying has on people.

5
I wish I had a better bike. This one is so old and it keeps breaking down.

Unit 7

Track 50

Presenter: I've got some questions for you from our listeners. Here's the first one. Is it OK to skip breakfast?
Expert: No, that's not a good idea, because you could experience an energy dip later on in the day and then find yourself feeling less alert, having aches and pains, and trouble concentrating in class. Even if you don't feel hungry, it's a good idea to eat something light in the morning – an egg, some yoghurt, cereal, or a piece of fruit. If not, you'll find yourself hungry later on and eating snacks like crisps or sweets or biscuits.
Presenter: Is drinking coffee bad for you?
Expert: That's an interesting one. We've all heard warnings about the detrimental effects of too much caffeine. And it's true that too much of it can cause unpleasant side effects like nausea and headaches. But now there's new research suggesting that, in moderation – around two or three cups a day – there are several ways in which it can actually be beneficial. For example, it can increase blood supply to the brain, which may protect against developing dementia in old age. I know most of the listeners won't be thinking about that just yet and it's quite a complicated area. But, as long as you don't drink coffee all evening to help you stay awake doing homework, it seems that, for most people, the health benefits outweigh the risks.
Presenter: Can exercise improve your mood?
Expert: Yes, there's plenty of evidence that regular physical activity can impact positively on your mood. It can relieve stress, reduce depression, and make you feel more alert and confident, all of which are obviously important in the teenage years, when your moods tend to go up and down a lot. Not to mention the physical benefits, like improving your general level of fitness, increasing your strength, stamina and flexibility.

Presenter: Is chocolate really a superfood?
Expert: Well, the evidence is mixed on that one. On the positive side, it contains cocoa, which is a good source of minerals and which may slightly lower your blood pressure. But you have to weigh that against the fact that it also contains sugar and fat, both of which contribute to weight gain and a higher risk of diseases linked to obesity. So it's OK as an occasional treat, say, to reward yourself after an exam, but I'm afraid too much of it is definitely bad for you!
Presenter: Should you exercise every day?
Expert: Yes, 60 minutes or more of activity per day is what's recommended for teenagers. Try to get a mixture of moderate activity – like walking to school, or helping out with housework – and then at least three days a week more intense aerobic activity that makes you breathe harder and speeds up your heart rate. You don't need to work out at the gym if you aren't interested in that. Ideally, young people should find an activity in which they are interested – cycling, jogging, dancing – and it's better to identify someone with whom they can exercise. If the school you go to runs after-school sports clubs, join up with other people. That's a great way of improving your motivation!

Track 51

You don't have to slave away at the gym in boredom to get some physical activity. There are many very enjoyable options to improve your physical fitness. Being active is also more than just getting your heart rate up. It has a huge affect on many systems in your body.
First and foremost, exercise improves your mood and helps you to feel less anxious, depressed, and stressed. It does so by changing the parts of the brain that influence these states and increases our sensitivity to serotonin and norepinephrine. Additionally, when we exercise we end up producing more endorphins in general. Another nice bonus to getting active is losing weight and keeping you slim because it increases your metabolic rate, meaning you burn more calories. Also, you build more muscles and stronger bones through physical activity. If you are a person that feels tired a lot, exercise can remedy this by boosting your energy. Exercise also reduces your risk of various diseases by a lot – this includes diabetes, cardiovascular disease, and many others.
Good physical activity is better than going to get a facial! It promotes skin health, as there is increased circulation to the skin. Skin isn't the only thing that improves – so does general brain health and memory as exercise makes the hippocampus region in the brain grow. Your risk of Alzheimer's and schizophrenia will be much lower too. If you are physically active, you will feel more relaxed and sleep much better. Finally, it will help you reduce pain and inflammation. Remember that you don't have to spend hours in the gym doing things you hate. Go to a dance party and have a fantastic time, go to pole dance lessons, or take a long walk through your city and discover new sites. Play frisbee or do the hula hoop, go on a museum tour by foot, or learn a sport you've always wanted to learn. Become a local guide on the weekend and take foreigners on walking tours. Become a dog walker and earn money while you get in some physical activity. Become a coach for a kid's sports team, try out rock climbing, or give up taking a car for a month. There are so many possibilities for ways to exercise. All it takes is a little creativity and an open mind!

Track 53

Student 1: Right, so basically what we're aiming to do is improve the lives of elderly people in the community. What we're proposing to do, specifically, is set up links between the school and the old people. First of all, we suggest visiting them in their homes, as part of the school timetable. And then our second recommendation is inviting some of them to give talks at school and help out with lessons.
Student 2: We also think it could be really helpful to set up a support system for relatives, like offering lifts to take them to the doctor or clinic, stuff like that. And then our final suggestion is organising coach trips to places in the area. What do you think?
Teacher 1: That sounds like an excellent way of helping old people. I wonder how feasible it would be to take time out of the school timetable. Have you thought about how many hours a month that would be?
Student 1: Not yet. We'd need to talk to all the teachers about that.
Teacher 2: I really like the idea of taking them on trips. Where would you think of taking them, exactly? You'd need to bear in mind that a lot of them can't walk very far.
Student 1: Well, I guess we'd need to ask them where they'd like to go. But that's a good point. We'd have to choose trips that didn't involve too much walking.
Teacher 1: I think it's a good idea in principle to ask them to help at school, provided they can get here. What if they don't have transport?
Student 1: Mmm, I suppose we'd need to organise lifts or taxis.

Track 54

1
I come from a family of beekeepers and have been raised on the idea that honey is truly a miracle worker where health is concerned. The most powerful of the honeys is manuka honey, which is well-known for its bacteria-killing abilities. However, honey and its byproducts are also wonderful before you get sick. It sounds surprising, but honey is great at preventing oral decay. It attacks oral bacteria that lead to cavities and gum and tooth problems. Not only that, honey can be used to prevent all sorts of stomach problems, some believe this is because it kills all bad bacteria in our intestinal tract. The list of benefits of honey is pretty much endless. If you want to know more, stop by my house for some honey cakes and tea with honey!

2
Have you ever heard of upper cervical chiropractic care? Well, it is a type of preventive medicine where doctors change the position of the top two bones in your spine, the atlas and the axis. It can also treat existing medical conditions, but mainly it keeps your body working to the best of its ability and strengthens your immune system. The first time you go, the doctor will take some x-rays of your neck and head. Then, they use mathematical formulas to determine how 'off' your bones are from their original alignment. With gentle pressure of their hands, the doctor will then adjust your neck and hopefully lead to lasting improvement in your health!

3
'An apple a day keeps the doctor away' – it is indeed a saying, but it also has quite a bit of truth to it. The most important area of preventive medicine is diet. Having a diet filled with an abundance of fruit and vegetables will provide your body with the fuel it needs to operate efficiently. You wouldn't put bad gas in your car, would you? So why would you put bad food in your body? Many people do so, and then expect their bodies to work properly. This simply isn't possible. So, have an apple, or five, and throw in lots of vegetables, preferably in all sorts of colours, and you will be on your way to good health!

4
Homeopathic medicine has been around for a while, but many people believe it is too good to be true and that the science behind it is faulty. Homeopathy is the administration of herbal and other substances diluted in varying amounts. The substances would normally, in higher amounts, produce the symptoms of the ailment. Many studies have been done on homeopathy's ability to prevent colds and flus. A recent study has shown a 25% reduced rate of infection versus a control group in those that took homeopathic treatment during flu season. So perhaps the next time you are worried about getting sick, you should reach for homeopathy and some good, old-fashioned vitamin C.

Unit 8

Track 56

1
I think if you want to get your ideas across clearly, you need to stick to your point; what I mean is, you shouldn't give too many irrelevant examples; or to put it another way, you should avoid getting distracted by interruptions.

2
Hmm. Sorry, I've no idea about that one. I can't think of anything.

3
A huge amount of meaning is conveyed by body language. For example, your facial expressions, eye contact, gestures and your posture can make you come across as confident or nervous, friendly or aggressive, open-minded or defensive. Your tone of voice is important too. If you vary your intonation, you sound interested and interesting, but a flat monotone makes you seem bored and boring.

4
Umm, where was I? What was I saying?

5
If you want to communicate well, then make understanding your goal.

6
In semantics or pragmatics, the Gricean maxims are communicative principles that were proposed as an elaboration of Grice's Cooperative Principle. He distinguished four categories, with several submaxims.

Track 57

Man: So Emily, how do you think people can get their ideas across most effectively?
Emily: Well, I think there are three main points to consider. Firstly, avoiding jargon where at all possible. Secondly, using concrete examples that are relatable and relevant to your audience. And thirdly, where possible, illustrating your point by using a metaphor or an analogy.
Man: So could you tell us how you use analogy to help you explain things?
Emily: Sure. So one of my favourite examples is when I'm teaching electricity and I ask students to imagine a racetrack.
Man: Sorry, you do what?
Emily: Yeah, so I say what's your favourite type of racetrack, would it be horse racing or motor racing? So let's say they say 'horse racing'. I say OK, so imagine the horses running round a race track. In our analogy the horses represent electrons and the race track represents an electrical circuit, and the electrons are moving around the circuit. Now, actually, in real life electrons are super tiny, so we actually think of bundles of electrons or packets of electrons called coulombs, so let's say the horse represents a coulomb and actually the electrons are just the tiny little hairs on the horse's back. Now, one of the questions that students often ask me is 'what's the difference between current and voltage?' So I say, imagine you're standing at the side of the race track. If you were to count the number of horses that run past each second, you'd be measuring the current. So that's horses per second or in the real situation, coulombs per second, units of charge per second.
Now, for voltage let's imagine that it's a circular race track and that the horses are starting off in a stable and coming back to the stable. Now, in the stable they get fed, they get fed bales of hay which gives them energy and they use this energy running round the track. Now, in real life electricity … the stable represents the battery and inside the battery the units of the packets of electrons get given units of energy called joules. So the voltage is the number of bales of hay – energy – given to each horse, or the number of joules of energy per coulomb.
Man: And isn't it hard to think of analogies for some situations?
Emily: Absolutely. So not all situations will be sort of able to be explained by an analogy. So yes, finding the analogy in the first place can be tough but when you hit on one, it's gold.
Man: So you think analogies work better than, say, examples or visuals, do you?
Emily: No, absolutely not. I think that the three go hand in hand. I think a great analogy can speak, you know a picture speaks a thousand words, they say, and absolutely, but to … to … to bring it together with visuals, to have, you know, if I was doing it in a public talk, I would talk about the horse racing analogy and then I might flash up a cartoon of a horse to make people smile or giggle, or I might actually do a diagram of a race track and have it next to a diagram of an electrical circuit so that, you know, I'd have the horse flashing up at the same time as an electron flashing, so that people could actually see how to bring the analogy together with the real-life situation. So I think there's space for both.
Man: That's really interesting.

Track 58

Man: So could you tell us how you use analogy to help you explain things?
Emily: Sure. So one of my favourite examples is when I'm teaching electricity and I ask students to imagine a racetrack.
Man: Sorry, you do what?
Emily: Yeah, so I say what's your favourite type of racetrack, would it be horse racing or motor racing? So let's say they say 'horse racing'. I say OK, so imagine the horses running round a race track. In our analogy the horses represent electrons and the race track represents an electrical circuit, and the electrons are moving around the circuit. Now, actually, in real life electrons are super tiny, so we actually think of bundles of electrons or packets of electrons called coulombs, so let's say the horse represents a coulomb and actually the electrons are just the tiny little hairs on the horse's back. Now, one of the questions that students often ask me is 'what's the difference between current and voltage?' So I say, imagine you're standing at the side of the race track. If you were to count the number of horses that run past each second, you'd be measuring the current. So that's horses per second or in the real situation, coulombs per second, units of charge per second.
Now, for voltage let's imagine that it's a circular race track and that the horses are starting off in a stable and coming back to the stable. Now, in the stable they get fed, they get fed bales of hay which gives them energy and they use this energy running round the track. Now, in real life electricity … the stable represents the battery and inside the battery the units of the packets of electrons get given units of energy called joules. So the voltage is the number of bales of hay – energy – given to each horse, or the number of joules of energy per coulomb.
Man: And isn't it hard to think of analogies for some situations?
Emily: Absolutely. So not all situations will be sort of able to be explained by an analogy. So yes, finding the analogy in the first place can be tough but when you hit on one, it's gold.
Man: So you think analogies work better than, say, examples or visuals, do you?
Emily: No, absolutely not. I think that the three go hand in hand. I think a great analogy can speak, you know a picture speaks a thousand words, they say, and absolutely, but to … to … to bring it together with visuals, to have, you know, if I was doing it in a public talk, I would talk about the horse racing analogy and then I might flash up a cartoon of a horse to make people smile or giggle, or I might actually do a diagram of a race track and have it next to a diagram of an electrical circuit so that, you know, I'd have the horse flashing up at the same time as an electron flashing, so that people could actually see how to bring the analogy together with the real-life situation. So I think there's space for both.
Man: That's really interesting.

Track 59

Man: So you think analogies work better than, say, examples or visuals, do you?

Emily: No, absolutely not. I think that the three go hand in hand. I think a great analogy can speak, you know a picture speaks a thousand words, they say, and absolutely, but to … to … to bring it together with visuals, to have, you know, if I was doing it in a public talk, I would talk about the horse racing analogy and then I might flash up a cartoon of a horse to make people smile or giggle, or I might actually do a diagram of a race track and have it next to a diagram of an electrical circuit so that, you know, I'd have the horse flashing up at the same time as an electron flashing, so that people could actually see how to bring the analogy together with the real-life situation. So I think there's space for both.

Track 60

European Code Week is an amazing initiative that has reached over 70 countries. It is a grassroots movement, intended to spread digital literacy – and coding – to Europeans. The organisers hope that Code Week can reach 50% of all schools in Europe by 2020. The most recent edition saw some 3 million people take part. The event is supported by the European Commission.

Those behind the initiative say it is about all of our futures because technology plays such an important role in our lives, but only a very small group of people currently has access to these technologies. The idea is to help bring our crazy ideas to fruition. If we dream of a pet, but can't have one, we can make a robot. If we like art, but we also love computers, we can build one. Coding also helps to develop some amazing skills and the ability to solve complex problems. It extends far beyond the world of computers and robots, it actually has a place in languages, music, and many other subject areas. The organisers of Code Week hope that everyone will be able to access digital technology despite where they were born. They hope that socio-economic factors will not be a barrier to coding becoming an integral part of a person's life, thereby giving them the key to their future.

In Poland, Code Week, which typically lasts between nine and sixteen days, is equally as popular as it is elsewhere, if not more so. The most recent edition had a total of 15,139 projects over 16 days in October. This was almost triple the number from the previous year. Poland came in second place in the category of the number of initiatives per person in the population and third place in terms of the total number of projects. It was the country's best result in the history of the competition. There were some pretty amazing projects that were organised at Polish schools as part of Code Week. At some, the youngest students practised coding on paper, also known as 'unplugged coding'. Others did binary coding, while others built systems to command robots. Some students got to know basic functions of Makebot, elements of robotics. There were even a few language teachers that got involved. They came up with ideas like encoding Polish sayings and giving students their individual access pathways, with codes to be found in the school curriculum. The ideas and creativity people demonstrated were endless. Maybe for Code Week 2020, Poland can be the leader in Europe!

Track 61

Man: Obviously, there are thousands of different languages in the world, but don't you think that gesture is international?

Woman: No, not at all! That's a common mistake that people make and then they don't understand it when their gestures aren't understood when they're in a different country. There are huge differences in the meaning of gestures around the world.

Man: Could you tell me something about differences in the meaning of gestures?

Woman: Of course. Well, to take a really common gesture, the head nod …

Man: … to say yes …

Woman: … that's the point. In most places – western Europe, the Americas, south-east Asia – yes, that is the case, but there are some countries, such as Greece, Turkey and Lebanon, where a single head nod actually means 'no'.

Man: So you'd say using the wrong gesture is all about confusion, would you?

Woman: Again, no. Some misunderstandings can actually lead to offence. For example, the thumbs-up gesture, which is generally understood to mean 'Everything's OK', is actually an offensive gesture in Greece and Sardinia. Even something as vital as making eye contact – you and I look each other in the eyes when we speak, but in some cultures, for example, some African countries, sustained eye contact can be seen as aggressive. And touching other people is a real issue. For example, in Thailand and Laos it's considered taboo to touch someone on the head.

Man: I'm sorry, it's considered what?

Woman: Taboo, that means it's something we just don't do, or just don't talk about.

Man: Oh, OK, thanks. We aren't necessarily conscious of our gestures, though, are we?

Woman: No, so it can be really problematic.

Man: Clearly. What do you think is the answer?

Woman: Well, when we teach languages, we should focus on the non-verbal as well as the verbal communication, but that, of course, wouldn't cover many countries. The other thing is that travel guides could include more information on non-verbal communication and tour companies could ensure that they inform their clients before they travel.

Track 63

Some people think that there's a TED Talk formula.
'Give a talk on a round, red rug.'
'Share a childhood story.'
'Divulge a personal secret.'
'End with an inspiring call to action.'
No. That's not how to think of a TED Talk. In fact, if you overuse those devices, you're just going to come across as clichéd or emotionally manipulative. But there is one thing that all great TED Talks have in common, and I would like to share that thing with you, because over the past twelve years, I've had a ringside seat, listening to many hundreds of amazing TED speakers, like these. I've helped them prepare their talks for prime time, and learned directly from them their secrets of what makes for a great talk.

Track 64

Put your hands up if you've ever had a diary. I guess that's most of you! Well, I'm going to talk to you about how keeping a diary changed my life. So, let's start by looking at my very first diary. As you can see, it's one of those really cool diaries with a lock and padlock. I got it on my twelfth birthday and I wrote in it every night for a couple of months, before I went to sleep. In those days, I just used to write about funny or exciting things that happened to me, family vacations, classes at school, going out with friends, stuff like that. But then I lost interest and stopped writing in it.

So, how did this diary have such a life-changing effect on me? Well, something happened when I was fourteen. I had a big argument with my best friend. It left me feeling really angry and upset and confused, with my thoughts and emotions tangled up. I read a blog about how putting things into words can help, so I got out my diary and wrote everything down. And then I noticed two things happening. First of all, I started feeling a lot less stressed. But more than that, it felt like I'd cleared my mind and I started to realise that maybe I was wrong about the argument. I'd misinterpreted what my friend had said to me and hadn't really taken her situation into account. Long story short, I went to my friend, apologised for the misunderstanding and now we're best friends again. If I hadn't written in my diary, who knows, we might still be upset with each other today!

Now, the really interesting thing I've learnt since then is that there's a lot of research about the benefits of keeping a diary. Yes, it relieves stress and it boosts your mood. But it also improves your creativity and develops your empathy. When you write, you use your left brain, which is analytical and rational. And that means your right brain is free to create and to feel. So, to summarise, writing in a diary removes mental blocks and it allows you to use all of your brainpower so you can understand yourself and other people better. And there's one more benefit – if you write in English, you never know, it might just improve your language skills too! Well, that's it. Thank you for your attention. Are there any questions?

AUDIOSCRIPTS: WORKBOOK

Unit 1

Track 4

As our fragile globe sprouts further cities and highways, and the global population continues its march toward 10 billion by 2050, it is easy to forget that more than two-thirds of the Earth's surface consists of a vast underwater realm of mountains, valleys, and plateaus that harbour a universe of life. Scientists estimate that more than 90 percent of all life on Earth is aquatic. Understandably, this world is invisible to most of us. But if out of sight means out of mind, then veteran oceanographer Sylvia Earle is here to remind us: 'We need to save marine species as if our life depends on it, because it does,' she implores.

Perhaps nowhere else is this ocean call to action playing out with more passion than in an area of the western Pacific Ocean known as the Coral Triangle. The Triangle includes the waters of Indonesia, Malaysia, the Philippines, Papua New Guinea, Timor-Leste, and Solomon Islands. More than 75 percent of the world's coral species are found here and thousands of species of reef fish find refuge in the coral gardens. Whales, dolphins, and sharks breed and migrate in these waters and six of the world's seven marine turtle species live here. In addition, more than 120 million people inhabit the area and depend on the coral reefs for food and income. The reefs also act as protection from storms.

In the Indonesian waters of the Coral Triangle is the aquatic galaxy of Raja Ampat, a remote ocean archipelago of forested islands that appear to float like green planets in a region of astonishing marine biodiversity. More than 1,500 fish species and 500 coral species thrive here. The variety of marine life is staggering. There are more kinds of fish and coral found here than there are bird species in the Amazon rain forest. Misool Eco Resort, a 17-bunglaow adventure outpost constructed from recycled hardwood, is working to keep it that way. Built on a site formerly used by shark fin poachers, Misool demonstrates the power of sustainable tourism to save the seas. Since 2005, the resort has successfully protected 297,600 acres of vital marine habitat that was once the target of illegal fishing. Coral reefs had been dynamited and manta rays were harpooned. Scientists have now recorded a 250 percent rebound in the fish population thriving amid healthy coral lagoons. Villagers who once exploited the reefs have now become marine guardians who understand the importance of protecting this unique natural environment. Flourishing ecotourism supports both conservation efforts and a brighter future for the local inhabitants of this spectacular water world.

Track 9

Statement 1

My community has pledged to reduce water consumption. Let me explain how our plan is going to work. First, we're going to organise a public awareness campaign. Then, we're going to give people incentives to save water. For example, households will win awards if they keep their consumption below a certain level.

Statement 2

Mr Mayor, can you promise that the beaches will be clean by this summer? I'm a local business owner, and the more rubbish there is on the beach, the fewer people will come. I'm very worried, because so far the number of visitors is down compared to last year.

Statement 3

I didn't realise the importance of conserving energy until I read up about climate change. Do you know how fast the ice caps are melting? I had no idea until I did some research. When I explained what I had learnt to my family, we made a promise to use less electricity.

Track 10

1

Boy: I think we should donate money to one of those organisations that helps endangered animals.
Girl: Great idea. Let's do it.

2

Boy: I've been thinking about that documentary we watched last night. I had no idea how much rubbish gets thrown away.
Girl: Me neither. Beginning today, I'm going to start doing more recycling.

3

Girl: I've been looking into it, and it doesn't look like buying a solar panel is very expensive.
Boy: Apparently they're not very difficult to install. I'll help you as soon as I get a bit of time.

4

Boy: Instead of going on a road trip this summer, why don't we go hiking?
Girl: OK. I'll research some options this evening and we can talk about it again this weekend.

Track 11

In the first photo, I can see a group of three people walking along a tidy beach. I think they have been participating in a beach clean-up because they are carrying bags of rubbish and they are wearing matching T-shirts. In the third photo, I can see a girl, probably a student, who is giving a presentation. Maybe she is trying to raise awareness about a cause or is trying to encourage people to do something to help the environment. In my opinion, both of these activities are important ways to make a difference. I think all people should do something to help their communities. However, the specific activities people choose should be things that are a good fit for their interests and personalities.

Track 12

We know that aquaculture, or fish farming, has been practised for centuries in areas of the world as far apart as Asia and the Amazon. That doesn't mean it's a good thing. It's worth noting that older systems were not as destructive as the current methods of fish farming. Today, it is a dangerous practice and governments need to do more to control it.

First of all, fish farms are bad for the environment. The processes used in fish farming can contaminate and pollute the water. And they do other damage to the natural surroundings where they are placed. I don't just mean that they are ugly to look at, though that's true too, I mean they actually harm the ecosystem. Underwater habitats are being destroyed to accommodate these fish farms and that is unacceptable.

Secondly, as a source of income for local communities, fish farms can be unpredictable because various things can go wrong. Extreme weather can ruin entire farms, for example. In addition, fish in captivity are susceptible to diseases, which can spread quickly throughout the entire population

of the fish farm. This can be devastating for small communities relying on aquaculture as their sole source of income. It also bears mentioning that fish farms have a seriously negative impact on the livelihood of locals who earn their living as traditional fishermen.
Finally, great concerns have been expressed about the disadvantages of farmed fish for human consumption. The problem is that these fish are regularly treated with antibiotics and other chemicals to prevent sickness within the crowded farms. Such chemicals could affect the health of people who then eat those fish.
I'm not suggesting that fish farming be banned, but it should be far more tightly regulated.

Unit 2

Track 14

Archaeology is a messy business. Digging holes – in the dirt, in the sand, in the rain forest – is essential. Now there's a new way to search, with no shovels needed. Some 400 miles up in space, satellites collect images that are used to identify buried landscapes with astonishing precision. Like medical scans that let doctors examine parts of the body they couldn't otherwise see, satellite images help scientists find and map long-lost rivers, roads, and cities, and discern archaeological features in conflict zones too dangerous to visit. 'There is much we miss on the ground,' emphasises University of Alabama at Birmingham archaeologist Sarah Parcak, a pioneer in using satellite imagery in Egypt. 'We've only discovered a fraction of 1 percent of archaeological sites all over the world,' she says.
Parcak is nudging that fraction up. Through 'thousands of hours' of trial and error she has perceived what the human eye can't. Hard-won successes have taught her what works: combining and processing images so she can peer into the infrared part of the light spectrum, which is invisible to the naked eye. The images allow her to detect subtle surface changes caused by objects like mud bricks a foot or less underground. In 2011, relying on infrared satellite images, Parcak and her team identified seventeen potential buried pyramids, some 3,000 settlements, and 1,000 tombs across Egypt. At the 3,000-year-old city of Tanis, once a capital in the Nile Delta, she found evidence of hundreds of dwellings. 'Above ground, you can't see anything,' she says. 'It's a silty mound with brown, muddy earth covering everything,' she reports. After a few days of processing and peering at the images, she recalls 'This amazing map popped out.'
Using laborious, low-tech excavation, it might have taken a century to assemble a similar city plan. But old-fashioned digging is exactly what's needed to confirm these high-tech finds. A French team has made a start, excavating a single Tanis house. When it comes to archaeology, distance provides crucial perspective, but there's no substitute for being up close.

Track 15

The day before classes started at the University of California, San Diego in September 2015, senior Dominique Meyer returned from mapping Maya ruins in Mexico. There are hundreds of Maya ruins throughout Guatemala, Belize and Honduras, but the Yucatán Peninsula in Mexico has some of the most significant and impressive.
This wasn't Meyer's first trip to Mexico: The then 19-year-old Swiss astrophysics major had already flown camera-equipped drones over the coastal Yucatán state of Quintana Roo, much of which is covered by dense forests. The images he captured were then used to create a 3D map of the area and were analysed with data from satellites and a technique called *lidar*, which can detect terrain levels through the tree canopy. Lidar works like radar, but uses light from a laser. Clues from this analysis hinted at possible architectural structures, so Meyer and three others, including archaeologist Dominique Rissolo, returned on a National Geographic grant in search of the ruins.
'Some of our technology has really revolutionised archaeology and excavations,' Meyer said. 'In the past, surveying a site would take multiple months, but we're able to go there and accurately do it in a couple of hours,' he continued.
The team strung up hammocks and spent 10 days hiking around three settlements, including three pyramids, all previously undocumented and – surprisingly – unlooted. The looting of ancient archaeological sites remains a challenge not only in Mexico, but around the world. Meyer stresses this wasn't their discovery: He said, 'The locals know pretty much every square metre of the rainforest.' But he does hope that the mapping will mean the structures are protected and studied for clues as to how the mysterious Maya people lived. It is still unclear where the Maya originally came from and what happened to end their advanced civilisation.
'Archaeologists always say that you learn by sitting in environments,' Meyer said. And while he does concede that seeing the sites by drone is not quite the same as being there. He argued, 'You lose a little. But now anyone is able to look at data. Archaeologists don't need to hike to Mexico; they can just sit in their offices.'

Track 16

Throughout history, the human race has been involved in exploring the world around it. Ancient people gradually spread across the continents, settling in new areas and learning techniques for survival in a variety of different climates. Nowadays, we know our planet extremely well and there is little in the natural world that can surprise us. As a result, people with a thirst for adventure have looked in two different directions to places that still require exploration.
One of them is here on our planet, the deep oceans, where the environment is so inhospitable that only creatures specially adapted to the conditions can live there. We, of course, are totally unsuited to spending an extended amount of time underwater and we therefore know very little about how ecosystems function at extreme depths. A few courageous adventurers have dared to dive to the very bottom of the ocean – some 10 or 11 kilometres below the surface. The organisms that they encountered there are almost as strange as the creatures that we imagine may exist in the other great wilderness yet to be fully explored – space.
Some might even say that we know more about the moon and some of the planets in our solar system than we do about the ocean bed. It is true that man has actually walked on our only natural satellite, the Moon, and we have sent countless spacecrafts into the darkness of space to investigate what may lie out there. It is also easier to capture the imagination of the majority of people with spectacular rocket launches and landings, and images sent back from worlds vastly different from our own.
So what do scientists imagine may be in the endless expanse of space? One thing is certain, much of what future space explorers will find is probably unimaginable to us today. Planets with atmospheres where there is diamond rain, or rivers of liquid metal flowing between mountains of precious stones. The cost will definitely be, well … astronomical, and many may question whether it is beneficial to us to spend such enormous amounts for very little return. But, a breakthrough could come at any moment, making it possible for us to use the mineral and chemical resources readily available on some of our neighbouring planets. Maybe then, sci-fi films won't seem as far-fetched as they do today and humans really will travel between the stars.

Track 19

1 What exactly do you mean by that?
2 Well, what I'm saying is, let's do a little more research.
3 I have to say, I'm not quite clear what you're saying.
4 What I mean is, I see a few problems with the article.
5 My opinion is that this plan will only kind of work.
6 Am I right in thinking that the mission was a success?

Track 21

Man: I've reviewed your proposal and, I have to say, I have a number of doubts about the purchase of the drone.
Woman: How do you mean, exactly?
Man: Well, the thing is, I'm just not sure we can afford the expense. €2,000 is a lot of money. And if we buy a thermal camera, it will cost even more.
Woman: I understand where you're coming from, but the drone has a lot of advantages. As I explained in the proposal, it will enable us to carry out excavations much more quickly. I estimate that within a space of 2–3 months, the investment will pay off.
Man: I'm not clear what you're saying.
Woman: Well, we'll have to pay an upfront cost of €2,000, but when you consider that it will help us map archaeological sites faster, down the line we'll save on other costs. Instead of digging for hours, just hoping to make a find, we'll be able to scan large areas instantly. Excavations that currently take weeks will only take a few days.
Man: I see. So you think we'll save on staff salaries, accommodation, and other expenses.
Woman: Yes, exactly. Moreover, aerial photography is a much safer way to take pictures.
Man: How so?
Woman: Well, Professor Mendelssohn fell off that ladder a few months ago while he was trying to get a good shot of the site. Don't you remember?
Man: Ah, yes, I do remember. He broke his leg.
Woman: Using the drone will avoid that kind of accident. There won't be a need for anyone to climb up tall ladders, because the drone will capture images for us from the air.

Track 22

The researcher believes that the drone is a good investment because it will enable the laboratory to save time and money. By capturing accurate pictures of excavation areas from the air, archaeologists will have a better sense of where to look when they dig for ancient tools and other instruments. They will be able to carry out digs much faster, which will save money. In addition, before drones were invented, archaeologists had to climb up tall ladders in order to take pictures. This can be dangerous; some months ago, another researcher had an accident when he fell off a ladder while trying to take a photograph.

Track 23

1
Surely you've heard about the plans of Elon Musk or Richard Branson? One wants to colonise the Moon, the other wants to make space travel available for the average citizen. But why in the world is this so attractive? Well, since the beginning of time, man has been one for adventure. Since the entire surface of the earth has pretty much been discovered, there's nothing left except to go farther. I've been putting away my pocket money since I was seven to take a trip to space. I'm confident that the goals of these trailblazing men will be achieved within my lifetime. You can count on me being one of the ones to explore the great beyond.
2
If you ask me, space exploration is like opening Pandora's box. There's just so much we don't know – it's obvious that we aren't the only living creatures out there. The further we explore, the greater our chances are of coming into contact with completely different life forms. Who knows what the implications of meeting actual extra-terrestrials could be. They might be a peace-loving bunch, but they could also end up being something straight out of *Star Wars*. I would prefer if scientists stayed closer to home – at least in our solar system. Making efforts to contact other life forms just seems like too dangerous a game to be playing – especially when Earth is teetering on the brink of environmental catastrophe.
3
In 50 years, there won't be enough oxygen on planet Earth, there won't be food for more than half of the population, and famine and illness will kill many of the people alive today. Something has to change. It seems to me that the best option would be to figure out a way to live in space if necessary. I don't even mean living on another planet, but maybe we could build huge spaceships to be blasted out into space. They could form colonies and continue to exist as an independent unit. They could communicate with each other if needed, but essentially they would be like mini Earths, completely self-sufficient. Not only is this idea brilliant, but it's also totally possible.
4
The day that the Suzy Bee exploded was the day I lost my father. And that was the day I decided that I too would become an astronaut, just like him. I would become the second person in our family to explore space. It became my obsession, my reason for being. Every time I looked into my telescope, I felt close to my father. Every time I read a newspaper article about space travel, I felt him over my shoulder. The first time I strapped myself in the seat on our rocket ship and heard *1, 2, 3, blast off* was the best day of my life. It was my dream-come-true. Since then, I have taken two more trips. Each time, looking out of the window after we pass through the Earth's atmosphere, I am reminded about how insignificant we are in the whole scheme of things. But I am also reminded of my father's love – because I swear – every flight I take, I always seem to see a shooting star.

Unit 3

Track 24

1
Some people say I'm a big mouth, but when I see injustice I cannot remain quiet. I believe we all have an obligation to help one another. I will continue to do everything I can to help others in need, but I'll probably have to cut back now that I'm a full-time student again.
2
What can I say – I see the problems around me, but I have a hard time getting motivated to do anything about it. People say I don't care, but I guess I just don't feel like anything will change. I doubt I will either. What's the point?
3
I tend to be completely focused about things. When I decide to do something there is nothing that can stop me. I mean, I'm realistic – I know I can't save the world, but I will always take on any task I can in the future to make things better. It's what keeps me going!
4
I still do some volunteer work. I guess I'm a little bit romantic about saving the world and maybe even a little naïve. But now that I have a family and a full-time job, it's harder to find the time. I'll keep my current involvements, but unfortunately I can't take on anything else.
5
I'm happy with my life. I have a good job and lots of friends. I try not to concern myself too much with the plight of others. Some may call me selfish, but I'm happy the way I am. Who knows? I might grow a conscience one of these days and get involved in something.

Track 25

'Volunteering while travelling', or 'voluntourism', has exploded into one of the fastest growing sectors of the global travel industry. The trend shows no sign of abating, and the number of options has grown exponentially, ranging from a day building fuel-efficient woodstoves on an adventure trip to Belize to a 12-week stint as a caregiver in a Delhi slum. But who really benefits from this flood of well-meaning effort? Many of the organisations involved are for-profit companies, raising concerns that the rush to cash in on today's goodwill traveller could be leading to badly conceived projects that meet the needs of voluntourism outfitters more than those of the locals they are supposed to be helping.

'It all sounds good in principle. But the reality is often the opposite,' says Daniela Papi, a leading voice among those challenging the voluntourism industry and calling for accountability from the players involved. Papi herself had travelled to rural Thailand on a voluntourism trip. 'At the end of a week-long cycling tour we painted a school. It occurred to me that the 200 dollars spent on paint would have been better used to pay the salary of the struggling local teachers.'

More researchers and non-profit groups have begun to doubt the promise that people can significantly help the needy as part of a vacation. One study concluded that programmes using untrained, short-term volunteers in African orphanages are potentially exploitative. Published in 2010 by the UK journal *Vulnerable Children and Youth Studies*, the study noted that there were no formal regulations to protect children from potential harm, including the psychological impact of repeated emotional attachments and abandonments from waves of volunteers. Community development work is complex and perhaps better left to trained staff. Ironically, setting out to help others may end up being more helpful to you.

'The rapid growth of voluntourism has led to serious issues, but it would be a mistake to throw the baby out with the bathwater,' says Megan Epler Wood of Planeterra, a foundation focused on sustainable development through tourism. 'We urgently need a set of broadly accepted criteria,' she says. Cultural differences and extreme disparities between the haves and have-nots make caregiving projects especially problematic. However, not all programmes are focused on social welfare. For decades, organisations such as Earthwatch and the Sierra Club have been successfully running voluntourism programmes, from maintaining trails to monitoring sea turtles. Volunteers work closely with local guides and scientists, who lead the projects with clear goals and careful oversight.

The good news in all of this, of course, is the existence of a vast pool of travellers who also want to give back when they hit the road. The responsibility of the voluntourism industry is to harness their energies in the best possible way. Until clear guidelines are established, the challenge to individual travellers is to make the right choices.

Track 26

1

Anthony Steeple, the basketball star, has announced his retirement after over a decade playing for top clubs around the country. He said the time has come for him to focus on his family, but that he also wants to move into business as a professional coach. The news will come as a big disappointment for all his young fans, who look up to him as their idol. Over the years Steeple has shown himself to be both responsible and mature, while at the same time remaining extremely modest about his achievements. Commentators say that he has inspired a whole new generation of youngsters to take up basketball and believe in themselves, helping them to break out of a cycle of disinterest and apathy. Steeple will be a hard person to replace, both for his team and also for his loyal supporters.

2

One of the most incredible stories to come out of the past few years must be that of Rachel Stokes, who has sailed solo around the world not once, but twice. I myself followed her voyages with close interest, experiencing with her the challenges and dangers of her months at sea. What is most amazing is that she is not a tall, strong woman, but instead quite short and of average build. However, she makes up for this with her determination, and is one of the most single-minded people I know. I think that positive female role models like her are vitally important in the modern world so that young girls everywhere can grow up knowing that anything is possible.

3

There has been a lot of criticism in recent years from parents and educators about the influence of computer gamers and video bloggers on young people. It is often repeated that the models of behaviour and attitude of such people do little to inspire the younger generation. Talk to teenagers themselves, however, and you will find that there is huge admiration for these celebrities of the virtual world. Personally, I would tend to agree with the opinion that every role model can have a positive influence, and that there is really no difference between a gamer and a film star from the 1950's or 1960's. The context may have changed, but the underlying principle of acting as an inspiration to others is almost identical.

Track 28

But how did we actually go about recruiting and engaging those global citizens? Well, we used the universal language: music. We launched the Global Citizen Festival in the heart of New York City in Central Park, and we persuaded some of the world's biggest artists to participate.

Track 31

Statement 1

I wondered if there was any chance you could convince your friends to make a donation. The campaign group has been struggling recently, you see.

Statement 2

Oh, all right then. I wouldn't have said yes, but you've twisted my arm. I'll see you at the demonstration on Saturday.

Statement 3

Don't be lazy! I know it starts very early in the morning, but the race is for a really important cause. Plus, it's a great way of getting exercise.

Statement 4

I have to be honest with you. There's no way I'm taking part in the boycott. I'm just not into that kind of thing.

Track 33

1

I'm not sure if I want to take part in the charity sale. I'm just too busy.

2

Do you want to come to the demonstration with me this weekend?

3

I think it'd be a great idea to do some volunteering this summer. There are so many good causes out there. I know you're going to be working, but …

4

I don't know how to raise awareness about the concert. Do you have any suggestions?

Track 34

1

I volunteer every Saturday in an animal shelter near my home. I think volunteering is an important way to make a difference, because many organisations struggle with resources and staffing. In addition, volunteering teaches people to care about the needs of others.

2

I take part in a charity run every summer. It's perfect for me, because I love running. My friends and family sponsor me, and the money I raise goes to cancer research.

3

A lot of senior citizens suffer from loneliness and isolation. Each spring, I organise a concert in the care home in my town. Even though it's only once a year, I think it helps the residents to feel less lonely.

Unit 4

Track 36

Man: Today I'm talking with Malala Yousafzai. When Malala was born in 1997, some of the people in her Pakistani village pitied her parents – she wasn't a boy. Now a young woman, Malala commands attention as the youngest ever Nobel Peace Prize winner. During her journey to the world stage, she took on the Taliban as an 11-year-old blogger, survived an assassination attempt, and co-founded the Malala Fund to support education around the world. There's even a film about her life, *He Named Me Malala*. Let me start by asking you, what would your life be like right now if you were living in Pakistan without an education?

Malala: I would have two or three children. I'm fortunate that I'm 18 and I'm still not married. When you don't get an education, your life is very much controlled by others. When there was terrorism and girls were stopped from going to school, my fear wasn't that I would be attacked for speaking out. My fear was that I would live a life in which I would not be able to be independent, to get an education, to be a doctor or a teacher or anything I wanted. I feared the life that many girls are suffering through right now.

Man: What gave you the courage to speak up for girls?

Malala: My parents were always there to say that I have this right to speak, I have this right to go to school. If other girls in the Swat Valley, including some of my very close friends, had been given this right by their families, we would have been here together speaking out for girls' right to go to school. What I really mean is that I'm not a special girl who was different than others. There were many girls who were there, who could speak out better than me, who were more forceful than me. But no one allowed them.

Man: What can other kids do?

Malala: I consider myself very lucky to be on this platform where I can be the voice of the 60 million girls who are deprived of education, but I think it's very important that children and kids think that their voices are powerful. It does not matter what your age is. We should believe in ourselves. If we want the future to be better, we need to start working on it right now. Children are in the millions in this world. If millions of children come together, they could build up this strong army, and then our leaders would have to listen to us.

Track 37

Man: Today I'm talking with Ruby Bridges. On November 14, 1960, Ruby was 6 years old. On that day Ruby walked past an angry crowd to become the first child to integrate a public elementary school in the American South. Now a mother, grandmother, and activist, the lifelong New Orleans resident heads the Ruby Bridges Foundation and travels all over the United States to tell her story. Let me first ask you, did you ever talk to your mother about how she felt, sending you to school that first day?

Ruby: We never really spoke about it. My parents definitely displayed courage. I'm the mother of four. I'm very protective, but I just don't think that I possess that kind of courage. I know it was a different time, but as African Americans, my parents knew that if they wanted to see change in their lifetime, they had to step up to the plate to make that happen. And as we know, lots of people did that. Lots of people who made those bold sacrifices lost their lives. I remember driving up to the school, seeing all these people screaming. But in New Orleans that's what we do at Mardi Gras. I thought we'd stumbled upon a parade. And so I really wasn't afraid at all.

Man: Your foundation's mission is to 'empower children to advance social justice and racial harmony.' How do you help children do this?

Ruby: I just draw from my own experience. I guess that 6-year-old is still inside of me. Once my school was integrated and I was there with white kids and a few black kids, it really didn't matter to us what we looked like. Now I reach out to different communities and bring their kids together.

Man: A statue of you was recently dedicated at your former school. How does that make you feel?

Ruby: My school was hit by Hurricane Katrina and they were going to tear it down. I worked hard to get in on the National Registry of Historic Places. I'm really proud of that, and of the statue. I want to inspire kids. There are all kinds of monuments to adults – usually dead and usually white. But we don't often lift up the extraordinary work of children.

Track 39

1
It was November 1, 2002, my first day as a principal, but hardly my first day in the school district of Philadelphia.
2
In one outburst, Ashley had expressed what I felt and never quite was able to articulate about my own experience when I attended a low-performing school in the same neighbourhood, many, many, many years earlier.
3
So, I assembled a top-notch leadership team who believed in the possibility of all the children,
4
We decorated every bulletin board in that building with bright, colourful, and positive messages.
5
We got the lightbulbs replaced, and we cleaned every classroom to its core, recycling every, every textbook that was not needed, and discarded thousands of old materials and furniture. We used two dumpsters per day.
6
And, of course, of course, we tackled the big stuff, like rehauling the entire school budget so that we can reallocate funds to have more teachers and support staff.
7
We rebuilt the entire school day schedule from scratch to add a variety of start and end times, remediation, honours courses, extracurricular activities, and counselling, all during the school day.
8
And as we lead, we must never forget that every single one of our students is just a child, often scared by what the world tells them they should be, and no matter what the rest of the world tells them they should be, we should always provide them with hope, our undivided attention, unwavering belief in their potential, consistent expectations, and we must tell them often, if nobody told them they loved them today, remember we do, and we always will.

Track 40

Statement 1
The head of my school wants to invest in more digital technology. I hear what she's saying, but in my opinion we have other needs that are more important.
Statement 2
Are you really saying that students should do all of their homework online? I'm afraid I can't agree. What will happen to the students who don't have internet access at home?
Statement 3
It's a complex issue with no easy answers. Maybe we should take some time to think it over.
Statement 4
I know what you mean. George did a good job explaining the issue, especially since it isn't black and white.

Track 41

Question 1
I see several key differences between my education and my parents' education. The biggest difference is of course technology. These days, students need access to the internet in order to do the majority of their schoolwork. When my parents were at school, that wasn't the case. Another difference relates to the subjects that are taught. When my parents were at school, they had a subject called home economics, which taught them how to cook and manage a household. We don't study that subject anymore. The languages they learned were different too. They studied French, whereas today it is more common to study Spanish. Finally, in the past, teaching methods were different. Today classrooms are more interactive and students do more group projects than they used to.

Question 2
In my opinion, all school classrooms should have at least one computer – or possibly two, if it's a big class. It goes without saying that the computer should have access to the internet. These days computers aren't very useful unless they can go online. I think the computer should primarily be used for research. You know, so that students can look up extra information when they are doing projects, that kind of thing. I don't think it's necessary for all students to have a computer in school, and I think students should spend most of their time learning from the teacher or studying from traditional books. If there were only one computer it wouldn't be very expensive to install or maintain, so I think the cost would definitely be worth it.

Track 42

1

Woman: So, John May, thank you for joining us today. I wanted to ask you about your experience at boarding school – in fact one of the most prestigious boarding schools in the world.
Man: Thank you for having me, it's a pleasure. I'd be happy to tell you anything you want to know.
Woman: Institut Le Rosey was founded in 1880, correct?
Man: Yes, it was. In fact, the school prides itself on its history and the fact that it really is quite an intimate place. There is a lot of interaction with previous alumni.
Woman: That's lovely, I'm also told that the directors are also always the owners of the school, is that correct?
Man: Yes, it is. In fact my father is the current director of the school! He also attended the school, as did his father. There are a lot of kids that go there whose whole families have attended.
Woman: I've heard that there are two campuses – can you tell me about that?
Man: That's one of the best parts! There is a beautiful estate in Rolle and in the winter, everyone moves to Gstaad.
Woman: And how about the mix of nationalities?
Man: Well, there are people from all over! My girlfriend is from Nigeria and her father is a Nigerian general! You end up travelling a lot as a result because friends are always inviting you over for breaks and such. In fact, the other students become your family really, as you're so far away from home.
Woman: What languages do you learn there?
Man: Well, we all do the International Baccalaureate program and we can study in either English or French. Everyone already comes to school speaking at least one other foreign language and we all have the opportunity to learn two to three more while there. It isn't uncommon to graduate speaking five languages pretty fluently!
Woman: Well, it sounds like a serious programme – what do you do aside from studying?
Man: You probably don't want to know the answer to that question (laughs). But to be honest, the school has a mistaken reputation for being a real party school. I mean, we all know how to have a good time, but most of all we are interested in our futures. And you can't get good grades all the time by pulling all-nighters on a regular basis. There are also all sorts of special clubs and extracurricular activities available to us throughout the year. Everyone at school knows how to ski well, obviously.
Woman: Despite being a pretty traditional place, the school is well-known for its innovative teaching methods. Would you say that's true?
Man: Absolutely! I mean, we have some of the best teachers in the world and they definitely love what they do. It isn't a place where you just listen to a teacher talk in front of the classroom all day. There is a lot of integration between subjects and also the teachers are really skilled at figuring out what you're good at and promoting that. So you end up getting even better at it.
Woman: Thanks so much for talking to me. It was a pleasure. It all sounds great. The only small issue is the price tag …
Man: Well, it is expensive, but I must say that you certainly get what you pay for.

2

One of the best movies of all time is a 1988 film called *Stand and Deliver*. The main character, Jaime Escalante, is a maths teacher at high school. The entire story is based on facts, which makes it so amazing. The actor who played the teacher, Edward James Olmos, even got an Academy Award nomination for best actor.
The whole story is a beautiful tribute to the power of believing in another person. It shows how having faith can awaken a desire in someone for them to achieve. The movie is set in the early 1980s in Los Angeles, California. Escalante was teaching at a school that was primarily filled with Hispanic children and teenagers who were far behind their grade level in academics. He decided that he would have them taking the most difficult maths class by their last year of high school. The students set out on a very arduous path, but they were supported by their teacher, who was convinced that they could succeed.
The students attended summer school and worked harder than they ever thought possible. Society, and even the other teachers, believed that their success was impossible. At the end, they passed the advanced maths exam. Unfortunately, the educational testing agency doubted whether the results were real or not and claimed that the students cheated. Escalante stood in defence of his students and maintained that they were discriminated against. At the end of the day, the students were able to take the test again and they all passed! Everyone finally believed that they passed due to their skills.
While the movie is very inspiring, many people say it simplifies the issue of teaching students in low-income areas too much. The movie is sometimes used nowadays to show that it is only up to the motivation of the teacher whether or not the students succeed. Many experienced educators maintain that there are many other important issues at play – such as whether or not the students are allowed to be taught in a bilingual system. They claim that if students were allowed to be taught in Spanish and English (in Hispanic communities for example), that they would automatically do better in school because some of them are simply struggling to learn English, much less study advanced math in that language. Interestingly enough, Escalante was one of the teachers who fought so fiercely AGAINST the system offering a bilingual education in the state of California.
The same teachers caution against using the film to try and inspire students and teachers alike. It is a movie, they claim, that does not apply to the modern-day world. While it may be a great story for Hollywood, it doesn't address the real issues their students and school system are dealing with. Instead of popping the movie on, they offer – teachers should try and talk with their students, engage them, get them feeling emotional about school. However, they underline, this can be challenging when those same students are on welfare, don't have enough to eat, or literally fear for their lives on a daily basis. Like all movies that tear at your heartstrings, we need to remember that Hollywood is one thing and reality is another.

Unit 5

Track 45

As urban areas go, you probably wouldn't first think of Las Vegas, Nevada in the United States as being an especially green, sustainable, environmentally-conscious city. This southwestern city is known more for its gambling, outrageous hotels, and extravagant pools and fountains in the often scorching desert environment. But CityCenter, a resort complex located on the Las Vegas Strip, might come as a surprise. Its numerous US Green Building Council LEED certifications make it the single largest concentration of eco-rated buildings in North America. LEED stands for Leadership in Energy and Environmental Design.
It is a massive complex, including four hotels, an indoor shopping area the size of two New York City blocks, 2,400 private residences, more than five football fields' worth of convention space, and a man-made

river designed by Maya Lin and made entirely from recycled silver. Can something of this size – and the attendant hordes of conventioneers – possibly tread lightly on the planet? And the fact that a gambling corporation – MGM Resorts International – is behind this cutting-edge development might make some even more sceptical. The kind of green that is normally associated with Las Vegas is cold, hard cash. Yet the staggering investment to build the complex – 8.5 billion dollars – has made it the single largest private development and largest green project ever undertaken in the US. A top to bottom eco-friendly approach was taken. In addition to using non-toxic paints, sealants, and adhesives, builders recycled 95% of construction debris, keeping thousands of tonnes of steel, concrete, paper, and plastic out of Nevada's landfills. And in the harsh, arid environment, water conservation technology saves almost 200 million litres a year.

'Las Vegas can be a leading green destination,' insists James Murren, MGM's chairman and CEO. 'Designing CityCenter was about creating a healthier environment for our guests, for the planet and for the 12,000 people who work here. And, yes, about bringing in the money too,' he says. And commenting on the crowds of stylish twenty-somethings filling the bars, shops and restaurants, he adds,' That's one of our target audiences. Members of the so-called millennial generation are more environmentally aware; they look for organic menus, embrace the latest technology and like to party.' According to a TIME Magazine poll, nearly 50 percent of Americans surveyed said protecting the environment should be a priority.

Behind the scenes, a natural gas cogeneration plant – the first on the Strip – reduces emissions and uses waste heat to provide hot water, and in public areas an advanced floor-based air conditioning system avoids wasting energy on cooling empty spaces near the ceilings. Despite all this, CityCenter is not without its critics. Thierry Roch, executive director of Historic Hotels of America says, 'A sustainably designed project of CityCenter's size and magnitude is certainly commendable, however, renovating existing buildings is a much better way to save natural resources and have less of a negative impact on the environment.' Still, expecting companies to stop putting up new buildings is unrealistic. And other sustainability experts argue that if a global green economy is really going to take root, sustainable practices must be used on the full spectrum of construction, from small eco-lodges to large-scale urban developments. Because of CityCenter's size, huge construction firms that worked on the project were introduced to environmentally-friendly building techniques, resulting in an increase in the number of green building suppliers. The oft repeated theme of Las Vegas is 'what happens in Vegas stays in Vegas.' In the case of urban development, perhaps we should hope that it doesn't.

Track 47

One of my greatest pleasures in life is, I have to admit, a bit special. I cannot tell you how much I enjoy watching cities from the sky, from an airplane window.

Track 50

1

I cannot tell you how much I enjoy watching cities from the sky, from an airplane window. Some cities are calmly industrious, like Dusseldorf, or Louisville. Others project and energy that they can hardly contain, like New York, or Hong Kong, and then, you have Paris or Istanbul and their patina full of history. I see cities as living beings when I discover them from far above, I like to find those main streets and highways that structure their space especially at night when commuters make these arteries look dramatically red and golden. The city's vascular system performing its vital function right before your eyes.

2

Isn't it absurd that we created cars that can reach 130 miles per hour and we now drive them at the same speed as 19th-century horse carriages? In the US alone, we spent 29.6 billion hours commuting in 2014. With that amount of time, ancient Egyptians could have built 26 pyramids of Giza. We do that in one year, a monumental waste of time, energy and human potential.

3

We have been stuck in an endless debate between creating a car-centric society or extensive mass-transit systems and I think we should transcend this. I think we can create vehicles that combine the convenience of cars and the efficiencies of trains and buses.

4

But what will happen when whole cities become driverless? Would we need traffic lights? Would we need lanes? How about speed limits? White blood cells are not flowing in lanes. They never stop at red lights. In the first driverless cities, you will have no red lights and no lanes. And when all the cars are driverless and connected, everything is predictable and reaction time minimum. They can drive much faster and that any rational initiative that can speed them up or the cars around them.

Track 51

1

You explained that you're carrying out a survey. I wonder if I could ask, where are you going to publish the results?

2

I'd say that, generally speaking, car sharing is pretty effective.

3

I know you're probably quite busy, but would you mind answering a few questions about the new shuttle service?

4

You asked if I knew anything about the environmental impact of commuter trains. I have to be honest – I haven't got a clue.

5

Congestion in the city centre is a real problem. We're going to conduct a survey because we'd like to know what the public think about the issue.

6

I'm worried about smog in my city. Have you any idea where I can research the problem?

Track 53

Question 1

Public transport in my area is pretty good. We have a decent bus network, and the metro isn't too bad either. The only thing is, buses and trains don't run after about 12.30 at night or so. I suppose it would be better if they ran a bit later, especially at weekends.

Question 2

I realise it isn't feasible everywhere, but in my opinion, cities should ideally offer public transport 24 hours a day. Even smaller towns should provide some sort of transport at night. When trains and buses don't run, people are forced to rely on cars and taxis, or else just stay at home. A 24-hour system would be good for the economy, because people would get out and about much more.

Question 3

Well, I think there are a couple of reasons. First of all, it goes without saying that flying is much faster. Who wants to spend 8 hours on a bus when you can fly somewhere in a fraction of the time? Another reason is that the cost of flying has come down a lot over the past few years. Flying used to be more expensive, but now there are lots of discount airlines. Personally, I don't think twice when I have to book tickets. I always fly when I can.

Question 4

It's a tough question. I don't have kids, so I've personally never been in the position of paying for children to use public transport. However, I know that for many people it's a big expense. I think children should be allowed to ride for free until they're about 10 years old or so. When they're younger than 10, they're so small that they hardly take up any space. And obviously, they don't normally travel on buses and trains alone at that age. After 10 I think they should have to pay, although maybe they could get a discount.

Unit 6

Track 54

Girl: Are you ok? You've seemed a bit down lately.
Boy: I guess I have been. I just feel so self-conscious all the time. I never used to feel like that.
Girl: What do you think it is?
Boy: Well, my skin to begin with. No matter what I do I can't get rid of these spots.
Girl: Hey, my skin isn't the greatest either. We all go through rough times like that. Listen, I've got some stuff that I use when it's bad. I'd be happy to give it to you.
Boy: Thanks.
Girl: And is that it? It seems like there's more going on.
Boy: Well, honestly, I feel so moody all the time. One minute I'm fine and the next I'm feeling awful. I'm having trouble sleeping too. I just can't get to sleep. I feel like my mind is racing.
Girl: That's totally understandable. My mum says it's our age. Our bodies are going through so many changes. She says we all have raging hormones. You'll grow out of it soon enough. I bet that's what's going on with your skin too.
Boy: You think so?
Girl: I know so. It's all part of growing up. Listen – feel free to talk to me anytime you're feeling down. I've been there and it always helps to talk to someone.
Boy: Thanks! You're a good friend.
Girl: Hey, I know you'd be there for me if I needed help.
Boy: I would!
Girl: Well, good. I'll bring you that stuff tomorrow. And in the meantime, go easy on yourself. You're great, and what you're experiencing is completely normal.

Track 55

At nine, a girl in Kenya might already know that her parents are likely to arrange her marriage. At nine, a boy in India might think that his male pals will judge him by how tough he acts on the street. At nine, youngsters from China to Canada and from Kenya to Brazil describe big dreams for future careers – but the boys don't generally see their gender as an obstacle, while the girls, all too frequently, do.

On the verge of change, in that last period of childhood before adolescence, 9-year-olds don't think of demographic statistics or global averages. But when they talk about their lives, it's clear: Children at this age are unquestionably taking account of their own possibilities – and the limits gender places on them. '9-year-olds can be impressively articulate and wise,' says Theresa Betancourt, associate professor of child health and human rights at Harvard University. They face increased peer pressure and responsibility, she says, but unlike adolescents, not the need to conform or be cautious about what they say.

When asked about the best and worst things about being a boy or girl, Yiqi Wang in Beijing, China, explains that the best thing about being a girl is that 'we're more calm and reliable than boys.' For Juliana Meirelles in Rio de Janeiro, Brazil, she answers, 'we can go in the elevator first.' Israeli Lev Hershberg says that if he were a girl 'he wouldn't like computers.' And fellow Israeli Shimon Perel says if he were a girl, he could play skipping games. Eriah Big Crow, an Oglala Lakota Native American from South Dakota says in a whisper that there's nothing that she can't do because boys and girls are 'exactly the same.' After the age of 10, however, Claudia Cappa from UNICEF, the United Nations International Children's Emergency Fund, says, 'Things change completely in adolescence.' She says there are 'striking' gender gaps in access to secondary education and exposure to early marriage. 'This is when you stop being a child. You become a female or a male,' she says. Some of the answers given by adolescent children across the globe give the impression of a miniature adult, not a child. The hope mentioned most often by children in many different countries was summed up by Avery Jackson of Kansas City in the US. If the world were hers to change, she said, there would be 'no bullying. Because that's just bad.'

Track 57

Fifteen years ago, it was widely assumed that the vast majority of brain development takes place in the first few years of life. Back then, 15 years ago, we didn't have the ability to look inside the living human brain and track development across the lifespan. In the past decade or so, mainly due to advances in brain imaging technology such as magnetic resonance imaging, or MRI, neuroscientists have started to look inside the living human brain of all ages, and to track changes in brain structure and brain function, so we use structural MRI if you'd like to take a snapshot, a photograph, at really high resolution of the inside of the living human brain, and we can ask questions like, how much gray matter does the brain contain, and how does that change with age? And we also use functional MRI, called fMRI, to take a video, a movie, of brain activity when participants are taking part in some kind of task like thinking or feeling or perceiving something.

So many labs around the world are involved in this kind of research, and we now have a really rich and detailed picture of how the living human brain develops, and this picture has radically changed the way we think about human brain development by revealing that it's not all over in early childhood, and instead, the brain continues to develop right throughout adolescence and into the '20s and '30s.

One of the brain regions that changes most dramatically during adolescence is called prefrontal cortex. So this is a model of the human brain, and this is prefrontal cortex, right at the front. Prefrontal cortex is an interesting brain area. It's proportionally much bigger in humans than in any other species, and it's involved in a whole range of high level cognitive functions, things like decision-making, planning, planning what you're going to do tomorrow or next week or next year, inhibiting inappropriate behavior, so stopping yourself saying something really rude or doing something really stupid. It's also involved in social interaction, understanding other people, and self-awareness.

So MRI studies looking at the development of this region have shown that it really undergoes dramatic development during the period of adolescence.

Track 58

Statement 1
Sandra told me she felt let down by her classmates, so I asked her if she'd like a hand with anything.
Statement 2
I heard about your argument with Ciara. You look upset, which is totally understandable.
Statement 3
At least you were only 20 minutes late. Try to look on the bright side – it could have been much worse!
Statement 4
I was pretty irritated, but I cheered up after my conversation with Jennie. She was really sympathetic, and said she'd help me with whatever I needed.

Track 59

1
What a pain! That's happened to me before.
2
I could help you revise, if that's any use.
3
Still, at least it's over. You've done your best, and now you don't have to worry about it anymore.
4
How annoying! Is that why you were late?
5
Look on the bright side. If it rains, you can go to the cinema instead.

Track 60

Speaking Exam 1

Examiner: What are your hobbies and interests?
Student: I have a few different hobbies. I'm on my school's volleyball team, I'm a member of the chess club, and I also do a lot of hiking.
Examiner: How did you get involved in hiking?
Student: Well, when I was a child I used to go walking with my aunt and uncle. As I grew older, I realised how much I liked it, and I started going with friends. I try to go at least once a month, sometimes twice.
Examiner: In the future, what other activities would you like to be involved in?
Student: To be honest, I'm pretty busy, so I don't know if it'll be possible in the near future … but sometimes I think I'd like to take up rugby. It just seems like such an exciting sport.

Speaking Exam 2

Examiner: Describe your daily routine.
Student: I normally wake up about 7.30 am and go for a run. I'm on the football team, so I have to keep fit. When I get back I have breakfast and head to school. I have lessons all day and then football practice in the afternoon. In the evenings I do homework and spend time with my family. By 9 o'clock or so I'm exhausted!
Examiner: Has your routine always been the same?
Student: Not exactly. It's only the past few years that I've been playing football seriously. Before that I used to have more free time.
Examiner: What's the most difficult aspect of your routine?
Student: I'd definitely have to say those first five minutes after my alarm goes off. I'm not a morning person at all. But getting out of bed at that time is worth it. I love being up before anyone else and running through the streets when there's almost no one around.

Speaking Exam 3

Examiner: Where do you live?
Student: I live in a small town just outside of Manchester. I was born there, and I've never lived anywhere else.
Examiner: Do you like living there?
Student: I suppose so. I mean, it's not perfect, but I've never thought seriously about living anywhere else. My family are there, as well as all my friends.
Examiner: How has living there influenced you?
Student: I think it's influenced my personality quite a lot. I'm a very friendly person, and that's what our town is known for. Everyone knows each other, and helps each other out when they need something. Sometimes I'm surprised when I meet people from different places and they aren't like that.

Track 61

A

Teenagers these days grow up in such competitive environments, that they end up achieving so much at such a young age. My twin cousins, Brian and Heather, are perfect examples of this. First of all, from the moment they were physically able to swim, they had lessons at the pool three times a week. They had a set diet that they had to stick to and they couldn't do any other sports competitively. They also had to go to the gym twice a week to do strength training. At the age of ten they were on the national team and by 15, they were both international record holders. Not only that, both of them are certified geniuses. Heather got a full scholarship to Harvard University, but her brother decided to pursue a different route altogether and he joined the priesthood. Whenever he can, he likes to hop down to the local pool and swim a few laps. Once a week, he also coaches the local swim team.

B

My neighbour, Sofia, is something else! She is only 14 and has already achieved so much. She is totally crazy about caring for the environment and has been since she was 5. She stopped eating meat when she was 6, started segregating her family's trash when she was 7, and gave up using any sort of non-green transportation when she was 8. The only exception was when she had to take the school bus to get to school. Unfortunately, she had quite a long commute. She decided that she had to do something about it and try and lessen the impact all the local buses had on the air quality in the area. It took her about 6 months of compiling research – she was armed with all sorts of graphs and data – and she took it to the local town hall. She managed to convince them to switch – over a period of 5 years – to electric buses! And she was only 10 years old at the time! She has become something of a legend in our town, and I am proud to call her my friend.

C

Most teenagers want to spend the summers lying around and playing video games. Not that this comes as any sort of surprise – they spend the school year working so hard that they need some time to decompress. However, it is important to build your resume from a very young age and nothing impresses a future employer more than interesting work or volunteer experience. My school has a wonderful program that helps its students organise travel and work during the summers. One of my friends has voyaged around the world working for charity organisations, volunteering on cruise ships, or even sitting behind the desk of a non-governmental organisation answering phones. Whatever it is that floats your boat, our school encourages you to experience it. That's why my friend wants to end up getting into some of the best universities where the students are well-rounded and qualified!

Unit 7

Track 62

Doctor: I want to thank you both for coming in. Mrs Jacobs, I asked you to join us because you'll need to hear the recommendations I'm making for your husband.
Mrs Jacobs: I hope it's nothing serious.
Doctor: No, no. A lot of what I want to talk about is preventative, common sense stuff and you should be a part of that.
Mike: So what's the news, doctor?
Doctor: Generally, Mike, you're in good overall health, but you have two continuing issues. You continue to have moderately high blood pressure and your test results show elevated levels of cholesterol.
Mrs Jacobs: So what do we do about that? Medication?
Doctor: No, not yet. I prefer to prescribe medication as a last resort. Like I said, I think there are some common sense things that Mike can do.
Mike: This doesn't sound fun.
Doctor: Basically there are three things I want you to focus on – more exercise and, in my book, it doesn't count as exercise unless you work up a good sweat. I also want you to decrease your intake of both saturated fats and salt. By saturated fats I'm talking about fatty red meats and things like butter. Olive oil is actually a good fat.
Mrs Jacobs: I'll go online and learn more about that.
Doctor: Great! And as I said, salt. I think if you can significantly reduce your intake of salt, Mike, it'll make a big difference.
Mrs Jacobs: He puts salt on his food before he even tastes it!
Doctor: That's what I mean. Most of us get plenty of salt from the foods we eat. We don't need to be adding salt. And avoid salty foods like crisps and processed foods. Read the labels on the foods you eat.
Mike: Well, that doesn't sound too bad and it's definitely better than having to take tablets or, even worse, having a heart attack.
Doctor: Exactly. With a little effort I think we can get both your blood pressure and cholesterol levels down.
Mrs Jacobs: Thank you, doctor. I can promise you that we're going to make some changes in our lifestyle. For me too!

Doctor: Excellent! Mike, I'd like to see you again in three months and obviously call us if you have any other issues.
Mike: Thanks very much, doctor.

Track 63

Many of the elderly in China don't sleep late in the mornings and it's not because they have to get up and go to work. Early each morning, millions of senior citizens gather in parks to exercise and socialise. And there are plenty of places to go. In 1995, some 30,000 outdoor recreation areas were established as part of a nationwide fitness programme sponsored by the Chinese government.

Dai Wei – 82 years old in 2008 – a Chinese man with wispy hair and boxy glasses, headed to Shanghai's Fuxing Park for t'ai chi, the meditative martial art of stretching and balance exercises. T'ai chi is widely practised in China and has become increasingly popular around the world because of its perceived health benefits and stress management. There are several variations which make it appropriate for people of all ages.

In the afternoon, Dai visited another park to dance with fellow senior citizens. 'I dance rumba and cha-cha for my physique,' Dai said, 'but more important because it makes me happy.' His active lifestyle could also be a reason for his longevity. Zeng Yi, a professor of demography at Peking University in Beijing, China, led a study along with colleagues from Duke University in the US. They studied nearly 37,000 elderly Chinese. They took into account people's basic health at the beginning of the study, as well as socioeconomic status, family support and other factors. The study found that regular exercisers, aged 80 and older, lower their risk of mortality by 20 percent. Indeed, the researchers found that China's average life expectancy leads many other nations in the world.

In 2015, the World Health Organization published data showing life expectancy in China was: male 74.6 and female 77.6, for an average life expectancy of 76.1. At that time, it ranked China as number 54 in the world.

It's hard to say exactly what the main contributing factors to longevity are. Is it diet? Is it going to a park to exercise with others? Is it friendships? Is it dancing? Is it laughter? No one can quite say for sure, but for people like Dai Wei, it didn't really matter!

Track 64

We all know that an important part of being healthy is to be active and get enough exercise to make sure that we are fit. This is something that has been repeated for decades and which should therefore have a direct effect on the lives of the majority of the population. However, researchers warn that levels of obesity are on the rise, with being overweight becoming the new norm. So why aren't people more physically active and more in control of their own body shape?

The most commonly quoted excuse is, of course, a lack of time due to everyday responsibilities related to work and family. But somehow we still find plenty of time to update our social media profiles and post endless photos online. That time could surely be used to better effect and more productively. The best approach is to start with little steps on the road to increasing the amount of exercise we are getting. The steps we can take are actually very simple, so let's look at a few examples.

The first concerns how we travel to work, school, or college. Many people in cities use public transport, and these services are becoming more efficient every year. This means that most commuters are able to catch a bus, train, tram, or the underground close to where they live. This then delivers them almost to the door of where they want to go. But maybe we should get off the bus one stop earlier and walk the rest of the way to our destination? It's easy to do, doesn't cost anything, and only extends our commute by five or ten minutes. The same is true if you travel by car. Why not park a few hundred metres away from your office and walk the rest of the way? It could even save you money if you're able to park in a zone where there are no parking charges.

Another way to be more active is to use the time you spend studying. Of course, this cannot work for all subjects in all situations, but language learners can listen to audiobooks or podcasts while doing a whole range of activities. It could be housework, jogging, gardening, or cycling – the choice is up to you. Sitting around on the sofa might be the easy way out, but it's not going to do you any good in the long run, so get up on your feet and get active.

Track 69

Proposal 1
Basically, we want to offer a greater variety of exercise classes. You know, classes like yoga, pilates and zumba.
Proposal 2
Our main goal is to reduce stress levels in the office.
Proposal 3
In essence, my aim is to remind people of the importance of getting a good night's sleep.
Proposal 4
Our idea is that, from September, the canteen will offer more vegetarian options.
Proposal 5
We're hoping to reduce the number of hours people spend on their computers.

Track 70

Proposal 1
I'd like to organise a trip to a local farm so that pupils can see where fruit and vegetables are grown.
Proposal 2
If we recruit more volunteers, we'll be able to work more quickly.
Proposal 3
We want to encourage students to use their bikes.
Proposal 4
What we're proposing is a children's club in the village hall.

Track 71

In the lecture, the professor speaks about both the history of yoga and the health benefits of this ancient practice. The professor suggests that in the future yoga will become even more popular than it is today. Since it first emerged more than 7,000 years ago, yoga has spread around the world to the extent that today you can find yoga studios everywhere. The fact that yoga received UNESCO recognition will probably also contribute to its popularity. While yoga's health benefits have been known for some time, the scientific community is only starting to research these in more detail. The professor suggests that, in the future, additional health benefits will be discovered.

Unit 8

Track 72

[Hi, you've reached Kevin Black. I'm not at my desk right now, but if you leave a message after the beep I'll get back to you as soon as I can. Thanks!]

Hi, Kevin. It's Sheila. Listen. I know how anxious you are about your presentation today, but it's a great proposal. I'm sure that if you can get your main points across, people will love it. Just remember what we talked about. Speak clearly and slowly, but naturally – sometimes you get nervous and speak too quickly so people lose track of what you're saying. And use gestures, but don't overdo it – you don't want to distract people. And eye contact! Don't stare at the wall or ceiling. People want to see your face from time to time. What else? Oh, yeah, remember what we discussed about being too wordy. People need to hear your main points and remember them. Be clear, concise, and to the point. I'd repeat the main points at the end too. And one thing I always do, especially as I'm approaching the end, is try and anticipate people's questions so I'm ready to answer them – you know, so I'm a little prepared and sound like I know what I'm talking about. Well, I hope you don't mind me repeating all this again, but I thought we had a really good discussion yesterday and I really want you to be successful. You can do this! Take a deep breath and I know you'll be great. Good luck and I'll talk to you later.

Track 73

In the digital age, it's easier than ever to make changes to a photograph. Consequently, it's harder than ever to ensure that images, whether on paper or on a screen, reflect the reality of what a photographer actually saw through his or her viewfinder. Many would argue that seeing real images is just as important as reading true words.

In February 1982 the cover of *National Geographic* magazine showed a camel train in front of the Pyramids at Giza in Egypt. The original image produced by the photographer was horizontal, but was then altered to fit the magazine's vertical cover. That small change made the pyramids appear closer together than they actually are. After angry comments like, '*National Geographic* moves the pyramids!' The magazine learnt its lesson and has promised never to change a photo again without informing the reader. They have made it part of their mission to ensure that all of their photos are real.

Sarah Leen is director of photography at *National Geographic* and has been with the magazine for more than 30 years. She explains that a few decades ago it was much easier to spot changes to photos because the results weren't nearly as good. Now, she says, 'you can't always tell if a photo is fake, at least not without a lot of forensic digging.' But forensic experts can also be fooled. The magazine learnt that lesson in 2010 when it published what was later found to be an altered photo.

The magazine works with some of the most admired photographers in the world, but just as writers are required to provide their notes, photographers are required to submit 'raw' files of their images. These raw files contain pixel information straight from the digital camera's sensor. The same is required for photos sent in by the public or any stock images that are purchased. Sometimes this leads the magazine to reject photos altogether.

But it's not all black and white. Reasonable people can disagree. A photo that was recently entered in one of the magazine's contests was rejected for being overprocessed. Some of the magazine's editors, on the other hand, saw the same photo and thought it was OK. The photo was published in the contest. Who was right? Leen says, 'We ask ourselves, 'Is this a good representation of what the photographer saw?' The complexities of questions like these are sure to continue as technology advances even further.

Track 74

For many people, there is nothing worse than being asked to give a presentation to an audience, even if the audience is made up of people they know. Public speaking is one of the most stressful situations that occur in our lives, even though there is nothing really to be worried about. All it takes is to practise a few simple tricks to improve your ability to speak to an audience and to get rid of stress, or at least lower your stress to a manageable level.

The first most obvious tip is to be well prepared and have a good knowledge of the subject you are going to talk about. This doesn't mean, however, that you should be expected to know absolutely everything about the topic. One thing that makes good public speakers stand out is the fact that they are willing to say 'I don't know' in answer to a question from the audience. Saying this does not mean that they are weak in their subject, it merely shows that knowing every tiny detail on a topic is not a realistic goal.

The next piece of advice would be about your delivery, and by this I mean the way that you talk. Many speakers hurry through their presentation, often due to stress, and as a result speak unclearly and too fast. Try writing the word STOP in big letters at appropriate points in your presentation notes. This will remind you as you glance down at your notes to take a moment to pause and let what you have said be absorbed by the audience. They will be more likely to remember the point you have made and you will have time to take a deep breath, which will help to calm you down.

There are many other tips that you can find on the internet about giving a good presentation. These include what visual aids to use, whether you should move around on the stage or remain in one place, where to look and who to look at during your presentation, how to deal with questions, etc. The one piece of advice that you rarely see though is my favourite – to try and enjoy yourself. It might sound like an impossible task, but having a good time is one of the best ways to relax. Think about how you will benefit from giving this presentation and associate it with something that you enjoy, like going to the gym, meeting up with friends, or visiting new places.

So, the next time you need to speak in public, relax, enjoy yourself, and above all, think positive!

Track 76

Statement 1

As you can see from this graph, 2016 was an unusual year. The question is, what caused this change?

Statement 2

I want to start by asking how many of you are familiar with Van Gogh's early life.

Statement 3

If you have any questions, I'll do my best to answer them at the end of the presentation.

Statement 4

Well, that's it. Thank you very much for your time and attention.

Statement 5

Could you explain that point again? I don't quite get what you mean.

Track 78

Examiner: In this part of the exam, I want you to talk to each other about how to connect with the audience when you make a presentation. What's the best way to get your ideas across?

Girl: Well, I have to be honest. I don't really like giving presentations. I usually feel very nervous.

Boy: I get pretty nervous too.

Girl : Because of that, I usually prepare some visual aids. You know, charts, graphs or images. I think visual aids make presentations more interesting for the audience. They also give people something else to look at, so everyone isn't always looking at me.

Boy: I agree.

Girl: Can you think of any other good ways to convey your ideas?

Boy: I usually try to come up with a catchy introduction. For example, I'll include a statistic or a fact that's surprising or unusual.

Girl: That's a good idea. I've done that before too.

Boy: Another good strategy is to ask the audience a question. In my opinion, anyway.

Girl: Yes, I agree. Because by asking a question, you can make sure that they're listening to you.

Boy: And it makes your presentation a bit more interactive and dynamic.

Girl: What about notes? Do you think they're useful or do they get in the way?

Boy: That's a tough one. Of course, presenters need notes … but on the other hand, presentations are much more natural if you don't read from them.

Girl: Yes, if you can deliver your presentation without looking at your notes too much, I think it comes across much better.

Track 79

It's no wonder that TED Talks have become known around the world for their ability to educate, inspire, and connect. But how is it that the speakers all know how to present so well? More often than not, they weren't born with it. So what's the secret? It turns out there is a recipe for success when it comes to speaking in public and here are some of the best tips.

Before you go on stage, try a power pose on the side-lines. It will automatically boost your confidence. Then, wait a moment to begin talking when you get on stage. This builds suspense and gets the audience more interested in what you have to say. Pausing during your presentation is also great – even for up to ten seconds! You can bet everyone will stop looking at their mobile phones! In general, talk *slowly*.

Waving your hands around also helps convey your message and keep your audience focused – also, hand waving makes you seem trustworthy. If you're nervous making a presentation, smiling may not feel like the natural thing to do, but it has actually been proven that smiling will make people perceive you as smarter – a minimum of 14 seconds of smiling is required.

Probably one of my personal favourites is to only share stories that bring about some sort of emotion. The audience will not connect with you if you are not bringing emotion with you. Also, listeners even have trouble remembering what they hear if there are no feelings involved. This includes showing images that evoke emotion. When telling a story and setting the stage, be sure to include all sorts of details like smells, feelings, and other senses – to help your audience actually feel what you are talking about.

As far as visuals go, keep text to an absolute minimum and make sure any charts or graphs you may have are easy to read and straightforward. You don't want people trying to focus on deciphering a flip chart, when you want them listening to what you have to say! Also try to visually break your presentation down into sections, like the introduction, main section, and conclusion – or any other way for that matter. Another golden rule is to surprise your listeners – give them what they least expect at any particular moment. Tell them a fact that no one knows, ask them a question with no answer – keep them on their toes.

Do NOT read from your slides – this can kill even the best presentation. When it comes to question time, repeat questions that the audience asks and look them in the eyes. It gives you time to think and allows everyone to hear. Repeat yourself as well so as to emphasise important points. Try and get your audience involved any chance you get. And always, always BE YOURSELF – authenticity is the golden rule! You have 7 seconds to make a good impression, because that's all it takes for your listeners to decide if they are interested in what you have to say or not. Use those 7 seconds well!

Unit 1

1.1 TED Talk Part 1

Ten years ago, I had my first exhibition here. I had no idea if it would work or was at all possible, but with a few small steps and a very steep learning curve, I made my first sculpture, called 'The Lost Correspondent'. Teaming up with a marine biologist and a local dive centre, I submerged the work off the coast of Grenada, in an area decimated by Hurricane Ivan. And then this incredible thing happened. It transformed. One sculpture became two. Two quickly became 26. And before I knew it, we had the world's first underwater sculpture park. In 2009, I moved to Mexico and started by casting local fishermen. This grew to a small community, to almost an entire movement of people in defence of the sea. And then finally, to an underwater museum, with over 500 living sculptures. Gardening, it seems, is not just for greenhouses. We've since scaled up the designs: 'Ocean Atlas', in the Bahamas, rising sixteen feet up to the surface and weighing over 40 tons, to now currently in Lanzarote, where I'm making an underwater botanical garden, the first of its kind in the Atlantic Ocean. So why exhibit my work in the ocean? Because honestly, it's really not easy. When you're in the middle of the sea under a hundred-foot crane, trying to lower eight tons down to the sea floor, you start to wonder whether I shouldn't have taken up watercolour painting instead. But in the end, the results always blow my mind.

1.2 TED Talk Part 2

The ocean is the most incredible exhibition space an artist could ever wish for. You have amazing lighting effects changing by the hour, explosions of sand covering the sculptures in a cloud of mystery, a unique timeless quality and the procession of inquisitive visitors, each lending their own special touch to the site. But over the years, I've realised that the greatest thing about what we do, the really humbling thing about the work, is that as soon as we submerge the sculptures, they're not ours anymore, because as soon as we sink them, the sculptures, they belong to the sea. As new reefs form, a new world literally starts to evolve, a world that continuously amazes me. It's a bit of a cliché, but nothing man-made can ever match the imagination of nature. Sponges look like veins across the faces. Staghorn coral morphs the form. Fireworms scrawl white lines as they feed. Tunicates explode from the faces. Sea urchins crawl across the bodies feeding at night. Coralline algae applies a kind of purple paint. The deepest red I've ever seen in my life lives underwater. Purple sponges breathe water like air. And grey angelfish glide silently overhead. I'm standing here today on this boat in the middle of the ocean, and this couldn't be a better place to talk about the really, really important effect of my work. Because as we all know, our reefs are dying, and our oceans are in trouble.

1.3 TED Talk Part 3

So here's the thing: the most used, searched and shared image of all my work thus far is this. And I think this is for a reason, or at least I hope it is. What I really hope is that people are beginning to understand that when we think of the environment and the destruction of nature, that we need to start thinking about our oceans, too. Since building these sites, we've seen some phenomenal and unexpected results. Besides creating over 800 square metres of new habitats and living reef, visitors to the marine park in Cancun now divide half their time between the museum and the natural reefs, providing significant rest for natural, overstressed areas. Visitors to 'Ocean Atlas' in the Bahamas highlighted a leak from a nearby oil refinery. The subsequent international media forced the local government to pledge 10 million dollars in coastal cleanups. The sculpture park in Grenada was instrumental in the government designating a spot – a marine-protected area. Entrance fees to the park now help fund park rangers to manage tourism and fishing quotas. The site was actually listed as a 'Wonder of the World' by National Geographic. So why are we all here today in this room? What do we all have in common? I think we all share a fear that we don't protect our oceans enough. And one way of thinking about this is that we don't regard our oceans as sacred, and we should. When we see incredible places like the Himalayas or the Sagrada Família, or the Mona Lisa, even – when we see these incredible places and things, we understand their importance. We call them sacred, and we do our best to cherish them, to protect them and to keep them safe. But in order to do that, we are the ones that have to assign that value; otherwise, it will be desecrated by someone who doesn't understand that value.

So I want to finish up tonight by talking about sacred things. When we were naming the site in Cancun, we named it a museum for a very important and simple reason: museums are places of preservation, of conservation and of education. They're places where we keep objects of great value to us, where we simply treasure them for them being themselves. If someone was to throw an egg at the Sistine Chapel, we'd all go crazy. If someone wanted to build a seven-star hotel at the bottom of the Grand Canyon, then we would laugh them out of Arizona. Yet every day we dredge, pollute and overfish our oceans. And I think it's easier for us to do that, because when we see the ocean, we don't see the havoc we're wreaking.

Because for most people, the ocean is like this. And it's really hard to think of something that's just so plain and so enormous, as fragile. It's simply too massive, too vast, too endless. And what do you see here? I think most people actually look past to the horizon. So I think there's a real danger that we never really see the sea, and if we don't really see it, if it doesn't have its own iconography, if we miss its majesty, then there's a big danger that we take it for granted.

1.4 TED Talk Part 4

And we don't want to stop in Grenada, in Cancun or the Bahamas. Just last month, I installed these Four Horsemen of the Apocalypse in the Thames River, in central London, right in front of the Houses of Parliament, putting a stark message about climate change in front of the people that have the power to help change things. Because for me, this is just the beginning of the mission. We want to team up with other inventors, creators, philanthropists, educators, biologists, to see better futures for our oceans. And we want to see beyond sculpture, beyond art, even.

So let's think big and let's think deep. Who knows where our imagination and willpower can lead us? I hope that by bringing our art into the ocean, that not only do we take advantage of amazing creativity and visual impact of the setting, but that we are also giving something back, and by encouraging new environments to thrive, and in some way opening up a new – or maybe it's a really old way of seeing the seas: as delicate, precious places, worthy of our protection. Our oceans are sacred. Thank you.

Unit 2

2.1 TED Talk Part 1

As a boy in Lima, my grandfather told me a legend of the Spanish conquest of Peru. Atahualpa, emperor of the Inca, had been captured and killed. Pizarro and his conquistadors had grown rich, and tales of their conquest and glory had reached Spain and was bringing new waves of Spaniards, hungry for gold and glory. They would go into towns and ask the Inca, 'Where's another civilisation we can conquer? Where's more gold?'

And the Inca, out of vengeance, told them, 'Go to the Amazon. You'll find all the gold you want there. In fact, there is a city called Paititi – El Dorado in Spanish – made entirely of gold.' The Spanish set off into the jungle, but the few that return come back with stories, stories of powerful shamans, of warriors with poisoned arrows, of trees so tall they blotted out the sun, spiders that ate birds, snakes that swallowed men whole and a river that boiled.

All this became a childhood memory. And years passed. I'm working on my PhD at SMU, trying to understand Peru's geothermal energy potential, when I remember this legend, and I began asking that question. Could the boiling river exist?

I asked colleagues from universities, the government, oil, gas and mining companies, and the answer was a unanimous 'no'. And this makes sense. You see, boiling rivers do exist in the world, but they're generally associated with volcanoes. You need a powerful heat source to produce such a large geothermal manifestation.

And as you can see from the red dots here, which are volcanoes, we don't have volcanoes in the Amazon, nor in most of Peru. So it follows: We should not expect to see a boiling river.

Telling this same story at a family dinner, my aunt tells me, 'But no, Andrés, I've been there. I've swum in that river.'

Then my uncle jumps in. 'No, Andrés, she's not kidding. You see, you can only swim in it after a very heavy rain, and it's protected by a powerful shaman. Your aunt, she's friends with his wife.''*Cómo?*'

2.2 TED Talk Part 2

You know, despite all my scientific scepticism, I found myself hiking into the jungle, guided by my aunt, over 700 kilometres away from the nearest volcanic centre, and well, honestly, mentally preparing myself to behold the legendary 'warm stream of the Amazon.'

But then … I heard something, a low surge that got louder and louder as we came closer.

It sounded like ocean waves constantly crashing, and as we got closer, I saw smoke, vapour, coming up through the trees. And then, I saw this. I immediately grabbed for my thermometer, and the average temperatures in the river were 86 degrees C. This is not quite the 100-degree C boiling but definitely close enough. The river flowed hot and fast.

I followed it upriver and was led by, actually, the shaman's apprentice to the most sacred site on the river. And this is what's bizarre. It starts off as a cold stream. And here, at this site, is the home of the Yacumama, mother of the waters, a giant serpent spirit who births hot and cold water. And here we find a hot spring, mixing with cold stream water underneath her protective motherly jaws and thus bringing their legends to life.

The next morning, I woke up and … I asked for tea. I was handed a mug, a teabag and, well, pointed towards the river. To my surprise, the water was clean and had a pleasant taste, which is a little weird for geothermal systems. What was amazing is that the locals had always known about this place, and that I was by no means the first outsider to see it. It was just part of their everyday life. They drink its water. They take in its vapour. They cook with it, clean with it, even make their medicines with it. I met the shaman, and he seemed like an extension of the river and his jungle. He asked for my intentions and listened carefully. Then, to my tremendous relief – I was freaking out, to be honest with you – a smile began to snake across his face, and he just laughed. I had received the shaman's blessing to study the river, on the condition that after I take the water samples and analyse them in my lab, wherever I was in the world, that I pour the waters back into the ground so that, as the shaman said, the waters could find their way back home.

2.3 TED Talk Part 3

I've been back every year since that first visit in 2011, and the fieldwork has been exhilarating, demanding and at times dangerous. So why does the river boil? Fault-fed hot springs. As we have hot blood running through our veins and arteries, so, too, the Earth has hot water running through its cracks and faults. Where these arteries come to the surface, these Earth arteries, we'll get geothermal manifestations: fumaroles, hot springs and in our case, the boiling river.

We mapped the temperatures along the river, and this was by far the most demanding part of the fieldwork. And the results were just awesome. Sorry, the geoscientist in me coming out. And it showed this amazing trend. You see, the river starts off cold. It then heats up, cools back down, heats up, cools back down, heats up again, and then has this beautiful decay curve until it smashes into this cold river. But here's the thing: the data is showing that the boiling river exists independent of volcanism. It's neither magmatic or volcanic in origin, and again, over 700 kilometres away from the nearest volcanic centre.

How can a boiling river exist like this? I've asked geothermal experts and volcanologists for years, and I'm still unable to find another non-volcanic geothermal system of this magnitude. It's unique. It's special on a global scale. So, still – how does it work? Where do we get this heat? There's still more research to be done to better constrain the problem and better understand the system, but from what the data is telling us now, it looks to be the result of a large hydrothermal system. Basically, it works like this: So, the deeper you go into the earth, the hotter it gets. We refer to this as the geothermal gradient. The waters could be coming from as far away as glaciers in the Andes, then seeping down deep into the earth and coming out to form the boiling river after getting heated up from the geothermal gradient, all due to this unique geologic setting.

2.4 TED Talk Part 4

But again, despite all of these studies, all of these discoveries and the legends, a question remains: What is the significance of the boiling river? What is the significance of this stationary cloud that always hovers over this patch of jungle? And what is the significance of a detail in a childhood legend? To the shaman and his community, it's a sacred site. To me, as a geoscientist, it's a unique geothermal phenomenon. But to the illegal loggers and cattle farmers, it's just another resource to exploit. And to the Peruvian government, it's just another stretch of unprotected land ready for development. My goal is to ensure that whoever controls this land understands the boiling river's uniqueness and significance.

Because that's the question, one of significance. And the thing there is, we define significance. It's us. We have that power. We're the ones who draw that line between the sacred and the trivial. And in this age, where everything seems mapped, measured and studied, in this

age of information, I remind you all that discoveries are not just made in the black void of the unknown but in the white noise of overwhelming data. There remains so much to explore. We live in an incredible world. So go out. Be curious. Because we do live in a world where shamans still sing to the spirits of the jungle, where rivers do boil and where legends do come to life.
Thank you very much.

Unit 3

3.1 TED Talk Part 1

I want to introduce you to an amazing woman. Her name is Davinia. Davinia was born in Jamaica, emigrated to the US at the age of 18, and now lives just outside of Washington, DC.
She's not a high-powered political staffer, nor a lobbyist. She'd probably tell you she's quite unremarkable, but she's having the most remarkable impact. What's incredible about Davinia is that she's willing to spend time every single week focused on people who are not her: people not in her neighbourhood, her state, nor even in her country – people she'd likely never meet. Davinia's impact started a few years ago when she reached out to all of her friends on Facebook, and asked them to donate their pennies so she could fund girls' education. She wasn't expecting a huge response, but 700,000 pennies later, she's now sent over 120 girls to school. When we spoke last week, she told me she's become a little infamous at the local bank every time she rocks up with a shopping cart full of pennies. Now, Davinia is not alone. Far from it. She's part of a growing movement. And there's a name for people like Davinia: global citizens. A global citizen is someone who self-identifies first and foremost not as a member of a state, a tribe or a nation, but as a member of the human race, and someone who's prepared to act on that belief, to tackle our world's greatest challenges. Our work is focused on finding, supporting and activating global citizens. They exist in every country and among every demographic. I want to make the case to you today that the world's future depends on global citizens. I'm convinced that if we had more global citizens active in our world, then every single one of the major challenges we face – from poverty, climate change, gender inequality – these issues become solvable. They are ultimately global issues, and they can ultimately only be solved by global citizens demanding global solutions from their leaders.

3.2 TED Talk Part 2

As a 'why' kid, I thought I could change the world, and it was impossible to convince me otherwise. And when I was twelve and in my first year of high school, I started raising money for communities in the developing world. We were a really enthusiastic group of kids, and we raised more money than any other school in Australia. And so I was awarded the chance to go to the Philippines to learn more. It was 1998. We were taken into a slum in the outskirts of Manila. It was there I became friends with Sonny Boy, who lived on what was literally a pile of steaming garbage. That night with Sonny Boy and his family changed my life forever, because when it came time to go to sleep, we simply laid down on this concrete slab the size of half my bedroom with myself, Sonny Boy, and the rest of his family, seven of us in this long line, with the smell of rubbish all around us and cockroaches crawling all around.
And I didn't sleep a wink, but I lay awake thinking to myself, 'Why should anyone have to live like this when I have so much?' Why should Sonny Boy's ability to live out his dreams be determined by where he's born? I just didn't get it, and I needed to understand why.
If we're to try to help kids like Sonny Boy, it wouldn't work just to try to send him a few dollars or to try to clean up the garbage dump on which he lived, because the core of the problem lay elsewhere. And as I worked on community development projects over the coming years trying to help build schools, train teachers, and tackle HIV and AIDS, I came to see that community development should be driven by communities themselves, and that although charity is necessary, it's not sufficient. We need to confront these challenges on a global scale and in a systemic way. And the best thing I could do is try to mobilise a large group of citizens back home to insist that our leaders engage in that systemic change.

3.3 TED Talk Part 3

But this is not about any one organisation. This is about citizens taking action. And research data tells us that of the total population who even care about global issues, only eighteen percent have done anything about it. It's not that people don't want to act. It's often that they don't know how to take action, or that they believe that their actions will have no effect. So we had to somehow recruit and activate millions of citizens in dozens of countries to put pressure on their leaders to behave altruistically. And as we did so, we discovered something really thrilling, that when you make global citizenship your mission, you suddenly find yourself with some extraordinary allies. See, extreme poverty isn't the only issue that's fundamentally global. So, too, is climate change, human rights, gender equality, even conflict. We found ourselves shoulder to shoulder with people who are passionate about targeting all these interrelated issues. But how did we actually go about recruiting and engaging those global citizens? Well, we used the universal language: music. We launched the Global Citizen Festival in the heart of New York City in Central Park, and we persuaded some of the world's biggest artists to participate. We made sure that these festivals coincided with the UN General Assembly meeting, so that leaders who need to hear our voices couldn't possibly ignore them. But there was a twist: you couldn't buy a ticket. You had to earn it. You had to take action on behalf of a global cause, and only once you'd done that could you earn enough points to qualify. Activism is the currency. I had no interest in citizenship purely as some sort of feel-good thing. For me, citizenship means you have to act, and that's what we required. And amazingly, it worked. Last year, more than 155,000 citizens in the New York area alone earned enough points to qualify. Globally, we've now signed up citizens in over 150 countries around the world. And last year, we signed up more than 100,000 new members each and every week of the whole year. See, we don't need to create global citizens from nothing. We're already everywhere. We just need to be organised and motivated to start acting. And this is where I believe we can learn a lot from Davinia, who started taking action as a global citizen back in 2012. Here's what she did. It wasn't rocket science. She started writing letters, emailing politicians' offices. She volunteered her time in her local community. That's when she got active on social media and started to collect pennies – a lot of pennies. Now, maybe that doesn't sound like a lot to you. How will that achieve anything? Well, it achieved a lot because she wasn't alone. Her actions, alongside 142,000 other global citizens', led the US government to double their investment into Global Partnership for Education. And here's Dr Raj Shah, the head of USAID, making that announcement. See, when thousands of global citizens find inspiration from each other, it's amazing to see their collective power.

3.4 TED Talk Part 4

We live in a time that favours the global citizen, in an age where every single voice can be heard. See, do you remember when the Millennium Development Goals were signed back in the year 2000? The most we could do in those days was fire off a letter and wait for the next election. There was no social media. Today, billions of citizens have more tools, more access to information, more capacity to influence than ever before. Both the problems and the tools to solve them are right before us. The world has changed, and those of us who look beyond our borders are on the right side of history. So where are we? So we run this amazing festival, we've scored some big policy wins, and citizens are signing up all over the world. But have we achieved our mission? No. We have such a long way to go. But this is the opportunity that I see. The concept of global citizenship, self-evident in its logic but until now impractical in many ways, has coincided with this particular moment in which we are privileged to live. We, as global citizens, now have a unique opportunity to accelerate large-scale positive change around the world. So in the months and years ahead, global citizens will hold world

leaders accountable to ensure that the new Global Goals for Sustainable Development are tracked and implemented. Global citizens will partner with the world's leading NGOs to end diseases like polio and malaria. Global citizens will sign up in every corner of this globe, increasing the frequency, quality and impact of their actions. These dreams are within reach. Imagine an army of millions growing into tens of millions, connected, informed, engaged and unwilling to take no for an answer. I'm a global citizen. Are you? Thank you.

Unit 4

4.1 TED Talk Part 1

It was November 1, 2002, my first day as a principal, but hardly my first day in the school district of Philadelphia. I graduated from Philadelphia public schools, and I went on to teach special education for twenty years in a low-income, low-performing school in North Philadelphia, where crime is rampant and deep poverty is among the highest in the nation.
Shortly after I walked into my new school, a huge fight broke out among the girls. After things were quickly under control, I immediately called a meeting in the school's auditorium to introduce myself as the school's new principal.
I walked in angry, a little nervous – but I was determined to set the tone for my new students. I started listing as forcefully as I could my expectations for their behaviour and my expectations for what they would learn in school. When, all of a sudden, a girl way in the back of the auditorium, she stood up and she said, 'Miss! Miss!' When our eyes locked, she said, 'Why do you keep calling this a school? This is not a school.'
In one outburst, Ashley had expressed what I felt and never quite able to articulate about my own experience when I attended a low-performing school in the same neighbourhood, many, many, many years earlier. That school was definitely not a school. Fast-forwarding a decade later to 2012, I was entering my third low-performing school as principal. I was to be Strawberry Mansion's fourth principal in four years. Shortly as I approached the door of my new school and attempted to enter, and found the door locked with chains, I could hear Ashley's voice in my ears going, 'Miss! Miss! This is not a school.'
I noticed that the classrooms were nearly empty. The students were just scared: scared to sit in rows in fear that something would happen; scared because they were often teased in the cafeteria for eating free food. They were scared from all the fighting and all the bullying. This was not a school. And then, there were the teachers, who were incredibly afraid for their own safety, so they had low expectations for the students and themselves, and they were totally unaware of their role in the destruction of the school's culture.

4.2 TED Talk Part 2

My first slogan is: if you're going to lead, lead. I am a leader. So I know I cannot do anything alone. So, I assembled a top-notch leadership team who believed in the possibility of all the children, and together, we tackled the small things, like resetting every single locker combination by hand so that every student could have a secure locker.
We decorated every bulletin board in that building with bright, colourful, and positive messages. We took the chains off the front doors of the school. We got the lightbulbs replaced, and we cleaned every classroom to its core, recycling every, every textbook that was not needed, and discarded thousands of old materials and furniture. We used two dumpsters per day. And, of course, of course, we tackled the big stuff, like rehauling the entire school budget so that we can reallocate funds to have more teachers and support staff. We rebuilt the entire school day schedule from scratch to add a variety of start and end times, remediation, honours courses, extracurricular activities, and counselling, all during the school day. All during the school day. The results? Strawberry Mansion was removed from the Persistently Dangerous List our first year after being – after being on the Persistently Dangerous List for five consecutive years. Leaders make the impossible possible.

4.3 TED Talk Part 3

That brings me to my second slogan: So what? Now what? When we looked at the data, and we met with the staff, there were many excuses for why Strawberry Mansion was low-performing and persistently dangerous. They said only 68 percent of the kids come to school on a regular basis, 100 percent of them live in poverty, only one percent of the parents participate, many of the children come from incarceration and single-family homes, 39 percent of the students have special needs, and the state data revealed that 6 percent of the students were proficient in algebra, and 10 were proficient in literature.
After they got through telling us all the stories of how awful the conditions and the children were, I looked at them, and I said, 'So what? Now what? What are we gonna do about it?'
We developed a lesson delivery model for instruction that focused on small-group instruction, making it possible for all the students to get their individual needs met in the classroom. The results? After one year, state data revealed that our scores have grown by 171 percent in algebra and 107 percent in literature. We have a very long way to go, a very long way to go, but we now approach every obstacle with a 'So What? Now What?' attitude.

4.4 TED Talk Part 4

And that brings me to my third and final slogan. 'If nobody told you they loved you today, you remember I do, and I always will'. My students have problems: social, emotional and economic problems you could never imagine. Some of them are parents themselves, and some are completely alone. If someone asked me my real secret for how I truly keep Strawberry Mansion moving forward, I would have to say that I love my students and I believe in their possibilities unconditionally. So – if I'm going to push my students toward their dream and their purpose in life, I've got to get to know who they are. We hold monthly town hall meetings to listen to their concerns, to find out what is on their minds. They ask us questions like, 'Why do we have to follow rules?' 'Why are there so many consequences?' 'Why can't we just do what we want to do?' They ask, and I answer each question honestly, and this exchange in listening helps to clear up any misconceptions. Every moment is a teachable moment. My reward, my reward for being non-negotiable in my rules and consequences is their earned respect. I insist on it, and because of this, we can accomplish things together. They are clear about my expectations for them, and I repeat those expectations every day over the P.A. system. I remind them – I remind them of those core values of focus, tradition, excellence, integrity and perseverance, and I remind them every day how education can truly change their lives. And I end every announcement the same: '
If nobody told you they loved you today, you remember I do, and I always will.'
Ashley's words of 'Miss, Miss, this is not a school,' is forever etched in my mind. If we are truly going to address or make real progress in addressing poverty, then we have to make sure that every school that serves children in poverty is a real school, a school, a school – a school that provides them with knowledge and mental training to navigate the world around them. I do not know all the answers, but what I do know is for those of us who are privileged and have the responsibility of leading a school that serves children in poverty, we must truly lead, and when we are faced with unbelievable challenges, we must stop and ask ourselves, 'So what. Now what? What are we going to do about it?' And as we lead, we must never forget that every single one of our students is just a child, often scared by what the world tells them they should be, and no matter what the rest of the world tells them they should be, we should always provide them with hope, our undivided attention, unwavering belief in their potential, consistent expectations, and we must tell them often, if nobody told them they loved them today, remember we do, and we always will. Thank you.

Unit 5

5.1 TED Talk Part 1

One of my greatest pleasures in life is, I have to admit, a bit special. I cannot tell you how much I enjoy watching cities from the sky, from an airplane window. Some cities are calmly industrious, like Dusseldorf or Louisville. Others project an energy that they can hardly contain, like New York or Hong Kong. And then you have Paris or Istanbul, and their patina full of history. I see cities as living beings. And when I discover them from far above, I like to find those main streets and highways that structure their space. Especially at night, when commuters make these arteries look dramatically red and golden: the city's vascular system performing its vital function right before your eyes. But when I'm sitting in my car after an hour and a half of commute every day, that reality looks very different.

Nothing – not public radio, no podcast – not even mindfulness meditation makes this time worth living. Isn't it absurd that we created cars that can reach 130 miles per hour and we now drive them at the same speed as 19th-century horse carriages? In the US alone, we spent 29.6 billion hours commuting in 2014. With that amount of time, ancient Egyptians could have built 26 Pyramids of Giza. We do that in one year. A monumental waste of time, energy and human potential. For decades, our remedy to congestion was simple: build new roads or enlarge existing ones. And it still works today in fast-growing emerging cities. But in more established urban centres, significant network expansions are almost impossible: habitat is just too dense, real estate, too expensive and public finances, too fragile. Our city's vascular system is getting clogged, it's getting sick, and we should pay attention.

Our current way of thinking is not working. For our transportation to flow, we need a new source of inspiration.

5.2 TED Talk Part 2

So after sixteen years working in transportation, my 'aha moment' happened when speaking with a biotech customer. She was telling me how her treatment was leveraging specific properties of our vascular system. 'Wow,' I thought, 'Our vascular system – all the veins and arteries in our body making miracles of logistics every day.' So, what if the solution to our traffic challenges was inside us? I wanted to know: why is it that blood flows in our veins most of our lives, when our big cities get clogged on a daily basis? And the reality is that you're looking at two very different networks. I don't know if you realise, but each of us has 60,000 miles of blood vessels in our bodies – 60,000 miles. That's two-and-a-half times the Earth's circumference, inside you. What it means is that blood vessels are everywhere inside us, not just under the surface of our skin. But if you look at our cities, yes, we have some underground subway systems and some tunnels and bridges, and also some helicopters in the sky. But the vast majority of our traffic is focused on the ground, on the surface. So in other words, while our vascular system uses the three dimensions inside us, our urban transportation is mostly two-dimensional. This Chinese concept of a bus that can straddle traffic jams – that was an eye-opener on new ways to think about space and movement inside our cities. Tel Aviv and Abu Dhabi are talking about testing these futuristic networks of suspended magnetic pods. And we can keep climbing, and fly. The fact that a company like Airbus is now seriously working on flying urban taxis is telling us something. Flying cars are finally moving from science-fiction déjà vu to attractive business-case territory. And that's an exciting moment.

5.3 TED Talk Part 3

So building this 3D transportation network is one of the ways that we can mitigate and solve traffic jams. But it's not the only one. We have to question other fundamental choices that we made, like the vehicles we use. Just imagine a very familiar scene: you've been driving for 42 minutes. The two kids behind you are getting restless. And you're late. Do you see that slow car in front of you? Always comes when you're late, right? That driver is looking for parking. There is no parking spot available in the area, but how would he know? It is estimated that up to 30 percent of urban traffic is generated by drivers looking for parking. Do you see the 100 cars around you? 85 of them only have one passenger. Those 85 drivers could all fit in one Londonian red bus. So the question is: why are we wasting so much space if it is what we need the most? Why are we doing this to ourselves? Biology would never do this. Space inside our arteries is fully utilised. At every heartbeat, a higher blood pressure literally compacts millions of red blood cells into massive trains of oxygen that quickly flow throughout our body. And the tiny space inside our red blood cells is not wasted, either. In healthy conditions, more than 95 percent of their oxygen capacity is utilised. Can you imagine if the vehicles we used in our cities were 95 percent full, all the additional space that you would have to walk, to bike and to enjoy our cities? Blood is both a collective and an individual form of transportation. But for our cities, we've been stuck. We've been stuck in an endless debate between creating a car-centric society or extensive mass-transit systems. And I think we should transcend this. I think we can create vehicles that combine the convenience of cars and the efficiencies of trains and buses. Just imagine. You're comfortably sitting in a fast and smooth urban train, along with 1,200 passengers.

The problem with urban trains is that sometimes you have to stop five, ten times, fifteen times before your final destination. What if in this train you didn't have to stop? In this train, wagons can detach dynamically while you're moving and become express, driverless buses that move on a secondary road network. And so, without a single stop, nor a lengthy transfer, you are now sitting in a bus that is headed toward your suburb. And when you get close, the section you're sitting in detaches and self-drives you right to your doorstep. It is collective and individual at the same time. This could be one of the shared, modular and driverless vehicles of tomorrow.

5.4 TED Talk Part 4

Now … as if walking in a city buzzing with drones, flying taxis, modular buses and suspended magnetic pods was not exotic enough, I think there is another force in action that will make urban traffic mesmerising. If you think about it, the current generation of driverless cars is just trying to earn its way into a traffic grid made by and for humans. They're trying to learn traffic rules, which is relatively simple, and coping with human unpredictability, which is more challenging. But what would happen when whole cities become driverless? Would we need traffic lights? Would we need lanes? How about speed limits? Red blood cells are not flowing in lanes. They never stop at red lights. In the first driverless cities, you would have no red lights and no lanes. And when all the cars are driverless and connected, everything is predictable and reaction time, minimum. They can drive much faster and can take any rational initiative that can speed them up or the cars around them. So instead of rigid traffic rules, flow will be regulated by a mesh of dynamic and constantly self-improving algorithms. The result: a strange traffic that mixes the fast and smooth rigour of German autobahns and the creative vitality of the intersections of Mumbai. Traffic will be functionally exuberant. It will be liquid like our blood. And by a strange paradox, the more robotised our traffic grid will be, the more organic and alive its movement will feel. So yes, biology has all the attributes of a transportation genius today. But this process has taken billions of years, and went through all sorts of iterations and mutations. We can't wait billions of years to evolve our transportation system. We now have the dreams, the concepts and the technology to create 3D transportation networks, invent new vehicles and change the flow in our cities. Let's do it. Thank you.

Unit 6

6.1 TED Talk Part 1

Fifteen years ago, it was widely assumed that the vast majority of brain development takes place in the first few years of life. Back then, fifteen years ago, we didn't have the ability to look inside the living human brain and track development across the lifespan. In the past decade

or so, mainly due to advances in brain imaging technology such as magnetic resonance imaging, or MRI, neuroscientists have started to look inside the living human brain of all ages, and to track changes in brain structure and brain function. So we use structural MRI if you like to take a snapshot, a photograph, at really high resolution of the inside of the living human brain, and we can ask questions like, how much grey matter does the brain contain, and how does that change with age? And we also use functional MRI, called fMRI, to take a video, a movie, of brain activity when participants are taking part in some kind of task like thinking or feeling or perceiving something. So many labs around the world are involved in this kind of research, and we now have a really rich and detailed picture of how the living human brain develops, and this picture has radically changed the way we think about human brain development by revealing that it's not all over in early childhood, and instead, the brain continues to develop right throughout adolescence and into the 20s and 30s. One of the brain regions that changes most dramatically during adolescence is called prefrontal cortex. So this is a model of the human brain, and this is prefrontal cortex, right at the front. Prefrontal cortex is an interesting brain area. It's proportionally much bigger in humans than in any other species, and it's involved in a whole range of high-level cognitive functions, things like decision-making, planning, planning what you're going to do tomorrow or next week or next year, inhibiting inappropriate behaviour, so stopping yourself saying something really rude or doing something really stupid. It's also involved in social interaction, understanding other people, and self-awareness. So MRI studies looking at the development of this region have shown that it really undergoes dramatic development during the period of adolescence.

6.2 TED Talk Part 2

So in my lab, we're interested in the social brain, that is the network of brain regions that we use to understand other people and to interact with other people. So I like to show a photograph of a soccer game to illustrate two aspects of how your social brains work. So this is a soccer game. Michael Owen has just missed a goal, and he's lying on the ground, and the first aspect of the social brain that this picture really nicely illustrates is how automatic and instinctive social emotional responses are, so within a split second of Michael Owen missing this goal, everyone is doing the same thing with their arms and the same thing with their face, even Michael Owen as he slides along the grass, is doing the same thing with his arms, and presumably has a similar facial expression, and the only people who don't are the guys in yellow at the back and I think they're on the wrong end of the stadium, and they're doing another social emotional response that we all instantly recognise, and that's the second aspect of the social brain that this picture really nicely illustrates, how good we are at reading other people's behaviour, their actions, their gestures, their facial expressions, in terms of their underlying emotions and mental states. So you don't have to ask any of these guys. You have a pretty good idea of what they're feeling and thinking at this precise moment in time. So that's what we're interested in looking at in my lab. So in my lab, we bring adolescents and adults into the lab to have a brain scan, we give them some kind of task that involves thinking about other people, their minds, their mental states, their emotions, and one of the findings that we've found several times now, as have other labs around the world, is part of the prefrontal cortex called medial prefrontal cortex, which is shown in blue on the slide, and it's right in the middle of prefrontal cortex in the midline of your head. This region is more active in adolescents when they make these social decisions and think about other people than it is in adults, and this is actually a meta-analysis of nine different studies in this area from labs around the world, and they all show the same thing, that activity in this medial prefrontal cortex area decreases during the period of adolescence. And we think that might be because adolescents and adults use a different mental approach, a different cognitive strategy, to make social decisions, and one way of looking at that is to do behavioural studies, whereby we bring people into the lab and we give them some kind of behavioural task, and I'll just give you another example of the kind of task that we use in my lab.

6.3 TED Talk Part 3

So imagine that you're the participant in one of our experiments. You come into the lab, you see this computerised task. In this task, you see a set of shelves. Now, there are objects on these shelves, on some of them, and you'll notice there's a guy standing behind the set of shelves, and there are some objects that he can't see. They're occluded, from his point of view, with a kind of grey piece of wood. This is the same set of shelves from his point of view. Notice that there are only some objects that he can see, whereas there are many more objects that you can see. Now your task is to move objects around. The director, standing behind the set of shelves, is going to direct you to move objects around, but remember he's not going to ask you to move objects that he can't see. This introduces a really interesting condition whereby there's a kind of conflict between your perspective and the director's perspective. So imagine he tells you to move the top truck left. There are three trucks there.

You're going to instinctively go for the white truck, because that's the top truck from your perspective, but then you have to remember, 'Oh, he can't see that truck, so he must mean me to move the blue truck,' which is the top truck from his perspective.

Now believe it or not, normal, healthy, intelligent adults like you make errors about 50 percent of the time on that kind of trial. They move the white truck instead of the blue truck. So we give this kind of task to adolescents and adults, and we also have a control condition where there's no director and instead we give people a rule. We tell them, OK, we're going to do exactly the same thing but this time there's no director. Instead you've got to ignore objects with the dark grey background. You'll see that this is exactly the same condition, only in the no-director condition they just have to remember to apply this somewhat arbitrary rule, whereas in the director condition, they have to remember to take into account the director's perspective in order to guide their ongoing behaviour. OK, so if I just show you the percentage errors in a large developmental study we did, this is in a study ranging from age seven to adulthood, and what you're going to see is the percentage errors in the adult group in both conditions, so the grey is the director condition, and you see that our intelligent adults are making errors about 50 percent of the time, whereas they make far fewer errors when there's no director present when they just have to remember that rule of ignoring the grey background. Developmentally, these two conditions develop in exactly the same way. Between late childhood and mid-adolescence, there's an improvement, in other words a reduction of errors, in both of these trials, in both of these conditions. But it's when you compare the last two groups, the mid-adolescent group and the adult group where things get really interesting, because there, there is no continued improvement in the no-director condition. In other words, everything you need to do in order to remember the rule and apply it seems to be fully developed by mid-adolescence, whereas in contrast, if you look at the last two grey bars, there's still a significant improvement in the director condition between mid-adolescence and adulthood, and what this means is that the ability to take into account someone else's perspective in order to guide ongoing behaviour, which is something, by the way, that we do in everyday life all the time, is still developing in mid-to-late adolescence. So if you have a teenage son or a daughter and you sometimes think they have problems taking other people's perspectives, you're right. They do. And this is why.

6.4 TED Talk Part 4

So we sometimes laugh about teenagers. They're parodied, sometimes even demonised in the media for their kind of typical teenage behaviour. They take risks, they're sometimes moody, they're very self-conscious. So people often ask, 'Well, is adolescence a kind of recent phenomenon? Is it something we've invented recently in the West?' And actually, the answer is probably not. There are lots of descriptions of adolescence in history that sound very similar to the descriptions we use today. But today we try to understand their behaviour in terms of the underlying changes that are going on in their brain. So for example, take risk-taking.

We know that adolescents have a tendency to take risks. They do. They take more risks than children or adults, and they are particularly prone to taking risks when they're with their friends. There's an important drive to become independent from one's parents and to impress one's friends in adolescence. But now we try to understand that in terms of the development of a part of their brain called the limbic system, so I'm going to show you the limbic system in red in the slide behind me, and also on this brain. So the limbic system is right deep inside the brain, and it's involved in things like emotion processing and reward processing. It gives you the rewarding feeling out of doing fun things, including taking risks. It gives you the kick out of taking risks. And this region, the regions within the limbic system, have been found to be hypersensitive to the rewarding feeling of risk-taking in adolescents compared with adults, and at the very same time, the prefrontal cortex, which you can see in blue in the slide here, which stops us taking excessive risks, is still very much in development in adolescents. So brain research has shown that the adolescent brain undergoes really quite profound development, and this has implications for education, for rehabilitation and intervention. The environment, including teaching, can and does shape the developing adolescent brain, and yet it's only relatively recently that we have been routinely educating teenagers in the West. All four of my grandparents, for example, left school in their early adolescence. They had no choice. And that's still the case for many, many teenagers around the world today. 40 percent of teenagers don't have access to secondary school education. And yet, this is a period of life where the brain is particularly adaptable and malleable. It's a fantastic opportunity for learning and creativity.
So what's sometimes seen as the problem with adolescents – heightened risk-taking, poor impulse control, selfconsciousness – shouldn't be stigmatised. It actually reflects changes in the brain that provide an excellent opportunity for education and social development.
Thank you.

Unit 7

7.1 TED Talk Part 1

What's the fastest growing threat to Americans' health? Cancer? Heart attacks? Diabetes? The answer is actually none of these; it's Alzheimer's disease. Every 67 seconds, someone in the United States is diagnosed with Alzheimer's. As the number of Alzheimer's patients triples by the year 2050, caring for them, as well as the rest of the ageing population, will become an overwhelming societal challenge. My family has experienced firsthand the struggles of caring for an Alzheimer's patient. Growing up in a family with three generations, I've always been very close to my grandfather. When I was four years old, my grandfather and I were walking in a park in Japan when he suddenly got lost. It was one of the scariest moments I've ever experienced in my life, and it was also the first instance that informed us that my grandfather had Alzheimer's disease. Over the past twelve years, his condition got worse and worse, and his wandering in particular caused my family a lot of stress. My aunt, his primary caregiver, really struggled to stay awake at night to keep an eye on him, and even then often failed to catch him leaving the bed. I became really concerned about my aunt's well-being as well as my grandfather's safety. I searched extensively for a solution that could help my family's problems, but couldn't find one. Then, one night about two years ago, I was looking after my grandfather and I saw him stepping out of the bed. The moment his foot landed on the floor, I thought, why don't I put a pressure sensor on the heel of his foot? Once he stepped onto the floor and out of the bed, the pressure sensor would detect an increase in pressure caused by body weight and then wirelessly send an audible alert to the caregiver's smartphone. That way, my aunt could sleep much better at night without having to worry about my grandfather's wandering. So now I'd like to perform a demonstration of the sock. Could I please have my sock model on the stage? Great. So once the patient steps onto the floor an alert is sent to the caregiver's smartphone. Thank you.
Thank you, sock model. So this is a drawing of my preliminary design.

7.2 TED Talk Part 2

My desire to create a sensor-based technology perhaps stemmed from my lifelong love for sensors and technology. When I was six years old, an elderly family friend fell down in the bathroom and suffered severe injuries. I became concerned about my own grandparents and decided to invent a smart bathroom system. Motion sensors would be installed inside the tiles of bathroom floors to detect the falls of elderly patients whenever they fell down in the bathroom. Since I was only six years old at the time and I hadn't graduated from kindergarten yet, I didn't have the necessary resources and tools to translate my idea into reality, but nonetheless, my research experience really implanted in me a firm desire to use sensors to help the elderly people. I really believe that sensors can improve the quality of life of the elderly.

7.3 TED Talk Part 3

When I laid out my plan, I realised that I faced three main challenges: first, creating a sensor; second, designing a circuit; and third, coding a smartphone app. This made me realise that my project was actually much harder to realise than I initially had thought it to be. First, I had to create a wearable sensor that was thin and flexible enough to be worn comfortably on the bottom of the patient's foot. After extensive research and testing of different materials like rubber, which I realised was too thick to be worn snugly on the bottom of the foot, I decided to print a film sensor with electrically conductive pressure-sensitive ink particles. Once pressure's applied, the connectivity between the particles increases. Therefore, I could design a circuit that would measure pressure by measuring electrical resistance. Next, I had to design a wearable wireless circuit, but wireless signal transmission consumes lots of power and requires heavy, bulky batteries. Thankfully, I was able to find out about the Bluetooth low-energy technology, which consumes very little power and can be driven by a coin-sized battery. This prevented the system from dying in the middle of the night. Lastly, I had to code a smartphone app that would essentially transform the caregiver's smartphone into a remote monitor. For this, I had to expand upon my knowledge of coding with Java and XCode and I also had to learn about how to code for Bluetooth low-energy devices by watching YouTube tutorials and reading various textbooks.

7.4 TED Talk Part 4

Integrating these components, I was able to successfully create two prototypes, one in which the sensor is embedded inside a sock, and another that's a re-attachable sensor assembly that can be adhered anywhere that makes contact with the bottom of the patient's foot. I've tested the device on my grandfather for about a year now, and it's had a 100 percent success rate in detecting the over 900 known cases of his wandering. Last summer, I was able to beta test my device at several residential care facilities in California, and I'm currently incorporating the feedback to further improve the device into a marketable product. Testing the device on a number of patients made me realise that I needed to invent solutions for people who didn't want to wear socks to sleep at night. So sensor data, collected on a vast number of patients, can be useful for improving patient care and also leading to a cure for the disease, possibly. For example, I'm currently examining correlations between the frequency of a patient's nightly wandering and his or her daily activities and diet. One thing I'll never forget is when my device first caught my grandfather's wandering out of bed at night. At that moment, I was really struck by the power of technology to change lives for the better. People living happily and healthfully – that's the world that I imagine. Thank you very much.

Unit 8

8.1 TED Talk Part 1

Some people think that there's a TED Talk formula:
'Give a talk on a round, red rug.'
'Share a childhood story.'
'Divulge a personal secret.'
'End with an inspiring call to action.'
No. That's not how to think of a TED Talk. In fact, if you overuse those devices, you're just going to come across as clichéd or emotionally manipulative. But there is one thing that all great TED Talks have in common, and I would like to share that thing with you, because over the past twelve years, I've had a ringside seat, listening to many hundreds of amazing TED speakers, like these. I've helped them prepare their talks for prime time, and learned directly from them their secrets of what makes for a great talk. And even though these speakers and their topics all seem completely different, they actually do have one key common ingredient. And it's this: your number one task as a speaker is to transfer into your listeners' minds an extraordinary gift – a strange and beautiful object that we call an idea. Let me show you what I mean. Here's Haley. She is about to give a TED Talk and frankly, she's terrified.
Presenter: Haley Van Dyck!
Over the course of eighteen minutes, 1,200 people, many of whom have never seen each other before, are finding that their brains are starting to sync with Haley's brain and with each other. They're literally beginning to exhibit the same brainwave patterns. And I don't just mean they're feeling the same emotions. There's something even more startling happening. Let's take a look inside Haley's brain for a moment. There are billions of interconnected neurons in an impossible tangle. But look here, right here – a few million of them are linked to each other in a way which represents a single idea. And incredibly, this exact pattern is being recreated in real time inside the minds of everyone listening. That's right; in just a few minutes, a pattern involving millions of neurons is being teleported into 1,200 minds, just by people listening to a voice and watching a face. But wait – what is an idea anyway? Well, you can think of it as a pattern of information that helps you understand and navigate the world. Ideas come in all shapes and sizes, from the complex and analytical to the simple and aesthetic.

8.2 TED Talk Part 2

Here are just a few examples shared from the TED stage. Sir Ken Robinson – creativity is key to our kids' future.
[Sir Ken Robinson:] My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.
Chris Anderson: Elora Hardy – building from bamboo is beautiful.
[Elora Hardy:] It is growing all around us, it's strong, it's elegant, it's earthquake-resistant.
Chris Anderson: Chimamanda Adichie – people are more than a single identity.
[Chimamanda Adichie:] The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete.
[Chris Anderson:] Your mind is teeming with ideas, and not just randomly. They're carefully linked together. Collectively they form an amazingly complex structure that is your personal worldview. It's your brain's operating system. It's how you navigate the world. And it is built up out of millions of individual ideas. So, for example, if one little component of your worldview is the idea that kittens are adorable, then when you see this, you'll react like this. But if another component of your worldview is the idea that leopards are dangerous, then when you see this, you'll react a little bit differently. So, it's pretty obvious why the ideas that make up your worldview are crucial. You need them to be as reliable as possible – a guide, to the scary but wonderful real world out there. So that's why ideas really matter. If communicated properly, they're capable of changing, forever, how someone thinks about the world, and shaping their actions both now and well into the future. Ideas are the most powerful force shaping human culture.

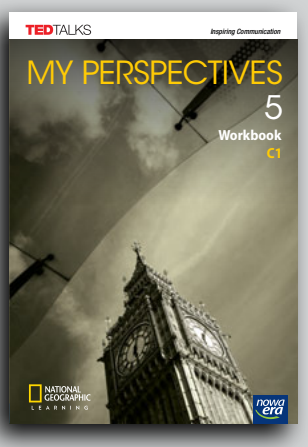
8.3 TED Talk Part 3

So if you accept that your number one task as a speaker is to build an idea inside the minds of your audience, here are four guidelines for how you should go about that task:
One, limit your talk to just one major idea. Ideas are complex things; you need to slash back your content so that you can focus on the single idea you're most passionate about, and give yourself a chance to explain that one thing properly. You have to give context, share examples, make it vivid. So pick one idea, and make it the through-line running through your entire talk, so that everything you say links back to it in some way.
Two, give your listeners a reason to care. Before you can start building things inside the minds of your audience, you have to get their permission to welcome you in. And the main tool to achieve that? Curiosity. Stir your audience's curiosity. Use intriguing, provocative questions to identify why something doesn't make sense and needs explaining. If you can reveal a disconnection in someone's worldview, they'll feel the need to bridge that knowledge gap. And once you've sparked that desire, it will be so much easier to start building your idea. Three, build your idea, piece by piece, out of concepts that your audience already understands. You use the power of language to weave together concepts that already exist in your listeners' minds – but not your language, their language. You start where they are. The speakers often forget that many of the terms and concepts they live with are completely unfamiliar to their audiences. Now, metaphors can play a crucial role in showing how the pieces fit together, because they reveal the desired shape of the pattern, based on an idea that the listener already understands. For example, when Jennifer Kahn wanted to explain the incredible new biotechnology called CRISPR, she said, 'It's as if, for the first time, you had a word processor to edit DNA. CRISPR allows you to cut and paste genetic information really easily.' Now, a vivid explanation like that delivers a satisfying aha moment as it snaps into place in our minds. It's important, therefore, to test your talk on trusted friends, and find out which parts they get confused by. Four, here's the final tip: make your idea worth sharing. By that I mean, ask yourself the question: 'Who does this idea benefit?'
And I need you to be honest with the answer. If the idea only serves you or your organisation, then, I'm sorry to say, it's probably not worth sharing. The audience will see right through you. But if you believe that the idea has the potential to brighten up someone else's day or change someone else's perspective for the better, or inspire someone to do something differently, then you have the core ingredient to a truly great talk, one that can be a gift to them and to all of us.

Przewodnik po serii

Teacher's Book

Student's Book



Workbook

www.dlanauczyciela.pl

Platforma z zasobami dla nauczycieli, a w niej m.in:
- książka nauczyciela w wersji PDF,
- testy i kartkówki,
- nagrania do podręcznika i zeszytu ćwiczeń,
- filmy,
- multibook,
- materiały dodatkowe,
- obudowa metodyczna.

www.docwiczenia.pl

Platforma z zasobami dla uczniów, a w niej:
- nagrania do podręcznika i zeszytu ćwiczeń,
- filmy do lekcji video w podręczniku i zeszycie ćwiczeń.

Learning Apps

Dodatkowe zadania typu maturalnego do filmów TED Talks dostępne pod kodami QR w zeszycie ćwiczeń i książce nauczyciela.

Generator testów

Platforma umożliwiająca układanie testów. Zawiera:
- zadania testowe o standardowym i obniżonym poziomie trudności,
- gotowe testy egzaminacyjne,
- test poziomujący.

Dostęp przez portal generator.dlanauczyciela.pl.

Matura Bank

Dodatkowe materiały poświęcone maturze dostępne pod kodami QR w zeszycie ćwiczeń i książce nauczyciela.

Multibook

Oprogramowanie na tablice multimedialne zawierające nagrania audio, filmy oraz ćwiczenia interaktywne. Dostępne na portalu www.dlanauczyciela.pl.

Quizizz

Krótkie quizy gramatyczne dostępne na stronie Quizizz.com (spis linków dostępny na stronie www.dlanauczyciela.pl).

Diagnoza egzaminacyjna

Próbny egzamin maturalny – arkusze egzaminacyjne przygotowane zgodnie z aktualnymi zaleceniami CKE wraz z kluczami odpowiedzi. Udostępniane dyrektorom szkół.

NAUCZYCIEL

UCZEŃ

MY PERSPECTIVES
KOMPONENTY CYFROWE

Realizacja dwóch podstaw programowych

Podstawa programowa 2012

Poziom docelowy B1 i B2/B2+

Ścieżki realizacji

MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+
MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	MY PERSPECTIVES 5 C1 *

* Wykracza poza zakres SPP 2012

Podstawa programowa 2018

Poziom docelowy B1+/B2 i B2+/C1

Ścieżki realizacji

MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+
MY PERSPECTIVES 1 A2+/B1	MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	Repetytorium My Matura Perspectives
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	MY PERSPECTIVES 5 C1
MY PERSPECTIVES 2 B1/B2	MY PERSPECTIVES 3 B2	MY PERSPECTIVES 4 B2+	Repetytorium My Matura Perspectives

Zasoby szczególnie warte uwzględnienia podczas realizacji podstawy programowej 2018

- Sekcje My Talk na końcu podręcznika
- Sekcje TED Talks w podręczniku
- Sekcje TED Talks Extra i TED Talks Practice w zeszycie ćwiczeń
- Zadania wyróżnione w *Life Skills guide*
- Elementy wyróżnione w *Technology guide*
  - Filmy dostępne na DVD, w Multibooku oraz na stronie docwiczenia.pl
  - Zadania w aplikacji Learning Apps
  - Zadania w aplikacji Quizizz
  - Matura Bank
- Informacje zawarte w *Culture guide*

MY PERSPECTIVES

My Perspectives 5
Teacher's Book
Online edition

Publisher: Sherrise Roehr.
Executive Editor: Sarah Kenney.
Publishing consultant: Karen Spiller.
Development Editor: Karen White.
Media Researcher: Leila Hishmeh.
Senior Technology Product Manager: Lauren Krolick.
Director of Global Marketing: Ian Martin.
Sr. Director, ELT & World Languages: Michael Burggren.
Production Manager: Daisy Sosa.
Senior Print Buyer: Mary Beth Hennebury.
Composition: Lumina Datamatics Inc.,
Cover/Text Design: Brenda Carmichael.
Art Director: Brenda Carmichael.
Cover Image: ©JR-art.net/Redux Pictures.

National Geographic Learning
Cheriton House, North Way
Andover, Hampshire
SP10 5BE United Kingdom

National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.
Locate your local office at **international.cengage.com/region**
Visit National Geographic Learning online at **NGL.Cengage.com/ELT**
Visit our corporate website at **www.cengage.com**

© Copyright by Nowa Era Sp. z o.o. 2020
ISBN 978-83-267-4002-2

Autorzy: Hugh Dellar, Andrew Walkley, Robert Górniak, Zbigniew Pokrzewiński, Nicholas Rattenbury, Anna Rzeźnik.

Redaktor zarządzający: Beata Huczko.
Redaktor serii: Anna Skwarek.
Redaktor prowadzący: Maria Rola.
Redakcja językowa: Graham Carr, Aleksandra Piechnik.
Skład i łamanie: Artur Polakowski.
Fotoedycja: Robert Gajda.
Realizacja nagrań: Andrzej Rewak.

Nowa Era Sp. z o.o.
Aleje Jerozolimskie 146 D, 02-305 Warszawa
www.nowaera.pl, e-mail: nowaera@nowaera.pl
Centrum Kontaktu: 801 88 10 10, 58 721 48 00

Nabyta przez Ciebie publikacja jest dziełem twórcy i wydawcy. Prosimy o przestrzeganie praw, jakie im przysługują. Zawartość publikacji możesz udostępnić nieodpłatnie osobom bliskim lub osobiście znanym, ale nie umieszczaj jej w internecie. Jeśli cytujesz jej fragmenty, to nie zmieniaj ich treści i koniecznie zaznacz, czyje to dzieło. Możesz skopiować część publikacji jedynie na własny użytek.

Szanujmy cudzą własność i prawo. Więcej na **www.legalnakultura.pl**

Photo credits:

008 Nowa Era, **354** National Geographic Learning, **357** Khomulo Anna/Shutterstock.com, milias 1987/Shutterstock.com

Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.