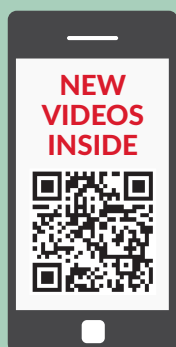


KAROLINA **KOTOROWICZ-JASIŃSKA**  
JOANNA **SOBIERSKA-PACZESNY**



**NEW**

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**WORKBOOK**

|                                  |                  | VOCABULARY                                               | GRAMMAR 1                                                                                                 | LISTENING<br>AND VOCABULARY                                                                                                                          | GRAMMAR 2                                                                  | READING<br>AND VOCABULARY                                                                                                                           |
|----------------------------------|------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                | The image makers | p4 appearance                                            | p5 present simple and present continuous                                                                  | p6 listening for gist and detail<br>Wybór wielokrotny;<br>Zdania z lukami<br>vocabulary: clothes and fashion                                         | p7 verb + -ing form / infinitive                                           | pp8–9 reading for detail, coherence and cohesion<br>Dobieranie; Zdania z lukami<br>vocabulary: appearance; fashion industry; ethical issues         |
| 2                                | Work and play    | p16 jobs and typical activities                          | p17 present perfect and present perfect continuous                                                        | p18 listening for detail<br>Zdania z lukami;<br>Tekst z lukami<br>vocabulary: workplaces                                                             | p19 past modals of deduction                                               | pp20–21 reading for detail<br>Dobieranie; Tekst z lukami<br>vocabulary: careers advising                                                            |
| pp28–29 Extra Review units 1&2   |                  |                                                          |                                                                                                           |                                                                                                                                                      |                                                                            |                                                                                                                                                     |
| 3                                | Escape!          | p30 holidays and travel                                  | p31 narrative tenses                                                                                      | p32 listening for context, gist and detail<br>Wybór wielokrotny;<br>Zdania z lukami<br>vocabulary: phrasal verbs; tourism                            | p33 question forms: object and subject questions                           | pp34–35 reading for gist<br>Dobieranie; Tekst z lukami<br>vocabulary: means of transport; accidents                                                 |
| 4                                | A new reality    | p42 technology; digital skills                           | p43 future forms: will, going to, present simple, present continuous, future continuous                   | p44 listening for detail<br>Zdania z lukami; Tekst z lukami<br>vocabulary: inventions; collocations with make/take/do                                | p45 future time clauses                                                    | pp46–47 reading for gist, intention and detail<br>Odpowiedzi na pytania; Tekst z lukami<br>vocabulary: space travel                                 |
| pp54–55 Extra Review units 3&4   |                  |                                                          |                                                                                                           |                                                                                                                                                      |                                                                            |                                                                                                                                                     |
| 5                                | Food for thought | p56 food items; describing food                          | p57 articles: a/an, the, zero article                                                                     | p58 listening for detail<br>Odpowiedzi na pytania; Tekst z lukami<br>vocabulary: food and diet                                                       | p59 some, any, much, many; a few, a little; a lot of                       | pp60–61 reading for detail<br>Odpowiedzi na pytania; Tekst z lukami<br>vocabulary: meals and preparing food                                         |
| 6                                | Crime scene      | p68 crimes and criminals                                 | p69 reported statements                                                                                   | p70 listening for detail<br>Dobieranie; Tekst z lukami<br>vocabulary: cybercrime; negative adjectives                                                | p71 reported questions                                                     | pp72–73 reading for gist and detail; distinguishing fact and opinion<br>Odpowiedzi na pytania; Tekst z lukami<br>vocabulary: crime; law and justice |
| pp80–81 Extra Review units 5&6   |                  |                                                          |                                                                                                           |                                                                                                                                                      |                                                                            |                                                                                                                                                     |
| 7                                | Body and mind    | p82 parts of the body; illnesses; symptoms and treatment | p83 second conditional; It's (high/about) time; I'd rather / I wish / If only (present and future wishes) | p84 listening for gist and detail; distinguishing fact and opinion<br>Wybór wielokrotny; obieranie; Odpowiedzi na pytania<br>vocabulary: antibiotics | p85 third conditional; I wish / If only (past regrets)<br>Gramatykalizacja | pp86–87 reading for detail<br>Tekst z lukami<br>vocabulary: vaccinations; the human brain                                                           |
| 8                                | A material world | p94 money and banking                                    | p95 the passive                                                                                           | p96 listening for intention, gist and detail<br>Dobieranie; Tekst z lukami<br>vocabulary: collecting things                                          | p97 have something done<br>Tłumaczenie fragmentów zdań                     | pp98–99 reading for detail<br>Tekst z lukami; Odpowiedzi na pytania<br>vocabulary: consumer lifestyle                                               |
| pp106–107 Extra Review units 7&8 |                  |                                                          |                                                                                                           |                                                                                                                                                      |                                                                            |                                                                                                                                                     |

| SPEAKING / WRITING                                                                                                     |                                                         | ENGLISH IN USE                                                                                                                                                              | MATURA PRACTICE                                                                                                                                                                                              | SPOTLIGHT ON SOCIETY VIDEOS                                    | THE WORLD TODAY VIDEOS                 |
|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------|
| <b>p10</b> describing a picture<br>📖 Rozmowa na podstawie ilustracji                                                   | <b>p10</b> an email about a person<br>📖 E-mail          | <b>p11</b><br>📖 Sety leksykalne (dwa zdania); Transformacje zdań (zadanie otwarte); Uzupełnianie luk w tekście jednym wyrazem Tłumaczenie fragmentów zdań (zadanie otwarte) | <b>p12</b><br>📖 Mówienie Rozmowa z odgrywaniem roli; Rozumienie tekstów pisanych Dobieranie; Wypowiedź pisemna Wpis na blogu                                                                                 | <b>p15</b> Our clothes                                         | <b>pp13–14</b> Vloggers unite!         |
| <b>p22</b> a job interview<br>📖 Rozmowa z odgrywaniem roli                                                             | <b>p22</b> a job application<br>📖 List motywacyjny      | <b>p23</b><br>📖 Wybór wielokrotny (tekst); Uzupełnianie luk w tekście; Gramatykalizacja; Transformacje zdań (zadanie otwarte)                                               | <b>p24</b><br>📖 Mówienie Rozmowa na podstawie materiału stymulującego Rozumienie ze słuchu Wybór wielokrotny Znajomość środków językowych Tłumaczenie fragmentów zdań                                        | <b>p25</b> Elephants behaving badly                            | <b>pp26–27</b> A 15-hour working week? |
| <b>p36</b> at a tourist information office; making a reservation<br>📖 Rozmowa z odgrywaniem roli                       | <b>p36</b> an article<br>📖 Artykuł                      | <b>p37</b><br>📖 Sety leksykalne (dwa zdania); Wybór wielokrotny (tekst)                                                                                                     | <b>p38</b><br>📖 Rozumienie tekstów pisanych Zdania z lukami; Znajomość środków językowych Minidialogi (zadanie zamknięte)                                                                                    | <b>p39</b> Open water                                          | <b>pp40–41</b> Authentic holiday       |
| <b>p48</b> a stimulus-based discussion<br>📖 Rozmowa na podstawie materiału stymulującego                               | <b>p48</b> a letter to the editor<br>📖 List do redakcji | <b>p49</b><br>📖 Gramatykalizacja; Uzupełnianie luk w tekście jednym wyrazem                                                                                                 | <b>p50</b><br>📖 Rozumienie ze słuchu Zdania z lukami; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Artykuł                                                                                         | <b>p53</b> The social media challenge                          | <b>pp51–52</b> Erica the robot         |
| <b>p62</b> ordering food<br>📖 Rozmowa z odgrywaniem roli                                                               | <b>p62</b> an email with an invitation<br>📖 E-mail      | <b>p63</b><br>📖 Wybór wielokrotny                                                                                                                                           | <b>p64</b><br>📖 Rozumienie tekstów pisanych Wybór wielokrotny; Mówienie Rozmowa na podstawie materiału stymulującego; Znajomość środków językowych Sety leksykalne (zadanie otwarte)                         | <b>p65</b> Cooking Korean                                      | <b>pp66–67</b> The science of flavour  |
| <b>p74</b> reporting news<br>📖 Rozmowa z odgrywaniem roli                                                              | <b>p74</b> a forum entry<br>📖 Wpis na forum             | <b>p75</b><br>📖 Transformacje zdań; Tłumaczenie zdań                                                                                                                        | <b>p76</b><br>📖 Rozumienie ze słuchu Dobieranie; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List do redakcji                                                                                | <b>p77</b> Cops on the job                                     | <b>pp78–79</b> Too much tech?          |
| <b>p88</b> at the doctor's; at a chemist's; giving advice<br>📖 Rozmowa z odgrywaniem roli                              | <b>p88</b> a letter of complaint<br>📖 List z zażaleniem | <b>p89</b><br>📖 Sety leksykalne (dwa zdania); Tłumaczenie fragmentów zdań (zadanie otwarte); Wybór wielokrotny (tekst); Gramatykalizacja                                    | <b>p90</b><br>📖 Znajomość środków językowych Uzupełnianie luk, Układanie fragmentów zdań; Mówienie Rozmowa na podstawie materiału stymulującego; Rozumienie tekstu pisanego Dobieranie zdań do luk w tekście | <b>p93</b> Chelsie's vlog – what working in a hospital is like | <b>pp91–92</b> Sport is the answer     |
| <b>p100</b> a stimulus-based discussion; answering the two questions<br>📖 Rozmowa na podstawie materiału stymulującego | <b>p100</b> a for and against essay<br>📖 Rozprawka      | <b>p101</b><br>📖 Wybór wielokrotny (zdania); Sety leksykalne (dwa zdania); Gramatykalizacja                                                                                 | <b>p102</b><br>📖 Rozumienie ze słuchu Tekst z lukami; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna Rozprawka za i przeciw                                                                     | <b>p103</b> Keeping it local                                   | <b>pp104–105</b> The sound of silence  |



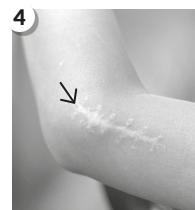
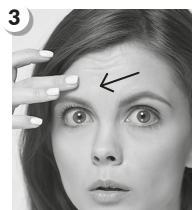
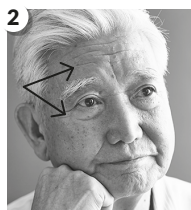
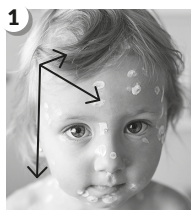
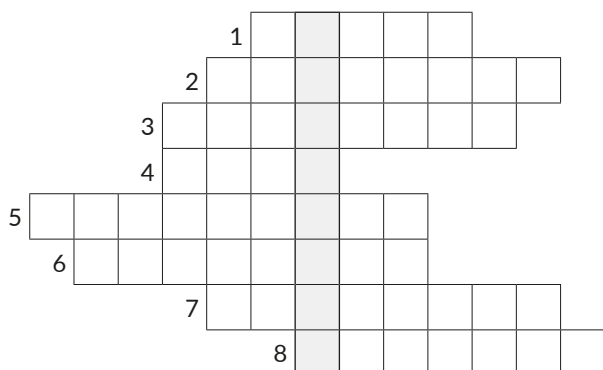
# 1

# THE IMAGE MAKERS

## VOCABULARY

### appearance

1 Do the crossword puzzle. What is the hidden word?



2 Choose the correct answers.

- 1 A **bald** person
  - a wears his/her hair in bunches.
  - b doesn't need a comb.
  - c has got very short hair.
- 2 You get **tanned** if you
  - a go to the gym a lot.
  - b have a pale complexion.
  - c stay in the sun for some time.
- 3 You wear **braces**
  - a on your nose.
  - b on your teeth.
  - c in your hair.
- 4 A **tubby** child is
  - a plump.
  - b youngish.
  - c short-haired.
- 5 **Muscular** people are often
  - a tallish and skinny.
  - b overweight.
  - c broad-shouldered and slim.

3 Complete the sentences with the missing words.

- 1 This cream is not suitable for your \_\_ m \_\_ l \_\_ i \_\_ n. Your skin is quite dry.
- 2 As a child, Lisa used to have her hair in \_\_ n \_\_ h \_\_ s, tied with pink ribbons – she was so cute!
- 3 You look so \_\_ l \_\_, Margaret. It's time to get a suntan.
- 4 He's the most \_\_ n \_\_ s \_\_ m \_\_ boy in our school. He could be a model, you know!
- 5 Many people nowadays want to be \_\_ l \_\_ - \_\_ u \_\_ t and admired for their strength and beauty.
- 6 I don't understand why Mark finds Rita so special; she seems quite \_\_ a \_\_ n \_\_ to me.
- 7 Since Tom grew a b \_\_ r \_\_, he's managed to save time in the morning as he no longer needs to shave.

4 Choose the correct words to complete the text.

This one here is of my younger sister. She looks quite <sup>1</sup>**youngish** / **tallish** for her age – she's already 16, but people often think she's still at primary school. She used to have a <sup>2</sup>**spotty** / **scarred** face, but her skin problems are over now and she looks a lot better, even though she has to wear <sup>3</sup>**braces** / **glasses**. She also isn't as <sup>4</sup>**plump** / **plain** as she used to be; in fact, she's lost some weight since she took up swimming and now she feels much better and is quite <sup>5</sup>**tubby** / **skinny**. She has beautiful <sup>6</sup>**short-haired** / **shoulder-length** <sup>7</sup>**wavy** / **straight** hair. I think she looks cute with these <sup>8</sup>**wrinkles** / **freckles** on her nose and cheeks.

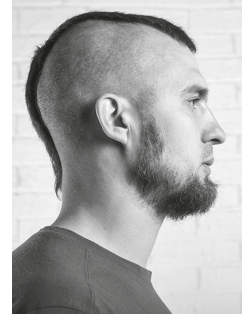
VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 1 & 2

5 Find and correct five mistakes in the text.



At the age of 17, Nina began experimenting with her appearance. First, she dyed her hair in red and started putting make-up to school. Then she had her nose pierce and started colouring her nails black. Her parents were horrified! It soon turned out that it was because of her boyfriend, who had

become a punk. He shaved his head and carried a long beard. Luckily, they broke up after a few weeks and Nina's looks got back to normal.



6 Write three things you like about your appearance and one you would like to change.

---



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### 1 Divide the verbs into stative and dynamic.

need sleep understand want play agree try  
dislike have read

stative verbs: \_\_\_\_\_

dynamic verbs: \_\_\_\_\_

### 2 Change the statements into affirmative (+) and negative (-) sentences or questions (?).

- 1 She studies IT in Cambridge. (-)  
\_\_\_\_\_
- 2 You are reading *Solaris*. (?)  
\_\_\_\_\_
- 3 I buy fashion magazines. (?)  
\_\_\_\_\_
- 4 Is she wearing expensive clothes? (+)  
\_\_\_\_\_
- 5 Paul and Tina are dating each other. (-)  
\_\_\_\_\_
- 6 Does Kevin care about his clothes? (+)  
\_\_\_\_\_
- 7 All students at the school have to wear uniforms. (?)  
\_\_\_\_\_
- 8 Lisa is going shopping tomorrow afternoon. (-)  
\_\_\_\_\_

### 3 Choose the correct option to complete each sentence.

- 1 **Do you use / Are you using** the dictionary at the moment or can I take it?
- 2 I **don't remember / am not remembering** it now, but I'll look it up later.
- 3 **A Do you enjoy / Are you enjoying** yourself at this party?  
**B** Yes, it's great!
- 4 Look! Your dog **tries / is trying** to eat your new shoes!
- 5 You can meet him at the club. He **goes / is going** there every afternoon.
- 6 Jake **doesn't play / isn't playing** with us anymore. He's out of the team.
- 7 Water **consists / is consisting** of hydrogen and oxygen.
- 8 I **live / am living** in the centre, but I **stay / am staying** with my grandparents for a while.
- 9 **Do you understand / Are you understanding** the difference now?
- 10 Ted usually **sleeps / is sleeping** upstairs, but this week he **sleeps / is sleeping** in the living room because of the renovation that's going on.

### 4 Complete the dialogue with the correct form of the verbs in brackets. Use the present simple or present continuous.

- Nina Tina? Hello. What <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) here?
- Tina Nina? What a coincidence! Nice to see you! Well, I <sup>2</sup> \_\_\_\_\_ (spend) my holidays here, just like you, I <sup>3</sup> \_\_\_\_\_ (suppose). <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) to the beach now?
- Nina No, actually, I <sup>5</sup> \_\_\_\_\_ (need) to buy a swimming costume. What about you?
- Tina I <sup>6</sup> \_\_\_\_\_ (not do) anything special. Look, there's a small café over there where they <sup>7</sup> \_\_\_\_\_ (serve) lovely coffee. Let's go there and have a chat.

- Nina Sure! Is Jason here with you?
- Tina No, he's stayed at home. He <sup>8</sup> \_\_\_\_\_ (take) care of our son, Max. Now that he's been promoted he <sup>9</sup> \_\_\_\_\_ (go) away on business so often that he really <sup>10</sup> \_\_\_\_\_ (not feel) like going on holiday. That's why I'm here on my own. Nina, <sup>11</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) anything later today? We could go to the beach together.
- Nina I'd love to, but actually I <sup>12</sup> \_\_\_\_\_ (meet) somebody in the afternoon. Tomorrow, perhaps? Ah, here is the café. Let's sit outside, shall we?



GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1, ex. 1

### 5 Complete the sentences with the correct form of the verbs below. Use each verb twice.

see smell think have

- 1 Why \_\_\_\_\_ you \_\_\_\_\_ the meat? Has it gone off?
- 2 \_\_\_\_\_ you \_\_\_\_\_ Brian tonight? If so, can you give him this book, please?
- 3 I'd like to help, but I \_\_\_\_\_ very little time at the moment. Can we talk later, please?
- 4 Be quiet, boys. Dad \_\_\_\_\_ a nap.
- 5 \_\_\_\_\_ you \_\_\_\_\_ it's a good idea to buy this dress?
- 6 Now I \_\_\_\_\_ what you mean, and I agree with you.
- 7 Look at Jason's face! I bet he \_\_\_\_\_ about something very pleasant! Chocolate, perhaps?
- 8 Why don't you air this room?! It \_\_\_\_\_ of cigarette smoke!

### 6 Write sentences in the present simple or the present continuous, according to the prompts.

- 1 Opisz ustalone plany na niedaleką przyszłość.  
I am taking a driving course in September.
- 2 Opisz styl ubierania się Twojego kolegi / Twojej koleżanki.  
\_\_\_\_\_
- 3 Napisz, gdzie Twój przyjaciel obecnie spędza wakacje.  
\_\_\_\_\_
- 4 Opisz typową pogodę jesienną w Twoim regionie.  
\_\_\_\_\_
- 5 Napisz, czego uczysz się w tym tygodniu.  
\_\_\_\_\_
- 6 Napisz, czym zajmują się zawodowo Twoi rodzice.  
\_\_\_\_\_
- 7 Opisz sytuację, która Cię zwykle złości.  
\_\_\_\_\_

- 1 Look at the photo for one minute. Then cover it and read the statements below. Are they true (T) or false (F)? Look at the photo again and check your answers. How accurate were you?



- 1 The man on the steps is wearing a suit. T / F
- 2 There is a logo of a bank near the steps. T / F
- 3 The man is carrying a backpack. T / F
- 4 The woman on the steps is wearing a dark skirt. T / F
- 5 There is a child walking up the steps behind the couple. T / F

- 2 **MP3 01** Listen to a conversation and choose the correct answers.

- 1 Why is Delia calling her nephew?
  - a She's doing some business at the bank and needs help.
  - b She has just seen a bank robbery.
  - c She thinks someone is preparing to do something illegal.
- 2 According to Delia, what makes the two people outside the bank look suspicious?
  - a They probably both have problems with their eyes.
  - b They are wearing sunglasses even though the sun is not shining.
  - c They are standing too close together.
- 3 The man outside the bank
  - a is wearing casual clothes.
  - b is clean-shaven.
  - c plays basketball professionally.
- 4 Why does Delia mention her job?
  - a To impress her nephew.
  - b Because she has seen the couple in her shop.
  - c To assure her nephew that her description is accurate.
- 5 Throughout the conversation, Detective Inspector Peters seems
  - a irritated.
  - b alarmed.
  - c bored.

- 3 **MP3 01** Listen again and complete the sentences.

- 1 Delia went to the bank to \_\_\_\_\_.
- 2 She is calling her nephew to tell him that she's concerned about \_\_\_\_\_ outside the building.
- 3 DI Peters asks Delia to tell him about the people's \_\_\_\_\_.
- 4 The woman outside the building is wearing a coat that Delia \_\_\_\_\_.
- 5 The woman isn't shorter than her companion even though she isn't \_\_\_\_\_.

- 4 Write a short police note with a description of a crime suspect. Write about 150 words.

**REVISION** Student's Book, page 6

- 5 In each group of words, choose the word which CANNOT be used to describe the article of clothing in capitals.

- 1 striped / open-toed / tightly knotted TIE
- 2 high-heeled / striped / designer JACKET
- 3 skinny / cotton / V-neck DRESS
- 4 high-heeled / slim / designer SHOES
- 5 cotton / knee-length / striped TIGHTS

- 6 Complete the sentences with the words below.

trendy smart scruffy casual elegant

- 1 I always wear \_\_\_\_\_ clothes to school – a T-shirt, jeans and trainers.
- 2 In his grey suit, shirt and tie, Thomas looked very \_\_\_\_\_ at the party.
- 3 When my mum goes to the opera, she always puts on a(n) \_\_\_\_\_ long black dress and diamonds.
- 4 Can you imagine how \_\_\_\_\_ he looked in that dirty top and sweatpants with a hole in the knee?
- 5 Marla always knows what's \_\_\_\_\_. She reads *Vogue* and *Elle*.

- 7 Answer the questions.

- 1 How should you dress for a job interview?
- 2 Does the choice of clothes depend on the job you're trying to get?

- 8 Complete the text with the missing words.

When I was going for my first job interview as a babysitter, I had no idea what to wear. I thought of wearing my comfortable <sup>1</sup>V-n\_\_\_\_\_ jumper and a pair of <sup>2</sup>s\_\_\_\_\_ y trousers and my old trainers. Not very smart but I thought that since I usually dress like this it was fine. Just to be sure, I asked my friend, who already had a job and she told me it was all wrong. She lent me a white <sup>3</sup>c\_\_\_\_\_ <sup>4</sup>t\_\_\_\_\_ -f\_\_\_\_\_ shirt and a designer <sup>5</sup>k\_\_\_\_\_ -l\_\_\_\_\_ skirt. She also suggested I should wear <sup>6</sup>h\_\_\_\_\_ -h\_\_\_\_\_ shoes. But when my mom saw me, she said it was all too much: my job didn't require formal clothes. She found my <sup>7</sup>st\_\_\_\_\_ shirt, denim skirt and <sup>8</sup>o\_\_\_\_\_ -t\_\_\_\_\_ sandals and said that was absolutely enough. She was right, I got the job. ☺

**VOCABULARY CHALLENGE!** Student's Book, p. 108, UNIT 1, ex. 3

- 9 Translate the Polish parts of the sentences into English.

- 1 Which of these events has had the biggest \_\_\_\_\_ (*wpływ na Ciebie*)?
- 2 Can you \_\_\_\_\_ (*rozdzielić*) between a skirt and a dress?
- 3 I think that the world of fashion \_\_\_\_\_ (*wysłała zły*) message – beauty is not only about the way you look.
- 4 Please stop asking me about every little thing – just use your own \_\_\_\_\_ (*zdrowy rozsądek*)!

### 1 Choose the correct option to complete each sentence.

- Did you **decide** / **enjoy** staying in our hotel, sir?
- I couldn't **imagine** / **agree** travelling on my own.
- Gina **practised** / **offered** to write the report by Monday.
- The teacher **prevented** / **warned** us not to be late again for his classes.
- Sue finally admitted she **wanted** / **was tired of** living with her parents.
- Sam always **refuses** / **misses** to apologise, even when it's clearly his fault.
- They **advised** / **can't stand** us to arrive a few minutes before the meeting.

### 2 Complete the sentences with the correct form of the verbs below.

afford fancy finish agree promise manage  
miss persuade

- I needed to go away for a couple of months, but couldn't take the dog along. Fortunately, a friend of mine \_\_\_\_\_ to look after him till I got back.
- I hesitated at first, but then Tom \_\_\_\_\_ me to join the hiking club.
- Do you \_\_\_\_\_ going to the restaurant tonight? We could have a pizza.
- My boyfriend often \_\_\_\_\_ to take me to the opera, but he never keeps his word.
- Spain was great! I \_\_\_\_\_ lying on the beach all day. I'm counting the days until my next holiday.
- Steve can't \_\_\_\_\_ to buy a new computer at the moment.
- How on earth did he \_\_\_\_\_ to escape from Alcatraz?!
- I really can't go out tonight. I need to \_\_\_\_\_ reading this novel by tomorrow.

### 3 Choose the correct option to complete each sentence.

- We invited a few celebrities **taking** / **to take** part in our project.
- After what he had done, Tom avoided **to meet** / **meeting** Lena for a long time.
- I'll do it when I finish **to clean** / **cleaning** my room.
- At first, I didn't feel like **talking** / **to talk** to him at all, but then I changed my mind.
- Are you interested in **being** / **to be** in the school baseball team?
- I'd love **to come** / **coming** to the party, but I've got a previous arrangement.
- What would you do if you failed **to get** / **getting** into university?
- Their offer sounds great, but I'd still love **to have** / **having** a little time to think it over.

### 4 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- I couldn't sleep because of the noise.  
The noise \_\_\_\_\_. **PREVENTED**
- What do you think about watching a horror film?  
Do \_\_\_\_\_ a horror film? **LIKE**

- Karen invited me to her sister's wedding.  
Karen \_\_\_\_\_ to her sister's wedding.  
**ASKED**
- 'Stay away from this place,' said Michael.  
Michael \_\_\_\_\_ from that place. **WARNED**
- Would you like to eat out tonight?  
Do \_\_\_\_\_? **FANCY**
- Lou asked me to give him my homework, but I said no.  
I \_\_\_\_\_. **REFUSED**
- Passing all the exams was difficult, but I did it.  
I \_\_\_\_\_, which was difficult. **MANAGED**
- Giving extra support to all our pupils is our goal.  
We \_\_\_\_\_ extra support to all our pupils. **AIM**

### GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1, ex. 2 & 3

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

- Clara should stop \_\_\_\_\_ (**spend**) so much time in front of the computer screen.
- I'll never forget \_\_\_\_\_ (**be**) in hospital when I was a small boy.
- Remember \_\_\_\_\_ (**pick**) up the suit from the dry cleaner's, please.
- She stopped \_\_\_\_\_ (**send**) a message to Mark and then went into the building.
- I remember \_\_\_\_\_ (**write**) the number on a piece of paper – I just don't remember where I put it.
- I'm afraid I forgot \_\_\_\_\_ (**call**) my grandma for her birthday last week.

### 6 Complete the sentences so that they are true for you.

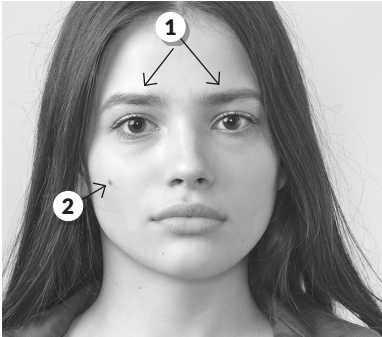
- Tonight, I fancy \_\_\_\_\_.
- I can't imagine \_\_\_\_\_.
- At the moment, I'm tired of \_\_\_\_\_.
- One day, I'd love \_\_\_\_\_.
- Last year, I managed \_\_\_\_\_.

### 7 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- On Sunday, \_\_\_\_\_ (**leczę do Londynu**) for three days.
- Where \_\_\_\_\_ (**kupujesz**) clothes?
- I'm not sure if \_\_\_\_\_ (**stać go na podróżowanie**) first class.
- So, Mike is looking at Ella, but he \_\_\_\_\_ (**nie rozpoznaje jej**) at all!
- I can't stay. I \_\_\_\_\_ (**jem obiad z**) my boss in fifteen minutes.
- Julia \_\_\_\_\_ (**często nosi**) black clothes, but today she \_\_\_\_\_ (**ma na sobie**) a lovely red dress.
- How often \_\_\_\_\_ (**ćwiczysz czytanie**) aloud?
- She \_\_\_\_\_ (**przestała jeść czekoladę**) when she started preparing for a marathon.
- I \_\_\_\_\_ (**myślę o kupnie**) a new scooter, but I may have to borrow some cash.
- \_\_\_\_\_ (**Nie zapomnij zamknąć na klucz**) the back door!



## 1 Match the words with the pictures.

double chin ☐mole ☐smooth skin ☐eyebrows ☐tousled hair ☐

## 2 Complete gaps 1–4 with sentences a–e. There is one extra sentence you do not need to use.

## Picture Perfect

Airbrushing and retouching pictures is a common thing nowadays. Everybody knows that the images of models on magazine covers with their pearly white teeth, perfect figures and shiny hair are visibly improved. <sup>1</sup> \_\_\_\_ We're a culture obsessed with perfection. But what does it really mean to be perfectly beautiful? Three journalists **decided to find out**.

Esther Honig, Marie Ospina and Priscilla Yuki Wilson sent pictures of themselves to photo editors around the world who **promised to do** whatever was necessary to make them beautiful. The results were quite surprising. Esther and Marie are both white and, although in most pictures their skin appears smoother and Marie's mole is missing, their skin colour is basically unchanged. <sup>2</sup> \_\_\_\_ To Marie's surprise, her face is still plump and double-chinned, her tousled hair still messy. So, while both of them consider themselves plain, the beautiful versions of themselves aren't much different from the original.

The new photos of the third journalist, Priscilla Yuki Wilson, present a slightly different picture. Priscilla's features (eyes, nose, lips) are a mixture of black and Japanese which **seems to make** people unsure of how to judge her looks. As a result, most editors decided to 'fix' her and make her look more one than the other. <sup>3</sup> \_\_\_\_

A closer analysis of the results of numerous such experiments reveals another interesting tendency: photo editors from countries with more homogeneous populations introduced more changes to the photos, especially to images showing people with mixed heritage. They seem to have very defined standards of beauty rooted in their cultures and wanted their models to resemble them. <sup>4</sup> \_\_\_\_ And, fortunately, they're not the only ones.

More and more women, including celebrities, rebel against the idea of promoting perfection. Models and actresses refuse to have their pictures in magazines retouched, even if it means visible cellulite or wrinkles on the cover of *Glamour*. The new message seems to be 'this is the real me and I'm proud of it'. We're all different and that's what makes us us. There's beauty in diversity and in being real.



- a Editors from countries with more mixed populations, on the other hand, seemed to **be happy to accept** different kinds of beauty.
- b These changes were upsetting at first, but soon both learned to laugh about them and started looking for deeper analysis of the results.
- c In some pictures their eyes are bigger, in some they have heavy make-up or thicker eyebrows, but these are minor changes.
- d Smartphones and cameras have modes that can, for instance, smooth out your face in pictures, and people do not **think twice about posting** selfies or creating online profiles showing better versions of themselves.
- e There are pictures where her complexion is lighter, her nose thinner, her eyes wider to a point where she **has difficulty recognising** herself at all.

**3**  Read the text on page 8 and complete the answers to the questions.

- 1 What was the focus of the three journalists' research?  
They wanted to see how photo editors would make \_\_\_\_\_.
- 2 What was the edited photos of the two white journalists look like?  
They were not \_\_\_\_\_.
- 3 What can you say about Priscilla's racial heritage?  
She was a person of \_\_\_\_\_.
- 4 How did Priscilla react to the edited photos of her own face?  
She could barely \_\_\_\_\_.
- 5 What is different about photo editors in racially diverse countries?  
They don't seem to have a problem with accepting \_\_\_\_\_.
- 6 What trend is taking hold amongst models and actors?  
They are more willing to accept the way \_\_\_\_\_.

**4** Write the verbs in brackets in the correct form. Check your answers in the text on page 8.

- 1 hesitate \_\_\_\_\_ (*post*)
- 2 involve \_\_\_\_\_ (*change*)
- 3 promise \_\_\_\_\_ (*do*)
- 4 seem \_\_\_\_\_ (*make*)
- 5 have difficulty \_\_\_\_\_ (*recognise*)
- 6 be happy \_\_\_\_\_ (*accept*)

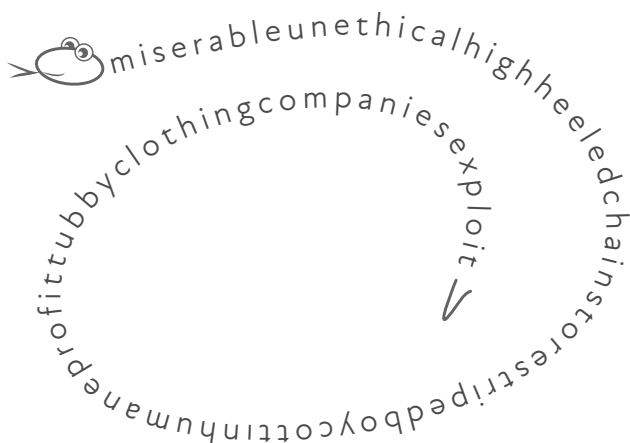
**5** Complete the sentences with the correct form of the verbs below.

be tell do decide take learn

- 1 Before a party, Jenny is always happy \_\_\_\_\_ my make-up for me.
- 2 My mum never hesitates \_\_\_\_\_ me when I look bad.
- 3 The course involves \_\_\_\_\_ to sing.
- 4 Dad always promises \_\_\_\_\_ us sailing, but he never does.
- 5 Monica seems \_\_\_\_\_ a very intelligent girl.
- 6 I always have difficulty \_\_\_\_\_ what I want on my pizza.

**REVISION** Student's Book, pages 8–9

**6** Find eight phrases connected with sweatshops in the word snake.



**7** Complete the sentences with appropriate verbs.

- 1 These days, many countries \_\_\_\_\_ action to stop using overly thin models in advertising.
- 2 I've read the article on sweatshops, and now I \_\_\_\_\_ stores that sell clothes produced in unethical way.
- 3 There are still too few people who \_\_\_\_\_ about the idea of fair trade in clothes and food.
- 4 In poor countries, children often \_\_\_\_\_ miserable lives and are forced to work many hours a day.
- 5 The new line of shoes is a great success, and the company \_\_\_\_\_ a huge profit from it.
- 6 Her plastic surgery was a disaster, and now she \_\_\_\_\_ a high price for wanting to change her looks.

**VOCABULARY CHALLENGE!** Student's Book, p. 108, UNIT 1, ex. 4 & 5

**8** Choose the correct answers. Sometimes there is more than one correct answer.

- The soup is \_\_\_\_, so be careful.  
**a** fairly boiling                      **b** very boiling  
**c** extremely hot
- I'm going to Professor McGabe's lecture – he always tells \_\_\_\_ anecdotes.  
**a** a little interesting                  **b** very interesting  
**c** absolutely fascinating
- Amy is \_\_\_\_ because she hasn't qualified for the beauty contest.  
**a** a bit devastated                      **b** absolutely devastated  
**c** extremely unhappy
- He's such a happy child, he always wakes up with \_\_\_\_ smile on his face.  
**a** a really big                              **b** a very huge  
**c** an extremely huge
- Jake is always \_\_\_\_ after his football practice.  
**a** absolutely starving                  **b** really hungry  
**c** a bit hungry
- My sister has arachnophobia, which means she's \_\_\_\_ of spiders.  
**a** very terrified                          **b** really scared  
**c** absolutely scared

9 Translate the sentences into English.

- 1 Nie rozumiem, jak ludzie mogą zachowywać się w tak nieetyczny sposób.
- 2 Myślę o zorganizowaniu kampanii przeciwko testowaniu kosmetyków na zwierzętach.
- 3 Nie sądzisz, że warunki pracy w azjatyckich zakładach pracy są nieludzkie?
- 4 Po przeczytaniu tego artykułu przestałam kupować ubrania w sklepach sieciowych.
- 5 Moja babcia piecze przepyszne ciasto na deser. (*absolutely*)
- 6 W tej sukni ślubnej Julia wygląda naprawdę przepięknie.
- 7 Nasz pies Rex jest zawsze strasznie brudny po spacerze w lesie.

## 1 Find and correct a mistake in each sentence.

- On the foreground, I can see two people smiling and holding hands.  
\_\_\_\_\_
- All the people in the picture wear elegant clothes.  
\_\_\_\_\_
- It is a picture that people usually make when they finish school.  
\_\_\_\_\_
- It looks that the girl is really terrified.  
\_\_\_\_\_
- They both seem be delighted.  
\_\_\_\_\_
- It appeals me because I take selfies very often too.  
\_\_\_\_\_

## 2 Complete the description of a photo with the correct form of the words below. There are two extra words.

background foreground casual if judge take  
look see

I believe this picture was <sup>1</sup>\_\_\_\_\_ at school. In the <sup>2</sup>\_\_\_\_\_, I can see a blackboard. In front of it, there's a woman with a group of kids. They <sup>3</sup>\_\_\_\_\_ like primary school students, so it is probably a teacher with her class. <sup>4</sup>\_\_\_\_\_ from their faces, they're having a lot of fun. Many of them are laughing, and some are making funny faces. They're wearing very <sup>5</sup>\_\_\_\_\_ clothes, mostly T-shirts and jeans, but it looks as <sup>6</sup>\_\_\_\_\_ the teacher is wearing something smarter.



## 3 Describe the picture and answer the three questions.

⌚ 3 minuty



- Why are the girls dressed so formally?
- Do you like wearing elegant clothes? Why/Why not?
- Describe a situation when you felt that you were dressed inappropriately.

## 1 Read the writing task and the example letter below. Which points from the task has the student not covered? Add extra information to cover the missing points.

Od września chodzisz do nowej szkoły i zaprzyjaźniłeś się / zaprzyjaźniłaś się z koleżanką z klasy. W liście (100–150 słów) do kolegi/koleżanki z poprzedniej szkoły:

- opisz wygląd swojej nowej przyjaciółki;
- napisz, jakie ma zainteresowania i jak spędzacie czas;
- wyjaśnij, jakie są zasady ubierania się w nowej szkole;
- poinformuj, że idziecie na koncert i poproś o pożyczenie stosownego stroju.

Hi Stacy,

How are you? The new school is OK, and the people here are nice, especially one girl – Debbie.

You see, Debbie is into heavy metal music, and she plays in a band. Usually after school, I go to sit in on their rehearsal and I listen while they practise. They're really fantastic. Next week, Debbie is taking me to a Metallica concert. They're her favourite band. Let me also tell you about the dress code at the new school: it's quite formal. Girls mustn't wear make-up or paint their nails, and boys mustn't wear shorts. So how is your new school? Write back soon! Hugs, M.

## 2 Put the words in the correct order to make sentences. Change the verb forms where necessary.

- smart / Jane / cotton / wear / blouses / white / to work / .  
\_\_\_\_\_
- I / get / snake-shaped / a / fantastic / bracelet / silver / .  
\_\_\_\_\_
- she / put / have / a / outfits / for / talent / together / great / .  
\_\_\_\_\_
- Sam's / him / ginger / long / moustache / make / like / a Viking / look / .  
\_\_\_\_\_
- gorgeous / possibly / I / your / blue / silk / dress / borrow / could / ?  
\_\_\_\_\_
- always / Aunt Martha / give / for / me / polyester / these / ties / striped / horrible / Christmas / .  
\_\_\_\_\_
- somebody / across / unusual / he / as / come / .  
\_\_\_\_\_

## 3 Read the instructions and do the writing task.

Od niedawna masz nowego sąsiadę / nową sąsiadkę, który przyjechał / która przyjechała z zagranicy. W e-mailu (100–150 słów) do kolegi/koleżanki z Irlandii:

- zrelacjonuj swoje pierwsze spotkanie z sąsiadem/sąsiadką;
- opisz, jak wygląda i skąd pochodzi;
- napisz, jakie dostrzegasz różnice kulturowe w jego/jej przyzwyczajeniach;
- poproś o radę, co przygotować na spotkanie, na które go/ją zaprosiłeś/zaprosiłaś, żeby go/ją lepiej poznać.

- 1 Complete the sentences with the correct form of the words below. Use each word twice. There are two extra words.**

chain brand top tie

- 1 Mark is very close to his parents. Family \_\_\_\_\_ are very important for him.
  - 2 Martha is wearing a beautiful gold \_\_\_\_\_.
  - 3 Do you usually buy your clothes in boutiques or in \_\_\_\_\_ stores?
  - 4 It's a very formal occasion, so you'll need to wear a \_\_\_\_\_.
- 2 Use a dictionary to find out two meanings of the words you did not use in exercise 1. For each of these words write a pair of sentences to show these two meanings.**
- \_\_\_\_\_
- \_\_\_\_\_

- 3 Choose the correct word to complete each pair of sentences.**

- 1 Ski \_\_\_\_\_ often manage to cover a distance of more than 250 metres nowadays.  
Every year, my grandma buys us the same thing for Christmas – warm woolly \_\_\_\_\_.  
a fliers      b jumpers      c runners
- 2 He turned on his \_\_\_\_\_ and left the room without a word.  
These shoes were very expensive, and yet one \_\_\_\_\_ broke off the first time I wore them!  
a tie      b heel      c foot
- 3 I don't know how you can wear these \_\_\_\_\_ jeans – you can hardly move in them. I prefer something looser.  
Jenny is too \_\_\_\_\_, she really should gain a few pounds.  
a skinny      b tight      c short
- 4 If you're so \_\_\_\_\_, why are you asking me for advice?  
Do you have any \_\_\_\_\_ clothes? This is a fancy restaurant, they won't let you in in a scruffy T-shirt.  
a intelligent      b elegant      c smart
- 5 She often comes \_\_\_\_\_ as impolite, but she's simply shy.  
Most of the things at the flea market are rubbish, but sometimes I come \_\_\_\_\_ something really valuable.  
a upon      b to      c across

- 4 Complete the second sentence so that it means the same as the first. Use no more than five words.**

- 1 When I ask my sister to lend me her skirt, she always says no.  
My sister always refuses \_\_\_\_\_.
  - 2 Tara's hair reaches her shoulders.  
Tara \_\_\_\_\_ hair.
  - 3 I'd like to borrow your jacket.  
\_\_\_\_\_ your jacket?
  - 4 I like my hair long, so don't try to talk me into cutting it.  
I like my hair long, so don't try to persuade me \_\_\_\_\_.
  - 5 I think this girl might be going to a party.  
This girl looks \_\_\_\_\_ to a party.
- 6** I saw Kanye West in concert last summer. I'll never forget it!  
I'll never forget \_\_\_\_\_ in concert last summer!

- 7** The last time I wore my hair in a ponytail was when I was six.  
I stopped \_\_\_\_\_ in a ponytail when I was six.

- 8** This magazine greatly influences his taste in clothes.  
This magazine has a \_\_\_\_\_ his taste in clothes.

- 5**  **Complete the text with appropriate words. Put one word in each gap.**

I'm so excited! I'm <sup>1</sup> \_\_\_\_\_ a birthday party tonight! ☺ My parents didn't want to agree at first, but I managed <sup>2</sup> \_\_\_\_\_ convince them that I'm old enough to have a party without their supervision. I just had to promise to use <sup>3</sup> \_\_\_\_\_ sense and prevent people from doing things that are too crazy. So they're staying with grandma all weekend and the house is mine! ☺ My mum even baked a birthday cake for me and it <sup>4</sup> \_\_\_\_\_ wonderful. It says 'Happy Birthday Michele' on it, and I'm sure it is delicious. My best friends, Linda and Megan, have been here all day. There's so much to do! Linda helped me to <sup>5</sup> \_\_\_\_\_ my hair golden blond this morning, but the colour doesn't look any different from my original blond, so I'm just a <sup>6</sup> \_\_\_\_\_ disappointed. But maybe that's a good thing. Maybe mum won't be able to <sup>7</sup> \_\_\_\_\_ the difference either, and she won't be angry with me (I kind of forgot to ask her if I could do it). We've already decorated the house, but we still have to prepare the food. Megan says we should simply have lots of snacks, and I agree with her. Then we're going to put <sup>8</sup> \_\_\_\_\_ our make-up and do our hair. This is going to be so much fun! ☺☺☺



- 6**  **Translate the Polish parts of the sentences into English. Use no more than six words.**

- 1 \_\_\_\_\_ (Zmęczyło mnie pomaganie) my little son tie his shoes, so I bought him a new pair with a zip fastener.
- 2 We need to pressure \_\_\_\_\_ (firmy odzieżowe) to make their production process more sustainable.
- 3 \_\_\_\_\_ (Dlaczego próbujesz) that cake for the third time with such a strange face? Is something wrong with it?
- 4 \_\_\_\_\_ (Kto ma wpływ na twój gust) in clothes?
- 5 \_\_\_\_\_ (Nie pamiętam, żebym oddawała) my red sweater to charity, but I can't find it anywhere.
- 6 Why \_\_\_\_\_ (nakładasz makijaż)? It's 4 p.m. and the party is at 8.





1 Which of the following things would not be tolerated in your school?

- |                                                 |                                           |                                         |                                      |
|-------------------------------------------------|-------------------------------------------|-----------------------------------------|--------------------------------------|
| <input type="checkbox"/> miniskirt              | <input type="checkbox"/> chunky earrings  | <input type="checkbox"/> strapless tops | <input type="checkbox"/> heavy boots |
| <input type="checkbox"/> blue/green/purple hair | <input type="checkbox"/> transparent tops | <input type="checkbox"/> torn jeans     | <input type="checkbox"/> shorts      |
| <input type="checkbox"/> face piercings         | <input type="checkbox"/> heavy make-up    | <input type="checkbox"/> high heels     |                                      |

2 Read the instructions and do the speaking task.

4 minuty

Twoja szkoła planuje wprowadzenie bardziej restrykcyjnych niż dotychczas zasad ubioru uczniów. Rozmawiasz z koleżanką ze Szkocji, która jest zadowolona z faktu, że na co dzień nosi mundurek. W rozmowie wyraż swoje niezadowolnienie z proponowanych zmian, poruszając następujące kwestie.

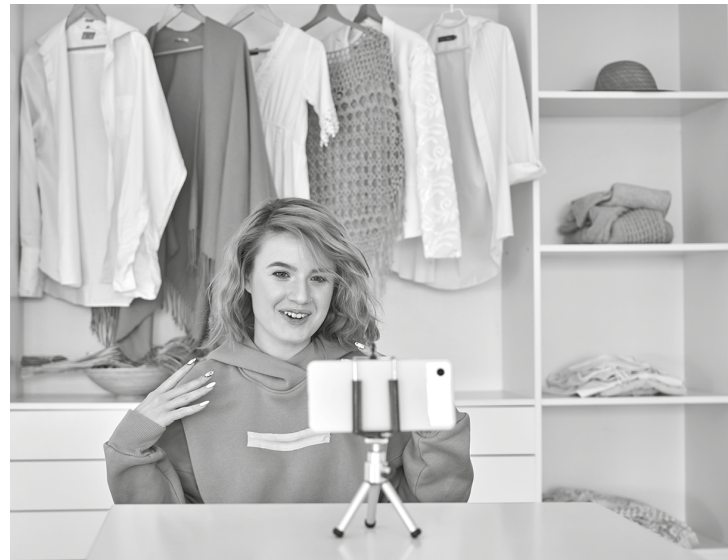
dotychczasowe  
zasady ubioru

proponowane zmiany

powody wprowadzenia  
zmian

argumenty przeciw  
zmianom

Rozmowę rozpoczyna zdający.



3 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać spójny i logiczny tekst. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

## IMAGE MAKERS AND TRENDSETTERS

Have you ever wondered why one year home design is all about glass and steel, and the next it's bare bricks and vintage sofas? <sup>1</sup>\_\_\_ And, speaking of clothes, why was bottle green in last winter, but this season everything from hats to pants is dark burgundy? Oh, and what's with the funny looking glasses, everyone? In other words, how much of what we and our homes look like is actually dictated by our personal taste?

At first glance – not much. The baby industry seems to believe in gender colour-coding. <sup>2</sup>\_\_\_ Yes, there are mothers who campaign against it. There are those who boycott shops and hand-sew brightly coloured clothes themselves. On the whole, however, the big guys are winning, and kindergartens are full of blue boys and pink girls. <sup>3</sup>\_\_\_ They are defined months in advance by institutions such as Pantone's Color Institute and all clothing companies fall in line.

But do you have to follow them? True, magazines such as *Vogue*, *Elle*, *GQ*, or *Men's Health* promote these set trends. However, the Internet offers an alternative source of inspiration for fashion rebels and dreamers: fashion bloggers. <sup>4</sup>\_\_\_ Such bloggers, some in their teens or early twenties, offer pointers on how to mix and match chain store clothing with cool accessories or treasures found in second-hand shops. Of course, some traditionalists will take a whole article to tell you about ten ways to wear a turtleneck with style. Yet there are also visionaries of both sexes (because fashion is not only for girls anymore) who present outfits pairing colours, patterns and clothes of different styles that shouldn't work together and yet somehow they do. So, if you're still looking for your own style, click away: get inspired and start experimenting!

- A As a result, armies of poor little boys and girls end up dressed alike in their blue and pink gender betraying uniforms.
- B The colour schemes for over-five-year-olds, on the other hand, are uniform regardless of sex, but they change on an annual basis.
- C Those with the most unique and innovative ideas have thousands of followers who get inspired by them – earning them the name 'trendsetters'.
- D So the question is, how do you create your own unique style in this pre-programmed world?
- E Then there's the concept of 'blue clothes for the boys and pink clothes for the girls' which, though familiar to us all, no one can really explain.

4 W ramach postanowień noworocznych postanowiłeś/postanowiłaś, że czas na zmiany w Twoim wizerunku. We wpisie na swoim blogu (200–250 słów):

- przedstaw osobę, która Cię zainspirowała;
- opisz, co chcesz zmienić w swoim wizerunku i jakich efektów oczekujesz;
- wyjaśnij, jak planujesz wprowadzić te zmiany;
- przedstaw swoje obawy związane z ewentualnymi trudnościami.



# THE WORLD TODAY VIDEOS

Vloggers unite!

1

## COMPREHENSION

- 1 Look at the pictures from the video. Discuss the following questions with a partner.

- Who are the people from the pictures and what are they doing?
- Do you watch vlogs? If so, what kinds do you watch?
- What kind of people do you think make vlogs?

- 2 You are going to watch a news report about a vloggers' convention. Which of these things do you think you might see in the video?

books computers fans flowers football food  
giant screen interviews parents parties smartphones  
stage TV cameras video games

- 3 Watch to check your answers to exercise 2. Which things surprised you? Why?

### Glossary

**crèche (n)** a place where small children are looked after while their parents are busy  
**inspiration (n)** a new idea that helps you create something  
**subscriber (n)** somebody who registers to receive information regularly  
**tutorial (n)** a video in which somebody gives instructions about how to do something

- 4 Watch the first part of the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                                                 |       |
|-----------------------------------------------------------------|-------|
| 1 The fans can see the vloggers immediately.                    | T / F |
| 2 The London event has good facilities for parents.             | T / F |
| 3 Most of the fans hope to get their books signed by the stars. | T / F |
| 4 A lot of female vloggers make instruction videos.             | T / F |

- 5 Then choose the best answer in the statements below.

- Emma finds it **easy** / **difficult** to transform herself with make-up.
- She started making videos **after** / **before** watching other vloggers.
- She felt nervous about **performing** / **speaking** while being recorded.
- She **can** / **can't** understand why so many people watch her videos.

- 6 Complete the gaps with the correct adjective below. There are four adjectives you do not need.

enjoyable famous fun boring huge  
local new popular virtual

- Zoe Sugg is another \_\_\_\_\_ vlogger.
- She says that meeting her fans is \_\_\_\_\_.
- Marcus Butler says that these events have become \_\_\_\_\_ recently.
- YouTube events are \_\_\_\_\_ everywhere.
- Are vlogs a \_\_\_\_\_ form of art?

## AUTHENTIC ENGLISH

- 1 Look at the sentence from the video. Why do you think Emma says *kind of*?

*I do kind of have a natural talent in it.*

- 2 Watch the second part of the video again. Read the information below. How many times does Emma say *kind of*?

### *kind of*

We use *kind of* when we talk about something in a general way without being very exact. It is also used as a filler, something you say to give you time to think.

- 3 Read the sentences below and insert *kind of* in an appropriate place.

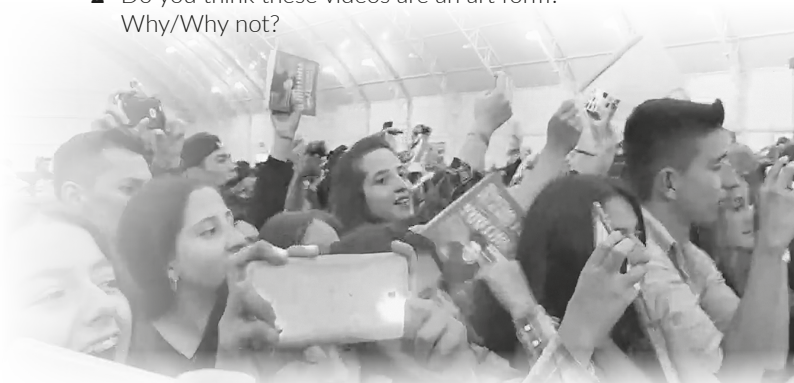
- Vlogging is a fad that won't be popular for much longer.
- The vloggers are great role models for teenagers.
- Video sharing websites have been a wonderful way for people to share their talents.
- Vlogs have contributed to young people spending too much time online.

- 4 Work in pairs. Discuss whether you agree with the sentences in exercise 3.

## SPEAKING

Work in pairs or small groups. Discuss these questions:

- Look at the picture below from the video. Would you like to attend a vlogger convention? Why/Why not?
- Do you think these videos are an art form? Why/Why not?



## READING

- 1 Work in pairs. Look at these vlog genres (1–6) and match them to the descriptions (a–d). There are two genres that you do not need to use.

- |               |               |
|---------------|---------------|
| 1 How-to      | 4 React       |
| 2 Challenge   | 5 Diary       |
| 3 Walkthrough | 6 Guided Tour |

## Which vlog?

a \_\_\_\_

The vloggers will give you hints and tips of how to get through levels and beat bosses in computer games. They are often quite humorous and have focused on the recent crazes for *Minecraft*, *Pokémon GO* and *Fortnite*. As a result they get thousands of subscribers. They also sometimes offer instructions on how to install and use pieces of software.

**Famous vlogger in this genre:** *Dan TDM*.

b \_\_\_\_

These vlogs are both informative and fun. The presenter is sometimes on some sort of quest for the most amazing food in the area or showing you the sight and sounds of where they are from. In others they are visiting somewhere for the first time and give you a chance to watch their experience. You will often find yourself laughing out loud at some of the situations they get themselves into along their travels.

**Famous vlogger in this genre:** *Devinsupertramp*.

c \_\_\_\_

These vlogs cover a vast range of tutorials. They can turn you into a DIY, baking, beauty expert within a matter of months. In all honesty they can be absolute life savers for filling in gaps in your practical knowledge, giving you the answer for typical questions like *How do you rewire a plug?* *How on earth do you make brownies?* *What should I go as for my friend's fancy dress party?* It must also be said that some of the transformations that the vloggers achieve in the make-up tutorials are remarkable.

**Famous vlogger in this genre:** *Pony syndrome*.

d \_\_\_\_

These vlogs are some of the most watched and shared videos on YouTube. This is largely due to the fact that this kind of content appeals to people of all ages and backgrounds. The vlogs usually involve daring feats, eating exotic foods or tricking friends or members of the public. They often go viral and sometimes people try to recreate some of the stunts – with mixed results!

**Famous vlogger in this genre:** *Roman Atwood*.

## Glossary

- craze (n)** something that suddenly becomes very popular, but for only a short time
- feat (n)** something impressive and often dangerous that someone does
- hint (n)** a useful suggestion or piece of advice

- 2 For questions 1–6, choose the correct description (a–d). The descriptions may be chosen more than once.

Which vlog description mentions the following?

- |                                             |       |
|---------------------------------------------|-------|
| 1 people creating extraordinary results     | _____ |
| 2 products which are currently very popular | _____ |
| 3 solutions to common problems              | _____ |
| 4 insights into people's lives              | _____ |
| 5 guidelines for dealing with technology    | _____ |
| 6 the popularity of the genre               | _____ |

## SPEAKING

- 1 **PLAN** Work in groups. You are going to create your own vlog channel. The idea is to gain the maximum number of views. How are you going to do it? Use the information in the box to help you prepare.

- Think of the clips that you want to include. Remember to have a variety. You can have a maximum of five genres or vlogs. You can create your own videos and/or include other people's clips.
- Consider the type of person that you would like to visit the site (professionals, teenagers, students, gamers, etc.).
- Explain the reasons for your choices.
- Think of the information that you will include on the channel home page to introduce it.
- Don't forget to give your channel a name!

## Creating a vlog

Our channel is called ...  
 We want to show (type/genre of clips).  
 It's for (type of audience).  
 We think they will like/watch our channel because ...

- 2 **PRESENT** Present your vlog channel to the rest of the class. Listen to each other's presentations. Which of the videos have you seen? Which ones would you like to see? Whose channel sounds the best? Why?

*I really love X's channel. I've seen the music videos, but ...*  
*I don't know the react ones, they sound really funny ...*

## BEYOND THE CLASS

## Why not try ...

filming your presentations?







▶ VIDEO 02

# SPOTLIGHT ON SOCIETY VIDEOS

## Our clothes

1



### BEFORE WATCHING

- 1 You are going to watch the video about a man who travels across Ghana and investigates the second-hand clothes market. Which of these things do you throw away, not give away?

coats and jackets shoes sweaters skirts and trousers  
underwear swimwear sportswear pyjamas

- 2 Which of the clothes from exercise 1 could be given a second life? How? Use the prompts below or your own ideas.

- hand down to younger family members
- give to charity
- turn into other clothing items
- sell at a garage sale

### WHILE WATCHING

- 3 Watch the video. Are the sentences true (T) or false (F)?

- Ade Adepitan is travelling to Ghana to buy some second-hand clothes. T / F
- There are good quality clothes on the market. T / F
- In the mini factory, the people can turn trousers into skirts. T / F
- Second-hand European clothes are more expensive than Ghanaian clothes. T / F
- Traditional Ghanaian clothing has historical importance. T / F
- In the city, local people don't wear Ghanaian clothing. T / F

- 4 Watch the video again and complete the summary. Use no more than three words in each gap.

Ade goes to Ghana to gain an insight into the topic of second-hand clothing trade. He finds out that people in Ghana <sup>1</sup> \_\_\_\_\_ the clothes that we gave away. He also visits <sup>2</sup> \_\_\_\_\_ where people give second-hand clothes a new life. They make new clothes out of them or <sup>3</sup> \_\_\_\_\_ to jeans so that they look like new. In the countryside, a local historian explains to Ade that traditional clothing has great importance in Ghana. They are like history books because when people didn't know how to <sup>4</sup> \_\_\_\_\_, they put stories into their clothes. The historian is <sup>5</sup> \_\_\_\_\_ that soon no one will be able to understand these stories. In the city, the local people tell Ade that <sup>6</sup> \_\_\_\_\_ used to be cool, but now everyone wants to be African.

### FOLLOW-UP

- 5 Complete the sentences from the video with the words and phrases below.

for free show of hands pay good money locals  
turning based around ended up

- Those trousers or those unwanted shoes have \_\_\_\_\_ here (in Ghana).
- Even though we give away our second-hand clothes \_\_\_\_\_, some of the world's poorest people \_\_\_\_\_ for them.
- Ade meets some \_\_\_\_\_ who spend their time making changes to the second-hand clothes.
- There's a guy just over there who's \_\_\_\_\_ trousers into skirts.
- You've got a whole mini factory all \_\_\_\_\_ second-hand clothing.
- Can we have a \_\_\_\_\_? If you were going out on a Saturday night, how many of you here would wear traditional clothing? On a Saturday night?

- 6 Complete the sentences with the correct forms of the words and phrases from exercise 5.

- If you want to know what clothes are best for the weather in a country you're visiting, just watch the \_\_\_\_\_.
- I \_\_\_\_\_ three old sweaters into one new one by cutting them up and sewing the best parts together.
- OK class, \_\_\_\_\_ – who buys clothes in second-hand shops?
- Eco Core is a collection of sportswear \_\_\_\_\_ recycling – the clothes are made from old plastic bottles.
- Many environmentally-aware customers can \_\_\_\_\_ if the company guarantees that their clothes are eco-friendly.
- Clothes swapping apps allow you to give your clothes away, but also get great clothes from other people \_\_\_\_\_.
- I took an honest look at my wardrobe and half of the clothes I had never worn \_\_\_\_\_ at the next garage sale.

- 7 List the benefits of giving away clothes you don't use. Consider the social, ecological and economic aspects.

### AFTER WATCHING

- 8 Be like Ade Adepitan. Research what happens to other items that are given away (books, electronic goods, etc.). Create a poster presentation about it.





# 2

# WORK AND PLAY

## VOCABULARY

### jobs and typical activities

1 Find the names of ten jobs in the wordsearch.

|   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|
| L | I | B | R | A | R | I | A | N | B | T | R |
| A | O | E | V | I | T | U | C | E | X | E | T |
| C | G | H | U | T | Y | W | A | S | P | L | I |
| C | O | U | N | S | E | L | L | O | R | M | N |
| O | G | T | R | E | C | X | Z | A | S | W | S |
| U | N | E | S | C | I | E | N | T | I | S | T |
| N | I | D | P | Y | T | V | B | E | N | U | R |
| T | S | I | L | A | N | R | U | O | J | M | U |
| A | P | T | Q | A | Z | X | F | V | B | J | C |
| N | N | O | V | E | L | I | S | T | N | W | T |
| T | E | R | D | S | X | O | I | U | Y | B | O |
| W | V | H | E | A | D | H | U | N | T | E | R |

2 Complete the sentences with the jobs from exercise 1.

- 1 Julia works as a(n) \_\_\_\_\_ in a publishing house.
- 2 Martin has always wanted to become a(n) \_\_\_\_\_, so now that his book has been published, he is thrilled.
- 3 You'd better hire a good \_\_\_\_\_ to check your financial documents.
- 4 Dylan doesn't need to look for a job – \_\_\_\_\_s call him several times a month with job offers.
- 5 Sheila works as a(n) \_\_\_\_\_ – she is very good at helping people and always gives good advice.
- 6 Mum says that a fitness \_\_\_\_\_ is not a proper job, but it's the only thing I want to be!
- 7 As a(n) \_\_\_\_\_, he writes three to four articles a week for a national newspaper.
- 8 Not everybody can be a good chief \_\_\_\_\_ – it's not easy to manage employees and make sure the company makes a profit.

3 Complete the texts with the missing words. Which of the jobs below could each person do? There is one extra job.

architect politician sales representative physician

4 Complete the sentences with the missing words. Are the statements true (T) or false (F)?

- 1 Teachers in Finland are so badly p \_ i \_ that few university graduates decide to work in education. T / F
- 2 A soldier can q \_ \_ \_ his/her job at any time he or she wants. T / F
- 3 The Polish prime minister receives a \_ \_ l \_ r \_ of around 50,000 PLN. T / F
- 4 If you want to be a s \_ \_ g \_ \_ n in America and operate on people, you have to study for 12 years. T / F
- 5 Statistics show that the average American changes \_ o \_ \_ twice in their career. T / F
- 6 People who are \_ \_ e \_ p \_ o \_ \_ d don't have to pay taxes because they don't earn any money. T / F
- 7 Almost 35% of people who work in Poland are s \_ \_ f - e \_ \_ l \_ \_ e \_ , that is, they run their own business. T / F

VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 2, ex. 1 & 2

5 Write an appropriate adjective next to each question.

What do you call a job which

- 1 requires that you do the same things every day? \_\_\_\_\_
- 2 makes you feel proud of your successes? \_\_\_\_\_
- 3 makes you feel bored? \_\_\_\_\_
- 4 may make you rich? \_\_\_\_\_
- 5 is difficult, but interesting and enjoyable? \_\_\_\_\_
- 6 is done in a factory rather than in an office? \_\_\_\_\_
- 7 requires specialised training? \_\_\_\_\_

6 Write four sentences to describe your dream job. Mention some of the things you would/would not like to do.

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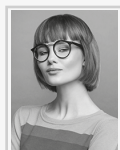
A



Yuki has always wanted to do something important and have a job that involves <sup>1</sup>r \_\_\_\_\_ y.

He doesn't have a family, so he wouldn't mind working <sup>2</sup>o \_\_\_\_\_, as he doesn't have much to do after work. He would like to continue studying again. He successfully completed three years of pre-medical school, where one of the things he learnt was how to stay calm in <sup>3</sup>s \_\_\_\_\_ situations. He could be a(n) <sup>4</sup> \_\_\_\_\_.

B



Ellen is a creative person. She's good at building new things and drawing. She doesn't want to work in a <sup>5</sup>t \_\_\_\_\_, but

would prefer to work individually. She would also like to have a nice office – working <sup>6</sup>o \_\_\_\_\_ is not her thing, and she would rather stay in one location. She could be a(n) <sup>7</sup> \_\_\_\_\_.

C



James is quite talkative and enjoys being in a group. He knows how to <sup>8</sup>d \_\_\_\_\_ with people, and they usually

trust him. He doesn't like speaking in public, however. He's very ambitious, so he would like to have good <sup>9</sup>p \_\_\_\_\_ opportunities, which would motivate him to work harder. He could be a(n) <sup>10</sup> \_\_\_\_\_.

**1** Complete statements 1–5 with the correct present perfect continuous form of the verbs in brackets. Then match statements 1–5 with responses a–e.

- 1 The girls \_\_\_\_\_ (make) biscuits. ☐
- 2 I'm so sorry, you \_\_\_\_\_ (probably / wait) for ages! ☐
- 3 I \_\_\_\_\_ (cry) all afternoon. ☐
- 4 Let's stop for a coffee. We \_\_\_\_\_ (drive) all day. ☐
- 5 I \_\_\_\_\_ (not eat) any sweets lately. ☐

- a Yes, I can see you've got red eyes.
- b Yes, we need to stretch our legs.
- c No more than 10 minutes.
- d Yeah, I can see you've lost weight.
- e So that's why the kitchen smells so good.

**2** Write negative sentences and questions.

- 1 He has applied for a job as a waiter at a café.  
a \_\_\_\_\_  
b What kind of job \_\_\_\_\_?
- 2 Jules has been working all day.  
a \_\_\_\_\_  
b Why \_\_\_\_\_?
- 3 They've given me a nice present.  
a \_\_\_\_\_  
b Who \_\_\_\_\_?
- 4 She has been sleeping for hours.  
a \_\_\_\_\_  
b How long \_\_\_\_\_?

**3** Choose the correct option to complete the sentences.

- 1 I've been babysitting for them \_\_\_\_.  
a in 2005      b since 2005
- 2 Has he found a job \_\_\_\_?  
a already      b yet
- 3 \_\_\_\_ have you been preparing for this interview?  
a When      b How long
- 4 We've met \_\_\_\_ at the local skate park.  
a a few times      b last week
- 5 Paul has been in hospital \_\_\_\_.  
a for three weeks      b three weeks ago

**4** Choose the correct option to complete the sentences. Sometimes both options are correct.

- 1 How many times *have you visited* / *have you been visiting* New York?
- 2 You look awful! *Have you fought* / *Have you been fighting* again?!
- 3 Peter is feeling depressed, so he *'s been deciding* / *'s decided* to go on holiday.
- 4 Oh, no! I *'ve been forgetting* / *'ve forgotten* to feed the dog.
- 5 We *'ve been living* / *'ve lived* here since May.
- 6 Fleur's a very good skier. She *'s won* / *'s been winning* an important competition recently.
- 7 Tolkien is my favourite author. I *'ve loved* / *'ve been loving* him since I first read *The Hobbit*.
- 8 She *'s practised* / *'s been practising* this piece a lot – you can definitely hear the improvement.

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

- A** X Pete <sup>1</sup>\_\_\_\_\_ (arrive) almost half an hour ago, and <sup>2</sup>\_\_\_\_\_ (talk) to grandma since then.  
Y Great. <sup>3</sup>\_\_\_\_\_ (you / have) breakfast or shall we all go out to eat?  
X Oh, no. Pete <sup>4</sup>\_\_\_\_\_ (work) as a chef for four years in the 1990s, so we can ask him to make us something special.
- B** It <sup>1</sup>\_\_\_\_\_ (be) a very good week. At last I <sup>2</sup>\_\_\_\_\_ (finish) my latest novel called *The Girl and a Giant Frog*, and the publisher is very pleased with it. So for the last three days, I <sup>3</sup>\_\_\_\_\_ (relax).  
I <sup>4</sup>\_\_\_\_\_ (not / even / answer) any emails yet.

**6** Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 Jane has been living here for three months. **MOVED**  
Jane \_\_\_\_\_ ago.
- 2 They began travelling six months ago, and they aren't back home yet.  
They \_\_\_\_\_ months. **HAVE**
- 3 We've been eating for an hour.  
We \_\_\_\_\_ yet. **NOT**
- 4 The last time Tom wrote to me was two months ago.  
Tom \_\_\_\_\_ months. **NOT**
- 5 Dan started watching TV two hours ago, and he still hasn't stopped.  
Dan \_\_\_\_\_ hours. **HAS**
- 6 He has had the job for a week now.  
He \_\_\_\_\_ week. **LAST**
- 7 I last saw Aunt Lucy when I was a child.  
I \_\_\_\_\_ a child. **SINCE**

**GRAMMAR CHALLENGE!** Student's Book, page 109, UNIT 2, ex. 1

**7** Complete the mini-dialogues with present perfect or present perfect continuous form of the verbs below.

plant   talk   make (x2)   work   paint   read (x2)  
not do   only do

- 1 X Wow, what a collection! How long \_\_\_\_\_ (you) these figurines?  
Y Four years. I \_\_\_\_\_ 97 figurines already.
- 2 X Page 155? You \_\_\_\_\_ this book for only two days!  
Y Yes, but I know it very well. I \_\_\_\_\_ it five times since I got it.
- 3 X Why is he so dirty?  
Y He \_\_\_\_\_ in the garden all afternoon.  
He \_\_\_\_\_ three trees.
- 4 X Why \_\_\_\_\_ your homework yet?  
Y Sorry, Mum. Jane and I \_\_\_\_\_ on the phone for the past hour.
- 5 X Matt, you look exhausted!  
Y I am. I \_\_\_\_\_ grandma's flat all week.  
X You know how to do that?  
Y Well, I \_\_\_\_\_ it once before, but it looks great, so I guess I do.

- 1 Think about what would be the most important (1) and the least important (6) factor when choosing a career. Number the items accordingly. Can you add any other factors that might be important to you?

|                                        |                          |
|----------------------------------------|--------------------------|
| earning a good salary                  | <input type="checkbox"/> |
| usefulness to the community            | <input type="checkbox"/> |
| geographical location                  | <input type="checkbox"/> |
| working alone or in a team             | <input type="checkbox"/> |
| the right level of technical knowledge | <input type="checkbox"/> |
| family expectations / traditions       | <input type="checkbox"/> |
| helpful colleagues                     | <input type="checkbox"/> |

- 2 **MP3 02**  Listen to a radio interview and complete the sentences.

- Henry Carrey says that some young people don't realise what their \_\_\_\_\_ until their late teens.
- As a young man, Henry thought \_\_\_\_\_ his father's career.
- According to Henry, parents should avoid \_\_\_\_\_ into careers that don't suit them.
- Students are advised to ask themselves whether they \_\_\_\_\_.
- Henry points out that there is nothing shameful \_\_\_\_\_ a trade.

- 3 **MP3 02**  Listen again and complete the summary with no more than four words in each gap.

### The Real Talk, 19th June

Host: 1 \_\_\_\_\_

Guest: Henry Carrey – writer and 2 \_\_\_\_\_

#### Main points:

- the education system should focus on \_\_\_\_\_, both academic and practical
- some students are not aware of their talents and interests until their late teens

#### Henry Carrey's advice:

- parents should encourage their children to develop \_\_\_\_\_
- students need to check if they're enjoying their academic studies
- both girls and boys can be 5 \_\_\_\_\_



**REVISION** Student's Book, page 17

- 4 Complete the text with appropriate words.

My older brother, Ben, got a new job a few weeks ago. He is really happy about it. He has got a big <sup>1</sup> \_\_\_\_\_ with a large desk and modern <sup>2</sup> \_\_\_\_\_, such as the latest model of a laptop and a 3-D projector. Ben says that the <sup>3</sup> \_\_\_\_\_ at work is really nice and his <sup>4</sup> \_\_\_\_\_ are supportive – they always help with any questions and offer advice. He often works quite late, but he has a long lunch <sup>5</sup> \_\_\_\_\_ at midday, so he doesn't complain. He even gets <sup>6</sup> \_\_\_\_\_ food – he doesn't have to pay for his lunch in the canteen. There is only one drawback to his new job – the salary.



**VOCABULARY CHALLENGE!** Student's Book, p. 109, UNIT 2, ex. 3

- 5 Choose the correct option to complete each sentence.

- People in my **career** / **profession** do not usually earn a high salary.
- Linda started **work** / **job** when she was sixteen.
- What's the daily **wage** / **salary** you're going to earn?
- The company provides free drinks and snacks for its **colleagues** / **staff**.
- Most women find it difficult to combine a **career** / **work** and family.
- He got a **money** / **pay** increase that was much higher than he had expected.
- If you keep coming late, you're going to get **laid off** / **fired**.
- They've been looking for a new IT specialist since Tom **laid off** / **resigned**.

- 6 Write 1–2 sentences about each point below.

- 1 Describe the ideal colleague.

\_\_\_\_\_

- 2 Give one good reason to resign from a job.

\_\_\_\_\_

- 3 Name one thing that is more important at work than a good atmosphere.

\_\_\_\_\_

### 1 Match sentences 1–6 with paraphrases a–f.

- 1 It's impossible that she stole it.
- 2 Perhaps somebody stole it.
- 3 I'm sure she was at the party.
- 4 It's possible that she was at the party.
- 5 Perhaps somebody took it.
- 6 It's impossible that she took it.

☐  
☐  
☐  
☐  
☐  
☐

- a Somebody could have taken it.
- b She could have been at the party.
- c She can't have stolen it.
- d She can't have taken it.
- e Somebody might have stolen it.
- f She must have been at the party.

### 2 Complete the sentences with the correct modal verbs. Sometimes more than one answer is correct.

- 1 Tom \_\_\_\_\_ have broken the vase. He didn't even enter the living room.
- 2 Ted is not answering the phone. He \_\_\_\_\_ have gone out without his mobile.
- 3 You'd better see the doctor. That spider \_\_\_\_\_ have been dangerous.
- 4 That man \_\_\_\_\_ have worked here – we have no record of him at all.
- 5 Tucker's desk is cleaned out. He \_\_\_\_\_ have quit or they \_\_\_\_\_ have fired him, I'm not sure.
- 6 You look tired. The journey \_\_\_\_\_ have been exhausting.
- 7 I'm surprised Lea didn't come to the Christmas party even though she was planning to. She \_\_\_\_\_ have been very busy.

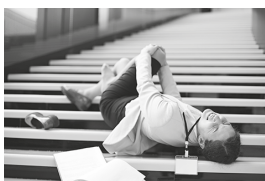
### 3 Write past deductions with *can't have* or *must have* about the situations below. Use the correct form of the words in brackets.

- 1 He didn't come to the meeting in the morning. (*he / oversleep*)  
He must have overslept.
- 2 The laptop you bought is really fast. (*it / very / expensive*)  
\_\_\_\_\_
- 3 The lights were red, but the driver didn't stop. (*the sun / dazzle / him*)  
\_\_\_\_\_
- 4 Julia got an excellent mark in the maths test for the first time. (*she / study / hard*)  
\_\_\_\_\_
- 5 Don passed the exam even though he hadn't revised for it. (*the exam / very difficult*)  
\_\_\_\_\_
- 6 I remember using my key to lock the office door on my way out. (*I / leave / my key / in the office*)  
\_\_\_\_\_

### 4 Look at the photos and complete the sentences.



1 He must have \_\_\_\_\_



2 She may have \_\_\_\_\_



3 He may have \_\_\_\_\_



4 He can't have \_\_\_\_\_



5 She must have \_\_\_\_\_

### 5 Complete the sentences with the correct form of the verbs in brackets. Use *must have* or *had to*.

- 1 I \_\_\_\_\_ (*plan*) my work day very carefully when I started this job because I wasn't used to so many responsibilities.
- 2 You \_\_\_\_\_ (*be*) crazy to do such a dangerous thing.
- 3 They \_\_\_\_\_ (*get*) married – look at that ring she's wearing!
- 4 Amanda looks very sad. She \_\_\_\_\_ (*fail*) her biology test.
- 5 I \_\_\_\_\_ (*hand*) in my project yesterday. It was the deadline for everybody.
- 6 As I'm on a special diet, I \_\_\_\_\_ (*notify*) the restaurant about it when I was booking a table.

### 6 Complete the sentences using the correct present perfect tenses and past modal verbs of deduction.

- 1 X Why are you so tired?  
Y I \_\_\_\_\_ (*do*) cardio exercises for the past 90 minutes.  
X You \_\_\_\_\_ (*burn*) a lot of calories.  
Y I sure hope so!
- 2 X \_\_\_\_\_ (*see*) my scarf?  
I \_\_\_\_\_ (*look*) for it since yesterday.  
Y I'm not sure, but Granny \_\_\_\_\_ (*take*) it. She has a similar one and she left in a hurry yesterday.
- 3 X Why \_\_\_\_\_ (*all the biscuits / disappear*)? \_\_\_\_\_ (*you / put*) them away somewhere?  
Y No, I haven't, but Sammy was sitting in the kitchen all morning.  
X She \_\_\_\_\_ (*eat*) a whole packet!  
Y You never know ... She does like them ...
- 4 X I \_\_\_\_\_ (*wait*) for the sales report for a week now. \_\_\_\_\_ (*you / finish*) it yet?  
Y What report? You never told me to do it.  
X Really? Oh God, I \_\_\_\_\_ (*forgot*). And I need it for tomorrow!  
Y It's just a guess, but you \_\_\_\_\_ (*give*) it to Tom. He \_\_\_\_\_ (*write*) three reports this week, maybe one of them was the sales report for you?



## 1 Skim advertisements A–D below and answer the questions.

- 1 What are the three main responsibilities of the animal carers in the shelter?
- 2 What experience is necessary to become a pet sitter / dog walker?
- 3 On what days do the lifeguards miss out on their wages?
- 4 Where do the tutors have to work until the learning centre is open?

2  Match questions 1–5 with advertisements A–D. One advertisement matches two questions.

Which text mentions

- 1 the possibility of choosing where you'd like to work?
- 2 a job that could help applicants in their future career?
- 3 a wage that is dependent on the weather?
- 4 a chance for a temporary job to become a long-term one?
- 5 teaching successful job applicants some necessary skills?

☐  
☐  
☐  
☐  
☐


A

**ANIMAL CARETAKER**

If you're good with animals, then an animal caretaker's helper might be the job for you. We're not offering a big salary, but job satisfaction is guaranteed. We're looking for young people to help clean out the cages, feed the animals or simply spend time with them. It's all useful experience for any future vet! We need any time you can spare, whether it's one or ten hours a week. The working hours are flexible, although we do ask that you try to schedule them ahead of time as the shelter works around the clock, and we need to fill both day and night shifts.

[Show contact details](#)

B

**SITTERS WANTED!**

Whether you like cats or dogs, we've got the job for you. At present, we have a couple of weekend cat and dog sittings. This often turns into a regular job when the dog takes to the sitter, and its owners have busy schedules or simply need help because they don't like getting up on a rainy day. Many of our sitters have been offered permanent dog walker positions. Salaries vary, depending on the amount of time and responsibilities. No experience necessary, just a big heart and, sometimes, a lot of patience!

[Show contact details](#)

C

**SUMMER JOB**

The seaside is the perfect place to work in the summer! New Jersey is hiring young people to help keep people safe on our beaches this summer season. You must be an excellent swimmer, but no prior lifeguard experience is necessary. First aid training will be provided to anybody without a certificate. You'll only be paid for the time actually spent working and, unfortunately, the beach is a workplace that is often closed!

No wages on rainy days!

[Show contact details](#)

D

**TUTORS NEEDED**

Our centre provides tutoring services in fields such as music, foreign languages and sports. Our database matches kids who have problems at school with older students who could tutor and help them.

Our long-term plan is to have our own learning centre. But we're still renovating the building, so, temporarily, the lessons take place at the child's home. When applying, make sure to give us all relevant information concerning your skills and talents as well as your preferred districts, and we'll put you in touch with kids looking for teachers in those areas.

[Show contact details](#)

**3**  Read the advertisements on page 20 again and complete the sentences below. Write no more than three words in each gap.

**1** People who are able to deal with \_\_\_\_\_, and who are not concerned about making a lot of money might like the idea of being an animal carer. The experience will be useful if you want to \_\_\_\_\_. You can work \_\_\_\_\_ you choose, but you are usually asked to give your schedule in advance so that the shelter is always fully staffed.

**2** Jobs are available for people who \_\_\_\_\_ of cats and dogs. To begin with, you will only work a few hours per week, but for many this becomes \_\_\_\_\_ position. Suitable candidates need to be \_\_\_\_\_ and have a big heart.

**3** If you can \_\_\_\_\_ and like working outdoors, being a lifeguard on a beach in New Jersey might suit you. You don't need to have \_\_\_\_\_, and we will train you if you aren't qualified. Any rainy day is classed as a day off!

**4** Students can help young learners \_\_\_\_\_ in a variety of subjects by offering tutoring services. We are soon opening a learning centre in a central location. When applying, please give \_\_\_\_\_ of all your skills and talents so we can match you with the right kind of learner.

**4** Match 1–6 with a–f to form collocations. Check your answers in the texts on page 20.

- |                    |                          |                     |
|--------------------|--------------------------|---------------------|
| <b>1</b> busy      | <input type="checkbox"/> | <b>a</b> experience |
| <b>2</b> day/night | <input type="checkbox"/> | <b>b</b> training   |
| <b>3</b> permanent | <input type="checkbox"/> | <b>c</b> schedule   |
| <b>4</b> regular   | <input type="checkbox"/> | <b>d</b> shifts     |
| <b>5</b> first aid | <input type="checkbox"/> | <b>e</b> job        |
| <b>6</b> prior     | <input type="checkbox"/> | <b>f</b> position   |

**5** Use the phrases from exercise 4 in the correct form to complete the sentences.

- Yesterday, paramedics from the hospital organised a \_\_\_\_\_ session for all the students at our school.
- My boss has such a \_\_\_\_\_ that I had to wait three days for a meeting with him.
- Are you looking for just a summer job or a more \_\_\_\_\_?
- Actors rarely have a \_\_\_\_\_. They usually exist from one contract to the next.
- His \_\_\_\_\_ in business impressed the company, and he got the job.
- My mum's doing a \_\_\_\_\_ today. She finishes work at 7 a.m.

**REVISION** Student's Book, pages 20–21

**6** Unscramble the words. The hidden word is a name of a job.

- 1** Most students of our university find **MEETYMNL**P as soon as they get their diplomas.

- 2** I'm keen on chemistry. What kind of career **NIPTUTOIPERSO** are there for me?

- 3** If you can't decide what you'd like to do in life, get some **RERCAES** advice.

- 4** My school careers **VARDIOS** suggested I might be a good diplomat.

- 5** There are many tests that help people find and realise their **TOLNTPAIE**.

The hidden word:

**7** Complete the sentences with the prepositions below.

out in (x2) for (x2)

- Mike's done so well \_\_\_\_\_ his final tests that he can choose any university he wants.
- I've known what I wanted to do \_\_\_\_\_ a living ever since I was a child.
- Dan's always been great at drawing, so it's not surprising that he's decided to follow a career \_\_\_\_\_ graphic design.
- Once you know what kind of a job you want, find \_\_\_\_\_ what skills you need for it.
- Sally got fired five months ago and has been looking \_\_\_\_\_ a job since then.

**VOCABULARY CHALLENGE!** Student's Book, p. 109, UNIT 2, ex. 4, 5 & 6

**8** Complete the sentences with the correct form of the words in brackets.



- I'm sorry, but with no skills and no experience, you are really almost \_\_\_\_\_ (*employ*).
- Jake has great \_\_\_\_\_ (*lead*) skills, I'm sure he'll be a great manager one day.
- Thank you, your advice has been very \_\_\_\_\_ (*help*).
- He owes his \_\_\_\_\_ (*succeed*) to hard work as well as to great talent.
- Great \_\_\_\_\_ (*imagine*) is helpful not only in the arts, but also in business.
- The company is very \_\_\_\_\_ (*satisfy*) with my work, and I've been promoted.
- The \_\_\_\_\_ (*create*) of this app is a young IT student.

**9** Translate the sentences into English.

- Zrobiłem parę testów psychologicznych i dowiedziałem się, że nie jestem dobry w podejmowaniu decyzji.
- Planowanie kariery na szybko zmieniającym się rynku pracy nie jest proste.

**3** Po nieudanej kampanii marketingowej nasza firma straciła wiodącą pozycję na rynku ubrań dla młodzieży.

**4** Jeśli Twoją mocną stroną jest kreatywność, pomyśl o karierze w marketingu.

**5** Dla wielu młodych ludzi satysfakcja z pracy jest ważniejsza od pieniędzy.

## 1 Match sentences 1–6 with responses a–f.

- 1 Good morning, my name is Shaun Sanders, and I'm here for a job interview. ☐
- 2 And will I be paid monthly or weekly? ☐
- 3 So, why should we hire you for this position? ☐
- 4 Is this a part-time job? ☐
- 5 Could you tell me a little bit about your work at the newspaper? ☐
- 6 Is there anything you'd like to know about the job? ☐
- a For a start, I'm a very creative person, and I can write interesting articles.
- b Actually, it's full-time, but only from June to October.
- c Good morning. Please come in and take a seat.
- d Yes, could you tell me what my responsibilities will be?
- e For the past 2 years, I've been responsible for writing articles and interviews.
- f We are offering £250 a month.

## 2 Write appropriate responses to complete the mini-dialogues.

- 1 Q \_\_\_\_\_?  
A Three years of working for my school newspaper.
- 2 Q \_\_\_\_\_ at weekends?  
A Sometimes it does, but I only have to come to work on Saturday mornings.
- 3 Q What \_\_\_\_\_?  
A I think I have a few. First, I'm a great communicator, so others enjoy working with me.
- 4 Q Do you \_\_\_\_\_?  
A Sometimes I can be a bit of a perfectionist, and I tend to spend too much time on things.
- 5 Q \_\_\_\_\_?  
A I have my last exam on June 3rd, so my first day in the office could be the 4th.

3  Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

⌚ 4 minuty

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ogłoszenie o tym, że amerykański park rozrywki (*theme park*) szuka studentów do pracy jako postaci z bajek zabawiające gości (*theme park mascots*). W rozmowie o pracę:

- opisz swoje doświadczenie w pracy z dziećmi;
- przedstaw swoje umiejętności lub cechy charakteru przydatne w takiej pracy;
- dowiedz się o szczegółowy zakres obowiązków;
- uzgodnij godziny pracy i zapytaj o pensję.

Rozmowę rozpoczyna egzaminujący.



## 1 Rewrite the parts of the sentences in bold using more formal language.

- 1 Hi Mr Moore \_\_\_\_\_
- 2 I am writing **about** the job advertisement which I found on your website. \_\_\_\_\_
- 3 I would like to **ask** for the **job** of a waiter at your coffee shop. \_\_\_\_\_
- 4 I believe my experience makes me a **great** candidate for the **job**. \_\_\_\_\_
- 5 In my previous job, I learned **a lot** about customer service. \_\_\_\_\_
- 6 I also **have** certificates in English and French. \_\_\_\_\_
- 7 I **am waiting to hear** from you. \_\_\_\_\_
- 8 Yours \_\_\_\_\_

## 2 Express the ideas below in English.

- 1 Napisz, że po pierwsze pracowałeś/pracowałaś już jako recepcjonista/recepcjonistka.  
\_\_\_\_\_
- 2 Napisz, że Twoje zainteresowania obejmują sport i gry komputerowe.  
\_\_\_\_\_
- 3 Napisz, że Twoje doświadczenie zawodowe sprawia, że jesteś właściwą osobą na to stanowisko.  
\_\_\_\_\_
- 4 Napisz, że uważasz się za osobę, która doskonale potrafi pracować w grupie.  
\_\_\_\_\_
- 5 Dodaj, że chętnie uczysz się języków obcych.  
\_\_\_\_\_
- 6 Napisz, że dołączasz swoje CV.  
\_\_\_\_\_
- 7 Zaproponuj kontakt, jeśli potrzebne będą dodatkowe informacje na Twój temat.  
\_\_\_\_\_

3  Read the instructions and do the writing task.

Znalazłeś/Znalazłaś w Internecie ogłoszenie o pracy wakacyjnej na stanowisku recepcjonisty/recepcjonistki w schronisku młodzieżowym (*youth hostel*) w Nowym Jorku. Napisz **list motywacyjny** (200–250 słów), w którym przedstawisz swoje predyspozycje do tej pracy oraz opisz swoje dotychczasowe doświadczenie na podobnym stanowisku.

- 1  Read the text and choose the correct answer a, b or c.



I am writing to apply <sup>1</sup>\_\_\_\_ the position of junior assistant as advertised on your website. In the future, I would like to follow a <sup>2</sup>\_\_\_\_ in advertising. Working for an advertising agency such as yours has always been my dream.

As for my experience, for the past two years I <sup>3</sup>\_\_\_\_ ads for our school paper. I have also

read a few books about advertising <sup>4</sup>\_\_\_\_. I am a very creative and hard-working person, so I believe I am a <sup>5</sup>\_\_\_\_ candidate for the position. I am also prepared to work <sup>6</sup>\_\_\_\_ in the evenings or even at weekends, since I would like to learn as much as possible during the next two months.

- |                         |                 |             |
|-------------------------|-----------------|-------------|
| 1 a to                  | b about         | c for       |
| 2 a job                 | b career        | c work      |
| 3 a have been preparing | b have prepared | c prepared  |
| 4 a ever                | b so far        | c recently  |
| 5 a responsible         | b capable       | c suitable  |
| 6 a overtime            | b full-time     | c part-time |

- 2  Choose the correct answers.

- There have been many \_\_\_\_ people in our town since the local factory closed.  
a employer      b unemployed      c employ
- Our nanny is paid \_\_\_\_.  
a week      b weekly      c weekends
- Being a politician is very \_\_\_\_.  
a stressed      b stressing      c stressful
- We only use modern \_\_\_\_ in our lab.  
a equip      b equipped      c equipment
- I have an appointment with a careers \_\_\_\_ today.  
a advice      b advising      c adviser
- We always try to \_\_\_\_ our customers' needs.  
a satisfy      b satisfying      c satisfied
- Stephen Hawking's book about black holes inspired me to become a \_\_\_\_.  
a physician      b physics      c physicist
- What a \_\_\_\_ this project is! I can finally put my creativity to good use!  
a challenge      b challenged      c challenging

- 3  Complete the text with the correct form of the words below. There are two extra words.

deal   employ   help   think   own   success   reward   work

We've had a discussion about our future careers in my English class today, and I <sup>1</sup>\_\_\_\_\_ about it all day. Most of my classmates want to work for big corporations, but I'm not sure. Personally, I think that the <sup>2</sup>\_\_\_\_\_ of big companies are just helping to make somebody else rich. Also, I suppose the <sup>3</sup>\_\_\_\_\_ environment in such places can be very stressful. So maybe it's better to be self-employed, like my dad, who is the <sup>4</sup>\_\_\_\_\_ of a small logistics company? I know it's difficult these days to <sup>5</sup>\_\_\_\_\_ in business, but judging from my dad's experience, if you do, it is very <sup>6</sup>\_\_\_\_\_. But, on the other hand, there are so many things to worry about such as social insurance and taxes. So, I guess I still don't know.



- 4  Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- Who \_\_\_\_\_ (be / charge) the project while I was away?
- I \_\_\_\_\_ (do / good) the job interview because the interviewer was smiling and shook my hand in the end.
- Thanks \_\_\_\_\_ (they / helpful / staff), our stay at the hotel has been very pleasant.
- What \_\_\_\_\_ (she / do) a living before she started working for the police?
- When I entered the shop, my colleague \_\_\_\_\_ (just / deal) an angry customer.
- 'What kind of work \_\_\_\_\_ (you / look)?' 'Ideally, I'd like a job that involves a lot of travel.'
- This company \_\_\_\_\_ (never / lay off) many workers before.
- He left his job, so he can't \_\_\_\_\_ (be / satisfied) it.

- 5  Complete the second sentence so that it means the same as the first. Write no more than four words.

- How does she earn money?  
What does she do \_\_\_\_\_?
- Craig started his own company in September.  
Craig has been \_\_\_\_\_ September.
- I'm sure they didn't fire Josh because he's sitting at his desk and working.  
They \_\_\_\_\_ fired Josh because he's sitting at his desk and working.
- Who is responsible for this project?  
Who is in \_\_\_\_\_ this project?
-  I think I didn't enclose my CV in my application.  
I can't remember \_\_\_\_\_ in my application.





# 1 Do the speaking task and answer the two questions.

5 minut

Ubiegasz się o staż w dużej korporacji i prawdopodobnie będziesz pracować w jednym z trzech poniższych biur.

- Wskaż biuro, w którym najbardziej chciałbyś/chciałabyś pracować, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie podobają Ci się pozostałe miejsca.



- Do you think a fun atmosphere in the work place makes workers more productive?
- What are the good and bad sides of being self-employed?

## 2 Usłyszysz dwukrotnie program radiowy.

Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

- The host of the programme says that students
  - should email him their questions concerning work.
  - don't make much money in big companies.
  - often can't have a fixed work schedule.
- Which of the following is stated as a fact, not as an opinion?
  - Anybody can learn to write well if they put enough effort into it.
  - People don't trust the opinions of experts as much as those of other members of the public.
  - Most people will have online jobs in the future.
- People who write online reviews
  - should review at least one product a week.
  - sometimes don't get money for them.
  - must also answer other consumers' questions online.

- What is the main idea of this segment of the programme?
  - To encourage young people to consider writing online reviews.
  - To warn listeners that some online review companies often cheat young people.
  - To explain why online jobs should only be treated as part-time jobs.

## 3 W zadaniach 1–6 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniając lukę.

- He \_\_\_\_ (*jest bezrobotny*) for months now and he's slowly losing hope.
  - is unemployed
  - was unemployed
  - has been unemployed
- The company asked us to sign contracts that prevent \_\_\_\_ (*naszym odejściom*) before the end of the year.
  - us from quitting
  - our quit
  - that we quit
- We \_\_\_\_ (*siedzimy tu*) for hours, let's go outside – we'll think better afterwards.
  - are sitting here
  - have sat here
  - have been sitting here
- Sara hasn't been coming to the office since Monday. She \_\_\_\_ (*pewnie wzięła tydzień urlopu*).
  - had to take a week off
  - must have taken a week off
  - took a week off
- I think they're serving dinner in the canteen – \_\_\_\_ (*piękną pachnie*).
  - wonderful smell
  - it smells wonderful
  - smelling wonderful
- When \_\_\_\_ (*przestałaś pracować*) as a beautician?
  - you stopped to work
  - did you stop working
  - have you stopped to work

## 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- This company \_\_\_\_\_ (*zwolniła wielu pracowników*) last month.
- You \_\_\_\_\_ (*masz naprawdę dobre podejście do*) children – you should be a babysitter.
- I \_\_\_\_\_ (*nie mogę sobie pozwolić na rzucenie*) my job right now.
- They \_\_\_\_\_ (*na pewno nie zamknęli*) the factory. There are still hundreds of cars in the car park.
- \_\_\_\_\_ (*Czy zatrudniliście już kogoś*) for this position yet?
- Working in a team \_\_\_\_\_ (*od zawsze jest*) one of my strong points.



▶ VIDEO 03

# SPOTLIGHT ON SOCIETY VIDEOS

## Elephants behaving badly

2

### BEFORE WATCHING

#### 1 Look at the video stills and answer the questions.

- 1 What job does the man have?  
\_\_\_\_\_
- 2 What dangers come with working with animals?  
\_\_\_\_\_



#### 2 Imagine you want to photograph or film wild animals. Make a list of at least five potential problems that you might encounter.

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### WHILE WATCHING

#### 3 Watch the video. Are the statements true (T) or false (F)?

- 1 Wildlife photography is Kim's hobby. T / F
- 2 At least one member of Kim's family shares his passion. T / F
- 3 The best time to film is sunset. T / F
- 4 Kim was hoping the elephants would take his camera. T / F
- 5 When you film animals, you have to be prepared to change your plans. T / F
- 6 The footage from the GoPro isn't great, but it's cool because it was filmed by an elephant. T / F

#### 4 Watch the video again and complete the sentences.

- 1 Kim is Lindy's \_\_\_\_\_.
- 2 To find animals, the photographers need to work at times when the animals \_\_\_\_\_.
- 3 The African elephant \_\_\_\_\_ in the world.
- 4 The camera was almost destroyed when the elephant \_\_\_\_\_.
- 5 The camera turned out to be \_\_\_\_\_.

### FOLLOW-UP

#### 5 Match the phrases below with their definitions.

|               |                 |                |         |
|---------------|-----------------|----------------|---------|
| self-employed | natural habitat | nature reserve | species |
|               | footage         | line of work   |         |

- 1 kind of work \_\_\_\_\_
- 2 ecosystem typical for a given animal \_\_\_\_\_
- 3 not having a permanent employer \_\_\_\_\_
- 4 a plant or animal group whose members all have similar general features and are able to produce young plants or animals together \_\_\_\_\_
- 5 an area of land where animals and plants are protected \_\_\_\_\_
- 6 a part of film showing a particular incident/event \_\_\_\_\_

#### 6 Complete the sentences with words and phrases from exercise 5.

- 1 The savanna is the \_\_\_\_\_ of such animals as the cheetah, lion or zebra.
- 2 The journalist got great \_\_\_\_\_ of the WWF rescuing a whale on an Australian beach.
- 3 We need to create more \_\_\_\_\_, or many wild animals will have no place to live.
- 4 In this \_\_\_\_\_, you have to be both careful and brave.
- 5 There are many endangered \_\_\_\_\_ that need our protection.
- 6 One great thing about being a wildlife film-maker is that you can be \_\_\_\_\_ and choose the topics for your films by yourself.

### AFTER WATCHING

#### 7 Find an interesting story about a person who works or used to work with animals and prepare a short presentation about them.





## COMPREHENSION

## 1 Work in pairs. Discuss the questions.

- 1 Look at the picture. How does the person feel? Why?
- 2 What is the average number of hours per week that a person works in your country?
- 3 Do you think a 15-hour working week is possible? Why/Why not?

## 2 You are going to watch Rutger Bregman give his opinion about the topic. Tick the topics that you think he will mention.

- |                     |                          |                         |                          |
|---------------------|--------------------------|-------------------------|--------------------------|
| laziness            | <input type="checkbox"/> | doing overtime          | <input type="checkbox"/> |
| feeling stressed    | <input type="checkbox"/> | working shifts          | <input type="checkbox"/> |
| being your own boss | <input type="checkbox"/> | earning a high salary   | <input type="checkbox"/> |
| looking fashionable | <input type="checkbox"/> | putting life above work | <input type="checkbox"/> |

## 3 Watch the video to check your answers to exercise 2.

## Glossary

**disaster (n)** something very bad that happens and causes lots of damage

**disparity (n)** a difference between things

**overworked (adj)** forced to work hard

**status symbol (n)** a possession someone is proud of which is a symbol of their money or power

## 4 Watch the video again. Choose the best option to complete the sentences.

- 1 All / Some of Keynes' predictions were right.
- 2 Overtime **can** / **can't** be dangerous.
- 3 The financial sector has problems with **unemployment** / **people doing overtime**.
- 4 Working under pressure is **not often** / **often** seen as something positive.
- 5 **Poor** / **Overworked** people watch more TV.
- 6 We **should** / **should not** keep some important jobs.

## AUTHENTIC ENGLISH

## 1 Rutger Bregman uses several techniques to give his opinion. Read the information in the box below. Do you think that Bregman was convincing?

## Being convincing

Giving your opinion in a *convincing* way is a very useful skill. It involves making people agree with or believe in you through behaving in a truthful and natural manner. There are many techniques that can be used to do this.

## 2 Watch the video for the third time. Match the techniques (1–5) that Bregman uses to the examples from the video (a–e).

- |                                                                                                                          |                          |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 1 use <b>stress</b> to make his point                                                                                    | <input type="checkbox"/> |
| 2 ask <b>questions</b> to get viewer's attention                                                                         | <input type="checkbox"/> |
| 3 use <b>statistics</b> to surprise viewer                                                                               | <input type="checkbox"/> |
| 4 use <b>examples</b> to support an argument                                                                             | <input type="checkbox"/> |
| 5 use <b>quotations</b> to support his point                                                                             | <input type="checkbox"/> |
| a How often do you feel stressed?                                                                                        |                          |
| b John Maynard Keynes predicted that by 2030 we would be working just 15 hours a week.                                   |                          |
| c From Chernobyl to the space shuttle Challenger, overworked managers ...                                                |                          |
| d ... it's <i>precisely</i> in overworked countries like England ... that people watch an <i>absurd</i> amount of TV ... |                          |
| e ... people watch ... [TV] up to four hours a day ... nine years over a lifetime.                                       |                          |

## SPEAKING

Work in pairs. Read the opinions about the video. Which do you agree or disagree with? Why?

*I don't agree that people take work more seriously than free time.*

*I don't think that people watch so much TV; they are online!*

*I agree that too much work can be bad for you.*

*It's not realistic to give everyone a basic income.*

## READING

- 1 Read these profiles of different professional people. Who has the best and worst work-life balance? Why?

**Katherine:** I have my own company. It's great because I'm my own boss, but I have a lot of responsibility. The real problem for me is mobile technology – you never really relax when you are always connected! I work long hours, but my weekends are free. I can do sport, go to the cinema ... but I haven't taken a proper holiday for years!

**Boris:** I've been a waiter since last summer. I work every evening of the week, but I'm free during the day. I don't have to work then at all, I can basically do what I like. I meet friends for coffee, play tennis and go shopping. I don't earn a high salary, but the tips are good. It isn't my dream job, but I don't mind because I can separate work and free time so easily.

**Mary:** I'm a journalist. I often work from home. I enjoy my work, but it's stressful. I can't be without the Internet in case there is a big story. Sometimes I have to check emails even on my days off. My boss doesn't help much. He often phones me at the weekends just to check I'm available to work! I have free time like everybody else, but I don't relax that easily.

### Glossary

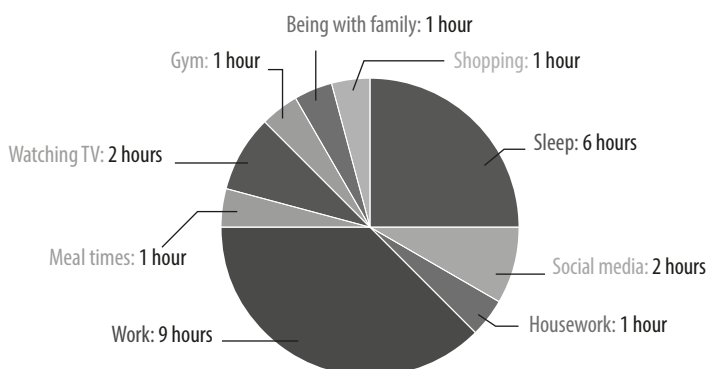
**freelance (adj)** work that is done by a person who is not permanently employed by a particular company but sells their services to more than one company

**responsibility (n)** a duty that you have to do because it is part of your job or position

- 2 Read the six pieces of advice below. Match each one to Katherine (K), Mary (M) and Boris (B). Do you think it is good advice? Why/Why not?

- 1 It's easy to blame mobile technology – just switch it off and enjoy your free time! ☐
- 2 You could go to a co-working space that could help you separate your work and your time off. ☐
- 3 You don't have to do that all your life! You could try to find a different job which gives you more satisfaction. ☐
- 4 It's great that you can separate work and leisure so well, but you could be more ambitious I think – it doesn't do any harm. ☐
- 5 It's really important to take a real break from time to time, it's the only way to realise that there is more to life than work. ☐
- 6 You should be strong with your boss and tell him not to phone you during your time off. You need to establish limits. ☐

- 3 Look at the pie chart showing the hours spent on different activities in Mary's average weekday. Does she have a good work-life balance? Why/Why not?



## SPEAKING

- 1 **PLAN** Work in groups. You are going to create an improved work-life balance schedule for Mary from Reading exercise 3. You can add different activities if you want. Use the information in the box to help you prepare.

### Make suggestions

I think she shouldn't ...  
 She doesn't have to ...  
 She should (do) more ... and (do) less ...  
 Why doesn't she ... instead?

- 2 **SPEAK** Explain your suggestions to a partner from another group. What are the differences between them?

*We think she shouldn't be on social media for two hours – 30 minutes would be better.*

- 3 **DISCUSS** Now make a pie chart for your average work/study day. Show it to your partner.

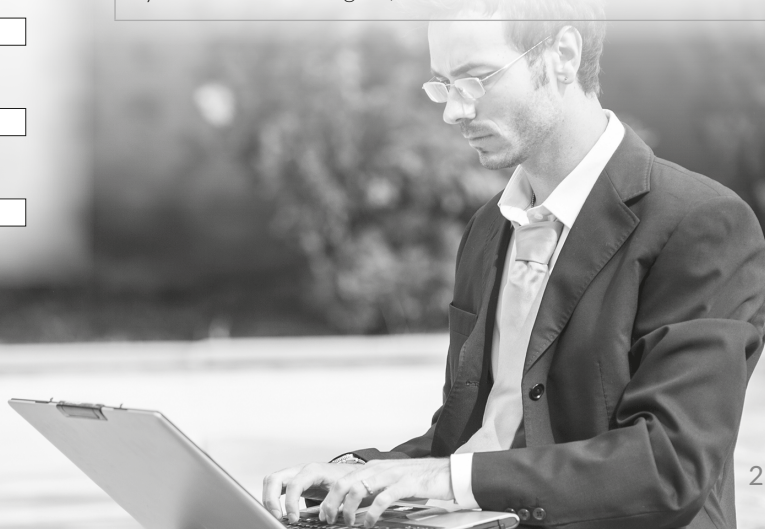
- Who has the best work-life balance?
- Give each other advice.

*I think you study too much – 6 hours is too long!*

## BEYOND THE CLASS

### Why not try ...

keeping a record of how long you do things? Make sure your record is in English, of course!





## VOCABULARY

## 1 Choose the correct option to complete the sentences.

- With her round face and blond hair, Kate is rather *plain* / *gorgeous*, but her personality makes her very attractive.
- This factory has the latest *environment* / *equipment*, which is why we can guarantee a fast production process.
- My father has *applied* / *enclosed* for the position of Sales Manager, and I think he might be offered the job soon.
- Being the headteacher of a large high school *deals* / *involves* a great deal of responsibility.
- Ten years ago someone who *followed* / *changed* jobs frequently was considered unreliable, but now it is accepted by employers.
- I have been going to the same family *physician* / *physicist* since I was a child, so she knows all about my health issues.
- Workers in child care are often *bad* / *badly* paid even though they take care of people who are the most helpless members of society.

## 2 Complete the sentences with the words below. There are two extra words.

colleagues overweight devastated wrinkles delighted  
receptionist action inhumane salary

- Although she is in her 70s, my grandmother has very few \_\_\_\_\_ on her face.
- I don't buy anything from that company because I believe the way they treat their workers is \_\_\_\_\_.
- My sister was \_\_\_\_\_ to learn that she had failed her exams.
- It is important for every office to have a friendly and reassuring \_\_\_\_\_ at the front desk.
- The training course for this job left me a bit confused, but I have very helpful \_\_\_\_\_ who explain things to me.
- I wish the government would take some \_\_\_\_\_ against Internet companies which fail to protect people's personal data.
- My brother used to be a little \_\_\_\_\_ but, with the help of a good dietician, he is now fit and healthy.

## 3 Complete the sentences with the expressions below. There are two extra expressions.

clothing companies deal with clients work overtime  
designer dress realise their potential hollow-cheeked  
high-heeled shoes devastating news

- The singer wore a \_\_\_\_\_ that had first been worn by a 1950s fashion icon to her online concert.
- One of the models nearly twisted her ankle on the catwalk as a result of wearing trendy \_\_\_\_\_.
- Some of the critics have already noticed that the actor's face is \_\_\_\_\_ thanks to his having dieted for the role of a starving person.
- One of the most famous \_\_\_\_\_ was fined for their poor working conditions in their factories overseas.
- In his autobiography the celebrity agent confessed that the biggest challenge of his job is to \_\_\_\_\_.
- The counsellor has decided to help his clients \_\_\_\_\_ for half the usual price as all of them have been suffering during lockdown.

## 4 Complete the sentences with the correct words formed from the words in brackets.

- Instead of buying \_\_\_\_\_ (*trend*) clothes, I tend to go for things that are well-made and practical.
- People keep telling John he should become a \_\_\_\_\_ (*comedy*) because the things he says are so funny.
- After being \_\_\_\_\_ (*employ*) for six months, she decided to find a way to earn money on her own.
- Hanna's \_\_\_\_\_ (*strong*) as a manager is that she is a good listener and is always open to new ideas.
- Although Luke holds a teaching \_\_\_\_\_ (*certify*), he has never actually taught a class on his own.
- There were so many \_\_\_\_\_ (*suit*) candidates for the position that it was hard to make a final choice.
- As a rather quiet person who loves books, he decided that studying to become a \_\_\_\_\_ (*library*) would be the logical choice.

## VOCABULARY CHALLENGE!

## 5 Complete the text with the missing words.

Parents obviously have an <sup>1</sup>i\_\_\_\_\_ on their children's choice of career. But how often is it a negative one? The children of extremely <sup>2</sup>s\_\_\_\_\_ parents are sometimes so intimidated by mum's and dad's achievements that they decide to choose an entirely different <sup>3</sup>c\_\_\_\_\_. One thing most experts agree on is that pushing a child to enter the same line of work as the parents is sending the wrong <sup>4</sup>m\_\_\_\_\_. This particularly affects young children, as it is difficult to tell the <sup>5</sup>d\_\_\_\_\_ between 'It would be nice if you became a doctor too!' and the idea that they *must* go into medical school or be a lifelong disappointment. What is more, any person in the wrong job is bound to be <sup>6</sup>e\_\_\_\_\_ unhappy. My advice to parents is to be <sup>7</sup>i\_\_\_\_\_ and open-minded, and accept the idea that your future doctor might prefer to be an excellent dancer or a skilled computer programmer instead, and that they will be a happier person as a result.



## GRAMMAR

## 6 Choose the correct option to complete the sentences.

- 1 I 'm / 've **been** working for this company **for** / **since** ages.
- 2 My friend **is changing** / **will change** jobs next month.
- 3 **Do you understand** / **Are you understanding** what I'm saying?
- 4 Have you **finished** / **been finishing** your shift yet?
- 5 You must **have had** / **have** a fascinating career when you were a police detective.
- 6 Who persuaded you **to quit** / **quitting** that job?
- 7 The school year **ends** / **is ending** on 26 June this year.

7  Translate the Polish parts of the sentences into English. Use no more than six words.

- 1 My school adviser advised \_\_\_\_\_ (*mi, żebym wybrała*) a career in arts.
- 2 \_\_\_\_\_ (*Mieszkam*) with my parents while the builders are working on my apartment.
- 3 Since when \_\_\_\_\_ (*ucinasz sobie drzemki*) at work?
- 4 My grandparents \_\_\_\_\_ (*uwielbiają być*) outside in sunny weather.
- 5 It \_\_\_\_\_ (*nie mógł być*) Barry you saw. Barry isn't bald.
- 6 I can't stand \_\_\_\_\_ (*pracować*) regular hours, I need flexibility.

8  Complete the text with one word in each gap.

The summer <sup>1</sup>\_\_\_\_\_ started yet, but my university courses finished early this semester. So, when my cousin Mags invited me <sup>2</sup>\_\_\_\_\_ come to Madrid, I didn't hesitate for a moment. I've <sup>3</sup>\_\_\_\_\_ staying with her and her Spanish family for three weeks now, and I must say work-life rhythm here is completely different. I've been trying to <sup>4</sup>\_\_\_\_\_ used to the local customs, but it's not easy. For example, around 1 p.m. people leave their workplace and go home for lunch. After lunch, they <sup>5</sup>\_\_\_\_\_ return to work at all! Instead, they stay at home and take a power nap. Afterwards, it's back to work until 7. I'm not used to <sup>6</sup>\_\_\_\_\_ naps in the middle of the day, so I tried <sup>7</sup>\_\_\_\_\_ sightseeing instead, but I soon discovered there was no point in that because all museums and galleries <sup>8</sup>\_\_\_\_\_ for the siesta between 2 and 5 p.m. So, now I <sup>9</sup>\_\_\_\_\_ slowly switching to Spaniards' daily routine, especially since we go out on most nights and <sup>10</sup>\_\_\_\_\_ come back till midnight. I must <sup>11</sup>\_\_\_\_\_ visited more bars and restaurants during my stay here than in the previous ten years anywhere! I thought it would be tiring, but I actually don't <sup>12</sup>\_\_\_\_\_ staying out so late as I get my sleep during the siesta.

## 9 Complete the sentences with the correct form of the verbs in brackets.

- 1 I \_\_\_\_\_ (*may* / *work*) overtime last Friday, but I don't remember.
- 2 Trevor \_\_\_\_\_ (*follow*) a career in law since he graduated from Harvard Law School.
- 3 Just imagine \_\_\_\_\_ (*wear*) a designer dress and shoes for the prom!
- 4 Letitia is tubby, but that hasn't prevented her from \_\_\_\_\_ (*become*) a model.
- 5 Landon \_\_\_\_\_ (*only* / *eat*) lettuce and carrot for weeks, that's why he's so skinny.

## ENGLISH IN USE

10  Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 Mandy is still writing the report. **YET**  
Mandy \_\_\_\_\_.
- 2 I started doing these calculations at noon and I'm still working on them. **BEEN**  
I \_\_\_\_\_ on these calculations since noon.
- 3 We should do something to prevent unethical working conditions. **ACTION**  
We should \_\_\_\_\_ unethical working conditions.
- 4 My mom told me I shouldn't take this job. **WARNED**  
My mom \_\_\_\_\_ this job.
- 5 I'm sure they didn't buy these clothes in a chain store. **CAN'T**  
They \_\_\_\_\_ in a chain store.
- 6 My boss said he wouldn't give me a raise. **REFUSED**  
My boss \_\_\_\_\_ a raise.

11  Read the text and choose the correct answer a, b or c.

Hi Marie ☺ So sorry to bother you, I know how busy you have been lately, but I need help. Remember that job I applied for in September? I got it, and contrary to my expectations, have been <sup>1</sup>\_\_\_\_\_ a miserable life ever since. ☹ I'm forced to work overtime all the time and my boss is the most unpleasant woman you've <sup>2</sup>\_\_\_\_\_ seen. It's so bad that I actually <sup>3</sup>\_\_\_\_\_ in tears this morning after talking to her. I hate working here! Dealing with clients is very stressful, yet I'm lucky if I manage <sup>4</sup>\_\_\_\_\_ one break a day. And when anyone complains about the working conditions, they simply lay them <sup>5</sup>\_\_\_\_\_, can you believe it? I'm so overwhelmed by everything. It's not a place for me, but I <sup>6</sup>\_\_\_\_\_ to just quit and stay at home, so I'd like to find another job first. Last time we talked, your company was looking for employees. Would you <sup>7</sup>\_\_\_\_\_ checking this for me? I'd be really grateful!

- |                      |                |                |
|----------------------|----------------|----------------|
| 1 a having           | b leading      | c experiencing |
| 2 a already          | b ever         | c just         |
| 3 a broke down       | b sunk         | c burst off    |
| 4 a taking           | b take         | c to take      |
| 5 a off              | b out          | c away         |
| 6 a 'm not persuaded | b can't afford | c don't fancy  |
| 7 a mind             | b offer        | c like         |

# 3

## ESCAPE!

### VOCABULARY

#### holidays and travel

#### 1 Are the sentences true or false?

- When you go on an **all-inclusive holiday**, you only need to pay the travel costs. T / F
- When you go on a **cruise**, you travel on a ship. T / F
- You can organise lots of **day trips** when you're on a **staycation**. T / F
- A **chalet** is a wooden house built on a beach. T / F
- You need to be a student to stay in a **youth hostel**. T / F
- On a **city break**, you leave town for a few days. T / F
- When you **check out** of a hotel, you get the key and sign some papers. T / F
- A **cabin** is a private room on a ship. T / F

#### 2 Complete the holiday brochures with the words below. There is one extra word.

museums excursions accommodation sunbathing  
tent see package activity tour five-star

A

### CAMPING

<sup>1</sup>\_\_\_\_\_ holidays for everybody!  
Learn something new and do something wild.  
If you want more from a holiday than <sup>2</sup>\_\_\_\_\_ on the beach and doing nothing, join us!  
Go camping and live in a <sup>3</sup>\_\_\_\_\_ in the middle of the forest for two weeks. Who knows – perhaps it will be the beginning of a great adventure?  
Just give us a call on 0 800 ...

B

Fall in love with ...

Paris!

Would you like to go on a <sup>4</sup>\_\_\_\_\_ and learn more about the capital of romance and tourism?  
Are you an art lover who would like to visit <sup>5</sup>\_\_\_\_\_ such as the Louvre or the Musée d'Orsay?  
We can help you make it happen!  
For more information, visit [www.yourparis ...](http://www.yourparis...)



C



Do you feel like a little bit of luxury? Are you dreaming of staying in a <sup>6</sup>\_\_\_\_\_ hotel with a swimming pool?  
Would you like to have everything organised for you?  
We have the very thing for you! All-inclusive <sup>7</sup>\_\_\_\_\_ holidays in the world's most beautiful coastal resorts, with all the details taken care of from <sup>8</sup>\_\_\_\_\_ through transport and a choice of <sup>9</sup>\_\_\_\_\_ to nearby places of interest.  
Email us on [offers@holidayheaven ...](mailto:offers@holidayheaven...)

#### 3 Complete the sentences with the missing words.

- How many **g \_ \_ s \_ s** do you usually have staying in peak season in your hotel?
- I'm not going on a cruise with you – I'd only get **\_ e \_ s \_ c \_** and feel ill all the time.
- Tom spent the entire voyage in the cabin, looking out through the **p \_ \_ t \_ \_ l \_**.
- Why don't we hire a boat and **\_ \_ \_ l** to the other side of the lake?
- We only saw two of the most famous **s \_ \_ \_ t \_** in London – Buckingham Palace and Big Ben.

#### 4 Find and correct a mistake in each sentence.

- If it's not too cold, we want to sleep in a camping when we go to the mountains.
- Do you remember if the ship stopped five or six ports?
- I'd like to go for an excursion to the Grand Canyon.
- We've booked a lovely bed with breakfast by the seaside.
- When you are learning to ski, it's best to go down the easy mountains.
- Have you checked off the local cafés? They are great!

#### VOCABULARY CHALLENGE! Student's Book, p. 110, UNIT 3, ex. 1

#### 5 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- I was ready for our trip when Ben called to say he was sick. I \_\_\_\_\_ our trip when Ben called to say he was sick. **ALL**
- The hostel turned out to be in an isolated place. The hostel turned out to be \_\_\_\_\_. **OF**
- If we start driving now, we will get there on time. If \_\_\_\_\_, we will get there on time. **HIT**
- Quite unexpectedly, camping was a really enjoyable experience. Quite unexpectedly, I \_\_\_\_\_ during my camping holiday. **LIFE**
- I can't wait to relax and enjoy myself. I can't wait to \_\_\_\_\_. **HAIR**
- I'm fed up with working. Why don't we go somewhere on holiday? I'm fed up with working. Why don't we \_\_\_\_\_ all? **AWAY**

#### 6 Write four sentences about your dream holiday. Use the words from the lesson and the phrases below.

I'd love to go to ... I'd like to travel by ...  
I could stay ... During my dream holiday, I'd like to ...

### 1 Choose the correct option to complete each sentence.

- When I **had been** / **was** at primary school, I **had worn** / **used to wear** long hair.
- Before I **started** / **had started** working on my project, I **searched** / **had searched** the Internet for some useful information.
- I didn't realise I **forgot** / **had forgotten** my homework until the teacher **asked** / **had asked** me to show it to her.
- When we **finally reached** / **had finally reached** the hotel, the sun **had shone** / **was shining** and some kids **played** / **were playing** in the lobby.
- By the time I **did** / **had done** my homework, the film I **wanted** / **had wanted** to watch on TV **already finished** / **had already finished**.
- When I **had found** / **found** my phone, I **had called** / **called** my parents and **was telling** / **told** them to pick me up.
- I **was packing** / **had packed** my bag when I **'d heard** / **heard** the doorbell.
- Lara **used to live** / **was living** in Kent. She only **used to move** / **moved** here three years ago.
- What **had you done** / **were you doing** this time last week?
- Steve **had stood** / **stood** up, **had taken** / **took** the empty box and **threw** / **was throwing** it away.

### 2 Translate the Polish parts of the text into English. Use the correct form of the verbs below.

panic arrive wait have (x2) forget get up  
spend start enter open read revise



I'm writing to tell you about the final exam I <sup>1</sup> \_\_\_\_\_ (miałam) yesterday. The exam <sup>2</sup> \_\_\_\_\_ (zaczął się) at 9 a.m. I <sup>3</sup> \_\_\_\_\_ (wstałam) a bit late because I <sup>4</sup> \_\_\_\_\_ (spędziłam) most of the previous night revising. So when I <sup>5</sup> \_\_\_\_\_ (przyjechałam) at school, the students from my class <sup>6</sup> \_\_\_\_\_ (czekali) outside the exam room. Some people <sup>7</sup> \_\_\_\_\_ (powtarzali) from their notes, so I decided to do the same. Finally, the examiner <sup>8</sup> \_\_\_\_\_ (przeczytał) my name. I <sup>9</sup> \_\_\_\_\_ (weszłam) the room and <sup>10</sup> \_\_\_\_\_ (otworzyłam) the envelope with the exam questions. I <sup>11</sup> \_\_\_\_\_ (miałam) a horrible feeling that I <sup>12</sup> \_\_\_\_\_ (zapomniałam) absolutely everything. It was scary because in the past I <sup>13</sup> \_\_\_\_\_ (zwykle panikowałam) before tests and exams, and it took me a lot of hard work to change that attitude. Anyway ...

### 3 Complete the text with the correct form of the verbs in brackets. Use the past simple, past perfect or past continuous.

The burglar <sup>1</sup> \_\_\_\_\_ (open) the safe when he <sup>2</sup> \_\_\_\_\_ (hear) footsteps. By the time two men <sup>3</sup> \_\_\_\_\_ (enter) the room, the thief <sup>4</sup> \_\_\_\_\_ (hide) under the bed. While they <sup>5</sup> \_\_\_\_\_ (open) the safe, he <sup>6</sup> \_\_\_\_\_ (lie) on the floor. Suddenly, they all heard some voices, which <sup>7</sup> \_\_\_\_\_ (come) from the back of the house. It was the police! The two men were in a hurry, but they managed to open the safe and remove the contents. When the detective <sup>8</sup> \_\_\_\_\_ (get) into the room, he couldn't see anybody. While he <sup>9</sup> \_\_\_\_\_ (look) for clues, he <sup>10</sup> \_\_\_\_\_ (find) the burglar under the bed. Of course, the detective <sup>11</sup> \_\_\_\_\_ (not want) to listen to the burglar, who claimed that somebody else <sup>12</sup> \_\_\_\_\_ (take) the money, and took the poor guy straight to the police station.

### 4 Complete the second sentence so that it means the same as the first, using the word given.

- We heard the news on TV during breakfast.  
We heard the news on TV \_\_\_\_\_. **WHILE**
- Mike made a million dollars. He was only 21 at the time.  
By the time Mike was 21, he \_\_\_\_\_. **HAD**
- I disliked jazz as a child, but I love it now.  
As a child, I \_\_\_\_\_. **USE**
- I bumped into Jo just before I left the building.  
I bumped into Jo \_\_\_\_\_ the building. **AS**
- Everybody left. Then I went to bed.  
I went to bed \_\_\_\_\_. **WHEN**
- I met Jack on my way to work.  
I met Jack \_\_\_\_\_ to work. **WHILE**
- I ate a lot of sweets in the past, but now I don't.  
I \_\_\_\_\_ sweets. **TO**

### 5 Complete the sentences with the linking words and phrases below. Sometimes there is more than one answer.

after when before the moment by the time  
while as soon as

- \_\_\_\_\_ I opened the door, the postman had left.
- I was cleaning the bathroom \_\_\_\_\_ Mary was doing the dishes.
- Julia was driving very carefully \_\_\_\_\_ she had the accident.
- \_\_\_\_\_ we got to the airport, I realised I'd left my passport on the desk.
- The little boy started crying \_\_\_\_\_ his father left the school.
- Had the builders finished \_\_\_\_\_ you got home from your holiday?
- I felt happier \_\_\_\_\_ I had discussed the problem with a friend.

### 6 Complete the sentences so that they are true for you.

- As a child, I used to \_\_\_\_\_.
- While I was studying yesterday, \_\_\_\_\_.
- By the time I got to school, \_\_\_\_\_.
- Our teacher got angry when \_\_\_\_\_.
- When I went to bed last night, \_\_\_\_\_.



## 1 Look at the photo and answer the questions.



- Why did the family choose this type of holiday?  
\_\_\_\_\_
- Would you like to go hiking in Spain? Why/Why not?  
\_\_\_\_\_
- Describe the last time you went somewhere hot.  
\_\_\_\_\_

2 **MP3 04** Listen to a conversation and choose the correct option.

- What is Sean's profession?
  - He is a travel agent.
  - He runs a travel website.
  - He is a tour guide.
  - He deals with clients' complaints.
- From what Louise says, we can assume
  - she would like a bit of luxury on her climbing holiday.
  - she wouldn't ever consider a climbing holiday.
  - she is afraid that David won't enjoy a climbing holiday.
  - she would prefer to go climbing in Wales.
- What issue related to travelling to Spain in July does Sean not point out?
  - crowded locations
  - unpleasant weather conditions
  - expensive food in tourist resorts
  - the high cost of flights
- How does David feel about the idea of not going to Spain?
  - He is upset because he had saved up for the holiday for a long time.
  - He accepts the idea because the alternative sounds more logical.
  - He is relieved because he had always wanted to visit Wales.
  - He doesn't want to consider any alternative destinations.
- Sean offers to
  - book them a holiday in Spain.
  - send them some information about holidays in Spain.
  - give them the contact details of a travel guide from Scotland.
  - prepare some materials that could help them decide.

3 **MP3 04** Listen again and complete the sentences.

- Louise and David have gone to see Sean in order to get \_\_\_\_\_.
- David expresses surprise that Sean's business \_\_\_\_\_.
- Louise and David disagree about \_\_\_\_\_.
- The cost of Spanish cycling holidays compared to ones in the UK is \_\_\_\_\_.
- The sample holiday descriptions Sean offers them are just \_\_\_\_\_.

**REVISION** Student's Book, page 29

## 4 Complete the sentences with the phrasal verbs and their objects below. Where possible, rewrite the sentences in two ways.

see / off / him   pick / up / my brother   get / off / the bus  
put / on / the gloves   work / out / it

- I promised to \_\_\_\_\_ from the nursery at five.
- You'd better \_\_\_\_\_ – it's freezing.
- Don't you think we should \_\_\_\_\_ at the airport?
- If you have a problem, why don't we \_\_\_\_\_ together?
- We need to \_\_\_\_\_ at the next stop, don't we?

## 5 Complete the text with appropriate prepositions.

I'll never forget the holiday! We barely made it to the airport and just managed to get <sup>1</sup>\_\_\_\_\_ the plane after the final call. Earlier, everything had seemed OK – we had left home quite early and had set <sup>2</sup>\_\_\_\_\_ with a great deal of time to spare. But nobody could predict the traffic jam we got stuck in. And then, when the road was finally clear, our car broke <sup>3</sup>\_\_\_\_\_. Can you believe it? We literally ran through the departure gate. Luckily, we had checked <sup>4</sup>\_\_\_\_\_ for the flight online the evening before, and thanks to that the plane did not take <sup>5</sup>\_\_\_\_\_ without us.

**VOCABULARY CHALLENGE!** Student's Book, p. 110, UNIT 3, ex. 2

## 6 Complete the sentences with the correct words.

- This time last Sunday, I was \_\_\_\_\_ up the sun by the pool at a lovely hotel in Mallorca.
- I've been under so much \_\_\_\_\_ at work recently that I deserve a long holiday.
- When we come home, my dad always suffers from \_\_\_\_\_-holiday depression, no matter how long the holiday has lasted.
- Now relax, enjoy yourself and \_\_\_\_\_ the most of your time here.
- I can't wait for my ski camp – I'm \_\_\_\_\_ down the days to my winter holiday.

### 1 Put the words in the correct order to make questions.

- do / where / spend / your / you / winter holidays / ?  
\_\_\_\_\_
- has / how many times / your / abroad / sister / been / ?  
\_\_\_\_\_
- you / were / yesterday / doing / what / at 8 p.m. / ?  
\_\_\_\_\_
- at night / did / you / Chris / why / call / late / ?  
\_\_\_\_\_
- you / a five-star hotel / slept / have / in / ever / ?  
\_\_\_\_\_
- for lunch / cooking / you / are / spaghetti / ?  
\_\_\_\_\_

### 2 Match questions a-d with sentences 1-4.

- This website gave me an idea for my project. ☐
  - This website gave me an idea for my project. ☐
  - Sharp turns break the monotony of desert highways. ☐
  - Sharp turns break the monotony of desert highways. ☐
- What did this website give you?
  - What gave you an idea for your project?
  - What do sharp turns do?
  - What breaks the monotony of desert highways?

### 3 Write questions about the parts of the sentences in bold.

- Lucy called me last night.  
Who \_\_\_\_\_?
- I called Lucy twice last week.  
Who \_\_\_\_\_?
- I'm taking bus number 23.  
Which bus \_\_\_\_\_?
- Bus number 23 goes to the city centre.  
Which bus \_\_\_\_\_?
- Margaret has loved you for years.  
Who \_\_\_\_\_?
- I've loved Margaret since the first year.  
Who \_\_\_\_\_?

### 4 Find and correct a mistake in each sentence. There are two correct sentences.

- Why you haven't tidied your room yet?  
\_\_\_\_\_
- Were she waiting for you for a long time?  
\_\_\_\_\_
- What you have been doing all afternoon?  
\_\_\_\_\_
- Who did you invite to the party?  
\_\_\_\_\_
- How many money have you spent?  
\_\_\_\_\_
- How many times a month do your teacher give you tests?  
\_\_\_\_\_
- Is the woman over there smiling at us?  
\_\_\_\_\_
- Did you used to spend your Christmas break in the mountains?  
\_\_\_\_\_

### 5 Use the prompts to make questions. Add a suitable question word if necessary.

- A Mark / usually / do / after school?  
\_\_\_\_\_
- B He goes to the gym.  
\_\_\_\_\_
- A buy / you / this bracelet?  
\_\_\_\_\_
- B My aunt. She often buys me presents.  
\_\_\_\_\_
- A you / like / best?  
\_\_\_\_\_
- B Penny, she's my best friend.  
\_\_\_\_\_
- A be / you / at school last Monday?  
\_\_\_\_\_
- B No, I wasn't. I had a doctor's appointment.  
\_\_\_\_\_
- A Gina / come / yet?  
\_\_\_\_\_
- B Not yet, she should be here any minute now.  
\_\_\_\_\_
- A Sorry I'm late. you / wait / long?  
\_\_\_\_\_
- B That's OK, I've only just arrived.  
\_\_\_\_\_

### GRAMMAR CHALLENGE! Student's Book, page 110, UNIT 3, ex. 1

### 6 Write questions about the parts of the sentences in bold.

- Monika spoke to John about her problem.  
\_\_\_\_\_
- She is constantly worried about her grades.  
\_\_\_\_\_
- I'm looking at the woman across the street.  
\_\_\_\_\_
- I've decided to go to the party with Benjamin.  
\_\_\_\_\_
- Teenagers usually spend a lot of money on clothes.  
\_\_\_\_\_
- Lucy used to be keen on horses.  
\_\_\_\_\_

### 7 CUMULATIVE GRAMMAR Complete the sentences with the correct form of the verbs in brackets.

- I \_\_\_\_\_ (meet) Sylvia at the school canteen yesterday. She \_\_\_\_\_ (have) lunch.
- Who \_\_\_\_\_ (you / play) with when you \_\_\_\_\_ (be) a child?
- 'What \_\_\_\_\_ (you / do) at the moment? Can I come round?' 'Why so urgently? What \_\_\_\_\_ (happen)?'
- It was very quiet in the classroom. Everybody \_\_\_\_\_ (write) their essays while the teacher \_\_\_\_\_ (sit) at her desk.
- The thieves \_\_\_\_\_ (already / spend) the stolen money when the police \_\_\_\_\_ (catch) them.
- Who \_\_\_\_\_ (take) care of your younger brother when your mum was ill?
- Tom \_\_\_\_\_ (open) the window and \_\_\_\_\_ (look) out. He \_\_\_\_\_ (see) Mary in the backyard and \_\_\_\_\_ (call) her name.
- How many guests \_\_\_\_\_ (leave) the party by the time Helen \_\_\_\_\_ (finish) singing?
- Who \_\_\_\_\_ (this bag / belong) to? It's Mike's.
- 'What \_\_\_\_\_ (you / wait) for?' 'A phone call from my girlfriend.'

1 Choose the correct definition of the term 'crowdsourcing'. Then read the text in exercise 2 below to check your answer.

- a joining a crowd of people who are doing something together in a public place
- b getting information on a given topic from a large group of people, very often online
- c going on a trip with a group of strangers who have spontaneously decided to travel together

2  Match paragraphs 1–4 with headings A–F. There are two extra headings.

- |                             |                               |
|-----------------------------|-------------------------------|
| A UNPLEASANT SURPRISE       | D FLOODED WITH INFORMATION    |
| B FORGET THE GUIDEBOOKS     | E BREAKING OLD HOLIDAY HABITS |
| C MIXTURE OF HIGHS AND LOWS | F RELIABLE RECOMMENDATIONS    |

1 \_\_\_\_

Last summer, my boyfriend Dylan surprised me with a suggestion to give up on the package holiday we'd planned as usual in favour of a road trip. We cancelled our reservations at the four-star all-inclusive hotel on a beautiful beach in Hawaii that we'd been visiting for years and opted instead to rent a car and **head** south along the East Coast, from Maine all the way down to Florida, sleeping in motels along the way. 'I'll get some guidebooks from the library, we'll **plan** our route and **hit** the road,' he said. I quietly said goodbye to my favorite Hawaiian spa and started planning.



2 \_\_\_\_

But Dylan never went to the library. Instead, we informed all our Facebook friends about our plans, asking for any information concerning the East Coast. Then, while Dylan was researching the sights along the way, I **browsed** tourist websites for insider information and reviews of local restaurants and youth hostels in order to avoid any unpleasant surprises. The Internet is a mine of information!



3 \_\_\_\_

Crowdsourcing is unbelievable! My primary school mates were telling us where to stay, Dylan's distant cousin was suggesting places to eat, an old friend warned us against busy roads in his area, while Dylan's aunt told us not to bother with a famous attraction from the times of the American Revolution. Friends of our friends were sending us hundreds of useful tips. Within hours, we went from being excited to feeling lost. How do we choose? Who to believe? Many tips contradicted each other!



4 \_\_\_\_

Finally, after we'd **made** the necessary arrangements, we set out on our trip. First stop – a hike up a mountain and Yale University. The view from the mountaintop was breathtaking and the university charming. Unfortunately, the bed and breakfast somebody had recommended was filthy. The steak we had the next night was as delicious as promised, but a museum somebody loved **bored** us to tears. And so on for three weeks. But, despite all the letdowns, we had the time of our lives.

**3**  Read the text on page 34 again and complete the summary.

The author and her boyfriend Dylan had  
 1 \_\_\_\_\_ a holiday in Hawaii. One day, Dylan  
 suggested 2 \_\_\_\_\_ plans. He proposed  
 travelling by 3 \_\_\_\_\_ to Florida. Dylan  
 promised to get 4 \_\_\_\_\_, but changed his  
 mind. Instead, they relied on 5 \_\_\_\_\_ to get  
 information, but there were so many suggestions that they  
 soon felt 6 \_\_\_\_\_. Finally, they made all  
 the arrangements and set off. They 7 \_\_\_\_\_  
 by several of the suggestions, but overall they  
 8 \_\_\_\_\_ a great deal.

**4** Complete the phrases with the verbs in bold from the text on page 34.

- 1 \_\_\_\_\_ south/west
- 2 \_\_\_\_\_ somebody to tears
- 3 \_\_\_\_\_ the road
- 4 \_\_\_\_\_ tourist websites
- 5 \_\_\_\_\_ your route
- 6 \_\_\_\_\_ the necessary arrangements

**5** Complete the sentences with the correct form of the phrases from exercise 4.

- 1 Last time, we \_\_\_\_\_ in such a way as to stay away from busy roads.
- 2 I don't care where we go, let's just \_\_\_\_\_ and see what happens.
- 3 I was \_\_\_\_\_ all evening, looking for information on this hotel.
- 4 Jake was making all \_\_\_\_\_ for their camping trip while Jane went shopping for supplies.
- 5 To be honest, walking around cities and looking at architecture \_\_\_\_\_.
- 6 We \_\_\_\_\_, so the sun was shining in our eyes all afternoon.

**REVISION** Student's Book, pages 32–33

**6** Find and correct a mistake in each sentence.

- 1 He left home too late, overlooked his bus and had to wait an hour for the next one.  
 \_\_\_\_\_
- 2 To our surprise, they announced that our flight was deleted for more than 3 hours.  
 \_\_\_\_\_
- 3 My coach didn't depart about time, so I'll be a bit late.  
 \_\_\_\_\_
- 4 As he was getting from the tram, he tripped and fell.  
 \_\_\_\_\_
- 5 It was raining and we got a flat wheel, so we had to walk two miles to the nearest garage!  
 \_\_\_\_\_
- 6 When we arrived to the railway station, I went in search of the ticket office.  
 \_\_\_\_\_
- 7 We drove into the city centre and immediately got stuck in a traffic cork.  
 \_\_\_\_\_

**7** Complete the sentences with the missing words.

- 1 When smoke started to appear from the rear of the aircraft, the passengers panicked, but the **r** \_\_\_\_\_ remained calm.
- 2 The three-day climb up Mont Blanc was difficult, but it \_\_\_\_\_ **d o** \_\_\_\_\_ when we saw the view from the top.
- 3 When the ferry started sinking, all the passengers were evacuated, but it was a **n** \_\_\_\_\_ escape.
- 4 **G** \_\_\_\_\_ lost in the mountain caves was the worst part of the trip.
- 5 During our trip across the desert, we had four extra camels which carried our **s** \_\_\_\_\_ **p** \_\_\_\_\_ **s**.
- 6 Everyone worried about the hikers when a snowstorm started, but luckily they came back **nh** \_\_\_\_\_.
- 7 My grandad always tells me exciting stories about his **a** \_\_\_\_\_ **t** \_\_\_\_\_ life.
- 8 Jean-Jacques Savin set off on his last **v** \_\_\_\_\_ **y** \_\_\_\_\_ **g** \_\_\_\_\_ across the Atlantic on 1 January 2022.

**VOCABULARY CHALLENGE!** Student's Book, p. 110, UNIT 3, ex. 3 & 4

**8** Complete the sentences with appropriate prepositions.

- 1 The lost fishermen had spent three days \_\_\_\_\_ sea before they were found.
- 2 \_\_\_\_\_ arrival, the explorer was greeted by his family.
- 3 She travelled around the world and met many fascinating people \_\_\_\_\_ the way.
- 4 You can get there \_\_\_\_\_ land, but it will be much faster if you go \_\_\_\_\_ air.
- 5 Tim was \_\_\_\_\_ great pain after falling asleep while sunbathing by the pool.
- 6 On the safari, we drove among great numbers of wild animals, but we were never \_\_\_\_\_ any danger.

**9** Translate the sentences into English.

- 1 Sam zgubił swoją kartę pokładową i nie mógł wsiąść do samolotu.  
 \_\_\_\_\_  
 \_\_\_\_\_

- 2 Dzieci miały chorobę lokomocyjną, dlatego musieliśmy zatrzymać samochód.  
 \_\_\_\_\_  
 \_\_\_\_\_

- 3 Wzięli taksówkę, bo ostatnie metro odjechało dwie godziny wcześniej.  
 \_\_\_\_\_  
 \_\_\_\_\_

- ★ Było nas sześcioro, a pięć miejsc w samochodzie, dlatego John musiał iść na piechotę.  
 \_\_\_\_\_  
 \_\_\_\_\_

- ★ Przez pomyłkę Tom wysiadł z autokaru na niewłaściwym przystanku.  
 \_\_\_\_\_  
 \_\_\_\_\_

- ★ Podróżuje Pan służbowo czy prywatnie?  
 \_\_\_\_\_  
 \_\_\_\_\_



at a tourist information office  
• making a reservation

- 1 Complete the sentences with the words below.  
There are three extra words.

advise arrival book consists travel departure extra  
have includes offer recommend trip

- 1 Could you \_\_\_\_\_ a good hotel to me, please?
- 2 Can I \_\_\_\_\_ your name, surname and email address, please?
- 3 The price \_\_\_\_\_ accommodation and a buffet breakfast.
- 4 I'm afraid we can't \_\_\_\_\_ any discounts for these dates.
- 5 I'd like to \_\_\_\_\_ a double room for one night on December 12.
- 6 Could you give me the dates of your \_\_\_\_\_ and \_\_\_\_\_, please?
- 7 You'll have to pay \$25 \_\_\_\_\_ for each additional person.
- 8 Before we went on our \_\_\_\_\_ to Kenya, we had to have lots of special shots against tropical diseases.

- 2 **MP3 05** Listen to five situations. Choose the correct response (a, b or c) to what each person says.

- 1 a I think there are seven left.  
b 26 pounds each, no discount.  
c You can have as many as you want.
- 2 a How about for the following week?  
b Don't worry, we'll find something for you.  
c Then I'd like to book them, please.
- 3 a I'd prefer to visit some art museums here.  
b Oh, I agree, it's a very interesting city!  
c It was an unforgettable trip.
- 4 a Yes, I would like to go on such a trip.  
b You can pay cash or credit card for this trip.  
c A coach trip to the castle and the entrance ticket.
- 5 a Yes, we have visited many interesting ones.  
b Can you give me the exact address of this website?  
c That's great, I love old churches and places like that.

- 3  Write a short dialogue.

 4 minuty

Właśnie przyjechałeś/przyjechałaś na tydzień do Edynburga i jesteś w biurze informacji turystycznej. W rozmowie z pracownikiem biura porusz następujące kwestie:

tanie noclegi

wycieczki  
z przewodnikiem  
po mieście

poruszanie się  
po mieście

zniżki dla uczniów

Rozmowę rozpoczyna egzaminujący.

an article

- 1 Translate the Polish parts of the sentences into English.  
Which sentences are used to engage the reader and which to express opinions?

- 1 \_\_\_\_\_ (Wyobrażasz sobie spędzanie) your holiday at home?
- 2 \_\_\_\_\_ (Myślałeś kiedyś o pozostaniu) in your own town?
- 3 \_\_\_\_\_ (Osobiście muszę powiedzieć), I don't think that I would be bored.
- 4 \_\_\_\_\_ (Co może być lepszego od wygody) of your own bed?
- 5 \_\_\_\_\_ (Moim zdaniem), such holidays would have a lot of advantages.
- 6 \_\_\_\_\_ (Co najpierw przychodzi ci na myśl, gdy myślisz) of home?
- 7 \_\_\_\_\_ (Jestem przekonany) that many people would love this kind of holiday.

Engaging the reader: \_\_\_\_\_

Expressing opinions: \_\_\_\_\_



- 2 Match opinions 1–5 about staycation with justifications a–e. Which arguments are for and which against the idea of staycation?

#### OPINIONS

- 1 Spending holidays at home costs much less. ☐
- 2 You can do a lot of useful things. ☐
- 3 It's difficult to find something new to do. ☐
- 4 You can enjoy the comfort and conveniences of your home. ☐
- 5 It's not as exciting as a trip to another city. ☐

#### JUSTIFICATIONS

- a You're surrounded by the same scenery for the whole year.
- b You can do all the things around the house you never have time for.
- c Staying at hotels is usually the most expensive part of the trip.
- d You sleep in your own bed and have all the essential things at hand.
- e After you've lived in one place for a while, you have already explored most of its attractions.

Arguments for: \_\_\_\_\_

Arguments against: \_\_\_\_\_

- 3  Read the instructions and do the writing task.

Twój ulubiony magazyn młodzieżowy ogłosił konkurs na artykuł (200–250 słów) pod hasłem: *Wakacje w domu?* Opisz swoje doświadczenia związane ze spędzaniem wakacji w domu i przedstaw swoją opinię na ten temat.

## 1 Complete each pair of sentences with the same word.

- 1 \_\_\_\_\_  
The guests were so satisfied with the food and service that they left the waiter a huge \_\_\_\_\_.  
Thanks for your \_\_\_\_\_ on the safari – it was great!
- 2 \_\_\_\_\_  
For our anniversary, we went on a city \_\_\_\_\_ to Paris.  
The exercises were so difficult that the students ignored the bell and kept writing during the \_\_\_\_\_.
- 3 \_\_\_\_\_  
Don't go out without a coat, it's freezing and you'll \_\_\_\_\_ a cold.  
If you \_\_\_\_\_ the 5 p.m. bus to New York City, you should be there in time for the play.
- 4 \_\_\_\_\_  
We packed up our tent and set \_\_\_\_\_ towards our next stop – Bukowina.  
Liam got \_\_\_\_\_ the train and realised he hadn't taken his suitcase.
- 5 \_\_\_\_\_  
An angry elephant \_\_\_\_\_ over a car carrying four tourists yesterday.  
The hotel manager \_\_\_\_\_ on our door at 4 a.m. and said, 'Excuse me, but you must change rooms.'

## 2 Choose the correct answers to complete the text.



I've never been keen on ships and boats. My grandpa 1\_\_\_\_\_ me sailing when I was little, and it wasn't something I enjoyed. I always 2\_\_\_\_\_ seasick as soon as I stepped onto the boat. To make things worse, one day as we were in the middle of the lake a storm broke, our boat overturned and we almost drowned. Luckily, another boat 3\_\_\_\_\_ us up and saved us. Still, it was a 4\_\_\_\_\_ escape, and I have stayed away from boats ever since. So, when my friend suggested a cruise holiday last summer, my first answer was no. But she insisted and, 5\_\_\_\_\_ my previous experiences, I agreed. For two weeks we sailed around the Caribbean, stopping 6\_\_\_\_\_ many ports along the way, and guess what? No sign of seasickness! While in port, we went sightseeing and while at sea, we 7\_\_\_\_\_ up the sun and swimming in the sea. All in all, we had the time 8\_\_\_\_\_.

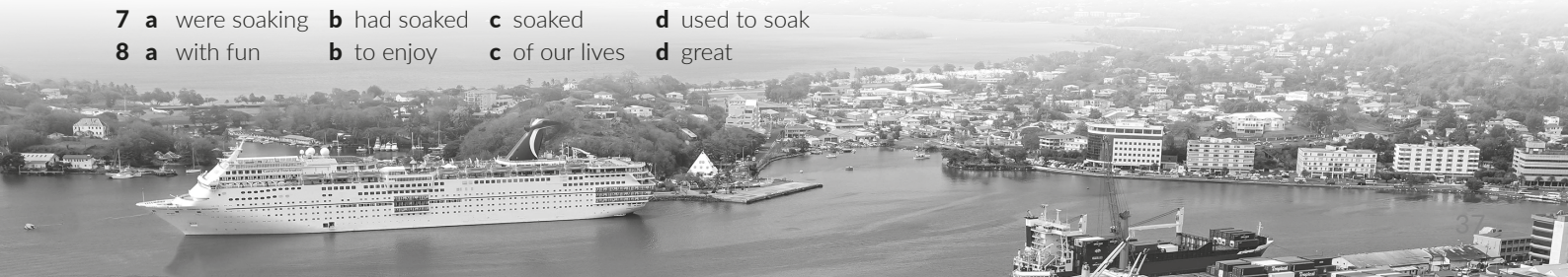
- |                  |                |                |                |
|------------------|----------------|----------------|----------------|
| 1 a has taken    | b used to take | c was taking   | d had taken    |
| 2 a suffered     | b had          | c went         | d got          |
| 3 a pulled       | b picked       | c took         | d got          |
| 4 a narrow       | b short        | c close        | d hard         |
| 5 a although     | b since        | c instead      | d despite      |
| 6 a to           | b with         | c at           | d by           |
| 7 a were soaking | b had soaked   | c soaked       | d used to soak |
| 8 a with fun     | b to enjoy     | c of our lives | d great        |

## 3 Translate the Polish parts of the sentences into English.

- 1 \_\_\_\_\_ (Kto pojechał z Tobą na narty) last winter?
- 2 We \_\_\_\_\_ (nigdy nie byliśmy na zorganizowanych) holidays until last summer.
- 3 My class \_\_\_\_\_ (jechała na wycieczkę) to Wieliczka when suddenly the bus broke down.
- 4 We \_\_\_\_\_ (utknęliśmy w korku i zanim dotarliśmy) to the airport, my plane had already taken off.
- 5 \_\_\_\_\_ (Po którym stoku zjeżdżałeś) when you broke your leg?
- 6 \_\_\_\_\_ (Kto opiekował się twoim kotem, podczas gdy) you were hiking in the Canadian Rockies?
- 7 This bed and breakfast \_\_\_\_\_ (jest na kompletnym odludziu).
- 8 We only had one week in Hawaii, so we tried \_\_\_\_\_ (w pełni wykorzystać swój czas).
- 9 When we were travelling around Europe, we mostly stayed in \_\_\_\_\_ (schroniskach młodzieżowych po drodze).
- 10 \_\_\_\_\_ (Z kim rozmawiałaś) when you called the hotel?

## 4 Complete the sentences with correct form of the words given.

My parents like luxury and the comfort of not having to worry about anything. That's why they usually go on 1\_\_\_\_\_ (include) holidays in four-star hotels, where everything is paid for in advance. My brother, on the other hand, is a very 2\_\_\_\_\_ (adventure) person and he always goes on some crazy trips and comes back with incredible stories. Last month, for example, he and some friends went on a safari to Kenya. During the safari their car broke down and they were surrounded by nine 3\_\_\_\_\_ (extreme) angry-looking rhinos. Luckily, they managed to escape 4\_\_\_\_\_ (hurt). Such trips are sometimes expensive, but it helps that my brother's a self-employed 5\_\_\_\_\_ (journal) and makes a living by writing articles about his adventures and selling them to various travel magazines. Last year, he 6\_\_\_\_\_ (success) in convincing the National Geographic to pay for his trip to the Amazonian jungle. I think I would also like to have a job connected with travelling in the future.





- 1 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–6 poniżej zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens.

### WISE AIR TRAVELLER



Today, I'd like to give you some tips on getting the best flight deals. It all depends on what you're looking for, but let's start with a typical scenario of a fixed destination and more or less fixed dates. Typically, you'll find all the airlines have similar prices, making comfort the deciding factor. Browse websites such as Seatmaestro or Skytrax for the latest passenger reviews of the meals, the in-flight entertainment, and the size and comfort of the seats of particular airlines.

If comfort is your priority and money is no object, you might consider flying business class. Then you can let your hair down and start your vacation as soon as you board the plane. If such a ticket is too expensive for you, there are still ways to make your trip in economy more enjoyable.

Did you know that certain rows have more legroom than others? These so-called exit-gate rows might cost a bit more, but in some airlines they don't and you can ask to be moved there at the boarding gate. Check out websites such as Seatguru to find layouts of the actual planes and see where these rows are located. Another reason why these plans are useful is that sitting before rather than behind the engines can make all the difference between a relatively quiet and a noisy flight. Additionally, you might consider aisle seats to be able to occasionally stretch your legs or window seats to give you a wall to lean. That's why online check-in should be done as early as possible, allowing for a wider choice of seats.

On the other hand, if you're more flexible about your dates and destinations and enjoy taking city breaks over the weekends then consider budget airlines. Tickets for European flights bought in advance can cost next to nothing. Those on longer distances, however, can require lengthy stopovers. Just be aware that neither your suitcase nor the refreshments are free of charge. Also, budget airlines often make use of airports that are an hour or so outside the city so getting to and from your destination might cost you many hours which can be a problem if it's just a weekend trip.

- 1 If your travel dates are not flexible, then what matters most is \_\_\_\_\_.
- 2 You can use the experiences of other travellers to learn about the quality \_\_\_\_\_.
- 3 One advantage of choosing business class is that you're able \_\_\_\_\_.
- 4 Exit-gate rows are a good choice if \_\_\_\_\_.
- 5 People who'd like to get some sleep during the flight should choose \_\_\_\_\_.
- 6 The real price of flying budget airlines is time because \_\_\_\_\_.

- 2 Uzupełnij poniższe minidialogi (1–5). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 **X** Jamie and Stan went to New Zealand. I'm so jealous!  
**Y** \_\_\_\_\_  
**X** Definitely Hobbiton. That's where they filmed *The Lord of the Rings*.  
**Y** Oh ... Well, then I'm jealous too.  
**A** What comes to mind first when you think of it?  
**B** I thought he moved there for good.  
**C** So am I. Can you imagine?
- 2 **X** Could you recommend a place to stay around here?  
**Y** \_\_\_\_\_  
**A** This not a good place to live – not many schools and shops around here.  
**B** Personally, I'd recommend the Hillside Hotel.  
**C** Unfortunately, I can't stay here any longer.
- 3 **X** I wonder if there are any discounts for university students.  
**Y** I'm afraid there aren't.  
**X** \_\_\_\_\_  
**A** Don't worry, our students are brave.  
**B** That's a shame. And how much is a regular ticket?  
**C** Then you should order some as soon as possible.
- 4 **X** \_\_\_\_\_  
**Y** That's not good. Will we be in London before 4 p.m.?  
**X** Oh, yes. We should be there at 3 p.m. instead of 2:15.  
**A** I'm afraid the train has a slight delay, sir.  
**B** We'll be landing soon, as scheduled.  
**C** The 2:15 bus has been cancelled.
- 5 **X** Hello, I need to get to Madrid tonight.  
**Y** \_\_\_\_\_  
**X** That's in two hours. Great! One first class ticket, please. What time is the check-in?  
**A** I'm going there at noon. Shall I give you a lift?  
**B** Hello, how can I help you?  
**C** The next flight takes off at 3:30 p.m.

- 3 Describe the picture and answer the questions.

3 minuty



- 1 Do you think this man is travelling for pleasure or on business? What makes you think so?
- 2 Would you like to have a job that involves a lot of travelling? Why/Why not?
- 3 Describe a situation when you had to travel somewhere by air.





▶ VIDEO 05

# SPOTLIGHT ON SOCIETY VIDEOS

## Open water

3



### BEFORE WATCHING

- 1 What activities can you do on or by the water? Look at the list below and add at least three examples.

beach ball sailing picnic lunch at a waterside café  
rowing bird-watching

- 2 Answer the questions.

- Is there a river near you?  
\_\_\_\_\_
- Is the area by the river accessible to the community of the area?  
\_\_\_\_\_
- What activities do people do on or near the river?  
\_\_\_\_\_
- What activities would you like to see available there?  
\_\_\_\_\_

### WHILE WATCHING

- 3 You are going to watch a video about a sailing club for people with disabilities. Number the events below in the order you think they appear in the video. Then watch the video and check your answers.

- |                                                       |                                                       |
|-------------------------------------------------------|-------------------------------------------------------|
| a putting on special clothes <input type="checkbox"/> | e birthday celebration <input type="checkbox"/>       |
| b getting into a boat <input type="checkbox"/>        | f learning to tie knots <input type="checkbox"/>      |
| c a meeting around a table <input type="checkbox"/>   | g preparing the boat to sail <input type="checkbox"/> |
| d getting back on land <input type="checkbox"/>       |                                                       |

- 4 Watch the video again. Are these statements true (T) or false (F)?

- |                                                                                    |       |
|------------------------------------------------------------------------------------|-------|
| 1 If you have a disability, you can learn how to sail at the Ahoy Centre.          | T / F |
| 2 The participants rigged their boat after they had put on their special clothes.  | T / F |
| 3 It's easy to get the boat down to the water, but they like to do it together.    | T / F |
| 4 Phillipa comes to the Ahoy Centre once a week.                                   | T / F |
| 5 She can do any sport she likes without difficulty, but sailing is her favourite. | T / F |
| 6 Eating together is another way for the participants to build their friendships.  | T / F |
| 7 It was Phillipa's birthday last week.                                            | T / F |

### FOLLOW-UP

- 5 Complete the phrases with the words below. Then watch the video again and check your answers.

bring crew qualification disabilities busy centre  
build highlight rig drive tie

- |                         |                      |
|-------------------------|----------------------|
| 1 _____ waterway        | 6 _____ knots        |
| 2 sailing _____         | 7 _____ of the day   |
| 3 _____ motorboats      | 8 sailing _____      |
| 4 _____ the boat        | 9 _____ members      |
| 5 _____ people together | 10 _____ confidence  |
|                         | 11 people with _____ |

- 6 Complete the sentences with the correct form of the words and phrases from exercise 5.

- The best way to get a \_\_\_\_\_ is to look for a \_\_\_\_\_ in your area.
- Sports are not just a way of getting fit – they also help to \_\_\_\_\_ one's \_\_\_\_\_ and overcome your weaknesses, not only for \_\_\_\_\_ with \_\_\_\_\_, but also for healthy people.
- Team sports \_\_\_\_\_ people \_\_\_\_\_ because they require them to work together. For instance, if \_\_\_\_\_ on a sailing boat do not cooperate, their boat might sink.
- Sailing was terrific, but I think for Phillipa the \_\_\_\_\_ might have been her birthday party.
- A Would you rather learn how to sail or how to \_\_\_\_\_?  
B Definitely how to sail! Motors are loud and pollute the environment. Plus, I would love to learn how \_\_\_\_\_ various \_\_\_\_\_ and \_\_\_\_\_ the boat.

### AFTER WATCHING

- 7 Choose a sport from the Paralympic Games, and prepare a presentation about how it is played and how it compares to the non-Paralympic version of the sport. Follow it up with a brief note on a Paralympic athlete of that sport.





## COMPREHENSION

- Work in pairs. Look at the pictures from the video. Where do you think these places are? Which place would you prefer to visit? Why?
- ▶ Watch the first part of the video. Number the people and things (a–e) in the order that you see them.

|               |       |                        |       |
|---------------|-------|------------------------|-------|
| a cable car   | _____ | d rice fields          | _____ |
| b eco-lodge   | _____ | e tourists in the town | _____ |
| c local women | _____ | centre                 | _____ |
- Match the sentences (1–5) to the people and things (a–e) in exercise 2.
 

|                                          |                          |
|------------------------------------------|--------------------------|
| 1 Many local people work there.          | <input type="checkbox"/> |
| 2 Their numbers are growing.             | <input type="checkbox"/> |
| 3 It could damage the environment.       | <input type="checkbox"/> |
| 4 They may lose their cultural identity. | <input type="checkbox"/> |
| 5 The weather is not as warm there.      | <input type="checkbox"/> |
- ▶ Watch the second part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

|                                                                                     |       |
|-------------------------------------------------------------------------------------|-------|
| 1 The tourists feel safe on the <i>favela</i> tour.                                 | T / F |
| 2 Carlos says that most people understand what life is like in the <i>favelas</i> . | T / F |
| 3 He allows the tourists to visit his house for free.                               | T / F |
| 4 Most locals are unhappy about the numbers of tourists.                            | T / F |
| 5 The narrator believes the tours can have a positive effect.                       | T / F |

## Glossary

**slum (n)** a part of a city where houses are in poor condition  
**stereotype (n)** a very simple idea about what a particular type of person or thing is like

- Match these facts to the places. Write Sapa (S), Rocinha (R), or both (B).

- |                                                       |       |
|-------------------------------------------------------|-------|
| 1 The number of tourists is increasing in the region. | _____ |
| 2 Tourism can damage the environment.                 | _____ |
| 3 This place is not the normal choice for tourists.   | _____ |
| 4 Tourism can improve local people's lives.           | _____ |

## AUTHENTIC ENGLISH

- Look at the extract from the video. What do you think the phrase in **bold** means?

*It's nice, it's convenient for us, but we're tourists. So, you know, there's always the **flip side**. If I lived here and I grew up here, I probably wouldn't like it.*

- Read the information below to check your answer to exercise 1.

**flip side**

We use this phrase to talk about the usually negative aspects of an idea, plan or situation.

- Work in pairs. Has tourism changed a particular place in your country? What have been the positive effects of this and what has been the flip side?

## SPEAKING

After watching the videos, have you changed your mind about the two places? If so, why? If not, why not?

## READING

- 1 Look at the picture and the details of a holiday property. Where could you find this kind of information online?
- 2 Read the description of the holiday property. Match the functions (a–e) with the paragraphs (1–5).
  - a some information about the location
  - a summary of what the property can offer
  - a description of the target customer
  - a description of inside the property
  - a description of outside the property
- 3 How does the text persuade guests? Underline the positive adjectives. Would you like to stay in this cottage?

### A BEAUTIFUL, AUTHENTIC COUNTRY COTTAGE NEAR THE TOWN OF LLOSETA IN MALLORCA.

- 1 This cosy one-bedroom cottage is perfect for a couple who want a relaxing place to stay.
- 2 It is in the middle of the countryside but still convenient for Palma, the beach and other lively places if you want a change of scene.
- 3 The indoor space includes a comfortable bedroom, a sitting room with fireplace, a fully fitted kitchen and a bathroom with a shower.
- 4 There is a large outdoor area with a garden and a barbecue for romantic alfresco dinners.
- 5 It's the perfect place to explore the island or rest in total peace. Here you can really experience the authentic countryside of Mallorca!

## SPEAKING

- 1 **PREPARE** Work in small groups. You are going to write your own description of a holiday property. Use Reading exercises 2 and 3 to help you.
  - 1 Divide your description into five paragraphs.
  - 2 Describe the rooms and facilities.
  - 3 Think of the property's positive qualities. Which adjectives could describe them?
  - 4 Consider the target customer.
  - 5 Think of the images that you would like to use to 'advertise' your property.
- 2 **PRESENT** Present your holiday property to the rest of the class. Listen to and reflect on other groups' descriptions. Which one is the most attractive? Which would you like to stay in? Why?

## BEYOND THE CLASS

### Why not try ...

to find different or unusual places to stay on holiday?

### Glossary

**alfresco (adj)** dining outside in the open air

**authentic (adj)** real, not false or copied

**convenient (adj)** near and easy to get to





# 4

# A NEW REALITY

## VOCABULARY

technology • digital skills

### 1 Choose the correct option to complete each sentence.

- If you **store** / **bookmark** this website, you will be able to find it easily in the future.
- Some Internet users can be very rude when they **post on** / **write** a forum.
- My **technology** / **digital** skills are not as good as I'd like them to be.
- Have you ever left negative **comment** / **feedback** on a shopping site?
- I **store** / **create** all my essays on a memory stick, just in case my computer crashes.
- Before you start, make sure you're using the right **searching** / **search** engine.

### 2 Complete the mini-dialogues with appropriate words.

- A** I'd like to learn how to \_\_\_\_\_ code.  
**B** Why don't you try an online tutorial for a start?
- A** Which antivirus \_\_\_\_\_ do you recommend?  
**B** The one I'm using at the moment seems OK.
- A** Did you find the address you were looking for?  
**B** No! The website was difficult to \_\_\_\_\_ and I couldn't find it.
- A** Do you often \_\_\_\_\_ video calls?  
**B** Yes, once a week. I call my friends in Canada.

### 3 Complete the text with the words below.

post digital share device store data

### IT for Grandparents

Do you feel that your knowledge of IT needs brushing up?

Do you want to learn some new skills?

Are you tired of constantly asking your grandchildren for help?

Why not join our IT Academy?

- ▶ We offer a basic course in <sup>1</sup>\_\_\_\_\_ skills.
- ▶ Come and learn how to create text documents and <sup>2</sup>\_\_\_\_\_ them on your PC or on a portable <sup>3</sup>\_\_\_\_\_.
- ▶ We will also teach you how to keep your <sup>4</sup>\_\_\_\_\_ safe.
- ▶ Last but not least, you will learn how to <sup>5</sup>\_\_\_\_\_ photos and <sup>6</sup>\_\_\_\_\_ on social sites.

Enrol immediately and keep up with your grandchildren!



### 4 Unscramble the words in capitals.

- Your opinion matters to us. Please leave some \_\_\_\_\_ **KAFEBDCE** and help us improve our shop.
- You can find lots of online guides which explain how to \_\_\_\_\_ **TECREA** your own website.
- It is important to \_\_\_\_\_ **PEDTUA** your software regularly to make sure the application is better and more secure.
- Fleur is excellent at \_\_\_\_\_ **DOGICN**. She knows three different programming languages.



**VOCABULARY CHALLENGE!** Student's Book, p. 110, UNIT 4, ex. 1 & 2

### 5 Find and correct a mistake in each sentence.

- Make sure you shop on personal websites; otherwise somebody may steal your money.  
\_\_\_\_\_
- If you don't want strangers to see your Facebook profile, use the malicious settings.  
\_\_\_\_\_
- According to the law, companies have to protect the trolling data of their clients.  
\_\_\_\_\_
- When you read a hateful post on social media, you need to report it as setting.  
\_\_\_\_\_
- If you download malicious hardware, your computer may slow down.  
\_\_\_\_\_
- Why don't you use social controls to manage the way your children use the Internet?  
\_\_\_\_\_

### 6 Answer the questions. Give reasons for your answers.

Which of your digital skills

**a** would you like to improve?  
\_\_\_\_\_

**b** do you consider the least useful?  
\_\_\_\_\_

**c** should your parents learn?  
\_\_\_\_\_

**d** is the most difficult for you to use?  
\_\_\_\_\_

**e** do you need only for school?  
\_\_\_\_\_

## 1 Match sentences a–h with questions 1–8.

- a Look at that man on the balcony – he's going to fall over!  
b There's somebody at the door. I'll go and open it.  
c Lucy is recording a new song next Friday.  
d Shall I open the window?  
e They're going to visit a few European cities during their next holiday.  
f Finally, winter break! I'll be playing computer games all night tomorrow!  
g I believe that in the next 15 years, doctors will develop a cure for cancer.  
h I have a science class on Thursday at 10.

Which sentence contains

- |                                                             |                          |
|-------------------------------------------------------------|--------------------------|
| 1 a future arrangement?                                     | <input type="checkbox"/> |
| 2 prediction based on an opinion?                           | <input type="checkbox"/> |
| 3 a spontaneous decision?                                   | <input type="checkbox"/> |
| 4 a future event based on a fixed schedule?                 | <input type="checkbox"/> |
| 5 prediction based on present evidence?                     | <input type="checkbox"/> |
| 6 an intention for the future?                              | <input type="checkbox"/> |
| 7 an offer?                                                 | <input type="checkbox"/> |
| 8 an action in progress at a particular time in the future? | <input type="checkbox"/> |

## 2 Complete the sentences with the correct future continuous form of the verbs in brackets.

- 1 Me, at 30? I \_\_\_\_\_ (*design*) computer games for a well-known gaming software company.  
2 Thank you, but we \_\_\_\_\_ (*not use*) your catering services for our next event.  
3 Of course she's anxious. Thousands of people \_\_\_\_\_ (*listen*) to her speech tonight.  
4 \_\_\_\_\_ (*they / check*) IDs at the club entrance?  
5 What \_\_\_\_\_ (*you / wear*) during the award ceremony tonight?  
6 I'm not sure about my plans for tonight, but I know I definitely \_\_\_\_\_ (*not work*)!

## 3 Choose the correct option to complete each sentence.

- 1 Don't be scared! I *'ll be* / *'m* holding your hand when they *'ll be giving* / *'re going to give* you your COVID-19 shot.  
2 It's freezing. It looks like it *will snow* / *is going to snow*.  
3 The survey shows that Mark Drake *will become* / *is going to become* president.  
4 Do you think scientists *are going to make* / *will make* any major discoveries in the next decade?  
5 He's driving too fast! We *'ll be crashing* / *'re going to crash*!  
6 In the future, we *are going to store* / *will store* most data online.

## 4 Complete the sentences with the correct form of the verbs in brackets. Use *will, shall, going to*, the future continuous or the present continuous.

- 1 Just think! This time tomorrow we \_\_\_\_\_ (*ski*) down the snowy slopes in Italy!  
2 Your computer is really slow. \_\_\_\_\_ (*I / update*) your software?  
3 What \_\_\_\_\_ (*you / do*) about your failed physics test, Mark?  
4 Tom has lost his memory stick and he \_\_\_\_\_ (*buy*) a new one.  
5 'I've lost my keys.' 'I \_\_\_\_\_ (*help*) you look for them.'  
6 We \_\_\_\_\_ (*meet*) for lunch tomorrow at 12. I can give her the message.

## 5 Complete the sentences using the prompts.

Add any extra words where necessary.

Use the present simple, the future continuous or the present continuous.

- 1 Jason, Pam phoned while you were out.  
She / come back / holiday / next Tuesday.  
She's coming back from holiday next Tuesday.  
2 I think Martha is busy packing. She / go / holiday / tomorrow.  
\_\_\_\_\_  
3 They finished the construction of a new supermarket in town. It / open / next month.  
\_\_\_\_\_  
4 You'll need to renew your licence to use this software. It / expire / next month.  
\_\_\_\_\_  
5 We don't need to hurry. My bus / not leave / until / 6.  
\_\_\_\_\_  
6 You can join us if you want. We / go / cinema / 8.  
\_\_\_\_\_

## 6 Choose the correct answers. Sometimes more than one answer is possible.

- 1 I \_\_\_\_ for you at the station when you arrive.  
a 'm going to wait b 'm waiting c 'll be waiting  
2 Let's start. I think Martha \_\_\_\_ a bit later.  
a comes b will come c is going to come  
3 I need to pick up Tom tomorrow morning.  
He \_\_\_\_ hospital at 9:30.  
a leaves b will leave c is leaving  
4 Look at Brenda! She's so pale! She \_\_\_\_!  
a 'll be fainting b 'll faint c 's going to faint  
5 What time \_\_\_\_?  
a does your train leave b will your train be leaving c is your train going to leave  
6 If you don't know how to do this, I \_\_\_\_ you post the photos.  
a 'll be helping b 'll help c 'm going to help

## 7 Complete the second sentence so that it means the same as the first, using the word given.

- 1 The guy on the bike may fall off any moment!  
The guy on the bike \_\_\_\_\_ off!  
GOING  
2 I have one hour before the flight.  
The \_\_\_\_\_ an hour. TAKES  
3 We've arranged to have a party on Saturday.  
We \_\_\_\_\_ on Saturday. ARE  
4 Jason is planning to create his own website.  
Jason \_\_\_\_\_ his own website. TO  
5 In three years' time, I'll be a medicine student.  
In three years' time, I \_\_\_\_\_ medicine. WILL  
6 Do you want me to call you in the afternoon?  
\_\_\_\_\_ you in the afternoon? SHALL





**1** Are these statements about the planet Mars true (T) or false (F)? Check your answers at the bottom of this page.

- 1 We have already found evidence of life on Mars. T / F
- 2 This planet is named after the Roman god Mars. T / F
- 3 There has already been one human space mission to Mars. T / F
- 4 Mars's nickname is the dusty planet. T / F
- 5 It would take about seven months to travel to Mars. T / F

**2** **MP3 06** Listen to a fragment of a lecture and answer the questions.

- 1 What made Mars similar to Earth in the past?  
It was once \_\_\_\_\_.
- 2 Why do we need to explore Mars before sending humans there?  
Because we need to know \_\_\_\_\_.
- 3 What happened to Mars 3 after landing on the red planet?  
It \_\_\_\_\_.
- 4 What is the lecturer encouraging her students to do after the meeting?  
She is encouraging them to \_\_\_\_\_.

**3** **MP3 06** Listen again and complete the notes a student has taken during the lecture.

- ▶ Three reasons for exploring Mars:
  - Mars is <sup>1</sup>\_\_\_\_\_ Earth.
  - Scientists want to check if there are <sup>2</sup>\_\_\_\_\_ on the planet.
  - People could live there one day or use the planet in other ways.
- ▶ Sending robotic missions to Mars to check potential risks before sending people
- ▶ Successful landings:
  - first landing: <sup>3</sup>\_\_\_\_\_ (Russia), December 2, 1971
  - Viking 1 and Viking 2 (USA), <sup>4</sup>\_\_\_\_\_, 1976
  - the latest mission: Perseverance; February 18, <sup>5</sup>\_\_\_\_\_
- ▶ Check educational activities in NASA Mission To Mars Student Challenge

**REVISION** Student's Book, page 41

**4** Write the words below in the correct column. Some words match more than one category.

mistakes without research work a discovery  
a comment an experiment notes a decision a look

| make | do | take |
|------|----|------|
|      |    |      |

**5** Complete the sentences with the correct form of *make*, *do* or *take*.

- 1 Can you name three famous travellers who \_\_\_\_\_ important discoveries?
- 2 The one thing I couldn't \_\_\_\_\_ without in the kitchen is a microwave oven.
- 3 It's time to stop wasting our time. We've got loads of work to \_\_\_\_\_.
- 4 During the lecture, Jeff kept \_\_\_\_\_ comments, which disturbed the lecturer.
- 5 We \_\_\_\_\_ some interesting experiments in our chemistry classes last week.
- 6 Come and \_\_\_\_\_ a look at these signs. What might they mean?
- 7 I \_\_\_\_\_ a decision, but I'm not sure it's the right one.
- 8 The linguistic department \_\_\_\_\_ research on memory processes at the moment.
- 9 Helen \_\_\_\_\_ notes throughout the whole lecture yesterday.
- 10 I'm afraid you've \_\_\_\_\_ too many mistakes to get a better mark.

**6** Write about two inventions you couldn't do without. Give reasons for your answers.

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1 T No evidence of life on Mars has been found so far.  
2 T  
3 F There has been no human space mission to Mars yet.  
4 F the red planet  
5 T

### 1 Choose the correct option to complete each sentence.

- It's a long story. I **tell** / **'ll tell** you everything when we **meet** / **will meet** tomorrow.
- As soon as she **is** / **will be** back home, I **let** / **will let** you know.
- Take an umbrella in case it **will rain** / **rains**.
- We will continue playing the game after we **will have** / **have** lunch.
- Don't turn off the kettle until the water **boils** / **will boil**.
- Do** / **Will** you help us after you **do** / **will do** your own work?
- As long as you **won't break** / **don't break** anything, you can take my laptop.
- You need to save your work before you **will turn off** / **turn off** the PC.
- They won't do any research this year unless they **get** / **will get** the money.

### 2 Complete the mini-dialogues with the correct form of the verbs in brackets.

- A** I can't wait to get to the beach, can you?  
**B** You bet I can't! I \_\_\_\_\_ (**jump**) into the water as soon as we \_\_\_\_\_ (**get**) there.
- A** Could you post this parcel for me?  
**B** Yes, I \_\_\_\_\_ (**do**) it when I \_\_\_\_\_ (**go**) to the shops.
- A** Have you already decided what you're going to do at the weekend?  
**B** No, but I \_\_\_\_\_ (**call**) you as soon as I \_\_\_\_\_ (**know**).
- A** Is there anything you can do now?  
**B** I am afraid I cannot do anything now, sir, but I \_\_\_\_\_ (**exchange**) the radio as soon as you \_\_\_\_\_ (**bring**) your receipt.
- A** Can I talk to Dr Smith?  
**B** He's busy at the moment, but he \_\_\_\_\_ (**see**) you after he \_\_\_\_\_ (**finish**) examining a patient.

### 3 Rewrite the sentences using the linking words given.

- I'll leave you my friend's phone number. My battery may run flat. **IN CASE**  
\_\_\_\_\_
- You'll take up some sport. Then you'll feel much better. **AS SOON AS**  
\_\_\_\_\_
- They will send me a catalogue first. Then I'll choose a new laptop. **ONCE**  
\_\_\_\_\_
- I will tell Bob everything. He will hear it from somebody else, anyway. **BEFORE**  
\_\_\_\_\_
- We will finish renovating the house inside. Then we'll clean up the garden. **AFTER**  
\_\_\_\_\_
- He has to receive the spare parts. Then he will repair the machine. **WHEN**  
\_\_\_\_\_

### GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 4, ex. 1

### 4 Complete the sentences using the present perfect.

- I want to eat lunch. Then we will talk.  
*When I've finished lunch, we will talk.*
- You need to do the washing-up first. Then you can watch TV.  
You can \_\_\_\_\_.
- I'll give you my notes, but I need to do an experiment first.  
As soon as \_\_\_\_\_.
- A photo uploaded to a website never disappears from the Internet.  
Once you \_\_\_\_\_.
- First make a decision, and then let me know.  
Once \_\_\_\_\_.
- We'll go out soon, but she needs to finish getting dressed first.  
After \_\_\_\_\_.
- I'm reading the book now, so I'll lend it to you later.  
When \_\_\_\_\_.

### 5 CUMULATIVE GRAMMAR Use the words in brackets to complete the sentences. Add any extra words where necessary.

- I \_\_\_\_\_ (**sleep** / **friend** / **house**) tomorrow. She's invited me to her place for the weekend.
- When \_\_\_\_\_ (**Tim** / **finish** / **French** / **Wednesday**)? I could pick him up.
- A** I'm going to the swimming pool.  
**B** Great idea! I \_\_\_\_\_ (**go** / **you**).
- Why don't you take a sandwich in case \_\_\_\_\_ (**you** / **be**) hungry?
- Wait for me outside. I'll join you \_\_\_\_\_ (**soon** / **I** / **write**) this report.
- Try to call before 7 o'clock. After that, we \_\_\_\_\_ (**watch** / **match**).
- This is delicious! You \_\_\_\_\_ (**not know** / **until** / **you** / **taste**) it.
- A** The TV is on. \_\_\_\_\_ (**you** / **watch**) something?  
**B** Yes, \_\_\_\_\_ (**my** / **favourite** / **film** / **start**) 8.
- He \_\_\_\_\_ (**not be** / **on time**) unless he runs.
- I've already thought about my birthday, and I \_\_\_\_\_ (**book** / **table**) at Luigi's next week.



## 1 Read the texts and decide which of them

- a explains the origins of a famous concept. \_\_\_\_\_
- b shows how art and technology can be connected. \_\_\_\_\_
- c shows a possible future of our home and work. \_\_\_\_\_

2  Read the texts and choose the correct answers.

## Text 1

We're used to the word Internet being synonymous with the World Wide Web – a worldwide network of computers and servers connected through cables and wi-fi to allow us to communicate. But now there's also the IoT – the Internet of Things. This is a **network** of connected mechanical devices and potentially also living organisms with a built-in device such as a microchip. Each element of the IoT is given a unique IP address in order to be able to transfer data. The IoT collects the data from the devices and their **sensors**, analyses it and reacts to the outcomes. The IoT allows us to **increase efficiency** or fix small problems, without the need of a human intervention, although human administrator can interfere. The IoT is already widely used in business to save time and money, improve services and even make minor business decisions. Your future smart home will also be a part of the IoT. It will be up to you to decide if you want to leave the shopping and cooking decisions entirely to your IoT.

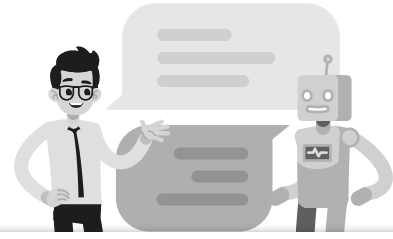
- 1 According to the text, the Internet of Things
- a uses microchips to connect human beings to the Internet.
  - b is allowed to make human-independent decisions.
  - c is used in business to collect data from various internet sources.

## Text 3

## FUTURISTIC POETRY EVENING

- **WHAT** Poetry reading and cool competition for our audience (no, you do not need to be a poet, that's taken care of).
  - **WHY** University researchers and scientists all over the world have been working on teaching AI to write poetry. They've been **feeding AI data** such as rules of rhymes, meter and, of course, the use of grammar and vocabulary. And getting results! Their AIs have produced some really cool poetry and we want to give it the Turing Test.
  - **HOW** We've asked our creatively inclined students and teachers to write their own poems on similar topics. We want you to try and tell apart the human and machine written ones. Come and listen to the poetry reading and then vote on who wrote what. Will the poems pass the Turing Test? Can you escape being fooled by a machine?
- PRIZES FOR THE PARTICIPANTS!

## Text 2



Alan Turing was an English mathematician, computer scientist and philosopher way ahead of his time. This was just the dawn of the era of computers, but the question of whether computers can think was already sparking huge discussions. Because 'thinking' is difficult to define, in 1950 Turing proposed to ask instead a closely related question whether a computer could imitate a human being well enough for the human being **interacting with** it not to be able to tell the difference. This became known as the Turing Test and to this day remains one of the most important concepts in the philosophy of artificial intelligence as well as one of the greatest challenges to AI creators. The annual competition known as the Loebner Prize, held since 1991, has yet to see an AI that would completely fool its judges in both writing and speech, although **chatbot** programs like ELIZA or MITSUKU have managed to fool unsuspecting human beings. Various analyses of the results suggest, however, that this is achieved through employing imitations of silly joking conversation tricks, whereas the test originated with idea of imitating human *intelligence*.

- 2 The author of this text suggests that Alan Turing
- a wanted to issue a challenge to all other computer creators.
  - b predicted the invention of AI programs such as chatbots.
  - c might have understood 'fooling' differently than chatbot creators.
- 3 The poetry evening will involve
- a a poem writing competition.
  - b an explanation of how AI writes poetry.
  - c guessing the origins of the poems.





### 3 Read the texts again and complete the email.

Cześć Zosiu!

Czytałem trochę ostatnio o Internecie i sztucznej inteligencji. Do tej pory byłem przekonany, że Internet rzeczy to tylko pomysł, ale okazało się, że ten projekt jest już realizowany do łączenia różnych <sup>1</sup> z Internetem. Wiesz, że może być nawet używany do łączenia żywych organizmów!

Czytałem też trochę o Alanie Turingu, który zastanawiał się, czy komputery mogą <sup>2</sup>. Stworzył nawet test zwany Testem Turinga. Jego celem jest sprawdzenie, czy komputer może <sup>3</sup> na tyle dobrze, aby człowiek nie był w stanie zorientować się, że to maszyna. Ciekawe, prawda? Aha, i ten test będzie używany podczas wydarzenia, na które chciałybym pójść. Naukowcy zaprogramowali sztuczną inteligencję <sup>4</sup> i chcą sprawdzić, czy odbiorcy są w stanie odróżnić wiersze napisane przez ludzi od tych napisanych przez komputery. Czy chciałabyś pójść ze mną?

Kamil

### 4 Match the words in bold from the texts in exercise 2 with definitions a–f.

- a computer program designed to have a conversation with people \_\_\_\_\_
- b a large system made of many parts \_\_\_\_\_
- c communicate with or react to \_\_\_\_\_
- d devices used to measure and record changes in something, eg. temperature \_\_\_\_\_
- e make it possible to do more work quicker and better \_\_\_\_\_
- f give information to an artificial intelligence system \_\_\_\_\_

### REVISION Student's Book, pages 44–45

### 5 Unscramble the words to complete the phrases. What is the secret word?

- 1 make \_\_\_\_\_ (HIRSYOT)
- 2 \_\_\_\_\_ space (LERPOEX)
- 3 \_\_\_\_\_ humankind (EEFITBN)
- 4 improve our knowledge of the \_\_\_\_\_ (NEERVUIS)
- 5 be into \_\_\_\_\_ (GASTARZING)
- 6 \_\_\_\_\_ people on the Moon (NADL)
- 7 \_\_\_\_\_ space (SOLONICE)

|   |    |   |    |   |  |  |   |   |
|---|----|---|----|---|--|--|---|---|
| 1 |    |   |    |   |  |  | 8 |   |
| 2 | 12 |   | 1  |   |  |  |   |   |
| 3 |    |   |    | 7 |  |  |   |   |
| 4 |    |   |    | 6 |  |  |   | 5 |
| 5 | 4  |   |    | 3 |  |  |   |   |
| 6 |    | 9 | 10 |   |  |  |   |   |
| 7 | 11 |   |    |   |  |  |   | 2 |

Secret word:

|   |   |   |   |   |   |   |   |   |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|
|   |   |   |   |   |   |   |   |   |    |    |    |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

### 6 Complete the sentences with the correct form of the phrases from exercise 5.

- 1 Most people think we won't be able to \_\_\_\_\_ unless we discover how to travel faster than the speed of light.
- 2 Astronomical observatories in space have greatly \_\_\_\_\_.
- 3 The private company SpaceX, founded by Elon Musk with a goal of sending humans to Mars, \_\_\_\_\_ in 2020 as it sent four astronauts into orbit.
- 4 Finding energy sources on other planets would \_\_\_\_\_.
- 5 In the future, we must \_\_\_\_\_ looking for other planets to live on.
- 6 NASA succeeded in \_\_\_\_\_ for the first time in 1969.
- 7 If you \_\_\_\_\_ and you want to use your tablet to explore the objects in the sky like never before, check out our new astronomy app!



### VOCABULARY CHALLENGE! Student's Book, pp. 110–111, UNIT 4, ex. 3 & 4

### 7 Complete the sentences with the correct words formed from the words in brackets.

- 1 Let's not go to the restaurant on Saturday, it will be \_\_\_\_\_ (*crowd*) and we'll never get a good table.
- 2 If you fail this exam, you'll have to \_\_\_\_\_ (*take*) it within two weeks.
- 3 Ironically enough, bright students often \_\_\_\_\_ (*achieve*) because the school does not motivate them enough.
- 4 Many people \_\_\_\_\_ (*approve*) of so much money being spent on space research when thousands are starving.
- 5 In multicultural societies, people from different backgrounds have to \_\_\_\_\_ (*exist*).
- 6 Do you think people who've bought tickets for space voyages have been \_\_\_\_\_ (*lead*) as they're unlikely to ever travel into space?
- 7 I thought I saw a UFO, but before I found my camera to take a picture, it \_\_\_\_\_ (*appear*).

- 1 Complete the sentences with the correct form of the words below. Two words do not need to be changed.

rather little write good text use far

- The \_\_\_\_\_ choice for me would be to contact my family via video chat.
- It is \_\_\_\_\_ more comforting to hear mum's voice than to read a text message.
- Email communication appeals to me the \_\_\_\_\_ because I can't see the person I am talking to.
- On top of this, I'd prefer \_\_\_\_\_ a video communicator so that I can show them where I live.
- I'd \_\_\_\_\_ chat with somebody than text them.
- I wouldn't go for the option of \_\_\_\_\_ them because the messages are very short.
- I find \_\_\_\_\_ long emails rather boring.

- 2 Write the sentences. Use the expressions below.

would rather would prefer prefer to

- Powiedz, że wolałbyś/wolałabyś rozmawiać z lekarzem człowiekiem niż z robotem.
- Zapytaj koleżankę, czy wolałaby pozwolić, by komputer prowadził samochód zamiast robić to sama.
- Nie zgódź się z opinią, że młodzi ludzie wolą komunikację przez media społecznościowe niż przez maile.
- Zapytaj, dlaczego kolega woli używać komunikatorów niż pisać SMS-y.

- 3  Do the speaking task and answer the two questions below. Write 4–5 sentences.

 5 minut

Przygotowujesz się do egzaminu z chemii. Wyraż swoje zdanie na temat dwóch poniższych form przygotowania się do testu. Wybierz ten sposób, który byłby dla Ciebie najbardziej odpowiedni, i uzasadnij swój wybór. Wyjaśnij, dlaczego odrzucasz drugi sposób.



- Do you agree with the opinion that information technology makes life easier? Why/Why not?
- What, in your opinion, is the better source of information about science: science books or science programmes? Why?

- 1 Complete the sentences.

- I feel I should make my voice \_\_\_\_\_ r \_\_\_\_\_ in matters concerning my g \_\_\_\_\_ r \_\_\_\_\_ n.
- One must \_\_\_\_\_ r \_\_\_\_\_ in mind that smartphones have many h \_\_\_\_\_ d \_\_\_\_\_ features.
- I am u \_\_\_\_\_ l \_\_\_\_\_ convinced that such actions are pointless.
- In the future, technology is b \_\_\_\_\_ n \_\_\_\_\_ to play an even greater role in our lives.
- T \_\_\_\_\_ s, we need to be careful not to become a \_\_\_\_\_ c \_\_\_\_\_ d \_\_\_\_\_ to social media.
- It is e \_\_\_\_\_ s \_\_\_\_\_ t \_\_\_\_\_ l \_\_\_\_\_ that we are aware of these problems.
- It is w \_\_\_\_\_ h \_\_\_\_\_ remembering that g \_\_\_\_\_ m \_\_\_\_\_ k \_\_\_\_\_ applications are designed to draw us in.

- 2 Use the prompts to write sentences. Use the correct form of the verbs. Add extra words where necessary.

- go / without / say / younger kids / be / more likely / become addicted / technological gadgets.  
\_\_\_\_\_
- I / object / when / people / say / every teenager / abuse technology.  
\_\_\_\_\_
- I / hold / action / make / people / aware / problem / be worth a try.  
\_\_\_\_\_
- Our jobs / be / certain / require / use of technology.  
\_\_\_\_\_
- result / we / become / dependent / our phones.  
\_\_\_\_\_
- What / be / crucial / be / the ability / turn off the phone for a time.  
\_\_\_\_\_
- What / matter / be / we / use these gadgets sensibly.  
\_\_\_\_\_

- 3  Read the instructions and do the writing task.

W Twoim ulubionym magazynie pojawił się artykuł o eksperymencie, w którym – w ramach badań nad uzależnieniem od telefonów – uczniowie szkoły średniej zostali poproszeni o nieużywanie ich przez tydzień. Napisz list do redakcji (200–250 słów), w którym napiszesz, czy – Twoim zdaniem – Twoje pokolenie jest uzależnione od smartfonów, i uzasadnisz swoje stanowisko oraz przedstawiś swoją opinię na temat eksperymentów takich, jak ten wspomniany w artykule.

## 1 Choose the correct answers to complete the mini-dialogues.

- 1 **X** \_\_\_\_  
**Y** As soon as I've finished my homework.  
**A** Have you seen this film?  
**B** When can you come over?  
**C** Why are you playing on your computer?
- 2 **X** Would you rather use the new search engine or the old one?  
**Y** \_\_\_\_  
**A** To be honest, I prefer the old one.  
**B** No, I haven't found it.  
**C** Yes, it's rather old.
- 3 **X** I'd go for the smartwatch, what do you think?  
**Y** \_\_\_\_  
**X** Maybe you're right. It's too expensive.  
**A** OK, I'm ready to leave.  
**B** I think you should choose something else.  
**C** Yes, it's very expensive.
- 4 **X** Shall I help you set it up?  
**Y** \_\_\_\_  
**A** Could you? I don't know what I'm doing wrong.  
**B** Yes, I've already finished creating my account.  
**C** I can see you bought a new smartphone.
- 5 **X** The news is likely to spread quickly over social media.  
**Y** \_\_\_\_  
**A** Yes, it's bound to happen.  
**B** I don't like such news either.  
**C** No, I don't trust social media.

## 2 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

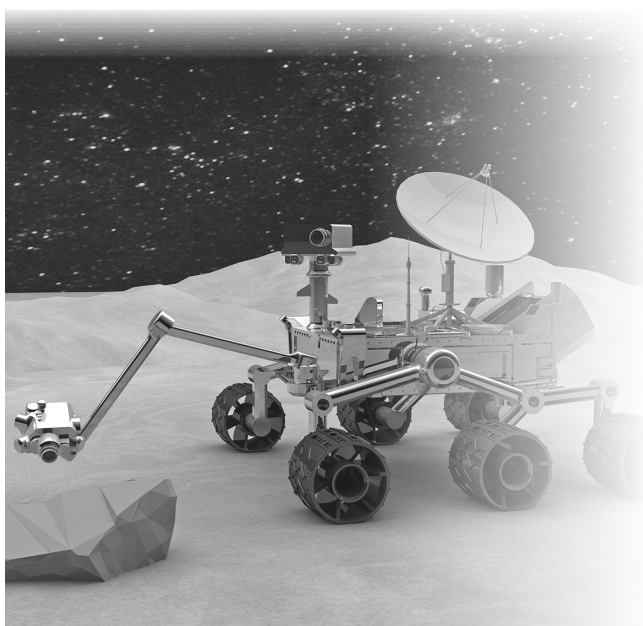
- 1 \_\_\_\_\_ (*I / paint*) this picture for three months, but it's still not finished.
- 2 You'll have to enter your personal details \_\_\_\_\_ (*before / you / start*) using their service.
- 3 I \_\_\_\_\_ (*prefer / make / notes*) by hand rather than on a laptop.
- 4 When I am learning chemistry, I \_\_\_\_\_ (*rather / do / experiment*) than read about it in my textbook.
- 5 The coffee machine \_\_\_\_\_ (*switch on / automatically*) 7 a.m.
- 6 If \_\_\_\_\_ (*you / not update*) your antivirus software, your computer will be at risk.
- 7 Unless \_\_\_\_\_ (*he / use*) secure websites, sooner or later he will have malicious software on his computer.
- 8 You can use the computer as \_\_\_\_\_ (*soon / I / install*) the parental controls.
- 9 When you arrive, \_\_\_\_\_ (*man / wait*) for you at the station. \_\_\_\_\_ (*he / wear*) a brown raincoat and a hat.

## 3 Read the text in exercise 4 below. What part of speech is missing in each gap?

|   | noun  | auxiliary verb (x2) | verb (x3)   | linking word |
|---|-------|---------------------|-------------|--------------|
|   |       |                     | preposition |              |
| 1 | _____ | 4                   | _____       | 7            |
| 2 | _____ | 5                   | _____       | 8            |
| 3 | _____ | 6                   | _____       |              |

## 4 Complete the text with appropriate words. Put one word in each gap.

15 March



We're finally here. The spaceship shook worryingly as we were going through Mars' atmosphere, but we landed safely. Before any astronauts get out of the ship, we're sending the robots to check things out just in <sup>1</sup>\_\_\_\_\_ there's any risk. They need to confirm that the area is safe to walk in, and that there's no harmful radiation. I <sup>2</sup>\_\_\_\_\_ prefer to go by myself rather than wait for the robots to give us the green light, but those are the rules. It's been five hours <sup>3</sup>\_\_\_\_\_ they disappeared behind that hill. They should be back by now! Anyway, after they <sup>4</sup>\_\_\_\_\_ returned and confirmed it's safe, I'm out of here! I can't believe that in a few hours I will <sup>5</sup>\_\_\_\_\_ living my dream – researching Martian rock samples! I'd like to <sup>6</sup>\_\_\_\_\_ a look at the little flat area close to the ship. I think it might be a perfect place for my lab. Max disapproves <sup>7</sup>\_\_\_\_\_ it, he thinks the lab would be safer inside the ship. But that's impossible. While it <sup>8</sup>\_\_\_\_\_ without saying that safety is our top priority, there's just not enough space inside.




**1** **MP3 07** Listen to the radio programme and choose the correct option to complete the sentences.

- a A virtual twin is like a *digital version of you* / *digital best friend*.  
 b Trump Sidekick *imitates* / *helps create* Donald Trump's tweets.  
 c Your virtual twin can suggest *improvements to your life* / *songs and videos you might like*.  
 d The twin *may* / *must* be created on your phone.

**2** Use expressions from A and B to create collocations and match them with the definitions.

A give browser store imitate know

B output inside out consent history in a cloud

- a \_\_\_\_\_ my \_\_\_\_\_: say/write things that sound like me  
 b \_\_\_\_\_: list of websites you visited using a search engine  
 c \_\_\_\_\_ sb/sth \_\_\_\_\_: know someone/something very well  
 d \_\_\_\_\_ sth \_\_\_\_\_: keep data on a special server outside your computer  
 e \_\_\_\_\_: give permission, agree

**3** **MP3 07** Wysłuchaj programu radiowego o nowinkach ze świata techniki i uzupełnij zdania 1–5 zgodnie z treścią tekstu.

- 1 The three things the digital twin learns from analysing your tweets and chats are the \_\_\_\_\_ that you engage in, your \_\_\_\_\_ and your \_\_\_\_\_.  
 2 The digital twin knows what you like to eat and watch from your \_\_\_\_\_ and \_\_\_\_\_.  
 3 The digital twin can interact with other people 'in your name' by \_\_\_\_\_ concerning you / your lifestyle / your preferences.  
 4 The suggestion to call your grandma is an example of how the twin could help to \_\_\_\_\_.  
 5 Both women agree that we should be cautious about \_\_\_\_\_ personal data.

**4** Complete the sentences with your own ideas.

- 1 I'd rather search for information on the Internet because \_\_\_\_\_.  
 2 If we use a presentation program, we'll be able to \_\_\_\_\_.  
 3 Unless we have an overhead digital projector, we won't be able \_\_\_\_\_.  
 4 I'd prefer to work on my laptop rather than use a school computer because \_\_\_\_\_.  
 5 I don't think I will be using \_\_\_\_\_ to \_\_\_\_\_.  
 6 I find Wikipedia to be a bit unreliable as a source of information because \_\_\_\_\_.  
 7 I prefer searching for information to preparing presentations because \_\_\_\_\_.  
 8 As far as the topic goes, why don't we talk about \_\_\_\_\_.

**5** Read the instructions and do the speaking task.

4 minuty

Razem z kolegą z klasy pracujecie nad prezentacją, w której przedstawicie najważniejsze, Waszym zdaniem, odkrycie naukowe ostatniego stulecia. W rozmowie z kolegą porusz następujące kwestie:

wybór tematu prezentacji

niezbędne materiały

przygotowanie prezentacji

sprzęt, z którego będziecie korzystać

Rozmowę rozpoczyna egzaminujący.

**6** Which of the sentences are suitable for the writing task in exercise 7? Why are the remaining sentences unsuitable?

- a In my opinion, video calls will be the most popular way of communicating in the future because it's easier to speak than write and people are simply lazy. ☐  
 b My friends and I rarely send emails, and I don't think we'll start sending more emails in the future. ☐  
 c My favourite way of communicating with my friends is via social media since we can share not only our thoughts but also our favourite songs, films or interesting articles. ☐  
 d I usually video chat with my friends as I'd rather speak than write, and also I like to be able to see the person I'm talking to. ☐  
 e In the past, people used to write their letters by hand, but nowadays not many people use this form of communication. ☐

**7** Read the instructions and do the writing task.

Magazyn młodzieżowy ogłosił konkurs pt. *Communication of the Future*. Napisz artykuł (200–250 słów), w którym opiszysz, w jaki sposób i dlaczego właśnie tak najchętniej komunikujesz się ze znajomymi, oraz wyjaśnisz, jak – Twoim zdaniem – komunikacja między ludźmi zmieni się w przyszłości.





# THE WORLD TODAY VIDEOS

## Erica the robot

# 4



### COMPREHENSION

- 1 Look at the pictures from the video. What are the differences between the two robots?
- 2 Watch the video and check your answers.

#### Glossary

**automate (v)** to change a process so that machines do the work instead of people  
**fulfilling (adj)** satisfying  
**humanity (n)** all the people who are living in the world  
**tedious (adj)** very boring

- 3 Watch the video again. Choose the correct option to complete the sentences (1–6).
  - 1 Erica is 23 and lives in *Kyoto* / *Tokyo*.
  - 2 Doctor Ishiguro is Erica's *inventor* / *teacher*.
  - 3 Doctor Glas is Erica's '*father*' / '*architect*'.
  - 4 Erica would really like to *see the world* / *dance and sing*.
  - 5 Doctor Ishiguro's next challenge is to *create a more perfect robot* / *deliver more robots to people*.
  - 6 Erica thinks robots could be *better than* / *as good as* humans at running the world.
- 4 Watch the last part of the video again. Complete the summary of Erica's final speech with the correct words.

Erica believes that in the future, robots will be very <sup>1</sup>\_\_\_\_\_, and that people will be able to put more energy into things which are <sup>2</sup>\_\_\_\_\_ and fulfilling because it will be possible to automate the aspects of life which people find boring and <sup>3</sup>\_\_\_\_\_.

She describes robots as humanity's <sup>4</sup>\_\_\_\_\_ because humans create, <sup>5</sup>\_\_\_\_\_ and teach robots about the world. Erica hopes that robots will be able to help people with their work, and take <sup>6</sup>\_\_\_\_\_ of them when they get older. She thinks that robots can improve <sup>7</sup>\_\_\_\_\_ for the benefit of <sup>8</sup>\_\_\_\_\_.



- 5 Test your memory. Match the people, Dr Ishiguro (I), Dr Glas (G) or Erica (E), to what they say (1–6).
  - 1 'My personal opinion is that a bit further in the future robots will run the world.' \_\_\_\_\_
  - 2 'What we really want to do is have a robot that can think, act and do everything completely on its own.' \_\_\_\_\_
  - 3 'I wanted to be an oil painter because I was so interested in the human self I wanted to represent it.' \_\_\_\_\_
  - 4 'My next challenge is to create the robot world, to deliver more robots to the people and realise better societies.' \_\_\_\_\_
  - 5 'I hope we will be able to speak again in the future.' \_\_\_\_\_
  - 6 'I've been ... trying to create her mind, create her personality and get all the details working.' \_\_\_\_\_

### AUTHENTIC ENGLISH

- 1 Look at the example from the video. When do you think we use the expression *let's see*?
 

*I would very much like to move my arms and legs ... Let's see ... what else? Another thing I would like is ...*
- 2 Read the information in the box to check your answer to exercise 1. What do you say in your language when you need time to think about what to say?

#### Let's see

We use *let's see* or *let me see* when we need a moment to think about or remember something, often after somebody has asked us a question.

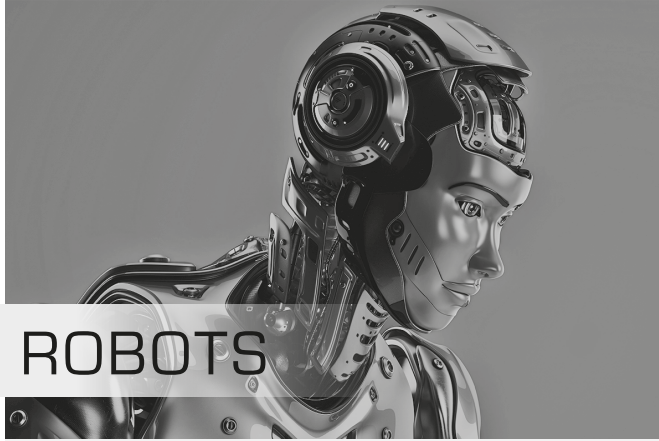
- 3 Identify the synonyms of *let's see* or *let me see* in these sentences.
  - 1 What have I done today? Um ... well, first I went to work, then I went to the gym ...
  - 2 Mmm ... let me think, you take the first right, then ...
  - 3 Err ... just a minute ... that's a difficult question!

### SPEAKING

Discuss in groups. What adjectives would you use to describe Erica? Why?

## READING

- 1 Read the article below which describes people's attitudes towards robots. Which opinions (1–3) are positive about robots? Which are negative? Why?



1 ☐ Many people feel worried about robots taking over from humans in the future, but I think we are still a long way off from that. Even the most sophisticated robots are actually still pretty limited in their functionality, and they will always need people to program them to tell them how to do even very basic tasks.

2 ☐ What makes me uncomfortable is the idea of robots being used to make important moral or ethical decisions. I think we need to be really careful with the amount of responsibility we allow them to have. We should limit this to manual work rather than anything which could be potentially dangerous or damaging to people's lives.

3 ☐ There have been a lot of exciting and precious developments in technology recently. We are already making the most of using robots to do jobs which require precision and accuracy such as surgery, and for processes like industrial cleaning. Just imagine the possibilities in the future!

## Glossary

**ethical (adj)** involving ideas to help people decide what is right and wrong

**functionality (n)** the range of things that a computer or electronic system can do

**precision (n)** the quality of being very accurate or exact

- 2 Choose the correct heading (a–d) for the texts (1–3). There is one extra heading you do not need to use.

- a Only as intelligent as us \_\_\_\_\_
- b The way forward \_\_\_\_\_
- c Expensive but worth it \_\_\_\_\_
- d A question of morality \_\_\_\_\_

## SPEAKING

- 1 **PLAN** Work in groups. You are going to research and discuss a recent invention. Write questions to ask about the following points.
- Function
  - Practicality
  - Cost
  - Who uses it
- 2 **PREPARE** Use your phone or tablet to research one of the points from exercise 1.
- 3 **DISCUSS** Share your research with your group. Ask and answer each other's questions. Use phrases from the boxes below to help you find out about each other's research.

## Asking for more information

Could you tell me more about ...?

How would that work?

Can you give me an example of what you mean by ...?

## Presenting your research

I've been looking into ...

There's a lot of information about ...

- 4 **PRESENT** Present your research to the class. Which inventions do you think are most interesting or useful? Why?

*Today we're going to talk about self-driving cars. We think they will become increasingly important and more popular in the future because ...*

## BEYOND THE CLASS

## Why not try ...

finding out information about new inventions in different countries?







▶ VIDEO 08

# SPOTLIGHT ON SOCIETY VIDEOS

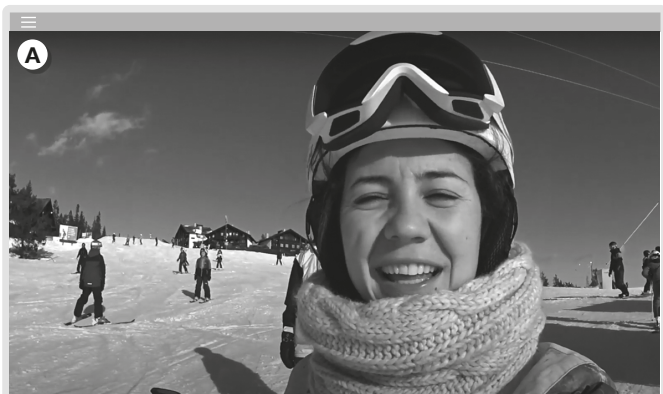
## The social media challenge

4

### BEFORE WATCHING

#### 1 Match the photos A-C to the activities 1-3.

- 1 preparing meals
- 2 embroidery
- 3 outdoor activities

☐  
☐  
☐


#### 2 Answer the questions.

- 1 How often do you use social media?  
\_\_\_\_\_
- 2 What do you usually use it for?  
\_\_\_\_\_
- 3 How would you feel if there was no social media for a week?  
\_\_\_\_\_
- 4 If so, what would you do with the time instead? Would you do any of the activities shown in the photos?  
\_\_\_\_\_

### WHILE WATCHING

#### 3 Watch the video. Write down the social media pages Mon mentions and what she usually uses them for.

- 1 Social media mentioned: \_\_\_\_\_
- 2 Things she uses social media for: \_\_\_\_\_

#### 4 Watch the video again and complete the sentences.

- 1 Mon is Portuguese, but she hasn't \_\_\_\_\_ for five years.
- 2 Because of the challenge, Mon \_\_\_\_\_ at all next week.
- 3 On the first day, she didn't miss social media, probably because she \_\_\_\_\_.
- 4 Mon couldn't use the recipe she wanted because \_\_\_\_\_, so she had to \_\_\_\_\_ while preparing her meal.
- 5 For Mon, the most difficult part of her challenge is \_\_\_\_\_.
- 6 When it comes to Mon's hobby, embroidery, she uses social media to both \_\_\_\_\_ and \_\_\_\_\_.

### FOLLOW-UP

#### 5 Match the phrases below with their synonyms a-f. Then use the phrases to complete the sentences from the video 1-6. Watch the video again and check.

I was like   kind of   just   you know   like   actually

- |                    |                             |
|--------------------|-----------------------------|
| a I said - _____   | e only - _____              |
| b in a way - _____ | f do you understand - _____ |
| c in fact - _____  |                             |
| d a bit - _____    |                             |

- 1 We \_\_\_\_\_ ate and went to bed.
- 2 I went to Google and searched some recipes and I found one that I \_\_\_\_\_ liked.
- 3 I clicked the link and \_\_\_\_\_, 'Noooo! YouTube!'
- 4 It's \_\_\_\_\_, like, funny, how everything is connected.
- 5 It's nice to share what you produce, \_\_\_\_\_?
- 6 So, it's kind of funny how social media is so, \_\_\_\_\_, integrated.

#### 6 Choose the correct option to complete each sentence.

- 1 I cannot do anything related **with** / **to** social media.
- 2 We went **straight** / **right** to bed.
- 3 I don't feel the need **to** / **for** it.
- 4 Watch videos **on** / **with** how to bake something.
- 5 I often post images, and I **haven't** / **hadn't** been able to do that.
- 6 Social media is **integrated** / **integrating** into our lives.
- 7 I **can't wait** / **am waiting** to go to my Instagram and check everyone's pages.

### AFTER WATCHING

#### 7 Imagine you are doing a similar challenge to Mon. Write a blog post of one evening of the challenge explaining what you did, how you felt and how difficult it was not to give up the challenge. Use some informal, spoken expressions like Mon's.



## VOCABULARY

## 1 Choose the correct option to complete the sentences.

- Sorry I'm late. I **lost** / **missed** / **took** the bus and had to wait for the next one.
- The weather conditions are so bad that I doubt if the ferry will depart on **hour** / **time** / **plan**.
- If you drive in Los Angeles, you're guaranteed to get **stopped** / **stuck** / **caught** in a traffic jam at some point.
- By clicking on these arrows, you can **travel** / **discover** / **navigate** the website and find the information you want.
- Every scientific researcher dreams of **doing** / **making** / **taking** a discovery which will change the world.
- I wasn't getting the facts I wanted, so I decided to use a new search **engine** / **motor** / **function**.
- The robotic vehicles which we have **made** / **landed** / **explored** on Mars have succeeded in sending us some valuable information about the planet.
- David has many scientific interests, but the **space** / **area** / **subject** of science he is most interested in is physics.

## 2 Complete the sentences with the words below. There are three extra words.

did cruise delayed post caught update unhurt made  
package excursion underground

- Due to the heavy storms, some flights are \_\_\_\_\_, but some have already been cancelled.
- Taking the \_\_\_\_\_ to get across London is faster than taking a bus because there's no traffic to deal with.
- My grandparents are planning to go on a \_\_\_\_\_ around the Greek islands because they enjoy the slow pace of travelling on a ship.
- If you \_\_\_\_\_ your opinions on a web forum, you should expect to get both positive and negative responses.
- After experiencing problems with computer viruses, I've decided to \_\_\_\_\_ my antivirus software.
- Neil Armstrong and Edwin 'Buzz' Aldrin \_\_\_\_\_ history when they walked on the Moon in 1969.
- Kate \_\_\_\_\_ some research into her family's history and discovered many interesting facts.
- It's amazing that the snowboarder came back \_\_\_\_\_ after being caught in an avalanche.

## 3 Translate the Polish fragments of the text into English.

- My sister \_\_\_\_\_ (*zawsze ma chorobę lokomocyjną*) on long trips, so we rarely travel by car.
- We can't go abroad on holiday this year, but we're planning to \_\_\_\_\_ (*jeździć na wycieczki jednodniowe*) to nearby beauty spots.
- People climbing in the Himalayas know they are \_\_\_\_\_ (*ryzykują życiem*) every time they embark on a climb.
- Older smartphones are fine unless you need to \_\_\_\_\_ (*przechowywać dużo danych*) on them.
- Martin \_\_\_\_\_ (*dużo pracował*) on his project, but he's not finished yet.
- We had to \_\_\_\_\_ (*wsiadać do samolotu*) according to our seat numbers, which meant we were the last ones to get on!

## 4 Complete the sentences with the missing prepositions.

- First, we checked \_\_\_\_\_ at the front desk of the hotel and then we went to see our room.
- When I went to pick \_\_\_\_\_ my friend at the station, I found that the train had been delayed.
- Did you go to see Meghan \_\_\_\_\_ at the airport when she was leaving for London last Friday?
- Kim easily worked \_\_\_\_\_ the solution to the problem that we had been discussing for ages.
- Fiona was terrified when the plane took \_\_\_\_\_ at the start of her first flight.
- We set \_\_\_\_\_ for our hike just before the sun came up.

## 5 Match the words from A and B to make expressions. Then use the expressions to complete sentences 1–5. Two expressions do not match any sentence.

A share get leave benefit make see board

B the humankind the plane feedback  
lots of the sights a flat tyre photos mistakes

- In Paris the guide advised us to \_\_\_\_\_ that appear in *The Da Vinci Code*.
- My friends often \_\_\_\_\_ on social media, but I prefer to keep a photo blog.
- I can see many reasons why exploring other planets might \_\_\_\_\_.
- The product I ordered online was so disappointing that I decided to \_\_\_\_\_ on the shop's website.
- We all \_\_\_\_\_, so don't worry too much.

## VOCABULARY CHALLENGE!

## 6 The expressions in bold are in the wrong sentences. Write them in the correct gaps.

- We **experience problems with** \_\_\_\_\_ our trip to Brazil – our bags are packed and the passports are in our pockets.
- Sam is **under pressure from** \_\_\_\_\_ the school term finishes and he can relax and enjoy himself.
- When you shop online, you should always **hit the road** \_\_\_\_\_ so that no one can access your personal data.
- 'We'd better **use secure websites** \_\_\_\_\_ if we want to get to the campsite before nine,' said my father.
- Sally is **counting down the days until** \_\_\_\_\_ her parents to go to university, but she would rather take a year off.
- Why do your parents **rethink** \_\_\_\_\_ you wanting to become a professional dancer? I know it's a short career, but it's a very fulfilling one.
- Many people who **are all set for** \_\_\_\_\_ their computer systems turn to online forums in order to find solutions.
- When Pamela realised how long it would take to qualify as a doctor, she began to **disapprove of** \_\_\_\_\_ her plans and considered becoming a nurse instead.

## GRAMMAR

## 7 Find and correct six grammar mistakes in the text.

## Day 2 Theo's Travel Blog

My misfortunes have started on the first day of my trip. Finally, I was on a plane to New Zealand, watching movie after movie from the on-board entertainment centre, happy as a clam. It has been four hours since boarding, so I was hungry and looking forward to try some airline food. But just as the flight attendant walked down the aisle asking people 'beef or chicken?', I realised I forgot to order a vegan meal before the flight, so now I was going to starve for another 12 hours ☹️ When I finally got to my hotel, it turned out they already gave my room to another guest! Apparently, it's called intentional overbooking and it's a common practice in many hotels these days, can you believe it? Luckily, they were able to move me to a different hotel. I checked in last night, and it's quite nice. I'm going to explore the area as soon as I will finish my breakfast. My dolphin watching cruise ship will leave at 11 a.m., and that's my plan for today. The weather looks nice, so I think I'll walk to the harbour. And tonight I'm going to read my guide to see what to do next. I decided to be spontaneous on this trip, I just hope it's not going to be a disaster because of that!

## 8 Complete the texts with the correct form of the verbs in brackets.

When we <sup>1</sup> \_\_\_\_\_ (get) to London, we're going to have lunch and then go sightseeing. Between 3 and 7 p.m., we <sup>2</sup> \_\_\_\_\_ (do) a lot of walking, so make sure you wear comfortable shoes. We should get to Hyde Park around 7:30 p.m., and we'll stop there for about an hour for a concert. I hope we <sup>3</sup> \_\_\_\_\_ (find) a nice spot to sit so that we can enjoy the music and have some rest as well. As soon as the concert <sup>4</sup> \_\_\_\_\_ (finish), we will get back on our coach, which <sup>5</sup> \_\_\_\_\_ (wait) for us at one of the gates. We should be back at the hotel before 9 p.m.



Good morning everyone. I hope you had a good night. I have great news. While you <sup>6</sup> \_\_\_\_\_ (have) breakfast, I was able to contact the Sherlock Holmes Museum, which a lot of you <sup>7</sup> \_\_\_\_\_ (ask) me about before we even arrived in England. So, a question. Who <sup>8</sup> \_\_\_\_\_ (want) to visit it? Everyone? OK, we'll change our plans for today then ...

## ENGLISH IN USE

## 9 Choose the correct translation of the Polish parts of the sentences in brackets.

- The cruise ship returned to the harbour after a group of \_\_\_\_ (wczasowiczów się rozchorowała).  
a holidays were getting sick  
b holidaymakers had got sick  
c holiday people have got sick
- \_\_\_\_ (Czy NASA będzie transmitować) the take-off of the new spacecraft?  
a Will NASA be streaming  
b Does NASA stream  
c If NASA is going to stream
- I don't think humans \_\_\_\_ (będą badać) the universe beyond the solar system anytime soon.  
a explore  
b are exploring  
c will be exploring
- My computer froze \_\_\_\_ (gdy aktualizowałam) my antivirus software.  
a when I was updating  
b when I updated  
c as soon as I updated
- \_\_\_\_ (Kto wam pomógł) communicate with the Vietnamese police officer?  
a Who helped you  
b Who did you help  
c Who you helped
- \_\_\_\_ (Co widzieliście) during your visit to Tanzania?  
a What saw you  
b What you saw  
c What did you see

## 10 Complete the text with the correct words formed from the words below. There are two extra words.

young brave arrive luxury come adventure  
think lead be

When I told my friends I was taking an adventure trip around the US all alone, they said 'You're not <sup>1</sup> \_\_\_\_\_, you're crazy!' Many people suggested I should <sup>2</sup> \_\_\_\_\_ my plans and at least take someone with me. But I really wanted to do this on my own.

I've been travelling for two weeks now, and yes, there have been some problems. For instance, last week I booked a private room in a highly recommended <sup>3</sup> \_\_\_\_\_ hostel in Seattle. I got there at 11 p.m., and right on <sup>4</sup> \_\_\_\_\_ I learned they had given my room to someone else. There must have been <sup>5</sup> \_\_\_\_\_ a mistake in their booking system. I refused to leave, so they had to squeeze me into one of their female dorm rooms. I also found out that their website was a bit <sup>6</sup> \_\_\_\_\_, to say the least. The photos must be from a good decade ago! It wasn't <sup>7</sup> \_\_\_\_\_ at all. But I met fantastic people there who spent the next two days showing me around the city. I'm loving this trip!

# 5

# FOOD FOR THOUGHT

## VOCABULARY

food items • describing food

### 1 Write the names of the food products. Then write the name of the food category they belong to.

- 1 marchewki carrots, vegetables
- 2 kielbaski \_\_\_\_\_, \_\_\_\_\_
- 3 ser \_\_\_\_\_, \_\_\_\_\_
- 4 bułka \_\_\_\_\_, \_\_\_\_\_
- 5 burgery wołowe \_\_\_\_\_, \_\_\_\_\_
- 6 chipsy \_\_\_\_\_, \_\_\_\_\_
- 7 truskawki \_\_\_\_\_, \_\_\_\_\_
- 8 krewetki \_\_\_\_\_, \_\_\_\_\_

### 2 Choose the correct answers.

- 1 Which of these is a green vegetable?  
a cucumber    b onion    c grapes
- 2 Which of these is fish?  
a pork    b beef    c salmon
- 3 Which of these is NOT made with milk?  
a cream    b pancakes    c sausages
- 4 Which of these isn't fruit?  
a lemon    b broccoli    c grape
- 5 Which of these isn't sweet?  
a tomato    b honey    c cake

### 3 Complete the sentences with the missing words.

- 1 Is it healthy to always eat **c** \_\_\_\_\_ **l** for breakfast?
- 2 She's allergic to dairy products – she can't even put a tiny bit of **b** \_\_\_\_\_ **t** \_\_\_\_\_ **r** in a sandwich.
- 3 You can mix fresh fruit and dairy products, like strawberries and **y** \_\_\_\_\_ **t**, to make a healthy dessert.
- 4 When I want something sweet, I have a few **b** \_\_\_\_\_ **s** \_\_\_\_\_ **t** \_\_\_\_\_ with my tea.
- 5 If you want a healthy diet, start eating more fish, for example \_\_\_\_\_ **n** \_\_\_\_\_.
- 6 Try to eliminate \_\_\_\_\_ **z** \_\_\_\_\_ **y** drinks from your diet, such as cola.

### 4 Choose the correct option to complete the text.

The beginning of spring is a perfect moment to start eating more healthily. Why don't you change one thing in each of the meals you eat?

For a start, have a bowl of oatmeal or another wholegrain <sup>1</sup>**cucumber / cereal** with milk or yoghurt for breakfast. Then, when you are preparing your dinner, replace <sup>2</sup>**crisps / chips** with brown rice – it's a lot healthier! And make sure there are some vegetables on your plate too, like <sup>3</sup>**peppers / plums** or broccoli.

Finally, have some fish or <sup>4</sup>**seafood / dairy** for supper, but not just a tuna sandwich – try grilled salmon instead.

And remember to avoid too many <sup>5</sup>**sweets / chips**, as the sugar they contain can cause health problems.

### 5 The words in bold do not match the sentences. Replace them with the appropriate words.

- 1 If I feel like eating something sweet, I sometimes eat a whole **slice** of chocolate. \_\_\_\_\_
- 2 I used almost the whole **bottle** of honey for the cake, but it still wasn't very sweet. \_\_\_\_\_
- 3 It's no wonder you've got stomach ache – you ate a **box** of crisps for breakfast. \_\_\_\_\_
- 4 When you are at the supermarket, get me a **jar** of mineral water, please. \_\_\_\_\_
- 5 The scrambled eggs will be tastier if you add a **packet** of bacon. \_\_\_\_\_
- 6 Why don't you buy her some flowers and a **bar** of chocolates? \_\_\_\_\_

### VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 5, ex. 1

### 6 Write appropriate adjectives to answer the questions. Then add examples of the food products that these adjectives could describe.

How do you describe

- 1 food that makes you put on weight? **fattening**, **chips**
- 2 food that makes you feel full? \_\_\_\_\_, \_\_\_\_\_
- 3 products which taste extremely good? \_\_\_\_\_, \_\_\_\_\_
- 4 something that makes a cracking sound when you bite it? \_\_\_\_\_, \_\_\_\_\_
- 5 fruit that contains a lot of juice? \_\_\_\_\_, \_\_\_\_\_
- 6 the taste of a lemon? \_\_\_\_\_, \_\_\_\_\_
- 7 food which tastes awful? \_\_\_\_\_, \_\_\_\_\_

### 7 Write 2–3 sentences to answer the questions.

- 1 What did you have for breakfast this morning?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What kind of food do you hate most?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What was the most unhealthy meal you had last week?  
\_\_\_\_\_  
\_\_\_\_\_





### 1 Divide the nouns below into countable and uncountable.

water biscuit pancake rice pork roll bread  
pineapple ice cream plum orange ham onion  
cheese

| COUNTABLE | UNCOUNTABLE |
|-----------|-------------|
|           |             |

### 2 Write the plural form where possible.

- |                 |                |
|-----------------|----------------|
| 1 burger _____  | 5 butter _____ |
| 2 milk _____    | 6 time _____   |
| 3 country _____ | 7 orange _____ |
| 4 potato _____  |                |

### 3 Complete the sentences with a or an.

- Can I have \_\_\_\_\_ sandwich, please?
- You need \_\_\_\_\_ onion and two carrots.
- Look! There is \_\_\_\_\_ old banana in your bag!
- I had \_\_\_\_\_ big orange for breakfast.
- She cooked \_\_\_\_\_ delicious meal on Sunday.

### 4 Complete the sentences with a/an or put [-] for no article.

- He's \_\_\_\_\_ vegetarian – he won't prepare \_\_\_\_\_ meat for dinner.
- I had \_\_\_\_\_ salad for \_\_\_\_\_ lunch.
- \_\_\_\_\_ Tom Jenkins is \_\_\_\_\_ old friend of mine.
- 'I'm hungry.' 'Why don't you have \_\_\_\_\_ biscuit?'
- Do you take \_\_\_\_\_ sugar in your coffee?
- I've found \_\_\_\_\_ old recipe and I'd like to try it out.
- My mum is \_\_\_\_\_ teacher and my dad is \_\_\_\_\_ army officer.

### 5 Complete the sentences with the or put [-] for no article.

- \_\_\_\_\_ best café in the neighbourhood serves both \_\_\_\_\_ coffee and \_\_\_\_\_ tea.
- On \_\_\_\_\_ Sundays we always visit my \_\_\_\_\_ grandparents.
- Do you know any interesting \_\_\_\_\_ facts about \_\_\_\_\_ Earth?
- There are about 38 million people living in \_\_\_\_\_ Poland.
- While we were having \_\_\_\_\_ dinner, he told us \_\_\_\_\_ stories about his childhood.
- When I cut \_\_\_\_\_ onions, I always cry like a baby.
- Have you ever been to \_\_\_\_\_ Paris? It's \_\_\_\_\_ most romantic city in \_\_\_\_\_ world.

### 6 Choose the correct answers.

- I met \_\_\_\_\_ yesterday. Her name was Martha.  
a the nice girl    b a nice girl    c nice girl
- \_\_\_\_\_ are good for your health.  
a Vegetables    b The vegetables    c A vegetable
- It's \_\_\_\_\_ I've ever tasted.  
a a most disgusting soup  
b most disgusting soup  
c the most disgusting soup

### 4 Their office is in \_\_\_\_.

- Grand Street in Milan
- the Grand Street in Milan
- Grand Street in the Milan

### 5 \_\_\_\_\_ orbits the Earth every 27 days.

- Moon
- A moon
- The moon

### 7 Find and correct seven mistakes in the text.



My parents and I went out for the dinner to 'Mouth Heaven' – a Italian restaurant in the London. A restaurant was full of people.

We had to wait an hour for a table, but it's best restaurant in the city and we really wanted to eat there. Unfortunately, we were very disappointed. I had a pasta, but it was too salty. My parents had a pizza, but it was burnt. I'm not going to recommend a restaurant to anybody!



### GRAMMAR CHALLENGE! Student's Book, page 112, UNIT 5, ex. 1

### 8 Match the parts of the sentences.

- Tom had to go to hospital
- He went to the hospital
- She doesn't like going to school
- Claire doesn't like going to the school
- I didn't go to church,
- I didn't go to the church,
- Fiona's in bed –
- The bag is on the bed,

☐  
☐  
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☐

- when he broke his leg.
- because she always learns that her son has done something wrong.
- but I normally go to the service on Sunday.
- because she thinks the lessons are boring.
- she was tired and fell asleep quickly.
- at least that's where I put it.
- but I saw all the other attractions.
- to talk to his mum, who is a nurse.

### 9 Complete the sentences with a/an, the or put [-] for no article.

- I'm getting hungry. I only had \_\_\_\_\_ juice for \_\_\_\_\_ breakfast.
- We live in \_\_\_\_\_ old, but comfortable house in the suburbs of \_\_\_\_\_ Warsaw.
- A** There was \_\_\_\_\_ nasty accident here yesterday. Did you see it?  
**B** Yes, I did. The driver of the lorry was badly injured and they took him to \_\_\_\_\_ hospital.
- Pete wants to study \_\_\_\_\_ marketing and would like to work for \_\_\_\_\_ large, international corporation.
- It's \_\_\_\_\_ most tiring journey I've ever been on. I hope \_\_\_\_\_ Rome is worth it!

- 1** **MP3 08** Read the recipe for making strawberry jam and number the steps in the order you think is correct. There is one extra step you do not need. Then listen to a podcast and check.



- a put the mixture into clean jars and seal them ☐
- b put the fruit in a bowl and mix in some sugar and cinnamon ☐
- c remove the green leaves and clean the berries ☐
- d bring the mixture to the boil ☐
- e cook the mixture very gently over a low heat ☐
- f put the mixture in the oven and bake at 250°C for 35 minutes ☐
- g use a spoon to remove the layer of scum from the surface ☐

- 2** **MP3 08** Listen to the podcast again and answer the questions.

- 1 What does the speaker say about home-made jam compared to shop-bought jam?  
\_\_\_\_\_
- 2 How does the speaker clean strawberries?  
\_\_\_\_\_
- 3 What do you have to mix in step two?  
\_\_\_\_\_
- 4 What temperature does the jam have to reach in step four?  
\_\_\_\_\_
- 5 How long can you keep the jars of jam if you used the wax method?  
\_\_\_\_\_

- 3** **MP3 08** Listen again and complete the notes.

#### STRAWBERRY JAM RECIPE

##### Ingredients:

- 1 \_\_\_\_\_ of strawberries
- 700 grams of sugar
- juice of one lemon
- a small 2 \_\_\_\_\_ (optional)
- a pinch of cinnamon

##### Method:

- Remove the green parts of the strawberries, clean the fruit and cut it.
- Mix the strawberries with the sugar and the cinnamon. Leave the mixture for about 3 \_\_\_\_\_.
- Put the mixture in a pan. 4 \_\_\_\_\_ until the sugar melts.
- Boil the jam for 5–10 minutes and then turn off the heat.
- Skim off the scum from the top of the jam and add the butter if 5 \_\_\_\_\_.
- Put the jam into clean, 6 \_\_\_\_\_. Seal with a wax circle and a lid.

#### REVISION Student's Book, page 55

- 4** Choose the correct answers.

- 1 Takeaway is food that you
  - a take to school with you.
  - b buy in a restaurant or café and eat at home.
- 2 A ready meal is something you can
  - a get in a restaurant.
  - b heat up in a microwave.
- 3 Vegetarian food has no ... in it.
  - a fruit
  - b pork
- 4 Junk food is full of
  - a fat and sugar.
  - b vitamins and minerals.
- 5 A well-balanced meal
  - a has got healthy products in it.
  - b is eaten at the same time each day.

- 5** Complete the sentences with the correct words from exercise 4.

- 1 Catherine hasn't eaten meat for six months now, so we need to make something that is \_\_\_\_\_ for her.
- 2 When we order \_\_\_\_\_ food, it's usually a pizza.
- 3 I don't mind buying \_\_\_\_\_ meals, but my mum's dinners are so much better!
- 4 You can't eat yoghurt all the time – you need something \_\_\_\_\_ which contains fruit, vegetables and meat.
- 5 The first step to a healthy diet is to stop eating all kinds of \_\_\_\_\_ food, including snacks.

#### VOCABULARY CHALLENGE! Student's Book, p. 111, UNIT 5, ex. 2 & 3

- 6** Find and correct the mistakes in the sentences. Two sentences are correct.

- 1 I find it difficult to keep with my diet.  
\_\_\_\_\_
- 2 I can't resist drink cola.  
\_\_\_\_\_
- 3 I think Sara's put on weight recently.  
\_\_\_\_\_
- 4 Since mum went for a diet, I've had to change some of my eating habits, too.  
\_\_\_\_\_
- 5 He's got thinner only by cutting down on bread.  
\_\_\_\_\_
- 6 My dad started going to the gym to lose on weight.  
\_\_\_\_\_

- 7** Complete the text with appropriate words.

My older sister has recently decided to go on a 1 \_\_\_\_\_. It's mainly because her diet wasn't healthy and she has put on a lot of 2 \_\_\_\_\_ recently. She just couldn't 3 \_\_\_\_\_ eating junk food and sweets! So, she's cut 4 \_\_\_\_\_ on chocolate, cupcakes, burgers, chips and she has already managed to 5 \_\_\_\_\_ two kilograms. Well done, Sis! I only hope she can 6 \_\_\_\_\_ to her diet and get even slimmer.

## 1 Complete the sentences with *some* or *any*.

- Is there \_\_\_\_\_ bread left? We could make \_\_\_\_\_ sandwiches.
- We need \_\_\_\_\_ milk to make the pancakes.
- There were \_\_\_\_\_ people waiting for me outside.
- Haven't you bought \_\_\_\_\_ vegetables?
- Here, have \_\_\_\_\_ water and you'll feel better.
- They didn't have \_\_\_\_\_ desserts on the menu.
- I'm afraid we haven't got \_\_\_\_\_ butter left.
- Don't worry about supper – I'll make \_\_\_\_\_ chips.
- Is there \_\_\_\_\_ coffee left for Tom?

## 2 Choose the most appropriate words.

- I'm afraid I haven't made **a lot of / much** tea.
- Have you got **many / a lot of** friends at school?
- Many / A lot of** people hate spinach.
- How **many / much** water do you drink a day?
- How **many / much** cups of coffee have you had today?
- Do you have **many / much** homework for tomorrow?
- Tom's invited **many / a lot of** people to his birthday dinner.
- They haven't got too **many / much** sandwiches – they might get hungry.

## 3 Complete each gap with *a little*, *a few* or *a lot of*.

- The weather was bad and only \_\_\_\_\_ people came to the concert.
- Now add \_\_\_\_\_ milk and mix everything together.
- \_\_\_\_\_ people order takeaway food instead of cooking at home.
- I can't leave yet – I've got \_\_\_\_\_ work to do.
- Mum let Jerry have only \_\_\_\_\_ chocolates, but he ate the whole box.
- We need \_\_\_\_\_ more time to finish this exercise, perhaps ten minutes.
- Sheila buys ready meals \_\_\_\_\_ times a week.
- I found \_\_\_\_\_ interesting recipes on her blog.

## 4 Complete the sentences with *some*, *any*, *many*, *much*, *a few*, *a little*, or *a lot of*.

- How \_\_\_\_\_ times do I have to tell you not to make so \_\_\_\_\_ noise?!
- A** Is there \_\_\_\_\_ mineral water in the fridge?  
**B** Yes, there's some, but only \_\_\_\_\_.
- He's a quiet man and doesn't say \_\_\_\_\_.
- I can't make the salad – there aren't \_\_\_\_\_ tomatoes left.
- A** When are you going on holiday?  
**B** In \_\_\_\_\_ days. I am really looking forward to it.
- Why are you typing so fast? You're making too \_\_\_\_\_ mistakes!
- Hanna spends \_\_\_\_\_ time studying English, but she hasn't got \_\_\_\_\_ good marks.
- Tell Mark to buy \_\_\_\_\_ cola and orange juice.

## 5 Complete the dialogue with the phrases below. There is one extra phrase.

too much    how many    a little    a few    a lot    how much

I've invited <sup>1</sup> \_\_\_\_\_ guests for supper tonight and I want to make a cake. Remember the recipe you gave me? So, <sup>2</sup> \_\_\_\_\_ cups of sugar do I need? I think I added <sup>3</sup> \_\_\_\_\_ milk. Is it OK to put in more flour?

Yes, add <sup>4</sup> \_\_\_\_\_ more flour and the cake will be fine. Let me know if it's tasty.

OK, I will. Bye for now – I've got <sup>5</sup> \_\_\_\_\_ of work to do.

Good luck!

## 6 CUMULATIVE GRAMMAR Read the dialogue and choose the correct answers.

- Carol** Phew! ... The trip was great and <sup>1</sup> \_\_\_\_\_ Brighton is lovely, but it's good to be back home. I'm starving, what about you?
- Ann** Yes, me too. Have a look in the fridge. What have we got?
- Carol** Not <sup>2</sup> \_\_\_\_\_. There are <sup>3</sup> \_\_\_\_\_ eggs, only four in fact, and <sup>4</sup> \_\_\_\_\_ cheese. No, forget the cheese. It's very old.
- Ann** And we haven't got <sup>5</sup> \_\_\_\_\_ bread at all. So, forget about having sandwiches. How about bacon or ham?
- Carol** Sorry, there isn't any, but the good news is there are <sup>6</sup> \_\_\_\_\_ vegetables. Let me see. We've got <sup>7</sup> \_\_\_\_\_ onion, a cucumber and <sup>8</sup> \_\_\_\_\_ tomatoes. Why don't we make a salad?
- Ann** I don't know. That won't fill me up. Let's go to <sup>9</sup> \_\_\_\_\_ restaurant, shall we?
- Carol** Well ... <sup>10</sup> \_\_\_\_\_ restaurant downstairs is still open. The food may not be <sup>11</sup> \_\_\_\_\_ best quality, but it's cheap.
- Ann** OK, let's go!

- |           |            |            |
|-----------|------------|------------|
| 1 a a     | b the      | c –        |
| 2 a many  | b much     | c some     |
| 3 a many  | b a few    | c a little |
| 4 a some  | b much     | c any      |
| 5 a much  | b any      | c a        |
| 6 a some  | b a little | c any      |
| 7 a the   | b an       | c a        |
| 8 a a few | b a little | c any      |
| 9 a a     | b –        | c the      |
| 10 a a    | b an       | c the      |
| 11 a a    | b some     | c the      |





## 1 Match the words with their Polish equivalents. Use a dictionary if necessary.

- |                        |                          |                                 |
|------------------------|--------------------------|---------------------------------|
| 1 temptation           | <input type="checkbox"/> | a gorzki                        |
| 2 bitter               | <input type="checkbox"/> | b w formie stałej (nie płynnej) |
| 3 search for something | <input type="checkbox"/> | c pokusa                        |
| 4 solid                | <input type="checkbox"/> | d zapobiec                      |
| 5 unsteady             | <input type="checkbox"/> | e szukać czegoś                 |
| 6 prevent              | <input type="checkbox"/> | f niestabilny                   |
| 7 beneficial           | <input type="checkbox"/> | g korzystny, dobroczynny        |

## 2 Quickly scan the text in exercise 3. Why are the following mentioned?

- the Aztecs and the Maya \_\_\_\_\_
- 8 million tons of chocolate \_\_\_\_\_
- Switzerland \_\_\_\_\_
- farmers' market \_\_\_\_\_

3  Read the text and answer the questions.

- How was cocoa originally used?  
\_\_\_\_\_
- What was the difference between the way the Maya and Europeans prepared cocoa?  
\_\_\_\_\_
- What is the result of the fact that the cocoa production market is unstable?  
\_\_\_\_\_
- What might be the reason for dark chocolate becoming more and more popular?  
\_\_\_\_\_
- What's the worry about the new types of cocoa?  
\_\_\_\_\_
- Why are producers of chocolate products putting nuts and fruit into it?  
\_\_\_\_\_



Although it's hard to believe today, the first people to use cocoa – the Aztecs and the Maya – drank cocoa only during religious ceremonies and called it 'the bitter drink'. That's because it was drunk with some added spices but no sugar. When the Spanish conquistadores introduced cocoa to Europe, European aristocrats didn't find it very tasty until they sweetened it. It became a fashionable dessert but also a medicine. And rightly so since cocoa contains many healthy substances which can boost your brain power, contribute to good circulation and help prevent heart problems.

Cocoa was consumed in a liquid form only until the 19th century when the Europeans came up with a recipe for the world's favourite dessert – solid chocolate – based on three ingredients: cocoa, powdered milk and sugar. Today, almost 8 million tons of this delicious temptation are eaten worldwide every year and Europe is the undisputed leader here. The country at the top of the list is the home of the delicious Lindt or Milka chocolate, Switzerland, where annual consumption approaches 9kg (over 90 bars of chocolate!) per person.

# Chocolate

As people eat so much chocolate every year, it seems reasonable to assume that cocoa and chocolate producers have no need to worry about their future. The matter is more complicated, though. As a result of changing climate and weather conditions, the cocoa production market has been unsteady, sometimes producing more cocoa than is needed but sometimes less. At the same time, while chocolate consumption is still growing, its consumers are becoming more and more health conscious. They still have a sweet tooth but expect their guilty pleasure to feel less guilty and more beneficial. The growing popularity of dark chocolate seems to be the result of this trend.

Cocoa farmers and chocolate companies are doing their best to deal with these issues. One idea is for the cocoa farmers to grow new varieties of cocoa trees producing more beans. Yet sceptics worry that new types of beans may be similar to other mass-produced fruit and vegetables – they might look delicious, but they are rather bland compared to the ones you get at the farmers' market in the summer. Chocolate companies, for their part, respond to the fact that health conscious consumers would rather buy dark chocolate, but aren't happy with the fact that its high cocoa content makes it rather bitter. To help with that but not increase our sugar intake, dark chocolate now has many varieties with added dried fruit and nuts.

- 4  Read the text again and complete the notes. Use no more than two words in each gap.

#### Cocoa: Past and Present

- The bitter cocoa the Aztecs and the Mayas drank was only used for religious purposes.
- In Europe, it <sup>1</sup> \_\_\_\_\_ once people had learned to change its taste. It also turned out to be useful in medicine as it is good for <sup>2</sup> \_\_\_\_\_ such as the brain and the heart.
- The first solid chocolate was produced <sup>3</sup> \_\_\_\_\_ years ago, and it later became the most popular dessert in the world.
- The biggest amount of chocolate <sup>4</sup> \_\_\_\_\_ in Switzerland.

#### Cocoa: Problems on the market

- Because of changes in climate and weather conditions, there is a lot of <sup>5</sup> \_\_\_\_\_ on the cocoa production market.
- The demand for <sup>6</sup> \_\_\_\_\_ is increasing as people are now more health conscious.

#### Cocoa: Future

- Farmers are considering growing new kinds of cocoa, but the new beans might not be <sup>7</sup> \_\_\_\_\_ as more traditional ones.
- Chocolate companies are producing <sup>8</sup> \_\_\_\_\_ of dark chocolate.

- 5 Complete 1–5 with the words below. Check your answers in the text on page 60.

cocoa powdered taste sweeten increase

- \_\_\_\_\_ milk
- \_\_\_\_\_ a drink
- \_\_\_\_\_ beans
- \_\_\_\_\_ rather bland
- \_\_\_\_\_ sugar intake

- 6 Complete the sentences with the phrases from exercise 5.

- Switching from home-cooked oatmeal to store-bought cereals will probably increase your sugar \_\_\_\_\_.
- Cocoa \_\_\_\_\_ are picked, fermented, dried and crushed to get their seeds, from which cocoa butter is made.
- The recipe for this dessert calls for \_\_\_\_\_ milk, butter, cocoa powder and sugar.
- This sauce tastes rather \_\_\_\_\_. Let's add some spices.
- To avoid sugar, people \_\_\_\_\_ their tea with other things like honey or stevia extracts.

#### REVISION Student's Book, pages 58–59

- 7 Match 1–6 with a–f to make phrases. Sometimes more than one answer is possible.

- |                 |              |
|-----------------|--------------|
| 1 bake _____    | a apples     |
| 2 boil _____    | b a cake     |
| 3 chop up _____ | c chicken    |
| 4 fry _____     | d an egg     |
| 5 roast _____   | e meat       |
| 6 peel _____    | f vegetables |

- 8 Unscramble the words to complete the texts.

- After visiting Japan, Tia bought a \_\_\_\_\_ OKOCOBOK with SERCEPI \_\_\_\_\_ typical of Japanese \_\_\_\_\_. CUSINIE. However, she discovered that preparing these dishes wasn't easy because many Japanese \_\_\_\_\_ EINDIGNRETS were not available in her country.
- For a truly \_\_\_\_\_ CRUMPSUSTIO meal, I recommend Bull's Eye BBQ. Unlike many other barbecue restaurants, where the meat is either \_\_\_\_\_ OGHUT or \_\_\_\_\_ SLAVLOUREFS, they serve the most \_\_\_\_\_ LUSUCCENT steak you've ever tasted.
- When setting off for a hike in the mountains, make sure to pack some \_\_\_\_\_ SCANKS and lots of water. For a longer trip, choose some really \_\_\_\_\_ NUTIRIUTOS bites, such as dry fruit, chocolate and nuts, so that you can replenish your energy quickly.
- Indian dishes, such as *palak paneer*, *chicken makhani* or *korma* are full of flavour and incredibly \_\_\_\_\_. TMUOH-WAITRENG. That's probably thanks to all the \_\_\_\_\_ SPESIC they use.

- 9 Match the adjectives below to definitions 1–4. Two definitions match more than one adjective.

yummy flavourless heavenly tasteless tough bland  
succulent scrumptious

- extremely enjoyable and tasty \_\_\_\_\_
- not having a strong taste and therefore not very interesting to eat \_\_\_\_\_
- tasty and full of juice \_\_\_\_\_
- difficult to cut and chew \_\_\_\_\_

#### VOCABULARY CHALLENGE! Student's Book, pp. 111–112, UNIT 5, ex. 4 & 5

- 10 Choose the correct word to complete each sentence.

- grill / barbecue**  
It's going to be a nice weekend. Let's have a \_\_\_\_\_. Use a little salt and pepper, \_\_\_\_\_ the steak for 2–3 minutes on both sides and serve with a fresh salad.
- can / tin**  
Could you get me a \_\_\_\_\_ of cola, please? The fridge is almost empty. We only have a few eggs and a \_\_\_\_\_ of sardines.
- dish / course**  
My favourite Italian \_\_\_\_\_ is lasagna. What would you like to have for the main \_\_\_\_\_?
- tasty / tasteful**  
This is a very elegant restaurant with \_\_\_\_\_ decorations. Try the strawberry pancakes, they're very \_\_\_\_\_.
- cooker / chef**  
Gordon Ramsay is a very famous British \_\_\_\_\_, who is the star of many cookery shows. Careful! The \_\_\_\_\_ is very hot – I've just heated up some baked beans.
- desert / dessert**  
The Sahara is the hottest \_\_\_\_\_ in the world, but it isn't the biggest. And for \_\_\_\_\_ I think I'll have some vanilla ice cream.
- receipt / recipe**  
This Death by Chocolate is delicious! Could you give me the \_\_\_\_\_, please? I'd like to make it for my mum's birthday. The food cost £27.95. It's in these bags, and here's the \_\_\_\_\_ if you want to check the prices.

## 1 Complete the sentences with the missing words.

- 1 What kind of water would you like? S \_\_\_\_\_ or s \_\_\_\_\_?
- 2 I don't drink coffee. I'd l \_\_\_\_\_ a green tea, please.
- 3 Two coffees to t \_\_\_\_\_ away, please.
- 4 A s \_\_\_\_\_ or double hamburger for you?
- 5 Would you like some extra t \_\_\_\_\_ on your pizza?
- 6 'How m \_\_\_\_\_ i \_\_\_\_\_ it?'  
'T \_\_\_\_\_ £11, please.'
- 7 How long w \_\_\_\_\_ I h \_\_\_\_\_  
t \_\_\_\_\_ wait?
- 8 Would you like to pay by c \_\_\_\_\_ or by credit card?

## 2 Complete the dialogue using the words given without changing their form. Use no more than four words.

- X Hello, what <sup>1</sup> \_\_\_\_\_ (get) you?
- Y Hi, I'd like a medium pizza, please, with pepperoni and onions.
- X Is that to take away?
- Y <sup>2</sup> \_\_\_\_\_ (in), please.
- X Would you like extra garlic sauce with it?
- Y No, thanks, just the regular tomato one. Also, my friend is a vegetarian. Do you have any pasta without meat?
- X <sup>3</sup> \_\_\_\_\_ (about) with a mushroom and cream sauce? Or with spinach and gorgonzola cheese?
- Y I think he <sup>4</sup> \_\_\_\_\_ (rather) the mushroom one. I'll take it, please.
- X Would you <sup>5</sup> \_\_\_\_\_ (drink)?
- Y Two orange juices, please. And two small coffees.
- X What coffee would you like, <sup>6</sup> \_\_\_\_\_ (or)?
- Y Both with milk and sugar, please.
- X Anything else?
- Y No, <sup>7</sup> \_\_\_\_\_ (all).

3  Write a short dialogue.

⌚ 4 minuty

Pracujesz jako kelner/kelnerka w pizzerii i rozmawiasz z klientem, który zamawia jedzenie dla siebie i rodziny (żona jest wegetarianką, a dziecko ma 5 lat). W rozmowie porusz poniższe cztery kwestie:

dania główne  
i napoje

desery

ceny i formy płatności

czas oczekiwania  
na posiłek

Rozmowę rozpoczyna zdający.

## 1 Find and correct a mistake in each sentence.

- 1 Why don't ask everybody to bring something to eat?  
\_\_\_\_\_
- 2 I have a birthday party on Saturday.  
\_\_\_\_\_
- 3 Thank you for invite me.  
\_\_\_\_\_
- 4 I suggest to buy one big present from everybody.  
\_\_\_\_\_
- 5 Please get with touch as soon as possible so we can start the preparations.  
\_\_\_\_\_
- 6 Maybe you could help me in that?  
\_\_\_\_\_
- 7 I could baking the birthday cake.  
\_\_\_\_\_

## 2 Complete the sentences with the words below.

know invite place make (x2) sort touch throw

- 1 I guess the first thing we need to do is get in \_\_\_\_\_ with everybody.
- 2 I'm writing to invite you to a barbecue party at my \_\_\_\_\_ next Friday.
- 3 Maybe Jake could \_\_\_\_\_ this out?
- 4 I think it would be fun to \_\_\_\_\_ a party like that.
- 5 I'm afraid I won't be able to \_\_\_\_\_ it.
- 6 We need to \_\_\_\_\_ sure they can come.
- 7 Maybe we could \_\_\_\_\_ Paul, too.
- 8 Let me \_\_\_\_\_ what you think about this!

3  Read the instructions and do the writing task.

Postanowić/Postanowić zorganizować urodzinowe przyjęcie-niespodziankę (surprise birthday party) dla swojego przyjaciela. W e-mailu (100–150 słów) do koleżanki, która mogłaby pomóc w organizacji przyjęcia:



- zaproponuj czas i miejsce imprezy, podając uzasadnienie;
- zapytaj o sugestie dotyczące listy gości i prezentów;
- powiedz, co Ty chcesz przygotować;
- poproś o pomoc w organizacji poczęstunku i przygotowaniu miejsca.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

## 1 Choose the answer which means the same as the Polish parts of the sentences in brackets.

- 1 \_\_\_\_ (*Wolałabym zjeść*) a veggie burger, please.
  - a I'd rather have
  - b I prefer to eat
  - c I like
- 2 Don't worry, I didn't spend \_\_\_\_ (*dużo*) money in the canteen.
  - a a lot
  - b many
  - c much
- 3 Just \_\_\_\_ (*dodaj trochę*) garlic, and your palak paneer will be perfect.
  - a add some
  - b adding little
  - c add a few
- 4 \_\_\_\_ (*Lody*) we ate yesterday tasted delicious, do we have any more?
  - a Ice cream
  - b An ice cream
  - c The ice cream
- 5 I found a \_\_\_\_ (*przepis na*) a healthy dish that contains my two favourite ingredients – salmon and pineapple.
  - a recipe for
  - b recipe on
  - c receipt for
- 6 Many thanks for \_\_\_\_ (*zaproszenie mnie na*) your party. I'll definitely be there.
  - a inviting me for
  - b your invitation on
  - c inviting me to

## 2 Choose the correct answers to complete the mini-dialogues.

- 1 X I'd like a bottle of still water, please.  
Y \_\_\_\_  
A Sorry, we've run out of it. Is sparkling OK?  
B Are you still looking for it?  
C I don't. I prefer sparkling.
- 2 X A large coffee, please.  
Y Anything else with that?  
X \_\_\_\_  
A Yes, with milk and sugar.  
B No, thanks, that's all.  
C Anything you like.
- 3 X \_\_\_\_  
Y It's 10 pounds, please.  
A Do you have any money?  
B A large pizza with dessert costs 8 pounds.  
C How much is it?
- 4 X How long will we have to wait?  
Y \_\_\_\_  
X That's too long. We'll have a coffee to take away then.  
A About half an hour.  
B We don't have to wait if you don't want to.  
C We've been waiting for almost an hour. I'm tired.

## 3 Read the text and choose the correct answers a, b, c or d.

Are you one of these people who find it difficult to lose weight before the summer season? And summer is definitely the worst time to <sup>1</sup> \_\_\_\_ a diet. Everywhere you look, there is something <sup>2</sup> \_\_\_\_ that you just have to try. There are fruit cakes, strawberries with cream, and of course <sup>3</sup> \_\_\_\_ ice cream. On the other hand, in the summer there are a lot of fresh vegetables, so you could probably live on salads for some time. After all it's very easy to <sup>4</sup> \_\_\_\_ up some vegetables and mix them together. But would people really enjoy it for the whole summer? Most of us simply can't <sup>5</sup> \_\_\_\_ a bowl of chocolate ice cream, or two, or three. But that's the problem with sweets – people tend to either eat a lot of them or they try not to eat <sup>6</sup> \_\_\_\_ sweets at all, which is simply impossible. This year do something different. Try to cut <sup>7</sup> \_\_\_\_ sweets slowly. It's much easier! And if you also do some exercise, you might be pleasantly surprised!



- |            |           |           |              |
|------------|-----------|-----------|--------------|
| 1 a go on  | b get to  | c keep up | d be at      |
| 2 a bland  | b spicy   | c yummy   | d nutritious |
| 3 a the    | b an      | c a       | d –          |
| 4 a peel   | b chop    | c fry     | d boil       |
| 5 a resist | b roast   | c lose    | d miss       |
| 6 a some   | b few     | c any     | d a little   |
| 7 a off on | b in with | c down on | d without    |

## 4 Complete each sentence so that it means the same as the first.

- 1 Don't you think this dish has a delicious smell?  
Don't you think \_\_\_\_\_ delicious?
- 2 We have no eggs left.  
We don't \_\_\_\_\_.
- 3 To lose weight you should try not to eat sweets.  
To lose weight you should avoid \_\_\_\_\_.
- 4 I don't feel like cooking, I think I want to eat out tonight.  
I don't feel like cooking, I'd \_\_\_\_\_.
- 5 I will make some pancakes and then we'll eat.  
We'll eat as \_\_\_\_\_ the pancakes.
- 6 Contact grandma and she'll give you that recipe.  
Get in \_\_\_\_\_ and she'll give you that recipe.
- 7 How much chocolate have you eaten today?  
\_\_\_\_\_ of chocolate have you eaten today?
- 8 It is commonly known that vegetables are good for you.  
Everyone \_\_\_\_\_ are good for you.





- 1 Przeczytaj blog pewnej podróżniczki i na jego podstawie w zdaniach 1–4 z podanych odpowiedzi wybierz właściwą. Zakreśl jedną z liter: A, B, C albo D.

As a breakfast lover and a traveller, I'm happy to have breakfast foods for every meal but let me tell you – local breakfast can be a nasty surprise when visiting foreign lands. I remember looking at the breakfast buffet in an exotic country and thinking 'this was supposed to be a good hotel!' The more I travelled though, the more I realised that it had been. The thing is, you see, whether it's on the light or heavy side, sweet or savoury – one man's breakfast is another man's dinner or dessert.

So, what's for breakfast around the world? For the nations inhabiting warmer climates, it's often sweets with coffee. In Africa it's the Maharmi cardamom doughnuts, in Spain churros, in Brazil cake. These aren't necessarily light, since some, like churros, are fried. Those who like it light are the Italians who have sweet rolls with cappuccino and the French with their croissants with jam or chocolate, coffee and orange juice. This is what the British refer to as 'continental breakfast', totally ignoring the other half of the European continent, which, from Germany through the Slavic countries to Scandinavia, eats a much more hearty breakfast of breads, cold meats, cheeses, eggs, and fresh vegetables.

Yet a lot of nations put on their breakfast plate what others would consider dinner foods. The Brits bake and fry beans,

tomatoes, potatoes, sausages and even black pudding. Heavy but not impossible to have first thing in the morning. Many Asian and African breakfast smells and tastes, however, proved way too strong on my empty Western stomach, with fish and fermented beans at the top of my list here. In western Africa, for instance, they fry these beans with strong spices and onions for breakfast. In some Asian countries there's no such thing as 'breakfast menu' – dishes based on these pungent ingredients are served morning till evening. Japanese miso is served with fermented soy beans, rice, noodles and a lot of fish, while in Myanmar you're looking at fish soup with garlic, ginger and onions. Definitely jump-starts your senses.

Is there anything universal? The western tastes seem to be infiltrating all cultures and thus yoghurts, pancakes and sandwiches are found worldwide. Also milk with cereal, although its consumption is decreasing due to its high sugar content. There's something else, though, that has me very excited. There are others out there who enjoy breakfast foods above all others, and there's a name for us.

I'm a breakfastarian! Now we just need to set up a republic. Or at least a couple of good breakfastarian bars in every major city with breakfast dishes served morning till night.

- 1 The phrase 'the more I realised that it had been' refers to the fact that
  - A there had been some nasty surprises during her trip abroad.
  - B the breakfast buffet had really served dinner.
  - C the place where she stayed had been the quality she'd expected.
  - D breakfast had always been her favourite meal of the day.
- 2 Which is not true about continental breakfast, according to the text?
  - A It includes eggs and cold meats.
  - B It might not be a very accurate term.
  - C It's rather on the light side.
  - D Is very popular in France.
- 3 When the author travelled to more exotic countries she found
  - A the breakfasts a bit too heavy for a first meal of the day.
  - B she often looked for local fish dishes with exotic spices.
  - C their dinner menus are more tasty than their breakfasts.
  - D she couldn't tolerate some of their common breakfast ingredients.
- 4 At the end of the text, the author tries to say that
  - A more people should learn to enjoy their breakfasts.
  - B there should be more places for breakfast-loving people.
  - C people who like breakfasts should be called breakfastarians.
  - D she's happy because she found some all-day breakfast bars.
- 3 \_\_\_\_\_
 

Put an 'X' in the \_\_\_\_\_ that best describes your current diet. I think a \_\_\_\_\_ of chocolates is a rather unoriginal gift.
- 4 \_\_\_\_\_
 

It's a \_\_\_\_\_ question, but I'll try to answer it as best as I can. The potatoes were good, but the meat was so \_\_\_\_\_ I only ate a few bites.
- 5 \_\_\_\_\_
 

Yes, I'm still \_\_\_\_\_, and I'm not going to get married in the near future.  
A \_\_\_\_\_ or double cheeseburger for you?
- 6 \_\_\_\_\_
 

If you don't have any sparkling water, I'll take some tea. I hate \_\_\_\_\_ water.  
The air was \_\_\_\_\_, there was no wind at all, but you could tell a storm was coming.
- 7 \_\_\_\_\_
 

And what would you like for the main \_\_\_\_\_?  
May I suggest lasagna?  
A huge storm caused the ship to go off \_\_\_\_\_, so the voyage lasted longer than expected.

- 3 Do the exam task and answer the two questions.

5 minut

Masz ochotę na lunch. W barze w pobliżu szkoły do wyboru są trzy dania.

- Wybierz jedno z nich i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe dania.



- 1 What does it mean to have a healthy diet?
- 2 Some people say that school shops should not sell any sweets or crisps. Do you agree? Why/Why not?

- 2 W zadaniach 1–7 zapisz obok numeru zadania wyraz, którym poprawnie uzupełnisz oba zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

1 \_\_\_\_\_  
Even when you \_\_\_\_\_ a low-carb diet for weeks, it doesn't mean you'll lose weight.  
For the first hour we had to \_\_\_\_\_ the museum guide, and later we could wander around the museum on our own.

2 \_\_\_\_\_  
Jemma is \_\_\_\_\_ a housewarming party this Friday, are you coming?  
Instead of \_\_\_\_\_ away good food, why don't you donate it to a homeless shelter?



▶ VIDEO 09

# SPOTLIGHT ON SOCIETY VIDEOS

## Cooking Korean

5



### BEFORE WATCHING

- 1 Look at the names of Korean dishes below. Research their recipes. Do you know these dishes? Which of them do you think the women in the video are preparing?

kimchi kimbap bibimbap

### WHILE WATCHING

- 2 Watch the video and match the dishes and the names of people below with their descriptions.

haddock Kristen kimchi Danielle Maangchi

- 1 a chef specialising in French cuisine \_\_\_\_\_
  - 2 a chef specialising in Korean cuisine \_\_\_\_\_
  - 3 traditional Korean doughnut \_\_\_\_\_
  - 4 a dish someone is learning to cook \_\_\_\_\_
  - 5 the person who gets the two chefs to meet \_\_\_\_\_
- 3 Watch the video again and answer the questions.

- 1 Kristen was born in Korea, so why does she know so little about the cooking?  
\_\_\_\_\_
- 2 What is inside a haddock?  
\_\_\_\_\_
- 3 Kristen knows she won't 'master this cuisine', so what does she want to do?  
\_\_\_\_\_
- 4 What's the first thing Kristen learns from Maangchi?  
\_\_\_\_\_

- 5 What does Kristen offer to teach Maangchi?  
\_\_\_\_\_
- 6 Kristen uses two adjectives to describe the kimchi when she tastes it, what are they?  
\_\_\_\_\_

### FOLLOW-UP

- 4 Complete the sentences with the correct words below.

tear bite-sized filling staple melted pour  
crushed

- 1 \_\_\_\_\_ sandwiches are perfect for a party – you just put the whole thing in your mouth, no mess.
- 2 Many chefs prefer to \_\_\_\_\_ lettuce to pieces to cutting it with a knife.
- 3 Shall I sprinkle the cupcakes with some \_\_\_\_\_ walnuts?
- 4 First mix the eggs with sugar, then add some \_\_\_\_\_ butter. Just make sure it's cooled first.
- 5 Please \_\_\_\_\_ some milk for the baby into his cup.
- 6 Do you know how to make the \_\_\_\_\_ for the Polish pierogi?
- 7 Kimchi is \_\_\_\_\_ food for the Koreans – it's their basic and most important dish.

- 5 Read these sentences from the video and match the underlined phrases with their definitions.

- a Danielle meets up with famous chef Kristen Kish in New York, to find out her take on Korean food.
- b They agree to meet at a Korean café in downtown New York.
- c I know I'm not going to master this cuisine.
- d I've got a friend who is a Korean culinary ambassador and a great cook.
- e 'I heard about you!' 'Thank you so much, likewise.'
- f This time, it was the professional chef's turn to be on the receiving end of a great cooking lesson, with some excellent results. Time to dig in!

- 1 central \_\_\_\_\_
- 2 ideas about something \_\_\_\_\_
- 3 in a situation when someone's actions are directed at you \_\_\_\_\_
- 4 me too, same here \_\_\_\_\_
- 5 someone who promotes certain cuisine \_\_\_\_\_
- 6 get together \_\_\_\_\_
- 7 start eating \_\_\_\_\_
- 8 become very good at \_\_\_\_\_
- 9 a chance for someone to do something \_\_\_\_\_

### AFTER WATCHING

- 6 Think of a traditional recipe from your country or region that you are familiar with or that you can easily find out about. Write a magazine-style article explaining why this food is so special to the region or prepare a vlog in which you explain what it is and how to make it.



## COMPREHENSION

1 Look at the pictures from the video. What do you think the different foods are? Which would you like to try? Why?

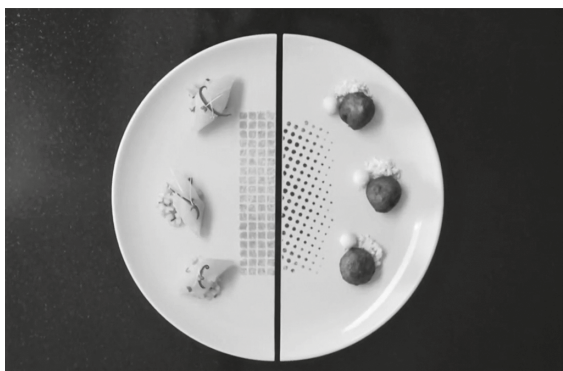
2 ▶ Watch the first part of the video. Match the people from the video (1–3) with their opinions about food (a–c).

1 Charles — 2 Jozef — 3 Tamal —

- a Thinks that our experience of the way things taste comes from a variety of senses, not only from our tastebuds.
- b Wants to know more about how our sensory perceptions can change our eating experience.
- c Believes that there are certain ideas you have about food before you try it.

## Glossary

**enhance (v)** to improve something, or to make it more attractive or valuable



3 ▶ Look at the two halves of the plate in the picture from the video. Which dish do you think is called *Bouba* and which *Kiki*? Watch the second part of the video and check your answers.

## Glossary

**anticipate (v)** to think something will probably happen

**associate (v)** to form a connection in your mind between different people or things

**correlation (n)** a connection or relationship between two or more things that is not caused by chance

4 Choose the correct word to complete the descriptions of *Bouba* and *Kiki*.

- 1 Bouba is associated with *rounded* / *flat* shapes.
- 2 Kiki is linked with *hard* / *angular* shapes.
- 3 Banana is more associated with *Bouba* / *Kiki*.
- 4 People relate lime with *Bouba* / *Kiki*.

5 ▶ Watch the third part of the video. Read sentences 1–4. Which are the TWO correct summaries of Tamal's words?

Being a baker is about ...

- 1 experimenting with unusual flavours and textures.
- 2 seeing how people react to your baking.
- 3 understanding people's sensory experience when eating.
- 4 telling people how best to enjoy their food.

## AUTHENTIC ENGLISH

1 Look at the example from the video and read the information in the box. What do you think *say* means in this context?

*One of the questions that the scientists ask is why would no one like a soggy macaroon, say.*

*say*

We use *say* in spoken English to present an example or imagined situation. We often use *shall we say* to confirm plans or future arrangements.

2 Look at sentences a and b with *say* below and answer the questions (1–3).

- a Why don't we have a break until, *shall we say*, 10:45?
- b *Let's say* you get \$2000 for the car, you'll still need to find another \$1000 from somewhere.

- 1 Which words and phrases can be used together with *say*?
- 2 Which sentence refers to the present and which to the future?
- 3 Can you think of synonyms for each usage of *say*?

## SPEAKING

Work in pairs. Do you agree with the video's message that different senses change the way we experience food?



## READING

- 1 Work in small groups. Discuss the questions.
  - 1 What food do you like to eat on special occasions?
  - 2 What's your favourite party food? Is it sweet or savoury?
  - 3 Do you like to prepare food yourself? Why?
- 2 Read the magazine article about party food that people eat in different countries and answer the questions.
  - 1 Which of the foods mentioned do you like?
  - 2 Which would you like to try? Why?
  - 3 Do you eat similar food to this in your country?

### Party Food Around the World



**Argentina, Uruguay, Chile:** It's traditional to have an *asado* especially at the weekends. An *asado* is a meat barbecue. Groups of people come to celebrate in the open air and cook the meat, usually beef, lamb or sausages. It's a very important social event. You can also barbecue corn, peppers and potatoes, but generally an *asado* is not great for vegetarians!

**Spain:** A lot of people get together to eat *paella* – it's served in a special pan and it's great to have with big groups of people. You make it with rice and you can mix it with meat, vegetables, fish or seafood. You can eat it with a simple salad. Sharing a large *paella* on the beach in the summer is really special!

**USA:** As an alternative to ice cream, cupcakes are really popular in the United States. They come in a lot of different colours and flavours, so kids love them. Parents can have a lot of fun baking the different cakes. Cupcake parties are great for birthdays, or if you just have a sweet tooth!

**Greece, Turkey and Middle East:** This party food is all about snacks or small dishes called *meze*. They are great for sharing. You can have cold dishes like hummus, different salads, olives, and yoghurt, or hot dishes like grilled halloumi cheese, and pastries with spinach called *börek*. *Meze* are perfect for vegetarians!

- 3 Work in pairs. On which of the following occasions would it be appropriate to have an *asado*, *paella*, *cupcakes* or *meze*?

a beach party   a birthday party for a vegetarian friend  
a hot summer's day   an engagement party

## SPEAKING

- 1 **PLAN** Work in pairs. Imagine that you are designing a party menu for a catering company. Think about and make notes on the following points:
  - the kind of party you want, e.g. birthday, office party
  - the number of people invited and the age group
  - the budget available for your party food
  - the location, e.g. outdoors, at home, in a café
  - dietary requirements, e.g. vegetarian, allergies
- 2 **PRESENT** Tell the class about your party and the menu you have designed. Use words and phrases from the boxes below to help you.

### Comparing menus

The two dishes are quite alike ...  
In the same way ...  
The flavours/dishes/meals would be similar to ...

### Making alternative suggestions

Another idea could be to ...  
If people fancied something different, they could try ...  
As an alternative to meat/dairy ...

- 3 **DISCUSS** Work in pairs. Did you choose similar or different dishes? What were the differences? Which menu was your favourite? Why?

## BEYOND THE CLASS

### Why not try ...

researching traditional party food in other countries?



# 6

# CRIME SCENE

## VOCABULARY

crimes and criminals

### 1 Find the names of five crimes in the wordsearch.

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| M | Y | Y | U | F | W | B | D | K | G |
| U | B | W | R | Z | J | T | X | N | C |
| R | G | U | Z | V | H | D | I | U | S |
| D | W | O | R | E | G | P | J | E | D |
| E | M | C | F | G | P | X | P | G | O |
| R | L | T | F | A | L | V | R | U | J |
| G | F | F | N | I | O | A | T | K | Q |
| L | D | D | L | F | Z | W | R | J | G |
| U | I | Y | W | X | J | S | H | Y | Q |
| K | V | A | N | D | A | L | I | S | M |

### 2 Write appropriate words to answer the questions.

What do you call a criminal who

- 1 steals products from a shop? \_\_\_\_\_
- 2 sells illegal substances to people? \_\_\_\_\_
- 3 paints graffiti on walls and buildings? \_\_\_\_\_
- 4 breaks into a house? \_\_\_\_\_
- 5 steals things? \_\_\_\_\_
- 6 makes somebody a prisoner in order to make their family pay for their safe return? \_\_\_\_\_

### 3 Complete the sentences with the correct form of the verbs below.

steal arrest break into vandalise kill

- 1 In 2005 Mr Thomas \_\_\_\_\_ a woman in a car accident.
- 2 Yesterday the police \_\_\_\_\_ three dangerous criminals, who will probably spend at least 10 years in prison.
- 3 Somebody \_\_\_\_\_ our house last night. They took my laptop and my dad's smartphone.
- 4 A gang of young criminals \_\_\_\_\_ cars in our city and sell them abroad.
- 5 Anybody who \_\_\_\_\_ the school building will have to pay for the damage.

### 4 Are the sentences true (T) or false (F)? Correct the false ones.

- 1 A store detective has to make sure nobody steals anything from a shop. T / F
- 2 The police talk to witnesses to find out more about a crime. T / F
- 3 A victim is somebody who commits a crime. T / F
- 4 Burglars steal cars. T / F
- 5 Criminals are responsible for preventing crimes. T / F

### 5 Complete the text with the missing words.

## LATEST NEWS!

Last night the police arrested three men for drug dealing. The <sup>1</sup>c\_\_\_\_\_ were caught while selling drugs to teenagers from a local school. The <sup>2</sup>d\_\_\_\_\_ were arrested thanks to a <sup>3</sup>w\_\_\_\_\_ who had seen the men selling drugs outside their school. It turns out they have been in prison before for <sup>4</sup>b\_\_\_\_\_ into a house. The police told <sup>5</sup>j\_\_\_\_\_ that the three men are facing a minimum of seven years in prison.

**VOCABULARY CHALLENGE!** Student's Book, p. 112, UNIT 6, ex. 1 & 2

### 6 Complete the sentences with the correct form of the missing words.

- 1 The judge s\_\_\_\_\_ the woman to prison for shoplifting.
- 2 Have you ever b\_\_\_\_\_ the law?
- 3 The police are looking for the s\_\_\_\_\_ – a tall man in his thirties with a scar on the cheek.
- 4 Bob didn't pay his f\_\_\_\_\_ for speeding, so now he has to go to prison for 30 days.
- 5 Do you know anybody who has c\_\_\_\_\_ a crime?
- 6 Sometimes doing c\_\_\_\_\_ service is a better punishment than paying a fine.
- 7 Although everybody knew Kevin had done it, he didn't get p\_\_\_\_\_.

### 7 Write the beginning of a newspaper article giving information about one of the crimes below.

- a burglary in your neighbourhood  
\_\_\_\_\_
- a murder in the Old Town  
\_\_\_\_\_
- an act of vandalism in a school  
\_\_\_\_\_
- a residents' act against crime  
\_\_\_\_\_



### 1 Complete the sentences with *said* or *told*.

- Jack \_\_\_\_\_ he wanted to retire.
- You once \_\_\_\_\_ me you wanted to be a detective.
- Mike \_\_\_\_\_ us that he had committed a crime a few years before.
- Tom \_\_\_\_\_ quite clearly that he would meet us outside the cinema.
- My mum \_\_\_\_\_ she was busy and couldn't help me.
- The police \_\_\_\_\_ him that his story was unbelievable.

### 2 Choose the correct option.

- The people said they *demonstrate* / *were demonstrating* against cybercrime.
- Peter said he *wasn't doing* / *hasn't been doing* anything illegal.
- Mum says we *have to* / *had to* do the dishes now.
- The woman said that she *hasn't stolen* / *hadn't stolen* the money.
- The police told us that they *would contact* / *contacted* us the next day.
- Chris told me that he *would speak* / *could speak* Japanese.
- The woman said that she *would want* / *wanted* to report the crime to the police.
- Fiona says her father *wasn't coming* / *isn't coming* to the wedding next week.

### 3 Rewrite the sentences in reported speech starting with the words given.

- 'The burglars took all the money.'  
Mike said \_\_\_\_\_.
- 'I'm hungry.'  
Jim told me \_\_\_\_\_.
- 'They won't be here tomorrow.'  
Peter said \_\_\_\_\_.
- 'I can't watch this film.'  
Sally said \_\_\_\_\_.
- 'I haven't done it!'  
He told me \_\_\_\_\_.

### 4 Complete the text with the verb forms below. There are two extra forms.

committed would do didn't feel could download  
hadn't realised hadn't committed had often done  
had downloaded

Last week, I read an interesting article about young people who break the law. The author of the article said that many young people <sup>1</sup>\_\_\_\_\_ different types of cybercrime. He said that they <sup>2</sup>\_\_\_\_\_ wrong things in the past because they <sup>3</sup>\_\_\_\_\_ that they were actually illegal. For example, many teenagers told the journalist they <sup>4</sup>\_\_\_\_\_ many films before, but they <sup>5</sup>\_\_\_\_\_ guilty about it at all! The author of the article also said that a lot of young people admitted that they <sup>6</sup>\_\_\_\_\_ the same thing again.



### 5 Rewrite the sentences in direct speech.

- Tom said he wouldn't help me.  
*'I won't help you,' said Tom.*
- Peter explained that he hadn't wanted to call the police.  
\_\_\_\_\_
- The teacher told us that our class had won the school competition.  
\_\_\_\_\_
- Sheila promised she wouldn't tell the secret to anybody.  
\_\_\_\_\_
- Bob told me that he often borrowed money from his parents.  
\_\_\_\_\_
- Mary said she had never seen a crime take place before.  
\_\_\_\_\_
- Steve said he couldn't see Jason anywhere.  
\_\_\_\_\_
- Lucy said she wasn't in love with Mark.  
\_\_\_\_\_

### 6 Complete the answers using your own ideas.

- Any news about the missing girl?  
No, the police are saying \_\_\_\_\_ yet.
- Have you heard about the burglary at Sam's place?  
Yes, Sam said that someone \_\_\_\_\_.
- Do they know who committed this crime?  
The police said they \_\_\_\_\_ soon.
- What does the witness say about the accident?  
He says \_\_\_\_\_ too fast.
- When was Kayla supposed to hand in the report?  
She told me on Monday that she \_\_\_\_\_ the next day, but I don't think she did.
- What did the arrested man tell the police?  
Of course he said \_\_\_\_\_ innocent.

### GRAMMAR CHALLENGE! Student's Book, page 112, UNIT 6, ex. 1

### 7 Rewrite the sentences in reported speech using the verbs below.

order refuse advise promise instruct offer

- 'I'll apologise to her tomorrow,' said the boy.  
\_\_\_\_\_
- 'Read about different security systems before deciding which to buy,' my brother said.  
\_\_\_\_\_
- 'I can come and go over the case with you tonight,' Frank said.  
\_\_\_\_\_
- 'Answer all the questions honestly,' said the investigator.  
\_\_\_\_\_
- 'Stop, now!' said the police officer.  
\_\_\_\_\_
- 'I won't say another word without my lawyer,' said the suspect.  
\_\_\_\_\_

- 1 Rewrite the headlines using the verbs below. Add any necessary words. There are two extra verbs.

hack steal investigate pose sentence stalk

- Da Vinci painting taken from the Louvre
- IT student guilty of breaking into government servers
- Speeding traffic dangerous for forest animals
- Jewellery thief's punishment – two years in prison

- 2 **MP3 09** Listen to four news items and match them to the correct statements a–e. One of the news items matches two statements.

This piece of news

- mentions a problem resolved with the help of the Internet. ☐
- discusses the conclusion of a legal proceeding. ☐
- talks about some unusual behaviour influenced by previous training. ☐
- refers to an unexpected journey to a distant place. ☐
- describes a temporary threat to local people. ☐

- 3 **MP3 09** Listen again and complete the email with up to four words in each gap.

Hey Cal!

You asked me about the news I heard the other day on that new **Station Crime** online radio. Well, the first piece was about a computer criminal known as Alpha Dog. The trial was finally concluded, but the verdict wasn't what

1 \_\_\_\_\_ because he was found guilty on only one charge. A juror told the press there wasn't 2 \_\_\_\_\_

his guilt. The next piece was about

a 3 \_\_\_\_\_ in London. The drivers had just 4 \_\_\_\_\_ shop.

Fortunately, the owner called the police. It lasted 5 \_\_\_\_\_, but the police got them

in the end. The third piece was about a librarian who 6 \_\_\_\_\_ a river. Luckily, everyone is safe and well. The last story was about a dog that had been missing for almost nine months. Fortunately, 7 \_\_\_\_\_ Yorkshire safe and sound. How could it have got so far?

Later,  
Don

- 4 Match the crimes below with texts 1–3. Then write a similar text to describe one of the remaining types of crime.

identity theft hacking cyberbullying online piracy social engineering



1 \_\_\_\_\_  
My best friend fell victim to such crime, but she didn't even report it to the police. I don't think she even realised it was harassment. But what else could you call it? I mean, somebody took embarrassing photos of her, obviously taken through a window when she was getting dressed, and posted them on Facebook with very abusive comments.



2 \_\_\_\_\_  
My older brother once got in serious trouble. He's always been very good with computers and could access any information he wanted. But one day he went one click too far and logged onto the school computer. As you can imagine, it was a game with serious results.



3 \_\_\_\_\_  
You hear about it on the news a lot, but I find it difficult to see how someone could fall for it. Who gives their personal data to a stranger, even one who claims to work for your bank or the police? And who becomes friends with strangers on social media? I think it's common sense – protect your data and you'll protect yourself.



4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VOCABULARY CHALLENGE!** Student's Book, p. 112, UNIT 6, ex. 3, 4 & 5

- 5 Write the negative form of these adjectives.

- patient – \_\_\_\_\_
- experienced – \_\_\_\_\_
- believable – \_\_\_\_\_
- kind – \_\_\_\_\_
- usual – \_\_\_\_\_
- possible – \_\_\_\_\_
- legal – \_\_\_\_\_

- 6 Choose the correct adjectives.

- You failed the test because most of the answers you gave were **illegal** / **incorrect**.
- The ending of the film was rather **unexpected** / **unlucky** – I thought the tall guy was the killer!
- Jonathan felt very **impolite** / **insecure** when he moved to a new school.
- Criminals often forget they are not **impossible** / **invisible** – there are cameras all over the town.
- The essay you gave me was **unsigned** / **unlucky** – I didn't realise it was yours.
- Tina was very **unhappy** / **unkind** when John left her.

### 1 Choose the correct option to complete each sentence.

- 1 We asked the teacher how much time *did we have / we had / we have* to finish the essay.
- 2 Fiona asked me why *hadn't I come / I hadn't come / I didn't come* to the meeting.
- 3 Sue asked Jack if *he was / he is / was he* going to install security cameras.
- 4 Sara wanted to know what time *are we leaving / we are leaving / we were leaving*.
- 5 The judge asked me *if I'm taking / were you taking / if I was taking* any drugs.
- 6 Diana wanted to know when *would we come / we would come / we will come*.

### 2 Rewrite the questions in reported speech.

- 1 'Did you see her last week?'  
The police officer asked us \_\_\_\_\_.
- 2 'Where have you been all day?'  
Dad wanted to know \_\_\_\_\_.
- 3 'What are you going to do?'  
I asked my friend \_\_\_\_\_.
- 4 'Will you be able to help us?'  
They asked the lawyer \_\_\_\_\_.
- 5 'Do you spend your nights here?'  
The police officer asked the homeless man \_\_\_\_\_.
- 6 'Can my car be repaired after such a crash?'  
I asked the mechanic \_\_\_\_\_.
- 7 'Why haven't you done your homework again?'  
The teacher asked us \_\_\_\_\_.
- 8 'Are you telling the whole truth?'  
The schoolmaster asked me \_\_\_\_\_.

### 3 Complete the dialogue with the correct phrases (a-h). There are two extra phrases.

- Julia Did you talk to Lisa about our campaign?  
Pete Yes, she fully supports it. I asked her <sup>1</sup> \_\_\_\_\_ about cyberbullying and her opinion is the same as ours.
- Julia Is she going to join us?  
Pete She didn't know. I asked her <sup>2</sup> \_\_\_\_\_ time to stay after school, but she couldn't say. She wanted to know <sup>3</sup> \_\_\_\_\_, and <sup>4</sup> \_\_\_\_\_ to take part in the campaign.
- Julia Did she ask anything else?  
Pete Yes, she wanted to know <sup>5</sup> \_\_\_\_\_ anything about the campaign in the school paper. I really hope she can make it. I asked her <sup>6</sup> \_\_\_\_\_ a similar protest ...

- a if she had
- b how long it would take
- c when it had been
- d if she had ever been involved in
- e if we had been thinking
- f how many students were planning
- g what she thought
- h if there would be

### 4 CUMULATIVE GRAMMAR Complete the email using the correct form of the words in brackets. Add any extra words where necessary.

Hi Helen,

Remember my aunt Lidia, the police investigator I told you about? I finally talked to her about the internet piracy project we are preparing for next month. I asked her <sup>1</sup> \_\_\_\_\_ (*she / have / experience*) with working on such cases and she said she had. She said <sup>2</sup> \_\_\_\_\_ (*she / help / we*) with the project! She <sup>3</sup> \_\_\_\_\_ (*tell / I / she / investigate*) three cases of illegal sharing of Polish films in the past, and she <sup>4</sup> \_\_\_\_\_ (*say / she / can / give*) me an interview. I asked her <sup>5</sup> \_\_\_\_\_ (*when / she / can / meet*) me, but she told me she <sup>6</sup> \_\_\_\_\_ (*go away*) on holiday the following day. I'm waiting for her to come back so I can meet her. I'll keep you informed.

Maja



### 5 Rewrite the following sentences and questions in reported speech.

- 1 'We have improved the safety in our city.'  
The mayor said \_\_\_\_\_.
- 2 'Can you speak Spanish?'  
I asked her \_\_\_\_\_.
- 3 'We'll call you in for questioning next week.'  
The FBI agent told the politician \_\_\_\_\_.
- 4 'I didn't come to school last week because kids make fun of me.'  
Kate told the teacher \_\_\_\_\_.
- 5 'How long have you known her?'  
The detective asked me \_\_\_\_\_.
- 6 'My son isn't lying.'  
The boy's father told the headteacher \_\_\_\_\_.
- 7 'Who are you looking at?'  
My friend asked me \_\_\_\_\_.
- 8 'When will you arrest anyone?'  
The reporter asked them \_\_\_\_\_.
- 9 'I won't give you any names,' said the drug dealer.  
The drug dealer refused \_\_\_\_\_.
- 10 'Give us the password to your computer so that we can examine its content.'  
The FBI agents instructed the businessman \_\_\_\_\_.



**1 Match the words and phrases with their Polish equivalents. Use a dictionary if necessary.**

- |                              |                          |                       |
|------------------------------|--------------------------|-----------------------|
| 1 precious stones            | <input type="checkbox"/> | a gabłota wystawowa   |
| 2 heist                      | <input type="checkbox"/> | b kamienie szlachetne |
| 3 mastermind of an operation | <input type="checkbox"/> | c zmienić wygląd      |
| 4 target                     | <input type="checkbox"/> | d mózg operacji       |
| 5 display case               | <input type="checkbox"/> | e skok, napad         |
| 6 in broad daylight          | <input type="checkbox"/> | f obrać za cel        |
| 7 alter your looks           | <input type="checkbox"/> | g w biały dzień       |

**2 Complete the table with the words and phrases below.**

theft robber gang member gallery heist bank vault  
robbery thief jewellery exhibition mastermind raid

| People | Criminal acts | Scenes of crimes |
|--------|---------------|------------------|
|        |               |                  |

**3 Read text 1 and text 2 and choose the correct answer.**

Both texts

- a mention successful robberies that happened in full view of members of the public.
- b contain experts' advice for security people on how to prevent burglaries.
- c deal with robberies caught on security cameras.

**4 Read text 1 again and choose the correct answers.**

- 1 The author of the text suggests that if you consider modern technology,
  - a given enough time the police should be able to find every thief.
  - b it's amazing that thieves make off with millions not seen by anyone.
  - c DNA testing is definitely the future of crime scene investigation.
  - d things like cameras, cell phones and DNA testing make robberies impossible.
- 2 When talking about works of art, Tom says that
  - a detailed planning helps to secure them better.
  - b many stolen artworks are probably in private hands.
  - c their theft is every collector's nightmare.
  - d most security systems are planned perfectly.
- 3 According to Tom, Pink Panthers
  - a were responsible for the Rotterdam robbery.
  - b seem to like fast means of transport.
  - c often break into bank vaults at weekends.
  - d have alerted the police many times.
- 4 Which of the following is stated in the text as a fact, not an opinion?
  - a Places where valuables are kept are not easy to guard.
  - b Many crimes are the work of a group rather than a single person.
  - c Police do not get to the crime scene quickly enough.
  - d Criminals often change their appearance.

- 5 In the interview, Tom McNamara
  - a claims that there is no such thing as a perfect crime.
  - b expresses concern about the way museums and banks are guarded.
  - c argues that security experts should be hired to help prevent theft.
  - d suggests that at this point human creativity beats technology.

**Text 1**

In the world of security cameras, instant communication and DNA testing, it seems impossible to commit a robbery and not get caught sooner or later. Yet every year bold thieves make off with millions of dollars never to be seen again. We asked a security expert, Tom McNamara, to explain. He says that many unsolved cases concern artworks displayed in buildings that according to him are a nightmare to **secure**. These works are then sold to private collectors, making them difficult to trace. Tom said that the details of the break-in in Rotterdam's Kunsth1, for instance, were so perfectly worked out that it indicates that many people were involved. Such careful planning allows criminals to execute the raids without leaving their DNA on anything. Also, whether they get into a gallery at night, into a bank vault during the weekend, or just walk into a jeweller's with other customers present, they must be as quick about it as possible. Many robbers, like those in Rotterdam or Pink Panthers in Saint-Tropez, escape using speed boats. Pink Panthers don't say no to powerful engines on two or four wheels or other vehicles either. And even if police are alerted immediately, they arrive too late. As for security cameras, they're often **disabled** at the last moment. Tom also speculates that even those whose faces were visible had altered their looks using special make-up. 'And then, what can we do?' asks Tom. What, indeed?



## Text 2

The stories of bold thefts committed by the Pink Panthers gang could provide Hollywood movie writers with thrilling heist scripts for decades. It's believed that this international gang is responsible for robbing perhaps up to €500 million in jewellery and precious stones across Europe and Asia. Most likely, they're a huge network of highly skilled robbers from the Balkans, loosely associated with each other but all connected to central masterminds. Well-known for targeting high-profile jewellery stores and exhibitions, they arrive in broad daylight as if daring anyone to stop them.

In Dubai they drove two Audis into a store, in Paris they walked in wearing blond women's wigs. In 2018 two of them entered a jewellery exhibition in Venice, as usual not caring about the security cameras, and simply opened a display case that everyone thought was impossible to open. They managed to delay the sound of the alarm that such an act should **trigger**, they stole jewels worth £2.3 million and simply **blended** into the crowd of tourists. To this day, although some of the gang members were caught, the majority of the goods they'd stolen has not been **recovered**.

### 5 Read text 2 again and complete the summary with no more than three words in each gap.

The story of the international criminal gang Pink Panthers, believed to have stolen up to <sup>1</sup> \_\_\_\_\_ euros in jewellery, continues to fascinate the popular media. Authorities believe they are a group of thieves from the Balkans. Members of the gang are <sup>2</sup> \_\_\_\_\_ to one another, but they are associated with central masterminds. They mainly steal jewellery and precious stones, and they do it in a very open way. <sup>3</sup> \_\_\_\_\_ usually committed in full view of members of the public. The members of the gang are believed to change <sup>4</sup> \_\_\_\_\_, e.g. wear wigs, so that they won't be recognised by any eye witnesses. Despite all of the security measures, such as cameras or security alarms, most of the stolen jewellery <sup>5</sup> \_\_\_\_\_ yet, and only some of the gang members have been arrested.

### 6 Complete the collocations using the verbs below. Check your answers in the texts.

blend    disable    recover    secure    trigger

- a \_\_\_\_\_ a building
- b \_\_\_\_\_ into the crowd
- c \_\_\_\_\_ an alarm
- d \_\_\_\_\_ the cameras
- e \_\_\_\_\_ stolen goods

### REVISION Student's Book, pages 70–71

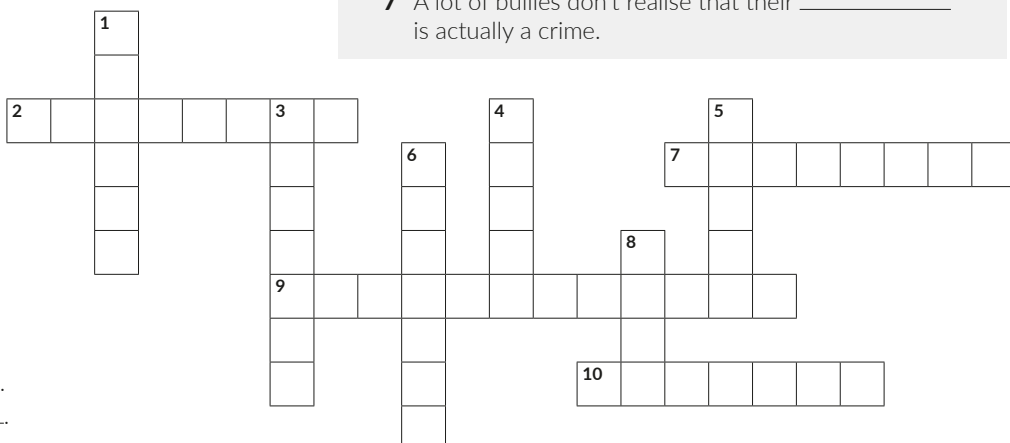
### 7 Do the crossword.

#### Across

- 2 A witness gives \_\_\_\_\_ in court.
- 7 A criminal gets \_\_\_\_\_.
- 9 A police officer \_\_\_\_\_ a crime.
- 10 The jury gives a \_\_\_\_\_.

#### Down

- 1 A suspect can be found either \_\_\_\_\_ or innocent.
- 3 A criminal \_\_\_\_\_ a crime.
- 4 A \_\_\_\_\_ of law.
- 5 A \_\_\_\_\_ sentences criminals.
- 6 A police officer \_\_\_\_\_ a suspect.
- 8 A lawyer works on a legal \_\_\_\_\_.



### 8 Complete the sentences with the missing words. Use the correct form of the verbs.

- 1 The w \_\_\_\_\_ convinced the jury that the suspect was guilty.
- 2 The judge \_\_\_\_\_ d the two young o \_\_\_\_\_ d \_\_\_\_\_ to 30 hours of community service.
- 3 The famous star wants to win the trial, so he's hired the best \_\_\_\_\_ r to work on his case.
- 4 Today, the key witness is going to provide \_\_\_\_\_ v \_\_\_\_\_ c \_\_\_\_\_ in a famous theft case.
- 5 Most people thought that the man was \_\_\_\_\_ t and were very surprised when the jury decided he was guilty.
- 6 The murder case was so complicated that the jury needed a week to g \_\_\_\_\_ a verdict.

### VOCABULARY CHALLENGE! Student's Book, p. 112, UNIT 6, ex. 6 & 7

### 9 Complete the sentences with the correct form of the words below.

apologise    arrest    behave    investigate    punish  
rob    sentence    try

- 1 After a long \_\_\_\_\_ the police made three \_\_\_\_\_.
- 2 She said she would like to make an \_\_\_\_\_ for being so late.
- 3 I believe the best \_\_\_\_\_ for vandals is working to clean up the city.
- 4 The Millennium Dome diamond \_\_\_\_\_ was a huge failure.
- 5 First-time offenders usually get lighter \_\_\_\_\_ than criminals who have committed crimes before.
- 6 Turn the TV up! There's something on the news about the murder \_\_\_\_\_ of the famous sport star.
- 7 A lot of bullies don't realise that their \_\_\_\_\_ is actually a crime.

## 1 Match the parts of the sentences.

- |                |                          |                                     |
|----------------|--------------------------|-------------------------------------|
| 1 Did you read | <input type="checkbox"/> | a be true.                          |
| 2 What         | <input type="checkbox"/> | b a silly man!                      |
| 3 How          | <input type="checkbox"/> | c it horrible?                      |
| 4 Isn't        | <input type="checkbox"/> | d quite shocking.                   |
| 5 I find it    | <input type="checkbox"/> | e strange!                          |
| 6 It can't     | <input type="checkbox"/> | f the article about the kidnapping? |

## 2 Complete the mini-dialogues. Use no more than four words in each gap.

- 1 X \_\_\_\_\_ the story about the train robbery?  
Y No, I haven't. Where did you hear it?
- 2 X Why is everyone so excited?  
Y Some hackers messed up our school's website.  
X They did what? Go \_\_\_\_\_ me what happened.
- 3 X Is everything OK?  
Y No. Someone is posting my pictures with nasty comments on our class forum.  
Y You \_\_\_\_\_ joking! What are you going to do?
- 4 X My sister came home last night and found a burglar in her living room.  
Y So what did she do?  
X Well, you \_\_\_\_\_ it! She calmly took pictures of him, left and called 112.

3  Write a short dialogue.

⌚ 4 minuty

W Twoim mieście miała ostatnio miejsce duża akcja policji, której wynikiem były głośne aresztowania. Rozmawiasz o tym z kolegą/koleżanką. W rozmowie porusz poniższe cztery kwestie:

przebieg akcji

aresztowanie  
i jego przyczyny

reakcje świadków

kara, jaką  
powinni otrzymać  
aresztowani

Rozmowę rozpoczyna egzaminujący.



## 1 Complete the sentences with the prepositions below.

about (x2) against (x2) for in of to towards

- 1 First \_\_\_\_\_ all, I must say I felt shocked to read that people do such things.
- 2 \_\_\_\_\_ my view, we all should react when somebody discriminates \_\_\_\_\_ people because of their religion.
- 3 It seems \_\_\_\_\_ me that everybody can do something about it.
- 4 What do you think \_\_\_\_\_ this problem?
- 5 I must say I felt very sorry \_\_\_\_\_ the people whose child was kidnapped.
- 6 We should always help weaker kids in the fight \_\_\_\_\_ bullying.
- 7 I believe school should teach teenagers tolerance \_\_\_\_\_ other cultures.
- 8 I really care \_\_\_\_\_ the problem of the cruel treatment of animals.



## 2 Translate the Polish parts of the sentences into English.

- 1 \_\_\_\_\_ (Uważam, że) disabled people are often \_\_\_\_\_ (ofiarami dyskryminacji).
- 2 \_\_\_\_\_ (Moim zdaniem), it's always wrong when stronger children bully weaker ones and \_\_\_\_\_ (przezywają je).
- 3 \_\_\_\_\_ (Po drugie, sądzę, że każdy, kto jest świadkiem) a crime like that should call the police.
- 4 \_\_\_\_\_ (Myślę, że ważne jest) to talk about it with your parents.
- 5 Many people \_\_\_\_\_ (współczuje im), but do nothing to help.
- 6 Tell me, \_\_\_\_\_ (co myślicie o tym problemie)?
- 7 \_\_\_\_\_ (Czy mieliście kiedyś) a problem like that?

3  Read the instructions and do the writing task.

W Twojej szkole jest grupa uczniów, która jest źle traktowana przez pozostałych. We wpisie na forum (100–150 słów):

- wyjaśnij, na czym polega problem;
- opisz reakcje innych uczniów;
- napisz, jak – Twoim zdaniem – można rozwiązać ten problem;
- zapytaj, czy inni mieli podobne problemy w swoich szkołach, i poproś pozostałych uczestników forum o radę.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

**1** Use a dictionary to find two different meanings of the words in bold. Write your definitions below. Then make your own sentences using the words.

**1** I plan to study law, become a lawyer and defend people in **court**.

Definition: \_\_\_\_\_

Example: \_\_\_\_\_

How about a tennis match? I'll meet you on **court** in 15 minutes.

Definition: \_\_\_\_\_

Example: \_\_\_\_\_

**2** I'd like a single **ticket** to Watford, please.

Definition: \_\_\_\_\_

Example: \_\_\_\_\_

John got a **ticket** for speeding – he was driving 150 kph!

Definition: \_\_\_\_\_

Example: \_\_\_\_\_



**2** Choose the correct word to complete each pair of sentences.

**1** The judge gave the kidnapper a 4-year prison \_\_\_\_.  
The last \_\_\_\_ of the story gives a hint about who the murderer is.

**a** sentence      **b** time      **c** line

**2** Would you like to \_\_\_\_ this dress on?  
Tomorrow the court will \_\_\_\_ a man who killed 5 people.

**a** judge      **b** punish      **c** try

**3** I've never done anything \_\_\_\_ the law!  
I'm innocent!

Today our football team is playing \_\_\_\_ the world champions.

**a** against      **b** for      **c** with

**4** Two men \_\_\_\_ into the bank today and stole \$100 000.  
I'm sorry I'm late, but my car \_\_\_\_ down.

**a** went      **b** broke      **c** got

**5** How could you \_\_\_\_ all these lies about me?!  
They often argue, but always \_\_\_\_ in the end.

**a** get off      **b** make up      **c** come up

**6** We shouldn't discriminate against people who \_\_\_\_  
a religion different from ours.  
Professional athletes \_\_\_\_ a few hours every day,  
especially before competitions.

**a** trains      **b** practise      **c** have

**3** Read the text and choose the correct answers a, b or c.

Dramatic events took place at the Menlo Mall last week. According to newspaper reports, after months of investigation the police finally caught the <sup>1</sup>\_\_\_\_ who had repeatedly stolen goods there. The police said the shop detectives <sup>2</sup>\_\_\_\_ months gathering information about the man. After the arrest the police showed the man's photo to many shop assistants. It turns out many had seen him before, but always thought he <sup>3</sup>\_\_\_\_ just a local resident doing his shopping. However, the case isn't closed. The man stole so many things that the police suspect he's part of a gang that sells these products later. They questioned him, but he refuses <sup>4</sup>\_\_\_\_ any questions about that. The investigators have confiscated his computer <sup>5</sup>\_\_\_\_ find out if he wasn't selling the stolen goods online.

- |                      |                        |                  |
|----------------------|------------------------|------------------|
| <b>1</b> a theft     | <b>b</b> thief         | <b>c</b> thief   |
| <b>2</b> a had spent | <b>b</b> were spending | <b>c</b> spent   |
| <b>3</b> a is        | <b>b</b> has been      | <b>c</b> was     |
| <b>4</b> a answering | <b>b</b> to answer     | <b>c</b> answer  |
| <b>5</b> a due to    | <b>b</b> in order to   | <b>c</b> used to |



**4** Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1** 'Stay in touch with me and inform us about any new posts from the stalker,' said the police officer to us.  
The police officer \_\_\_\_\_. **TOLD**
- 2** The vandals destroyed the whole playground. Then the police arrived.  
\_\_\_\_\_ the whole playground. **WHEN**
- 3** Someone stole all my private data.  
I fell \_\_\_\_\_. **IDENTITY**
- 4** How did they punish the vandal?  
What \_\_\_\_\_. **GET**
- 5** James has very little experience in working as a lawyer.  
James is a \_\_\_\_\_. **RATHER**
- 6** 'Will the DNA results be ready tomorrow?' asked the detective.  
The detective \_\_\_\_\_. **WHETHER**

**5** Translate the sentences into English.

- 1** Wiele małych sklepików nie ma kamer i pada ofiarą złodziei sklepowych.  
\_\_\_\_\_
- 2** Kradzież tożsamości staje się coraz większym problemem.  
\_\_\_\_\_
- 3** Świadek powiedział, że widział dwóch włamywaczy.  
\_\_\_\_\_
- 4** Policjant aresztował trzech podejrzanych.  
\_\_\_\_\_
- 5** Sędzia nakazał młodocianemu przestępcy wykonać 50 godzin prac społecznych.  
\_\_\_\_\_
- 6** Policja da nam znać, gdy będą wiedzieć, kto popełnił to okropne przestępstwo.  
\_\_\_\_\_
- 7** Śledztwo policji dało niespodziewane wyniki.  
\_\_\_\_\_





- 1** **MP3 10** Listen to four people talking about online piracy and tick the ideas which the speakers mention. There are two extra ideas.

- |                            |                          |
|----------------------------|--------------------------|
| a online music services    | <input type="checkbox"/> |
| b internet TV              | <input type="checkbox"/> |
| c celebrity news websites  | <input type="checkbox"/> |
| d the invasion of privacy  | <input type="checkbox"/> |
| e the fight against piracy | <input type="checkbox"/> |

- 2** **MP3 10** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat piractwa w sieci. Na podstawie usłyszanych informacji do każdej osoby (1–4) dopasuj zdanie (A–E), które jej dotyczy. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A This person finds the current situation frustrating.  
 B This person is informing a client of a company providing internet services about some of the rules.  
 C This person is complaining about losing some money because of piracy.  
 D This person is explaining why some ideas about online pirates are wrong.  
 E This is part of the radio news.

|           |                          |
|-----------|--------------------------|
| Speaker 1 | <input type="checkbox"/> |
| Speaker 2 | <input type="checkbox"/> |
| Speaker 3 | <input type="checkbox"/> |
| Speaker 4 | <input type="checkbox"/> |

- 3** Which of these would best help to keep your house safe? How?

security cameras   neighbourhood watch   extra locks  
 monitoring   many police patrols

- 4** Describe the picture and answer the questions.

3 minuty

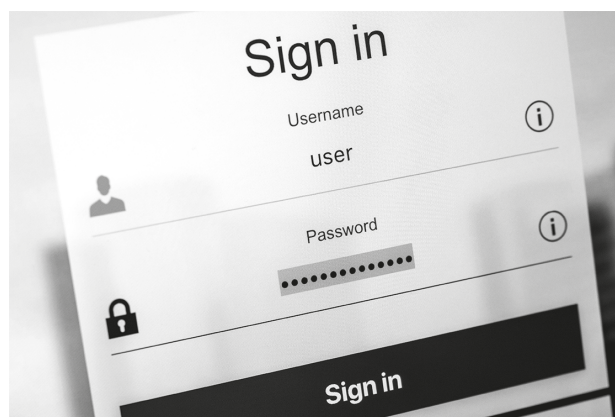


- Why is the man looking around?
- Do you worry about the security of your home when you are away? Why/Why not?
- Describe a situation when someone you know fell victim to a crime.



- 5** Write sentences from the prompts. Remember to use the correct form of the verbs.

- I feel / must / voice my opinion / young people / post / too / personal information online.  
 \_\_\_\_\_
- first / all / seem / me / unfortunately / kids / not care / who / see / their posts.  
 \_\_\_\_\_
- secondly / information / be / post / concern / personal details and topics.  
 \_\_\_\_\_
- it / be / smart / share / posts and data / your friends only.  
 \_\_\_\_\_
- my view / important / be careful / what / groups and forums / join / online.  
 \_\_\_\_\_



- 6** Read the instructions and do the writing task. Use the sentences from exercise 5 to help you.

Gazeta dla młodzieży opublikowała serię artykułów o niebezpieczeństwach w sieci. Napisz **list do redakcji** (200–250 słów), w którym wyrazisz swoją opinię na temat ilości informacji, jaką młodzi ludzie dzielą się z innymi w mediach społecznościowych, oraz zasugerujesz, jak korzystać z tych mediów w bezpieczny sposób.



▶ VIDEO 11

# SPOTLIGHT ON SOCIETY VIDEOS

## Cops on the job

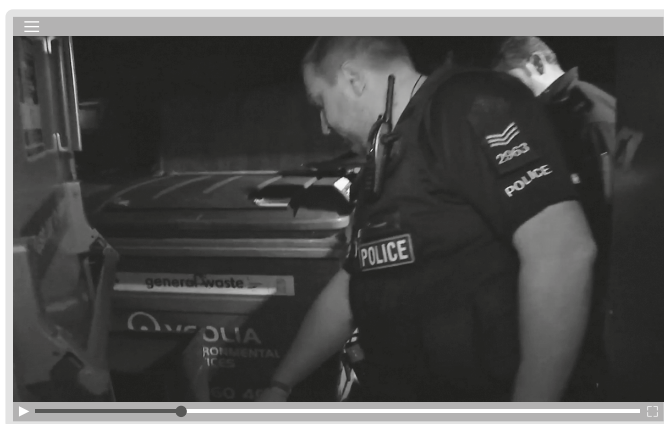
6

### BEFORE WATCHING

- 1 Look at the video stills and think about the work police officers do. Create a mind map of situations police officers might be involved in and things they might need to do.

ROBBERY

respond to the emergency call



### WHILE WATCHING

- 2 Watch the video and decide which of these statements are true for the police officers shown in it.

| Which of the officers                                 | PC Carla Rossi | PS Marc Louis | Neither |
|-------------------------------------------------------|----------------|---------------|---------|
| 1 was called to a potentially dangerous situation?    |                |               |         |
| 2 had to face a really dangerous situation?           |                |               |         |
| 3 saw the actual criminal in the act?                 |                |               |         |
| 4 had to help other police officers?                  |                |               |         |
| 5 had to do something not very typical for their job? |                |               |         |

- 3 Watch the video again and complete the sentences.

- Horses aren't very dangerous, but it is illegal \_\_\_\_\_.
- It could have been dangerous because the horses \_\_\_\_\_.
- All Carla did was \_\_\_\_\_.
- Marc was called because there had been a \_\_\_\_\_.
- While the other officers were \_\_\_\_\_, the criminals \_\_\_\_\_ with \_\_\_\_\_.
- Marc's team might be able to catch the criminals thanks to \_\_\_\_\_.

### FOLLOW-UP

- 4 Complete the sentences from the video with the words below.

to plan scene jack-of-all-trades premises  
red-handed attend to-do list fails cop

- A \_\_\_\_\_ never knows what kind of emergency they'll need to \_\_\_\_\_ next.
- Giving horses water isn't normally on PC Rossi's \_\_\_\_\_.
- When everything else \_\_\_\_\_, we call the police because they'll know what to do.
- We're kind of a \_\_\_\_\_ really.
- If PS Louis is fast enough, he might be able to catch the burglar at the \_\_\_\_\_.
- There's nothing more exciting knowing that there is a burglar inside a \_\_\_\_\_.
- You really wanna catch that person \_\_\_\_\_, in the act.
- Not everything goes \_\_\_\_\_ for the police.

- 5 Complete the story with the correct form of some of the words and phrases from exercise 4.

The aquarium building of the city zoo was broken into last night. The burglars entered the <sup>1</sup>\_\_\_\_\_ during the day and hid behind the piranha bay. At 2 a.m., a security guard called the police and said he had just seen a light and heard some strange noises in the building. When the <sup>2</sup>\_\_\_\_\_ arrived at the <sup>3</sup>\_\_\_\_\_, they caught the burglars <sup>4</sup>\_\_\_\_\_, stealing exotic fish. Unfortunately, not everything went to the burglars' <sup>5</sup>\_\_\_\_\_ and some of the aquariums got broken. No worries, though! A police officer is kind of a <sup>6</sup>\_\_\_\_\_ – he or she must know a little bit about everything. They found a bucket and saved most of the fish.

### AFTER WATCHING

- 6 The police must write up reports on every incident that they are involved in. Imagine you are PC Carla Rossi or PS Marc Louis and it is time for you to write up your incident report. Write a descriptive factual account of what happened using formal language, e.g. the passive.



## COMPREHENSION

- 1 Look at the pictures from the video of the two self-driving vehicles. What is the difference between them? Which one do you like best? Why?

- 2 Watch the first part of the video. Are the statements true (T) or false (F)? Correct the false statements.

- |                                                    |       |
|----------------------------------------------------|-------|
| 1 There is a blue and white robot bus in Japan.    | T / F |
| 2 The Nissan has a small screen next to the wheel. | T / F |
| 3 The Uber car moves straight down the road.       | T / F |
| 4 We see a Mini without a driver in an old film.   | T / F |
| 5 A man is wearing sunglasses in a car.            | T / F |
| 6 There is a futuristic city.                      | T / F |

## Glossary

**autonomous (adj)** independent

**intervene (v)** to become involved in a situation in order to try to stop or change it

**obstacle (n)** an object that you must go around in order to move forward

- 3 Watch the first part of the video again and answer the questions.

- How long have self-driving vehicles existed?
- What different types of self-driving vehicles are there?
- What companies are making them?
- What do a lot of people think about driverless cars?
- Why is the idea of self-driving vehicles like science fiction?
- Why is the Sacramento project different?

- 4 Watch the second part of the video. Choose the best option to complete the sentences.

- The Lidar **detects obstacles** / **communicates with the driver**.
- If the shuttles gets too near someone, it **goes around it** / **stops**.
- The girl thinks it's a good idea because **she has lots of accidents** / **it is fun**.
- Lidars** / **Self-driving cars** used to cost 80,000 dollars.

## AUTHENTIC ENGLISH

- 1 Read the sentences below. Which two are from the video? Who says them?

- |                                        |       |
|----------------------------------------|-------|
| 1 Yes please, that would be fantastic! | _____ |
| 2 OK, cool!                            | _____ |
| 3 That's dope!                         | _____ |
| 4 That is really interesting!          | _____ |

- 2 Read the information in the box and then decide which of the sentences in exercise 1 are slang.

## Slang

These are words or expressions that are very informal and are not considered suitable for more formal situations. Some slang is used only in certain countries or areas.

- 3 Work in pairs. Match the slang words in bold to their equivalents below.

some money   thanks   hello   brilliant   exhausted

- |                                                                |       |
|----------------------------------------------------------------|-------|
| 1 <b>Alright?</b> I haven't seen you in ages.                  | _____ |
| 2 The party last night was <b>unreal</b> – we had so much fun. | _____ |
| 3 <b>Cheers</b> for the birthday present!                      | _____ |
| 4 He's only had four hours sleep so he's <b>knackered</b> .    | _____ |
| 5 Can you lend me <b>a few quid</b> ?                          | _____ |

## SPEAKING

Work in pairs. What do you think of self-driving vehicles? Discuss the advantages and disadvantages below.

- |                                |                                                  |
|--------------------------------|--------------------------------------------------|
| • fewer traffic collisions     | • worries about safety                           |
| • loss of jobs                 | • drivers will be resistant to giving up control |
| • high purchase cost           | • higher speed limits                            |
| • new mobility for the elderly | • greater fuel efficiency                        |



## READING

- 1 Work in pairs. Read the list of different devices from the past and present. Discuss which you prefer to use and why.
  - paper map or GPS
  - encyclopaedia or Wikipedia
  - letter or email
  - camera or phone camera
  - car or self-driving car
  - concert on DVD or concert on YouTube

*Looking at a map is more difficult on a small screen. I disagree! I couldn't live without my sat-nav!*
- 2 Read the magazine article about leading a low-tech life. Discuss in pairs. Which of the advice (1–5) do you agree/disagree with? Why?
- 3 Underline the imperatives, modal verbs, clauses with *will* and exclamations. What do you think is the author's tone?

## Living a low-tech life

- 1 Get rid of your smartphone and go back to that old-style mobile phone. All it can do is make phone calls and send messages, but that's all you need!
- 2 Don't order food online – go to the local shops like in the old days. At least you'll be able to see what you're buying!
- 3 Leave the car keys at home – get your bicycle out, or walk if it's a short trip. You'll get some exercise too!
- 4 Forget your online photo library that you never look at, and buy an old-fashioned analogue camera instead.
- 5 Go to the cinema – you'll see so much more than watching from a tablet and you might meet somebody interesting!

## SPEAKING

- 1 **PREPARE** Work in small groups. Give some more advice for leading a low-tech life. Think about the following topics:
  - learning languages
  - free-time activities
  - meeting/making friends

*Study English in a language school, not online. Face-to-face communication is so much better than with an app! You'll notice the difference!*
- 2 **PRESENT** In small groups, present your action plan to the rest of the class. Listen to the ideas of the other students. Agree with or challenge the ideas you hear.
 

*Of course it's better to go to a concert, but it's much more expensive and you might have to travel a long way ...*
- 3 **DISCUSS** As a class, choose the best pieces of advice and present this as the class's final action plan.

## BEYOND THE CLASS

## Why not try ...

looking at other advice websites online? What different kinds of advice do they give?



## Glossary

**analogue camera (n)** a camera that uses film to take photographs rather than producing digital images  
**in the old days (phrase)** a long time ago, especially a time you remember as being good or happy



## VOCABULARY

## 1 Choose the correct option a or b to complete the sentences.

- Would you like a \_\_\_\_ of bread with your soup?  
a slice                      b bar
- Many small businesses lose money because \_\_\_\_ take things without paying.  
a shoplifters              b victims
- The recipe says to \_\_\_\_ the cake for 75 minutes, but I think that's too long!  
a roast                      b bake
- No one in my family eats \_\_\_\_ because we all hate seafood.  
a pork                      b prawns
- \_\_\_\_ have less sugar than many other fruits and are packed with important nutrients like vitamin C and potassium.  
a Cucumbers              b Plums
- \_\_\_\_ is just one reason why many parents don't want their children to use social media.  
a Cyberbullying              b Hacking
- When the police officer was asked to give \_\_\_\_, she was able to clearly describe the crime.  
a judgment              b evidence
- Mary is a \_\_\_\_, so I'm afraid she is not going to try your delicious beef burgers.  
a vegetarian              b prosecutor
- The man claimed that he was \_\_\_\_, but the police had a lot of evidence against him.  
a innocent              b investigated
- In many countries, it is illegal for companies to \_\_\_\_ against people because of their race or religion.  
a call                      b discriminate

## 2 Replace the phrases in brackets with a phrase below that has a similar meaning. There are three extra phrases.

fell victim to    family get-together  
get punished    housewarming party    pose a risk  
chop up some vegetables    well-balanced meal  
physical appearance    social engineering

- Could you \_\_\_\_ (cut the carrots and celery into small pieces)?
- My mother \_\_\_\_ (was tricked by) a scammer and ended up losing thousands of pounds.
- In the evening, we had a \_\_\_\_ (tuna steak, potatoes and several different vegetables).
- My neighbours are having a \_\_\_\_ (meeting with their grandparents, aunts, uncles and cousins) this evening.
- We are having a \_\_\_\_ (party with several guests to celebrate moving into our new home) next Sunday.
- Cyberstalking and cyberbullying \_\_\_\_ (are a real danger) to many young people.

## 3 Translate the Polish fragments of the text into English.

Celia was a pastry <sup>1</sup> \_\_\_\_ (szef kuchni) in a small restaurant. Although she loved working there, she wanted to do more than bake the occasional <sup>2</sup> \_\_\_\_ (tort weselny) or dozens of doughnuts day in, day out. So, when she was offered a job in a prestigious restaurant, she was thrilled. What she didn't know was that the restaurant was owned by a family of <sup>3</sup> \_\_\_\_ (niebezpiecznych przestępców), who used it as a cover for their <sup>4</sup> \_\_\_\_ (handel narkotykami) operations. One day, a <sup>5</sup> \_\_\_\_ (policyjny oficer śledczy) stopped her on her way to work and asked her if she would be a <sup>6</sup> \_\_\_\_ (świadek) and testify against her bosses. This request left her uncertain about her future. Her dream job had suddenly become a nightmare. After the police <sup>7</sup> \_\_\_\_ (aresztowali wszystkich podejrzanych), she knew that she would have to appear in <sup>8</sup> \_\_\_\_ (sądzie) and tell the judge everything she knew about the family. Luckily, the police realised that Celia really didn't know much, so she never had to give evidence. Soon afterwards, she managed to find a new job in a family café near a park, which made her feel much happier.



## 4 Complete the sentences with the correct words formed from the words in brackets.

- After a lengthy investigation, the \_\_\_\_ (murder) was sentenced to 25 years in prison.
- We should all do more to fight the burning problem of \_\_\_\_ (homeless) in this city.
- Unfortunately, there are still many places in our town which a \_\_\_\_ (able) person cannot access in a wheelchair.
- I hate seeing signs of \_\_\_\_ (vandal), such as broken windows and graffiti on empty buildings.
- There is a group of \_\_\_\_ (theft) operating in car parks in the town centre, stealing people's phones and handbags from cars.
- The police \_\_\_\_ (investigate) who interviewed Sophie after the mugging was very reassuring.
- The number of residential \_\_\_\_ (burgle) in the suburbs has been dramatically reduced thanks to the widespread use of home security systems.
- To open a bank account, you must show some proof of your \_\_\_\_ (identify) and evidence of a permanent address.

## VOCABULARY CHALLENGE!

## 5 Complete the blogs with the missing words.

A Texan cuisine is sometimes hard to define because of the fact that the state is a border between Mexico and the Deep South. But for a truly local experience, you should try a Texan <sup>1</sup>b \_ \_ \_ b \_ \_ \_ e with pork ribs and sausages. Personally, I cannot <sup>2</sup>r \_ s \_ \_ t one because of its <sup>3</sup>s \_ \_ \_ m p \_ \_ \_ s smoky spiciness and the sheer quality of the <sup>4</sup>s \_ c c \_ \_ \_ t meat they use. Of course you can also find a lot of <sup>5</sup>m \_ \_ \_ \_ -w \_ \_ \_ \_ \_ g Mexican-style food and, along with the many varieties of Southern-style cooking in East Texas, a food tour of the state will definitely make it hard to <sup>6</sup>k \_ \_ p to your diet.

B Innumerable studies have been conducted in order to work out what kinds of <sup>7</sup>p \_ \_ \_ \_ h \_ \_ \_ t actually make people stop <sup>8</sup>b \_ \_ \_ k \_ ng the law once they have been tried and convicted. Many argue that paying a <sup>9</sup>f \_ \_ e and being made to do some community <sup>10</sup>s \_ \_ v \_ \_ e is the best approach for minor offences, but the number of people who are <sup>11</sup>a \_ \_ e \_ \_ \_ d again and again after receiving such a penalty suggests that this approach is not very effective. My belief is that every young offender should be given some form of personalised education. They should work with a mentor, from whom they would learn how to change their <sup>12</sup>b \_ \_ a \_ \_ \_ \_ r for the better.

## GRAMMAR

## 6 Choose the correct option to complete the sentences.

- I need **a little / a few / any** more minutes to finish this.
- Last Friday, the waiter said they didn't have salmon **that day / today / yesterday**.
- Welcome to our study group. I'm Lea from - / **a / the** USA, this is Morten from - / **a / the** Denmark and Lieke from - / **a / the** Netherlands.
- The prosecutor surprised us by bringing in - / **a / the** new witness today.
- The judge asked **did I know / if I knew / do I know** this man.
- Grandma told me in secret that she **has burnt / had burnt / burnt** a cheesecake the previous day.
- My brother offered me **some / many / any** help with my project, but I refused.

## 7 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- \_\_\_\_\_ (you / have / book) I lent you? I need it back.
- Dad stopped me by the door and asked \_\_\_\_\_ (where / I / go).
- Don't worry, they won't put you in prison. \_\_\_\_\_ (bad / thing) can happen is a high fine.
- Then the judge asked \_\_\_\_\_ (we / have / evidence) to present.

- The boy said \_\_\_\_\_ (he / not / paint / graffiti) in that area.
- Sammy asked \_\_\_\_\_ (I / know) how to boil an egg.

## ENGLISH IN USE

## 8 Translate the Polish parts of the sentences into English. Use no more than six words.

- I need \_\_\_\_\_ (kilka kromek chleba) to make sandwiches for the picnic.
- The kids said that \_\_\_\_\_ (zupa jest bez smaku) and refused to finish it.
- The chef decided that he \_\_\_\_\_ (kupi dużo owoców morza) for his new menu the following day.
- The reporter asked the spokesman \_\_\_\_\_ (czy policja dowiedziała się) anything more.
- The bank refused to admit how much \_\_\_\_\_ (pieniędzy ukradli złodzieje) during the robbery the previous night.
- After presenting the case, the police informed the press they \_\_\_\_\_ (nie mają żadnych podejranych) yet.

## 9 Read the text and choose the correct answers a, b or c.

It's true to say that food which is nicely presented <sup>1</sup>\_\_\_\_\_ to us more than food which is just casually thrown on our plates without <sup>2</sup>\_\_\_\_\_ imagination or care. <sup>3</sup>\_\_\_\_\_ shows that we are more likely to buy or order food which looks exceptionally mouth-watering than just plain ordinary. We eat with our eyes as much as with our mouths, so great-looking food makes us perceive <sup>4</sup>\_\_\_\_\_ and taste of the dish as better too. That's why most adverts of food products are now almost like works of art, and most meals we are <sup>5</sup>\_\_\_\_\_ must look as glamorous as an Instagram photo. As far as I can see, the trend to present food in such an attractive way is definitely growing in popularity. The photo of a cheeseburger, for instance, is no longer just a photo of a cheeseburger. The stylist will show a <sup>6</sup>\_\_\_\_\_ of melted cheese, emphasise the greenness of the lettuce, or show juicy-looking tomatoes to give us the feeling that the cheeseburger is really succulent and <sup>7</sup>\_\_\_\_\_. So next time you watch a food advert, make sure you don't <sup>8</sup>\_\_\_\_\_ to the simple tricks that make millions of people buy the advertised product.

- |                  |               |               |
|------------------|---------------|---------------|
| 1 a apologises   | b appeals     | c appears     |
| 2 a much         | b many        | c little      |
| 3 a The research | b A research  | c Research    |
| 4 a the smell    | b a smell     | c smell       |
| 5 a ordered      | b scored      | c served      |
| 6 a plenty       | b lot         | c few         |
| 7 a scrumptious  | b flavourless | c tough       |
| 8 a pose a risk  | b subject     | c fall victim |

# 7

# BODY AND MIND

## VOCABULARY

parts of the body • illnesses  
• symptoms and treatment

### 1 Label the organs in the pictures.

1 \_\_\_\_\_



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_



### 2 Cross out one incorrect word in each sentence.

- The human body has two **elbows** / **spines** / **wrists** / **shoulders**.
- The **chin** / **jaw** / **knuckle** / **nose** is a part of your face.
- You will have trouble walking if your **elbow** / **ankle** / **hip** / **calf** hurts.
- The **thigh** / **toe** / **knee** / **skull** is a body part located below the waist.

### 3 Complete the sentences with the correct words from exercises 1 and 2. Are the sentences true (T) or false (F)?

- Everybody is able to crack their \_\_\_ c \_\_\_ l \_\_\_ s. T / F
- It is possible to breathe with only one l \_\_\_ g. T / F
- The \_\_\_ v \_\_\_ r, which is situated to the right of the stomach, is the second largest organ in the human body. T / F
- People who fall and break their \_\_\_ p \_\_\_ n \_\_\_ always die. T / F
- When your blood isn't filtered properly, you may only have a k \_\_\_ d \_\_\_ y transplant if, for instance, a family member donates one of theirs. T / F
- The \_\_\_ k \_\_\_ l consists of five hard bones which protect the brain. T / F
- There is only one bone in your \_\_\_ h \_\_\_ g \_\_\_, which links the hip and the knee. T / F

### 4 Unscramble the words to complete the phrases. Then divide them into medical problems and forms of treatment.

- SKUC \_\_\_\_\_ some throat sweets
- SARNIP \_\_\_\_\_ your ankle
- DSCOITLAE \_\_\_\_\_ your shoulder
- BNRU \_\_\_\_\_ your finger
- CCTAH \_\_\_\_\_ flu
- BERAK \_\_\_\_\_ a leg
- BEIUSR \_\_\_\_\_ your knee
- UTP \_\_\_\_\_ an ice pack on a swollen ankle
- have a NYTSA \_\_\_\_\_ rash
- take cough MCDNIEEI \_\_\_\_\_

Medical problems: \_\_\_\_\_

Forms of treatment: \_\_\_\_\_

### 5 Choose the correct option to complete each sentence.

- If your leg **hurts** / **pains**, take some **plaster** / **painkillers**.
- After sitting in the sun, I got a nasty **spots** / **rash**. I couldn't stop **itching** / **scratching**.
- This syrup is the best medicine for a **cough** / **sneeze**.
- It wasn't a good idea to eat that ice cream. I have a **sore** / **red** throat now.
- Mark should see a doctor – his **nosebloods** / **nosebleeds** are rather worrying.
- This **cut** / **infection** looks terrible. How did you do it?
- Jake was in a fight and now has a **black** / **purple** eye.

### 6 Complete the text with the correct form of the words below. There are two extra words.

cut blood break swell infect pain catch



Our last holiday was particularly unlucky for my family. First, my brother had a minor <sup>1</sup>\_\_\_\_\_ in his eye, and we had to look for a chemist's to buy some drops. Then, mum <sup>2</sup>\_\_\_\_\_ a cold and spent two days in the hotel room, without getting out of bed. Finally, two days before the end of the holiday, I stepped on something sharp on the beach and <sup>3</sup>\_\_\_\_\_ my foot.

It became <sup>4</sup>\_\_\_\_\_, so I put a plaster on it. I thought it would be OK, but the next day my foot was so <sup>5</sup>\_\_\_\_\_ that I was unable to walk. Mum called a doctor, and she prescribed some really expensive medicine. Well, let's just say that it wasn't the holiday of a lifetime ...

### VOCABULARY CHALLENGE! Student's Book, p. 113, UNIT 7, ex. 1 & 2

### 7 Translate the Polish parts of the sentences into English.

- After the incident at school, the boys \_\_\_\_\_ (odbyli naprawdę szczera rozmowę z rodzicami).
- \_\_\_\_\_ (Obaj uczniowie idą łąb w łąb) in this competition.
- They offered her a perfectly good job, \_\_\_\_\_ (ale ona kręciła nosem).
- I really can't go out tonight – \_\_\_\_\_ (jestem pochłonięty pracą domową).
- \_\_\_\_\_ (Po tym, jak mnie nabrał), I didn't speak to him for a month.
- When I \_\_\_\_\_ (wziąłem się za ten projekt), it soon turned out that it was extremely boring.

### 8 Write five sentences about a medical problem you have experienced. Write what happened, what the symptoms were and explain how it was treated.

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## 1 Complete the sentences with the correct form of the verbs in brackets.

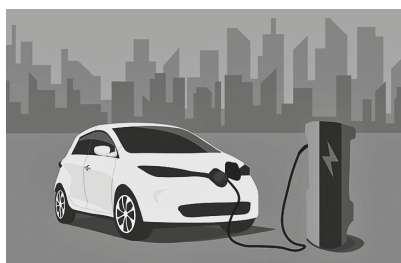
- If more people \_\_\_\_\_ (*use*) public transport, we \_\_\_\_\_ (*breathe*) much cleaner air.
- We \_\_\_\_\_ (*go*) for a walk if your ankle \_\_\_\_\_ (*not be*) swollen.
- If the weather \_\_\_\_\_ (*be*) better, we \_\_\_\_\_ (*go*) to the beach.
- If people \_\_\_\_\_ (*stop*) rushing everywhere, they \_\_\_\_\_ (*feel*) more relaxed.
- Louise \_\_\_\_\_ (*buy*) organic food if she \_\_\_\_\_ (*can / afford*) it.
- Do you think more teenagers \_\_\_\_\_ (*care*) about a healthy lifestyle if their parents \_\_\_\_\_ (*set*) a better example for them?
- If I \_\_\_\_\_ (*be*) you, I \_\_\_\_\_ (*not take*) these pills without consulting a doctor.

## 2 Complete the sentences with the correct form of the verbs in brackets.

- I've got a lot of work to do now. I wish I \_\_\_\_\_ (*can / go*) on holiday.
- The new boy is really handsome. If only he \_\_\_\_\_ (*not be*) so boring.
- I wish so many people \_\_\_\_\_ (*not go*) to work by car.
- It's time we \_\_\_\_\_ (*do*) something to increase health awareness in our society.
- Tom says he would rather you \_\_\_\_\_ (*not call*) him so early in the morning.
- You're always late! I'd rather you \_\_\_\_\_ (*come*) to class on time.
- If only people \_\_\_\_\_ (*conserve*) more energy!
- It's high time someone \_\_\_\_\_ (*find*) a cure for the common cold.

## 3 Translate the sentences into English.

- Gdyby tylko nastolatki bardziej dbały o swoje kręgosłupy!  
\_\_\_\_\_
- Szkoda, że mój chłopak mieszka tak daleko.  
\_\_\_\_\_
- Wolałbym, żebyś nie szła do szkoły z bolącym gardłem.  
\_\_\_\_\_
- Najwyższy czas, żebyśmy poszli do domu.  
\_\_\_\_\_
- Na twoim miejscu wybaczyłbym jej.  
\_\_\_\_\_
- Szkoda, że jesteś uczulona na orzechy.  
\_\_\_\_\_
- Czy kupiłabyś samochód elektryczny, gdyby było cię na to stać?  
\_\_\_\_\_



## 4 Complete the dialogue with the correct form of the verbs below.

encourage take start focus have be explain

- Teacher** So what exactly are you planning to organise for YES to Transplants Day?
- Student** Well, we haven't managed to prepare everything we wanted. If only there <sup>1</sup>\_\_\_\_\_ more time to organise some extra activities. We could have a concert or fun activities not just guest speakers.
- Teacher** Well, if I were you, I <sup>2</sup>\_\_\_\_\_ on what you have already prepared. Is there anything that you are ready with?
- Student** Sure! We have organised the meeting with a leading transplant surgeon. He's going to talk about why transplants are necessary and how it all works. The only problem is that we don't know how many people will come. I wish we <sup>3</sup>\_\_\_\_\_ some small gifts or quizzes with rewards for participants.
- Teacher** Rewards? I'd rather you <sup>4</sup>\_\_\_\_\_ students to take interest in a different way. If you <sup>5</sup>\_\_\_\_\_ to them how many lives transplants save, they <sup>6</sup>\_\_\_\_\_ part in the event, don't you think?
- Student** You're right, Miss. We'll do that.
- Teacher** It's time we <sup>7</sup>\_\_\_\_\_ working. We have only two weeks left and ...

## GRAMMAR CHALLENGE! Student's Book, page 113, UNIT 7, ex. 1

### 5 Complete each sentence using *I wish / If only* in an appropriate way. Use *would* or the past simple.

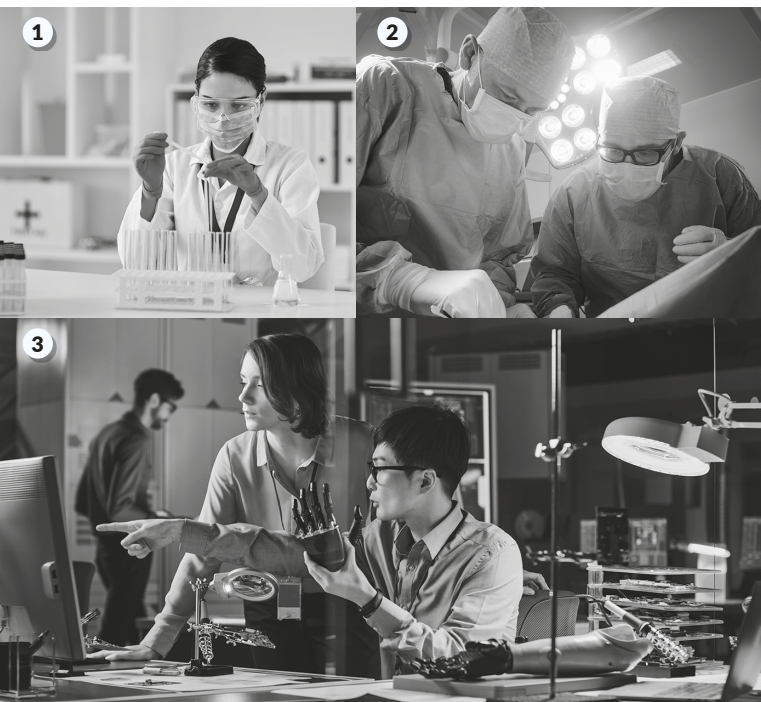
- You have to finish a project today, so you can't go to the cinema.  
I wish \_\_\_\_\_.
- Your younger brother is always making a noise when you study.  
I wish \_\_\_\_\_.
- A friend of yours keeps sending you text messages late at night.  
I wish she \_\_\_\_\_.
- You can't go out now because you have a lot of homework to do.  
I wish \_\_\_\_\_.
- Your mum constantly makes you healthy shakes, and you don't like them.  
If only \_\_\_\_\_.
- Your roommate is always leaving his dirty socks on the floor.  
I wish \_\_\_\_\_.

### 6 Complete the sentences with your own ideas.

- I would be happier if \_\_\_\_\_.
- If only my best friend \_\_\_\_\_.
- I'd rather teachers \_\_\_\_\_.
- I wish I had more \_\_\_\_\_.



- 1 Look at the photos. Imagine that you are about to graduate from high school and go to university.



- 1 Choose the faculty that seems most suitable for you and justify your choice.

\_\_\_\_\_

- 2 Why have you rejected the other options?

\_\_\_\_\_

- 2 **MP3 11** Listen to a conversation and choose the correct answers.

- Which of the following reflects Julie's feelings about the exams?
  - She is glad they are finally over.
  - She is looking forward to finishing them.
  - She is not very concerned about them.
  - She is not satisfied with the results.
- What does Ted imply about Oxford and Cambridge?
  - Julie is unlikely to get into either of them.
  - Julie is lucky to have been accepted by both of them.
  - Julie needs good exam results to be accepted by one of them.
  - Julie should think again about applying to them.
- What does Julie say about her future studies?
  - She has already made her final decision on what to study.
  - She made the wrong decision last year and wants to change the subject.
  - She is still wondering about which subject to choose.
  - She wishes she didn't have to make the decision now.
- Which of the following is stated in the dialogue as a fact, not as an opinion?
  - Biomedical engineering deals with the study of cells.
  - Some people study biomedical engineering by mistake.
  - Julie's ambition is to develop wonder drugs.
  - A biochemical engineer's job is more comfortable than that of a surgeon.

- 3 **MP3 11** Listen to the conversation again and answer the questions.

- Why does Julie want to study at either Oxford or Cambridge?  
\_\_\_\_\_
- What had Ted already known about Julie's interests before the conversation?  
\_\_\_\_\_
- What does a biochemical engineer mainly study?  
\_\_\_\_\_
- What does Julie say about making a lot of money?  
\_\_\_\_\_
- Why does Julie prefer working in the lab to becoming a surgeon?  
\_\_\_\_\_

**REVISION** Student's Book, page 79

- 4 Complete the sentences with the correct form of the words in brackets.

- Unfortunately, the treatment I received turned out to be rather \_\_\_\_\_ (*effect*).
- When Tom set up his business, nobody expected it would become so \_\_\_\_\_ (*profit*) within a year.
- Mark apologised \_\_\_\_\_ (*count*) times, but Gina didn't want to see him anyway.
- Your job can be very difficult at times if you work in the \_\_\_\_\_ (*medicine*) profession.
- I'm afraid the disease seems to be \_\_\_\_\_ (*resist*) to all the drugs we've tried so far.
- If you were dissatisfied with your looks, would you consider having \_\_\_\_\_ (*cosmetics*) surgery?

- 5 Match the adjectives from exercise 4 with their definitions a–f.

- very many \_\_\_\_\_
- connected with improving your appearance  
\_\_\_\_\_
- bringing you money \_\_\_\_\_
- not working correctly or bringing any results  
\_\_\_\_\_
- not affected by something \_\_\_\_\_
- connected with treating injuries and diseases  
\_\_\_\_\_

**VOCABULARY CHALLENGE!** Student's Book, p. 113, UNIT 7, ex. 3

- 6 Translate the Polish parts of the sentences in brackets into English.

- These animals can \_\_\_\_\_ (*przenosić poważne choroby*), harmful to humans.
- The prime minister \_\_\_\_\_ (*przekazał swoje stanowisko dotyczące*) the funding of the new drug.
- Do you know the \_\_\_\_\_ (*szczególony*) this medical case?
- Mr Fox \_\_\_\_\_ (*został wypuszczony z*) hospital two weeks ago.
- \_\_\_\_\_ (*Zawsze byliśmy przeciwni*) the testing of cosmetics on animals.

### 1 Match the sentence halves.

- |                                              |                          |
|----------------------------------------------|--------------------------|
| 1 If I hadn't listened to the music so loud, | <input type="checkbox"/> |
| 2 If vaccines hadn't been invented,          | <input type="checkbox"/> |
| 3 I would have lent you the money,           | <input type="checkbox"/> |
| 4 They would have finished their expedition  | <input type="checkbox"/> |
| 5 If you had stepped more carefully,         | <input type="checkbox"/> |
| 6 If he hadn't fallen into the stream,       | <input type="checkbox"/> |
- a if the weather hadn't broken.  
b millions more people would have died over the last century.  
c you wouldn't have sprained your ankle.  
d I wouldn't have got a headache.  
e he wouldn't have got his shoes wet and caught a cold.  
f if you had asked me.

### 2 Choose the correct option to complete the sentences.

- If you **had** / **would** put away the dishes, the cat **hadn't** / **wouldn't have** licked them clean.
- She wishes she **hadn't** / **wouldn't have** had cosmetic surgery.
- If you **had taken** / **would take** the test earlier, we would have discovered the illness sooner.
- If only I **hadn't** / **wouldn't have** taken those pills.
- I wish I **wouldn't borrow** / **hadn't borrowed** my dad's tools without asking.
- We **wouldn't** / **hadn't** have eaten so much if grandma **hadn't** / **wouldn't have** baked our favourite cake.
- If only I **had** / **have** gone to bed earlier!

### 3 Complete the sentences with correct form of the verbs given.

- She \_\_\_\_\_ (**not burn**) the pizza yesterday if she \_\_\_\_\_ (**set**) the timer.
- If they \_\_\_\_\_ (**not show**) the missing man on TV last week, he \_\_\_\_\_ (**not return**) home the day after.
- If you \_\_\_\_\_ (**research**) this topic properly, you \_\_\_\_\_ (**discover**) it's a conspiracy theory.
- If the authorities \_\_\_\_\_ (**inform**) us about the race last Sunday, we \_\_\_\_\_ (**take**) our cars off the streets.
- The virus \_\_\_\_\_ (**escaped**) from the lab last year if the workers \_\_\_\_\_ (**be**) more careful.
- I wish we \_\_\_\_\_ (**not swim**) out into the open sea.
- Roger wishes he \_\_\_\_\_ (**believe**) his girlfriend's explanations from the very beginning.

### 4 Write sentences in the third conditional using the prompts given. Add commas where necessary.

- if Tom / not break / his leg / he / go / on holiday with us / .  
\_\_\_\_\_
- Helen / send you / a postcard / if you / give her / your address / .  
\_\_\_\_\_
- you / study / at the weekend / if you / know / about the test / ?  
\_\_\_\_\_
- you / take this new medicine / if the doctor / not prescribe it / ?  
\_\_\_\_\_
- if Mary / not organise / an attack on the research centre / the police / arrest her / .  
\_\_\_\_\_
- you / not get / an infection / if you / clean the cut carefully / .  
\_\_\_\_\_

### 5 Finish the conditional sentences using the third conditional and your own ideas.

- I wish I hadn't left the window open.  
If I hadn't left it open, my parrot wouldn't have flown out.
- I wish I hadn't sat so long in the sun.  
If \_\_\_\_\_
- If only I had trained harder before that competition.  
If \_\_\_\_\_
- If only we had taken Mum's advice.  
If \_\_\_\_\_
- She wishes she had taken her winter jacket on the hiking trip.  
If \_\_\_\_\_
- If only someone had taught me how to snowboard when I was younger.  
If \_\_\_\_\_
- She wishes her boyfriend hadn't posted that photo.  
If \_\_\_\_\_
- If you hadn't eaten so much ice cream last summer.  
If \_\_\_\_\_

### 6 What regrets do these people have? Complete the sentences.

- It was a bad idea to talk back to the headmaster yesterday.  
If only I \_\_\_\_\_.
- We shouldn't have driven so fast this morning.  
I wish we \_\_\_\_\_.
- Why did I buy these headphones?  
I wish \_\_\_\_\_.
- It wasn't a good idea to go to a fast food restaurant last night.  
If only we \_\_\_\_\_.
- Why didn't you take the dog on a leash?  
If only \_\_\_\_\_.

### 7 CUMULATIVE GRAMMAR Complete the sentences with the correct form of the words in brackets. Add extra words where necessary.

- If I were you, \_\_\_\_\_  
(**I / stay / bed**) for a few days.
- The pandemic \_\_\_\_\_  
(**not happen**) if they had developed a vaccine sooner.
- If only I \_\_\_\_\_  
(**not fall down**) every time I try to ski down the slope.
- If you had given in to her request, she \_\_\_\_\_  
(**not / get / upset**) with you.
- Mum \_\_\_\_\_  
(**wish / dad / spend**) less money on gadgets.
- Your famous merengue cakes would come out even better \_\_\_\_\_  
(**if / freeze**) the whites before beating them.
- If \_\_\_\_\_  
(**there / be / storm**), the ship wouldn't have gone off course.
- If only \_\_\_\_\_  
(**they / hire**) better singers for this musical. Their signing ruined everything!

1 Read the text. In which paragraph can you find the following information?

- a arguments against vaccines  
b the history of the discovery of vaccines  
c doctors' worries  
d some information about the life of a famous doctor  
e the development of various vaccines

☐  
☐  
☐  
☐  
☐

2 Scan the text again and find the English names of the diseases below.

- 1 świnka                    \_ \_ m \_ s  
2 gruźlica                t \_ \_ \_ r \_ \_ \_ \_ \_ s  
3 żółtaczk                \_ \_ p \_ \_ \_ t \_ \_  
4 porażenie dziecięce   p \_ \_ \_ o  
5 odra                    m \_ \_ s \_ \_ \_  
6 ospa                    \_ m \_ \_ \_ p \_ \_

3 Read the text and complete the sentences below.

- 1 For humans, the difference between smallpox and cowpox is that \_\_\_\_\_.  
2 Jenner's theory originated from common knowledge that \_\_\_\_\_.  
3 At first, many doctors \_\_\_\_\_ but then \_\_\_\_\_.  
4 By 1980 we succeeded in \_\_\_\_\_.  
5 Dangerous side effects are often used as an argument by \_\_\_\_\_.  
6 Doctors want people to realise it's not true that \_\_\_\_\_.  
7 It's ironic that many vaccine opponents have never met with certain dangerous diseases due to the fact that \_\_\_\_\_.

4  Read the text again and complete the email. Write no more than three words in each gap.

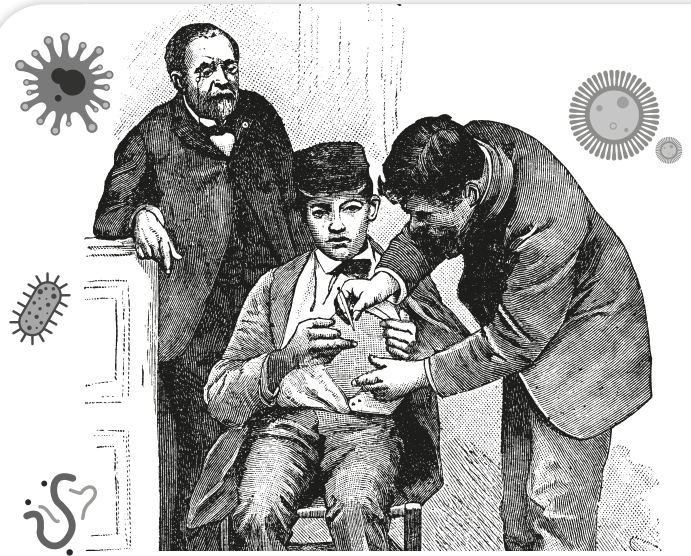
Cześć Maćku,

Pracując nad naszym projektem, poczytałam ostatnio o wielkich odkryciach medycznych, i byłam naprawdę zaskoczona informacjami o Edwardzie Jennerze – chirurgu, który mieszkiał w Anglii w latach 1749–1823. W tamtym czasie zaobserwowano, że wcześniejsza ekspozycja na ospę krowią zwiększa <sup>1</sup>\_\_\_\_\_ ospę prawdziwą. Dzięki temu odkryciu powstały <sup>2</sup>\_\_\_\_\_. Wiedziałeś, że w 1980 roku Światowa Organizacja Zdrowia ogłosiła, że ospa prawdziwa <sup>3</sup>\_\_\_\_\_? Oznacza to, że nie odnotowywano wówczas żadnych przypadków zachorowań na tę chorobę.

Obecnie szczepienia mogą ochronić nas przed wieloma chorobami, ale niektórzy ludzie <sup>4</sup>\_\_\_\_\_ za bezpieczne i nie chcą ich stosować. Eksperci twierdzą, że społeczeństwo potrzebuje <sup>5</sup>\_\_\_\_\_, aby zrozumieć znaczenie szczepień. Ich zdaniem problem częściowo polega na tym, że większość ludzi nigdy nie widziała, <sup>6</sup>\_\_\_\_\_ mogą być niektóre z tych chorób.

Czy myślisz, że możemy wykorzystać te informacje w naszym projekcie?

Helena



## The history of vaccinations

1 Undoubtedly, the person responsible for one of the greatest **breakthroughs** in the history of medicine was the English surgeon Edward Jenner (1749–1823). It was known at the time that people who worked with cows and had got **infected with** cowpox hardly ever got smallpox. Smallpox was a very dangerous and widespread disease, killing thousands of people every year, while cowpox was rather mild and simply went away after a few days. Jenner developed a theory about this phenomenon and decided to run some tests. He discovered that coming into contact with the cowpox virus actually made a person **immune to** smallpox.

2 This was how the idea of vaccine (from the Latin term for cowpox – *vaccinia*) was born. Despite the initial scepticism surrounding vaccinations, many doctors accepted the idea, and by 1800 it had become popular not only in England but in many other European countries. In 1980, the World Health Organisation officially declared that smallpox had been **eradicated**. Today we have vaccines for many diseases such as mumps, measles, tuberculosis, hepatitis or polio, and in many countries many of them are actually **obligatory** for young children.

3 It seems like an obvious thing to do – get your child immune to as many diseases as possible. Indeed, most parents are happy with the idea. And yet, a worrying new trend has recently been noticed. Although many vaccinations are **compulsory**, there are some parents who break the law by refusing to **vaccinate** their kids. Despite what the doctors say, these people think it's actually a very unnatural thing to do and worry about the safety of vaccines, claiming that some of them have dangerous **side effects**.

4 Doctors are desperate. They are afraid that if more people continue to avoid vaccinations, we might see the return of many dangerous diseases. They say people need to be educated. First of all, the various theories about the possible side effects have been disproved. Moreover, those parents who are against vaccinations need to understand how dangerous these **diseases** are. Paradoxically, the reason why they don't realise this is because they've never encountered the diseases that are rare thanks to the vaccines.

**5 Match the words in bold from the text on page 86 with their definitions below.**

- 1 put a substance into the body in order to protect it from disease \_\_\_\_\_
- 2 eliminate completely \_\_\_\_\_
- 3 an important discovery \_\_\_\_\_
- 4 make somebody else sick with \_\_\_\_\_
- 5 safe from infection with \_\_\_\_\_
- 6 an illness, usually caused by infection \_\_\_\_\_
- 7 something that must be done because of the law \_\_\_\_\_
- 8 the unintended and unpleasant effects of something \_\_\_\_\_

**6 Translate the Polish parts of the sentences in brackets into English.**

As a doctor, I don't understand parents who refuse to <sup>1</sup>\_\_\_\_\_ (*zaszczepić*) their children against such serious <sup>2</sup>\_\_\_\_\_ (*choroby*) as polio or measles. You never know when and where your child may come into contact with somebody who's sick and become <sup>3</sup>\_\_\_\_\_ (*zarażone*). We should be grateful for the fact that we have the chance to make ourselves <sup>4</sup>\_\_\_\_\_ (*odporni*) to these often life-threatening illnesses. The development of vaccines was one of the greatest medical <sup>5</sup>\_\_\_\_\_ (*przełomów*) and, in my opinion, it's good that they are <sup>6</sup>\_\_\_\_\_ (*obowiązkowe*) for everybody. Without vaccinations, many serious illnesses <sup>7</sup>\_\_\_\_\_ (*nigdy nie zostanę wyeliminowane*). And as for the <sup>8</sup>\_\_\_\_\_ (*efekty uboczne*) – while they exist, they're not as serious as the diseases the vaccines protect us against.

**REVISION** Student's Book, pages 82–83

**7 Complete the phrases with the words below.**

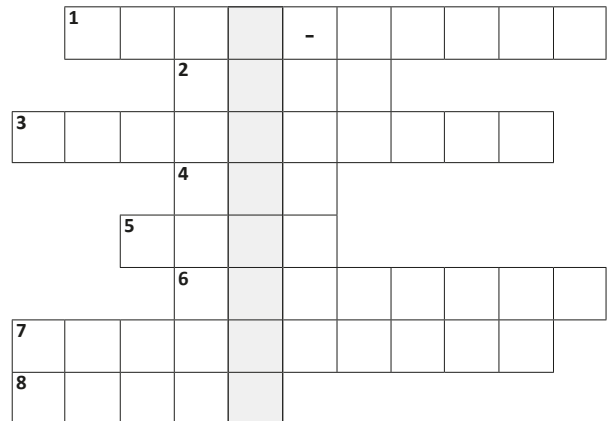
vigorous   exercise   age   strengthen   shape   loss  
being   beneficial

- 1 \_\_\_\_\_ mentally
- 2 memory \_\_\_\_\_
- 3 mild \_\_\_\_\_
- 4 out of \_\_\_\_\_
- 5 produce \_\_\_\_\_ effects on something
- 6 \_\_\_\_\_ one's brain
- 7 \_\_\_\_\_ exercise
- 8 well-\_\_\_\_\_

**8 Complete the sentences using the phrases from exercise 7. Then solve the crossword and complete the quote below.**

- 1 Our mental \_\_\_\_\_-\_\_\_\_\_ is as important for our health as our physical fitness.
- 2 Have you been experiencing memory \_\_\_\_\_, like forgetting errands you were to run or people's names?

- 3 Memory games and puzzles are a great way to \_\_\_\_\_ your brain while having fun.
- 4 Grandpa is not as sharp as he used to be, do you think he's beginning to \_\_\_\_\_ mentally?
- 5 If I were you, I'd start with some kind of \_\_\_\_\_ exercise before I move on to CrossFit.
- 6 Come on, speed up a bit! It was supposed to be a \_\_\_\_\_ walk to get our blood flowing!
- 7 Do you think learning Japanese will have \_\_\_\_\_ effects on my mental abilities?
- 8 I always feel out of \_\_\_\_\_ after sitting at home all winter.



'Always keep your smile. That's how I explain my \_\_\_\_\_.'

Jeanne Calment (1875–1997), the oldest human whose age is well-documented

**VOCABULARY CHALLENGE!** Student's Book, p. 113, UNIT 7, ex. 4 & 5

**9 Rewrite the parts of the sentences in bold using idioms with *mind*, *brain* or *head*.**

- 1 If you think you can run a marathon without training beforehand, **you're dreaming.** HEAD  
\_\_\_\_\_
- 2 If you don't like the treatment your doctor is prescribing then you should **tell him openly about it.** MIND  
\_\_\_\_\_
- 3 You can't have both ice cream and popcorn, please **decide which one you want.** MIND  
\_\_\_\_\_
- 4 I don't know what to do about this, could I **talk with you about it?** BRAIN  
\_\_\_\_\_
- 5 Ever since I heard about the eye surgery that would allow me to stop wearing glasses, **I've been thinking about having it.** BRAIN  
\_\_\_\_\_
- 6 When somebody gets hurt, it's important **not to lose control but to act in a calm way.** HEAD  
\_\_\_\_\_



## 1 Complete the sentences with the words below.

ought catch serious sorted symptoms effective  
were gets temperature sore

- You \_\_\_\_\_ to put some cream on this rash.
- If I \_\_\_\_\_ you, I would consult a doctor about this.
- I recommend this one. It's very \_\_\_\_\_.
- It's nothing too \_\_\_\_\_, just a bruise.
- You've got to get it \_\_\_\_\_ now.
- Just avoid cold drinks, and if it \_\_\_\_\_ worse, see a doctor.
- I'd like something for my \_\_\_\_\_ throat.
- Have you got a high \_\_\_\_\_?
- When did you first notice the \_\_\_\_\_?
- Could you repeat that, please? I didn't \_\_\_\_\_ it.

## 2 Complete the mini-dialogues using the prompts in brackets. Add any necessary words.

- A What \_\_\_\_\_ (you / think / I / should / do)?  
B You \_\_\_\_\_ (have / better / stay) in bed for a few days.
- A My advice to you \_\_\_\_\_ (be / take) these painkillers.  
B How often \_\_\_\_\_ (I / take / they)?
- A What \_\_\_\_\_ (you / advise / I / do)?  
B Whatever you do, don't do any exercise. You \_\_\_\_\_ (only / make / it / bad).
- A What \_\_\_\_\_ (seem / be / problem)?  
B I \_\_\_\_\_ (feel / unwell) for three days.
- A \_\_\_\_\_ (I / need / take) any medicine?  
B It \_\_\_\_\_ (sound / like / you / may / need) antibiotics.
- A What \_\_\_\_\_ (be / matter)?  
B I \_\_\_\_\_ (cut / hand / bad), and it won't stop bleeding.

3  Write a short dialogue.

 4 minute

W trakcie kursu językowego przebywasz u angielskiej rodziny. Ostatnio nie czujesz się najlepiej. Rozmawiasz na temat swoich problemów zdrowotnych. Porusz następujące kwestie:

Twoje dolegliwości

możliwe  
przyczyny Twoich  
problemów

domowe sposoby  
leczenia

konieczność wizyty  
u lekarza

Rozmowę rozpoczyna zdający.

## 1 Translate the Polish parts of the sentences in brackets into English.

- \_\_\_\_\_ (Piszę, by wyrazić mój brak satysfakcji z) the services I received while covered by your insurance policy.
- Your services \_\_\_\_\_ (nie spełniły moich oczekiwań).
- I also wish to offer some suggestions which would help to improve your services in the future \_\_\_\_\_ (by uniknąć rozczarowania Państwa klientów).
- \_\_\_\_\_ (Dlatego też, chciałabym) make some recommendations.
- \_\_\_\_\_ (Zdecydowanie sugeruję) that basic medicines such as painkillers \_\_\_\_\_ (powinny być darmowe, tak jak Państwo reklamują).
- \_\_\_\_\_ (Po pierwsze, dobrym pomysłem byłoby) to find doctors who can speak English or even Polish.
- I hope that \_\_\_\_\_ (podejmiecie Państwo kroki mające na celu rozwiązanie) these problems.
- I feel that you should \_\_\_\_\_ (zaoferować mi przynajmniej przeprosiny).
- \_\_\_\_\_ (Czekam na) hearing from you soon.

## 2 Match the phrases from columns A, B and C to make logical sentences.

## A

- I was extremely disappointed
- I was shocked to find out
- I told the nurse I spoke Polish and English.
- I expect to receive a full refund

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

## B

- However, I was sent
- with the fact that, despite my serious condition,
- not just on my insurance policy,
- that I was asked to pay for the most basic medicines,

## C

- although they were supposed to be covered by my insurance policy.
- but also on the medicines I was obliged to buy.
- the doctor refused to come and visit me at the hotel.
- to somebody who couldn't speak either.

3  Read the instructions and do the writing task.

Wyjeżdżając za granicę, wykupiłeś/wykupiłaś ubezpieczenie zdrowotne (travel insurance). Podczas wyjazdu miałeś/miałaś problemy ze zdrowiem i skorzystałeś/skorzystałaś z lokalnej opieki medycznej. Niestety, agencja ubezpieczeniowa (insurance agency) nie wywiązała się, Twoim zdaniem, z umowy. Napisz do ubezpieczyciela list z zażaleniem (200–250 słów), w którym wyjaśnisz, dlaczego nie jesteś zadowolony z jego usług, oraz zaproponujesz rozwiązania, które poprawią jakość ubezpieczenia oferowanego klientom (insurance coverage).

## 1 Complete both sentences in each pair with the same word.

- 1 \_\_\_\_\_  
If you add some \_\_\_\_\_ to the sauce, it will be thicker.  
The doctor suggested I put some \_\_\_\_\_ on the rash.
- 2 \_\_\_\_\_  
For Christmas, our grandma baked us a cake in the \_\_\_\_\_  
of a Christmas tree.  
If you did some sport, you wouldn't be out of \_\_\_\_\_.
- 3 \_\_\_\_\_  
At the airport, \_\_\_\_\_ the bus no. 175 and get off at the last stop.  
Don't go out without a scarf and a hat or you'll \_\_\_\_\_ a cold.
- 4 \_\_\_\_\_  
Don't start a fight with her – she's got a \_\_\_\_\_ belt in judo.  
He punched his opponent and gave him a \_\_\_\_\_ eye.
- 5 \_\_\_\_\_  
The ballerina lost her balance and fell on her \_\_\_\_\_.  
A 17th-century ship has been found at the \_\_\_\_\_ of the Baltic Sea.
- 6 \_\_\_\_\_  
Do some \_\_\_\_\_ exercise before you start with heavy weightlifting.  
If you don't like spicy foods, I suggest *korma* – it's quite \_\_\_\_\_.

## 2 Translate the Polish parts of the sentences into English. Use no more than five words.

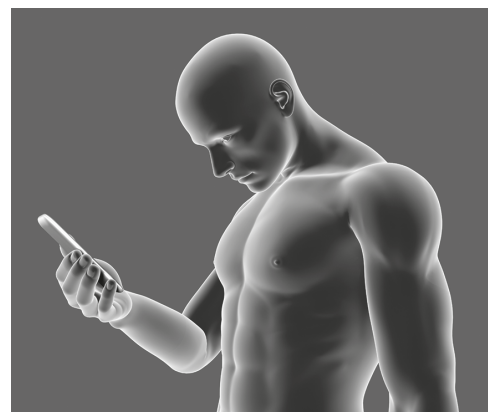
- 1 Jake \_\_\_\_\_ (*nie złamałby Marvinowi nosa*)  
if he hadn't hit him so hard.
- 2 The professor claimed that the new vaccine  
\_\_\_\_\_ (*sprawi, że ludzie staną się odporni na*)  
influenza, but sadly it didn't.
- 3 If only our best player \_\_\_\_\_ (*nie skrzył sobie*  
*kostki*) right before the game!
- 4 \_\_\_\_\_ (*Chociaż bolała mnie kostka*), I didn't  
want to return home.
- 5 \_\_\_\_\_ (*Gdybyśmy nie szczepili dzieci*), many  
people would still suffer from smallpox.
- 6 Do you agree that most antibiotics \_\_\_\_\_  
(*stanie się nieskuteczna*) by 2050?

## 3 Choose the correct answers to complete the text.

The average human head weighs about 5 kg. If you hold it the way it was intended, your spine is perfectly capable of supporting that weight. Yet when you bend your neck to look at your smartphone, as we all do <sup>1</sup> \_\_\_\_\_ times a day, the actual weight that your spine has to support increases to as much as 25 kg. That's like carrying an eight-year-old around your neck. It leads to degeneration of the spine that doctors are beginning to call 'text neck'. They are afraid thousands of people are already suffering <sup>2</sup> \_\_\_\_\_ it. Research shows that text neck can lead to back pains and breathing problems. Researchers are stressing that they don't know what other problems <sup>3</sup> \_\_\_\_\_, but they know that's not the end of the list. So what should we do? 'Leave our smartphones at home,' joked one doctor. If only we <sup>4</sup> \_\_\_\_\_. In today's fast-moving world, when we're up to our <sup>5</sup> \_\_\_\_\_ in work, the chance to check your email or social media on the go is often a life-saver. So, whenever possible, smartphone users <sup>6</sup> \_\_\_\_\_ look down at their phones without bending their necks. Another thing to consider is giving your neck a rest from time to time or doing some simple neck-strengthening exercises a few times a day.

- |                    |                   |                  |                   |
|--------------------|-------------------|------------------|-------------------|
| 1 a countless      | b number          | c endless        | d frequently      |
| 2 a with           | b from            | c on             | d at              |
| 3 a will they find | b would they find | c they will find | d they would find |
| 4 a should         | b may             | c can            | d could           |
| 5 a noses          | b chins           | c ears           | d heads           |
| 6 a had to         | b must            | c must have      | d may             |

- 4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than six words.
- 1 Brenda wishes she \_\_\_\_\_  
(*have to / sit*) at home with a sprained ankle on such a beautiful day.
- 2 This bacterial infection is \_\_\_\_\_  
(*resistant / all / know / antibiotics*).
- 3 Despite \_\_\_\_\_  
(*fall / and / bad / cut / he*) knee, Derek finished the race in third place.
- 4 If Sam \_\_\_\_\_  
(*ride / he / bike*) on a bumpy dirt road, he wouldn't have fallen off and dislocated his shoulder.
- 5 It's a serious problem and many animals  
\_\_\_\_\_  
(*must / die / from / infection*) already.
- 6 \_\_\_\_\_  
(*You / have / better / put*) an ice pack on your swollen ankle.
- 7 Although I \_\_\_\_\_  
(*pick / my mum / brains*) about the problem, I still don't know what to do about it.
- 8 Do you know anybody who knows  
\_\_\_\_\_  
(*in / out*) of the American healthcare system?
- 9 I think that Fiona has  
\_\_\_\_\_  
(*head / cloud*).  
She thinks she will work as an astronaut one day.
- 10 I can't wait to read this book, so when  
I \_\_\_\_\_  
(*finally / get / tooth*) it, I'll probably read it in one sitting.
- 11 The drug company \_\_\_\_\_  
(*have to / take*) their new drug off the market after all the criticism.





Znajomość środków językowych *Uzupełnianie luk, Układanie fragmentów zdań*

• Mówienie *Rozmowa na podstawie materiału stymulującego* • Rozumienie tekstu pisanego  
*Dobieranie zdań do luk w tekście*

- 1 Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki. Dwa wyrazy zostały podane dodatkowo.

advice be discover ill invent lose medicine  
strong treat

Leeches, blood-sucking worms that live in fresh water, have been used for <sup>1</sup>\_\_\_\_\_ purposes for millennia. Maybe even since ancient Egypt, as many believe that the Egyptian hieroglyphs originally identified as cobras actually might <sup>2</sup>\_\_\_\_\_ intended as leeches. Through ancient times to the Middle Ages, doctors <sup>3</sup>\_\_\_\_\_ believed they helped treat a great number of problems. In the 19th century, many authorities on medicine <sup>4</sup>\_\_\_\_\_ bloodletting and the <sup>5</sup>\_\_\_\_\_ became so popular that millions of leeches were used every year in Europe, Asia and America; unfortunately sometimes too enthusiastically, causing patients to feel unwell from the blood <sup>6</sup>\_\_\_\_\_. With the <sup>7</sup>\_\_\_\_\_ of antibiotics, leech therapy lost its popularity at the beginning of the 20th century, only to start regaining it over the last few decades. Today, leeches play a vital role in microsurgery, where doctors deal with very small veins.

- 2 Uzupełnij zdania właściwymi formami podanych wyrazów, dodając brakujące słowa takie jak czasowniki posiłkowe lub przymki.

- The man said he \_\_\_\_\_ (*already / suffer*) a heart failure once before.
- If John hadn't tripped, he \_\_\_\_\_ (*not / sprain / ankle*).
- I wish \_\_\_\_\_ (*you / not be / distracted*), this is important.
- If people didn't overuse antibiotics, the bacteria \_\_\_\_\_ (*not be / resistant / they*).
- If only someone \_\_\_\_\_ (*develop / cure*) migraines.
- The nurse asked \_\_\_\_\_ (*I / allergic*) anything.
- I offered Mandy my home-made cold medicine, but she \_\_\_\_\_ (*turn / nose*) it.

- 3 Do the speaking task and answer the questions.

5 minut

Uczniowie Twojej szkoły planują kampanię społeczną, mającą na celu uświadomienie ludziom, jak ważne jest przystosowanie miasta do tego, by swobodnie mogli poruszać się po nim niepełnosprawni. Podane są trzy propozycje plakatów.

- Powiedz, który plakat – Twoim zdaniem – najlepiej zainteresuje ludzi tym tematem, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Answer the questions:

- Do you think your area is disabled-friendly? Why/Why not?
- Other than posters, how else can we teach society to care about the well-being of the disabled?

- 4 Przeczytaj tekst i uzupełnij luki 1–4 zdaniami A–F. Dwa zdania podane są dodatkowo i nie pasują do żadnej luki.

The sound of an alarm clock is possibly one of the most hated sounds in the world. How often is it that we moan 'nooooo' and hit the snooze button, only to later grumble 'If only I hadn't ignored the alarm' ... And although admitting that you love to sleep is sometimes seen as laziness, neuroscientists disagree. <sup>1</sup>\_\_\_\_\_ Our stress levels, on the other hand, go up. The list goes on and on. And yet, most of us don't get enough sleep to allow it to do its magic.

Before the Industrial Revolution and the invention of the electric light bulb, people slept much more. <sup>2</sup>\_\_\_\_\_ And yet their achievements are astounding. In the 20th century, when the pressure to work as much as possible increased, a myth arose from these tales which claimed we could all sleep less and actually benefit from it.

What these stories fail to mention is that some of these men napped during the day, and would crash and sleep for hours when they were done with their work. If they hadn't, they brains would have simply shut down. <sup>3</sup>\_\_\_\_\_ The famous non-sleepers actually slept almost as much as the rest of us, only they divided their sleep into many 'naps', which is called a polyphasic pattern. The majority of us simply sleep once a day, but for longer – we're monophasic sleepers.

So what's the right recipe for sleep? Some studies suggest that it's not about how much or when we sleep, but at which point we stop. During sleep, we go through cycles of alternating phases of light and deep sleep. <sup>4</sup>\_\_\_\_\_ How? You can use your smartphone, for example. A special application can control your sleep and ring the alarm at the perfect moment within the time frame you set (e.g. between 6 and 7 a.m.). There are many gadgets out there that claim to help you wake up at just the right moment.

- According to this theory, to feel rested you need to open your eyes during the light phase.
- Without sleep, our memory fails to file away and sort through our experiences and our creativity decreases.
- Another thing to remember is that not everybody's sleep pattern is the same.
- They claim that long sleep during daylight hours makes your brain less effective and early morning is the most productive moment of our day.
- Of course, there are some famous exceptions such as Isaac Newton, Thomas Edison or Napoleon Bonaparte and other geniuses, who are believed to have slept only 4–5 hours a day.
- Their sleep was controlled by the natural pattern of light and darkness of night and day, especially among the lower classes.







# THE WORLD TODAY VIDEOS

Sport is the answer

7



## COMPREHENSION

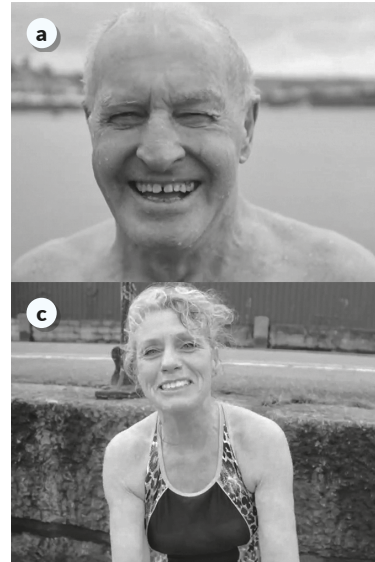
- Look at the pictures of different activities (1–3). Which ones would you most like to do? Why?
- Watch the opening sequence of the video without sound and answer the questions.
  - Do you think the water is warm or cold?
  - Where do you think they are swimming?
  - Why do you think they are doing it?
- Watch the whole video with sound and check your answers.
- Watch again and choose the best option to complete each sentence about Julia.
  - Julia *put on* / *lost* weight when she arrived in the UK.
  - She *hasn't* / *has* always liked the sea.
  - The first time she swam she stayed in the water for *about a minute* / *half a minute*.
  - She never used to do sport because she *was always working* / *didn't like it*.
  - She enjoys *swimming on her own* / *being part of a group*.

- Watch part of the video again. Complete the nouns in the text. The first letter of each noun has been given to help you.

'Ah, you go back to being a child. It's freedom. It's <sup>1</sup>j\_\_\_\_\_. It's <sup>2</sup>p\_\_\_\_\_. It's a birthday party. It's, um ... <sup>3</sup>f\_\_\_\_\_. It gets you away from problems, issues, <sup>4</sup>t\_\_\_\_\_ – you can think about anything at that moment. You can enjoy <sup>5</sup>n\_\_\_\_\_. You can enjoy the <sup>6</sup>p\_\_\_\_\_ around you, the water ... and you're just one with it. It's amazing.'

- Watch the last part of the video. Match the pictures of the people from the video (a–d) to what they say (1–4).

- 'It is fresh!' \_\_\_\_\_
- 'I feel very lucky.' \_\_\_\_\_
- 'It feels like you're alive.' \_\_\_\_\_
- 'Euphoria!' \_\_\_\_\_



## AUTHENTIC ENGLISH

- Look at the sentence from the video. What do you think *like* means here?

*The first time I stayed, like, 30 seconds and loved it!*

*like*

We can use *like* in informal conversation to draw attention to new or important information.

We can also use *like* to pause to think about what to say next.

- Look at the sentences. What is emphasised by *like* in each sentence?

- I had, like, no money left.
- They had thought of, like, everything.

## SPEAKING

Work in pairs. Would you ever try swimming outdoors in the winter? Why/Why not?



## READING

- 1 Read the social media posts of two people who have made life-changing decisions. Have you, or someone you know, made any similar decisions?

Sandra | 26 July at 7:20 p.m.



I'm 31, and have finally decided to follow my dreams and go back to university. I've always wanted to study history, but I'm worried about the challenges of being a mature student. The other students will probably be much younger than me, so I might feel isolated. Another problem is that I haven't had to write an essay or do exams since I was at school, so I'm very nervous about that. It's exciting, but there just seems so much to learn!

Like | Comment | Share

Juan | 27 July at 4:00 p.m.



I'm 23, and I've just moved to Berlin from California. Why? Well, I always wanted to study German and I love the culture and the art here. It's such a cool city! And I've found a really good job. But I can't stand the weather – the winters here are so hard – and my German is not good enough yet to get to know people properly. I miss my friends and family back home. I know things will get better if I stick it out, but sometimes I'm very lonely.

Like | Comment | Share

## Glossary

**isolated (adj)** feeling alone and unhappy

- 2 Read these comments and choose whether the advice (1–4) is for Sandra (S) or Juan (J).

- 1 I went to university to do my degree at the same time as my teenage daughter. You'll have a great time – I did! \_\_\_\_\_
- 2 You should make friends with other expatriates. It's really easy to do because there are so many! \_\_\_\_\_
- 3 You should go and live with a local, it's a good way to learn the language and feel much more a part of the community. \_\_\_\_\_
- 4 If you dream of doing something different, then you should do it. You're wasting your time at the moment! \_\_\_\_\_

- 3 Work in pairs. Which advice in exercise 2 do you think is best? Why?

- 4 Read the advice in exercise 2 again and underline examples of the following features.

- 1 If-clauses
- 2 References to the future
- 3 Exclamations
- 4 Modal verbs

## SPEAKING

- 1 **PLAN** Work in pairs. Write down some problems you might face for three of the following life-changing decisions.

- changing career
- moving house
- going to university
- moving to another country
- starting a family
- buying a car

- 2 **DISCUSS** Tell your problems to another pair and get some advice from them. Use the language in the boxes below and the phrases from Reading exercise 4 to help you.

## Describing a problem

I'm worried about ...  
I'm very concerned that ...  
Another problem is ...

## Giving advice

You should think about ...  
Do what you believe in!  
It's a good idea to ...  
One option is ...

- 3 **PRESENT** As a class, present the problems and advice. Discuss the ideas that you hear. Which advice do you think was best? Why?

## BEYOND THE CLASS

## Why not try ...

looking at some advice columns online?



▶ VIDEO 14

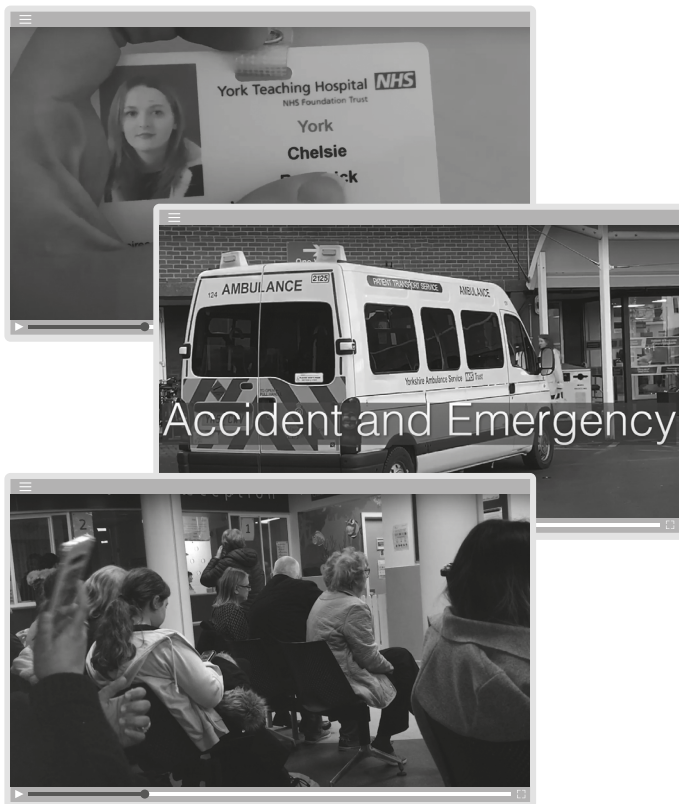
# SPOTLIGHT ON SOCIETY VIDEOS

Chelsie's vlog – what working in a hospital is like

7

## BEFORE WATCHING

- 1 Look at the video stills from Chelsie's vlog. In which hospital ward do you think she is a volunteer?



- 2 What qualities does a person need to work in a hospital? Consider the ones below and add a few of your own.

team player    not bothered by the sight of blood  
nerves of steel    ability to handle stress

## WHILE WATCHING

- 3 Watch the video. Tick the illnesses and injuries Chelsie mentions in the video.

|                |                          |                       |                          |
|----------------|--------------------------|-----------------------|--------------------------|
| a bleeding     | <input type="checkbox"/> | cuts                  | <input type="checkbox"/> |
| bruises        | <input type="checkbox"/> | loss of consciousness | <input type="checkbox"/> |
| broken bones   | <input type="checkbox"/> | burn                  | <input type="checkbox"/> |
| sprained ankle | <input type="checkbox"/> | breathing problems    | <input type="checkbox"/> |
| infections     | <input type="checkbox"/> | feeling unwell        | <input type="checkbox"/> |
| a rash         | <input type="checkbox"/> | cough                 | <input type="checkbox"/> |

- 4 Watch the video again and answer the questions.

- What is Chelsie's job?
- What is the Acute Medical Unit?
- What are some of the reasons people come into the Acute Medical Unit?
- What does Chelsie enjoy about the job?

- What is the hospital like when there aren't any serious cases?
- What happens when more serious cases come in?
- How do the doctors react in these situations?
- What has the job made Chelsie realise?
- What things does she mention that can cause everyday accidents?

## FOLLOW-UP

- 5 Complete phrases 1–8 with the words below. Then match the phrases with their definitions a–h.

Acute    assess    case    Emergency    hands    injury  
see    take    work

- handle a(n) \_\_\_\_\_
- \_\_\_\_\_ Medical Unit
- Accident and \_\_\_\_\_ Unit
- \_\_\_\_\_ and \_\_\_\_\_ patients
- \_\_\_\_\_ out what's wrong
- a serious \_\_\_\_\_
- all \_\_\_\_\_ on deck
- \_\_\_\_\_ precautions

- a place where patients are watched after being treated
- figure out what the problem is
- everyone participates and helps
- take care of a wound or contusion
- meet in order to look at what's wrong
- take action to prevent something bad from happening
- a place where patients in serious condition are admitted to the hospital
- a patient in a very bad condition

- 6 Complete the text with the words and phrases below.

take precautions    all hands on deck    Medical    assess  
handled    serious case    Accident and Emergency    treat

Chelsie works in the Acute <sup>1</sup>\_\_\_\_\_ Unit, where she talks to the patients after their injury has been <sup>2</sup>\_\_\_\_\_ in the <sup>3</sup>\_\_\_\_\_ Unit. She says that normally the hospital is calm, the doctors see all the patients, <sup>4</sup>\_\_\_\_\_ them and <sup>5</sup>\_\_\_\_\_ the injury. But when a <sup>6</sup>\_\_\_\_\_ comes in, everybody knows it's <sup>7</sup>\_\_\_\_\_ to try and help that person. Her role as a hospital volunteer has made Chelsie realise how we should <sup>8</sup>\_\_\_\_\_ in everyday life to avoid being injured.

## AFTER WATCHING

- 7 Research the most typical injuries people suffer in their own homes. Use your findings to make a video or a leaflet with safety guidelines on how to stay safe at home.

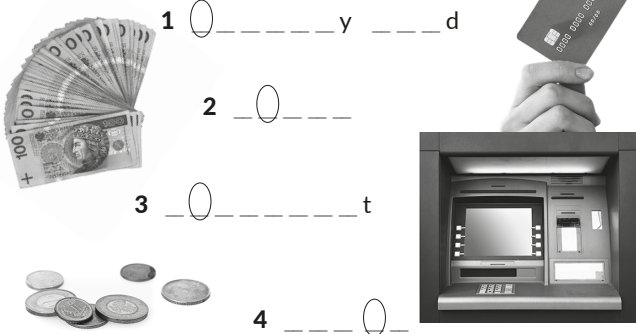
# 8

# A MATERIAL WORLD

## VOCABULARY

### money and banking

- 1** Look at the pictures and complete the labels. What is the hidden word?



1 \_ \_ \_ \_ \_ y \_ \_ \_ d

2 \_ \_ \_ \_ \_

3 \_ \_ \_ \_ \_ t

4 \_ \_ \_ \_ \_

The hidden word: \_ \_ \_ \_ \_

- 2** Unscramble the letters to find the words to complete each sentence. Cross out any unnecessary letters.

vhcurrenrcy

- 1** You will need to buy some foreign c \_ \_ \_ \_ \_ before you go abroad.

gkfinuanocipal

- 2** Tom decided to get some f \_ \_ \_ \_ \_ advice before buying the house.

tugaccouopntsy

- 3** Are you charged by the bank for transferring money between your two a \_ \_ \_ \_ \_?

piinserbentap

- 4** First, i \_ \_ \_ \_ \_ your card and then wait for the computer to process it.

tobanteksientg

- 5** Have you ever used a telephone b \_ \_ \_ \_ \_ service to pay your bills?

pacongetactlessr

- 6** More and more customers choose c \_ \_ \_ \_ \_ payment for transactions below £20.

- 3** Complete the phrases with the words below. There is one extra word.

a PIN number   banking   change   card   transactions  
a lost card   by card

- 1** report \_ \_ \_ \_ \_   **4** loose \_ \_ \_ \_ \_  
**2** key in \_ \_ \_ \_ \_   **5** make \_ \_ \_ \_ \_  
**3** pay \_ \_ \_ \_ \_   **6** bank \_ \_ \_ \_ \_

- 4** Complete the mini-dialogues with the phrases from exercise 3.

- 1 A** Oh no! I can't find my credit card anywhere. Who should I call?  
**B** Try this number. This is who I called to \_ \_ \_ \_ \_ a few weeks ago.  
**2 A** Do you use online banking?  
**B** Yes, all the time. In fact, I never go to the bank, but prefer to \_ \_ \_ \_ \_ all my \_ \_ \_ \_ \_ over the Internet.

- 3 A** How often do you get your pocket money?  
**B** Once a week, on Fridays. And by Monday, I usually have only a little \_ \_ \_ \_ \_ left in my pocket.  
**4 A** You don't need cash to pay the driver. You can now \_ \_ \_ \_ \_ in most taxis.  
**B** Well, the thing is I can't! My card doesn't work. I tried to \_ \_ \_ \_ \_ three times and now the bank has blocked it ...

- 5** Complete the texts with the correct form of the verbs below.

pay   make   transfer   take

My dad doesn't trust banks. He's never <sup>1</sup> \_ \_ \_ \_ \_ out a loan. He has a bank account only because his employer insists that his <sup>2</sup> \_ \_ \_ \_ \_ must be <sup>3</sup> \_ \_ \_ \_ \_ electronically, not paid out in cash. But he still prefers <sup>4</sup> \_ \_ \_ \_ \_ payments in cash whenever possible.

check   not charge   withdraw   deposit

There are two steps you can take in order to manage your finances better. First, before opening an account, make sure that the bank <sup>5</sup> \_ \_ \_ \_ \_ customers for the transactions they make. Some banks will take money from your account if you <sup>6</sup> \_ \_ \_ \_ \_ money from a cashpoint belonging to a different bank. Secondly, after <sup>7</sup> \_ \_ \_ \_ \_ money in your account, remember <sup>8</sup> \_ \_ \_ \_ \_ your balance. This will help you control how much money you actually have.

### VOCABULARY CHALLENGE! Student's Book, p. 113, UNIT 8, ex. 1 & 2

- 6** Match the parts of the sentences.

- 1** You'd better start saving for  
**2** I'm afraid the wedding went a bit over  
**3** Nowadays many young people keep sponging off  
**4** I went shopping at the weekend and picked up  
**5** Do you think a couple should split  
**6** I'm afraid I'm completely broke,  
**7** If you keep spending so much, you'll be in

☐  
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- a** our budget, and we will now need to borrow something from our parents.  
**b** I can't even afford a cup of coffee.  
**c** the red sooner than you think.  
**d** a rainy day and stop spending everything you earn.  
**e** their mum and dad until they are well into their thirties.  
**f** the bill when they go on a date?  
**g** a few bargains. You would have loved it!

- 7** Answer the following questions.

- 1** What do you usually spend your pocket money on?  
\_\_\_\_\_  
**2** How much loose change do you usually have on you?  
\_\_\_\_\_  
**3** What is the best financial advice you have ever received?  
\_\_\_\_\_

### 1 Rewrite the active sentences in the passive.

- 1 They show this film every Christmas.  
\_\_\_\_\_
- 2 Waiters brought the food to our table.  
\_\_\_\_\_
- 3 When will you pick us up?  
\_\_\_\_\_
- 4 They haven't given her a refund in the shop.  
\_\_\_\_\_
- 5 How much money did they steal from your bag?  
\_\_\_\_\_
- 6 They are organising a festival at the moment.  
\_\_\_\_\_

### 2 Choose the correct option (active or passive) to complete each sentence.

- 1 Cheese **has made** / **has been made** in this area of France for centuries. Today it **is exported** / **exports** to almost every country in the world.
- 2 **A** Have you heard of that dangerous criminal who **arrested** / **was arrested** a few days ago?  
**B** Yes, what about him?  
**A** He is **been transported** / **being transported** to a different prison today.
- 3 Alison **was inserted** / **inserted** a few coins into the coffee machine, but nothing happened. Then she **remembered** / **was remembered** that the machine had **been broken** / **broken** for a few days.
- 4 He suddenly realised that he **was being followed** / **was following**.
- 5 When I **opened** / **was opened** my online bank account, I realised that my salary **hadn't been paid in** / **was being paid in**.
- 6 The old bridge **was destroyed** / **destroyed** and the engineers **are being designed** / **are designing** a new one at the moment.

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

- 1 A lot of old books \_\_\_\_\_ (sell) at car boot sales.
- 2 The reservation \_\_\_\_\_ (not make) last week, but yesterday.
- 3 A huge loan \_\_\_\_\_ (take) out recently to pay the company's debts.
- 4 \_\_\_\_\_ (the balance / check) before the cash was withdrawn?
- 5 Come to the hotel lobby at 10. You \_\_\_\_\_ (take) to the airport by one of our drivers.
- 6 The details of the meeting \_\_\_\_\_ (discuss) at the moment.
- 7 The parcel should \_\_\_\_\_ (deliver) within two days.
- 8 \_\_\_\_\_ (any lost cards / report) yesterday?

### 4 Write sentences in the passive using the prompts.

- 1 my jacket / take / Mike / by mistake / .  
\_\_\_\_\_
- 2 the car / not clean / for ages / .  
\_\_\_\_\_
- 3 the pizza / deliver / to your house / in 30 minutes / .  
\_\_\_\_\_
- 4 all her classmates / invite / to her party last week / ?  
\_\_\_\_\_

- 5 at the moment / her dress / make / fashion designer.  
\_\_\_\_\_

- 6 you / inform / about the price change?  
\_\_\_\_\_

### 5 Complete the text with appropriate words. Put one word in each gap.

Do you need something to be delivered from another part of town? Nothing easier! Just call 'EasyPeasy', a local shopping and delivery service, and tell us what you want. Whatever you need, it will <sup>1</sup>\_\_\_\_\_ brought to you <sup>2</sup>\_\_\_\_\_ our 'taskers'— people who <sup>3</sup>\_\_\_\_\_ paid to do your shopping, pick up your laundry or take a package to the post office. The services <sup>4</sup>\_\_\_\_\_ usually available online. You can always check if your order is <sup>5</sup>\_\_\_\_\_ taken care of. Once the task has <sup>6</sup>\_\_\_\_\_ done, you just log on to our website, confirm that the job <sup>7</sup>\_\_\_\_\_ been completed, and the money <sup>8</sup>\_\_\_\_\_ automatically taken from your bank account. Here are some of the opinions of customers who <sup>9</sup>\_\_\_\_\_ helped by 'EasyPeasy' in the past ...



### GRAMMAR CHALLENGE! Student's Book, page 114, UNIT 8, ex. 1

### 6 Rewrite each sentence using two different passive constructions.

- 1 They teach young children English.  
Young children are taught English.  
English is taught to young children.
- 2 Tina's family always give her books for her birthday.  
\_\_\_\_\_
- 3 They showed me a new collection of clothes.  
\_\_\_\_\_
- 4 They lent us a huge sum of money.  
\_\_\_\_\_
- 5 Will they send me my order this week?  
\_\_\_\_\_
- 6 They are buying him a sports car for his fiftieth birthday.  
\_\_\_\_\_
- 7 They have offered me a job in a bank.  
\_\_\_\_\_

### 7 Complete the sentences with the correct passive form of the verbs in brackets. Then complete the sentences with your own ideas.

- 1 The Olympic Games \_\_\_\_\_ (hold) every \_\_\_\_\_.
- 2 Last year, the Oscar for the best film \_\_\_\_\_ (award) to \_\_\_\_\_.
- 3 At school, we \_\_\_\_\_ (not allow) to \_\_\_\_\_.
- 4 For my next birthday, I hope I \_\_\_\_\_ (give) a new \_\_\_\_\_.



1 Translate the following questions into English. Then answer them.

1 Czy korzystasz z bankowości internetowej?

\_\_\_\_\_

2 Jaka jest najdroższa rzecz, jaką kiedykolwiek widziałeś/ widziałaś w sklepie?

\_\_\_\_\_

3 Jak często polujesz na okazje? Co zazwyczaj wtedy kupujesz?

\_\_\_\_\_

4 Czy kiedykolwiek kupiłeś/kupiłaś coś na aukcji internetowej? Co to było?

\_\_\_\_\_

2 **MP3 12**  Listen to three announcements and match them to the correct statements a–d. Two statements match two of the announcements.

This announcement

- a refers to recent changes.
- b outlines a number of services.
- c is directed at people looking for bargains.
- d mentions an occasion when you celebrate something.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

3 **MP3 12**  Listen again and complete the fact file.

**FX Banking Services:**

- ▶ almost <sup>1</sup> \_\_\_\_\_ years old;
- ▶ uses the most recent technological advances;
- ▶ charges <sup>2</sup> \_\_\_\_\_ than other banks.

**Carrier-Smyth Auction House:**

- ▶ currently holding <sup>3</sup> \_\_\_\_\_ about their history;
- ▶ has a(n) <sup>4</sup> \_\_\_\_\_ for customers bidding in today's auction.

**Durbans Department Store:**

- ▶ was recently <sup>5</sup> \_\_\_\_\_;
- ▶ clients with a <sup>6</sup> \_\_\_\_\_ get an additional discount for bedlinen;
- ▶ furniture shoppers can get a zero interest loan.

**REVISION** Student's Book, page 91

4 Read the texts and write the correct names for the places where people buy and sell things.

1 When I wanted to get rid of my old books, I asked dad to take me to that special market. I changed dad's van into a shop for the day and sold almost everything.

c \_\_\_\_\_ b \_\_\_\_\_ s \_\_\_\_\_

2 Before opening his own greengrocer's, my uncle started selling fruit and vegetables at weekends. He just put some tables together and began selling what he had grown in his garden.

m \_\_\_\_\_ s \_\_\_\_\_

3 There is one on my way to school. Honestly, everything you find there is no more than 99 pence.

p \_\_\_\_\_ s \_\_\_\_\_

4 I go there quite often – you can not only find cheap clothes there, but you also help to raise money for the poor.  
c \_\_\_\_\_ s \_\_\_\_\_

5 I bought this second-hand tablet last week. It was a real bargain, but in order to be successful, I had to keep an eye on the site all day to make sure my offer was the best.  
o \_\_\_\_\_ a \_\_\_\_\_

6 My smartphone has broken. I need to buy a replacement, but I can't afford a new one. Where can I get a used mobile?  
s \_\_\_\_\_ -h \_\_\_\_\_ s \_\_\_\_\_

5 Translate the Polish parts of the sentences into English. Use the correct form of the verbs below.

pay off badger invest make trade

1 Tom \_\_\_\_\_ (*zainwestował dużo pieniędzy w sztukę*), but it didn't bring him the fortune he had hoped for.

2 When Tom \_\_\_\_\_ (*zarobił wystarczająco dużo pieniędzy*), he sold his company and stopped working.

3 Nobody knows if \_\_\_\_\_ (*ten biznes się opłaci*), but we should take the risk.

4 Ruth \_\_\_\_\_ (*namawia rodziców, żeby kupili*) her a new games console for months.

5 I love my old bike. I wouldn't \_\_\_\_\_ (*zamieniałbym go na*) anything in the world!

**VOCABULARY CHALLENGE!** Student's Book, p. 114, UNIT 8, ex. 3

6 Decide if the same word can be used to complete both sentences in each pair (✓) or not (X). Then complete the sentences with the correct word.

1 *value / worth* ☐

a How much do you think the house is \_\_\_\_\_?

b I believe the necklace is definitely \_\_\_\_\_ spending all your pocket money on.

2 *worthless / priceless* ☐

a These antiques are \_\_\_\_\_. They are 400 years old and no wonder he doesn't intend to sell them.

b This ring is \_\_\_\_\_ – it's made of plastic, not gold.

3 *valuable / worthy* ☐

a Paul's a \_\_\_\_\_ member of the local community – he supports quite a few charities.

b Running a marathon to raise money for a sick girl is a \_\_\_\_\_ cause.

4 *valuable / worthy* ☐

a He works in a charity shop as a volunteer – it's a very \_\_\_\_\_ thing, isn't it?

b Tom's \_\_\_\_\_ advice helped me to make the right decision.

5 *value / worth* ☐

a The thieves have taken some jewellery, but nothing of any great \_\_\_\_\_.

b We should \_\_\_\_\_ her knowledge and experience – they are truly impressive.

- 1 Read the notices and write sentences from the prompts. Use *have something done*.



### WE CAN REPAIR ANY SMARTPHONE

- 1 Look! Perhaps you won't have to throw away your broken smartphone. You can / it / repair instead.



### OFFICE AND FLAT CLEANING

- 2 My parents use that company. We / our house / clean every week.



### DRESSMAKER CLOTHES PERFECT FOR YOU

- 3 This is where Sue ordered her new dress. Instead of buying it in a shop. Sue / it / make.

ALEX ANDERSON  
IN HEMSTOWN!  
BOOK SIGNING – SATURDAY 1:00 P.M.

- 4 I'm so excited! I'm going to / my favourite book / sign.

- 2 Find and correct the mistakes in the sentences. Some sentences are correct.

- She's having her ankle examine at the moment.
- Did they have their house redecorated last year?
- We haven't had the costumes made yet.
- How often do you have checked your teeth by the dentist?
- Our cat loves having his ears scratching.
- They have delivered their shopping every Monday.

- 3 Complete the mini-dialogues. Use the verbs in brackets and *have something done*.

- A These notes are completely unreadable.  
B You're right. I guess I should \_\_\_\_\_ (type).

A Oh, no! Your ankle is badly swollen. Are you sure it isn't broken?  
B No, I \_\_\_\_\_ (examine) and the doctors say it's not that bad.

A Look! This picture should make a good present.  
B I agree. I \_\_\_\_\_ (frame), and mum is going to love it!

A Have you noticed? One of your tyres is flat.  
B It's impossible. I \_\_\_\_\_ (change) only last week.

- A These jeans are too long.  
B It's not a problem. I \_\_\_\_\_ (shorten).

A Your pet dog's a little dirty today. She's probably been out all day?  
B Don't worry about it. I \_\_\_\_\_ (groom) in a dog hair salon tomorrow.

- 4 Answer the following questions.

- How often do your parents have their car serviced?
- Which one of your CDs would you like to have signed by the singer or band?
- Would you like to have your nose pierced?
- How often do you have your hair cut?
- When did you last have your shoes repaired?

- 5 CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- How many people \_\_\_\_\_ (może być zaproszonych) to the wedding?
- I've \_\_\_\_\_ (nigdy nie oddałem tego zegara do naprawy).
- At the moment, \_\_\_\_\_ (mojego psa bada) the vet.
- The walls in your room look dirty. You \_\_\_\_\_ (musisz zlecić malowanie).
- How many of these \_\_\_\_\_ (pokoi jest wynajmowanych) by university students?
- The engine is making a strange noise. Did you really \_\_\_\_\_ (zlecałeś jego serwis) last week?
- When I woke up, the house \_\_\_\_\_ (został już posprzątny).

- 6 Complete the second sentence so that it means the same as the first, using the word given.

- Let's arrange for somebody to fix the sink.  
Let's \_\_\_\_\_. HAVE
- They are painting our kitchen at the moment.  
We \_\_\_\_\_. ARE
- Did they take her to hospital after the accident?  
Was \_\_\_\_\_ after the accident?  
SHE
- People eat a lot of rice in China.  
A lot \_\_\_\_\_. IS
- They don't produce these cars here any more.  
These \_\_\_\_\_. PRODUCED
- How much cash have they deposited?  
How \_\_\_\_\_? BEEN
- My brother gave me this CD.  
I \_\_\_\_\_. BY
- Will they send the documents soon?  
Will \_\_\_\_\_? SENT

## 1 Use a dictionary and choose the right definition.

- 1 gain credibility = *become trustworthy / start believing in sth*
- 2 cautious about accepting sth = *worry because you took sth / wonder if you should take it*
- 3 fund = *give money / create*
- 4 all time high = *it's high time / it's never been higher*
- 5 verify = *check if sth is true or legal / find a solution*

3  Read the text and complete the summary.

## 2 Decide if the following statements are true (T) or false (F). Then skim the text in exercise 3 to check your answers.

## BITCOIN QUIZ

- 1 Bitcoin has existed for over four decades.
- 2 The inventor of bitcoin is a well-known celebrity.
- 3 In some countries using bitcoin is against the law.
- 4 The value of bitcoin is constantly changing.
- 5 Many employers pay their workers with bitcoin.

☐  
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☐  
☐  
☐

## BITCOIN BIO

Myths and mystery have surrounded this electronic currency from its very birth. The first one concerns its creator. Legend has it that Satoshi Nakamoto, officially residing in Japan, came up with the idea for it in 2007. Except no one has ever met him and a document he released about bitcoin claims his website, bitcoin.org, is actually registered by three other men. This led to many theories suggesting it's just a nickname and that bitcoin is a collective work. One thing is sure – whoever Satoshi is, he or they are worth billions of dollars today.

The first bitcoins, generated in 2009, were only used for transactions between IT specialists able to generate them. They gained credibility as a currency when an exchange rate with the US dollar was established and the first real-world bitcoin purchase took place in May 2010, when a man in Florida bought a pizza for 10,000BTC (about \$25). It wasn't long before some universities, big companies and online services started accepting such payments. Today, BTC is a legal means of payment in North America, Europe and Australia, but in some countries, like Vietnam, it's only legal to possess it, not trade with it, while in others, like China or Nepal, it's banned.

There's a number of concerns surrounding bitcoin safety. There have been cases of illegally generating bitcoins, hacking of the systems supporting it, as well as mysterious heists of huge sums of it. It's also been used on the dark side of the Internet for anonymous transactions involving illegal goods and services on sites like the Silk Road. Many governments also worry that bitcoin may be used to launder money or fund terrorists.

Finally, its unstable price still makes many businesses cautious about accepting BTC.

The exchange rate of bitcoin went from \$1=1,309.03BTC in October 2009 to \$30=1BTC in February 2013 to its all time high of \$19,783=1BTC in December 2017, inspiring a wave of legends about the fortunes made. Despite the fact that its price dropped by half in just two months to remain below \$4000 for years, the potential profits from selling bitcoins when the prices go up make many people eager to buy or earn them. Buying is easy – like any currency, bitcoins can be purchased through online transactions using apps like e-wallets. Earning is a bit more problematic.

Not many employers pay with bitcoins, but there is a tempting alternative – having your computer earn them for you. Bitcoin is a decentralised currency – there's no bank behind it, just millions of computers worldwide which work on the transactions using very complex protocols to ensure their safety. Anyone can earn bitcoins for 'lending' their computer to that network. Or could in the past. To be paid you need to verify 1MB of transactions ('block') and solve an extremely complex mathematical problem ('proof of work') faster than anybody else. Unfortunately, today the competition is so huge that equipment fast enough to 'win' this race would generate an electricity bill higher than the bitcoin income. So for regular people, unless they set up a computer network with their friends, it's cheaper to just invest in bitcoins in a traditional way.

One of the theories about bitcoin's origin is that it wasn't created by the man named Satoshi Nakamoto, but by <sup>1</sup>\_\_\_\_\_. Soon after the exchange rate of bitcoin to dollar was established, the first man <sup>2</sup>\_\_\_\_\_ using bitcoins. Then more and more institutions started accepting it. The problems with bitcoin safety include people generating it illegally, hacking its systems, and <sup>3</sup>\_\_\_\_\_ of it. Also, its price can change quickly, so <sup>4</sup>\_\_\_\_\_ don't want to accept payments in BTC. There are stories from the time when the price of BTC was growing very fast which suggest that it's possible <sup>5</sup>\_\_\_\_\_ on bitcoins. Unlike other currencies, which have a bank standing behind them and guaranteeing the safety of the transactions, bitcoin has a network of computers with complex protocols. You can make your computer a part of this network in order to <sup>6</sup>\_\_\_\_\_. The problem is that you will probably earn fewer bitcoins than you will have to spend <sup>7</sup>\_\_\_\_\_.



#### 4 Read the text again and answer the questions.

- 1 Why does the writer use the word *myths* to talk about bitcoin?  
\_\_\_\_\_
- 2 What happened in May 2010?  
\_\_\_\_\_
- 3 Why are governments concerned about bitcoin?  
\_\_\_\_\_
- 4 How can you buy bitcoins?  
\_\_\_\_\_
- 5 What is the problem with trying to earn bitcoin on your computer?  
\_\_\_\_\_

#### 5 Complete the collocations and check your answers in the text on page 98.

accept exchange laundering make means trade

- 1 \_\_\_\_\_ with a currency
- 2 \_\_\_\_\_ a fortune
- 3 \_\_\_\_\_ money
- 4 \_\_\_\_\_ of payment
- 5 \_\_\_\_\_ rate
- 6 \_\_\_\_\_ payments

#### 6 Complete the sentences using the expressions from exercise 5.

- 1 I'm sorry, our shop doesn't \_\_\_\_\_ contactless \_\_\_\_\_.
- 2 Excuse me, what's the \_\_\_\_\_ for euro to dollar?
- 3 Al Capone was famous for \_\_\_\_\_ although he said his businesses were legal.
- 4 Nick Woodman, the inventor of GoPro, \_\_\_\_\_ on it.
- 5 Do you think bitcoin will completely replace regular money as a \_\_\_\_\_?
- 6 In Vietnam you need regular money or credit cards to buy things, you can't \_\_\_\_\_ bitcoin.

#### REVISION Student's Book, pages 84–95

#### 7 Match the parts of the sentences.

- 1 Moving around the country a lot has taught me not to accumulate ☐
  - 2 Right now, you cannot ☐
  - 3 Supporting local ☐
  - 4 I think you should learn to manage ☐
  - 5 There are more important things in life than material ☐
  - 6 The prize in this competition is a weekend shopping ☐
- a afford to buy such a big house.  
b businesses helps support the economy of our region.  
c things, but keep only what's necessary.  
d possessions – for example, friends and family.  
e spree in Paris – all expenses paid by the sponsors.  
f your money – you're always broke.

#### 8 Complete the sentences with appropriate prepositions.

- 1 If you get rid \_\_\_\_\_ all this junk, your room will look much better.
- 2 She must have a lot of money to be able to keep \_\_\_\_\_ such a lifestyle.
- 3 I've decided to donate all my old clothes \_\_\_\_\_ charity.
- 4 The amount of rubbish that we produce has a negative impact \_\_\_\_\_ our environment.
- 5 When I want to relax and have some fun, I go \_\_\_\_\_ a shopping spree.
- 6 I believe people with a materialistic attitude \_\_\_\_\_ life often become obsessed with their possessions.

#### VOCABULARY CHALLENGE! Student's Book, p. 114, UNIT 8, ex. 4

#### 9 Complete the sentences with the words below. There are two extra words.

bargain borrow change exchange economical  
economic comfortable lend income expenses  
rest occasion convenient

- 1 A credit card is a very \_\_\_\_\_ form of payment – you can use it all over the world without having to \_\_\_\_\_ your money for the local currency.
- 2 A visit to a car boot sale is always a great opportunity to find a real \_\_\_\_\_ – e.g. antiques at great prices.
- 3 One coffee and bagel. That's £7, please. From £20 ... £13 is your \_\_\_\_\_.
- 4 This reform has greatly improved the \_\_\_\_\_ situation of the country.
- 5 Could you \_\_\_\_\_ me £50 till tomorrow, please?
- 6 People on a low \_\_\_\_\_ have to be very \_\_\_\_\_ with their money.
- 7 I had so many \_\_\_\_\_ after moving out of my parents' house that I had to \_\_\_\_\_ money from them all the time.
- 8 Our shopping centre was opened five years ago, and to celebrate the \_\_\_\_\_ all our shops are offering an additional 5% discount today.

#### 10 Translate the sentences into English.

- 1 Przepraszam, czy rozmieni mi pani pięćdziesiąt funtów?  
\_\_\_\_\_
- 2 Miałam czterdzieści dolarów ze swoich oszczędności, a babcia pożyczyła mi resztę.  
\_\_\_\_\_
- 3 Czy moglibyście kupić mi wygodniejsze łóżko?  
\_\_\_\_\_
- 4 Internetowe konta bankowe są bardzo wygodne.  
\_\_\_\_\_
- 5 Kupiłeś jej pięćdziesiąt róż? Cóż to za okazja?  
\_\_\_\_\_
- 6 Reszty nie trzeba, dziękuję.  
\_\_\_\_\_
- 7 Wielu moich znajomych ma materialistyczne podejście do życia.  
\_\_\_\_\_
- 8 Czy ty znów pożyczyłaś sobie moją bluzkę?  
\_\_\_\_\_



- 1 Reorder the words to make sentences to speculate about the picture. Start with the capitalised words.



- The slogan / the message that / we can / small savings / a lot / do / communicates / even with / .
- in a piggy bank / The slogan / we shouldn't / suggests that / just keep our money / .
- probably / This text is / and I think it means / try to invest / an advertising slogan / that everybody should / their savings / .
- The slogan is / to the idea / as an investment / but I think / it may refer / to me / that savings / not clear / can be used / .

- 2 Read a student's answer to the question below and complete it with the missing words.

*Should teenagers get regular pocket money or only be given money for a particular reason?*

<sup>1</sup>L\_\_\_ other teenagers, I <sup>2</sup>\_\_\_ I \_\_\_ v\_\_\_ that even young people should have some money at their disposal. Of course, it is often <sup>3</sup>s\_\_\_ that we usually waste our money. No <sup>4</sup>d\_\_\_ that's true some of the time, but I tend to <sup>5</sup>\_\_\_ e\_\_\_ with those people <sup>6</sup>\_\_\_ believe that the only way to learn to manage your money is to do it in practice. <sup>7</sup>S\_\_\_ r\_\_\_, if my parents always decide what I should and shouldn't buy, then I'll never learn to make the right choices.

- 3 Do the task and answer the two questions.

5 minut

W Twojej szkole organizowana będzie seria wykładów o ekonomii i jej praktycznym zastosowaniu w życiu każdego z nas. Masz do wyboru dwa plakaty promujące to wydarzenie.

- Wybierz ten plakat, który będzie –Twoim zdaniem – ciekawszy i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą możliwość.



- 'Too many people spend money they haven't earned to buy things they don't want.' (Will Smith) How far do you agree with this statement?
- Many people predict that banknotes and coins will soon disappear. Do you agree? Why/Why not?

- 1 Complete the phrases with the words given for each group. Then match each table with the correct heading (A–C).

- A Saying what other people think  
 B Introducing advantages and disadvantages  
 C Making a general statement

1 \_\_\_

|  | As | In | In | On |
|--|----|----|----|----|
|--|----|----|----|----|

\_\_\_\_\_ a rule, ...  
 \_\_\_\_\_ general, ...  
 \_\_\_\_\_ most cases ...  
 \_\_\_\_\_ the whole, ...

2 \_\_\_

|  | another | common | denied | drawback | pluses |
|--|---------|--------|--------|----------|--------|
|--|---------|--------|--------|----------|--------|

One of the \_\_\_\_\_ of such a solution is that ...  
 A real \_\_\_\_\_ is the fact that ...  
 \_\_\_\_\_ advantage could be that ...  
 It cannot be \_\_\_\_\_ that ...  
 A further \_\_\_\_\_ criticism ...

3 \_\_\_

|  | believed | is | maintain | point | while |
|--|----------|----|----------|-------|-------|
|--|----------|----|----------|-------|-------|

Many people \_\_\_\_\_ out that ...  
 It is \_\_\_\_\_ that ...  
 It \_\_\_\_\_ said that ...  
 Others \_\_\_\_\_ that ...  
 Some people claim that \_\_\_\_\_ it is true to say ...

- 2 Write sentences for the essay about the pluses and minuses of participating in work and travel programmes, using the Polish prompts below and the phrases from exercise 1.

- A Introducing advantages and disadvantages

1 tani sposób na podróżowanie

2 samotność / tęsknota za rodziną

- B Saying what other people think

1 możliwość zdobycia doświadczenia

2 męcząca/nudna praca

- C Making a general statement

1 problemy finansowe / rozłąka z rodziną

2 nowe doświadczenia, miejsca i ludzie

- 3 Read the instructions and do the writing task.

Wielu studentów spędza wakacje, wykonując różne prace sezonowe (*seasonal jobs*). Napisz **rozprawkę** (200–250 słów), ukazującą dobre i złe strony takiego rozwiązania.

**1**  Choose the correct word to complete each pair of sentences.

- 1 After all this shopping, I need to check my \_\_\_\_ – I'm not sure if I have any money left.  
The woman wearing really high heels lost her \_\_\_\_ and fell down the stairs.  
**a** balance    **b** account    **c** shoe
- 2 The newspapers \_\_\_\_ that a famous millionaire has lost all his money and is now in debt.  
Five people \_\_\_\_ stolen wallets at this shopping centre yesterday.  
**a** voiced    **b** announced    **c** reported
- 3 I prefer to wear my hair \_\_\_\_.  
Do you have any \_\_\_\_ change? This sandwich costs £4.50 and I only have £4.20.  
**a** loose    **b** free    **c** spare
- 4 Could I borrow your \_\_\_\_ from last week's lessons, please?  
The suitcase was full of £50 \_\_\_\_ – we'd never seen so much money before.  
**a** papers    **b** notes    **c** notices
- 5 I need to \_\_\_\_ some money from my account before we go shopping.  
After Mark broke his leg, he had to \_\_\_\_ from the race.  
**a** take out    **b** withdraw    **c** exchange
- 6 We won't be able to start a company without taking \_\_\_\_ a loan.  
Many people point \_\_\_\_ that you can find great bargains in second-hand shops.  
**a** at    **b** on    **c** out

**2**  Complete each set of sentences with one word.

- 1 \_\_\_\_\_  
How much money are you allowed to \_\_\_\_ from your account in a day?  
Sally tends to \_\_\_\_ from social life whenever she has personal problems.  
McNeal had to \_\_\_\_ from the race due to a knee injury.
- 2 \_\_\_\_\_  
I bought most of my antique vases and cutlery at our local car \_\_\_\_ sales.  
Barry lost a \_\_\_\_ when he was crossing the river.  
With the amount of training we had, it wasn't a training camp, but a \_\_\_\_ camp.
- 3 \_\_\_\_\_  
Will you be able give me change out of a hundred-dollar \_\_\_\_?  
All judges took \_\_\_\_ of her interesting interpretation of the song.  
Didn't you see my \_\_\_\_? I left it on your bedside table to say I'd be back at 9.
- 4 \_\_\_\_\_  
Hello, I'd like to check my account \_\_\_\_.  
Mark tripped over a rock and lost his \_\_\_\_.  
I'm working so much I find it difficult to maintain a good work-life \_\_\_\_.
- 5 \_\_\_\_\_  
Does my explanation \_\_\_\_ any sense to you?  
Saving for the future or travelling around the world? \_\_\_\_ up your mind!  
He could \_\_\_\_ a lot of money working for a big international company.

**3**  Complete the text with the correct words formed from the words in brackets.

We live in a world where we're constantly encouraged to buy more. In this age of <sup>1</sup>\_\_\_\_ (consumer), material things have become very important to many of us. Although such an attitude to life is often criticised, collecting things can be a good thing. For instance, if vinyl records are your passion and you have a large and interesting <sup>2</sup>\_\_\_\_ (collect), it's not only impressive but also, one day, might be worth a lot. If you believe it's <sup>3</sup>\_\_\_\_ (economy) to save things that could be reused one day, that's both smart and eco-friendly. But when letting go of any material <sup>4</sup>\_\_\_\_ (possess) becomes impossible, then you definitely have a problem. Psychologists call it a hoarding disorder. Hoarders never throw away anything, so their houses are filled with masses of old and usually <sup>5</sup>\_\_\_\_ (worth) things. Usually, they don't even realise they have a problem. When told that accumulating such things is <sup>6</sup>\_\_\_\_ (rational), they claim that all these objects have a huge <sup>7</sup>\_\_\_\_ (sentiment) value for them. The problem often gets to a point where it's impossible to live <sup>8</sup>\_\_\_\_ (comfort) in such a home. But hoarders usually need professional help to deal with their emotional problems first before they <sup>9</sup>\_\_\_\_ (clutter) their living space.



**4**   Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 1 Last weekend, my friend and I spent all Saturday at the mall and we bought lots of things.  
Last weekend, my friend and I \_\_\_\_\_ at the mall. **SPREE**
- 2 Have you transferred the money to my account yet?  
\_\_\_\_\_ to my account yet? **HAS**
- 3 Mike suggested that each of us should pay for half of the pizza.  
Mike suggested that we should \_\_\_\_\_ for the pizza. **SPLIT**
- 4 'We've gone into the red again,' said Jake.  
Jake \_\_\_\_\_ into the red again. **HAD**
- 5 I'm sure they haven't got rid of that old car – they love it too much.  
They \_\_\_\_\_ of that old car – they love it too much. **CAN'T**
- 6 Every time my mum goes Christmas shopping, she spends more than she has planned.  
Every time my mum goes Christmas shopping, she \_\_\_\_\_. **BUDGET**
- 7 Let's buy luggage insurance – there's always a chance that the airline will lose our suitcases.  
Let's buy luggage insurance \_\_\_\_\_ our suitcases. **CASE**
- 8 A technician is checking my computer for viruses right now.  
I \_\_\_\_\_ for viruses right now. **AM**
- 9 A broker will invest my money in a promising business.  
I \_\_\_\_\_ in a promising business. **INVESTED**



### 1 Match the words and phrases with their Polish equivalents.

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 wealth                          | <input type="checkbox"/> |
| 2 inheritance                     | <input type="checkbox"/> |
| 3 claim your inheritance or prize | <input type="checkbox"/> |
| 4 last will                       | <input type="checkbox"/> |
| 5 treasure                        | <input type="checkbox"/> |
| 6 precious stones                 | <input type="checkbox"/> |
- a ostatnia wola, testament  
 b spadek  
 c skarb  
 d przyjąć spadek lub nagrodę  
 e bogactwo  
 f kamienie szlachetne

### 2 MP3 13 Wysłuchaj programu radiowego o niecodziennych spadkach i na jego podstawie uzupełnij notatki.

Strange inheritance stories:

Tomas

- as a young man, he left his wife and then, because of some bad deals he <sup>1</sup> \_\_\_\_\_, ended up on the streets
- didn't realise he got the inheritance
- it's possible that he still <sup>2</sup> \_\_\_\_\_

Luis

- unhappy childhood
- decided to leave his money to people chosen <sup>3</sup> \_\_\_\_\_
- most of them didn't <sup>4</sup> \_\_\_\_\_ so they didn't respond

Josh

- his grandfather never really <sup>5</sup> \_\_\_\_\_ but he left Josh his farmland and his island
- because some things the grandfather <sup>6</sup> \_\_\_\_\_ we can suspect that there's a treasure on his island.

### 3 Look at the speaking task in exercise 4. Use the phrases below (a-h) to make sentences describing the picture or answering the questions in the speaking task.

- a a real bargain \_\_\_\_\_  
 b pocket money \_\_\_\_\_  
 c material possessions \_\_\_\_\_  
 d manage my money \_\_\_\_\_  
 e no cashpoint \_\_\_\_\_  
 f lost bank card \_\_\_\_\_  
 g purchase \_\_\_\_\_  
 h collection \_\_\_\_\_

### 4 Describe the picture and answer the questions.



- Why would the girl take a selfie with her shopping bags?
- Are you interested in what's in the shops in the places you travel to?
- Describe a situation when you had a money problem while on a trip.

### 5 Complete the gaps with the correct words.

afford expenses manage online payments sprees

1 'We should all learn to \_\_\_\_\_ our money.'

2 'I admit, I sometimes go on shopping \_\_\_\_\_.'

3 'I now realise what you can and cannot \_\_\_\_\_.'

4 'It taught me the basics of \_\_\_\_\_ banking.'

5 'Unfortunately, it's now easier for my parents to control \_\_\_\_\_.'

6 'I can finally make online \_\_\_\_\_ when I buy stuff online!'

### 6 Use the ideas from exercise 5 to write formal sentences using the hints.

- people / point out \_\_\_\_\_
- real drawback \_\_\_\_\_
- cannot / denied \_\_\_\_\_
- as a rule \_\_\_\_\_

### 7 Read the instructions and do the writing task.

Coraz więcej rodziców zakłada swoim nastoletnim dzieciom ich własne konta z kartą bankową, na które co miesiąc przelewają im kieszonkowe. Napisz **rozprawkę** (200–250 słów), w której przedstawisz dobre i złe strony takiego pomysłu.



VIDEO 15

# SPOTLIGHT ON SOCIETY VIDEOS

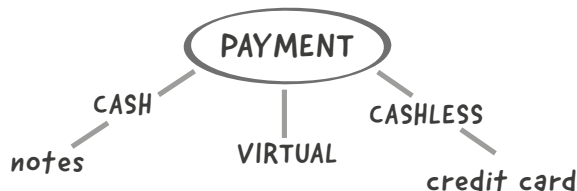
Keeping it local

8



## BEFORE WATCHING

- Complete the word map with various methods of payment. Underline the methods that are going out of use and colour the ones which in your opinion will grow in the future.



## WHILE WATCHING

- You are going to watch a video about a local community who have created their own currency. Watch the video and answer the questions.

- Where is this community?  
\_\_\_\_\_
- What's the name of their currency?  
\_\_\_\_\_
- Why did they create their own currency?  
\_\_\_\_\_
- Did the currency serve its purpose?  
\_\_\_\_\_

- Watch the video again and decide if the statements below are true (T) or false (F). Correct the false statements.

- BerkShares carry exactly the same images as US dollars. T / F  
\_\_\_\_\_
- More than 300 businesses accept BerkShares. T / F  
\_\_\_\_\_
- Around 60% of the earnings from local businesses stays in the local community. T / F  
\_\_\_\_\_

- When you're using a local currency, you get better treatment. T / F  
\_\_\_\_\_
- Technology will soon make people give up local currencies. T / F  
\_\_\_\_\_
- Almost 30 percent of countries already have local currencies. T / F  
\_\_\_\_\_

## FOLLOW-UP

- Choose the correct option to complete the sentences from the video. In two cases both options are correct. Then watch the video again and check your answers.
  - BerkShares are printed *bills* / *money* that are *valuable* / *worth* exactly the same as US dollars.
  - Over 350 *retailers* / *sales* and *local celebrities* / *service providers* accept BerkShares.
  - The perfect part of this cycle is for those merchants to take that money and then *recycle* / *re-spend* it, pushing it out back into the community.
  - With a *locally-owned* / *locally-provided* business, something like 60% stays here.
  - The *vendor* / *merchant* that you're *purchasing* / *selling* from knows that you're supporting local businesses.
  - It's about hiring locally, investing locally, and *giving back to* / *withdrawing from* the community they love.
- Use some of the words from exercise 4 to complete the questions below.
  - Do you think \_\_\_\_\_-\_\_\_\_\_ businesses in your area would be willing to accept local currency?
  - Are there any local \_\_\_\_\_ of such services as cable TV or the Internet in your area, or only national ones?
  - If your local community was to print its own currency, what images should the \_\_\_\_\_ carry?
  - In your opinion, is local currency a good way to encourage businesses to \_\_\_\_\_-\_\_\_\_\_ the money they earn?
  - In your opinion, is it important to \_\_\_\_\_ to your local community?
  - How does using local currency help to strengthen the relationship between the customers and the \_\_\_\_\_?
- Answer the questions from exercise 5 in 1-2 sentences.

## AFTER WATCHING

- Nearly 30 countries around the world now have local currencies. Go online and research two or three of these currencies. Find out:
  - what they are
  - where and how widely they are used
  - how they compare with the national currency of the country
  - whether the local residents like using them.
 Then make a poster presenting your findings.





▶ VIDEO 16



## COMPREHENSION

- 1 Look at the pictures from the video of Green Bank, West Virginia, USA. What kind of place do you think it is? What is special about it?
- 2 ▶ Watch a report about Green Bank and check your ideas from exercise 1. Were you right?

## Glossary

**ban (v)** to say that people must not do, sell, or use something

**detect (v)** to prove that something is present using scientific methods

**interaction (n)** the activity of being with and talking to other people and the way that people react to each other

- 3 ▶ Watch the video again. Complete the sentences with the words below. There are three words you do not need.

allowed community difficult disconnected  
financial health objects problem sensitive

- 1 The reporter suggests that the lack of cell phones is more \_\_\_\_\_ for visitors than for locals.
- 2 The telescope allows astronomers to detect \_\_\_\_\_ in space.
- 3 Mike Holstein believes that being disconnected is good for the \_\_\_\_\_.
- 4 He says that outside Green Bank, there is a \_\_\_\_\_ with social interaction.
- 5 Charles Smetner moved to Green Bank for \_\_\_\_\_ reasons.
- 6 The reporter suggests that the town will remain \_\_\_\_\_ in the future.

- 4 ▶ Watch the video again. Choose the best option to complete the sentences.

- 1 Up in these West Virginia mountains, there's *no chance* / *no way* of your cell phone picking up a signal.
- 2 Whenever I'm *out of* / *away from* here, everybody you see is *always* / *usually* on the phone or texting ...
- 3 It's *really such* / *actually quite* a sociological phenomenon to leave here and go somewhere that has cell service ...
- 4 But for Charles Smetner, moving to Green Bank ... was *for the sake of* / *as a result* of his health.
- 5 The Quiet Zone has become a gathering place for people like him *along* / *over* the last decade.

## AUTHENTIC ENGLISH

- 1 Look at the sentences below. What is the difference between them? How does it change the meaning?
  - 1 If we lose the radio telescope, it's done.
  - 2 If we happen to lose the radio telescope, it's done.
- 2 Read the information in the box below to check your answer to exercise 1.

*happen to*

*Happen to* means you do something by chance. It is often used to emphasise that the event is unlikely or a remote possibility.

- 3 Complete the sentences with your own ideas and then discuss with a partner.
  - 1 If you happen to visit \_\_\_\_\_, you should \_\_\_\_\_.
  - 2 If I happen to see \_\_\_\_\_, I'll \_\_\_\_\_.
  - 3 If we happen to be \_\_\_\_\_ in the future, we'll \_\_\_\_\_.

## SPEAKING

Could you live in a place like Green Bank?  
Why/Why not?

## READING

- 1** Look at these questions and responses from a survey about online and face-to-face communication. Match the responses (a–f) to the questions (1–6).

- 1 How often do you phone somebody just to say hello? ☐
- 2 Did you use to write letters to people?  
If so, what do you do now? ☐
- 3 Do you prefer to communicate one-to-one on messaging services or in groups? ☐
- 4 What kind of media do you use with work colleagues? ☐
- 5 Do you use emoticons often? If so, with what media? ☐
- 6 Would you ever use your mobile to send a message when having dinner in a restaurant? ☐

**a** I can't stand chats with lots of people because then you receive messages all the time. I try to leave those groups as soon as possible. But they are good for organising gatherings, parties and things like that.

**b** Very rarely because I think they make our communication kind of childish. But you can use them in a text message when you're in a hurry. A smiley or a thumbs up can be quicker than writing 'That's fantastic!'

**c** We use email, but sometimes it's quicker to use something like Slack, which is a messaging platform where you can have lots of channels and chats open. It's easier to organise and you can use it on any device.

**d** Not very often. I use a message service for that now. People might be 'too busy' to pick up the phone, but not with a message because they can reply later. But usually we communicate if we have some news or a plan, not just to say hello!

**e** I will if it's really urgent business, but not if it's for pleasure. The food is more important! I even try to put away my phone so I don't get distracted during the conversation.

**f** Oh, yes, I did. Actually I use a direct message on social media. It's kind of private like a message and people can reply when they want to. Email is too cold – not like a letter at all.

### Glossary

**distract (v)** to get someone's attention and prevent them from concentrating on something

**gathering (n)** a group of people meeting together



- 2** Work in groups. Design your own six-question survey about online and face-to-face communication. Consider the following topics.

- Devices for different kinds of communication.
- Past and present forms of communication.
- Advantages and disadvantages of different types of communication.

## SPEAKING

- 1 PLAN** Work with a pair from another group. Ask each other the questions from your surveys and make a note of the answers.

*'When do you prefer to talk to somebody face-to-face?'*

*'If I have something personal to say.'*

- 2 DISCUSS** Return to your original group. Compare the answers to your survey. Are they similar or different? Are they the answers that you were expecting? Why/Why not?

- 3 PRESENT** Present all your questions to the whole class and listen to other groups' questions. Which questions do you like the most? Why?

## BEYOND THE CLASS

### Why not try ...

asking your family and friends your questions and see if their answers are interesting or surprising?

## VOCABULARY

## 1 Choose the correct option to complete the sentences.

- I twisted my ankle while I was running, and now it's badly **swallowed** / **swollen** / **scratched**.
- The shop mistakenly **took** / **charged** / **cost** me twice for that item, so now I will have to ask for a refund.
- Sarah claims that she **took** / **caught** / **had** a cold from sitting in meetings with people who were unwell.
- If you have a temperature for more than three days, it's time you started seeking medical **appointment** / **advice** / **penicillin**.
- My brother used to have **nosebleeds** / **rashes** / **infections** all the time as a child, and it was embarrassing for him to have someone point out that his face was covered in blood!
- My little sister tripped and fell on her face, so now she has a **sprained** / **sneezed** / **black** eye.
- I bought this old lamp at a car **box** / **boot** / **seat** sale for ten pounds.

## 2 Complete the sentences with the words below. There are three extra words.

waist chin spine knees shoulders thighs ankle neck skull

- I must have taken your jeans by mistake – I can't do them up around my \_\_\_\_\_!
- Many dancers have \_\_\_\_\_ problems because they put so much weight on such a delicate joint.
- Paul has a few hairs on his \_\_\_\_\_, which he refers to as his 'beard', but I'm afraid it's not quite there yet.
- I fell down while I was skating and landed on my \_\_\_\_\_, and now they hurt whenever I bend them.
- My brother has such broad \_\_\_\_\_ that it's hard to find a shirt or jacket that fits him properly.
- Athletes who do a lot of running or jumping tend to develop large muscles in their \_\_\_\_\_.

## 3 Match the words from A and B to make expressions. Then use the expressions to complete sentences 1–6. Two expressions do not match any sentence.

A market shopping second-hand wonder medical drug online cough

B discovery medicine company store auction drugs stall spree

- Our group is trying to persuade a big American \_\_\_\_\_ to reduce the price of some essential medications.
- My mother had made so much jewellery that she decided to open a(n) \_\_\_\_\_ in the town centre in order to try and sell some.
- I tried to buy a used game console in a(n) \_\_\_\_\_, but my computer froze and I couldn't pay for it in time.
- The development of effective antivirals was an important \_\_\_\_\_ of the 1960s.
- You can often find some trendy vintage clothes at a(n) \_\_\_\_\_, which would cost you twice as much if you bought them online.
- They had been advertising some \_\_\_\_\_ that claimed to help people lose weight, but they turned out to be life-threatening.

## 4 Translate the Polish fragments of the text into English.

As soon as they have any money of their own, young people quickly learn that <sup>1</sup>\_\_\_\_\_ (*istnieją niezliczone*) ways to spend that money without thinking twice. Many parents try to give their children <sup>2</sup>\_\_\_\_\_ (*porady finansowe*), which mostly comes down to saying: 'Be careful with your money!' Yet, that probably is one of <sup>3</sup>\_\_\_\_\_ (*najbardziej nieskutecznych sposobów*) of teaching good spending habits that you can give. What parents and teachers need to do is make young people aware of their spending habits. For example, if they go on a shopping spree, they should <sup>4</sup>\_\_\_\_\_ (*sprawdzić stan konta*) first so they know how much they can spend. Online shopping is particularly dangerous since it is easy to get <sup>5</sup>\_\_\_\_\_ (*rozkojarzonym*) by the endless product choices and, as a result, forget how much you've actually spent. We should also emphasise that if you use a credit card, you should never forget to <sup>6</sup>\_\_\_\_\_ (*dokonać płatności*) on time every month. Neglecting to do this can be expensive with interest and additional fees. Such bad habits can <sup>7</sup>\_\_\_\_\_ (*mieć negatywny wpływ*) on your future ability to borrow money from financial institutions.



## 5 Complete the sentences with the correct words formed from the words in brackets.

- To make a yoga studio a \_\_\_\_\_ (*profit*) business, you need to enroll a large number of students who will keep attending.
- Most smartphone models allow you to make \_\_\_\_\_ (*contact*) payments, but for some reason my mum still uses a debit card.
- Susie likes buying nice objects, but I wouldn't call her \_\_\_\_\_ (*material*) – she's simply interested in interior design.
- Many stores offer \_\_\_\_\_ (*loyal*) cards, which give you discounts on future purchases.
- You can report a lost or \_\_\_\_\_ (*steal*) credit card by calling this number.
- These drugs are for the \_\_\_\_\_ (*treat*) of a sore throat.



## VOCABULARY CHALLENGE!

## 6 Choose the correct option.

- Kurt is the most impractical person I know – he always has his **head** / **nose** in the clouds.
- When my father opened a second-hand bookshop, people warned him that investing in that sort of business wasn't worth **making** / **doing**.
- My sister **borrowed** / **lent** a small amount from a bank in order to set up her own bakery.
- I can't believe Stella turned her **nose** / **ear** up at your offer! I would have accepted it immediately.
- Paul eventually found out the painting he had bought in Paris was **valuable** / **worth** £25,000.
- I should have known Paul was pulling my **arm** / **leg**. He's never serious about anything.
- Although he never made a profit, he also avoided going into the **red** / **black**.
- Tina tends to lose her **brain** / **head** and become very angry whenever she feels threatened, so be gentle with her.
- He snatched the book up as it was a real **worthy** / **bargain** – only £10.
- I've been asked to design a new company website, and I can't wait to get my **teeth** / **neck** into the project.

## GRAMMAR

## 7 Choose the correct option to complete the sentences.

- If the car boot sale wasn't on Mum's birthday, I would gladly **go** / **went** with you.
- I wish people **supported** / **support** local businesses instead of shopping in supermarkets.
- We **will have your order delivered** / **will have delivered your order** to you by DHL.
- If you **hadn't keyed in** / **didn't key in** an incorrect PIN three times, the cashpoint machine wouldn't have swallowed your card.
- I wish someone **offered** / **had offered** me financial advice when I was taking this loan.
- It's high time Neela **stops** / **stopped** taking pocket money from her parents and **gets** / **got** a part-time job!

8 Complete the sentences. Use the correct form of **have** or **be** and other necessary words.

- They \_\_\_\_\_ the house renovated this month, so they can't throw a party.
- I wish I \_\_\_\_\_ not spoken my mind so openly at the last meeting.
- If Rose didn't know how to cook, \_\_\_\_\_ forced to order takeaway meals all the time.
- 'Hello, my savings account \_\_\_\_\_ blocked last night. Can you tell me why?'
- Look, a helicopter! I think we are \_\_\_\_\_ transported to another hospital by air.
- I'm sorry, but the flat \_\_\_\_\_ already \_\_\_\_\_ rented out.
- She \_\_\_\_\_ all her bills sent to her by email.

## 9 Translate the Polish parts of the sentences into English. Use no more than five words.

- I can't go to school! My whole leg \_\_\_\_\_ (*została włożona*) in plaster.
- As we speak, she \_\_\_\_\_ (*jest transportowana*) to the university clinic.
- It's time \_\_\_\_\_ (*żebyśmy zmienili*) our ideas about old age.
- Grandma would feel better \_\_\_\_\_ (*gdyby zaczęła uprawiać*) some sport.
- I'm sorry, journalists \_\_\_\_\_ (*nie mogą zostać wpuszczeni*) to the athletes' locker rooms.
- \_\_\_\_\_ (*Gdybyśmy nie wzięli*) a loan, we wouldn't have been able to buy that car.

## ENGLISH IN USE

## 10 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than six words.

- We \_\_\_\_\_ (*our garden* / *design*) by a landscaper when we moved in.
- Fill this form, email it to us and you \_\_\_\_\_ (*send*) our loyalty card within a week.
- I \_\_\_\_\_ (*rather* / *not* / *undergo*) any more tests, thank you.
- I \_\_\_\_\_ (*never* / *my nails* / *do*) by a professional beautician before.
- If only \_\_\_\_\_ (*I* / *take*) some painkillers with me on this trip.
- Kenneth \_\_\_\_\_ (*wish* / *he* / *listen*) to the doctor's advice.
- \_\_\_\_\_ (*money* / *usually* / *transfer*) to the borrower's account on the same day the loan agreement is signed.
- There have been a number of residential burglaries in the neighbourhood lately. I think it's finally time we \_\_\_\_\_ (*take* / *home insurance*).

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

- A dental hygienist cleaned Marvin's teeth yesterday. Marvin \_\_\_\_\_ by a dental hygienist yesterday.
- I'm sorry that I can't hire a chef for my party. I wish \_\_\_\_\_ a chef for my party.
- Someone paid cash for the tickets. The tickets \_\_\_\_\_ in cash.
- They haven't published Beckham's memoirs yet. Beckham's memoirs \_\_\_\_\_ yet.
- Too bad you have got up to your ears into debt. If \_\_\_\_\_ up to your ears into debt.
- People saw Chad practising in the ice rink again last week. Chad \_\_\_\_\_ in the ice rink again last week.
- Mira will hire a technician to fix her computer. Mira \_\_\_\_\_ by a technician.



## Wskazówki

Czasu **present simple** używamy, aby opisać:

- powtarzające się czynności i sytuacje:  
*Samantha often updates her Instagram account.*
- fakty i reguły:  
*It takes planet Earth about 24 hours to rotate about its axis.*  
*Classes in our school start at 8:30 a.m. every day.*
- z czasownikami statycznymi, takimi jak: **love, like, hate, know, believe, need**, etc.:  
*I adore good crime stories.*

Czasu **present continuous** używamy, aby opisać:

- sytuacje, które trwają w chwili, w której o nich mówimy:  
*Laura is planting roses in the garden at the moment.*
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:  
*I am working from home this week.*
- ustalenia na (niezbyt odległą) przyszłość:  
*We are going to a conference in London next month.*

## Uwaga!

Niektórych czasowników zwykle nie używamy w czasie **present continuous**, nawet jeśli mówimy o chwili obecnej. Są to tzw. czasowniki statyczne (**stative verbs**), do których zaliczamy:

- czasowniki określające uczucia i emocje: **love, like, (not) mind, hate**: *I really dislike this colour.*
- czasowniki opisujące działanie zmysłów: **see, smell, taste**: *This soup tastes delicious.*

- czasowniki określające stan umysłu: **know, understand, believe**: *I believe she is telling the truth.*
- czasowniki wyrażające wolę lub chęci: **want, need, mean, prefer**: *I want to finish this project today.*
- czasowniki określające posiadanie: **belong, own, possess**: *Does this dog belong to your neighbours?*

## GRAMMAR CHALLENGE!

Zwróć uwagę na to, że niektóre czasowniki statyczne mogą mieć dwa lub więcej znaczeń. W zależności od znaczenia mogą być użyte zarówno w czasie **present simple**, jak i **present continuous**. Porównaj poniższe przykłady:

- *I think that Smith is the best player in this team.* (sądzę, uważam, że ...)
- *I'm thinking about my birthday party next week.* (myślę, rozmyślam o ...)
- *I see what she means.* (rozumiem)
- *I'm seeing Ben tonight.* (spotykam się)
- *Pete has a lot of old cookery books.* (ma, posiada)
- *Now, he's having a break.* (ma, robi sobie przerwę)
- *This dish tastes really hot.* (smakuje)
- *I'm tasting the dish.* (kosztuję, próbuję)

## 1 Wybierz poprawne formy czasowników.

- 1 Professor Watkins **doesn't give / isn't giving** a lecture in our school today.
- 2 This term, she **spends / is spending** her evenings revising for her final exams.
- 3 Biology is really hard! I'm afraid that I **don't understand / am not understanding** it.
- 4 What on earth **are you doing?! / do you do?! / do you do?** If you drop this painting, we will lose our jobs!
- 5 What **are we doing / do we do** this evening? I'm really bored!
- 6 Who **owns / is owning** the red car outside? It's blocked the entrance gate yet again!

## 2 Uzupełnij zdania czasownikami podanymi w nawiasach w czasie present simple lub present continuous.

- 1 Turn the TV off, please, I \_\_\_\_\_ (**hate**) sports!
- 2 Who \_\_\_\_\_ (**you / go**) to Chris's party on Friday with? It's going to be a really big do, I can't wait!
- 3 I can't stand game shows on TV. I \_\_\_\_\_ (**think**) they're extremely boring!
- 4 What's the matter? Why \_\_\_\_\_ (**you / look**) at me like that? Is there something wrong with my hair?
- 5 My sister \_\_\_\_\_ (**study**) engineering at Warsaw University of Technology, but this term she \_\_\_\_\_ (**do**) a project at Gdańsk University of Technology.
- 6 Hurry up! Our train \_\_\_\_\_ (**leave**) in exactly 30 minutes. We'll miss it if we don't go now.

## 3 Uzupełnij pary zdań w czasie present simple i present continuous, używając czasowników podanych w nawiasach. Zwróć uwagę na różne znaczenia podanych czasowników.

- 1 a Mark \_\_\_\_\_ (**look**) amazing in his new suit. This modern cut makes him look really sophisticated.  
b Mark \_\_\_\_\_ (**look**) out of the window. He probably wants to know who has just arrived.
- 2 a I \_\_\_\_\_ (**think**) of buying myself a new camera. The one I currently have keeps getting stuck.  
b I didn't want to study away from my family at first, but now I \_\_\_\_\_ (**think**) it was the best decision I could make.
- 3 a Daisy can't pick up the phone. She \_\_\_\_\_ (**have**) a bath.  
b Daisy \_\_\_\_\_ (**not have**) time to talk about this problem now. She's giving a presentation in 10 minutes' time.

## 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, używając czasu present simple lub present continuous.

- 1 Helen \_\_\_\_\_ (**mieszka**) with us while her apartment is being renovated.
- 2 Don't change the channel, please! I \_\_\_\_\_ (**czekam na**) the evening news.
- 3 My parents \_\_\_\_\_ (**lecą**) to London next week. Hopefully, they will have a wonderful time there.
- 4 Mercury \_\_\_\_\_ (**zamarza**) at around  $-38^{\circ}\text{C}$ .
- 5 This soup \_\_\_\_\_ (**smakuje**) really wonderful! I've never eaten anything so delicious!

### Wskazówki

Bezokolicznika (**infinitive**) ze słowem **to** używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. **want, would like, plan, decide, aim**:  
*I'm planning to travel to Canada next summer.*
- po takich czasownikach jak: **agree, refuse, offer, promise, hope, manage, fail**:  
*She hopes to start a new job in Paris next month.*

Czasownika z końcówką -ing (**gerund**) używamy:

- po czasownikach wyrażających uczucia, stany, np. **like, love, imagine, can (not) stand, enjoy, (not) mind, feel like, avoid**: *I love listening to rock music.*
- po czasownikach i wyrażeniach zawierających przyimek, np. **be interested in, get tired of**:  
*We got tired of living so far from the city centre.*

### GRAMMAR CHALLENGE!

Po niektórych czasownikach możemy użyć zarówno **bezokolicznika**, jak i czasownika z końcówką **-ing**. W zależności od użytej formy zmienia się jego znaczenie, np.  
*I remember talking to him last night.*  
(Pamiętam, jak z nim rozmawiałem/rozmawiałam.)  
*I always remember to talk to my parents in the evenings.*  
(Zawsze pamiętam, żeby porozmawiać wieczorami z rodzicami.)  
*I stopped eating sugar.* (Przestałem/Przestałam jeść cukier.)  
*I stopped to eat lunch.* (Zatrzymałem się / Zatrzymałam się, żeby zjeść lunch.)  
*I forgot talking to her.* (Zapomniałem/Zapomniałam, że z nią rozmawiałem/rozmawiałam.)  
*I forgot to talk to her.* (Zapomniałem/Zapomniałam z nią porozmawiać.)

### 1 Wybierz poprawne formy czasowników.

- Katie tells me she would like **buying** / **to buy** a dog.
- He is very good at **riding** / **ride** horses, isn't he?
- I'm very keen on **reading** / **read** comic books.
- She never agrees **talking** / **to talk** to strangers.
- Does he really want **moving** / **to move** to the countryside?
- She promised **to take** / **taking** the umbrella so I didn't have to look for mine.
- He enjoyed **living** / **to live** in Georgia for a couple of years.
- They have been saving for almost four years **to redecorate** / **redesigning** their flat.
- She decided **taking** / **to take** some painkillers and it made her headache a little weaker.
- Initially, they didn't feel like **to go** / **going** jogging, but they joined us in the end.
- It's not very difficult **understanding** / **to understand** why he's been so angry the whole day.
- Max kept **talk** / **talking** throughout the film. It was annoying to say the least!

### 2 Uzupełnij zdania czasownikami podanymi w nawiasach w poprawnych formach.

- Would you like \_\_\_\_\_ (**become**) a vet?
- I'm really interested in \_\_\_\_\_ (**see**) the Oscar-nominated comedy.
- We need \_\_\_\_\_ (**plan**) the birthday party in advance.
- They practise \_\_\_\_\_ (**debate**) various issues in this class.
- I really detest \_\_\_\_\_ (**work**) in an open-plan office.
- She has refused \_\_\_\_\_ (**work**) in the evenings.
- We're completely broke, so we can't really afford \_\_\_\_\_ (**go**) on holiday abroad.
- Sorry, I can't bear \_\_\_\_\_ (**watch**) this film any longer. It's terrible!
- Sam usually prefers \_\_\_\_\_ (**play**) the piano to washing dishes.

### 3 Uzupełnij pary zdań czasownikami w nawiasach, używając odpowiedniej konstrukcji: bezokolicznika lub czasownika z końcówką -ing.

- I suddenly realised I had forgotten \_\_\_\_\_ (**turn off**) the iron before I left the house.
  - I will never forget \_\_\_\_\_ (**meet**) my best friend for the first time.
- Remember \_\_\_\_\_ (**buy**) some bread on your way home.
  - Gina must have been at school yesterday. I clearly remember \_\_\_\_\_ (**bump into**) her in the corridor.
- I stopped \_\_\_\_\_ (**learn**) French in primary school and I've never regretted it.
  - They stopped \_\_\_\_\_ (**look**) at the spectacular views on their way to the seaside.

### 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- What do you fancy \_\_\_\_\_ (**robić dziś wieczorem**)?
- Many people love \_\_\_\_\_ (**wydawać pieniądze na**) designer clothes.
- A fierce storm \_\_\_\_\_ (**uniemożliwiła**) the sailors from reaching the harbour.
- \_\_\_\_\_ (**Często brakuje mi**) playing with my younger siblings.
- My neighbours graciously offered \_\_\_\_\_ (**podlewać**) the plants in our garden while we're away on holiday.
- \_\_\_\_\_ (**Jack nie przypomina sobie**) inviting Sarah to the party.
- \_\_\_\_\_ (**Zdaliśmy przybyć na czas**) despite all the traffic jams on the way.
- \_\_\_\_\_ (**Carrie zgodziła się spotkać**) me at the beach.

## Wskazówki

Czasu **present perfect simple** używamy, aby opisać:

- doświadczenia życiowe, bez określania, kiedy dokładnie miały miejsce: *I've been to seven job interviews, but I'm still unemployed.*
- sytuacje, określając, od jak dawna trwają: *Dad hasn't used his laptop for a few weeks.*
- wydarzenia z niedalekiej przeszłości, których skutek jest widoczny w chwili obecnej (często z **just, already, yet**): *I've already written the report – here it is. The management has not found a solution to this problem yet.*

W zdaniach w czasie **present perfect simple** stosujemy najczęściej następujące wyrażenia: **this morning/year, never, ever, so far, since I was a kid, How long ...?, recently, in the last few days, for.**

Czasu **present perfect continuous** używamy, aby:

- powiedzieć, od jak dawna trwa jakaś czynność: *We've been working on the project since this morning, but it's still not ready.*
- opisać czynności, które trwają przez jakiś czas i których skutki są nadal widoczne: *'Why are you so dirty?' 'I've been working in the garden.'*

## Zdania twierdzące i przeczące

|                     |                |              |                |
|---------------------|----------------|--------------|----------------|
| I / You / We / They | have / haven't | been playing | for two hours. |
| He / She / It       | has / hasn't   |              |                |

## Pytania i krótkie odpowiedzi

|          |      |                     |               |                |                                  |
|----------|------|---------------------|---------------|----------------|----------------------------------|
|          | Have | I / you / we / they | been playing  | for two hours? | Yes, I have.<br>No, you haven't. |
|          | Has  | he / she / it       |               |                | Yes, she has.<br>No, he hasn't.  |
| How long | have | I / you / we / they | been playing? |                |                                  |
|          | has  | he / she / it       |               |                |                                  |

## Uwaga!

Niekiedy czasów **present perfect simple** i **present perfect continuous** używamy zamiennie: *I've worked / 've been working for this company for twenty years.*

W następujących sytuacjach używamy czasu **present perfect simple**:

- z czasownikami statycznymi (np. **know, like, love, need**): *They've known each other since kindergarten.*
- aby określić, jak wiele rzeczy wykonaliśmy lub ile razy wystąpiła jakaś czynność: *I've seen 'Titanic' four times.*
- aby opisać jednorazową czynność lub wydarzenie, gdy zostały one już zakończone: *Mr Peterson has already retired.*

## GRAMMAR CHALLENGE!

Jeśli czynność, o której mówimy, jeszcze się nie zakończyła lub zakończyła się niedawno i chcemy opowiedzieć o samej czynności i/lub jej skutkach dla jej wykonawcy, używamy czasu **present perfect continuous**. Na język polski zdania takie najczęściej tłumaczymy za pomocą czasu teraźniejszego lub przeszłego (w zależności od tego, czy czynność już się zakończyła) oraz czasowników niedokonanych.

Kiedy chcemy położyć nacisk na efekt wykonanej czynności lub powiedzieć, ile razy ona wystąpiła, używamy czasu **present perfect simple**. Zdania takie najczęściej tłumaczymy na język polski za pomocą czasu przeszłego:

*I've been painting since this morning. I've painted three pictures and hung them on the wall* (Od rana malowałam/ maluję. Namalowałam trzy obrazy i powiesiłam je na ścianie.)

*Grandma is tired because she has been watering plants. She has watered them five times week – isn't that too often?* (Babcia jest zmęczona, bo podlewała/podlewa kwiaty. Podlała je już pięć razy w tym tygodniu – czy to nie za często?)

## 1 Na podstawie podanych informacji uzupełnij zdania w czasie present perfect continuous, używając przymków for oraz since.

- 1 We're travelling to Thailand by plane. We started the journey at 8 p.m. and it's 2 a.m. now.  
We \_\_\_\_\_ six hours.
- 2 Ellie and Steve work in an advertising agency. They started last September.  
Ellie and Steve \_\_\_\_\_ last September.
- 3 Julian is asleep. He went to bed ten hours ago.  
Julian \_\_\_\_\_ ten hours.
- 4 My sister works as a dentist. She graduated from medical school in 1998.  
My sister \_\_\_\_\_ 1998.

## 2 Wybierz poprawne formy czasowników. W dwóch zdaniach obie formy są prawidłowe.

- 1 She has **hated** / **been hating** water since she almost drowned when she was twelve.
- 2 Sorry I'm late. How long have you **waited** / **been waiting**?
- 3 You probably feel nauseous now because you have **eaten** / **been eating** this huge bag of crisps.
- 4 We have **lived** / **been living** in the same flat for eight years.
- 5 It is / 's **been** a really long time since I **last visited** / **have last visited** an amusement park.

## 3 Uzupełnij zdania wyrazami w nawiasach w odpowiedniej formie.

- 1 My car \_\_\_\_\_ (**break down**) again. Can you please help me take it to a garage?
- 2 She \_\_\_\_\_ (**already** / **go**) home, but we can surely give her a ring, can't we?
- 3 Mary \_\_\_\_\_ (**not have**) a single piece of cake since she stopped eating sugar a month ago.
- 4 I handed in my sales report last week, but the manager still \_\_\_\_\_ (**not look**) at it.
- 5 Look at this mess! \_\_\_\_\_ (**you** / **repair**) the printer?

## 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- 1 Paul \_\_\_\_\_ (**jest w szpitalu**) since last Thursday.
- 2 \_\_\_\_\_ (**W końcu przestało padać**), so we can go for a walk at last!
- 3 \_\_\_\_\_ (**Przychodzimy**) to this restaurant for years.
- 4 This is the first time \_\_\_\_\_ (**jem**) snails.
- 5 \_\_\_\_\_ (**Nie skończyłam**) reading this book yet.
- 6 \_\_\_\_\_ (**Nigdy nie byłam**) to Japan, so I'm rather excited about going there.

### Wskazówki

Konstrukcja **must have + past participle** służy do wyrażenia przypuszczenia graniczącego z pewnością, że jakaś czynność lub zdarzenie miały miejsce w przeszłości:

*I don't know why they are late. They must have stopped somewhere on the way here.*

Konstrukcję **can't have + past participle** stosujemy do wyrażenia przypuszczenia, że jakaś czynność lub zdarzenie nie wydarzyły się w przeszłości:

*She can't have left without us – she doesn't know the way to Catherine's house.*

Konstrukcji **could / may / might have + past participle** używamy do wyrażenia prawdopodobieństwa wykonania czynności w przeszłości:

*'Why aren't they here yet?' 'They might have got stuck in a traffic jam.' 'He could have been at school today, but I haven't seen him.'*

### Uwaga!

Konstrukcja **had to + infinitive** wyraża konieczność lub przymus wykonania czynności w przeszłości:

*I destroyed the carpet, so I had to pay for it.*

### 1 Wybierz właściwą odpowiedź a, b lub c.

- She's always so kind! She \_\_\_\_\_ meant to insult you!  
a must have      b can't have      c might have
- Have you seen Mike's new sports car? It \_\_\_\_\_ cost a fortune!  
a can't have      b must have      c could have
- I'm not sure why he hasn't called you yet. I guess he \_\_\_\_\_ had to stay longer at school.  
a may have      b must have      c can't have
- I can't find my smartphone and I have no idea where it could be. I \_\_\_\_\_ left it in Peter's car.  
a must have      b can't have      c might have
- I perfectly understand how you feel. It \_\_\_\_\_ been really embarrassing.  
a can't have      b must have      c may have

### 2 Uzupełnij zdania.

- Tamara \_\_\_\_\_ seen you in the restaurant. She has been away on business for the last three days.
- I don't have my wallet. I must \_\_\_\_\_ on the bus.
- You'd better talk to the police. That man \_\_\_\_\_ a dangerous criminal.
- The painting \_\_\_\_\_ have been stolen – it was kept in a safe.
- Why did you use the chainsaw on your own? You \_\_\_\_\_ have hurt yourself badly.
- You look angry. The meeting \_\_\_\_\_ have been difficult.
- It's a pity you didn't let me go to Ann's party. I \_\_\_\_\_ have had such a wonderful time.

### 3 Napisz zdania wykorzystując wyrazy podane w nawiasach.

- He has stopped speaking to Mary.  
\_\_\_\_\_  
(they / quarrel).
- The dog doesn't like fruit.  
\_\_\_\_\_  
(he / not / eat) an orange.
- All the kids look very happy.  
\_\_\_\_\_  
(they / enjoy) the school play.
- Maria isn't here.  
\_\_\_\_\_  
(she / leave) earlier.
- This new car of yours is very beautiful.  
\_\_\_\_\_  
(it / cost) a lot of money.

- Don got the job even though he went to the interview completely unprepared.  
\_\_\_\_\_  
(questions / not / difficult).

- Mary won first prize in the horse-riding competition.  
\_\_\_\_\_  
(train / hard).

- Diana spent the whole day at the library.  
\_\_\_\_\_  
(she / not / take) your books.

- The kitchen is absolutely spotless.  
Keith \_\_\_\_\_  
(clean / it).

- There's a huge hole in the middle of the lawn.  
Rusty \_\_\_\_\_  
(dig / it).

### 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- \_\_\_\_\_ (Być może mówiła mi) about the meeting, but I've forgotten all about it.
- \_\_\_\_\_ (Niemożliwe, żeby wygrali wybory) with their unconvincing manifesto.
- Kate's fiancé \_\_\_\_\_ (z pewnością kupić) her this necklace. It looks stunning.
- \_\_\_\_\_ (Niemożliwe, że Tara pokłóciła się z Betty). They have always been best of friends.
- I left the parcel on the table this morning and it's not here anymore. \_\_\_\_\_ (Możliwe, że Sara już ją wysłała).
- Just look at this mess in the wardrobe!  
\_\_\_\_\_ (John z pewnością znowu szukał krawata).
- \_\_\_\_\_ (Mogłeś powiedzieć Lisie) about the rescheduled meeting. She wouldn't have driven all the way here.
- The people are leaving the hall so \_\_\_\_\_ (niewątpliwie koncert już się skończył).
- I'm sorry to say that, but \_\_\_\_\_ (niemożliwe, że Mary ugotowała) this soup. It's far too delicious.
- You shouldn't have thrown away my green jumper.  
\_\_\_\_\_ (Mogłem go nosić) for at least two more years.



## Wskazówki

Konstrukcji **used to** używamy do opisania:

- przyzwyczajęń, których już nie mamy: *I used to eat a lot of sweets.*
- czynności lub sytuacji, które regularnie powtarzały się w przeszłości: *We used to invite friends for dinner on Saturdays.*
- stanów, które trwały przez pewien czas w przeszłości: *This island used to be a very popular tourist destination.*

Czasu **past simple** używamy do opisania:

- czynności lub wydarzeń, które miały miejsce w określonym momencie w przeszłości: *I saw a fantastic exhibition at the National Gallery last year.*
- serii następujących po sobie wydarzeń w przeszłości: *She woke up, opened her eyes and got up.*
- sytuacji, które trwały przez jakiś czas i zakończyły się w przeszłości: *I went to a pottery class at this school for several years.*

Czasu **past continuous** używamy do opisania:

- czynności lub zdarzeń, które stanowiły tło dla innych wydarzeń: *The sun was shining and the children were playing in the garden.*
- czynności, które trwały w określonym momencie w przeszłości i zostały przerwane przez inne: *She was going through my possessions when I came in.*

Czasu **past perfect** używamy do opisania przeszłych wydarzeń i czynności, które miały miejsce przed danym momentem w przeszłości: *When I finally arrived at the station, my train had already left.*

**Uwaga!**

Do opisania dwóch równoległych czynności używamy spójników **while** oraz **as**:

*As she walked down the corridor, everybody looked at her. Jess was doing the laundry while I was sleeping.*

Do opisania czynności, które wydarzyły się bezpośrednio jedna po drugiej, używamy spójników: **as soon as**, **the moment**, **when**, **after**:

*She called me as soon as she heard the news. The moment Lydia entered the room, everybody turned around to look at her. When I ate dinner, I cleared the table.*

Aby podkreślić, że jedna czynność wydarzyła się przed drugą, używamy spójników: **by the time**, **before**, **after**:

*By the time Lisa came home, everybody had eaten dinner. Before I went out, I had done all my homework for the next day. After the students had decorated the room, they rehearsed the play one more time.*

**1** Znajdź i popraw błąd w każdym z poniższych zdań.

- 1 What you were doing at noon yesterday?  
\_\_\_\_\_
- 2 She quickly run out of the building.  
\_\_\_\_\_
- 3 I hadn't experience such a feeling before.  
\_\_\_\_\_
- 4 Did you used to sleep a lot when you were little?  
\_\_\_\_\_
- 5 My brother was played computer games when I came home.  
\_\_\_\_\_
- 6 Patrick had congratulated me as soon as he heard I got the job.  
\_\_\_\_\_

**2** Wybierz poprawne formy czasownika.

- 1 Mary **was just talking** / **just talked** about her holidays in Greece when we **heard** / **was hearing** a funny noise.
- 2 It was Jacob who first **realised** / **was realising** that the girl **drowned** / **was drowning** because she couldn't cope with the waves.
- 3 I am sure I **was seeing** / **saw** you this morning. You **ran** / **were running** to catch the bus and you **looked** / **were looking** as if you were going to pass out at any time.
- 4 I **borrowed** / **had borrowed** a PE T-shirt from Janet because I **was leaving** / **had left** mine at home.
- 5 I **used to have** / **have had** extra maths classes when I **was** / **had been** in my final year of secondary school.
- 6 Jack **was having** / **used to have** a ponytail, but he **had cut** / **cut** it off.
- 7 After I **was buying** / **had bought** my new laptop, I realised that it **didn't have** / **didn't use to have** a comfortable keyboard.

**3** Uzupełnij podane zdania, aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- 1 Marty turned the TV on the moment he entered the living room. **SOON**  
Marty turned the TV on \_\_\_\_\_ the living room.
- 2 When I returned home, Sandra was gone. **BY**  
\_\_\_\_\_ home, Sandra had already left.
- 3 I felt much more independent after passing my driving licence test. **WHEN**  
\_\_\_\_\_, I felt much more independent.
- 4 Michael was much more lazy in the past. **USE**  
Michael \_\_\_\_\_ so hard-working.
- 5 I liked Japanese cartoons when I was in primary school, but I don't enjoy them anymore. **USED**  
I \_\_\_\_\_ when I was in primary school.

**4** Uzupełnij zdania czasownikami podanymi w nawiasach w odpowiedniej formie.

- 1 Angie \_\_\_\_\_ (**write**) to me often, but now she usually phones me.
- 2 When I came home last night, Dad \_\_\_\_\_ (**do**) a crossword while Mum \_\_\_\_\_ (**read**) a magazine.
- 3 We were surprised to see Tom eating a hamburger yesterday. I thought he \_\_\_\_\_ (**give up**) eating meat.
- 4 As soon as we entered the flat yesterday, we realised that burglars \_\_\_\_\_ (**break into**) it.
- 5 What colours \_\_\_\_\_ (**like**) when you were a child?

### Wskazówki

Szyk wyrazów w zdaniach pytających jest następujący:

| Słowo pytające | Czasownik posiłkowy | Podmiot | Czasownik  | Dopełnienie    |
|----------------|---------------------|---------|------------|----------------|
|                | Do                  | you     | play       | football?      |
|                | Have                | they    | been       | late?          |
|                | Did                 | he      | work       | yesterday?     |
| Why            | were                | you     | running    | after the bus? |
| When           | did                 | Steven  | come back? |                |

Inne słowa pytające to: **what? how? how many? how much? how often? which? who? whom? whose?**

### Uwaga!

W pytaniach o podmiot (rozpoczynających się od **what?** lub **who?**) nie używamy czasowników posiłkowych, a kolejność słów jest taka sama jak w zdaniu twierdzącym:

*Who did finish the race first? Who finished the race first?*

*What did happen? What happened?*

*Who made these cookies? Jane made the cookies.*

(**Who** jest podmiotem w zdaniu.)

*Who did you ask for help? I asked Will and Harriet.*

(**Who** jest dopełnieniem w zdaniu.)

### GRAMMAR CHALLENGE!

Układając pytanie do zdania, w którym występuje czasownik i przyimek (np. **look at, worry about, listen to, talk to, care for, spend on, wait for, look for, write to**), pamiętaj, że przyimek zostaje na końcu pytania:

*Who are you waiting for?*

*What did they spend the money on?*

### 1 Ułóż podane wyrazy w odpowiedniej kolejności tak, aby powstały poprawne pytania.

- got / flat / your / how / rooms / many / has / ?  
\_\_\_\_\_?
- she / the / proposal / known / about / before / had / ?  
\_\_\_\_\_?
- you / doing / I / back / when / what / were / came / ?  
\_\_\_\_\_?
- looking / she / was / my / in / for / what / room / ?  
\_\_\_\_\_?
- truth / you / why / telling / start / the / don't / ?  
\_\_\_\_\_?
- guests / your / yet / party / the / have / arrived / at / ?  
\_\_\_\_\_?

### 2 Znajdź i popraw błąd w każdym z poniższych pytań.

- What you have seen on your holiday?  
\_\_\_\_\_?
- What did you had for dinner yesterday?  
\_\_\_\_\_?
- Who did meet your parents at the airport?  
\_\_\_\_\_?
- When you were born?  
\_\_\_\_\_?

### 3 Napisz pytania do podanych odpowiedzi.

- Have breakfast? Usually, at about 7:30 a.m.  
\_\_\_\_\_?
- My PE kit? I think I left it at school.  
\_\_\_\_\_?
- Yesterday? I felt absolutely fantastic. I haven't felt that well for days.  
\_\_\_\_\_?
- Because my car has been towed away! Apparently, I parked it in a disabled space.  
\_\_\_\_\_?
- I went there to buy some stamps.  
\_\_\_\_\_?

### 4 Napisz pytania będące reakcjami na podane zdania. Zdecyduj, które z nich są pytaniami o podmiot, a które pytaniami o dopełnienie.

- I found something beautiful.  
\_\_\_\_\_?
- His behaviour means something.  
\_\_\_\_\_?
- Someone has got my English handbook.  
\_\_\_\_\_?
- Classical music helps me study.  
\_\_\_\_\_?
- I met someone really interesting yesterday.  
\_\_\_\_\_?
- Mrs Watkins teaches us French.  
\_\_\_\_\_?

### 5 Napisz pytania do wyróżnionych fragmentów zdań.

- I'm scared of **spiders**. When I see one, I just freeze, no matter how small it is.  
What \_\_\_\_\_?
- These clothes belong to **Kate and Pat**.  
Who \_\_\_\_\_?
- We're going on holiday with **our best friends**.  
Who \_\_\_\_\_?
- I'm looking for **my keys**. I must have put them somewhere.  
What \_\_\_\_\_?
- I gave your notebooks to **Mary**.  
Who \_\_\_\_\_?
- When you have problems at school, you should talk to **your parents**.  
Who should I \_\_\_\_\_?
- This apple is delicious, it tastes like **pineapple**.  
What does this apple \_\_\_\_\_?

## Wskazówki

Aby opisać plany na przyszłość, możemy stosować różne konstrukcje lub czasy gramatyczne.

- **Going to** używamy, gdy mówimy o tym, co zamierzamy zrobić: *I'm going to redecorate my flat soon.*
- Czasu **present continuous** używamy, jeżeli czynności zaplanowane zostały przez nas na niedaleką przyszłość, a ich szczegóły są już ustalone: *We're taking the driving licence exam next Monday.*
- **Will** stosujemy, gdy w chwili mówienia podejmujemy decyzję o tym, co zaraz zrobimy: *OK, stay home and relax, I'll take the dog for a walk.*

Gdy mówimy o czynnościach i sytuacjach, które odbywają się zgodnie z ustalonym niezmiennym harmonogramem, stosujemy czas **present simple**:

*Hurry up! The train leaves in a few minutes.*

Czasu **future continuous** używamy, aby opisać zdarzenie lub czynność, która będzie trwała w określonym momencie w przyszłości:

*I think my children will be sleeping when I arrive home.*

W zdaniach w czasie **future continuous** stosujemy najczęściej następujące wyrażenia: **this time tomorrow, this time next week, next Sunday at eight, at that time, when.**

## Future continuous

## Zdania twierdzące i przeczące

|                                      |              |            |                      |
|--------------------------------------|--------------|------------|----------------------|
| I / You / We / They<br>He / She / It | will / won't | be working | this time next week. |
|                                      |              | be resting |                      |
|                                      |              | be playing |                      |

## Pytania i krótkie odpowiedzi

|             |      |                                     |            |                      |                               |
|-------------|------|-------------------------------------|------------|----------------------|-------------------------------|
|             | Will | I / you / we / they / he / she / it | be working | this time next week? | Yes, I will.<br>No, he won't. |
|             |      |                                     | be resting |                      |                               |
|             |      |                                     | be playing |                      |                               |
| Why / Where | will | I / you / we / they / he / she / it | be working | this time next week? |                               |
|             |      |                                     | be resting |                      |                               |
|             |      |                                     | be playing |                      |                               |

Gdy coś przewidujemy, stosujemy:

- **will**, aby powiedzieć, co naszym zdaniem wydarzy się w przyszłości: *I'm sure you'll pass the exam. People will live on Mars one day.*
- **be going to**, gdy na podstawie teraźniejszych okoliczności wysuwamy wniosek na temat tego, co wkrótce się wydarzy: *Look at the cat, it's going to attack the bird any time now.*

## Uwaga!

Aby coś komuś zaproponować, stosujemy **Shall I ...?, Shall we ...?**: *Shall I make you some tea? Shall we dance?*

## 1 Wybierz poprawne formy czasowników.

- 1 This time next week, Jane will **sit** / **be sitting** in an exam hall. She will **take** / **be taking** an exam.
- 2 **Are you doing** / **Will you do** anything on Saturday?
- 3 Look at this terrible mess! **I'll be having** / **I'm going to have** a busy afternoon cleaning it.
- 4 These apples look absolutely delicious. I'll **buy** / **be buying** a kilo.
- 5 Many scientists say that robots **will** / **are going to** replace factory workers one day.
- 6 It's quite hot in here. **Shall** / **Will** I open the window?

## 2 Uzupełnij zdania czasownikami podanym w nawiasach w odpowiedniej formie czasu przyszłego. Czasem możliwa jest więcej niż jedna poprawna odpowiedź.

- 1 Sorry, I can't go to the cinema with you tonight. I \_\_\_\_\_ (**have dinner**) with my parents.
- 2 Have you heard the news?! Ed Sheeran \_\_\_\_\_ (**go**) on a new world tour next year!
- 3 Don't go so fast. You \_\_\_\_\_ (**skid**) off the road!
- 4 The national team is playing in the European Cup finals tonight, so at 9 p.m. the whole country \_\_\_\_\_ (**watch**) TV.
- 5 Catherine \_\_\_\_\_ (**visit**) Manchester next month.
- 6 Watch out! This tree looks really sick. It \_\_\_\_\_ (**fall**) any time.
- 7 I think the Polish ski jumping team \_\_\_\_\_ (**probably win**) the title.
- 8 My plane \_\_\_\_\_ (**leave**) at 12:30 p.m.
- 9 **A** Which pair of shoes would you like?  
**B** I \_\_\_\_\_ (**take**) the pink ones.

## 3 Wybierz właściwą odpowiedź a, b lub c.

- 1 I \_\_\_\_\_ a birthday party on Saturday.  
**a** have                      **b** am having                      **c** will have
- 2 The air pressure is really low. Probably, it \_\_\_\_\_ tomorrow.  
**a** will rain                      **b** rains                      **c** is raining
- 3 I don't have any plans for tomorrow night, but I definitely \_\_\_\_\_ homework – it's the first day of summer holidays!  
**a** won't do                      **b** won't be doing                      **c** don't do
- 4 I haven't studied enough for the test tomorrow, so I \_\_\_\_\_ pass it, I'm afraid.  
**a** don't                      **b** won't                      **c** 'm not
- 5 \_\_\_\_\_ carry these bags for you?  
**a** Do we                      **b** Will we                      **c** Shall we
- 6 We're all getting a little bit hungry, aren't we? I think I \_\_\_\_\_ a pizza.  
**a** 'm ordering                      **b** 'll order                      **c** 'll be ordering

## 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach, stosując odpowiednie formy czasu przyszłego.

- 1 The new term \_\_\_\_\_ (**zacznie się**) in two weeks' time.
- 2 I'm so happy that Jack \_\_\_\_\_ (**zamierza wziąć**) a day off to help me with the move.
- 3 I'm sure your party \_\_\_\_\_ (**będzie**) a lot of fun!
- 4 Marty \_\_\_\_\_ (**zaczyna**) a new job next month. He's really excited about it.
- 5 The iron is very hot so be careful or you \_\_\_\_\_ (**oparzysz**) your hand.
- 6 Who \_\_\_\_\_ (**będzie czekał**) for us at the airport when we arrive?
- 7 Look out! You \_\_\_\_\_ (**upuścisz**) these plates any moment now.

### Wskazówki

Zdań okolicznikowych czasu przyszłego używamy, aby opisać kolejność zdarzeń lub czynności w przyszłości.

W zdaniach tych stosujemy następujące spójniki:

|                   |                     |                |             |
|-------------------|---------------------|----------------|-------------|
| <b>after</b>      | po tym, jak         | <b>before</b>  | zanim       |
| <b>as soon as</b> | jak tylko           | <b>until</b>   | do czasu aż |
| <b>as long as</b> | jeśli tylko / o ile | <b>unless</b>  | chyba że    |
| <b>once</b>       | kiedy już           | <b>in case</b> | na wypadek  |
| <b>when</b>       | kiedy               |                |             |

Po podanych spójnikach używamy czasu **present simple**. W zdaniu głównym natomiast, używamy czasu **future simple** lub konstrukcji **going to**:

*We'll move to a new flat as soon as we sell this one.*  
(NOT: *we will sell this one*)

### GRAMMAR CHALLENGE!

Aby podkreślić, że coś wydarzy się dopiero wtedy, kiedy inna czynność zostanie zakończona w przyszłości, stosujemy czas **present perfect**: *I'll call you after I have done my homework.*

### 1 Wybierz poprawne formy czasowników.

- They **will be** / **are** ecstatic when they **see** / **will see** all these presents.
- I **text** / **will text** mum after we **land** / **will land**.
- Before I **arrive** / **will arrive** in London, it **is** / **will be** too late to see the Picasso exhibition at the National Gallery.
- When my daughter **will save** / **saves** the money, she **buys** / **will buy** herself a new pair of riding boots.
- I hope this snowstorm **ends** / **will end** before we **leave** / **will leave** the house.
- I **won't** / **don't** leave until Miranda **tells** / **will tell** me everything is OK.
- Before the play **starts** / **will start**, they **will tell** / **tell** the audience to turn their phones off.
- Will you** / **Do you** take the dog for a walk after you **watch** / **will watch** the news?
- Please keep your seatbelts on until the bell **rings** / **will ring**.
- Don't forget to turn on the burglar alarm before you **leave** / **will leave** the house.
- When you **will** / **are** older, you **will change** / **change** your mind about tattoos.

### 2 Znajdź i popraw błąd w poniższych zdaniach. Uwaga, dwa zdania są prawidłowe i nie zawierają żadnego błędu.

- When the police will get to the bank, the thieves won't be there anymore, I think.  
\_\_\_\_\_
- When you start your first job, you understand the value of money.  
\_\_\_\_\_
- As soon as the taxi will arrive, we will send you a text message.  
\_\_\_\_\_
- Fasten your seatbelts as soon as the red light will flash.  
\_\_\_\_\_
- I won't help you with the maths homework unless you lend me the purple shoes.  
\_\_\_\_\_
- I'm sure she will be furious with them when she will find out about the broken vase.  
\_\_\_\_\_
- Please wait in the corridor until the doctor asks you to come in.  
\_\_\_\_\_
- Once she will open the envelope, the exam results will be made public.  
\_\_\_\_\_

### 3 Uzupełnij zdania czasownikami podanymi w nawiasach.

- Take a warm jumper in case the weather \_\_\_\_\_ (**get**) worse.
- She \_\_\_\_\_ (**probably come**) to the party unless she \_\_\_\_\_ (**need**) to take care of her younger siblings.
- He \_\_\_\_\_ (**go back**) to the game as soon as he \_\_\_\_\_ (**feel**) better.
- Before I \_\_\_\_\_ (**make**) a final decision, I \_\_\_\_\_ (**talk**) to my parents.
- Something tells me she \_\_\_\_\_ (**feel**) much better when she \_\_\_\_\_ (**leave**) the hospital.
- I \_\_\_\_\_ (**not buy**) a new bike unless my parents \_\_\_\_\_ (**lend**) me some money.
- We \_\_\_\_\_ (**not go out**) until she \_\_\_\_\_ (**finish**) her biology homework.

### 4 Uzupełnij zdania używając czasu present perfect.

- You need to check the schedule. Then we can discuss any changes.  
We can \_\_\_\_\_.
- I'll lend you this book, but first I need to finish reading it.  
As soon as \_\_\_\_\_.
- Information shared online is very difficult to remove.  
Once \_\_\_\_\_.
- I will buy the car. Then I will call you.  
I will \_\_\_\_\_.
- After we end the meeting, we will play tennis together.  
When we \_\_\_\_\_.

### 5 Przekształć poniższe zdania jako zdania okolicznikowe czasu. Użyj podanych słów.

- I will see them tomorrow. Then we will try to fix the computer together. **when**  
\_\_\_\_\_
- I will leave you some money. You may need to pay for a taxi home. **in case**  
\_\_\_\_\_
- First, we will pack our suitcases. Then we'll leave the house. **as soon as**  
\_\_\_\_\_
- First, you will learn the part. Then you will perform in the play. **once**  
\_\_\_\_\_



## Wskazówki

**Rzeczowniki policzalne** to nazwy przedmiotów i osób, które można policzyć. Mogą one występować w liczbie pojedynczej lub mnogiej: *a banana – bananas, an umbrella – umbrellas, a person – people*.

**Rzeczowniki niepoliczalne** to nazwy cieczy, substancji, mas, uczuć lub pojęć abstrakcyjnych, których nie można policzyć. Rzeczowniki niepoliczalne występują tylko w liczbie pojedynczej i używamy ich bez rodzajnika **a/an**, np. *water, butter, love, time, information, news, advice, furniture, luggage*.

**A/an**

Przedimka nieokreślonego **a** używamy z rzeczownikami policzalnymi w liczbie pojedynczej, gdy:

- mówimy o kimś lub o czymś po raz pierwszy: *She scored a point.*
- mówimy, że coś lub ktoś ma jakąś cechę lub należy do pewnego typu czy klasy osób bądź przedmiotów:  
*'Eat Locals' is a new restaurant in the city centre.*  
*Julia is a cook.*

Przedimka nieokreślonego **an** używamy przed wyrazami zaczynającymi się od samogłoski: *an ox, an apple*.

**The**

Przedimka określonego **the** używamy:

- gdy mówimy o czymś lub o kimś po raz kolejny:  
*Chris wrote a book.*  
*The book was absolutely riveting.*
- przed przymiotnikami w stopniu najwyższym:  
*'La Strada' is the best Italian restaurant in town.*
- gdy chcemy zaznaczyć, że istnieje tylko jedna rzecz określonego typu lub gdy jest mowa o osobie pełniącej określoną funkcję:  
*the centre of London, the Queen, the Moon.*

**Przedimek zerowy**

Przedimków nie stosujemy przed:

- rzeczownikami niepoliczalnymi, gdy mówimy o czymś w sposób ogólny: *I think English food is not very good.*
- rzeczownikami w liczbie mnogiej, jeśli mówimy o kimś lub o czymś po raz pierwszy lub wspominamy kogoś lub coś w sposób ogólny: *Oranges are very juicy.*  
*I often buy carrots and apples here.*
- nazwami posiłków: *He had breakfast at 7 o'clock.*
- imionami, nazwami ulic, miast i większości państw:  
*Lucas, Kensington Street, Warsaw, Spain.*

## GRAMMAR CHALLENGE!

W wielu utartych zwrotach z czasownikami **be** i **go**, przed rzeczownikami oznaczającymi miejsca i instytucje (*bed, school, hospital, university*) oraz gdy w tych zwrotach występują rzeczowniki – nazwy różnych przedmiotów zastosowanych zgodnie z ich przeznaczeniem lub funkcją, nie stosujemy przedimka **the**. W tych zwrotach rzeczowniki nabierają znaczenia abstrakcyjnego.

*It's late. I'm going to bed.* (Jest późno. Idę do łóżka. – żeby spać.)

*Look! There's a cat under the bed.* (Popatrz! Kot jest pod łóżkiem. – niezgodnie z jego funkcją.)

*He was sick and had to go to hospital.* (Był chory i musiał pójść do szpitala. – żeby się leczyć.)

*He went to the hospital to visit his grandpa.* (Poszedł do szpitala (budynku), aby odwiedzić dziadka.)

## 1 Wybierz poprawną odpowiedź.

- 1 During our holiday in Greece we had **a / the** beautiful view from **a / the** window of **a / the** hotel.
- 2 They usually go on **a /** – holiday by **the /** – train to – / **the** seaside.
- 3 **The /** – north-west of **the /** – United States is said to be **the / a** wettest region of **the /** – country.
- 4 I read **a / the** fascinating article recently. **A / The** article tells **the / a** story of Mieszko I.
- 5 **The /** – weather was quite good for **a /** – hiking: **the /** – sun was shining, and **a /** – gentle wind was blowing.
- 6 What happened at **a / the** beginning of **a / the** novel?
- 7 I didn't know **the / an** answer to **a / the** biology question so I just left it out.
- 8 Can you get **a / the** bunch of carrots for me from **the / a** grocer's?

## 2 Popraw błędy w poniższych zdaniach.

- 1 Severn is longest river in UK.  
\_\_\_\_\_
- 2 Neil Armstrong was the first astronaut who walked on Moon.  
\_\_\_\_\_
- 3 We travelled to the Greece by the plane.  
\_\_\_\_\_
- 4 John is doctor and works at the hospital.  
\_\_\_\_\_
- 5 I need more informations before I give you an answer.  
\_\_\_\_\_

- 6 This is a really bad news.

- 7 I've got the friend who is plumber.

- 8 I love the chocolate, but I hate a milk, especially warm milk.

3 Uzupełnij zdania, wstawiając *a/an, the* lub *—*.

- 1 \_\_\_\_\_ *Rainbow* is \_\_\_\_\_ most luxurious hotel in \_\_\_\_\_ Bahamas.
- 2 \_\_\_\_\_ person with \_\_\_\_\_ good university diploma usually gets \_\_\_\_\_ interesting job.
- 3 Have you seen \_\_\_\_\_ new *Star Wars* film at \_\_\_\_\_ *Atlantic* cinema?
- 4 When I arrived at \_\_\_\_\_ hotel, I had \_\_\_\_\_ dinner and waited for \_\_\_\_\_ taxi to take me to \_\_\_\_\_ world premiere of my play.
- 5 Sally used to go to \_\_\_\_\_ gym twice \_\_\_\_\_ week, but these days she prefers to go \_\_\_\_\_ jogging in the evenings.
- 6 There's \_\_\_\_\_ strange animal in \_\_\_\_\_ garden.
- 7 When we were on \_\_\_\_\_ holiday in France, we went on \_\_\_\_\_ trip to see some of \_\_\_\_\_ most famous castles on \_\_\_\_\_ river Loire.
- 8 I bought \_\_\_\_\_ fascinating book last week in \_\_\_\_\_ small bookshop at \_\_\_\_\_ corner of \_\_\_\_\_ Park Road and \_\_\_\_\_ Independence Avenue.
- 9 They live in \_\_\_\_\_ old semi far from \_\_\_\_\_ city centre.

### Wskazówki

Określ **some** i **any** używamy przed rzeczownikami niepoliczalnymi oraz rzeczownikami policzalnymi w liczbie mnogiej.

**Some** stosujemy w zdaniach twierdzących, a **any** w zdaniach przeczących i pytaniach:

*There is some sand in the flowerpot.*

*There are some kittens in the basket.*

*There isn't any sugar. There aren't any crisps.*

*Is there any milk? Are there any coconuts?*

Z rzeczownikami policzalnymi używamy następujących określeń ilości:

• **many** (dużo, wiele), **a lot of** (wiele), **a few** (kilka):

*I don't eat many cucumbers.*

*We need a lot of potatoes to make enough chips for all of us.*

*Can you buy a few tomatoes, please?*

Z rzeczownikami niepoliczalnymi używamy następujących określeń ilości:

• **much** (dużo), **a lot of** (dużo), **a little** (trochę):

*Do you drink much juice?*

*I need a lot of sugar to make the cake.*

*Now add a little pepper.*

### Uwaga!

Określ **much** i **many** zwykle używamy w zdaniach przeczących i pytaniach, a określenie **a lot of** w zdaniach twierdzących:

*Julia has a lot of friends at school.*

*How many pairs of shoes do you have?*

*Pete doesn't drink much tea.*

### 1 Uzupełnij zdania wstawiając **some** lub **any**.

- Do they sell \_\_\_\_\_ tea or coffee there?
- Have you got \_\_\_\_\_ questions?
- There were \_\_\_\_\_ students in front of the library.
- I can see you have \_\_\_\_\_ problems with this exercise. Can I help you in any way?
- There aren't \_\_\_\_\_ shoe shops in this shopping centre.
- Mary doesn't have \_\_\_\_\_ friends and feels very lonely.
- Is there \_\_\_\_\_ ham in the fridge? I'd like to make \_\_\_\_\_ sandwiches.
- I found \_\_\_\_\_ very useful information about horses on this site. I'll send you a link.
- Let me give you \_\_\_\_\_ advice.
- They've got \_\_\_\_\_ books about Norse mythology.
- Do you know \_\_\_\_\_ students in this school?
- My grandpa keeps \_\_\_\_\_ chickens at the back of his garden.

### 2 Wybierz poprawne odpowiedzi.

- How **much** / **many** time do you need to complete this course?
- How **many** / **much** times have you seen this film?
- To make this refreshing drink, you need **a few** / **a lot** lemons and **a little** / **a few** sugar.
- There are **a lot of** / **many** vegetables in the fridge so we can make a nice vegetable stew.
- I'm afraid we can't afford a takeaway meal tonight. We've got very **a few** / **little** money left.
- I don't really have **many** / **much** friends, but I have **a lot of** / **much** colleagues.
- They had only **a little** / **a few** information, but they started searching for the treasure anyway.
- Have you been to **many** / **much** countries?
- Did **any** / **some** students fail the exam?
- We haven't got **much** / **many** petrol left, I'm afraid.
- Sandra never eats **many** / **much**. In fact, she eats like a mouse.
- How **many** / **much** photos did you take in the Philippines?

### 3 Wybierz właściwą odpowiedź a, b lub c.

- Every sportsperson needs \_\_\_\_ luck to win an important competition.  
a a few      b any      c a little
- There weren't \_\_\_\_ students in the classroom. It was empty.  
a many      b any      c some
- It took me almost an hour and a half to drive home from work today! There was \_\_\_\_ traffic.  
a many      b a little      c a lot of
- Do you know how \_\_\_\_ a nurse usually earns?  
a many      b much      c a little
- My best friend drinks \_\_\_\_ tea. She says it helps her relax and concentrate.  
a much      b many      c a lot of
- My brother hasn't got \_\_\_\_ children.  
a any      b some      c much
- Open the window, please. We need \_\_\_\_ fresh air.  
a any      b some      c a few
- During my stay in Spain, I made \_\_\_\_ very good friends. We're still in touch to this day.  
a a little      b much      c a few
- It costs \_\_\_\_ money to go on a cruise around the world.  
a some      b a lot of      c much
- We thoroughly enjoyed our trip to Płock. We saw \_\_\_\_ interesting sites.  
a a lot of      b any      c much

### 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- Tonight, I'm going to \_\_\_\_\_ (napiszę trochę emaili) to my friends.
- To my surprise, they \_\_\_\_\_ (nie mieli żadnego mleka) in my local shop.
- \_\_\_\_\_ (Ile) really good crime novels have you read?
- Pat \_\_\_\_\_ (wydaje dużo pieniędzy) on his dog.
- I do drink a lot of coffee, but I \_\_\_\_\_ (nie jem dużo cukru).
- \_\_\_\_\_ (Ile mąki kupiłeś) at the supermarket yesterday?
- Be careful when driving on this road. There have been \_\_\_\_\_ (wiele wypadków) here.

## Wskazówki

## Reported statements

Mowy **zależnej** używamy, aby relacjonować wypowiedzi innych osób lub swoje własne, nie przytaczając ich dosłownie. Używając mowy zależnej, stosujemy następstwo czasów:

*'I am starting to work out regularly from next Monday.'* – cytat (mowa niezależna)

*I told him that I was starting to work out regularly from next Monday.* – relacja (mowa zależna)

## tell / say

Po czasowniku **tell** występuje dopełnienie – osoba lub zaimek osobowy. Po czasowniku **say** nie ma dopełnienia:

*He told me he had won the lottery.*

NIE: *He told he had won the lottery.*

*He said he had won the lottery.*

NIE: *He said me he had won the lottery.*

## Zmiana czasu zgodnie z regułą następstwa czasów

|                                                                                                |                                                                                                                  |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>present simple</b><br>'I walk to school every day.'<br>'It doesn't work.'                   | <b>past simple</b><br>He said he walked to school every day.<br>They said it didn't work.                        |
| <b>present continuous</b><br>'I am swimming.'<br>'They aren't speaking to each other.'         | <b>past continuous</b><br>She said she was swimming.<br>You said they weren't speaking to each other.            |
| <b>present perfect</b><br>'We have discovered a new medicine.'<br>'He hasn't sent the letter.' | <b>past perfect</b><br>They said they had discovered a new medicine.<br>She said he hadn't sent the letter.      |
| <b>past simple</b><br>'We bought this puppy yesterday.'<br>'You didn't get a promotion.'       | <b>past perfect</b><br>He said they had bought the puppy the day before.<br>She said you hadn't got a promotion. |
| <b>will</b><br>'I will pass this exam one day.'<br>'They won't arrive here soon.'              | <b>would</b><br>He said he would pass that exam one day.<br>They said they wouldn't arrive there soon.           |
| <b>can</b><br>'I can knit.'<br>'We can't help you today.'                                      | <b>could</b><br>She said she could knit.<br>They said they couldn't help us that day.                            |

W mowie zależnej zmieniają się również niektóre określenia czasu i miejsca.

## Zmiana niektórych określeń czasu i miejsca

|                          |                                    |
|--------------------------|------------------------------------|
| today                    | that day                           |
| at the moment            | at that moment                     |
| now                      | then                               |
| yesterday                | the day before/the previous day    |
| last week/month/year     | the week/month/year before         |
| two days/weeks/years ago | two days/weeks/years before        |
| tomorrow                 | the next/following day             |
| next week/month/year     | the next/following week/month/year |
| this                     | that                               |
| these                    | those                              |
| here                     | there                              |

## GRAMMAR CHALLENGE!

Gdy przytaczamy czyjeś **prośby, rozkazy, polecenia, obietnice** w mowie zależnej, stosujemy różnorodne czasowniki z bezokolicznikiem, np.

**offer** (zapropnować), **order** (kazać), **promise** (obiecać), **refuse** (odmówić), **tell** (powiedzieć, kazać), **ask** (prosić), **advise** (doradzić), **instruct** (nakazać) np.

*'Lock all the doors!' He told / instructed me to lock all the doors.*  
*'Could you bring me this book tomorrow?' She asked me to bring her that book the next day.*

*'I'll help you with this.' He promised to help me with that.*

## Reported questions

Relacjonując **pytania w mowie zależnej** (reported questions), należy pamiętać, że oprócz zastosowania zasady następstwa czasów, należy również zmienić **szyk wyrazów** z pytającego na twierdzący:

*'What are you doing?' she asked.*

*She asked me what I was doing.* (NIE: *She asked me what was I doing.*)

## Pamiętaj:

- do relacjonowania pytań typu Czy ...? używamy **if** lub **whether**:  
*'Have you seen this film before?' Kate asked.*  
*Kate asked if I had seen that film before.*
- w pytaniach w mowie zależnej nie używamy czasowników posiłkowych **do** oraz **did**, a także znaków zapytania:  
*'What did the doctor say?' mum asked.*  
*Mum asked me what the doctor had said.*

## 1 Wybierz poprawne formy czasowników.

- 'We've lowered the taxes significantly.' He said they **lowered** / **had lowered** the taxes significantly.
- 'I'm not going to accept your proposal.' She said she **wasn't** / **isn't** going to accept their proposal.
- 'The doctor will see you soon.' You told me that the doctor **had seen** / **would see** me soon.
- 'You can leave the classroom now.' The teacher told us that we **can leave** / **could leave** the classroom then.
- 'I don't like jogging in the park.' She said she **didn't like** / **hadn't liked** jogging in the park.

- 'They can't come to my birthday party unfortunately.' He told me that they **didn't** / **couldn't** come to his birthday party.
- 'I speak Russian and German fluently.' She said she **had spoken** / **spoke** Russian and German fluently.
- 'We've been to Wrocław before.' They said they **had been** / **have been** to Wrocław before.
- 'We're waiting for the taxi to arrive.' They told me they **were waiting** / **had been waiting** for the taxi to arrive.
- 'I'll try to solve this problem.' My manager said she **would** / **was going to** try to solve that problem.

### 2 Napisz poniższe zdania w mowie niezależnej.

- 1 'I've seen the suspects tonight.'  
The man said \_\_\_\_\_.
- 2 'I will give you the book back next week.'  
She told me \_\_\_\_\_.
- 3 'I did this exercise yesterday.'  
The girl said \_\_\_\_\_.
- 4 'We can't help you now.'  
The students said \_\_\_\_\_.
- 5 'We went to Greece two years ago.'  
The girls told us they \_\_\_\_\_.
- 6 'You are going to take part in a competition next month.'  
My coach said \_\_\_\_\_.
- 7 'These pieces of cheese have a very strong smell.'  
The woman said \_\_\_\_\_.
- 8 'Someone stole my bike last Saturday.'  
Mike said \_\_\_\_\_.

### 3 Znajdź i popraw błędy w poniższych zdaniach.

- 1 Mary told she wanted to become a hairstylist.  
\_\_\_\_\_
- 2 He said that someone has broken into his flat.  
\_\_\_\_\_
- 3 They said they were having a meeting today.  
\_\_\_\_\_
- 4 Trinny said, I'm seeing a dentist today.  
\_\_\_\_\_
- 5 Paul said he needs to make a phone call immediately.  
\_\_\_\_\_
- 6 She said she haven't forged the painting.  
\_\_\_\_\_
- 7 He said that he would want to testify against his neighbour.  
\_\_\_\_\_
- 8 Samantha revealed she will probably move to Italy the following year.  
\_\_\_\_\_

### 4 Wybierz poprawną odpowiedź a, b lub c.

- 1 They asked me \_\_\_\_ to become a scientist in the future.  
a was I going    b if I was going    c if I am going
- 2 The detective asked her what time \_\_\_\_ home that evening.  
a she had left    b had she left    c did she leave
- 3 I asked the official what \_\_\_\_ to solve the problem of vandalism.  
a is the council doing  
b the council was doing  
c was the council doing
- 4 The journalist asked her \_\_\_\_ some questions.  
a could she answer  
b if she can answer  
c if she could answer
- 5 I asked my friend \_\_\_\_ a wild animal.  
a if he had ever touched  
b has he ever touched  
c had he ever touched
- 6 At the book launch party, Victoria came to me and asked \_\_\_\_ a good time.  
a if I have    b was I having    c if I was having

- 7 The manager asked me why \_\_\_\_ my report.  
a I hadn't done    b hadn't I done    c didn't I do
- 8 The ski instructor asked her group \_\_\_\_ to ski down the slope one last time.  
a if they want    b if they wanted    c do they want
- 9 Marty emailed me and asked \_\_\_\_ to the concert.  
a will come    b if I would come    c if I am coming
- 10 Meghan asked me \_\_\_\_ going to the gym or not.  
a whether was I    b whether I am    c whether I was

### 5 Napisz poniższe pytania w mowie zależnej.

- 1 'Have you seen the Queen?'  
Mary asked me \_\_\_\_\_.
- 2 'Are you doing anything this evening?'  
My friends asked me \_\_\_\_\_.
- 3 'Will you marry me?'  
Jack asked me \_\_\_\_\_.
- 4 'Were you at school yesterday?'  
The headmaster wanted to know \_\_\_\_\_.
- 5 'When is your wedding anniversary?'  
The boy wanted to know \_\_\_\_\_.
- 6 'How long will the journey take?'  
The student asked the teacher \_\_\_\_\_.
- 7 'Can you visit me later, please?'  
The colleague \_\_\_\_\_.
- 8 'Where does your dad work?'  
Tim asked Terry \_\_\_\_\_.
- 9 'Are you going to stay in Greece long?'  
My classmates wanted to know \_\_\_\_\_.
- 10 'How long have you had this horse?'  
The riding coach asked me \_\_\_\_\_.
- 11 'Do you like seafood?'  
The chef wanted to know if \_\_\_\_\_.

### 6 Napisz poniższe zdania w mowie zależnej wykorzystując podane czasowniki.

advise   order   refuse   offer   instruct  
promise   apologise   suggest   congratulate

- 1 'I'm not going to join your team,' Mandy said.  
Mandy \_\_\_\_\_.
- 2 'Shall I carry these bags for you?' a passenger asked.  
A passenger \_\_\_\_\_.
- 3 'Open the can and then pour the contents into the pan,' the chef told me.  
The chef \_\_\_\_\_.
- 4 'Stop the car immediately!' the policeman said.  
The policeman \_\_\_\_\_.
- 5 'I wouldn't tell them the truth if I were you,' Jack said.  
Jack \_\_\_\_\_.
- 6 'I'm going to give you a pay rise if you successfully complete this project,' the manager told me.  
The manager \_\_\_\_\_.
- 7 'I'm awfully sorry for breaking your vase,' said Frankie.  
Frankie \_\_\_\_\_.
- 8 'How about going to the cinema this evening?' said Pat.  
Pat \_\_\_\_\_.
- 9 'Well done, you've passed all your exams this term,' the professor told us.  
The professor \_\_\_\_\_.



## Wskazówki

Drugiego okresu warunkowego (**second conditional** = **if + past simple + would + verb**) używamy, aby opisać mało prawdopodobne sytuacje w teraźniejszości lub przyszłości i ich ewentualne skutki:

*If people were less selfish and more polite, they would clean after their dogs.*

Wyrażen **if only / I wish / I'd rather + subject + past simple** używamy, by wyrazić żal, że coś nie dzieje się tak, jak byśmy sobie tego życzyli. Wyrażany żal/niezadowolenie/krytyka dotyczy sytuacji w teraźniejszości:

*If only I wasn't so hungry. = I'm hungry and I'm not happy about it. I wish I knew how to sail. = I don't know how to sail, but I'd like to.*

*I'd rather you didn't borrow my pen all the time. = You borrow my pen all the time and I don't like it.*

*If only I had more time. = I don't have much time, but I'd like to have more.*

Wyrażenia **it's (high / about) time** (czas / najwyższy czas) + **subject + past simple** używamy, aby wyrazić, że ktoś powinien wykonać niezwłocznie jakąś czynność:

*It's high time you took Dusty for a walk. = You should walk the dog asap.*

## GRAMMAR CHALLENGE!

Konstrukcji **I wish + would + verb** używamy, aby wyrazić niezadowolenie, irytację lub złość z powodu określonej sytuacji.

**Uwaga!** Tej konstrukcji możemy używać tylko wówczas, jeżeli podmioty obu zdań są różne, np.

*I wish they would stop talking about politics at the table. = They often discuss politics at the table and I would like them to stop.*

## 1 Wybierz poprawne formy czasowników.

- 1 I **didn't** / **wouldn't** sell this antique dresser if I **were** / **would be** you.
- 2 **Did you** / **Would you** go sailing if you **had** / **would have** the chance?
- 3 If they **built** / **would built** a new school, we **would** / **wouldn't** have more modern classrooms.
- 4 This book doesn't look interesting. I **didn't** / **wouldn't** read it unless I **was** / **would be** dying of boredom.
- 5 If we **would live** / **lived** in Paris, we **will** / **would** see the Eiffel Tower every day on our way to work.
- 6 If I **meditated** / **will meditate** more, I **didn't get** / **wouldn't get** so angry so often.
- 7 We **would be able** / **are able** to see in the dark if we **were** / **are** owls.
- 8 My parents don't know I skip school sometimes. If they **did** / **would**, they **were** / **would be** furious with me.

## 2 Uzupełnij zdania w drugim trybie warunkowym, używając czasowników podanych w nawiasach.

- 1 If I \_\_\_\_\_ (**be**) his girlfriend, I \_\_\_\_\_ (**not let**) him talk to those girls.
- 2 If I \_\_\_\_\_ (**know**) how to solve this puzzle, I \_\_\_\_\_ (**help**) you.
- 3 He \_\_\_\_\_ (**spend**) more time with his family if they \_\_\_\_\_ (**not criticise**) his girlfriend all the time.
- 4 We \_\_\_\_\_ (**not lose**) the match if Amanda \_\_\_\_\_ (**not be injured**).
- 5 They still \_\_\_\_\_ (**not have**) hot water in the bathroom if the plumber \_\_\_\_\_ (**not fix**) it soon.
- 6 I \_\_\_\_\_ (**start**) my own business if I \_\_\_\_\_ (**be**) you.
- 7 Louise \_\_\_\_\_ (**buy**) couture clothes if she \_\_\_\_\_ (**can / afford**) it.
- 8 If you \_\_\_\_\_ (**win**) a lottery, how \_\_\_\_\_ (**you / spend**) the money?

## 3 Uzupełnij zdania czasownikami podanymi w nawiasach w odpowiedniej formie.

- 1 I've got lots of work and I'm tired, but I can't stop. I wish I \_\_\_\_\_ (**can / have some rest**).
- 2 I'm so hungry now. If only I \_\_\_\_\_ (**have one more sandwich**) in the backpack.
- 3 I wish so many people \_\_\_\_\_ (**not use their phones**) on the bus.
- 4 It's time we \_\_\_\_\_ (**do**) something to make our garden more presentable.
- 5 No, this cannot be! I'd rather you \_\_\_\_\_ (**hang**) the picture on this wall, not that one.
- 6 Rachel is always late! I'd rather she \_\_\_\_\_ (**get up**) earlier and \_\_\_\_\_ (**be**) more organised.
- 7 I completed three levels only. If only I \_\_\_\_\_ (**complete**) the whole game.
- 8 It's high time you \_\_\_\_\_ (**start**) doing homework on your own.
- 9 This tram is really slow. I wish we \_\_\_\_\_ (**have**) more time!
- 10 Your younger brother is always listening to annoying music. I wish he \_\_\_\_\_ (**stop**) listening to it.

## 4 Przetłumacz poniższe zdania na język angielski.

- 1 Gdybyśmy tylko nie musieli zmieniać butów w szkole.  
\_\_\_\_\_
- 2 Szkoda, że świeże truskawki nie są dostępne przez cały rok.  
\_\_\_\_\_
- 3 Wolałabym, żebyście poszli bawić się na dworze.  
\_\_\_\_\_
- 4 Najwyższy czas, żebyście przestali marnować czas na japońskie kreskówki.  
\_\_\_\_\_
- 5 Na twoim miejscu poszłabym do lekarza.  
\_\_\_\_\_
- 6 Gdyby tylko sushi było tańsze.  
\_\_\_\_\_
- 7 Szkoda, że musisz już wracać do domu.  
\_\_\_\_\_
- 8 Czas najwyższy, żebyście zaczęli sami sprzątać swój pokój.  
\_\_\_\_\_

### Wskazówki

Trzeciego okresu warunkowego (**third conditional = if + past perfect, would / could / might have + past participle**) używamy, aby opisać sytuację, które mogłyby się wydarzyć w przeszłości, gdyby jakiś warunek został spełniony:  
*If you hadn't installed solar panels, we wouldn't have saved on heating.* (but we installed them and we paid less)

Zdania warunkowe nie muszą zaczynać się od **if**.  
 Jeżeli warunek podajemy w drugiej części zdania, nie używamy przecinka:  
*If someone had warned people about the tsunami, there would have been fewer casualties.*  
*There would have been fewer casualties if someone had warned people about the tsunami.*

Wyrażeń **I wish / If only + subject + past perfect** używamy, by wyrazić żal, że coś wydarzyło się nie tak, jak byśmy sobie tego życzyli. Wyrażane niezadowolenie dotyczy sytuacji z przeszłości:

*I wish I had listened when our teacher was explaining the third conditional.* (I didn't listen and now I'm sorry about it)

*If only I had brought a warm sweater.* (I didn't bring a warm sweater and now I'm cold)

### 1 Wybierz poprawne formy czasowników.

- If only you **read / had read** the instructions before you tried to mount the satellite dish. I think you broke it!
- They **wouldn't have hacked / wouldn't hack** your computer if you **would install / had installed** a firewall.
- Vicky wishes she **wouldn't have / hadn't** gone on the rollercoaster.
- If I **hadn't / wouldn't have** gone to the school reunion, I **wouldn't have met / wouldn't meet** my husband.
- If only the suspect **hadn't lied / wouldn't lie** to the jury.
- The kitten **will die / would have died** in that forest if we **wouldn't have taken / hadn't taken** it with us.
- I wish our English teacher **didn't give / hadn't given** us homework on Fridays.
- If I **would have read / had read** the email, I **would have told / had told** Grandpa that it was a scam.
- If only I **didn't leave / hadn't left** my test results in the clinic!
- I **would have paid / had paid** the fine if I **would have had / had had** enough money.

### 2 Uzupełnij zdania w trzecim okresie warunkowym czasownikami w nawiasach w odpowiedniej formie.

- If they \_\_\_\_\_ (**not party**) all night last weekend, they \_\_\_\_\_ (**be able**) to focus on the exam on Monday morning.
- My grandpa wishes he \_\_\_\_\_ (**learn**) foreign languages when he was young.
- Sergio \_\_\_\_\_ (**not break**) his arm if he \_\_\_\_\_ (**not try**) that difficult trick.
- If Mandy \_\_\_\_\_ (**not buy**) a lottery ticket, she \_\_\_\_\_ (**not win**) a fortune.
- Jamie's parents \_\_\_\_\_ (**not get**) upset with him if he \_\_\_\_\_ (**not behave**) rudely yesterday.
- If only I \_\_\_\_\_ (**not dislocate**) my shoulder right before the game.
- If Butch \_\_\_\_\_ (**rob**) a bank, he \_\_\_\_\_ (**spend**) ten years in jail.
- I wish I hadn't argued with Melissa. If I \_\_\_\_\_ (**be**) more friendly, she \_\_\_\_\_ (**help**) me with my maths homework.
- The police \_\_\_\_\_ (**not arrest**) the activists if the animals \_\_\_\_\_ (**not make**) a noise.
- You \_\_\_\_\_ (**hear**) the warning if you \_\_\_\_\_ (**not be**) so distracted.

### 3 Uzupełnij podane zdania tak, aby zachować sens zdania wyjściowego.

- I didn't know the film was on, so I didn't watch it.  
If I \_\_\_\_\_
- I wasn't OK, but I pretended I was.  
My doctor wishes I \_\_\_\_\_ to be OK when I wasn't.
- He didn't build a bigger house because the bank didn't give him a loan.  
He \_\_\_\_\_ him a loan.
- Too bad you didn't put some ice on that bruise as soon as you hurt yourself.  
I wish \_\_\_\_\_ on that bruise as soon as you hurt yourself.
- The cake didn't rise because you didn't add baking soda.  
The cake \_\_\_\_\_ baking soda.
- It was bad that you ate all the cookies at once.  
If only \_\_\_\_\_ all the cookies at once.
- I regret falling asleep on the train because I was robbed.  
I wish \_\_\_\_\_ asleep on the train because I was robbed.
- The police stopped you because you didn't have lights on your bike.  
The police \_\_\_\_\_ if you had had lights on your bike.

### 4 Przetłumacz na język angielski fragmenty zdań podane w nawiasach.

- They \_\_\_\_\_ (**nie zaczęliby szukać**) for the buried treasure if they hadn't heard the legend.
- He wishes \_\_\_\_\_ (**żałuje, że nie kupił**) that car when he had the chance.
- I would have worn that dress to the party \_\_\_\_\_ (**gdybym jej nie podarła**).
- \_\_\_\_\_ (**Gdybyś pamiętał**) to pay the parking fee, \_\_\_\_\_ (**nie dostałbyś**) a fine.
- \_\_\_\_\_ (**Wolałabym, żebyś mnie poinformowała**) that you were leaving.
- \_\_\_\_\_ (**Nie skończylibyśmy**) that project \_\_\_\_\_ (**gdybyś nam nie pomógł**).
- \_\_\_\_\_ (**Szkoda że nie powiedziałeś mi**) it was your birthday.

## Wskazówki

Strony biernej (**the passive**) w języku angielskim używamy:

- aby podkreślić, że ważna jest czynność, a nie jej wykonawca:  
*The parcel was delivered on time.*
- gdy nie potrafimy lub nie chcemy określić, kto jest wykonawcą danej czynności:  
*My car has been stolen.*
- w bardziej oficjalnych wypowiedziach:  
*You aren't allowed to touch the exhibits inside the gallery.*

Gdy chcemy powiedzieć, kto wykonał czynność, używamy słowa **by**:

*The villa was renovated by a rich architecture enthusiast.*

Stronę bierną tworzymy za pomocą właściwej formy czasownika **be** w odpowiednim czasie i formy **past participle**.

| Tense              | Active                                                 | Passive                                                |
|--------------------|--------------------------------------------------------|--------------------------------------------------------|
| present simple     | They make apple juice here.                            | Apple juice is made here.                              |
| present continuous | They are washing the dress now.                        | The dress is being washed now.                         |
| present perfect    | Somebody has stolen my bag.                            | My bag has been stolen.                                |
| past simple        | They rented the flat last week.                        | The flat was rented last week.                         |
| past perfect       | Nobody had seen this phenomenon before.                | This phenomenon hadn't been seen before.               |
| future simple      | We will open the new road next month.                  | The new road will be opened next month.                |
| modal verbs        | I may choose this bank.<br>They can't take out a loan. | This bank may be chosen.<br>A loan can't be taken out. |

## 1 Wybierz właściwą formę czasownika.

- Online banking **can use** / **can be used** to transfer money between accounts.
- If your credit card **loses** / **is lost**, you should **report** / **be reported** it and **request** / **be requested** a replacement.
- When she **opened** / **was opened** the door, she realised her house **had broken** / **had been broken** into.
- They **are demolishing** / **are being demolished** the old factory. In the next three years, the new railway station **will be built** / **will build** here.
- My luggage **was being checked** / **was checking** when I **entered** / **was entered** the custom's office.
- Spontaneous celebration started when the new president **elected** / **was elected**.
- Don't worry about finding the correct way to the hotel. You **will meet** / **will be met** at the station by our representative.

## 2 Uzupełnij zdania czasownikami podanymi w nawiasach w odpowiedniej formie.

- I'm very sorry, you can't use the cashpoint because it \_\_\_\_\_ (**repair**) at the moment.
- The Tower of London \_\_\_\_\_ (**build**) in 1078 for William the Conqueror.
- The city museum in Łódź \_\_\_\_\_ (**locate**) in the former palace of the Poznański family.
- A viewing platform \_\_\_\_\_ (**open**) recently at the top of the highest building in Gdynia.
- After lunch, we \_\_\_\_\_ (**take**) by our tour guide for a special tour of the old paper mill.
- The complaints of several of our customers \_\_\_\_\_ (**investigate**) at the moment by the customer relations department.

## 3 Napisz zdania w stronie czynnej.

- I was overcharged by the phone company a month ago.  
\_\_\_\_\_
- This game is played by people of all ages.  
\_\_\_\_\_
- The president is being interviewed by a reporter at the moment.  
\_\_\_\_\_
- Should chess be accepted as an Olympic sport by the Olympic Committee?  
\_\_\_\_\_
- Our employees are allowed to work from home three days a week.  
\_\_\_\_\_
- I had been raised by my grandparents till I was 11 years old.  
\_\_\_\_\_

## 4 Uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego.

- Thousands of people had used this cashpoint before me. This cashpoint \_\_\_\_\_ thousands of people before me.
- Can they really make fuel from old cooking oil? \_\_\_\_\_ from old cooking oil?
- This factory uses a lot of water to make paper. A lot of water \_\_\_\_\_ make paper by this factory.
- They are going to move the branch to a different place. The branch \_\_\_\_\_ to a different place.
- We will offer a new form of payment soon. A new form of payment \_\_\_\_\_ soon.
- Someone has just returned this book to the library. This book \_\_\_\_\_ to the library.

### Wskazówki

|                    |                                                         |
|--------------------|---------------------------------------------------------|
| present simple     | Jon has his hair done every month.                      |
| present continuous | They're having their horse examined by a vet.           |
| present perfect    | Have you had your nails painted?                        |
| past simple        | Last summer, we had our bathroom renovated.             |
| going to           | I'm going to have my tax statement completed next week. |

Konstrukcji **have something done** używamy, aby powiedzieć, że jakąś czynność zleciliśmy innej osobie, np.  
*I am having my nails manicured at the moment.*  
*We had an electric heating system fitted last year.*

Aby określić, kto wykonał jakąś pracę, używamy słowa **by**:  
*We are having our prom dresses sewn by my aunt.*

Zdania z **have something done** tworzymy, używając czasownika **have** w odpowiednim czasie oraz formy **past participle**.

### 1 Uzupełnij zdania, używając słów w nawiasach oraz konstrukcji **have something done** w odpowiedniej formie.

- The bank \_\_\_\_\_ (new computer system / installed) last month.
- Your teeth look stunning! When \_\_\_\_\_ (you / them / whiten)?
- The school \_\_\_\_\_ (should / its rubbish / pick up) more often.
- All our clerks \_\_\_\_\_ (their eyes / test) once a year.
- \_\_\_\_\_ (you / your mail / redirect) to your new address anytime soon?
- After the horse-riding accident, Claire \_\_\_\_\_ (her neck / put) in a cervical collar as a precaution.
- I \_\_\_\_\_ (X-ray photo / take) of my chest at the moment.
- The fireplace doesn't seem to be in good condition so I \_\_\_\_\_ (it / repair) next month.
- Don't leave your bike unattended in this part of town. You can easily \_\_\_\_\_ (it / steal) there.
- You \_\_\_\_\_ (should / your bike / repair) at the bike shop. You definitely shouldn't repair it by yourself.

### 2 Znajdź i popraw błędy w poniższych zdaniach.

- They have examined their teeth every six months.  
\_\_\_\_\_
- How often do you have checked the air conditioning by a technician?  
\_\_\_\_\_
- We're having our bathroom redecorate at the moment.  
\_\_\_\_\_
- I need to have the heater fix before winter comes.  
\_\_\_\_\_
- When had you your roof repaired?  
\_\_\_\_\_
- We're going to deliver our shopping from now on.  
\_\_\_\_\_
- We had painted the walls last week by an experienced painter.  
\_\_\_\_\_
- Did you edit this photo yourself or had you edited it?  
\_\_\_\_\_

### 3 Przetłumacz podane zdania na język angielski, używając konstrukcji **have something done**.

- Zamierzamy zlecić komuś organizację naszego przyjęcia weselnego.  
\_\_\_\_\_
- Moje mieszkanie jest sprzątane raz w tygodniu.  
\_\_\_\_\_
- Muszę oddać mój zegarek do naprawy.  
\_\_\_\_\_
- Wolałbym zlecić komuś umycie samochodu.  
\_\_\_\_\_
- Po włamaniu zleciliśmy instalację nowych zamków.  
\_\_\_\_\_
- Jak często powinno się badać wzrok?  
\_\_\_\_\_
- W przyszłym tygodniu będą nam remontować łazienkę.  
\_\_\_\_\_
- Musielśmy ściąć to wielkie stare drzewo w ogrodzie.  
\_\_\_\_\_

### 4 Uzupełnij podane zdania, aby zachować sens zdania wyjściowego. Wykorzystaj podane słowo, ale nie zmieniaj jego formy.

- A mechanic is fixing my motorbike. **AM**  
I \_\_\_\_\_.
- A wedding planner is going to plan our wedding. **HAVE**  
We \_\_\_\_\_ by a wedding planner.
- Duncan has paid someone to replace the water heater. **HAD**  
Duncan \_\_\_\_\_ replaced.
- Would you like a translator to translate the documents for you? **TRANSLATED**  
Would you like \_\_\_\_\_?
- Last year we didn't hire anyone to mow the lawn at all. **MOWED**  
Last year we \_\_\_\_\_ at all.
- The town council hired someone to remove all the rubbish. **HAD**  
The town council \_\_\_\_\_.
- I can't believe you need to ask someone to change your tyre for you. **HAVE**  
I can't believe you need to \_\_\_\_\_ for you.
- When are you going to get a roofer to fix your roof? **FIXED**  
When are you \_\_\_\_\_?



### Wskazówki

- W zadaniach tego typu najczęściej sprawdzana jest znajomość czasów gramatycznych, czasowników frazowych oraz idiomatycznych wyrażeni przyimkowych.
- Najpierw przeczytaj cały tekst, ignorując luki i starając się zrozumieć jego sens. Następnie przeczytaj tekst ponownie, zwracając szczególną uwagę na wyrazy znajdujące się przed każdą luką i po niej. Mogą to być np. określenia czasu, które pomogą Ci wybrać właściwy czas gramatyczny.
- Pamiętaj, aby najpierw wyeliminować odpowiedzi, które na pewno są nieprawidłowe, a dopiero potem wybrać ostateczną odpowiedź.
- Po wykonaniu zadania przeczytaj ponownie całe zdania lub tekst, aby upewnić się, że są one spójne i logiczne.

### 1 Read the text and choose the correct answer a, b or c.

Every time you watch a football match, you can see sports fans cheering, shouting and high-fiving. Interestingly, even individuals <sup>1</sup> are ordinarily quite reserved will openly express their emotions when surrounded by people engaged in following the same exciting game. For many sports fans, joining a fan club is an easy way <sup>2</sup> access to others with similar interests. A <sup>3</sup> advantage is that being in a group, wearing the team's jersey and scarf, and having your face <sup>4</sup> in the team colours allows you to maintain a sense of anonymity. The only subjects that really matter are the team's successes and failures and the qualities of the players. Conversations about personal issues are not expected, and questions <sup>5</sup> your job, family situation or educational background are simply irrelevant. This way you may get to feel part of a large group but keep yourself to yourself at the same time. I have to question, however, whether it actually helps to create meaningful relationships.



- |             |                |                |
|-------------|----------------|----------------|
| 1 a who     | b which        | c where        |
| 2 a gain    | b gaining      | c to gain      |
| 3 a later   | b further      | c longer       |
| 4 a painted | b have painted | c are painting |
| 5 a all     | b about        | c alike        |

### 2 Read the text and choose the correct answer a, b or c.

The connection between your personality type and the kind of exercise you prefer is not <sup>1</sup> clear, but there are some general tendencies which are worth <sup>2</sup>. People who are not very happy in unpredictable situations are definitely drawn to forms of exercise <sup>3</sup> are calming and head-clearing. Process-oriented pilates might be a good example of an exercise routine for an introvert. In contrast, it is fairly easy to see that sociable people may find high-energy team sports more appealing. This is because they involve a high level of cooperation within a team and the ability to find a common ground in shared interests. An interesting question is <sup>4</sup> or not you can change well-established personality traits by taking part in activities which go against your nature. For example, can a very shy person increase their confidence by <sup>5</sup> part in group activities? While this is still open to debate, it is certainly a question that is worth pursuing.

- |              |           |           |
|--------------|-----------|-----------|
| 1 a entirely | b mainly  | c mostly  |
| 2 a to note  | b noting  | c noted   |
| 3 a they     | b who     | c which   |
| 4 a if       | b whether | c however |
| 5 a take     | b to take | c taking  |

### 3 Read the text and choose the correct answer a, b or c.

Most of us take the Internet for granted. In <sup>1</sup>, it seems almost comical now when somebody describes what life was like before the Internet, when factual information could only be found in printed books. However, there are <sup>2</sup> disadvantages to the Internet which many people would be happy to do without. For instance, since information stays online indefinitely, you have to check the news carefully to make sure it is still valid. There is also the problem of <sup>3</sup> news, so nearly everything you read online needs to be verified. Yet, the biggest complaint of most users is with online advertising. No one can deny that they are far more intrusive compared to two or three years ago. Every time you are on the hunt for the perfect pair <sup>4</sup> trainers, you can't open the Instagram app or the Facebook wall without seeing a pair of sports shoes. The pair you <sup>5</sup> only a few minutes beforehand is now alongside the photos of your friends and cute kittens. No wonder most people find this to be frustrating.

- |                     |                    |                     |
|---------------------|--------------------|---------------------|
| 1 a fact            | b opinion          | c advantage         |
| 2 a enough          | b too much         | c a few             |
| 3 a false           | b fake             | c falsify           |
| 4 a of              | b for              | c from              |
| 5 a had checked out | b are checking out | c were checking out |

### 4 Read the text and choose the correct answer a, b or c.

While <sup>1</sup> nuclear family (parents and children in a single household) is common among Western cultures, Asia and the Middle East have the extended or the multi-generational family as the basic family unit, and they clearly appreciate the numerous advantages of such a model. Possibly <sup>2</sup> obvious one is the fact that it is cheaper to run one household containing many people than to maintain several flats or houses. Being able <sup>3</sup> the workload is another benefit. Cleaning, cooking and childcare become less of a burden when there are more people to share the duties. However, according to people who <sup>4</sup> in multi-generational households, the biggest benefit is one of emotional support. Even if the parents are out all day, there are still some adults that children can turn to <sup>5</sup> they have a problem. While economic necessity is often the deciding factor in joining households, the additional benefits are just as important.

- 1 a an                      b the                      c a  
 2 a the most              b the more              c most  
 3 a to share              b sharing              c shared  
 4 a had grown up  
    b have grown up  
    c are grown up  
 5 a when                  b who                      c where

### 5 Read the text and choose the correct answer a, b or c.

Is there a difference between the way visual artists see the world and the way non-artists perceive it? It's a reasonable assumption to believe that visual artists see exactly <sup>1</sup> things as everyone else, but that they are then able to translate that vision into a work of art. Scientists, however, have found that this is not actually the case. Scans which measure eye-movement <sup>2</sup> that artists take in an entire picture of the world, including empty spaces like the ocean or the sky. In contrast, non-artists are so busy <sup>3</sup> their vision to identify objects that they don't perceive the whole picture. They focus on recognisable items and simply skip over the rest. Artists are said to be able to ignore this aspect of sight to a certain extent and to see the world as it really is: a random collection <sup>4</sup> shapes, shades and colours. There is even a theory that people who have a limited ability to see things in depth are <sup>5</sup> to become artists. In other words, seeing the world as a flat surface makes it easier for them to depict it on a flat surface.

- 1 a same                      b the same                      c of the same  
 2 a will show              b are showing              c have shown  
 3 a using                      b to use                      c use  
 4 a at                          b on                          c of  
 5 a more likely              b much likely              c likeliest

### 6 Read the text and choose the correct answer a, b or c.

Queen Elizabeth I, Queen Victoria, Margaret Thatcher – Britain has produced numerous remarkable women. One of the first was Boudica, also known as the Warrior Queen. Unfortunately, there is <sup>1</sup> little factual information about her that even the spelling of her name is in doubt. Yet, her role in trying to drive the Romans out <sup>2</sup> Britain has become the subject of many studies and a great deal of speculation. Boudica was descended from royalty and lived in the first century CE, at the time when the Romans <sup>3</sup> to establish settlements in Britain. When her husband the King died, the Romans invaded his kingdom and ended up humiliating the whole family, but Boudica decided <sup>4</sup> back. Tens of thousands died during the rebellion, and despite the fact that her armies were eventually defeated, Boudica became a hero to the ancient <sup>5</sup> and remains famous to this day.



- 1 a such                      b so                          c the  
 2 a of                          b across                      c away  
 3 a have tried              b were trying              c have been trying  
 4 a to fight                  b fight                      c fighting  
 5 a British                      b Britain                      c Britons

### 7 Read the text and choose the correct answer a, b or c.

The industrial revolution of the 19th century triggered such a rapid period of change that, understandably, there was some resistance. The first trains <sup>1</sup> to be not only noisy and dirty, but some even claimed that travelling at such high speeds was hazardous to human health. People also complained about the first motor cars, and early aeroplanes were thought to be both dangerous and unnatural. Nowadays, we seem to accept new technologies much more <sup>2</sup>. The smartphone is an example of a technological advance that is now considered a necessity by most people, even <sup>3</sup> constantly looking down at it strains the neck and may even lead to nerve pain. As many researchers have also <sup>4</sup>, the blue light that is emitted by a smartphone interferes with sleep patterns. I believe that if we <sup>5</sup> imagine the reaction of someone from the 19th century to the consequences of using a smartphone, we might consider spending more time without one.

- 1 a considered              b had considered              c were considered  
 2 a easily                      b simply                      c ready  
 3 a as                          b though                      c if  
 4 a pointed out              b pointed to                      c pointed  
 5 a can                          b could                          c were able

### 8 Read the text and choose the correct answer a, b, c or d.

A crime is an act against the law, which causes either physical or psychological harm to an individual, or damage to or loss of property. This much is pretty obvious, but when you start <sup>1</sup> what 'harm' really means, the issue becomes more complicated. Murder, theft and causing physical injury to others are certainly crimes, since the harm <sup>2</sup> is obvious. But is being rude to <sup>3</sup> in a shop harmful? The answer is yes as long as it occurs regularly. This is <sup>4</sup> verbal abuse and it includes ridiculing an individual or making threats. It is one of <sup>5</sup> difficult forms of abuse to prove, however, because it does not leave any physical evidence, but it is, nonetheless, very hurtful. So, whenever you are witness to a verbal attack, do not hesitate to intervene or to report it.



- 1 a ask      b asked      c asking      d have asked  
 2 a caused      b causes      c has caused      d causing  
 3 a no one      b everybody      c anybody      d someone  
 4 a made      b called      c said      d asked  
 5 a more      b the most      c the least      d less

### 9 Read the text and choose the correct answer a, b, c or d.

A curious fact about human beings is that they often want to look different no matter <sup>1</sup> attractive they are. People with curly hair want it straight; those with very pale skin want to be darker, while those with dark skin try <sup>2</sup> it lighter. If you don't like your nose, your lips, or your hair colour, the most likely reason is that they belong to you! Many experts blame advertising <sup>3</sup> making people question their own appearance, and recent research has confirmed that the media negatively affects how we judge <sup>4</sup> ourselves and others. Yet, it doesn't actually explain why we judge ourselves more harshly. Hopefully, recent moves to support diversity will help to remove some of the self-doubt that is so common, particularly <sup>5</sup> young people. Seeing people who look similar being given starring roles in ads or on TV shows can promote self-acceptance more effectively than anything else.

- 1 a that      b how      c who      d where  
 2 a makes      b have made      c to make      d making  
 3 a into      b for      c of      d to  
 4 a both      b neither      c too      d nor  
 5 a around      b of      c amongst      d between

### 10 Read the text and choose the correct answer a, b, c or d.

Since the first electronic books went on sale to the public in the late 1990s, people <sup>1</sup> the end of conventional books. They claim that paper books are not only expensive to produce and deliver to the shops but that they are also very impractical. <sup>2</sup> a small device which can hold the equivalent of an entire library should be more convenient than buying or borrowing each item you want to read, shouldn't it? While the sales of printed books have <sup>3</sup> since the 90s, a lot of people still prefer them. The ability to look back through the pages, marking anything you want to return to is one advantage. Another is that large-format books, especially those with photographs of art simply don't have the <sup>4</sup> impact on a small screen. Of course, the fact that many people simply enjoy the look, the feel and even the smell of paper books suggests that they may never disappear, <sup>5</sup> all the predictions.

- 1 a predicted      b have been predicting      c are predicted      d are predicting  
 2 a To have      b Having had      c Have      d Having  
 3 a lowered      b decreased      c descended      d gone  
 4 a same      b like      c similar      d equal  
 5 a in spite      b however      c despite      d although

### 11 Read the text and choose the correct answer a, b, c or d.

There are lessons to be learned from many people's experiences with medical care. One of <sup>1</sup> is that the human body is incredibly complicated and that the diseases that affect it are sometimes not easy to identify. Take, for example, a close friend of mine, Terry. She was a young athlete, who was very <sup>2</sup> in figure skating, looking forward to many years of a rewarding career. Then, Terry started to <sup>3</sup> weight, suffer from extreme tiredness and lose her hair. She went to several doctors, who prescribed medication and assured her she <sup>4</sup> fine. Unfortunately, she wasn't. It took several more years for her to be diagnosed with Hashimoto's disease, an autoimmune disorder in which the body attacks the thyroid gland. One of the problems was that many of the doctors she had consulted knew <sup>5</sup> or nothing about the disease. Terry told me later that it was only because she was such a stubborn person that she had finally found the right treatment.

- 1 a most important      b the important      c more important      d the most important  
 2 a successive      b successfully      c successful      d success  
 3 a gain      b collect      c increase      d have  
 4 a were      b has been      c would be      d will be  
 5 a a lot      b less      c least      d little

# ŚRODKI JĘZYKOWE

## tłumaczenie fragmentów zdań (zadania otwarte)

### Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie wyrazy występujące przed luką i po niej – mogą być one częścią wyrażenia, którego należy użyć.
- Nie tłumacz podanych fragmentów słowo w słowo. Zastanów się, jaka kolokacja lub struktura gramatyczna będzie potrzebna przy tłumaczeniu podanego fragmentu zdania, np. jakiego czasu należy użyć, czy zastosować stronę czynną, czy bierną itd.
- Pamiętaj o różnicach w zastosowaniu struktur gramatycznych w języku polskim i angielskim. Na przykład, zdanie w czasie teraźniejszym w języku polskim może być wyrażone w języku angielskim za pomocą różnych konstrukcji: mieszkam tu = *I live here, I'm living here (at the moment), I've lived here (since 1998), I've been living here (for a long time)*.
- Przeczytaj gotowe zdanie i zastanów się, czy jest ono logiczne i poprawne gramatycznie oraz czy zawiera konieczne przedimki, przyimki i zaimki.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

### 1 Translate the Polish parts of the sentences into English. Use no more than four words.

- 1 \_\_\_\_\_ (*Ciasto*) that we had for dessert was made by my grandmother.
- 2 Sally works in marketing, but she \_\_\_\_\_ (*chciałaby*) change her position because she doesn't enjoy the work.
- 3 I don't think humans \_\_\_\_\_ (*będą badać*) the universe beyond the Solar System anytime soon.
- 4 I'm afraid I \_\_\_\_\_ (*nie będę mogła*) to come to your concert.
- 5 James said that he \_\_\_\_\_ (*był*) to the doctor's the day before.
- 6 If you \_\_\_\_\_ (*Gdybyś naładował telefon*), your alarm would have gone off.
- 7 Her computer crashed while \_\_\_\_\_ (*pracowała*) on her biology project.

### 2 Translate the Polish parts of the sentences into English. Use no more than four words.

- 1 Luckily, mum's birthday present \_\_\_\_\_ (*został dostarczony na czas*).
- 2 I would call Mary as soon as possible \_\_\_\_\_ (*gdybym była na twoim miejscu*).
- 3 When Alice came back from the park, she \_\_\_\_\_ (*przeprosiła za zepsucie*) my rollerblades.
- 4 Organising birthday parties \_\_\_\_\_ (*zawsze było*) one of my strong points.
- 5 Peter \_\_\_\_\_ (*woli oglądać filmy przygodowe*) to romantic comedies.
- 6 If only I \_\_\_\_\_ (*nie był taki zmęczony*)!
- 7 A man stopped me in the street this morning and asked me if \_\_\_\_\_ (*mogę mu pomóc*).

### 3 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 Della said \_\_\_\_\_ (*że spotka się z nami*) at the station.
- 2 I must admit that I \_\_\_\_\_ (*ćwiczę ten utwór*) for weeks, but I still can't play it properly!
- 3 Isn't it \_\_\_\_\_ (*najwyższy czas, żebyś zaczął się uczyć*) for your exams? They start in two weeks.
- 4 You can envy me. This time tomorrow, \_\_\_\_\_ (*będę się opalać*) on a beautiful beach in Mallorca.
- 5 I wonder if \_\_\_\_\_ (*kiedykolwiek mieszkałeś*) in a big city like London or New York.
- 6 By the time I \_\_\_\_\_ (*zgłosiłem zgubienie karty kredytowej*), someone had already bought several items with it.
- 7 \_\_\_\_\_ (*Gdybym tylko zabrał*) more water with me to the run.



### 4 Translate the Polish parts of the sentences into English. Use no more than five words.

- 1 If I had more free time, I \_\_\_\_\_ (*zapisałbym się na*) that new tai chi class.
- 2 \_\_\_\_\_ (*Żałuję, że jestem*) so impatient! I know it takes time to succeed in this field.
- 3 My friends and I \_\_\_\_\_ (*spotykamy się*) at six this evening to go for a walk together.
- 4 \_\_\_\_\_ (*Kto zostawił komputer*) running for the whole weekend?
- 5 \_\_\_\_\_ (*Kiedy wyjeżdżałam z*) the airport, a fire alarm sounded.
- 6 We decided to go for our walk \_\_\_\_\_ (*mimo że padał deszcz*) quite hard.



### Wskazówki

- Rozwiązując zadanie tego typu, pamiętaj, że wybrana odpowiedź musi pasować zarówno do fragmentu przed luką, jak i po niej, tak aby dialog stanowił logiczną całość.
- Po wybraniu odpowiedzi przeczytaj cały dialog i sprawdź, czy jest logiczny i poprawny gramatycznie.

### 1 Choose the correct answer to complete the mini-dialogues.

- X** What are you planning to do during your gap year?  
**Y** I haven't really decided yet.  
**X** \_\_\_\_  
**A** You'd better make up your mind soon!  
**B** I think that's a great idea!  
**C** I wouldn't mind that!
- X** Susan's planning to leave the company.  
**Y** \_\_\_\_  
**X** Well, she told me so herself.  
**A** I find that hard to believe.  
**B** About time too!  
**C** I'm not surprised.
- X** Did you enjoy the lecture about ancient Greece?  
**Y** It was okay, but it went on way too long.  
**X** \_\_\_\_  
**A** I couldn't agree more!  
**B** I'd say it was too long.  
**C** True, it was very difficult to follow.
- X** How is the shopping for your holidays going?  
**Y** I've barely even started.  
**X** \_\_\_\_  
**A** That's good to hear.  
**B** Well, there's plenty of time left.  
**C** Sure, I'd love to help.
- X** Your hair looks different. What have you done to it?  
**Y** \_\_\_\_  
**X** Well, if I were you, I'd go to a hairdresser's next time.  
**A** I gave myself a haircut.  
**B** I went to the hairdresser.  
**C** I want to have it cut.
- X** How was your trip to the Bavarian Forest?  
**Y** I felt ill the whole time, so it wasn't much fun.  
**X** \_\_\_\_  
**A** That is so great!  
**B** Better you than me!  
**C** I'm so sorry to hear that!

### 2 Choose the correct answer to complete the mini-dialogues.

- X** I'd like to order two coffees to take away.  
**Y** \_\_\_\_  
**X** A latte and a cappuccino, please.  
**A** Do you like our coffee?  
**B** What coffees would you like?  
**C** How about a coffee?
- X** I don't know what to do this summer.  
**Y** Why don't you come to Croatia with us?  
**X** \_\_\_\_  
**A** It just wasn't a possibility.  
**B** Yes, I've been there before.  
**C** Wow, I'd love to.
- X** Have you met Melinda Bennett?  
**Y** I don't think so. \_\_\_\_  
**X** No. She's the one studying piano at the Royal Academy.  
**A** Has she been in Spain for a long time?  
**B** Does she study at the Royal Academy?  
**C** Is she your friend who studied in Spain?
- X** What are you planning to do this evening?  
**Y** I'm going to see a film. Do you want to come?  
**X** \_\_\_\_  
**A** If only I had a home.  
**B** It's high time you went home.  
**C** I'd rather stay at home.
- X** Have you heard that Jillian has given up acting?  
**Y** \_\_\_\_ She's so talented!  
**X** I know. If only she were more focused.  
**A** Sorry, I didn't catch it.  
**B** I have, and I think it's a pity.  
**C** You won't believe it!
- X** \_\_\_\_  
**Y** I have a sore throat and a fever.  
**A** What do you think I should do?  
**B** Have you ever had a fever?  
**C** What seems to be the problem?
- X** Did you return Ms Brown's call?  
**Y** I tried, but I couldn't get through.  
**X** I'm sorry. \_\_\_\_  
**A** You could have written it down wrong.  
**B** I must have written it down wrong.  
**C** She can't have written it down wrong.
- X** Have you tried the apple pie from the new bakery?  
**Y** I have, but it was a bit too sweet for me.  
**X** Really? \_\_\_\_  
**A** I thought it tasted amazing!  
**B** I thought it was too sweet.  
**C** I thought it was an apple pie.
- X** \_\_\_\_  
**Y** I haven't decided yet. It depends on how much time I can get off.  
**A** Do you go on holiday with us?  
**B** Would you like to come on holiday with us?  
**C** Are you coming on holiday with us?



### Wskazówki

- W zadaniu tego typu poprawna może być więcej niż jedna odpowiedź.
- Najpierw ustal na podstawie kontekstu, jaką funkcję pełni wypowiedź z luką (np. podziękowanie, zaskoczenie, prośbę, zgodę lub brak zgody, zaproszenie itp.). Następnie zastanów się, jaki zwrot pełniący tę funkcję może zostać wykorzystany. Pamiętaj o dopasowaniu jego formy gramatycznej (np. czasu) do reszty dialogu.
- Po wpisaniu odpowiedzi przeczytaj cały dialog i sprawdź, czy jest logiczny i poprawny gramatycznie.

### 1 Complete the mini-dialogues.

- X** Are you all set to go to study at Oxford next year?  
**Y** \_\_\_\_\_ they might not accept me.  
**X** That's not likely to happen!
- X** I know it's a part-time job, but does it \_\_\_\_\_?  
**Y** Yes, it does. You'd be working every other weekend.  
**X** OK. What time would I start at the weekends?
- X** Good morning, Dr Kirk. I'm feeling unwell and I've got a bad cough.  
**Y** \_\_\_\_\_?  
**X** Yes, I have, unfortunately. It's 38.6°C.
- X** Mum, can I go with you to the shopping centre?  
**Y** \_\_\_\_\_ you stayed at home and did your homework.
- X** Pam says she's not really happy in her new flat.  
**Y** We warned her that it wasn't a good idea. \_\_\_\_\_ to us!
- X** How was your trip to Venice?  
Who \_\_\_\_\_?  
**Y** It was awesome. I went with my two work colleagues.

### 2 Complete the mini-dialogues.

- X** \_\_\_\_\_ pancakes for lunch?  
**Y** I'd rather have one of your strawberry muffins.
- X** Could you tell me how much the trip is and what \_\_\_\_\_?  
**Y** It's £22.99 per person. The price includes a three-hour tour, transport and lunch.
- X** My mum is mad at me. \_\_\_\_\_ to do?  
**Y** If I were you, I'd apologise.
- X** That'll be £26.98 total.  
**Y** \_\_\_\_\_? I didn't catch it.  
**X** Your total is £26.98.
- X** Did \_\_\_\_\_ the concert?  
**Y** Yes, it was totally awesome!
- X** Do you mind if I close the window?  
**Y** \_\_\_\_\_  
**X** Thanks. It's so cold in here.

### 3 Complete the mini-dialogues.

- Y** You can start tomorrow. Please come to the office at nine o'clock.  
**X** I'll be there. \_\_\_\_\_ with me?  
**Y** Just a passport-size photograph for your badge, please.
- X** Will I \_\_\_\_\_ or monthly?  
**Y** Weekly, every Friday. The payment will be in cash. Is that OK?  
**X** Yes, thank you.
- X** I'd like one vegan burger, please.  
**Y** OK. \_\_\_\_\_?  
**X** No, that'll be all. Thank you.
- X** Are you ready to order?  
**Y** Yes. I'll take two black coffees and one bottle of water, please.  
**X** Still \_\_\_\_\_?
- X** Hi. I'm coming to Olsztyn this Friday and I'd like to book a room at your hotel for two nights.  
**Y** \_\_\_\_\_?  
**X** A single one, please.
- X** What are you doing?  
**Y** Could you repeat that? I didn't catch it because I'm listening to music.  
**X** I asked you what \_\_\_\_\_, but it seems I already know.

### 4 Complete the mini-dialogues.

- Y** I approached the man and I told him he shouldn't be smoking on a train platform.  
**X** \_\_\_\_\_?  
**Y** I left.
- X** \_\_\_\_\_?  
**Y** About 36 hours.  
**X** Wow! That's a long time on a train!
- X** Are you free tomorrow? We could go to the cinema.  
**Y** I'm sorry, but I've got other plans. \_\_\_\_\_?  
**X** Fine. Tonight is great. About 6 p.m. then?
- X** Could you tell me if \_\_\_\_\_?  
**Y** Yes, there are. Students pay half price for most trips.
- X** \_\_\_\_\_ of driverless cars?  
**Y** Yes, I am. I fully support the idea.  
**X** Me too. I'd love to try one out.
- X** OK, two large pizzas and two Mountain Dews. That's £12.50.  
**Y** How \_\_\_\_\_?  
**X** It should be with you in about forty minutes. Could I have your address, please?

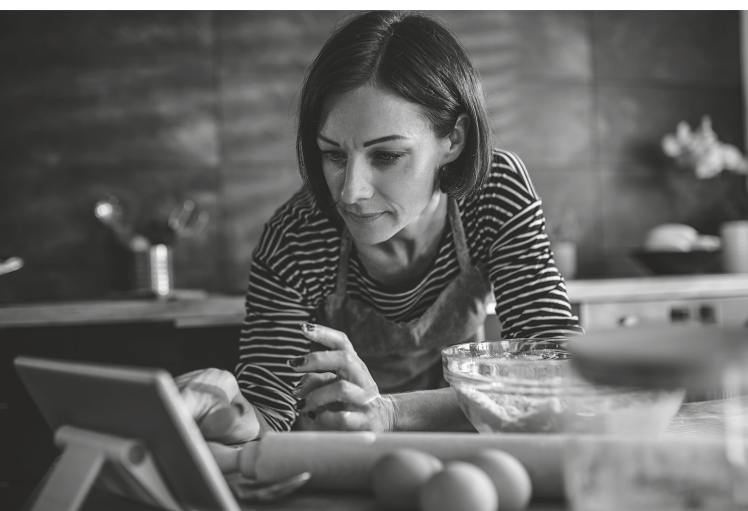


### Wskazówki

- W zadaniu tego typu z podanych opcji musisz wybrać tę, która najlepiej oddaje sens podanego zdania lub wyróżnionego fragmentu zdania.
- Upewnij się, że wybrana przez Ciebie opcja pasuje do zdania wyjściowego, np. czy podmiot zgadza się z orzeczeniem. Zastanów się, czy w zdaniu powinien być użyty czasownik w bezokoliczniku, czy może czasownik z końcówką **-ing**.
- Zwróć szczególną uwagę na tzw. **false friends**, czyli słowa i wyrażenia, które w języku angielskim brzmią podobnie lub tak samo, jak wyrazy w języku polskim, ale mają zupełnie inne znaczenie (np. **fabric** nie oznacza „fabryka”).

### 1 Choose the answer that means the same as the underlined phrase or sentence.

- James likes to see a new film as soon as it's on at the cinema.
  - has enjoyed seeing
  - enjoys seeing
  - used to enjoy seeing
- It is so unfortunate that Paula doesn't like her new job.
  - such a shame
  - too good
  - so polite
- Louis started studying Spanish five years ago.
  - Louis was studying Spanish five years ago.
  - Louis is going to study Spanish in five years' time.
  - Louis has been studying Spanish for five years.
- My girlfriend and I went our separate ways after a very serious argument.
  - made up
  - split up
  - got up
- In some schools, teachers don't let students use their phones during lessons.
  - warn students not to
  - force students to
  - don't allow students to
- We don't have enough eggs to make a meringue.
  - There are too many eggs
  - There are too few eggs
  - There aren't any eggs



### 2 Choose the answer that means the same as the underlined phrase or sentence.

- It's very likely Kelly has been told about the new plan.
  - Kelly must have been told
  - Kelly must have told
  - Kelly should have been told
- You really need to start earning your own living.
  - It's about time you started
  - You hardly started
  - You needn't have started
- I used to watch more TV in the past.
  - seldom watched
  - didn't watch
  - would watch
- Tim can't be stuck in traffic because he's coming by train.
  - It's rather unlikely that Tim is stuck
  - It's likely that Tim isn't stuck
  - I'm certain Tim isn't stuck
- Dan is going to have his car fixed tomorrow.
  - Dan will fix his car
  - Dan may have his car fixed
  - Dan's car is going to be fixed

### 3 Choose the answer that means the same as the underlined phrase or sentence.

- 'I'm so sorry I damaged your phone,' Amber said to Paul.
  - Amber boasted about damaging Paul's phone.
  - Amber apologised for damaging Paul's phone.
  - Amber denied damaging Paul's phone.



- He didn't take his medicine, so he didn't get well quickly.
  - If he hadn't taken his medicine, he would have got well sooner.
  - He would have got well sooner if he had taken his medicine.
  - If he had taken his medicine, he wouldn't have got well sooner.
- I really respect my older brother. He's so clever!
  - get on with
  - take after
  - look up to
- 'Who invited you to the cinema, Leslie?' 'Sam.'
  - Sam invited Leslie to the cinema.
  - Leslie invited Sam to the cinema.
  - Leslie and Sam were invited to the cinema.
- I'd rather the chef prepared everything himself.
  - I think the boss should prepare
  - If only the chef prepared
  - I'd prefer the boss to prepare

### Wskazówki

- W zadaniu polegającym na parafrazie zdań należy tak przeformułować zdanie wyjściowe, aby zachować jego znaczenie. Poprawna może być więcej niż jedna odpowiedź.
- Przeczytaj uważnie zdanie wyjściowe oraz podany początek i koniec drugiego zdania. Zwróć szczególną uwagę na wyrazy przed luką i po niej – one pomogą Ci zdecydować, jakiej konstrukcji gramatycznej lub jakiego słowa należy użyć.
- Jeśli wymagane jest użycie podanego wyrazu, zastanów się, w jaki sposób odnosi się on do znaczenia zdania wyjściowego i jakie struktury mogą być potrzebne do przeformułowania zdania.
- Pamiętaj, że nie wolno zmieniać podanego wyrazu ani fragmentów drugiego zdania.
- Po uzupełnieniu luki przeczytaj całe zdanie, aby upewnić się, czy jego znaczenie jest takie samo jak znaczenie zdania wyjściowego. Zastanów się też, czy jest logiczne i poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

### 1 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- Excuse me, may I ask where you got those boots? **KNOW**  
Excuse me, I \_\_\_\_\_ you got those boots.
- Do you think Laura intends to go to university? **WILL**  
Do you think Laura \_\_\_\_\_ university?
- This is the first time I have read a Danielle Steel novel. **NEVER**  
I \_\_\_\_\_ a Danielle Steel novel before.
- This jacket, which I bought online, is simply too big for me. **SIZE**  
This jacket, which I bought online, \_\_\_\_\_ for me.
- Although I was fascinated by the film, I'm not sure I understood it. **FOUND**  
Although I \_\_\_\_\_, I'm not sure I understood it.
- Could you help me with this box? It's too heavy for me to move. **HAND**  
Could you \_\_\_\_\_ this box? It's too heavy for me to move.
- I'm so sorry that I interrupted you during your presentation. **APOLOGISE**  
I \_\_\_\_\_ during your presentation.
- Peter tried three times before he finally passed his driving test. **ATTEMPTS**  
Peter \_\_\_\_\_ before finally passing his driving test.

### 2 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- There have been many conflicts over the years in this region. **WHERE**  
This \_\_\_\_\_ there have been many conflicts over the years.
- As a dancer, she is perfectly comfortable performing on stage. **USED**  
As a dancer, she \_\_\_\_\_ on stage.

- Mary owns a company which designs and installs greenhouses. **IS**  
Mary \_\_\_\_\_ a company which designs and installs greenhouses.
- 'Are you watching that new science fiction series?' Josh asked me. **IF**  
Josh asked me \_\_\_\_\_ that new science fiction series.
- Did you see the amazing sunset yesterday evening? **IF**  
I wonder \_\_\_\_\_ the amazing sunset yesterday evening.
- My mum paid someone to deliver our shopping while her leg was healing. **HAD**  
My mum \_\_\_\_\_ while her leg was healing.

### 3 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- The flight did not take off because of the snow. **DUE**  
The flight did not \_\_\_\_\_ the snow.
- Not enough people came to the meeting for it to continue. **TOO**  
There \_\_\_\_\_ at the meeting for it to continue.
- It was going to rain shortly afterwards, but we went for a walk anyway. **ABOUT**  
It \_\_\_\_\_, but we went for a walk anyway.
- 'I had nothing to do with that fake news!' the woman said. **DENIED**  
The woman \_\_\_\_\_ with that fake news.
- I sprained my ankle, so I went to school by car. **NOT**  
I wouldn't have gone to school by car if I \_\_\_\_\_.
- The prisoner will be released early because he has behaved well. **CONSIDERATION**  
Taking his good \_\_\_\_\_, the prisoner will be released early.

### 4 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- 'Are you sure we're going the right way?' Deborah asked me. **IF**  
Deborah asked \_\_\_\_\_ we were going the right way.
- Is there anything I can do to help you? **WAY**  
Is there \_\_\_\_\_ help you?
- I wanted to spend more time in Brighton, but we could only go there for a day trip. **ALL**  
I wanted to spend more time in Brighton, but a \_\_\_\_\_ we had time for.
- Mrs Kelly moved out of this house five years ago. **NOT**  
Mrs Kelly \_\_\_\_\_ house for five years.
- I was so pleased with the product that I wrote my opinion of it on the shopping website. **COMMENT**  
I was so pleased with the product that I \_\_\_\_\_ on the shopping site.
- I would rather exercise outdoors than in a gym. **PREFER**  
I \_\_\_\_\_ exercising in a gym.



# ŚRODKI JĘZYKOWE

## transformacje zdań bez podanego słowa

- 1**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- 1 Some burglars broke into our house last night.  
Our house \_\_\_\_\_ last night.
- 2 The suspect insists that he is innocent of the crime.  
The suspect insists that he is not \_\_\_\_\_.
- 3 You are responsible for sending out the invitations.  
It is \_\_\_\_\_ out the invitations.
- 4 When does the film begin?  
Could you tell me \_\_\_\_\_?
- 5 Were you in the habit of visiting your grandparents when you were younger?  
Did you \_\_\_\_\_ your grandparents when you were younger?
- 6 It was devastating news when we heard that our business had to close.  
We were \_\_\_\_\_ that our business had to close.

- 2**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- 1 I was surprised to see Jenna at the party!  
What a \_\_\_\_\_ to see Jenna at the party!
- 2 The jeweller said that a designer watch wouldn't be cheap.  
The jeweller said that I would \_\_\_\_\_ a high price for a designer watch.
- 3 'I'm never travelling with you again!' Patricia told me.  
Patricia told me that \_\_\_\_\_ with me again.
- 4 I think you have waited long enough without learning to cook!  
It is about \_\_\_\_\_ to cook!
- 5 The hairdresser dyed my hair yesterday. Do you like it?  
I \_\_\_\_\_ yesterday. Do you like it?
- 6 Charlotte asked me where I had spent my last holiday.  
'\_\_\_\_\_ your last holiday?' asked Charlotte.

- 3**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than four words.**

- 1 My objection to your idea is that it would cost too much.  
I \_\_\_\_\_ because it would cost too much.
- 2 I used to hate getting up early, but now I am accustomed to it.  
I used to hate getting up early, but I have \_\_\_\_\_ now.
- 3 Do you have any questions for Mia before we end the interview?  
Would \_\_\_\_\_ Mia any questions before we end the interview?
- 4 Taylor is better qualified than any of the other candidates.  
Taylor has \_\_\_\_\_ out of all the candidates.
- 5 Tania's teacher advised her to stay at school until her parents arrived.  
Tania's teacher said \_\_\_\_\_ at school until her parents arrived.
- 6 'There is no way I am going to reveal her secret,' James said.  
James \_\_\_\_\_ reveal her secret.

- 4**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than five words.**

- 1 Our professor taught us some facts about the ancient Greeks today.  
We were \_\_\_\_\_ about the ancient Greeks today.
- 2 There is a good chance that my sister will get promoted in her new workplace.  
My sister has a \_\_\_\_\_ in her new workplace.
- 3 The hotel room was so filthy that we decided not to stay there.  
It was \_\_\_\_\_ hotel room that we decided not to stay there.
- 4 If you want the best smartphone on the market, it will be extremely expensive.  
If you want the best smartphone on the market, you \_\_\_\_\_ a lot for it.
- 5 Let me introduce you to my oldest friend, Kate Brown.  
I \_\_\_\_\_ meet my oldest friend, Kate Brown.
- 6 My grandparents moved to this cottage forty years ago.  
My grandparents \_\_\_\_\_ in this cottage for forty years.
- 7 Arriving early will give us enough time to discuss your plans.  
If you come early, we \_\_\_\_\_ to discuss your plans.

- 5**  **Complete the second sentence so that it means the same as the first. Do not change the fragments given. Use no more than five words.**

- 1 I told the tourists how to get to the Natural History Museum.  
I gave \_\_\_\_\_ to the Natural History Museum.
- 2 This milk tastes strange – I wonder if it's okay to drink?  
This milk has \_\_\_\_\_ – I wonder if it's okay to drink?
- 3 My dad started working for this firm six years go.  
My dad \_\_\_\_\_ for this firm for six years.
- 4 All of our family came round to our house to spend the day together.  
We had a \_\_\_\_\_ at our house.
- 5 Kevin admitted being involved in the incident of vandalism at the school.  
Kevin said that he \_\_\_\_\_ the incident of vandalism at the school.
- 6 Every time I come here, something reminds me of my childhood.  
Every time I come here, I am \_\_\_\_\_ my childhood.
- 7 A professional replaced our window after it was broken in the storm.  
We \_\_\_\_\_ after it was broken in the storm.

### Wskazówki

- Zadanie tego typu polega na uzupełnieniu luk w zdaniach przy wykorzystaniu podanych wyrazów w odpowiedniej formie. Nie wolno zmieniać kolejności podanych wyrazów. Można dodać inne potrzebne wyrazy (np. przedimki, przymki, czasowniki posiłkowe). Najczęściej jest tylko jedna poprawna odpowiedź.
- Zastanów się, jaka struktura będzie potrzebna do uzupełnienia luki. W podjęciu decyzji pomogą Ci m.in. określenia czasu, które pozwolą wybrać właściwy czas gramatyczny.
- Po wykonaniu zadania przeczytaj uzupełnione zdanie i sprawdź, czy jest logiczne oraz poprawne gramatycznie.
- Jeśli w poleceniu podany był limit słów do wpisania w lukę, sprawdź, czy go nie przekroczyłeś / nie przekroczyłaś.

### 1 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 Frankie \_\_\_\_\_ (usually / have) her violin lesson on Fridays.
- 2 When my dad works from home, he can dress \_\_\_\_\_ (more / comfortable) than when he works in the office.
- 3 I talked to Elsa the other day and she \_\_\_\_\_ (admit / skip) breakfast regularly.
- 4 I \_\_\_\_\_ (not stand / watch) sci-fi movies with my brother. I prefer adventure films.
- 5 My aunt \_\_\_\_\_ (invited / I / stay) at her holiday home in the Tatra mountains.
- 6 While she was attending music school, she \_\_\_\_\_ (learn / compose) music.
- 7 Last year my class \_\_\_\_\_ (be / determine / win) the ecology competition.

### 2 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

- 1 \_\_\_\_\_ (break / world / record) is every sportsperson's dream.
- 2 This sprained ankle needs to \_\_\_\_\_ (be / look) a doctor.
- 3 My physician \_\_\_\_\_ (advise / walk) 45 minutes a day.
- 4 \_\_\_\_\_ (you / never / guess) what happened!
- 5 I \_\_\_\_\_ (stop / look around) because the view from the top of the mountain was amazing.
- 6 I wonder \_\_\_\_\_ (why / hotel / received) such a low rating? It seems fine to me!

### 3 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 If only your sister \_\_\_\_\_ (tidy / she / room) before the guests arrived.
- 2 My mum \_\_\_\_\_ (she / hair / cut) yesterday. I think it looks great!
- 3 I don't think \_\_\_\_\_ (Kate / take / job) she was offered. The pay is too low.
- 4 By the time we got there, \_\_\_\_\_ (wedding / already / be) halfway over.
- 5 How long \_\_\_\_\_ (they / prepare) for this performance?
- 6 If it \_\_\_\_\_ (not / snow / heavy), we would have driven to the shopping centre.
- 7 Katia \_\_\_\_\_ (may / hide) something from her boyfriend in the past.

### 4 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 This time next week, I \_\_\_\_\_ (attend / classes) at The Royal Ballet School in London.
- 2 She told me \_\_\_\_\_ (she / take / care) of the problem, but nothing has been done!
- 3 The police suspected Jim \_\_\_\_\_ (steal / money) from his employer.
- 4 What \_\_\_\_\_ (you / plan / do) about the complaints we've received?
- 5 That was the most exciting action film \_\_\_\_\_ (I / see) in my life!
- 6 Do you think \_\_\_\_\_ (flat / suit / you) more if we convinced the landlady to reduce the rent?
- 7 My dad, \_\_\_\_\_ (who / love / game), taught me how to play cricket.

### 5 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Dan \_\_\_\_\_ (ask / me / lend) him some money last Friday, but this time I had to say no.
- 2 Lisa \_\_\_\_\_ (work / on) on her music project for months, and it still isn't finished!
- 3 I would rather \_\_\_\_\_ (you / not / go) to that demonstration – it's not safe.
- 4 This is not the jumper I chose. \_\_\_\_\_ (they / must / make) a mistake with my order.
- 5 My father \_\_\_\_\_ (congratulate / new / mayor) his victory yesterday.
- 6 If only I \_\_\_\_\_ (not / forget) about my maths homework yesterday!
- 7 If criminals \_\_\_\_\_ (be / not / punish), crime rates would go up.



### Wskazówki

- Ten typ zadania polega na uzupełnieniu luk w tekście odpowiednią formą jednego z wyrazów podanych w ramce. Może być to np. inna część mowy utworzona od podanego wyrazu, odpowiednia forma czasownika, stopień wyższy lub najwyższy przymiotnika, liczebnik itd. Poprawna jest tylko jedna odpowiedź.
- Najpierw przeczytaj cały tekst, aby zrozumieć jego sens. Następnie przeczytaj każde zdanie z luką i zastanów się, jaką częścią mowy jest brakujący wyraz.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

### 1 Complete the text with the correct words formed from the words below. There are two extra words.

supply recommend illustrate risk rely fail expense

One of the <sup>1</sup>\_\_\_\_\_ ventures a business person might decide on nowadays is opening a new restaurant. Firstly, it is extremely <sup>2</sup>\_\_\_\_\_ to buy all of the kitchen equipment and the necessary furnishings. Secondly, hiring experienced and <sup>3</sup>\_\_\_\_\_ staff might be very time consuming. Thirdly, if you decide to use good quality products, you should be prepared for the high prices that <sup>4</sup>\_\_\_\_\_ demand. There is also the issue of creating a positive image among potential customers. Restaurants usually do this by creating campaigns linked to local events or, alternatively, by relying on happy customers to spread the word. But, if customers don't enjoy a new place, it is only a matter of time before they start posting negative comments online. The fact that sixty per cent of restaurants don't survive after their first year is the most vivid <sup>5</sup>\_\_\_\_\_ of the challenges presented by this type of business venture.

### 2 Complete the text with the correct words formed from the words below. There are two extra words.

relate invest possess life regard wise accumulate

Learning how to manage money <sup>1</sup>\_\_\_\_\_ is not easy in today's consumer-oriented society. Everywhere we look we are encouraged to buy more. But spending too much money, especially if it results in a large debt, can have a negative impact on many aspects of your life, including personal <sup>2</sup>\_\_\_\_\_. Problems such as hiding the extent of your spending or disagreements on how to handle finances can all be sources of tension. My personal philosophy <sup>3</sup>\_\_\_\_\_ money is simple: never spend more than you earn, don't try to keep up a <sup>4</sup>\_\_\_\_\_ you can't really afford, and avoid accumulating too many material <sup>5</sup>\_\_\_\_\_ as it is not always true that new things are better. Nowadays, many products are purposely designed to not last, so look after what you already have and avoid buying things you don't really need.

### 3 Complete the text with the correct words formed from the words below. There are two extra words.

second difficult possible play achieve  
technology accept

Most of us probably heard the question 'What do you want to be when you grow up?' at some point in our childhood. At that stage of life the <sup>1</sup>\_\_\_\_\_ seem unlimited, so we dreamt of becoming an astronaut or a ground-breaking surgeon and no one blinked an eye. Imagining your ideal future at a young age is perfectly <sup>2</sup>\_\_\_\_\_. It is only later, as we make our way through <sup>3</sup>\_\_\_\_\_ education, that the question becomes more pressing. Having to decide what and where to study tends to make teenagers anxious. Yet, no matter what your educational <sup>4</sup>\_\_\_\_\_ and financial needs are, in my opinion, it is important to remember our childhood dreams. Even though the job of a receptionist or an IT <sup>5</sup>\_\_\_\_\_ might not be what we dreamt about when we were small, we should always find some way to pursue our childhood ambitions.

### 4 Complete the text with the correct words formed from the words below. There are two extra words.

depress emotion difficult able experiment  
adventure avoid

Anyone who has travelled much, whether for business or pleasure, is well aware of the disadvantages of travelling. Even the most <sup>1</sup>\_\_\_\_\_ person will admit that flight delays or cancellations and mix-ups with room reservations do not add to an individual's sense of well-being. But, I have read several articles lately which argued that even these <sup>2</sup>\_\_\_\_\_ inconveniences are one of the positive aspects of travel. One writer argues that even the most disastrous travel experiences can be good for our mental health because they reveal our coping skills and make us stronger <sup>3</sup>\_\_\_\_\_, as well as more flexible. While I won't say that losing my luggage, being <sup>4</sup>\_\_\_\_\_ to find my hotel, and then breaking my ankle while on holiday in Italy was an enjoyable experience, it did show me that I am stronger and more resourceful than I imagined. And that can only be a good thing to know when facing life's everyday <sup>5</sup>\_\_\_\_\_!

- 5  Complete the text with the correct words formed from the words below. There are two extra words.

rich advance popular believe relate possible  
serious

Do you have friends whom you've never met in person? Before widespread access to the Internet and the corresponding <sup>1</sup>\_\_\_\_\_ of social media, this question would have been virtually <sup>2</sup>\_\_\_\_\_ to ask. Yet nowadays you can have hundreds of friends who live thousands of miles away, and who you will probably never meet in person. And whereas there are many social media users that maintain they have formed strong bonds online, numerous specialists <sup>3</sup>\_\_\_\_\_ doubt if such 'virtual' friendships are actually as meaningful as real ones. Whilst technology can be used to build and maintain in-person relations, it's not a satisfactory substitute for in-person <sup>4</sup>\_\_\_\_\_. It's evident from the research that building real connections can help us improve our sense of well-being. So, while the Internet may give us a forum, it shouldn't rob us of the <sup>5</sup>\_\_\_\_\_ of real-life friendships.

- 6  Complete the text with the correct words formed from the words below. There are two extra words.

safe employ suit regenerate survive become  
experienced

Have you already decided on the career you are going to pursue? If you are interested in earning a good salary and saving the planet at the same time, you might consider <sup>1</sup>\_\_\_\_\_ a forester or a food scientist. The former needs a degree in forestry or a related area, such as agricultural or environmental science. The job involves making plans for the protection, management and monitoring of the <sup>2</sup>\_\_\_\_\_ of forests. As the importance of green areas cannot be underestimated, this job is a huge responsibility. The <sup>3</sup>\_\_\_\_\_ of many life forms depend on forests as they produce clean air and help to moderate climate change. A <sup>4</sup>\_\_\_\_\_ candidate for the position of a food scientist, however, should be ready to do research on ways to improve the efficiency and <sup>5</sup>\_\_\_\_\_ of food products and suggest ways to minimise waste. The job may also involve looking into the ways to reduce levels of salt and fats in foods so as to improve consumers' health. If you think one of those might be your career path, good luck in the interviews!

- 7  Complete the text with the correct words formed from the words below. There are two extra words.

responsible explain save inform secure control  
private

Occasionally, you may have heard someone ask the question, 'Does anyone actually use paper money any longer?' The answer is yes, and there are several <sup>1</sup>\_\_\_\_\_ as to why this is the case. The first one is <sup>2</sup>\_\_\_\_\_. Credit card companies and retail stores often sell your purchase data, which marketers then use to try to sell you more products. Using cash guarantees that your purchases remain private and anonymous. There is also a <sup>3</sup>\_\_\_\_\_ advantage with cash as the risk of identity theft or your PIN number getting stolen online when using cash is non-existent. The second reason for leaving your card at home is that it's a way of <sup>4</sup>\_\_\_\_\_ your expenses. For some people, it is much easier to demonstrate financial <sup>5</sup>\_\_\_\_\_ when they are able to see how much money they are actually spending.





# ŚRODKI JĘZYKOWE

## sety leksykalne (zadania otwarte)

### Wskazówki

- Ten typ zadania polega na uzupełnieniu obu zdań z zestawu tym samym słowem, na które musisz wpaść samodzielnie. Poprawna jest tylko jedna odpowiedź.
- Uzupełnij jedno ze zdań pasującym wyrazem, a następnie spróbuj uzupełnić drugie zdanie tym samym wyrazem, nie zmieniając jego formy. Jeśli wyraz nie pasuje do drugiego zdania, spróbuj jeszcze raz z kolejnym słowem – aż znajdziesz takie, które będzie pasować do obu zdań.
- Pamiętaj, że brakujący wyraz jest tą samą częścią mowy w obydwu zdaniach, ale w każdym z nich występuje w nieco innym znaczeniu.

### 1 Complete each pair of sentences with one word.

- 1 \_\_\_\_\_  
Let's walk to the village – it isn't very \_\_\_\_\_ from here.  
My cousin has \_\_\_\_\_ more money than I do, but it hasn't made him any happier.
- 2 \_\_\_\_\_  
My father is an executive who often travels on \_\_\_\_\_.  
You shouldn't gossip about the neighbours – how they live is none of your \_\_\_\_\_.
- 3 \_\_\_\_\_  
It's very easy to \_\_\_\_\_ mistakes when you are learning computer coding.  
My aunt is planning to \_\_\_\_\_ a special cake for my birthday party.
- 4 \_\_\_\_\_  
Young athletes are often under \_\_\_\_\_ to improve their performance.  
Pete didn't put any \_\_\_\_\_ on Kate to take the job – it was her decision.
- 5 \_\_\_\_\_  
Do you think my hair looks better curly or \_\_\_\_\_?  
The manager looked in the mirror to make sure his tie was \_\_\_\_\_.

### 2 Complete each pair of sentences with one word.

- 1 \_\_\_\_\_  
I can't \_\_\_\_\_ the difference between Alice and Rita because they are so alike.  
Could you \_\_\_\_\_ me what time you are planning to arrive?
- 2 \_\_\_\_\_  
Official governing bodies \_\_\_\_\_ the rules for sports such as football and rugby.  
Can you \_\_\_\_\_ the alarm clock before we fall asleep, please?
- 3 \_\_\_\_\_  
I always \_\_\_\_\_ carsick on these winding mountain roads.  
Do you \_\_\_\_\_ that you have prepared enough for the exam?
- 4 \_\_\_\_\_  
If I don't answer my phone, you can always \_\_\_\_\_ a message.  
Before entering the exam room, \_\_\_\_\_ all unnecessary items by the door.
- 5 \_\_\_\_\_  
The drug is now undergoing the last clinical \_\_\_\_\_.  
It is not certain whether Tina will be put on \_\_\_\_\_ for burglary.

### 3 Complete each pair of sentences with one word.

- 1 \_\_\_\_\_  
Do you happen to know the \_\_\_\_\_? My watch has stopped.  
We had the \_\_\_\_\_ of our lives during our end-of-school trip to Boston.
- 2 \_\_\_\_\_  
Noah's dream is to travel to outer \_\_\_\_\_ and explore distant planets.  
There isn't enough \_\_\_\_\_ in the room for two beds.

- 3 \_\_\_\_\_  
If you \_\_\_\_\_ some salt to the soup, it will taste better.  
Could you \_\_\_\_\_ up these numbers and give me the total?

- 4 \_\_\_\_\_  
There is no \_\_\_\_\_ for prejudice in this school. Everyone is equal here.  
My favourite \_\_\_\_\_ to relax is my grandparents' house in the countryside.

- 5 \_\_\_\_\_  
The \_\_\_\_\_ of this fish is a little too strong for me.  
Delia has excellent \_\_\_\_\_ when it comes to the way she dresses.

### 4 Complete each pair of sentences with one word.

- 1 \_\_\_\_\_  
Politicians should act like adults and not \_\_\_\_\_ each other names.  
Would you \_\_\_\_\_ me when you get home so I know you've arrived safely?
- 2 \_\_\_\_\_  
The \_\_\_\_\_ she delivered in Parliament was extremely moving.  
Alan's \_\_\_\_\_ is a bit hard to understand because of his regional dialect.
- 3 \_\_\_\_\_  
There is a \_\_\_\_\_ on duty outside John's door at all time to protect him from an attack.  
You always have to be on your \_\_\_\_\_ against cyber attacks on your computer systems.
- 4 \_\_\_\_\_  
Spaghetti with tomato sauce is my favourite Italian \_\_\_\_\_.  
My sister dropped a valuable old \_\_\_\_\_ on the floor and broke it.
- 5 \_\_\_\_\_  
Her team was very proud to win the \_\_\_\_\_ in the end-of-the-year competition.  
Would you like a \_\_\_\_\_ of tea or a glass of water?

### 5 Complete each pair of sentences with one word.

- 1 \_\_\_\_\_  
Even though it's a common complaint, \_\_\_\_\_ on the face make most teens very self-conscious.  
This is one of the most famous beauty \_\_\_\_\_ in the county, largely because of the amazing view from the mountain top.
- 2 \_\_\_\_\_  
I have strawberry \_\_\_\_\_ on toast every morning for breakfast.  
We were stuck in a traffic \_\_\_\_\_ for nearly two hours yesterday.
- 3 \_\_\_\_\_  
It was a serious illness, but she made a swift \_\_\_\_\_.  
The \_\_\_\_\_ of the data from this broken computer is not going to be easy.
- 4 \_\_\_\_\_  
Mrs Smith usually puts her dark hair \_\_\_\_\_ in a ponytail.  
My friends always cheer me \_\_\_\_\_ and make me laugh.
- 5 \_\_\_\_\_  
People who exercise a lot should have a \_\_\_\_\_ one or two days a week.  
This piece of cake is too big – I think I'll save the \_\_\_\_\_ for later.

### 6 Complete each set of sentences with one word.

- 1 \_\_\_\_\_  
Sarah and Joe went on a \_\_\_\_\_ to that new modern art gallery.  
Could you please tell me today's \_\_\_\_\_? Is it 25?  
It's important to check the expiry \_\_\_\_\_ on dairy products.

2 \_\_\_\_\_  
You are too young to \_\_\_\_\_ a car. You'll have to wait until you're eighteen.

If I watched the news all the time, it would \_\_\_\_\_ me crazy.  
The farmer goes out every evening to \_\_\_\_\_ the cows back into the barn.

3 \_\_\_\_\_  
Our local newspaper has decided to only \_\_\_\_\_ stories about our region.  
Could you \_\_\_\_\_ the table with a table cloth before you set it?  
It is obvious that the politician tried to \_\_\_\_\_ up his involvement in the scandal.

4 \_\_\_\_\_  
Diana's parents didn't \_\_\_\_\_ her go on a trip with her friends to the mountains last summer.  
When you go on holiday, it's okay to relax and \_\_\_\_\_ yourself go.  
It's easy to \_\_\_\_\_ a flat near the university since there is always a demand for student accommodation.

### 7 Complete each set of sentences with one word.

1 \_\_\_\_\_  
You have to enter a special code to make your new credit card \_\_\_\_\_.  
My gran is very \_\_\_\_\_ – she goes to yoga classes twice a week and also does volunteer work.  
The burglar alarm becomes \_\_\_\_\_ ten seconds after you have set it.

2 \_\_\_\_\_  
Paul is sad because the kids at his new school \_\_\_\_\_ him names.  
Could you \_\_\_\_\_ me after ten o'clock, but before the meeting starts?  
Why did the referee \_\_\_\_\_ a foul on a perfectly legal tackle?

3 \_\_\_\_\_  
Suddenly, the captain gave the \_\_\_\_\_ to fire.  
My dad placed a huge \_\_\_\_\_ at his favourite Thai restaurant, which meant it was impossible to eat everything.  
If you kept the books and files in \_\_\_\_\_, it would be easier to find things.

4 \_\_\_\_\_  
The boys were \_\_\_\_\_ here a minute ago. Where have they gone?  
The medieval castle is \_\_\_\_\_ in the middle of the village.  
I'm not surprised that Lilly was there \_\_\_\_\_ on time – she's never late!

### 8 Complete each set of sentences with one word.

1 \_\_\_\_\_  
Have a \_\_\_\_\_, won't you? She's in need of some sympathy at the moment.  
George had some problems with his \_\_\_\_\_, which is why he needed an operation.  
My advice would be to follow your \_\_\_\_\_ more instead of focusing on your family's expectations.

2 \_\_\_\_\_  
How did you \_\_\_\_\_ to convince your parents to let you go to the party?  
My aunt can \_\_\_\_\_ on very little money because she's a careful spender.  
Olive is able to \_\_\_\_\_ her business perfectly well on her own.

3 \_\_\_\_\_  
Mauve felt a little bit \_\_\_\_\_ amongst all the trendy teenagers at her new school.  
My parents decided to drive to York, but the GPS broke down and they got \_\_\_\_\_.  
Did you understand Harriet's essay? I was completely \_\_\_\_\_ after the first paragraph.

4 \_\_\_\_\_  
The firefighter was very brave to jump into the water in order to \_\_\_\_\_ the little boy from drowning.  
No matter how little you earn, it is always wise to \_\_\_\_\_ something for a rainy day.  
My grandmother tends to \_\_\_\_\_ every receipt, so she literally has boxes of them.

### 9 Complete each set of sentences with one word.

1 \_\_\_\_\_  
It simply isn't \_\_\_\_\_ that my brother can stay out late, but I can't!  
If the other team is not going to play \_\_\_\_\_, we are going to have to stop the match.  
It wouldn't be \_\_\_\_\_ to the others if Frankie paid more for the meal.

2 \_\_\_\_\_  
Compared to the rest of her family, who are all extremely tall, Louise is pretty \_\_\_\_\_.  
We only had time for a \_\_\_\_\_ three day city break.  
My dad was \_\_\_\_\_ of breath after climbing to the top of the mountain.

3 \_\_\_\_\_  
One way to \_\_\_\_\_ a happy life is to never spend more than you earn.  
It takes a very strong general to \_\_\_\_\_ such a large and diverse army.  
The best way to \_\_\_\_\_ a discussion is to pose a question and allow everyone to respond.

4 \_\_\_\_\_  
Their clothing \_\_\_\_\_ started out small, but now it makes huge profits.  
I don't spend time with my grandparents because I have to – I really enjoy their \_\_\_\_\_.  
In the past, children were expected to remain silent when in the \_\_\_\_\_ of adults.

### 10 Complete each set of sentences with one word.

1 \_\_\_\_\_  
It is normal for teenagers to get some \_\_\_\_\_ on their faces.  
One of her favourite holiday \_\_\_\_\_ is Bermuda because of the sunshine and the friendly people.  
The investigators found some \_\_\_\_\_ of blood on the wall, but no other suspicious evidence.

2 \_\_\_\_\_  
Please \_\_\_\_\_ that book back where you found it when you've finished.  
Before the show all the actors \_\_\_\_\_ on a lot of make-up in order to appear older.  
I don't know how you \_\_\_\_\_ up with your boss's constant criticism.

3 \_\_\_\_\_  
If you spend a lot of time with someone, they usually \_\_\_\_\_ an influence on your behaviour.  
We normally \_\_\_\_\_ a party for my dad's birthday, but he was away on business this year.  
I'm afraid you will \_\_\_\_\_ a hard time finding a job unless you learn some new skills.

4 \_\_\_\_\_  
\_\_\_\_\_ the time Luke got home, his brother had already eaten all the chocolate muffins.  
We bought some necklaces, which had been made \_\_\_\_\_ the children, for the lottery.  
The film should have finished \_\_\_\_\_ 8:30, so we won't be late for the last train.

# ŚRODKI JĘZYKOWE

## uzupełnianie luk w tekście jednym wyrazem

### Wskazówki

- Zadanie tego typu polega na uzupełnieniu każdej luki w tekście jednym wyrazem. Najczęściej poprawna jest tylko jedna odpowiedź, ale może się zdarzyć, że do luki tak samo dobrze pasują np. dwa różne czasowniki modalne. Wtedy wybierz jeden z nich.
- Przeczytaj tekst i poszukaj w nim wskazówek, które podpowiedzą Ci, jaką częścią mowy ma być wpisywany wyraz. Może być on np. częścią konstrukcji gramatycznej, kolokacji lub wyrażenia przymkowego.
- Po wykonaniu zadania przeczytaj ponownie cały tekst, aby upewnić się, że jest on spójny i logiczny.

### 1 Complete the text with appropriate words. Put one word in each gap.

Doone Castle is located near the village of Doone, and it is said to <sup>1</sup>\_\_\_\_\_ one of the most complete medieval castles in Scotland. Recent research <sup>2</sup>\_\_\_\_\_ shown that it was built in the 13th century but later damaged in the Scottish Wars of Independence. What you can see there today is the result <sup>3</sup>\_\_\_\_\_ a restoration commissioned by Robert Stewart, Duke of Albany, in the late 14th century. <sup>4</sup>\_\_\_\_\_ castle officially became a royal residence in the 15th century and, even in its current ruined state, it amazes visitors. It has also impressed numerous film directors, so it was one of the locations used for *Monty Python and the Holy Grail* and the *Outlander* series. More recently, the castle <sup>5</sup>\_\_\_\_\_ used as a set for *Game of Thrones*.



### 2 Complete the text with appropriate words. Put one word in each gap.

There is an ongoing discussion about the importance <sup>1</sup>\_\_\_\_\_ including practical cooking skills in primary and secondary education. Along with learning biology, geography and how to work in a group, cooking and meal-planning are beginning to reappear in schools, which many see as a positive step. In a world <sup>2</sup>\_\_\_\_\_ fast food and oven-ready meals are easily available, learning to shop economically and to prepare balanced meals is <sup>3</sup>\_\_\_\_\_ only practical, it also helps to promote a healthy life for future generations. An added advantage of learning to cook is <sup>4</sup>\_\_\_\_\_ other school subjects, such as practical mathematics and chemistry, are easily integrated into the lessons. This is a great way to show <sup>5</sup>\_\_\_\_\_ precise calculations and an awareness of chemical elements matter!

### 3 Complete the text with appropriate words. Put one word in each gap.

Numerous online articles encourage us to take up exercise, improve our stamina and choose healthy food <sup>1</sup>\_\_\_\_\_ of fatty snacks. But is that all we should be taking care of? According to many experts, our mental well-being is as important <sup>2</sup>\_\_\_\_\_ our physical one. In order to remain mentally healthy, we should pay particular attention to a couple of important factors. One of them is talking about our feelings. It may feel awkward at first, but it's an important part of living happily and comfortably. And <sup>3</sup>\_\_\_\_\_ you open up more, you might feel ready to encourage your friends to do the same. The other important thing is being ready to ask <sup>4</sup>\_\_\_\_\_ help. None of us is a superhuman, so if you feel you can't cope with your problems on your own, you should be able to talk to your friends, a trusted adult or a specialist. There is no fixed point that you <sup>5</sup>\_\_\_\_\_ to reach before asking for help becomes acceptable.

### 4 Complete the text with appropriate words. Put one word in each gap.

It is likely that most of you would agree <sup>1</sup>\_\_\_\_\_ the primary function of school is to provide a solid education. We go to primary school in order to learn to read, count and write. Then, we began to learn facts about our society's development from the past to the present. But nowadays, more and more people <sup>2</sup>\_\_\_\_\_ acknowledging that school has several other functions, apart from strictly educational ones. You might call this socialisation, or simply learning how to get <sup>3</sup>\_\_\_\_\_ well with people, which is of vital importance for later life. School teaches us how to cooperate with others, but also how to think for ourselves. It also explains <sup>4</sup>\_\_\_\_\_ to live morally, creatively, and productively in a democratic society and shows activities, ideas, and fields of knowledge that you might never encounter otherwise. I would never have got <sup>5</sup>\_\_\_\_\_ in Japan if not for my primary school origami club.

- 5  Complete the text with appropriate words. Put one word in each gap.

Doing your own repairs and home improvement projects around the house is extremely popular nowadays. The TV programmes that show you how easy it is to install a new floor or re-tile your bathroom make it even <sup>1</sup>\_\_\_\_\_ tempting. After all, it helps you to save money, learn some new skills, and feel the satisfaction of making long-lasting improvements <sup>2</sup>\_\_\_\_\_ your home. The fact is, however, that many projects are too complex to be completed by amateurs. In the case of taking on plumbing or electrical repairs, <sup>3</sup>\_\_\_\_\_ can be downright dangerous. Despite all the advice and encouragement from DIY programmes, there is no shame in having work <sup>4</sup>\_\_\_\_\_ by a professional once you've realised that you simply can't handle it on your <sup>5</sup>\_\_\_\_\_.

- 6  Complete the text with appropriate words. Put one word in each gap.



Car boot sales are events where people come together in their cars, hoping to make a bit of money by selling their unwanted items. I <sup>1</sup>\_\_\_\_\_ taken to my first car boot sale when I was about six years old. After helping my parents set up their display and put price tags on things, I was given some money and sent off to hunt <sup>2</sup>\_\_\_\_\_ treasures. The event was being held in a huge car park, and there were so <sup>3</sup>\_\_\_\_\_ rows of very similar cars that I soon got lost. Luckily, I was soon taken to the lost child area and eventually reunited <sup>4</sup>\_\_\_\_\_ my parents. I have to admit that this experience did not give me a favourable impression of car boot sales, and to this <sup>5</sup>\_\_\_\_\_ I still feel uneasy when I go to one.

- 7  Complete the text with appropriate words. Put one word in each gap.

Weather forecasting, or meteorology, has never <sup>1</sup>\_\_\_\_\_ an exact science. In the days before satellite images and computer-generated models, all forecasters could do was to study current weather conditions, compare <sup>2</sup>\_\_\_\_\_ to previous years, and state what they considered the likely outcome would be. Even with modern technology, meteorologists still use observation and experience to help them interpret the data they receive. Tracking large storms has become one of the <sup>3</sup>\_\_\_\_\_ interesting things to watch, since the United States and Europe use different systems to predict their path, and they do not always agree. The point is that <sup>4</sup>\_\_\_\_\_ a forecaster is talking about the next day or two, they can be rather confident in their predictions. Yet, when a storm is brewing far out in the Atlantic, deciding exactly when and where it <sup>5</sup>\_\_\_\_\_ hit remains a guessing game.

- 8  Complete the text with appropriate words. Put one word in each gap.

Sally Ride became the first American woman in space in 1983 while on the space shuttle Challenger. At 32 years old, she was also the youngest American to ever leave the Earth's atmosphere. When NASA began looking for women astronauts in 1977, Sally was <sup>1</sup>\_\_\_\_\_ physics at Stanford University in California. <sup>2</sup>\_\_\_\_\_ moment she saw NASA's ad in the school newspaper, she immediately decided to apply. She went through some rigorous training and became a mission specialist on the Challenger space shuttle, taking responsibility <sup>3</sup>\_\_\_\_\_ operating a robotic arm. Sally stopped working for NASA in 1987, going on to have a career as the director of the California Space Institute at the University of California, San Diego, as <sup>4</sup>\_\_\_\_\_ as being a professor of physics. In 2001 she founded 'Sally Ride Science', <sup>5</sup>\_\_\_\_\_ goal is to promote equality and inclusion for all students, especially girls, in STEM (science, technology, engineering and maths) studies and careers.





# ANALIZA PRAC PISEMNYCH

## Treść • Spójność i logika wypowiedzi

### Wskazówki

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Następnie rozwiń w kilku zdaniach każdy z punktów. Nie zmieniaj ich kolejności. Pamiętaj, aby odnieść się do obydwu członów każdego podpunktu.
- Każdy akapit Twojej pracy powinien dotyczyć osobnego podpunktu. W zdaniu wprowadzającym wyjaśnij, czego będzie dotyczyć akapit, i trzymaj się tego tematu.
- Dodaj niezbędne szczegóły lub przykłady, tak aby wzbogacić swoją wypowiedź.
- Pamiętaj, aby Twoja wypowiedź była klarowna i spójna. Poszczególne informacje powinny być ze sobą połączone spójnikami wewnątrz zdań (*but, while, though, as, since, so, also*) i pomiędzy akapitami (*firstly, secondly, however, once, in the end, to sum up*).
- Przed oddaniem pracy sprawdź, czy mieści się w podanym limicie słów. Jeśli go przekroczysz, upewnij się, czy Twoja praca nie zawiera powtórzeń lub wątków odbiegających od tematu. Jeżeli słów jest zbyt mało, sprawdź, czy wszystkie argumenty zostały wystarczająco rozwinięte.

- 1** Read the tips from the box and the blog entry below. Match fragments 1–3 to problems a–d. One fragment matches two problems.

Ostatnie pięć dni spędziłeś/spędziłaś na wycieczce zorganizowanej przez szkolny klub ekologiczny. Po powrocie z wycieczki chcesz podzielić się wrażeniami na swoim blogu.

- Wyjaśnij, jaki był cel wycieczki i czy spełniła ona Twoje oczekiwania.
- Opisz miejsce, w którym przebywaliście.
- Napisz, co było największą zaletą wycieczki.
- Poinformuj czytelników o napotkanych problemach.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi everyone!

In today's blog, I want to tell you about

our last school trip. I went to a local forest with some of my classmates. The purpose of the trip was to learn about endangered species in the UK. <sup>1</sup>This was interesting because I like animals and have several pets.

During the trip, we actually stayed in the forest, which is about fifty kilometres away. The accommodation was better than I had expected – we stayed in modern cabins.

<sup>2</sup>But, the minivan that took us there was not satisfactory at all. It was old and stuffy, with no air conditioning.

<sup>3</sup>There was one advantage. The advantage was spending time outdoors. We were walking in the forest. We were observing nature.

Even though the trip was enjoyable, there were some problems. Firstly, we had to prepare our own food, which wasn't at all enjoyable.

Have you ever been on a similar trip?

- a This fragment should be in a different paragraph. ☐
- b This fragment doesn't logically match any point from the task. ☐
- c Some information from the task is missing in this paragraph. ☐
- d In this fragment sentences are too short and not linked by linking words. ☐

- 2** Look at the underlined fragments in exercise 1 again and match them to points a–d below. One fragment matches two of the points.

Which fragment would you ...

- a delete from the text? ☐
- b rewrite? ☐
- c put in a different paragraph? ☐
- d complete by adding some further information? ☐

- 3** Rewrite fragments of the blog entry, making it more logical and coherent. Complete the missing information.

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- 4**  Do the writing task.

Po powrocie Twoim i Twojej kuzynki z wyjazdu do jednej z europejskich stolic chcesz podzielić się wrażeniami na swoim blogu.

- Wyjaśnij, jaki był cel Waszej wycieczki.
- Opisz zakwaterowanie i napisz, czy spełniło ono Twoje oczekiwania.
- Opisz emocje, które towarzyszyły Wam podczas zwiedzania miasta.
- Poinformuj czytelników o napotkanym problemie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi everyone!

I've just come back from a sightseeing holiday with my cousin.

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

### Wskazówki

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Pamiętaj, aby precyzyjnie odnieść się do poszczególnych podpunktów. Unikaj ogólnikowych wypowiedzi.
- Używaj różnorodnego słownictwa związanego z tematem oraz struktur leksykalnych i gramatycznych, które precyzyjnie wyrażają treść podpunktów. Stosuj synonimy, aby uniknąć powtórzeń.
- Pamiętaj, aby sprawdzić swoją pracę pod względem błędów gramatycznych, leksykalnych i ortograficznych.
- Upewnij się, że Twoja wypowiedź jest czytelnie napisana i zgodna z poleceniem.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

### 1 Read the tips from the box and the email below. Match fragments 1–7 to problems a–g.

Twoja szkoła zorganizowała wystawę naukową. Napisz e-mail do znajomego z Wielkiej Brytanii. W e-mailu:

- poinformuj, czego dotyczyła wystawa,
- opisz, jak Twoja klasa przygotowywała się do wystawy i czego dowiedzieliście się podczas przygotowań,
- napisz, która część wystawy zrobiła na Tobie największe wrażenie, i uzasadnij swoją opinię,
- zapytaj znajomego, czy byłby zainteresowany odwiedzeniem wystawy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi Colin,

Thank you for your last email. Guess what! Last week

our school organised a science exhibition.

<sup>1</sup> The science exhibition's main focus was how to improve indoor air quality. My class decided to prepare a <sup>2</sup> presentation, about chemicals that we might <sup>3</sup> unintentionally inhale. <sup>4</sup> We had study the ingredients of paints, candles and cleaning products, and prepared a list of the most harmful ones.

It appears that some of them can cause serious health problems such as fatigue and allergies. The exhibition was very interesting. The part I enjoyed most was the display of air-purifying plants prepared by class 2C. It is <sup>5</sup> interesting to see how we can clean the air and make our flats <sup>6</sup> stuffier at the same time. It was also inspiring to see what other students are interested in.

<sup>7</sup> Is it interesting? It is on until the end of the month.

Let me know what you think.

Take care!

XYZ

- a a lexical mistake
- b repetition of an adjective
- c a spelling mistake
- d repetition of a noun phrase
- e a grammar mistake
- f an imprecise fragment
- g a punctuation mistake

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### 2 Rewrite the email from exercise 1. Divide it into paragraphs and correct all of the mistakes.

### 3 Do the writing task.

Twoja szkoła zorganizowała wystawę poświęconą najbardziej potrzebnym wynalazkom dwudziestego wieku. Napisz e-mail do znajomej z Wielkiej Brytanii. W e-mailu:

- opisz, jak Twoja klasa przygotowywała się do wystawy i czego nauczyliście się podczas przygotowań,
- poinformuj, jaka część wystawy zrobiła na Tobie największe wrażenie i uzasadnij swoją opinię,
- przedstaw zalety uczestniczenia w podobnych wystawach,
- zapytaj znajomą, czy byłaby zainteresowana odwiedzeniem wystawy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Pamiętaj, że jej długość powinna wynosić od 100 do 150 słów (nie licząc wyrazów podanych na początku wypowiedzi).

Hi Sally,

Thank you for your last email. Guess what happened last week!

Pamiętaj, że w wypowiedzi pisemnej na poziomie podstawowym oceniane są: treść ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

# ANALIZA PRAC PISEMNYCH

## Zgodność z poleceniem (elementy treści i formy)

### Wskazówki

- Konstruując wypowiedź pisemną, najpierw dokładnie przeczytaj polecenie. Pamiętaj, aby wstęp był zgodny z podanym tematem oraz z treścią wypowiedzi.
- Poprawnie sformułowana teza rozprawki musi zapowiadać jej strukturę: rozprawkę za i przeciw lub rozprawkę wyrażającą opinię.
- Najprostszym sposobem zredagowania rozprawki za i przeciw jest napisanie dwóch akapitów, z których pierwszy będzie zawierał argumenty za, a drugi argumenty przeciw danej tezie. Każdy z akapitów powinien zawierać szczegółowe rozwinięcie danej kwestii oraz przykłady wspierające podane argumenty.
- W zakończeniu rozprawki określ powody lub logikę istnienia obydwu rodzajów argumentów. Pamiętaj, że poszczególne części wypowiedzi (wstęp, rozwinięcie i zakończenie) powinny mieć odpowiednie proporcje.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

### 1 Read the tips from the box and the task below. Answer the questions.

Wiele osób twierdzi, że wszyscy uczniowie szkół średnich powinni uczyć się podstawowych prac biurowych niezależnie od tego, czy planują od razu podjąć pracę zawodową, czy pójść na studia. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony wprowadzenia takiego obowiązku.

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

#### 1 What information should be included in the introduction?

\_\_\_\_\_

#### 2 What are two of the arguments for teaching practical skills in high schools?

\_\_\_\_\_

#### 3 What are two of the arguments against teaching practical skills in high schools?

\_\_\_\_\_

\_\_\_\_\_

### 3 Rewrite the for-and-against essay in exercise 2. Correct all the mistakes.

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### 4 Do the writing task.

Coraz więcej osób, wybierając kierunek studiów, uwzględnia bardziej wysokość zarobków niż własne umiejętności i zainteresowania. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego podejścia.

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

### 2 Read the for-and-against essay below and choose the correct option to complete sentences 1–4.

Some educators claim that students should acquire basic office skills before graduating from high school. However, isn't it also true that some people don't need to learn them as they are not planning to work immediately after graduating from high school?

On the one hand, it is believed that learning office skills can help in the search for a good job. To begin with, employers appreciate the fact that new employees do not need to be trained in using a copying machine or preparing a presentation in PowerPoint.

On the other hand, adding more subjects to an already overloaded high school curriculum might distract students from revising for their school-leaving exams. Firstly, high school students are already overworked and, if anything, need more leisure time rather than more subjects to study. Secondly, most schools are not equipped to teach basic office skills to every individual student.

While there are obviously valid arguments on both sides, it seems to me that education is never a one-size-fits-all proposition. Ideally, students should be able to choose from a wide range of subjects those which suit their needs and interests.

- 1 The introduction **should** / **shouldn't** address both sides of the argument.
- 2 The number of arguments for and against **is** / **isn't** the same.
- 3 **One fragment doesn't** / **Two fragments don't** fit the essay logically.
- 4 In the conclusion, the arguments for both sides **shouldn't** / **should** be summarised.

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☐, zakres środków językowych ☐ oraz poprawność środków językowych ☐.

# ANALIZA PRAC PISEMNYCH

## Spójność i logika wypowiedzi

### Wskazówki

- Konstruując wypowiedź pisemną, pamiętaj, aby była logiczna, klarowna i spójna. Poszczególne informacje powinny być ze sobą połączone spójnikami wewnątrz zdań i pomiędzy akapitami, a także ułożone w logicznej kolejności.
- Używaj zwrotów służących do wyliczania argumentów (*to begin with, what is more, finally*), porównywania (*while, in contrast, likewise*) oraz wyrażania przyczyn i skutków (*therefore, since, consequently*).
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

### 1 Complete the table with the words below.

additionally   all in all   as a result   due to the fact  
firstly   for this reason   in the first place   likewise  
moreover   secondly   similarly   to conclude  
when compared to   whereas

| Ordering your points | Comparing and contrasting | Explaining reasons and results |
|----------------------|---------------------------|--------------------------------|
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |
| _____                | _____                     | _____                          |

### 2 Read the tips from the box and the article below. Put the paragraphs in the correct order.

Badania wskazują, że nadmierne korzystanie z mediów społecznościowych sprawia, że młodzi ludzie są mniej towarzyscy w realnym życiu. Napisz **artykuł**, w którym omówisz to zjawisko i przedstawisz swój pomysł promocji kontaktów offline.

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

### 3 Complete the article in exercise 2 with some of the phrases from exercise 1. Which two sentences do not logically fit the article? Cross them out.

### 4 Do the writing task.

Badania pokazują, że nadmierne korzystanie z urządzeń elektronicznych negatywnie wpływa na kondycję fizyczną młodych ludzi. Napisz **artykuł**, w którym omówisz to zjawisko i przedstawisz swój pomysł promocji aktywności fizycznej.

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



## MORE OR LESS SOCIAL?

- ☐ **A** As statistics show, spending too much time on our devices can have long-lasting effects on relationships. That is why face-to-face communication among teens should be encouraged more. This can be done in numerous ways.  
<sup>1</sup> \_\_\_\_\_, young people should be informed about the consequences of avoiding real life conversations.  
<sup>2</sup> \_\_\_\_\_, they should be urged to have no screen time with their friends to improve social skills.
- ☐ **B** The spread of mobile devices and the growth of social media has created a barrier between young people and their peers. <sup>3</sup> \_\_\_\_\_, teenagers often miss out on a conversation because they are distracted by their phones.  
<sup>4</sup> \_\_\_\_\_, they seem to be more interested in their online lives than in the real lives of their friends. Too much screen time can damage children's eyes as well. Unfortunately, <sup>5</sup> \_\_\_\_\_, young people are more prone to loneliness and depression.
- ☐ **C** Do you remember the last time you were at a social gathering? Undoubtedly, it was enjoyable to feel close as part of a group. Yet, how many people there were actually talking to each other? Probably most of them were focused on their mobile phones. They all had the latest and most expensive devices. Recent studies have shown that using social media too much actually makes young people less sociable in real life.
- ☐ **D** <sup>6</sup> \_\_\_\_\_, social media is currently making young people less sociable, but it is possible to re-establish face-to-face relationships among teens with adults' support. It is also important to remember that physically being in the company of others is both beneficial and enjoyable.

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są:  
zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒,  
zakres środków językowych ☐ oraz poprawność środków językowych ☐.



# ANALIZA PRAC PISEMNYCH

## Zakres środków językowych

### Wskazówki

- Używaj różnorodnego słownictwa związanego z tematem oraz struktur leksykalnych i gramatycznych, które precyzyjnie wyrażają treść podpunktów. Stosuj synonimy, aby uniknąć powtórzeń.
- Unikaj wyrazów o wysokim stopniu pospolitości np. *nice, interesting, cool*.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

- 1 Look at the pictures below. How can these places have an impact on a community's well-being and the future of its residents? Note down three consequences for each place.



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- 3 Correct the mistakes in fragments 1–4 from the text in exercise 2.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4 Do the writing task.

Przestępczość w Twojej okolicy może zostać ograniczona poprzez zainstalowanie monitoringu we wszystkich strefach publicznych. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty ekonomiczne, a także prywatność mieszkańców.

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

- 2 Read the tips from the box and the opinion essay below. Match fragments 1–4 to problems a–d.

Tym, co naprawdę ogranicza przestępczość, jest nie groźba kary, ale edukacja. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając rolę edukacji i szkoły w rozwoju młodego człowieka.

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

1 Some say that schools can reduce crime. As I see it, we should definitely work to prevent crime by educating people rather than waiting for it to occur and then punishing the criminals.

Studies have shown that the education children receive plays a significant role in the development of their personality and moral code. If, at a young age, children are taught non-violent and safe methods to handle problems, as well as effective ways to channel difficult emotions, they are less likely to turn to crime. 2 What is more, teachers can teach the importance of morality to the pupils and teach them about responsibility, self-respect and the difference between right and wrong.

3 However, school is not only about showing good patterns of behaviour to children. It is also a place where they have good access to specialists who can support them in difficult situations. Moreover, psychological or institutional support can be provided to entire families. Additionally, some schools offer carefully prepared social programmes that actively involve the local community, thus reducing levels of crime in the neighbourhood.

The argument that punishment deters crime has a lot of support, of course.

4 But, I think that education is a cool way to reduce crime and fight with adversity. Instead of harsher laws to prevent crime, individuals can focus on educating society.

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| a | repetition of a verb                | <input type="checkbox"/> |
| b | an imprecise statement              | <input type="checkbox"/> |
| c | the adjectives used are too general | <input type="checkbox"/> |
| d | expressions are too informal        | <input type="checkbox"/> |

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☐.

# ANALIZA PRAC PISEMNYCH

## Poprawność środków językowych

### Wskazówki

- Pamiętaj, aby sprawdzić swoją pracę pod względem błędów gramatycznych, leksykalnych, interpunkcyjnych i ortograficznych.
- Upewnij się, że Twoja wypowiedź jest czytelnie napisana i zgodna z poleceniem.
- Upewnij się, że Twoja praca nie przekracza podanego limitu słów.

### 1 Read rules a–h and decide if they describe a formal or informal letter.

- |   |                                                          |       |
|---|----------------------------------------------------------|-------|
| a | contractions (e.g. <i>don't</i> ) not allowed            | _____ |
| b | salutation: <i>Hi</i> , / <i>Hello</i> ,                 | _____ |
| c | informal language                                        | _____ |
| d | salutation: <i>Dear Sir/Madam</i> ,                      | _____ |
| e | contractions (e.g. <i>don't</i> ) allowed                | _____ |
| f | complimentary close: <i>Love</i> / <i>Best wishes</i> ,  | _____ |
| g | complimentary close: <i>Yours faithfully/sincerely</i> , | _____ |
| h | formal language                                          | _____ |



### 2 Read the tips from the box and the letter below. Match fragments 1–8 to types of mistakes a–e.

Chcesz wziąć udział w międzynarodowej konferencji studenckiej na temat ochrony środowiska. Napisz **list motywacyjny**, w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą do reprezentowania Polski na konferencji.

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

### 3 Correct the mistakes in fragments 1–8 from the text in exercise 2.

- |   |       |
|---|-------|
| 1 | _____ |
| 2 | _____ |
| 3 | _____ |
| 4 | _____ |
| 5 | _____ |
| 6 | _____ |
| 7 | _____ |
| 8 | _____ |

### 4 Do the writing task.

Na stronie organizacji studenckiej pojawiło się ogłoszenie o naborze uczestników na międzynarodową konferencję studencką na temat ochrony zagrożonych gatunków. Napisz **list motywacyjny**, w którym przedstawisz swoją kandydaturę oraz uzasadnisz, dlaczego jesteś odpowiednią osobą do reprezentowania Polski na tej konferencji.

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

<sup>1</sup> Dear Tom,

I am writing to apply for the position of a team member representing Poland at the international conference on

<sup>2</sup> enviromental issues that is taking place in Madrid next month. My reason for applying is that it will allow me to use my experience and learn new skills.

<sup>3</sup> Currently, I have been a high school student in Rzeszów, Poland. I have already been involved in a number of environmental projects both at school and in the local neighbourhood. For instance, I was <sup>4</sup> responsible for denying students attending our school what to put into the new recycling bins.

I was also put in charge of the local composting team, where I proved to be a very communicative, approachable and reliable leader. <sup>5</sup> My ambition is to continue my education, donate a Bachelor's degree, and pursue a career in the environment protection industry. I believe that my experience, as well as my personal qualities, make me a suitable candidate for the team representing Poland in Madrid. <sup>6</sup> I had intended to share my experiences, as well as help others make improvements locally. What is more, I want to learn more about international efforts to care about the environment. I believe young people are our best hope in solving environmental problems.

<sup>7</sup> Thank you for your time and codisenration. I look forward to hearing from you in due course.

<sup>8</sup> Yours sincerely!

XYZ

- |   |                           |                                                   |
|---|---------------------------|---------------------------------------------------|
| a | an inappropriate greeting | <input type="checkbox"/>                          |
| b | a grammar mistake         | <input type="checkbox"/> <input type="checkbox"/> |
| c | a punctuation mistake     | <input type="checkbox"/>                          |
| d | a spelling mistake        | <input type="checkbox"/> <input type="checkbox"/> |
| e | a lexical mistake         | <input type="checkbox"/> <input type="checkbox"/> |

Pamiętaj, że w wypowiedzi pisemnej na poziomie rozszerzonym oceniane są: zgodność z poleceniem (elementy treści i formy) ☒, spójność i logika wypowiedzi ☒, zakres środków językowych ☒ oraz poprawność środków językowych ☒.

# STEP BY STEP

## reading

### Wskazówka

Zwróć uwagę na wyrazy i zwroty w zacytowanych zdaniach. Nawiązują one do tekstu przed luką lub po niej. Mogą być to zaimki osobowe (np. *he, she, they*), dzierżawcze (*mine, yours*) oraz wskazujące (*that, these*), odnoszące się do osób i rzeczy wspomnianych wcześniej, lub określenia, takie jak: *there, then*, które nawiązują do miejsc i czasu wymienionych w zdaniach poprzedzających.

### 1 Read texts 1–3 below. Which words in sentences a–c refer to the words in bold?

- 1 In ancient Greece and ancient Rome **women** did not apply too much make-up because it wasn't socially acceptable. It usually consisted of **cheek rouge and lipstick**.  
a In many cases they did not even have those to use.
- 2 In the Middle Ages the philosophy was *less is more*. **The reason was** to do with religion – changing your looks was seen as sinful.  
b That's why in those days women wore almost no make-up. Fresh looks were in fashion.
- 3 In the 16th century a **wealthy woman** would want to look pale, so she would **apply lead powder, water and vinegar to whiten her complexion**.  
c This process was very dangerous as the mixture was highly toxic and often damaged her skin.

### Wskazówka

Pamiętaj, że zdanie, które uzupełnia lukę, musi logicznie pasować do zdania przed luką i po niej. Zwróć uwagę na spójniki, które łączą następujące po sobie zdania. Po wstawieniu zdania przeczytaj cały tekst, aby upewnić się, czy jest on spójny i logiczny oraz poprawny gramatycznie.

### 2 Match the sentences 1–5 with the sentences a–e. Explain which words, phrases or ideas show that the two are connected.

- 1 I don't usually wear much make-up. ☐
  - 2 The lesson was about the history of make-up, and I found it quite interesting. ☐
  - 3 I remember getting my first make-up set when I was a teenager. ☐
  - 4 Some experts say that wearing even light make-up damages your skin. ☐
  - 5 Last time I was going out, I put too much perfume on and you could smell me a mile off. ☐
- a It was full of fascinating facts about lipstick and eye shadows.  
b Therefore, I never wear any.  
c I haven't repeated that mistake ever again.  
d However, it changes when I go to a party.  
e It was a gift from my grandmother which I have kept since then.

### Wskazówka

Zwróć uwagę na związki logiczne między zdaniami w tekście. Czasami drugie zdanie uzupełnia o dodatkowe szczegóły informację wymienioną w zdaniu poprzedzającym lub zawiera przykłady ilustrujące wcześniej wspomniane treści.

### 3 Complete gaps 1–3 with sentences a–c.

- 1 I hate wearing make-up. \_\_\_\_ So, what's the point? ☐
  - 2 Lots of my family were at the party. \_\_\_\_ We had a really interesting conversation. ☐
  - 3 I can't imagine leaving home without any make-up on. \_\_\_\_ I guess, I'd just feel ugly. ☐
- a I would think that everyone was looking at me.  
b It simply irritates my skin.  
c I met some cousins who I didn't know existed.

### 4 Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

The history of make-up is probably as old as that of humankind. People, both men and women, have been applying make-up for thousands of years. <sup>1</sup> \_\_\_\_ What we learn from historians is that at first, make-up was used for religious ceremonies, in wars or to show that you were part of a certain tribe.

One of the first civilisations to put make-up on were the Egyptians. They used mixtures of natural substances and animal or vegetable fat to create cosmetics for women and men. <sup>2</sup> \_\_\_\_ For example, kohl, a black paint, was used to make the eyes appear larger, while red ochre was applied on the lips to make them look fuller. Other popular lipstick colours were red, orange, magenta, and blue-black. <sup>3</sup> \_\_\_\_ What's more, they used more sophisticated tools to put the make-up on and stored their make-up sets in beautifully decorated boxes made of ivory and precious stones.

<sup>4</sup> \_\_\_\_ They practised painting their nails and used to wear perfume. For their nail care, this ancient society took advantage of henna and painted their nails in any shade of yellow, orange or brown. As for perfume, Egyptians loved wearing fragrances which smelt of flowers such as lilies and irises. Anything to be attractive!

How much has changed since then? Very little it seems. We still wear similar make-up or perfume, still for similar reasons. There are those who can afford to buy top brands, and those who can't.

- A It also seems that the rich people wore more make-up than the poor.  
B There have been periods in history when it was in fashion, and others when it was less welcome.  
C Apart from facial improvements, Egyptians cared about the other parts of their bodies too.  
D However, only women used to comb their hair or decorate it in any way.  
E Both used to wear heavy eye make-up, lipstick and cheek rouge to improve their looks and to imitate gods.

### Wskazówka

Pamiętaj, aby dostosować styl listu do odbiorcy. List oficjalny skierowany jest do osób lub instytucji, których osobiście nie znasz. Stosuj odpowiednie zwroty rozpoczynające i kończące list. Unikaj zwrotów potocznych.

### 1 Read the task and the example letter below. Answer the questions.

- 1 How does the writer open and close the letter?
- 2 Does the writer use contractions?
- 3 Does the writer use exclamation marks?
- 4 Does the writer use colloquialisms?

Jedna z gazet zapytała czytelników, jakie zmiany mogłyby poprawić warunki życia w ich miejscowości. Napisz **list do redakcji**, w którym opisziesz problem, jaki nurtuje mieszkańców Twojej miejscowości, i przedstawisz propozycje jego rozwiązania.

Dear Mr Barnes,

1 Thank you for encouraging people to write in about problems in our area. I am writing to outline a local issue that really concerns me – speeding traffic. Fast drivers cause problems in many parts of our town. However, here I would like to focus on the fast traffic on the road near Banbury Primary School.

2 The speed limit immediately outside the school is low, whereas the limit just a short distance away is much higher so cars race along there at very fast speeds. This is extremely dangerous for parents and children who are walking to and from school. It is nearly impossible for them to cross the road if they need to. In addition to this, there have been several accidents there in recent years. The government is also trying to encourage young people to cycle to school. This is far too dangerous along this road.

3 In my view, there are several possible solutions to this problem. Firstly, I would suggest lowering the speed limit along this stretch of road, which would reduce the speed of the cars. Secondly, I think the council should build another crossing for the parents and children. Finally, I think there should be more road signs to warn motorists that they are approaching a school. These measures will help to make everyone safer.

4 I hope that you will give serious consideration to these suggestions and that soon parents and children will be able to walk to school much more safely.

Yours sincerely,  
Paul Banks

### 2 Read some extracts from another letter. Find and correct the style mistakes in each sentence.

- 1 Hi Mr Barnes,
  - 2 I guess I could suggest a lot of changes.
  - 3 The street lighting is rubbish in the town centre!
  - 4 A lot of the lights are broken. It's a bit unsafe if you ask me.
  - 5 Why doesn't the town council just spend some money on putting in new ones?
  - 6 Thanks
- Danny Carter

### 3 Read the letter in exercise 1 again and complete the content points with the words below. Then match a–d with paragraphs 1–4.

description summary explanation suggestions reason

- a \_\_\_\_\_ for how to deal with the problem ☐
- b a \_\_\_\_\_ to close the letter ☐
- c the \_\_\_\_\_ for writing the letter and a brief \_\_\_\_\_ of the problem he is going to write about ☐
- d a detailed \_\_\_\_\_ of the problem with an example ☐

### Wskazówka

Pamiętaj, że list powinien mieć jasną i przejrzystą strukturę. Podziel go na akapity. Stosuj zdania złożone.

### 4 Match the highlighted linking words in the letter in exercise 1 with the categories below.

- 1 linking words to show contrast and addition \_\_\_\_\_
- 2 words that put ideas in order \_\_\_\_\_

### 5 Change the sentences using the highlighted linking words from the letter in exercise 1.

- 1 The streetlights in our town centre stop working at 8:30. Those in other town centres continue until midnight.
- 2 It is dangerous when you cannot see where you are going. It is easy for thieves to steal from people and shops.
- 3 Broken streetlights should be repaired. Extra streetlights should be installed.
- 4 The council promised to put in new streetlights. They have not done so.

### 6 Read the instructions and do the writing task.

Ostatnio poważnym problemem w Twojej miejscowości stał się wandalizm w miejscach publicznych. Napisz **list do redakcji** (200–250 słów) miejscowej gazety, w którym opiszysz sytuację i przedstawisz propozycje rozwiązania tego problemu.



# EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

## Część pisemna (poziom podstawowy) Rozumienie ze słuchu

### Wskazówki

- Gdy rozwiązujesz zadania sprawdzające umiejętność rozumienia ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje zawarte w pytaniach są sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

### Zadanie 1. (0–5) | MP3 14

Usłyszysz dwukrotnie pięć wypowiedzi na temat pieniędzy. Do każdej wypowiedzi (1.1.–1.5.) dopasuj odpowiadające jej zdanie (A–F). Wpisz rozwiązania do tabeli. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### This person

- A** points out the dangers of unexpected wealth.
- B** stresses the importance of spending money wisely.
- C** describes the negative results of an important financial decision.
- D** explains how they spend less for a certain type of purchase.
- E** describes how their hobby has affected their wealth.
- F** mentions the positive outcome of a negative situation.

| 1.1. | 1.2. | 1.3. | 1.4. | 1.5. |
|------|------|------|------|------|
|      |      |      |      |      |

### Zadanie 2. (0–5) | MP3 15

Usłyszysz dwukrotnie informacje na temat planowanego przebiegu pierwszego dnia kursu językowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.5. w tabeli tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

| Who?   | What?                                | Where?                          | When?        |
|--------|--------------------------------------|---------------------------------|--------------|
| Simon  | tour of the campus                   | in front of the<br>(2.1.) _____ | 10 a.m.      |
| Martha | (2.2.) _____<br>and extra activities | Lecture Hall A                  | (2.3.) _____ |
| Dennis | room assignments                     | (2.4.) _____                    | (2.5.) _____ |

## Zadanie 3. (0–5) | MP3 16

Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl jedną z liter: A, B albo C.

### Tekst 1.

#### 3.1. What is the speaker's news about?

- A The need for more staff at the current location.
- B Plans to relocate the company elsewhere.
- C Plans to open a second branch at a different location.

### Tekst 2.

#### 3.2. According to the announcement, what should shoppers do first?

- A Go to the nearest cashier.
- B Leave the store immediately, as the doors are closing.
- C Finish any shopping they are currently doing.

#### 3.3. What does the speaker say about the handbag that has been found?

- A It contains some recent purchases.
- B It has flower pattern on it.
- C It contains the owner's ID.

### Tekst 3.

#### 3.4. Why did Olive decide to become an emergency medical worker?

- A Her parents persuaded her to apply.
- B First-hand experiences influenced her.
- C It requires little training in order to qualify.

#### 3.5. How does Olive feel about her job?

- A She finds it extremely upsetting.
- B It is more dangerous than she had expected.
- C She gets a lot of satisfaction from it.

### Wskazówki

- Kiedy przystępujesz do zadania sprawdzającego rozumienie tekstów pisanych, najpierw dokładnie przeczytaj pytania dotyczące tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których dotyczą pytania. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Pamiętaj, że odpowiedź może być wyrażona w tekście bezpośrednio lub jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj tekst ponownie i upewnij się, czy odpowiedzi są właściwe.

### Zadanie 4. (0–4)

Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (4.1.–4.4.). Wpisz odpowiednią literę w każdą kratkę. **Uwaga!** Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A Healing the scars of past violence
- B Repairing the effects of the weather
- C Even humble homes are worth saving
- D A battle against nature
- E Several reasons, but one goal
- F New uses for old places

4.1.

You might assume that, once a historic building or monument has disappeared, whether by natural or human forces, it is lost forever. But a strong respect for the past, a need to put human ingenuity to use and a desire to attract visitors have combined to bring a number of memorable places back to life.

4.2.

One of the most outstanding examples is Hiroshima Castle in Japan, which was severely damaged by the atomic bomb dropped on the city in 1945. The main part of the castle was entirely rebuilt after the war, and now houses a museum. Another victim of World War II was the Polish capital, Warsaw. While most people thought the charm of the Old Town, some of which dated back to the 13th century, was lost forever, an ambitious project helped to rebuild it and, consequently, revived the old spirit of the city.

4.3.

The temple complex of Angkor Wat in Cambodia is another example. This mysterious and ancient place has been threatened by both conflict and the forces of nature, which has meant that it has been almost entirely consumed by the jungle more than once in its history. Much of it has now been restored, and it attracts visitors from around the world.

4.4.

On a more human scale, the restoration of slave dwellings on plantations in the Southern United States enables visitors to get an idea of how unpaid workers lived, and the ways they tried to make their lives more bearable. Simple neglect led to the collapse of many of these dwellings, but reconstructions based on old documents provide a vivid insight into a way of life that has, fortunately, been outlawed.

### Zadanie 5. (0–6)

Przeczytaj cztery teksty (A–D) na temat nauki online. Wykonaj zadania 5.1.–5.6. zgodnie z poleceniami.

#### Tekst A.

**A group of researchers is looking for students attending online university courses to share their experiences in regular meetings.**

Have you chosen an online university course because of your busy work schedule? Or maybe it was due to personal circumstances, the unavailability of your subject at local universities, or as a work incentive?

We would like to learn more about your reasons for choosing to study online. Your responses will go towards a national study on the subject. How does it work for you? Do you miss socialising with other students? Meet one of our researchers once a month in order to share your opinions.

Email Mark at [mjteblish@jmart.uni](mailto:mjteblish@jmart.uni)

#### Tekst B.

Joseph,

Thanks for the information about the research group for online university students. It sounds like an interesting idea, so I emailed Mark yesterday. The first meeting is next Thursday, at 7 p.m., in the town centre.

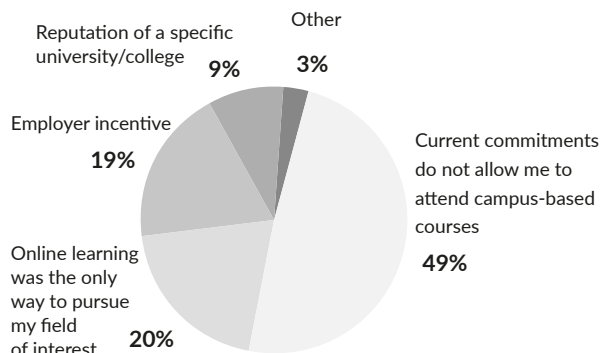
I'm doing an online course that's been made available to me through my current workplace, so I guess that fits the 'work incentive' category. The only issue is the time the group starts. I don't finish work until 7 p.m. on Thursdays, and I need some time to commute to the town centre. Do you think I should ask to leave work earlier than usual? Any thoughts? As you are doing your Spanish course online this year, maybe you would be interested in going too?

Keep me posted!

Love,  
Karina

### Tekst C.

The Roland University Education Department is studying the popularity of online university studies, the reasons for choosing online courses and the satisfaction levels of online students. The pie chart below demonstrates some reasons for online learning choices.



### Tekst D.



I've just joined this group for people who are doing university studies online. It's kind of a challenge for me to get there because it's far away, but I still think it's really worthwhile. Is anybody else interested?

**Karina**



I might be! I've been feeling really isolated lately, so it would be great to meet some people who are facing similar challenges.

**Robert**



Why don't you suggest they move the group each time they meet? It might be easier for everyone.

**Susan**



I agree with Susan. I know you're a new member, but suggesting a change of venue makes sense.

**Ella**



I'm not sure about that. Maybe they could think about changing the location permanently? Moving round the town might be complicated to organise.

**Robert**

Przeczytaj zdania 5.1.–5.3. Dopasuj do każdego zdania właściwy tekst (A–D). Wpisz rozwiązania do tabeli.

**Uwaga!** Jeden tekst nie pasuje do żadnego zdania.

|      |                                                                   |  |
|------|-------------------------------------------------------------------|--|
| 5.1. | In this text Karina gets advice on how she might solve a problem. |  |
| 5.2. | This text is an invitation to take part in some research.         |  |
| 5.3. | This text presents some of the reasons to choose online learning. |  |

Przeczytaj wiadomość Kariny do przyjaciółki. Uzupełnij luki 5.4.–5.6. zgodnie z treścią tekstów A–D tak, aby jak najbardziej precyzyjnie oddać ich sens. **Uwaga!** Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać **maksymalnie dwa wyrazy**.

Hi Lauren,

How are your studies going at London University? I'm doing quite well in my online courses, though there are times when I wish I didn't have to

5.4. \_\_\_\_\_ AND study at the same time. I've just joined a research group where we discuss our experiences with online learning with some academics. There are nine other students with whom I can compare the benefits and challenges of this type of education. I've recently read that there are quite a lot of online students in the UK and

5.5. \_\_\_\_\_ of them – forty-nine percent to be exact – choose online study because of other commitments, so it seems many of us are in the same boat! Last Thursday I asked the organisers if we could meet in a 5.6. \_\_\_\_\_ every month since the city centre is difficult for me to get to, but they didn't agree. Fortunately, my friend Joseph promised to give me a lift next time.

Let me know how you're doing.

Karina



### Zadanie 6. (0–5)

Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Finding her way to her cousin's flat from the train station was the least of Julia's worries. She had good directions on her phone, and her Danish was fluent enough that, even if she got lost, she could easily ask for help or get a taxi. What was really worrying her was the fact that she was planning to stay in a strange city, which was in an unfamiliar country, for a whole month, and she knew absolutely no one there apart from, of course, her cousin Lilly.

Her decision to spend some time in Denmark had come about because of her Danish teacher in the UK, Ms Madsen. Julia first became interested in studying the language when she had learnt that one set of her grandparents had emigrated from there. She found it so easy to learn it that her teacher called her a 'natural', and talked endlessly about Julia going to Copenhagen. In fact, Ms Madsen had been so insistent that Julia began to wonder if she was really making her own decision, or whether it was being made for her! It was certainly no surprise when she finally decided to go.

Exiting the station, Julia saw that it was a beautiful, clear day, and she suddenly felt happier as a result. She glanced at her directions, turned to the right, and set off for her destination. By her own calculations, it should only take ten minutes to get there, and she knew that the nervousness she felt had nothing to do with finding her way, and everything to do with being entirely alone in this strange city.

Suddenly, she felt a tap on her shoulder. She turned around, ready to confront a rude stranger. Instead, the person burst into a huge smile and said, 'Julia! Welcome to Copenhagen!'

'Anna? Is it really you?' She put her suitcase down and embraced her old friend, whom she had not seen for at least three years. Once, they had been classmates and best friends, but when Anna and her family moved away, they had lost touch.

'It is me! So, you've finally come to see the country!'

'How on earth did you know that?'

'I'm still in touch with Deborah, and she told me you were coming. Actually, she got all of your travel details from your mother and shared them with me so I could surprise you. And I really do hope we can start by trying to find some of your distant Danish relatives here!'

It didn't even occur to Julia to be annoyed that her family and friends had been plotting behind her back. All she felt was a sense of relief that she was not going to be so alone after all, and she was even happier to learn that Anna was living in the district that she herself was heading to.

**6.1. Which statement is true about Julia?**

- A Her grandparents had encouraged her to come to Denmark.
- B She regretted going to Denmark the moment she arrived.
- C She had always wanted to visit Denmark.
- D She was a little concerned about staying in Denmark.

**6.2. From the second paragraph, we can conclude that Ms Madsen**

- A thought Julia should learn Danish more systematically.
- B wasn't very keen on Julia's Danish connections.
- C strongly encouraged Julia to go to Denmark.
- D was surprised Julia wanted to learn Danish.

**6.3. Julia began to feel better after she had**

- A looked at her directions again.
- B left the station building.
- C arrived at her cousin's flat.
- D been spoken to kindly by a stranger.

**6.4. Anna knew about Julia's arrival because**

- A she had been in touch with Julia's mother.
- B she had heard directly about it from a mutual friend.
- C she had spoken to Ms Madsen.
- D Julia's cousin had told her.

**6.5. Which is the best title for the story?**

- A Free at Last!
- B A Regrettable Decision
- C Lost in Copenhagen
- D An Unexpected Meeting

**Zadanie 7. (0–4)**

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (7.1.–7.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

## Kazuo Ishiguro

When Kazuo Ishiguro was first informed that he had won the Nobel Prize for Literature in 2017, he simply didn't believe it. **7.1.** \_\_\_\_ Secondly, the fact that there is so much fake news and unreliable information around nowadays made him wonder if it could possibly be true. **7.2.** \_\_\_\_ In fact, it was only when he received a call from the BBC that he started to become convinced.

Ishiguro was born in Japan in 1954, but in 1960 his family emigrated to Great Britain. He is the author of both novels and short stories.

**7.3.** \_\_\_\_ The first one, *The Remains of the Day*, starring Anthony Hopkins and Emma Thompson, won several major film awards and is considered a classic. The second film, *Never Let Me Go*, is a moving story of teenagers with no family or history who are searching for meaning in their lives.

**7.4.** \_\_\_\_ The stories he's written often deal with the lies people tell themselves and the way societies deny the truths of their own past. Ishiguro hopes that his works will help people face the often uncomfortable truth instead of accepting the fake stories that are now so common.



- A As he told reporters at the time, 'I thought it was a hoax.'
- B First of all, Ishiguro is also known for his reviews and literary criticism.
- C Actually, Ishiguro's disbelief at his win reflects many of the themes in his work.
- D Firstly, he thought there had been so many more notable authors, like Haruki Murakami or Margaret Atwood, who hadn't been awarded yet.
- E Interestingly, two of his works have been turned into award-winning films.

### Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Jeśli w poleceniu podany jest limit słów, upewnij się, że go nie przekroczysz/przekroczyłaś. Sprawdź, czy nie brakuje przyimków (*from, in, on, under, ...*) lub przedimków (*a/an, the*).
- Gdy rozwiązujesz zadanie oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać użyta, w jakim czasie należy użyć czasownika lub w którym stopniu powinien być przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

### Zadanie 8. (0–4)

Uzupełnij poniższe minidialogi (8.1.–8.4.).

Wybierz spośród podanych opcji brakującą wypowiedź.

Zakreśl jedną z liter: A, B albo C.

- 8.1. **X** Did you like the film?  
**Y** \_\_\_\_  
**X** I'm surprised you didn't like it more.  
**A** I thought it was amazing.  
**B** It was a bit predictable.  
**C** It was better than the last one.
- 8.2. **X** Sam isn't very happy in his new job.  
**Y** \_\_\_\_  
**A** I knew it wouldn't suit him.  
**B** When do I start?  
**C** Don't say I didn't warn you.
- 8.3. **X** I'm worried I won't do well in the French exam tomorrow.  
**Y** \_\_\_\_  
**X** I hope you're right.  
**A** I'm sure you can do it later.  
**B** There's no reason why you should.  
**C** You're bound to get a high mark.
- 8.4. **X** \_\_\_\_  
**Y** I know! I'm very unhappy with it myself.  
**A** Peter doesn't look too satisfied with how the audition went.  
**B** Amy seems quite content about her audition.  
**C** It's great your audition has gone as well as you expected.

### Zadanie 10. (0–5)

W zadaniach 10.1.–10.5. spośród podanych opcji wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę w zdaniu.

Zakreśl jedną z liter: A, B albo C.

- 10.1. If I were you, I (*zadzwońiłbym do niego*) \_\_\_\_ before the end of the week.  
**A** will be calling him  
**B** could have called him  
**C** would call him
- 10.2. Peter Smith is a role model for all the players in the team – they really (*podziwiają go*) \_\_\_\_.  
**A** take care of him  
**B** look up to him  
**C** take him on
- 10.3. (*Nie było żadnych*) \_\_\_\_ clouds in the sky when we were leaving in the morning.  
**A** There weren't any  
**B** That wasn't any  
**C** They were no
- 10.4. It was (*niewiarygodna opowieść*) \_\_\_\_ about superheroes saving the world.  
**A** an unbelievable tale  
**B** a thought-provoking history  
**C** a strange plot
- 10.5. I know the place (*gdzie sprzedają*) \_\_\_\_ the best ice cream in this town.  
**A** where do they sell  
**B** where they've sold  
**C** where they sell

### Zadanie 9. (0–5)

W zadaniach 9.1.–9.5. wpisz obok numeru zadania wyraz, który poprawnie uzupełnia obydwa zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- 9.1. \_\_\_\_  
**A** I wish I could tell you more about biodegradable packaging, but we are \_\_\_\_ out of time.  
**B** Since early childhood Maria has been keen on \_\_\_\_ in the forest early in the morning.
- 9.2. \_\_\_\_  
**A** I found a really good \_\_\_\_ to convince my parents to let me go to the Pustki concert on Friday.  
**B** I had a(n) \_\_\_\_ with my brother about using the laptop.
- 9.3. \_\_\_\_  
**A** There was so much evidence that the \_\_\_\_ went on for six weeks before Robert Smith was found guilty.  
**B** The media reported that the first \_\_\_\_ of the new vaccination was very promising.
- 9.4. \_\_\_\_  
**A** With all those friends and mates from the football team, you must have a(n) \_\_\_\_ social life.  
**B** If I were \_\_\_\_, I would spend my money on saving the endangered species.
- 9.5. \_\_\_\_  
**A** Can I have a(n) \_\_\_\_ of this chocolate cake, please?  
**B** I've lost the \_\_\_\_ of paper with her telephone number, I'm afraid.

## Wskazówki

- Zanim zaczniesz pisać swoją wypowiedź, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz wynotować sobie, co chciałbyś/chciałaś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i formą wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniósłeś się / odniosłaś się do wszystkich podpunktów polecenia.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

### Zadanie 11. (0-12)

Wzięteś/Wzięłaś udział w spotkaniu ze znanym artystą / znaną artystką. Na swoim blogu:

- przedstaw tę osobę i wyjaśnij, dlaczego zdecydowałeś się / zdecydowałaś się wziąć udział w spotkaniu,
- opisz jej charakter i wygląd,
- poinformuj, za co tę osobę cenisz,
- napisz, czego nauczyło Cię to doświadczenie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc wyrazów podanych na początku wypowiedzi). Oceniane są: umiejętność pełnego przekazania informacji (5 punktów), spójność i logika wypowiedzi (2 punkty), zakres środków językowych (3 punkty) oraz poprawność środków językowych (2 punkty).

# CZYSTOPIŚ

Hi everyone!

*I'd like to share some news with you.*

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.



# EGZAMIN MATURALNY Z JĘZYKA ANGIELSKIEGO

## Część pisemna (poziom rozszerzony) Rozumienie ze słuchu

### Wskazówki

- Gdy rozwiązujesz zadania sprawdzające umiejętność rozumienia ze słuchu, najpierw dokładnie przeczytaj polecenie i wszystkie pytania.
- Pamiętaj, że informacje zawarte w pytaniach są sformułowane inaczej niż w nagraniu. W trakcie słuchania zwróć uwagę na wyrazy, zwroty lub dłuższe fragmenty tekstu, których znaczenie jest zbliżone do treści wyrażonych w zadaniu.
- Nie zaznaczaj odpowiedzi przed wysłuchaniem całego nagrania. Słuchając nagrania po raz drugi, upewnij się, czy zaznaczyłeś/zaznaczyłaś właściwe odpowiedzi.

### Zadanie 1. (0–4) | MP3 17

Usłyszysz dwukrotnie cztery wypowiedzi na temat miejsca zamieszkania. Do każdej wypowiedzi (1.1.–1.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga!** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

#### This speaker mentions

- A** a currently impractical dream to live elsewhere.
- B** a major annoyance associated with living in a small community.
- C** the time needed to adjust to a change of lifestyle.
- D** the cause of serious conflicts between neighbours.
- E** the chance to escape from the noise of their current residence.

| 1.1. | 1.2. | 1.3. | 1.4. |
|------|------|------|------|
|      |      |      |      |

### Zadanie 2. (0–5) | MP3 18

Usłyszysz dwukrotnie wypowiedź na temat organizacji zajmującej się ochroną zabytków i przyrody. Na podstawie informacji zawartych w nagraniu uzupełnij luki 2.1.–2.5. w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

#### THE NATIONAL TRUST

- takes care of nature, beauty and history;
- was founded over (2.1.) \_\_\_\_\_ ago;
- now owns buildings, parks, land and even an entire village.

#### IMPORTANT FACTS

- the founders were Octavia Hill, Sir Robert Hunter, and Hardwicke (2.2.) \_\_\_\_\_;
- formally recognised in (2.3.) \_\_\_\_\_.

#### IMPORTANT ACQUISITIONS

- (2.4.) \_\_\_\_\_ the ancient monument of Stonehenge;
- parts of the Lake District;
- the (2.5.) \_\_\_\_\_ of former Beatles Sir Paul McCartney and John Lennon.

### Zadanie 3. (0–6) | MP3 19

Usłyszysz dwukrotnie wywiad z choreografką.

Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 3.1.–3.6. tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

- 3.1. Sally feels \_\_\_\_\_ about appearing on the radio programme.
- 3.2. She admits that her early training as a dancer was not \_\_\_\_\_ other dancers.
- 3.3. At the age of eight, Sally \_\_\_\_\_ technique.
- 3.4. Besides dance training, the Royal Ballet School \_\_\_\_\_ subjects.
- 3.5. After Sally left the Royal Ballet, she \_\_\_\_\_ in Europe.
- 3.6. Sally is \_\_\_\_\_ the audience's response to her company's performances.

### Wskazówki

- Kiedy przystępujesz do zadania sprawdzającego rozumienie tekstów pisanych, najpierw dokładnie przeczytaj pytania dotyczące tekstu. Następnie przeczytaj tekst i znajdź fragmenty, których dotyczą pytania. Szukaj w tekście tych samych treści wyrażonych innymi słowami.
- Pamiętaj, że odpowiedź może być wyrażona w tekście bezpośrednio lub jedynie pośrednio zasygnalizowana. Możesz też zostać poproszony/poproszona o wyciągnięcie wniosków z danego fragmentu tekstu.
- Gdy zaznaczysz już wszystkie odpowiedzi, przeczytaj tekst ponownie i upewnij się, czy są właściwe.

### Zadanie 4. (0–5)

Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania go dotyczące (4.1.–4.5.). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. Uwaga! W jednej części tekstu znajdują się odpowiedzi na dwa pytania.

| In which paragraph does the author ... |                                                                         | Answer |
|----------------------------------------|-------------------------------------------------------------------------|--------|
| 4.1.                                   | suggest that appearance had more than an artistic importance?           |        |
| 4.2.                                   | mention a situation that is familiar to those who commission buildings? |        |
| 4.3.                                   | refer to the use of buildings formerly occupying the same site?         |        |
| 4.4.                                   | state that some differences of opinion were eventually settled?         |        |
| 4.5.                                   | give factual data about a project?                                      |        |

## The Palace of Westminster

- A.** The site of the Palace of Westminster, more commonly known as the Houses of Parliament, had been a royal residence since the 11th century, though of course many dramatic changes have taken place since then. The original structure was the principal residence for English royalty until a fire ravaged the building in 1512. The Palace of Whitehall was then chosen as the monarch's London residence, and the buildings that survived the fire continued to be used as a meeting place for the English Parliament, as well as the seat of the Royal Courts of Justice.
- B.** A far more serious fire in 1834 forced the government to make a radical decision: they would erect an entirely new structure to replace the mix of architectural styles at Westminster. In 1835, a Royal Commission was established in order to decide exactly what was needed for Parliament's continued presence on the site. One sticking point concerned the actual design. The neo-classical style, chosen to represent the democratic ideals of the United States, was favoured by some, while others thought that an Elizabethan or neo-Gothic structure would better reflect the history of the site, showing respect to the old structures that still remained. It was also felt that this would reflect more traditional values.
- C.** In 1836, the Commission announced a competition for architects in order to have a variety of designs to choose from. Out of ninety-seven entries, four were chosen as finalists and in the end a unanimous decision was reached. It chose the design proposed by Charles Barry, whose vast Gothic-style palace, with an immensely long façade reflected in the River Thames, was exactly what many had been looking for.
- D.** As is often the case with architects' estimates, the proposed construction time of six years at a cost of around £700,000 was wildly inaccurate. The project ended up taking more than thirty years, and the cost skyrocketed to more than two million pounds. It was not until 1847 that the House of Lords were able to move into their new headquarters, but the House of Commons had to wait until 1852. Since that time, the building has been in continuous use by members of the British Parliament, and its unique and impressive exterior has become one of the most recognisable symbols of Great Britain around the globe.

**Zadanie 5. (0–4)**

Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (5.1.–5.4.) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać spójny i logiczny tekst. Uwaga! Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

### *The Notting Hill Carnival*

Notting Hill in West London is famous for a variety of reasons. Even if you have never been to London, the 1999 romantic comedy film *Notting Hill* might have familiarised you with the area's charming houses, busy street life and – at the time, anyhow – artistic and bohemian atmosphere. **5.1.** \_\_\_\_ And, even though crowds of international shoppers pack the Road at weekends, it remains one of the main attractions for Londoners and visitors alike.

One of the reasons why the district is so appealing is The Notting Hill Carnival, which stands out as one of the best-known attractions in the city. Held annually over two days in late August, it attracts up to 2.5 million people, all of whom come to enjoy the live music, dance, food and general festivities with a Caribbean flair. **5.2.** \_\_\_\_ The first one was not put on until the mid-1960s, and though in the past it has been marred by protests, crowd trouble and racial tensions, it is now established as one of the premier events of the summer season.

The first event of its kind was the 1959 Caribbean Carnival, organised by the activist Claudia Jones and held at St Pancras Town Hall. **5.3.** \_\_\_\_ The organisers of the first street carnival in the mid-sixties were actually unaware of the 1959 event, but their goals were similar. It wasn't until the 1970s that costumes, dancers and a variety of live music performances were incorporated. Since then, with a few interruptions, the Carnival has been a must-see while in London during the summer.

Although the Carnival is now run as a business by The Notting Hill Carnival Ltd., it is still very much a hands-on affair.

**5.4.** \_\_\_\_ They not only make costumes and prepare traditional Caribbean food, but also spend the entire year rehearsing dances and musical performances as a way of sharing their pride in the traditions of their island roots and to celebrate their importance as black people in British society.

- A Up to forty thousand volunteers are involved in the elaborate preparations for the two-day street party.
- B While it reminds some people of the Mardi Gras celebrations held in the Southern United States, it is uniquely British in a number of ways.
- C The Portobello Road, a long street lined with antiques shops and second-hand stalls, just as well-known as the film, attracts visitors to Notting Hill from around the world.
- D This was a modest, indoor, televised event designed to promote black culture at a time of serious racial tensions in the UK.
- E Unusually for a British attraction, however, the Carnival is a fairly recent phenomenon.

### Zadanie 6. (0–6)

Przeczytaj dwa teksty o oszustwie medycznym. Wykonaj zadania 6.1.–6.6. zgodnie z poleceniami.

#### Tekst 1.

## A WELCOME NEWCOMER

Since the death of their beloved and respected doctor, Silas Emerson, the village had been without a resident medical professional for nearly a year. People would go to the neighbouring town for routine visits, and they were forced to call for an ambulance or take their loved ones to the nearest hospital, about half an hour away, whenever the situation seemed more serious. So it was with a huge collective sigh of relief and gratitude that the villagers greeted the reopening of the local doctor's surgery. Alongside the general relief, however, there was a great deal of chatter and speculation when the new doctor first showed his face at the village hall and introduced himself. After that event, the 'speculation machine' went into full speed.

'Is he really old enough to be a proper doctor?' Mrs Calder wondered to her neighbour, Linda Burchett, as they were settling down to their usual Sunday afternoon tea and gossip.

'I know what you mean!' Linda replied. 'He looks about eighteen ... but then it's so hard to judge young people's ages from our stage in life!'

'You mean because we're so ancient?' Mrs Calder laughed.

But the doubts multiplied when the postman, Mr Thomas, went to see him about a minor complaint. 'I just went in to have him check my big toe, you know,' he told his wife. 'And, suddenly, he was encouraging me to take all sorts of concoctions to improve my mental abilities, give me a longer life, even to grow my hair back!' He stroked his bald head. 'As if that was ever going to happen! Anyway, I asked where I could get these medicines – just to be polite, you know – and he insisted that I would save money if I bought them directly from him. He seems well-meaning enough, but I'm beginning to wonder if he's running some sort of scam. I hate to be so suspicious, but one has heard of such things, after all.'

His wife agreed that it might be worth looking into, and she knew just the person to ask for help. Their neighbour, Emily Farrell, had once worked in the pharmaceutical industry. Mrs Thomas explained the situation to her, and suggested that Emily might go to the new doctor and ask to buy some of his miracle medicines. 'I know you're wonderfully healthy, but I'm sure you can pretend you're suffering from something.'

'Or perhaps he'll think of some for me,' Emily replied cynically. 'I'll see what I can do.'

Emily made an appointment for the following week, and when she arrived, she had already decided on which complaints to discuss with him. She did, in fact, suffer from occasional headaches, so she thought she would boost their status to full-blown migraines and see what he had to offer. She decided to throw in bouts of seasonal allergies for good measure. Since it was the dead of winter, with not a weed blooming anywhere, she wouldn't have to pretend to have any of the symptoms at any rate.

At the end of her appointment, she came away with three bottles of medicine, which she immediately took to her lab for analysis. She then reported back to the Thomases with her findings. 'It's nothing but sugar, water and food colouring,' she told them. 'Perfectly harmless to your health, of course, but quite damaging to your bank account. Now, I suppose we'll have to report him to the authorities?'

But before they could take any action, the 'doctor' had evidently got wind of their suspicions. Just as suddenly as he had arrived, the young medical man was gone.

W zadaniach 6.1.–6.3. z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

#### 6.1. Based on the first paragraph, we learn that the villagers

- A were deprived of medical services.
- B were very confident in their new doctor.
- C were resistant to any type of change.
- D were upset to have an unfamiliar doctor.

#### 6.2. Which of the following happened first chronologically?

- A Emily Farrell offered to investigate the new doctor.
- B The new doctor attended a meeting at the village hall.
- C The postman went to see the doctor at his surgery.
- D Mrs Calder questioned the doctor's age.

#### 6.3. Which of the following sentences is true?

- A The new doctor's scam was uncovered.
- B The new doctor was arrested by the authorities.
- C The postman refused to buy the doctor's remedies.
- D Emily Farrell confronted the doctor with his wrongdoings.



## Tekst 2.

**The Real Snake Oil Salesman**

The term 'snake oil salesman' (or woman) is widely used to label anyone who deals in false claims or carries out fraudulent practices, whether in business or in politics. Many people assume that there is no actual substance derived from snakes behind the expression. In fact, there was! But, to find out more, we need to go back to the days of the Wild West.

In the latter half of the 19th century, thousands of Chinese migrant workers arrived in America to work on the construction of the railways. Because this was known to be extremely hard physical work, they brought with them an oil to rub on sore muscles and joints at the end of the day. This liniment was actually made from oil derived from the Chinese water snake, and when it was shared with other labourers, its effectiveness astonished anyone who tried it.

Before long, word spread, and an American entrepreneur by the name of Clark Stanley decided to manufacture and sell his own version of the oil. Since the Chinese water snake was not a native species, he decided to use rattlesnakes as the basis for his miracle cure. He travelled around the country, doing live demonstrations that showed him preparing the mixture and marketed it as a cure for every ache and pain imaginable. When he began to offer his product via mail-order, however, all traces of actual snake oil had disappeared, and what people were paying good money for was a useless mixture of mineral oil and other random ingredients.

So many medical scams of this type have been done over the years that it is hard to keep track of them. Certainly, the arrival of the Internet and the ease of online shopping has only increased the frequency of this type of fraud. Perhaps the most shocking scams are those involving fraudsters who pretend to be medical professionals and sell useless or harmful 'cures' as part of their scam. They are not only taking advantage of people who may be feeling desperate and vulnerable due to their medical condition, but they are also peddling false hope – and there is nothing more damaging than that.

Uzupełnij luki 6.4.–6.6. zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku angielskim.

The term 'snake oil salesman' first appeared when an effective muscle relief oil was brought to the States

**6.4.** \_\_\_\_\_ and, as a result, an American businessman, Clark Stanley, tried to reproduce its effects.

At first, he gave public demonstrations of his product, but when he began to bottle and sell the mixture, it actually

**6.5.** \_\_\_\_\_ snake oil at all.

Recently, the Internet has made it unbelievably easy to sell **6.6.** \_\_\_\_\_. This type of business is very damaging, as it targets desperate and vulnerable people, who are looking for help wherever they can find it.

### Zadanie 7. (0–3)

Przeczytaj tekst i uzupełnij jego streszczenie. Uzupełnij luki 7.1.–7.3. zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. Luki należy uzupełnić w języku polskim. Uwaga! W każdą lukę możesz wpisać maksymalnie dwa wyrazy.

When I agreed to go on a seven-day cruise with some of my friends, I had no idea what I was letting myself in for. I really enjoy travelling, but what I hadn't taken into consideration when agreeing to embark on this type of holiday experience was my own personality.

To be frank, I am definitely not a terribly gregarious person. Amongst very close friends, I have no real problem with communication, but when I am confronted by strangers, I sometimes become uncomfortable, and my discomfort makes me seem unfriendly, or even bossy. My social awkwardness has earned me a great deal of unwarranted criticism. In everyday life I can usually choose the social situations I put myself in.

On a cruise ship, however, the only time you are sure to be alone is in your own cabin, and that's only if you've paid the premium for single accommodation. Since I ended up sharing one with a member of our group whom I didn't know very well, and who was an endless chatterbox, my only recourse was to find an isolated place on the ship where I could relax. Whenever we were at sea, I tried one of the spas or cafés, but they never seemed free of chatty fellow passengers. Apparently, some people choose this type of holiday in order to make new friends.

Yet, there was one happy day, when I had time for myself. When we docked on the Côte d'Azur, rather than go on the group tour, I decided to spend the day on the beach on my own. It was the best decision I had made in a while during the whole cruise. Sure, I wasn't alone, but I felt far more relaxed than I had on the guided tours.

My lesson? If you are not a sociable type, think twice before booking a cruise!

Kiedy narrator zdecydował się na rejs statkiem wycieczkowym z przyjaciółmi, uświadomił sobie, że nie wziął pod uwagę pewnych aspektów **7.1.** \_\_\_\_\_. O ile przebywanie z przyjaciółmi nie jest dla niego problematyczne, o tyle spotkanie się **7.2.** \_\_\_\_\_ często wywołuje w nim dyskomfort, który prowadzi do nieprzyjemnych lub wręcz apodyktycznych zachowań.

Podczas rejsu częściowym schronieniem przed ludźmi poszukującymi nowych znajomości były spa i kawiarnia. Jednak najlepszym dniem okazał się ten, w którym narrator zdecydował się na **7.3.** \_\_\_\_\_ na plażę na Lazurowym Wybrzeżu.

### Wskazówki

- Gdy rozwiązujesz zadanie sprawdzające znajomość środków językowych oparte na pojedynczych zdaniach, po uzupełnieniu luki sprawdź, czy całe zdanie jest logiczne i poprawne gramatycznie. Jeśli w poleceniu podany jest limit słów, upewnij się, że go nie przekroczyłeś / nie przekroczyłaś. Sprawdź, czy nie brakuje przyimków (*from, in, on, under, ...*) lub przedimków (*a/an, the*).
- Gdy rozwiązujesz zadanie oparte na tekście, najpierw przeczytaj tekst, aby zorientować się, jakie słownictwo lub struktury gramatyczne są testowane. Ustal na podstawie kontekstu, jaka część mowy powinna zostać zastosowana, w jakim czasie należy użyć czasownika lub w którym stopniu powinien być przymiotnik, aby poprawnie uzupełnić lukę. Sprawdź, czy rzeczownik powinien być w liczbie pojedynczej czy mnogiej.

### Zadanie 8. (0–4)

Przeczytaj tekst. Uzupełnij każdą lukę (8.1.–8.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga! Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

annoy consider desire imagine relate suspect

Anyone who uses social media and who also shops on the Internet knows how 8.1. \_\_\_\_\_ targeted advertising can be. Tracking technology allows companies to target ads to website users as they move around the Internet. All you have to do is search for a pair of socks online and, immediately, your social media page is inundated with adverts for every type of sock 8.2. \_\_\_\_\_, most of them so overpriced you probably wouldn't ever consider buying them. The ad is targeted to the user in hopes of drawing them back to purchase the product. Fortunately, most social media providers are 8.3. \_\_\_\_\_ enough to let you choose the adverts you see. Yet, that still doesn't really alleviate the 8.4. \_\_\_\_\_ that someone, somewhere, is reading our thoughts in order to sell us something we have already bought or frankly do not need.

### Zadanie 9. (0–5)

Przetłumacz na język angielski fragmenty podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

Uwaga! W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- The position isn't ideal, but I (*myślę, że ją zaakceptuję*) \_\_\_\_\_, as it's a very good company to work for.
- James (*nie mógł być*) \_\_\_\_\_ at the reception last night because he was still in Manchester.
- (*Gdyby nie mieli*) \_\_\_\_\_ so many witnesses, it would be extremely difficult to convict the accused of the crime.
- The new tax law (*zostało odrzucone*) \_\_\_\_\_ the Parliament since it was almost impossible to enforce.
- Sandra wishes she (*dostała samochód*) \_\_\_\_\_ as a graduation present from her parents, but they couldn't afford it.

### Zadanie 10. (0–5)

Uzupełnij zdania 10.1.–10.5. Wykorzystaj w odpowiedniej formie podane w nawiasach wyrazy. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.

- The hitchhiker knew he (*be / danger*) \_\_\_\_\_ when he saw a huge grey wolf in front of the tent.
- Siobhan often forgets how important hydration is for athletes – she only had (*little / water*) \_\_\_\_\_ this morning, and that is definitely not enough!
- My grandparents contacted a cleaning company last year, and now they \_\_\_\_\_ (*have / house / clean*) twice a month.
- Do you happen to know who (*be / responsible / design*) \_\_\_\_\_ the new model of this car?
- Peter and his brother (*use / enjoy*) \_\_\_\_\_ family holidays when they were young, but everything changed the day they went to high school.

## Wskazówki

- Zanim zaczniesz pisać swoją wypowiedź, przemyśl jej kompozycję, tak aby osoba, która czyta Twoją pracę, nie miała problemu z jej zrozumieniem.
- Wypowiedź pisemna powinna być logiczna, spójna i przejrzysta. Możesz wynotować sobie, co chciałbyś/chciałaś umieścić we wstępie, poszczególnych akapitach i podsumowaniu wypowiedzi.
- Nie zapominaj też o właściwym ujęciu i wyczerpaniu tematu, zgodnie z instrukcją zawartą w poleceniu i formą wypowiedzi.
- Po napisaniu pracy przeczytaj ją, aby sprawdzić, czy nie popełniłeś / nie popełniłaś błędów i czy odniósłeś się / odniosłaś się do wszystkich elementów polecenia.
- Upewnij się, że nie przekroczyłeś / nie przekroczyłaś podanego limitu słów.

### Zadanie 11. (0–13)

Wypowiedz się na jeden z poniższych tematów. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu. Zaznacz wybrany przez Ciebie temat. Zakreśl jego numer.

1. Niedawno uczestniczyłeś/uczestniczyłaś w szkolnych obchodach Dnia Ziemi. Napisz **list** do dyrektora szkoły, w którym zrelacjonujesz przebieg tego wydarzenia oraz przedstawisz i uzasadnisz swoją opinię na temat organizowania takich uroczystości.
2. Właśnie ukończyłeś/ukończyłaś pierwszy miesiąc pracy w wolontariacie, w czasie którego pomagałeś/pomagałaś w schronisku dla zwierząt. Napisz **artykuł** na stronę internetową Waszej szkoły, w którym opisziesz, na czym polegała Twoja praca i przedstawisz swoją opinię na temat wartości pomagania zwierzętom w ten sposób.
3. Media społecznościowe coraz częściej zastępują ludziom inne źródła informacji o świecie. Napisz **rozprawkę** na ten temat i przedstaw wady i zalety takiego stanu rzeczy.
4. Wiele osób uważa, że wydatki poniesione na ostatnią misję badawczą Marsa są zbyt wysokie, a korzyści z niej płynące – niewielkie. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do najpilniejszych potrzeb ludzkości oraz do konieczności eksplorowania przestrzeni kosmicznej.

# CZYSTOPIŚ

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



🕒 2 minuty

Rozmowa wstępna

### Wskazówki

- Rozmowa wstępna ma na celu oswojenie zdającego z sytuacją egzaminacyjną, przygotowanie go do głównej części egzaminu ustnego oraz poprawienie jego efektywności podczas wykonywania kolejnych zadań.
- Ta część egzaminu ma charakter swobodnej, naturalnej rozmowy, więc postaraj się zrelaksować.
- Egzaminator zada Ci kilka pytań związanych z Twoim życiem i zainteresowaniami. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Odpowiadając na nie, postaraj się używać pełnych zdań. Pamiętaj, że Twoim zadaniem jest wykazanie się znajomością zróżnicowanego słownictwa oraz środków językowych.
- Staraj się mówić wyraźnie i nie spiesz się z odpowiedziami.
- Nie bój się poszerzać swoje odpowiedzi. Użycie zwrotów takich jak **What is more ...** lub **In addition ...** zademonstruje Twoją wiedzę i ułatwi przebieg rozmowy.

### 🎓 Answer the questions.

- Are you interested in science? Why/Why not?
- Where do you spend free time with your friends? Why?
- What makes a good friend?
- Would you like to be a politician in the future? Why/Why not?
- What is your favourite technological gadget? Why?

🕒 4 minuty

**Zadanie 1.**

Rozmowa z odgrywaniem roli

### Wskazówki

- Zadanie pierwsze polega na przeprowadzeniu rozmowy, w której zdający i egzaminator odgrywają role opisane w poleceniu. Szczegóły roli Twojego rozmówcy zamieszczone są wyłącznie w zestawie dla egzaminującego.
- W tej części egzaminu musisz odnieść się do czterech elementów wskazanych w poleceniu i omówić każdy z nich w co najmniej dwóch zdaniach.
- Możesz zostać poproszony/poproszona o dokładniejsze wyjaśnienie jakiejś kwestii, podanie większej ilości szczegółów, przedstawienie opinii lub udzielenie rady. W takiej sytuacji musisz właściwie zareagować na wypowiedź egzaminującego.
- Egzaminator może nie zgodzić się z Twoją propozycją i poprosić o inne rozwiązanie. Nie oznacza to, że podana przez Ciebie propozycja jest nieodpowiednia. To standardowa część egzaminu oraz sposób na ocenę Twojej wiedzy i umiejętności.

### 🎓 Do the task. Then change roles and do the task again.

#### Uczeń A

Chcesz spędzić najbliższe ferie zimowe, pracując jako wolontariusz/wolontariuszka na obozie przygodowym. Rozmawiasz z przedstawicielem firmy, która organizuje ten obóz. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B:

Wymagane umiejętności i kwalifikacje

Transport i zakwaterowanie

Planowane ramy czasowe zajęć

Obowiązki i odpowiedzialność

#### Uczeń B

Jesteś przedstawicielem/przedstawicielką firmy, która organizuje zimowe obozy przygodowe. Rozmawiasz z osobą zainteresowaną pracą wolontariusza na takim obozie (uczeń A). W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- dowiedz się, czy uczeń A jest w dobrej kondycji fizycznej wymaganej do wzięcia udziału w niektórych zajęciach,
- poinformuj ucznia A o konieczności wykupienia dodatkowego ubezpieczenia.

(Rozmowę rozpoczyna uczeń B.)

🕒 3 minuty

**Zadanie 2.**

Rozmowa na podstawie ilustracji

### Wskazówki

- W zadaniu drugim zostaniesz poproszony/poproszona o opisanie ilustracji i odpowiedzi na pytania egzaminatora.
- Opisując ilustrację, używaj konstrukcji **There is/There are** i czasu **present continuous** oraz wyrazów i zwrotów służących do spekulacji na temat tego, co widzisz na zdjęciu (**I feel that this place ...., This is the sort of place that might offer ...., It seems to me that this would be a good place to ...**). Uwzględnij informacje o tym, kogo przedstawia zdjęcie, gdzie się znajduje ta osoba, jaką czynność wykonuje, jak wygląda oraz co może czuć w przedstawionej sytuacji.
- Po opisanie ilustracji egzaminujący zada Ci trzy pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pierwsze z nich odnosi się bezpośrednio do zdjęcia i wymaga interpretacji przedstawionej na nim sceny. Drugie pytanie będzie związane z tematyką zdjęcia, lecz będzie dotyczyło Twoich poglądów, upodobań, zainteresowań lub planów. Trzecie pytanie dotyczy wydarzeń lub doświadczeń z przeszłości. Odpowiadając na nie, stosuj czasy przeszłe (**past simple, past continuous, past perfect**).

### 🎓 Describe the photo and answer the questions. Then change roles and do the task again.



- What do you think the man is going to do next?
- How safe is the place where you live? Give reasons for your answer.
- Describe the last time you or someone you know was affected by a crime.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

### Wskazówki

- W zadaniu trzecim zostaniesz poproszony/poproszona o wybranie spośród zilustrowanych propozycji tej, która Twoim zdaniem najlepiej spełnia warunki wskazane w poleceniu. Następnie odpowiesz na pytania egzaminującego.
- Dokonując wyboru, odnieś się do zilustrowanych propozycji i podaj argumenty uzasadniające wybór jednej z nich oraz przyczyny odrzucenia pozostałych. Wypowiedź powinna składać się z pełnych zdań. Używaj zwrotów i wyrażeń takich jak: *I believe/think that ...; The one that appeals to me is ...; I believe this experience would be the most valuable because ...; In my opinion ...; This option is definitely more/less appealing than the other ones because ...*.
- Kiedy zakończysz wypowiedź, egzaminujący zada Ci dwa pytania. Pytania te zamieszczone są wyłącznie w zestawie dla egzaminującego. Pamiętaj, by nie tylko udzielić prostej odpowiedzi, lecz również uzasadnić ją w dwóch-trzech zdaniach.



**Do the task and answer the questions. Then change roles and do the task again.**

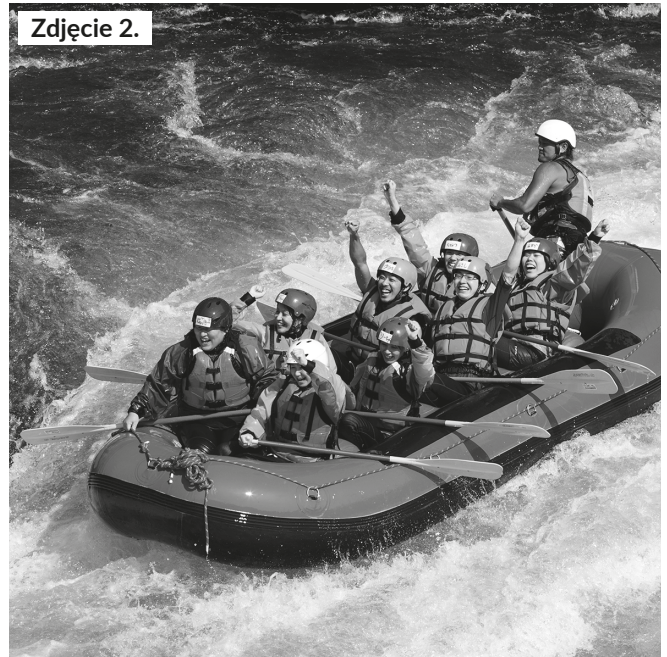
Razem z wychowawcą i kolegami oraz koleżankami z klasy organizujecie weekendowe spotkanie na świeżym powietrzu. Masz do wyboru trzy formy aktywności.

- Wybierz tę, która byłaby najbardziej atrakcyjna dla Twoich kolegów i koleżanek z klasy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

**Zdjęcie 1.**



**Zdjęcie 2.**



**Zdjęcie 3.**



- 1 Do you think outdoor activities improve young people's lives? Why/Why not?
- 2 'Experiencing nature makes us care more about the natural world.' What do you think about this statement? How do you understand 'care about' in this context?



## BEFORE WATCHING

## 1 Look at the skills below and choose your reactions.

G – I'm good at this

W – I'd like to be good at this

U – This is an unrealistic goal

S – This ability is good for your self-esteem

playing a sport

listening to people

drawing

computer programming

speaking in public

solving problems

keeping secrets

singing or playing an instrument

G / W / U / S

G / W / U / S

G / W / U / S

G / W / U / S

G / W / U / S

G / W / U / S

G / W / U / S

G / W / U / S

## WHILE WATCHING

VIDEO SKILLS: Identifying confidence and caution

Confident expressions:

*I'm really proud of ...**I've always been good at ...**People even ask me to ...*

Cautious expressions:

*I'm quite / not very good at ...**I think that's because ...**Maybe that's why ...*

## 2a VIDEO SKILLS Read the video skills box. Then watch the video. For each speaker, complete the table with what they are good at and how confident they are about their skills.



Callum



Naomi



Rachel



Toby

|        | Good at ... | Confident |
|--------|-------------|-----------|
| Callum |             |           |
| Naomi  |             |           |
| Rachel |             |           |
| Toby   |             |           |

## 2b Watch again and answer the questions.

Callum

1 What type of games does he like?

2 What makes him feel proud?

Naomi

3 What makes her a good listener?

4 What two things do her friends value about her?

Rachel

5 What makes her especially proud of her work?

6 What makes her feel good?

Toby

7 Why did he decide to take tennis seriously?

8 What does he say about his progress now?

## 3a Watch again. For each speaker, note down the skills and personality traits that could help them find a job in the future.

Callum

Naomi

Rachel

Toby

## 3b Can you think of a good job for each person?

## AFTER WATCHING

## 4a Think about the teenagers in the video. Which one is most like you? Why? What skills or personality traits do you have in common with the other speakers?

## 4b SKILLS 4 LIFE Make a poster about the serious side of silly skills. Follow these steps.

- 1 Work in groups. Brainstorm a list of 'silly' skills – things people are good at that aren't normally considered to be important skills, for example *telling jokes* or *tidying up your room*.
- 2 For each of the skills on your list, think of as many benefits as you can. For example, telling jokes makes people laugh, and laughing is good for dealing with stress.
- 3 Make a poster to display your silly skills and their more serious benefits. Think of a title for the poster and a way to present the silly skills that will make it both easy and entertaining to read.

## Reflect on it

*'We still value traditional skills like sport, art, music or maths more highly than life skills like listening, teamwork or giving advice.'* Do you think this is true? Why/Why not? Do you think we value the right skills for success in life today?





▶ VIDEO 18

# LIFE SKILLS VIDEOS

Olivia's vlog: Being a responsible tourist

2

## BEFORE WATCHING

- 1a** Make as many phrases related to responsible tourism as you can by taking one word or expression from each box.

contaminate/damage/harm  
energy efficient  
eco/environmentally friendly  
locally-made  
protect

accommodation  
products  
the environment  
tourism  
transport  
wildlife

New Zealand

Capital city? \_\_\_\_\_  
Indigenous people? \_\_\_\_\_  
Name of islands? \_\_\_\_\_  
Things to see? \_\_\_\_\_  
Famous for? \_\_\_\_\_  
Key words? \_\_\_\_\_

- 2b** Watch again and write the connection between Olivia's trip and the words and phrases below.

1 English food \_\_\_\_\_  
2 trainers \_\_\_\_\_  
3 Tongariro \_\_\_\_\_  
4 rubbish \_\_\_\_\_  
5 Toi Iho \_\_\_\_\_

- 3a** Try and answer these questions. Then watch again to check your answers.

1 Why do New Zealanders look after their environment?  
\_\_\_\_\_  
2 What does Olivia say about her aunt?  
\_\_\_\_\_  
3 Why does New Zealand need to protect its plants and animals?  
\_\_\_\_\_  
4 Why was Olivia's mum pleased?  
\_\_\_\_\_  
5 Why is Tongariro National Park special for the Maoris?  
\_\_\_\_\_  
6 What type of basic products should you buy?  
\_\_\_\_\_

- 1b** Complete the first two pieces of advice with phrases from 1a. Then write three other pieces of advice for tourists who want to be responsible.

1 If you stay in \_\_\_\_\_,  
you will reduce your carbon footprint.  
2 You can help the people in the places you visit by  
buying \_\_\_\_\_.  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_

## WHILE WATCHING

VIDEO SKILLS: Using what you know to help you understand

Before you watch a video:

- Read the instructions carefully. Find out as much as you can about what will be in the video.
- Predict things you will hear – topics, information, key words and expressions.

While you watch:

- Be flexible. Adapt your predictions if necessary.

- 2a** VIDEO SKILLS You are going to watch a video about a teenager's eco-friendly trip to New Zealand. Read the video skills box. Then predict things you will hear by completing the notes below. Finally, watch and check or complete the notes.



Olivia

- 3b** Do you think New Zealand does more or less than your country to encourage responsible tourism? Give examples.

## AFTER WATCHING

- 4a** Think about your last two holidays. Where did you go? Were you a responsible tourist? Explain why/how.

- 4b** SKILLS 4 LIFE Go online and plan an eco-friendly holiday. Follow these steps.

1 Search online for 'best ecotourism destinations'.  
2 Read about the destinations and choose one. Where is it? How can you get there? Where can you stay? What can you do there? Make notes.  
3 Write an email to a friend. Use your notes to help you persuade him or her to go with you.

Reflect on it

Thirty years ago, ecotourism was a very new idea. Since then the number of ecotourism destinations has continued to grow. Why do you think this is? Would you choose an ecotourism destination for your holiday? Why/Why not?





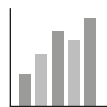
## BEFORE WATCHING

- 1 Complete the words and phrases we use to talk about statistics.

## A Visual information



1 a l \_\_\_\_\_ g \_\_\_\_\_



2 a b \_\_\_\_\_ g \_\_\_\_\_



3 a p \_\_\_\_\_ c \_\_\_\_\_

## B Numbers

4  $1/2 =$  h \_\_\_\_\_

7  $1/5 =$  a f \_\_\_\_\_ =

5  $1/3 =$  a t \_\_\_\_\_

o \_\_\_\_\_ in f \_\_\_\_\_

6  $1/4 =$  a q \_\_\_\_\_

8 60% = sixty p \_\_\_\_\_

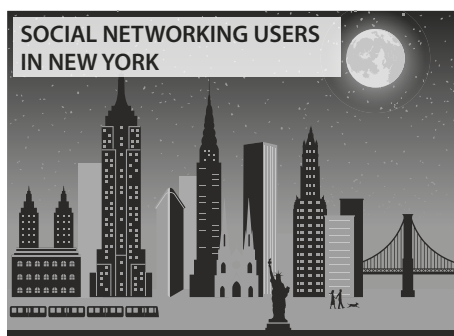
## C Verbs

9 go u \_\_\_\_\_, in \_\_\_\_\_ or r \_\_\_\_\_

10 go d \_\_\_\_\_, de \_\_\_\_\_ or f \_\_\_\_\_

## WHILE WATCHING

- 2a Watch the presentation and tick (✓) the information it gives about New York.



- The name of the most common social networking site. ☐
- Social networking statistics for all possible age groups. ☐
- Social networking statistics for men and women. ☐
- The most popular places to visit. ☐
- Information about other cities. ☐

## VIDEO SKILLS: Distinguishing between facts and interpretation

People giving statistical information mainly present facts:

The graph shows ... You can see that ...

Most users are ...

They also interpret statistics by giving personal reactions and making predictions:

Maybe that's not surprising, but ...

I think the situation's going to ...

What's interesting here is ...

- 2b VIDEO SKILLS Read the video skills box. Then watch again and complete the information below in as much detail as you can.

## Total number of users in each age group

13–17 (1) \_\_\_\_\_

13–34 (2) \_\_\_\_\_

55–64 (3) \_\_\_\_\_

## Changes in the number of users

From 13–17 to 25–34 the number of users (4) \_\_\_\_\_.

Between 34–44 the number of users (5) \_\_\_\_\_.

From 44 to 64 the number of users (6) \_\_\_\_\_.

## Comparing men and women

(7) \_\_\_\_\_ use the site.

The difference between men and women (8) \_\_\_\_\_ at different ages.

- 3a Watch again and answer the questions.

- 1 What three things does Ben (the boy) say about the number of users aged 55–64?

---



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---

- 2 What two things does he find interesting?

---



---

- 3b What is your reaction to the statistics about social networking in New York? Do any of the statistics surprise you? Why/Why not?

## AFTER WATCHING

- 4a What are your answers to the question below? Try to use statistical information in your answer.

What do you think social media can tell you about your city?

- 4b SKILLS 4 LIFE Carry out a survey on a topic and write a report on the results. Follow these steps.

- 1 Choose one of the topics below, or think of another one.

Mobile phone habits.

Are big cities a good place to live?

Having a pet dog or cat in the city.

- 2 Think of three questions related to the topic.

Ask the questions to friends, family members or classmates.

Make a note of their answers.

- 3 Write a short report with the results of your survey, including statistical information about the answers you received. Organise your report into at least three clear sections. Consider using headings to make your report easy to read, for example: *Description, Results, Conclusion.*

## Reflect on it

Some people say that statistics lie, and that you can choose statistics to show what you want to. Do you think this is true? Can you think of any examples?



► VIDEO 20

# LIFE SKILLS VIDEOS

## Superchef competition

4

### BEFORE WATCHING

- 1 Try and complete the tasks in the Three-Minute Cooking Challenge.

### THE THREE-MINUTE COOKING CHALLENGE

- Complete the cooking verbs.  
a c \_\_\_\_ (up)      b ch \_\_\_\_ (up)  
c f \_\_\_\_      d h \_\_\_\_ (up)
- Complete the things you use to prepare food.  
a k \_\_\_\_      b f \_\_\_\_  
c s \_\_\_\_      d b \_\_\_\_
- Complete two typical ingredients in a salad. Then add two more.  
a t \_\_\_\_      b l \_\_\_\_  
c \_\_\_\_      d \_\_\_\_
- Complete four types of meat and fish.  
a c \_\_\_\_      b l \_\_\_\_  
c t \_\_\_\_      d s \_\_\_\_
- Complete the three typical courses of a meal.  
a s \_\_\_\_      b m \_\_\_\_      c \_\_\_\_  
c d \_\_\_\_

### WHILE WATCHING

- 2a ► You are going to watch a video called *Superchef competition*. Look at the photos and the words below. What do you think you will see in the video? Write a short description.



Georgia/Jasmine



Harry/Ben

chef competition judge time limit winner

Watch the video and see if your predictions were correct. What three things are the judges evaluating?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 2b ► Watch again. Make a note of the dishes the two chefs are preparing and of the ingredients in each one.

| Jasmine | Dishes | Ingredients |
|---------|--------|-------------|
|         | _____  | _____       |
|         | _____  | _____       |
| Ben     | Dishes | Ingredients |
|         | _____  | _____       |
|         | _____  | _____       |

### VIDEO SKILLS: Understanding talk about risks

Talking about risks:

Remember that ... It's impossible to ... properly.

What if ...? Someone could ... There could be ...

Taking action to prevent risks:

Remember to ... It's important to ... You need to ...

Make sure you always ...

- 3a ► VIDEO SKILLS Read the video skills box. Try and remember the problems the chefs have. Write them down using the words below to help you. Then watch again and check your answers.

apron bacteria food poisoning hair jewellery slippery

Jasmine

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Ben

- \_\_\_\_\_
- \_\_\_\_\_

- 3b Who do you think will win the competition? Why?

### AFTER WATCHING

- 4a Think about how food is prepared in your house. Are you careful to avoid the safety and hygiene mistakes that Jasmine and Ben make? What could you do to make your cooking safe and hygienic?

- 4b SKILLS 4 LIFE Start a class cookbook with a general introduction on hygiene in the kitchen. Follow these steps.

- Do some research online about hygiene issues in the kitchen. Then write a list of kitchen hygiene tips – yours and the ones in the video.
- Write down how to prepare a simple meal that you can make, or get someone at home to teach you to make one. Make a list of the ingredients and write instructions for how to make it.
- Take your hygiene tips and recipe to class. Add other students' tips to your hygiene tips, and then ask your teacher for a folder. Put the tips, your recipe and other students' recipes in the folder so that everyone can read and learn from them.

### Reflect on it

Cooking programmes are very popular on TV these days. Why do you think that is? Do they help us to cook more dishes and to cook better, or are they just for entertainment?



## BEFORE WATCHING

## 1 Match the words with the definitions.

link navigate .org reliable source critical update  
URL vlog website

- 1 \_\_\_\_\_: considering something carefully to evaluate its good and bad aspects
- 2 \_\_\_\_\_: a place on the Internet
- 3 \_\_\_\_\_: the person, place or thing that provides something you need
- 4 \_\_\_\_\_: a connection between one Internet page and another
- 5 \_\_\_\_\_: this shows an Internet address is for a non-profit organisation
- 6 \_\_\_\_\_: a blog that contains mainly video
- 7 \_\_\_\_\_: that you can trust to be honest
- 8 \_\_\_\_\_: move between different pages on the Internet
- 9 \_\_\_\_\_: an Internet address
- 10 \_\_\_\_\_: add the most recent information

## WHILE WATCHING

## VIDEO SKILLS: Recognising important information

Speakers use different ways to emphasise information:

- 1 Pronunciation: *It's very easy. That's the problem.*
- 2 Adverbs: *just, straightaway* (= immediately)  
*always, never*  
*basically* (= essentially), *actually* (= really)  
*totally, exactly*
- 3 Indefinite pronouns: *nobody, anybody* (= all people)
- 4 Expressions: *The problem is ...*  
*Don't even think about it.*  
*But does that mean ...?* (= No, it doesn't.)

- 2a** VIDEO SKILLS You are going to watch a video with advice about using the web for a school assignment. What do you think the speakers will say? Write two things you should and shouldn't do. Next, read the video skills box. Then watch and see if the speakers mention the things you predicted.



You should \_\_\_\_\_ and \_\_\_\_\_.  
You shouldn't \_\_\_\_\_ or \_\_\_\_\_.

What three main topics do the speakers talk about?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 2b** Watch again and match the comments to the topics in 2a (1–3). The advice is not in the same order as in the video.

- ☐ It's easy for teachers to identify.
- ☐ No one takes responsibility for things.
- ☐ It's the same as stealing something.
- ☐ It's easy to find out where information came from.
- ☐ It can be an unreliable source of information.
- ☐ It's fast and easy.

- 3a** Watch again and complete the sentences. Do not repeat any of the comments in 2b.

- 1 It's OK to get information from \_\_\_\_\_.
- 2 The main problem with cutting and pasting is \_\_\_\_\_.
- 3 Teachers can recognise cutting and pasting when \_\_\_\_\_.
- 4 It's OK to use other people's words if \_\_\_\_\_.

- 3b** What is worse – using an online encyclopaedia, cutting and pasting, or plagiarism? Why?

## AFTER WATCHING

- 4a** Think about your last school assignment that needed information from the Internet. Make notes on exactly what you did and how you collected that information. Did you follow all of the advice in the video? If not, why not?

- 4b SKILLS 4 LIFE** Find out about a controversial topic on the Internet – one that people disagree about. See which side of the argument you find most convincing. Follow these steps.

- 1 Choose one of these topics, or another one that you know is controversial:  
Global warming / Climate change: Is it real or not?  
Is it man-made or natural?  
Vaccinations: Are they good for us or bad for us?
- 2 Look for information on the Internet. Find at least two websites that defend each side of the argument, and make notes on the main things they say.
- 3 Look at your notes and think about the websites. Which side of the argument do you find most convincing? Think about why. Is it because the information feels true, or is it because the websites with that information seemed more reliable?

## Reflect on it

What are the good and bad things about the Internet?  
Do you think the Internet is generally a positive or a negative influence on our lives? Explain why.



► VIDEO 22

# LIFE SKILLS VIDEOS

## Brainstorming

6

### BEFORE WATCHING

- 1 Complete the rules for brainstorming with the correct form of the verbs below.

analyse develop evaluate generate  
set solve take work

### Brainstorming made easy!

In a brainstorming session, a group of people get together to <sup>1</sup> \_\_\_\_\_ ideas or come up with ways to <sup>2</sup> \_\_\_\_\_ a problem. Here's how you do it.

**Step 1:** Choose a leader and a secretary. The leader guides the session, the secretary <sup>3</sup> \_\_\_\_\_ notes. The same person can do both jobs.

**Step 2:** <sup>4</sup> \_\_\_\_\_ a time limit for the session and respect it.

**Step 3:** Everyone can now call out ideas. It doesn't matter if the ideas seem sensible or stupid. The important thing is to have as many ideas as possible, and to have some original or innovative ones. Nobody is allowed to <sup>5</sup> \_\_\_\_\_ or comment on the ideas in this part of the session.

**Step 4:** <sup>6</sup> \_\_\_\_\_ the ideas. Decide which ones will definitely <sup>7</sup> \_\_\_\_\_, and which ones could <sup>8</sup> \_\_\_\_\_ into good ideas.

### WHILE WATCHING

#### VIDEO SKILLS: Understanding suggestions

##### Suggesting and inviting ideas:

*We could ... There should be ... Why don't we ...?  
What about (having) ...? We could (even) try to ...  
I was thinking ... Any ideas for ...?*

##### Justifying ideas:

*Because ... Otherwise ... (= if not)  
It would be great for ... People would ...*

- 2a ► **VIDEO SKILLS** Read the video skills box. Then watch the video of a brainstorming session and complete the secretary's notes.



Luke Olivia Jack Chloe

#### Brainstorming session

Topic: A new school prize system  
Things to decide:

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- 2b ► Watch the first part again (until 00:02:12). Complete the summary.

- 1 Luke thinks there should be a prize for \_\_\_\_\_.
- 2 Jack doesn't agree because there would be \_\_\_\_\_.
- 3 Instead, Jack suggests a prize for \_\_\_\_\_.
- 4 Chloe adds that there should be a prize for \_\_\_\_\_.
- 5 Luke also suggests a prize for \_\_\_\_\_.
- 6 Luke says the winner should be chosen by \_\_\_\_\_.
- 7 Chloe then suggests a prize for \_\_\_\_\_.

- Now watch until the end. Circle **P** (prize) or **C** (ceremony) to show what the ideas relate to.

photos **P / C**  
a red carpet **P / C** like an Oscar **P / C**  
MP3 player **P / C** a famous person **P / C**  
books **P / C** a local newspaper **P / C**  
money **P / C** e-readers **P / C**  
like the Oscars **P / C**

- 3a ► Look at the rules for brainstorming in exercise 1. Then watch again. Which rules does the group break?

- 3b Do you think the brainstorming session was generally positive? Why/Why not?

### AFTER WATCHING

- 4a Have you ever taken part in a brainstorming session?

**YES:** What was it for? Did it go well? Why/Why not?

**NO:** Think of a recent group decision you had to make. Would brainstorming have worked well? Why/Why not?

- 4b **SKILLS 4 LIFE** Hold a brainstorming session with a group of classmates, friends or family. Follow the steps.

- 1 Choose one of the options below, or think of another.
  - Find a solution to poverty in the world.
  - Find a way to get kids to eat food they don't like.
  - Think of the best excuse ever for being late to class.
- 2 Hold a brainstorming session. Follow the rules in exercise 1, but make sure that some of the ideas are original, stupid or mad. Or, have a brainstorming session by yourself.
- 3 Analyse the idea. Try and develop all the ideas into solutions that could work.

#### Reflect on it

A lot of people believe they aren't creative. Do you think we can all be creative if we learn how to free up our imagination and think in different ways?





## BEFORE WATCHING

- 1a** Look at the abbreviations. Do you know what words the letters stand for? Try and write them. (CLUE: They are all related to heart health.)

CHD \_\_\_\_\_  
 BP \_\_\_\_\_  
 HR \_\_\_\_\_  
 BPM \_\_\_\_\_

Now use the words below to help you complete or check your answers.

beats blood coronary disease heart  
 minute per pressure rate

- 1b** Write definitions for the phrases. Then match the abbreviations in exercise 1a to the definitions below. Compare your definitions to the ones below. Were your definitions very similar?

- 1 \_\_\_\_\_ the number of times your heart beats in a minute
- 2 \_\_\_\_\_ a condition in which the arteries taking blood to your heart muscles become narrower and can get blocked
- 3 \_\_\_\_\_ when you measure your (1) this is the standard way it is expressed
- 4 \_\_\_\_\_ the pressure of the blood against the walls of the blood vessels

## WHILE WATCHING

- 2a** Watch the video and choose the best summary, A or B.



Ben Jasmine

- A** To calculate your recovery heart rate (RHR), first do some exercise. Measure your heart rate when you stop, and then measure it again a minute later. Your RHR is the difference between the two heart rates. If the difference is big, you're very fit.
- B** Your recovery heart rate (RHR) tells you how fit you are. First, measure your heart rate after you've been resting. Then do some exercise and measure it again. Your RHR is the difference between the two heart rates. If the difference is small, you're very fit.

## VIDEO SKILLS: Understanding explanations

To do that, you need to be able to ...  
 The easiest way to measure ... is by using ...  
 To measure ..., take ... The best way to ... is to ...  
 To calculate ..., you take ... You can either ... or ...

- 2b** VIDEO SKILLS Read the video skills box. Then watch again and answer the questions.

- 1 What's your 'pulse'?
- 2 When is it best to measure your resting heart rate?
- 3 Which arteries are best for taking your pulse?
- 4 What's a normal resting heart rate for teenagers?
- 5 What suggests you're not very fit?
- 6 If you haven't done sport for a while, what should you do?

- 3a** Look at these words and phrases from the video. Try to write a definition for each one. Then watch again and see if you can complete or improve your definitions. Finally, check your definitions with the answers.

- 1 accurate \_\_\_\_\_
- 2 monitor \_\_\_\_\_
- 3 strap \_\_\_\_\_
- 4 sensor \_\_\_\_\_
- 5 index finger \_\_\_\_\_
- 6 interfere \_\_\_\_\_
- 7 high intensity activity \_\_\_\_\_

- 3b** Do you know your recovery heart rate? If not, do you want to calculate it after watching the video? Why/Why not?

## AFTER WATCHING

- 4a** Think about the different ways of looking after your heart below. Do you do these things? What changes would you need to make to your daily life to answer 'yes' to all three? Do you think you could make these changes?

|                              |                      |
|------------------------------|----------------------|
| do exercise                  | yes / no / sometimes |
| eat a healthy, balanced diet | yes / no / sometimes |
| avoid stress                 | yes / no / sometimes |

- 4b SKILLS 4 LIFE** Look at the three things in exercise 4a. For each thing, go online and find two easy ways to add these things to your day. Use what you find out to help yourself, or to give advice to someone you know. Follow these steps.

- 1 Go online and search for information for each of the three areas. Try searching for 'simple ways to exercise more / eat well / avoid stress'.
- 2 Make a note of two ideas for each of the three areas. The ideas must be easy to add to your daily life.
- 3 Either follow the advice yourself, or give your advice to someone you know – a friend, family member or classmate. Keep a note of the results.

## Reflect on it

Heart disease is the leading cause of early death in the world, and the threat is increasing as more and more people adopt 'western' lifestyles, in particular, unhealthy eating habits and a lack of exercise. What do you think can realistically be done to combat heart disease worldwide?



► VIDEO 24

# LIFE SKILLS VIDEOS

## Our favourite paintings

8

### BEFORE WATCHING

#### 1a Match the art movements to the descriptions.

- |                                                 |                                        |
|-------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> abstract expressionism | <input type="checkbox"/> impressionism |
| <input type="checkbox"/> pop art                | <input type="checkbox"/> realism       |
|                                                 | <input type="checkbox"/> surrealism    |

- It uses familiar images such as advertisements and celebrity images as its subjects.
- It tries to represent dreams and unconscious experience using unusual combinations of images.
- It uses light and colour to give the general feeling of a scene, rather than exact detail.
- It emphasises emotions and reactions to things rather than showing them as they really appear.
- It shows life as it really is.

#### 1b Which art movement do you think each painting in exercise 2a comes from?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

### WHILE WATCHING

#### VIDEO SKILLS: Understanding reactions to paintings

##### Feelings

As soon as I see it, I feel ... It seems ... to me.  
I get a ... feeling from ... The artist wants to express ...

##### What you see

What I notice most is/are ...  
I don't know exactly what ... is.  
It reminds me of ... It looks (a bit) ...  
It looks to me like ... I like the way you can see ...

##### Interpretations

My interpretation of the painting ... It's like a ...  
It makes me think of ... Perhaps/Maybe it's ...

#### 2a VIDEO SKILLS Read the video skills box. You are going to watch three teenagers talking about the paintings (1–3) below. What feelings do you associate with each painting? Watch the video. Tick (✓) any of the same feelings mentioned that match your own.



- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### 2b Which painting, and what aspect(s) of that painting, are the comments below about?

- I can't identify it.  
The \_\_\_\_\_ of painting \_\_\_\_.
- There's a difference between them.  
The \_\_\_\_\_ and \_\_\_\_\_ of painting \_\_\_\_.
- It's a good combination.  
The \_\_\_\_\_ and \_\_\_\_\_ of painting \_\_\_\_.
- It looks like writing.  
The \_\_\_\_\_ of painting \_\_\_\_.
- It expresses a familiar feeling.  
The \_\_\_\_\_ of painting \_\_\_\_.
- It's not easy to paint like this.  
The \_\_\_\_\_ of painting \_\_\_\_.
- There's something unexpected in it.  
The \_\_\_\_\_ in painting \_\_\_\_.
- Maybe it represents something.  
The \_\_\_\_\_ in painting \_\_\_\_.

#### 3a Watch again. What do the speakers say about art in general?

Olivia

Jack

Luke

#### 3b Which speaker's opinion about art is closest to your opinion, or is your opinion totally different?

### AFTER WATCHING

#### 4a Imagine you could turn your bedroom into a private art gallery and have three works of art in it: paintings, illustrations, album covers, graffiti, photos, sculpture, craftwork, furniture, fashion, etc. Which would you choose? Why?

#### 4b SKILLS 4 LIFE Prepare a profile of an artist who is not a painter. Follow these steps.

- Choose an art form that you are interested in (see exercise 4a for ideas). Then do some research online and find an artist whose work you really like.
- Find out about the artist – their biography, their work, why and how they became an artist, what they want to express with their work, etc.
- Write a profile of the artist. In the profile include a photo or picture of the artist and one of their works.

#### Reflect on it

Some people see art as a secondary school subject; something which can be fun but doesn't have any practical value when you're looking for work. Do you think that's fair? Explain why/why not.



## BEFORE WATCHING

- 1 Complete the description of elections in the UK with the words below.

candidates councillors election general  
local Mayor represent vote

## Elections in the UK

1 \_\_\_\_\_ elections are normally held every five years and give everyone who is 18 or over the opportunity to 2 \_\_\_\_\_ for a Member of Parliament MP to 3 \_\_\_\_\_ their local area, which is called a 'constituency'. A number of 4 \_\_\_\_\_ stand for 5 \_\_\_\_\_ in each constituency, and the one who wins the most votes is elected. The country's 650 MPs meet regularly in the House of Commons in London to make decisions.

There are also 6 \_\_\_\_\_ council elections, to elect 7 \_\_\_\_\_. They make decisions about local services and facilities. In most councils, the councillors themselves vote to choose a council leader, but in a few cities, the local people also vote for the council leader, who's called the 8 \_\_\_\_\_.

## WHILE WATCHING

## VIDEO SKILLS: Recognising dependent prepositions

## adjective + preposition

serious about connected with useful for worried about

## verb + preposition

vote for succeed in (doing) run/stand for (election)  
campaign for

## (verb +) noun + preposition

take part in make a difference in consequence of

- 2a ► VIDEO SKILLS Read the video skills box. Then look at the poster and think about what you are going to watch. Finally, watch the video. Write the issue that each candidate is campaigning for.

| Young mayor elections                                                               |                                | The candidates                                                                      |                               |
|-------------------------------------------------------------------------------------|--------------------------------|-------------------------------------------------------------------------------------|-------------------------------|
|  | <b>Name:</b><br>Olivia Dawkins |  | <b>Name:</b><br>Jack Richards |
| <b>Issue:</b> _____                                                                 |                                | <b>Issue:</b> _____                                                                 |                               |
|  | <b>Name:</b><br>Luke Clarke    |  | <b>Name:</b><br>Chloe Jones   |
| <b>Issue:</b> _____                                                                 |                                | <b>Issue:</b> _____                                                                 |                               |

- 2b ► Watch again and take notes on the answer to the questions. Do not write complete sentences.

- What two reasons does Olivia give to defend her opinion?  
\_\_\_\_\_
- Why is Jack sure his issue is important?  
\_\_\_\_\_
- What does he plan to do to solve it?  
\_\_\_\_\_
- What other things does Luke think students should learn? Why?  
\_\_\_\_\_
- Why does Chloe think her issue is so important?  
\_\_\_\_\_
- What does she say young people can offer at work?  
\_\_\_\_\_

- 3a ► Watch again and write exactly what each speaker says at the end of their speech.

- Olivia:** Vote for me and \_\_\_\_\_.
- Jack:** Vote for me and \_\_\_\_\_.
- Luke:** Please vote for me. I \_\_\_\_\_.
- Chloe:** Please vote for me because \_\_\_\_\_.

- 3b Which of the four candidates would you vote for? Why?

## AFTER WATCHING

- 4a Think about the last elections that were held in your country. Can you remember what issues the main candidates discussed? Which issues were important to young people? Explain how.

- 4b SKILLS 4 LIFE Prepare a speech about what you would do if you were the president of your country. Follow these steps.

- Imagine you could be president of your country. Make notes about what you would do. Your ideas can be serious or funny.
- Prepare a short speech outlining your plans for the country. Use the speeches in the video for ideas about how to say things.
- Record yourself saying your speech. Use a webcam, mobile phone or video camera to do this. Try and make your speech as convincing as possible.

## Reflect on it

Many people nowadays say they are bored with politics and tired of politicians. Can you explain why that is? Do you think that this disinterest in politics is a good or a bad thing? Why?



► VIDEO 26

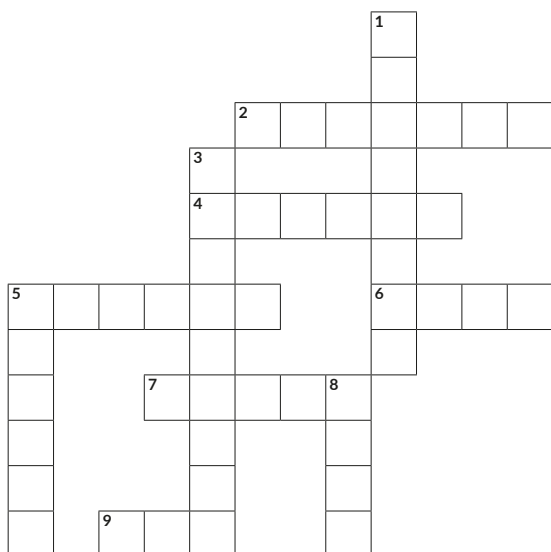
# LIFE SKILLS VIDEOS

## Managing money

# 10

### BEFORE WATCHING

#### 1 Do the 'managing money' crossword.



#### Across

- 2 If you make your money go \_\_\_\_, you look for bargains to get more for the money you spend.
- 4 If something is a \_\_\_\_, it's expensive and you don't really need it.
- 5 Take money from someone and promise to pay it back.
- 6 You do this if you don't spend your money.
- 7 If you \_\_\_\_ money, you spend it on things that you don't need.
- 9 If you \_\_\_\_ money to someone, you have to pay money back to them.

#### Down

- 1 Money that a person charges you for lending you money.
- 3 Another word for pocket money – money teenagers get regularly from their parents.
- 5 The amount of money you have to spend on things.
- 8 Receive money for work that you do.

### WHILE WATCHING

#### VIDEO SKILLS: Understanding the meaning of *make*

- 1 physically create or produce **make** something to sell
- 2 do a particular job **make** your bed
- 3 cause something to happen **make** your money go further
- 4 force someone to do something **make** someone pay you back
- 5 earn or get **make** some money
- 6 in certain expressions *That **makes** sense.*

#### 2a ► VIDEO SKILLS Read the video skills box. Then watch four teenagers talking about how they manage money and circle the correct answers: Toby (T), Rachel (R), Naomi (N) or Callum (C).



Toby



Rachel



Naomi



Callum

#### Who ...?

- |                             |               |
|-----------------------------|---------------|
| 1 doesn't get an allowance  | T / R / N / C |
| 2 works for their allowance | T / R / N / C |
| 3 never borrows money       | T / R / N / C |
| 4 has borrowed money        | T / R / N / C |

#### Who saves money ...?

- |                                 |               |
|---------------------------------|---------------|
| 5 by only buying what they need | T / R / N / C |
| 6 to spend later                | T / R / N / C |

#### 2b ► Watch again and answer the questions.

- 1 What does Toby do for his allowance?
- 2 How does Rachel make money?
- 3 What does Callum do when he needs money?
- 4 Why doesn't Rachel like borrowing money from her brother?
- 5 Why did Callum borrow money?

#### 3a ► Watch again. Who says these things, Toby (T), Rachel (R), Naomi (N) or Callum (C)?

- 1 Earning money is a way to become more independent. \_\_\_\_\_
- 2 Paying interest to a bank for borrowing money is wasting money. \_\_\_\_\_
- 3 If you compare prices for things in different places you can save a lot. \_\_\_\_\_
- 4 It's important to decide what your priorities are before spending money. \_\_\_\_\_

#### 3b Which speaker(s) do you identify most with? Why?

### AFTER WATCHING

#### 4a Write your answers to the questions in the video.

Do you get an allowance?

Do you ever borrow money from others?

What do you do to make your money go further?

#### 4b SKILLS 4 LIFE Think of at least one way to make some money and prepare a notice or advert for your idea. Follow these steps.

- 1 Think of different ways you could make money.
- 2 Choose one of the ideas and think about how to put it into practice. Consider your answer to these questions: *Where? When? How? How much? Who with?*
- 3 Make a notice or advert to tell people about your idea or service.

#### Reflect on it

Which of these options do you think teaches you most about managing money when you leave home? Which do you think is the fairest option?

- 1 automatically getting a weekly allowance
- 2 a weekly allowance in exchange for housework



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