

MY PERSPECTIVES

5

Student's Book

Podręcznik dla liceów i techników

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

4 Vocabulary: interpersonal and intercultural communication, subcultures, social issues, discrimination, personal and social values Grammar: reported speech; patterns after reporting verbs p. 7	5 Vocabulary: natural disasters, ecological catastrophes, youth crime and dealing with it, global economy Grammar: defining and non-defining relative clauses; participle and adverbial clauses p. 8	6 Vocabulary: illnesses and accidents, common health problems, injuries, disabilities Grammar: expressing past ability; emphatic structures: <i>do, did + verb</i>; stylistic inversion p. 9	7 Vocabulary: goals, dreams and ambitions; achievements, career aspirations and prospects, employment, voluntary work Grammar: future forms; present and past tenses; continuous and perfect aspects p. 10	8 Vocabulary: book and film reviews, authors, creative projects, media Grammar: modifying gradable and ungradable adjectives; adverbs of degree; narrative tenses; future in the past p. 11
READING	GRAMMAR 2	SPEAKING	WRITING	SKILLS REVIEW
<i>Exploring the Okavango Delta</i> Vocabulary building: Greek prefixes: <i>anti, bio, eco, micro, macro, mono, geo, hiper</i> Critical thinking: Emotional responses pp. 16–17	Review of third and mixed conditionals, <i>I wish, If only</i> pp. 18–19	Making and explaining promises p. 20	A formal letter/email Writing tips: Formal and informal language p. 21	Znajomość środków językowych Rozumienie ze słuchu: dobieranie Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: list/e-mail formalny pp. 22–23
<i>Space archeologist needs your help</i> Vocabulary building: Suffix <i>-ity</i> Critical thinking: Balanced arguments pp. 32–33	The passive, passive reporting structures: <i>It is believed/estimated/ thought</i>; information order pp. 34–35	Describing benefits, asking for and giving clarification p. 38	An article Writing tips: Hedging p. 39	Znajomość środków językowych Rozumienie tekstów pisanych: wybór wielokrotny Wypowiedź ustna: prezentacja Wypowiedź pisemna: artykuł pp. 40–41
ANDRES RUZO Idea worth spreading: We should allow our curiosity to lead us to discover the unknown wonders of the world. Authentic listening skills: Engaging the listener's attention				
<i>A kinder world?</i> Vocabulary building: Collocations Critical thinking: Faults in arguments pp. 50–51	<i>it</i>-cleft sentences, <i>what</i>-cleft sentences to emphasise certain information pp. 52–53	making requests, suggestions, resisting and persuading, giving in to persuasion p. 54	A formal letter Writing tips: Making a point p. 55	Znajomość środków językowych Rozumienie ze słuchu: wybór wielokrotny Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: list formalny pp. 56–57
<i>Are our kids tough enough? Chinese school</i> Vocabulary building: Nouns and prepositions Critical thinking: Evaluating an experiment pp. 66–67	Passive <i>-ing</i> forms and infinitives pp. 68–69	Agreeing and disagreeing, partially agreeing, challenging and settling an argument p. 72	An opinion essay Writing tips: Avoiding repetition p. 73	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: prezentacja Wypowiedź pisemna: rozprawka pp. 74–75
LINDA CLIATT-WAYMAN Idea worth spreading: A successful school needs a strong leader with a positive attitude to challenges, and unconditional love for the students. Authentic listening skills: Deducing the meaning of unknown words				
Biological blueprints Vocabulary building: Verb suffixes: <i>-ise, -ify, -ate, -en</i> Critical thinking: Understanding connotation pp. 84–85	Nominalisation (creation of abstract nouns from verbs and adjectives e.g.: <i>decide – decision, perfect – perfection</i>) pp. 86–87	Opinion poll, introducing a survey, asking for and giving information p. 88	An article with a report Writing tips: Expressions of approval and disapproval p. 89	Znajomość środków językowych Rozumienie ze słuchu: uzupełnianie luk Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: artykuł pp. 90–91
<i>Ms Marvel teenage comic superhero</i> Vocabulary building: Binomial expressions: <i>ups and downs, bed and breakfast, peace and quiet</i> Critical thinking: Evaluating evidence pp. 100–101	Expressing habitual actions and states: <i>used to, getting used to, tend to, would always do, will keep doing</i> pp. 102–103	Showing understanding, offering encouragement and help p. 106	A for and against essay Writing tips: Interpreting essay questions p. 107	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: prezentacja Wypowiedź pisemna: rozprawka pp. 108–109
SARAH-JAYNE BLAKEMORE Idea worth spreading: The human brain undergoes profound changes during the teenage years, making it an amazing time for learning and creativity. Authentic listening skills: Preparing to listen				
<i>The Healthiest Places in the World?</i> Vocabulary building: Adjective suffixes: <i>-able</i> and <i>-ible</i> Critical thinking: Checking facts pp. 118–119	Revision: articles (<i>a/an, the, zero</i>); <i>the + adjective</i> pp. 120–121	Making and responding to proposals p. 122	An article with a proposal Writing tips: Impersonal style p. 123	Znajomość środków językowych Rozumienie ze słuchu: dobieranie Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: artykuł pp. 124–125
<i>Earthrise</i> Vocabulary building: Adjectives ending in <i>-ful</i> and <i>-less</i> Critical thinking: Understanding quotations pp. 134–135	Subordinate clauses to add information to the main clause pp. 136–137	Giving a successful presentation: introducing, starting, highlighting important points, finishing p. 140	An article with a review Writing tips: Reference p. 141	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: prezentacja Wypowiedź pisemna: artykuł z elementami recenzji pp. 142–143
CHRIS ANDERSON Idea worth spreading: A great idea is the core ingredient to a truly great talk, because our ideas have the potential to change someone else's perspective for the better or inspire someone to do something differently. Authentic listening skills: Collaborative listening				

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.
- 2 Don't forget to ... your ... soon. The deadline is by the end of the month.
- 3 I don't think we can ... this ... straight into the river. It might be too toxic.
- 4 Are you suggesting that eating sweets doesn't affect your health? I don't think you can ... your ...
- 5 The scientists need at least a month to ... the ... of polluted soil from the factory.

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**

This speaker:

- | | |
|------------------|---|
| 1 Speaker 1: ... | a dissolves some substances. |
| 2 Speaker 2: ... | b creates a chemical reaction. |
| 3 Speaker 3: ... | c forms a hypothesis. |
| 4 Speaker 4: ... | d submits their assignment. |
| 5 Speaker 5: ... | 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 ...

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.

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 | a the ability of a species to stay alive in spite of unfavourable conditions |
| 2 breed | b the natural environment of a particular species |
| 3 survival | c the type of a species of animal, characterised by particular distinctive features |
| 4 extinction | 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

This speaker:

- | | |
|--|---|
| 1 Speaker 1:  | a talks about traits that are passed on through genes |
| 2 Speaker 2:  | b mentions the potential benefits of the new legal regulation |
| 3 Speaker 3:  | c is involved in a conservation group |
| 4 Speaker 4:  | d talks about an endangered species |
| | e says that a new species has been discovered |

3 Choose the appropriate modal verb in each sentence.

- Governments *should / would / might* introduce stricter environmental regulations immediately if they want to preserve the natural beauty of our planet.
- We *might / must / should* lose many endangered species forever if we don't stop climate change.
- 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.
- I'm sure one day all countries *can / will / would* ban animal circuses. They are a really cruel form of entertainment.

- 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.

- People who care about the wellbeing of animals usually give up buying (*products / science / leather / shop*).
- With a countless number of animals, the Amazonian (*protection / forest / rain / campaign*) is the world's largest natural habitat.
- Some kids in cities have never seen (*sea / animals / products / farm*) like cows or goats. Isn't that terrible?
- Our (*teacher / environment / campaign / science*) has taken us to the bird reserve and it was the best practical lesson we could think of!
- 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.

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

- Some tourists ... (*must / ignore*) the signs and fed the seals at the zoo. That's why they got sick.
- The local authorities have decided that beginning in January next year, this area ... (*will / protect*) in order to save the unique flora.
- Why are you here, Jimmy? ... (*should / not / you / sit*) in the science lab right now?
- The poachers ... (*might / operate*) in this forest for more than a month now.
- 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?

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

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.

- Working for an advertising agency requires a lot of creativity. **CREATIVE**
You ... if you work for an advertising agency.
- She's a very creative painter. **CREATIVELY**
She ...
- Banksy has created several world-famous pieces of graffiti art. **CREATOR**
Banksy ... several world-famous pieces of graffiti art.
- 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
-------	----------	-------	--------

- The idea behind this device is not new. I only took some existing solutions and ... them to my needs.
- The greatest inventors are usually creative types who ... the existing rules and present alternative solutions to problems.
- The way I initially ... the problem was not successful, so I had to find some other ways to deal with it.
- Whoever ... electric scooters was a real genius. They revolutionised the way people travel around cities.

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.



This speaker:

- | | |
|------------------|---|
| 1 Speaker 1: ... | a turned out to be more creative than they thought they were. |
| 2 Speaker 2: ... | b inspired others to copy the creative concept they first worked out. |
| 3 Speaker 3: ... | c came up with a creative idea to make their work easier. |
| | d needed another person's help to carry out their creative idea. |

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

- When the machine ... (start) operating, the door gets locked and this red indicator turns on.
- If you hadn't left the laptop on for the whole night, the battery ... (not / go) flat.
- When you ... (complete) the survival course, you will gain incredibly useful experience.
- 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.

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

- I came to a few interesting ... while analysing the reports from the research.
- Professor Sanders is waiting for the ... of two of his articles in the scientific magazine.
- This is an elite society for the smartest; only people of unique ... can be members.
- This job requires ... in English or Spanish, because most of our customers come from North and South America.

6 Complete the second sentence using the suggested structure.

- I sent that report without double-checking it first. Now I regret it.
I wish ...
- Wait for me outside, please. I'd prefer it that way. I'd rather ...
- 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...

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-...
2 His wife's death left Harry heart...
3 The manager suggested a few cost-...
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

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

In this conversation:

- 1 Conversation 1: ...
2 Conversation 2: ...
3 Conversation 3: ...
4 Conversation 4: ...

- 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, ...

Starter 5

- *natural disasters*
- *ecological catastrophes*
- *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).

- aid
- debris
- evacuation
- infrastructure
- shortage

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

- 6.2
 - 11
 - 300
 - 400
 - 2,500
 - 4,000
- the number of people who helped after the earthquake
 - the magnitude of the 2016 earthquake
 - the number of people who needed medical help in hospitals
 - the number of people killed as a result of the earthquake
 - the cost of the damage (in billions of euros)
 - 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
------	----------	------	-------

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

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

- The young vandals were caught by two policemen. The policemen were patrolling the neighbourhood. The young vandals were caught by two policemen
- Some offensive graffiti has been painted on the wall of our school. We need to remove it. We need to remove the offensive graffiti
- Many students are bullied at school. This campaign is addressed to such people. This campaign is addressed to students
- 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.

- (*Wysławszy sygnał SOS*) ... , the people gathered as far from the fire as possible and waited for help.
- (*Uświadomiwszy sobie*) ... how climate changes influence our lives, the company decided to reduce its negative impact on the environment.
- (*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 ...

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 ... medicine in order to improve the national healthcare system.
- 2 After ten days of rehabilitation, the man was capable ... taking a few steps on his own.
- 3 This food was exposed ... high temperatures for too long. You'd better not try to eat it.
- 4 The allergy ... 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 ... 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?

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!

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



- 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.

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
- 2 glass ceiling
- 3 minimum wage
- 4 unemployment rate
- 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 ...

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.
- 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.
- 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!
- 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
- 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.

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

In this book:

- 1 ... a a relationship starts between two people.
- 2 ... b there's a group of people who have been friends for a long time.
- 3 ... 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
- 2 really pleased
- 3 very angry
- 4 very sad
- a delighted
- b furious
- c heartbroken
- d hilarious

- 1 He was ... when his beloved character was shot only in the last minute of the film.
- 2 I love this comedy. It has several ... situations and I just can't help laughing all the time.
- 3 Daniel was ... 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, ...

1 Pristine places

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



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

1A Vocabulary

Ocean environment

Talking about environment

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.

- 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) **...**.
- (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.

1B Listening

Listening to texts about ecological issues

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.

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

- 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?

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

- 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.

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

- 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.

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.

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?
 - ii a hypothetical or unlikely situation in the present or future?
- 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?
- 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,
 - 2 Supposing everyone bought fish from sustainable sources,
 - 3 Unless we reduce our fish consumption,
 - 4 Unless sea levels stop rising,
 - 5 If there were no fish farms,
 - 6 Suppose polar bears became extinct,
 - 7 As long as governments act now to stop pollution,
- 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?

1D Reading

VOCABULARY BUILDING Greek prefixes

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

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

- | | |
|----------------|----------------|
| 1 biology | biography |
| 2 ecology | ecosystem |
| 3 microscope | microchip |
| 4 monologue | monotonous |
| 5 geography | geology |
| 6 hypermarket | hypersensitive |
| 7 antisocial | antibiotic |
| 8 macroeconomy | 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
- 2 Unknown wonders ahead of us

- 3 Facing the insect army
- 4 A warm welcome from the local tribe
- 5 Time to wrap up the experience

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

- 1 bend your knees and lower your body
- 2 completely wet
- 3 difficult and physically challenging
- 4 equipment for taking close-up photos
- 5 not noticed
- 6 started
- 7 water in the air

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

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

- 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 ...

Exploring the Okavango Delta

 **12** The Okavango Delta in northern Botswana is one of the last wetland wildernesses in Africa. It contains a variety of habitats

5 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
10 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
15 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
20 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.



25 **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
30 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

35 most – exploration, research and pure wilderness living! Here we go for [#Cuanavale16](#).

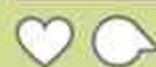


B If you keep on looking there is always more beauty to find!
40 We walked past this so many times while setting up camp, but only later in the day, while walking around to collect biodiversity data, did I focus on this incredibly beautiful flower
45 already **overlooked** so many times, and captured 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!



50 **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,
55 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
60 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!



65 **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
70 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.
75 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.
80 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
85 all of you will act as ambassadors for this crucially important ecosystem. Check out intotheokavango.org for more information on how to get involved!

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
 - 2 Mixed conditional – a hypothetical situation in the past, and its hypothetical result in the present
 - 3 Mixed conditional – a hypothetical situation in the present, and its hypothetical result in the past
- 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

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

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 ...

A Galápagos iguana on a volcanic rock.

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.



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

- 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.**

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.

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.

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

Skills Review 1

ENGLISH IN USE

Słownictwo

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. **NEW**
- 2 ... waves caused by a series of underwater earthquakes hit the islands with all their force. **TIDE**
- 3 Scientists are attending the conference on how ... is threatened and how we can protect it. **DIVERSITY**
- 4 Physical exercise can ease depression more effectively than ... **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**

Uzupełnianie luk

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.
- 2 The real cost of coal, natural gas, and other ... fuels aren't always obvious. Their impacts, however, can be disastrous.
- 3 How much would the oceans rise if the polar ice ... melted?
- 4 Hatta's dam lakes in the United Arab Emirates have become home to some rare ... of birds including the seldom-seen fish eagle.
- 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.

Parafrazy zdań

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.

Uzupełnianie zdań

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

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 (*strefa bez połowów*) ... have been welcomed.
- 3 A river has been polluted with thousands of 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 (*nieskazitelných miejscach*) ... of the world.

Uzupełnianie luk

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

1 ...

- 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 ...

- 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 ...

- 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 ...

- 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

Which speaker ...

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

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.

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 wyrażen:

***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,
- 2 If temperatures hadn't risen in some parts of the world,
- 3 If numbers of the spruce bark beetle* hadn't increased because of warm summers,
- 4 If fewer tourists visited the Great Barrier Reef each year,
- 5 If some animal parts weren't believed to cure diseases,

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 ...

Wordlist Unit 1 16

VOCABULARY p. 13

carbon dioxide (n) /ˈkɑːbən daɪˈɒksaɪd/ dwutlenek węgla
climate change (n) /ˈklaɪmət ˌtʃeɪndʒ/ zmiana klimatu
coral reef (n) /ˈkɒrəl ˈriːf/ rafa koralowa
dump (v) /dʌmp/ wyrzucać (do śmieci)
endangered species (n) /ɪnˌdeɪndʒəd ˈspiːʃiːz/ zagrożone gatunki
flood defence (n) /flʌd dɪˈfens/ ochrona przeciwpowodziowa
fossil fuel (n) /ˈfɒsəl ˈfjuːəl/ paliwo kopalne
global warming (n) /ˌɡləʊbl ˈwɔːmɪŋ/ globalne ocieplenie
greenhouse gas (n) /ˌɡriːnhaʊs ˈɡæs/ gaz cieplarniany
habitat (n) /ˈhæbɪtət/ środowisko, siedlisko
in length (phr) /ɪn ˈleŋθ/ na długość
marine reserve (n) /məˈriːn rɪˈzɜːv/ rezerwat morski
oil refinery (n) /ˈɔɪl ˌrɪfaɪnəri/ rafineria ropy naftowej
oxygen (n) /ˈɒksɪdʒən/ tlen
polar ice caps (n) /ˈpəʊlə 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 dɪˈfensɪz/ 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) /ˈbɒɡi/ bagnisty, błotnisty
campaigner (n) /kæmˈpeɪnə/ orędownik/ orędowniczka, uczestnik/uczestniczka kampanii
catchy (adj) /ˈkætʃi/ chwytliwy
collapse (v) /kəˈlæps/ runąć, zawalić się
come to terms (phr) /kʌm 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) /ɪɡˈzædʒəreɪtɪd/ przesadny, nadmierny
grouper (n) /ˈɡruːpə/ 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) /ˌrɪːprəˈdjuːs/ 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) /ˌæntɪbaɪˈɒtɪk/ antybiotyk
anti-depressant (n) /ˌæntɪdɪˈpresənt/ antydepresant
antisocial (adj) /ˌæntɪˈsəʊʃəl/ aspołeczny, nietowarzyski
appealing (adj) /əˈpiːlɪŋ/ interesujący, atrakcyjny
backyard (n) /ˌbækˈjɑːd/ podwórko
bend (v) /bend/ zginać
biodiversity (n) /ˌbaɪəʊdaɪˈvɜːsəti/ bioróżnorodność
biography (n) /baɪˈɒɡrəfi/ 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) /ˌkləʊzʌp ˈfəʊtəʊ/ zdjęcie ze zbliżeniem
crouch down (phr v) /ˌkraʊtʃ ˈdaʊn/ przykucnąć
decompose (v) /ˌdiːkəmˈpəʊz/ rozkładać się, gnić
depression (n) /dɪˈpresjən/ depresja, przygnębienie
dew (n) /djuː/ rosa
diversity (n) /daɪˈvɜːsəti/ różnorodność
dugout canoe (n) /ˌdʌɡaʊt kəˈnuː/ czółno drążone w pniu (rodzaj łodzi)
eco-friendly (adj) /iːˈkəʊˌfrendli/ ekologiczny
ecology (n) /iːˈkɒlədʒi/ ekologia
ecosystem (n) /iːˈkəʊˌsɪstəm/ ekosystem
ecotourism (n) /iːˈkəʊˌtʃʊərɪzəm/ 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) /dʒiːˈɒɡrəfi/ geografia
geology (n) /dʒiːˈɒlədʒi/ geologia
geophysics (n) /ˌdʒiːəʊˈfɪzɪks/ geofizyka

gruelling (adj) /ˈɡruːəlɪŋ/ wyczerpujący, wymagający
heritage (n) /ˈherɪtɪdʒ/ dziedzictwo
highlight (v) /ˈhaɪlaɪt/ uwydatniać, podkreślać
hyperactive (adj) /ˌhaɪpərˈæktɪv/ nadpobudliwy
hypermarket (n) /ˌhaɪpəˈmɑːkɪt/ hipermarket
hypersensitive (adj) /ˌhaɪpərˈsensɪtɪv/ 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) /ˈmaɪkrəʊˌkɒnəmi/ makroekonomia
macro lens (n) /ˈmaɪkrəʊ ˌlenz/ makroobiektyw
microchip (n) /ˈmaɪkrəʊˌtʃɪp/ mikroprocesor
microscope (n) /ˈmaɪkrəˌskəʊp/ mikroskop
micro-surgery (n) /ˌmaɪkrəʊˈsɜːrdʒəri/ mikrochirurgia
miraculously (adv) /mɪˈrækjələsli/ w cudowny sposób
mist (n) /mɪst/ mgła
moisture (n) /ˈmɔɪstʃə/ wilgoć
monolingual (adj) /ˌmɒnəʊˈlɪŋɡwəl/ jednojęzyczny
monologue (n) /ˈmɒnəlɒɡ/ monolog
monotonous (adj) /məˈnɒtənəs/ monotony
oatmeal (n) /ˈəʊtmɪːl/ 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) /ˌreɪdɪˈeɪʃn/ promieniowanie
radio waves (n) /ˌreɪdɪəʊ 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) /ˈweɪvlɛŋθ/ 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) /ɪˈɡwɑːnə/ iguana

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

SPEAKING p. 20

carbon footprint (n) /'kɑ:bən ,fʊt'prɪnt/ ślad węglowy
clean-up (n) /'kli:nʌp/ sprzątanie
hashtag (n) /'hæʃtæg/ hashtag (wyrażenie lub słowo poprzedzone symbolem #)
pledge (n) /pledʒ/ obietnica
reusable (adj) /,ri:'ju:zəbl/ wielokrotnego użytku
turtle (n) /'tɜ:tl/ żółw wodny
waterway (n) /'wɔ:təweɪ/ droga wodna
wave (n) /weɪv/ fala

WRITING p. 21

abbreviation (n) /ə,bri:vi'eɪʃn/ skrót, nazwa skrócona
anniversary (n) /,æni'vɜ:səri/ rocznica
dash (n) /dæʃ/ myślnik
earn recognition (phr) /ɜ:n ,rekəg'nɪʃn/ zdobywać uznanie
ellipses (n) /ɪ'lɪpsɪz/ wielokropek
exclamation mark (n) /,eksklə'meɪʃn ma:k/ wykrzyknik
honoured (adj) /'hɒnəd/ zaszczycony
overjoyed (adj) /,əʊvə'dʒɔɪd/ ogromnie ucieszony
pass (v) /pɑ:s/ 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 ,i:gl/ rybołów
impurity (n) /ɪm'pjʊərəti/ nieczystość

inexhaustible (adj) /,ɪnɪg'zɔ:stəbl/ niewyczerpany
lush (adj) /lʌʃ/ bujny
on average (adv) /ɒn 'ævərɪdʒ/ przeciętnie
opt for (phr v) /,ɒpt 'fɔ:/ decydować się na
recede (v) /rɪ'si:d/ oddalać się
stretch (n) /stretʃ/ obszar
temple (n) /'templ/ świątynia
tidal (adj) /'taɪdl/ pływowy, dotyczący pływów wodnych
trigger (v) /'trɪgə/ wywoływać
unknowingly (adv) /ʌn'nəʊɪŋli/ 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

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

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

2 Choose the correct option to complete each sentence.

- I would love to see all the *accidental* / *disastrous* / *pristine* places in Africa.
- His speech was so *monolingual* / *monotonous* / *monologue* that I almost fell asleep.
- There was some *dew* / *mist* / *sodden* on the grass, so his feet were completely wet after a 5-minute walk.
- We need a greater *depression* / *diversity* / *heritage* of products that provide a natural source of vitamins and minerals.
- Asking so many questions only means that he has got an *appealing* / *exaggerated* / *inquisitive* mind.
- 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.

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

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

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

2 Discovery

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

2A Vocabulary

Exploration

Talking about exploration

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.

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?

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

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

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	...	...	...
Zheng He	...	...	...
Leif Erikson	...	...	...
Neil Armstrong	...	...	...
Muhammad Ibn Battuta	...	...	...

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

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

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

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

- Christopher Columbus
- Zheng He
- Leif Erikson
- Neil Armstrong
- Muhammad Ibn Battuta

- He led almost 2,000 ships in his expedition.
- His main motivation was trade relations and discovering new cultures.
- He was in charge of the Vikings' expeditions.
- He arrived at a completely different destination than he had planned.
- 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

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

- Which is true about the Russian space agency?
 - It was the most advanced agency in terms of technology.
 - It will soon start offering space journeys to private tourists.
 - It manages a number of space stations.
- How did Polish scientists support the Mars mission?
 - They landed on Mars during the most difficult period of the year.
 - They designed and built an important part of the Mars lander called InSight.
 - They sent a module to Mars which made the landing of the InSight lander easier.
- Which of the following claims is made in the recording?
 - Mars and Earth have always been very different.
 - Traces of life have been found on Mars.
 - The soil on Mars appears to be harder than initially expected.
- What conclusion does the speaker make about Poland's further role in space exploration?
 - The Mole's failure means that Poland will withdraw from cooperation in space exploration.
 - Poland is ready to carry out the next mission without other agencies' help.
 - With the quality of Polish engineers proven by the construction of the Mole, Poland is sure to continue its cooperation with other space agencies.
- 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.

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

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**, **could** or **may**.
- 4 To increase the possibility, use **could**, **may** or **might** followed by **well**.

- 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.

- 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.



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 | 6 necessity |
| 2 creativity | 7 modernity |
| 3 authenticity | 8 fragility |
| 4 clarity | 9 intensity |
| 5 stability | 10 vulnerability |

READING

Understanding a text about space archeology

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.

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.
- b Space archaeology not only helps with the discovery of new sites, but these days it is also helping to protect them.
- c Strange as it may seem, archaeologists often look to the sky to discover sites buried deep beneath the earth.
- 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.
- f The project works like this.

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?

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

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!

A US communications satellite in orbit.

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 Pharaoh 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.

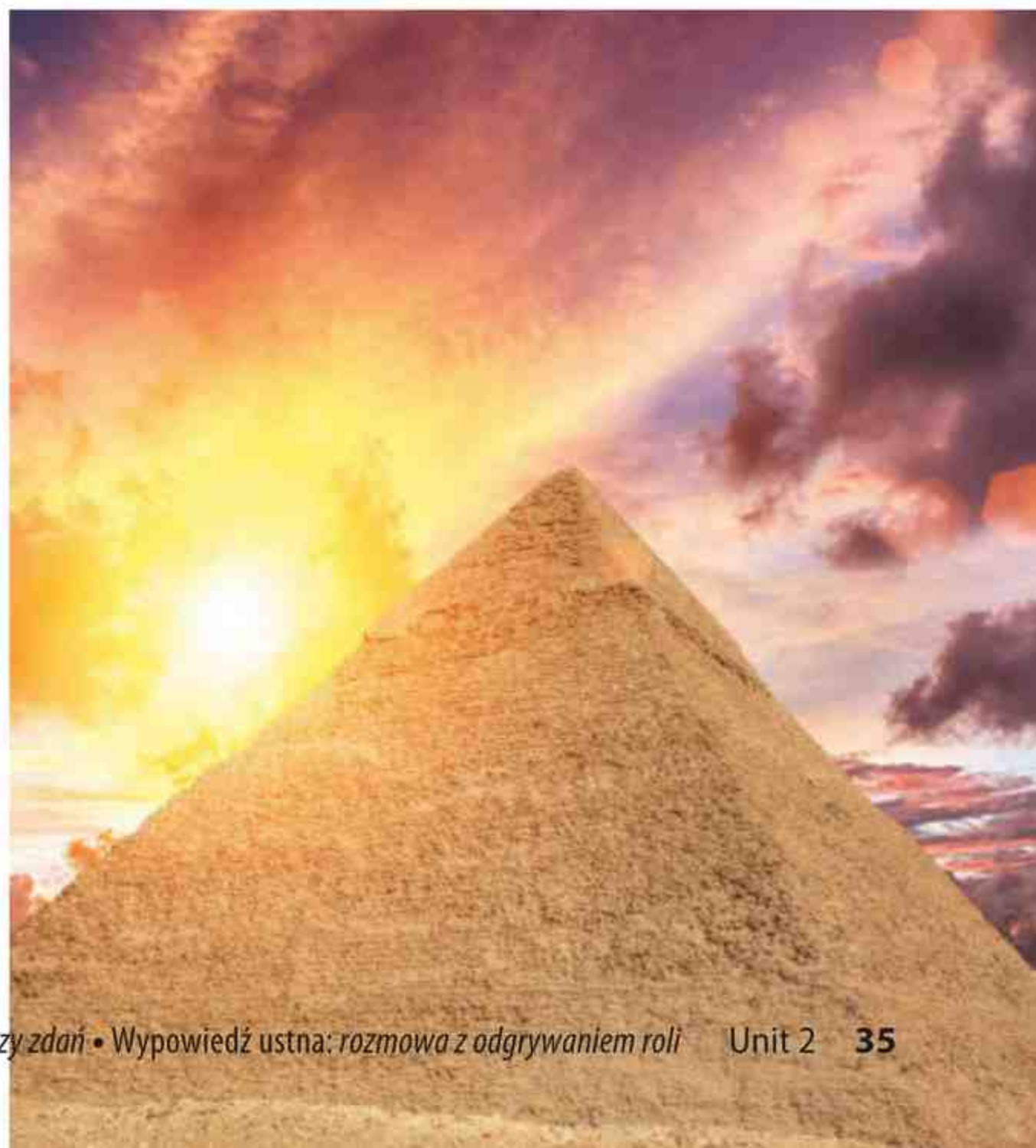
Earth Observation Satellites orbit the Earth at an altitude of about 800 kilometres above the Earth.

(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.



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

ANDRÉS RUZO

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 ...

- 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

- 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

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

- 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.



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

- a** He saw a stone shaped like a giant serpent.
- b** He heard a loud noise.
- c** He received the shaman's blessing to study the river.
- d** He set off expecting to find a warm stream.
- e** He drank tea made from the river water.
- f** He measured the temperature of the river.
- g** He saw vapour rising from the trees.
- 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

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

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

- 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.

2F Speaking

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

- 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

- 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.

The first steam locomotive was operated in 1804.



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 ...

Skills Review 2

ENGLISH IN USE

Słownictwo

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

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

Uzupełnianie luk

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.
- 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.
- 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.
- 4 William discovered that the geyser in the national park erupted with amazing r... – twelve times a day every second hour.

Parafrazy zdań

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

- 1 I'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.

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

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?

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.

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

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

Wordlist Unit 2 23

VOCABULARY p. 29

better (v) /'betə/ ulepszać
circumnavigate (v) /,sɜ:kəm'navɪ,geɪt/ opłynąć dookoła
craft (n) /krɑ:ft/ statek
crew (n) /kru:/ załoga
endeavour (v) /ɪn'devə/ starać się, usiłować
endurance (n) /ɪn'dʒʊərəns/ wytrzymałość
fame (n) /feɪm/ sława
fearless (adj) /'fiələs/ nieustraszony
fortune (n) /'fɔ:tʃu:n/ majątek
gather (v) /'gæðə/ zbierać, gromadzić
humankind (n) /,hju:mən'kaɪnd/ ludzkość
hypothesis (n) /haɪ'pɒθəsɪs/ hipoteza
launch (n) /lɔ:ntʃ/ wyrzelenie (rakiety w kosmos)
manned (adj) /mænd/ załogowy (np. lot)
map (v) /mæp/ sporządzać mapę
mission (n) /'mɪʃn/ misja
motivate (v) /'məʊtɪveɪt/ motywować
motivation (n) /,məʊtɪ'veɪʃn/ motywacja
network (n) /'net,wɜ:k/ sieć
push the boundaries (phr) /,pʊʃ ðə 'baʊndərɪz/ przesuwac granice; wyznaczać nowe granice
rover (n) /'rəʊvə/ łazik (pojazd badawczy)
sample (n) /'sɑ:mpəl/ próbka
scientific data (n) /,saɪən'tɪfɪk 'deɪtə/ dane naukowe
seek (v) /si:k/ szukać
set up (phr v) /,set 'ʌp/ zakładać coś; tworzyć
settlement (n) /'setlmənt/ osada
test the limits of (phr) /,test 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) /,tɜ:nɪŋ 'pɔɪnt/ punkt zwrotny

LISTENING p. 30

advantageous (adj) /,ædvən'teɪdʒəs/ korzystny, pomyślny
carry out (phr v) /,kæri 'aʊt/ przeprowadzać
chart (v) /tʃɑ:t/ wytyczać, nakreślać
coast (n) /kəʊst/ wybrzeże
dig (v) /dɪg/ kopać
encounter (v) /ɪn'kaʊntə/ napotykać
exploration (n) /,eksplə'reɪʃn/ badanie, eksploracja
failure (n) /'feɪljə/ porażka
far-reaching (adj) /,fɑ:'ri:tʃɪŋ/ daleko idący
fleet (n) /fli:t/ flota
lander (n) /lændə/ lądownik
module (n) /'mɒdju:l/ moduł
mole (n) /məʊl/ kret; szpieg
national pride (n) /,næʃnəl 'praɪd/ duma narodowa
niche (n) /ni:f/ 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 ,eɪdʒənsi/ agencja lotów kosmicznych
space exploration (n) /'speɪs ,eksplə'reɪʃn/ badanie kosmosu
technological edge (n) /,tek'nɒlədʒɪkl 'edʒ/ przewaga technologiczna
trade relations (n) /,treɪd rɪ'leɪʃənz/ relacje handlowe

undertake (v) /,ʌndə'teɪk/ podjąć, przedsięwziąć
Viking (n) /'vaɪkɪŋ/ Wiking
vow (v) /vaʊ/ przyrzekać, przysięgać
withdraw (v) /wɪð'drɔ:/ wycofywać

GRAMMAR 1 p. 31

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

READING pp. 32–33

antique (adj) /,æn'ti:k/ antyczny
antiquity (n) /æn'tɪkwəti/ starożytność
archaeologist (n) /,ɑ:ki'blədʒɪst/ archeolog
archaeology (n) /,ɑ:ki'blədʒi/ archeologia
artefact (n) /'ɑ:təfækt/ artefakt, dzieło rąk ludzkich
authentic (adj) /ɔ:'θentɪk/ autentyczny
authenticity (n) /,ɔ:'θen'tɪsəti/ autentyczność
batch (n) /bætʃ/ grupa, seria
bury (v) /'beri/ pochować, pogrzebać
clarity (n) /'klarəti/ czystość, jasność
creative (adj) /kri'eɪtɪv/ kreatywny
creativity (n) /,kri:'eɪtɪvəti/ inwencja twórcza
curiosity (n) /,kjʊəri'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) /'ekskeɪveɪt/ prowadzić wykopaliska archeologiczne
excavation (n) /'ekskeɪveɪʃn/ prace wykopaliskowe
fragile (adj) /'frædʒaɪl/ kruchy, delikatny
fragility (n) /fræ'dʒɪləti/ kruchość, delikatność
glow (v) /gləʊ/ świecić się
high-resolution (adj) /haɪ'rezə'lu:ʃn/ o wysokiej rozdzielczości (np. zdjęcie)
humane (adj) /hju:'meɪn/ ludzki
humanity (n) /hju:'mænəti/ ludzkość
humid (adj) /'hju:mɪd/ wilgotny
humidity (n) /hju:'mɪdəti/ wilgotność
intense (adj) /ɪn'tens/ intensywny
intensity (n) /ɪn'tensɪti/ intensywność
loot (v) /lu:t/ grabić, plądrować, szabrować
looting (n) /lu:tɪŋ/ grabież, plądrowanie, szabrowanie
modernity (n) /mɒ'dɜ:nəti/ nowoczesność
necessity (n) /nə'sesəti/ konieczność
pioneer (v) /paɪə'niə/ zapoczątkować
pit (n) /pɪt/ jama, nora
pyramid (n) /'pɪrəməɪd/ piramida
quantify (v) /'kwɒntɪfaɪ/ określać ilościowo
regularity (n) /,regjʊ'lærəti/ regularność
sense (v) /sens/ wyczuwać, wykrywać
simple (adj) /'sɪmpl/ prosty, nieskomplikowany
simplicity (n) /sɪm'plɪsɪti/ prostota
smuggler (n) /'smʌglə/ przemytnik/ przemytniczka
stability (n) /stə'bɪləti/ stabilność; równowaga

stable (adj) /'steɪbl/ stabilny
tomb (n) /tu:m/ grobowiec
ultimately (adv) /'ʌltɪmətli/ ostatecznie, w końcu
underestimate (v) /,ʌndər'estɪmeɪt/ nie doceniać, zbyt nisko oszacować
value (v) /'vælju:/ cenić, określać wartość
vastly (adv) /'vɑ:stli/ wybitnie, w znacznej mierze
vulnerability (n) /,vʌlnərə'bɪləti/ podatność, wrażliwość
vulnerable (adj) /'vʌlnərəbl/ podatny, wrażliwy

GRAMMAR 2 pp. 34–35

aerial (adj) /'eəriəl/ lotnicze (np. zdjęcie)
altitude (n) /'æltɪtju:d/ wysokość n.p.m.
archaeological (adj) /,ɑ:ki'blədʒɪkl/ archeologiczny
artificial (adj) /,ɑ:tɪ'fɪʃl/ sztuczny
burial (n) /'berɪəl/ pochówek
by hand (adv) /baɪ 'hænd/ ręcznie
chamber (n) /'tʃeɪmbə/ komnata, sala
civil war (n) /,sɪvl 'wɔ:/ wojna domowa
historian (n) /hɪ'stɔ:riən/ historyk/ historyczka
hot-air balloonist (n) /,hɒt'eə bə'lu:nɪst/ pilot balonowy
military intelligence (n) /,mɪlətri ɪn'telədʒəns/ wywiad wojskowy
orbit (v) /'ɔ:bɪt/ orbitować
pigeon (n) /'pɪdʒɪn/ gołąb
remains (n) /rɪ'meɪnz/ szczątki
satnav (n) /'sætneɪv/ nawigacja satelitarna
stream of data (n) /,stri:m əv 'deɪtə/ strumień danych
vegetation (n) /,vedʒɪ'teɪʃn/ roślinność

TED TALK pp. 36–37

angelfish (n) /'eɪndʒəl,fɪʃ/ skalar (ryba z rodziny pielęgnicowatych)
apprentice (n) /ə'prentɪs/ praktykant/ praktykantka
behold (v) /bɪ'həʊld/ ujrzeć, spojrzeć
bizarre (adj) /bɪ'zɑ:/ dziwaczny, cudaczny
blessing (n) /'blesɪŋ/ błogosławieństwo
blot out (phr v) /,blɒt 'aʊt/ całkowicie wymazać z pamięci
blow one's mind (phr) /,bləʊ wʌnz 'maɪnd/ zszokować kogoś, wyrzucić na kimś ogromne wrażenie
by no means (phr) /baɪ 'nəʊ ,mi:nz/ w żadnym wypadku
cherish (v) /'tʃerɪʃ/ pielęgnować
conquistador (n) /kɒn'kwɪstədɔ:/ konkwistador
coralline algae (n) /'kɒrəlɪn ,ælgi:/ 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'ʃɜ:/ zapewniać
exhilarating (adj) /ɪg'zɪlə'reɪtɪŋ/ ekscytujący, porywający
fieldwork (n) /'fi:ldwɜ:k/ prace badawcze w terenie
fireworm (n) /'faɪəwɜ:m/ morski ślimak z rodzaju *Polychaeta*

fishing quota (n) /'fɪʃɪŋ ,kwəʊtə/ roczna kwota połowowa
fluctuate (v) /'flʌktʃueɪt/ wahać się, często zmieniać
fragility (n) /frə'dʒɪləti/ kruchość, delikatność
freak out (phr v) /'fri:k 'aʊt/ wychodzić z siebie, wariować
geoscientist (n) /,dʒi:əʊ'saɪəntɪst/ specjalista/specjalistka w dziedzinie nauk o Ziemi
geothermal (adj) /,dʒi:əʊ'tɜ:məl/ geotermiczny
glacier (n) /'glæsiə/ lodowiec
glide (v) /glɑɪd/ ślizgać się
greenhouse (n) /'gri:nhaʊs/ szklarnia
hot spring (n) /'hɒt 'sprɪŋ/ gorące źródło
hover (v) /'hɒvə/ unosić się, wisieć w powietrzu
humble (adj) /'hʌmbəl/ skromny
in origin (phr) /ɪn 'ɒrɪdʒɪn/ z pochodzenia
indigenous people (n) /ɪn'dɪdʒənəs 'pi:pl/ rdzenna ludność
instrumental (adj) /,ɪnstə'remɪntl/ ważny, istotny, zasadniczy
it's a bit of a cliché (phr) /ɪts ə ,bɪt əv ə 'kli:ʃeɪ/ to jest trochę banalne
kid (v) /kɪd/ żartować
leak (n) /li:k/ dziura, pęknięcie
magmatic (adj) /'mæɡ'mætɪk/ magmowy
magnitude (n) /'mæɡnɪtju:d/ rozmiar, wielkość
majesty (n) /'mædʒəsti/ majestat
mug (n) /mʌɡ/ kubek
mythical (adj) /'mɪθɪkl/ mityczny, wspałały, sławny
overstress (v) /,əʊvə'stres/ zbyt mocno akcentować

park ranger (n) /'pɑ:k ,reɪndʒə/ strażnik w parku narodowym
philanthropist (n) /fɪ'lænθrəpɪst/ filantrop/filantropka
pledge (v) /pledʒ/ zobowiązywać się, przyrzekać
relief (n) /rɪ'li:f/ ulga
scepticism (n) /'skeptɪsɪzm/ sceptycyzm
scrawl (v) /skrɔ:l/ bazgrać
sea urchin (n) /'si: ,ʒ: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) /,teɪk 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, jednogłośnie
upriver (phr) /ʌp'rɪvə/ w górę rzeki
vapour (n) /'veɪpə/ mgła, para
willpower (n) /'wɪl,pəʊə/ siła woli
wreak havoc (phr) /,ri:k 'hævək/ siać spustoszenie

SPEAKING p. 38

gravity (n) /'grævəti/ grawitacja
internal combustion engine (n) /ɪn,tɜ:nl kəm'bəstʃən ,endʒɪn/ silnik spalinowy

side effect (n) /'saɪd ɪ,fekt/ skutek uboczny
steam engine (n) /'sti:m ,endʒɪn/ silnik parowy
vaccination (n) /'væksɪneɪʃn/ szczepienie
wheel (n) /wi:l/ koło

WRITING p. 39

bacteria (n) /bæk'tɪəriə/ bakterie
determine (v) /dɪ'tɜ:mɪn/ ustalać, determinować, określać
extra-terrestrial (adj) /,ekstrə'terɪstriəl/ 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/ zawity, złożony
lava (n) /'lɑ:və/ lawa
pinpoint (v) /'pɪnpɔɪnt/ dokładnie określać
relic (n) /'reɪlɪk/ 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.

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

2 Choose the correct option to complete each sentence.

- He's worked really hard to *better* / *pioneer* the device.
- Do you know the name of the first *dormant* / *manned* craft that landed on the moon?
- When I saw the *dust* / *vapour* cloud, I was sure the volcano had erupted.

- His remains were left deep down in the *tomb* / *loot*.
- The system of delivering water to the station is really *aerial* / *intricate* and I still cannot really understand it all.
- 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.

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

3 Global citizen



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

3A Vocabulary

Character adjectives

Talking about role models

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.

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.

ambitious	contented	mature	realistic
respectful	responsible	supportive	tolerant

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 ...

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.

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.

3B Listening

Listening to texts about young role models

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?

3 Listen to the talk and check your ideas. What adjectives does the speaker use to describe her?  24

4 Listen again. Are the sentences true (T) or false (F)?  24

- 1 Malala campaigns for more educational opportunities for girls.
- 2 She was not allowed to go to school.
- 3 Her father shares her passion for education.
- 4 She wrote a blog without revealing her identity.
- 5 She was not seriously hurt in the attack.

6 The attack on Malala led to a change in the law.

7 Malala shared her Nobel Peace Prize.

8 The Malala Foundation exists to put pressure on world leaders.

9 Malala was angry with her attackers.

10 Malala was named after her father.

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

- 1 American magazine
- 2 Paris Saint-Germain
- 3 The Russian World Cup
- 4 6 years old
- 5 African roots

Malala Yousafzai, raised in Pakistan but now based in the UK, is a campaigner for girls' education.



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.

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.

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

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.

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.

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) | 5 altruistic (line 38) |
| 2 criteria (line 8) | 6 not your thing (line 46) |
| 3 a good cause (line 25) | 7 lose heart (line 62) |
| 4 win-win (line 34) | 8 grassroots (line 66) |

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?

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.



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?



A group of people participate in the ALS Ice Bucket Challenge in Hangzhou, Zhejiang province of China.

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**.

- 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?
- 2 How many clauses are there in the sentences?
- 3 Where is the important information?

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
 - 2 What both challenges illustrate
 - 3 What the Rice Bucket Challenge highlights
 - 4 What Manju Latha Kalanidhi suggested doing
 - 5 What she did
 - 6 What people put in the bucket
 - 7 What inspired Manju Latha Kalanidhi
- 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.

Manju Latha Kalanidhi, founder of the Rice Bucket Challenge.



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.

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

- 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

- 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.



3G Writing

A formal letter

Writing a formal letter

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

P State the problem

I Inform about solutions

C Call for action

- 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 ...



Skills Review 3

ENGLISH IN USE

Słownictwo

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. **SUPPORT**
- 3 He can't be a role model for the young since he's become ... and unable to do even the simplest tasks. **APATHY**
- 4 My initial criticism of the actions taken by the Mayor was eventually replaced with ... recognition for his enterprises. **RESPECT**
- 5 Greta Thunberg showed the world what it means to be ... on a global mission to make a difference. **COURAGE**

Tłumaczenie fragmentów zdań

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.

Parafrazy zdań

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 ...

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.

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.
- 2 Our school headmaster made a significant ... on school life. He knew how to run the school.
- 3 Sadly, in today's world there are fewer and fewer people we ... up to.
- 4 Ken is so motivated to be successful that he will never ... anyone distract him from reaching his goal.
- 5 Don't expect the young generation to behave properly if you fail to ... a good example to follow.

6 W zadaniach 1–3 wstaw w lukę w każdym zdaniu jeden wyraz, który poprawnie uzupełni każde z trzech zdań.

- 1 ...
 - 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 ...
 - 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.

3 ...

- 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

- 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

- 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.

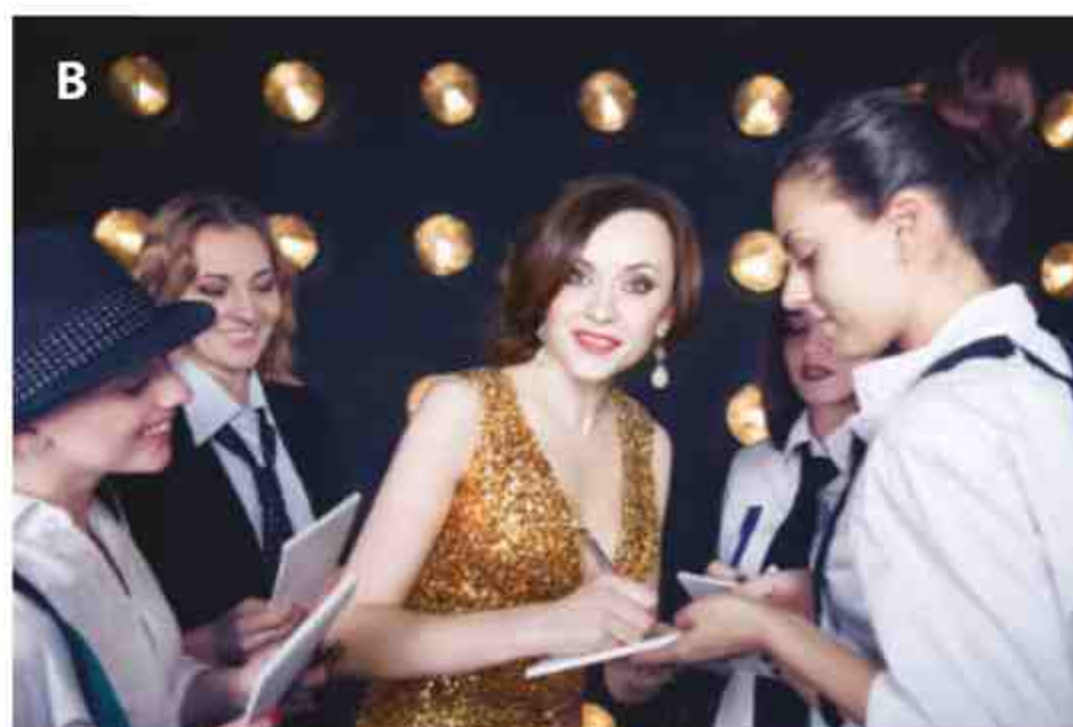
Czy widoczne na fotografii dziecko spędza czas podobnie jak jego rówieśnicy?

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.

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

- ... had the politician finished her speech than the audience stood up and clapped.
- The mayor of the town was nominated for a community award, ... the deputy mayor.
- ... should you listen to that girl – she's a bad influence.
- ... he had had several operations did he recover fully from his wounds.
- People were in tears after watching the report, ... moving was it.
- ... 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.

- the Chairman of the Norwegian Nobel Committee
- Malala
- the Nobel Peace Prize
- in Oslo
- in December 2014

4 Put the words and phrases in the correct order to make *what*-cleft sentences.

- us / What / amazed / was / to the group / commitment / his
- will make / What / difference / big / a / is / social media / having / a / presence
- charity / needs / this / What / is / to promote / a new face / it
- all the students / What / surprised / was / the report / tone / negative / the / of
- 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) ... 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) ... but it also tries to ensure continuing education in conflict and disaster zones. For example, after the earthquake in Nepal in 2014 (3) ... was provide 1,400 temporary schools for the displaced children. (4) ... 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) ... is the basic belief that every child has a right to an education and (6) ... that it can fulfil its mission.

- what UNICEF did
- It provides textbooks,
- What fuels UNICEF's mission
- only with financial help from people around the world
- It is the education of children in unsafe situations
- Not until recent times with various conflicts has UNICEF
- Not until recent times with various conflicts did UNICEF
- it is only with financial help from people around the world
- Not only does it provide textbooks,

VOCABULARY p. 47

ambitious (adj) /æm'biʃəs/ ambitny
apathetic (adj) /,æpə'tetɪk/ apatyczny, obojętny
arrogant (adj) /'ærəgənt/ arogancki
contented (adj) /kən'tentɪd/ zadowolony
courageous (adj) /kə'reɪdʒəs/ odważny
cowardly (adj) /'kaʊədli/ tchórzliwy
cynical (adj) /'sɪnɪkl/ cyniczny
discontented (adj) /,dɪskən'tentɪd/ niezadowolony
disrespectful (adj) /,dɪsrɪ'spektfəl/ nieokazujący szacunku, niegrzeczny
eager (adj) /'i:ɡə/ chętny
enthusiastic (adj) /ɪn,θju:zi'æstɪk/ entuzjastyczny
evasive (adj) /ɪ'veɪsɪv/ wymijający
idealistic (adj) /aɪ,dɪə'lɪstɪk/ idealistyczny
immature (adj) /ɪmə'tjʊə/ niedojrzały
immodest (adj) /ɪ'mɒdɪst/ nieskromny, zarozumiały
indecisive (adj) /,ɪndɪ'saɪsɪv/ niezdecydowany
intolerant (adj) /ɪn'tɒlərənt/ nietolerancyjny
irresponsible (adj) /,ɪrɪ'spɒnsəbl/ nieodpowiedzialny
keep one's word (phr) /,ki:p wʌnz 'wɜ:d/ dotrzymywać danego słowa, obietnicy
lack (v) /læk/ nie mieć czegoś, brakuje komuś czegoś
look up to (phr v) /,lʊk 'ʌp tə/ podziwiać (kogoś)
materialistic (adj) /mə'tɪəriə'lɪstɪk/ materialistyczny
mature (adj) /mə'tjʊə/ dojrzały
modest (adj) /'mɒdɪst/ skromny
outspoken (adj) /,aʊt'spəʊkən/ otwarty, szczery do bólu
public life (n) /,pʌblɪk 'laɪf/ życie publiczne
realistic (adj) /,rɪə'lɪstɪk/ realistyczny
respectful (adj) /rɪ'spektfəl/ pełen szacunku
responsible (adj) /rɪ'spɒnsəbl/ odpowiedzialny
role model (n) /'rəʊl ,mɒdl/ wzór do naśladowania
set a good example (phr) /set ə ,ɡʊd ɪɡ'zɑ:mpl/ dawać dobry przykład
single-minded (adj) /,sɪŋɡl'maɪndɪd/ zdeterminowany
stained-glass window () /,steɪndɡlɑ:s 'wɪndəʊ/ okno witrażowe
supportive (adj) /sə'pɔ:tɪv/ pomocny
timid (adj) /'tɪmɪd/ nieśmiały, bojaźliwy
tolerant (adj) /'tɒlərənt/ tolerancyjny
trustworthy (adj) /'trʌst,wɜ:ði/ godny zaufania
unambitious (adj) /,ʌnæm'biʃəs/ bez ambicji
unmaterialistic (adj) /,ʌnmə'tɪəriə'lɪstɪk/ niematerialistyczny
unrealistic (adj) /,ʌnrɪə'lɪstɪk/ nierealistyczny
unsupportive (adj) /,ʌnsə'pɔ:tɪv/ niedający wsparcia
untrustworthy (adj) /ʌn'trʌst,wɜ:ði/ 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) /,ɡəʊ 'daʊn ɪn 'hɪstəri/ zostać zapisanym na kartach historii
gunman (n) /'ɡʌnmən/ 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) /,meɪk ə 'spi:tʃ/ wygłosić przemowę
public speaker (n) /'pʌblɪk 'spi:kə/ mówca/mówczyni
put pressure on (phr) /,pʊt 'prefə ɒn/ wywierać na kogoś nacisk
reveal (v) /rɪ'vi:l/ wyjawiać, ujawniać
revenge (n) /rɪ'vendʒ/ zemsta
roots (n) /ru:ts/ korzenie, pochodzenie
speak out (phr v) /,spi:k 'aʊt/ mówić otwarcie
underline (v) /,ʌndə'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) /ɡrɑ:nt/ przyznawać komuś coś (np. pieniądze)
hospitalisation (n) /,hɒspɪtlaɪ'zeɪʃn/ hospitalizacja
in elections (phr) /ɪn ɪ'lekʃənz/ w wyborach
under no circumstances (phr) /,ʌndə 'nəʊ 'sɜ:kəmstənsɪz/ pod żadnym warunkiem
vote (v) /vəʊt/ głosować
voting right (n) /'vəʊtɪŋ ,raɪt/ prawo do głosowania

READING pp. 50–51

act of kindness (n) /ækt əv 'kaɪndnəs/ akt dobroci
address global issues (phr) /ə'dres ,ɡləʊbl 'ɪʃu:z/ zajmować się kwestiami dotyczącymi całego świata
altruistic (adj) /,æltrʊ'ɪstɪk/ altruistyczny
boost (v) /bu:st/ poprawiać
break down social barriers (phr) /,breɪk 'daʊn ,səʊʃl 'bæriəz/ przełamywać bariery społeczne
bring about change (phr) /,brɪŋ ə,baut 'tʃeɪndʒ/ doprowadzić do zmiany
charitable (adj) /'tʃærɪtəbl/ dobroczynny
charity (n) /'tʃærəti/ organizacja dobroczynna, charytatywna

compliment (v) /'kɒmplɪmənt/ komplementować
confront a challenge (phr) /,kən'frʌnt ə 'tʃæləndʒ/ stawiać czoła wyzwaniu
contribute to change (phr) /kən'trɪbjʊ:t tə 'tʃeɪndʒ/ przyczyniać się do zmiany
coverage (n) /'kʌvərɪdʒ/ relacja (np. telewizyjna)
criteria (n) /kraɪ'tɪəriə/ kryterium
devastating (adj) /'devə'steɪtɪŋ/ niszczycielski, dewastujący
face a challenge (phr) /,feɪs ə 'tʃæləndʒ/ stawić czoła wyzwaniu
faulty (adj) /'fɔ:ltɪ/ wadliwy
fundraising (n) /'fʌnd'reɪzɪŋ/ zbieranie funduszy
globe (n) /ɡləʊb/ świat, kula ziemiska
good cause (n) /,ɡʊd 'kɔ:z/ szczytny cel
grassroots (adj) /'ɡrɑ:sru:ts/ szeregowy, na najniższym szczeblu
have an impact on (phr) /,hæv ən 'ɪmpækt ɒn/ mieć wpływ na
heartless (adj) /'hɑ:tləs/ bez serca, nieczuły
homeless (adj) /'həʊmləs/ bezdomny
in adversity (phr) /ɪn əd'vɜ:səti/ w nieszczęściu
in need (phr) /ɪn 'ni:d/ w potrzebie
increase awareness (phr) /ɪn,kri:s ə'weənəs/ zwiększać świadomość
index (n) /'ɪndeks/ indeks, wskaźnik
innate (adj) /ɪ'neɪt/ wrodzony
launch a campaign (phr) /,lɔ:ntʃ ə kæm'peɪn/ rozpocząć kampanię
lift one's spirits (phr) /,lɪft wʌnz 'spɪrɪts/ poprawić komuś nastrój
lose heart (phr) /,lu:z 'hɑ:t/ stracić odwagę
make an impact on (phr) /,meɪk ən 'ɪmpækt ɒn/ wpływać na
not my thing (phr) /nɒt maɪ θɪŋ/ nie w moim stylu; kolokwialnie: nie moja działka
perform (v) /pə'fɔ:m/ spełniać, wykonywać
play one's part (phr) /,pleɪ wʌnz 'pɑ:t/ odegrać swoją rolę
proportion (n) /prə'pɔ:ʃən/ odsetek
raise awareness (phr) /,reɪz ə'weənəs/ zwiększać świadomość
raise money (phr) /,reɪz 'mʌni/ zbierać pieniądze
random (adj) /'rændəm/ losowy, przypadkowy
recreational (adj) /,rekri'eɪʃənəl/ rekreacyjny
run a campaign (phr) /,rʌn ə kæm'peɪn/ prowadzić kampanię
tackle global issues (phr) /,tækəl ,ɡləʊbl 'ɪʃu:z/ stawiać czoła sprawom dotyczącym całego świata
take part (phr) /,teɪk 'pɑ:t/ brać udział
top (v) /tɒp/ znajdować się na czele (listy, rankingu)
urge (v) /ɜ:dʒ/ nawoływać
voluntary (adj) /'vɒləntəri/ dobrowolny, ochotniczy
volunteer (v) /,vɒləntɪə/ ochotnik/ ochotniczka
war-torn (adj) /wɔ:'tɔ:n/ 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 ,pɔɪnt/
w tamtym momencie
bucket (n) /'bʌkɪt/ wiadro
come up with the idea (phr) /,kʌm 'ʌp wɪð ðɪ aɪ'dɪə/ wpadać na pomysł
follow suit (phr) /,fɒləʊ 'suː/ naśladować, iść za przykładem
light-hearted (adj) /,laɪt'hɑːtɪd/ radosny, żartobliwy
pour (v) /pɔː/ nalewać
publicise (v) /'pʌblɪsaɪz/ nagłaśniać
scarcity (n) /'skeəsəti/ brak, niedobór
spine (n) /spaɪn/ kręgosłup
take off (phr v) /,teɪk 'ɒf/ nabierać rozpędu
wasteful (adj) /'weɪstfʊl/ rozrzutny

SPEAKING p. 54

boycott (v) /'bɔɪkɒt/ bojkotować
defeatist (n) /dɪ'fiːtɪst/ defetysta (osoba niewierząca w powodzenie)
go on a sponsored run (phr) /,gəʊ ɒn ə ,spɒnsəd 'rʌn/ wziąć udział w biegu sponsorowanym
hold a charity sale (phr) /,həʊld ə 'tʃærəti seɪl/ organizować wyprzedaz charytatywną
put on a concert (phr) /,pʊt ɒn ə 'kɒnsət/ zorganizować koncert
sign a petition (phr) /,saɪn ə pə'tɪʃn/ podpisać petycję
tie up (phr v) /,taɪ 'ʌp/ zablokować

WRITING p. 55

call on someone (phr v) /'kɔːl ɒn sʌmwʌn/ wzywać do, nawoływać
fate (n) /feɪt/ los
horrifying (adj) /'hɒrɪ'faɪɪŋ/ przerażający, szokujący
inexcusable (adj) /,ɪnɪk'skjuːzəbl/ niewybaczalny
malnutrition (n) /,mælnju'trɪʃn/ niedożywienie
nutrition (n) /njuː'trɪʃn/ odżywianie
resistance (n) /rɪ'zɪstəns/ sprzeciw, opór
summit (n) /'sʌmɪt/ szczyt (ważne spotkanie)
upcoming (adj) /'ʌp,kʌmɪŋ/ nadchodzący

SKILLS REVIEW pp. 56–67

alter (v) /'ɔːltə/ zmieniać, modyfikować
countenance (n) /'kaʊntənəns/ oblicze, wyraz twarzy
deputy (n) /'depjʊti/ zastępca (osoby wyższej rangi)
derisive (adj) /dɪ'reɪsɪv/ drwiący, szyderczy
diligently (adv) /'dɪlɪdʒəntli/ pilnie, starannie
disadvantaged (adj) /,dɪsəd'vɑːntɪdʒd/ niezamożni, w trudnej sytuacji
enterprise (n) /'entəpraɪz/ przedsięwzięcie, projekt
lazybones (n) /'leɪzi,bəʊnz/ leni
mayor (n) /meə/ burmistrz

obsessive-compulsive disorder (n) /əb'sesɪvkəm,pʌlsɪv dɪs'ɔːdə/
nerwica natręctw, zaburzenie obsesyjno-kompulsyjne
on public record (phr) /ɒn ,pʌblɪk 'rekɔːd/
w rejestrze publicznym
prosthetic limb (n) /prɒs,θetɪk 'lɪm/
proteza (ręki lub nogi)
shuttle (n) /'ʃʌtl/ prom kosmiczny
skip school (phr) /,skɪp 'skuːl/ wagarować
startling (adj) /'stɑːtlɪŋ/ zaskakujący, niepokojący
striking (adj) /straɪkɪŋ/ uderzający; imponujący
undergo (v) /ʌndə'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 ... kindness in your community?
- 2 Why not go ... a sponsored run and combine your hobby with helping people?
- 3 I wanted to try horse riding, but it is definitely not ... thing.
- 4 He was going to take part ... elections, as he wanted to make huge changes in his neighbourhood.
- 5 The boss put a lot of pressure ... 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. SPEAK
- 2 She's most interested in ..., as she thinks it is the fastest way to help disadvantaged people. FUND
- 3 Don't be that ... and consider other problems like time or motivation. MATERIAL
- 4 Do you think teenagers aged 14 and 15 should be given the ... right? VOTE
- 5 His actions were ... and cold, which made me feel really sad. HEART

4 Education

'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



4A Vocabulary

School rules

Talking about school rules

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.
- 2 It is everyone's right to have a safe, clean and comfortable place in which they can work.
- 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.
- 4 Absence of even one day will cause students to miss lessons and lose out on essential teaching.
- 5 Students are responsible for their personal appearance and are expected to take pride in it.

- 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 |

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

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

- 2 Listen again. Choose the correct option to complete each sentence.  31

- 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

- a a sanction that benefits the school
- b different rules for primary and secondary schools
- c a regret about the past
- d people discussing problems together
- e a public sanction
- f a popular sanction
- g an unnecessary worry

Students in school uniform in Havana, Cuba.

- 4 Listen to the recording about new hypothetical school rules in Poland and Germany. Answer the questions.  32

- 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

- 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?



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 to / 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

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

- 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.

- 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?
2 Is ... the right punishment ... students' misbehaviour?
3 What are the main differences ... your best friend and ...?
4 What is the greatest threat ... a person who decides to ...?
5 What changes ... your behavior have you noticed since you ...?

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?

- 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.



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.

5 '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.

10 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
15 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,
20 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
25 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
30 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
35 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
40 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
45 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
50 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
55 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.
60 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
65 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

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?

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 zachęcany*) ... to attend extra classes, many students do not make use of this opportunity.
- 3 Having (*będąc wykorzystany*) ... 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.

A well-equipped classroom in a Bangladeshi boat school.



TED TALKS 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

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

- 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.
- After things were quickly under control, I immediately called a meeting in the school's ... to introduce myself as the school's new principal.

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

- 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
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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

- Linda had never been to Philadelphia before becoming principal.
- She spoke to the school on her first day as principal.
- She was not used to working in schools with social problems.
- Ashley interrupted Linda's lecture to challenge her.
- Ashley's words helped Linda understand her own school days.
- She met Ashley again at Strawberry Mansion School.



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

- a** threw away unwanted equipment
- b** appointed an excellent team
- c** redecorated and cleaned the school
- d** gave students secure lockers

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

- | | |
|---------------------------------|------------------------------------|
| 1 poor school attendance | 5 violence |
| 2 bullying | 6 problems with learning |
| 3 poverty | 7 vandalism |
| 4 difficult home life | 8 poor academic achievement |

8 Listen to part 4 of the talk. Which alternative is INCORRECT? TED 4.4

- 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.

4F Speaking

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

	for or against exams	arguments used
Mateo	...	...
Sofia	...	...

3 Listen again. Which expressions from the Useful language box do you hear? 36

4 Listen again. Write down the expressions for agreeing and disagreeing that you hear. What others do you know? 36

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.

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.



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 | d enable |
| b most important | e be a good citizen |
| c get a job | f do well at school |
- 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 | d say |
| b an excessive amount of | e necessary |
| c improves | 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, ...

Skills Review 4

ENGLISH IN USE

Słownictwo

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**

Uzupełnianie luk

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.

Parafrazy zdań

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

- 1 It'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.

Uzupełnianie zdań

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

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.

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?	
2	mention how the problem of potential illiteracy has been dealt with?	
3	encourage getting more information about a debatable, innovative teaching process beneficial for students?	
4	give an example of behavior violating strict rules administered by school?	

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.

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?

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.

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.

- 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.
- 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!
- Sanctions *can / may / must* be applied after three unauthorised absences from school if the head teacher considers it necessary.
- Darren deserved to be given a detention; he *ought not to have used / shouldn't have used / had to use* such offensive language.
- Disruptive behaviour will result in withdrawal of privileges. Consideration *should / can / needs to* be shown in all areas of school life.
- 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.

- 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.

- It was really inadvisable to discipline the children just because they were talking.

OUGHT

You really ... the children just because they were talking.

- 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.

- It wasn't necessary for the younger children to wear the school uniform.

TO

The younger children ... the school uniform.

- 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.

- The school authorities may exclude any student who exhibits disruptive behaviour.
Any student who exhibits ...
- Only teaching assistants with a university education are to monitor advanced-level classes.
Advanced-level classes ...
- The emphasis on testing young children regularly will be reconsidered next year.
The emphasis on young children ...
- Given this new information, we might have adopted a different approach.
A different approach ...
- Having abandoned the recent trial, the team will now move on to a new project.
The recent trial ...

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) /,kɔ:l 'aʊt/ wyzywać kogoś
code of conduct (n) /,kəʊd əv kən'dʌkt/ zasady postępowania (do których powinni stosować się ludzie należący do określonej grupy, klasy społecznej)
consideration (n) /kən,sɪdə'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) /,ɪnə'prəʊpriət/ nieodpowiedni
lose out (phr) /,lu:z 'aʊt/ stracić szansę, przegrać w konkurencji z kimś
misdemeanour (n) /,mɪsdi'mi:nə/ występki
offensive (adj) /ə'fensɪv/ obraźliwy
play truant (phr) /,pleɪ 'tru:ənt/ wagarować
respect the right (phr) /rɪ'spekt ðə 'raɪt/ respektować czyjeś prawo
sanction (n) /'sæŋkʃn/ sankcja
show disrespect (phr) /ʃəʊ ,dɪsrɪ'spekt/ okazywać brak szacunku
telling-off (n) /,telɪŋ'ɒf/ nagana
vandalism (n) /'vændə,lɪzəm/ 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 ,stɑ:k 'kɒntrɑ:st/ wyrażnie się od czegoś różnić
be up to (phr v) /,bi: 'ʌp tə/ zależeć od
below the threshold (phr) /bi,ləʊ ðə 'θrefhəʊld/ poniżej standardu, progu
candy (n) /'kændi/ słodczyce
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) /,ekstrəkə'rɪkjələ/ pozaszkolny
feel inclined (phr) /,fi: ɪn'klaɪnd/ mieć na coś ochotę
get away with (phr v) /,get ə'wei wɪð/ robić coś bezkarnie, ująć na sucho (coś komuś uszło na sucho)
grading system (n) /'greɪdɪŋ ,sɪstəm/ system oceniania
hair dye (n) /'heə daɪ/ farba do włosów
hold back (phr v) /,həʊld 'bæk/ powstrzymywać, zatrzymywać
jumpsuit (n) /'dʒʌmpsɜ:t/ kombinezon jednoczęściowy
lenient (adj) /'li:nɪənt/ pobłażliwy
nail polish (n) /'neɪl ,pɒlɪʃ/ lakier do paznokci
punish for (phr) /'pʌnɪʃ fə/ ukarać za
skip (v) /skɪp/ opuszczać

strict (adj) /strikt/ surowy
tighten (v) /'taɪtn/ zaostreć (np. przepisy)
turn upside down (phr) /,tɜ:n 'ʌpsaɪd daʊn/ przewrócić coś do góry nogami
well-rested (adj) /wel'restɪd/ wypoczęty, wyspany
worry (n) /'wɒri/ zmartwienie

GRAMMAR 1 p. 65

aids (n) /eɪdz/ pomoce (np. naukowe)
bullying (n) /'bʊlɪŋ/ znęcanie się nad słabszymi
extension (n) /ɪk'stenʃn/ przedłużenie
forbidden (adj) /fə'bɪdn/ zakazany
handwritten (adj) /,hænd'raɪt/ odręczny, pisany odręcznie
in succession (phr) /ɪn sək'sesʃn/ 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 ,fɑ: 'kraɪ frəm/ coś zupełnie innego
advice on (n) /əd'vaɪs ɒn/ rada w sprawie (czegoś)
answer back (phr) /,ɑ:nsə 'bæk/ odpowiadać niegrzecznie, pyskować
approach to (n) /ə'prəʊtʃ tə/ podejście do
assumption (n) /ə'sʌmpʃən/ założenie
attitude to (n) /'atɪ,tju: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 bɪ,twi:n/ niezgodność pomiędzy
comparison between (n) /kəm'pærɪsən bɪ,twi:n/ porównanie pomiędzy
compete (v) /kəm'pi:t/ konkurować
competitive (adj) /kəm'petətɪv/ konkurencyjny
comprehensive (adj) /,kɒmprɪ'hensɪv/ ogólnokształcąca (szkoła)
counterpart (n) /'kaʊntə,pɑ:t/ odpowiednik
damage to (n) /'damɪdʒ tə/ krzywda, szkoda (w, na)
decrease in (n) /'di:kri:s ɪn/ spadek w...
disheartening (adj) /dɪs'hɑ:tɪnɪŋ/ przygnębiający
distinct (adj) /dɪ'stɪŋkt/ odmienny
drastic (adj) /'dræstɪk/ drastyczny
employment market (n) /ɪm'plɔɪmənt ,mɑ: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 bɪ,twi:n/ różnica pomiędzy
impact on (n) /'ɪmpækt ɒn/ wpływ na...
improvement in (n) /ɪm'pru:vment ɪn/ poprawa w...
increase in (n) /'ɪŋkri:s ɪn/ wzrost w...
influence on (n) /'ɪnfluəns ɒn/ wpływ na...

innovative (adj) /ɪnə'vetɪv/ 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) /piə/ 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) /rei'ʒi:m/ reżim
respect for (n) /rɪ'spekt fə/ szacunek dla, do...
responsibility for (n) /rɪ,sponsə'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) /ʃəʊ '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) /'dekəreɪtɪv/ ozdobny
drop off (phr v) /,drɒp 'ɒf/ podrzucić (np. samochodem)
handwriting (n) /'hænd,raɪtɪŋ/ 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) /,ɔ:də'tɔ:riəm/ aula
authoritarian (adj) /ɔ:θə'retəriən/ autorytarny, despotyczny
break out (phr v) /,breɪk 'aʊt/ wybuchnąć, gwałtownie się zacząć
bulletin board (n) /'bulətɪn ,bɔ:d/ tablica ogłoszeń
by hand (adv) /baɪ 'hænd/ ręcznie
clear up any misconceptions (phr) /,kliə ,ʌp 'eni ,mɪskən'sepʃnz/ wyjaśniać wszelkie nieporozumienia

compassionate (adj) /kəm'pæʃnət/ pelen 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, pelen zrozumienia
etch (v) /etʃ/ wyrzyć, wytrawić
five consecutive years (phr) /,faɪv kən'sekjʊtɪv jɪəz/ pięć lat z rzędu
from scratch (phr) /frəm 'skrætʃ/ od zera, od początku
imaginative (adj) /ɪ'mædʒɪnətɪv/ pomysłowy, twórczy
incarceration (n) /ɪn'kɑːsəreɪʃn/ wtrącenie do więzienia, uwięzienie
inspirational (adj) /,ɪnspə'reɪʃnl/ inspirujący
juvenile delinquency (n) /'dʒuːvənəl 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'reɪl/ morale
non-negotiable (adj) /nɒn'neɪɡɪəbl/ niepodlegający dyskusji
on a regular basis (adv) /ɒn ə ,regjələ 'beɪsɪs/ regularnie
outburst (n) /'aʊtbɜːst/ wybuch
perseverance (n) /,pɜːsə'veɪərəns/ wytrwałość
persistently (adv) /pə'sɪstəntli/ 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) /rɪ'mɪ'di'eɪʃn/ poprawa jakości
set the tone (phr) /,set ðə 'təʊn/ nadawać ton
special needs (n) /'speʃl niːdz/ specjalne potrzeby (edukacyjne)
tackle (v) /'tækəl/ uporać się z...
tease (v) /tiːz/ dokuczać
top-notch (adj) /tɒp'nɒtʃ/ pierwszorzędny
unconditionally (adv) /,ʌnkən'dɪʃnəli/ bezwarunkowo
undivided (adj) /,ʌndɪ'vaɪdɪd/ niepodzielony
unwavering (adj) /ʌn'weɪvərɪŋ/ niezachwiany
what is on their minds (phr) /,wɒt ɪz ,ɒn ðə 'maɪndz/ co ich martwi

SPEAKING p. 72

cheat (v) /tʃiːt/ oszukiwać, ściągać (na egzaminie)
complex (adj) /'kɒmpleks/ złożony, skomplikowany
continuous assessment (n) /kən'tɪnjuəs 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 pisanie

numeracy (n) /'njuːmərəsi/ umiejętność liczenia
personal traits (n) /,pɜːsənl 'treɪts/ cechy osobowe
vocational (adj) /vəʊ'keɪʃnəl/ zawodowy
workplace (n) /'wɜːk,pleɪs/ miejsce pracy

SKILLS REVIEW pp. 74–75

absenteeism (n) /,æbsən'tiːɪzəm/ nieobecność
belittle (v) /bɪ'liːtl/ umniejszać
debatable (adj) /dɪ'beɪtəbl/ sporny, dyskusyjny
drop out (phr v) /,drɒp 'aʊt/ rzucić szkołę
flourish (v) /'flaʊrɪʃ/ rozkwitać
negligence (n) /'neglɪdʒəns/ zaniedbanie
out of the question (phr) /,aʊt əv ðə 'kwɛstʃən/ wykluczone
pertain (v) /pə'teɪn/ dotyczyć, odnosić się
poor performance (n) /,pɔː pə'fɔːməns/ słabe wyniki
ripped (adj) /rɪpt/ poszarpany, dziurawy
touchy-feely (adj) /,tʌtʃɪ'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.

- There is severe punishment for students who (*wagarują*) ... in this school.
- It was really rude of him! How can he (*okazywać brak szacunku*) ... to his father like that?
- The days at school were difficult because of the (*konflikt pomiędzy*) ... Sophie and a few other classmates.
- Teachers and their approach have a huge (*wpływ na*) ... how students learn.
- She should quickly change her (*podejście do*) ... this subject or she will fail the exam.

2 Choose the correct option to complete each sentence.

- Even small changes in the education system could have a huge influence *to / on* the students themselves.
- He likes to show his muscles. I think he's just *showing / letting off*.
- Every year, the number of students who drop off / out is increasing.

- They were given a *detention / courtesy* for what they did to the poor boy.
- 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.

- He earned himself an ..., as he really misbehaved. **EXCLUDE**
- His speech caused a lot of **PUZZLE**
- To me, violence towards your classmates is **THINK**
- Doing exercise and going on long walks increase concentration and the ability to ... a lot of information. **MEMORY**
- The ... that he will do whatever you ask him to is generally wrong. **ASSUME**

5

Moving forward

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

- opinion poll
- introducing a survey
- asking for and giving information

Writing

- article with a report

CRITICAL THINKING

- understanding connotations



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

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.

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.

5B Listening

Listening to texts about commuting in different cities

- 1 Listen to a radio programme about commuting in cities. Identify the problems mentioned for each city.

38

	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	...	...

- 2 Listen again. Complete the sentences with no more than three words in each gap. 38

- There is air pollution in Mexico City because the smog ...
- Gloria's father commutes from his home ... to the business district.
- He regularly spends ... a day commuting to and from work.
- The population of Mexico City is more than ...
- Mexico City has experimented with ...
- Mexico City may soon have a new ... system.
- Many streets in Istanbul are too ... for cars.
- People need to use bridges to get from ...
- In heavy traffic, motorists often ... lanes and ... their horns.
- Istanbul has a large new ... and will soon have more ...

- 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

This speaker:

- | | |
|------------------|---|
| 1 Speaker 1: ... | a turned to public transportation after an accident. |
| 2 Speaker 2: ... | b uses the time spent commuting to learn something. |
| 3 Speaker 3: ... | c only uses public transport when they expect traffic jams. |
| 4 Speaker 4: ... | 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.



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.

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*.

circul... collabor... communic... imit... innov...
intens... just... maxim... memor... priorit...
pur... regul... replic... subsid... un... util...

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
- b A smart way to save money and electricity
- c An improvement inspired by a hobby
- d Designing new roads for the future
- e Flying machines designed to copy nature
- f Working together to prevent gridlock

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?



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
5 '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
10 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
15 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?'.

20 (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
25 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
30 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.

35 (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
40 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
45 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
50 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
55 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
60 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
65 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
70 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.

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 CO₂ emissions. Waste recycling can also make an important (10) ... to energy production.

Tube bus stop. Curitiba, Paraná, Brazil.

- 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
- 2 The designer suggested building the whole wall of the house from glass to
- 3 Being based on hi-tech solutions, sustainable

- 4 The funds we are going to
- 5 The European Union requires its member countries to introduce
- 6 Close cooperation between countries will surely help
- 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.



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

- a Do you use the bus service?
- b Why is that?
- c How could the local authorities improve the bus service?
- d What is the bus fare to the city centre?
- e How do you normally travel?
- f If the buses ran more frequently, would you use them more often?
- g How often do you take the bus?
- h If the council subsidised the bus service, would you use it more often?

- 3 Listen to the interview again. Is the interviewee positive or negative about the local bus service? What indicates this?  41

- 4 Look at the Asking for information section of the Useful language box. Use the expressions to make questions (a–d) in exercise 2 more polite. Then listen again and check. What do you notice about the word order in indirect questions?  41

- 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)

School buses in Zhengzhou, capital of central China's Henan Province.



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
- 2 title
- 3 statement of the contents of the article
- 4 detailed figures and statistics
- 5 sub-headings
- 6 recommendations
- 7 personal opinions
- 8 description of how data was gathered

- 4 Match the elements in exercise 3 which were not included in the article with the phrases (a–f).
 - a Join the survey!
 - b I feel Park Kościuszki needs some renovation work done.
 - c If you ask me, the wooden shelter in Park Stadionowy is unnecessary.
 - d Seventy-four students took part in the survey.
 - e Pretty predictable results.
 - f The survey concerned seven parks and green squares in the region.
- 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 ...

Skills Review 5

ENGLISH IN USE

Słownictwo

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**
- 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. **CONGEST**
- 3 The Mayor said the authorities would ... their efforts to solve the problem of drivers hitting bumper-to-bumper traffic. **INTENSE**
- 4 Should countries ... commuting to work by letting taxpayers deduct commuting expenses from their income tax liability? **SUBSIDY**
- 5 The city's plans to ... the 100-year-old tramway service have fallen through. **REPLICA**
- 6 More cities in China are trying to ... the use of solar power. **MAXIMUM**

Uzupełnianie luk

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.
- 2 We left home an hour earlier than usual to avoid getting ... in gridlock.
- 3 Toxic ... we inhale while in traffic are said to be the secret killer.
- 4 The best way to avoid a car ... is to have your vehicle well-maintained through regular servicing.
- 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.

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 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

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 (uwagam, 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 zrobimy) ...
- 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) ...

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 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.
- 2 The city has introduced new regulations to ... our tax system, which is a bit complicated now.
- 3 How did the plan to construct a new underground line ... ?
- 4 Analysts predict that the population of the city will ... at the level of one million by mid-century and then start to decrease.
- 5 The city has organised a conference for young adults to ... their horizons on sustainable cities.

LISTENING

- 7 Usłyszysz dwukrotnie tekst na temat miasta zrównoważonego rozwoju. Uzupełnij luki w zdaniach (1–5), zgodnie z treścią nagrania. 🔊 42

- 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.

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 wymagania formy wskazanej w poleceniu.

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.*

Efektom 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 ... 3 ... 4 ... 5 ...

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.

VOCABULARY p. 81

backpack (n) /'bækpæk/ plecak
breakdown (n) /'breɪkdaʊn/ awaria
carshare (v) /'kɑːʃeə/ jeździć wspólnie jednym samochodem
commute (v) /kə'mju:t/ dojeżdżać (np. do pracy)
commuter (n) /kə'mju:tə/ osoba dojeżdżająca (np. do pracy)
commuting (n) /kə'mju:tɪŋ/ 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) /,drɒp səmʊwʌn 'ɒf/ podrzucić kogoś samochodem
ferry (n) /'feri/ prom
flap (n) /flæp/ klapka
fumes (n) /fju:mz/ spaliny
gridlock (n) /'grɪd,lɒk/ korek drogowy, zator
journey (n) /'dʒɜːni/ podróż
public transport (n) /,pʌblɪk 'trænsɒ:t/ transport publiczny
relieve (v) /rɪ'li:v/ zmniejszać
rush hour (n) /'rʌʃ ,aʊə/ godzina szczytu
shuttle service (n) /'ʃʌtl ,sɜːvɪs/ regularne połączenie transportowe
smog (n) /smɒg/ smog
straightforward (adj) /,streɪt'fɔːwəd/ jasny, prosty
stuck (adj) /stʌk/ zablokowany
subway (n) /'sʌb,weɪ/ metro
transportation (n) /,trænsɒ:'teɪʃn/ transport
tube (n) /tju:b/ metro
urbanise (v) /'ɜːbənaɪz/ zurbanizować
vehicle (n) /'viːɪkl/ pojazd
vice versa (adv) /,vaɪs 'vɜːsə/ na odwrót
volume (n) /'vɒljʊ:m/ wielkość

LISTENING p. 82

air pollution (n) /'eə pə,ljuːʃn/ 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'fjuəri,eɪtɪŋ/ 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) /,əʊvə'kraʊdɪd/ zatłoczony
pedestrian (n) /pə'destriən/ pieszy/piesza
radius (n) /'reɪdiəs/ promień
resident (n) /'rezɪdənt/ mieszkanić/ mieszkanka
restrict (v) /rɪ'strɪkt/ ograniczać
scooter (n) /'sku:tə/ skuter, hulajnoga
shortage (n) /'ʃɔːtɪdʒ/ brak, niedobór

sidewalk (n) /'saɪdwɔːk/ chodnik (AmE)
standstill (n) /'stænd,stɪl/ zastój, martwy punkt
struggle (v) /'strʌgl/ borykać się, zмагаć się
switch over to (phr v) /,swɪtʃ '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 ,leɪn/ ścieżka rowerowa
civil engineer (n) /'sɪvəl ,endʒɪ'nɪə/ inżynier budownictwa lądowego
ellipsis (n) /'ɪlɪpsɪs/ 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) /'bɜːd,wɒtʃə/ obserwator/ obserwatorka ptaków
blueprint (n) /'bluːprɪnt/ projekt, plan, kod (np. genetyczny)
broaden (v) /'brɔːdn/ poszerzać
bullet train (n) /'bʊlɪt ,treɪn/ pociąg szybkich prędkości
car windscreen (n) /,kɑː 'wɪnd,skrɪːn/ przednia szyba w samochodzie
catalyse (v) /kə'tælaɪz/ przyspieszać, katalizować
circulate (v) /'sɜːkjuleɪt/ krążyć
civilise (v) /'sɪvəlaɪz/ cywilizować
clap of thunder (n) /,klæp 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) /,kɒnə'teɪʃn/ konotacja, skojarzenie
consumption (n) /kən'sʌmpʃn/ konsumpcja
convey (v) /kən'veɪ/ przekazywać, komunikować
drawing board (n) /'drɔːɪŋ ,bɔːd/ 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) /'fɔːmjuleɪt/ formułować
harden (v) /'hɑːdn/ utwardzać, hartować
hummingbird (n) /'hʌmɪŋbɜːd/ koliber
identify (v) /aɪ'dentɪfaɪ/ identyfikować
imitate (v) /ɪ'mɪteɪt/ naśladować
imitation (n) /ɪ'mɪ'teɪʃn/ imitacja

infrastructure (n) /'ɪnfə,straʊktʃə/ infrastruktura
innovate (v) /ɪnəʊveɪt/ wprowadzać innowacje
innovation (n) /ɪnəʊ'veɪʃn/ innowacja
instinctively (adv) /ɪn'stɪŋktɪvli/ instynktownie
integrate (v) /'ɪntɪgreɪt/ integrować
intensify (v) /ɪn'tensɪfaɪ/ nasilać, intensyfikować
interconnectedness (n) /ɪn,tɜːkə'nektədənəs/ cecha bycia połączonym
justify (v) /'dʒʌstɪfaɪ/ usprawiedliwiać
kingfisher (n) /'kɪŋ,fɪʃə/ 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) /'neɪtʃəɪn,spaɪəd/ inspirowany naturą
obstacle (n) /'ɒbstəkl/ przeszkoda
operate (v) /'ɒpəreɪt/ operować, działać
originate (v) /ə'rɪdʒəneɪt/ powstawać, pojawiać się
overview (n) /'əʊvə,vjuː/ przegląd, ogólny zarys
parachute (n) /'pærəʃuːt/ spadochron
pheromone (n) /'ferəməʊn/ substancja zapachowa
pressure wave (n) /'prefə weɪv/ fala ciśnienia
prioritise (v) /praɪ'brɪtaɪz/ szeregować pod względem ważności
purely (adv) /'pjʊəli/ wyłącznie, tylko
purify (v) /'pjʊəɪfaɪ/ oczyszczać
radical (adj) /'rædɪkl/ radykalny
redesign (v) /,riːdɪ'zaɪn/ przeprojektować
regulate (v) /'regjuleɪt/ regulować
remodel (v) /,riː'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 ,buːm/ 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,tɛstɪd/ niezawodny, sprawdzony
turbulence (n) /'tɜːbjələns/ turbulencja
underlying (adj) /,ʌndə'laɪɪŋ/ leżący u podstaw
unify (v) /'juːnɪfaɪ/ unifikować, ujednolicać
unifying (adj) /'juːnɪfaɪɪŋ/ jednoczący
unmanned (adj) /,ʌn'mænd/ bezzałogowy
utilise (v) /'juːtɪlaɪz/ wykorzystywać
weaken (v) /'wiːkən/ osłabiać
wing (n) /wɪŋ/ skrzydło

GRAMMAR 2 pp. 86–87

amenities (n) /ə'mi:nətiz/ udogodnienia, wyposażenie
appliance (n) /ə'plaiəns/ urządzenie, sprzęt
concrete (adj) /'kɒŋkri:t/ betonowy
daylight (n) /'deɪlaɪt/ światło dzienne
glow (v) /gləʊ/ świecić się
pressing (adj) /'presɪŋ/ nagły, uporczywy
smart pavement (n) /,smɑ:t 'peɪvmənt/ inteligentny chodnik
sports ground (n) /'spɔ:ts ,graʊnd/ stadion, boisko
tile (n) /taɪl/ płytki
tyre (n) /taɪə/ opona
urbanisation (n) /'z:bənaɪzəʃn/ urbanizacja

SPEAKING p. 88

fare (n) /feə/ opłata za przejazd
not off hand (phr) /,nɒt ɒf 'hænd/ z marszu, bez przygotowania
not off the top of my head (phr) /,nɒt ɒf ðə 'tɒp əv maɪ 'hed/ na oko (bez przygotowania)

subsidise (v) /'sʌbsədaɪz/ dotować (finansowo)

WRITING p. 89

approvingly (adv) /ə'pru:vɪŋli/ z aprobatą
maintenance (n) /'meɪntənəns/ utrzymanie, konserwacja
pitch (n) /pɪtʃ/ boisko
rate (v) /reɪt/ oceniać
running track (n) /'rʌnɪŋ ,træk/ bieżnia (na stadionie)
value (v) /'vælju:/ cenić sobie
walker (n) /'wɔ:kə/ turysta pieszy, piechur

SKILLS REVIEW pp. 90–91

boast about (phr v) /,bəʊst 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'spres,weɪ/ droga szybkiego ruchu

fall through (phr v) /,fɔ:l 'θru:/ nie dojść do skutku
greenery (n) /'gri:nəri/ roślinność, zieleń
inhale (v) /ɪn'heɪl/ wdychać
outfit (v) /'aʊtfɪt/ wyposażać
reservoir (n) /'rezəvwa:/ zbiornik
restorative (adj) /rɪ'stɔ:rətɪv/ wzmacniający
tailback (n) /'teɪl,bæk/ korek drogowy, uliczny
taxpayer (n) /'tæks,peɪə/ podatnik
tramway (n) /'træm,weɪ/ 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
- 2 She had to drop him ... at the train station.
- 3 More and more people are wearing face masks to avoid ... pollution and getting sick.
- 4 Do you know that she also happens ... be my former English teacher?
- 5 He asked me to give him my doctor's telephone number, but I couldn't recall it ... the top of my head.

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. IMITATION
- 2 What's the greatest ... of all time? INNOVATE
- 3 I feel like there is this ... need to change our shopping habits radically. PRESS
- 4 Getting fresh water might be the greatest challenge of URBAN
- 5 He had to pay a lot of money to ... and heat the building. ELECTRICITY
- 6 When they started the project, nobody thought about the cost of electrical bike MAINTAIN

6 The real me

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

6A Vocabulary

Teenage stereotypes

Talking about teenagers and their stereotypes

- 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.

- 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 ...

- 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

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?

Teenagers in South Africa practise Isbhujwa for a dance competition.

6B Listening

Listening to texts about teenagers

- 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

- 1 Teenagers tend to be the same all over the world.
- 2 During adolescence, teenagers stop looking for their parents' approval.
- 3 Laura is always influenced by her peers.
- 4 Laura appears more self-confident than she feels.
- 5 There are cultural differences in attitudes to authority.
- 6 Most people have a negative stereotype of teenagers.
- 7 Laura prefers to avoid taking risks.
- 8 Laura overcame a challenge when travelling by train.

- 2 Work in pairs. Listen again and discuss the questions. 44

- 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'. 44

- 4 Listen to four people talking about teenagers. Match each speaker (1–4) with the opinion (a–e). There is one extra opinion. 45

This speaker thinks that young people:

- | | |
|--------------|---|
| 1 Speaker 1: | a lack social and practical skills nowadays. |
| 2 Speaker 2: | b have become insensitive to the needs of other people. |
| 3 Speaker 3: | c are more concerned about the natural world than the previous generations. |
| 4 Speaker 4: | d have unlimited access to information and knowledge. |
| | e won't be able to replace the older generation in their workplaces. |

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?

- 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?



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.
(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.
(This might be a fact that some people may not expect to be true).
- 3 ..., most teenagers have role models who inspire them.
(That's how I see the situation when I observe them).
- 4 I wouldn't enjoy having my body tattooed ...
(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).

- 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 ...

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*.

- 1 Work in pairs. Complete the binomial expressions with the words in the box. Then guess what they mean.

clear order	downs sound	ends sweet	figures tear	foremost tribulations
----------------	----------------	---------------	-----------------	--------------------------

- | | |
|------------------|-----------------|
| 1 first and ... | 6 facts and ... |
| 2 odds and ... | 7 law and ... |
| 3 short and ... | 8 wear and ... |
| 4 trials and ... | 9 ups and ... |
| 5 safe and ... | 10 loud and ... |

- 2 Put the pairs of words into the correct order.

- | | |
|----------------------|-----------------------|
| 1 gentlemen / ladies | 6 husbands / wives |
| 2 men / women | 7 salt / vinegar |
| 3 see / wait | 8 lightning / thunder |
| 4 address / name | 9 there / here |
| 5 brothers / sisters | 10 bed / breakfast |

- 3 Complete each sentence with a pair of words from exercise 1.

- Their parents were relieved when the children turned up ...
- He illustrated the talk with interesting ...
- The insurance policy doesn't cover ... to the equipment.
- We need the police to maintain ...

READING

Understanding a text about teenage superhero

- 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?

- 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		

- 6 Work in pairs. Answer the questions.

- In what way is Kamala 'torn between two worlds'?
- How does Kamala's idea of what she wants out of life change?
- How does Kamala's story reflect 'every teenager's coming-of-age crisis'?
- What is Kamala's 'dual identity' and how does she 'come to terms' with it?
- What makes the book different, according to Wilson?
- What are the similarities between Ms Marvel and Sana Amanat?
- What do 'misfits' and superheroes have in common?
- 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.

- Female superhero as a reflection of a female author
- Yet another super girl with superpowers
- New star in the world of comic strips
- Struggling to find her place in two different worlds
- Unexpected transformation and its first aftermath
- From the creator's point of view

- 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.

- 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.

- The first series has consistently appeared in the *New York Times* Bestseller List.
 - The first series had seven reprintings in the first year.
 - Even boys and men have become huge fans.
- Find evidence in the article for these claims. How strong is the evidence?
 - Kamala's 'dual identity' becomes her strength. (line 47)
 - That's what makes this book different. (line 54)
 - She is first and foremost a real girl. (line 63)

Ms Marvel

teenage comic superhero



46 (1) ... 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) ... 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) ... 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) ... 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) ... 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*



A young man
napping in
a shop entrance
in Beijing, China.

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*.

- 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.

- I ... (use / go) to bed at 9.00 pm when I was a kid.
- Most people ... (tend / fall) asleep quickly after they've been using a computer.
- I ... (use / have) a nap in the afternoon; I do it almost every day.
- You ... (always / oversleep) and it's driving me mad. Why don't you start reacting to your alarm clock?
- I ... (never / get / use / stay) up all night; I think I'm too old for that.
- 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.

- 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.
- It's quite typical that students feel stressed out before exams. **TENDENCY**
Students ... stressed out before exams.
- 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.

- I didn't use to like them but now I do.
- I'm always doing that. It drives my parents mad.
- I'm getting used to doing it, but it's hard.
- I tend not to have enough time to do it, but I'd really like to.
- I'll quite often do that in the evenings, but I never used to.
- 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

- My parents have a tendency ...
- I didn't use to ..., but I sometimes do these days.
- I've got a friend who's forever ... and it drives me mad.
- It was hard for me to get used to ...
- I believe teenagers nowadays tend to ... much more than they did in the past.



A teenage girl alone in her bedroom reading social media on her tablet at night.

TED TALKS 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.

- 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

- 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

- 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

- 1 Before the photo was taken, Michael Owen had just scored a goal.
- 2 Most of the fans in the picture support Owen's team.
- 3 The photo shows how people often react without thinking.
- 4 Sarah-Jayne's experiments compare how well adults and adolescents understand other people's thoughts and feelings.
- 5 Teens and adults think in similar ways in social situations.

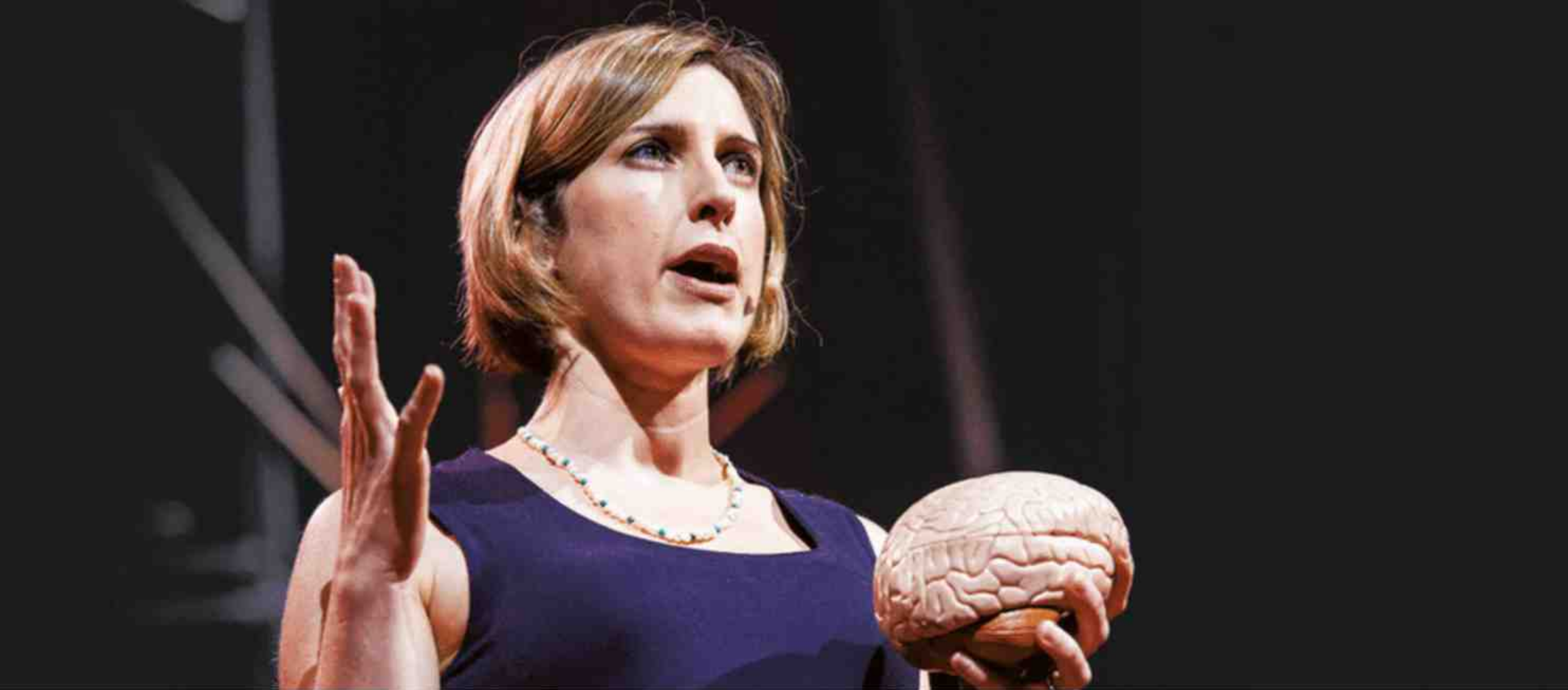
- 6 Listen to part 3 of the talk. Choose the correct option to complete each sentence. TED 6.3

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*.



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

- 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
2 an underdeveloped prefrontal cortex
3 the brain is still malleable
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.

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.

6F Speaking

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
 - 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
- 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.



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, ...

Skills Review 6

ENGLISH IN USE

Słownictwo

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

- 1 Even when Sam faced some hardships, he remained calm and ... **CHEER**
- 2 ... , Richard is losing genuine friends due to his irritable nature. **APPARENT**
- 3 Despite harsh criticism, Gina is ... satisfied with her relationship with her peers. **BASIC**
- 4 It's normal for parents to have a feeling that they're losing control when their child begins to exhibit ... behavior. **REBEL**
- 5 ... , once young people have to pay their own bills, they tend to have a greater appreciation for their parents. **INTEREST**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 A group of teenagers was found safe and ... , clinging to the edge of the cliff.
- 2 It's high time I started doing my ... thing instead of dealing with the affairs of others.
- 3 Brian has always ... across well in presentations.
- 4 When in doubt, it was better for Sandra to play it ... than run the risk of failing.
- 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.
- 6 Rather than doing the same as everyone else, Barbara tries to stand ... to get noticed.

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 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 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 zdań

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.

Tłumaczenie fragmentów zdań

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*)

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

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) ... 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.

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?

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.

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 przysłówek 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/przyzwyczajając 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

VOCABULARY p. 97

cheerful (adj) /'tʃɪəfl/ radosny, pogodny
come across (phr v) /,kʌm ə'krɒs/ wydawać się (jakimś), robić wrażenie
couldn't care less (phr) /,kʊdnt keə 'les/ potocznie: nic mnie to nie obchodzi
do my own thing (phr) /,du: maɪ əʊn 'θɪŋ/ potocznie: chodzić własnymi ścieżkami
even-tempered (adj) /,i:vən'tempəd/ spokojny, zrównoważony
follow the crowd (phr) /,fɒləʊ ðə 'kraʊd/ robić to co inni, dosłownie: podążać za tłumem
give a thrill (phr) /,gɪv ə 'θrɪl/ ekscytować
impulsive (adj) /ɪm'pʌlsɪv/ impulsywny
influenced by peers (phr) /,ɪnfluənsd baɪ 'piəz/ pod wpływem rówieśników
mood (n) /mu:d/ nastrój, humor
obey (v) /əʊ'beɪ/ przestrzegać
peer pressure (n) /'piə ,preʃə/ presja rówieśnicza
play it safe (phr) /,pleɪ ɪt 'seɪf/ być ostrożnym, nie podejmować zbędnego ryzyka
rebellious (adj) /rɪ'beljəs/ nieposłuszny, buntowniczy
self-controlled (adj) /,selfkən'trəʊld/ opanowany, powściągliwy
social exclusion (n) /,səʊʃl ɪk'sklu:ʒn/ społeczne wykluczenie
socialise (v) /'səʊʃəlaɪz/ udzielać się towarzystwu
stand out (phr v) /,stænd 'aʊt/ wyróżniać się
take risk (phr) /,teɪk 'rɪsk/ podejmować ryzyko
weigh up the pros and cons (phr) /weɪ ʌp ðə ,praʊz ən 'kɒnz/ rozważać za i przeciw / plusy i minusy / wady i zalety

LISTENING p. 98

adolescence (n) /,ædə'lesəns/ okres dojrzewania
adulthood (n) /'ædʌlθud/ dorosłość
approval (n) /ə'pru:vl/ aproba, uznanie
at one's fingertips (phr) /ət ,wʌnz 'fɪŋgə,tɪps/ w zasięgu ręki
cautious (adj) /'kɔ:ʃəs/ ostrożny
cheer on (phr v) /,tʃɪə '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) /ɪn,sʌɪklə'pi:diə/ encyklopedia
engage in (phr v) /ɪn'geɪdʒ ɪn/ angażować się w (coś)
fort (n) /fɔ:t/ fort (w którym stacjonują żołnierze)
insensitive (adj) /ɪn'sensətɪv/ nieczuły
long-term (adj) /,lɒŋ'tɜ:m/ długoterminowy
make a contribution (phr) /,meɪk ə ,kɒntrɪ'bju:ʃn/ przyczyniać się (do czegoś)
moodiness (n) /'mu:di:nes/ zmienność nastrojów
myth (n) /mɪθ/ mit, błędne przekonanie
overcome (v) /,əʊvə'kʌm/ pokonywać
pale (adj) /peɪl/ blade

portray (v) /pɔ:'treɪ/ przedstawiać, portretować
random (adj) /'rændəm/ przypadkowy, losowy
rate (n) /reɪt/ wskaźnik
self-confident (adj) /,self'kɒnfɪdənt/ pewny siebie
soaring (adj) /sɔ:ɪŋ/ gwałtownie rosnący
stereotype (n) /'sterɪə,tʌɪp/ stereotyp
take calculated risk (phr) /,teɪk 'kælkjə,leɪtɪd 'rɪsk/ podejmować skalkulowane ryzyko
throw away (phr v) /,θrəʊ ə'weɪ/ wyrzucać
transition (n) /træn'zɪʃn/ przemiana
unfairly (adv) /,ʌn'feəli/ niesprawiedliwie
universal (adj) /,ju:nɪ'vɜ:sl/ uniwersalny, powszechny
up to a point (phr) /ʌp tə ə 'pɔɪnt/ do pewnego stopnia
upcycle (v) /'ʌp,sʌɪkl/ ponownie użyć czegoś, co było wcześniej zniszczone lub bezużyteczne (np. stworzyć kwiatnik ze starych palet)
vast amount of (phr) /,vɑ:st ə'maʊnt əv/ ogromna ilość
worldly (adj) /'wɜ:ldli/ światowy

GRAMMAR 1 p. 99

apparently (adv) /ə'pærəntli/ najwyraźniej
at all (adv) /,ət 'ɔ:l/ wcale, zupełnie nie, w ogóle
definitely (adv) /'defɪnətli/ zdecydowanie, na pewno
frankly (adv) /'fræŋkli/ szczerze
immediately (adv) /ɪ'mi:diətli/ 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) /'ɑ:ftə,mæθ/ następstwo, wynik
bed and breakfast (n) /,bed ən 'brekfəst/ zakwaterowanie ze śniadaniem
black and white (adj) /,blæk ən 'waɪt/ czarno-biały
brothers and sisters (n) /,brʌðəz ən 'sɪstəz/ bracia i siostry
brutal (adj) /'bru:təl/ brutalny
come to terms (phr) /,kʌm tə 'tɜ:mz/ pogodzić się, dojść do porozumienia
coming-of-age (n) /'kʌmɪŋəveɪdʒ/ dorastanie
conservative (adj) /kən'sɜ:vətɪv/ konserwatywny, zachowawczy
distinctive (adj) /dɪ'stɪŋktɪv/ charakterystyczny
drown (v) /draʊn/ topić się, tonąć
dual (adj) /'dju:əl/ podwójny
facts and figures (phr) /,fæktz ən 'fɪgəz/ cyfry i fakty
first and foremost (phr) /,fɜ:st ən 'fɔ:məʊst/ przede wszystkim, po pierwsze
fish and chips (n) /,fɪʃ ən 'tʃɪps/ smażona ryba z frytkami

foremost (adj) /'fɔ:məʊst/ główny, pierwszy
grapple with (phr v) /'græpl wɪð/ borykać się z..., zmagać się z...
groundbreaking (adj) /'graʊndbreɪkɪŋ/ przełomowy, nowatorski
here and there (phr) /,hɪə ən 'ðeə/ tu i tam
humility (n) /'hju:'mɪləti/ pokora, skromność
husbands and wives (n) /,hʌzbəndz ən 'waɪvz/ mężowie i żony
identity (n) /aɪ'dentəti/ tożsamość
illuminating (adj) /ɪ'lu:mi:neɪtɪŋ/ pouczający, instruktywny
insecurity (n) /ɪn'sɪkjʊərəti/ brak pewności, poczucie zagubienia
joyful (adj) /dʒɔɪfl/ radosny
ladies and gentlemen (phr) /,leɪdɪz ən 'dʒentlmən/ panie i panowie, szanowni państwo
law and order (n) /,lɔ: ən 'ɔ:də/ ład i porządek
loud and clear (phr) /,laʊd ən 'kliə/ głośno i wyraźnie
men and women (n) /,men ən 'wɪmɪn/ kobiety i mężczyźni
merely (adv) /'mɪəli/ zaledwie, jedynie
misfit (n) /'mɪsfɪt/ osoba niedopasowana do otoczenia
name and address (n) /,neɪm ənd ə'dres/ nazwisko i adres
odds and ends (n) /,ɒdz ən 'endz/ drobiazgi
overwhelming (adj) /,əʊvə'welmɪŋ/ przytłaczający
peace and quiet (phr) /,pi:s ən 'kwaɪət/ cisza i spokój, święty spokój
phenomenon (n) /fə'nɒmɪnən/ fenomen, zjawisko
reconcile (v) /'rekənsaɪl/ pogodzić się z...
reprinting (n) /,ri:'prɪntɪŋ/ przedrukowanie, wznowienie
safe and sound (phr) /,seɪf ən 'saʊnd/ cały i zdrowy
salt and vinegar (n) /,sɔ:lt ən 'vɪnɪgə/ ocet i sól
short and sweet (phr) /,ʃɔ:t ən 'swi:t/ krótki i zwięzły
skyrocket (v) /'skaɪ,rɒkɪt/ szybko rosnąć, szybko osiągać sukces
straddle (v) /'strædl/ znajdować się po obu stronach czegoś (np. granicy)
sympathise (v) /'sɪmpəθaɪz/ współczuć
thunder and lightning (n) /,θʌndə ən 'laɪtnɪŋ/ grzmoty i błyskawice
torn (adj) /tɔ:n/ rozdarty (między dwiema rzeczami)
trials and tribulations (phr) /,traɪəlz ən ,trɪbjʊ'leɪʃənz/ perypetie, kłopoty
wait and see (phr) /weɪt ən si:/ przekonać się, zobaczyć coś
wear and tear (phr) /,weə ən 'teə/ zużycie eksploatacyjne, normalne zużycie w trakcie eksploatacji
worthy (adj) /'wɜ:ði/ zasny

GRAMMAR 2 pp. 102–103

bad-tempered (adj) /,bæd'tempəd/ wybuchowy
melatonin (n) /,melə'təʊnɪn/ melatonina (hormon regulujący sen)

nap (n) /næp/ drzemka
shift (n) /ʃɪft/ zmiana
sleep like a log (phr) /sli:p laɪk ə 'lɒg/ spać jak kamień, jak suseł (dosłownie: jak kłoda)
sleepy (adj) /'sli:pi/ śpiący

TED TALK pp. 104–105

adolescent (n) /ˌædə'lesənt/ nastolatek/ nastolatka
arbitrary (adj) /'ɑ:bitrəri/ losowy, przypadkowy
believe it or not (phr) /bi'li:v ɪt ɔ: ,nɒt/ wierz lub nie
cognitive (adj) /'kɒgnətɪv/ poznawczy, kognitywny
excessive risk (n) /ɪk'sesɪv 'rɪsk/ nadmierne ryzyko
hypersensitive (adj) /ˌhaɪpə'sensətɪv/ nadwrażliwy
implication (n) /ˌɪmplɪ'keɪʃn/ implikacja, sugestia
inappropriate (adj) /ˌɪnə'prəʊpriət/ nieodpowiedni
inhibit (v) /ɪn'hɪbɪt/ hamować, powstrzymywać
intervention (n) /ˌɪntə'venʃn/ interwencja
lifespan (n) /'laɪf,spæn/ czas trwania życia
malleable (adj) /'mæliəbl/ giętki, ulegający wpływowi
mental state (n) /'mentl ,steɪt/ stan umysłowy, mentalny, psychiczny
moody (adj) /'mu:di/ kapryśny, humorzasty
MRI (n) /ˌem ɑ:r 'aɪ/ rezonans magnetyczny (RM)
neuroscience (n) /'njuərəʊ,saiəns/ neurologia, nauka o mózgu i układzie nerwowym
occlude (v) /ə'klu:d/ zatykać
parody (v) /'pærədi/ parodiować
participant (n) /pɑ:'tɪsəpənt/ uczestnik/ uczestniczka
perceive (v) /pə'si:v/ postrzegać
period of adolescence (n) /ˌpɪəriəd əv ,ædə'lesəns/ okres dojrzewania
process (v) /'prəʊses/ przetwarzać
profound development (n) /prə'faʊnd dɪ'veləpmənt/ całkowita, głęboka zmiana, rozwój

prone to (adj) /'prəʊn tu/ podatny na...
radically (adv) /'rædɪkli/ radykalnie
reveal (v) /rɪ'vi:l/ ujawniać
reward (n) /rɪ'wɔ:d/ nagroda
self-awareness (n) /ˌselfə'weənəs/ samoświadomość
self-conscious (adj) /ˌself'kɒnʃəs/ samoświadomy
stigmatise (v) /'stɪgmətaɪz/ piętnować
take a snapshot (phr) /ˌteɪk ə 'snæpʃɒt/ zrobić zdjęcie
take into account (phr) /ˌteɪk ɪntə ə'kaʊnt/ wziąć pod uwagę
track (v) /træk/ śledzić, tropić
trial (n) /'traɪəl/ próba, test
undergo (v) /ˌʌndə'gəʊ/ przechodzić, znosić
upbringing (n) /'ʌp,briŋɪŋ/ wychowanie
widely assumed (phr) /'waɪdli ə'sju:md/ powszechnie przyjęte, że...
within a split second (phr) /wɪðɪn ə'splɪt 'sekənd/ w ułamku sekundy

SPEAKING p. 106

assignment (n) /ə'saɪnmənt/ zadanie domowe
back up (phr v) /ˌbæk 'ʌp/ wykonać kopię zapasową
comforting (adj) /'kʌmfətɪŋ/ pocieszający, podnoszący na duchu
crash (v) /kræʃ/ zepsuć się
hard copy (n) /'hɑ:d ,kɒpi/ wydruk
have a word with (phr) /həv ə 'wɜ:d wɪð/ zamienić (z kimś) słowo
outline (n) /'aʊtlaɪn/ zarys, szkic
overwhelmed (adj) /ˌəʊvə'welmd/ przytłoczony
show up (phr v) /ʃəʊ 'ʌp/ pokazać się
What a drag! (phr) /wɒt ə 'dræg/ Co za męka! Ale nuda!

WRITING p. 107

cruel (adj) /'kru:əl/ okrutny
drawback (n) /'drɔ: ,bæk/ wada
halve (v) /hɑ:v/ zmniejszać o połowę
hurtful (adj) /'hɜ:tfʊl/ krzywdzący
merit (n) /'merɪt/ zaleta

nonetheless (adv) /ˌnʌnðə'les/ niemniej jednak
outweigh (v) /ˌaʊt'weɪ/ przeważać nad, mieć większą wagę niż...

SKILLS REVIEW pp. 108–109

abuse (n) /ə'bju:s/ nadużycie
aloof (adj) /ə'lu:f/ powściągliwy, z dystansem
bosom friend (n) /'bʊzəm ,frend/ bliski przyjaciel
cling (v) /klɪŋ/ kurczowo trzymać się...
diabetes (n) /ˌdaɪə'bi:ti:z/ cukrzyca
disobey (v) /ˌdɪsə'beɪ/ być nieposłusznym
down the line (phr) /ˌdaʊn ðə 'laɪn/ za jakiś czas
edge (n) /edʒ/ krawędź
gallbladder disease (n) /'gɔ:l ,blædə dɪ'zi:z/ choroba pęcherzyka żółciowego
genuine (adj) /'dʒenjuɪn/ prawdziwy
hardship (n) /'hɑ:dʃɪp/ trud, ciężkie doświadczenie życiowe
homemade (adj) /ˌhəʊm'meɪd/ domowej roboty
hypertension (n) /ˌhaɪpə'tenʃn/ nadciśnienie
obesity (n) /əʊ'bi:səti/ otyłość
permissive (adj) /pə'mɪsɪv/ liberalny, pobłażliwy
run the risk (phr) /ˌrʌn ðə 'rɪsk/ ryzykować
self-esteem (n) /ˌselfɪ'sti:m/ poczucie własnej wartości
stroke (n) /strəʊk/ udar mózgu
wellbeing (n) /welbi:ɪŋ/ 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.

- Hi Mum, I've landed in Portugal. I am (*cały i zdrowy*) ... and I will call you tomorrow.
- She's quite a creative person and does not really want to (*robić tego co inni*) ...
- I have been at work for over 12 hours and I think today I will (*spać jak kamień*) ...
- The presentation was (*głośna i wyraźna*) ...
- I love being in the countryside and I often go there for (*ciszę i spokój*) ...

2 Choose the correct option to complete each sentence.

- He knew cheating was illegal, but decided to *run* / *wear* the risk.
- We thought he was innocent, but *apparently* / *frankly* he was in the bank at the time and he might have been involved.
- Tim wants to *stand out* / *come across*, so he often wears extravagant clothes.
- I know we're running out of time, so I will make the presentation short and *sweet* / *tall*.
- She's going through a/an *even-tempered* / *rebellious* phase, so it's better to be understanding and sympathetic.

7 A healthy life

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



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)

- 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
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- 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?

7B Listening

Listening to texts about healthy living and physical exercise

1 Work in pairs. Discuss the questions, giving reasons for your opinions.

- a Is drinking coffee bad for you?
- b Is it OK to skip breakfast?
- c Should you exercise every day?
- d Is chocolate really a superfood?
- e Can exercise improve your mood?

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

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

- a skipping breakfast
 - b drinking coffee
 - c taking exercise
 - d eating chocolate
- 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.

A group of friends practise parkour in Gaza City.

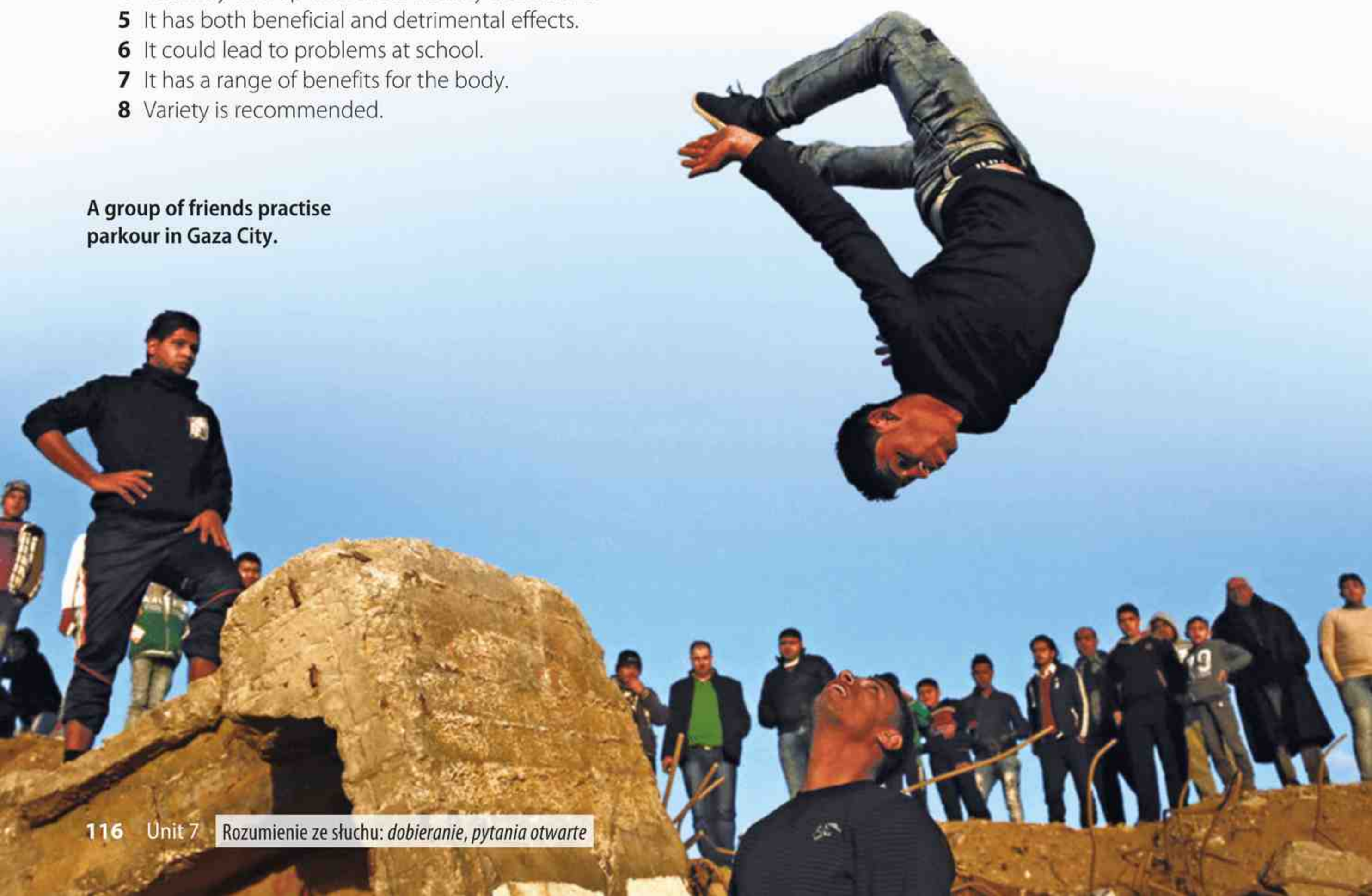
4 What do you think about the statements below? Listen to the recording and check.  51

- 1 Anxiety and depression depend on the level of serotonin in the organism.
- 2 Intense physical exercise may increase the risk of diabetes.
- 3 Increased blood circulation improves the condition of the skin.
- 4 Workouts that are too intense may cause problems with sleeping.
- 5 Working out at the gym is the most beneficial form of physical activity.
- 6 Some activities can lead to both good physical condition and financial profits.
- 7 The best activities are those you can do alone.

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.



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.
- 2 It's better to have a friend you can exercise with.
- 3 Exercise can relax you, wake you up and give you confidence, which are all really important.
- 4 Find an activity you're interested in.

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?

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*.

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 aim |
| 2 curable | b battery |
| 3 disposable | c bottle |
| 4 inflatable | d coat |
| 5 memorable | e deposit |
| 6 preventable | f disease |
| 7 rechargeable | g energy |
| 8 recyclable | h error |
| 9 refillable | i holiday |
| 10 refundable | j life jacket |
| 11 renewable | k plastic |
| 12 machine-washable | l razor |

READING

Understanding a text about secrets of a long and happy life

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.

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 Ikarrians?
- 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.



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



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

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) ... 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) ... immune system. Nowadays it takes the form of giving (8) ... information on how to live (9) ... 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) ... wrist like (3) ... watch, record (4) ... data on (5) ... person's activities, (e.g. calories burned, steps taken, hours of sleep). This is then transmitted to (6) ... app on their smartphone. (7) ... studies have found that in some cases, using (8) ... wearable technology can lead to (9) ... increase in (10) ... physical activity of up to 25 percent and (11) ... 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



7F Speaking

Making and responding to proposals

- 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
-

- 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

- 3 Listen again. Which expressions from the Useful language box do you hear? How did the speakers respond to suggestions?  53

- 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?

- 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.



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 ...

Skills Review 7

ENGLISH IN USE

Słownictwo

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. **BENEFIT**
- 2 The dietitian suggested that I should avoid refined carbohydrates and increase my ... of antioxidant foods. **TAKE**
- 3 I wonder what the average life ... was two hundred years ago. **EXPECT**
- 4 According to health experts, ... has continued to rise among children aged four to five. **OBESE**
- 5 Can life in a ... city contribute to longevity? **SUSTAIN**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 You can eat whatever you like provided it's ... moderation.
- 2 As the Chinese proverb says: when your heart is ... ease, your body is healthy.
- 3 There's an immediate need to improve the lives of ... disabled.
- 4 After ... 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 ... jacket.

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

- 1 ...
 - 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 ...
 - 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 ...
 - 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 ...

- 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

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

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)

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

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

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.

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: „kwantyfikator *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) ... official record for (5) ... oldest person to have lived goes to Frenchwoman Jeanne Calment, who died aged 122 in 1997, Carmelo Flores, (6) ... Bolivian man who died in 2014, is claimed to have lived to (7) ... ripe old age of 124. However, this claim has not been verified – (8) ... problem is that (9) ... birth certificates didn't become official in Bolivia until 1940, so there isn't (10) ... official record of Flores' birth.

Even in his final years, Flores lived alone in (11) ... hut high in (12) ... Andes. He believed that (13) ... diet was (14) ... very important ingredient in his recipe for long life, in particular (15) ... mushrooms and quinoa*.

quinoa a seed grown in the Andes

VOCABULARY p. 115

alert (adj) /ə'leɪt/ czujny, uważny
beneficial (adj) /ˌbenɪ'fɪʃl/ korzystny
blood pressure (n) /'blʌd ˌpreʃə/ ciśnienie krwi
carbohydrate (n) /ˌkɑːbəʊ'hɑɪdreɪt/ węglowodan
cut down on (phr v) /ˌkʌt ˈdaʊn ɒn/ ograniczać (coś)
dairy (adj) /'deəri/ mleczny
detrimental effect (n) /ˌdetrɪ'mentl ɪ'fekt/ szkodliwy skutek
drink plenty of water (phr) /ˌdrɪŋk ˈplenti əv ˈwɔːtə/ pić dużo wody
eat naturally (phr) /iːt ˈnatʃərəli/ jeść składniki pochodzenia naturalnego
enhance (v) /ɪn'hɑːns/ poprawiać
get enough sleep (phr) /ˌget ɪnəf ˈsliːp/ wysypiać się
gratitude (n) /'grætɪ,tjuːd/ wdzięczność
have a balanced diet (phr) /həv ə ˌbalənst ˈdaɪət/ 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) /kiːp ˈæktɪv/ być aktywnym
nutrient (n) /'njuːtriənt/ składnik odżywczy, substancja pokarmowa
nutritious (adj) /njuː'trɪʃəs/ pożywny, odżywczy
obesity (n) /əʊ'biːsəti/ otyłość
overeat (v) /əʊvər'iːt/ przejadać się
practise relaxation (phr) /ˌpræktɪs ˌriːlæk'seɪʃn/ ćwiczyć relaksację
practise the art of appreciation (phr) /ˌpræktɪs ðɪ ɑːt əv əˌpriːʃi'eɪʃn/ dosłownie: ćwiczyć sztukę okazywania wdzięczności
protein (n) /'prəʊtiːn/ białko
put on weight (phr) /ˌput ɒn ˈweɪt/ przybierać na wadze
reduce salt (phr) /rɪˌdjuːs ˈsɔːlt/ ograniczyć spożycie soli
refined sugar (n) /rɪˌfaɪnd ˈʃʊɡə/ cukier rafinowany
refocus (v) /rɪ'fəʊkəs/ ponownie się skupić
relieve (v) /rɪ'liːv/ zmniejszać, rozładowywać (stres)
sedentary lifestyle (n) /ˌsedəntəri ˈlaɪfˌstɑɪl/ 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) /əə'reʊbɪk/ aerobowy
caffeine (n) /'kæfiːn/ kofeina
cardiovascular disease (n) /ˌkɑːdiəʊvæsəkjələ dɪˌziːz/ 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 ˈʌp wɪð/ skończyć z czymś
endorphins (n) /en'dɔːfɪnz/ endorfiny
flexibility (n) /ˌfleksəbɪləti/ elastyczność, gibkość
hippocampus (n) /ˌhɪpə'kæmpəs/ hipokamp
hula hoop (n) /'huːlə huːp/ hula hop
intense (adj) /ɪn'tens/ intensywny
lose weight (phr) /ˌluːz ˈweɪt/ 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'næfrɪn/ noradrenalina, norepinefryna
occasional (adj) /ə'keɪʒənəl/ sporadyczny
pole dance (n) /'pəʊl dɑːns/ sportowy taniec na rusze
remedy (n) /'remədi/ lekarstwo
schizophrenia (n) /ˌskɪtsəʊ'friːniə/ schizofrenia (choroba psychiczna)
serotonin (n) /ˌserə'təʊnɪn/ serotonin, hormon szczęścia
side effect (n) /'saɪd ɪ'fekt/ 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) /tri:t/ smakołyk
workout (n) /'wɜːkaʊt/ trening, ćwiczenie
yoghurt (n) /'jɒɡət/ jogurt

GRAMMAR 1 p. 117

advisable (adj) /əd'vaɪzəbl/ wskazany
household chores (n) /ˌhaʊshəʊld ˈtʃɔːz/ obowiązki domowe
insufficiently (adv) /ˌɪnsə'fɪʃəntli/ 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/ stululek
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'mɒɡrəfə/ 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 ˈtiː/ 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 ˈdʒækt/ kamizelka ratunkowa
lifelong (adj) /'laɪfˌlɒŋ/ dożywotni
longevity (n) /lɒn'dʒevəti/ długowieczność
machine-washable (adj) /məʃiːn ˈwɒʃəbl/ 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) /riː'tʃɑːdʒəbl/ nadające się do powtórnego naładowania (np. o baterii, akumulatorze)
recyclable (adj) /riː'saɪkləbl/ nadający się do przetworzenia
refillable (adj) /riː'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'tetəʊ/ batat
tofu (n) /'təʊfuː/ tofu (twarożek sojowy)
unaffected (adj) /ˌʌnə'fektɪd/ niedotknięty (czymś)
visible (adj) /'vɪzəbl/ widoczny
westernise (v) /'westənəɪz/ narzucać zachodnią kulturę

GRAMMAR 2 pp. 120–121

acupuncture (n) /'ækjʊˌpʌŋktʃə/ akupunktura
at ease (adj) /ət ˈiːz/ zrelaksowany, spokojny
bitterness (n) /'bɪtənəs/ rozgoryczenie
check-up (n) /'tʃekʌp/ badanie kontrolne

contact lenses (n) /'kɒntækt ˌlɛnzɪz/ szkła kontaktowe
cure (n) /kjʊə/ lekarstwo
emergence (n) /'ɪmɜːdʒəns/ pojawienie się, wyjście na jaw
fitness tracker (n) /'fɪtnəs ˌtrækə/ urządzenie lub aplikacja służące do pomiaru aktywności fizycznej (np. pokonany dystans)
immune system (n) /'ɪmjʊːn ˈsɪstəm/ system odpornościowy
incurable (adj) /ɪn'kjʊərəbl/ nieuleczalny
insert (v) /ɪn'sɜːt/ wkładać
internal (adj) /ɪn'tɜːnl/ wewnętrzny
iridology (n) /ɪrɪ'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) /tjuːbɜːkjə'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) /'keəˌɡɪvə/ opiekun osoby starszej lub niepełnosprawnej
knitting (n) /'nɪtɪŋ/ robienie na drutach
loneliness (n) /'ləʊnlɪnəs/ 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) /'ætɪləs/ pierwszy krąg szyjny
axis (n) /'æksɪs/ krąg 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'ɛɪbld/ 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) /ɡʌm/ dziąsło
heart failure (n) /'hɑːt ˌfeɪljə/ niewydolność serca
homeopathic (adj) /ˌhəʊmi'ɒpəθɪk/ homeopatyczny
intestinal (adj) /ɪn'testɪnl/ jelitowy
leisurely (adv) /'leɪʒəli/ spokojnie, powoli
manuka (n) /'mɑːnuːkə/ manuka (gatunek krzewu z Nowej Zelandii)
measles (n) /'miːzlz/ odra (choroba zakaźna)
NHS (n) /ˌen ɪtʃ '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
tranquilliser (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.

- I am not a doctor, but if I were you I would (*piła dużo wody*) ...
- Have you noticed? He's (*przybrał na wadze*) ... recently.
- These shoes are (*nadające się prania w pralce*) ..., so I am not worried.
- My grandma can (*przełamywać stereotyp*) ... of old people. She is 85 and she's just taken part in a marathon.
- One of the things you can do to be fit is to (*przestrzegać zbilansowanej diety*) ...
- Also, you will not be healthy if you don't (*wysypiasz się*) ...

2 Choose the correct option to complete each sentence.

- Smoking can be *detrimental* / *beneficial* to your health, doctors say.
- Very young children should eat a variety of food but eggs, which contain a lot of *protein* / *carbohydrates*, are said to be crucial.

- What's the life *jacket* / *expectancy* in Japan nowadays?
- Luckily, it was just the *measles* / *flu* and he was sent home with a bag of vitamins.
- 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.

- Taking up any sport should be done reasonably and ... moderation.
- Girls account ... over 40% of students in my school.
- I can never fall asleep when my mind is not ... ease.
- People try different herbal tea treatments to help their immune ... fight bacteria.
- My uncle quit drinking coffee and decided to take ... swimming.
- So this ... essence means that our project will be funded by the committee.

8 Ideas

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

8A Vocabulary

Making your point

Talking about presentation skills and giving presentations

- 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 | 6 hand or body movements |
| 2 support | 7 in a few words |
| 3 forget my point | 8 give more information about |
| 4 exact | 9 comparisons explaining something |
| 5 say again with different words | 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.

- 3 Listen to six extracts. Choose the correct sentence (a–f) to describe each extract (1–6).  56

- | | |
|---|--|
| a He/She lost his/her train of thought. | d His/Her idea was concise and to the point. |
| b His/Her mind went blank. | e He/She rephrased his/her idea. |
| c He/She elaborated on his/her idea. | f He/She used jargon. |

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?

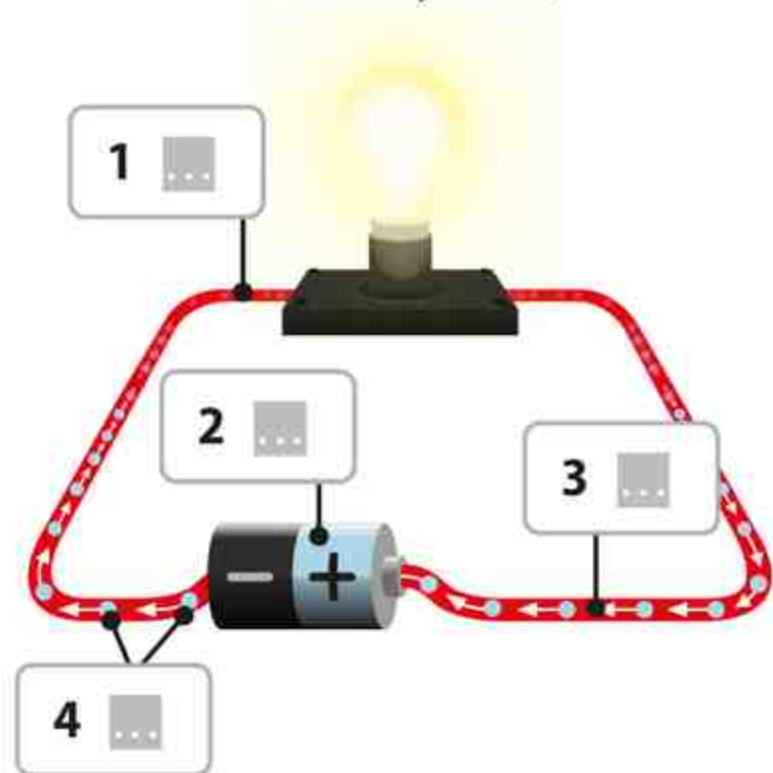
Audience members queueing up to ask a question at the TEDSummit 2016 in Banff, Canada.

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

- 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?

- 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

- | | |
|-------------------------------|-------------|
| 1 stable | a electrons |
| 2 number of horses per second | b circuit |
| 3 hairs on the horse's back | c a coulomb |
| 4 a horse | d current |
| 5 bales of hay | e voltage |
| 6 number of bales of hay | f battery |
| 7 race track | g joules |

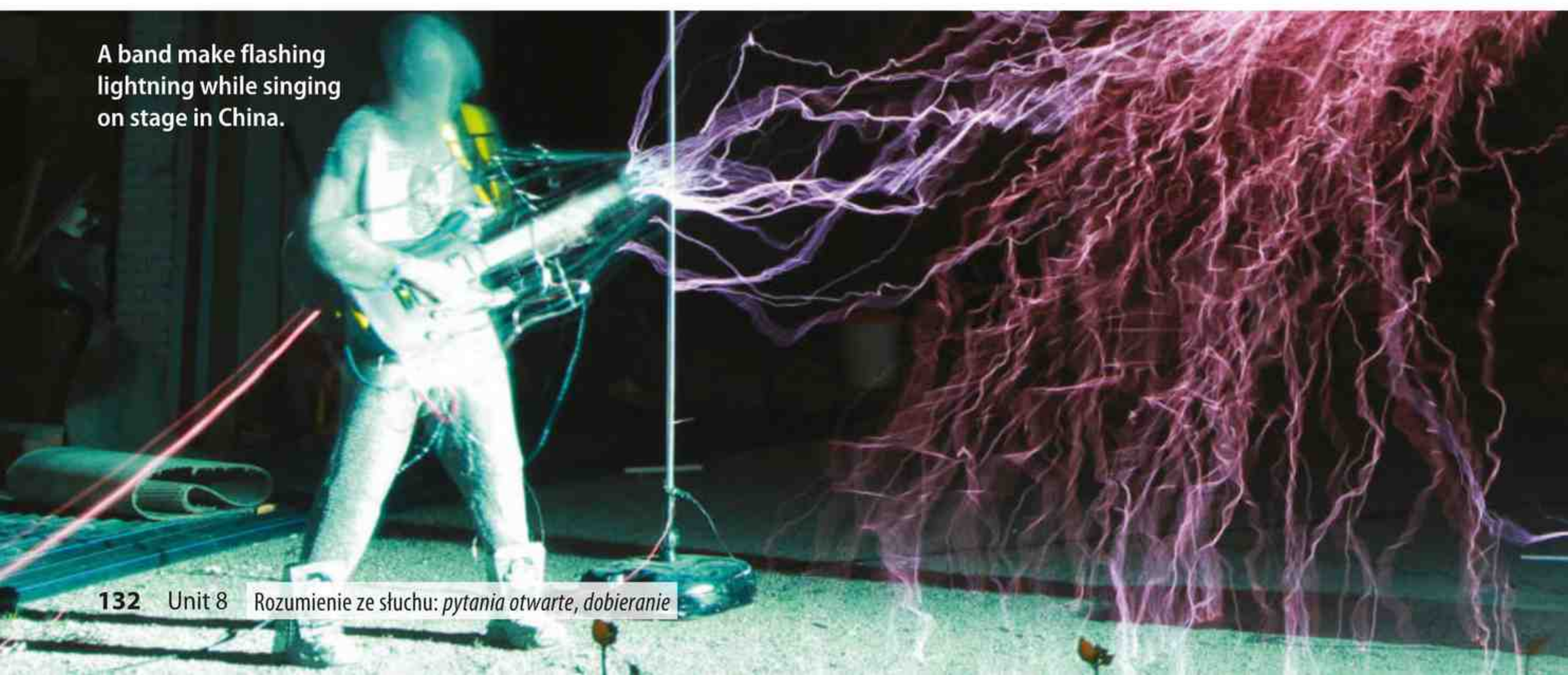
- 4** Listen to the third part of the interview. What two types of visuals does Emily mention? Why is each one effective? 59

- 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

- 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.



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
- 2 an echo question
- 3 a negative question
- 4 a polite indirect question
- 5 an indirect opinion question

- 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.

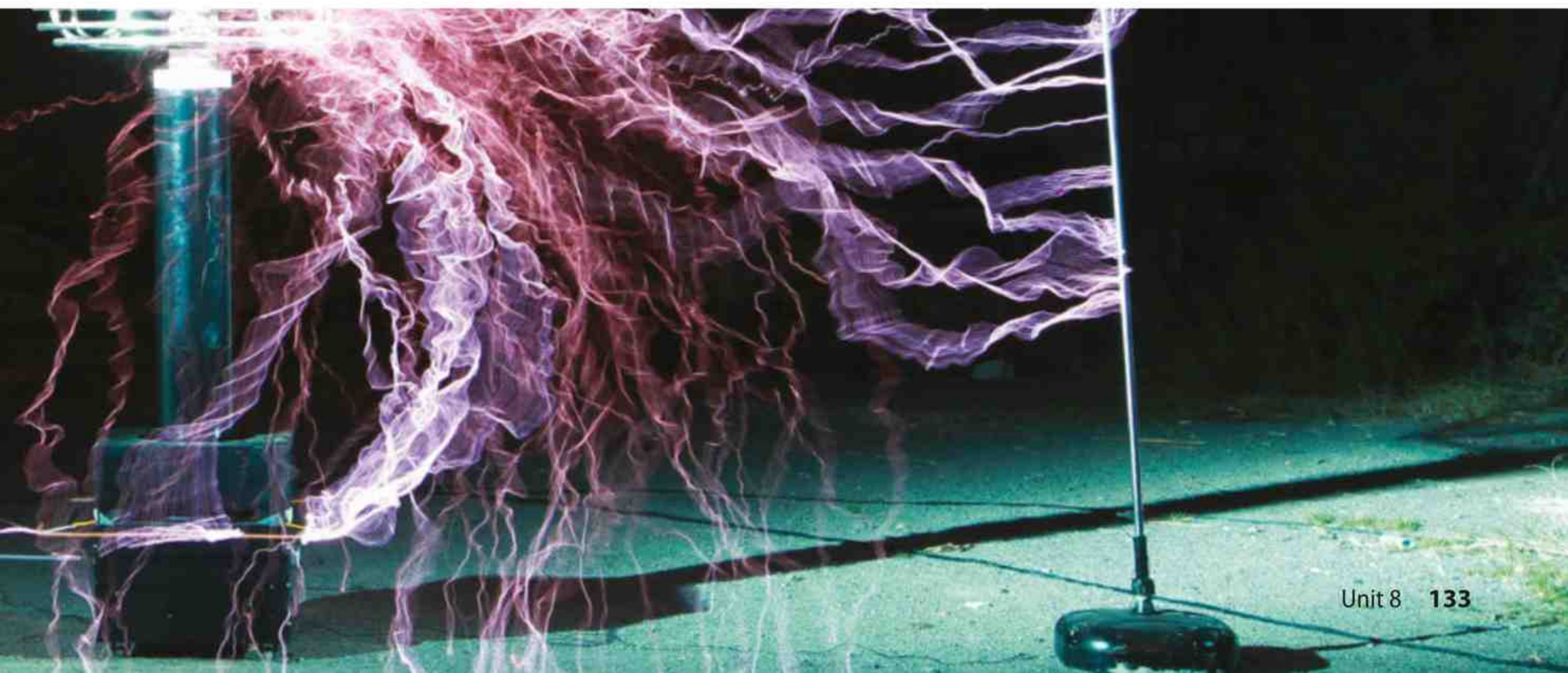
- 4 Complete each question with no more than three words. Then listen to an interview and compare your answers. What type of question is each?  61

- 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.



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 *skillless* 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

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?

- 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.

- 6 Match each heading (a–e) with the paragraph (1–4). There is one extra heading.

- a Triggering care for the planet
- b A photo's power to show the world
- c A unique image of Earth
- d The best photo gallery for everyone
- e The whereabouts of the photo

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?
- 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?



The photo 'Earthrise' taken from the Apollo 8 spacecraft on the morning of December 24th, 1968.

EARTHRISE

62 (1) ... 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) ... 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) ... '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) ... 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'.



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?
- 2 Which of the participle clauses are active? Which are passive? What is the rule?
- 3 Which example is negative? How do we make participles negative?

- 4 Which participle indicates the past?
- 5 Which ones are reduced relative clauses?
- 6 Which notions (e.g. purpose, contrast) do clauses c and e express? Do the participle clauses express notions?

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?

Blanca Treviño, President of Mexican IT company, Softtek.

- 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.



“ Ideas are the most powerful force shaping human culture. ”

CHRIS ANDERSON

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

- 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

- 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

- 1 Sir Ken Robinson
 - 2 Elora Hardy
 - 3 Chimamanda Adichie
- 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

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.



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

9 Listen to part 3 of the talk again. Choose the correct option. 🔊 TED 8.3

- 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.

8F Speaking

Useful language

Introducing 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

- 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
 - b a life-changing experience
 - c the writer's first diary

3 Work in pairs. Discuss what you can remember about each section. Then listen again to check your ideas and add more information. 64

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), ... | a to give an example |
| 2 To elaborate on that, ... | b to start a new section |
| 3 To expand a little on that ... | c to return to an earlier point |
| 4 To digress for a moment, ... | d to repeat the main points |
| 5 To go back to (my diary), ... | e to talk about an unrelated topic |
| 6 To summarise, ... | f to give more information |
| 7 To illustrate that, ... | |

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.



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?

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.



Skills Review 8

ENGLISH IN USE

Słownictwo

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? **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. **FRUIT**
- 4 It was ... of you to inform them about the results of the exam in such a nasty way. **TACT**
- 5 People's ... expressions are not always a reliable sign of what they are thinking. One may smile and be a villain. **FACE**

Uzupełnianie luk

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.
- 2 The minister always backs ... his arguments with undeniable facts.
- 3 Could you stick to the ... instead of beating about the bush?
- 4 A spokesman refused categorically to elaborate ... his reasons for resigning.
- 5 The moment Daniel stood in front of the audience his mind went He forgot what to say.

Parafrazy zdań

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?

Uzupełnianie zdań

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.
- 2 A few respondents hesitated which answer to choose while ... out the questionnaire.
- 3 Once ..., the electric lightbulb has become an indispensable part of our life.
- 4 Tell me what feelings and emotions the photo ... in you when you first saw it.
- 5 I wonder what innocent gestures ... in Poland mean something completely different overseas.

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, (nieprawdą) ... ?
- 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.	...
2	advocates having someone to supervise your work.	...
3	follows a strictly prepared timetable.	...
4	has made an improvement in his academic performance.	...

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.

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 zawierające 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.

- Do you know what this facial expression means? (negative question) ...
- What does this facial expression mean? (indirect question) ...
- Do you understand what this facial expression means? (positive tag question) ...
- What does this facial expression mean? (indirect opinion question) ...
- I don't understand what it means. (echo question) ...

2 Put the words and phrases in the correct order to make questions.

- You / tip and / understand / don't / tongue / you / ?
- fascinating / differ / Isn't / how / it / languages / ?
- the / Sorry, / what / on / ?
- think / English / When / you / you / do / speak / I'll / like / ?
- what / you / tell / expressions / mean / Can / kind of / you / me / ?
- 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) ... 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) ...
 A: On the tip of my tongue.
 B: Oh, tongue. OK. But what does it mean?
 A: You don't know? (c) ...
 B: Yes, of course, but together, I haven't got a clue.
 A: (d) ... 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) ... Really interesting.
 B: (f) ... I've been here for ages!

4 Rewrite each sentence, using a subordinate clause instead of the participle clause.

- 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.
- Not being fit enough to go home, the patients had to remain in hospital.

Because ...

- Left to his own thoughts, the researcher realised where he was going wrong.
 When ...
- Having taken her final exams, she started working in the local hospital.
 After ...
- Antibiotics are being overused today, resulting in more resistant bacteria.
 ..., which ...
- 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.

- I'd had a brilliant idea and wanted to tell the world!
 Having ...
- But as I'm not well-known in my field, I knew I'd have to find someone to champion me.
 But not ...
- After I'd identified the leading scientist in the field, I decided to write to her.
 Having ...
- But once my idea was expressed in words, it didn't seem so brilliant after all.
 But once ...
- So, I reconsidered my decision and went back to the drawing board!
 So, ...

VOCABULARY p. 131

analogy (n) /ə'neɪlədʒi/ analogia
attention (n) /ə'tenʃn/ uwaga
back up (phr v) /,bæk 'ʌp/ potwierdzać coś, używając przykładów
concisely (adv) /kən'saɪsli/ krótko, zwięźle
convey (v) /kən'veɪ/ przekazywać, komunikować
elaborate on (phr) /ɪ'læbəreɪt ,ɒn/ rozwinąć myśl, powiedzieć coś więcej
engage someone's attention (phr) /ɪn,geɪdʒ sʌmwʌnz ə'tenʃn/ przyciągnąć, zwrócić czyjąś uwagę
facial expression (n) /,feɪʃl ɪk'spreʃn/ wyraz twarzy, mimika
forget one's point (phr) /fə,ɡet wʌnz 'pɔɪnt/ zapomnieć, co się miało powiedzieć
freeze (v) /fri:z/ zastygnąć w bezruchu, zawiesić się
gesture (n) /'dʒestʃə/ gest
get across (phr v) /,ɡet ə'krɒs/ przekazywać (np. wiadomość), wyjaśniać (np. co się ma na myśli)
get distracted (phr) /,ɡet dɪ'stræktɪd/ zostać zdekoncentrowanym
interrupt (v) /,ɪntə'rʌpt/ przerywać
irrelevant (adj) /ɪ'reləvənt/ nieodpowiedni
jargon (n) /'dʒɑ:gən/ żargon
lose one's train of thought (phr) /,lu:z wʌnz ,treɪn əv 'θɔ:t/ tracić wątek, zgubić myśl
make eye contact (phr) /,meɪk 'aɪ kɒntækt/ utrzymywać kontakt wzrokowy
mind goes blank (phr) /,maɪnd ɡəʊz 'blæŋk/ mieć pustkę w głowie
misinterpret (v) /,mɪsɪn'tɜ:pɪt/ błędnie interpretować
non-verbally (adv) /,nɒn'vɜ:bəli/ niewerbalnie
pause (v) /pɔ:z/ przerywać, zatrzymywać się
precise (adj) /pri'saɪs/ dokładny
public (adj) /'pʌblɪk/ publiczny, oficjalny
rephrase (v) /,ri:'freɪz/ parafrazować, przeformułować
respond (v) /rɪ'spɒnd/ odpowiadać
specialised (adj) /'speʃəlaɪzd/ specjalistyczny
stick to the point (phr) /,stɪk tə ðə 'pɔɪnt/ trzymać się tematu
switch off (phr v) /,swɪtʃ 'ɒf/ wyłączyć się, odrywać się od rzeczywistości
verbally (adv) /'vɜ:bəli/ werbalnie, ustnie

LISTENING p. 132

a picture speaks a thousand words (phr) /ə 'pɪktʃə ,spi:kz ə ,θaʊzənd 'wɜ:dz/ zdjęcie mówi więcej niż tysiąc słów
bale of hay (n) /,beɪl əv 'heɪ/ bala siana
barrier (n) /'bæriə/ bariera
battery (n) /'bætəri/ bateria, akumulator
binary (adj) /'baɪnəri/ dwójkowy, binarny
bundle (n) /'bʌndl/ wiązka (elektronów)
charge (n) /tʃɑ:dʒ/ ładunek elektryczny
circuit (n) /'sɜ:kɪt/ obwód elektryczny
coding (n) /'kəʊdɪŋ/ programowanie
command (v) /kə'mɑ:nd/ sterować, rozkazywać
concrete (adj) /'kɒŋkri:t/ konkretny
current (n) /'kʌrənt/ prąd elektryczny
curriculum (n) /kə'ɪrɪkjələm/ program nauczania

digital literacy (n) /,dɪdʒətl 'lɪtərəsi/ umiejętności informatyczne
flash up (phr) /,flæʃ 'ʌp/ mignąć, pojawić się na krótki czas, wyświetlać się
fruition (n) /'fru:ɪʃn/ realizacja, osiągnięcie, spełnienie
giggle (v) /'gɪɡl/ chichotać
grassroots (adj) /'ɡrɑ:sru:ts/ oddolny, obywatelski
integral (adj) /'ɪntəɡrəl/ integralny
pathway (n) /'pɑ:θweɪ/ sieć, ścieżka
rate of flow (n) /,reɪt əv 'fləʊ/ natężenie przepływu
relatable (adj) /rɪ'leɪtəbl/ łatwy do powiązania
stable (n) /'steɪbl/ stajnia
unplugged (adj) /ʌn'plʌɡd/ wyłączony z sieci
voltage (n) /'vəʊltɪdʒ/ napięcie

GRAMMAR 1 p. 133

confusion (n) /kən'fju:ʒn/ zakłopotanie
nod (v) /nɒd/ kiwać głową, skinąć głową
offensive (adj) /ə'fensɪv/ obraźliwy
sustain (v) /sə'steɪn/ podtrzymywać
taboo (n) /tə'bu: / tabu, zakaz
thumb-up (n) /θʌm'ʌp/ podniesiony do góry kciuk
vital (adj) /'vaɪtl/ niezbędny

READING pp. 134–135

capture (v) /'kæptʃə/ uchwycić (zdjęcie)
contrast (v) /kən'trɑ:st/ 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) /'fiəfl/ przestraszony
fearless (adj) /'fiələs/ nieustraszony
forgetful (adj) /fə'ɡetfl/ zapominalski
fragility (n) /frə'dʒɪləti/ kruchość, delikatność
fruitful (adj) /'fru:tfl/ owocny, cenny
fruitless (adj) /'fru:tləs/ bezowocny
glimpse (n) /ɡlɪmps/ mignięcie, szybki wgląd
heartless (adj) /'hɑ:tləs/ bez serca, nieczuły
homeless (adj) /'həʊmləs/ bezdomny
homesickness (n) /'həʊm,sɪknəs/ tęsknota za domem
hopeful (adj) /'həʊpfl/ pełen nadziei
hopeless (adj) /'həʊpləs/ beznadziejny
jobless (adj) /'dʒɒbləs/ bezrobotny
longing (n) /'lɒŋɪŋ/ tęsknota
lunar (adj) /'lu:nə/ księżycowy
meaningful (adj) /'mi:nɪŋfl/ znaczący
meaningless (adj) /'mi:nɪŋləs/ bez znaczenia, nic nie znaczący
neatly (adv) /ni:tli/ schludnie, starannie
nostalgia (n) /nɒ'stældʒə/ nostalgia
partially (adv) /'pɑ:ʃəli/ 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/ cytata
raging (adj) /'reɪdʒɪŋ/ silny, wzburzony
regretful (adj) /rɪ'ɡretfl/ ubolewający, pełen żalu
sanctuary (n) /'sæŋktʃuəri/ sanktuarium, azyl
scramble (n) /'skræmbl/ przepychanka, walka
sheer (adj) /ʃɪə/ czysty, najzwyczajniejszy
skilful (adj) /'skɪfl/ sprytny, zręczny
snap (v) /snæp/ fotka, zdjęcie
startling (adj) /'stɑ:tlɪŋ/ zadziwiający, zdumiewający, zaskakujący
still (adj) /stɪl/ nieruchomy
surge (v) /sɜ:dʒ/ przepływać (np. o emocjach)
swirling (adj) /swɜ:lɪŋ/ 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) /'θɔ:tfl/ troskliwy, przemyślany
thoughtless (adj) /'θɔ:tləs/ nierozważny, bezmyślny
torrent (n) /'tɒrənt/ potok, strumień
transcend (v) /træn'send/ przekraczać, przewyższać
trigger (v) /'trɪɡə/ wywoływać
unrest (n) /ʌn'rest/ niepokój
vulnerability (n) /,vʌlnərə'bɪləti/ podatność, wrażliwość
wasteful (adj) /'weɪstfl/ rozrzutny
weightless (adj) /'weɪtləs/ nieważki, niemający ciężaru
worthless (adj) /'wɜ:θləs/ bezwartościowy

GRAMMAR 2 pp. 136–137

bland (adj) /blænd/ mdły, nijaki
executive (n) /ɪɡ'zekjʊtɪv/ dyrektor/ dyrektorka, kierownik/kierowniczka
fall out with (phr v) /,fɔ:l 'aʊt wɪð/ pokłócić się z kimś
gain acceptance (phr) /,ɡeɪn ək'septəns/ zyskać aprobatę
germ (n) /dʒɜ:m/ zarazek, drobnoustrój
midwife (n) /'mɪdwaɪf/ położna
mortality (n) /mɔ:tə'ləti/ śmiertelność, umieralność
mould (n) /məʊld/ pleśń
poisonous (adj) /'pɔɪzənəs/ trujący
prominent (adj) /'prɒmɪnənt/ znaczący, wybitny
resistance (n) /rɪ'zɪstəns/ opór, sprzeciw
ridicule (v) /'rɪdəkjʊ:l/ ośmieszać
saviour (n) /seɪvjə/ wybawca/wybawczyni
stale (adj) /steɪl/ czerstwy, nieświeży
ward (n) /wɔ:d/ oddział szpitalny
wheat (n, adj) /wi:t/ pszenica, pszeniczny
widespread (adj) /'waɪdspred/ powszechny, szeroko rozpowszechniony

TED TALK pp. 138–139

aesthetic (adj) /i:s'θetɪk/ estetyczny
aha moment (n) /ɑ:'ha: ,məʊmənt/ moment ośnienia
analytical (adj) /ænə'lɪtɪkl/ analityczny

brain wave (n) /'breɪn weɪv/ fala mózgowa
bridge the gap (phr) /ˌbrɪdʒ ðə 'ɡæp/ wypełnić lukę, zmniejszać różnicę
brighten up (phr v) /ˌbraɪtn 'ʌp/ ożywiać, rozświećlać
call to action (phr) /ˌkɔːl tə 'ækʃən/ wezwanie do działania
childhood story (n) /ˌtʃaɪldhʊd 'stɔːri/ 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) /kju'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) /ˌɡɪv ə 'tɔːk/ wygłosić mowę
go about (phr v) /ˌɡəʊ ə'baʊt/ zacząć coś robić
guideline (n) /'gaɪdlaɪn/ wskazówka, wytyczna
ingredient (n) /ɪn'ɡriːdiənt/ składnik
interconnected (adj) /ˌɪntəkə'nektɪd/ połączony
intriguing (adj) /ɪn'triːɡɪŋ/ 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 wɪð/ synchronizować się z...
tangle (n) /'tæŋɡl/ plątania, gąszcz
teem with ideas (phr) /ˌtiːm wɪð aɪ'diːəz/ 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'ɡres/ czynić dygresję, 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, przereklamować
sophisticated (adj) /sə'fɪstɪkətɪd/ 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.

- I thought she was happy, but then I saw her (wyras twarzy) ... and I understood she was heartbroken.
- It's very interesting, but let's (trzymajmy się tematu) ...
- When the audience asks a lot of questions during my presentation I often tend to (tracić wątek) ...
- She is coming to our school next week, so I asked her to (wygłosić przemowę) ... at our meeting.
- It's not (tęsknota za domem) ... that makes me really sad.

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

- My friend wanted to elaborate ... her reasons for choosing this school, but we had to hang up.
- I'm not going to beat ... the bush – we have literally run out of money.

- Whenever my teacher asks me a question in front of the class, my mind goes ... and I cannot say a word.

- Can you give any examples to back ... what you've just said?

- I love travelling by train because I can read a book and just switch ...

3 Choose the correct option to complete each sentence.

- I wanted to help him, but he completely conveyed / misinterpreted what I said to him!
- She exclaimed / surged that she had never seen such a spider before.
- I got accepted to the university and it was one of the most exhilarating / sophisticated days in my life.
- That was so thoughtful / thoughtless of you! Your little sister must be very happy now.
- This country has been in a state of political unrest / torrent ever since.

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.

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,

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 cytę.
- 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

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 help 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,

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

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

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 wprowadzić 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.

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.

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.

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 formułuje zagadnienie.

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 ...*

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*

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

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

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 Vargas 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, chwycić
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, przyspieszać
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	wbijąć; 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, rozdierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

MY PERSPECTIVES

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

	Rozporządzeniami Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół	Rozporządzeniami Ministra Edukacji Narodowej z dnia 30 stycznia 2018 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół
Rzecznawcy	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak
Poziom ESOKJ	C1	C1
Typ szkoły	ponadgimnazjalna	ponadpodstawowa
Etap edukacyjny	IV	III
Poziom zaawansowania określony w podstawie programowej	IV.1P IV.1.R IV.2	III.1.P, III.1.R, III.DJ
Numer ewidencyjny w wykazie	980/5/2020	943/5/2020
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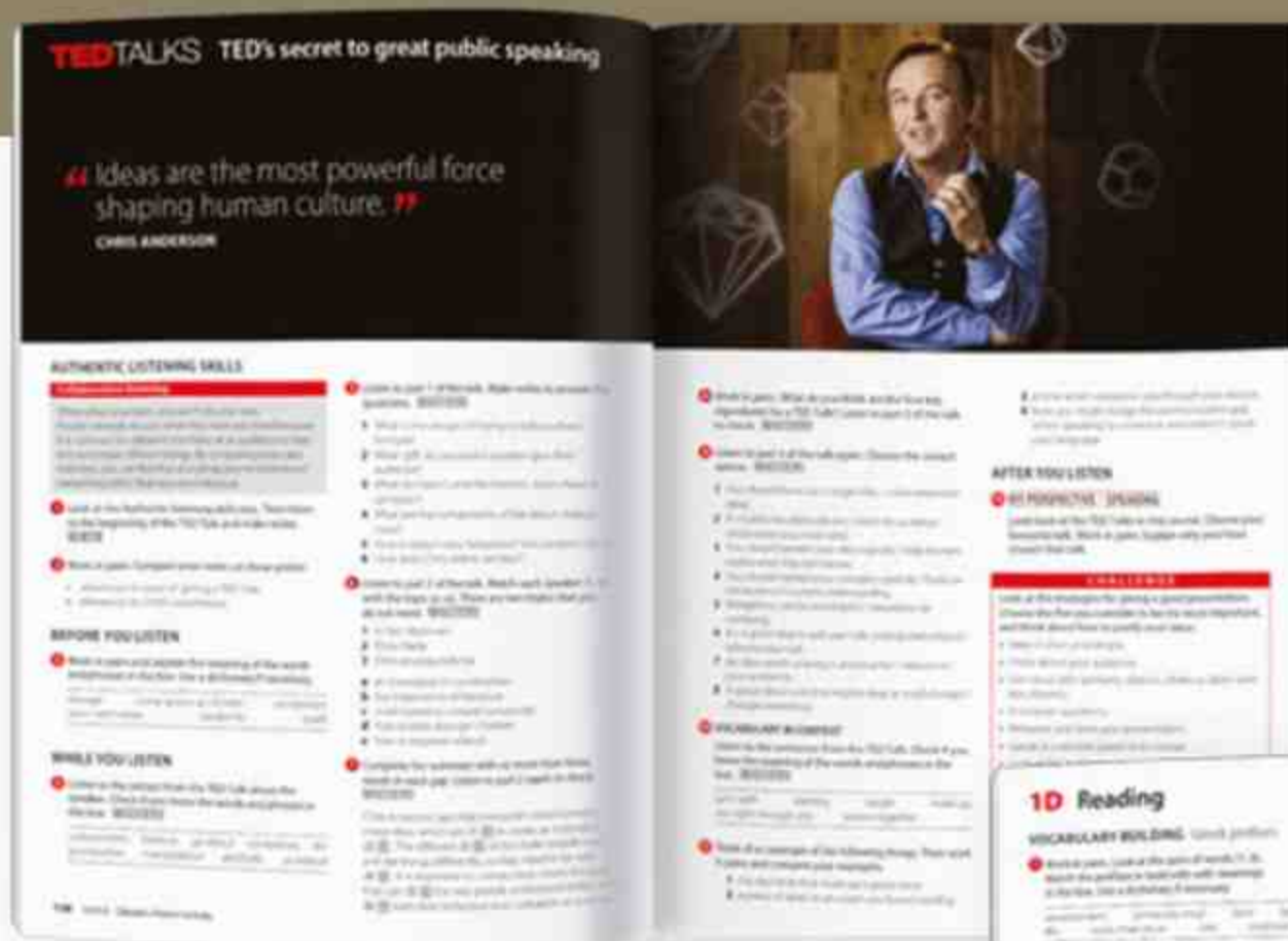
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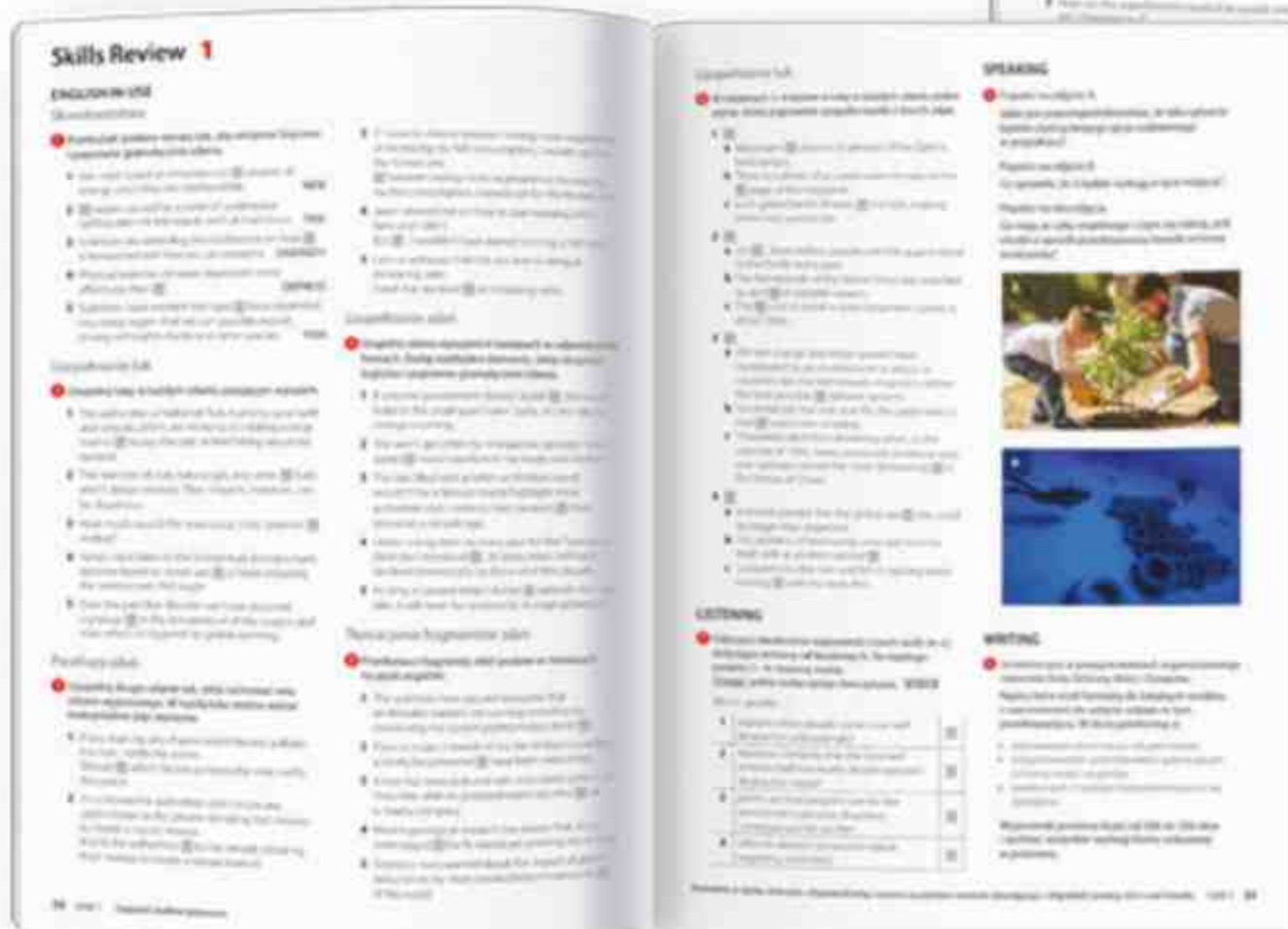
MY PERSPECTIVES

My Perspectives to nowa seria do nauczania języka angielskiego w liceach i technikach. Uczniowie i nauczyciele z pasją znajdą w niej inspirację do aktywnego poznawania świata i okazję do uczestnictwa w interesujących wydarzeniach kulturalnych i społecznych. Wyjątkowe, autentyczne materiały TED Talks umożliwiają uczniom poznanie nietuzinkowych ludzi i ich osiągnięć oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych, a także rozwijać kluczowe kompetencje XXI wieku, tzw. *Life Skills*. Bogactwo zadań typu maturalnego ułatwia przygotowanie do matury już od klasy 1.



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

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



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