

Impulse 4

STUDENT'S BOOK



macmillan
education

B2

Eoin Higgins
with Karolina Kotorowicz-Jasińska

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Uwaga! Podręcznik wieloletni. Odpowiedzi do zadań z ikoną  zapisuj w zeszycie.

B2

Eoin Higgins
with Karolina Kotorowicz-Jasińska

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0.1 Generation Z

Phrasal verbs • Present simple and present continuous

- 1 **SPEAK** Describe the photos. How are people of your generation different to older generations? Think about:

- communication
- using technology
- work
- money
- free time
- family



- 2 **Complete the sentences with the verbs from the box.**

catch up with come across do without find out
get ahead grow up help out look up take up

- I don't often at home. I always avoid doing the washing-up, for example, because I hate it!
- I usually my friends in person rather than online.
- I want to learning Chinese. It might help me to get a good job offer in the future, somewhere where there are opportunities to and progress.
- I can easily technology, like my mobile phone or tablet. I don't need it.
- I often use the Internet to information for school. Sometimes I spend ages doing it.
- If I'm reading and I a word I don't know, I always it in a dictionary to find the meaning.
- I think it's better to in a small town than in a city. It's more fun to be a child there.

- 3 **SPEAK** Work in pairs. Guess which sentences from exercise 2 are true for your partner. Then ask and answer to check your guesses.

- 4 **1.01** Listen to a short podcast. Are the statements true (T) or false (F)?

- This week, Maisie **is reading** all about people's free time activities. T / F
- Gen Zers **are** people born after 2010. T / F
- Maisie **is listening** to some music while she is recording her podcast. T / F
- Gen Zers often **help out** around the house. T / F
- All Gen Zers **have** more than one nationality. T / F
- The next podcast **comes out** on Tuesday. T / F

- 5 **Study the grammar table and complete it with examples a–f from exercise 4.**

Key Grammar

Present simple

We use the present simple to talk about:

- permanent situations, e.g. ¹
- routines, e.g. ²
- states or facts, e.g. ³
- timetables, e.g. ⁴

+	They use technology every day.
–	I don't chat to friends online.
?	Does she help out around the house? Yes, she does . / No, she doesn't .
Wh- ?	What do you usually do at the weekend?

Present continuous

We use the present continuous to talk about:

- actions happening at or around the moment of speaking, e.g. ⁵
- short-term situations, e.g. ⁶

+	I'm playing a game online at the moment.
–	We're not using the Internet this week.
?	Are you looking for a new job this year? Yes, I am . / No, I'm not .
Wh- ?	Where are you going now?

Extra Grammar Practice ➤ 146

- 6 **Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.**

- We're studying maths now.
- We study English twice a day.
- I'm listening to music at the moment.
- This month, we're learning about superheroes.
- On Mondays, my school finishes at 6 pm.
- My best friend lives in London.

- 7 **Complete the questions with the correct forms of the verbs in brackets.**

- How often you (help out) at home?
- you (do without) any technology this month?
- What time your best friend usually (arrive) at school?
- What your mum (do) at the moment?
- What (be) your town like?
- Where you (look up) information when you don't know something?

- 8 **SPEAK** Answer the questions in exercise 7.

Friends and family • Present perfect simple and present perfect continuous

1 **SPEAK** Who do you like spending time with the most? Why?

2 **Match** the words from the box to categories 1–5. Some words match more than one category.

acquaintance best friend/mate
classmate close friend colleague
cousin flatmate/roommate
great-grandfather half brother
nephew (next-door) neighbour niece
relative sibling sister-in-law
stepsister teammate travel buddy
twin workmate

- 1 Family members: *cousin*, ...
- 2 Other people (not family): *acquaintance*, ...
- 3 Males: *great-grandfather*, ...
- 4 Females: *niece*, ...
- 5 Either male or female: *acquaintance*, ...

3 **1.02** **Listen** to six dialogues and match pairs of speakers 1–6 to relationships a–f.

- | | |
|-------------------|------------------|
| 1 Phoebe and Alex | a neighbours |
| 2 Sam and George | b flatmates |
| 3 Amara and Harry | c acquaintances |
| 4 Isabel and Jess | d cousins |
| 5 Evie and Chloe | e travel buddies |
| 6 Max and Daniel | f teammates |

4 **1.02** **Listen** again and complete the sentences.

- 1 Alex **hasn't done** the washing-up for days.
- 2 Alex **has been working** really hard for .
- 3 Sam and George **have played** the other team times, but they've **never beaten** them.
- 4 Isabel is coming to visit Jess in .
- 5 Evie **has been working** as a(n) since September.
- 6 Daniel **has never been** to before.



5 **Study** the grammar table and complete it with present perfect simple, present perfect continuous, *never*, *ever* and *lately*.

Key Grammar

We use the **1** :

- to talk about events or activities that started in the past and that are continuing now,
- to emphasise the duration of an activity,
- to talk about repeated actions in the near unspecified past, often with *recently* or **2** ,
- for actions that have just finished when we can see their effects or consequences.

We use the **3** to talk about:

- actions or situations that started in the past and haven't finished, or that have a visible result,
- experiences at an unstated time in the past. We often use **4** in questions about these experiences.

We use **5** with the present perfect simple to mean 'at no time in the past'.

Present perfect simple

+	She's started working in a school.
–	I haven't been to Rome.
?	Have you ever ordered something online? Yes, I have . / No, I haven't .
Wh- ?	Which book have they bought ?

Present perfect continuous

+	I've been applying for jobs.
–	Sam hasn't been doing much for the last three weeks.
?	Have they been arguing again? Yes, they have . / No, they haven't .
Wh- ?	Why have you been avoiding me recently?

Extra Grammar Practice ➤ 146

6 **Complete** the sentences with the correct forms of the verbs in brackets.

- 1 Charlie (help out) more at home lately. He (become) quite hard-working.
- 2 My German friend (already / send) me three emails this week, and it's only Tuesday!
- 3 We (learn) Chinese for three months, but we can't say very much.
- 4 you (hear) from your friend Anna yet? How's she getting on at university?
- 5 I (live) in this town since I was a baby.
- 6 they ever (go) to the USA?

7 **SPEAK** Answer the questions.

- 1 What have you and your friends been doing recently?
- 2 Have you ever had a travel buddy? Where did you go together?
- 3 Which relatives have you never met? Would you like to meet them? Why/Why not?

1

DESTINATIONS



SPEAK Look at the photos and read the definition. Answer the questions.

- Which of the photos illustrates the meaning of 'staycation' best?
- Which of the pictures would be suitable for the social media post below?
I hope the weather is good tomorrow for my trip to Puerto Backyarda. I'm getting tired of Los Livingroom.
- Which of the photos would you like to post on your wall? Why? What would you write?



staycation /steɪ'keɪʃ(ə)n/ noun [C] a holiday spent in your home country or at home, visiting local attractions; a combination of two words: stay + vacation

- 1** Match the words from box A to the words from box B to make phrases connected with travelling. Which of them could describe a staycation?



A backpacking city do go guest must-see pack sleeping

B bag break holiday house light places sightseeing some trekking



holiday



vacation

- 2** Read the text. Which of the five ideas for a staycation appeals to you the most?

1 | DISCOVER YOUR OWN CITY You've seen the sights of London and Paris, and last year you **soaked up the atmosphere** in Rome. Now take some time to **wander around** your own city and **discover its tourist attractions** for yourself.

2 | GET A PART-TIME JOB While most young people are **visiting popular resorts** with their families, **hunting for souvenirs** or **spending vast sums** on eating out, summer's a great time to get a job in a shop or café and earn some money.

3 | EXPLORE BY BIKE Are you tired of struggling with public transport? You've tried **getting around on foot**, but it takes forever? Why not **rent a bike**? It's easily the best way to get to different places.

4 | VISIT A THEME PARK **Going to a local theme park** is a great way to **get your adrenaline pumping**. It really doesn't matter if you **run into** people you already know. You can hang out together!

5 | LEARN A NEW SKILL Have you ever dreamed of going scuba diving, but the cost **doesn't fit your budget**? Check your local swimming pool, where you might be able to learn for half the price!

- 3** **KEY WORDS** Match some of the highlighted phrases from exercise 2 to definitions 1–8.

- looking for something to take home to remind you of your holiday
- meet by accident
- make your heart beat faster and give you more energy
- get a real feel for a place
- going to places where lots of people spend their holidays
- paying lots of money
- walk without a fixed destination
- costs more money than you have

4 Complete the sentences with the correct forms of some of the highlighted phrases from exercise 2.

- Do you like these earrings? I bought them when I was to take home from Morocco.
- Sheffield is a fabulous city to visit. It's easy to get around , and if you have further to go, you can always .
- We go to the same ski resort every year, so we usually people we know from previous visits.
- People don't visit my city to discover its , but it has an interesting historical centre to , nevertheless.
- You don't need to of money on souvenirs. Do something to instead, like a bungee jump or a water slide.
- We visited Cannes and of the French Riviera.
- When people , such as Valencia or Barcelona, they often local , such as PortAventura.

5 **1.03** Listen to some travel tips and complete the notes.



- stay away from ¹ – they cost ²
- hunt for ³ to pay less for tickets to various attractions, such as ⁴
- save money on ⁵ – to fit a tight budget, find something in the suburbs and ⁶ to get to the centre

6 **KEY WORDS** Read the **WATCH OUT** box. Then match the underlined words in the highlighted collocations with the words from the box that form collocations with a similar meaning.

alleys dramatic empty mountains place
second-hand sight urban

Travel competition

Do you dream of escaping to a ¹ **deserted beach** in some ² **remote destination** on the other side of the world to see the ³ **breathhtaking view** of crystal clear waters stretching beyond the horizon? Or perhaps you prefer to feel thrilled by the ⁴ **stunning scenery** of ⁵ **snowy peaks**? You could even choose to see the ⁶ **city skyline** of New York, the ⁷ **winding streets** of a Portuguese village or a ⁸ **flea market** in London. It's your choice! Enter the competition today and you could win the trip of a lifetime! May your dreams come true.

WATCH OUT

Collocations

Collocations are groups of words that usually go together. When you learn new words, write down the words with which they form collocations, e.g. *space/foreign travel, travel costs/arrangements*.

7 Translate into English. Use the highlighted collocations from exercise 6.

- In the background, I (*widzę ośnieżone szczyty*) of the Tatra mountains.
- I dream of (*spacerowaniu poprzez kręte uliczki*) of Lisbon.
- (*Chodźmy na pchli targ*) tomorrow morning.
- I still remember (*ten zapierający dech w piersiach widok*) from the top floor.
- Sometimes at sunset I (*podziwiam panoramę miasta na tle nieba*).
- We go there every year, mainly (*ze względu na oszałamiającą scenę*).

8 **SPEAK** Answer the questions.

- Think about your friends and family. Who would you recommend a staycation to? Why?
- Think of two drawbacks of spending holidays at home and suggest two solutions.

9 **SPEAK** Look at the video still and answer the questions.



- In which European capital city was the picture taken? Does it make you want to visit it?
- If you were on a trip to this place, would it be a good photo to post on social media? Why/Why not?

FAST FINISHERS

 Make an itinerary for a five-day staycation. Use the names of places in the house and your imagination. If you find it difficult to make up the names, look them up online.

I'm starting my holiday on Monday morning in Los Bedos. Then, in the afternoon, I'm planning a short visit to Santa Kitchena ...

1.2 Grammar 1

Past tenses: past simple, past continuous, past perfect

1 Finish the sentences to make them true for you.

- The best holiday I've ever had was ...
- My worst holiday adventure took place ...
- When I was a child, my holiday was usually ...

2 Read the text and choose the correct options.

- Paris was *better* / *worse* than Meg had expected.
- She saw an actress in a *museum* / *bakery*.

Hi, Mary Ann,
I've just got back from Paris!
Everything was gorgeous. ^aI only spent four days there, but I totally fell in love with the city. To be honest, ^bI'd imagined Paris to be completely different – I thought it was noisy and dirty. But it's a magical place, and you never know how it will surprise you. On my last day, for example, when ^cI was having a freshly baked croissant in a boulangerie, ^dI saw Emma Watson! ^eI'd never seen anyone famous before! Anyway, ^fI went to lots of museums and simply soaked up the atmosphere of the city. I'll tell you more when we meet.
See you soon!
Meg

Send

3 Study the grammar table. Complete the table with examples a–f from the text in exercise 2.

Key Grammar

Past tenses

When talking about the past, we can use a variety of past tenses.

We use the **past simple** to talk about a completed action at a specific time in the past, e.g. ¹, ², ³. We often use a time reference.

We use the **past continuous** to talk about an action in progress at a certain time in the past, e.g. ⁴.

We use the **past perfect** to talk about a completed past action before another past action, e.g. ⁵, ⁶. It is often used with the past simple.

Grammar Reference ➤ 20

Irregular verbs ➤ 158–159

4 Choose the correct options.

- Did you know* / *Had you known* that Mount Everest *grew* / *was growing* four millimetres last year?
- The world's first underground railway *was* / *had been* in London. It *was opening* / *opened* in 1863.
- According to the Eco-counter Worldwide Cycling Index, bike usage in Poland *was increasing* / *increased* by ten percent in 2019.
- In 1900, there *were* / *had been* eight thousand cars in the USA. One hundred years later, people in the USA *owned* / *were owning* 220 million cars.

5 Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.

- I was surprised that the hostel was so cheap – I  (never / stay) in one before.
- Emily  (not live) there very long. She  (move out) after two years.
- To be honest, we missed the train because we  (oversleep).
- I heard you've been to Scotland. How  (be) the trip?
-  (you / live) in Milan when you  (meet) Giovanni?
- Sorry, can you say that again? I  (listen).

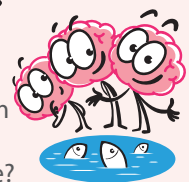
6 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- He went to Fiji. It was his first time abroad. **BEEN**
He  abroad until he went to Fiji.
- The lights went off in the middle of the film. **WERE**
We  the lights went off.
- I went to London Bridge. There was a new glass floor. **BUILT**
The last time I went to London Bridge, they  a new glass floor.
- We always choose isolated places, but our last holiday was the first time we were without wi-fi. **NEVER**
Although we always choose isolated places, we  without wi-fi until our last holiday.
- I haven't been abroad for five years. **WENT**
The last time  was five years ago.
- As she entered the classroom, the students were in the middle of an activity. **WERE**
When she entered the classroom, the students .

7 **SPEAK** What are your top two dream spots for a city break? Why?

#BRAINTEASER

Two mothers and two daughters were fishing. They managed to catch one small fish, one big fish and one medium fish. How come each woman took one fish home if they had only caught three?



FAST FINISHERS

 Write three sentences about your last holiday or day out. Use a different past tense in each.

- Ferries *had crossed* / *were crossing* the River Mersey over eight hundred years ago.
- Sixty-six years after the Wright brothers *had made* / *were making* their first flight, Apollo 11 landed on the Moon.

1 SPEAK Describe the photos and answer the questions.

- Which of the problems is the worst? Why?
- How would you deal with each problem?



2 1.04 Listen to a conversation. Which situation from exercise 1 does it refer to? What solution is suggested?

3 1.04 Listen again and complete the sentences from the conversation in exercise 2 with the missing words. Then study the Key Phrases box and check your answers.

- The luggage locker is broken. Our bags are inside, and we can't open it. _____ our train is leaving in thirty minutes. It's really frustrating.
- I got a notification that the locker had been blocked because the payment was unsuccessful. So, I paid again, but the locker is still blocked. What _____ now?
- Have you tried making another payment? _____ with your app?
- It's _____, I suppose.
- Anyway, if the payment doesn't help, come back and I'll tell you where to look for a repairman. He will help you break the lock – it would _____.

Key Phrases

Making a complaint

Talking about a problem

It all started when/after ...

It was going fine / I'd never had any problems until ...

I seem/appear to have lost/forgotten/broken ...

Every time I try to ..., it ...

Perhaps there's a problem / something wrong with ...

I haven't (got) a clue.

What happens is ... / The trouble is ...

It's a recurring problem.

Suggesting a solution

Have you tried ... + -ing?

It might be a good idea to ...

... would be the best option for you.

Accepting or rejecting a solution

It's worth a try/go, I suppose.

I doubt it'll/that'll work/help, but let's see.

No, that doesn't/didn't make any difference.

Expressing annoyance

It's really frustrating.

What are we supposed to do now?

Why on earth did/didn't you ...?

How should I know?

You should have checked/asked first.

4 1.05 Complete the mini-dialogues with the correct forms of the words in brackets. Add any other necessary words. Then listen and check.

- 1 X: What's wrong?

Y: I can't pay for the tickets. I _____ (seem / forget) my bank login.

- 2 X: The shower is broken – there is water all over the floor. What do I do?

Y: _____ (how / know)?
Call the reception desk!

- 3 X: Have you tried resetting the phone?

Y: Yes, but it _____ (difference).

- 4 X: Why don't you just ask for a lift to the next petrol station?

Y: I _____ (doubt / help).

5 SPEAK Choose one of the problems shown in photos 1–2 in exercise 1. Student A, describe the problem and express your annoyance. Student B, offer a solution. Then change roles and talk about the problem in the other photo.

6 SPEAK Role-play the dialogue using the Key Phrases. Student A, look at page 157. Student B, look at page 160.

FAST FINISHERS

- Name the three biggest problems you have ever had on holiday. How did you deal with them?

1.4 Reading

An article about working and studying abroad

1 SPEAK Why do some people dislike travelling? Name three reasons.

2 1.06 Listen and answer the questions.

- How do Emily and Molly feel about travelling?
- Which of them do you agree with?
- What kind of travelling do you like and dislike?

3 1.07 Read the text on page 11 and choose the correct options.

- In general, the experience of studying or working abroad may improve your *employment prospects* / *language skills*.
- Harvey really wanted to *stay away from* / *explore* the tourist sites in Italy.
- Clare needed *a university degree* / *special training* before going to Thailand.
- The work which Ethan did benefitted *people* / *animals* in South Africa.

4 Read the article again and match sentences 1–5 to paragraphs A–D. One paragraph matches two sentences.

Which paragraph

- talks about wanting to help other people?
- describes how someone acquired some further qualifications?
- mentions someone feeling uncomfortable?
- says that it's possible to make a difference to your job qualifications while studying or working abroad?
- suggests the person didn't realise what they'd learnt until they were back home?

5 Complete the summary of the article with up to three words in each gap.



The article presents testimonials of young people who ¹ to study or work there for a longer period of time. The main reason why people decide to do so is that ² those who undergo such an experience get better jobs in a relatively shorter time. There is a whole array of activities you may do. One boy, for example, attended ³ in Italy, and a girl taught English in Thailand for ⁴. One more testimonial comes from a boy who was able to help others by doing ⁵ somewhere in South Africa.

6 KEY WORDS Read the WATCH OUT | SKILLS box and match the highlighted words and phrases from the text to definitions 1–8.

- get more opportunities and choices
- get more abilities
- a situation or a place in which you feel relaxed
- putting someone's name on the official list of participants
- tested someone's skills and abilities
- make stronger
- do something risky
- improving

WATCH OUT | SKILLS

Guessing the meaning of words

If you don't know what a word means, use the context to help you guess the meaning:

- Identify what part of speech the word is by looking at the words before and after it.
- Look at the rest of the sentence and paragraph for clues, and try to think of synonyms for the word.

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

- Volunteering for Greenpeace in the summer was not only a(n) experience, but it also my CV.
- After not being enough in my computer studies classes, I in an extra IT course.
- If you'd like to be pushed out of your and across Asia with me, get in touch!
- After a year on a cruise ship, Marcus a lot of new skills and his horizons.

8 Answer the questions.

- Which of the trips presented in the article would be the most suitable for you? Why?
- What potential problems might people who travel this way experience?
- What piece of advice might Harvey, Ethan and Clare give to those who plan similar journeys?



FAST FINISHERS

Imagine you could travel abroad and work anywhere you can dream of. What would you do? Think about the place, the kind of job and the potential benefits.



Find a website that offers study or work programmes in different countries.

- What type of programmes do they offer?
- Which programme do you think is the most interesting?



TRAVEL ABROAD, DISCOVER MORE

A There is no doubt that travelling overseas can be an **enriching** experience. First, you get to travel, **broaden your horizons** and experience other cultures or learn various languages. A programme that gives you the chance to study or work abroad helps you to gain independence and learn new things while getting more experience in a totally different environment. This will **strengthen** your CV and, as many students find, could help you to launch your
 5 future professional career. Ninety-seven percent of students who study abroad find a job within twelve months of graduating, and eighty-five percent of them agree that the experience helped them **gain skills** for the job market*. But don't just take our word for it – read these statements from former participants.



Harvey, studied abroad in Italy.

I'd always dreamed of going to Italy, but I was determined to avoid the really touristy destinations, so I ended up in Pavia for a year. Being part of a small
 10 group of foreign students I'd never met before encouraged me to go out and explore on my own. It pushed me out of my **comfort zone**, and I was constantly being **challenged**. I was forced to make my own decisions and to find out things for myself. I used to **venture out** alone and quickly made friends with several
 15 local students. I've done my best to keep in touch with them since I came back home. The language classes in particular were hard work, but I've realised now that it's all paid off. I was watching a film in Italian recently, and I could follow it all without subtitles!



Clare, taught English in Thailand.

I searched online and I discovered I could put my language studies to good use by **enrolling** in an English-teaching programme. I started
 20 by getting the teaching qualification which the programme offered. It was an amazing opportunity to learn a new skill while making use of the stuff I was studying at uni. Then I spent six months in a town near Bangkok. The contact with the locals was unforgettable, but what I enjoyed most was travelling around. I made the most of every chance the programme
 25 offered to go and see new places.



Ethan, volunteered on a building project in South Africa.

Last summer, I spent a month working on a housing project in a remote South African community. My idea was to experience a really different country and to help people. I quickly realised how incredibly blessed I was to have this opportunity to travel there and to see how willing people can make a huge
 30 difference to other people's communities. My time was mostly taken up with repairing the fences around the school to keep animals out, and we also did some jobs around the village, like painting and refurbishing houses. My most memorable experience was seeing wild animals I'd only ever seen on TV – I even got to play with elephants!

GLOSSARY

be blessed – mieć szczęście

former participant – byli uczestnik

refurbish – odnawiać

*University of California, 2015

1 **SPEAK** What is the worst thing that has ever happened to you on holiday?

2  Match the words from box A to the words from box B to make phrases. Have you experienced any of these problems? Which of them would be the worst to happen on holiday?

A car crowded heavy lost plaster upset

B accident beach cast stomach ticket traffic

3 Read the texts about travel accidents and answer the questions.

- Which of the accidents and emergencies was the most problematic?
- What would you do in these situations?

A  Whenever I go on holiday, I **take out travel insurance** in order to be prepared for any **emergency**. But three years ago I learnt, quite painfully, that it's impossible to foresee all of the **travel mishaps** that may happen. We were on a boat trip, soaking up the sun and having fun. I had all my documents and money in a small bag around my neck. Well, I leaned overboard a bit too much and ... splash! I watched my credit cards, cash and, what is worse, my passport sink out of sight ... I've never **lost** so many **valuable items** at once. It took me a whole week to deal with it – instead of relaxing, I was stressed out half of my holiday.

B  I don't usually **risk safety for** good photographs, but that place was different. We were in a national park, and the view was incredible. So I climbed up a small tree to get my perfect photo. I suddenly heard a loud cracking sound and the branch I was sitting on broke. I fell down and got quite badly injured. One of the hikers who saw it had a **first aid kit** with him, and he treated my wounds. Since then, I've always taken a basic medical set with me: two elastic bandages, **antiseptic wipes**, a **tick remover tool** and some allergy medicine, just in case.

C  My best friend and I went to Thailand and Laos for a month. We thought we were well prepared for the trip – we got **vaccinated** against certain diseases, we took some **mosquito repellent** and packed the first aid kit pretty well. But on the first day in Bangkok, we ordered some water in the restaurant which wasn't bottled, and we ended up with major **food poisoning**. I had **diarrhoea** for three days and **came out in a** strange **rash**, and my friend was **vomiting** all the time. It was horrible – we even had to change our travel arrangements.

4 **KEY WORDS**  Match some of the highlighted words and phrases from exercise 3 to definitions 1–7.

- a substance that keeps certain kinds of insects away
- an illness in which you pass waste from your body too often
- pay money to get coverage for risks connected with travelling
- a device used to pull out a kind of insect that is stuck in the skin
- became covered in small red spots on the skin as a result of illness or allergy
- minor accidents on holiday
- a small box with some basic things you might need to treat someone's injuries or illness

5 **KEY WORDS**  Complete the sentences with some of the highlighted words and phrases from exercise 3.

- Were you  against yellow fever before travelling to Asia?
- The most  item I've lost while on holiday was my wedding ring.
- I was extremely seasick, and I was  during the entire voyage.
- You need to carry a medical kit in case of .
- I honestly think that risking your  a perfect selfie is insane!
- I had to stay in my hotel room due to the  I had after dinner.
- During the pandemic, I got used to carrying  to clean my hands regularly.

6  1.08  Listen to four people calling their friends who had problems on holiday. Match texts A–C from exercise 3 to voice messages 1–4. One text matches two messages.

- 1  2  3  4 

7  1.09  Which letter is silent in the words from the box? Listen, check and repeat.

diarrhoea exhausted exhibition ghost heir
honest vehicle

8 **SPEAK** Read the instructions and do the task. Student A, look at page 157. Student B, look at page 160.

 **FAST FINISHERS**

 Write five sentences about a nightmare holiday you have had.

A radio phone-in about good and bad holiday experiences

1 **SPEAK** Name two things you would include in your first aid kit if you went:

- scuba diving in Egypt,
- trekking in Indonesia,
- camping in Masuria (Mazury).

2 **WATCH OUT** Read the **WATCH OUT** box and choose the correct options.

- 1 My brother *did* / *made* a reservation on the overnight train.
- 2 Once I have *done* / *made* a decision, I don't usually change my mind.
- 3 Tom *did* / *made* his best to keep calm when his plane landed in Grenada, West Indies, rather than Granada, Spain.
- 4 Paula's really outgoing, so she *did* / *made* lots of friends very quickly at her new job.
- 5 *Do* / *Make* me a favour and call the reception desk.
- 6 Irene *did* / *made* good use of her time in Greece. She explored a new area every day.

WATCH OUT*do vs make*

In collocations with *do* and *make*, *do* often focuses on the action itself, whereas *make* focuses on the result of the action, e.g. *do research*, *do shopping* but *make a deal*, *make the bed*.

3 **KEY WORDS** Look at sentences 1–6 and match the highlighted phrasal verbs to definitions a–f.

- 1 Lola and Holly were on a guided tour, but they couldn't **make out** what the guide was saying because there was too much noise.
- 2 I believe Logan. I don't think he'd **make up** a story like that. It must be true.
- 3 Their journey to Alaska was incredible. I wonder if they'll **make it into** a film.
- 4 They're planning to **do up** the backpacker's hostel. It's going to be more modern and comfortable next time we go.
- 5 Some people want to **do away with** paper tickets altogether and only have e-tickets.
- 6 You look exhausted – a short holiday will **do you good**.

- a benefit
- b change something so it becomes something else
- c invent, e.g. an explanation or a lie
- d see, hear or understand something with difficulty
- e get rid of or replace something
- f repair, paint and decorate, e.g. a house or room

4 **SPEAK** Describe the photos. How are the people in each photo risking their health or safety? What could happen to them?



5 **1.10** Listen to a radio phone-in about holiday experiences and complete the table.

Name	Destination	Activity
Rosie	1	zip-lining
Oscar	2	3
Jim	Philadelphia, USA	4
Kiara	5	volunteering
Scarlett	6	7

6 **1.10** Listen again and match speakers 1–5 to statements A–F. There is one extra statement.

1 Rosie ☐ 2 Oscar ☐ 3 Jim ☐ 4 Kiara ☐ 5 Scarlett ☐

This person

- A was involved in a traffic accident.
- B enjoyed an activity so much that he/she did it several times.
- C was satisfied with his/her performance.
- D liked the countryside in the place.
- E had a friend who was out of action for three days.
- F made someone really annoyed by their actions.

7 **SPEAK** Choose two stories from the radio phone-in and say what you would do if you were in these situations.

FAST FINISHERS

Make a list of unusual/silly/funny things that can potentially go wrong on holiday. Search the Internet if necessary.



1 **SPEAK** Answer the questions.

- Do you like going on package tours?
- What is the biggest mistake you have made while travelling?

2 Read the text and answer the questions. Then study the grammar table and find examples of some of the rules in the text.

- What does it mean that the Aboriginal people were 'nomadic'?
- In what way were they different from a modern, western civilisation?



The most surprising travel experience I've had was a trip to Australia. When I decided to go, I didn't realise I'd learn so much about the region and the native Australians. For example – did the Aboriginal people use to own Australia? No, because they didn't believe that any individuals should own land. These First Australians used to live a nomadic life. They would move from place to place to avoid using up all the resources of the land. I also learnt that they used to hunt giant kangaroos and wombats. And they didn't use to have personal possessions. They would share all material things. Their lifestyle was completely different from ours. I really hate the fact that people are always talking about money and shopping. (Lucas, 19)



Key Grammar

Present and past habits

To describe present habits, we use the present simple, e.g. *Every summer, I **spend** one week at my grandparents' house.*

To describe past habits we use:

- the **past simple** – when talking about actions/activities and states, e.g. *He **lived** in Canada when he was younger.*
- used to** – when talking about actions/activities and states, e.g. *I **used to** spend holidays in Croatia. We **used to** be happier.*
- would** – when talking about actions/activities, but not states, e.g. *She **would** visit me every weekend.*

BE CAREFUL: When we refer to the duration of the past action/habit or to a particular moment in time, we use the past simple, e.g. *I **attended** tennis classes for a few years.*

To describe annoying present habits, we use the present continuous with *always*, e.g. *You **'re always calling** me during my French classes.*

To describe annoying past habits, we use the past continuous with *always*, e.g. *My younger brother **was always taking** my tablet without asking.*

3 **1.11** Listen to a conversation and complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

be (x2) book complain tell

- Safi's mum holidays through an agency.
- Flying more expensive.
- There any low-cost airlines.
- Passengers while travelling long distance, for example from Manchester to Paris.
- Safi's parents her to send postcards when they are on holiday.

4 Read the post and study the grammar table. Complete the table with examples a–b below.

When I moved to Denmark, ^aI had to get used to working with their currency, the krone. ^bI'm used to working out prices like this: 22 krone = €3. (Sylvia, 21)

Key Grammar

be/get used to + -ing form

When we talk about present and past habits, we can use:

be used to + -ing form when something is or was already familiar, e.g. *I'm **not used to** travelling with my family.* ¹

get used to + -ing form when something is or was becoming familiar, e.g. *I need to **get used to** having a roommate.* ²

5 Correct the mistakes in the sentences.

- Tom always used taking the bus, but now he's got his driving licence.
- While Lily was living in Thailand, she had to get used to eat spicy food.
- We're used to get up early for school now, but we still don't like it!
- Jeff's not at home now because he gets used to playing basketball on Fridays.

6 Translate into English.

- Back in the 1990s, we (nocowaliśmy) in a tent every summer.
- (Kiedyś nie brałem) allergy medicine, but now I have to.
- We are exhausted – we (nie jesteśmy przyzwyczajeni do poruszania się) around on foot.
- Travelling with my mum, I (przyzwyczałem się do polowania) for souvenirs.
- Why (zawsze bierzesz) such valuable items with you? It's unreasonable.

FAST FINISHERS

Write three sentences about your mum's or dad's annoying habits that you'll never get used to.

- 1 SPEAK** Look at the photos. Which capital cities can you see? What do you know about them?



- 2** Match sentences 1–6 to the sentences a–f which have the same meaning.

- 1 We no longer buy extra train tickets for our dogs.
 - 2 I'm not used to travelling to far-away places.
 - 3 We couldn't hear her speech very clearly.
 - 4 I soon realised the trip didn't fit my tight budget.
 - 5 The electricity went off during her speech.
 - 6 It annoys me when you spend such vast sums.
- a We couldn't make out what she was saying.
 - b We used to pay more when travelling with pets.
 - c There was a power cut while she was speaking.
 - d It turned out that I had spent too much on the trip.
 - e I haven't got used to visiting remote destinations.
 - f You're always spending so much money.

- 3** Complete the second sentence so that it means the same as the first one.

- 1 I can't stand it when Lou talks about his bike.
Lou is his bike.
- 2 I went into the room, but nobody was there.
When I entered already left.
- 3 I still have problems with driving on the right.
I'm driving on the right.
- 4 You called after we decided to enter the programme.
We had made in the programme long before you called.
- 5 It was rather annoying that Ann volunteered all the time when we were in high school.
Ann we were in high school.
- 6 I reserved the beach house during our chat.
While we a reservation for the beach house.

- 4** Complete the sentences with the words from the box. There is one extra word.

do doing had making used was would

- 1 The authorities should away with traffic in the city centre.
- 2 Somebody took the suitcase when none of us looking.
- 3 She is always up stories to cover her mistakes, so I don't trust her.
- 4 My parents and I go to the same beach house every single summer.
- 5 I'm not to renting bikes.
- 6 After I got used to commuting, I began to appreciate urban life.

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

Did you know that Berlin ¹ to be two separate cities – East Berlin and West Berlin, with a huge wall around the western part? If tourists wanted to cross from West to East, they had to go through the wall at Checkpoint Charlie. This checkpoint ² in the part of West Berlin controlled by the USA after World War II. On the night of 9 November 1989, as thousands of East Berliners ³ waiting to cross to the West, something they ⁴ not been allowed to do for over forty years, the order finally arrived to open the checkpoint and let people through. ⁵ the crowd was streaming through from East to West, people all over the world watched the historic moment on TV. Germany was reunified the following year, and the original guardhouse where people ⁶ cross at Checkpoint Charlie is now a museum.



- 6** Complete the sentences with the correct forms of the words in brackets.

- 1 I (always / take) travel insurance, and I can't imagine going on a journey without it.
- 2 We (not use / spend) such vast sums of money on hotels because we wanted to travel cheaply.
- 3 Did you (use / get / vaccinate) regularly when you were a child?
- 4 Before we set off, I really (feel / I / prepare) for any emergency.
- 5 Teachers (always / push) us to do more than we are actually able to.
- 6 I admit it hurt a lot when the doctor (treat / wound).
- 7 When I arrived, it turned out that Tom (not / come out) his room for days.

- 7 SPEAK** Answer the questions.

- 1 What would make you wiser – travelling around the world or reading a few thousand books? Why?
- 2 Is it better to travel or to get to the destination? Why?
- 3 In what way(s) is travel education? Why?

FAST FINISHERS

Imagine you are in the year 2050. Write sentences about:

- what your city/town used to look like,
- what your teachers were always doing,
- something you got used to as an adult.

A formal letter of complaint

Dear Sir/Madam,

I am writing to complain about a coach journey operated by your company. I travelled to Lyon on one of your coaches, and I was extremely dissatisfied with the cleanliness standards on the vehicle, which fell short of our expectations.

The journey took place on 21 April. The first thing we noticed while we were waiting at the station was that the coach had not been washed before the trip – it was covered in mud and dirt. As soon as we got on the coach, we realised that the vehicle was equally dirty inside. Nobody had emptied the rubbish bins or cleaned the floor. As if that was not enough, the on-board toilet had not been prepared for the journey and it was giving off an unpleasant smell during the entire trip. We were not the only ones who were unhappy with the standards, but the driver ignored all of our requests to address the issue of the appalling odour. When we arrived at our destination, he did not even apologise. I would appreciate it if the matter was resolved as soon as possible. First of all, the coach should be either put out of service or properly cleaned so that the situation is not repeated on our way back. Moreover, due to this inconvenience, I believe the fares we paid should be refunded. I am waiting for a prompt reply.

Yours faithfully,

Graham Jones



Key Phrases

A formal letter of complaint

Making complaints

I am writing to complain about ...

I would like to express my strong dissatisfaction with ...

I am quite dissatisfied with ..., which falls/fell short of my/our expectations.

I am afraid I have several complaints about ...

We were very disappointed with ...

To make matters/the matter worse, ...

As if that was/were not enough, ...

We were not the only ones who were unhappy with ...

The manager refused to listen to our concerns.

Demanding action

Firstly, I would appreciate it if (you provided me with a full explanation).

In this situation, I expect an apology.

I expect to see this problem resolved as soon as possible.

Secondly, I believe that due to this inconvenience the payments should be refunded.

I would be most grateful for your support in resolving this urgent issue.

Reporting events

By the time I/we ...,

As soon as I/we ...,

It was not long before ...

It was then that I realised ...

At first I was (scared), but ...

It felt like / It was like ...

Eventually, / In the end, ...

The worst part was that ...

It is hard to believe, but then ...

When we got there, we ...

We were on our way back when ...

It was a terrible experience.

What I remember most is ...

1 SPEAK Answer the questions.

Have you ever

- filed a written complaint?
- got a refund?
- been given very poor service?
- received a formal apology?

2 Read the letter and answer the questions.

- 1 Which photograph shows the situation described in the email?
- 2 What would you do in such a situation?
- 3 What should the coach company do?

3 Read the letter again and tick what the author writes about.

- a what he didn't like about the journey
- b how the situation was handled
- c other people's complaints
- d the amount of refund he had received
- e his expectations towards the company
- f the return back home

4 Study the Key Phrases box on page 16 and complete the sentences.

- 1 I would be  if you could resolve the problem with the lift immediately.
- 2 The least I expect is a(n)  from the receptionist for her rude behaviour.
- 3 I would  it if you contacted me directly.
- 4 I am writing to express my strong  with the condition of my hotel room.
- 5 To make matters , the train was one hour late.
- 6 As if this was not , the Internet connection was very poor.
- 7 The way you treat your guests falls  of expectations.

5 Look at photos A and C in exercise 2. For each of them, write one sentence making a complaint and one describing your demand. Use the Key Phrases.

6 The writer uses different narrative tenses and linking words of time and sequence to make the order of the events in the story clear. Find the following in the text.

- 1 examples of the past simple
- 2 examples of the past continuous
- 3 examples of the past perfect
- 4 linking words of time and sequence

7 Read the **WATCH OUT** box and choose the correct options.

- 1 We went down to the pool *afterwards* / *once* we had checked in to the hotel.
- 2 The bus left *meanwhile* / *while* we were having breakfast.
- 3 *As soon as* / *By the time* we found out where she was, we took our bikes to go and meet her.
- 4 My friends had already left *by the time* / *as* I arrived.
- 5 The two men went upstairs and *after* / *then* we heard lots of shouting.
- 6 *As* / *At first* we were getting off the bus, Karim slipped and fell over.
- 7 The train was leaving in an hour's time. *During* / *Meanwhile*, we went to get something to drink.

WATCH OUT Linking words of time and sequence

We use linking words and phrases of time and sequence to order events in a narrative, e.g. *when, at first, as, by the time, then, after that, afterwards, during, while, once, as soon as, meanwhile.*

8 Do the writing task. Follow the steps in the Writing Planner.

Podczas wakacyjnego kursu językowego w Londynie wybrałeś się / wybrałaś się na dwudniową wycieczkę do Oksfordu, która okazała się ogromnym rozczarowaniem. Napisz do organizatora wyjazdu list formalny z zażaleniem na 200–250 słów, opisując problemy, jakie Cię spotkały podczas wycieczki, oraz domagając się odpowiedniego zadośćuczynienia.



WRITING PLANNER

THINK

Make a list of the problems that occurred during the trip (delayed departure, poor accommodation, terrible food, etc.).

PREPARE

Organise your notes into four paragraphs:

- 1 opening greeting and reason for writing,
- 2 reporting what happened, explaining the problems,
- 3 further details about the problems and your expectations,
- 4 concluding phrase and closing greeting.

WRITE

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to start and end your letter.

CHECK

Read your letter and answer the questions:

- Have you included and developed both parts of the instructions?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

 FAST FINISHERS

 How do you imagine the holiday of your worst nightmare? Write four sentences about the worst things that might happen to you while travelling.



Think of some unusual or ridiculous travel complaints. If necessary, look for real-life examples on the Internet.

VOCABULARY

1 Complete the sentences with the correct words. Some letters are given.

- I don't think I could spend my holidays on a s t d beach. I need company.
- It was supposed to be the holiday of my dreams, but a series of travel m s p ruined it.
- I used to buy clothes at a flea r t, but now I have no time to look for bargains.
- Ramsay is in his room with really bad food p i n n - he can't come to dinner.
- I can't believe you haven't brought any mosquito r p l t!
- Let's just stay here for a while and s up the atmosphere of the old town, shall we?
- If you want to go to Asia, you need to get c n t d against some diseases.

2 Choose the correct options.

The Viking Leif Erikson was born around 970. He was probably the first European to visit North America. Animators have ¹ his life story into a film. Leif's parents were from Norway, though they were living in Iceland when Leif was born. Later, in 982, his father, Erik the Red, ² out to Greenland, where he founded a community at Brattahlid. In around 1000, Leif visited Norway, where he converted to Christianity. When he set off on the return journey to Greenland, Leif sailed off-course and ended up in a place he named 'Vinland'. He described the scenery around him as ³ and very fertile. Leif's unexpected ⁴ paid off, as he travelled back to Greenland with his ship full of grapes and wood and ⁵ skills he wouldn't otherwise have had. In the 1960s, archaeologists found some Viking ruins in Newfoundland, which they believe might have been the place discovered by Leif nearly a thousand years earlier.

- | | |
|-----------------|-------------|
| 1 A become | B done |
| C made | D told |
| 2 A turned | B ventured |
| C wondered | D risked |
| 3 A winding | B snowy |
| C remote | D stunning |
| 4 A destination | B horizon |
| C view | D resort |
| 5 A enriched | B gained |
| C strengthened | D broadened |

GRAMMAR

3 Correct the mistakes in the sentences.

- We asked him what happened, but he kept silent.
- We decided not to visit the ancient ruins because Lily has seen them before.
- I couldn't go because I studied for an exam the next day.
- Don't trust her! She was always making up stories.
- When Florence was young, her parents use to have a small cottage by the sea.
- Jo used to do volunteer work in Kenya in 2009.

4 Put the verbs in brackets into the correct forms. Use each of these forms once: past simple, past continuous, past perfect, would, used to, be used to and get used to.

- Where (you / go) for holidays in your childhood?
- Josh couldn't remember where he (put) my backpack.
- I didn't pick up because I (listen) to music on my earphones.
- In the past, I (be) seasick quite often, but the problem has somehow disappeared.
- It took me almost two years to (live) in the suburbs.
- Due to the weather change, we (not follow) the itinerary.
- (you / make) your own travel arrangements or is it something new to you?

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the second sentence with up to four words so that it means the same as the first one. Use the words in capitals.

- We hadn't finished packing when the taxi arrived.
WERE
We the taxi arrived.
- My sister usually travels with a rucksack. **USED**
My sister with a rucksack.
- We wanted to sleep in a castle because it was something new. **NEVER**
We wanted to sleep in a castle because done it before.
- I could ski after my first week at the ski resort. **LEARNED**
By the end of my first week at the ski resort, I to ski.
- During our visit to the theme park, I got sick. **VISITING**
I got sick the theme park.
- In the past, we often met in that café. **TO**
We in that café.

6 Translate into English.

- I (nigdy nie wykupowałem) travel insurance until I got sick two years ago and had to pay for treatment abroad.
- I don't need a car - I am (przyzwyczajony do poruszania się) on foot.
- We chose the hotel because of the swimming pool, but they (remontowali go) during our entire stay.
- The holiday was OK, but it (nie zmieściły się w moim budżecie).
- I told the police officer that I (zgubiłem wartościowe rzeczy) together with that bag.
- I don't think I will ever (przyzwyczaję się do wpadania na) my ex-girlfriend.

READING

7 Read the texts and choose the correct options in 1–4. Then complete sentences 5–7.

- The writer starts by pointing out
 - a conversation she had with someone.
 - a mistaken idea that many people have of her job.
 - a fact about travel writers.
 - a criticism that many travel writers make about their job.
- In the second paragraph, the writer describes
 - the type of media she often uses to publish her work.
 - an aspect of her work that she has never enjoyed.
 - how frequently she travels.
 - a kind of job she is often asked to do.
- In the third paragraph, the author admits that
 - she has often stayed in excellent accommodation.
 - she doesn't try to learn the local language.
 - she doesn't like sleeping in low-quality accommodation.
 - she always looks for top-quality places to stay.
- The writer uses the example of TripAdvisor
 - to show how easy it is to get started as a travel writer.
 - as an example of a place to publish your work.
 - to suggest where new travel writers can get exposure.
 - to illustrate how difficult it is for travel writers nowadays.
- Just  were going to take part in the trip: Jip, Polynesia and Chee-Chee.
- The author's  came to say goodbye to him.
- During the voyage, Matthew Mugg was supposed to  the Doctor's household.

WRITING

8 Read the instructions and do the task.

Niedawno wybrałeś/wybrałaś się w podróż do kurortu polecanego przez Twój ulubiony portal turystyczny. Niestety, miejsce bardzo Cię rozczarowało, a opis przedstawiony na portalu był niezgodny z prawdą. Napisz do redakcji list z zażaleniem (200–250 słów), w którym opisziesz problemy napotkane w trakcie pobytu w kurorcie oraz przedstawisz swoje oczekiwania w związku z wprowadzeniem Cię w błąd.



THE BEST JOB IN THE WORLD?

Everyone I meet says it, 'Oh, that must be the best job in the world.' In many ways, it is a wonderful job. I get to travel to lots of far-flung locations around the world and I write about them. The truth is very different, however. Travel writing is very hard work, badly paid and extremely competitive.

As a freelance travel writer, you probably make about one trip a week. A lot of the work you're asked to do is so-called 'press trips'. That is, you have been invited by a hotel, a holiday company or a tourist board to a certain place on the understanding that you write nice things about it. This type of work has become very common in the last few years, especially on social media. Essentially, you've gone to a place you didn't choose to go to, where you hang out with people you have never met before, and you have to be polite about the whole experience. It's not so bad the first few times, but after a while it ends up being a bit soul-destroying.

Then there's the accommodation and transport. As a travel writer, you have to make all the reservations and do all the research yourself. Of course, you also have to try everything in order to appeal to a wide range of people. This means I've slept in five-star hotels on very rare occasions, but it also means staying at hostels with primitive facilities for guests in locations where you don't even speak the local language. You might travel in business class, but that's very unusual, so you have to be willing to take taxis, buses, trains, scooters and other diverse means of transport to get around, sometimes at the risk of your own personal safety! That also means endless hours' waiting around in airports and stations.

Salaries in journalism in general have not risen for many years, and in travel writing, they've actually decreased. A lot of travel writing on the Internet is in exchange for nothing more than 'exposure' – your name and photo will be at the top of the article. But of course, 'exposure' doesn't pay the bills. Nowadays, with travel websites like TripAdvisor, where travellers write about their experiences in the review sections, as a travel writer you're competing with people who do your job for free! Still interested? Travel writing is certainly not the best job in the world. But despite all the difficulties, if you love travelling and writing, there's really nothing better.

Two days after that we had all in readiness for our departure. On this voyage Jip begged so hard to be taken that the Doctor finally gave in and said he could come. Polynesia and Chee-Chee were the only other animals to go with us. Dab-Dab was left in charge of the house and the animal family we were to leave behind. Of course, as is always the way, at the last moment we kept remembering things we had forgotten; and when we finally closed the house up and went down the steps to the road, we were all burdened with armfuls of odd packages.

Halfway to the river, the Doctor suddenly remembered that he had left the stock-pot boiling on the kitchen-fire. However, we saw a blackbird flying by who nested in our garden, and the Doctor asked her to go back for us and tell Dab-Dab about it.

Down at the river-wall we found a great crowd waiting to see us off. Standing right near the gang-plank were my mother and father. I hoped that they would not make a scene, or burst into tears or anything like that. But as a matter of fact they behaved quite well – for parents. My mother said something about being sure not to get my feet wet; and my father just smiled a crooked sort of smile, patted me on the back and wished me luck. Goodbyes are awfully uncomfortable things and I was glad when it was over and we passed on to the ship. We were a little surprised not to see Matthew Mugg among the crowd. We had felt sure that he would be there; and the Doctor had intended to give him some extra instructions about the food for the animals we had left at the house.

At last, after much pulling and tugging, we got the anchor up and undid a lot of mooring-ropes. Then the *Curlew* began to move gently down the river with the out-running tide, while the people on the wall cheered and waved their handkerchiefs.

from *The Voyages of Doctor Dolittle* by Hugh Lofting (published 1922)

1.2 Past tenses: past simple, past continuous, past perfect

PAST SIMPLE

Czas *past simple* (druga forma czasownika, w czasownikach regularnych: końcówka -ed) stosujemy do opisu:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.: *I **ran into** a girl from our school during my holiday in Iceland last summer.*
- zdarzeń, które przerwały jakąś czynność, np. *Sinead was hunting for souvenirs when someone **stole** her purse.*

Affirmative	Negative
He visited five countries last year.	They didn't take any photos of the city skyline.
Yes/No questions	Short answers
Did she go backpacking?	Yes, she did . / No, she didn't .
Wh- questions	Subject questions
What did you buy at the flea market?	Who chose this tour company?

Określenia czasu typowe dla *past simple* to m.in.: yesterday, the day before yesterday, (two days) ago, last (summer), at (Christmas/6 pm), on (5 November), in (May/2020), then, when, afterwards.

PAST CONTINUOUS

Czas *past continuous* (was/were + czasownik z końcówką -ing) stosujemy do opisu czynności:

- trwających w określonym momencie w przeszłości, np. *I **was talking** to my boss when you called me in the morning.*
- będących tłem dla innych czynności, np. *The sun **was shining** bright when Tyler left for work.*
- przerwanych przez inne czynności, np. *We **were admiring** the stunning scenery when there was a loud bang.*

Affirmative	Negative
<i>I was wandering around the old town.</i> <i>You were saving up for a trip to Miami.</i>	<i>She wasn't complaining about the service.</i> <i>We weren't staying at a B&B.</i>
Yes/No questions	Short answers
<i>Was he travelling solo?</i> <i>Were they packing their suitcases?</i>	<i>Yes, he was. / No, he wasn't.</i> <i>Yes, they were. / No, they weren't.</i>
Wh- questions	Subject questions
<i>Why were you arguing?</i>	<i>How many people were sunbathing by the pool?</i>

Określenia czasu typowe dla *past continuous* to m.in.: in the (evening), at (10 am), at that time, then, when, while, as.

PAST PERFECT

Czas *past perfect* (had + past participle) opisuje zdarzenia, które miały miejsce przed innymi zdarzeniami z przeszłości, np.

*The kids wanted to go to the zoo even though we **had been** there many times before.*

Affirmative	Negative
<i>We had visited the science museum by then.</i>	<i>He hadn't travelled with a low-cost airline before.</i>
Yes/No questions	Short answers
<i>Had he ever rented a car?</i>	<i>Yes, he had. / No, he hadn't.</i>
Wh- questions	Subject questions
<i>What had you bought by the time we met for lunch?</i>	<i>Who had eaten octopus before?</i>

Określenia czasu typowe dla *past perfect* to m.in.: by the time, by then, by (two o'clock/Monday/April/1999), ever, never, already, before, after.

1.7 Present and past habits

Czynności powtarzalne i zachowania charakterystyczne dla konkretnych osób – teraz lub w przeszłości – można w języku angielskim opisać za pomocą różnych czasów i konstrukcji gramatycznych.

- Za pomocą czasów *present simple* i *past simple* opisujemy czynności i stany powtarzające się w teraźniejszości lub w przeszłości, w tym przyzwyczajenia i nawyki, np.:
*We always **take out** travel insurance before going abroad.*
*When I was in Rimini, I **went** swimming every day.*
- Za pomocą czasów *present continuous* i *past continuous* opisujemy teraźniejsze lub przeszłe powtarzalne zachowania, które nas irytują, np.:
*You're **always complaining** about everything.*
*My flatmates **were always making** a lot of noise in the morning, so I eventually moved out.*

UWAGA!

W mowie potocznej *always* może zostać zastąpione przez *forever*, np. *They **are forever talking** about their honeymoon.*

- Za pomocą konstrukcji *used to* + bezokolicznik opisujemy powtarzalne czynności i stany z przeszłości, w tym przyzwyczajenia i nawyki, np.:
*I **used to** hate driving, but now I don't mind it.*

- Za pomocą konstrukcji *would* + bezokolicznik opisujemy powtarzalne czynności i zachowania (nie stany) z przeszłości. Forma ta jest powszechnie używana m.in. w odniesieniu do sytuacji, o których myślimy z rozrzewnieniem, i występuje tylko w zdaniach twierdzących, np.: *Mum **would** always ask Grandma for advice before making an important decision.*

UWAGA!

Informację o czasie trwania czynności powtarzalnej z przeszłości można zawrzeć jedynie w zdaniu w czasie *past simple*, np. *I **practised** this song every day for two weeks.*

- Za pomocą konstrukcji: *be used to* + czasownik z -ing (być przyzwyczajonym do robienia czegoś) oraz *get used to* + czasownik z -ing (przyzwyczajając się do robienia czegoś) opisujemy przyzwyczajenia w różnych czasach gramatycznych, np.:
*The young dancer **wasn't used to** performing in front of such large audiences.*
*Sooner or later, you'll **get used to** the cold weather.*

UWAGA!

Po *be used to* i *get used to* może wystąpić również rzeczownik, np. *He needs time to **get used to** his new phone.*

- KEY WORDS

VOCABULARY 1 MP3 01

beyond the horizon	/ˌbiːjɒnd ðə həˈraɪzən/	poza horyzont
breathtaking view	/ˌbreɪtkeɪkɪŋ ˈvjuː/	widok zapierający dech w piersiach
city skyline	/ˌsɪti ˈskaɪlaɪn/	panorama miasta
crystal clear	/ˌkrɪstəl ˈkliə/	przejrzysty, kryształowo czysty
deserted beach	/dɪˈzɜːtɪd ˈbiːtʃ/	opuszczona plaża
discover tourist attractions	/dɪˈskʌvə ˈtɔərɪst əˈtrækʃnz/	odkrywać atrakcje turystyczne
fabulous	/ˈfæbjʊləs/	bajeczny, wspaniały
flea market	/ˈfliː ˈmɑːkɪt/	pchli targ
get one's adrenaline pumping	/ˌget wʌnz əˈdrenəlɪn ˌpʌmpɪŋ/	podnieść poziom adrenaliny
get around on foot	/ˌget əˈraʊnd ɒn ˈfot/	poruszać się pieszo
go to a local theme park	/ˌɡoʊ tu ə ˌləʊkəl ˈθiːm pɑːk/	iść do lokalnego parku rozrywki
hunt for souvenirs	/ˌhʌnt fə ˈsuːvəˈniəz/	polować na pamiątki
itinerary	/aɪˈtɪnərɪ/	plan podróży
(not) fit one's budget	/(ˌnɒt) ˈfɪt wʌnz ˈbʌdʒɪt/	(nie) mieścić się w budżecie
remote destination	/rɪˈmɔːt ˈdestɪˈneɪʃən/	odległy cel podróży
rent a bike	/ˌrent ə ˈbaɪk/	wypożyczyć rower
run into	/ˌrʌn ˈɪntuː/	napotkać, wpaść (na kogoś)
snowy peaks	/ˌsnəʊ ˈpiːks/	ośnieżone szczyty
soak up the atmosphere	/ˌsəʊk ʌp ði ˈætməsfiə/	chłonać atmosferę
spend vast sums	/ˌspend ˌvɑːst ˈsʌmz/	wydawać ogromne kwoty
staycation	/ˌsteɪ ˈkeɪʃən/	wakacje spędzane w domu lub w kraju
struggle with	/ˈstrʌɡəl wɪð/	mieć problem z
stunning scenery	/ˌstʌnɪŋ ˈsiːnəri/	oszałamiająca sceneria
take forever	/ˌteɪk fəˈrevə/	ciągnąć się w nieskończoność
travel arrangements	/ˈtrævl əˈreɪnzmənts/	ustalenia organizacyjne podróży
visit popular resorts	/ˌvɪzɪt ˌpɒpjələ ˈriːzɔːts/	odwiedzać popularne kurorty
wander around	/ˌwɒndər əˈraʊnd/	spacerować
winding streets	/ˌwaɪndɪŋ ˈstriːts/	kręte uliczki

GRAMMAR 1 MP3 02

city break	/ˌsɪti ˈbreɪk/	krótkie wakacje w innym mieście
dream spot	/ˌdriːm ˈspɒt/	wymarzone miejsce
ferry	/ˈferi/	prom

SPEAKING MP3 03

annoyance	/əˈnɔɪəns/	irytacja, złość
luggage locker	/ˈlʌɡɪdʒ ˌlɒkə/	schowek na bagaż
notification	/ˌnəʊtɪfɪ ˈkeɪʃən/	powiadomienie
recurring (problem)	/rɪˈkɜːrɪŋ (ˈprɒbləm)/	powtarzający się (problem)

READING MP3 04

array of sth	/əˈreɪ əv ˌsʌmθɪŋ/	szeroki wachlarz, wybór czegoś
benefit sb/sth	/ˈbenɪfɪt ˌsʌmbədi/ ˌsʌmθɪŋ/	przynosić komuś/ czemuś korzyść
broaden one's horizons	/ˌbrɔːdən ˌwʌnz həˈraɪznz/	poszerzyć swoje horyzonty
challenge	/ˈtʃæləndʒ/	stanowić sprawdzian czegoś, mobilizować
cruise ship	/ˈkruːz ʃɪp/	statek wycieczkowy
comfort zone	/ˈkʌmfət zəʊn/	strefa komfortu
employment prospects	/ɪmˈplɔɪmənt prəˈspekts/	perspektywy zatrudnienia
enrich	/ɪnˈrɪtʃ/	wzbogacać
enrol	/ɪnˈrɒl/	zapisać się
gain skills	/ˌgeɪn ˈskɪlz/	zdobyć umiejętności
launch (a career)	/ˌlɔːntʃ (ə kəˈrɪə)/	rozpocząć (kariere)
make the most of sth	/ˌmeɪk ðə ˈməʊst əv ˌsʌmθɪŋ/	wykorzystać coś jak najlepiej
memorable	/ˈmemərəbəl/	niezapomniany, pamiętny

pay off	/ˌpeɪ ˈɒf/	opłacać się
strengthen	/ˈstreŋθən/	wzmocniać
testimonial	/ˌtestɪˈmɔːniəl/	rekommendacja
touristy	/ˈtɔərɪsti/	nastawiony na turystów
travel overseas	/ˌtrævl əˈsɔːvəˈsiːz/	podróżować za granicę
undergo	/ˌʌndəˈɡəʊ/	przejsć (coś), zaznać/ doświadczyć (czegoś)
venture out	/ˌventʃər ˈaʊt/	odważyć się wyjść z domu
willing	/ˈwɪlɪŋ/	chętny, pełen zapału

VOCABULARY 2 MP3 05

antiseptic wipes	/ˌæntɪˈseptɪk ˈwaɪps/	chusteczki antyseptyczne
be seasick	/ˌbi ˈsiːsɪk/	cierpieć na chorobę morską
come out in a rash	/ˌkʌm ˈaʊt ɪn ə ˈræʃ/	dostać wysypki
coverage	/ˈkʌvərɪdʒ/	okoliczności objęte polisą ubezpieczeniową
diarrhoea	/ˌdaɪəˈniə/	biegunka
emergency	/ɪˈmɜːdʒənsi/	nagły wypadek
first aid kit	/ˌfɜːst ˈeɪd ˈkɪt/	apteczka pierwszej pomocy
food poisoning	/ˈfuːd ˌpɔɪzənɪŋ/	zatrucie pokarmowe
foresee	/ˈfɔːsiː/	przewidzieć
insane	/ɪnˈseɪn/	szalony
lean (overboard)	/ˌliːn (əʊvəˈbɔːd)/	wychylać się (za burtę)
lose valuable items	/ˌluːz ˌvæljuəbəl ˈaɪtəmz/	stracić cenne przedmioty
mosquito repellent	/ˈmɔːskiːtəʊ ˌrɪˌpelənt/	środek odstraszający komary
pandemic	/ˌpændɪˈdemɪk/	pandemia
risk one's safety for sth	/ˌrɪsk ˌwʌnz ˈseɪfti fə ˌsʌmθɪŋ/	ryzykować swoje bezpieczeństwo dla czegoś
take out travel insurance	/ˌteɪk ˈaʊt ˈtrævl ɪnˌʃʊərəns/	wykupić ubezpieczenie podróży
tick remover tool	/ˈtɪk ˌrɪˌmuːvə tuːl/	narzędzie do usuwania kleszczy
travel mishap	/ˈtrævl ˌmɪʃæp/	niefortunny wypadek podczas podróży
treat (one's wounds/ injuries/illnesses)	/ˌtriːt (ˌwʌnz ˈwuːndz/ ˌɪndʒənɪz/ ˌɪlnəsɪz)/	udzielić pomocy medycznej, leczyć (czyjeś rany/urazy/choroby)
vaccinated	/ˈvæksɪneɪtɪd/	zaszczepiony
vomit	/ˈvɒmɪt/	wymiotować
yellow fever	/ˌjeləʊ ˈfiːvə/	żółta febra

LISTENING MP3 06

do away with sth	/ˌduː əˈweɪ wɪð ˌsʌmθɪŋ/	pozbyc się czegoś
do sb good	/ˌduː ˌsʌmbədi ˈɡʊd/	mieć na kogoś dobry wpływ, dobrze na kogoś podziałać
do up	/ˌduː ˈʌp/	odnowić
guided tour	/ˌɡaɪdɪd ˈtɔː/	wycieczka z przewodnikiem
make a deal	/ˌmeɪk ə ˈdiːl/	zawrzeć umowę, dobić targu
make out	/ˌmeɪk ˈaʊt/	zrozumieć
make sth into	/ˌmeɪk ˌsʌmθɪŋ ɪntə/	przekształcić coś w
make up	/ˌmeɪk ˈʌp/	wymyślić, zmyślić
zip-lining	/ˈzɪp ˌlaɪnɪŋ/	tyrolka, kolejka tyrolska

GRAMMAR 2 MP3 07

currency	/ˈkʌrənsi/	waluta
low-cost airline	/ˌləʊˌkɒst ˈeəˌlaɪn/	tania linia lotnicza
nomadic	/ˌnəʊˈmædɪk/	koczowniczy
package tour	/ˈpækɪdʒ ˈtɔː/	wycieczka zorganizowana

USE OF ENGLISH MP3 08

checkpoint	/ˈtʃekˌpɔɪnt/	posterunek, punkt kontrolny
commute	/kəˈmjʊːt/	dojeżdżać do pracy
guardhouse	/ˈɡɑːdˌhaʊs/	strażnica, wartownia
power cut	/ˈpaʊə ˌkʌt/	przerwa w dostawie prądu
reunify	/rɪˈjuːnɪfaɪ/	ponownie zjednoczyć
stream	/striːm/	wchodzić tłumnie
turn out	/tɜːn ˈaʊt/	okazać się

WRITING MP3 09

appalling	/əˈpɔːlɪŋ/	przerazający, okropny
fall short of (one's expectations)	/ˌfɔːl ʃɔːt əv (ˌwʌnz ˌekspekˈteɪʃnz)/	nie spełniać (czyichś oczekiwań)
fare	/feə/	opłata, taryfa
give off a smell	/ˌɡɪv ɒf ə ˈsmel/	wydzielać zapach
inconvenience	/ˌɪnkənˈviːniəns/	niedogodność
odour	/ˈəʊdə/	fetor, nieprzyjemny zapach
prompt	/prɒmpt/	szybki, bezzwłoczny
refund	/ˈriːfʌnd/	zwrot



SPEAK Look at the photos and read the quote. Discuss the following.

Technology is a useful servant but a dangerous master.

Christian Lous Lange

(Norwegian historian and Nobel Peace Prize winner, 1869–1938)

- Give one advantage and one disadvantage of how technology is being used in each of the photos.
- Imagine you are writing a magazine article entitled 'Future Solutions'. Which of the photos would you choose for the front cover? Why?
- Explain the meaning of the quote, using the examples in the photos. What can be done to prevent technology becoming a dangerous master?



- 1** **SPEAK** Complete the questions with the correct forms of the verbs from the box. Then answer the questions in pairs. There may be more than one correct answer.

check install post scam set update

- How often do you your social media profiles and comments?
- Have you ever been online or reported something suspicious?
- Do you protect your online accounts by strong passwords?
- When did you last your phone?
- Who antivirus software on your PC?

- 2** Read the text and find one piece of information that is false.

TECHNOLOGY: FACT OR FICTION?

1 **Driverless cars** are becoming so efficient that they don't need any human intervention. In the future, humans may be banned from driving altogether.



3 Bluetooth®, one of the first wireless technologies, was named after a king of Norway and Denmark who was so fond of blueberries that his teeth turned blue, hence his nickname. Bluetooth® connects anything, from **domestic appliances** to earbuds, with your mobile devices, just like the king united his warring nations.



5 Every minute, over five hundred hours of video material are uploaded to YouTube. If you started watching it today, you still wouldn't have watched all the content by the end of your life.



2 In some countries, such as Sweden and the USA, **microchip implants**, which connect to the Internet, are **embedded** into employees' hands so they can open doors or pay for food at the wave of a hand.



4 The latest plans for robots and **virtual assistants**, such as Siri, Alexa or Cortana, are to make them **emotionally interactive**, which means they will detect users' moods and respond accordingly.



6 Instagram currently **hosts** over fifty billion photos. If that's too much for you, try using the **'mute'** option, which allows you to stop seeing a user's feed without **unfollowing** them.



Technology • Adjectives to describe technology

3 KEY WORDS Match the highlighted words and phrases from the text to definitions 1–9.

- stores on a server so that it can be accessed over the Internet
- stop seeing someone's content on social media without unfriending them
- no longer following someone online
- fixed in something else (e.g. a surface or an object)
- very small pieces of silicon that contain the electronic connections to make a computer work and can be inserted into the skin
- machines or equipment that you have in your home
- software agents that respond to instructions and do tasks to help the user
- which interprets and responds to people's emotions (about a computer)
- cars that can drive themselves

4 **1.12** Listen to the conversation and complete the message with the correct forms of the highlighted words and phrases from the text.

Guess what! I've spoken to Louis, and he's not going to do the driving licence course. He says it's pointless, as by the time he can afford a car, we'll all be using ¹ . We had an interesting discussion about cars being equipped with a ²  that will be ³  in the car operating system and will interact with the passengers. Louis claims such systems will be ⁴  and able to detect your mood. It's possible that through wireless technology cars will be connected to our devices, or maybe we will have ⁵  in our hands so that nobody will be able to operate your car but you. It got me thinking ... Should we start the driving course at all? Perhaps it makes no sense ... What do you think? Mila

5 KEY WORDS Match the highlighted adjectives in sentences 1–7 to the adjectives a–g which have a similar meaning.

- My smartphone is **outdated** – it can't support the latest software.
 - The new system is really **user-friendly**.
 - The most **feasible** explanation is that your licence has run out.
 - The current system is **defective** due to faulty programming.
 - The developments in artificial intelligence are **intriguing**.
 - Wired** is an online magazine about **cutting-edge** technology.
 - The authorities discussed the availability of **broadband** technologies in underprivileged areas.
- | | |
|---------------|-----------------|
| a possible | e old-fashioned |
| b fascinating | f high-speed |
| c up-to-date | g problematic |
| d intuitive | |

6 Complete the sentences with the correct forms of the highlighted words and phrases from exercises 2 and 5.

- Bluetooth® does not need a b  d  n  connection, so it doesn't use any data.
- There are too many limitations, so none of the solutions is really f  s  l .
- The device we bought was d  e  e  e, and we were forced to return it.
- Do you have any kitchen a  p  n  e  that are operated through Bluetooth®?
- Keep all your devices m  d  through the entire meeting, please.
- To be honest, I felt hurt when I learnt that Mike had u  f  l  d me.
- I'm not complaining about the operating system – I just need a PC with a c  t  g-e  e design.

7 SPEAK Choose one of the predictions below and discuss what life will be like if it comes true.

- By 2040, robots will be recognised as a species.
- By 2026, ten percent of all cars in the USA will be driverless.
- Within the next decade, all of our devices will be emotionally interactive.
- In the near future, babies will have microchip implants embedded in their bodies when they are born.

8 SPEAK Look at the video still and answer the questions.

- Which of the following do you think inventors have used to make a bionic hand?

3D printer drone remote control electrical tubes
fishing line Lego® blocks titan implants

- How might a person with a bionic hand feel?

 FAST FINISHERS

 Imagine you could get a bionic hand to help you out in your everyday life, for example with chores, schoolwork, etc. Name three of its functions that would be essential.

1 **SPEAK** Would you like to visit a fortune-teller to learn what the future holds for you? Why/Why not?

2 Read the blog from the future and answer the questions.

- Which subjects are in the author's schedule before lunchtime?
- How does the author make food?

22 MARCH 2040

7:30 AM The smartphone inside my shoulder vibrates and I wake up. Lessons ¹start in thirty minutes. ²It's going to be a hard session today – my virtual tutor warned me yesterday. He's a decent guy. Next month, ³we will have been learning together for two years! Anyway, I feel that by lunchtime, ⁴I'll have solved hundreds of maths problems and done some virtual experiments. ⁵I'll be feeling pretty tired after all that!

1:00 PM The 3D food printer is on – lunch ⁶will be ready in no time. Another vibration in my shoulder: my flatmate sends a message to say ⁷he's going to have lunch with his girlfriend. I change the printer setting to make less food.

1:45 PM ⁸I'm meeting a classmate at 2 pm, but I've only just finished lunch. I don't want to be late, so ⁹I'll take the flying car.



3 Study the grammar table and match future forms 1–9 from exercise 2 to uses a–i.

Key Grammar

The future

To talk about the future, we use:

- the present simple for timetabled events, e.g. ,
- the present continuous for confirmed arrangements, e.g. ,
- be going to for intentions or plans, e.g. ,
- will for hopes, expectations and predictions, e.g. ,
- be going to for predictions based on evidence, e.g. ,
- will for spontaneous decisions or offers, e.g. ,
- the future continuous (will + be + -ing) for actions in progress at a future point in time, e.g. ,
- the future perfect (will + have + past participle) for actions completed by a future point in time, e.g. ,
- the future perfect continuous (will + have been + -ing) for actions that will continue up to a point in the future, to underline their duration, e.g. .

4 Choose the correct options to complete the TV guide.

TODAY

15:00 Sports Live



The afternoon ¹starts / is starting / is going to start with football. Our presenters ²will bring / will be bringing / will have brought you their live commentary from Stamford Bridge, where Chelsea ³plays / is playing / will play Arsenal. ⁴Do Chelsea beat / Will Chelsea beat / Are Chelsea going to beat them to win the league? ⁵Does Jones recover / Will Jones have recovered / Will Jones be recovering from injury in time for the match? Watch and see!

18:00 The Future Programme



Jill Peters, who ⁶will have been working / will be working / will work for our station for fifteen years next month, ⁷will be presenting / will have been presenting / will have presented some new gadgets from the Technology Now exhibition. She ⁸interviews / 's going to interview / will have interviewed top experts on their predictions for next year. What ⁹do scientists come up with / are scientists coming up with / will scientists come up with next? By the end of the programme, we ¹⁰are finding out / will be finding out / will have found out who has won the competition.

5 Read the **WATCH OUT** box and complete the mini-dialogues with the correct future forms of the verbs in brackets. There may be more than one correct answer.

- X: What time are you setting off in the morning?
Y: The bus (leave) at 7:30, so I think I (go) around 7:00.
- X: What are you doing after we've eaten?
Y: I (meet) Laura so that we can finish our presentation.
- X: Do you want to go to the STEM club later?
Y: I can't. I'm going home as soon as school (finish).
- X: So you just pour the liquid into a glass jar and ...
Y: Watch out! You (spill) it everywhere!
- X: Do you know that by the end of the month we (work) on this device for four years?
Y: Really? I hope we finish before it (become) useless.

WATCH OUT

Future time clauses

Remember that we use the present simple or present perfect simple to talk about the future after time expressions such as *when*, *until*, *after*, *before* and *as soon as*.

*We won't find out what we can do **until** we attempt it.*
*I'll help you **when** I've finished writing this email.*

6 **SPEAK** Make some predictions for 2040. What will the world look like? How will science and technology have advanced by that time?

FAST FINISHERS

Look through the book and find out what you will have learnt by the end of the unit.

Giving a presentation

- 1 **SPEAK** Are you comfortable with public speaking? Why/Why not?



- 2 **1.13** Listen to the beginning of a presentation about the future of transport in cities. What three topics is the speaker going to cover?
- 3 **1.13** Read the **WATCH OUT | SKILLS** box and study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

WATCH OUT | SKILLS**Signposting**

When giving a presentation, help your audience to follow you by 'signposting'. Begin by telling them the topic of your talk. Then say what you are going to talk about first. Next, explain what other areas you are also going to cover and finally how you are going to finish.

Key Phrases**Giving a presentation****Introducing the topic**

Today, I'm going to talk about ...

I'm going to begin by talking about ...

Organising ideas

Firstly, ... / In the first place, ...

My second point is that ...

I'll go on to discuss ...

Let's turn to the topic of ...

In addition to this, ...

Another / The third point I want to make is ...

Giving evidence to support an opinion

For example/instance, ...

A good example of ... is ...

There are several reasons why I believe ...

It is a fact that ...

There is strong evidence to support ...

The problem with this argument is that ...

Finishing your presentation

Finally, I'd like to draw your attention to ...

And finally, I'll mention ...

My final point is that ...

OK, that's all from me.

I hope you found the presentation interesting.

If anyone has any questions, please feel free to ask now.

- 4 Complete the presentation excerpts with up to three words in each gap.

- 1 Dear Parents! Today, I'd like to _____ to an issue that concerns all teenagers, namely the amount of pocket money that we all receive. There _____ why I believe our weekly allowance should be raised. Here are some of them.
- 2 While there is _____ that regular tests make students study more and positively influence their academic results, the _____ this argument is that it does not take into account students' emotional needs.
- 3 Another point that I want _____ is that we are not given a chance to suggest our own solutions. It is a _____ students' opinions are rarely listened to by the school authorities.
- 4 So I guess that's _____. Thank you very much for listening, and I hope _____ my presentation interesting. If you have any questions, _____ to ask, and I will try to answer them now.

- 5 **1.14** Read the **WATCH OUT** box. Then listen to the groups of words in connected speech. Which words are linked? Identify the type of link used (a or b).

- 1 discuss other solutions 4 what we know about
2 today I'm going to 5 talking to you about
3 talking about transport 6 science and technology

WATCH OUT**Connected speech**

When we are speaking, we connect words to make them easier to pronounce without a break. It can be done in different ways:

- a by linking the final consonant of one word with the initial vowel or semi-consonant of the next, e.g. *good evening; thank you*
- b by inserting a /j/ or /w/ sound between two vowels, e.g. *I /j/ agree; it's too /w/ easy.*

- 6 **SPEAK** Go to page 156 and choose one of the topics shown in the photos. Prepare a short presentation about the future to give to the class.

FAST FINISHERS

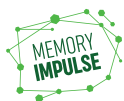
- Imagine you are planning the next April Fools' Day at school. Make a list of silly topics on which students could make presentations, e.g. why there should be a circus in your school.

Find a TED talk on a topic that you find interesting. Watch it and tell the class two things you have learnt from it.



2.4 Reading

An online article about future technology



- 1 Match the words from the box to the correct categories. Then add other derivatives.

communication create critic develop intelligent
interact predict secret silence

Verb	Noun	Adjective

- 2 Read the **WATCH OUT | SKILLS** box. Then look at the pictures and the title of the text on page 27. What do you think the text is about? What ideas might it mention?

WATCH OUT | SKILLS

Predicting the content of a text

Use all the information available about a text to make predictions about its content: the instructions, photos or illustrations, title, design and layout, comprehension questions and your existing knowledge of the subject.

- 3 1.15 Read the article and check your answers to exercise 2.

- 4 Read the article again and choose the correct options.

- AlterEgo will tell you the time if you
 - say the word 'time'.
 - think the word 'time'.
 - look at a clock.
 - hear the word 'time'.
- According to Musk, brain implants will
 - replace headsets in the near future.
 - make people less intelligent.
 - connect to the AlterEgo headset.
 - be secret devices.
- Specialists claim that implants
 - won't be affordable for ordinary people.
 - have replaced speech and writing.
 - will become popular within ten years.
 - will change the way science-fiction films are made.
- The 'new form of communication' is
 - telepathy.
 - implants.
 - multi-tasking.
 - mind reading.

- 5 Answer the questions.

- Why do you think the writer uses the example of films?
- How would a user of AlterEgo look up information on the Internet?
- What kind of device is Elon Musk developing?
- How does Elon Musk see implants working?
- How will these devices alter human communication?

- 6 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1–7.

- combine to become one
- connect
- making progress
- not natural, created by people
- received (about a signal)
- improving
- which can be worn on your body

- 7 **SPEAK** Complete the questions with the words from exercise 1 and the highlighted words from the text. The first letters are given. Then discuss the questions in pairs.

- Do you believe in s high-tech projects that remain unknown to the public?
- Is technological development really e our quality of life, or does it do more harm than good?
- Do people really p signals from other planets, or is it just a scam?
- If technology and sport m , will such a combination be good for sportsmanship?
- Is design or functionality more important in w devices?
- Will speech remain the primary way of c in the near future?
- Which field of science will make the greatest s within the next two decades?

- 8 **SPEAK** Answer the questions.

- Would you like to be able to communicate through telepathy? Why/Why not?
- Imagine you have to prepare a talk about mind-reading technology. Would it be a presentation about opportunities or threats? Why?
- What were the most important technological developments in the last ten years? How would you rank mind reading on this list?



FAST FINISHERS

Think of at least three ways in which you could use mind-reading technology in your daily life.



Search online for other exciting new technologies that are being developed. Choose one and write down its potential advantages and disadvantages.



MIND-READING TECHNOLOGY:

The Headset That 'Hears' Your Thoughts

Until recently, mind-reading technology was something we'd only seen in science-fiction films. The evil villain uses a mind-reading machine to extract information directly from the hero's brain. 'In a few minutes,' the villain hisses, 'I will have all the information I need ...'

However, this technology is no longer the stuff of films. A group of researchers at MIT's Media Lab recently presented a **wearable** headset called AlterEgo that can interpret 'silent speech' inside the user's head. Anything that the user 'messages' from the brain to the facial muscles can be **picked up** by the headset, so if you want to find out what the weather will be like tomorrow, you can mouth the question 'Weather tomorrow?' and the headset will respond by giving you a weather forecast through a small earphone.

Devices like AlterEgo will eventually be able to **link up** to existing **artificial** intelligence devices, like Apple's Siri or Amazon's Alexa. They will read your thoughts and then look up the information you need, download a recipe or make a purchase for you.

Major tech companies are now **making** huge **strides** in the development of wearable devices which read your mind. Elon Musk, the man behind Tesla cars and SpaceX, has announced that his company, Neuralink, is developing interfaces

which will allow users to communicate directly with computers using only thoughts. Musk is predicting that in a few years, we will be able to implant tiny electronic devices in the brain which will **merge** machine and human, thus **enhancing** human intelligence.

Musk's vision of the future is that users will be sitting at home, and they will be able to connect to different devices or software through interfaces, without typing or even speaking. An implant is going to be able to interpret what you're thinking and, for instance, send a message to a friend telling them you're going to show up a little later than planned.

Tech experts are convinced such devices and implants will be in general use within the next decade. Some predictions even foresee everyone with headsets or implants interacting by way of telepathy – you will be communicating with other people only through your thoughts. Humans have exchanged information using speech and writing for millennia, and now a new form of human communication is coming thanks to mind-reading technology.

So, I guess, in a few years' time, when we can all read everyone's thoughts, heroes will have been forced to come up with a new way of hiding information from evil villains.

GLOSSARY

hiss – syknać

villain – czarny charakter



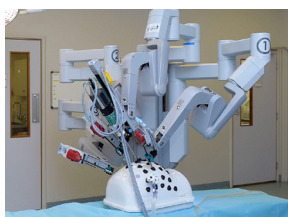


- 1 Put the names of body parts, organs and fluids from the box into two categories: internal and external. Some words match both categories.

ankle arm back blood bones cheek
chest ear elbow finger foot head knee
leg muscle nose shoulder spine stomach
toe wrist

- 2 Read the text and decide which of the medical developments it mentions is the most important for humanity.

MERGING TECHNOLOGY WITH MEDICINE



There are many areas in which high-tech innovations are brought into general use – sport, fashion and education, all make use of state-of-the-art,

cutting-edge technology. Today, we are looking for your personal experiences. Do you ever benefit from such developments in medicine? Share your opinions below.



I admit that as well as going to the gym, I often enjoy the benefits of aesthetic medicine. I regularly visit a plastic surgeon who helps me keep my figure ¹ . With appropriate treatment and equipment, I'm muscular and ² without much effort. Also, last year, I had all my skin marks removed (³ and ⁴), and I have no ⁵ . I'm pretty sure that by the time I turn forty, I will have undergone many more treatments.



I had surgery that was conducted by a robot! Can you imagine? The doctor diagnosed me with ⁶ and ⁷ stones – an extremely painful condition. Instead of open surgery, I was operated on by a surgeon using a da Vinci robot system. It was much less invasive than a conventional operation, only a few small cuts in my abdomen. Basically, the surgeon can use these robots to perform most surgical procedures on the digestive organs, such as the ⁸ , ⁹ and large and small ¹⁰ . It's a real miracle!



I'm a medical student, and I benefit from technology a lot. Thanks to VR, by the time I start working in a hospital after I graduate, I will have practised a whole range of procedures without inflicting pain on patients. Next week, for example, we will be looking inside a person's chest to see how the ¹¹ absorb oxygen and how the ¹² carry the blood back to the heart. I can't wait!

- 3 **1.16 KEY WORDS** Complete the text in exercise 2 with the highlighted words below. There are five extra words. Then listen and check. There may be more than one correct answer.

birthmarks • bladder • intestines • joint • kidney
knuckle • lean • liver • lungs • moles • obese
palm • pancreas • rib • scars • trim • veins

- 4 Translate into Polish using the highlighted words from exercise 3.

- There are fifteen (stawów, znanych również jako knykcie) in a human hand.
- By the time you stop sunbathing, (liczba pieprzyków) on your body will have grown for sure.
- Every human being needs (dwie nerki) for the body to function well.
- In diabetes, (trzustka nie produkuje) enough insulin.
- (Jelito grube) is longer than (jelito cienkie).
- (Długość dłoni) is measured from the tip of the longest finger to the wrist.
- According to the World Health Organisation, a BMI (body mass index) of twenty-five means that a person (jest otyła).

- 5 **1.17 SPEAK** Decide if the sentences in exercise 4 are true or false. Then listen and check.

- 6 **SPEAK** Decide which of the following areas of medicine should receive the most investment from global authorities. Explain your decision, using at least five words from this lesson.

1 artificial organs and transplantology

2 cancer treatment

3 vaccinations against deadly diseases

4 medical engineering and robotics

FAST FINISHERS

- Draw a picture to illustrate the topic of the article in exercise 2. Be prepared to describe what it shows and why you have chosen this design.



Look online for information about the da Vinci robot system and find out which internal organs it operates on.

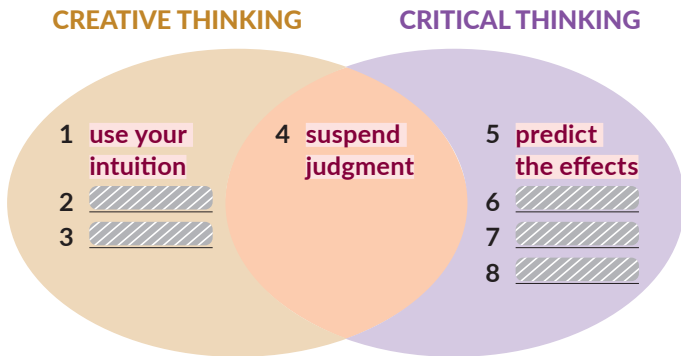
A podcast about human creativity

- 1 **SPEAK** How do you understand the saying below? Can you give examples from your own life?

Great minds think alike.

- 2 **KEY WORDS** Complete the diagram with highlighted phrases below.

brainstorm solutions • consider alternatives
draw conclusions • identify pros and cons
imagine possibilities



- 3 Choose the correct options.

- When you have a problem to solve, start by *brainstorming solutions* / *using your intuition*. Write down ideas as people think of them.
- Be creative and playful and *identify pros and cons* / *imagine all of the possibilities* that you can think of – the more, the better.
- Remember to *suspend judgment* / *draw conclusions* of people's ideas – just because you don't like something, it doesn't mean that it's wrong.
- Once you have got a list together, you can start to *use your intuition* / *identify the pros and cons* of each solution (the good points and the bad points).
- Think about the future and try to *consider alternatives* / *predict the effects* of each solution – if we choose this one, or that one, what will happen?
- Finally, when you have been through all these stages, you will be able to *draw conclusions* / *consider alternatives* about your ideas.

- 4 Match the words from the box to the correct categories. Then add other derivatives.

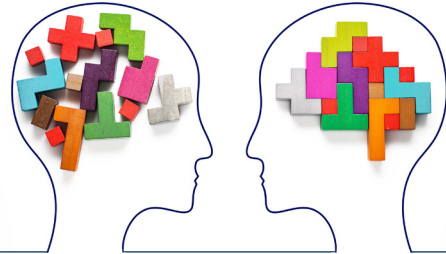
consider effect identify imagine intuition
judgment solution

	Verb	Noun	Adjective
1	consider	consideration	considerate
2	[]	[]	[]
3	[]	[]	[]
4	[]	[]	[]
5	[]	[]	[]
6	[]	[]	[]
7	[]	[]	[]

- 5 Listen to a podcast about human creativity and tick the topics that are mentioned.

CREATIVE THINKING

- ☐ 1 TECHNOLOGICAL ADVANCES
- ☐ 2 HUMAN COMMUNICATION
- ☐ 3 NEUROSCIENTIFIC STUDIES
- ☐ 4 PSYCHOLOGY
- ☐ 5 HUMAN ACHIEVEMENTS
- ☐ 6 PERSONALITY TRAITS OF CREATIVE PEOPLE



- 6 Listen again and complete the sentences.

- The examples of Mozart and Edison show that humans are able to do [].
- The speakers wonder if geniuses follow a [] in their work.
- Creativity has [] to do with your intelligence level or IQ.
- A study on musicians showed that [] in several parts of the brain.
- What all creative people have in common is independence, tolerance of mess and the willingness [].
- Human creativity has enabled some of the major achievements of mankind, such as the Moon landing or producing [].
- Science and technology have changed the way we [] and work.

- 7 **SPEAK** Answer the questions.

- Which of the skills connected with creative thinking do you have? Which would you like to have? Why?
- Is creativity always helpful? Why/Why not?
- What is more important, creative thinking or critical thinking?



FAST FINISHERS

- Make a crossword puzzle with the mystery word 'CREATIVE'.

1 **SPEAK** Answer the questions.

- How will mobile phones change in the future?
- Which cure will scientists have developed by 2050?

2 **1.18** Read the summary of the podcast from the previous lesson and choose the best ending. If necessary, listen to the podcast again.

The podcast was about how scientists ^awere going to find out more about creativity. The speakers started by enumerating some famous names, for instance Thomas Edison. He was an extremely creative inventor who probably did not plan his work, so he never suspected that he ^bwould revolutionise technology.

The speakers then focused on how to research creativity. Scientists who wanted to learn more about the topic scanned the brain activity of creative thinkers, for example jazz musicians. Neurobiologists felt they ^cwere about to discover something big, but no major conclusions were drawn. They were continuing their research, however, and ^dare to announce their results in two years, when their final report ^eis due to be published.

Perhaps we will never learn more about creativity than we already know, which makes the secretive nature of creative minds even more intriguing and unique. We need to bear in mind, however, that mankind ...

- wouldn't have progressed without them.
- would be better off without them.
- would be replaced with technology.

3 **Study the grammar table. Complete the table with examples a–e from the text in exercise 2.****Key Grammar****Other ways of talking about the future**

- *be about to* + infinitive is used to say that something is going to happen very soon, e.g. ¹
- *be due to* + infinitive is used to talk about things that are expected or planned at a certain time, e.g. ²
- *be to* + infinitive is used in a formal style to talk about official plans and arrangements, e.g. ³

Future in the past

We use the future in the past to talk about the future from the perspective of the past.

- *am/is/are going to* changes to *was/were going to*, e.g. ⁴
- *will* changes to *would*, e.g. ⁵

4 **Correct the mistakes in the sentences by adding one missing word in each sentence.**

- Everyone was convinced that it be easy to scan the brain activity.
- Mr Stevens is to close the neurobiology conference with his speech at five tomorrow.
- The Prime Minister is reward young engineers with scholarships.
- Originally, they going to use laser technology in the device, but it proved too expensive.
- The university authorities to introduce special courses developing critical thinking skills.
- I was to go to bed when I heard the terrifying sound of an explosion.

5 **Complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.**

begin help meet offer prove receive

- We at five o'clock to analyse the data, but then something else came up.
- You were so sure that you the research grant. What a shame that you didn't!
- One of my mates said he me with the project, but in the end I did it on my own.
- The school extra IT courses this year, but unfortunately the funding for them was cancelled.
- He hoped that the results of the experiment that he was right, but they didn't.
- The lecture at 9 o'clock, but the teacher was late.

6 **Finish the sentences about yourself.**

- Before I started secondary school, I was going to .
- I'm about to .
- My class is to .
- As a child, I thought I would .
- In my next Polish lesson, we are due to .

#BRAINTEASER

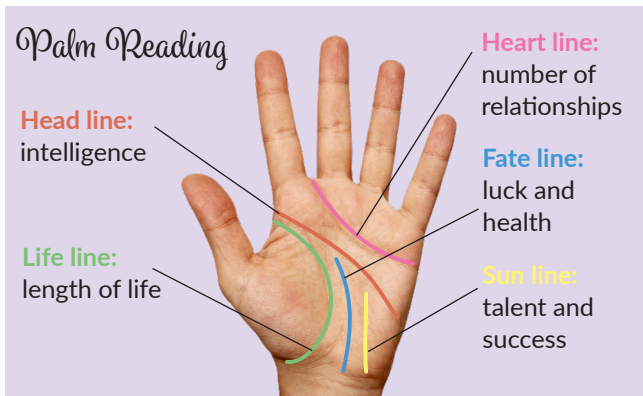
I never was, am always to be.
No one ever saw me, nor ever will.
I am about to arrive. What am I?

**FAST FINISHERS**

Think about somewhere you would like to be at the moment and write three sentences about the things that are about to happen and what you are going to do there.

I'm on a desert island, it's evening. I'm going to build a shelter for the night. The sun is about to set.

- 1 SPEAK** Read the information about the basics of palm reading and make some predictions about each other's futures.



- 2** Complete the sentences with the correct forms of the words from the box.

defect embed enhance follow intrigue mute

- Neuroscience merged with engineering is a(n) subject to research in the future.
- There is some sort of threat in any kind of technological development.
- Scientists should focus on the areas of development that will truly our lives.
- Most of the unfavourable reactions to what they proposed were immediately by the authorities.
- A lot of influencers aren't bothered by the fact that someone their account.
- The current system is seriously and should be replaced as soon as possible.

3 Choose the correct options.

- This time next week, we the end of the exams.
a celebrate b 'll be celebrating c 'll celebrate
- It . Look at that beautiful blue sky!
a doesn't rain b won't have rained c isn't going to rain
- X: Do you know how to do this maths exercise?
Y: No. I the teacher in class tomorrow.
a ask b will have asked c 'll ask
- Have you heard the news? They another rocket into space tomorrow.
a send b 're sending c 'll send
- Milly decided that she an electric car.
a was due b will buy c would buy to buy
- We won't leave until you , OK?
a will have arrived b have arrived c won't have arrived
- Jonathan Silicon Valley next week to see technology production in action.
a is due to b is about to visit c would visit

- 4** Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- The lecture begins at seven. DUE
The lecture at seven.
- Martin is going to have his first driving lesson tomorrow morning. BE
Tomorrow morning, Martin his first driving lesson.
- I started the creative writing course last month, at the beginning of October. STUDYING
By the end of the year, I creative writing for three months.
- We have accepted the invitation to give a talk about VR in fashion at the conference next month. ARE
We a talk about VR in fashion at the conference next month.
- Our presentation is at nine o'clock this Thursday. A
We at nine o'clock this Thursday.
- I'm planning to change my mobile next month. WILL
By the end of next month, my mobile.
- We need to research the topic before we draw any conclusions. HAVE
We will draw conclusions after the topic.

- 5** Complete the text with the correct words formed from the words in brackets.

Have you ever heard of SWOT analysis? It's a way of brainstorming ideas and thinking ¹ (careful) about a topic before taking any binding decisions. The analysis means suspending ² (judge) before you consider the strengths, weaknesses, opportunities and threats – or SWOT – involved in choosing the best ³ (solve). With such an approach, several questions require answering, for instance: 'Is the idea good enough to make everyone ⁴ (convince)?', 'Will it really result in any kind of ⁵ (improve)?', 'Are there any ⁶ (predict) obstacles?' The next time you want to embark on a project you're not sure about, try out a SWOT analysis! It will definitely help.

- 6 SPEAK** Discuss the questions in pairs.

- Do you think your grandchildren's lives will be easier or more difficult than your life? Identify as many opportunities and threats as you can.
- If you had the chance to spend the rest of your life in space, would you take the opportunity? Why/Why not?

FAST FINISHERS

- Think about a problem that is bothering you at the moment. Do a SWOT analysis to decide how to solve it.



DOES 'URBAN' ALWAYS EQUAL 'CONGESTED'?

- 1 I'm on a bus, coming home from school. In fact, I've been on this bus for almost an hour, although the journey should take no longer than fifteen minutes. I look out of the window and see a city taken over by slow-moving cars, buses, lorries and other vehicles, crawling along the streets. All I can think of is that, unless authorities cut down and control the amount of traffic in urban centres, some day we won't be able to move around at all.
- 2 Let's face it – traffic jams have become part of city life. Sooner or later, the traffic in many cities will reach total gridlock. Some experts argue that the traffic flow systems aren't flexible enough to cope. In the near future, cities will be installing smart traffic lights, which will analyse the amount of traffic flowing past them and will modify how frequently the lights change to clear traffic more efficiently.
- 3 The size and occupancy of cars in urban areas is also a matter of concern. Most private cars in circulation are occupied by one person. Nowadays, there are apps that enable people to share car journeys. Experts predict that in ten or twenty years' time, many cars will have been replaced by independently moving electric pods. Before long, these pods will be all over our streets, delivering people and goods around the city.
- 4 The issue of traffic in our cities is absolutely crucial. It's only a matter of time until the authorities begin to introduce technological solutions to improve traffic flow and to reduce the number of vehicles on the streets. And they had better hurry up ...

1 **SPEAK** Suggest three solutions which could improve public transport in your area.

2 Read the text and answer the questions.

- 1 What are the two greatest traffic-related problems in cities, according to the author?
- 2 What solutions does the author describe?
- 3 Where do you think you would find a text like this? Give reasons for your answers.

3  Read the article again and match paragraphs 1–4 to points a–h. Some of the points match more than one paragraph.

Paragraph 1  Paragraph 3 
Paragraph 2  Paragraph 4 

- a Make a concluding point
- b Introduce the general topic
- c Refer to the future
- d Introduce and develop a further main point
- e Make a reference to expertise
- f Refer to personal experience
- g Introduce and develop the first main point
- h Suggest a solution

4  Read the **WATCH OUT | SKILLS** box and match techniques 1–4 to examples a–d below.

- 1 Catchy title
 - 2 Personal experience
 - 3 Rhetorical questions
 - 4 Interesting facts and trivia
- a It's been more than twenty years now since I bought my first mobile. As you can imagine, with its enormous size and limited usability, it looked nothing like the devices we use today. And there seems to be no better proof of how much we have progressed due to technology. Yet, progress is not always a blessing ...
 - b In 2021, the world was stunned with the news that businessman and investor Jeff Bezos was planning a space flight. The former Amazon CEO decided to take an eleven-minute trip into space, and so we all began to wonder, 'Where is this going to take the mankind?'
 - c Have you ever thought what your life will look like in twenty years' time? Will you still have the same friends? Will you be able to form new relationships?
 - d To follow or not to follow – is this really a question?



lorry



truck

WATCH OUT | SKILLS**Catchy beginnings**

In order to attract readers and encourage them to read your article, use different techniques to make the beginning of the article more intriguing.

5 **Study the Key Phrases box and translate into English.**

- 1  (*Rozumie się samo przez się*) that we have better access to knowledge than previous generations.
- 2  (*Byłoby w interesie wszystkich*) to introduce new regulations concerning mobile devices on the school premises.
- 3  (*Eksperti przewidują*) that by the end of the decade most courses will have moved online.
- 4  (*To, czego naprawdę potrzeba*) is a solution backed by cutting-edge technology.
- 5 As  (*co się tyczy edukacji*), there is an urgent need to support it with technology.

Key Phrases**An article****Providing solutions**

There is no simple solution to the problem because ...

One solution might/could be to (introduce) ...

It would be in everyone's interest to (move) ...

What is really needed is ...

It goes without saying that you should (limit) ...

If we continue in this way, ...

Without changes/solutions like this, ...

Stating opinions in an impersonal way

It is thought/said that ...

Many believe (that) ...

Some people claim (that) ...

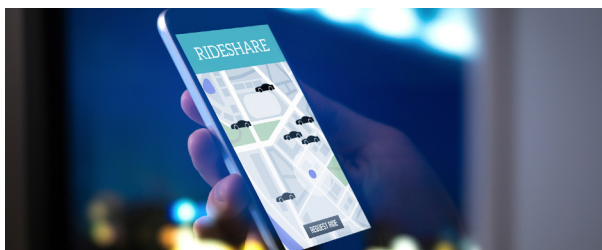
As far as ... is/are concerned, people say ...

Some experts argue that ...

Authorities/Experts predict that ...

6 **Complete the future time expressions from the article in exercise 2 with one word in each gap.**

- 1 It's only a  of time until ...
- 2  or later, ...
- 3 In the  future, ...
- 4  day
- 5 before 
- 6 in ten or twenty years' 



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

- 1 Tom's behaviour is getting worse. It's only a matter of time until ...
- 2 Rainforest destruction is at an all-time high. Before long, ...
- 3 I have a burning ambition. Some day, ...
- 4 Urban pollution levels are increasing. Sooner or later, ...
- 5 The lifespan of human beings has extended. In the near future, ...
- 6 Technology in education is constantly improving. In twenty years' time, ...

8 **Do the writing task. Follow the steps in the Writing Planner.**

Poproszono Cię o napisanie artykułu do lokalnej gazety na temat tego, jak w najbliższych dekadach postęp technologiczny wpłynie na edukację. Napisz artykuł (200 -250 słów), w którym przedstawisz wybrane aspekty związku edukacji z technologią oraz wyrazisz opinię na podany temat.

WRITING PLANNER**THINK**

Make a list of points to include in paragraphs 2 and 3 (e.g. there are more online lessons, some skills are underdeveloped, new skills are expected from students, etc.). Come up with a catchy title (e.g. 'Are changes always for the better?', 'Virtual school – yes, please / no, thank you,' etc.).

PREPARE

Organise your notes into four paragraphs:

- 1 choose an introductory technique,
- 2 introduce the first main point, quote experts, give examples, use time expressions,
- 3 introduce the second main point, quote experts, give examples, use time expressions,
- 4 draw a conclusion, refer to the future, express your own opinion.

WRITE

Write your article. Use your notes and the Key Phrases.

CHECK

Read your article and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your article for spelling mistakes?

FAST FINISHERS

 Design a poster promoting car-pooling.

car pool /ka: pu:l/ noun [C] a group of people who travel together to work, using someone else's car every day

VOCABULARY

1 Choose the correct options.

- I couldn't do my training due to a swollen knee *joint / intestine*.
- Identifying / Using* the pros and cons of a possible solution can help you make a decision.
- If the product turns out to be *cutting-edge / defective*, customers have the right to compensation.
- She was waiting for a *knuckle / kidney* transplant for three years.
- Diarrhoea is a common disorder of the *bladder / intestine*.
- These measures should *merge / enhance* the patient's quality of life.
- The equipment is hopelessly *intriguing / outdated* and should be replaced as soon as possible.

2 Complete the sentences with the words from the box.

brainstorm draw driverless embedded
interactive intuition judgment unfollow

- I wouldn't like a microchip in any part of my body.
- I don't think we can conclusions from these results. They're ambiguous.
- A good approach to finding an answer to a problem is to solutions.
- Creative thinking is about using your to come up with ideas how to deal with problems.
- My ex-girlfriend posted a photo of her new boyfriend on Instagram. I was upset and decided to her.
- Don't laugh at other people's ideas – suspend even if something seems crazy to you!
- Can emotionally technology really work? Will a device ever be able to truly understand our feelings?
- Given all the accidents involving cars, it seems they aren't completely safe yet.

GRAMMAR

3 Complete the sentences with the correct forms of the words in brackets.

- It's time for a break! In ten minutes, you (work) for ten hours non-stop.
- As soon as they (collect) the data next week, they (publish) the results.
- By the time Alexandra gets home, she (make) a decision.
- Take an umbrella – it (rain).
- Ali (do) the experiment today, but his plans fell apart.
- I promise that by the end of the class, we (find out) the answer.
- At that point, Thomas knew he (not / accept) their invitation even if he got one.

4 Correct the mistakes in the sentences.

- This weekend, I go to London to see my cousins.
- This time next week, I am lying on a beach in Italy.
- The postman's about to arriving. Let's go outside.
- There are four trains a day to York on Sundays. The first one will leave at 8 am.
- My holiday will due to start in three days – I can't wait!
- That suitcase looks heavy, Grandma. I carry it for you!

USE OF ENGLISH

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- If you read eighteen pages an hour, how many pages (you / read) by five o'clock?
- The show (about / begin) and we were all waiting impatiently.
- I really didn't think I (use / sleep) in the basement so easily.
- Please don't enter until Mr Florin (come) out.
- The doctors say that the vaccinations (due / start) early next month.
- Your treatment (be / finish) next week, but there haven't been any major effects yet.

6 Choose the correct words to complete the text.

A team of scientific researchers from the University Carlos III of Madrid ¹ a major breakthrough in bioengineering recently. They ² research into creating human skin artificially, when they ³ the idea of using 3D bioprinters, which ⁴ them to go a step further and print living skin in the future. Using current methods, the bioprinter ⁵ produce an endless supply of real human skin, which researchers ⁶ for testing purposes, mostly for cosmetics and other pharmaceuticals. In the long term, it is possible that the printed skin will be used to help burn victims. The team ⁷ with the idea of creating human skin that can grow hair, and they are currently investigating how this ⁸ . In the future, they think they will be able to print entire human organs, such as kidneys.

- | | |
|---------------------------|--------------------------|
| 1 A made | B would make |
| C had made | D used to make |
| 2 A carried out | B have carried out |
| C used to carry out | D were carrying out |
| 3 A hit on | B were hit on |
| C used to hit on | D had hit on |
| 4 A is allowing | B will have allowed |
| C was going to allow | D will allow |
| 5 A will be able to | B was able to |
| C will have been able to | D is being able to |
| 6 A are using | B are going to use |
| C will have used | D use |
| 7 A used to also come up | B was also coming up |
| C have also come up | D had also come up |
| 8 A achieves | B will be being achieved |
| C will have been achieved | D will be achieved |

LISTENING

- 7 1.19 Listen to three recordings and choose the correct answers.

Text 1

- 1 During the drive, the boy felt

A safe.
B intrigued.
C insecure.

Text 2

- 2 Which of the following is stated as a fact, not as an opinion?

A The cab service lost the public trust after the accident.
B Driverless cars do not follow safety rules.
C Self-driving will become normal in two to three years.

Text 3

- 3 The talk begins with a scene which

A is a description of a real crash.
B constitutes a part of a psychological experiment.
C leads to the death of six people.
D is used in programming car controlling software.

- 4 The speaker

A is generally in favour of driverless cars.
B quotes some arguments for driverless cars to influence her audience.
C is not convinced that driverless cars are safe.
D finds the software trustworthy.

- 5 At the end of the talk, the speaker expresses

A hope that driverless cars will be safer.
B anger at the number of road accidents.
C moral doubts connected with human-driven cars.
D the need for software that is more alert to danger.



SPEAKING

- 8 Describe the photos and answer the questions.

Uczeń A



- 1 What are the advantages and disadvantages of letting children use technology?
- 2 What would your life look like without technology?
- 3 When was the last time technology failed you? What happened?

Uczeń B



- 1 Could robots replace people? Why/Why not?
- 2 What do elderly people use technology for?
- 3 Describe a situation in which technology helped you a lot.

WRITING

- 10 Do the writing task.

Gazetka szkolna publikuje cykl artykułów o wpływie postępu technologicznego na turystykę. Napisz artykuł o komercyjnych lotach w kosmos (200–250 słów), w którym opisziesz, dlaczego ludzie decydują się na takie loty, oraz przedstawisz swoją opinię na ten temat.

2.2 The future

Czas *present simple* stosujemy, gdy chcemy opisać wydarzenia zaplanowane w harmonogramach, rozkładach jazdy itp., np. *My plane **lands** at 2 pm, so I'll have plenty of time to get to the hotel.*

Czas *present continuous* stosujemy, gdy mówimy o wydarzeniach zaplanowanych na najbliższą przyszłość, których szczegóły są już znane, np. *Ben and Alice **are coming** over for dinner tomorrow, so we need to go shopping later today.*

Konstrukcja *be going to* + bezokolicznik służy do opisywania:

- ogólnych planów i zamierzeń, które mogą ulec zmianie, np. *My dad says that he's **not going to** buy a driverless car, no matter how cheap they are.*
- przewidywań dotyczących przyszłości popartych dowodami lub opartych na obserwacji tego, co dzieje się w chwili obecnej, np. *I haven't finished my essay yet, and the deadline is today. I'm **going to** get an F.*

Za pomocą konstrukcji *will* + bezokolicznik możemy wyrazić:

- ogólne przewidywania i nadzieje na przyszłość nieoparte konkretnymi dowodami, np.: *Let's hope it **won't** be too cold tomorrow – otherwise they'll cancel the open-air concert.*
- spontaniczne decyzje i propozycje, np.: *Let's work together. I'll cook the pasta, and you'll make the sauce.*

Czas *future continuous* (*will* + *be* + *-ing*) stosujemy, gdy chcemy opisać:

- czynności, które będą trwały w określonym momencie w przyszłości, np. *This time next week, we'll **be watching** the new James Bond film at the cinema.*
- zdarzenia, co do których jesteśmy pewni, że nastąpią w przyszłości, np. *I'll **be going** to the chemist's after work, so let me know if you need anything.*
- czynności, które mają miejsce regularnie i z pewnością będą miały miejsce w określonym momencie w przyszłości, np. *I won't be able to meet you at twelve – I'll **be having** my driving lesson then.*

Określenia czasu typowe dla *future continuous* to, m.in.: *at (9 am), on (30 November/Sunday), in (June/2025), in (five) years' time, this (week), next (month), this time next (year).*

UWAGA!

Za pomocą czasu *future continuous* można również wyrazić uprzejmą prośbę lub zapytanie, np. *Will you **be using** your e-reader tonight? I'd like to borrow it.*

Czas *future perfect* (*will* + *have* + *past participle*) stosujemy, gdy mówimy o czynnościach i stanach, które zakończą się do określonego momentu w przyszłości, np.: *If all goes well, we'll **have graduated** from medical school by the age of twenty-five.*

Określenia czasu typowe dla *future perfect* to, m.in.: *by (3 pm), by (17 March/Monday), by (2040), by the end of next (week), by the time (subject + verb), by the age of (forty).*

Czas *future perfect continuous* (*will* + *have* + *been* + *-ing*) służy do opisywania czynności i stanów, które będą trwały w określonym momencie w przyszłości już od jakiegoś czasu. Używamy go wtedy, kiedy chcemy położyć nacisk na czas trwania danej czynności lub po prostu o nim poinformować, np.: *By five o'clock, I'll **have been trying** to fix your tablet for three hours.*

Określenia czasu typowe dla *future perfect continuous* to, m.in.: wszystkie określenia typowe dla czasu *future perfect* oraz: *when, for (six) (years).*

UWAGA!

W tzw. *future time clauses*, a więc po wyrażeniach: *when, as soon as, until, before, after* itp., zwykle występuje czas *present simple*, np. *Mum won't start making dinner until we're all back home.*

Aby położyć nacisk na to, że dana czynność musi zostać zakończona, zanim stanie się coś innego, zamiast *present simple* można użyć *present perfect*, np. *I'll mute the TV as soon as I've found the remote.*

2.7 Other futures: *be about to*; *be due to*; *be* + infinitive • Future in the past

Other futures

- Konstrukcja *be about to* + bezokolicznik służy do opisywania zdarzeń, które będą miały miejsce w bardzo niedalekiej przyszłości. W języku polskim podobne znaczenie wyrażamy za pomocą sformułowania „zaraz/za chwilę (zrobię/będę robić)...” np.: *I'm **about to** make a cup of tea – do you want one too?*
- Konstrukcję *be due to* + bezokolicznik stosujemy do opisu zdarzeń, które są z góry zaplanowane lub których się spodziewamy, np.: *The IT manager **is due to** submit his report by the end of the week.*
- Konstrukcja *be to* + bezokolicznik jest charakterystyczna dla stylu formalnego i opisuje oficjalne plany, ustalenia i obowiązki, np.: *We **are to** pay the rent by the 20th of June.*

UWAGA!

Istnieje jeszcze kilka innych, podobnych form odnoszących się do przyszłości, m.in.:

- be supposed to* + bezokolicznik – do opisu oczekiwań i wymagań względem kogoś lub czegoś, np. *Students **are supposed to** hand in three essays by the end of the term.*
- be (un)likely to* + bezokolicznik – do opisu zdarzeń, które są (mało) prawdopodobne, np. *She hasn't got much experience, so she's **unlikely to** get the job.*

Future in the past

Future in the past stosujemy, mówiąc o wydarzeniach, które z perspektywy przeszłości miały dopiero nastąpić. Najczęściej korzystamy z *future in the past* w mowie zależnej, tzn. przytaczając czyjeś słowa dot. przyszłych zdarzeń, które do tej pory być może miały już miejsce.

Future	Future in the past
<i>present simple</i>	<i>past simple</i>
<i>The note says the conference begins at 9 am.</i>	<i>The note said the conference began at 9 am.</i>
<i>present continuous</i>	<i>past continuous</i>
<i>She's starting a coding course on Monday.</i>	<i>She was starting a coding course on Monday.</i>
<i>am/is/are going to</i> + bezokolicznik	<i>was/were going to</i> + bezokolicznik
<i>I'm going to ask my GP for advice about my migraines.</i>	<i>I was going to ask my GP for advice about my migraines.</i>
<i>will</i> + bezokolicznik	<i>would</i> + bezokolicznik
<i>Dad is sure that it won't rain on the day of our wedding.</i>	<i>Dad was sure that it wouldn't rain on the day of our wedding.</i>

- KEY WORDS

VOCABULARY 1 MP3 10

access sth	/ˈækses ˌsʌmθɪŋ/	mieć dostęp do czegoś
at the wave of a hand	/ət ðə ˈweɪv əv ə ˈhænd/	na machnięcie/ skinienie ręką
bionic hand	/baɪˈɒnɪk ˈhænd/	bioniczna proteza ręki
blueberry	/ˈbluːbəri/	borówka
broadband	/ˈbrɔːdbænd/	szerokopasmowy
cutting-edge	/ˌkʌtɪŋ ˈedʒ/	pionierski, nowatorski
defective	/dɪˈfektɪv/	wadliwy
detect	/dɪˈtekt/	wykryć
domestic appliance	/dəˈmestɪk əˈplaɪəns/	urządzenie domowe
driverless car	/ˌdraɪvərləs ˈkɑː/	samochód autonomiczny
efficient	/ɪˈfɪjənt/	wydajny
electrical tube	/ɪˌlektʀɪkəl ˈtjuːb/	rurka osłonowa na przewody elektryczne
embedded	/ɪmˈbedɪd/	wbudowany, osadzony
emotionally interactive	/ɪˌməʊʃənəli ˌɪntəˈræktɪv/	interaktywny emocjonalnie
faulty	/ˈfɔːlti/	uszkodzony
feasible	/ˈfiːzəbəl/	wykonalny, realny
host	/həʊst/	zapewniać sprzęt i oprogramowanie pozwalające istnieć stronie internetowej
intriguing	/ɪnˈtriːɡɪŋ/	intrygujący
limitation	/ˌlɪmɪˈteɪʃən/	ograniczenie
microchip implant	/ˈmaɪkrəʊtʃɪp ˌɪmˌplɑːnt/	biochip
mute	/mjuːt/	wyciszyć
operate sth	/ˈɒpəreɪt ˌsʌmθɪŋ/	obsługiwać coś
outdated	/aʊtˈdeɪtɪd/	przestarzały
underprivileged	/ˌʌndəˈprɪvəlɪdʒd/	nieuprzywilejowany, pokrzywdzony (przez los)
unfollow	/ʌnˈfəʊləʊ/	przestać obserwować
user-friendly	/ˌjuːəː ˈfrendli/	przyjazny dla użytkownika
virtual assistant	/ˌvɜːtʃʊəl əˈsɪstənt/	wirtualny asystent
warring	/ˈwɔːrɪŋ/	wojujący

GRAMMAR 1 MP3 11

advance	/ədˈvɑːns/	iść do przodu
attempt	/əˈtempt/	próbować, usiłować
decent	/ˈdiːsənt/	porządny, sympatyczny
fortune-teller	/ˈfɔːtʃənˌtelə/	wrózka
STEM (Science, Technology, Engineering and Mathematics)	/stem (ˈsaɪəns, tekˈnɒlədʒi, ˌendʒɪˈnɪərɪŋ ənd ˌmæθəˈmætɪks/	STEM (nauka, technologia, inżynieria i matematyka)

READING MP3 12

affordable	/əˈfɔːdəbəl/	przystępny cenowo
artificial	/ˌɑːtɪˈfɪʃəl/	sztuczny
cancer	/ˈkænsə/	rak, nowotwór złośliwy
enhance	/ɪnˈhɑːns/	zwiększyć, wzmocnić, poprawić
facial muscles	/ˌfeɪʃəl ˈmʌsəlz/	mięśnie twarzy
headset	/ˈhedˌset/	zestaw słuchawkowy
in (general) use	/ɪn (ˌdʒenərəl) ˈjuːs/	w (powszechnym) użyciu
link up	/ˌlɪŋk ˈʌp/	łączyć, podłączać
make strides	/ˌmeɪk ˈstraɪdz/	robić postępy
merge	/mɜːdʒ/	połączyć
mind reading	/ˈmaɪnd ˌriːdɪŋ/	czytanie w myślach
mouth	/maʊð/	powiedzieć bezgłośnie
pick up	/ˌpɪk ˈʌp/	odebrać (sygnał)
purchase	/ˈpɜːtʃəs/	zakup
telepathy	/tɪˈleɪpəθi/	telepatia
wearable	/ˈweərəbəl/	nadający się do noszenia

VOCABULARY 2 MP3 13

abdomen	/ˈæbdəməŋ/	brzuch
aesthetic medicine	/iːs.θetik ˈmedəsən/	medycyna estetyczna
birthmark	/ˈbɜːθmɑːk/	znamie
bladder	/ˈblædə/	pęcherz
bodily fluid	/ˌbɒdɪli ˈfluːɪd/	płyn ustrojowy
chest	/tʃest/	klatka piersiowa
deadly disease	/ˌdedli dɪˈziːz/	śmiertelna choroba
diabetes	/ˌdaɪəˈbiːtɪz/	cukrzyca
digestive organs	/dɪˌdʒestɪv ˈɔːɡənz/	narządy trawienne
external	/ɪkˈstɜːnəl/	zewewnętrzny
inflict pain	/ɪnˈflɪkt ˈpeɪn/	zadawać ból
insulin	/ˈɪnsjʊlɪn/	insulina
intestine	/ɪnˈtestɪn/	jelito
internal	/ɪnˈtɜːnəl/	wewnętrzny
invasive	/ɪnˈveɪsɪv/	inwazyjny
joint	/dʒɔɪnt/	staw
kidney	/ˈkɪdni/	nerka
knuckle	/ˈnʌkəl/	kośćka, knykciec
lean	/liːn/	szczypty
liver	/ˈlɪvə/	wątroba
lung	/lʌŋ/	płuco
mole	/məʊl/	pieprzyk, znamie
obese	/əʊˈbiːs/	otyły
operate (on sb)	/ˈɒpəreɪt (ɒn ˌsʌmbədi/	operować (kogoś)
palm	/pɑːm/	dłoń
pancreas	/ˈpæŋkriəs/	trzustka
rib	/rɪb/	żebro
scar	/skɑː/	blizna
silhouette	/ˌsɪluːˈet/	sylwetka
skin mark	/ˈskɪn mɑːk/	znamie
state-of-the-art	/ˌsteɪt əv ðɪ ˈɑːt/	najnowocześniejszy
transplantology	/ˈtrænsˌplɑːnt ˈblɑːdʒi/	transplantologia
trim	/trɪm/	szczupły, wysportowany (zwłaszcza o sylwetce)
vaccination	/ˌvæksɪˈneɪʃən/	szczepienie
vein	/veɪn/	żyła
wrist	/rɪst/	nadgarstek

LISTENING MP3 14

brainstorm solutions	/ˌbreɪnˌstɔːm səˈluːʃənz/	szukać rozwiązania za pomocą burzy mózgów
consider alternatives	/kənˌsɪdər ɔːlˈtɜːnətɪvz/	rozważyć opcje
draw conclusions	/ˌdɹɔː kənˈkluːzənz/	wyciągać wnioski
identify pros and cons	/aɪˌdentɪfaɪ prəʊz ən ˈkɒnz/	określić plusy i minusy
imagine possibilities	/ɪˌmædʒɪn ˌpɒsəˈbɪlətɪz/	wyobrazić sobie możliwości
personality trait	/ˌpɜːsəˈnæləti treɪt/	cecha osobowości
predict the effects	/prɪˌdɪkt ðɪ ɪˈfekts/	przewidzieć skutki
suspend judgment	/səˌspend ˈdʒʌdʒmənt/	wstrzymać się z wydaniem opinii
technological advances	/ˌteknəˈlɒdʒɪkəl ədˈvɑːnsɪz/	postęp technologiczny
use your intuition	/juːz jər ˌɪntjuːʃən/	użyć intuicji
willingness	/ˈwɪlɪŋɡəs/	chęć, gotowość

GRAMMAR 2 MP3 15

bear in mind	/ˌbeər ɪn ˈmaɪnd/	mieć na uwadze
change one's mind	/ˌtʃeɪndʒ wʌnz ˈmaɪnd/	zmienić zdanie
enumerate	/ɪˈnjuːməreɪt/	wymienić, wyliczyć
reward sb with sth	/rɪˈwɔːd ˌsʌmbədi wɪð ˌsʌmθɪŋ/	nagradzać kogoś czymś

USE OF ENGLISH MP3 16

binding decision	/ˌbaɪndɪŋ dɪˈsɪʒən/	wiążąca decyzja
embark on sth	/ɪmˈbɑːk ɒn ˌsʌmθɪŋ/	zabrać się do czegoś
fate	/feɪt/	los
palm reading	/ˈpɑːm ˌriːdɪŋ/	czytanie z dłoni
unfavourable	/ʌnˈfeɪvərəbəl/	nieprzychylny

WRITING MP3 17

car-pool	/ˈkɑː puːl/	podwozić się wzajemnie
congested	/kənˈdʒestɪd/	zatłoczony
crawl	/kroːl/	wlec się
crucial	/ˈkruːʃəl/	istotny
gridlock	/ˈɡrɪdlɒk/	zator, korek
in circulation	/ɪn ˌsɜːkjʊˈleɪʃən/	w obiegu
urban pollution	/ˌɜːbən pəˈluːʃən/	zanieczyszczenie miast

3 CONSUMERISM



SPEAK Look at the photos and read the quote. Answer the questions.

We buy things we don't need with money we don't have to impress people we don't like.

(uncredited aphorism)

- Read the definition of consumerism below. Which photo illustrates this concept best? Why do you think so?
- Some people believe that material goods bring happiness. Do you agree? Give one argument for and one against this position.
- How do you understand the quote? Does it describe you or someone you know?



consumerism /kən'sju:mə,rɪzəm/ noun [C] the belief that buying goods and services is a desirable goal because it is good for both the national economy and people's personal well-being

1 Are the statements true (T) or false (F)?

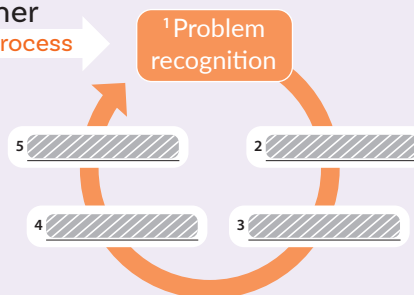
- 1 When a product is on offer, you get it free of charge. T / F
- 2 People usually choose the best bargains when they go window-shopping. T / F
- 3 Advertising includes campaigns, billboards and commercial breaks. T / F
- 4 A special offer means that the price of a product is lower. T / F
- 5 A brand is a group of products made by an advertising agency. T / F



- 2 Read the text about the consumer buying process. Then complete the diagram with the phrases below.

Information search & evaluation
Post-purchase evaluation Problem recognition
Purchase Purchase decision

Consumer buying process



STEP 1 Your trainers have been worn out for a while, but you're **short of money**, so you want to make them last as long as you can. But, eventually, the soles split, and it's time to replace the shoes with a new pair.

STEP 2 When you're **on a tight budget**, it's important to **shop around**. First you browse online, looking at adverts and reading the latest reviews. You're not sure about buying stuff online, though, in case you **get ripped off**, so you head to the **high-street stores** to go window-shopping.

STEP 3 In the end, you decide on the trainers to buy. They're made by a well-known label and they're **good value for money**, as there's a thirty percent discount. There's also a free gift included – a trendy bag.

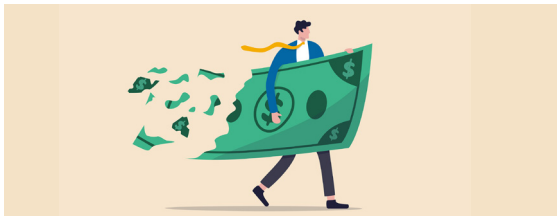
STEP 4 You pay by card and turn down a **carrier bag**. Instead, you ask the shop to recycle the **packaging** and your old trainers, and you walk out wearing the new ones.

STEP 5 The verdict: you've **picked up a real bargain**! You've bought a great product for a good price – and it's a really cool brand, too!

The consumer society • Sales and advertising

3 KEY WORDS Match the highlighted words and phrases from exercise 2 to definitions 1–10.

- 1 consider several possibilities before making a choice about what to buy
- 2 have a limited amount of money available to spend on something
- 3 bought something that cost much less than normal
- 4 don't have much money
- 5 a bag that the shop assistant offers you for the things you have bought
- 6 shops located on the main street of a town or city
- 7 the boxes, bottles, plastic, etc. used for wrapping products so that they can be sold
- 8 be cheated by someone making you pay too much money for something
- 9 worth the price you pay for it
- 10 the process of buying something



4 Complete the sentences with the correct forms of some of the highlighted words from exercise 2.

- 1 When I started my company, I was running it on a very tight  for the first months.
- 2 Sorry, I can't help you. I'm going to be  of money till I get the next transfer from Mum.
- 3 I hoped to  up some bargains at the sales, but there was nothing I really liked.
- 4 We paid so much for the car rental that I feel like we were  off.
- 5 I'm going to the mall to shop  for a new jacket. Are you coming?
- 6 I will only take a  bag if it's a paper one.
- 7 The city council assigned some funds for the  of new IT equipment for our school.
- 8 Do you tend to buy products that are fashionable or rather good  for money?

5 1.20 Listen to the conversation between Kavita and Charlie and choose the correct options.

- 1 Kavita / Charlie usually takes her/his time while shopping.
- 2 Kavita / Charlie loosens up while shopping.
- 3 Kavita / Charlie doesn't like paying too much money for clothes.
- 4 Kavita / Charlie agrees with a famous singer that shopping stops us thinking.
- 5 Kavita / Charlie always looks for good value for money.

6 **SPEAK** Think about the last big thing you bought and explain the buying process you went through.

7 **KEY WORDS** Look at the highlighted words below. Are they adjectives, nouns or verbs? Check their meaning in a dictionary and find the verbs they derive from.

endorsement • overvalued • placement
production • sustainable • underestimate

8 Complete the sentences with the highlighted words from exercise 7.

- 1 Don't  the power of advertising – it can persuade millions of people to buy a product.
- 2 All of the company's trainers are made from  materials.
- 3 The  of our new label is now carried out in China.
- 4 Product  is a good way for brands to reach their target customers.
- 5 The agency claims the best way to advertise our water bottles is through celebrity .
- 6 Some brands are just not worth what you pay – they're .

9 **SPEAK** Look at the video still and answer the questions.



- 1 Where could you see such a photo?
- 2 Who are vintage markets good for?
- 3 How often do you buy from local vendors?

FAST FINISHERS

 If you worked on an advertising campaign for the following products or services, who would you choose for celebrity endorsement?

1 bio yoghurt

2 anti-hair loss products

3 a low-cost airline

4 trainers made from recycled materials

1 **SPEAK** Would you like a new shopping centre to be built in your neighbourhood? Why/Why not?

2 Read the comments about a new shopping centre planned for city centre parkland and the post below. Find sentences with the same meaning as sentences a–f.

- a It doesn't have to be this way.
- b We must take action.
- c Local activists are allowed to protest.
- d I'm sure it's a joke.
- e It's possible that the mayor used persuasion.
- f It was unnecessary for us to be so upset.

We don't have to let this happen! Do you agree?

Yes! It needn't happen – we can stop it.

We mustn't let this crazy plan go ahead. We'd better do something ASAP.

Where are we supposed to go for a run now? We have to do something.

May I add something? Who's going to pay for this? Us.

Someone ought to contact the newspapers. This could be a huge disaster for our town.

Politicians should get their eyes tested. We have enough shops.

The Residents Action Group can organise a demonstration. Can you all make it this Saturday? If we fight, we might be able to get them to think again.

The mayor can't be serious! This must be some kind of a joke.

I agree, but we can't stop them. They have all the power.

The Residents Action Group must have won their campaign, as the plans for the new shopping centre have been scrapped. It might have been pressure from the mayor, who has supposedly changed her mind about the project. Most residents say she shouldn't have backed the idea in the first place. Luckily, we needn't have worried.

3 Study the grammar table. Choose four rules and find sentences in exercise 2 which illustrate them.

4 Rewrite the sentences using the correct modals.

- 1 Excuse me, is it OK if I turn off the light?
Excuse me, off the light?
- 2 There's a chance she'll forget to turn the tap off.
She turn the tap off.
- 3 Zoo visitors aren't allowed to feed the animals.
You the animals in the zoo.
- 4 It's not necessary to give up eating meat completely – just eat less.
You up eating meat completely – just eat less.
- 5 It's not possible she's Greek. Her English is perfect!
She Greek. Her English is perfect!
- 6 You ought to call the delivery company to check where your order is.
You had the delivery company to check where your order is.

5 1.21 Complete the mini-dialogues with the correct past modals and the verbs in brackets. Then listen and check. There may be more than one correct answer.

- 1 X: I've just seen Anan in that new fair-trade café.
Y: It (be) him. He's on holiday with his family.
- 2 X: Yesterday, I splashed out on this new dress for the party.
Y: You (do) that. I (lend) you something to wear.
- 3 X: We've cut the grass and watered the plants.
Y: Thanks, but you (water) the plants – it's going to rain later.
- 4 X: There used to be a great charity shop in this street.
Y: Yes, it isn't there anymore. It (close down).

6 **SPEAK** Talk about three things you should have done last week.

FAST FINISHERS

Imagine you are going to take part in a protest against building a new shopping centre. Design a poster with a catchy slogan.

Key Grammar

Modal verbs: present

We use *must*, *have to* and *need to* to express obligation.
We use *don't have to/need to* and *needn't* to express a lack of obligation.
We use *can't* and *mustn't* to express prohibition.
We use *can*, *could* and *may* to express permission.
We use *ought to*, *should(n't)* and *had better* to give advice.
We use *may*, *might* and *could* to express possibility/probability.
We use *can't* and *must* for speculation/deduction.
We use *can* and *can't* to talk about (in)ability.

Modal verbs: past

We use *must/can't/couldn't have* + past participle to talk about certainty in the past.
We use *may/might/could have* + past participle to talk about possibility in the past.
We use *should(n't) have* + past participle to show regret for a past action.
We use *needn't have* + past participle to say that something that happened was unnecessary.

1 **SPEAK** Are you a mindful shopper? Why/Why not?

2 **SPEAK** Look at the photos and read the article introduction. Which photo would you choose for the article? Why?



Would you guess that teenagers are the most responsible age group when it comes to shopping? While they may have a purchase power of about \$44 billion, they're actually spending less! Experts believe that it is mainly because of their increased awareness of sustainability issues that Gen Zers are capable of distancing themselves from excessive consumption.

3 **1.22** Listen to Megan and Paul talking about the article and the photos. Which picture do they choose?

4 **1.22** Listen again and complete the Key Phrases.

Key Phrases

Making a decision

Expressing and justifying an opinion/choice

It is my firm opinion/belief that ...

I sincerely/firmly/truly ¹ that ...

The way I see it is that ...

I prefer ... mainly/simply because ...

That's why I'd ² for ...

If I were to choose one, I'd go for ...

Another argument in favour of ... would be that ...

... is definitely the cheaper / better / more suitable choice.

... is the only one/ ³ that ...

... and therefore, ... is probably/clearly the best choice.

Evaluating options

Frankly speaking, / Quite frankly, / To be honest, none of these options really appeal to me / suit me.

When you compare the two, ...

It might ..., but I wouldn't choose it because ...

As regards / As for the other option(s), I wouldn't choose ... because ...

I'm simply not a fan of ...

... is (just) not my cup of tea.

... isn't the best ⁴ if you consider ...

The reason I wouldn't go ⁵ / pick / choose ... is because ...

5 **Complete the sentences with two words in each gap. Use the Key Phrases. There may be more than one correct answer.**

1 I'm sorry, but these places appeal to me. They are just not my cup .

2 , I'm not a fan of meat, so if I were to choose one of these menus, I'd the vegan one.

3 Anti-consumerism an interesting topic, but I wouldn't for the front cover.

4 the venue for the ceremony, the park is probably choice.

5 Another argument of the first option is our limited budget. Vintage shopping the cheapest.

6 It is belief that celebrity endorsement is a much better strategy than product placement. When the two, it turns out the former is much more influential.

6 **SPEAK** Answer the questions. Use the Key Phrases.

1 Imagine you want to take up a sports activity to do at weekends. What would you choose?
yoga / jogging / boxing

2 Imagine you are invited to a big pool party, and you want to buy a new outfit. Where would you go to get it?
a second-hand shop / a high-street boutique / a chain store

3 Imagine you've decided to be more socially responsible. Who would you choose to be?
an animal rights activist / an elderly care volunteer / a vintage shopper

7 **SPEAK** Look at the photos and do the task.

Zamierzasz pozbyć się ubrań, w których nie chodzisz. Masz do wyboru trzy rozwiązania.

- Wybierz to, które najlepiej sprawdzi się w Twojej sytuacji, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



FAST FINISHERS

What issues would you protest against? Are there any activist groups or good causes which you particularly support?

An article about an environmental problem

- 1 What are the environmental effects of excessive consumption?
- 2 What could you do in your everyday life to counteract it?

Emily makes sure her family has a separate bin for ¹ _____ and another one for glass, paper, plastic, tins and carton. She also recycles ² _____, ³ _____ and ⁴ _____. To be even more eco-friendly, she uses her own reusable ⁵ _____ and a ⁶ _____.

- palm oil consumption
- orang-utans
- rainforests

5 **1.24** Read the article again and match sentences A–E to gaps 1–4 in the text. There is one extra sentence. Listen and check.

- A** Consumers need to be aware of what goes into their food and cosmetics, not just for the sake of their health, but also in order to understand how the production of the ingredients affects the global ecosystem.
- B** This reflects the creatures' home – the rainforests of Indonesia, principally in Borneo and Sumatra.
- C** It's an enormous industry which may have put orang-utans at risk of extinction.
- D** It is these financial backers that consumers and activists need to get through to.
- E** This tiny visible part of a much larger problem makes coping with rainforest destruction extremely difficult.

- Someone or something responsible for doing bad or illegal things is
a a culprit. b a pest.
- The amount of products or services that people want or need worldwide is
a a consumption habit. b the global demand.
- When a species has almost died out, it is
a in captivity.
b on the brink of extinction.
- If you warn people about a serious problem, you
a campaign for it. b sound the alarm.
- When you make people understand something, you
a get it across to them. b rule it out.
- An attempt at something difficult is
a the tip of the iceberg. b an uphill struggle.

- 1 The zero-waste movement is becoming more and more popular, and many companies are willing to to get better PR.
- 2 Seeing animals makes me both sad and outraged – how would you feel without freedom?
- 3 Governments shouldn't the possibility of introducing penalties for banks which lend money to companies involved in rainforest destruction.
- 4 When it comes to the carbon footprint generated by food production, transporting the goods is just the , as there are many other actions that result in greenhouse gas emissions.
- 5 Last year we had huge problems with insects in our basement, so this year we hired a control expert to help us get rid of them.
- 6 Impulse buying is I need to change if I want to be a more responsible consumer.

- 1 Who do you think ought to read the article from this lesson?
- 2 Use the arguments from the article to convince a friend of yours to change their consumption habits.

 Choose three of the highlighted words and phrases from the text and illustrate their meaning with a drawing.

Search online for other animals that are in danger of extinction. Choose one species and note down key information about the problems regarding its habitat, diet, family structure or the environmental problems which might affect it. Find photos to illustrate the information and prepare a short presentation for your class.



Man's closest relative in danger

The orang-utan gets its name from a Malay word meaning 'person of the forest'. ¹ Recently, animal rights activists and conservation groups have been **sounding the alarm** for these majestic primates.

⁵ They have been trying to **get across to** people that our **consumption habits**, however insignificant at first sight, may be having a significant effect on these animals' habitats. This is due to our excessive use of a particular crop.

¹⁰ The **culprit** is palm oil. It is thought that palm oil is used as an ingredient in about fifty percent of all food and cosmetic products, including chocolate, ice cream, toothpaste, soap and shampoo. ² To keep up with **global demand** for palm oil, large areas of Indonesian

¹⁵ rainforest have been burnt down and cleared to make way for palm trees. Orang-utans are seen as **pests** that must be driven out of the palm oil plantations. As a result, baby orang-utans are often abandoned and have to be brought up **in captivity**. Their

²⁰ situation is now critical – orang-utan sanctuaries and orphanages are overcrowded, and many environmental organisations are not **ruling out** total extinction in the near future.

Palm oil producers and the enormous food ²⁵ and cosmetic companies that purchase the products are only **the tip of the iceberg** in many respects. In order to clear existing forests and plant palm trees, many companies receive huge loans and investments from major global banks. ³ It is

³⁰ not enough to campaign for the sustainable and responsible use of palm oil by food and cosmetics companies – the banks must be targeted too.

Not only is the palm oil industry pushing orang-utans to **the brink of extinction**, but rainforest destruction ³⁵ also affects other wildlife, such as tigers and elephants, as well as indigenous people who have to be moved off their land or are forced to work on the plantations. Many environmental organisations also report the use of child labour for harvesting the palm fruit. ⁴ Such

⁴⁰ knowledge might save the remaining fifteen percent of ancient forests from destruction and make protecting our closest relatives and their habitat less of an **uphill struggle**.

GLOSSARY

indigenous people – rdzenna ludność

orphanage – sierociniec

primate – ssak z rzędu naczelnych



Responsible shopping and nutrition

- 1 **SPEAK** What do you pay attention to when you shop for food?



- 2 **RECYCLE** Choose the odd word out.

- 1 shrimp, tuna, cereal, salmon
- 2 self-service, snack, take-away, fast-food
- 3 take an order, book a table, order a meal, leave a tip
- 4 recipe, boil, chop, roast
- 5 dairy, seafood, vegetables, rolls

- 3 **1.25 KEY WORDS** Listen to four people talking about shopping. Match speakers 1–4 to concepts A–G. There are three extra concepts.

Speaker 1 ☐ Speaker 3 ☐
Speaker 2 ☐ Speaker 4 ☐

- A **reducing your carbon footprint**
- B **organic food products**
- C **reusable carrier bags**
- D **cruelty-free**
- E **buying from local vendors**
- F **zero-waste policy**
- G **fair trade**

- 4 **SPEAK KEY WORDS** Answer the questions.

- 1 Do you **support family businesses** when you go shopping?
- 2 Would you like to **limit your meat consumption**?
- 3 Do you think you could **go vegan**?
- 4 How often do you read **nutrition information labels**?
- 5 Do you ever **go on crash diets**?
- 6 Do you follow a **well-balanced/varied diet**?
- 7 How often do you buy food products that are:
 - **high/low in calories?**
 - **high/low in fat?**
 - **low-carbohydrate?**
 - **fattening?**
 - **rich in protein?**

- 5 **WRITE** Complete the comments with the correct forms of the highlighted words and phrases from exercises 3 and 4. The first letters are given.



I don't understand people who choose
¹c diets to lose weight
because it's extremely unhealthy.
It's much more responsible to eat
²l products that are rich
in ³p .

Of course, you can reduce your
⁴c through ethical
shopping. It's enough to buy from
local ⁵v so that products
do not need to be transported over
long distances, which results in less air
pollution.



I may not study the information
on food packaging, like ⁶n
or ⁷f certification, but
ever since I read about the impact
of farming on the environment,
I've considerably limited my meat
⁸c , and I might even go
⁹v .

As a ¹⁰z supporter,
I encourage all my friends and family
to buy responsibly. I've even bought
¹¹r bags for my mum.



- 6 **SPEAK** **WRITE** Make a list of three bad shopping habits that you have. Then work in pairs and come up with a plan to change them.

FAST FINISHERS

- WRITE** Choose one comment from exercise 5 and reply to it.



Find out about the values that are included on nutrition information labels and learn how to read them. Then choose two pieces of information you find interesting and share them with the class.



GLUTEN FREE



DAIRY FREE



SOY FREE



EGG FREE



NUT FREE



PEANUT FREE



CORN FREE



NO TRANS FAT



NO SUGAR ADDED



NO SUGAR



VEGETARIAN



ORGANIC

A radio interview about coltan mining

1 **SPEAK** Which of the following do you take into consideration before buying a new smartphone?

- the chemicals used to manufacture the parts
- the carbon footprint of the production process
- the sustainability of the materials
- fair-trade certification

2 **MEMORY IMPULSE** Complete the definitions with *work, job, career or labour*.

- 1 (countable) work that you do regularly to earn money
- 2 (uncountable) an activity that involves physical or mental effort
- 3 (uncountable) a formal equivalent of 'work', especially when it involves hard physical effort
- 4 (countable) a profession that you spend a lot of your working life doing

3 **KEY WORDS** Match highlighted words 1–8 and a–h to make collocations connected with ethical manufacturing.

- | | |
|----------------------|-----------------------------|
| 1 minimum | a working conditions |
| 2 child | b practices |
| 3 human | c labour |
| 4 ethical | d wage |
| 5 major | e rights violations |
| 6 inhumane | f regulations |
| 7 safety | g sources |
| 8 sustainable | h manufacturers |

4 Complete the sentences with the collocations from exercise 3.

- 1 Many people working on the find it very hard to get by.
- 2 Can you name any of energy apart from hydroelectricity?
- 3 Adequate lighting and proper ventilation are included in the in the workplace.
- 4 Do you know any with a cruelty-free certification?
- 5 Personal responsibility and mutual respect are examples of in an organisation.
- 6 When you buy fair-trade products, you are making sure that your purchase is not going to encourage , such as forcing people out of their homes to create farmlands.
- 7 The labourers were complaining about , for example, standing over the assembly line for the entire shift.
- 8 The clothing company is notorious for its use of , despite it being illegal.

5 **1.26** Listen to the definitions of the words below and make sure you understand their meaning. Then try to predict the topic of the interview.

- coltan** /'kɒl,tæn/ noun [U] a black metallic ore
- lithium** /'liθiəm/ noun [U] a chemical element that is a soft silver-white metal
- harmful** /'hɑ:mfəl/ adjective causing damage
- pristine** /'prɪsti:n/ adjective undamaged; in perfect condition

6 **1.27** Listen to a radio interview with a man called Jamie Harrison and answer the questions.

- 1 Why was Jamie Harrison invited to appear on the programme?
- 2 What are the two main problems with some of the mines?

7 **1.27** Listen again and complete the sentences.

- 1 Due to the importance of coltan as a component of mobile phones, coltan mining has become .
- 2 In , coltan mining doesn't raise any ethical doubts.
- 3 Coltan mines attract young men because they than in other jobs.
- 4 Workers are made to and work without the necessary tools all day long.
- 5 Clearing the rainforest affects both .
- 6 Jamie's group is trying to make companies .

8 **SPEAK** What else would you like to know about coltan mining? Make a list of 3–4 questions you would like to ask Jamie.**FAST FINISHERS**

- How could you persuade young people to be more responsible while shopping for smartphones? Suggest at least two ways.

- 1 **SPEAK** What makes a pleasant shopping experience?



- 2 **1.28** Listen to the last part of the interview about coltan mining from the previous lesson. Which sentences reflect what the speaker says?

- a We **would rather** manufacturers bought coltan from particular countries.
- b **It's time** the mines stopped the destruction of the rainforest.
- c **If only** mobile phone companies used coltan from sustainable sources.
- d **We wish** manufacturers had a sense of ethical responsibility.

- 3 **Study the grammar table and complete it with examples a–d from exercise 2.**

Key Grammar

Present and past wishes and regrets

We use *I wish / If only* + past simple to talk about present situations that we are dissatisfied with, e.g. ¹ *I wish I had more money*, ² *If only I had more time*.

We use *I wish / If only* + past perfect to talk about past situations that we are dissatisfied with, e.g. *I wish I had bought a different phone*; *If only the government had introduced a law on sustainable energy*.

We use *I wish / If only* + subject + *would* + infinitive to express annoyance with a present situation or regret that something will (not) happen, e.g. *I wish you would stop lying about what happened at that party*.

We use *would rather / it's (high) time* + subject + past simple to talk about a course of action we would like (someone else) to take, e.g. ³ *I would rather you stopped smoking*, ⁴ *It's time you got a new car*.

In unreal past, it is common to use *were*, not *was*, for all the persons, e.g. *If I were taller, I could play basketball*.

Grammar Reference ➤ 52

- 4 **Complete the sentences with the correct forms of the verbs in brackets.**

- Mum would rather I (not come) home so late.
- If only Steven (take) his studies more seriously – he could have much better results.
- Tom wishes he (chose) different subjects for his finals.
- It's time I (replace) my phone – this battery doesn't hold long enough.
- I wish more people (know) about the damage caused by excessive buying.
- If only there (be) fewer tasks – I could have completed the whole test.
- I wish you (not be) so untidy – I'm fed up with putting away your stuff all the time.

- 5 **Read the WATCH OUT box and translate into English.**

- Czas, żebyśmy spróbowali coś z tym zrobić.
- Szkoda, że nie było cię w domu.
- Gdybym tylko mógł spać do południa!
- Szkoda, że musisz iść.
- Chciałbym, żebyś przestał do mnie dzwonić.
- Gdybyśmy tylko nie przyjechali wczoraj spóźnieni!

WATCH OUT

I wish ...

I wish I had ... – Szkoda, że nie mam...

I wish I didn't have ... – Szkoda, że mam...

- 6 **Complete the second sentence so that it means the same as the first one.**

- I'd like you to be more helpful.
I'd rather more helpful.
- It was a mistake that Mike spent all his money on games.
If only Mike all his money on games.
- Mary regrets not living near the mountains.
Mary wishes near the mountains.
- It's getting dark. We'd better go home.
It's time we because it's getting dark.
- I hate the fact that we cannot travel abroad.
If only abroad.
- That hat was a real bargain, and I regret not buying it.
I wish that hat because it was a real bargain.
- I don't want my parents to get involved in my private life.
I'd rather involved in my private life.
- I want Sue to call me, but it looks like she won't.
I wish me.

- 7 **SPEAK** Express regrets about the following. Use *I wish*, *If only*, *It's time* or *would rather*.

your school

the weather

your childhood

your city/town

your last holiday

FAST FINISHERS

Imagine that you have caught a golden fish. Write down three wishes that you would like to make.

1 SPEAK Think about the things you did yesterday. What do you wish you had done differently? What do you think you should not have done at all?

2 Correct the mistakes in the sentences.

- 1 No, it must be Rosa over there. She's gone to the beach.
- 2 The situation doesn't look too bad, but it might just be the top of the iceberg.
- 3 Is your phone dead already? You must have bought a better one.
- 4 Maya has to meet you tonight – she's got too much to do.
- 5 I can't give up eating meat in the future. Time will tell.
- 6 They can't have gone to France on holiday, but I'm not sure.
- 7 We mustn't have drunk all the milk. I bought four litres just yesterday!
- 8 We are pleased to announce that our project has received the placement of the mayor.

3 **1.29** Read the **WATCH OUT** box. Then listen and repeat.

WATCH OUT Reduced pronunciation: past modals

In everyday connected speech, past modal verbs undergo reduced pronunciation, which means that you do not put effort into pronouncing the auxiliary verb **have**.

should have → /ʃʊd'əv/

could have → /kʊd'əv/

must have → /mʌst'əv/

4 Complete the sentences with the correct forms of the verbs in brackets and match the sentence halves.

- 1 I wish I (not be)
 - 2 It's time governments (do)
 - 3 If only we (persuade)
 - 4 I wish I (not buy)
 - 5 If only I (pick up)
 - 6 I'd rather you (not go)
- a more about animal welfare on an international level.
- b our school to provide recycling bins in every classroom. We still don't have enough.
- c some bargains! Unfortunately, the shopping trip was a complete waste of time.
- d to the demonstration, even if it's for a good cause.
- e these shoes – they are really tight.
- f on such a tight budget.

5 Complete the text with one word in each gap.

GO VEGAN & HELP THE PLANET

Humans ¹ be crazy to keep consuming so much meat, for numerous reasons. First of all, switching to a plant-based diet is one of the easiest ways to reduce your carbon footprint. Extensive research shows that agriculture is responsible for over one quarter of global greenhouse gas emissions, eighty percent of which come from animal agriculture. Can you imagine? It's ² people started refraining from eating meat, dairy, honey and other animal-sourced foods, especially if we ³ greenhouse gas emissions to fall. But there is more to veganism than just reducing emissions. According to PETA (People for the Ethical Treatment of Animals), every person who goes vegan ⁴ save the lives of more than one hundred animals a year. If ⁵ more people managed to cut down on meat, dairy products and eggs! It would make a huge difference. The way I see it, we ⁶ have limited animal farming a long time ago!

6 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- 1 I wish we hadn't left so late. **SHOULD**
We sooner.
- 2 We really deserve to have a holiday. **TIME**
It a holiday.
- 3 You should have asked about the address. **ONLY**
 asked about the address.
- 4 The shops were closed yesterday, so it's impossible that Lucy bought the shoes in-store. **HAVE**
Lucy the shoes in-store because the shops were closed yesterday.
- 5 We needn't have paid so much for the repair. **RIPPED**
If only we .
- 6 Kevin regrets being an only child. **WISHES**
Kevin an only child.

7 **SPEAK** Work in small groups. Go to page 156 and follow the instructions.

#BRAINTEASER

- 1 I may shave a few times a day, but I can still grow a long beard. Who am I?
- 2 I can't talk, but I have to answer when you shout. What am I?



FAST FINISHERS

Choose two superpowers that you would like to have and write three sentences beginning with *I wish*, *If only* and *I could have*.

A formal letter of enquiry

Dear Sir/Madam,

1

I am writing to enquire about the use of coltan in the components of your mobile phones.

2

I have recently read an article about coltan mines in *International Geographic Online*, which made me very concerned. According to the article, not only do these mines destroy local ecosystems, which are home to a wide variety of species, but the working conditions for the miners are often inhumane. I was truly outraged to learn about the unethical practices reported in the article, and I would like to hear your company's standpoint.

3

Having used mobile phones manufactured by your company for the last three years, I would like to know whether the company uses coltan in its components and, if so, which countries this mineral is sourced from. I would be grateful if you could also provide me with information about the mining operations that your suppliers use. Please inform me of your company's policy on the mining of coltan and other minerals and metals used in the manufacture of your mobile phones.

4

Thank you for your co-operation. I hope you will give this matter your earnest consideration and respond to my letter in a timely manner.

I look forward to hearing from you soon.

Yours faithfully,

Maria Kowalska



- 4  Study the Key Phrases box. Find the Key Phrases used in the letter and translate them into Polish.

Key Phrases

A formal letter of enquiry

Opening greeting

Dear Sir/Madam,

Dear Ms Green,

Introduction/Purpose for writing

I am writing to ask/enquire about ...

I am writing in connection with / in response to ...

The reason for your enquiry

According to (an article I have recently read) ...

I have read/found your (advertisement/article) in ..., and would like to ...

I have some concerns regarding ...

Asking for information

I would like to know if/whether ...

I would like to know more details about ...

I would be (very) grateful if you could ...

I wonder if you could ...

Please inform me of ...

Final remarks

I hope you will give this matter your earnest consideration.

I look forward to hearing from you (soon).

I look forward to your reply.

Closing expression

Yours faithfully,

Yours sincerely,

- 1 **SPEAK** Who might you write a formal letter of enquiry to? What information would you like to obtain?

- 2 Read the letter of enquiry below and answer the questions.

- 1 Who is Maria writing to?
- 2 What is the purpose of the letter?
- 3 Which two things is Maria concerned about?
- 4 What does she want to know?

- 3  Read the letter in exercise 2 again and match paragraphs 1–4 to points a–e below. One paragraph matches two points.

Paragraph 1 

Paragraph 2 

Paragraph 3 

Paragraph 4 

- a an outline of your enquiries
- b the reason for your enquiry
- c a call for future action
- d an explanation of your concerns
- e the purpose for writing

5 Rewrite the sentences in a more formal style using the words in brackets. Use the Key Phrases.

- Where exactly is the meeting point? (would / details)
- Are there any reports regarding safety at the camp? (know / whether)
- Keep me informed about the sales updates. (grateful / could)
- Can you put my name on the waiting list? (wonder / could)
- Do you really rule out total extinction of the species? (would / if)
- Let me know about the options for recycling the packaging. (please / inform)



6 Read the **WATCH OUT | SKILLS** box and rewrite the sentences using **Not only ..., but ...**

- Climate change is not only bad for humans, but it is also putting some animals at risk of extinction.
- We should protect these animals and save their habitats.
- These places have a huge variety of plants and animals, and they are also home to many indigenous tribes.
- I wrote an email to the company and I posted on their Facebook page.
- These companies don't just cut down the trees; they also burn the surrounding vegetation.

WATCH OUT | SKILLS

Adding emphasis

In formal writing or speech, we can use *Not only + be / auxiliary / modal verb + subject + verb ..., but + subject + verb ...* in order to add emphasis, e.g. *Not only do these mines destroy the local ecosystems, but the working conditions for the miners are inhumane.*

7 Do the writing task. Follow the steps in the Writing Planner.

Jesteś osobą, która stara się robić zakupy w odpowiedzialny sposób. Dowiedziałeś się / Dowiedziałas się, że Twoja ulubiona marka odzieżowa została bardzo negatywnie oceniona w rankingu firm przyjaznych środowisku. Napisz do zarządu tej marki list formalny na 200–250 słów, aby uzyskać więcej informacji na temat proekologicznych działań firmy, i zaproponuj sposób, w jaki można w przyszłości efektywniej przekazywać takie informacje konsumentom.

WRITING PLANNER

THINK

Make a list of the issues you would like to ask about (recycled materials, packaging, transport and carbon footprint, certificates, etc.).

PREPARE

Organise your notes into four paragraphs:

- opening greeting and reason for writing,
- reason for your enquiry,
- questions to be asked,
- expectations for future action.

WRITE

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to begin and end your letter.

CHECK

Read your letter and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

 FAST FINISHERS

 Imagine you want to open a small café near your school. How could you make it more eco-friendly than most cafés? Suggest at least two ideas.



Find out how different companies (food, clothing, electronics, etc.) are turning to responsible and sustainable shopping. Find a minimum of three brands and describe one of the practices they have introduced.



VOCABULARY

- 1 Complete the sentences with the words and phrases from the box. There is one extra phrase.

endorsement minimum wage packaging ripped off
shop around tight budget

- We were in that restaurant last night. We paid far too much for the meal.
- They don't usually for things. They go out and buy the first thing they see.
- Since our products received from some top influencers, the sales have gone up.
- Most university students are on a really . They only have money for the basics, not luxuries.
- Companies really need to reduce the amount of that they put their products in.

- 2 Complete the sentences with the correct words. Some letters are given.

- Unfortunately, we u e m d the production costs and we had to take out a loan.
- Do you know all of the new f y regulations in your workplace?
- The earbuds were pretty expensive, but it was still good I e for money.
- I always take r s b e carrier bags when I go shopping so that I don't have to buy the plastic ones.
- Name two species that are on the r k of extinction.
- Since I started reading n t t n information labels, I have stopped buying a lot of products.
- The NGO organised a conference to s the alarm about CO₂ emissions.

GRAMMAR

- 3 Choose the correct options.

I don't think that my generation has it easy. We ¹ study hard for years and years, through school and university, and then we ² get a job at the end of it all. Even if we ³ find work, the pay and conditions ⁴ be very good. I wish life ⁵ easier for us. Still, for our grandparents' generation things were much harder. My grandfather didn't have an easy life: he did very hard physical work, often for the minimum wage, but he never wished he ⁶ a different life. He and my grandmother had four children, so they were always short of time and money. They ⁷ had all the fancy gadgets we have nowadays, but they knew how to live on a tight budget. It ⁸ been hard for them, but they did it without complaining.

- | | | |
|--------------|-----------------|----------------|
| 1 A have to | B mustn't | C couldn't |
| 2 A must not | B shouldn't | C might not |
| 3 A ought to | B manage to | C have to |
| 4 A may not | B cannot | C can't have |
| 5 A is | B was | C had been |
| 6 A had | B was having | C would have |
| 7 A may not | B must not have | C may not have |
| 8 A can't be | B must have | C ought to |

- 4 Complete the sentences with one word in each gap. There may be more than one correct answer.

- No, it be Kate over there. She's gone to the beach for the weekend.
- You to help with the washing-up. It's not fair to leave it all to me.
- If only my parents buy me a new mobile phone! This one is so outdated.
- I wish I meet you tonight, but it's just not possible. I've got too much to do.
- I think they have gone to France on holiday, but I'm not sure.
- If only Ben told me about his problems before. I would have helped him.

USE OF ENGLISH

1 2 3 4 5 6 7 8

- 5 Complete the text with one word in each gap.

Buy Nothing Day is a day of protest against consumerism. In the past, many important events ¹ about spending time with friends and family, but now they're about buying bigger and more. Buy Nothing Day is a response to this. Anyone ² take part in Buy Nothing Day, but they ³ to agree not to spend any money at all on this day – which ⁴ be more difficult than you think! People ⁵ been celebrating Buy Nothing Day since 1992. It ⁶ to be in September, but in 1997 it was moved from September to November to coincide with Black Friday, as people ⁷ likely to spend more money on this day than on any other day of the year. This year, the organisers predict that millions of people in over sixty countries will ⁸ joining in by buying nothing.

- 6 Complete the second sentence so that it means the same as the first one.

- It was unnecessary for you to buy so much food.
You so much food.
- It's impossible that John had an accident. I saw him this morning.
John an accident. I saw him this morning.
- I regret I gave him my wallet.
If only him my wallet.
- Perhaps Rita has gone to the cinema.
Rita to the cinema.
- It's a pity I don't know how to comfort her.
I wish how to comfort her.
- It was your responsibility to invite her to the party.
You her to the party.

LISTENING

7 1.30 Listen to an interview about Black Friday shopping and answer the questions.

- 1 What is a popular term for compulsive buying behaviour?
- 2 How can you avoid making impulse purchases?
- 3 Why are some bargains fake?
- 4 What information do online shops display to make you buy a product?

READING

8 Read the text and complete the summary.

ZERO WASTE – THE WAY TO GO

Imagine being able to fit all the rubbish that you have generated in a year into a small glass jar. That's what zero waste supporters aim to achieve: send no waste to landfill (where all our rubbish goes if it can't be recycled); reuse as much as possible; send as little as possible to be recycled; and collect organic waste for compost (the stuff you add to soil to improve its quality and help plants to grow).

So, why should we all try to go zero waste? Well, here are a few scary statistics to give you an idea. The average EU citizen throws away around 500 kilograms of waste a year. Think of how many times your body weight that is, and think how many years you're likely to be on this planet to calculate just how much waste you might generate in your lifetime. In the UK, that annual waste figure is below the EU average, at around 412 kilograms a year. However, only around forty-three percent of that waste is recycled. Compare that with Sweden, where ninety percent of household waste is recycled. The average household in the UK throws away ninety drink cans and seventy food cans a year, 480 plastic bottles, and the equivalent of six trees of paper. Although the use of plastic bags has dropped by eighty-six percent since a 5p charge was introduced, UK retailers still get through a massive one billion plastic bags a year. About a quarter of the waste in our bins is just packaging, sixty percent of it could be recycled and half of it could be turned into compost.

Most European cities now recycle plastic and aluminium packaging, paper, glass and organic waste. It goes without saying that all households should be doing everything they can to recycle. However, what zero waste followers say is that it isn't enough. What we should be doing, in fact, is reducing the amount of potential waste that enters our houses.

There are some basic and easy steps we can take to do this. In the UK, people throw away over thirty-five million bottles every single day. It is estimated that around the world people get through around one million plastic bottles a minute, ninety-one percent of which are not recycled. Replace your plastic bottle of water with a nice aluminium or glass reusable bottle. Stop using paper tissues and buy cloth ones ... Yes, just like your grandparents! Of course, everyone should only ever use reusable carrier bags for shopping, so take your own cloth

SPEAKING

9 Look at the photos and do the task.

Pracujesz w lokalnej gazecie, w dziale reklamy. Możesz sprzedać jedno miejsce na reklamę ze zniżką.

- Wybierz sklep, który powinien mieć możliwość wykupienia reklamy po niższej cenie.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Where do you shop most often? Why?
- 2 Is eco-friendly shopping important for people your age? Why/Why not?

WRITING

10 Read the instructions and do the task.

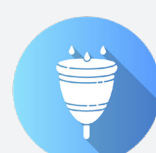
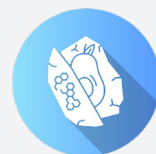
Niedawno dowiedziałeś/dowiedziałas się, że lokalna sieć handlowa dołączyła do akcji promującej odpowiedzialne zakupy. Napisz list do menadżera sklepu (200–250 słów), w którym zapytasz o szczegóły dotyczące akcji oraz zaproponujesz, jak włączyć do akcji uczniów lokalnych szkół.

bags to the supermarket to carry fruit and vegetables. Replace your plastic food containers with glass ones, and use beeswax or paper wraps instead of clingfilm to keep food fresh in the fridge.

Moving towards zero waste won't happen overnight, it's a process and the tips above are just the first essential parts of it. Fitting all your waste in a jar could take years, but it's definitely worth a try.

The article begins with a description of what ¹ are trying to achieve, that is, reducing the amount of rubbish and waste. Then, the author quotes some statistics to illustrate what the situation looks like. It turns out, for example, that while the UK average waste per person is ² the EU average, the British do not recycle as much as they could.

The second part of the article is about the possible steps to be taken to reduce the amount of waste. The author points out that zero waste is not only about recycling what is left but also ³ what you buy. For example, we should stop using packaging made ⁴, such as bags, water bottles or food containers, and replace them with reusable ones.



3.2 Modal verbs: present and past

Present		Past	
(Lack of) Ability – (Brak) Umiejętności/Możliwości			
can('t) + inf	I <i>can</i> skateboard, but I'm not very good at it.	could(n't) + inf	We <i>couldn't</i> decide what to order.
		was(n't) / were(n't) able to + inf	Moir <i>a wasn't able to</i> answer the last question.
Permission – Pozwolenie			
can + inf	Sixth formers <i>can</i> use a calculator in tests.	could + inf	<i>Could</i> you swim when you were ten?
may + inf	You <i>may</i> bring a friend to the party.	–	–
Obligation/Necessity – Konieczność/Potrzeba			
must + inf	You <i>must</i> leave your coats in the cloakroom.	had to + inf	We <i>had to</i> wear tuxedos to the reception.
have to + inf	<i>Does</i> she <i>have to</i> submit the report today?		
need to + inf	I <i>need to</i> buy some bread on the way home.	needed to + inf	I <i>needed to</i> get some fresh air.
Lack of obligation/necessity – Brak konieczności/potrzeby			
don't have to + inf	We <i>don't have to</i> book a table in advance.	didn't have to + inf	They <i>didn't have to</i> read the entire book.
don't need to / needn't + inf	You <i>don't need to</i> work out every day to be fit.	didn't need to + inf	I realised that I <i>didn't need to</i> return the books until the following week.
		needn't have + inf	We <i>needn't have</i> got up so early – their flight was delayed by five hours!
Prohibition – Zakaz			
mustn't + inf	You <i>mustn't</i> use your mobiles in class.	–	–
can't + inf	Children <i>can't</i> play here on their own.	couldn't + inf	Women in Poland <i>couldn't</i> vote until 1918.
may not + inf	Visitors <i>may not</i> photograph the exhibits.	–	–
Advice – Rada			
should(n't) + inf	What <i>should</i> I do? <i>Should</i> I text him now?	should(n't) have + past participle	You <i>shouldn't have</i> lied in your CV.
ought (not) to + inf	The activists <i>ought to</i> act fast if they want to achieve anything.	ought (not) to have + past participle	We <i>ought not to have</i> left it until the last minute.
had better + inf	You'd <i>better</i> hurry up, or you'll miss your bus!	–	–
Deduction and speculation (probability, possibility, certainty) – Dedukcja i spekulacja (prawdopodobieństwo, możliwość, pewność)			
may / might / could (not) + inf	It <i>might not</i> be true, so let's not panic just yet.	may / might / could (not) have + past participle	I don't know why she didn't pick up. She <i>may have</i> been asleep.
must + inf	You <i>must be</i> exhausted! Sit down and I'll make you a cup of tea.	must have + past participle	I can't find my glasses. I <i>must have</i> left them at work.
can't + inf	They <i>can't</i> know about your plan – I swear I didn't tell anyone!	can't / couldn't have + past participle	He <i>can't have</i> spent £500 in the casino. He's way too tight-fisted for that!

UWAGA!

Didn't need to + bezokolicznik oznacza, że nie było potrzeby wykonania danej czynności, a *needn't have* + past participle – że dana czynność została niepotrzebnie wykonana.

3.7 Present and past wishes and regrets

Konstrukcje: *I wish* i *If only* stosujemy, aby:

- wyrazić żal z powodu sytuacji, w której znajdujemy się obecnie (*I wish*/*If only* + past simple), np.: *I wish our local greengrocer's sold more organic vegetables.*
- poskarżyć się na sytuację, w której się znajdujemy, wyrażając tym samym życzenie, żeby się ona zmieniła (*I wish*/*If only* + *would* + bezokolicznik), np.: *If only Mum would let me dye my hair red!*
- wyrazić ubolewanie dotyczące zdarzeń z przeszłości (*I wish*/*If only* + past perfect), np.: *I wish I'd known how harmful crash diets can be when I was younger.*

Za pomocą konstrukcji *would rather* + rzeczownik/zaimek + past simple możemy wyrazić preferencje i życzenia dotyczące teraźniejszości i przyszłości. W języku polskim odpowiada jej sformułowanie „wolałbym, żeby...”, np.: *I'd rather you didn't shout.*
Za pomocą konstrukcji *It's (high) time* + rzeczownik/zaimek + past simple możemy wyrazić nasze życzenia dotyczące teraźniejszości i niedalekiej przyszłości. W języku polskim odpowiada jej sformułowanie „najwyższy czas, żeby...”, np.: *It's (high) time you moved on – no use crying over spilt milk.*

- KEY WORDS

VOCABULARY 1 MP3 18

be on a tight budget	/ˌbi ɒn ə ˈtaɪt ˈbʌdʒɪt/	dysponować skromnym / małym budżetem
be short of money	/ˌbi ˈʃɔːt əv ˈmʌni/	mieć mało pieniędzy
browse	/braʊz/	przeglądać
carrier bag	/ˈkæriə bæɡ/	torba, reklamówka
(celebrity) endorsement	/ˈsəˈlebrəti/ ɪnˈdɔːsmənt/	promowanie czegoś przez (celebrytów)
consumer	/kənˈsjuːmə/	konsument
consumerism	/kənˈsjuːməˌnɪzəm/	konsumpcjonizm
discount	/ˈdɪsˌkaʊnt/	zniżka
economy	/ˈiːkənəmi/	gospodarka
free of charge	/ˈfriː əv ˈtʃɑːdʒ/	bezpłatnie, gratis
get ripped off	/ˌget ˈrɪpt ˈɒf/	zostać oszukanym
good value for money	/ˌɡʊd ˈvæljuː fə ˈmʌni/	dobry stosunek jakości do ceny
high-street store	/ˈhaɪˌstriːt stɔː/	sklep należący do dużej sieci
impress	/ɪmˈpres/	zrobić wrażenie, zaimponować
label	/ˈleɪbəl/	znak firmowy, marka
material goods	/məˈtɪəriəl ˈɡʊdz/	dobry materialne
overvalued	/ˌəʊvəˈvæljuːd/	wyceniony zbyt wysoko
packaging	/ˈpækɪdʒɪŋ/	opakowanie
persuade	/pəˈsweɪd/	przekonywać
pick up a real bargain (product) placement	/ˈpɪk ʌp ə ˈriːl ˈbɑːɡɪn/ ˈ(prɒdʌkt) ˈpleɪsmənt/	złapać prawdziwą okazję lokowanie (produktu)
production	/prəˈdʌkʃən/	produkcja
purchase	/ˈpɜːtʃəs/	kupić, nabyć; zakup
shop around	/ʃɒp əˈraʊnd/	rozglądać się po sklepach
society	/səˈsaɪəti/	społeczeństwo
sole	/səʊl/	podeszwa
sustainable	/səˈsteɪnəbəl/	zrównoważony, bezpieczny dla środowiska, trwały
transfer	/ˈtrænsfəː/	przelew
underestimate	/ˌʌndərˈestɪˌmeɪt/	nie doceniać, zbyt nisko oszacować
window-shopping	/ˈwɪndəʊ ˈʃɒpɪŋ/	oglądanie wystaw sklepowych

GRAMMAR 1 MP3 19

ASAP (as soon as possible)	/ˌeɪ sɪ es eɪ ˈpiː (əz ˈsuːn əz ˈpɒsəbəl)/	tak szybko, jak to możliwe
resident	/ˈrezɪdənt/	mieszkaniec
scrap	/skræp/	odstępować od czegoś
take action	/ˈteɪk ˈækʃən/	podjąć działania

SPEAKING MP3 20

be capable of sth	/bi ˈkeɪpəbəl əv ˌsʌmθɪŋ/	umieć, potrafić coś
chain store	/ˈtʃeɪn stɔː/	sklep należący do sieci handlowej
consumption	/kənˈsʌmpʃən/	konsumpcja
elderly care	/ˈeldəli keə/	opieka nad ludźmi w podeszłym wieku
Gen Zer	/ˌdʒen ˈziːə/	przedstawiciel pokolenia Z
mindful	/ˈmaɪndfəl/	świadomy, uważny
necessity	/nəˈsesəti/	konieczność, potrzeba
sustainability	/səˈsteɪnəˈbɪləti/	zrównoważony rozwój
vintage	/ˈvɪntɪdʒ/	stary, klasyczny

READING MP3 21

affect sb/sth	/əˈfekt ˌsʌmbədi/ ˌsʌmθɪŋ/	wpływać na kogoś/coś, dotyczyć kogoś/czegoś
campaign for sth	/ˈkæmˈpeɪn fə ˌsʌmθɪŋ/	przewodzić kampanię na rzecz czegoś
carbon footprint	/ˈkɑːbən ˈfʊtprɪnt/	śląd węglowy
consumption habit	/kənˈsʌmpʃən ˈhæbɪt/	przywyczajanie konsumpcyjne
cope with sth	/ˈkəʊp wɪð ˌsʌmθɪŋ/	radzić sobie z czymś
culprit	/ˈkʌlprɪt/	winowajca, sprawca
excessive	/ɪkˈsesɪv/	nadmierny
financial backer	/ˈfaɪˌnænsjəl ˈbækə/	sponsor

get across to sb	/ˌget əˈkrɒs tə ˌsʌmbədi/	dotrzeć do kogoś
global demand	/ˌɡləʊbəl dɪˈmɑːnd/	globalny popyt
greenhouse gas emissions	/ˌɡriːnhaʊs ˈɡæs ɪˌmɪʃənz/	emisja gazów cieplarnianych
in captivity	/ˌɪn kæpˈtɪvəti/	w niewoli
majestic	/məˈdʒestɪk/	majestatyczny, dostojny
penalty	/ˈpenəlti/	grzywna, kara
pest	/pest/	szkodnik
rule sth out	/ˌruːl ˌsʌmθɪŋ ˈaʊt/	wykluczyć coś
sanctuary	/ˈsæŋktʃuəri/	rezerwat
significant	/sɪɡˈnɪfɪkənt/	znaczący, ważny
sound the alarm	/ˌsaʊnd ðɪː əˈlɑːm/	uderzyć na alarm
the brink of extinction	/ðə ˈbrɪŋk əv ɪkˈstɪŋkʃən/	skraj wyginiecia, wymarcia
the tip of the iceberg	/ðə ˈtɪp əv ðɪ ˈaɪsˌbɜːɡ/	wierzchołek góry lodowej
uphill struggle	/ˌʌphɪl ˈstrʌɡəl/	żmudna walka

VOCABULARY 2 MP3 22

buy from local vendors	/baɪ frəm ˌləʊkəl ˈvendəz/	kupować od lokalnych sprzedawców
cruelty-free	/ˌkruːəlti ˈfriː/	wolny od okrucieństwa
fair trade	/ˌfeə ˈtreɪd/	sprawiedliwy handel
fattening	/ˈfætənɪŋ/	tuczący
go on a crash diet	/ˌɡəʊ ɒn ə ˈkræʃ ˈdaɪət/	przejsć na restrykcyjną dietę odchudzającą
go vegan	/ˌɡəʊ ˈviːɡən/	przejsć na weganizm
high/low in calories	/ˌhaɪ/ˌləʊ ɪn ˈkælərɪz/	wysoko/niskokaloryczne
high/low in fat	/ˌhaɪ/ˌləʊ ɪn ˈfæt/	wysoki/niski poziom zawartości tłuszczu
limit one's meat consumption	/ˌlɪmɪt ˈwʌnz ˈmiːt kənˈsʌmpʃən/	ograniczyć spożycie mięsa
low-carbohydrate	/ˌləʊ ˈkɑːbəʊˈhaɪdreɪt/	niskowęglowodanowy
nutrition information label	/ˌnjuːˌtrɪʃən ˌɪnfəˈmeɪʃən ˈleɪbəl/	etykieta z informacjami żywieniowymi
organic food product	/ˌɔːˌɡænik ˈfuːd ˌprɒdʌkt/	żywność produkowana metodą rolnictwa ekologicznego
reduce one's carbon footprint	/ˌrɪˌdjuːs ˈwʌnz ˈkɑːbən ˈfʊtprɪnt/	zmniejszyć ślad węglowy
reusable carrier bag	/ˌriːˌjuːzəbəl ˈkæriə bæɡ/	torba wielokrotnego użytku
rich in protein	/ˌrɪtʃ ɪn ˈprəʊtiːn/	bogaty w białko
support family businesses	/səˈpɔːt ˌfæməli ˈbɪznəsɪz/	wspierać rodzinne przedsiębiorstwa
well-balanced/varied diet	/ˌwel ˌbælənst/ˌveəriəd ˈdaɪət/	zbilansowana/zróżnicowana dieta
zero-waste policy	/ˌziːrəʊ ˈweɪst ˌpɒləsi/	polityka minimalizowania ilości generowanych odpadów

LISTENING MP3 23

adequate	/ˈædɪkwət/	odpowiedni, właściwy
assembly line	/əˈsembli laɪn/	linia montażowa, produkcja
child labour	/ˈtʃaɪld ˈleɪbə/	zatrudnianie nieletnich
ethical working conditions	/ˌeθɪkəl ˈwɜːkɪŋ kənˈdɪʃənz/	etyczne warunki pracy
human rights violation	/ˌhjuːmən ˈraɪts ˌvaɪəˌleɪʃən/	łamanie praw człowieka
hydroelectricity	/ˌhaɪdrəˈɪlek ˈtrɪsɪti/	energia elektryczna z hydroelektrowni
inhumane working conditions	/ˌɪnhjuːˌmeɪn ˈwɜːkɪŋ kənˈdɪʃənz/	niehumanitarne warunki pracy
major manufacturer	/ˌmeɪdʒə ˈmænjəˈfæktʃərə/	główny producent
mine	/maɪn/	kopalnia
minimum wage	/ˌmɪnɪməm ˈweɪdʒ/	płaca minimalna
mining	/ˈmaɪnɪŋ/	górnictwo
mutual respect	/ˌmjuːˌtʃʊəl rɪˈspekt/	wzajemny szacunek
notorious	/nəʊˈtɔːriəs/	notoryczny, cieszący się złą sławą
safety regulations	/ˈseɪfti ˌreɡjəˌleɪʃənz/	przepisy bezpieczeństwa
sustainable sources	/səˈsteɪnəbəl ˈsɔːsɪz/	odnawialne źródła

USE OF ENGLISH MP3 24

agriculture	/ˌæɡrɪˌkʌltʃə/	rolnictwo
animal welfare	/ˌænɪməl ˈwelfeə/	dobro zwierząt
animal-sourced food	/ˌænɪməl ˈsɔːst ˈfuːd/	jedzenie pochodzące od zwierząt
plant-based diet	/ˌplɑːnt ˈbeɪst ˈdaɪət/	dieta roślinna
refrain from	/rɪˈfreɪn frəm/	powstrzymać się od

4 HEALTH AND FITNESS



SPEAK Look at the photos and discuss the following.

- What does staying healthy mean to you? Which of the photos match your views?
- Which of these photographs would you choose for a poster promoting a 'Health Week' in your school? Would you use the quote below in the promotional campaign? Why/Why not?

The first wealth is health.

Ralph Waldo Emerson

(American philosopher, poet and essayist, 1803–1882)

- Doing sport and following a diet are usually regarded as habits that promote good health. Give examples of situations where these two might have the opposite effect.



- 2 Read the text. What suits your personality: team or individual sports? Competitive or non-competitive sports?

Team sports or individual sports?

If you are sociable, often **lack determination** when you try to work out alone and need a reason to **get into shape**, a team sport, such as hockey or softball, might be right for you. Your team depends on you, so at training you need to **push yourself to the limit**, and at matches, when you're representing your club, you need to **be in peak form** and understand team strategy. However, if you'd rather **set yourself a goal** and develop physical strength at your own pace, you may be more suited to individual sports, such as diving or ice-skating.

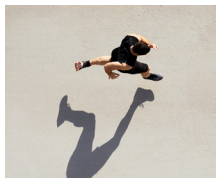


A competitive or a non-competitive sport?

Do you always fight hard to **attain goals**? Are you disappointed with anything less than **coming first** and do you want to become unstoppable? Then a competitive sport will definitely suit you. Or perhaps you're **out of condition** and not interested in **getting a personal best**? If that's the case, consider taking up a non-competitive sport, such as aerobics or yoga to begin with.

- 1 Give at least four examples for each category below.

ball sports extreme sports individual sports
team sports water sports



Doing sport • Sport competitions • Positive and negative effects of doing sport

3 KEY WORDS Match the highlighted phrases from the text to definitions 1–9 below.

- 1 winning a sporting event
- 2 not fit or healthy
- 3 be unmotivated
- 4 achieving your best result ever in a sporting event
- 5 be in the best condition possible
- 6 become fit, healthy and physically prepared for a sporting event
- 7 make yourself try as hard as you can
- 8 plan something you want to achieve
- 9 succeed in doing something

4 KEY WORDS Match 1–6 and a–f to make collocations. Then divide them into positive and negative effects of doing sport.

- | | |
|-------------------------|----------------------------------|
| 1 be | a a lot of pressure |
| 2 be under | b degree of risk |
| 3 develop | c fiercely competitive |
| 4 involve a high | d physical strength |
| 5 strengthen | e sports-related injuries |
| 6 suffer | f your muscles |

5 **2.01** Listen to Sylvie talking to her friend Zak about a cycling competition that she took part in. Are the statements true (T) or false (F)?

- | | |
|---|-------|
| 1 Sylvie won the race. | T / F |
| 2 She hadn't prepared enough for the race. | T / F |
| 3 Her objective was to finish the race in less than two hours. | T / F |
| 4 She wanted to be the fastest cyclist for that distance. | T / F |
| 5 She tried to make up for the time she had lost, but didn't succeed. | T / F |
| 6 She wants to try again to achieve her goal. | T / F |

6 Complete the summary of the conversation from exercise 5 with the correct forms of the highlighted words and phrases from exercises 2 and 4.

Sylvie didn't ¹ in the bike race. In fact, she was one of the last to finish, despite being in ² after spending months training and following a special diet to ³ into for the race and to develop ⁴. She had ⁵ herself the of finishing in under two hours, which wouldn't have broken a record but would have been a ⁶ for her. Unfortunately, soon after starting the race, she had a problem with her bike, which meant that she had to stop for twenty minutes to get it fixed. She ⁷ herself to the to make up for the time she had lost, but, with bad weather conditions slowing her down, she wasn't able to. She didn't ⁸ her this time, but perhaps she will next time. Fortunately, Sylvie is not ⁹ and can get over a failure pretty well.

7 SPEAK Tell each other about a time you:

- set yourself a goal.
- pushed yourself to the limit.
- lacked determination.
- achieved a personal best.
- failed to attain a goal.

8 SPEAK Look at the video still and answer the questions.



- 1 How do you think the athlete in the photo feels? Why?
- 2 How can a person's psyche influence their sports performance? Give examples of positive and negative influence.

FAST FINISHERS

If you had to develop physical strength fast, what three activities would you take up?

4.2 Grammar 1

Relative clauses • Reduced relative clauses

1 **SPEAK** Answer the questions.

- Did your country's athletes do well in the last Olympics?
- What do you think it feels like to stand on the podium and listen to your national anthem?

2 **2.02** Listen to the extracts from live TV sports commentaries and identify the sports.

-
-
-

3 Study the grammar table and complete it with examples a–d.

- The outfits **that** the swimmers are wearing this year are absolutely stunning.
- Gardner, **who** won the race four years ago, is not in this race.
- And the referee, **who's** talking to the player that committed the foul, has now given him a red card.
- This reminds me of the time **when** Miller threw her body across the line to win the four hundred metres.

Key Grammar

Relative clauses

- Defining relative clauses give essential information, e.g. ¹ ² .
- Non-defining relative clauses give extra information, e.g. ³ ⁴ .
- We use commas in non-defining relative clauses.
- We can use the relative pronoun *that* instead of *who* or *which* in defining relative clauses.

We can omit the relative pronouns *that*, *who* or *which* when they act as the object of the verb in defining relative clauses.
She's the tennis player (who/that) I was telling you about.

Grammar Reference >> 68

4 Join the sentences using defining or non-defining relative clauses. There may be more than one correct answer. Which relative pronouns can be omitted?

- I've got a sister called Helen. She goes to the same school as me. She plays basketball.
- The next FIFA Women's World Cup will take place in France. France's team won the previous tournament.
- The Olympic stadium was built in 2004. The men's 100-metre race is being held there.
- These people are my friends now. I met them at a sports club.
- We watched a tournament last weekend. It was full of unexpected failures.

5 Study the grammar table and complete it with examples a–d below.

- All clients (who are/were) in the gym, please keep the windows closed.
- All players (who are) happy to train in the rain, please stay.
- Abi now plays for a rugby club (that is) called Highhill United.
- For those who have just joined us, the team (which is) wearing red are winning.

Key Grammar

Reduced relative clauses

We reduce a relative clause by removing the relative pronoun and a form of the verb *be*, e.g. *is*, *were*, etc., when they are followed by:

- an adjective, e.g. ¹
- a present participle (*-ing*), e.g. ²
- a past participle (*-ed*), e.g. ³
- a prepositional phrase, e.g. ⁴

6 Rewrite the sentences using reduced relative clauses.

- Parents who are watching their children's matches should learn to behave appropriately.
- The supporters who were swearing at the players shouldn't be allowed into the stadium again.
- Athletes who are found taking drugs should be banned from all sports competitions.
- It's not easy to be a coach who is responsible for a school team.
- Sports competitions which are played by women should get more media coverage.

7 Translate into English.

- Andy, (którego występ był najlepszy) last year, is injured and can't participate in this year's gymnastics competition.
- A successful sports team (to drużyna, która wie) how to work together.
- The Olympics (transmitowane przez telewizję krajową) didn't attract many viewers.
- Lots of people (którzy chcieliby zacząć uprawiać) a new sport don't have access to the right facilities.
- (Mój trener, który jest) with me for five years, says I stand a chance of winning this year's championship.
- (Chłopak pracujący w tej kawiarni) used to be a judo world champion.

FAST FINISHERS

Complete the sentences using relative clauses.

- I'm good at sports *which involve running fast*.
- Saturday evening is a time ...
- A good athlete is a person ...

Paraphrasing and speculating

1 **SPEAK** What do you think makes some people really keen on sport, while others do not like doing it at all?

2 **SPEAK** Describe the photos. What sport do you think it is? What can you speculate about the rules?



3 **2.03** Listen to the dialogue and check your guesses in exercise 2.

4 **2.03** Listen again and complete the sentences from the recording.

- _____ of the players, I can guess it's some kind of a team sport.
- _____ a badminton court.
- _____ the players are allowed to kick the ball.
- I don't know _____, but _____ for garden furniture.
- _____ that it's an Asian sport.
- _____ that not everyone can play it.

Key Phrases

Paraphrasing and speculating

Paraphrasing unknown words

I don't know the English word for ...

I don't know what you call it in English, but ...

It's something (that) you use for ...

It's someone who/that ... / whose job is to ...

It's a kind of a place where ...

It looks like ...

You can ... with it.

Describing and speculating about the photo

Based on ..., I'd say ...

Judging by ..., I (don't) think ...

I get/have the impression that ...

I can see what appears to be ...

(The) Chances are (that) ...

We could assume ..., but we don't really know.

It's hard to be sure (if/whether/why ...).

It's not easy to say (if/whether/why ...).

Clearly, ... / Obviously, ...

It's clear/obvious that ...

He/She/It is certainly/definitely (not) ...

They could/might be ...

He/She could/might be about to ...

He/She could/might have (just) + past participle

5 **Study the Key Phrases box and paraphrase the sentences from exercise 4. There may be more than one correct answer.**

6 **SPEAK** Complete the sentences with some of the Key Phrases.

- I'm not sure what to call him, but it's _____ is to help people navigate around the stadium.
- _____ are it's a kind of a race.
- _____ sure whether it's a real sport or a fake.
- _____ say if this sport requires special skills.
- Look at his face! _____ lost an important game.
- Judging by the expression on his face, the referee _____ give a yellow card to the goalkeeper.

7 **SPEAK** Describe the photos and answer the questions. Student A, look below. Student B, look at page 160.

Student A



- Why do you think people decide to engage in such activities?
- Which extreme sports would you like to try? Why?
- When was the last time you witnessed something unusual?

FAST FINISHERS

What do you think the sports below involve? Make guesses.



cheese rolling



cycle ball



broomball

Look for images that show something unusual. Bring them to the class and ask your classmates to guess what they show.



4.4 Reading

An article about an inspirational sportsperson

1 **SPEAK** Answer the questions.

- What skills and abilities do you admire in sportspeople? Why?
- Which sports develop different skills and abilities? How?
- What personal characteristics do you think you need to complete a marathon?

2 **RECYCLE** Which of the following are not usually associated with running a marathon?

competition enhancing performance feign injury
finishing line foul play hold a record
match-fixing referee stadium tournament
trophy win a title

3 Read the text on page 59 quickly. What characteristics needed to complete a marathon are mentioned? Do they match the ones you thought of in exercise 1?

4 **2.04** **RECYCLE** **RECYCLE** Read the article again and match paragraphs A–D to statements 1–5. One paragraph matches two statements.

- In which paragraph do we learn that
- the rules for women's participation in marathons were changed because of Kathrine Switzer's impact?
 - Kathrine ran in the marathon because someone else had persuaded her to enter?
 - Kathrine's decision to finish the marathon after her attack was made to support a case?
 - Kathrine's campaigns to bring social change made a real difference for marathon runners?
 - the number 261, which was retired in 2017, is now used as the name of a women's support network?

5 **RECYCLE** **RECYCLE** Read the article again and complete the summary.



Kathrine Switzer, who is the last runner ever to be appearing in the race with

¹ [redacted], participated in her first marathon in 1967. It took place ² [redacted], where she was the only woman (and the first one in history) to officially enter this sporting event. An incident occurred during the race – she was attacked by ³ [redacted] who discriminated against her due to her ⁴ [redacted]. The incident was caught in a photograph, which later made her famous all over the world. Worldwide acclaim enabled Kathrine to ⁵ [redacted] which has fought to support and inspire women since the beginning of its activity.

6 **KEY WORDS** **RECYCLE** Match the highlighted words and phrases from the text on page 59 to definitions 1–8 below.

- social and cultural characteristics of being a man or a woman
- encourage and support
- prohibited
- importance
- respected and admired
- attacked
- of interest to people, especially through the media
- crucial

7 **RECYCLE** Complete the sentences with the correct forms of the highlighted words and phrases from the text.

- Her [redacted] publication on [redacted] equality changed the way people looked at women's role in society.
- This academic year we would like to [redacted] our students' community to introduce some initiatives.
- As a(n) [redacted] politician, he is always [redacted] and exposed to criticism.
- The committee is about to decide whether to [redacted] him from the competition as a form of punishment for what he did.
- Few people realised the historical and social [redacted] of these events.
- During the 2006 World Cup Final between France and Italy, the footballer, Zinedine Zidane, [redacted] a member of the opposite team with his head. Zidane, whose team lost the match, was shown a red card.

8 **SPEAK** Do you find the story of Kathrine Switzer inspiring? Why/Why not? Do you know about anyone else who contributed to a change of rules because of his/her behaviour?

It seems to me that Kathrine Switzer ...

Because of her actions, ...

FAST FINISHERS

RECYCLE Imagine you are planning to take part in the Boston Marathon. How will you prepare for the event?

RESEARCH IMPULSE Search online for the biography of a sportsperson you admire because they broke down barriers or set an example for others. Follow steps 1–3 below.

- Read about the person and note down important moments in his/her life.
- Prepare a short presentation describing the sportsperson for your class.
- Explain the consequences of their work and sporting life.

Marathon WOMAN

In 2017, seventy-year-old Kathrine Switzer crossed the finishing line of the Boston Marathon wearing the number 261. She's the only person in the world who can wear that number in this marathon. So, who is she, and what is the **significance** of the number 261?

A Kathrine Virginia Switzer, who was born in Germany after World War II, is the daughter of a US Army major. The family moved to the USA in 1949 when she was just two years old. At the age of twelve, she started high school and discovered a love for running. Then in 1967, while she was at university, Kathrine's athletics coach convinced her to sign up for the Boston Marathon. At the time, she wasn't aware this was a **seminal** decision in her life. There were no rules that specifically **excluded** women from running a marathon, but everyone just assumed that no women would want to do it. She put her name down as K.V. Switzer and was given the number 261.

B According to her memoir, *Marathon Woman*, at the beginning of the race, Kathrine was welcomed by other runners, who were pleased to see a woman running with them. But then, a few miles after the start, she was **assaulted** by an angry race official, who wanted to prevent her from running, simply because of her **gender**. If it hadn't been for her determination, and a strategic block by her then boyfriend, Kathrine's participation would have ended there. However, she knew that if she dropped out, no one would believe women had the stamina to run these longer distances, so she was determined to finish.



C The moment of her assault was captured in a photo that was published in newspapers and magazines around the world. It was chosen by *Life* magazine as one of the 'one hundred photographs that changed the world'. Suddenly Kathrine found herself **in the public eye**.

As a direct result of her completion of the marathon, the competition rules were changed and in 1972 the first women's Boston Marathon was held. In 1974, she won the prestigious New York Marathon and at one stage was in sixth place in the world ranking. On the fortieth anniversary of her first Boston Marathon run, she published her memoir, and in 2015, set up an organisation called 261 Fearless to encourage other women to take up running. In 2017, Kathrine's number, 261, was 'retired' from the Boston Marathon in her honour, which means no other runner can ever use this number in this race again.



D Kathrine Switzer is now an **acclaimed** speaker and activist. Under the umbrella of her organisation, 261 Fearless, her aim is to **empower** women around the world through running and by forming social running groups which allow women to connect with and support each other. She is, without doubt, an inspiration for other women – nowadays fifty-eight percent of marathon runners are women.

GLOSSARY

drop out (of something) – wycofać się (z czegoś)

memoir – memuar, biografia

sign up for sth – zapisać się na coś

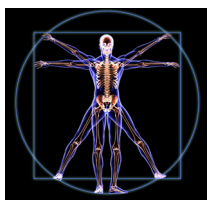


- 1 **SPEAK** What health risks are associated with your lifestyle? What health problems do you worry about the most? Use the words from the box or your own ideas.

allergic reaction blood sugar cancer disability
food poisoning immune system injury
sleeplessness stress virus infection

- 2 Read the text about lifestyle diseases and answer the questions.

- What types of food can lead to diseases of civilisation?
- Which factors leading to NCDs can you identify in your daily routine?



Diseases of civilisation, also known as **lifestyle diseases**, are **ailments** that are primarily based on our daily habits. They include poor nutrition, a lack of physical activity and a **sedentary** routine, and can cause a number of

health issues leading to **chronic** non-communicable diseases (NCDs) with **life-threatening** consequences.

NCDs cannot be transmitted (or 'communicated') from one person to another. They result from a combination of factors including genetics, physiology, environment and behaviours. For example, the intake of large amounts of red meat, dairy products, refined grains, processed food and sugar (what is commonly referred to as **the Western diet**) has been scientifically proven to positively correlate with **acne**, obesity, **type 2 diabetes**, **cardiovascular** and **respiratory** diseases, **hypertension**, **peptic ulcers** and cancer.

- 3 **KEY WORDS** Read the text in exercise 2 again and match some of the highlighted words and phrases to definitions 1–9 below.

- a medical condition in which your body fails to produce enough insulin to reduce blood sugar
- connected with breathing
- a medical condition, typical of teenagers, in which your face is covered with spots
- small painful areas inside your stomach, usually caused by bacteria
- likely to cause someone to die
- involving a lot of sitting and not much exercise
- serious and lasting for a long time
- a condition in which your blood pressure is extremely high
- illnesses, often not serious ones

- 4 **2.05** Listen to three people talking about their health problems. Which conditions from the text in exercise 2 do they mention?

Speaker 1: _____
Speaker 2: _____, _____
Speaker 3: _____, _____

- 5 Complete the comments with the highlighted words below.

anxiety • **autoimmune** • **binge-eating**
cells • **mental**



I really believe that most lifestyle diseases can be prevented, as long as you take responsibility for your daily routine – follow a good diet and exercise. What I think is far more dangerous is what you have no control over, for example ¹ _____ diseases in which your body produces antibodies to attack its own ² _____. This condition is getting more common and is extremely difficult to treat.



We live in a time when ³ _____ illnesses are just as common as physical ones. I've got lots of friends who suffer from depression or ⁴ _____ disorders. I've recently been reading about a condition called ⁵ _____, which involves episodes of uncontrollable eating. I'm wondering why psychological well-being is not taken care of properly.

- 6 Complete the sentences with some of the highlighted words and phrases from exercises 2 and 5.

- Wounds heal because _____ can reproduce.
- Nothing seems to be helping me overcome this _____ back pain – I feel it all the time.
- Problems with blood vessels may go together with other _____ problems, such as a heart attack.
- More and more people suffer from sleeplessness and other stress-related _____.
- Too much caffeine can cause _____ – it's as if you were always a bit worried or uneasy.
- Since Ben took a _____ office job, he's gained at least three pounds.
- After failing a few exams in a row, Sue ended up with serious _____ health problems and had to take a year off.
- The condition may not be _____, but it's hard to live with.

- 7 **SPEAK** Answer the questions.

- Are you in danger of developing a lifestyle disease? Evaluate your daily habits in this respect.
- What do you do to take care of your mental health?



FAST FINISHERS

Choose three new words or phrases from this lesson and draw a simple picture to illustrate their meaning.



- 1 SPEAK** What usually causes these symptoms? How often do you experience them?

cough fever headache nausea sore throat

- 2 KEY WORDS** Match the highlighted words and phrases below to definitions 1–9.

be unconscious • feel dizzy • have blurred vision
have indigestion • have memory loss
have slurred speech • pass out • shiver • throw up

- 1 vomit
- 2 be in a state similar to sleep
- 3 speak without pronouncing the words clearly
- 4 have a pain in your stomach caused by problems digesting food
- 5 be unable to remember certain things
- 6 have the sensation that things around you are moving or spinning
- 7 faint
- 8 have difficulty seeing things clearly
- 9 shake because you're cold, scared or feeling ill

- 3** Complete the sentences with the correct forms of some of the highlighted words and phrases from exercise 2.

- 1 Overdosing the eye drops may result in _____ vision.
- 2 It was very hot and Frank had trouble breathing. Then suddenly, I saw him lying on the floor – he had _____.
- 3 No wonder you have _____ – you ate three burgers!
- 4 After falling out of the tree and hitting her head, Noelia was _____ for about two minutes. It was really scary!
- 5 After the accident, Hugh suffered from _____ – he couldn't even remember his closest relatives.
- 6 The woman was obviously in shock, because she was _____ even though it was thirty degrees Celsius.
- 7 It must have been something he'd eaten. He said he'd been _____ in the bathroom all night.

- 4** Match words 1–3 below to definitions a–c. Have you ever suffered from these head injuries?

- | | | |
|-----------------------------|---|---|
| 1 concussion | 2 a blow | 3 a jolt |
| a a sudden violent movement | b a hard hit from someone's hand or an object | c a head injury that makes someone feel ill or become unconscious |

- 5 2.06** Listen to two doctors giving a talk to a group of students about head injuries. Which aspects below do the doctors mention?

causes prevention symptoms treatment

- 6 2.06** Listen again and complete the notes.



- over two million cases of concussion in US schools caused by playing ¹ _____;
- teenagers to lose balance as they grow and ² _____;
- hit your head → brain gets a jolt; a hard knock can lead to permanent ³ _____;
- a ⁴ _____ = the most important indication of concussion;
- when the knock is hard, the brain impacts against the skull – people often ⁵ _____;
- feeling ⁶ _____ can be an advantage – it helps you to get better;
- asking about symptoms makes it easier for doctors to diagnose concussion because the signs are ⁷ _____;
- doctors advise you ⁸ _____ any medication for the headache and to rest;

- 7 SPEAK** Answer the questions. Give reasons for your answers.

- 1 What is the purpose of the talk?
- 2 Why do you think the doctors start their talk by quoting some statistics?
- 3 After listening to the talk, would you be able to give advice to someone with a head injury? What would you tell them?



FAST FINISHERS

Would you rather ...

- have blurred vision or slurred speech?
- have indigestion or throw up?
- have a cough or a sore throat?

Explain why.



1 SPEAK Would you practise a sport with a high risk of injury? Why/Why not? Why do you think people take up such sports?

2 Look at the film poster and guess what the film is about. Then read the text, check your predictions and answer the questions.

- 1 What did Mike Webster and Terry Long have in common?
- 2 What did Dr Omalu examine?



Concussion, starring Will Smith, is a fact-based film exploring the issue of brain damage in retired NFL players. In 2002, Dr Bennet Omalu (Smith) performed an autopsy on the body of Mike Webster, a former player with the Pittsburgh Steelers, whose mental health had deteriorated in the last years of his life. Omalu found out that all of the mental health problems which Webster experienced were the result of repeated head blows

from his playing career. At first, the whole league and all fans were outraged, and the NFL denied that there was a problem. But Omalu went on to examine the brain of another ex-player, Terry Long. Both cases turned out to be similar and both of the brains Omalu studied had the same flaws on the CT scan. Finally, the NFL admitted many of its former players were suffering from memory-related diseases at a higher rate than the normal population, which allowed many retired players to file lawsuits and get compensation.

3 Study the grammar table. Complete the table with examples a–h from the text in exercise 2.

Key Grammar

Determiners

We use *all / both / most / many / either / neither / each / every / the whole* + noun to talk about people or things in general, e.g. *all players, most fans*, 1 2 3 4 .

We use *all / both / most / many / either / neither / each / every one / the whole* + *of* + article / possessive adjective + noun to talk about specific people or things, e.g. *each of his games, every one of our coaches*, 5 6 7 .

We use singular nouns after *either, neither, each, every, the whole* and plural nouns after *all (of the), both (of the), most (of the), many (of the), either of the, neither of the, each of the, every one of the*. When we refer to specific people or things for the second time, we can use *it* or *them*, e.g. *all of them, the whole of it*.

To talk about something different or additional we use:

- *another* + singular noun, e.g. *another record*, 8 .
- *other* + plural noun, e.g. *other champions*.

We use *the other(s)* to refer to people or things that have already been mentioned or which are understood from the context, e.g. *I like the first photo. The others won't appeal to teenagers*.

4 Choose the correct options.

- 1 I'm afraid *neither / either* of the programmes really suits me.
- 2 Do you mind if I keep the book for *another / the other* week?
- 3 *All the / The whole* school is decorated for the event.
- 4 *Most of the / Most* children like physical activities.
- 5 *All / Every* of my classmates watched the Olympics.
- 6 Sylvia's parents are *both / each* my teachers.
- 7 We should invite *either / each* of the teachers to the school-leaving party.

5 Correct the mistakes in the sentences. There may be more than one correct answer.

- 1 All of students took part in the field trip.
- 2 I don't know neither of these films, so I don't mind which one we watch.
- 3 Mike didn't come to school, so I had to finish the project with the other student.
- 4 He's such a huge football fan that he watched every of the games in the Euro Cup.
- 5 I'm afraid you don't look smart enough. Do you have another shoes?

6 Read the **WATCH OUT** box and translate the fragments in brackets into English.

- 1 (Ani trener, ani menadżer klubu nie zadzwonili) to congratulate me.
- 2 You can (albo zamówić taksówkę, albo przespać się na kanapie).
- 3 I jogged for three months, but I (ani nie schudłem, ani nie stałem się szybszy).
- 4 They let him go because (ani nie miał drgawek, ani nie wymiotował).
- 5 (Albo mama, albo tata muszą) show their ID when picking up their children.

WATCH OUT

either ... or / neither ... nor

We use *either ... or ...* to talk about a choice between two possibilities.

You can have either water or orange juice.

We use *neither ... nor ...* to join two negative ideas.

Neither Tom nor Steve are good athletes / is a good athlete.

7 SPEAK Work in pairs. Go to page 156 and follow the instructions.

#BRAINTEASER

A family has two parents and six sons. Each of the sons has one sister. How many people are there in the family?



FAST FINISHERS

Think of a film about sports that you liked. Write three sentences of recommendation.

Grammar and vocabulary practice

1 **SPEAK** Answer the questions.

- 1 In what situations would you be willing to push yourself to the limit?
- 2 What are your top goals which you hope to attain in the near future?
- 3 What advice would you give to a friend who is clearly out of condition?
- 4 If you could do some training with an acclaimed sports person, who would you choose?

2 Complete the sentences with one word in each gap.

- 1 They're the people  I met at the basketball match.
- 2 As a world-class runner, he is constantly in the  eye.
- 3 Last year, Jessica  first at the tournament held in London.
- 4 She's the player  coach is her mother.
- 5 Stevens doubled her training to get  shape before the season.
- 6 It's the place  I love the most in the world.
- 7 Do you always reply to  of the emails that you receive?
- 8  of the players on the team received a medal.

3 Choose the correct options.

Let me tell you about ¹  sport that is quite unfamiliar. It's a kind of baseball called 'softball'. There are three types of softball, but the type that most people play is slowpitch softball, played on a field ²  is smaller than a baseball field. Slowpitch has two teams of ten players, ³  men and women. The fielders are the players who throw and catch the ball, while the batters, ⁴  bat is a little shorter than a baseball bat, have to hit the ball and run around the field. The place ⁵  the batter stands is called the 'batter's box'. The pitcher throws the ball at the batter, who tries to hit it. If the batter manages to run around ⁶  field and get back to the box, he or she scores a 'run'. It's really difficult to achieve – only players ⁷  peak form are able to do so. Despite its name, slowpitch softball can be dangerous, so ⁸  player has to wear protective clothing. The mitts the fielders wear are special gloves made of heavy leather.

- | | | | |
|---------------|--------------|-------------|--------------|
| 1 A the other | B another | C other | D others |
| 2 A which | B where | C – | D who |
| 3 A both of | B all | C either of | D both |
| 4 A whose | B who | C where | D that |
| 5 A that | B which | C where | D – |
| 6 A all the | B all of the | C the whole | D every |
| 7 A in | B at | C on | D into |
| 8 A either | B every | C all | D all of the |

4 Read the **WATCH OUT** box and rewrite the sentences using verbs ending with **-en**.

- 1 They were trying to make their muscles stronger.
They were trying to strengthen their muscles.
- 2 Can you make the belt tighter, please?
- 3 In the local swimming pool, the lanes have been made wider.
- 4 The referee has decided to make the match shorter due to the bad weather.
- 5 It may work better if you make your grip looser.

WATCH OUT

We can often change adjectives or nouns into verbs by adding the suffix **-en**, e.g. *length* – *lengthen*. These adjectives or nouns usually refer to physical features.

5 **2.07** Listen and repeat the sentences with *lengthen* /'lɛŋθən/ and *strengthen* /'streŋθən/.6 Complete the text with the correct forms of the words from the box.

anxious broad conscious determine lose
power significant

I used to be a completely different person – I lacked ¹  and self-confidence, no matter what I was doing. There was simply no ²  in my life, but I didn't suffer from any ³  or depression because of it – I accepted my life as it was. The day which changed my mind was a Sunday, exactly fourteen months and twelve days ago. I was walking by the road when I was hit by a car. It was pretty dramatic: I was taken to hospital ⁴ . I was diagnosed with concussion and suffered from memory ⁵ , but, luckily, I had no major injuries. And then I came up with a plan for how to change for the better and finally start living my life to the fullest. A year later, I feel ⁶  to do anything I want and my horizons have ⁷ .

7 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Sportspeople  (doping tests / be) positive should be excluded from all tournaments.
- 2 Here's the list of  (all / diseases) can be cured with our medication.
- 3  (neither / twin / go) to the gym.
- 4 Sports centres  (be / pool) are more appealing than ones that don't have one.
- 5 I have one trainer, but I haven't got  (clue / about / other).
- 6 There were two sprinters from our club in that race, but  (neither / they / win).

 FAST FINISHERS

 Make a list of your top three sporting ambitions.

4.9 Writing

An informal email with advice



Hi, Ginger,

¹Congratulations on your fantastic achievement! I saw the photos you posted – you definitely got into great shape and you look phenomenal. ²I'm so proud of you!

³Anyway, the reason I'm writing is because I really feel out of condition and your pictures have inspired me to try and get back into shape. Can you give me some advice? How did you manage to get so fit? Did you join a gym or work out on your own? Was there anything you changed about your lifestyle in general? For example, did you go on a strict diet? I'm a bit worried about following a diet on my own ... After one of my friends developed anaemia when she went on some Internet crash diet, I started thinking that maybe it's less risky to look for a dietician or a personal trainer. I could really use some help here, so I'd appreciate any practical information. Send me some recipes and links if you've got any, too!

⁴All the best,

Mary



- 1** **SPEAK** Imagine you have just decided to lead a healthier lifestyle. What kind of advice would you ask for?
- 2** Read Mary's email. Is she looking for the same kind of advice as you?
- 3** Read Ginger's response to Mary's email from exercise 2. Which pieces of advice do you consider the most useful?

- 4** Read the emails again and replace phrases 1–8 with similar phrases from the Key Phrases box.

Hi there,

⁵Thanks for the congratulations! I keep pinching myself to see if it's all real. I still can't believe all this hard work has paid off. Be warned though – it's a never-ending process.

When it comes to your questions, ⁶if I were you, I'd start by looking at your lifestyle – once you've put your finger on what is unhealthy about it, you should be able to come up with an action plan. Personally, I found a few things that needed fixing about mine! Of course, exercise is crucial, so I joined a gym. But physical activity is not just workouts. Have you thought of changing your everyday routine to a less sedentary one? Skipping the bus, taking the stairs, etc? And ⁷make sure you rethink what you eat – the healthier your diet, the easier it is to get fit. Me, I went vegetarian like my mum, and she helped a lot. Below is a link to a website where we found lots of tasty recipes.

I guess that's all for now. Keep me posted on how things are going and feel free to ask about whatever you need to know.

⁸Hope to hear from you soon!

G.

Send

Key Phrases
An informal email
Greeting and beginning
Hi there!
Long time no see!
How are things? / How are you? / How's life?
I hope you're having a great day.
I hope you're doing well.
Congratulations
I'm so happy for you!
Congratulations on (your new place)!
This calls for a celebration!
You did it! So proud of you!
Giving the purpose of writing
Anyway, the reason I'm writing is ...
I thought I'd write to tell/ask you ...
I was wondering ...
Responding to congratulations
Thanks for your congratulations! It means a lot to me.
Thank you for believing in me!
Thanks for the kind words!
I keep pinching myself to see if this is real.
Giving advice
Have you thought about ...?
If I were you, I'd ...
The best thing would be to ...
Another good idea is to ...
Make sure you (don't) ...
Ending an email
Well, that's all for now.
Best, / Cheers, / Love, / Take care,
All the best, / Best wishes, / Lots of love,
Hope to hear from you soon.

5 Complete the sentences with up to four words in each gap. Use the Key Phrases.

- 1 life? I heard about your snowboard competition. Congratulations – a celebration.
- 2 I thought I ask you about something. Remember Mark? Well, he left for university a few months ago and stopped calling me.
- 3 Long see! I was thrilled to hear about your silver medal. I'm so you!
- 4 It's a difficult situation, you know. Have about getting a personal trainer? They would help you come up with a healthy way to exercise without straining your injured leg. But if you do, make take the first person you find – check their credentials.
- 5 Thanks me – at one point, I wasn't sure I'd make it.

6 Read the **WATCH OUT | SKILLS** box and rewrite the sentences to make them more informal. Use the Key Phrases.

- 1 I am writing to inform you about the details of the agreement.
- 2 I would like to express my sincere gratitude for the wishes you sent.
- 3 I am looking forward to your reply.
- 4 It seems that the best solution is to turn to your parents for help.
- 5 It is very important that you do not respond.

WATCH OUT | SKILLS Formal vs informal language

Remember to use an appropriate language register and level of formality in your writing. A letter or an email to a friend requires informal language.

My warmest congratulations to you. → I'm so happy for you!



7 Do the writing task. Follow the steps in the Writing Planner.

Otrzymałeś/Otrzymałaś e-mail od koleżanki z Anglii, która od dawna trenuje jedną z zespołowych dyscyplin sportu i właśnie dostała się do najlepszej drużyny w regionie. Jest to spełnienie jej marzeń, jednak pogodzenie szkoły i regularnego uprawiania sportu może okazać się trudne. W e-mailu do koleżanki:

- pogratuluj jej dostania się do drużyny,
- udziel porady dotyczącej jej sytuacji i poinformuj, jak Ty rozwiązałeś/rozwiązałaś podobny problem,
- zapytaj koleżankę o wrażenia z treningów w tak poważnym klubie,
- zaproponuj, że ją odwiedzisz, i zapytaj o dogodny termin wizyty.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Suzie,

Long time no see! I was really glad to hear from you!

WRITING PLANNER

THINK

Decide what kind of problem your friend could have (e.g. being too tired to do schoolwork, falling asleep during lessons, not having time for homework, etc.). Make a list of possible solutions to her problem (e.g. carefully planning her schedule, doing homework before practice, getting enough sleep).

PREPARE

Organise your notes into paragraphs. Next to each paragraph, write the words and phrases that you would like to use.

WRITE

Write your email. Use your notes and the Key Phrases. Remember to use informal language and the correct phrases to start and end your email.

CHECK

Read your email and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your email for spelling mistakes?

FAST FINISHERS

Write down three pieces of advice you have recently given to your friends or family.



Imagine you want to take up a new sport.

- 1 Go online to look for sport clubs/teams specialising in this sport in your area. Pay attention to the amount of practice a week, trainers, prices, etc. Choose the most suitable club.
- 2 Present your findings to the class.

VOCABULARY

1 Complete the text with one word in each gap.

A couple of months ago, I ¹ myself a goal – I was going to get as fit as I could in six months. I had overslept one morning and had to run to the bus stop, but I had to push ² to the limit to run that short distance. That's when I realised that I was ³ of condition and needed to get ⁴ shape. So I decided to join a running club, which is helping me attain my fitness ⁵. I haven't ⁶ first in any races yet, but it's fun!

2 Complete the sentences with the correct forms of the words in brackets.

- After contracting COVID-19, many patients suffer from damage to the (respirate) system.
- After the rugby player got hit on the head, he had (blur) vision for a while.
- Too much coffee intake can lead to (anxious), depression or insomnia.
- How could I have eaten the whole packet? I have (digest) now, and I feel really full.
- His face went completely white and he fell to the floor. He was (conscious).
- There are several signs of a stroke – one of them is (slur) speech.

GRAMMAR

3 Complete the sentences with one word in each gap.

- Tom's parents are surgeons and of them work in this hospital.
- My mum, advice I always appreciate, helped me set my new training goals.
- We want to organise a sporting event which would involve the school.
- Mark and I signed up for the competition, but of us got a positive response.
- I've had two espressos, but I'm still sleepy – I need cup of coffee.
- Twickenham Stadium is England's national rugby team plays.

4 Translate into English.

- It doesn't matter if you talk to Ben or Steve, just get in touch (z którymkolwiek z nich).
- Salil, (którego brat jest) the referee for tomorrow's match, lives just down the road.
- The stadium (który tam widzisz) is about a hundred years old.
- We cannot play tomorrow – (każdy gracz jest) sick.
- I have great admiration for (ludzi, którzy grają) sports professionally.
- (Każdy z naszych trenerów ma) a FIFA certificate.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete sentences A–C with the same word.

- A Medical research has great strides in cancer treatment.

B It seems like she has the whole story up – I don't believe a word of it!

C They my favourite book into a film, but it was really disappointing.
- A When the runner reached the end of the race he passed due to exhaustion.

B The competition organisers claim that doping cannot be ruled.

C After eating raw fish, Jason came in a rash and had to stay in the hotel.
- A I decided to vegan two years ago after watching a documentary about meat.

B I don't usually on crash diets – I follow some basic rules of healthy nutrition.

C We should have taken a taxi – it was a mistake to to the centre on foot.
- A Sanderson seems to be peak form, but he still didn't stand on the podium.

B Most actors claim to hate living the public eye, but I'm not sure if it's true.

C I don't go to zoos because I can't stand looking at animals captivity.

6 Complete the text with the correct words formed from the words in capitals.



A few weeks ago, my favourite athlete appeared on the pitch with a bottle of vitamin water in his hand. It was a classic product ¹ (PLACE) for which he probably got loads of money. I wouldn't really mind if it wasn't for the fact that the drink contains sugar! The way I see it, sportspeople should promote healthy eating habits and advertising sugary drinks is just the opposite. It's actually a ² (VIOLATE) of some basic nutrition rules – of all the unhealthy practices we have, sugar ³ (CONSUME) is the worst. Such PR doesn't really ⁴ (STRONG) his image as an athlete. I mean, if he needs money, I can easily imagine countless ⁵ (POSSIBLE). He could, for example, advertise ⁶ (WEAR) high-tech devices, which are becoming very popular. Anyway, the whole thing is a major disappointment.

READING

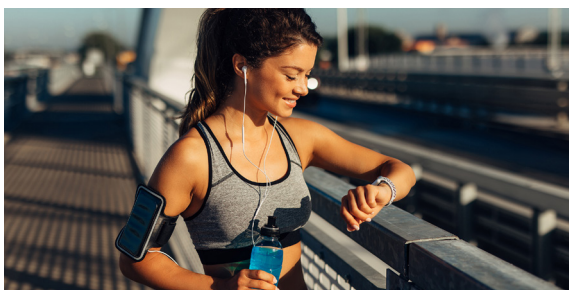
7 Read the text and choose the correct options.

- Anne started going to the gym because
 - she was overweight.
 - her friends convinced her to.
 - she wanted to get fit.
 - she liked the clothes.
- In the second paragraph, the author tells us that
 - the overall trend for gym membership is up.
 - gym memberships are decreasing in general.
 - some gyms have had to close down.
 - the number of people joining gyms is constant.
- According to the text, why is there so much pressure to get fit nowadays?
 - Our lifestyles have changed.
 - We have more free time.
 - Facilities like gyms are more widely available.
 - People seem to be obsessed with their image.
- How was Anne's injury caused?
 - She wasn't exercising enough.
 - She was exercising too much.
 - She was doing incorrect exercises.
 - She was using the wrong equipment.

SPEAKING

8 Describe the photos and answer the questions.

Uczeń A



- How does technology help you keep fit?
- Which of your eating habits do you consider the most unhealthy?
- Describe a situation in which you wished you were in better condition.

Uczeń B



- What could you admire these teenagers for?
- Do you enjoy spending your free time in an active way? Why/Why not?
- Describe a situation when you lacked determination.

HAS OUR FITNESS OBSESSION GONE TOO FAR?

Anne Harrison still walks with a slight limp as she crosses the café to the table where I'm sitting. The café is down the road from the gym where Anne used to go on a daily basis until her injury. She started exercising originally because she just wanted to get into shape. A lot of her friends were regular gym-goers, and she admits she felt some pressure, so she bought the crop tops, leggings and running shoes and joined a gym.

The UK fitness industry is huge: it's worth around £5 billion according to a recent report. The number of gyms opening around the UK is continuing to grow and, despite slowing in the last few years, the figure for gym membership is in constant growth.

The sports clothing sector, or 'athleisure' as it's called, is worth £2.5 billion alone. Nowadays, the pressure to have an athletic body is immense. Social media in particular provides a constant stream of images of good-looking young people having fun in dance studios, doing yoga on the top of a hill with a breathtaking landscape behind them, or working out in well-equipped gyms looking out across a busy city below. Our social media timelines are filled with motivational phrases like 'Sweat is just your fat crying' and 'The best project you'll ever work on is you'. And then there are all the 'transformational photos' – the before-and-after images that show pale overweight bodies which have been spectacularly converted into tanned, athletic figures. It seems we've become obsessed with fitness.

Anne started an online fitness course and despite hating it at the beginning, even throwing up on one occasion from pushing herself too hard, she soon became obsessed. She exercised every day, sometimes twice a day, and quickly caught the bug. She looked great and everyone told her so, but after several months, she began to feel some pain in her knee and eventually went to a doctor. It turned out that her excessive exercising had done serious damage to her joints. She was doing the wrong type of exercise for her body and was told to stop before the damage became permanent.

Exercise-related injuries have increased as fast as gym memberships, and many fitness experts point the finger directly at online fitness courses. Every human body is different, they say, and everyone needs different types of exercise, so the recommendation is to get advice from a personal trainer. It's time, experts say, to go back to the idea that fitness should be strictly for health reasons instead of being all about the image and posting photos and videos on social media.

WRITING

9 Read the instructions and do the task.

Twoja koleżanka z Anglii od kilku miesięcy bardzo dużo trenuje i jest na diecie. Ostatnio zamieściła na swoim profilu w mediach społecznościowych zdjęcie, na którym widać, że bardzo schudła. Napisz e-mail prywatny, w którym:

- wyrazisz swoje zaniepokojenie jej stanem zdrowia i przedstawiś swoją opinię na temat stosowania diet,
- wymienisz wady i zalety odchudzania,
- udzielisz jej rad dotyczących zdrowego stylu życia,
- zaproponujesz wspólne uczestnictwo w zajęciach sportowych online.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Alice,

How's life? I haven't heard from you for a while.

4.2 Defining and non-defining relative clauses • Reduced relative clauses

Defining and non-defining relative clauses

Defining relative clauses stosujemy, by doprecyzować, o kim lub o czym jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: *who/that, which/that, whose, where* oraz *when*, których nie poprzedza przecinek. Zaimki: *who/that* i *which/that* można pominąć, jeśli występuje po nich rzeczownik lub zaimek osobowy.

Non-defining relative clauses stosujemy, by podać dodatkowe informacje na temat osób i rzeczy, o których jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: *who, which, whose, where* oraz *when*, których nie można pominąć. Zdania tego typu są oddzielone przecinkami od zdania nadrzędnego.

	Defining	Non-defining
who	You should ask someone <i>who/that has a driving licence</i> .	Fox, <i>who sustained an injury last week</i> , isn't going to play.
which	I've just watched the film <i>(which/that) you told me about</i> .	Her new scarf, <i>which she made herself</i> , is very soft.
whose	That's the girl <i>whose twin came first in the cycling race</i> .	Lara, <i>whose essay was the best</i> , got an A in English.
where	Bristol is the city <i>where we're changing trains</i> .	Le Moulin, <i>where your party took place</i> , is closing down.
when	February was the month <i>when the Winter Olympics began</i> .	In 2018, <i>when I was eleven</i> , I went surfing for the first time.

Reduced relative clauses

Reduced relative clauses zamiast zaimka względnego zawierają jedną z poniższych form:

- **przymiotnik**, np.:
Those *ready* (= who are ready) *to go* can take their seats on the coach.
The actor, *disappointed* (= who was disappointed) *with his performance*, burst into tears.
- **present participle** (czasownik z końcówką -ing) – jeśli podmiot jest wykonawcą czynności, np.:
That bald man *standing* (= who is standing) *by the door* is my dad.
The dogs *barking* (= which are/were barking) *at passers-by* belong to my neighbour.
- **past participle** – jeśli podmiot zdania jest obiektem czynności, np.:
The student *asked* (= who was asked) *the question* didn't know the answer.
The letters *posted* (= which were posted) *yesterday* will be dispatched today.
- **wyrażenie przyimkowe**, np.:
The people *in the stadium* (= who were in the stadium) were cheering loudly.
Don't forget to wash the plates *on the coffee table* (= which are on the coffee table).

4.7 Determiners

Determiners (określniki) w połączeniu z rzeczownikiem lub zaimkiem osobowym opisują osoby lub rzeczy ogólnie, np. *Most players are tested for performance-enhancing drugs*. Aby opisać konkretne osoby lub rzeczy, do określnika dodajemy *(one) of* + przymiotnik dzierżawczy/przedimek określony *the*, np. *Most of the/our players tested negative*.

Determiner	Type of noun	Meaning	Examples
both	both	oba	<i>both</i> champions
	both of		<i>both of</i> my sisters
all	all	wszystkie, całe	<i>all</i> footballers
	all (of)		<i>all (of)</i> the water
the whole	the whole	całe	<i>the whole</i> world
	the whole of		<i>the whole of</i> the school
most	most	większość	<i>most</i> politicians
	most of		<i>most of</i> the time
many	many	wiele	<i>many</i> laps
	many of		<i>many of</i> our classmates
either	either	każde	<i>either</i> book
	either of		<i>either of</i> the trophies
neither	neither	żadne	<i>neither</i> protein bar
	neither of		<i>neither of</i> his parents
each	each	każde	<i>each</i> lap
	each of		<i>each of</i> the runners
every	every	każde	<i>every</i> stadium
	every one of		<i>every one of</i> the athletes
another	policzalny w liczbie pojedynczej	kolejny, inny	<i>another</i> film to watch
other	policzalny w liczbie mnogiej / niepoliczalny	inne	I prefer <i>other</i> sports.
the other	policzalny w liczbie pojedynczej lub mnogiej	„ten drugi” / pozostałe	<i>The other</i> person in the queue was really pale.
the others	–	pozostali	<i>The others</i> didn't like it.

- KEY WORDS

VOCABULARY 1 MP3 25

at your own pace	/ət ʃər ˌəʊn 'peɪs/	w swoim tempie
attain goals	/əˈteɪn 'ɡəʊlz/	osiągnąć cele
be fiercely competitive	/ˌbiːˈfɪəslɪ kəmˈpetətɪv/	być zaciekle rywalizującym, ambitnym
be in peak form	/ˌbiːɪnˌpiːkˈfɔːm/	być w szczytowej formie
out of condition	/ˌaʊt əv kənˈdɪʃən/	bez kondycji
be under a lot of pressure	/ˌbiːˌʌndər əˈlɒt əvˈpreʃə/	być pod dużą presją, naciskiem
come first	/ˌkʌmˈfɜːst/	być pierwszym, zająć pierwsze miejsce
develop physical strength	/dɪˌveləpˈfɪzɪkəlˈstreŋθ/	rozwijać siłę fizyczną
failure	/ˈfeɪljə/	nieprowadzenie
get a personal best	/ˌget əˈpɜːsənəlˈbest/	osiągnąć rekord życiowy
get into shape	/ˌgetˌɪntəˈʃeɪp/	nabrać formy
involve a high degree of risk	/ɪnˌvɒlv əˈhaɪ dɪˈɡriː əvˈrɪsk/	wiązać się z dużym stopniem ryzyka
lack determination	/ˌlæk dɪˈtɜːmɪˈneɪʃən/	nie mieć determinacji, zapалу
objective	/əbˈdʒektɪv/	cel
psyche	/ˈsaɪki/	psychika
push oneself to the limit	/ˌpʊʃ wʌnˌself tə ðəˈlɪmɪt/	zmusić się do wielkiego wysiłku
set oneself a goal	/ˌset wʌnˌself əˈɡəʊl/	wyznaczyć sobie cel
strengthen your muscles	/ˈstreŋθən jəˈmʌsəlz/	wzmocnić mięśnie
suffer sport-related injuries	/ˌsʌfəˈspɔːt rɪˈleɪtɪdˈɪndʒərɪz/	doznać urazu spowodowanego uprawianiem sportu
unstoppable	/ʌnˈstɒpəbəl/	nie do pobicia

GRAMMAR 1 MP3 26

appropriately	/əˈprəʊpriətli/	stosownie, odpowiednio
attract	/əˈtrækt/	przyciągać
be sent off	/ˌbiːsɛntˈɒf/	zostać odesłanym (z boiska)
commit a foul	/kəˈmɪt əˈfaʊl/	sfaulować
media coverage	/ˈmiːdiəˌkʌvərɪdʒ/	relacja w mediach
national anthem	/ˌnæʃənəlˈænthəm/	hymn państwowy
participate	/pɑːˈtɪsɪpeɪt/	uczestniczyć
stand a chance of swear	/ˌstænd əˈtʃɑːns əvˈswɛə/	mieć szansę na kłąć, przeklinać

READING MP3 27

acclaim	/əˈkleɪm/	uznanie
acclaimed	/əˈkleɪmd/	uznany, cieszący się popularnością
assault	/əˈsɔːlt/	napaść, atak
be assaulted	/ˌbiːəˈsɔːltɪd/	być zaatakowanym
be exposed to sth	/ˌbiːɪkˈspəʊzd təˌsʌmθɪŋ/	być wystawionym na coś
contribute	/kənˈtrɪbjʊːt/	przyczynić się
crucial	/ˈkruːʃəl/	kluczowy, zasadniczy
empower	/ɪmˈpaʊə/	upoważniać, wzmacniać, dać (komuś) wiarę we własne siły
exclude	/ɪkˈskluːd/	wykluczyć
gender	/ˈdʒendə/	płeć
in the public eye	/ɪn ðəˌpʌblɪkˈaɪ/	w oczach opinii publicznej
occur	/əˈkɜː/	zdarzyć się
prevent sb from doing sth	/prɪˈventˌsʌmbədɪ frəmˈduːɪŋˌsʌmθɪŋ/	uniemożliwić komuś zrobienie czegoś
prestigious	/preˈstɪdʒəs/	prestiżowy, renomowany
seminal	/ˈsemɪnəl/	przełomowy, nowatorski
significance	/sɪɡˈnɪfɪkəns/	znaczenie

VOCABULARY 2 MP3 28

acne	/ˈæknɪ/	trądzik
ailment	/ˈeɪlmənt/	dolegliwość
anxiety	/æŋˈzaɪəti/	niepokój, obawa, lęk
autoimmune	/ˌɔːtəʊˈmjuːn/	autoimmunologiczny
binge-eating	/ˈbɪndʒˌiːtɪŋ/	objadanie się
blood vessel	/ˈblʌdˌvesəl/	naczynie krwionośne
cardiovascular	/ˌkɑːdɪəˈvæskjələ/	sercowo-naczyniowy, krążeniowy
cell	/sel/	komórka
chronic	/ˈkronɪk/	chroniczny, przewlekły
correlate with sth	/ˈkɒrəleɪt wɪðˌsʌmθɪŋ/	korelować z czymś
diseases of affluence / civilisation / lifestyle diseases	/dɪˌziːzɪz əvˈæfluːəns /ˌsɪvəlaɪˈzeɪʃən /ˈlaɪfˌstɑɪl dɪˌziːzɪz/	choroby cywilizacyjne
factor	/ˈfæktə/	czynniki
hypertension	/ˌhaɪpəˈtenʃən/	nadciśnienie
intake	/ˈɪnteɪk/	spożycie
life-threatening	/ˈlaɪfˌθretənɪŋ/	zagrożający życiu
mental	/ˈmentəl/	umysłowy, psychiczny
non-communicable disease	/ˌnɒn kəˈmjʊːnɪkəbəl dɪˈziːz/	choroba niezakaźna
nutrition	/ˌnjuːˈtrɪʃən/	odżywianie
obesity	/əˈbiːsəti/	otyłość
physiology	/ˌfɪzɪˈɒlədʒi/	fizjologia
primarily	/praɪˈmerali/	przede wszystkim
processed food	/ˌprəʊsesˈfuːd/	przetworzone jedzenie
properly	/ˈprɒpəli/	odpowiednio, właściwie
peptic ulcer	/ˌpeptɪkˈʌlsə/	wrzód trawienny
refined grains	/rɪˈfaɪndˈgreɪnz/	oczyszczone ziarna zbóż
reproduce	/ˌrɪˈprəːdjuːs/	rozmnażać się
respiratory	/rɪˈspɪrətəri/	oddechowy
sedentary	/ˈsedəntəri/	siedzący (o trybie życia)
the Western diet	/ðəˌwestənˈdaɪət/	dieta zachodnia
type 2 diabetes	/ˌtaɪpˌtuːˌdaɪəˈbiːtiːz/	cukrzyca typu 2

LISTENING MP3 29

be unconscious	/ˌbiːʌnˈkɒnʃəs/	być nieprzytomnym
blow	/bləʊ/	uderzenie, cios
concussion	/kənˈkʌʃən/	wstrząśnienie mózgu
faint	/feɪnt/	zastabnąć, zemdleć
feel dizzy	/ˌfiːlˈdɪzi/	mieć zawroty głowy
have blurred vision	/ˌhævˌblɜːdˈvɪʒən/	widzieć nieostro
have indigestion	/ˌhævˌɪndɪˈdʒestʃən/	mieć niestrawność
have memory loss	/ˌhævˈmeməriˌlɒs/	mieć zaniki pamięci
have slurred speech	/ˌhævˌslɜːdˈspiːtʃ/	bełkotać, mówić niewyraźnie
jolt	/dʒɔːlt/	szarpnięcie
overdose	/ˈəʊvəˌdɔːs/	przedawkować
pass out	/ˌpɑːsˈaʊt/	zemdleć
shiver	/ˈʃɪvə/	mieć dreszcze
throw up	/ˌθrəʊˈʌp/	wymiotować

GRAMMAR 2 MP3 30

autopsy	/ˈɔːtɒpsi/	sekcja zwłok
deteriorate	/dɪˈtɪəriəreɪt/	pogarszać się
file a lawsuit	/ˌfaɪl əˈbiːˌsuːt/	pozwać kogoś, wnieść sprawę do sądu
flaw	/flɔː/	skaza, wada, uszkodzenie
get compensation	/ˌgetˌkɒmpənˈseɪʃən/	otrzymać odszkodowanie
outraged	/ˈaʊtˌreɪdʒd/	oburzony

USE OF ENGLISH MP3 31

bat	/bæt/	kij, pałka
batter	/ˈbætə/	(zawodnik) odbijający, pałkarz
grip	/ɡrɪp/	chwyt, uścisk
mitt	/mɪt/	rękawica
protective	/prəˈtektɪv/	ochronny
unfamiliar	/ˌʌnfəˈmɪljə/	nieznany

WRITING MP3 32

anaemia	/əˈniːmiə/	anemia, niedokrwistość
credentials	/ˌkriːdenʃəz/	kwalifikacje, kompetencje
phenomenal	/fəˈnɒmɪnəl/	fenomenalny, niesamowity
strain	/streɪn/	nadwężać

5 ART & COMMUNICATION



SPEAK Look at the photos and read the proverb. Answer the questions.

The tongue can paint what the eye can't see.

(Chinese proverb)

- What message do photos 1 and 2 communicate?
- Describe photo 3. What does it mean to you?
- How do you understand the proverb? Do you agree with it?



- 3** Read the text. Find three reasons why communication is improved when we use images.

THE IMAGE RULES!



The digital age has brought us many ways to communicate through the spoken and written word, yet it looks like images are by far the most powerful means of communication. Here are some of the reasons why visuals **appeal to** people so much.

First, processing time: it takes us about a minute to read just two hundred words, yet we can **interpret** a picture in a tenth of a second. Next, memory: images go directly to our long-term memory, unlike words, which are processed by our short-term memory. Finally, comprehension: ninety-five percent of people will **figure out** the meaning of an image correctly compared to just seventy percent who will understand the written word.

Some academics have **criticised** our love of visuals, as they fear language will suffer. Others **reject** this view and point out that humans have been using images since we lived in caves. In the digital age, information presented visually can **capture** ideas and **get** the message **across** better than the written word alone. Attractive photos can gain attention and **highlight** something in your blog or social media post. Infographics **illustrate** complex information visually, making it easier to follow. And memes can surprise us 😲, make us think 😏 ... or laugh out loud 😂.

- 1** **SPEAK** Which of the different types of images below do you send your friends?

emojis emoticons gifs memes photos stickers



- 2** **RECYCLE** Choose the correct options.



- 1 If she hadn't **pointed out** / **processed** that Mona Lisa had no eyebrows, I would never have noticed.
- 2 Watch the video on YouTube – at the end they **insist** / **reveal** how the trick was done.
- 3 The final scene of the video really **persuaded** / **surprised** me. I wasn't expecting that twist.
- 4 The painter **assured** / **confessed** that he had been inspired by another work of art.

4 KEY WORDS  Replace the underlined phrases with the correct forms of some of the highlighted verbs from exercise 3.

- 1 Have you discovered how to use the zoom on your camera yet?
- 2 In advertising, they often communicate the message through humour.
- 3 We've been learning how to work out the meaning of modern art.
- 4 His latest self-portrait is amazing – it really accurately expresses his feelings about his work.
- 5 Draw a diagram to explain what you mean!
- 6 The art historian's theory of the origin of the piece was not accepted by other experts.
- 7 I chose this image to emphasise the importance of good communication.
- 8 Do you think people should say negative things about artists' work online?

5  Complete the sentences with the correct forms of some of the highlighted verbs from exercise 3.

- 1 Molly's presentation was very good. She used infographics to  the results of her research.
- 2 It's a very powerful image. It definitely  the message .
- 3 Had anyone  what his post meant before he explained it?
- 4 Don't  me when you behave in exactly the same way!
- 5 They are  this law in a way that has never been done before.
- 6 The accident was  on film by a promising young photographer from Leeds.
- 7 Experts have always  these theories because there is no evidence to prove them.
- 8 I don't think his modern style will  the viewers who appreciate classic art.

6 KEY WORDS  Read the text. Then rewrite sentences 1–7 replacing the underlined phrases with the correct forms of the highlighted phrasal verbs from the text.

COMMUNICATION TIPS FOR FRIENDS

• When you have something on your mind, it helps to **open up** to someone about it.

• When a certain topic is uncomfortable for someone, **move on** to something else.

• If you know a secret about someone else, **keep it to yourself**.

• If you make a mistake, **own up** and face the consequences.

• Don't **butt in** on a conversation that doesn't involve you.

• Always **stick up** for your friends when they're being criticised unfairly.

• Sometimes it helps to just **bounce** ideas **off** each other.

7  **2.08**  Listen to the announcement about a workshop and complete the leaflet.

Learning beyond looking – how to evaluate visual information. Learn how to:

- ¹  the meaning of online images,
- ²  visually presented information,
- define the purpose, accuracy and effectiveness of visuals,
- ³  misinformation,
- ⁴  what you want to get across.

8 SPEAK Answer the questions.

What image or photo would you use if you wanted to:

- apologise to a friend after a fight?
- post on social media that you've passed an exam?

9 SPEAK Look at the video still and answer the questions.



- 1 Where was the photo taken? Who do you think took it and what for?
- 2 Which of the works of art would you like to have in your bedroom? Why?

FAST FINISHERS

 Choose three images from the Student's Book (from other lessons than this one) and write down the message they are trying to get across.

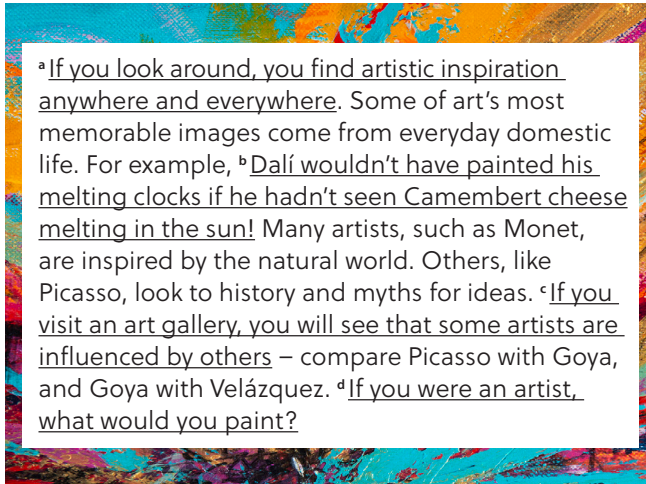
- 1 Sam was the only friend who was on my side during the argument.
- 2 OK, I think we need to change the subject to something different now.
- 3 We agreed not to tell Danny, as he would tell everyone else.
- 4 Have you ever admitted it when you told a lie?
- 5 When I'm chatting to my friends, my boyfriend has the bad habit of interrupting.
- 6 If you could talk about your feelings more, it would make you feel much better.
- 7 If you have a moment, I'd like to discuss some alternatives with you.

5.2 Grammar 1

Conditionals (zero, first, second and third) • Alternatives to if

1 **SPEAK** What may inspire artists when they create a work of art?

2 Read the text and find out what inspired Dalí, Monet and Picasso.



3 **STUDY** Study the grammar table and complete it with examples a–d from the text in exercise 2. When do we use commas in conditional sentences?

Key Grammar

Conditionals

We use the zero conditional (if/when + present simple, present simple) to talk about facts and situations that are generally true, e.g. ¹ ☐.

We use the first conditional (if + present simple, will + infinitive) to talk about a possible situation or event in the future, e.g. ² ☐.

We use the second conditional (if + past simple/past continuous, would/could + infinitive) to talk about an unreal or unlikely situation or event in the present or future, e.g. ³ ☐.

We use the third conditional (if + past perfect, would/could + have + past participle) to talk about an unreal or hypothetical situation or event in the past, e.g. ⁴ ☐.

Grammar Reference >> 84

Irregular verbs >> 158–159

4 Choose the correct options.

Want to recreate a painting, but don't have the artistic ability? Bring it back to life as a photo! If you need some inspiration, there ¹ **will be / are** lots of examples to see online. And if you ² **have / had had** any photos you love, it ³ **is / will be** possible to turn them into paintings, pop art or cartoons. Upload your photo into an app, choose the effect you like, and you'll have your own work of art.



Miguel NOV 27 @ 18:52

I'm not sure ... What ⁴ **will / would** Vincent van Gogh or Frida Kahlo have thought if they ⁵ **had realised / would realise** that one day their self-portraits would be recreated as photos?

Jenny NOV 30 @ 22:03

If I ⁶ **d heard / will hear** about it sooner, I ⁷ **will / would** have done a recreation of the famous *Girl with a Pearl Earring* painting for my aunt's birthday. I ⁸ **d have asked / would ask** my cousin to be the model.

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

- Who would you tell if you ☐ (find) some money on the bus?
- What will you do if the lights ☐ (go out)?
- If I were you, I ☐ (buy) a better camera.
- If she'd posted that picture of me online, I ☐ (ask) her to take it down.
- Whenever I'm in an interesting place, I ☐ (take) a photo with my phone.

6 **READ** Read the sentences and complete the grammar table with the correct words and phrases in bold.

He won't call her **unless** she apologises.

I'll text you later **in case** you forget to post the letter.

You can watch this film **as long as** you're over eighteen.

She'll pass **provided that** she does the final project.

Key Grammar

Alternatives to if

- We use ¹ ☐ and ² ☐ to describe an action that must happen or be true for something else to happen.
- We use ³ ☐ to explain what situation we are trying to avoid.
- We use ⁴ ☐ to say that if something does **not** happen, something else will happen or be true.

7 **WRITE** Rewrite the sentences using the phrases in brackets.

- Visitors are only allowed to take photos if they don't use a flash. (provided that)
- If we haven't done anything wrong, we should be able to upload the clip now. (unless)
- It might rain later, so take a raincoat. (in case)
- You can download high-quality images from this website for free if you subscribe to their newsletter. (as long as)

8 **WRITE** Which would you prefer to do: create some art from a favourite photo or make a photo recreating a piece of art? Why?

FAST FINISHERS

WRITE Choose an artist you would like to interview and write three questions with conditionals to ask them.

Hypothesising • Questioning other people's point of view

- 1 **SPEAK** Read the leaflet. Would you like to do a degree like this? Why/Why not?

BACHELOR OF ARTS
COMMUNICATION DESIGN

Are images your language?
Join our department and follow our future-oriented bachelor's programme. Learn about the history of art, develop your design skills and practise them during internships.

Requirements: secondary school diploma, proof of English proficiency

Tuition: £1200 / term

Duration: three years

Location: London (on campus) or online

Possible career options: photographer, editor, creative designer

- 2 **2.09** Listen to the dialogue and identify two aspects of the degree from the leaflet in exercise 1 that Mike complains about.
- 3 **2.09** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Hypothesising & Questioning other people's point of view

Hypothesising

I think the (situation) is (un)likely to (change).
Certainly, there will be more ...
There is every chance that ...
No doubt (the situation will improve).
If they (introduced ...), that would be something.
If it ever happens, I'll ...
Without a shadow of a doubt, ...

Questioning other people's point of view

Frankly, I doubt it.
That's all very well, but ...
Well, yes, but don't you think that ...?
How pessimistic!
Maybe, but I'm not so optimistic.
Sure, but how realistic is that?
That's debatable, isn't it?
You're entitled to your opinion, but ...
Are you saying that ...?
I can see where you're/they're coming from, but ...
It's a good idea in principle, but ...

- 4 Translate into English. Use the Key Phrases.

- (Czy twierdzisz, że) we will all become illiterate?
- (Bez cienia wątpliwości), understanding symbols is a skill that we all need these days.
- (Jest szansa, że) younger generations will have major problems with handwriting.
- (Prawdę mówiąc, wątpię) that you need to learn the basics of communication design to become a good designer.
- (W teorii to dobry pomysł), but I don't think it would help if people had to pay for social media.

- 5 **SPEAK** React to statements 1–4 using the Key Phrases.

- Artists should be paid regular wages by the government.
- There is every chance that art exhibitions will be free of charge for all students one day.
- In the case of breaking copyright law, educational institutions such as schools and universities should be made to pay fines.
- Abstract art does not make a good artist.

- 6 **SPEAK** Read the instructions and do the task. Then change roles and do the task again.

Uczeń A Wraz z kolegą/koleżanką z USA (uczeń B) odwiedziłeś/odwiedziłaś galerię sztuki abstrakcyjnej. Po wyjściu z galerii dzielcie się wrażeniami. W rozmowie z uczniem B porusz następujące cztery kwestie:

najciekawsza praca

znaczenie jednego z dzieł

ceny biletów

rola artystów w społeczeństwie

Uczeń B Jesteś kolegą/koleżanką ucznia A z USA. Wspólnie odwiedziliście galerię sztuki abstrakcyjnej, a teraz dzielcie się wrażeniami. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z opinią ucznia A na temat najciekawszego dzieła,
- zaproponuj inną interpretację jednego z dzieł,
- wyraż swoje przypuszczenia na temat powodów wysokiej ceny biletów.

FAST FINISHERS

- In what ways can artistic skills help you in life? Write a social media post answering the question.

5.4 Reading

A review of an art exhibition

- 1 **SPEAK** When was the last time you went to an art exhibition or a museum? What was it? Did you enjoy it? Why/Why not?

- 2 **RECYCLE** Study the adjectives below and choose three which best describe the art (paintings, sculptures, graphics, etc.) that you like.

abstract ancient bold complex confusing
depressing emotional imaginative impressive
inspiring moving mysterious outstanding
powerful thought-provoking unique



- 3 Read the **WATCH OUT | SKILLS** box and then skim and scan the review on page 75. What is the writer's opinion of the exhibition?

WATCH OUT | SKILLS

Skimming and scanning

To find specific information in a text, first read the entire text quickly to get the main idea of each paragraph (skimming). Then read the question and look through the paragraph it relates to quickly to find the answer (scanning).

- 4 **2.10** **RECYCLE** Read the review again and match paragraphs A–D to questions 1–5. One of the paragraphs matches two questions.

In which paragraph does the author

- explain how the exhibition is organised?
- say when you can see a demonstration?
- give the location of the exhibition?
- talk about a project that the artist is working on now?
- explain why Jansen built the sculptures?

- 5 **RECYCLE** Read the review again and complete the sentences.

- The *Strandbeests* will move only when _____.
- Jansen's creations evolved when he eliminated _____.
- In his work Jansen was inspired by how _____ moved.
- _____ have become interested in Jansen's work to help them design a space vehicle.
- How _____ works is only demonstrated on certain days.

- 6 **KEY WORDS** Match the highlighted adjectives from the text to definitions 1–6 below.

- a synonym for *huge* _____
- the opposite of *terrible* _____
- a synonym for *strange* _____
- a word meaning *unusual and impressive* _____
- the opposite of *movable* _____
- a synonym for *fascinating* _____

- 7 **RECYCLE** Complete the sentences with the highlighted adjectives from the text. There may be more than one correct answer.

- This sculpture is a _____ piece of craftsmanship and deserves to be displayed.
- Abstract art is often so _____ that it's impossible to grasp its meaning.
- Most of the installations in the exhibition are _____, apart from two which can rotate.
- His latest piece shows a _____ cross, almost three metres tall, on a red background.
- Winning the title of the Artist of the Year was her most _____ achievement.
- Her works are famous for great attention to detail and _____ beauty which takes your breath away.

- 8 **SPEAK** Answer the questions.

- Can Theo Jansen's creations be considered as 'art'? Why/Why not?
- Do you think Jansen's work is useful?
- Who would you recommend the exhibition to?

FAST FINISHERS

RECYCLE Make a simple drawing. Then gather three arguments to convince the audience that it is a superb piece of art.

RESEARCH IMPULSE Find information about three bizarre works of art. Prepare a short speech about them: who created them, what for / on what occasion, where, etc.

BEASTS

on the beach



A If you can only see one exhibition this summer and you're in the area, you must drop in to Singapore's ArtScience Museum to see *Wind Walkers*. This exhibition displays the **superb** mechanical creatures of the Dutch artist and engineer Theo Jansen. Jansen built these **bizarre** wind-powered moving sculptures called *Strandbeests* – that's 'beach animals' in Dutch – from plastic tubes, bottles and tape. In 1990, Jansen wrote a newspaper article revealing his idea to come up with a 'new species' that could fight climate change. He thought that if he invented something that could live on a beach, survive and learn, it would be able to move the sand around and eventually stop erosion from rising tides.

B The exhibition is arranged in four sections and features thirteen large 'beasts'. The first room shows Jansen's workshop, including a very old Atari computer he used to design the creatures. In the second section, you can see the first *Strandbeests* and even set them in motion. What surprised me was just how noisy the creatures were; they creaked and cracked as all the parts moved. If I hadn't actually seen the machines in action, I would have thought they moved completely silently. After a while, though, you begin to appreciate just how beautiful they are. Over time, Jansen studied different types of movement, often from the animal world, such as sideways walking like a crab, or from nature, such as the waves of the sea. Some of the pieces use propellers and others sails, which are all on display in the other sections. Jansen was inspired by Darwinian evolution: if one piece stopped working efficiently, he rejected it, calling it a 'fossil', and moved on

to a new version. Among the works in the exhibition is an example of a fossil – an **immobile** piece called *Rigide Properans*.

C The last part of the exhibition focuses on a **gigantic** work called *Siamesis* which has seventy-two legs and weighs over two hundred kilograms. Not all the beasts walk on legs, though. In fact, Jansen recently presented NASA with an idea for a caterpillar – a small 'animal' that would crawl along the ground. NASA engineers are studying the *Strandbeests* closely to figure out if aspects of Jansen's beasts could help them design a rover – a vehicle that is used to explore planets – that might survive Venus's surface temperatures of around 475°C. NASA believes that a mechanical rover like Jansen's creatures might be able to hold out long enough to send back valuable data, and also be able to move over the rough surface of the planet.

D In conclusion, *Wind Walkers* is a **remarkable** exhibition that people of all ages will thoroughly enjoy – well worth the entrance fee. And if you go from Friday to Sunday, you'll be able to see a demonstration of the noisy but elegant and **captivating** *Siamesis* crawling across the gallery (see website for times). I highly recommend this brilliant exhibition.

GLOSSARY

come up with sth – wpisać na coś (pomysł, rozwiązanie)

drop in (to) – wpisać, zajść (dokądś)

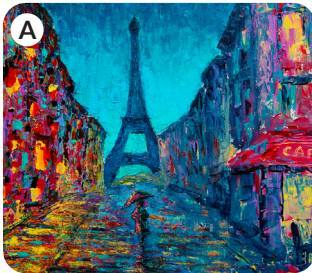
hold out – wytrzymać

- 1 **SPEAK** Are modern artists as good as those from two hundred years ago? Why/Why not?

- 2 **MEMORY IMPULSE** Order the kinds of art from the box according to how much talent they require from the artist. Number them 1–8, starting with the one requiring the least talent.

drawing fashion design graffiti art
graphic design installation art painting
photography sculpture

- 3 **READ** Read texts 1–4 and match them to pictures A–D.



1 **TEXT**

My favourite of these is the one which I believe is a **self-portrait**. I really like the fact that the author mixed two techniques – the face is a **sketch** with a splash of **watercolours**. It makes the piece way more interesting.

2 **TEXT**

I really like this **clay** or stone **bust** – it's amusing and intriguing. It makes ancient **statues** much more approachable for us. It instantly makes you think what the author's message is. I think it's actually more interesting than how it was originally **carved**! It would be fun to visit a gallery which displays such 'twisted' **exhibits** – old works with a modern touch.

3 **TEXT**

I don't generally like **still life**. I may appreciate the **artistry** behind it, and I understand why a piece of art becomes a **masterpiece**. But I need to feel some emotions while contemplating a painting. Now, this one here is different. I like the way the author experimented with abstraction. As a **curator**, I would probably choose it for the main hall in my gallery.

4 **TEXT**

It seems to be an **oil painting**, most probably on **canvas**, but with these vibrant colours and quite a modern air it could easily be a **mural**. I'm wondering if it falls under the category of **landscapes** – after all, it does show urban scenery, doesn't it?

- 4 **KEY WORDS** **WRITE** Translate into English. Use the correct forms of some of the highlighted words and phrases from exercise 3.

- My uncle collects works of art, **landscapes** (głównie krajobrazy). He's recently bought a(n) **oil painting** (obraz olejny na płótnie) showing Giewont and the Tatra mountains.
- The most valuable **exhibit** (eksponat) in our gallery is **still life** (martwa natura) by Paul Cézanne.
- Every sculptor usually specialises **in a particular material** (w rzeźbieniu) in one particular material. All of my sculptures are made **of clay or stone** (z gliny).
- Some people like black and white **sketches** (szkice), but my favourite technique is **watercolour** (akwarela).
- Creating **self-portraits** (takie arcydzieła) requires **artistry** (kunsztu) which few modern painters actually show.
- Museum curator** (Kurator muzeum) recommends the middle room, which is full of ancient **statues** (posągi i popiersia).

- 5 **2.11** Listen to two people talking about special art programmes they attended. Which works of art from exercise 3 do they each refer to?

- 6 **2.11** **WRITE** Listen again and complete the information about the programmes. Tick the skills the speakers learnt.

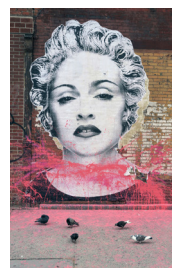
	Speaker 1	Speaker 2
Name of the programme:		
Duration:		
What did they learn?		
Self-expression	☐	☐
Stress relief	☐	☐
Computer skills	☐	☐
Creativity	☐	☐
Self-confidence	☐	☐

- 7 **SPEAK** Answer the questions.

- If you were to attend *Fine Arts for Teens* or *Inspiring Teens with Art*, what would be your biggest expectation?
- Which of the works of art in exercise 3 do you like the most and which one the least? Why?

FAST FINISHERS

- WRITE** Make a crossword puzzle with the mystery word MURAL.



Announcements and messages

1 SPEAK Do you have any artistic friends or family members? What kind of art do they do?

2 KEY WORDS Complete the table with the highlighted words below. Some words match more than one category.

animator • architect • artisan • camera operator
cartoonist • cinematographer • graphic designer
illustrator • sculptor • video game designer

2D arts	3D arts	Photo and film	Digital arts

3 Complete the text with some of the highlighted words from exercise 2.



When I leave school, I want to get a job in visual arts. My teacher says that I should be a(n) ¹ because I am good at drawing. She said I could also become a(n) ² and draw funny pictures for magazines, but I think I would prefer to be a(n) ³ because I like making things with clay. My mum thinks I should work as a(n) ⁴ because I spend most of my free time on my console. I am also really interested in buildings, which makes me think that I would enjoy being a(n) ⁵, but you need to be good at maths to do that. Working in the film industry is a dream of mine too. I would love to be a(n) ⁶ and shoot TV shows, or maybe a ⁷, who organises the lighting, photography and camerawork of a film. But maybe becoming a(n) ⁸ would be the best idea, because then I could see my illustrations come to life on the screen!

4 **2.12** Read the **WATCH OUT** box and make nouns for jobs by adding the correct suffixes (-ist, -er, -or or -ian) to the words from the box. Make any other necessary spelling changes. Then listen, check and repeat.

cartoon comedy decorate edit illustrate
journal music paint politics program

cartoon – cartoonist

WATCH OUT

Noun suffixes -ist, -er, -or, -ian

Some words for jobs are formed from the verb or noun by adding a suffix, e.g. art – *artist*, design – *designer*, sculpt – *sculptor*, technique – *technician*.

5 **2.13** Listen to people talking in five different situations. Match speakers 1–5 to situations a–e.

- a explaining the morning's programme
- b giving instructions about how to use something
- c making a complaint
- d reporting lost property
- e providing some rules before an event

6 **2.13** Read the **WATCH OUT | SKILLS** box and listen again. Match speakers 1–5 to statements A–F. There is one extra statement.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4
- Speaker 5

This speaker

- A mentions taking phones away from people before entering a place.
- B thinks some regulations should be introduced to improve people's behaviour.
- C recommends providing extra facilities for visitors.
- D advises visitors to pay attention to where they're supposed to be.
- E suggests visiting two other amenities in the place.
- F provides guidelines to make sure people don't distract others.

WATCH OUT | SKILLS

Avoiding quick decisions

If you are unsure of an answer in a multiple-matching listening task, wait until you hear the recording again, and then check your answers or make the final decision. Making a quick decision may mean that you choose an answer that matches another speaker, and you will get both answers wrong.

7 **SPEAK** Share your opinion on the following topics:

- people in the audience recording live concerts
- phones ringing in the theatre
- guided tours in museums or galleries
- eating in the cinema



FAST FINISHERS

If you could open a museum, what kind of museum would it be? Think about: the location, exhibits and the kind of visitors it would appeal to.

1 SPEAK What would you do if you didn't have to go to school tomorrow? What would you have done if you had had more spare time yesterday in the afternoon?

2 Look at the pictures, read sentences 1–4 and choose the correct options. There are two correct options in each point.



- 1 If I **had been** to that exhibition, I'd **know** how to write this essay.
 - a I didn't go to the exhibition.
 - b I'm not going to the exhibition.
 - c I didn't know how to write the essay.
 - d I don't know how to write the essay.
- 2 If Berry **were** a professional cartoonist, he **would have got** the job in the newspaper.
 - a Berry used to work as a professional cartoonist.
 - b Berry isn't a professional cartoonist.
 - c He didn't get the job.
 - d He cannot apply for the job now, because he's not going to get it anyway.
- 3 If I **lived** in Paris, I **would have attended** the Fashion Week.
 - a I don't live in Paris.
 - b I didn't live in Paris.
 - c The Fashion Week is taking place at the moment.
 - d The Fashion Week is over.
- 4 I **could be** a camera operator if I'd **chosen** different courses at film school.
 - a I'm not a camera operator.
 - b I am a camera operator.
 - c My choice in the past determined what I am now.
 - d My choice in the past determined what I did some time ago.

3 Study the grammar table and complete it with examples 1–4 from exercise 2.

Key Grammar

Mixed conditionals

We use mixed conditionals to talk about:

- hypothetical situations in the past and their results in the present (*if* + past perfect, *would* + infinitive), e.g. *If we had kept the painting, we would be very rich.* ^a ^b .
- hypothetical situations in the present and their results in the past (*if* + past simple, *would* + *have* + past participle), e.g. *If I were more artistic, I would have joined the art department.* ^c ^d .

4 Choose the correct options.

- 1 I wouldn't *be* / *have been* short of cash now if I *didn't spend* / *hadn't spent* so much last weekend.
- 2 If Gina *liked* / *had liked* live performances, she could *have become* / *become* a comedian, not a screenwriter. But she's too scared of live audiences.
- 3 If the jury *criticised* / *had criticised* her drawing, she would be devastated. Luckily, they went easy on her.
- 4 If it *wasn't* / *isn't* so cold today, I would *accept* / *have accepted* Mike's invitation to the barbecue. But I preferred to stay at home in this weather.
- 5 Sarah *would have got* / *would get* the scholarship if her English *was* / *had been* better. Unfortunately, it was offered to someone who can speak it fluently.
- 6 I'm sure you forgot to inform Ben. He *would have been* / *would be* here if you *told* / *had told* him.

5 Complete the sentences with the correct forms of the verbs in brackets.

- 1 If you (not arrive) late as always, you (know) what the teacher is talking about.
- 2 The piece (be) perfect if you (add) more colours. Now it seems too ordinary.
- 3 Derek (not be) so confident about his exam results if he (not study) so hard the whole year.
- 4 The museum (arrange) a meeting with an illustrator or cartoonist if we (can afford) it, but it exceeds our budget.
- 5 If you (not forget) to book the theatre tickets, we (be) on our way to see the play. So thanks again!
- 6 Henry (gather) more points for the previous semester if he (be) more motivated. But he's never keen on anything.

6 SPEAK Answer the questions.

- 1 If you lived in another country, would you have achieved something remarkable by now?
- 2 If you had Mondays off, what would you have done last Monday?
- 3 If you had followed the last advice you got from your parents, would your life/situation be any different now?

FAST FINISHERS

Finish the sentences using mixed conditionals and your own ideas.

If I had been born in the USA, ...

If I was more organised, ...

Grammar and vocabulary practice

- 1 Look at the photos and write four conditional sentences (at least one mixed) inspired by them.



- 2 Read the **WATCH OUT** box and rewrite the sentences beginning with 'If'.

- But for the alarm clock, I would have overslept.
- But for my friends, I'd have to deal with this mess alone.
- But for the decorations, this place would be really ugly.
- But for my parents' support, I wouldn't have become a video game designer.

WATCH OUT

*If it + not be + for
But for + noun phrase*

If it weren't for / If it hadn't been for = But for

If it weren't for the rain / But for the rain (= Gdyby nie deszcz), we'd go outside.

If it hadn't been for your help / But for your help (= Gdyby nie Twoja pomoc), I wouldn't have made it.

- 3 Translate into English.

- (Gdyby nie te obrazki), we wouldn't understand the message at all.
- I will not put this information in my article (chyba że ujawnisz) your source.
- If I wasn't interested in artistic designs, I (nie poszedłbym) to the exhibition that was organised by the school last week.
- If (nie mój nauczyciel od plastyki), I wouldn't even think of applying to an art college.
- I'll take Mike to the theatre with me (pod warunkiem, że zapłaci) for his ticket.
- If (nie pieniądze, które) Jerry received, he wouldn't have published his work.
- (Na Twoim miejscu), I'd call her immediately.

- 4 Correct the mistakes in the sentences.

- Will you be disappointed if they won't sell your works?
- I would have accepted the invitation if he asked.
- I'll lend you the money as long that you don't tell Mum.
- If I knew Marla better, I had called to wish her a happy birthday.
- If you had touched this wire before I stopped you, you'd have probably been in hospital now.
- If they took my advice at the beginning of the school year, they wouldn't have to study so much.

- 5 Choose the correct options.

PHONES, PHONES EVERYWHERE!

If there were one hundred people in the world, around eighty people ¹ a mobile phone. And there would be nothing wrong with it, ² that a kind of 'mobile etiquette' was followed. Unfortunately, if you think about the way we use mobile phones, you ³ that there are lots of habits people have that are really annoying. For example, if you ⁴ a regular cinema-goer, they'd tell you that some people don't silence their phones during a film, which is just the worst. You may be thinking, 'But, for example, if I ⁵ my phone with me at all times, I ⁶ the video chat with my friends yesterday, which was very important to me!' Well, you would probably have heard about it later, and nothing terrible would have happened.

- | | |
|-----------------------|---------------------|
| 1 A would own | B would have owned |
| C had owned | D owned |
| 2 A in case | B as long |
| C if | D provided |
| 3 A would agree | B will agree |
| C agree | D agreed |
| 4 A will ask | B would ask |
| C asked | D had asked |
| 5 A hadn't had | B wouldn't have had |
| C didn't have | D wouldn't have |
| 6 A would have missed | B would miss |
| C had missed | D missed |

- 6 **SPEAK** In pairs, give each other advice beginning with *If I were you ...* Tell your partner about three things you would have done differently in the past.

#BRAINTEASER

If you ran in a race and passed the person in second place, what place would you be in?

**FAST FINISHERS**

Write your own 'mobile etiquette'. Include at least four rules.

Should people be allowed to take photographs in museums and art galleries?

Last week, I had the pleasure of visiting the Louvre Museum in Paris with a party of friends. For some of them, the enjoyment was ruined by the guards who would not let us take any photos. I have to admit that some of my friends were exasperated because of this ban. However, I completely agree with the museum's policy of forbidding visitors from photographing the exhibits.

A gallery is a place for contemplating and reflecting on art. Nevertheless, many people spend their time photographing exhibits rather than trying to capture the beauty of what they are looking at. Moreover, due to the number of people taking photos in front of paintings, you cannot really see the masterpieces, and therefore it is impossible to appreciate them.

Some people claim that they take photos to study the paintings later, but if that was the case, it would make much more sense to use high-quality photographs of famous works of art which are easily available online. If you only view art on a tiny screen, you do not feel its full impact.

To sum up, I believe that art galleries should not allow visitors to take photos due to the fact that it is distracting for other people. Furthermore, even though using a flash is forbidden, some people do it anyway, and that can damage the artwork. If this is how they want to look at art, they should just buy a postcard or download a photo instead.



1 **SPEAK** What is the most annoying thing people do:

- in the cinema?
- on the bus?
- in a museum?
- at a concert?

2 Read the opinion essay and answer the questions.

- 1 What is the writer's opinion of taking photos in art galleries?
- 2 What does the writer think is the purpose of art galleries?
- 3 What four problems with taking photos in art galleries does the writer mention?
- 4 What two solutions does the writer offer for visitors who want to see the art after they leave the gallery?

3 Read the essay in exercise 2 again and find the following features:

- 1 three words that contrast ideas
- 2 two words that introduce additional ideas
- 3 a phrase to say *if that is/was true* or *if that is/was correct*
- 4 a phrase to summarise what you have said

4 The writer uses different devices to present their arguments in a persuasive way. Find the following in the text and answer the questions.

- 1 a description of a personal experience
Where does the writer use this and why?
- 2 arguments against the writer's opinion
Why is it a good idea to include these?
- 3 a reporting verb
What effect does the verb have?

5 Study the Key Phrases box and complete the sentences with the correct words. The first letters are given.

- 1 It c b a that photography isn't as artistic as oil painting.
- 2 It is m b that artists should receive a regular salary from the state.
- 3 The r w admission to museums should be free of charge is that they would be accessible to wider audiences.
- 4 I am o t o that virtual tours of museums will never give the same experience as seeing exhibitions live.
- 5 As f a I am c , art education is redundant.

Key Phrases

An opinion essay

Introducing your opinion

Personally, ...

In my opinion, ...

I (strongly) feel/believe that ...

It is my belief that ...

I would argue/say that ...

As far as I am concerned, ...

It seems to me that ...

I am of the opinion that ...

Presenting other opinions

It could be argued that ...

Others argue that ...

Some people claim that ...

Another point of view is that ...

This suggests that ...

Giving reasons

Because/Since/As + clause

Because of + noun

Due to + noun

(This is) due to the fact that ...

The reason (why) I say that is ...

Explaining results

As a result (of this), ...

Consequently/Therefore, ...

If that is/was the case, ...

- 6 Read the **WATCH OUT | SKILLS** box. Then look back at the text in exercise 2 and find five linking words and phrases of cause and result.

WATCH OUT | SKILLS

Linking words and phrases of cause and result

When you are writing an opinion essay, it helps to strengthen your argument if you give examples and reasons, using linking words and phrases of cause and result to explain your opinion.

- 7 Choose the correct options.

In my view, abstract art is one of the most interesting types of art ¹ *because / because of* it makes people think. However, it remains unpopular ² *due to the fact that / as a result* many people simply don't understand it. I believe this is ³ *therefore / because of* a lack of identifiable objects in abstract art. ⁴ *As a result, / Since*, the viewer has to try to interpret the artist's message by looking at the unidentifiable shapes and colours. However, some abstract paintings include texture too, and ⁵ *if that's the case / due to*, the viewer gets another clue about the artist's feelings. For example, very rough textures and dark colours might indicate anger. Personally, I love abstract art, and ⁶ *as / therefore* I can't understand why many people don't agree with me about this fascinating form of expression.

- 8 **SPEAK** Work in small groups and look back at the text in exercise 7. Do you agree with the writer's opinion of abstract art? Why/Why not?

- 9   Do the writing task. Follow the steps in the Writing Planner.

Coraz częściej podczas koncertów publiczność nagrywa występy telefonami komórkowymi. Napisz rozprawkę na 200–250 słów, w której przedstawisz swoją opinię na ten temat, uwzględniając zarówno argumenty z perspektywy uczestnika, jak i występującego artysty.

WRITING PLANNER

THINK

Consider different aspects of the problem presented in the instruction: Should people be allowed to record performances at concerts? Who does it bother? (artists / musicians / other people in the audience) Why? (limited visibility / atmosphere / copyright issues) Why do people do it? (to have something to go back to, to show friends).

PREPARE

Organise your notes into four paragraphs:

- 1 introduce the topic and state your opinion,
- 2 give reasons and examples to support your opinion,
- 3 give counterarguments to your opinion, and argue against them,
- 4 summarise and restate your opinion.

WRITE

Write your essay. Use your notes and the Key Phrases. Remember to use formal language and the correct linking words and phrases.

CHECK

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

FAST FINISHERS

-  Design a poster to discourage people from using their mobiles in museums.



VOCABULARY

1 Choose the correct options.



If you're having a staycation in the city this summer, don't forget to drop in to the Community Arts Centre, where there is a ¹ new exhibition about advertising. It shows how advertisements use deep psychological insights to get their message ². The exhibition

also ³ how many famous artists started life in the business. Did you know that, before he was famous, Andy Warhol worked as a commercial ⁴, producing many popular and memorable images for magazines and advertising billboards? And Dr Seuss, or Theodore Seuss Geisel, author of the famous children's books, worked as a ⁵ for clients such as Ford and Standard Oil in 1940s America, where his distinctive, humorous illustrations were aimed at adults, not kids. Nick Park, the famous British ⁶ who won an Oscar for his film *Wallace & Gromit: The Curse of the Were-Rabbit*, came up with a series of hilarious TV adverts for a UK electricity company in the 1990s. The exhibition runs until the end of September.

- | | |
|---------------------|-----------------------|
| 1 A remarkable | B immobile |
| C gigantic | D bizarre |
| 2 A over | B up |
| C along | D across |
| 3 A figures out | B highlights |
| C illustrates | D rejects |
| 4 A sculptor | B illustrator |
| C camera operator | D architect |
| 5 A cinematographer | B video game designer |
| C cartoonist | D graphic designer |
| 6 A cartoonist | B artisan |
| C graphic designer | D animator |

2 Complete the sentences with the correct words. Some letters are given.

- Sara did wrong, but she could have made this whole thing go away by w n up to it.
- The story he was telling was so c p v g that the whole audience was silent.
- Could we please o n some alternative plans off you before we implement this one?
- The job of a c t r is great for someone who loves art, but is not talented enough to be an artist.
- For my eighteenth birthday, I received a personalised painting on n s in a beautiful frame.
- Can you remember the name of the c p r who made this bust?
- Sometimes it's difficult to notice the a t s y behind contemporary art, especially when you don't understand it.

GRAMMAR

3 Join the sentences using *if*. There may be more than one correct answer.

- We must text Cora. Otherwise she won't figure out what to do.
- Jake tried to speak to you earlier. He would have told you the news.
- I'm not an artist. I would like to paint like Alyssa Monks.
- I didn't graduate on time. I'm not on holiday now.
- Ben had to study until 2 am last night. It's because he's not systematic with schoolwork.
- You need to practise your skills regularly. Otherwise you don't improve.

4 Choose the correct options.

- I'll help you with your history project *provided that* / *unless* you return the favour next week and help me study for my maths exam.
- Take some extra cash with you *as long as* / *in case* you want to buy some souvenirs in the flea market.
- I won't go with you to the art gallery *provided that* / *unless* you insist on my company.
- The package should have arrived *as long as* / *in case* it was addressed properly.

5 Correct the mistakes in the sentences.

- If you enjoy connecting with your friends and sharing your experiences on social media, you probably used your phone to take photos.
- And if you won't be lucky enough to have one of the newest top-quality phones, it's likely that you will get much better quality photos with a proper camera.
- So, if you've got a camera and want to take great photos, you would benefit from learning some of the basics about photography.
- We run a one-day course in basic photography, and we guarantee that if you attend, you learn how your camera works, and how to use it to improve your photos.
- Look at the photo below, for example. It seems pretty good, but it will look better if it had been cropped slightly.
- And if the photographer had used a zoom lens, it will have been even clearer.



USE OF ENGLISH

1 2 3 4 5 6 7 8

6   Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

- Sonia hasn't taken a photo with her camera for ages. **SINCE**
It  Sonia took a photo with her camera.
- We had to queue because we didn't buy tickets in advance. **BOUGHT**
If we , we wouldn't have had to queue.
- We will be too late to catch the train. **LEFT**
By the time we get to the station, the train .
- Jez helped Salma with her project, but she could have done it on her own. **HELPED**
Jez needn't  Salma with her project. She could have done it on her own.
- He forgot to bring his mobile, so he couldn't phone you. **LEFT**
He couldn't phone you because he  at home.
- I've always enjoyed Martin Scorsese's films. **SOMEONE**
Martin Scorsese  films I've always enjoyed.
- They were confident about passing the exam. **TO**
They were sure that they  pass the exam.
- It isn't possible that you saw Jessie because she's on holiday. **CAN'T**
You  Jessie because she's on holiday.

7   Translate into English.

- I  (szkoda, że nie miałem) more time to prepare this show.
- You  (nie powinienś być krytykować) her work.
- I  (właśnie miałem powiedzieć) what I thought when she butted in.
- Next month we will be saying goodbye to a man  (który tu pracuje) for forty years.
- I  (kiedyś byłem architektem), but I prefer painting much more.
- I won't go to the museum  (chyba że to będzie) for free.



LISTENING

8  2.14   Listen to the interview and complete the sentences.

- The *Girl with Balloon* painting was destroyed with .
- A video explaining  was made by the artist.
- The act might have been a rebellion against  which had had Banksy's works covered up.
- In 2017, the British chose *Girl with Balloon* .
- Dada was an artistic movement that was active during the .



SPEAKING

9  Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Chcesz wybrać się z kolegą/koleżanką (uczeń B) do muzeum na interesującą Cię wystawę. W rozmowie z uczniem B porusz następujące cztery kwestie:

informacje o wystawie

dojazd do muzeum

ceny biletów

wspólne plany po wizycie w muzeum

Uczeń B

Kolega/Koleżanka (uczeń A) proponuje Ci wspólne wyjście do muzeum na wystawę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o wyjaśnienie jakiejś kwestii,
 - nie zgódź się z opinią ucznia A,
 - poinformuj, że w tym miesiącu skończyło Ci się kieszonkowe,
 - powiedz, że nie przepadasz za sztuką współczesną.
- Rozmowę rozpoczyna uczeń A.

WRITING

10   Read the instructions and do the task.

Jedni cenią graffiti jako formę sztuki, inni w ogóle go do niej nie zaliczają. Napisz rozprawkę (200–250 słów), w której przedstawisz swoją opinię na ten temat.

5.2 Conditionals (zero, first, second and third) • Alternatives to if

Conditionals (zero, first, second and third)

Zero conditional

Zdania w zerowym okresie warunkowym (*If/When* + present simple, present simple) opisują ogólne prawdy o życiu i świecie oraz sytuacje, które mają zazwyczaj te same, łatwe do przewidzenia, następstwa, np.:

*If you **don't have** our loyalty card, you **aren't** entitled to a discount.*

*People **appreciate** it **when** you **are** honest and **tell** the truth.*

UWAGA!

Aby podkreślić, że dana sytuacja i jej rezultat są powtarzalne, zamiast *when* można użyć *whenever*, np. ***Whenever** I visit my grandma, she makes me a three-course meal.*

First conditional

Zdania w pierwszym okresie warunkowym (*If* + present simple, *will* + bezokolicznik) opisują konkretne sytuacje z teraźniejszości lub przyszłości oraz ich możliwe przyszłe następstwa, np.:

*If they **tell** me what happened, I'll **keep** it to myself.*

*The actor **won't get** any new roles **if** his latest film **receives** bad reviews.*

Second conditional

Zdania w drugim okresie warunkowym (*If* + past simple/past continuous, *would* + bezokolicznik) opisują hipotetyczne sytuacje z teraźniejszości lub przyszłości i ich potencjalne przyszłe następstwa, np.:

*If I **didn't work** for myself, I **would apply** for this job.*

*The city council **could renovate** the façade of the town hall **if** they **had** enough money.*

Third conditional

Zdania w trzecim okresie warunkowym (*If* + past perfect, *would* + *have* + past participle) opisują hipotetyczne sytuacje z przeszłości, które nie miały miejsca, i ich niedoszące przeszłe następstwa, np.:

*If Frankie **had submitted** her article on time, it **would have appeared** in the paper last week.*

*The rescue team **wouldn't have saved** the mountaineer **if** the weather conditions **had been** worse.*

UWAGA!

W zdaniach rozpoczynających się od warunku stawiamy przecinek (*If* ..., ...). W zdaniach rozpoczynających się od rezultatu przecinka nie stawiamy (... *if* ...).

UWAGA!

Forma skrócona *'d* może pochodzić zarówno od *had*, jak i od *would*, np. *We'd (= **would**) have called you last night if we'd (= **had**) known you were at home.*

Alternatives to if

Poza spójnikiem *if* warunek można wprowadzić za pomocą następujących wyrażeni i konstrukcji:

- *unless* (jeśli nie; chyba że), np. *Sandra **wouldn't have remembered** to pick up the parcel **unless** I had texted her.*
- *as long as* (o ile), np. *Barry's book **will become** a bestseller **as long as** he works with a good agent.*
- *provided that* / *providing* (pod warunkiem, że), np. *We'll arrive on time **provided that** we leave before rush hour.*
- *in case* (na wypadek, gdyby), np. *They took their IDs **in case** there were concessions for underage visitors.*

UWAGA!

Alternatywą dla wyrażenia *as long as* jest *so long as*. Wyrażenia te mają identyczne znaczenie.

UWAGA!

Spójnik *if* w zdaniach warunkowych można zastąpić również za pomocą następujących wyrażeni:

- *on condition that* (pod warunkiem, że), np. *She can come along **on condition that** she pays for her ticket.*
- *even if* (nawet jeśli), np. *I **wouldn't forgive** him **even if** he apologised.*
- *only if* (tylko jeśli), np. *You can sign up for the course **only if** you are a recent graduate.*

UWAGA!

Aby podkreślić, że coś nie byłoby możliwe, gdyby nie ktoś lub coś, stosujemy następujące konstrukcje o znaczeniu zbliżonym do zdań warunkowych:

- *if it weren't for* + noun phrase, np. ***If it weren't for** my savings, we **wouldn't be able to pay** rent this month.*
- *if it hadn't been for* + noun phrase, np. *You **would have made plenty of friends** at summer camp **if it hadn't been for** your shyness.*
- *but for* + noun phrase, np. ***But for** the mayor's efforts, our town **wouldn't have been chosen** to host the event.*

UWAGA!

W zdaniach warunkowych można użyć również czasowników modalnych i strony biernej, np.:

*If you witness bullying, you **must** report it to your form tutor.*

*We **could** rent a car during our holiday in Spain **if** we were twenty-one.*

*If I **don't place** my order before midnight, it **won't be delivered** on time.*

*The bottles **would have been sent** to landfill **if** we **hadn't taken** them to the recycling centre.*

5.7 Mixed conditionals

Tzw. zdania warunkowe mieszane powstają z połączenia zdań występujących w drugim i trzecim okresie warunkowym. Istnieją dwa rodzaje zdań warunkowych mieszanych:

- *If* + past perfect, *would* + bezokolicznik – opisujące, co działoby się w teraźniejszości lub co stałoby się w przyszłości, gdyby w przeszłości został spełniony określony warunek, np.:

*If they **had invested** in proper security, the art gallery **would be able to display** masterpieces by the greatest artists of all time.*

*I **would speak** Italian fluently now **if** I **had accepted** that summer job in Bergamo last year.*

- *If* + past simple, *would* + *have* + past participle – opisujące, co mogło się zdarzyć w przeszłości, gdyby w teraźniejszości był spełniony określony warunek, np.:
- If Tom really **wanted** to become a professional illustrator, he **wouldn't have dropped out** of art school.*
- I **would have won** a place on the school baseball team **if** I **were** a faster runner.*

- KEY WORDS

VOCABULARY 1 MP3 33

accuracy	/ˈækjərəsi/	dokładność, precyzja
appeal to sb	/əˈpiːl tə ˌsʌmbədi/	przemawiać do kogoś, podobać się komuś
appreciate sth	/əˈpriːʃiːt ˌsʌmθɪŋ/	doceniać coś
art historian	/ˈɑːt hɪˌstɔːriən/	historyk sztuki
beyond sth	/biˈjɒnd ˌsʌmθɪŋ/	ponad (coś), poza (czymś)
bounce sth off sb	/ˌbaʊns ˌsʌmθɪŋ ˈɒf ˌsʌmbədi/	przedyskutować coś z kimś
butt in	/ˌbʌt ˈɪn/	wtrącać się
capture	/ˈkæptʃə/	uchwycić
comprehension	/ˌkɒmpriˈhenʃən/	zrozumienie
criticise	/ˈkritisəɪz/	krytykować
emphasise	/ˈemfəsaɪz/	podkreślić, kłaść nacisk
evaluate	/iˈvæljuːeɪt/	oceniać
figure out	/ˌfɪɡər ˈaʊt/	zrozumieć, rozgryźć
gain attention	/ˌgeɪn əˈtenʃən/	przykuć uwagę
get sth across	/ˌget ˌsʌmθɪŋ əˈkrɒs/	sprawić, by ktoś coś zrozumiał, wytłumaczyć
highlight	/ˈhaɪlaɪt/	podkreślić, uwypoklić
illustrate	/ˈɪləstreɪt/	zilustrować
infographic	/ˌɪnfəˈɡraefɪk/	infografika
interpret	/ɪnˈtɜːprɪt/	interpretować
keep sth to yourself	/ˌkiːp ˌsʌmθɪŋ tə ʒəˈself/	zachować/zatrzymać coś dla siebie, nie mówić o czymś nikomu
long-term memory	/ˌlɒŋ-tɜːm ˈmeməri/	pamięć długotrwała
misinformation	/ˌmɪsɪnfəˈmeɪʃən/	dezinformacja
move on	/ˌmuːv ˈɒn/	przejsć dalej, do następnego punktu w rozmowie
open up to sb	/ˌəʊpən ˈʌp tə ˌsʌmbədi/	otworzyć się przed kimś
origin	/ˈɒrɪdʒɪn/	pochodzenie
own up	/ˌəʊn ˈʌp/	przyznać się
reject	/rɪˈdʒekt/	odrzuć, odepchnąć
short-term memory	/ˌʃɔːt-tɜːm ˈmeməri/	pamięć krótkotrwała
stick up for sb	/ˌstɪk ˈʌp fɔː ˌsʌmbədi/	stać w obronie kogoś
visual	/ˈvɪʒʊəl/	wizualny; ilustracja
work out the meaning of sth	/ˌwɜːk ˈəʊt ðə ˈmiːnɪŋ əv ˌsʌmθɪŋ/	zrozumieć, rozpracować znaczenie czegoś

GRAMMAR 1 MP3 34

bring sth back to life	/ˌbrɪŋ ˌsʌmθɪŋ ˌbæk tə ˈlaɪf/	przywrócić coś do życia
domestic	/dəˈmestɪk/	domowy
memorable	/ˈmemərəbəl/	niezapomniany

SPEAKING MP3 35

be entitled to one's own opinion	/ˌbi ɪnˈtaɪtld tə wʌnz ˌəʊn əˈpɪnɪən/	mieć prawo do własnego zdania
copyright laws	/ˈkɒpiˌraɪt lɔːz/	prawa autorskie
debatable	/dɪˈbeɪtəbəl/	dyskusyjny, sporny
department	/dɪˈpɑːtmənt/	wydział
editor	/ˈedɪtə/	redaktor
illiterate	/ɪˈlɪtərət/	niepiśmienny
internship	/ˈɪntɜːnʃɪp/	staż

READING MP3 36

bizarre	/biˈzɑː/	dziwaczny, cudaczny
captivating	/ˈkæptɪˌveɪtɪŋ/	zniewalaający, urzekający
caterpillar	/ˈkætəˌpɪlə/	gąsienica
craftsmanship	/ˈkrɑːftsmənʃɪp/	kunszt
crawl	/krɔːl/	pełzać, czołgać się
creak	/kriːk/	skrzypieć, trzeszczeć
display	/dɪˈspleɪ/	wystawiać; wystawa
entrance fee	/ˈentrəns fiː/	opłata za wstęp
erosion	/ɪˈrəʊʒən/	erozja
fossil	/ˈfɒsəl/	skamielina
gigantic	/dʒaɪˈɡæntɪk/	gigantyczny
grasp	/ɡrɑːsp/	pojąć, zrozumieć
immobile	/ɪˈməʊbaɪl/	nieruchomy

propeller	/prəˈpələ/	śruba napędowa
remarkable	/rɪˈmɑːkəbəl/	niezwykły
rising tide	/ˌraɪzɪŋ ˈtaɪd/	przypływ
rough	/rʌf/	wyboisty, nierówny
sail	/seɪl/	żagiel
sculpture	/ˈskʌlptʃə/	rzeźba
set sth in motion	/ˌset ˌsʌmθɪŋ ɪn ˈməʊʃən/	wprawić coś w ruch
sideways	/ˈsaɪdweɪz/	w bok, bokiem
superb	/suˈpɜːb/	znakomity, wspaniały
surface	/ˈsɜːfɪs/	powierzchnia
thoroughly	/ˈθʌrəli/	w pełni

VOCABULARY 2 MP3 37

approachable	/əˈprəʊtʃəbəl/	przystępny
artistry	/ˈɑːtɪstri/	sztuka, artyzm
bust	/bʌst/	popiersie
canvas	/ˈkænvəs/	plótno
carve	/kɑːv/	rzeźbić, drażyć, wyryc
clay	/kleɪ/	głina
contemplate	/ˈkɒntəmˌpleɪt/	rozważać, dumać, rozmyślać
curator	/kjʊˈreɪtə/	kurator
exhibit	/ɪɡˈzɪbɪt/	eksponat
instantly	/ˈɪnstəntli/	natychmiast
landscape	/ˈlændˌskeɪp/	krajobraz, pejzaż
masterpiece	/ˈmɑːstəˌpiːs/	arcydzieło
mural	/ˈmjʊərəl/	mural
oil painting	/ˈɔɪl ˌpeɪntɪŋ/	obraz olejny
pitcher	/ˈpɪtʃə/	dzbani
self-portrait	/ˌself ˈpɔːtrɪt/	autoportret
sketch	/sketʃ/	szkic
statue	/ˈstætʃuː/	posąg
still life	/ˌstɪl ˈlaɪf/	martwa natura
vibrant	/ˈvaɪbrənt/	jaskrawy, intensywny
watercolour	/ˈwɔːtəˌkʌlə/	akwarela

LISTENING MP3 38

animator	/ˈæniˌmeɪtə/	animator
architect	/ˈɑːkɪˌtekt/	architekt
artisan	/ˈɑːtɪˌzæn/	rzemieślnik, artysta
camera operator	/ˈkæməˌrə ˌɒpəreɪtə/	operator kamery
camerawork	/ˈkæməˌrəwɜːk/	zdjęcia (filmowe)
cartoonist	/kɑːˈtuːnɪst/	rysownik kreskówek, komiksów
cinematographer	/ˌsɪnəˌmɑːˈtɒɡrəfə/	operator filmowy
graphic designer	/ˌɡræfɪk dɪˈzajnə/	grafik
illustrator	/ɪˈlɪəˌstreɪtə/	ilustrator
lighting	/ˈlaɪtɪŋ/	oświetlenie
property	/ˈprɒpəti/	własność
sculptor	/ˈskʌlptə/	rzeźbiarz
video game designer	/ˈvɪdɪəʊ geɪm dɪˈzajnə/	projektant gier komputerowych

GRAMMAR 2 MP3 39

be short of cash	/bi ʃɔːt əv ˈkæʃ/	mieć niewiele pieniędzy
devastated	/ˈdevəˌsteɪtɪd/	załamany, zdruzgotany
exceed	/ɪkˈsiːd/	przekroczyć, przewyższyć
go easy on sb	/ˌɡəʊ ˈiːzi ɒn ˌsʌmbədi/	potraktować kogoś łagodnie
ordinary	/ˈɔːdənəri/	zwyyczajny
screenwriter	/ˈskriːnˌraɪtə/	scenarzysta

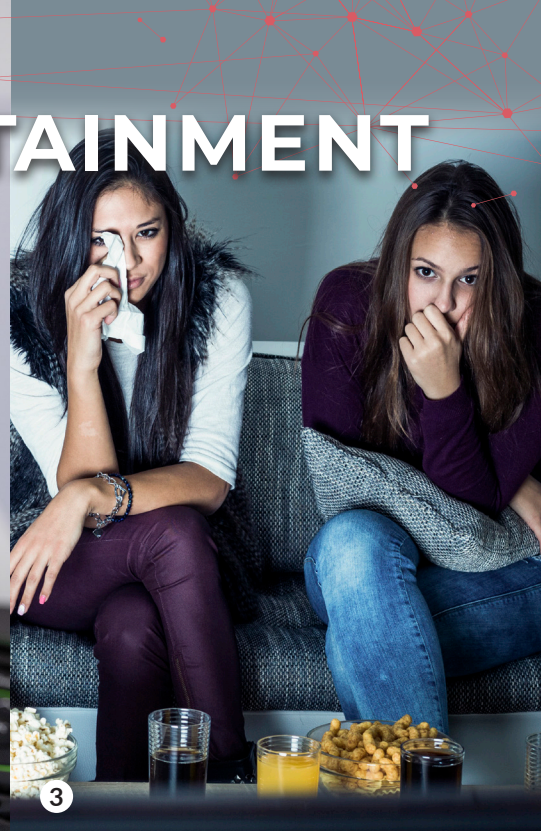
USE OF ENGLISH MP3 40

cinema-goer	/ˌsɪnəˌmə ˌɡəʊə/	widz kinowy, kinoman
etiquette	/ˈetɪket/	etykieta
silence	/ˈsaɪləns/	wyciszyć
wire	/ˈwaɪə/	przewód, kabel

WRITING MP3 41

artwork	/ˈɑːtˌwɜːk/	dzieło
counterargument	/ˈkaʊntərˌɑːɡjʊmənt/	kontrargument
damage	/ˈdæmɪdʒ/	zniszczyć, uszkodzić
exasperated	/ɪɡˈzɑːspəˌreɪtɪd/	zirytowany, rozdrażniony
indicate	/ˈɪndɪkeɪt/	wskazywać, oznaczać
policy	/ˈpɒləsi/	polityka, strategia
redundant	/rɪˈdʌndənt/	zbędny
reflect on sth	/rɪˈflekt ɒn ˌsʌmθɪŋ/	rozważać coś, rozmyślać nad czymś
texture	/ˈtekstʃə/	tekstura

6 MEDIA & ENTERTAINMENT



SPEAK Look at the photos and read the idiom. Answer the questions.

The show must go on.

(English idiom)

- What do you think the people in photos 1 and 3 are watching? What makes you think so?
- Would photo 2 be suitable for an invitation to a movie night at school? Why/Why not? Would you go if you received such an invite?
- What does the idiom mean when used in an everyday situation? Do you agree with the idea? Why/Why not?



- 1** **MEMORY IMPULSE** **SPEAK** Give an example for each genre from the box. Then choose one genre that you like very much and one that you can't stand and explain why.

action game animated film cookery show
game show horror film musical romantic comedy
science-fiction film sitcom superhero movie
talent show thriller



- 2** **SPEAK** Read the reviews and answer the questions.

- 1 What is each person's opinion of the programme they talk about?
- 2 Have you heard of these programmes or watched any of them? What do you think of them?
- 3 What programmes do you enjoy watching? Describe one.

YOUR REVIEWS

OUR CHOICE

BACK TO CLASSICS

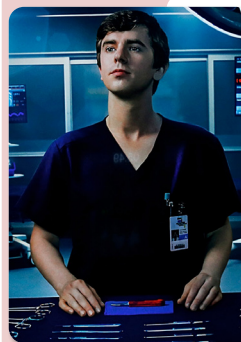
JUST OUT

WHAT'S ON, PEOPLE?



STRANGER THINGS
by PaOlOGon

A superb production with stunning special effects and a memorable soundtrack by Michael Stein and Kyle Dixon of the electronic group Survive. The series chronicles the strange events that occur in the fictional town of Hawkins, Indiana, in the 1980s. The plot is gripping; I cancelled everything and watched the whole box set on my last holiday!



THE GOOD DOCTOR
by Luke07

The story takes place in San Jose St. Bonaventure Hospital, where we watch a young doctor, Shaun Murphy, at work. Some outdoor scenes of the show are **filmed on location** in Vancouver, Canada, whereas indoor **shots** are filmed in the studio, where every **set** creates a really authentic hospital environment. It's been **on air** since 2017, and the quality of acting from the entire **cast** is consistently good. The character of Shaun is very convincing – he's an autistic savant and sees and remembers details of things that other people don't.



THE BIG BANG THEORY
by NZLUckyLucy

I love the humour in this – the **scriptwriters** are some of the funniest on TV. TBBT is set mainly in the apartment building where four geeky scientists hang out together. I was sad to hear that season twelve would be the last, and to see the cast, **crew** and writers talking about how grateful they are to the fans. There is a **spin-off** called *Young Sheldon*, but I haven't had a chance to watch it yet.

TV programmes and films • TV and film adjectives

3 KEY WORDS Replace the underlined phrases with the correct forms of the highlighted verbs from exercise 2.

- 1 My favourite show has just ended, but they are going to make a new series based on it.
- 2 The people who acted in the film *Boyhood* were filmed over a period of twelve years.
- 3 In the opening scenes, you can only see one man who is walking down a deserted street in New York City.
- 4 The people working on the programme flew to Bhutan to shoot the footage of tigers there.
- 5 The scenery and furniture for the film *Titanic* was one of the most expensive ever made.
- 6 You can't go into the studio because we're broadcasting right now.
- 7 A lot of outdoor scenes in *Game of Thrones* were shot in a real place in the city of Dubrovnik, Croatia.
- 8 Ethan and Joel Coen are not only people who write the dialogue in films, but they're also talented directors.

4 Complete the blog posts with the highlighted words and phrases from exercise 2.**Riverdale**

HOME ABOUT PRODUCTS CONTACT

Have you seen the TV show *Riverdale*? I think it's sensational! It's based on the fictional characters created by the famous Archie Comics publishers, which started in 1941. The plot centres around a group of friends who are trying to solve the mystery of a classmate's death. The ¹ is the fictional town of Riverdale, but the scenes are actually ² in the Canadian city of Vancouver. The ³ includes lots of new faces, as well as a few actors that you may already know. Oh, and the soundtrack is brilliant, with all the songs available to download or stream. It used to be ⁴ only on Friday nights, but now it's available on different streaming services, so you can watch it anytime. Don't miss it!

**The IT Crowd**

HOME ABOUT PRODUCTS CONTACT

I'm still sad about the fact that *The IT Crowd* finished after its fourth season. For me, it was one of the funniest programmes on TV. The ⁵ were brilliant to come up with such a funny script – and the jokes were so silly! It was a low-budget production with minimal costumes and make-up, and every ⁶ filmed in front of a live audience. I know some people thought that was a bit old-fashioned, but I liked hearing people laughing at the jokes! I don't know how the ⁷ managed to do their jobs when the actors were so funny. If there was a ⁸ with one of the characters, I'd definitely watch it!

5 KEY WORDS Rewrite sentences 1–8 replacing the underlined words with the highlighted words below.

appalling • **baffling** • **convincing** • **engrossing**
gloomy • **gripping** • **hilarious** • **profound**

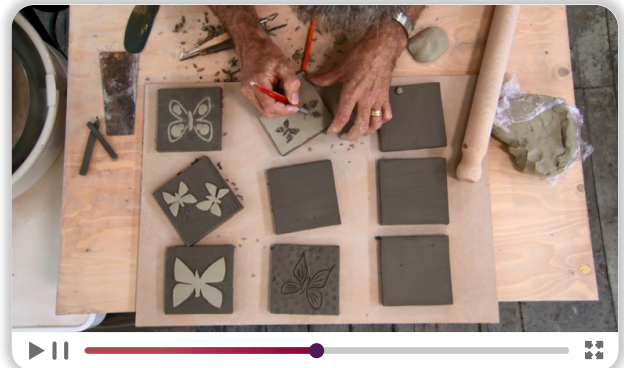
- 1 The film was very exciting from start to finish. I was right on the edge of my seat!
- 2 The jokes were very funny. I laughed my head off!
- 3 I didn't find the actress very believable in the title role. She didn't seem natural.
- 4 The acting was very bad. It wasn't worth seeing at all.
- 5 This new series is a depressing and frightening portrayal of life in a future without hope.
- 6 The plot was completely confusing in places.
- 7 This documentary gives us a deep and thoughtful insight into the world of street children.
- 8 The very interesting story of the explorer's journey is brought to life on the screen.

6 **2.15** Listen to part of a radio phone-in and complete the summary.

The Queen's Gambit is a gripping series released in ¹ , which became one of Netflix's most-watched series in only ² of the premiere and topped viewing charts in ³ . The plot follows the life of Beth Harmon, who becomes an orphan at ⁴ , and is taken to an orphanage where she is taught how to play chess. The main hero was played by Anya ⁵ , whose performance was absolutely stunning. The cast also includes Marcin Dorociński, who plays ⁶ competitor.

7 SPEAK Answer the questions.

- 1 Why do you think many popular actors choose TV shows over Hollywood productions?
- 2 How can TV programmes be used to educate people?

8 SPEAK Look at the video still and answer the questions.

- 1 What kind of a talent show is presented in the photo?
- 2 Why do people take part in or watch talent shows?

FAST FINISHERS

Are you a film expert? Define the words: **crossover**, **prequel**, **reboot**, **remake**, **sequel**. Give an example of each.

6.2 Grammar 1

The passive • have/get something done

- SPEAK** Think of two benefits and two drawbacks of playing video games.
- Read the text. If you wanted to design a game, would you find the tips useful? Why/Why not?

HOW TO MAKE A SUCCESSFUL VIDEO GAME

First, decide on a course of action. Choose the type of game, decide which platforms it will be played on, and define what will make your game different. It is also worth **having your ideas reviewed** by a gaming expert if possible. How the game **is designed** is important too; in particular, pay attention to how players will progress through the game and interact. **Will they be taught** how to play?

Next, take a look at your hardware and upgrade your computer. You'll also need to invest in the right software. It's true that the most popular games **have been produced** by large studios with teams of experienced programmers, but don't be put off! Set yourself an achievable target and go for it! Make sure you **get your game promoted** on gaming websites. And who knows, your video game might just take off!



- Study the grammar table and complete it with the examples from exercise 2.**

Key Grammar

The passive

In the passive, we use the verb *be* in the correct tense + past participle. We use the passive:

- when we don't know the agent (i.e. who or what performed the action), e.g. *The car was stolen.*
- when the agent is not important, or less important than the action itself, e.g. *The files have been sent.*, ¹

We may use *by* to indicate the agent, e.g. ³

Not all verbs can be changed into the passive. Sentences with intransitive verbs (i.e. verbs which do not take an object) cannot be transformed into passives, e.g. *She ran very fast.*

have/get something done

In *have/get something done*, we use *have/get* + noun + past participle. We use *have/get something done* to talk about:

- actions that we arrange for other people to do for us, e.g. *I finally had my bike fixed.*, ⁴ ⁵
- things we experience without our intention, e.g. *Sue got her arm broken in PE.*

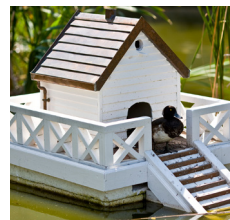
- Rewrite the active sentences in the passive.**

- People read the news more online than in newspapers.
- A woman has found a stolen painting in an attic.
- The film board won't hold the 2026 film awards in Paris.
- Thieves stole jewellery worth one million dollars from a Hollywood actor.
- A school is allowing teenagers to start at 11 am so that they can get more sleep.
- Police arrested a man last night for stealing an Oscar.
- The city claims they will have rebuilt the bridge by the end of the year.

- Correct the mistakes in the sentences.**

- I got my TV fix because it was broken.
- We are having our bags stolen at the airport last week.
- The actress is getting cut her hair so she won't be recognised.
- The journalist had the story taking off the website because it was a hoax.
- The police the festival had cancelled because of the heavy rain.

- Complete the text with the correct forms of the verbs in brackets.**



British MP Sir Peter Viggers became the target of a frenzied media campaign after it ¹ (reveal) that he had spent £1,600 on a duck house, and the money ² (claim) back as expenses.

The story ³ (expose) as a result of the Freedom of Information Act, which gives journalists the right to ask questions and obtain information that ⁴ (hold) by public authorities. Viggers ⁵ the duck house (build) by a specialist company and then tried to ⁶ it (refund). His claim ⁷ (reject) and the MP ⁸ (force) to step down following the story. He later told journalists that the ducks didn't like the house and it was no longer in use.

- SPEAK** Answer the questions using the passive and *have/get something done*.

- What made you upset last week?
- What do you need to arrange within the next two weeks?
- What changes have recently been introduced in your school or where you live?

FAST FINISHERS

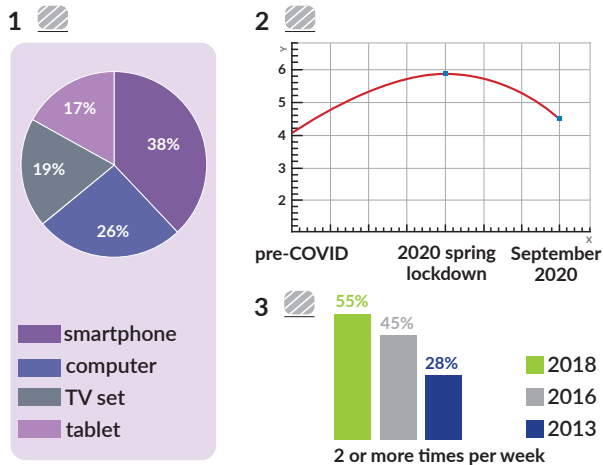
- If you could have a custom video game designed for you, what would it be? What features would it have?**

1 **SPEAK** Answer the questions.

- How often do you binge-watch, and what?
- Do you prefer broadcast TV or streaming services?
- Which devices do you watch series on?

2 **2.16** Look at the graphs and listen to the texts. Match graphs 1–3 to titles a–c.

- Viewing frequency of instructional videos
- Changes in binge-watching frequencies
- Teen viewing habits by device

3 **2.16** Listen again and complete the sentences from the recording.

- ... the number of teenagers watching TV on a TV set dramatically, almost half.
- There has been a from thirty percent in 2018 to nineteen percent this year.
- Also, with the trend after the lockdown, the number didn't to the level from just prior to the pandemic.
- The programme I saw presented some on how people learn about things.
- The overall trend is ...
- Don't you think it a general trend among young people?

4 Study the Key Phrases box and complete the sentences. There may be more than one correct answer.

- Overall, the trend is , with a steady from fifty to forty percent last year.
- We can observe a growth in subscriptions, on average five percent every year.
- There has been a between the number of followers and the quality of content.
- It's difficult to explain, but the numbers , without even a minor change.
- The diagram how frequently people watch series. If you study the data carefully, you will notice they to the changes in the numbers of regular cinema-goers.

Key Phrases

Describing trends

Introducing data

This graph/(pie/bar) chart/diagram illustrates/shows ...
In this graph / chart / diagram / data set, we can see/observe ...

Talking about trends/changes

↗ upward trends

There is / was / has been a gradual/sharp/slight/steady/dramatic growth/increase/rise (in the number of ...).

The number of ... grew / increased / rose / went up gradually/sharply/slightly/steadily/dramatically/by ...

↘ downward trends

There is / was / has been a gradual/sharp/slight/steady/dramatic decline/decrease/drop/fall (in the number of ...).

The number of ... (has) declined/decreased/dropped / (has gone)/went down gradually/sharply/slightly/steadily/dramatically.

→ no change

The number of ... stayed the same / remained steady.

Comparing sets of data

We can see a correlation between ... and ...

This increase/decrease is mirrored in the increase/decrease we see here.

The increase/decrease we see corresponds to a(n) increase/decrease here.

Summarising

This reflects a wider trend in society / among teens.

Overall, the trend in ... is upward/downward.

It is noticeable that ...

To get a broader picture ...

5 **2.17** Read the **WATCH OUT** box. Then listen and repeat.

WATCH OUT

Pronunciation of verbs and nouns

In the verbs, the word stress falls on the second syllable, and in the nouns, on the first.

to increase /ɪŋˈkriːs/ – an increase /ˈɪŋkriːs/

to decrease /dɪˈkriːs/ – a decrease /ˈdiːkriːs/

6 **SPEAK** Describe the infographics. Student A, look at page 157. Student B, look at page 160.

FAST FINISHERS

If you were to do a survey in your school on any given topic, what would it be? Write two or three questions you would like to ask and answer options.

How often do you cheat in tests? Once a week / Once a month / Once per semester / Never

Are you going to attend a party this weekend? Yes / No

6.4 Reading

An article about fake news

1 **SPEAK** What does it mean that the news is: biased/censored/trustworthy/fake/balanced?

2  **2.18** Listen and answer the questions.

- 1 What are some of the difficulties Daniel has with keeping up with the news?
- 2 Is it important to keep up with the news? Why/Why not?
- 3 What sources do you and your friends get the news from? Why do you use these sources?

3  **2.19** Read the **WATCH OUT | SKILLS** box. Then read the article on page 91 and answer the questions.

- 1 What is the main purpose of the article?
- 2 How does the author achieve this?

WATCH OUT | SKILLS

The author's objective

Texts are usually written for a particular purpose: to entertain, to inform or to persuade. When you read a text, decide what the author's objective is and how well they achieve it.

4  Read the article again and choose the correct options.

- 1 Why are news headlines important?
 - A They contain the main statements of the article.
 - B They often contain hidden messages that you won't understand unless you read the entire article.
 - C They sometimes make unreal predictions which are intended to frighten readers.
 - D They are designed to provoke a reaction from the reader, who will want to find out more.
- 2 According to the text, why might a website publish fake news?
 - A To mislead people into believing lies about others.
 - B To increase the number of visitors to the website.
 - C To attract potential customers, usually for the purpose of advertising.
 - D To track the web addresses in your browser.
- 3 What are some of the features of a fake news story?
 - A A shocking headline, a lot of ads and no links to sources.
 - B A shocking headline, a long URL and links to advertising.
 - C A shocking headline, a lot of comments and an empty 'About' section.
 - D Elements of blogs, op-eds and commentary.
- 4 Why should you be careful when sharing news stories?
 - A The website might contain links to other websites which have fake news.
 - B The story you are sharing might not be true.
 - C Some journalists aren't reputable.
 - D The background information about a website should remain unpublished.

5  Answer the questions.

- 1 What is ironic about constantly updated media feeds?
- 2 What do journalists do to make their articles more professional and reliable?
- 3 What differentiates various types of texts?
- 4 What does it mean when a story appears on many websites?
- 5 What can you find on an 'About' page?

6 **KEY WORDS**  Match the highlighted words and phrases from the text to definitions 1–7 below.

- 1 a story that is hard to believe
- 2 a trick in which someone tells other people that something bad is going to happen
- 3 something that is done a lot and is considered normal
- 4 because of a strong feeling of wanting to find out something
- 5 to trick someone
- 6 to reveal important information or news for the first time
- 7 used for saying that a bad situation is very familiar

7  Complete the sentences with the highlighted words and phrases from the text.

- 1 Hope you didn't fall for his  – everybody knew he was bluffing.
- 2 Josh getting a reward for the best YouTube channel? I'd say it's a , so don't congratulate him just yet.
- 3 It's  – my little brother gets into trouble and somehow the blame is put on me!
- 4 Wait for some confirmation before you  – if you tell everyone and it's a fake, you will feel embarrassed.
- 5 It's  to introduce your guests to one another.
- 6 I clicked on the link  and suddenly the screen went black!
- 7 If you want to  on your class, just tell them there is a history quiz tomorrow.

8 **SPEAK** Answer the questions.

- 1 What examples of fake news can you think of?
- 2 What consequences did the news stories have?
- 3 Do you think there should be more control of the press to prevent fake news stories?

 **FAST FINISHERS**

 Imagine you want to create some fake news. Suggest a headline for your article.

Compare two different news websites. Which one is more trustworthy? Why do you think so? Prepare a short presentation about the websites to share your findings with the class.



8 WAYS TO DETECT

SENSATIONAL

FAKE NEWS!

TRICK

SCANDALOUS

UNBELIEVABLE

In a world of twenty-four-hour news, online news sites that get updated constantly, and social media feeds that change every minute, the irony is that it's often difficult to know what's really going on in the world. What's more, there's so much fake news around nowadays that we can't tell what's real or true from what's been made up.

Here are eight simple steps to help you distinguish a pack of lies from facts.

1 WHAT'S YOUR IMMEDIATE REACTION?

- 10 Fake news headlines often use clickbait: an outrageous statement which is designed to shock you, make you angry or at least get you to click **out of curiosity**. It's important to decide for
15 yourself, so read on to find out how accurate that outrageous headline really is. Only then can you determine whether it's true. Headlines have always been used to get people's attention, but the article will
20 quickly reveal what's behind the headline.

2 ARE THERE EVEN MORE ADS THAN USUAL?

- It's **the same old story** with all media nowadays – you get bombarded with advertising and spam. As we're so used to it, advertisers are always trying to find
25 new ways of getting our attention. Fake news is sometimes used to get readers to click on links to other products or services that have nothing to do with the 'news' story.

3 WHAT'S THE URL?

- 30 You should get used to checking the web address in your browser to see where the news comes from. Even so, you have to be careful because fake news sites often try to **pull a fast one** by using
35 a real URL with a fake extension to direct you to a different site.

4 WHAT'S THE SOURCE OF THE INFORMATION?

- A reliable news website will always provide the source of its information by inserting a link so that you can get to the original
40 article or study. It's **common practice** in professional journalism to back up information in this way.

5 WHAT KIND OF TEXT IS IT?

- Within journalistic writing, there are
45 different types of texts with differing levels of objectivity: articles, blogs, op-eds, comments, letters to the editor ... Check what kind of text it is that you're reading.

6 WAIT BEFORE REPOSTING

- 50 It's great when you get to be the first person to **break a big story**, to be able to say to your friends 'Have you heard about X?' But is the story true? You shouldn't necessarily trust news from
55 one source. Can you find the same facts on other sites? If the story you've 'discovered' is *really* true, it will pop up in other places soon enough.

7 DOES IT PREDICT A MAJOR DISASTER?

- 'Massive Asteroid Getting Closer to Earth.'
60 In journalism, one of the oldest tricks in the book is to attract readers with shocking news of a major disaster. If the headline predicts the end of the world or the human race by next week,
65 without any scientific background research, it's probably a **hoax**.

8 READ THE 'ABOUT' PAGE.

- Background about the organisation publishing the news or information will be provided by any reputable website,
70 so check it out. If the 'About' page is 'under construction', or there's nothing on it, the whole thing is probably a **tall story**.

GLOSSARY

extension – rozszerzenie (pliku)

op-ed (opposite editorial page) – felieton, komentarz (zazwyczaj znajdujący się na odwrocie pierwszej strony gazety lub czasopisma)

URL (uniform resource locator) – adres strony w Internecie

- 1 **SPEAK** Would you like to have a famous family member? Why/Why not?

- 2 **RECYCLE** Explain the difference between the words in each pair.

- 1 sibling / twin
2 relative / acquaintance
3 stepbrother / half brother
4 marriage / wedding
5 cousin / brother-in-law

- 3 **KEY WORDS** What family occasions are shown in the photos? Use the highlighted words below.

christening • family gathering • funeral
honeymoon • wedding reception • wedding service



- 4 Read the text about the royal family in the media. Do you agree with the author about why royal broadcasts are so popular? Can you think of any other reasons?

Top watched royal family occasions on TV

Apart from a whole range of minor royal events, like **expecting a baby**, an **engagement** or a wedding **anniversary**, all of which always receive media coverage, there is a list of momentous family occasions which have attracted millions of viewers over the past decades. It includes one coronation, two funerals, three christenings and quite a few weddings, some of which were watched by thirty million people. Viewers don't get to see the **feasts** at the wedding receptions, however, as these take place in private.

What spurs the ever-increasing interest in royal broadcasts? It seems ordinary people take pleasure in comparing the royals' lives with their own – perhaps princes and princesses also quarrel with their **spouses** or visit **in-laws** on Sunday afternoon? It's tempting to see how they show the same emotions – the excitement at the altar before the wedding **ceremony**, the grief at the funeral service or the joy of meeting their **next of kin** at an anniversary ...

- 5 **KEY WORDS** Match the highlighted words from exercise 4 to definitions 1–8.

- 1 the parents of your husband or wife
2 being pregnant
3 a formal event with special traditions
4 closest relatives
5 husbands or wives
6 a formal agreement to get married
7 a date when you celebrate something that happened in a previous year
8 large meals for many people, organised to celebrate something

- 6 **2.20 KEY WORDS** Listen and correct the mistakes in the sentences to make them true.

- 1 King George VI was the first British monarch to have their coronation **televised**.
2 The Christmas Broadcast is part of Christmas Eve **festivities**.
3 Prince Harry and Meghan Markle's **tell-all interview** with Oprah was authorised by the Queen.

- 7 **Translate into English.**

- 1 Almost a hundred people attended Timothy's **pożegnanie** (*pogrzeb*) to say their last goodbyes. **Nabożeństwo** (*Nabożeństwo*) was very emotional.
2 It's my parents' twenty-fifth **rocznica ślubu** (*rocznica ślubu*) next week, and we are organising **ogromną ucztę** (*ogromną ucztę*) for friends and family.
3 I went to my **chrzciny bratanka** (*chrzciny bratanka*) last Sunday. It was **małe rodzinne spotkanie** (*małe rodzinne spotkanie*).
4 We are inviting only **najbliższą rodzinę na przyjęcie zaręczynowe** (*najbliższą rodzinę na przyjęcie zaręczynowe*), our godparents and **ich małżonków** (*ich małżonków*).
5 Preparations for the **uroczystości** (*uroczystości*) connected with the royal wedding began months before the wedding day, which was of course **transmitowany w telewizji** (*transmitowany w telewizji*).
6 Ever since we told **teściom** (*teściom*) that Mary **spodziewa się dziecka** (*spodziewa się dziecka*), they have been visiting us three times a week.
7 The actor's ex-wife's **szokujący wywiad** (*szokujący wywiad*) caused his fiancée to call off their wedding and cancel the **podróż poślubną** (*podróż poślubną*).

- 8 **If you could interview a member of the royal family, who would it be? Write down the questions you would ask him/her.**

FAST FINISHERS

- Write (or design) an invitation to a family occasion of your choice.**

A formal discussion about online videos

1 SPEAK What do you prefer watching: traditional television or online videos? Why?

2 KEY WORDS Read the **WATCH OUT** box. Then look at expressions 1–6 below and match them to patterns and uses a–d.

- The asteroid is **getting closer** to Earth.
- Can you **get the waiter's attention** and ask for the bill?
- You can **get to the same result** using various methods.
- Maddie **got a new job** as a magazine editor.
- Many websites **get readers to click** on links to other sites.
- The app **gets updated** every week.

- get + adjective/infinite/participle = *become*
- get + direct object = *receive/obtain/take/fetch*
- get + direct object + infinitive = *cause or persuade someone to do something*
- get + to + noun = *reach or arrive at*

WATCH OUT

get

In English, *get* is one of the most common verbs. It is used in many phrasal verbs, and when it is used on its own, it has many different meanings, depending on how it is used.

3 KEY WORDS Complete the phrasal verbs with the highlighted prepositions below. Use a dictionary if necessary.

around • away • down • into • over

- When Alice and Tom broke up, it took him a long time to **get** her.
- Sometimes it's nice to **get** from all the noise in the city and go for a walk in the country.
- These grey skies and rainy days are really **getting** me.
- Have you **got** to studying for next week's biology exam yet?
- Rosie didn't get good enough grades to **get** the university of her choice.

4 **2.21** Read the **WATCH OUT | SKILLS** box. Then listen to the beginning of a radio programme. Which statement 1–3 is an opinion?

- Last year, sixty percent of people claimed they would rather watch online videos than TV.
- People are spending more time watching YouTube videos every year.
- Online videos manage to reach their audience directly.

WATCH OUT | SKILLS

Distinguishing opinions from facts

A fact is something that can be verified or checked, whereas an opinion is what a person thinks or believes, so it cannot be proved.

5 **2.22** Listen to the whole programme and choose the correct options.

- A lot of people prefer watching online videos to watching TV because
 - TV isn't attractive any more.
 - there's more to watch, and they're regularly updated.
 - TV is undergoing major changes.
 - it's less competitive than it used to be.
- What does Lee Drummond say about the quality of self-made videos?
 - They are the same quality as professionally produced TV programmes.
 - They are good quality because the technology is easy to use.
 - It deteriorates when a video is uploaded.
 - The quality isn't as good as in programmes made for TV.
- Which of the following is expressed as a fact?
 - Video production and publishing is fairly easy.
 - The content available on video platforms is all user-generated.
 - To be a video producer, you have to have a good idea and be consistent.
 - The interaction between the video producers and viewers can be valuable.
- The presenter is interviewing her guests in order to
 - provide the listeners with instructions on how to become a successful Youtuber.
 - find out what content could make TV more competitive.
 - learn more about the reasons for the popularity of online videos.
 - trigger off the discussion about social media content.

6 **SPEAK** Answer the questions.

- Which of the arguments in favour of the popularity of online videos do you find the most convincing?
- What would make TV more appealing to you and your peers?

FAST FINISHERS

If you were to have your own channel on YouTube, what would it be? What would be your first video?



- 1 **SPEAK** Do you watch interviews with celebrities? If so, what makes them interesting? If not, why?

- 2 Read the comment. Which questions a–e might have been asked in the interview?



I've read an interview with a celebrity actress who is one of the cast members of my favourite TV show. She says more scenes **should be filmed** on location because it's great fun. After **being asked** what she thought about paparazzi, she said 'I wish they'd leave me alone!' Also, she pointed out very clearly that she didn't like **being interviewed** about how much she'd been paid for her last film. When it comes to productions other than TV series, she would like **to be offered** work on a variety of projects. She complained that she **could have been sent** some invites to auditions, but as everybody in the industry knows, she is contracted for a few years, so she is rarely taken into consideration for new roles.

- a Can you tell the viewers about your last salary?
b How did you feel when the photos from a funeral service in your family appeared in gossip portals?
c If there were plans to make a spin-off, would you be interested in continuing to play your character?
d Would you like to try your skills in a different type of film?
e Why do you think you don't receive offers to play other roles?
- 3 Study the grammar table and read the text from exercise 2 again. Complete the table with the examples from the text.

Key Grammar

Advanced passive forms

We use passive gerunds (i.e. *being* + past participle) after words and expressions that are usually followed by a gerund, e.g. *I don't like being told what to do.*, ¹ ²

We use passive infinitives (i.e. *to be* + past participle) after words and expressions that are usually followed by an infinitive, e.g. *I want to be given another chance.*, ³

With some verbs, like *bring*, *buy*, *give*, *send*, *show*, *teach* or *tell*, which may be followed by two objects, we may use two different passive structures.

She gave me the book. → *The book was given to me.*
I was given the book.

We use *be* + past participle after modal verbs in the present and *been* + past participle after modal verbs in the past, e.g. *It can't be explained.*, *They should have been informed.*, ⁴ ⁵

Grammar Reference >> 100

Irregular verbs >> 158–159

- 4 Match the sentence halves.

- 1 Before being
- 2 Say what you want, but I would like this series
- 3 In my opinion, children could
- 4 None of the photos
- 5 I wasn't
- 6 All of the actors should be
- a be taught much more useful things at school.
- b were shown to me.
- c invited to the opening ceremony, and some members of the crew too.
- d offered the main part, Gina attended dozens of auditions.
- e shown any photos.
- f to be awarded an Emmy.

- 5 Complete the sentences with the correct passive forms of the verbs in brackets.

- 1 I've never (buy) such an expensive gift.
- 2 'But we've already bought our tickets online!' said the group, after (deny) entry to the cinema.
- 3 The actor seemed very confident and expected (congratulate) on his new film.
- 4 Food mustn't (bring) into the lecture hall.
- 5 Scarlet wasn't really interested in (invite) to any of those fancy parties.
- 6 As the most experienced journalist, Stuart should (choose) to interview the new James Bond.
- 7 What are you still doing? The problem should (sort out) a long time ago.

- 6 Rewrite the sentences in the passive. There may be more than one correct answer.

- 1 I'd like other people to listen to me.
- 2 After someone read the list to me, I had some questions.
- 3 They should have asked different questions.
- 4 Thomas clearly enjoys the fact that they give him more responsibility.
- 5 I don't want anything to surprise me.
- 6 They offered the scriptwriters a big sum of money.
- 7 People expect that Mike's behaviour will change.

- 7 **SPEAK** Use your imagination to finish the sentences. Then compare your answers in pairs.

- 1 I'd like to be given ...
- 2 Our school should have been ...
- 3 I always enjoy being ...
- 4 One thing that I believe can't be ...

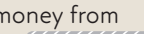
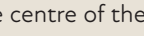
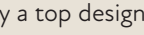
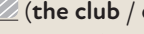
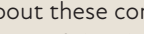
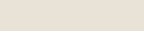
FAST FINISHERS

If you could be offered a role in a film or series, what would you like it to be? Why?

1 **SPEAK** Give examples of:

- a TV series now on air,
- a hilarious film scene,
- an engrossing documentary,
- a recently televised anniversary or ceremony,
- a baffling film ending.

2 Complete the text with the correct forms of the verbs in brackets.**DJS CROWDFUND FOR NEW CLUB**

Many DJs are desperate to ¹  (their music / play) in clubs and will even donate their services for free. A group of young DJs have opened their own club in a derelict warehouse in East London. After ²  (give) money from a crowdfunding website, they ³  (the roof / repair) and a state-of-the-art sound system installed. A massive dance stage ⁴  (build) in the centre of the building, and the interior looks so great that it must ⁵  (decorate) by a top designer! So many eager club-goers love it there that they have to queue for hours if they want ⁶  (let in). Local residents, however, are not happy, and are threatening to ⁷  (the club / close down) due to concerns about the noise. Surely, something could ⁸  (do) about these complaints – otherwise it would be such a pity if the club had to ⁹  (close).

3 Complete the sentences with the correct forms of the words in brackets with up to five words. Add any other necessary words.

- I guess everyone  (like / give) presents.
- Some rules for using streaming services  (expect / change) by the new law.
- The set looks a lot better after  (be / rearrange).
- I'm not sure who did it, but a simple video like this  (could / uploaded) by any amateur.
- A valuable painting  (leave) Mya in her grandmother's will.
- Their engagement  (recently / announce) in the media.
- I would like  (have / parcels / deliver) by the end of the day.

4 Correct the mistakes in the sentences.

- Most actors have doing outdoor shoots in winter.
- The celebrity has never agreed being photographed with his kids.
- Only their next of the kin knew that they were expecting a baby.
- Fortunately, some equipment was lent for me.
- It was such an old car that it shouldn't have driven at all.
- Being left behind to retake the course was getting Suzie back.

5 Complete the second sentence with up to five words so that it means the same as the first one.

- Paparazzi were constantly watching the actor. The actor  by paparazzi.
- The director will arrange for some changes in the script, as the star requested. The director will have  for the star.
- Although people consider the royal family rather cold, they are actually very friendly. Despite  the royal family are actually very friendly.
- They promised us some seats in the front row. We  seats in the front row.
- Someone will have to water the garden. The garden .
- After someone read the review to the director, he went mad.  the review, the director went mad.
- I'm going to ask a professional to edit the video. I'm going to  by a professional.

6 **SPEAK** Choose eight words from Unit 6 that you find difficult to remember. Create a short story to tell your partner using all of them.

#BRAINTEASER

I'm usually white, and I am used for cutting and grinding. When I'm damaged, I get to be filled or removed. I should be taken care of every day – I like being brushed. What am I?

 **FAST FINISHERS**

 Imagine you are going to be a DJ in a local club for one night. Make a list of 10–12 songs you would like to play.





ONCE UPON A TIME ... IN DUBLIN

If you have some spare time at the weekend, or can't make up your mind what to watch in the evening, let me tell you about something well worth seeing. I've just watched a wonderful film from Ireland called *Once*. It was directed by John Carney, the guy behind *Begin Again* (2013) and *Sing Street* (2016). It's a musical set in Dublin, with a cast of almost unknown actors, and what a fantastic job they did!

The plot of the film is simple yet engrossing – it's about the friendship between the two main characters: a heartbroken busker who sings and plays the guitar in the street and a sweet Czech girl who sells flowers. It's all filmed in and around the gorgeous city of Dublin, so you get a fantastic insight into life there.

However, without a doubt the best thing about the film is the enchanting music, and particularly the songs, written and performed by the actors, Glen Hansard and Markéta Irglová. A song from the film called *Falling Slowly* won an Oscar for Best Original Song in 2007, and the outstanding soundtrack album was nominated for two Grammy awards.

It's quite an old film, but if you haven't seen it, I strongly recommend you do. The story told is truly profound, with brilliant music and convincing acting, and all filmed in a beautiful city.

- 1 SPEAK** How important do you find the things below in a film? Order them 1–6, starting with the least important.

acting ending plot scenography soundtrack
special effects

- 2** Read the article and answer the questions.

- What is the purpose of the article?
- What information about the film does the writer give?
- What is the writer's opinion of the film?

- 3** Find the following features in the article.

- An exclamation
- A recommendation
- Facts and figures
- Opinions



- 4** Look at the article again and complete the Key Phrases box.

Key Phrases

Writing a review

Giving information about a film/TV series

It was ¹ by ... and stars ...

It tells the story of ...

The story is about ... / It's about ...

The plot of the (film) is ...

It is based on a novel by ...

It's ² in ...

The main characters are ...

Giving recommendations

The ³ / worst thing about the (film) is ...

This is one of the most exciting/fascinating/gripping (films) I have ever seen.

I strongly/highly recommend this (TV series) because ...

The (film) is well ⁴ seeing because ...

I think it will appeal to (young people) because ...

I must say it was nothing special / just terrible.

One disappointing thing was ...

The show was not as funny/entertaining as I'd expected.

To my mind, the film was not as good as the book.

I don't/wouldn't recommend it because ...

- 5 Read the **WATCH OUT | SKILLS** box and find the adjectives used in the text. Are they neutral or strong? Are there any that don't match either of the two categories?

WATCH OUT | SKILLS Neutral and strong adjectives

We use neutral adjectives to describe facts and 'strong' adjectives (positive and negative) to express opinions. Use strong adjectives to make your writing more interesting and to show the strength of your feelings.

- 6  Match the strong adjectives from the box to their meanings 1–6.

amazing appalling awesome brilliant crazy
devastated dreadful fantastic fascinating
gorgeous great gripping heartbroken
outstanding ridiculous stunning terrible

- 1 very good
- 2 very beautiful
- 3 very interesting
- 4 very bad
- 5 very sad
- 6 very silly

- 7  Read the **WATCH OUT | SKILLS** box and rewrite the sentences as exclamations using the words in brackets.

- 1 This is a wonderful way to show off such great music. (what)
- 2 That film had an amazing plot. (how)
- 3 It's strange that they used a different actor for the second part. (how)
- 4 The ending was spectacular, wasn't it? (what)
- 5 They used awesome special effects. (how)
- 6 The writer portrayed every individual character so vividly. (how)

WATCH OUT | SKILLS

Exclamations

You can use exclamations to express strong emotions. Use *What* with nouns following the pattern: *What + (a/an) + adjective + noun phrase (+ subject + verb (+ question tag))*, e.g. *What a great show (it was)!* *What delicious food he prepared (, didn't he)!* Use *How* + adjective/adverb ((+that) + subject + verb), e.g. *How interesting (that story was)!* *How amazing (that they sang the song for him)!* Don't forget to use an exclamation mark at the end of the exclamation.



–ou–
humour



–o–
humor

–re
theatre

–er
theater

–ise
realise

–ize
realize

- 8   Do the writing task. Follow the steps in the Writing Planner.

Poproszono Cię o napisanie recenzji premierowego filmu do szkolnej gazetki anglojęzycznej. Chociaż film spodobał się większości Twoich kolegów i koleżanek, uważasz, że był rozczarowujący. Napisz artykuł na 200–250 słów, w którym zrecenzujesz film oraz zachęcisz czytelników do wyrażenia opinii na jego temat.

WRITING PLANNER

THINK

Think of a film title and list the things you didn't like about it. Remember that it doesn't need to be true – you can choose a film you actually liked, but pretend that you didn't.

PREPARE

- 1 Come up with a title for your article.
- 2 Decide how to address your readers – think of a catchy beginning.
- 3 List the film's most important features (mainly negative, but you can also mention what you liked about the film).
- 4 Think about how to invite the readers to share their opinions and encourage discussion.

WRITE

Write your article. Use your notes and the Key Phrases.

CHECK

- Read your article and answer the questions:
- Have you included and developed both parts of the instruction?
 - Is your text within the word limit (200–250 words)?
 - Have you checked your article for spelling mistakes?

FAST FINISHERS

-  Make a list of the top five films you have ever watched.



Find a review of a film or series you have seen on an English-speaking website. What adjectives does the author use to express their opinions? Prepare a polemical review about the same film or series and present it in the next class.

VOCABULARY

1 Choose the correct options.

They say boredom is a natural part of growing up and that it's only when you're bored that you begin to create. The film director Greta Gerwig would probably agree. Gerwig started making films with a few friends when she didn't get ¹ a theatre course at university and she had nothing to do. She worked as a member of the ² on several films and, because it was a group of friends, she also acted. However, when other women like Sofia Coppola and Katherine Bigelow won Academy Awards for best director, this got her ³. By the time she got ⁴ to making *Lady Bird* in 2017, she had ten years' experience in the film industry. The film is set in her hometown of Sacramento and many of the scenes were filmed ⁵ in the streets and buildings there. *Lady Bird*, which was Gerwig's debut as a(n) ⁶, was followed in 2019 by *Little Women*. Gerwig's screenplays for both films got Academy Award nominations.

- 1 A to B down to C into D on
 2 A crew B team C cast D set
 3 A eye B mind C sense D attention
 4 A up B around C in D over
 5 A on set B on C in the D on air
 location studio
 6 A shot B audience C spin-off D scriptwriter

2 Choose the correct options.

- 1 With all the murder scenes, the film is absolutely *baffling* / *appalling* and I don't recommend it to anyone.
 2 The last episode was so *gripping* / *gloomy* that we all sat there glued to the screen in complete silence.
 3 Some of my friends claim the book was *hilarious* / *profound*, but it's not really my type of humour.
 4 I always get sentimental at *honeymoon* / *engagement* parties when I see the guy get down on one knee.
 5 The invitation clearly says we are supposed to bring partners or *in-laws* / *spouses*.
 6 This year's Christmas *feasts* / *festivities* include a parade and an open-air market.

GRAMMAR

3 Complete the text with one word in each gap.

You have to be very careful on the Internet because not everyone is honest. One of the oldest tricks in the book is that you ¹ sent an email ² someone you don't know. A story ³ usually invented to ⁴ you give them your bank account details. In return you ⁵ be given €10,000. Of course, they're trying to trick you! Nobody deserves to ⁶ fooled in this way and if I could, I'd ⁷ them all arrested!

4 Change the sentences into the passive voice.

- 1 They set the film in New York in the 1980s.
 2 They are filming this episode in front of a live audience.
 3 The director has already fired several members of the crew.
 4 They've asked U2 to compose the soundtrack of the new film.
 5 Where did they first release the TV show?
 6 Before they asked me those questions, they had told me to fill in a form.
 7 People must pay more attention to current affairs.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

- 1 A lot of fake news (story / publish) about famous footballers in recent years.
 2 My parents (have / their room / paint), so they're sleeping in the living room.
 3 I'm taking some time off from work, so this time tomorrow I (lie) beach.
 4 My sister and I (not use / get) on very well in the past.
 5 Out of curiosity, will you still (go / swim / if / rain) tomorrow?
 6 What (you / say) if you had met him in person?

6 Complete the text with the correct words formed from the words in the box. There are two extra words.

compete curious education engross expect second

I've recently done a survey among ¹ school students about their TV watching habits. One major finding is that, as a rule, teenagers watch very little TV, if at all – they have taken to streaming services. What makes them ² in comparison to broadcast TV? For example, binge-watching – when the viewers find a series really ³, they don't need to wait the whole week for the next episode. Teenagers admit that they turn on the TV very rarely, sometimes out of ⁴, and usually just to flick through the channels. It seems that TV stations will need to find out how to reach young audiences if they want to survive the next decade.

READING

- 7   Read the article and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.

- A Escape rooms normally cater for small groups of two to six people, but there are challenges for up to ten players.
- B You have a limited time, usually an hour or ninety minutes, to solve a series of puzzles and challenges in order to receive new clues, which in turn will eventually lead you and your friends out of the room.
- C His office contains clues to his location and also the location of some incredibly valuable hidden treasure.
- D After a series of accidents which occurred due to safety violations, some escape rooms were closed down.
- E During the challenges, you get a chance to bond with them and discover the hidden talents that they have.



ESCAPE ROOMS

Looking for a fun activity to do this weekend? Gather your friends and get yourself down to an escape room. Escape rooms have become a top attraction for young people in major cities all around the world.

As the name indicates, the basic idea is that you have to escape from a room which you and your friends have been locked into. There are certain challenges on the way. ¹ There are a huge variety of stories for each type of escape room. In one example, probably based on the Indiana Jones films, a famous archaeologist has disappeared in Egypt and nobody knows where he is. ² Your mission is to investigate the clues to find the treasure. There are other rooms based on murder mysteries, science-fiction stories, a medieval castle, and, perhaps not surprisingly, a school of magic. The idea is to attract as many people as possible with a range of choices.

People who have tried them say that the challenges are tough but fun. The important thing to remember is that there's no guarantee that you and your friends will win. Different rooms have different levels – some are more difficult than others. However, everyone agrees that it's not just about winning – it's more about doing something fun with your friends. ³ Some might be good at solving word-based problems, while others might astound you with their logic. In the time it takes to get through the challenges, you will work together towards a common aim, and everyone on the team gets involved.

The other attraction for many people is that, rather than being a passive spectator as you would be while watching online videos, TV series or films, in an escape room you are a participant experiencing the story. You can be the hero or heroine who saves the day – the central character in your very own video game.

⁴ Groups work on their own in a room just for them, though some rooms require teams to compete against each other, often with complete strangers. The age limit is usually for over sixteens or over eighteens and it's not cheap – prices range from around £10 up to £50 for escape rooms in London. You don't need any special clothing or equipment, just your brain ... and your friends!



SPEAKING

- 8  Describe the photos and answer the questions.

Uczeń A



- 1 How do you think the people sitting close to the girl feel?
- 2 Who do you like going to the cinema with? Why?
- 3 Describe a situation in which someone disturbed you while you were watching a film.

Uczeń B



- 1 What are the pros and cons of recording a live concert you're attending?
- 2 Do you watch concerts on TV? If yes, what do you like about them? If not, why not?
- 3 Describe a situation in which you asked someone to turn off their phone.

WRITING

- 9   Read the instructions and do the task.

Uczestniczyłeś/Uczestniczyłaś w festiwalu filmowym *Teen Movie*, podczas którego obejrzałeś/obejrzałaś wiele filmów dla młodzieży. Niektóre z nich były bardzo dobre, inne w ogóle Ci się nie podobały. Napisz artykuł do gazetki szkolnej (200–250 słów), w którym zrelacjonujesz przebieg festiwalu oraz zrecenzujesz jeden z filmów.

6.2 The passive • have/get something done

The passive

Strona bierna jest typowa dla wypowiedzi formalnych i tekstów technicznych. Stosujemy ją, kiedy wykonawca czynności jest nieistotny, nieznan lub oczywisty, a także by położyć nacisk na samą czynność, a nie na jej wykonawcę, np. 'The Witcher 3: Wild Hunt' **was released** in 2015.

Tworzenie strony biernej: czasownik *be* we właściwym czasie + *past participle* (+ *by* + wykonawca czynności).

UWAGA!

W stronie biernej występują wyłącznie czasowniki przechodnie (*transitive verbs*), czyli takie, które łączą się z dopełnieniem, np.: *call sb*, *break sth*, *teach sb*. Czasowniki nieprzechodnie (*intransitive verbs*), czyli takie, które nie łączą się z dopełnieniem, np.: *become*, *cry*, *run*, nie występują w stronie biernej.

present simple	Rubbish is collected twice a week in this area.
present continuous	Which rooms are being cleaned now?
present perfect	The witness hasn't been interviewed yet.
past simple	Who were these sketches drawn by?
past continuous	My test was being checked when I entered the room.
past perfect	Her first self-portrait had been sold for £10,000.
future simple	Will the office be moved to a different location?
future continuous	The Brooklyn Bridge will be being renovated when we're in New York.
future perfect	His novel won't have been published by the time he graduates.
be going to	Are these letters going to be posted today?

have/get something done

Konstrukcję *have/get something done* stosujemy do opisu czynności, które zostały zlecone innej osobie, zwykle za opłatą, np. We **had our brakes checked** before setting off for France.

Tworzenie zdań z *have/get something done*

- ze zwykłym czasownikiem: *have/get* (w odpowiednim czasie) + dopełnienie + *past participle*, np.:

I'm having my kitchen refurbished at the moment.

Our employees get their eyes tested every two years.

- z czasownikiem modalnym: czasownik modalny (w odpowiednim czasie) + *have/get* (w niezmienionej formie) + dopełnienie + *past participle*, np.:

My parents might have a security system installed in their holiday home.

You should get the soles in your boots replaced before it gets snowy.

Konstrukcja *have/get something done* jest niekiedy stosowana także do opisu niefortunnych zdarzeń losowych, np.:

He was in an accident and had one of his front teeth knocked out.

My wallet got stolen, so I couldn't pay for my shopping.

UWAGA!

Aby powiedzieć, że zleciliśmy komuś wykonanie jakiegoś zadania, możemy również zastosować konstrukcje:

- *have* (w odpowiednim czasie) + wykonawca czynności + bezokolicznik bez *to*, np. *I had the IT technician replace the hard drive in my laptop.*
- *get* (w odpowiednim czasie) + wykonawca czynności + bezokolicznik z *to*, np. *They'll get the gardener to trim the hedge.*

6.7 Advanced passive forms

Passive gerunds and passive infinitives

Czasowniki i zwroty, po których występuje czasownik z końcówką *-ing* (np.: *admit*, *avoid*, *be interested in*, *can't stand*, *don't mind*, *enjoy*, *get tired of*, *hate*, *keep (on)*, *like*, *love*, *miss*; *about*, *after*, *before*, *of*, *on*, *without*) w stronie biernej przyjmują formę: czasownik/zwrot + *being* + *past participle*, np.:

I keep being told that I'm overqualified for this job.

After being bribed by the developer, the mayor agreed for an office block to be built by the lake.

Czasowniki i zwroty, po których występuje bezokolicznik z *to* (np.: *can't afford*, *choose*, *decide*, *deserve*, *expect*, *hope*, *need*, *prefer*, *pretend*, *refuse*, *want*, *would like*; niektóre przymiotniki i konstrukcje celowe) w stronie biernej przyjmują formę: czasownik/zwrot + *to be* + *past participle*, np.:

They deserve to be rewarded for their selfless behaviour.

I was glad to be invited to their engagement party.

She's been working really hard lately (in order) to be offered a promotion.

UWAGA!

Wyrażenie *make sb do sth* w stronie biernej przyjmuje formę: *be made to do sth*, np.: *They made me sign the documents.* → *I was made to sign the documents.* Wyrażenie *let sb do sth* nie występuje w stronie biernej.

Verbs with two objects

Niektóre czasowniki przechodnie łączą się z dwoma dopełnieniami: bliższym i dalszym, np.: *buy sb sth*, *lend sb sth*, *promise sb sth*. Zdania występujące w stronie czynnej z tymi czasownikami mogą zostać przekształcone na stronę bierną na dwa sposoby, np.:

Active voice: They **give a money-back guarantee to all of their customers.**

Passive voice: **All of their customers are given a money-back guarantee.**

A money-back guarantee is given to all of their customers.

Modal verbs

W zdaniach występujących w stronie biernej można zastosować również czasowniki modalne:

- w czasie teraźniejszym (czasownik modalny + *be* + *past participle*), np.:

The application form must be submitted in person.

Could the appointment be rescheduled for a later date?

- w czasie przeszłym (czasownik modalny + *have* + *been* + *past participle*), np.:

This dessert can't have been made by a professional chef – it looks awful!

The paparazzi might have been informed of their engagement.

- KEY WORDS

VOCABULARY 1 MP3 42

appalling	/ə'pɔ:lɪŋ/	okropny, potworny
autistic savant	/ɔ:tɪstɪk 'sævənt/	wybitnie uzdolniona osoba z zaburzeniami ze spektrum autyzmu
baffling	/ˈbæflɪŋ/	zbijający z tropu, dezorientujący, mylący
cast	/kɑ:st/	obsada
chronicle	/ˈkrɒnɪkl/	stanowić kronikę/zapis czegoś
convincing	/kən'vɪnsɪŋ/	przekonujący
crew	/kru:/	ekipa
engrossing	/ɪn'grəʊsɪŋ/	wciągający, zajmujący
filmed on location	/ˌfɪlmɪd ɒn ləʊ'keɪʃən/	filmowany w plenerze
footage	/ˈfʊtɪdʒ/	materiał filmowy
gloomy	/ˈglu:mi/	ponury, przygnębiający
gripping	/ˈgrɪpɪŋ/	porywający
hilarious	/hɪ'leəriəs/	komiczny, prześmiewczy
insight	/ˈɪnsaɪt/	wgląd
laugh one's head off	/ˌlɑ:f wʌnz 'hed ɒf/	śmiać się na cały głos
low-budget production	/ˌləʊ ˌbʌdʒɪt prə'dʌkʃən/	niskobudżetowa produkcja
on air	/ɒn 'eə/	na antenie, nadawany (o programie w telewizji)
on the edge of sb's seat	/ɒn ðɪ ˌedʒ əv ˌsʌmbədiz 'si:t/	w napięciu
profound	/prə'faʊnd/	wnikliwy, dogłębny
scenery	/ˈsi:nəri/	sceneria, dekoracje
scriptwriter	/ˈskriptˌraɪtə/	scenarzysta
sensational	/sen'seɪʃənəl/	rewelacyjny, świetny
set	/set/	plan (filmowy)
shot	/ʃɒt/	ujęcie, zdjęcie (w filmie)
spin-off	/ˈspɪnɒf/	serial opowiadający historię bohaterów innego serialu
unfold	/ʌn'fəʊld/	rozwijać się (np. o historii)
viewing charts	/ˈvju:ɪŋ tʃɑ:təz/	wyniki oglądalności

GRAMMAR 1 MP3 43

custom	/ˈkʌstəm/	robiony na zamówienie
frenzy	/ˈfrenzɪd/	szaleńczy
step down	/ˌstep 'daʊn/	ustąpić (ze stanowiska)

SPEAKING MP3 44

bar chart	/ˈbɑ:tʃɑ:t/	wykres słupkowy
binge-watch	/ˈbɪndʒ wɒtʃ/	oglądać serial po kilka odcinków z rzędu
correlation	/ˌkɒrəˈleɪʃən/	powiązanie, korelacja
pie chart	/ˈpaɪ tʃɑ:t/	wykres kołowy
prior to sth	/ˈpraɪə tə ˌsʌmθɪŋ/	przed czymś
slight	/slaɪt/	nieznaczny
steady	/ˈsti:di/	stabilny

READING MP3 45

back sth up	/ˌbæk ˌsʌmθɪŋ ˈʌp/	potwierdzić
biased	/ˈbaɪəst/	stronniczy
break a big story	/ˌbreɪk ə ˌbɪɡ 'stɔ:ri/	przekazać coś jako pierwszy
clickbait	/ˈklɪk beɪt/	clickbait, nagłówek, którego celem jest kliknięcie w link
common practice	/ˌkɒmən 'præktɪs/	powszechna praktyka
fall for sth	/ˈfɔ:l fə ˌsʌmθɪŋ/	dać się nabrać na coś
feed	/fi:d/	publikowane treści, aktualności
hoax	/həʊks/	kaczka dziennikarska, oszustwo
keep up with sth	/ˌki:p ˈʌp wɪθ ˌsʌmθɪŋ/	być z czymś na bieżąco
out of curiosity	/ˌaʊt əv ˌkjʊəri'ɒsəti/	z ciekawości
outrageous	/aʊt'reɪdʒəs/	szokujący, bulwersujący
pop up	/ˌpɒp ˈʌp/	wyskoczyć, pojawić się nienacka
pull a fast one (on sb)	/ˌpʊl ə ˈfɑ:st wʌn (ɒn ˌsʌmbədi)/	oszukać (kogoś), zrobić (kogoś) w konia

reputable	/ˈrepjʊtəbəl/	poważany, mający dobrą opinię
tall story	/ˌtɔ:l 'stɔ:ri/	bujda
the same old story	/ðə ˌseɪm əʊld 'stɔ:ri/	stara historia, nic nowego
track	/træk/	śledzić

VOCABULARY 2 MP3 46

anniversary	/ˌæni'vɜ:səri/	rocznica
call off	/ˌkɔ:l 'ɒf/	odwołać
ceremony	/ˈserəməni/	ceremonia, obrzęd
christening	/ˈkrɪsənɪŋ/	chrzest
engagement	/ɪn'ɡeɪdʒmənt/	zaręczyny
expect a baby	/ɪk'spekt ə ˈbeɪbi/	spodziewać się dziecka
family gathering	/ˌfæməli ˈɡæðərɪŋ/	rodzinne spotkanie
family occasion	/ˌfæməli ə ˈkeɪʒən/	wydarzenie rodzinne
feast	/fi:st/	uczta
festivity	/ˈfe:stɪvəti/	święto, uroczystość
funeral	/ˈfju:nərəl/	pogrzeb
grief	/ɡri:f/	żał, smutek
honeymoon	/ˈhʌniˌmu:n/	podróż poślubna
in-laws	/ɪn ˈlɔ:z/	teściowie
media coverage	/ˌmi:diə ˈkʌvərɪdʒ/	relacja mediów
momentous	/məʊ'ments/	ważny, doniosły
next of kin	/ˌnekst əv 'kɪn/	najbliższy krewny
quarrel	/ˈkwɒrəl/	kłócić się
spouse	/spaʊs/	małżonek/małżonka
spur	/spɜ:/	nakręcać, pobudzać (np. zainteresowanie)
televised	/ˈtelɪvaɪzd/	transmitowany w telewizji
tell-all interview	/ˌtel ɔ:l 'ɪntəˌvju:/	szokujący wywiad, wywiad ukazujący nieznaną wcześniej fakty
tempting	/ˈtemptɪŋ/	kuszący
wedding reception	/ˈwedɪŋ rɪˌsepʃən/	przyjęcie weselne, wesele
wedding service	/ˈwedɪŋ ˌsɜ:vɪs/	nabożeństwo ślubne

LISTENING MP3 47

consistent	/kən'sɪstənt/	spójny
deteriorate	/dɪ'tɪəriəreɪt/	pogarszać się
fetch	/fetʃ/	przynieść, przyprowadzić
get readers to click	/ˌget ˈri:dəz tə ˈklɪk/	skłonić czytelników do kliknięcia
get a new job	/ˌget ə ˌnju: 'dʒɒb/	dostać nową pracę
get around to sth	/ˌget ə ˈraʊnd tə ˌsʌmθɪŋ/	zabrać się do (robienia) czegoś
get away from sth	/ˌget ə ˈweɪ frəm ˌsʌmθɪŋ/	uciec od czegoś
get closer	/ˌget ˈkloʊə/	zbliżyć się
get into (a university)	/ˌget ˈɪntə (ə ˌju:ni'vɜ:səti)/	dostać się (na uczelnię)
get over sb	/ˌget əʊəv ˌsʌmbədi/	dojść do siebie po rozstaniu z kimś
get sb down	/ˌget ˌsʌmbədi ˈdaʊn/	przygnębiać
get sb's attention	/ˌget ˌsʌmbədiz ə ˈtenʃən/	zdobycь czyjąś uwagę
get to the same result	/ˌget tə ðə ˌseɪm rɪ'zʌlt/	dojść do tego samego
get updated	/ˌget ʌp'deɪtɪd/	być aktualizowanym
trigger off	/ˈtrɪɡər ˈɒf/	wywoływać, wyzwalać
undergo (changes)	/ʌndəˌɡəʊ ('tʃeɪndʒɪz)/	przechodzić (zmiany)

GRAMMAR 2 MP3 48

gossip portal	/ˈɡɒsɪp ˌpɔ:təl/	portal plotkarski
sort out	/ˌsɔ:t ˈaʊt/	rozwiązać
take into consideration	/ˌteɪk ɪntə kənˌsɪdə'reɪʃən/	wziąć pod uwagę

USE OF ENGLISH MP3 49

crowdfunding	/ˈkraʊdfʌndɪŋ/	finansowanie społecznościowe
derelict	/ˈderəlɪkt/	opuszczony, zrujnowany
eager	/ˈi:ɡər/	zagorzały, chętny
grind	/graɪnd/	zgrzytać
warehouse	/ˈweəˌhaʊs/	magazyn

WRITING MP3 50

dreadful	/ˈdredfəl/	okropny
enchanted	/ɪn'tʃɑ:ntɪŋ/	czarujący
outstanding	/aʊt'stændɪŋ/	wybitny, wyróżniający się
ridiculous	/rɪ'dɪkjələs/	absurdalny, śmieszny
vividly	/ˈvɪvɪdli/	barwnie, żywo

7

WELCOME HOME



SPEAK Look at the photos and read the quote. Answer the questions.



Good food and a warm kitchen are what makes a house a home.

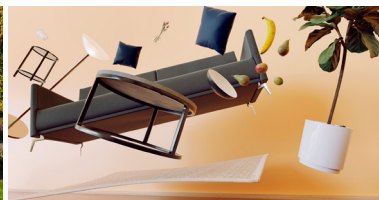
Rachael Ray (American author and celebrity cook, born 1968)

- What kind of person would choose to live in each of the homes in the photos? Think about their personality, job and lifestyle.
- Which of the homes could you never live in? Why not?
- Do you agree with the quote? What else makes a house a home?

1 SPEAK Why do people move to the countryside? Do you know anyone who has moved house? If so, why did they do it?

2  Name the following:

- 1 five types of houses,
- 2 four kitchen appliances,
- 3 three pieces of furniture made of fabric,
- 4 four pieces of furniture made of wood,
- 5 three things used for washing.



3 SPEAK Read the story about moving to the countryside. How do you think it will end?

MY ATTEMPT AT A RURAL LIFESTYLE

Are you thinking of switching your urban life for the peace and quiet of a **rural area**? Well, I suggest you think twice before you do. Here's my story of trying to leave the **hustle and bustle** of the city centre.

Two years ago, we were visiting our friends who had moved into a lovely **chalet** in the countryside, somewhere **off the beaten track** yet within walking distance of a few shops and a bus stop – in a word, a perfect spot. My fiancé and I were so mesmerised by the beauty and the pastoral peace that we decided to buy a similar place ourselves. In fact, we couldn't wait to leave our old place in one of the ugly seven-storey blocks of flats, all packed together along our street.

We hired an **estate agent** to help us find an **affordable, rustic property** that would be **fully furnished** so that we could move in right away. After a few months of searching, we found what seemed to be an ideal place. We decided to take a risk and paid the deposit immediately. Then we went to see our future nest.



Buying and selling property • Relocation • Mobility

4 KEY WORDS Replace the underlined words and phrases with the correct forms of the highlighted words from exercise 3.

- The inn we stayed in was cosy and typical of the simple style of the countryside.
- We spent the summer away from the noisy activities of the city centre.
- In the future, I'd like to be someone whose job is to buy and sell houses.
- Roads in the countryside are usually rather bad.
- Let's spend the next Christmas break somewhere far away from where tourists usually go.
- My uncle owns a residential building and land in Paris.
- We are looking for something near the seaside that is cheap enough for us to buy.
- The only condition is that the flat has to be equipped with all the necessary furniture.
- I could spend the holidays in a wooden house built in a mountain area, but I can't imagine living there permanently.

5 **2.23 KEY WORDS** Check the meaning of the highlighted words in sentences 1–5 below. Then listen to the end of the story from exercise 3. Are the statements true or false?

- We were disappointed with the **residents** in the neighbourhood.
- I couldn't believe how overpriced the chalet was.
- Our dream house proved to be a **run-down, hideous shack**.
- After a while, we moved back into our **tenement building**.
- We appreciate urban **amenities**.

6 Complete the sentences with some of the highlighted words from this lesson. There may be more than one correct answer.

- The in this luxurious residential area include a gym and a pool.
- A building is, by definition, a run-down, often overcrowded apartment block, so why are you surprised with this one?
- Most of the local have objected to the mayor's proposal to build a shopping mall next to the park.
- The new project will affect the whole country, both urban and areas, so it doesn't matter if you live in a city or in the countryside.
- We are collecting funds for a family who lost their in a fire.
- Those ten-storey blocks of flats from the 1980s look and should be renovated.
- People who were born in cities are used to the of urban life. They just don't seem to mind the noise.
- Real estate prices have gone up so much that barely anything is to ordinary people like us.

7 Choose four highlighted words from this lesson which you did not use in exercise 6. Write sentences about yourself using these words.

When my parents were buying a house last year, they hired an estate agent.

8 SPEAK What would you like to change about the place where you live? Think about the area, the amenities, the buildings, etc.



9 SPEAK Look at the video still and answer the questions.



- What are the benefits and drawbacks of living on a boat? Enumerate at least two of each.
- Does the photo encourage you to live on a houseboat? Why/Why not?

FAST FINISHERS

Imagine you want to sell your own house or flat. Write a short ad.

Reported speech (statements, questions and commands)

1 **SPEAK** Would you call the police about excessive night noise from your neighbours? Why/Why not?

2  Read the police statement below and find examples of reported statements, questions and commands. Then rewrite three of them in direct speech.

At 11:30 pm on 23 April, I was sent to 15 Raiders Court to investigate the loud noise coming from one of the apartments. I spoke to Mr Gareth Ford, who had reported the excessive night noise. I asked him whether such incidents had happened before, and he told me it was the first time he had called the police, but there had been similar problems in the past. After that, I went to the flat in which the neighbours were making noise. It turned out there was a party, and there were almost twenty people in the flat. I asked the owner how many tenants lived there and told him to show me some form of identification. The owner admitted to being too loud and promised he would turn the music down. He informed me that he was aware of the fact that if the police were called again, he would be fined.

3  Study the grammar table and answer the questions.

- What is the difference in use between *say* and *tell*?
- Do we always use *that* after *say* and *tell*?
- In reported statements and reported questions, what happens to ...
 - past simple?
 - the words *tomorrow* and *here*?
- In reported questions, what happens to ...
 - the subject and verb word order?
 - question marks?
- What two words do we use when reporting *yes/no* questions?
- In reported commands, what happens to the verb?

Key Grammar

Reported statements

When we report what someone said in the past, we change the tenses, pronouns and time expressions, e.g.:

'I'll call the police,' said the neighbour. The neighbour told me (that) he would call the police.

'We arrived here yesterday,' they said. They said (that) they had arrived there the day before.

Reported questions

In reported questions, we use the word order typical of an affirmative sentence, e.g.:

'Who are you?' She asked me who I was.

'Can you come tomorrow?' He wanted to know if/whether we could come the following day.

Reported commands

In reported commands, we use the verb *tell* + direct object + (not) + to-infinitive form of the reported verb, e.g.:

'Don't open the door to anyone!' Mum told me not to open the door to anyone.

4  Correct the mistakes in the sentences. There may be more than one correct answer. Then rewrite the sentences in direct speech.

- They told they were going to decide themselves.
- We said him that the flat had been rented the day before.
- The police report stated if the owner would pay for the damage.
- I asked my uncle was he happy about moving to the countryside.
- He told me don't to worry.
- The estate agent asked whether we were looking for a fully furnished flat?

5 **SPEAK** Ask and answer the interview questions below. Then change pairs and report what your first partner said.

Are you a good neighbour?

- How often do you clean the staircase or clear the pavement of snow in winter?
- Do you make noise late at night?
- Have you ever reported that your neighbour(s) violate the rules?
- When did you last lend something to a neighbour?
- What would you do if your next-door neighbour asked you to water their plants for a month?
- Do you know your neighbours' surnames?

6  Rewrite the questions in exercise 5 as reported questions.

I asked Zosia how often she ...

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

- 'We are going to move next month,' Mum said.
Mum said that we  the following month.
- 'What's the name of the owner?' Ben asked.
Ben asked what .
- 'I'll call you later tonight,' Linda said.
Linda said she  night.
- 'Don't do anything without my consent,' the landlord said to us.
The landlord told  anything without his consent.
- 'Last week there was a fire,' Mark said.
Mark said there had  week.
- 'Meet us here tomorrow,' they said.
They told me  day.

8 **SPEAK** List five characteristics of a good neighbour.

 FAST FINISHERS

 Imagine your neighbours make excessive night noise regularly. Draw a poster to put up on the noticeboard in your block of flats.

- 1 **SPEAK** Read the ad. Would you like to rent this place if you were a student? Why/Why not?

- Bedrooms: 2
- Bathrooms: 1
- Kitchens: 1
- Max no. people: 3
- Top floor (fourth), no lift
- fully furnished, five minutes from underground station, thirty-minute ride from university
- no pets allowed



- 2 **2.24** Read the questions. Which are asked by a tenant (T), and which by a landlord (L)? Listen and check.

- 1 How long is the lease at your place?
- 2 What's included in the rent and which day of the month is it due?
- 3 Do you think you could get a reference from your current landlord?
- 4 Why are you relocating?
- 5 Are you familiar with the rental application process?
- 6 Is there a security deposit to be paid in advance?

- 3 **2.24** Listen again, study the Key Phrases box and answer the questions.

- 1 What does the tenant say to make a suggestion about the lease term?
- 2 What does the landlord say to refuse the proposal of a smaller deposit?
- 3 How does the tenant agree to paying double rent?
- 4 How does the tenant ask for permission to see the flat?

Key Phrases

Negotiating & Apologising & Asking for permission

Making suggestions

Supposing we (decide) ...

Would it be OK if (I) ...?

How would you feel about (+ -ing)?

Maybe a better solution would be to ...?

I think it might be better if ...

Refusing/Accepting suggestions

I could/can't go along with that / the idea of ...

I'm not sure that's a good idea.

Fair enough. / Let's give it a try/go.

Apologising

I'm afraid (I) ... / I'd/would like to apologise for ...

I'm (awfully) sorry for (+ -ing).

Asking for permission

Am I / Are we allowed to ...?

Would it be alright if I/we ...?

Do/Would you mind if I/we ...?

- 4 Translate into English. Use the words in brackets and the Key Phrases.

- 1 Czy mógłbym w tym miesiącu zapłacić czynsz trochę później? (OK / paid)
- 2 Zakładając, że zapłacę z góry za cały rok, czy możemy negocjować czynsz? (supposing / negotiate)
- 3 Strasznie mi przykro, że zgubiłem zapasowy klucz. (losing / spare key)
- 4 Czy byłoby w porządku, gdyby moja koleżanka zatrzymała się tutaj na tydzień? (all right / stayed)
- 5 Może lepszym rozwiązaniem byłoby włączyć rachunki za elektryczność do czynszu? (solution / include)
- 6 Nie mogę zgodzić się na to, aby mieszkały tu trzy osoby. (along / idea / living)
- 7 Co powiedziałbyś na przeprowadzkę do centrum? (feel / city centre)

- 5 **SPEAK** Do the speaking task.

Uczeń A

Wraz z kolegą/koleżanką (uczeń B) wyjeżdżasz do Londynu na wakacyjny kurs językowy. Właśnie znalazłeś/znalazłaś mieszkanie, które moglibyście/mogłybyście wynająć. W rozmowie z uczniem B porusz następujące kwestie:

wygląd i lokalizacja mieszkania

wysokość czynszu i opłat dodatkowych

regulamin

depozyt

Uczeń B

Wraz z kolegą/koleżanką (uczeń A) wyjeżdżasz do Londynu na wakacyjny kurs językowy. Kolega znalazł / Koleżanka znalazła właśnie mieszkanie do wynajęcia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś o doprecyzowanie jakiejś kwestii, np. lokalizacji / transportu publicznego itp.,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- powiedz, że nie odpowiada Ci jedna z zasad panujących w lokalu,
- poinformuj, że masz ograniczony budżet na czynsz.

FAST FINISHERS

Imagine you are a student looking for a flatmate. Write a notice to be put up on the noticeboard in the university lobby.

7.4 Reading

An article about a world-famous building

- 1 **SPEAK** Which cities do you need to visit to see these buildings? Which of them would you like to see the most? Why?



- 2 **MEMORY IMPULSE** Make sentences about the buildings from exercise 1, using the adjectives from the box.

charming cosy gorgeous impressive isolated
modern old-fashioned

*The Empire State Building is the most modern of all.
I don't think that the interior of Versailles is cosy.*

- 3 **2.25** Read the article on page 107 and answer the questions.

- What event inspired the journalist to write the article?
- Why is the decision of the Turkish president so controversial?
- Why is the place called 'a bridge between two faiths'?

- 4 **RESEARCH IMPULSE** Read the article again and match sentences A-F to gaps 1-4 in the text. There are two extra sentences. Then listen and check.

- Fortunately, up until now, the monument has been open to visitors of all faiths, and the Christian emblems have been covered during Islamic prayers.
- Ever since then, Hagia Sophia has attracted thousands of tourists every year, as everything about it seems marvellous.
- After that, Islamists in Turkey called for the place to be converted to a mosque, despite resistance from members of the secular opposition.
- Built 1,500 years ago by a Roman Emperor as an Orthodox Christian cathedral, Hagia Sophia is a great example of Byzantine art and architecture.
- It is said that its huge dome, considered to be the second largest in the world, is a symbol of heaven and its glory.
- No wonder that the threat of it becoming a place of only Islamic worship, closed to anyone seeking to admire its beauty, was strongly criticised by both the Turkish opposition and architectural conservators all over the world.

- 5 **KEY WORDS** Match the highlighted words from the text to definitions 1-8.

- not religious
- art, buildings and traditions that a society thinks are important to its history and culture
- related to the Middle Ages
- a place of Muslim worship
- very famous and well-known
- a building used for worship in some religions
- decorations
- existing in large quantities

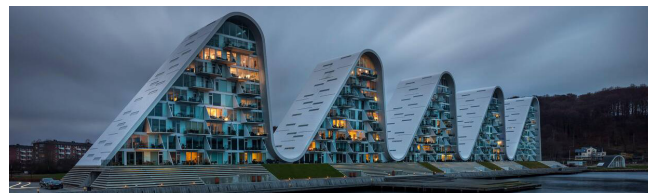
- 6 Complete the sentences with the correct forms of the highlighted words from the text.

- During the trip, we visited a(n) _____ church, dating back to the 1400s.
- What I liked the most about the interior were the marble _____ on the walls.
- His film became a(n) _____ image of the Syrian civil war.
- At first, he composed only music for psalms, but then he turned to _____ music.
- The main goal of our community is to preserve our national _____.
- _____ are not very common in my country, as the main religion is not Islam.
- Market stalls where locals sell their produce are _____ in this part of the city.
- We talked about Egyptian pyramids and _____ in history last week.

- 7 **SPEAK** Answer the questions.

- Do you agree with the statement that Hagia Sophia belongs to all humanity, not only to Turkey?
- What can be done on an individual level to protect the heritage of famous monuments?

- 8 **SPEAK** Describe an impressive building that you have visited. Use the highlighted words from the text.



FAST FINISHERS

- If you were to design an impressive building, what would it be? What would it look like? Draw and describe it.



Find information about an interesting building in Poland. Research its history, facts about its architecture or design and the purpose it has today. Present your findings to the class.

Hagia Sophia:

From Religious to Secular and Back

In 2020, the **iconic** Hagia Sophia ('Ayasofya' in Turkish) in Istanbul was stripped of museum status and turned into a **mosque**. As it's a UNESCO World Heritage site, the decision made by President Erdoğan prompted criticism from religious and political leaders worldwide.

In order to understand how that actually happened, it's worth taking a look at the history of the building, which seems to reflect centuries of political changes in the region of the Bosphorus. ¹ At that time the world's largest interior space, the new church (sometimes also referred to as a **temple**) included a massive dome atop a rectangular basilica, **abundant** mosaics that covered nearly every surface, stone inlays, columns and pillars made of marble, bronze and marble doors, and many other outstanding architectural features. After the Ottoman conquest in 1453, Hagia Sophia was converted into a mosque and remained one for several centuries. It was only in 1934 that President Atatürk, who is said to have westernised Turkey, proclaimed the building to be a **secular** place and a museum open to visitors.

² This includes, for example, the materials it was built with. It might be hard to believe, but they actually date back to **medieval** times. Apart from the precious materials, what really amazes people is the remarkably short period in which the cathedral

²⁵ was created – only six years! All of this makes Hagia Sophia an architectural benchmark and an unparalleled model. ³ It was feared that such a change would lead to the destruction of some Christian **ornaments** of enormous historical value. Moreover, the international community openly argued that, with its cultural and historical **heritage**, Hagia Sophia belongs to all humanity, not just the conservative Turkish government. It was claimed that the monument was a bridge between two faiths and a symbol of co-existence and, therefore, it should remain protected and unchanged.

So, what are the circumstances now? Have any major decisions been undertaken recently? Were the fears of the Turkish opposition justified? ⁴ The question remains, however, if future generations and leaders will be able to honour the monument's legacy. One thing is for sure – should you happen to be in Istanbul any time soon, make sure you visit this remarkable place while you still can ...

GLOSSARY

benchmark – wzorzec, punkt odniesienia

dome – kopuła

inlay – inkrustacja

marble – marmur

- 1 **SPEAK** When is the right time for young people to move out of their parents' house and start paying their own rent?

- 2  Add as many words as you can to the categories below.

- 1 Payment methods: *by card, with a smartphone, ...*
 2 Verbs related to money: *borrow, spend, ...*
 3 Things found in shops: *prices, ...*
 4 Places to keep money: *wallet, ...*

- 3 **SPEAK** Read the text. Then work in pairs and answer the questions in the text.



Are you ready to leave the nest?

Are you tempted to try living on your own, but you're not sure if you're **financially stable**? No, you don't need to wait until you can afford to **take out a mortgage** – instead of **purchasing property**, you may look for a place to rent. Here are some questions that may help you decide if you're up to it.

• **What's your average monthly income?** If you have multiple jobs, add up all the **bank transfers** you've received in the last six months and divide the total by six.

• **What's twenty-eight percent of your monthly budget?** To **make ends meet**, you should not spend more than twenty-eight percent of your budget on rent. Find out if this amount is enough to cover the rent – otherwise you may end up **in debt**.

• **What are your fixed expenses?** Add up all the regular **payments** you need to **make**, such as phone bills, Internet, etc., and find out how much is left for bills like **utilities**, which can vary from month to month.

• **Do you have a current account?** If you want to be a responsible adult, you need to get the hang of basic finance. Do you know what a **standing order**, **interest rates** and an **overdraft** are? To be able to make it on your own, it's definitely worth having some sort of experience in banking and finance.

- 4 **KEY WORDS** Read the text again and find highlighted words and phrases for points 1–6 below. Some words match more than one category.

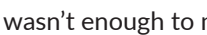
- 1 an expression meaning that you owe money
 2 two phrases connected with buying a house
 3 four things that happen regularly
 4 two expressions that mean you can cope financially
 5 five terms used in banking
 6 an example of a regular payment

- 5  Translate into English. Use some of the highlighted words and phrases from exercise 3.

- 1 If you set up the Internet payment as a  (*stałe zlecenie*), you make sure you always pay on time.
 2 How can you  (*wiązać koniec z końcem*) on such a low  (*średni dochód*)?
 3 Being  (*zadłużonym*) means you need to pay more due to  (*stopy procentowe*).
 4 If you want to prove that you're  (*finansowo stabilny*), you need to stick to your  (*miesięczny budżet*).
 5 In order to  (*kupić nieruchomość*), most people  (*bierze kredyt hipoteczny*).
 6 I usually  (*robię opłaty*) for  (*media*) via  (*przelew bankowy*).
 7 How much money do you have in your  (*rachunek bieżący*)? If you need more, you'll have to get a(n)  (*debet/przekroczenie stanu konta*).
 8 If you have a flatmate, you can share some of the  (*stałe wydatki*).



- 6  2.26  Listen and complete the sentences about Molly.

- 1 Molly  alone.
 2 She underestimated the .
 3 Due to the fact that her  wasn't enough to make ends meet, she was soon .
 4 She also had a(n)  in her current account.
 5 The experience taught her to manage her .

- 7 **SPEAK**  Imagine you are looking for a flatmate. List the questions you would like to ask the candidates. Use the highlighted words from this lesson. Then interview each other in pairs.

Have you ever had an overdraft? Do you know how much you pay for utilities?

FAST FINISHERS

 Which celebrity would you like to share a flat with? Why?

A phone conversation about filing an insurance claim

- 1 **SPEAK** Have you, or has someone you know, experienced the following things? What happened? Which of the events is the most important to be insured against?

burglary / theft

fire

flooding / standing water

weather-related property damage

- 2  Match the sentence halves.

- 1 After last year's fire, we decided to **take out insurance**
- 2 We need to **renew** our **insurance** and
- 3 Remember that the broker may not tell you everything, so **read the small print**
- 4 As a policyholder, you're **entitled to** full
- 5 Fortunately, we had a **comprehensive insurance policy** covering
- 6 When our house was burgled, we **filed a claim**
 - a most weather-related damage.
 - b pay the annual **premium** next month.
 - c that **covers** all property damage.
 - d **reimbursement** of the damage.
 - e but the **insurance company** refused to pay.
 - f in the policy.

- 3 **KEY WORDS**  Match some of the highlighted words and phrases from exercise 2 to definitions 1–7. Then write your own definitions for the words you did not use.

- 1 the act of paying back money
- 2 request a payment from an insurance company
- 3 buy an insurance plan
- 4 a regular payment made to an insurance company
- 5 have the right to something
- 6 provide protection against
- 7 an insurance agreement paying for every kind of damage and loss

- 4 **SPEAK** If you were to file a claim after a robbery, what questions might you be asked?



- 5  2.27  Listen and correct the mistakes in the text.

Mr Edwards called the help desk of an insurance company to report a theft. He said that his house had been broken into the week before. The assistant informed him that his annual premium was due in four weeks and his insurance plan was rather basic. She also informed Mr Edwards that in order to file a claim he needed to submit various documents. She asked him if he had filed a claim in the previous months, and he replied that he had. At the end, the assistant pointed out that it was guaranteed that Mr Edwards would receive reimbursement.



- 6  2.27   Listen again and complete the form.

Policy no.

1 

Valid until:

2 

Reimbursement:

3  and 4 

To be submitted:

5 

a questionnaire sent to the email address provided in the policy

a detailed description of what happened

6 

Decision:

within 7 

- 7 **SPEAK** Imagine that you are sharing a flat with a friend who does not want to take out property insurance because he/she thinks it is a waste of money. Make a list of arguments to convince him/her to insure your flat.

 FAST FINISHERS

-  If you could insure your personal possessions, what would you insure? Why?

- 1 **SPEAK** If you could have an extreme makeover done in your house, what would you change?
- 2 **2.28** Listen to the recording. Are the statements true or false? Correct the false statements.
- In *Extreme Makeovers*, families **agree** to sell their houses.
 - My friend **suggested** watching an episode.
 - We **agreed** that it could be fun.
 - One family **explained** that they needed this change.
 - They **claimed** that they had to borrow the money for a makeover.
 - One family **threatened** to back out of the show.
 - Some contestants **admitted** taking part in the show for profit.
 - One family **claimed** to be sick after the makeover.
- 3 Study the grammar table. Then read sentences a–h from exercise 2 again and match them to the patterns from the grammar table that they follow.

Key Grammar

Reporting verbs

Different reporting verbs follow different grammatical patterns.

- Verb + to: *agree, claim, decide, offer, promise, refuse, threaten*, e.g. *I agreed to move to a different room. They threatened to vandalise my property.*
- Verb + object + to: *beg, encourage, persuade*, e.g. *We persuaded Mary to stay with us.*
- Verb + -ing: *admit, deny*, e.g. *They denied having anything to do with the burglary.*
- Verb + (object) + preposition + -ing: *accuse of, apologise for, congratulate on, thank for*, e.g. *Tom congratulated me on buying a new house.*
- Verb + that: *add, admit, agree, claim, explain*, e.g. *We agreed that it wasn't going to work.*

Grammar Reference >> 116

- 4 Correct the mistakes in the sentences.
- The burglar threatened shooting if we didn't keep still.
 - He promised to he wouldn't be late again.
 - My best friend insisted on to come over to help.
 - Paula accused me of not tell her about the damage.
 - They denied have broken the tap in the bathroom.
 - The broker ordered us filing a claim immediately.
 - She accused me not watering the flowers.



- 5 Rewrite the sentences in reported speech using the reporting verbs from the box.

accuse agree deny encourage explain
offer promise

- 'I haven't invited Megan, really!' said Thomas.
 - 'Go on! Have another piece of cake!' Mr Gee told me.
 - 'OK, I'll give you a lift tomorrow,' said Beth.
 - 'It was a misunderstanding,' said Mike.
 - 'I can stay here and wait for everyone to leave,' said Paul.
 - 'You're the one who forgot to pay the rent!' Karen shouted at me.
 - 'I won't tell your secret, cross my heart,' said Billie.
- 6 Read the **WATCH OUT** box and complete the sentences with the correct forms of the verbs from the box.

buy do get ignore pay report see

- The neighbours have recommended any suspicious behaviour.
- Paul suggested the utility bills as soon as possible.
- I strongly recommend that everyone this film.
- Are you suggesting that we all this noise?
- The estate agent recommended that he some redecorating.
- The stylist didn't suggest a haircut, but he recommended a new shirt.

WATCH OUT

suggest and recommend

The verbs *suggest* and *recommend* can be followed by a noun, a gerund or (*that*) + subject + infinitive, e.g. *She suggested a loan. She suggested taking out a loan. She suggested that I take out a loan.*

- 7 **SPEAK** Think about your last conversation with your parents and/or siblings. Tell your partner what your family members told you. Use different reporting verbs from this lesson.

#BRAINTEASER

You change me every month, no matter how much you use me. What am I?



FAST FINISHERS

- Imagine you want to apply for a place in a TV programme which offers a total house makeover. Make a list of arguments to persuade the show's producer to choose you.

1 SPEAK Work in pairs. Make a list of fifteen of the highlighted words from this unit and use them to create a short story. Then exchange stories with another pair. Can you identify each other's key words?

2 Choose the correct options.

- The old town is overcrowded and lacks basic *amenities* / *utilities*.
- I admit I often have an overdraft on my *average* / *current* account.
- The colours are so awful that the whole place looks *hideous* / *abundant*!
- We can't *accuse* / *apologise* Emily of not paying the deposit on time.
- How many *residents* / *tenements* live in your block of flats?
- I have a standing *rate* / *order* for my phone bill so that I don't forget to pay it.

3 **Correct the mistakes in the sentences by adding one missing word in each.**

- I'm fed up with the hustle bustle of this touristy town. I want to go home.
- I don't want to visit any more tourist attractions – let's go somewhere off the track.
- The teacher congratulated me getting the highest score in the class.
- My flatmate refused pay the utility bills – what shall I do now?
- I didn't realise it would be so hard to ends meet when I rented this two-storey flat all by myself.
- With a clean credit history, you're entitled low interest rates on your mortgage.

4 **Complete the text with one word in each gap.**



About a year ago, I decided to move out of my parents' house – leaving the nest, as they call it ... I figured out I ¹ had enough of doing what my folks wanted

and decided to do something about it. Well, I have to say everything went wrong.

After the first two months, I realised I had to

² monthly payments which I hadn't thought of before, so I could barely make ends meet. Other unexpected costs included taking ³ insurance! To make matters worse, the flatmate I'd found was so messy that we were quarrelling all the time. And when I asked him to start cleaning properly, instead of apologising ⁴ making such a mess, he accused me ⁵ being bossy and selfish, and moved out without any notice and without paying the rent!

So, I ended the episode completely frustrated and

⁶ debt. And I realised living with my folks wasn't that bad after all ...

5 **Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.**

- My friend asked me, 'Are you busy tonight?' IF
My friend asked me night.
- 'Did you call the estate agent?' his wife asked him. WHETHER
His wife wanted to know the estate agent.
- 'No, no, don't pay. I want to treat you to these drinks,' my friend said. INSISTED
My friend the drinks.
- 'I can't find my keys,' she said. HER
She said that she .
- 'I think my property must have been stolen,' he said. HIS
He said that he thought stolen.
- 'Will you help me get things ready for the party tomorrow?' Ella asked me. TO
Ella asked me things ready for the party the following day.

6 **2.29** **Read the WATCH OUT box and mark the stressed syllable in each word. Then listen and check.**

- | | |
|--------------|---------------|
| 1 income | 6 advantage |
| 2 interests | 7 expenses |
| 3 attractive | 8 affordable |
| 4 property | 9 communicate |
| 5 creative | 10 regular |

WATCH OUT

Pronunciation: word stress

It is important to remember which syllable the **word stress** falls on, particularly in words that are similar to your first language. When you write down new words, mark the stressed syllable, e.g. popular /'pɒpjələ/.

7 SPEAK Discuss the advantages and disadvantages of living with your parents when you are at university.

FAST FINISHERS

If you had €3,000 to improve your house, what would you do?



A letter to the editor

Dear Editor,

1

I am writing with reference to the decision of the authorities of our town to allow the construction of a huge shopping mall on the place of Maple Grove Park. I would like to voice my concern about this decision.

2

By and large, it seems particularly unwise to transform the only green area within a ten-mile radius into a concrete building with paved restaurant 'gardens' around it. In fact, it will almost certainly lead to the damage of the local ecosystem. Furthermore, local residents use this space for recreation, and many of them are now concerned about their leisure area being taken away and unsure where they will be able to take walks or go jogging in the future. The worst thing, however, is that while the construction company is insisting that most of the old trees will survive, it seems quite unlikely. It is certainly upsetting.

3

It is my belief that it would be far more beneficial to everyone if the mall was built in some disused area of our town. Indeed, many residents wonder why alternative sites, such as the former industrial quarter, were not considered. After all, relocating the mall would both save the beautiful old trees and help to utilise this run-down area that is currently of no use to anyone. As a result, not only would the old park survive, but also the area would remain peaceful. Moreover, a brand new shopping mall on the place of the old factory might result in revitalising the whole district.

4

I hope I have managed to convince you of the importance of this issue. I would like to encourage you to investigate it further and support the residents in their efforts to save the park that is our heritage.

Yours faithfully,
Jason Ferris



- 1 **SPEAK** Look at the advertisement. Imagine Maple Grove is in your area. What would your reaction be to the plans of building a new shopping mall there?

1ABC CONSTRUCTIONS

NEW SHOPPING MALL
COMING SOON!

MAPLE
GROVE MALL

- >>> spacious and eco-friendly
- >>> over 200 shops and chain stores and 30 restaurants
- >>> parking lot with over 3,000 places
- >>> kids' play area

- 2 Scan Jason's letter to the editor of a local newspaper. Was his reaction similar or different from yours?

- 3 Read the letter again and match paragraphs 1–4 to points a–f below. Two points do not match any of the paragraphs.

- a suggesting a different solution and explaining why it's better
- b providing examples of other similar situations
- c stating the purpose of your letter
- d saying what you expect from the magazine
- e citing arguments for and against the plan
- f expressing criticism and possible negative effects

- 4 Read the text again. Which of the tasks 1–3 below does it fulfil?

- 1 A new mall is going to be built on the place of one of the parks in your town. Write a letter to a local magazine in which you describe the history of that park and explain why it should be saved.
- 2 The city authorities have agreed to the construction of a shopping mall on the place of one of the local parks, but many residents disagree with that opinion. Write a letter to a local magazine in which you provide opinions of both sides of this discussion and suggest the best place to build the mall.
- 3 Your local park is going to be turned into a shopping mall soon. Write a letter to the local magazine in which you criticise the decision to build it in this particular location and suggest an alternative place for it.

5 **Study the Key Phrases and complete the sentences with the correct forms of the words in brackets.**

- 1 I  (write / draw / attention) the plans of the new highway going through our town.
- 2 I  (wish / express / concern) the suggested changes.
- 3 It  (be / bound / cause) a lot of noise.
- 4 It  (might / result / damage) the historic buildings surrounding the construction site.
- 5 I would like  (encourage / you / investigate) the potential problems.

Key Phrases

A letter to the editor

Greeting and referring to the issue/article

Dear Editor, ...

I am writing with reference to an article / the decision ...

I wish to draw your attention to / express my opinion concerning / protest against / express/voice my concern about ...

Objecting / Expressing criticism / Predicting results

I am particularly worried/alarmed about the fact that ...

It seems particularly ill-advised/unwise because ...

It concerns many residents that ...

It is certainly worrying/upsetting.

The worst thing is that ...

It is certain/bound/sure to ...

It might/will lead to the damage/destruction of ...

Providing an alternative solution

Allow me to suggest ...

It would be far more beneficial to everyone if ...

Undoubtedly, the preferred alternative would be to ...

Alternative options such as ... should be considered.

It might lead to / result in ...

As a result, not only ..., but also ...

Closing remarks

I hope I have managed to convince you of the importance of this issue.

I look forward to your article concerning this issue.

I would like to encourage you to investigate the issue.

6 Read the **WATCH OUT | SKILLS** box. Which discourse markers did Jason use in his letter?

WATCH OUT | SKILLS

Text flow

Remember to use discourse markers to make your text flow in a smooth manner.

To make general statements: *as a rule, by and large*

To emphasise your point: *indeed, in fact*

To give extra details: *actually, as a matter of fact, both ... and ..., furthermore, moreover, not only ... but also*

To introduce contrast: *although, however, while*

To introduce a result: *as a result, consequently*

To clarify your point: *after all, I mean, that is to say*

7 **SPEAK** **Work in pairs. Go to page 156 and follow the instructions.**

8 **Do the writing task. Follow the steps in the Writing Planner.**

Właśnie dowiedziałeś/dowiedziałas się o planach przeprowadzenia autostrady przez tereny zielone na obrzeżach Twojej miejscowości. Napisz list do lokalnej gazety (200–250 słów), w którym przytoczysz krytyczne opinie mieszkańców na ten temat oraz zasugerujesz alternatywne rozwiązanie.

WRITING PLANNER

THINK

Decide what the benefits of such a project could be (e.g. connecting the main motorways, a by-pass of your town, less in-town traffic, etc.). Make a list of possible arguments against it (e.g. noise and pollution, destruction of the local ecosystem, fewer recreational areas for residents, etc.).

PREPARE

Organise your notes into four paragraphs:

- 1 opening greeting, stating the purpose of your letter,
- 2 expressing criticism of the project and presenting its possible negative effects,
- 3 providing an alternative solution,
- 4 saying what you expect from the magazine, closing remarks.

WRITE

Write your letter. Use your notes and the Key Phrases.

CHECK

Read your letter and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

 FAST FINISHERS

 **Name two places in your area that could be transformed into something more useful for residents. Plan one of the transformations. Add a drawing if possible.**



Look online for a report from a successful protest of local residents against a planned construction of a building, a road, paving the main square, etc. Make a list of arguments they used and their ways of protesting. Present your findings to the class.

VOCABULARY

1 Complete the sentences.

- Few people can afford to purchase p p r y without taking a mortgage these days.
- The t l s you need to pay for every month include electricity and hot water.
- I'm allowed to have only a \$50 o r f on my account.
- I'm tired of the u t e and bustle of city life.
- With four new t n n buildings in the area, this street is going to be extremely crowded.
- One of the m n t s available to residents is a swimming pool.



2 Complete the sentences with the adjectives from the box. There are two extra adjectives.

abundant affordable average fixed furnished
hideous medieval secular

- People with a(n) income cannot afford to live in this neighbourhood.
- Unfortunately, expenses take most of my salary.
- The room we were supposed to stay in was ! I'd never seen anything so ugly.
- It used to be a religious building, but it was converted into a(n) one a few years ago.
- I particularly admired the trees and flowers in the churchyard. I like places full of plants.
- None of the flats we were shown by the agent were – we could only have paid half of the amount.



GRAMMAR

3 Correct the mistakes in the sentences.

- My phone wouldn't turn on and Lucy admitted to break it.
- Nathan told to me that he had seen some graffiti on the new block of flats.
- Did George say he must go after I left yesterday?
- My brother told me not go with him because he doesn't want me there.
- They said they haven't heard of any cases of burglary.
- Emma wanted to make a transfer, but I refused helping her.

4 Change the sentences into reported speech.

- 'I won't go to the wedding with you,' said Beth.
- 'Do you like this flat?' asked Tom.
- 'Where have you been?' Mary asked me.
- 'Let's spend some time together,' suggested Lou.
- 'I'm sorry I was so mean,' Lena apologised.
- 'What time are they coming?' asked Mum.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Choose the correct options.

It ¹ like a legit email from the bank asking me to change my password – it had my name and mentioned the name of my branch, so I thought it ² be genuine. If I hadn't noticed that there was one letter missing from the address, I ³ realised that it was a scam. I nearly fell for it, but realised at the last minute that they were phishing and just wanted to get hold of my password to take money out of my account. I ⁴ that mistake again.

When she was younger, my sister Isabel, ⁵ was still at school, was the victim of cyberbullying. There were two girls who ⁶ post really horrible things about her, including photos that they had secretly taken of her on their phones during a PE lesson. Her computer ⁷ with ransomware by the same two girls. She didn't pay them, though – at that point she told our parents ⁸ the police.

- | | |
|--------------------|-----------------|
| 1 A looked | B was looking |
| C had looked | D looks |
| 2 A should | B had to |
| C can't | D may |
| 3 A hadn't have | B had |
| C didn't have | D wouldn't have |
| 4 A don't make | B won't make |
| C won't do | D don't do |
| 5 A who | B that |
| C – | D which |
| 6 A use to | B was |
| C used to | D had |
| 7 A infected | B was infected |
| C infects | D will infect |
| 8 A to have called | B calling |
| C call | D to call |

- 6   Complete the second sentence with up to five words so that it means the same as the first one.

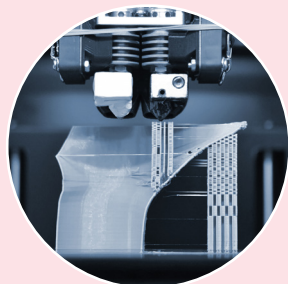
- 1 'Don't take it out on me,' said Karl.
Karl  it out on him.
- 2 It's a pity we didn't inform the other residents about the event.
I wish  the other residents about the event.
- 3 They didn't let me enter the house without the estate agent.
I  the house without the estate agent.
- 4 'We didn't leave the door open!' both boys said.
Neither  leaving the door open.
- 5 When did you start renting this apartment?
How long  this apartment?
- 6 A plumber is coming to fix the pipe tomorrow.
We are  tomorrow.

LISTENING

- 7  2.30   Listen to part of a lecture about modern technology in building and complete the notes.



- Some technological advancements first appeared in ¹ , e.g. the creation of a 3D printer was first predicted by Arthur C. Clarke in ² .



- 3D printing is used to make simple objects at home, and human skin
- NOVELTY: it is now possible to live in printed houses – the first ones were built in countries such as ³  and .



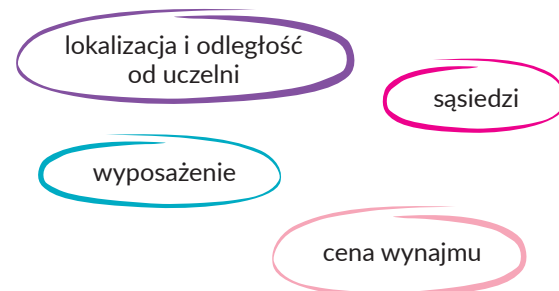
- the price of a 55–75 m² house is ⁴ .
- the house of the Ramdani family was printed within ⁵ .
- new possibilities for housing projects, e.g. in El Salvador

SPEAKING

- 8  Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką ze studiów (uczeń B) wynajmujesz mieszkanie w centrum miasta. Nie jesteś zadowolony/zadowolona z mieszkania w tym lokalu i chcesz zaproponować współlokatorowi/współkotorce zmianę. W rozmowie z uczniem B porusz następujące cztery kwestie:



Uczeń B

Twój współlokator / Twoja współkotorka (uczeń A) chce poszukać nowego mieszkania do wynajęcia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o wyjaśnienie jakiejś kwestii,
- nie zgódź się z opinią ucznia A,
- powiedz, że lubisz Waszych obecnych sąsiadów,
- poinformuj, że nie masz obecnie dodatkowych funduszy na depozyt.

Rozmowę rozpoczyna uczeń A.

WRITING

- 9   Read the instructions and do the task.

Niedawno przeczytałeś/przeczytałaś artykuł krytykujący postęp technologiczny. Artykuł wydał Ci się nieobiektywny, ponieważ nie przedstawił alternatywnego punktu widzenia. Napisz list do redakcji gazety (200–250 słów), w którym wyrazisz swoje niezadowolenie z publikowania stronicznych artykułów oraz przedstawisz pozytywne strony wpływu technologii na życie.

7.2 Reported speech (statements, questions and commands)

Reported statements

Aby przytoczyć daną wypowiedź w mowie zależnej, stosujemy tzw. *reporting verbs*, np.: *say* czy *tell*. Jeżeli *reporting verb* występuje w czasie przeszłym, należy „cofnąć” czas w przytaczanej wypowiedzi.

Direct speech	Reported speech
Present tenses	
Present simple 'The soup isn't hot.'	Past simple She said that the soup wasn't hot.
Present continuous 'We're looking for a flatmate.'	Past continuous They said that they were looking for a flatmate.
Present perfect simple 'I've seen this film before.'	Past perfect simple I said that I had seen that film before.
Past tenses	
Past simple 'We called you earlier.'	Past perfect simple They said that they had called me earlier.
Past perfect simple 'I had never met a celebrity before.'	Past perfect simple She said that she had never met a celebrity before.
Future tenses	
will 'I will make a cup of tea.'	would He said that he would make a cup of tea.
'We 'll be landing around seven.'	They said that they 'd be landing around seven.
'Tom won't have finished work by noon.'	She said that Tom wouldn't have finished work by noon.
'I ll have been living here for two years by the end of May.'	I said that I d have been living there for two years by the end of May.

UWAGA!

Niektóre czasowniki modalne (np.: *should*, *might*) nie zmieniają się w mowie zależnej. Pozostałe czasowniki modalne (np.: *can*, *must*, *have to*, *need to*) przyjmują formę czasu przeszłego, np.:

'You **shouldn't** go out.' → Zoe said that I **shouldn't** go out.

'We **don't have to** wear uniforms.' → They said that they **didn't have to** wear uniforms.

W mowie zależnej poza czasami gramatycznymi zmieniają się również:

- określniki czasu i miejsca: *now* – *then/at that time*; *today* – *that day*; *tonight* – *that night*; *yesterday* – *the day before*; *last (week)* – *the (week) before*; *tomorrow* – *the next/following day*; *next (month)* – *the following (month)*; *(two hours) ago* – *(two hours) before/earlier*;
- zaimki wskazujące: *this* – *that*; *these* – *those*.

Reported questions

Aby przytoczyć pytanie w mowie zależnej, należy zastosować czasownik *ask*. Treść pytania jest wprowadzana za pomocą *if/whether* lub odpowiedniego zaimka pytajnego, po których następuje szyk zdania twierdzącego, np.:

'Do you like this hat?' → She **asked (me) if** I liked that hat.

'Where did you park?' → I **asked (him) where** he had parked.

Reported commands

Polecenia i rozkazy w mowie zależnej przytaczamy za pomocą konstrukcji: *tell sb (not) to do sth*, np.:

'Keep quiet!' → The officer **told us to keep** quiet.

'Don't share this photo online!' → They **told me not to share** that photo online.

7.7 Reporting verbs

Różne czasowniki wprowadzające mowę zależną występują w różnych konstrukcjach składniowych.

- czasownik + bezokolicznik z *to*, np.: *agree*, *claim*, *decide*, *offer*, *promise*, *refuse*, *threaten*:
Lilly **threatened** to tell Mum about the fight.
- czasownik + dopełnienie + bezokolicznik z *to*, np.: *advise*, *ask*, *beg*, *convince*, *encourage*, *forbid*, *invite*, *order*, *persuade*, *remind*, *tell*, *warn*, *urge*:
I **persuaded** her not to call the police.
- czasownik + *-ing*, np.: *admit*, *deny*, *propose*, *recommend*, *regret*, *suggest*:
The technician **suggested** reinstalling the program.

- czasownik + (dopełnienie) + przyimek + *-ing*, np.: *accuse of*, *apologise for*, *blame for*, *congratulate on*, *insist on*, *object to*, *thank for*, *warn against*:
Ed **apologised** to Sarah for breaking his promise.
- czasownik + (dopełnienie) + *that*, np.: *add*, *admit*, *assure*, *announce*, *answer*, *argue*, *claim*, *comment*, *complain*, *confess*, *confirm*, *deny*, *explain*, *inform*, *insist*, *point out*, *promise*, *remember*, *reply*, *report*, *reveal*, *say*, *shout*, *tell*, *threaten*, *warn*:
The receptionist **assured** us that the room had been paid for.

- KEY WORDS

VOCABULARY 1 MP3 51

affordable	/ə'fɔ:dəbəl/	osiągalny, przystępny (cenowo)
amenities	/ə'mi:nətiz/	udogodnienia
attempt	/ə'tempt/	próba
barely	/'beəli/	ledwo
chalet	/'jælei/	domek w stylu alpejskim, domek letniskowy
deposit	/di'pɒzɪt/	zaliczka
estate agent	/i'steɪt ə'dʒɛnt/	pośrednik w handlu nieruchomościami
fully furnished	/fʊli 'fɜ:nɪft/	w pełni umeblowany
hideous	/'hɪdiəs/	ohydny, okropny
hustle and bustle	/hʌsəl ənd 'bʌsəl/	zgiełk i zamęt
inn	/ɪn/	gospoda, karczma
mesmerised	/'mezməraɪzd/	zahipnotyzowany, zafascynowany
object to sth	/əb'dʒekt tə ,sʌmθɪŋ/	sprzeciwiać się czemuś
off the beaten track	/ɒf ðə 'bi:tən 'træk/	na uboczu
pastoral	/'pɑ:stərəl/	sielski
property	/'prɒpəti/	nieruchomość
resident	/'rezɪdənt/	mieszkaniec
run-down	/rʌn 'daʊn/	podupadły, zaniedbany
rural area	/'rʊərəl 'eəriə/	okolica wiejska
rustic	/'rʌstɪk/	rustykalny, wiejski
shack	/'ʃæk/	szopa, chatupa
storey	/'stɔ:ri/	piętro
tenement building	/'tenəmənt 'bɪldɪŋ/	kamienica czynszowa
within	/'wɪðɪn/	w, w obrębie, w zasięgu

GRAMMAR 1 MP3 52

be fined	/,bi 'faɪnd/	zostać ukaranym grzywną
consent	/kən'sent/	pozwolenie
damage	/'dæmɪdʒ/	szkoda, zniszczenie
feature	/'fi:tʃə/	cecha
incident	/'ɪnsɪdənt/	wydarzenie, incydent
investigate	/ɪn'vestɪgeɪt/	sprawdzić, przeprowadzić dochodzenie
pavement	/'peɪvmənt/	chodnik
tenant	/'tenənt/	lokator, najemca

SPEAKING MP3 53

in advance	/ɪn əd'vɑ:ns/	z góry, uprzednio
landlord	/'lænd,bɔ:d/	właściciel
lease term	/'li:s tɜ:m/	okres najmu
reference	/'refərəns/	referencja, polecenie
relocate	/'ri:ləʊ'keɪt/	przenosić się, przeprowadzać się
rental application	/'rentəl æplɪ'keɪʃən/	umowa najmu
security deposit	/'si:kjə'retɪ dɪ'pɒzɪt/	kaucja
spare key	/'speə 'ki:/	zapasowy klucz

READING MP3 54

abundant	/ə'bʌndənt/	liczny
be stripped of sth	/'bi 'stript əv ,sʌmθɪŋ/	być pozbawionym czegoś
co-existence	/'kəʊɪg'zɪstəns/	współistnienie
conquest	/'kɒŋkwɛst/	podbój
conservator	/'kɒnsəveɪtə/	konserwator
convert	/'kɒn'vɜ:t/	przerobić, zmienić
emblem	/'embləm/	symbol
faith	/'feɪθ/	wiara
heritage	/'herɪtɪdʒ/	dziedzictwo
iconic	/'aɪ'kɒnɪk/	kultowy, charakterystyczny
justified	/'dʒʌstɪfaɪd/	uzasadniony
marvellous	/'mɑ:vələs/	cudowny, wspaniały
medieval	/'medi'i:vəl/	średniowieczny
mere	/'mɪə/	zwykły, zwyczajny
monument	/'mɒnjəmənt/	pomnik
mosque	/'mɒsk/	meczet
member of opposition	/'membə əv ,ɒpə'zɪʃən/	członek opozycji

ornaments	/'ɔ:nəmənts/	ornamenty, zdobienia
pillar	/'pɪlə/	flar, kolumna
precious	/'preʃəs/	drogocenny
proclaim	/'prə'kleɪm/	ogłaszać, uznawać
prompt	/'prɒmpt/	spowodować
rectangular	/'rek'tæŋgʊlə/	prostokątny
remain	/'ri'meɪn/	pozostawać
remarkably	/'ri:mə:kəbli/	niesamowicie
resistance	/'rɪzɪstəns/	opór, sprzeciw
secular	/'sekjʊlə/	świecki
temple	/'tempəl/	świątynia
unparalleled	/'ʌn'pærəleld/	niezrównany, niespotykany

VOCABULARY 2 MP3 55

average income	/'ævərɪdʒ 'ɪŋkʌm/	średni dochód
bank transfer	/'bæŋk ,trænsfɜ:/	przelew
be tempted to do sth	/'bi ,temptəd tə 'du: ,sʌmθɪŋ/	mieć ochotę zrobić coś
current account	/'kʌrənt ə'kaʊnt/	rachunek bieżący
financially stable	/'faɪ,nænʃəli 'steɪbəl/	stabilny finansowo
fixed expenses	/'fɪkst ɪk'spensəz/	stałe wydatki
get the hang of sth	/'get ðə 'hæŋ əv ,sʌmθɪŋ/	załapać coś, połapać się w czymś
in debt	/'ɪn 'det/	zadłużony
interest rate	/'ɪntrəst reɪt/	stopa procentowa
make ends meet	/'meɪk ,ends 'mi:t/	wiązać koniec z końcem
make payments	/'meɪk 'peɪmənts/	dokonać opłat
monthly budget	/'mʌnθli 'bʌdʒɪt/	miesięczny budżet
multiple	/'mʌltɪpl/	wiele
overdraft	/'əʊvə'drɑ:ft/	przekroczenie stanu konta, debet
purchase property	/'pɜ:tʃəs 'prɒpəti/	kupić nieruchomość
standing order	/'stændɪŋ 'ɔ:də/	zlecenie stałe
take out a mortgage	/'teɪk aʊt ə 'mɔ:ɡɪdʒ/	zaciągnąć kredyt hipoteczny
utilities	/'ju:tlətɪz/	media, usługi komunalne

LISTENING MP3 56

annual	/'ænjʊəl/	roczny
be entitled to sth	/'bi ɪn'taɪtəld tə ,sʌmθɪŋ/	mieć prawo do czegoś
comprehensive insurance policy	/'kɒmpri'hensɪv ɪn'sʊərəns ,pɒləsi/	pełne ubezpieczenie
cover	/'kʌvə/	pokrywać
file a claim	/'faɪl ə 'kleɪm/	wnieść roszczenie
flooding	/'flʌdɪŋ/	zalanie, powódź
insurance claim	/'ɪn'sʊərəns kleɪm/	roszczenie ubezpieczeniowe
insurance company	/'ɪn'sʊərəns ,kʌmpəni/	towarzystwo ubezpieczeniowe, agencja ubezpieczeniowa
policy holder	/'pɒləsi ,həʊldə/	posiadacz polisy, ubezpieczony
premium	/'pri:mɪəm/	składka ubezpieczeniowa
read the small print	/'ri:d ðə ,smɔ:l 'prɪnt/	bardzo starannie przeczytać umowę, czytać drobny druczek
reimbursement	/'ri:ɪm'bɜ:smənt/	zwrot/pokrycie kosztów
renew one's insurance	/'ri:nju: ,wʌnz ɪn'sʊərəns/	odnowić ubezpieczenie
standing water	/'stændɪŋ 'wɔ:tə/	stojąca woda
take out insurance	/'teɪk aʊt ɪn'sʊərəns/	wykupić ubezpieczenie

GRAMMAR 2 MP3 57

back out	/'bæk 'aʊt/	wyciąć się
cross one's heart	/'krɒs wʌnz 'hɑ:t/	dawać słowo, obiecywać
encourage	/'ɪn'kʌrɪdʒ/	zachęcać
makeover	/'meɪkəʊvə/	całkowita odmiana
suspicious	/'sʌ'spiʃəs/	podejrzany

USE OF ENGLISH MP3 58

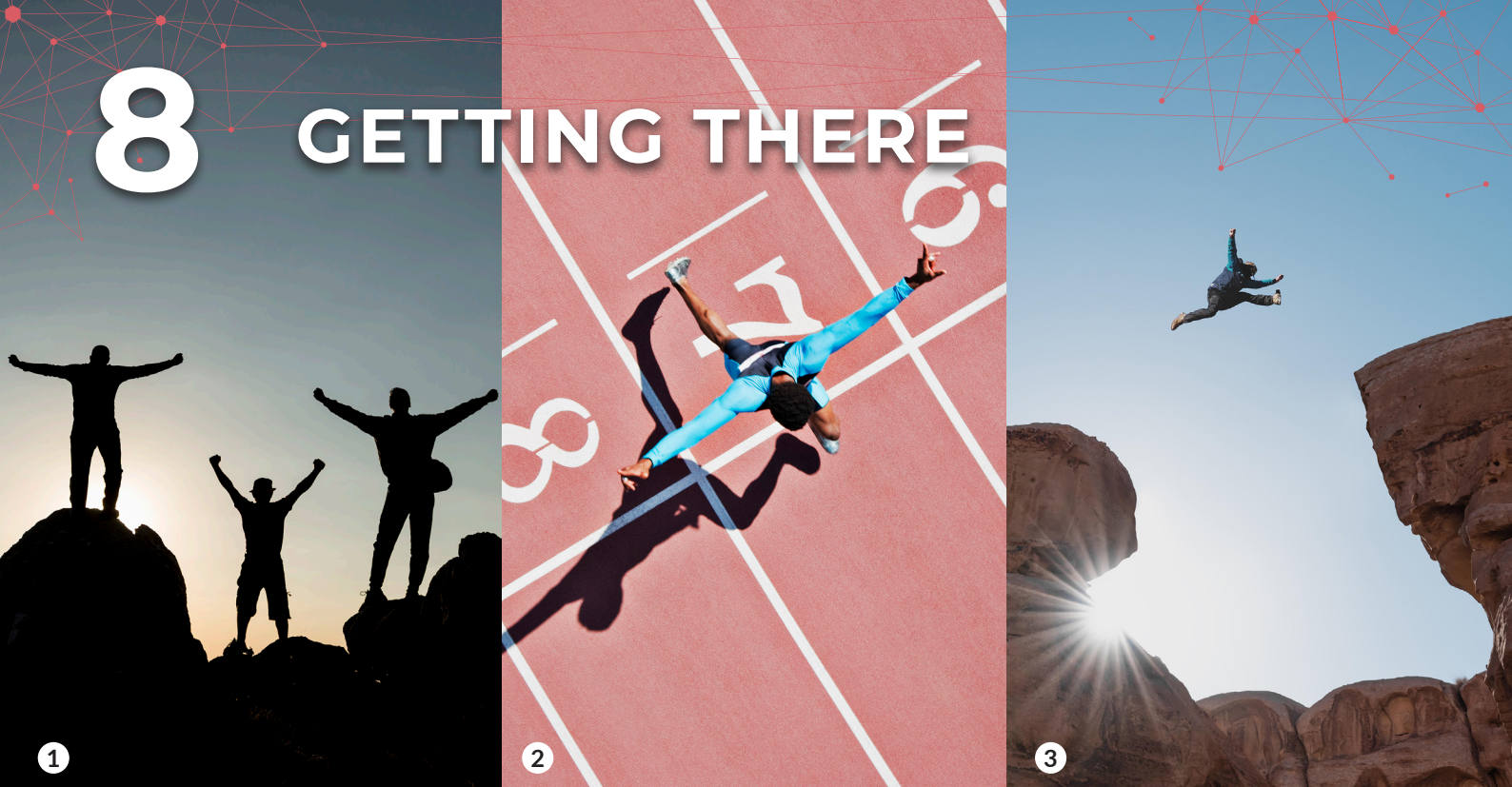
nest	/'nest/	gniazdo
quarrel	/'kwɒrəl/	kłócić się, sprzeczać

WRITING MP3 59

ill-advised	/'ɪl əd'vaɪzd/	nierozważny, nierozsądny
radius	/'reɪdiəs/	promień
revitalise	/'ri:vɪtəlaɪz/	ożywiać
utilise	/'ju:tləɪz/	wykorzystać, spożytkować
voice	/'vɔɪs/	wyrazać, dawać wyraz czemuś

8

GETTING THERE



1

2

3

SPEAK Look at the photos and read the idiom. Answer the questions.

The sky's the limit.

(English idiom)

- Which of the photos illustrates the concept of 'achievement' best? Why?
- What do you think defines success?
- What does the idiom mean? Do you agree with it? What qualities can lead to achievement?



1 Choose the odd word out in each category.

- 1 Personality adjectives: sociable, challenging, mature, unreliable
- 2 Collocations with **get**: a part-time job, a driving licence, something for a living, the know-how
- 3 Learning experiences: a vocational course, an apprenticeship, an exchange, a shift

2 **SPEAK** Read the text. Do you think people naturally have the highlighted skills and personal qualities, or can they be learnt?

EmployABILITY

Be a self-starter

Employers want to hire people who are **resourceful** and **resilient** so that they are able to find solutions to problems and **work well under pressure**. A self-starter demonstrates a **willingness to learn** in new situations and doesn't need to be pushed – they're **self-motivated**, so they're driven to do things by themselves whenever the need arises.

Be a team player

Employers also look for team players. A team player doesn't just sit back and watch whilst others get on with the hard work. They are **adaptable**, so they'll deal with whatever the team needs at any given time. They are also **trustworthy** because they aren't only out for their own gain. And if trouble breaks out among the team, a team player will be there to sort it out thanks to their strong **conflict-resolution skills**.

Be an effective worker

The final quality that employers value is efficiency. An efficient worker has a **strong work ethic**. They have excellent **decision-making** and **problem-solving skills**, and they deliver on schedule too, due to their excellent **time-management skills**.



3 KEY WORDS Match the highlighted words and phrases from exercise 2 to definitions 1–12.

- 1 the ability to decide what to do about something, especially in an organisation
- 2 the belief that hard work is important
- 3 honest, safe or reliable
- 4 able to recover quickly after a problem
- 5 good at finding effective ways to deal with difficulties
- 6 able to change their behaviour or ideas easily in order to deal with new situations
- 7 be able to deal with stressful situations
- 8 the desire to acquire knowledge and develop new skills
- 9 the ability to organise and plan how to use your time efficiently
- 10 the ability to mediate and help people resolve differences
- 11 the ability to find solutions to problems
- 12 able to do tasks without supervision

4 Choose the correct options.

- 1 She's always been *adaptable* / *self-motivated* and likes to get things done without needing any extra encouragement.
- 2 In the medical profession, especially in emergency situations, it is crucial to be *trustworthy* / *work well under pressure*.
- 3 If you don't have good *time-management* / *conflict-resolution* skills, you will be less effective.
- 4 Bank employees must *be adaptable* / *trustworthy* – that's why banks run checks for criminal records when they are recruiting.
- 5 A *willingness to learn* / *strong work ethic* means you will always be up-to-date with changes in your field.
- 6 Liam put his *conflict-resolution* / *time-management* skills to good use when two members of his team had a disagreement about the project.
- 7 Actors have to be *resilient* / *self-motivated* to cope with the rejection they face after unsuccessful auditions.
- 8 If you are running your own business, it's important to *have a strong work ethic* / *be resourceful* when dealing with new situations and difficulties.

5 3.01 Listen to Olivia and James talking about the skills and personal qualities from the text in exercise 2. Which do they think they each have?



6 KEY WORDS Read the WATCH OUT box. Then read the definitions and complete compound adjectives 1–8 with the highlighted words below. There may be more than one correct answer.

bad- • broad- • fair- • laid- • quick- • self-
sharp- • strong-

People we

- 1  **minded**: people who treat everyone equally
- 2  **back**: people who don't get stressed and are relaxed about life
- 3  **witted**: people who are fast to think of good ideas or answers (or jokes!)
- 4  **minded**: people who accept you for who you are and are tolerant of other people's behaviour

People we

- 5  **willed**: people who are determined to do what they want, no matter what you say to them
- 6  **tempered**: people who get angry at the slightest thing
- 7  **centred**: people who think everything revolves around them and don't care about others
- 8  **mannered**: people who are rude and just don't know how to behave

WATCH OUT

Compound adjectives

A compound adjective is an adjective that is made up of more than one word. Compound adjectives are usually linked by hyphens, e.g. *good-looking*.

7 SPEAK What personal qualities do you value most in your friends, classmates and relatives?



8 SPEAK Look at the video still and answer the questions.



- 1 Where could you find this photo of social distancing? Where might you see similar situations?
- 2 Which of the skills and personal qualities from this lesson were useful during the lockdown in 2020?

FAST FINISHERS

 What are your top three achievements in life?

- 1 **SPEAK** Are you planning to start any activities or courses soon? Are you keen on learning something in particular?
- 2 **SPEAK** Read the text. Which course would you choose to do?



GREENWELL COLLEGE COURSE FINDER

Baking technology management

^a Do you dream of **becoming** a professional baker? On this course, ^b you will not only learn **to bake** like a MasterChef, but also develop your leadership and finance skills as well as ^c practise **managing** your own business.

Digital and social media

^d Do you intend **to pursue** a career in social media? ^e This course encourages participants **to explore** both theory and practice. Choosing your degree path carefully will equip you to go straight into the media industry. ^f **To apply**, send us your portfolio and show how tech-savvy you are.

Surf science and technology

^g It isn't difficult **to see** the attraction of this course for someone whose passion is surfing or ^h who wants to keep **discovering** more and more of this sport's history and development.

ⁱ If you fancy **exploring** areas such as wave formation, computer-aided design or the surf industry, apply now!

- 3 Study the grammar table and complete it with examples a–i from the text in exercise 2.

Key Grammar

Gerunds and infinitives

We use the gerund after a preposition, e.g. *I'm tired of **learning** dates by heart.*, *Tom is into **programming**.*, ¹

We use the to-infinitive after certain adjectives, e.g. *It was nice **to meet** him at last.*, ² , and to express purpose, e.g. ³

Verb patterns

When one verb is followed by another, they may follow various patterns:

- verb + to-infinitive (e.g. *afford, decide, deserve, help, intend, learn, manage, mean, plan*), e.g. *I'm planning **to do** a baking course.*, ⁴ , ⁵
- verb + gerund (e.g. *avoid, can't help, consider, fancy, imagine, keep, miss, practise, suggest*), e.g. *I avoided **taking** the exam as long as I could.*, ⁶ , ⁷ , ⁸
- verb + object + to-infinitive (e.g. *allow, enable, encourage, expect, force, help*), e.g. *The diploma enabled me **to get** the job I wanted.*, ⁹
- verb + object + infinitive without to (e.g. *make, let, help*), e.g. *My parents made me **study** medicine.*, *Do they let you **go out** after dark?*

Grammar Reference >> 132

- 4 3.02 Listen to a conversation and complete the sentences with the correct forms of the verbs from the box. There are two extra verbs.

give have learn prepare read receive teach

- The article suggests life skills in schools.
 - Kian thinks it's a good idea for schools to consider lessons in managing money.
 - Emily thinks life skills lessons could help teenagers for real-life situations.
 - Emily avoids her bank statements.
 - The article says that teenagers should learn fun in stressful situations.
- 5 Complete the second sentence so that it means the same as the first one. Use the word in capitals.
- I don't have enough money to go out tonight. AFFORD
I out tonight.
 - Kali managed to get into university. SUCCEEDED
Kali university.
 - I didn't lose your revision notes on purpose. MEAN
I your revision notes.
 - Would you like to go to a concert on Friday? FANCY
 to a concert on Friday?
 - They didn't allow Mark to join the club. LET
They the club.
- 6 Read the WATCH OUT box and complete the sentences with the correct gerund or infinitive forms of the verbs in brackets.

- a We regret (inform) you that the gallery is closed for renovation.
b I regret (not study) philosophy at school – I'd like to know more about it.
- a Why don't you try (switch) it off and then on again?
b Have you ever tried (learn) a third or fourth language?
- a Ryan never remembers (bring) back library books on time.
b She didn't remember (lend) me £20, but I paid her back anyway.

WATCH OUT

Gerunds and infinitives: a change of meaning

Some verbs, e.g. *forget, regret, remember, stop, try*, etc., are followed by either a gerund or an infinitive, but with a difference in meaning.

Grammar Reference >> 132

- 7 **SPEAK** Go to page 156 and follow the instructions.

FAST FINISHERS

- Make a list of non-academic skills you would like to learn before going to university.

Discussing advantages and disadvantages

- 1 **SPEAK** Which of the jobs from the box are shown in the photos? Which job do you think would be the most suitable for you? Why?

environmental protection technician
research assistant sound technician video editor



- 2 **3.03** Listen to the dialogue and complete the table about the jobs from exercise 1.

	Advantages	Disadvantages
Photo 1		
Photo 2		

- 3 **3.03** Listen again and complete the Key Phrases box.

Key Phrases

Discussing advantages and disadvantages

Introducing the topic

On first consideration, this seems ...

As far as ... is concerned, I .../believe that ...

Talking about advantages and disadvantages

The first/main advantage/disadvantage of ... is (the fact) that ...

Another advantage/disadvantage is that ...

One major/significant/convincing argument for/in favour of/against ... is that ...

A possible/potential downside/drawback of/to ... is that ...

Another good/bad point about ... is that ...

An obvious positive/negative aspect of ... is that ...

2

Showing contrast

Nevertheless, / However, ...

On the one hand, ...

3

Summing up your argument

Having looked at both sides of the argument, I believe/think ...

In conclusion, ... / To sum up ...

4

- 4 Complete the text. Use the Key Phrases.

Let's talk about setting up your own business as your first job. On ¹ _____, it may seem like a perfect solution. The main ² _____ is that you manage your own time and don't have any supervisor who you need to report to. Another major ³ _____ for running a start-up is that you learn a lot – I mean, the whole company depends on you, so you need to be quite versatile and resourceful. ⁴ _____, running a business is, in fact, one of the most difficult things you can do for a living. A major ⁵ _____ is that you're constantly under pressure. Another potential ⁶ _____ of being your own boss is the fact that you don't really earn much to begin with. ⁷ _____ at both sides of the argument, it seems like setting up your own company may not be the best way to start your career.

- 5 **3.04** Read the **WATCH OUT** box and listen to the sentences. Which sound do the underlined letters contain: /i/ or /i:/?

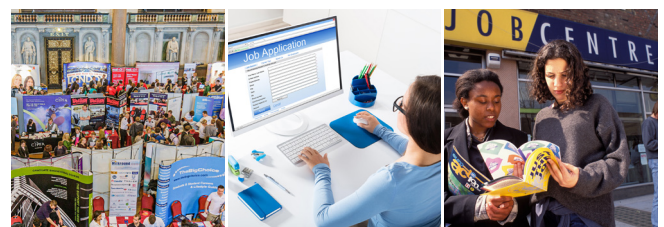
- In my opinion, it would be better to spend the money on improving some things.
- Please get in touch with our employees.
- The other thing we need to do is to select the people.
- When do you think we could meet this guy?

WATCH OUT

Pronunciation: /i/ and /i:/

In English, there are more vowel sounds than in Polish. It is important to pronounce these as accurately as possible, as it may change the meaning of the word if the vowel sound isn't correct, e.g. *ship* /i/ vs *sheep* /i:/.

- 6 **SPEAK** Work in pairs. Student A, look below. Student B, look at page 160.



Popatrz na zdjęcia przedstawiające różne sposoby szukania pracy. Który z nich poleciłbyś/poleciłabyś młodym ludziom chcącym podjąć pierwszą pracę?

- Wybierz sposób, który uważasz za najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

FAST FINISHERS

- Name two advantages and two disadvantages of being a secondary school student.

8.4 Reading

An article about a mission to Mars

1 **SPEAK** Would you consider living on another planet? Why/Why not?

2 **3.05** Listen to the recording. Would Daniel like to be part of a mission to Mars? Why/Why not?

3 Read the **WATCH OUT | SKILLS** box. Then read the text on page 123 quickly. What is it about?

WATCH OUT | SKILLS

Approaching a reading comprehension task

When doing a reading comprehension task in an exam, first read the entire text quickly to identify the main ideas. Try to recognise the purpose of the text and find some key words. Do not focus on grammatical structures or words that you do not know.

4 **3.06** Read the article and choose the correct options.

- Why did the organisers of the Mars One mission insist on applicants being committed to the project?
 - Because of the duration of the journey.
 - Because the selected astronauts were expected to obey the project managers.
 - Because it was likely that the astronauts would never come back to Earth.
 - To ensure that candidates did not resign at the last minute.
- What do the time and length of the journey to Mars mainly depend on?
 - The orbits of Earth and Mars.
 - Whether Earth and Mars are lined up with the sun.
 - The time it takes for Mars to be nearest Earth.
 - The calculations for the return journey.
- Which of the following would not exclude a candidate from the selection process?
 - Being underage.
 - Wearing glasses.
 - Being a non-English speaker.
 - Being a smoker.
- In the article, the author
 - states that he/she hopes to find evidence of alien life on Mars.
 - describes the scientific background and professional experience of people who went to Mars.
 - provides a biography of a woman who is training to become an astronaut.
 - enumerates some of the requirements for becoming a Mars astronaut.

5 Complete the summary of the article with up to four words in each gap.

In the article, the author first introduces a ¹ [] who sets a good example for all teenagers wishing to become astronauts. He/She then goes on to enumerate some of the key ² [] every astronaut should have. For example, they need to be strong mentally and have some academic background in ³ [] studies. The author also mentions some ⁴ [] attributes, such as height, vision and general fitness, that are expected of space mission candidates. He/She concludes by saying that meeting all of the requirements does not necessarily mean that you will be ⁵ [].

6 **KEY WORDS** Match the highlighted words from the article to definitions 1–9.

- based your plans on a fact that you believe is true
- the ability to recover quickly after a problem
- loyal to an idea and willing to work for it
- try to avoid
- be an advantage to her
- beginning to doubt a previously made decision
- using all your energy, strength and determination to achieve something
- the time and effort that you spend on something
- any of the qualifications you get at a university

7 Translate into English. Use the correct forms of the highlighted words from the article.

In our team, we ¹ [] (*pracujemy w założeniu*) that everybody should be given a fair chance to succeed. But we expect total ² [] (*oddania*), and you really need to ³ [] (*dać z siebie wszystko*). Also, ⁴ [] (*odporność*) in stressful situations will definitely ⁵ [] (*da ci przewagę*).

If you are planning to become a police officer, first of all, you need to ⁶ [] (*trzymać się z dala od*) trouble and be fully ⁷ [] (*oddany*). I mean, you can't really ⁸ [] (*mieć wątpliwości*). You have to be sure you want to serve the community. It's much more important than a ⁹ [] (*stopień naukowy*).

8 **SPEAK** Answer the questions.

- Is the article encouraging for people who would like to become astronauts? Why/Why not?
- How do you think life would be similar or different on another planet?

FAST FINISHERS

Imagine you were selected to go on a mission to Mars. Which three personal possessions would you take with you?



Search for another human space mission and prepare a short presentation about it.

HOW TO GET ON THE FIRST MISSION TO **MARS**



Alyssa Carson turned twenty-one in 2022 and has dreamed of going to Mars since she was just three years old. She has been training to be an astronaut and **going all out** to be one of the first humans to travel to Mars for most of her life. If, like Alyssa, you think you could be one of the first astronauts on Mars, here's what you will have to do.

1 BE TOTALLY **COMMITTED**

Alyssa's devotion to a future Mars mission is absolute, and this devotion is very necessary. An early, privately funded Mars project called Mars One, for example, **worked on the assumption** that the first humans who travel to Mars would never get back to Earth. As a result, mental stability was the top requirement, and indeed the key characteristics of an astronaut listed on the Mars One recruitment page were all psychological rather than technical. They included **resilience**, adaptability, curiosity, creativity and the ability to trust. The first colonisers were expected to show complete **dedication** to the mission and to those in charge of getting them there.

2 HAVE THE RIGHT TECHNICAL SKILLS

Apart from sound mental health, government-backed space programmes such as NASA require astronauts to have a **university degree** in engineering, maths, computer science, physics or biology. After that, candidates need at least two years' professional experience or one thousand hours in command of a jet aircraft. This work experience can be replaced by scientific research, and some teaching experience is considered a plus.

3 BE READY FOR A LONG TRIP!

The 'red planet', as it's often called, is around fifty-five million kilometres from Earth at its closest point. A journey to Mars will take about six to seven months, depending on the alignment of the planets when the mission sets off. Not only will it take a long time to get there, but before future astronauts are able to start their return to Earth, they will have to stay on Mars for nineteen to twenty months until the two planets re-align. So far, no one has spent so long in space. During this time, however, the space explorers will be expected to learn robotics and how to fly an aircraft, among a whole range of other skills. Alyssa is prepared to do this, and has already completed seven Space Camps, three Space Academies and one Robotics Camp, which she hopes will **give her the edge** over other applicants for her dream job.

4 OTHER REQUIREMENTS

First of all, there's no point in applying before you're eighteen years old. Anyone who wants to be a candidate for a NASA Mars mission has to meet its standard astronaut requirements: they are required to be physically fit and healthy for their age and, of course, to **steer clear of** tobacco and drugs. They must be between 1.57 and 1.90 metres tall and have 20/20 vision – candidates who wear glasses may have to have their eyesight corrected by laser treatment. Knowledge of languages is also a must: English is the working language, and candidates should be able to speak at least one of eleven other languages, including Spanish, Chinese, Japanese and Korean. Alyssa already speaks English, Spanish, French, Chinese and some Turkish. If, after reading this, you're already **having second thoughts**, NASA also warns potential candidates that it's no use believing that, once you've been selected for the Mars mission, your place on a spacecraft is guaranteed. Only the best succeed in reaching that goal, but there may be other posts available at the agency.

Still interested in applying for the job?

GLOSSARY

20/20 vision – perfekcyjne widzenie bez okularów albo szkiele kontaktowych

- 1 **SPEAK** Should everyone go to university? Why/Why not?

- 2 **RECYCLE** Complete the sentences.

- 1 You can take, fail or resit a(n) .
 2 A public school in the UK is the same as a school in the USA.
 3 You can a degree, your homework or well in a particular subject.
 4 Law, economics and literature are examples of subjects.

- 3 **KEY WORDS** Match abbreviations 1–6 to university programmes a–f. Then look up the names in the Wordlist on page 133 and find out what they mean.

- 1 **BA** 2 **BSc** 3 **MBA** 4 **PhD** 5 **MSc** 6 **MA**

- a **Doctor of Philosophy**
 b **Master of Business Administration**
 c **Bachelor of Science**
 d **Master of Arts**
 e **Master of Science**
 f **Bachelor of Arts**



- 4 Read the email. Which of the highlighted programmes in exercise 3 is Elena going to choose?

Hi, Frank,

I've just been to the orientation weekend at Maastricht University, and well ... now I want to study there even more! First of all, the city campus is great. If I live in one of the **halls of residence**, I can simply use my bike to get around and **attend lectures**.

I went to a few meetings to learn about the topics covered in the bachelor's programmes in the **humanities faculty**, like general **linguistics** and European studies. What I really liked is that there aren't many exams to sit, but you need to write a paper in most subjects. Then in Year Three you choose your specialisation and prepare your BA **dissertation**. After graduating, I could **major in** cognitive studies or cultural leadership for my **master's degree** and write an MA **thesis**. And then **apply for a grant** for further research.

So basically, it sounds like a dream scenario. The biggest challenge are the **tuition fees**. My parents say they can afford to pay for my first year, but then I need to **win a scholarship**. That means I cannot just **scrape through** the first year – I will have to nail it ...

Anyway, I'm getting a bit nervous about it.

Elena

Send

- 5 Match the highlighted words from exercise 4 to definitions 1–12.

- 1 try to get funds for a specific academic project
 2 succeed, but with great difficulty
 3 get money for good academic results
 4 go to classes at a university
 5 the study of how language works
 6 the money you pay for your education
 7 a department at a university
 8 specialise in
 9 a long piece of writing that is the final part of an advanced university degree (two words)
 10 buildings, often on campus, where students live
 11 subjects such as history, literature, philosophy, etc.
 12 a university degree that students get after their first degree

- 6 **KEY WORDS** Translate into English. Use some of the highlighted words from exercises 3 and 4. There may be more than one correct answer.

- 1 I won't be able to do a degree (*na tym wydziale*) unless I (*zdobęde stypendium*).
 2 I didn't realise (*pisanie pracy magisterskiej*) in **business management** would be so difficult. If only I had chosen a different programme, like **computer science**.
 3 Luckily, (*nasz akademik*) is really close to the lecture hall, and I have no problems with (*uczęszczaniem na poranne wykłady*).
 4 You can't (*ubiegać się o dotację*) to cover your (*czesne*).
 5 While most of Luke's friends (*ledwo przeszli*) the first year of college, he nailed it.
 6 After (*zrobieniu specjalizacji*) **accounting and finance**, some of the graduates went on to do (*doktorat*).

- 7 **3.07** Listen and correct the mistakes in the sentences to make them true.

- 1 Ben has just passed his exams in computer science and business management.
 2 He has written a bachelor's dissertation in one of these courses.
 3 The teachers in these courses are the strictest in the whole faculty.
 4 Ben is confident that he will get a scholarship.
 5 After he has graduated, Ben will have a BA degree.

- 8 **SPEAK** Work in pairs. Go to page 156 and follow the instructions.

FAST FINISHERS

- Find out what you might learn about in each of the following degree courses: auctioneering, digital currency studies, ethical hacking.

A talk about mindfulness

- 1 **SPEAK** Do you use any of the techniques from the box to take care of your mind?

meditation outdoor sport reading yoga

- 2 **KEY WORDS** Match the highlighted expressions in sentences 1–7 to definitions a–g.

- I feel stressed out. I've got a lot of things **on my mind**.
- It's important to **keep an open mind**. Who knows? You might even like the film.
- Have you made any plans for the party? What did you **have in mind**?
- I was going to watch a film, but I **changed my mind**. I'm going to go out instead.
- It had never **crossed my mind** that this simple idea could become a best-selling app.
- If you're thinking of going for a swim, you should **bear in mind** that the water's very cold.
- You must be **out of your mind** to want to join the mission to Mars.

- be open to different ideas
- occurred to me
- remember
- crazy
- already have an idea about a particular thing
- that I am thinking about
- decided to do to something else

- 3 **KEY WORDS** Replace the highlighted expressions in sentences 1–6 with phrases of similar meaning a–f.

- Do you mind** if I open the window?
- Why don't you **mind your own business**?
- Can you **mind** my bag while I go to the bathroom?
- Would you mind** saying that again? I didn't understand.
- I really don't mind** which film we watch.
- I'm hungry. **I wouldn't mind** something to eat.

- I have no preference
- look after
- I'd like
- Will it bother you
- Could you possibly
- not get involved in things that don't concern you

- 4 **3.08** Read the **WATCH OUT | SKILLS** box and listen to a talk. Use the expressions from the box to summarise what you hear.

**WATCH OUT | SKILLS****Summarising the main idea**

In order to summarise a talk, you need to focus on the main ideas only. Say what it is about, in your own words. You may use the following expressions:

The talk/passage/recording is about ...

The speaker first describes / mentions / points out ... and then moves on to / concludes that ...

- 5 **3.08** Listen to the talk again and choose the correct options.

- According to the speaker, why is mindfulness so important nowadays?
 - Many people struggle to relax as a result of the hectic life they live.
 - People who practise mindfulness are more likely to meet deadlines.
 - Mindfulness can help people to take better care of their relationships.
 - It is a great way to exercise your mind.
- What does the speaker say about students who meditate before exams?
 - They lose concentration more easily.
 - They may be more successful.
 - They can help others reduce stress.
 - They are more anxious than their peers.
- Why is the speaker going to teach his students some breathing techniques?
 - To help them focus on the lecture.
 - To show them how to calm down.
 - To prove that they can relax together.
 - To help them perform better in exams.
- What is the main purpose of the talk?
 - To discuss how stressful our lives have become.
 - To explain the science behind meditation techniques.
 - To introduce the idea of mindfulness.
 - To encourage people to do more exercise.

- 6 **SPEAK** Based on your personal experience, how are the mind and the body connected? For example, how does your body react to stress? On what occasions do you usually have headaches? What do you do physically to clear your mind?

**FAST FINISHERS**

- Which three people that you know (friends or family) could benefit from practising mindfulness? Why?



Find a short video (about ten minutes long) of body scan meditation and follow the instructions. Then tell the class how it made you feel.

1 **SPEAK** What are the consequences of plagiarism in your school? Is it a disciplinary offence? If not, should it be? Why/Why not?

2 **3.09** Read the sentences. Who might express these ideas: a lecturer (L) or a student (S)? Listen and check.

- a It is rumoured that not everyone has submitted their final papers.
- b There were reported to have been many cases of plagiarism in our faculty last year.
- c Some of them are believed to have been downloaded from the Internet.
- d There are considered to be good reasons for changing the deadline for the papers.
- e Promoting academic integrity is assumed to be the goal of everyone in the department.
- f The decision is expected to be announced very soon.

3 Read the grammar table and complete it with sentences a–f from exercise 2.

Key Grammar

Passive reporting structures

In order to talk about general beliefs or assumptions, we use passive reporting structures.

The verbs used in these structures are passive reporting verbs, e.g. *argue, appear, assume, believe, claim, consider, expect, know, report, say, seem, think, understand*. They follow different patterns:

- subject + verb in the passive + infinitive (to do / to have done / to be doing), e.g. ¹ , ² , ³
- It + verb in the passive + that clause, e.g. ⁴
- There + verb in the passive + infinitive (to do / to have done), e.g. ⁵ , ⁶

Grammar Reference >> 132

4 Match sentences 1–5 with sentences a–e which have the same meaning.

- 1 It is said that the students are waiting for the scientist.
 - 2 It is said that he was a brilliant scientist.
 - 3 It is expected that he will issue a statement tonight.
 - 4 They expect that he has completed the report.
 - 5 They believe he is a brilliant scientist.
- a He is believed to be a brilliant scientist.
 - b He is said to have been a brilliant scientist.
 - c He is expected to issue a statement tonight.
 - d He is expected to have completed the report.
 - e The students are said to be waiting for the scientist.

5 Choose the correct options.

- 1 They aren't talking to each other. They seem to quarrel / to have quarrelled again.
- 2 The injured sportsman is said to be getting / that he gets better.
- 3 There are expected to be / to have been some student protests next weekend.
- 4 The experts were thought to give / to have given longer talks.
- 5 A crash of the plagiarism detection software was discovered to have caused / to causing all these problems.
- 6 It is considered impolite to be talking / to have talked during lectures.
- 7 The papers are said will be kept / to be kept in a secure location until the results are published.

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

- 1 They seem to be very tired.
It very tired.
- 2 It appears they were at a party last night.
They at a party last night.
- 3 They claim the staff aren't listening to their demands.
The staff to their demands.
- 4 Someone says that they have seen Ann's boyfriend with another girl.
Ann's boyfriend with another girl.
- 5 It appears that he likes you a lot.
He you a lot.
- 6 The dean claims that there are no new scholarships this year.
There new scholarships this year.
- 7 It seems Lucy is wearing her mother's dress.
Lucy her mother's dress.

7 **SPEAK** Work in pairs and discuss your opinions on copying someone else's work. Use the sentence beginnings below.

- Using someone's ideas without their consent seems to be ...
- It is claimed that ..., but to me ...
- Acknowledging other authors in your paper is considered to ...
- Essay plagiarism is reported/assumed to ...

#BRAINTEASER

What can be considered broken without being held?



FAST FINISHERS

Make a list of four things which a student caught plagiarising someone else's work should do as a form of punishment.

Grammar and vocabulary practice

- 1 **SPEAK** Which of the arguments below do you find the most convincing and which the least? Why?

What are the arguments in favour of going to university locally?

- There's no point in studying somewhere else if you can do the same degree in your hometown and stay in touch with your friends.
- It's no use moving away if you're going to feel homesick.
- You won't have difficulty finding your way around.
- It's not worth spending money on renting a flat because you can live at home.

- 2 Read the **WATCH OUT** box and complete the arguments with the phrases from the box and the correct forms of the verbs in brackets.

What are the arguments ¹ (study) away from home?

- It's ² (delay) leaving home. You will have to move out sometime, and you'll soon become independent.
- There's ³ (go) to university if you don't take the chance to live away from home.
- Some people say that it ⁴ (live) away from home because it's expensive, but getting a part-time job can help build your CV.
- You might have ⁵ (make) new friends, but it's an important life skill.

WATCH OUT**Phrases with gerunds**

There are expressions which are always followed by a gerund, e.g.: *There is no point (in) ..., It's no use ..., It's not worth ..., have difficulty ..., in favour of ..., against, etc., e.g. It's no use calling them so early.*

- 3 Translate into English.

- 1 I'm afraid you (nie zasługujesz na to, żeby dostać) the scholarship.
- 2 It (nie ma sensu szukać) for new books on sale if you can buy second-hand ones cheaply.
- 3 I'd like to join the Authors' Club (żeby ćwiczyć pisanie).
- 4 Magda (sprawia wrażenie, że uczyła się) all night. Look at her eyes!
- 5 (Wygląda na to, że były) complaints about poor self-motivation in the team.
- 6 For the last three months (miałem trudność z płaceniem) the tuition fees.
- 7 The teacher (kazał mi obiecać, że przyniosę) my notebook for the following class.

- 4 Complete each pair of sentences with the same word.

- 1 Can you explain that, please? I don't understand what you have in .
I've changed my – I'm not going to university after all.
- 2 To be honest, there is no point applying for a grant now.
After I finish my BA studies, I intend to major political leadership.
- 3 We expect all our candidates to be -willed and determined to do what they want.
I can't say that Mark has a work ethic – others are much more reliable.
- 4 My friend has got a BSc in computer science.
Perhaps it was not spectacular, but the project had some of success.

- 5 Complete the text with the correct words formed from the words in the box. There are two extra words. There may be more than one correct answer.

adapt decide resilient resolve resource
trust wit

INTERNSHIPS FOR YOU!

Are you a student in need of some extra income? Or perhaps you feel it's about time to start collecting work experience for your CV? Whatever your reason for reading this ad, our offer is tailor-made for you. Why? We do not require any special qualifications. We will teach you everything you need to know. All we are looking for are some personal characteristics. The first one is ¹ , as you need to be strong enough to cope with stress. We also need you to be ² so that other team members can rely on you. It will definitely be an asset if you have some conflict-³ skills – it's important in our company to deal with problems quickly and efficiently. We will also appreciate ⁴ – if you have a mind full of ideas, we will welcome you very warmly. So, if you're a ⁵ fast thinker – apply and join us!

- 6 **SPEAK** Imagine you are a recruiter for the company in exercise 5. Make a list of five questions you would like to ask the internship candidates. Then work in pairs and answer each other's questions.

FAST FINISHERS

- Describe the dream job that you would like to have once you graduate.

Should everyone be allowed to go to university?

- 1 It is sometimes argued that all young people should have the opportunity to study. However, giving everyone such a chance may be costly for the state. There is no denying that there are arguments for and against such a decision, and both should be considered thoroughly.
- 2 On the one hand, tertiary education is what the majority of students aspire to. One key advantage of allowing everyone to study at university is that college graduates have better prospects of a high-level career. They also have a better chance of being offered a more satisfying salary than non-graduates. An additional benefit is enabling everyone to pursue their dream careers, regardless of their background or school results.
- 3 On the other hand, there are students at secondary level who would rather work than study. Even though they have succeeded at their exams, they find the outlook on many more years at university daunting. Besides, despite the fact that a degree makes getting a well-paid job easier, not everyone has the essential skills on which more specialised education is based. Another drawback is that tertiary education is costly and not all professions require such big state investments to develop well-trained employees.
- 4 On balance, while there are arguments in favour of enabling all students to attend university, there are as many against it. Although allowing all young people to study means equal chances for everyone, only some have the necessary abilities or wish to study beyond high school.

Paragraph 1

Say what the current situation is and outline the main issue discussed in the essay.

Paragraph 2

Give arguments supporting one side of the argument with examples or reasons.

Paragraph 3

Give arguments supporting the other side of the argument with examples or reasons.

Paragraph 4

Summarise the main arguments. Your opinion is not obligatory.

- 1 **SPEAK** Do you think tertiary education should be freely available to all school-leavers without any requirements? Why/Why not?

tertiary education / ˌtɜːʃəri ˌedʒəˈkeɪʃən/ noun [U]
education at a college or university

- 2 Read the essay and answer the questions.

- What is the essay about?
- What three advantages of making university education available to everyone are mentioned?
- What three arguments against it are mentioned?

- 3 Look at the essay again and find the following:

- two phrases to introduce a general opinion (para. 1)
- a phrase that means 'without being influenced by' (para. 2)
- two phrases to begin paragraphs that describe arguments for and against (para. 2 and 3)
- a phrase that means 'after considering all the arguments' (para. 4)
- a phrase that means 'an argument for' (para. 4)

- 4 Analyse the Key Phrases box. Which of the phrases does the writer use in the essay?

Key Phrases**A for-and-against essay****Introducing arguments**

There are arguments for/against ...

It is often argued / It can be argued ...

It is also acknowledged that ...

On the one hand, ...

On the other hand, ...

Introducing advantages

On the positive side, ...

There are many advantages to ... and one of them is ...

One key/major advantage of ... is ...

The main advantage/positive/benefit of ... is ...

Another / An additional advantage/benefit is/could be ...

Introducing disadvantages

On the negative side, ...

The key / One (considerable) disadvantage of ... is ...

A definite/major disadvantage of ... is ...

Another drawback of ... / argument against ... is ...

5 **Complete the sentences with the Key Phrases for introducing advantages and disadvantages. There may be more than one correct answer.**

- When it comes to studying for a PhD, a d_____ might be the constant need to apply for grants.
- The main p_____ of setting up your own business is that you decide your own working hours.
- On the n_____ s_____, university is expensive.
- As well as getting financial support, an a_____ b_____ of winning a scholarship is that your efforts and dedication can be recognised by teachers and lecturers.
- A m_____ a_____ of getting a university degree is that it is essential for many positions.
- Another a_____ a_____ attending lectures online is that you can't see most of your fellow students.

6 **Think of one advantage and one disadvantage of each of the following statements. Then write sentences about them using the Key Phrases.**

- Tests should be banned in schools.
- School cafeterias shouldn't sell any products that contain sugar.
- Everyone should pay tuition fees at university.
- Business management lessons should be introduced in all schools.

7 **Read the WATCH OUT box and choose two correct options.**

- While / In spite of / Although* a degree isn't cheap, it is essential for many jobs.
- Many young people go to university *despite / despite the fact that / even though* some of them would prefer to get a job.
- Many people are successful in their jobs *despite / despite of / in spite of* the fact that they do not have a degree.
- Although / Even though / In fact* many students don't know what to do when they finish school, they still go to university.
- Some people believe everyone should pay tuition fees at university. *Nevertheless, / Besides, / However,* I disagree.

WATCH OUT

Linking words and phrases for contrast

In for-and-against essays, we use a range of linking expressions to introduce contrast.

*Many people would like to study abroad. **Nevertheless/ However,** it is often too expensive. **Whereas/While** renting accommodation is often expensive, staying in a hall of residence can be relatively cheap.*

8 **Do the writing task. Follow the steps in the Writing Planner.**

Uczelnia, na której studiujesz, właśnie wprowadziła zaostrzone przepisy dotyczące plagiatu. Jedną z kar jest usunięcie z listy studentów. Napisz rozprawkę (200–250 słów), w której przedstawisz wady i zalety takiego rozwiązania.

WRITING PLANNER

THINK

Think about what different examples of plagiarism there might be (e.g. copying a fellow student's work, downloading a paper from the Internet, quoting a researcher without paraphrasing their words, etc.). What are the possible consequences for students who are found plagiarising someone else's work (e.g. no scholarship, expulsion, higher tuition fees, being banned from some courses, etc.)?

PREPARE

Make a list of arguments in favour of more severe punishments for plagiarism (e.g. it would be a good deterrent as students would be afraid, there are many students who don't make any effort at all, etc.). Make a list of arguments against more severe punishments for plagiarism (e.g. not all examples of plagiarism are equally bad, some are unintentional, students should be taught how to avoid it instead of being punished, etc.).

WRITE

Write your essay. Use your notes and the Key Phrases.

CHECK

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

FAST FINISHERS

In which city would you like to go to university? Why? Give four arguments.



VOCABULARY

1 Complete the sentences with the correct words. The first letters are given.

- At the end of their course every student needs to write a d  on their chosen topic.
- I wanted to study business management, but the t  fees turned out to be too expensive.
- Students showing high levels of d  are usually the ones who graduate with top results.
- Your w  to learn is impressive, but good intentions must be followed with some hard work.
- I lived in a hall of r , as my parents couldn't afford to rent a flat for me when I was a student.
- In order to study a  and finance, you need to be analytical and good with numbers.

2 Complete the text with the correct words formed from the words in brackets.

Personalised learning

In recent years, many experts have been analysing the way young people are taught. In the future, they say, the students themselves will have more involvement in the decision-¹  (make) process of the curriculum, with teachers inviting input from students on content and methodology. Teachers, therefore, will have to keep an open mind, have a greater awareness of students' particular problems and become more ²  (adapt) to their individual needs. Project-based learning involves working as part of a team and teaches basic collaboration and time-³  (manage) skills. This approach will become much more common. As a result, students will become more ⁴  (resource), taking greater control of their learning. Teamwork involves basic conflict-⁵  (resolve) skills such as a willingness to learn to compromise on certain issues. These important problem-⁶  (solve) abilities will be of greater use to students in their working lives, experts say.

GRAMMAR

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

- I don't remember  (invite) them to my party, but Paula says I did.
- Have you ever considered  (study) English literature?
- We are all expected  (find) jobs as soon as possible.
- Fiona wanted to study, but Robbie went on  (talk) for an hour!
- If you can't get the door to open, try  (push) it really hard with your shoulder.
- He is rumoured  (choose) someone else for the mission.

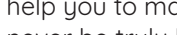
4 Complete the second sentence so that it means the same as the first one. Use the words in capitals.

- We believe there are rules which we have to change. **BELIEVED**
There  which we have to change.
- Pavel thought that Mike hadn't hit him with the ball on purpose. **MEANT**
Pavel thought that Mike  him with the ball.
- 'I know I shouldn't have said those things about Lara,' said Connor. **REGRETS**
Connor  about Lara.
- Joy asked me to hold her bag. **MIND**
'Would  please?' said Joy.
- It is said that Mark failed his last exam. **TO**
Mark  his last exam.

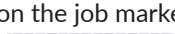
USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

It can be difficult ¹  choose a career, but with a little self-reflection, you ²  get an idea of the direction ³  you want to take. The first thing you ⁴  do is to think about what you'd really be interested in ⁵ . For example, if you enjoy travelling, you ⁶  like working in tourism. You will ⁷  given a lot of advice by the people around you, and this can help you to make up your mind, but you ⁸  never be truly happy if you only do what other people ⁹  you to do.

6 Complete sentences A-C with the same word.

- A They've changed their  so many times that I don't know what they want.
B This is a private conversation, so why don't you  your own business!
C I can't concentrate because I have too many things on my .
- A I'm totally  of condition after not doing any sport for the entire summer.
B In this difficult period, the government should go all  to protect its citizens.
C I opened the door  of curiosity.
- A I can't believe it's the same old  - he cheats and I get punished!
B He would tell us a tall  every time we met, so we just stopped believing him.
C It was a small private TV station which first broke the big  about the president.
- A The film kept me on the  of my seat the whole time.
B Fluency in two foreign languages will give you the  on the job market.
C I prefer new, cutting- designs.

LISTENING

- 7 3.10 Listen and match speakers 1–4 to statements A–E. There is one extra statement.

This speaker mentions

- | | |
|---|---|
| A the high costs of studying abroad. | 1 |
| B various courses of study to choose from. | 2 |
| C the positive aspects of being responsible for yourself. | 3 |
| D his/her reaction to being accepted at university. | 4 |
| E the limitations resulting from the rules on campus. | |

READING

- 8 Match paragraphs A–D to statements 1–5. One paragraph matches two statements.

In which paragraph does the author

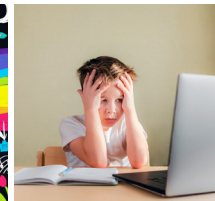
- | | |
|---|--|
| 1 explain the benefits of limiting outside stimuli and distractions? | |
| 2 suggest that people should not be forced to spend a long time alone? | |
| 3 provide an overview of conflicting study results? | |
| 4 give advice on how to get rid of distractions? | |
| 5 describe various ways in which being alone affects your productivity? | |

SPEAKING

- 9 Look at the photos and do the task.

Postanowisz/Postanowiłaś udzielać korepetycji młodszemu uczniom. Chcesz zamieścić ogłoszenie na tablicy informacyjnej w pobliskiej szkole podstawowej. Masz do wyboru trzy zdjęcia, które możesz dołączyć do ogłoszenia.

- Wybierz to zdjęcie, które jest, według Ciebie, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



WRITING

- 10 Read the instructions and do the task.

Ostatnio wiele mówi się na temat dobrostanu i zdrowia psychicznego. Niektórzy uważają, że odcięcie się od mediów, technologii i innych ludzi pomaga, inni uważają to za zachowanie aspołeczne. Napisz rozprawkę (200–250 słów), w której przedstawisz argumenty za i przeciw spędzaniu czasu bez towarzystwa innych osób.



SWEET SOLITUDE

A
In the film *Cast Away*, the main character, Chuck Noland, finds himself trapped, completely alone on a desert island after surviving a plane crash. After some time, he paints a face on a volleyball, and calls it Wilson just to have a 'companion'. Clearly, one of the themes of the film is how loneliness affects your mind.

Research shows that people

forced to spend time alone, such as people in prison, often suffer from mental problems. Most people would agree that spending extended periods completely alone is not healthy. On the other hand, there is evidence that a certain amount of time alone can actually be beneficial.

B
The modern digital world we live in offers plenty of stimulation for our minds, but disconnecting and spending some time alone can help to clear your mind and improve your ability to focus. This in turn will help you to increase your work rate, so you get more things done and you are more efficient. When you're alone,

the lack of distractions allows you to daydream and your mind begins to wander. This brain activity helps you to learn about yourself, like a journey of self-discovery, and as you reflect more, you gain a better understanding of yourself, and this can strengthen your relationships with others.

C
It is well known that many artists, writers, poets and other types of creative people spend extended periods of time on their own. This 'me time', free from distractions, assists their creativity, as well as giving them an opportunity to practise their skills. Of course, you don't need to go to a remote desert island to get away from people. In the modern world, it can be simply a question of disconnecting and giving up all your devices for a while. You could also try closing your door to keep people out. This simple gesture, though often mistakenly considered as antisocial, really helps you to focus.

D
At the end of *Cast Away*, Chuck launches himself out to sea in a badly-made boat, having spent over four years completely alone on the island. The message is that humans are social animals who require people, social interaction, conversation and physical contact. However, we can't ignore the benefits of spending some time alone, away from other people and away from all the distractions of the connected world we live in.

8.2 Gerunds and infinitives

Czasowniki z końcówką -ing stosujemy:

- po niektórych przymkach (*about, after, before, of, on, without, ...*), np. *He goes on and on about **being** friends with the boss.*
- po niektórych czasownikach (*admit, avoid, can't help, can't stand, consider, don't mind, enjoy, fancy, feel like, finish, give up, imagine, keep (on), miss, practise, spend (time), suggest, ...*), np. *I don't feel like **going out** tonight.*

UWAGA!

Czasownika z końcówką -ing można również użyć jako podmiotu zdania, np. ***Listening** to classical music is very relaxing, isn't it?*

Bezokolicznik z to stosujemy:

- po niektórych przymiotnikach, np. *I'm always happy **to help**.*
- w zdaniach celowych, np. *I practised answering interview questions **(in order) to do** well today.*
- po niektórych czasownikach w konstrukcji: czasownik + bezokolicznik z to (*afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, manage, mean, need, offer, plan, pretend, promise, refuse, remember, seem, start, tend, try, want, would like*), np. *Young children tend **to copy** their parents' behaviour.*
- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik z to (*advise, allow, cause, enable, encourage, expect, force, help, remind, urge, warn*), np. *We didn't expect **to win**.*

Bezokolicznik bez to stosujemy:

- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik bez to (*help, let, make*), np. *In this school they let students **wear** whatever they like.*

UWAGA!

Bezokolicznik z to stosujemy również w następujących sytuacjach:

- *too + przymiotnik + bezokolicznik z to*, np. *I'm too tired **to deal** with it now.*
- *przymiotnik + enough + bezokolicznik z to*, np. *Do you think he's good enough **to get** this job?*
- *first/last + bezokolicznik z to*, np. *Unfortunately, I wasn't the first **to cross** the finishing line.*

Czasownik z końcówką -ing lub bezokolicznik z to może wystąpić po niektórych czasownikach:

- bez różnicy w znaczeniu, np.: *begin, continue, start:*
*We were going to go for a run, but it started **raining/to rain**.*
- z niewielką różnicą w znaczeniu (czasownik z końcówką -ing = upodobania; bezokolicznik z to = czynność wykonywana często/regularnie), np.: *like, love, hate, prefer:*
*She hates **cooking** even though she's so good at it. / She likes **to cook** something special every now and then.*
- z całkowitą różnicą w znaczeniu:
 - *forget:* *I forgot **locking** the front door.* (Zapomniałem, że zamknąłem drzwi frontowe.) / *I forgot **to lock** the back door.* (Zapomniałem zamknąć tylne drzwi.)
 - *go on:* *We went on **discussing** World War I.* (Kontynuowaliśmy omawianie I wojny światowej.) / *We went on **to discuss** World War II.* (Przeszliśmy do omawiania II wojny światowej.)
 - *learn:* *We learned **drawing** at school.* (W szkole uczyliśmy się rysowania.) / *We learned **to draw** a horse.* (Nauczyliśmy się rysować konia.)
 - *mean:* *Entering the house means **waking** Mum.* (Wejście do domu wiąże się z tym, że obudzimy mamę.) / *Sorry, we didn't mean **to wake** you.* (Przepraszamy, nie chcieliśmy cię obudzić.)
 - *remember:* *I remember **buying** some rye flour.* (Pamiętam, że kupowałam mąkę żytnią.) / *Remember **to buy** some rye flour.* (Pamiętaj, żeby kupić mąkę żytnią.)
 - *regret:* *I regret **saying** so many hurtful things.* (Żałuję, że powiedziałem tyle krzywdzących rzeczy.) / *I regret **to say** only three of you have passed.* (Z przykrością muszę powiedzieć, że tylko troje z was zdało.)
 - *stop:* *She stopped **reading** the paper and got down to work.* (Przestała czytać gazetę i wzięła się do pracy.) / *She stopped **to read** the notice.* (Zatrzymała się, żeby przeczytać ogłoszenie.)
 - *try:* *He tried **giving up** meat, but it didn't make him feel any better.* (Próbował niejedzenia mięsa, ale nie poczuł się przez to ani trochę lepiej.) / *He tried **to give up** meat, but he failed miserably.* (Próbował zrezygnować z jedzenia mięsa, ale poniósł kompletną porażkę.)

8.7 Passive reporting structures

Aby opisać powszechnie panujące przekonania, opinie i poglądy, stosujemy czasowniki: *agree, argue, assume, believe, claim, consider, estimate, expect, feel, hope, know, report, say, think, understand* w następujących konstrukcjach:

- *It + czasownik w stronie biernej + that*, np.:
***It is said that** the prime minister has resigned.*
***It was estimated that** the road would be completed by the end of the year.*
***It is thought that** recent graduates lack basic office skills.*
***It was understood that** the document was a fake.*

- podmiot + czasownik w stronie biernej + bezokolicznik (*to do / to have done / to be doing*), np.:
*The actress **is claimed to be** married to a lawyer.*
*House prices **were expected to increase** soon.*
*The paintings **are believed to have been stolen**.*
*The suspect **was reported to have been accused** of murder.*
*The author **is assumed to be working** on a new book.*
*The jury **was thought to be discussing** the results.*
- *There + czasownik w stronie biernej + to be / to have been*, np.:
***There is known to be** a need for more affordable housing.*
***There were hoped to be** some changes to the law.*
***There are claimed to have been** some problems with the budget.*
***There was reported to have been** a power cut in the area.*

- KEY WORDS

VOCABULARY 1 MP3 60

adaptable	/ə'dæptəbəl/	potrafiący się przystosować
bad-mannered	/,bæd 'mænad/	źle wychowany
bad-tempered	/,bæd 'tempəd/	wybuchowy, porywczy
broad-minded	/,brɔːd 'maɪndɪd/	o otwartym umyśle, tolerancyjny
conflict-resolution skills	/'kɒnflikt rezəˌluːʃən skɪlz/	umiejętność rozwiązywania konfliktów
cope with sth	/'kəʊp wɪð ,sʌmθɪŋ/	radzić sobie z czymś
decision-making skills	/'diːsɪʒən ,meɪkɪŋ skɪlz/	umiejętność podejmowania decyzji
driven to do sth	/'drɪvən tə 'duː ,sʌmθɪŋ/	zdeteminowany coś zrobić
efficiency	/'iːfɪnsi/	wydajność, efektywność
efficient	/'iːfɪjənt/	wydajny, efektywny
fair-minded	/'fiə 'maɪndɪd/	bezzstronny, bez uprzedzeń
for gain	/'fə 'geɪn/	dla zysku
laid-back	/'leɪd 'bæk/	beztroski, niefrasobliwy
problem-solving skills	/'prɒbləm ,sɒlvɪŋ skɪlz/	umiejętność rozwiązywania problemów
quick-tempered	/'kwɪk 'tempəd/	wybuchowy, porywczy
quick-witted	/'kwɪk 'wɪtɪd/	błyskotliwy, bystry
resilient	/'riːzɪljənt/	wytrzymały, odporny psychicznie
resourceful	/'riːzɔːsfəl/	zaradny, pomysłowy
run checks (on sb)	/'rʌn 'tʃeks (ɒn ,sʌmbədi)/	sprawdzać (kogoś)
self-centred	/'self 'sentəd/	egocentryczny
self-motivated	/'self 'məʊtɪveɪtɪd/	zmotywowany wewnątrznie
sharp-witted	/'ʃɑːp 'wɪtɪd/	błyskotliwy, bystry
strong work ethic	/'strɒŋ 'wɜːk ,eθɪk/	wysoka etyka pracy
strong-willed	/'strɒŋ 'wɪld/	zdeteminowany, o silnej woli
time-management skills	/'taɪm ,mænɪdʒmənt skɪlz/	umiejętność zarządzania czasem
trustworthy	/'trʌstwɜːði/	godny zaufania
willingness to learn	/'wɪlɪŋnəs tə 'lɜːn/	chęć do nauki
work well under pressure	/'wɜːk ,wel ,ʌndə 'preʃə/	dobrze pracować pod presją

GRAMMAR 1 MP3 61

bank statement	/'bæŋk ,steɪtmənt/	wyciąg z konta bankowego
leadership skills	/'liːdəʃɪp skɪlz/	umiejętności przywódcze
pursue	/'pɜːsjuː/	gonić za czymś, dążyć do czegoś
tech-savvy	/'tek ,sævi/	obeznany technicznie

SPEAKING MP3 62

supervisor	/'suːpəˌvaɪzə/	przełożony
versatile	/'vɜːsətaɪl/	bystry, wszechstronny

READING MP3 63

alignment	/ə'laɪnmənt/	ułożenie (w linii)
committed	/'kɒmɪtɪd/	oddany
dedication	/'dedɪ'keɪʃən/	oddanie
devotion	/'diːvəʃən/	oddanie, poświęcenie
experience in command of sth	/'ɪkspɪəriəns ɪn kə'mɑːnd əv ,sʌmθɪŋ/	doświadczenie w dowodzeniu czymś
give sb the edge	/'gɪv ,sʌmbədi ði 'edʒ/	dać komuś przewagę
go all out	/'gəʊ ɔːl 'aʊt/	dać z siebie wszystko
have second thoughts	/'hæv ,sekənd 'θɔːts/	mieć wątpliwości
jet aircraft	/'dʒet 'eəkrɑːft/	samolot odrzutowy
mental stability	/'mentəl stə'bɪlɪti/	równowaga psychiczna
obey	/'əbeɪ/	być posłusznym
post	/'pəʊst/	stanowisko, posada
resilience	/'riːzɪljəns/	odporność
set off	/'set 'ɒf/	wystartować, rozpocząć
sound	/'saʊnd/	stabilny, w dobrej kondycji

steer clear of sth	/'stiə 'kliə əv ,sʌmθɪŋ/	trzymać się z dala od czegoś
underage	/'ʌndər'eɪdʒ/	niepełnoletni
university degree	/'juːnɪˌvɜːsɪti di'ɡriː/	stopień naukowy
work on the assumption	/'wɜːk ɒn ði ə'sʌmpʃən/	pracować w założeniu

VOCABULARY 2 MP3 64

accounting and finance	/ə'kaʊntɪŋ ənd 'faɪnəns/	rachunkowość i finanse
apply for a grant	/ə'plai fər ə 'ɡrɑːnt/	ubiegać się o dotację
attend lectures	/ə'tend 'lektʃəz/	uczęszczać na wykłady
BA (Bachelor of Arts)	/'biː 'eɪ (,bætʃələr əv 'ɑːts)/	odpowiednik tytułu licencjata w dziedzinie nauk humanistycznych
BSc (Bachelor of Science)	/'biː es 'siː (,bætʃələr əv 'saɪəns)/	odpowiednik tytułu licencjata w dziedzinie nauk ścisłych
business management	/'biznəs ,mænɪdʒmənt/	zarządzanie przedsiębiorstwem
cognitive studies	/'kɒɡnətɪv ,stʌdɪz/	kognitywistyka
computer science	/'kəmˌpjʊːtə 'saɪəns/	informatyka
dissertation	/'dɪsə'teɪʃən/	rozprawa naukowa
hall of residence	/'hɔːl əv 'rezɪdəns/	akademik
faculty	/'fækəlti/	wydział
humanities	/'hjuː'mænətɪz/	nauki humanistyczne
linguistics	/'lɪŋ'ɡwɪstɪks/	językoznawstwo
MA (Master of Arts)	/'em 'eɪ (,mɑːstər əv 'ɑːts)/	odpowiednik tytułu magistra w dziedzinie nauk humanistycznych
MBA (Master of Business Administration)	/'em biː 'eɪ (,mɑːstər əv 'biznəs əd'mɪnɪ'streɪʃən)/	odpowiednik tytułu magistra studiów menedżerskich
MSc (Master of Science)	/'em es 'siː (,mɑːstər əv 'saɪəns)/	odpowiednik tytułu magistra w dziedzinie nauk ścisłych
major in (a field)	/'meɪdʒər ɪn (ə 'fiːld)/	specjalizować się w (dziedzinie)
Master's degree	/'mɑːstəz di'ɡriː/	stopień magistra
nail sth	/'neɪl ,sʌmθɪŋ/	zrobić coś dobrze, dać radę
PhD (Doctor of Philosophy)	/'piː eɪtʃ 'diː (,dɒktər əv fi'lɒsəfi)/	odpowiednik tytułu doktora nauk humanistycznych
scrape through	/'skreɪp 'θruː/	ledwo przejść
thesis	/'θiːsɪs/	praca dyplomowa
tuition fees	/'tjuːʃən fiːz/	czesne
win a scholarship	/'wɪn ə 'skɒləʃɪp/	zdobyc stypendium naukowe

LISTENING MP3 65

bear in mind	/'beər ɪn 'maɪnd/	pamiętać, mieć na uwadze
change one's mind	/'tʃeɪndʒ wʌnz 'maɪnd/	zmienić zdanie
cross sb's mind	/'krɒs ,sʌmbədɪz 'maɪnd/	przejść komuś do głowy
Do you mind ...?	/'duː juː 'maɪnd/	Czy miałbyś/miałabyś coś przeciwko...?
have in mind	/'hæv ɪn 'maɪnd/	pamiętać, mieć na uwadze
I really don't mind ...	/'aɪ ,riəli dəʊnt 'maɪnd/	Jest mi naprawdę obojętne...
I wouldn't mind ...	/'aɪ ,wʊdnɪt 'maɪnd/	Chciałbym/Chciałabym...
keep an open mind	/'kiːp ən ,əʊpən 'maɪnd/	mieć otwarty umysł
Mind your own business.	/'maɪnd jər əʊn 'biznəs/	Pilnuj swojego nosa.
on sb's mind	/'ɒn ,sʌmbədɪz 'maɪnd/	na myśli
out of one's mind	/'aʊt əv wʌnz 'maɪnd/	szalony, niespełna rozumu
peers	/'piəz/	równieśnicy
Would you mind ...?	/'wʊd juː 'maɪnd/	Czy mógłbyś/mogłabyś...?

GRAMMAR 2 MP3 66

plagiarism	/'pleɪdʒəˌrɪzəm/	plagiat
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USE OF ENGLISH MP3 67

asset	/'æset/	atut
homesick	/'həʊm,sɪk/	stęskniony za domem
internship	/'ɪntɜːnʃɪp/	staż

WRITING MP3 68

prospect	/'prospekt/	wizja, perspektywa
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1 **SPEAK** What's your favourite festival? What do you like about it?

2  Read the fact file. Are the statements true (T) or false (F)?

All about ... THE EDINBURGH FESTIVAL FRINGE

- **WHAT IS IT?** An international festival of art, music and culture that takes place in Edinburgh, Scotland.
- **WHERE DOES IT HAPPEN?** All around the city, in public buildings and outside on the streets.
- **WHO CAN PERFORM THERE?** Anyone and everyone! Performers come from around the world.
- **WHEN IS IT?** Every August, for three weeks.
- **HOW OLD IS IT?** It's been going since 1947. It started at the same time as the Edinburgh International Festival, which celebrates classical music, dance, opera and drama.

- 1 The Edinburgh Fringe is a celebration of Scottish culture. T / F
- 2 Performances take place in a variety of places. T / F
- 3 It's an annual event, held in the summer. T / F
- 4 Another name for the Edinburgh Festival Fringe is the Edinburgh International Festival. T / F

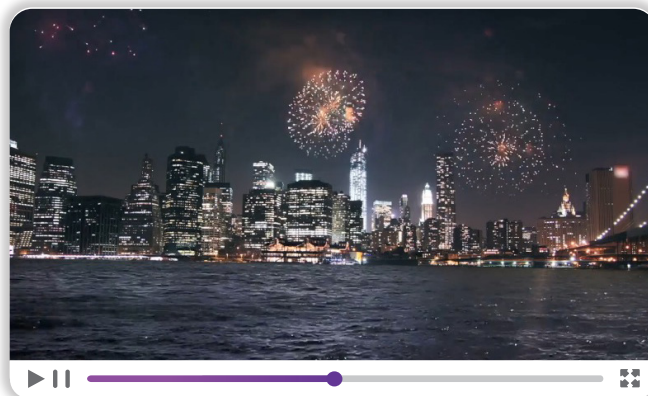
3  Now read Andy's blog and answer the questions.

- 1 After they arrived in Edinburgh, where did they go first?
- 2 Why did it take them a long time to get there?
- 3 Why didn't they use the festival brochure?
- 4 How did they find out about the *Macbeth* performance?
- 5 Why was that performance 'very different'?
- 6 Where was Andy while he was writing the blog?

4 **KEY WORDS**  Match the highlighted expressions in the blog post with the correct definitions 1–8.

- 1 choose something without thinking about it
- 2 take something somewhere
- 3 was slow, took a long time
- 4 giving things to different people
- 5 happening
- 6 having a view of
- 7 moved in a certain direction
- 8 observe people going past

5 **SPEAK** Look at the video still of New York at night and answer the questions.



- 1 What do you think the time and date could be? Why do you think so?
- 2 Have you ever been to an event like this, or watched one on TV? When and where was it?

COMPARE CULTURES

6 **SPEAK** Name some festivals of culture and cultural events that take place in your country. Which ones are the most popular? Why?



ANDY'S TRAVEL BLOG

15 AUGUST

Edinburgh at last! Toby and I finally managed to get somewhere to stay, so here we are. The city is really buzzing – there are crowds of tourists everywhere!

As soon as we got off the train this morning, the party atmosphere hit us. We were in the centre, and everywhere we looked there were buskers, jugglers, clowns – all kinds of street performers. We **took ages** to find the address where we're staying because we kept stopping to watch different performers. Luckily, the place is quite central, so we were able to **drop off** our backpacks and get back out to join the party! Our hosts gave us a brochure that lists all the Fringe events, but it's much more fun to wander about and **take pot luck**. There are people **handing out** leaflets about different events, trying to attract an audience. The first thing we saw was someone doing stand-up comedy. I thought he was pretty good.

Then we got a text from a friend who's up here with his student drama society. They're performing a street theatre version of Shakespeare's *Macbeth*! That sounded excellent, so we **headed off** to find them by the castle. The audience were following the actors around from place to place, and the actors were mixing with the crowds, saying their lines directly to them. If you didn't know the story, I don't think you'd have known what was **going on**, but it was enormous fun and very different!

Right now, we're sitting in a café **looking out on** to the Royal Mile, which is the most famous street in Edinburgh. It goes right through the old part of the city, and it's full of historic buildings as well as pubs, cafés and souvenir shops. It's a great place to sit and **watch the world go by**. I wish we could stay longer.



There's one on every high street!



Ethical shopping the OXFAM way

There are certain shops that you will find in just about every town in the UK. Known as 'chain stores', they're a familiar sight everywhere you go. Most of these shops are run by huge, profit-making companies – but not all of them. Of course, Oxfam shops are very different!

5 Why 'of course'? You'd better ¹ **kick off** by explaining what they sell!

Oxfam shops sell all kinds of things, most of them second-hand! They're best-known for selling 'pre-loved' books and clothes, but there are always many other things on display in their shops, from household articles, toys and games to vinyl records and CDs. These items are all donated by the public – ordinary people who support Oxfam, which is one of the most popular charities in the UK. All the shops are run by volunteers (only the managers are paid workers), and the money raised goes to the charity.

20 I've heard of Oxfam, but remind me. What exactly does it do?

Oxfam sends aid to places that are suffering from famine or the effects of disasters, like earthquakes, as well as helping refugees from war zones. But it does much more than that. It supports

long-term projects that will give future generations in poor countries ² **a head start**. In particular, Oxfam helps farmers ³⁰ and other workers in developing countries with the Fair Trade scheme.

35 That sounds interesting. Tell me more!

Well, as you know, farmers in developing countries often grow crops that are sold ³⁵ to rich Western countries. We happily pay for such luxury items as coffee or chocolate without really thinking about the people who produce them. They often receive very little reward for their ⁴⁰ work, and live in poverty. On their own, these workers are completely ³ **out of their depth** in negotiations with the big companies that buy their products. It isn't at all ⁴ **a level playing field**.

⁴⁵ The Fair Trade scheme helps small producers to work together to form cooperatives. This means individual workers can ⁵ **punch above their weight**,

and are better able to demand – and get ⁵⁰ – fair pay.

It all sounds good, but do people really want to buy second-hand things?

Yes, they do, for many reasons. Lots of people love browsing in charity shops, ⁵⁵ looking for unusual things and finding bargains. In fact, these days, wearing second-hand ('vintage') clothes is definitely a trend. It's fun to create your own style, it's much cheaper than buying ⁶⁰ new clothes and, more importantly, it's a great way to reduce your carbon footprint. So, look out for second-hand shops, it's the cool new way to shop!

GLOSSARY

aid – pomoc, wsparcie

cooperative – spółdzielnia, kooperatywa

famine – głód

1 **SPEAK** Have you ever given money to a charity, or taken part in a charity event?

2 **Read the text and complete sentences 1–6 with up to four words in each gap.**

- Shops with branches in many towns are called '_____'.
- Most of the things on sale in Oxfam shops are not _____.
- The shop assistants are all _____.
- Oxfam is a _____ that helps _____ people who are affected by all kinds of _____.
- The Fair Trade scheme helps workers from _____ work together and receive _____.
- Buying second-hand clothes helps the environment because it _____.

3 **KEY WORDS** **Look at the highlighted sporting idioms in the text in exercise 2 and match them with the sports from the box. One sport matches two idioms.**

boxing football running swimming

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4 **Match phrases a–e below to the highlighted idioms in the text that they could replace.**

- equally fair for everyone ☐
- be stronger and more powerful than they appear ☐
- help at the beginning of their lives ☐
- unable to survive ☐
- begin ☐

5 **3.11** **Listen to a radio interview about Oxfam and complete the fact file.**

- The Oxford Committee for Famine Relief (Oxfam) was founded in Oxford in ¹ _____.
- The original aim was to send help to the poor in Europe who were affected by ² _____.
- These days, they employ ³ _____ people in ⁴ _____ countries around the world.
- There are ⁵ _____ Oxfam shops around the world, including ⁶ _____ in the UK.
- Oxfam shops sell about ⁷ _____ second-hand books every year.

COMPARE CULTURES

6 **SPEAK** Answer the questions.

- What are the biggest charities in your country? How do they usually raise funds?
- What do you do with your old clothes, books, etc.? If you could donate them to a charity, which one would you choose?

Happy BIRTHDAY to you!

There's no doubt about it, birthdays are a very big deal in the UK, the USA and most of the English-speaking world. A birthday is one of two **'red-letter days'** every year in a child's life (the other one is Christmas Day) – but it doesn't stop with childhood. Birthdays are celebrated by adults too, right through their lives. In fact, when British citizens reach 100, they receive a special greeting from the monarch! It used to be a telegram, but these days it's a card. In the USA, eighty-year-olds are eligible for a similar message from the President.

In the UK alone, almost one billion greetings cards are sold every year, lots of them for birthdays. Many of these cards are for children, although you'll also see cards for **'milestone birthdays'**, like sixteen, eighteen, twenty-one, thirty, and even a hundred! Birthday parties usually take place in the child's home, which is often decorated with balloons, banners and streamers. Guests are expected to bring a card and a small present. There will be organised games, and sometimes a professional entertainer, like a magician. There's always a cake with candles, and the *Happy Birthday* song. At the end of the party, each guest is usually given a 'party bag' containing a few small gifts, plus a piece of the birthday cake to take home.

Although birthday celebrations in the UK and USA are quite similar, there's one American tradition that doesn't exist in the UK. To celebrate their sixteenth birthdays, girls, and sometimes boys, have 'Sweet Sixteen' parties. The highlight of a girl's 'Sweet Sixteen' party is usually the 'father-daughter' dance, and traditionally she wears her first pair of high-heeled shoes. A sixteenth birthday is an important event in the USA, partly because in some states sixteen-year-olds are allowed to drive cars (it's seventeen in the UK).

The 'Sweet Sixteen' is supposed to mark the **transition** from childhood to adulthood and **maturity**. However, in both the UK and the USA, teenagers officially come of age when they are eighteen. For that reason, and as in many other countries, eighteen is an extra special birthday. Twenty-one is also a **significant** birthday in both countries, mainly for historic reasons, as until about fifty years ago it was **the age of majority**.

3 KEY WORDS Match the highlighted words and phrases from the text with the correct definitions 1–6.

- 1 the date when you reach an important stage of life
- 2 a date that you look forward to with excitement
- 3 full development
- 4 important and meaningful
- 5 the change from one stage to the next
- 6 when you reach this, you're considered an adult

4 Complete the sentences with the correct forms of the highlighted words and phrases from exercise 3.

- 1 The _____ from primary to secondary school can be difficult for some students.
- 2 In the UK and USA, _____ is eighteen, so then you can vote in elections.
- 3 When you're an adult, you have reached _____.
- 4 My sister will be having a _____ soon. She'll be eighteen.
- 5 Seventeen is a _____ age in the UK because then you can learn to drive.
- 6 It was fantastic when my brother graduated from university – a real _____!

5 SPEAK Look at the video still and describe it. Then answer the questions.



- 1 What's the occasion?
- 2 How old is the child?
- 3 What shape is the cake, and what could the reason be?
- 4 What do you think is going to happen?

COMPARE CULTURES

6 SPEAK Answer the questions.

- 1 Which birthday traditions are the same in your country? Which ones are different?
- 2 What do you think 'Many happy returns' means? Is there an equivalent greeting in your language?

Did you know?

- The first birthday cards were produced in the UK, about 175 years ago.
- As well as *Happy Birthday*, a traditional birthday greeting is *Many happy returns of the day*, or simply *Many happy returns*!

1 SPEAK How do you usually celebrate your birthday?

2 Read the text. Are the statements true (T) or false (F)?

- 1 On their 100th birthday, British people get a telegram from the king or queen. T / F
- 2 Guests at children's birthday parties usually receive gifts. T / F
- 3 The 'Sweet Sixteen' is only celebrated by American girls. T / F
- 4 In the USA, you're officially an adult when you're eighteen. T / F

Home sweet home

1 **SPEAK** Look at the photos of British homes in exercise 2. Which one would you most like to live in? Why?

2 Read the ads and complete them with the words from the box.

bungalow detached flat semi-detached terraced



1 **Wanted:** A third person to rent a room in our first-floor in central Manchester. Large bedroom with double bed and view of the city centre, plus use of modern bathroom, kitchen, sitting room and balcony. £600 per month **rent** plus a share of the bills.

Interested? Contact Rob on or Mel on



2 house **to let**, Woodtown

Spacious family home in quiet **residential** location. Front **porch**, entrance hall, sitting room, study, kitchen-diner, downstairs **cloakroom**, four bedrooms, bathroom. There is also a garage and a large, well-kept garden. £2,000 per month.

Contact Rodway's estate agents on .

3 **Properties for sale**
A ten-minute drive to Wicton town centre, and with views of Wicton Park, the property consists of an entrance hall, sitting room, kitchen, dining room, two bedrooms, bathroom, balcony and garden. £395,000

Two-bedroom house



4 **Coming soon!** house in popular area on the **outskirts** of Wicton, with wonderful views of the Rye valley.

- **Drive** with parking space for two cars
 - Downstairs: hall, sitting room, dining room, kitchen, WC
 - Upstairs: three bedrooms, study, bathroom
 - **Attic:** playroom + plenty of storage space
 - Attractive back garden, summer house
- £795,000

5 One-bedroom in quiet **suburb** of Wicton, within short walk of shops. Entrance hall, sitting room, kitchen-diner, large bedroom, bathroom with bath and separate shower. Private front and back gardens.



£295,000

3 **KEY WORDS** Look at the highlighted words in the texts in exercise 2. Try to guess their meaning and match them with definitions 1–10. Check your answers in a dictionary.

- 1 a room or space at the top of the house
- 2 a small room for coats, often with a toilet and basin
- 3 a wide path for a car, between a street and a house
- 4 parts of a town or city that are not in the centre (2 words)
- 5 a covered area outside the front door of a house
- 6 buildings
- 7 the money you pay each month to the owner of your flat or house
- 8 where people live
- 9 with lots of space
- 10 available to rent

4 3.12 Listen to part of a discussion and complete the sentences with up to four words in each gap.

- 1 Jonah says British homes are than he expected.
- 2 Julia was surprised because a lot of people live .
- 3 She says some of the houses have .
- 4 Fifteen percent of British people .
- 5 There are a lot of semi-detached houses in .
- 6 Julia thinks it's weird that most people don't when they .
- 7 Jonah thinks the for bathrooms are strange.
- 8 He says he keeps going to the wrong because he is confused by British English.



flat	apartment
block of flats	apartment building
tap	faucet
toilet	bathroom
ground floor	first floor
first floor	second floor
lift	elevator
garden	yard

COMPARE CULTURES

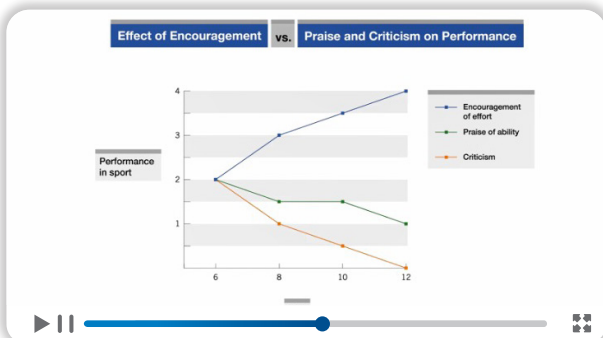
5 **SPEAK** Answer the questions.

- 1 How do homes in your country compare with British homes?
- 2 What are the pros and cons for each?

1 **SPEAK** Answer the questions.

- 1 What was the most difficult presentation you have ever given? Why was it so difficult?
- 2 How do you understand the motto 'No preparation is preparation for failure'?

2 Look at the video still and choose two correct options in each sentence.



- 1 This visual presents a *graph* / *a chart* / *a sketch*.
- 2 We use images in presentations *to entertain the audience* / *to help people understand data* / *to support arguments*.

3 **3.13** Listen and answer the questions.

- 1 What should you do first when you have a topic for a presentation?
- 2 How do you do research?
- 3 What tips do Lucy and Jacob give about organising a presentation?
- 4 How do you prepare and practise?

4 **3.14** Listen to someone explain how to organise a presentation. Which techniques does the speaker mention? What examples does she use to illustrate the techniques? Which one do you like the most?

- | | |
|------------------------|--------------------------|
| show a graph with data | give an interesting fact |
| begin with a story | tell a joke |
| set out the problem | |

5 **Put ideas a–e below in the correct order to make a presentation.****Problems facing young people in cities**

- a Recommend the next steps to be taken: list of action points.
- b List possible strategies for implementing the solutions and discuss the pros and cons.
- c Give possible solutions and some examples.
- d Describe the current problems.
- e Choose the best solutions and strategies and explain your choice.

6 **Read the WATCH OUT box and match verbs 1–8 to nouns a–h to make collocations. Use the collocations to make a list of dos and don'ts for presentations.**

- | | |
|---------|------------------------------|
| 1 fold | a clearly |
| 2 make | b at the audience |
| 3 put | c your tone and pace |
| 4 stand | d your arms |
| 5 speak | e up straight |
| 6 vary | f eye contact with people |
| 7 turn | g your hands in your pockets |
| 8 smile | h your back to the audience |

WATCH OUT**Body language collocations**

We can use verb + noun collocations to describe gestures and body language. Remember that with parts of the body we use possessive adjectives (*my, your, his, her, etc.*).

7 **SPEAK** If, after today's lesson, you were to give two pieces of advice to someone preparing a presentation, what would you tell them?**GUIDE TO POWERFUL PRESENTATIONS****PROJECT**

Give a two-minute presentation about this topic: *Have mobile phones changed our lives for the better or worse?*

STEP 1

Research the topic on the Internet, read different opinions about it and make notes of ideas for your presentation.

STEP 2

Decide on your opinion and outline what you are going to say. Choose your main points. For each point, give evidence and reasons to support your arguments. Plan an introduction and a conclusion, and use transition phrases to indicate each new stage of the presentation.

STEP 3

Write note cards for your presentation and practise giving your presentation. Check the presentation isn't too long or too short. Practise with the technology you will be using.

STEP 4

Give your presentation to the class. Pay attention to your body language.

Key Phrases

I will explain why I believe that ...
 I'll make three main points.
 Now I'd like to talk about ...
 So we've looked at three main reasons why ...
 To rephrase my main points, ...
 Let's move on to ...
 I'd like you to look at this table.
 This chart shows ...
 That brings us to the end of my talk.

Making ethical choices

- 1 **SPEAK** Which of the actions outlined in the poster below do you think are the most effective?

Eight actions for **SOCIAL RESPONSIBILITY**

- ✓ Join an environmental organisation.
- ✓ Become an organ donor.
- ✓ Find out about Zero Waste.
- ✓ Donate clothes to the poor.
- ✓ Become an ethical consumer.
- ✓ Volunteer to help elderly or sick people.
- ✓ Help a charity.
- ✓ Become an animal rights activist.



- 2 **3.15 SPEAK** Look at the video still and guess which of the actions in the poster above Lucy and Jacob will talk about. Listen and check.



- 3 **3.15** Listen again and make notes about what Lucy and Jacob say about topics a–d below.
- Jacob's shopping habits
 - Working conditions in clothing factories
 - The environmental impact of clothing production
 - How to be socially responsible

- 4 **3.16** Look at the examples of irresponsible consumer behaviour and answer the questions. Then listen and check.

Using plastic bags

Creating food waste

Buying products in plastic packaging

- Do you notice any examples of irresponsible consumer behaviour among your friends or family?
- How does it affect the environment?

- 5 Read the **WATCH OUT** box and complete the sentences with the correct words formed from the words in brackets.

- The current (economy) situation is making many people think harder about what they spend their money on.
- Climate change has made us more aware of our (consume) of water, meat and fish.
- Many of the countries where our clothes are made suffer conditions of extreme (poor).
- The main aim of companies is to be (profit), often without considering the consequences for the planet.
- Ethical purchasing decisions are based on a (combine) of economic, environmental and social considerations.
- Massive boycotts can have devastating (finance) effects on companies, which is why they are so effective.

WATCH OUT**Word formation**

In word-formation exercises, think about the part of speech that is needed to fill a gap and pay attention to spelling changes in the root word.

- 6 **SPEAK** Imagine you need to attach a visual to a presentation about becoming an ethical consumer. What would it show?

GUIDE TO PRESENTING DATA

PROJECT

Decide what things you can do to become an ethical consumer.

STEP 1

Discuss which of the socially responsible actions you can imagine doing. Think of other actions you, your family and your friends could take to be more socially responsible. Make your own slides.

STEP 2

Make notes explaining the actions listed on your slides. Give examples of these choices and explain the benefits of taking these actions.

STEP 3

Present your slides to the class. Explain what you intend to do to become more socially responsible and why. Include some of the useful language in the box and say how effective you think these actions would be.

Key Phrases

I'm/We're going to ...
 We need to make sure that ...
 ... because I/we think it's ...
 I/We will definitely ...
 What I consider to be absolutely vital/essential is ...
 I/We absolutely must ...
 To put this action into practice, I/we may / might / could / have to / should ...
 I/We don't think I'll / we'll have to ...
 I/We think that ... will be the most effective, because ...

Conflict resolution

- 1 **SPEAK** When was the last time you fell out with a friend? What was the argument about? How did you make up?
- 2 **SPEAK** Describe the video still. Have you ever tried meditation? How do you deal with stress?



- 3 **3.17** Listen to the recording. Which four of the topics below does Lucy talk about and in what order?
- How to do breathing exercises
 - Being assertive
 - Reducing stress
 - The signs of stress
 - Conflict resolution
 - Stress-related diseases



- 4 **Work in pairs. Match the headings from the box to conflict-resolution strategies 1–8 in the text.**

A neutral place. Don't hide. Empathy.
It's nothing personal. Listen. No sulking.
Say sorry. Stay calm.

Eight conflict-resolution strategies

- It's important to confront the problem head-on, because you can't keep your feelings bottled up.
 - Yes, you have to face up to the problem and be assertive, but don't lose your cool. Getting angry or even violent is only going to make matters worse.
 - You have to identify the problem at hand and deal with it. Don't take it personally and don't get personal.
 - Part of the problem is usually that one person is not listening to the other. Show respect for the other person's wishes and listen to what they want.
 - It often helps to conduct negotiations on neutral territory. This will help everyone to express their feelings.
 - Sometimes, we wait for the other person to make the first move. Giving someone the silent treatment won't get you anywhere.
 - Make an effort to understand the problem from the other person's point of view.
 - If you're in the wrong, you have to set things straight by apologising. You should also make sure it doesn't happen again.
- 5 **SPEAK** How do you react when you hear: 'You're just a teenager, you have no worries. Wait until you're grown up and you have a job and responsibilities'? How do you usually respond?

GUIDE TO RESOLVING CONFLICT

PROJECT Practise using conflict-resolution strategies.**STEP 1**

Look at the different conflict situations below. What is the cause of the problem in each situation?

- Your friend is very stressed about their upcoming exams and seems to be taking it out on you.
- You disagree with your parent(s) who want(s) to limit the amount of time you spend on your mobile phone. They want to talk it over with you.
- The friend you're going to share a taxi home with wants to leave a party earlier because they're tired. How can you work it out?

STEP 2

Work in pairs. Choose one of the conflict situations in step 1 and role-play a conversation about it. Empathise with the other person and help to sort the problem out.

STEP 3

Reflect with your partner. Did you resolve the conflict successfully? Is there anything you could have done differently?

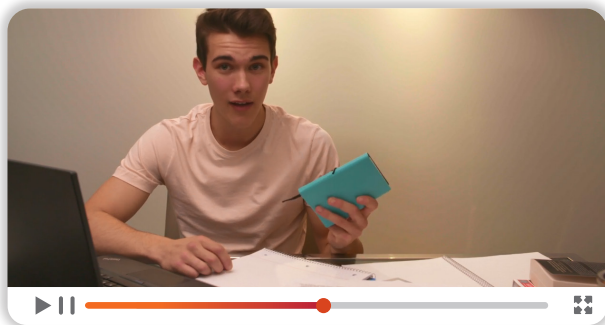
Key Phrases

Can we talk?
Do you want to talk about it?
I shouldn't have said that.
I didn't mean to hurt your feelings.
That would frustrate me too.
It must be very hard for you.
I understand what you're going through.
Is there anything I can do?

1 **SPEAK** Discuss the questions.

- 1 Look at the photo and video still below. Which two different ways of organising your work are shown? Which one would you prefer?
- 2 Explain the meaning of the quote. Do you spend time organising your work?

For every minute spent in organising, an hour is earned. (Benjamin Franklin, American politician and philosopher, 1706–1790)



2 **3.18** Listen and make notes about how Jacob is using time-management tools a–d to help him get organised.

- a Planning and setting priorities
- b Making a to-do list
- c The Pomodoro technique
- d Dealing with distractions

3 Read the tips about making a to-do list and complete the sentences 1–4.

How to make a to-do list

- 1 Write down only the things you need to do today or this week, not a long time from now. A good to-do list is only effective for the very near future.
- 2 Write the tasks in the order in which you're going to tackle them. You might want to do the least enjoyable tasks first to get them out of the way.
- 3 Calculate how long each task will take and give yourself enough time to do them.
- 4 Put the list where you'll see it, e.g. hang it beside your computer screen or put it on your smartphone.
- 5 Cross off the tasks when you've finished them. There's nothing more satisfying than finishing a difficult task.

- 1 If you overload your list with tasks, .
- 2 The first tasks on your list should be .
- 3 Put your to-do list .
- 4 You'll get a sense of achievement when .

4 Complete the sentences with the correct forms of the words and phrases from the box.

kill make run out of take waste

- 1 There was just too much to do in one hour, so I time.
- 2 Life isn't all about studying – it's important time for your friends too.
- 3 We were time kicking a ball around as we had arrived too early for football practice.
- 4 We didn't want to make any mistakes, so we our time to do it well.
- 5 Don't your time trying to explain anything to him. He never listens.

5 **SPEAK** Plan your work for next week. Then tell each other about your weekly schedule.

GUIDE TO TIME MANAGEMENT

PROJECT Write a short list of time-management tips.

STEP 1

Search online for tips about time management. Make sure you focus your search on tips for students, but there might be tips for businesspeople that are useful for students too.

STEP 2

Make notes about why the tips are useful. Discuss your notes in pairs and put them in order of importance or usefulness. Think of ways to adapt the tips to your particular situation and think of examples.

STEP 3

Write your list (up to ten points). First, write a brief tip in the form of an imperative. Then write one or two sentences explaining each tip and/or giving an example.

STEP 4

Publish or present your list to a group or the whole class.

Key Phrases

Don't forget to ...
 You should (also) ...
 That means you have to ...
 (Then) you probably need to ...
 It helps to ...
 Keep in mind that ...
 Be sure to ...
 It's also important to ...
 Allow yourself time to ...

Speaking tests

Units 1–2

🕒 2 minuty

Rozmowa wstępna

 **SPEAK** Answer the questions.

- 1 What holiday activities appeal to you the most? Why?
- 2 Has the COVID-19 pandemic changed the way people spend their holidays? If so, in what way?
- 3 Does technology play an important role in your life? Why/Why not?
- 4 Do you think that consulting a doctor online will become more common than face-to-face appointments?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

 **SPEAK** Do the task. Then change roles and do the task again.

Uczeń A

Podczas wakacyjnego kursu językowego w Irlandii rozmawiasz na przerwie z kolegą/koleżanką z grupy (uczeń B) na temat aplikacji pomocnych w nauce języka angielskiego. Chcesz polecić aplikację, której używasz, i przekonać ucznia B, aby również zaczął z niej korzystać. W rozmowie z uczniem B porusz następujące cztery kwestie:

- polecana aplikacja,
 - wykorzystanie tej aplikacji w nauce,
 - potencjalne problemy,
 - przewaga technologii nad tradycyjną nauką.
- (Rozmowę rozpoczyna uczeń A)

Uczeń B

Podczas wakacyjnego kursu językowego w Irlandii rozmawiasz na przerwie z kolegą/koleżanką z grupy (uczeń A) na temat aplikacji pomocnych w nauce języka angielskiego. Uczeń A przedstawia Ci wybraną aplikację i chce ją zarekomendować. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie znasz przedstawianej aplikacji – poproś o więcej szczegółów na jej temat,
- zadaj dodatkowe pytania dotyczące działania aplikacji,
- dopytaj o szczegóły problemu, jaki uczeń A miał z omawianą aplikacją,
- nie zgódź się z argumentami ucznia A i powiedz, że wolisz tradycyjne metody uczenia się języka.

🕒 3 minuty

Zadanie 2. Rozmowa na podstawie ilustracji

 **SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the tourists are showing to the hotel receptionist?
- 2 Do you keep any important documents on your mobile phone? Why/Why not?
- 3 Describe a situation in which technology helped you solve a problem when you were on holiday.

🕒 5 minut

Zadanie 3. Rozmowa na podstawie materiału stymulującego

 **SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Rozważasz różne możliwości zarabiania pieniędzy w czasie wakacji i ferii zimowych. Szukasz informacji na temat kursów, które by to umożliwiły, i znalazłeś/znalazłaś dwa ogłoszenia.

- Wybierz tę ofertę, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



Receive professional training
Get internationally recognised qualifications
Job guarantee after the course included

2

Robotics certification courses
Hands-on practice
Employment opportunities guaranteed



- 1 Is getting a part-time holiday job popular with Polish teenagers? Why/Why not?
- 2 Do you think it's a good idea to spend your holidays learning a new skill? Why/Why not?

🕒 2 minuty

Rozmowa wstępna



SPEAK Answer the questions.

- 1 Would you describe yourself as a responsible consumer? Why/Why not?
- 2 What is your opinion on recycling?
- 3 Are you fond of buying things in second-hand shops? Why/Why not?
- 4 Are you keen on sport? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli



SPEAK Do the task. Then change roles and do the task again.

Uczeń A

Rozmawiasz z kolegą/koleżanką z USA na temat popularnej w Polsce diety pudełkowej, która polega na otrzymywaniu od firmy cateringowej pudełek z posiłkami na cały dzień. W rozmowie z uczniem B porusz następujące cztery kwestie:

- opis diety pudełkowej,
- powody jej popularności w Polsce,
- wady tego typu diety,
- potencjalne korzyści zdrowotne.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Rozmawiasz z kolegą/koleżanką (uczeń A) na temat diet. Twój rozmówca / Twoja rozmówczyni opowiada Ci o tzw. diecie pudełkowej i chce ją zarekomendować. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie słyszałeś / nie słyszałaś dotąd o tego typu diecie – poproś ucznia A o więcej szczegółów na jej temat,
- zadaj dodatkowe pytania dotyczące korzystania z tej diety,
- dopytaj o ekologiczność takiego rozwiązania,
- nie zgódź się z argumentami ucznia A i powiedz, że wolisz przygotowywać własne posiłki.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji



SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think might have happened?
- 2 Do students in your school often get injured during PE lessons?
- 3 Describe a situation when you or somebody you know had a sports-related injury.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego



SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Przygotowujesz prezentację na temat konsumpcjonizmu i musisz wybrać zdjęcie na pierwszy slajd prezentacji. Znalazłeś/Znalazłaś trzy fotografie.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Why do you think a lot of young people like spending their free time in shopping malls?
- 2 Is it important for people your age to be socially responsible? Why/Why not?

Speaking tests

Units 5–6

🕒 2 minuty

Rozmowa wstępna

 **SPEAK** Answer the questions.

- 1 How important is it to you and your peers to keep up with the latest news?
- 2 Do you like taking part in family gatherings?
- 3 Are you a cinemagoer, or do you prefer watching films on streaming services? Why?
- 4 Would you like to take part in a talent show?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

 **SPEAK** Do the task. Then change roles and do the task again.

Uczeń A

Twoja klasa wybiera się autokarem do Londynu. Wraz z uczniem z USA, który przebywa w szkole na wymianie, macie wybrać kilka filmów, które uczniowie mogliby obejrzeć w podróży. W rozmowie z uczniem B porusz następujące cztery kwestie:

- popularne gatunki filmów,
 - filmy warte obejrzenia,
 - zalety wybranych filmów,
 - potencjalna reakcja klasy na proponowane filmy.
- (Rozmowę rozpoczyna uczeń A)

Uczeń B

Rozmawiasz z kolegą/koleżanką (uczeń A) na temat wyboru kilku filmów, które moglibyście obejrzeć w podróży autokarem do Londynu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- zapytaj ucznia A, dlaczego podane przez niego/ją gatunki filmów są popularne wśród młodzieży,
- dopytaj o korzyści płynące z obejrzenia zaproponowanych filmów,
- wyraż wątpliwość, czy proponowane filmy spodobaą się reszcie klasy,
- zgódź się z propozycją ucznia A, ale pod pewnymi warunkami.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

 **SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the man is watching on his tablet?
- 2 How do you use mobile devices for entertainment?
- 3 Describe a situation in which you or somebody you know used a mobile phone when it was forbidden.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

 **SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja klasa będzie wkrótce gościć uczniów z zagranicy. Masz za zadanie przygotować program kulturalny dla Waszych gości na jedno popołudnie. Zastanawiasz się nad jedną z trzech propozycji.

- Wybierz to zdjęcie, które Twoim zdaniem, przedstawia najciekawszą ofertę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 Do you think that teenagers these days are more interested in art or entertainment? Why?
- 2 Why do you think many young people want to study journalism, digital communication and new media?

🕒 2 minuty

Rozmowa wstępna

**SPEAK** Answer the questions.

- 1 Would you like to be an estate agent? Why/Why not?
- 2 What is the most impressive building you have ever seen or heard of? What is so special about it?
- 3 Do you prefer working in a team or on your own?
- 4 Would you describe yourself as tech-savvy? Why/Why not?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

**SPEAK** Do the task. Then change roles and do the task again.**Uczeń A**

Podjąłeś/Podjęłaś swoją pierwszą w życiu pracę sezonową i rozmawiasz o tym z kuzynem/kuzynką z Kanady (uczeń B). W rozmowie z uczniem B porusz następujące cztery kwestie:

- rodzaj pracy,
- relacje z szefem,
- formalności związane z podjęciem pracy,
- dotychczasowe wrażenia.

(Rozmowę rozpoczyna uczeń A)

Uczeń B

Twój kuzyn / Twoja kuzynka z Polski (uczeń A) podjął/podjęła pierwszą w życiu pracę sezonową i chce Ci o niej opowiedzieć. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- wyraż obawy, czy nowa praca jest dla ucznia A odpowiednia,
- dowiedz się, czy uczeń A miał jakieś problemy w kontaktach ze swoim szefem,
- wyraż nadzieję, że uczeń A ma w nowej pracy odpowiednie ubezpieczenie,
- życz uczniowi A powodzenia w nowej pracy i udziel mu kilku praktycznych rad.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

**SPEAK** Describe the photo and answer the questions. Then change roles and do the task again.

- 1 What do you think the man is going to do next? Why?
- 2 Do you think that keeping cats or dogs in a small flat is a good idea? Why/Why not?
- 3 Describe a situation when you or somebody you know had an argument with a neighbour over a misbehaving pet.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie materiału stymulującego

**SPEAK** Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Chciałbyś/Chciałabyś znaleźć dla siebie relaksujące hobby/zajęcie, które można uprawiać w zaciszu domowym. Znalazłeś/Znalazłaś dwie oferty.

- Wybierz to zdjęcie, które, Twoim zdaniem, przedstawia ciekawszą ofertę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 How important is it to have a proper work-life balance? Why?
- 2 It is said that the best motivation to achieve success is your inner motivation. To what extent do you agree with this statement? Why?

0.1 Present simple and present continuous

- 1 Complete the text with the correct forms of the verbs in brackets.



My sister ¹ _____ (play) hockey. She ² _____ (have) a match every Sunday. My parents and I always ³ _____ (watch) her play. We ⁴ _____ (give) her lots of encouragement. She ⁵ _____ (not want) to admit it, but she ⁶ _____ (find) it tough to combine hockey with school. At the moment, she ⁷ _____ (study) for her exams, so she ⁸ _____ (practise) much less, but it's only for a week or so.

- 2 Complete the text with the correct forms of the verbs in brackets.

I love this photo. My friend Victoria ¹ _____ (run) along the beach and her dog ² _____ (chase) after her. A big wave ³ _____ (come) up behind them, and two girls ⁴ _____ (surf) it. This is what our typical day at the seaside ⁵ _____ (look) like. What ⁶ _____ you _____ (usually / do) at the beach?

- 3 Choose the correct options.

- 1 X: Is there anyone at home now?
Y: _____
A I think so, but my grandma never hears the doorbell.
B Yes, let's go home.
C I'm not sure, but I think it's their house.
- 2 X: _____
Y: It's noisy in here and I need somewhere quieter to study.
A Really? Are we making a lot of noise?
B Where are you going?
C Where do you study?
- 3 X: _____
Y: My older brother. He's now in college, and I'd like to be like him.
A Who are you looking at?
B Who do you look up to?
C Who is he looking for?
- 4 X: _____
Y: Make him stop – we need to leave now!
A Tim is playing on the computer at the moment.
B Tim plays video games all the time.
C Does Tim play after school?

0.2 Present perfect simple and present perfect continuous

- 1 Choose the correct options.

- I've watched / 've been watching this series all weekend.
- Do you live / Have you lived in Glasgow for a long time?
- We've been / are in a meeting all afternoon.
- I've tried / 've been trying to call you all morning – are you OK?
- Luc still doesn't give / hasn't given back my phone charger.
- Have you been meeting / Have you met my French friend Lydia yet?

- 2 Complete the sentences with the correct present perfect simple or continuous forms of the verbs from the box.

buy call play send tell watch

- _____ you _____ all of the episodes of this series?
- I _____ too many clothes recently.
- Markus _____ on the school team for six years.
- She _____ me messages all morning.
- I _____ already _____ you – I'm not going.
- Ian _____ yet, so I'll wait a bit longer.

- 3 Choose the correct translation.

- How many classmates (zaprosiłeś) for the weekend?
A have you been inviting
B have you invited
C do you invite
- How long (ona leży) here?
A has she lied down
B has she been lied
C has she been lying
- Oh no! (Co robicieś) to this photograph?
A What have you been doing
B What have you done
C What did you do
- I'm really glad that you (starasz się) to get on with your brother since the summer holidays started.
A have been trying
B have tried
C tried



1.2 Past tenses: past simple, past continuous, past perfect

- 1 Complete the sentences with the correct past forms of the verbs from the box.

book call eat find look meet not sleep
not study wait

- They for the train when they some old friends.
- I my phone under the table even though I there twice!
- Candela failed the test because she very hard.
- I was exhausted because I much the night before.
- Carla dinner, so she didn't bother answering the phone.
- Ben me to say that he cinema tickets for the following day.

- 2 Correct the mistakes in the sentences.

- I don't know what to do for homework. I wasn't listening when the teacher talked.
- While they arrived at the station, the train had already left.
- We knew he didn't do anything wrong.
- While we went to the cinema, it started to snow outside.
- I was reading the book, so I knew the ending of the film.

- 3 Complete the text with the correct past forms of the verbs in brackets.

It ¹ (be) a beautiful sunny day last Saturday, and my friend and I ² (go) to the beach. We ³ (plan) the trip earlier because the weather ⁴ (be) great for the entire previous week. We ⁵ (ride) our bikes, so it ⁶ (not cost) anything to get there. We ⁷ (swim) and ⁸ (chat) for the whole afternoon. It was so good that we ⁹ (not leave) until the evening. I really ¹⁰ (enjoy) myself.

- 4 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- I (jog / fall) and hurt my knee.
- Tom (slip / because / it / snow) the night before.
- By the time Melissa was twenty-three, she (graduate) university with merits.
- While we (cook / Ben / show) up.
- What (girls / listen) when you entered the room?

1.7 Present and past habits

- 1 Complete the text with the correct forms of *used to* or *would* and the verbs from the box. There may be more than one correct answer.

be go lie love play take

When I was young, I ¹ being outside. My family ² for picnics in the local park. We ³ sandwiches, cakes and drinks. My dad and I ⁴ with a Frisbee, and my mum ⁵ in the sun reading. It ⁶ the highlight of my week.



- 2 Choose the correct options.

- Are you *used to* / *Did you use to* studying at weekends?
- I *didn't use to* / *am not used to* being asked for help.
- Beth *didn't* / *got used to* drinking a double espresso in the morning.
- The sooner I *be* / *get* used to doing all my courses online, the better.
- I *would* / *used to* be a huge fan of *Frozen*.

- 3 Complete the sentences with the correct forms of the words in brackets.

- Why (you / always / complain) about everything?
- It took me a few weeks (get / used / drive) on the left.
- I really don't need your help – I (be / used / do) things by myself.
- When my brother was in kindergarten, he (always / wake up / me) at five in the morning, which I hated!
- I (live) in the city centre when I was in high school, but not anymore.

- 4 Translate into English. Write up to six words in each gap.

- I (*nie jestem przyzwyczajony do wstawania*) up so early.
- When we were children, we (*spędzaliśmy każde wakacje*) at our grandma's house.
- Toby (*wiecznie zostawia*) dirty plates on the table.
- After several months, I (*przyzwyczałem się do spania*) on the couch.
- My parents (*zawsze mówili mi*) what to do, and I hated it.

2.2 The future

1 Choose the correct options.

- 1 We *are going to* / *will* eat out tonight. I've booked a table at an Italian restaurant.
- 2 I've just heard David's had an accident! I think I *will call* / *am calling* him later.
- 3 By this time next week, we *will have finished* / *will be finishing* this book.
- 4 I won't have *been cleaning* / *cleaned* the whole house by this evening.
- 5 They *are going* / *will go* to the cinema tonight, so they can't make it.
- 6 The show is *beginning* / *begins* in ten minutes.

2 Complete the sentences with the correct forms of the verbs in brackets.

- 1 At six o'clock, I (read) for five hours non-stop.
- 2 Look at the blue sky. It (not rain)!
- 3 It's only eight o'clock. (she / leave) for school by now?
- 4 This time next week, I'll be on holiday, but I (not lie) on a beach.
- 5 She (leave) on Tuesday, so tell her now.

3 Complete the text with the correct forms of the verbs from the box. There is one extra verb.

become go run sell set up study take visit

I ¹ my finals tomorrow morning. I'm hoping to do well. In fact, I imagine I ² to university – most probably, I ³ business administration. Whatever happens, my friend Tim and I have already got some plans. We ⁴ our own company. We hope that we ⁵ successful entrepreneurs. By the time we turn thirty, we ⁶ our company for at least five years, and by the time we turn thirty-five, we ⁷ it at a good profit. I can't wait. But first, I need to pass these exams ...

4 Complete the second sentence with up to five words so that it means the same as the first one.

- 1 The shop is open between ten and six.
The shop at six.
- 2 It's our fifteenth wedding anniversary next Friday.
By next Friday, married for fifteen years.
- 3 Sara has plans to travel the world.
Sara is the world.
- 4 Rita and I have arranged to have dinner tonight.
I with Rita tonight.
- 5 Wake him up! He started sleeping almost thirteen hours ago.
Wake him up! In a few minutes, he for thirteen hours.

2.7 Other futures: be about to; be due to; be + infinitive • Future in the past

1 Complete the sentences with one word in each gap. Use one of the other future forms.

- 1 Test results are to arrive on Monday.
- 2 I can't talk right now, I'm to enter the head office.
- 3 He's pay me back with interest.
- 4 Our science teacher is to retire next year.
- 5 I about to start my speech when someone ran into the room shouting.

2 Correct the mistakes in the underlined parts of the sentences. Some sentences are correct.

- 1 I'm going to do the extra task on the test, but I ran out of time.
- 2 X: Where is Tim?
Y: I have no idea, I'm about to ask you the same.
- 3 I knew it would be hard to study and work at the same time, but I wanted to try anyway.
- 4 Lisa was in love with Pete, but her best friend was to become his wife later that year.
- 5 The new law was due to replace the old one, which has been in force for ten years.

3 Complete the sentences with the correct forms of the words from the box.

about / say be / visit due / be shown going / improve would / finish

- 1 The film in cinemas in May, but it didn't work out.
- 2 They claimed that the living conditions .
- 3 I something important, so please be quiet.
- 4 I thought the show by eight.
- 5 The Prime Minister every small town in the country within the next year.

4 Complete the second sentence with up to six words so that it means the same as the first one. Use the word in capitals.

- 1 I was just leaving when you called. ABOUT
I when you called.
- 2 Paul is supposed to graduate next year. DUE
Paul next year.
- 3 I changed my mind about inviting my cousins. WAS
I , but I changed my mind.
- 4 I thought you would read two more chapters. TO
You two more chapters.
- 5 They reached Paris at night because they had departed late, which they knew about. REACH
They departed late knowing Paris at night.

3.2 Modal verbs: present and past

1 Choose the correct options.

- Listen! *Can* / *Could* you hear them singing?
- The sales are on, so we *could* / *can't* get some bargains.
- They *shouldn't* / *don't have to* eat too many sweets.
- Students *don't have to* / *mustn't* be late for the exam.
- Do you think it *can* / *may* be sunny again tomorrow?
- Bob's upset. You *can't* / *shouldn't* have said that to him.
- The team's celebrating, so they *must* / *might* have won the final.
- Hugh *could* / *needn't* have fixed the tap because the plumber is coming today.

2 Complete each sentence with a modal verb from box A and the correct form of a verb from box B.

A

can't have couldn't have to must ought to have
shouldn't

B

ask be buy order speak talk

- We products which contain palm oil. They're not healthy.
- In my job, I fluent English.
- Mandy the steak – she's vegan. I really don't know who asked for it.
- We to him because he didn't answer his phone.
- I my parents for permission to stay out that late.
- They've been travelling for over twenty-four hours. They be exhausted.

3 Complete the gaps to make logical mini-dialogues.

- X: to the cinema with my friends tonight?
Y: Absolutely not! You have to study for the test tomorrow.
- X: I'm sorry, but lend you a pen – this is the only one I've got.
Y: OK, I'll ask somebody else.
- X: It was completely unnecessary for me to get up so early. We were leaving at ten.
Y: Same here. I woken up at half past six.
- X: Did you hear me come home last night?
Y: Not at all. I must .

3.7 Present and past wishes and regrets

1 Choose the correct options.

Climate change is everyone's responsibility, and it's time we all ¹ *do* / *did* something about it. While it is true that various industries are responsible for most pollution, there are plenty of things individuals can do as well. If only consumers ² *had held* / *held* companies accountable for the damage they are doing! I wish we ³ *are* / *were* all bold enough to simply stop buying from manufacturers that are not eco-friendly. As far as I'm concerned, I'd rather we ⁴ *have* / *had* to pay a bit more for the products if it means we rule out producers generating the biggest carbon footprint.

2 Complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

come finish get give know plan

- I really wish teachers us less homework – I never have any free time after school.
- I have no idea where to go next. I wish we this trip more carefully.
- Keith would rather we over for dinner on Saturday, but we're only free on Thursday.
- Don't you think it's high time you rid of some of your old toys?
- If only people how much they harm the environment when they buy things they don't need.
- If only I my degree last year – I could be promoted now.

3 Choose the correct options.

- All of my classmates went on a trip, and I wish I with them.
A 'd go
B went
C had gone
- I'd rather you me the truth, because I can't stand any more lies.
A had told
B told
C to tell
- If only the summer holidays longer. Eight weeks are not enough.
A had been
B were
C can be
- I'm exhausted. I wish I to bed earlier last night.
A went
B have gone
C had gone
- Don't you think it's about time you asking your parents for money?
A stopped
B had stopped
C would stop

4.2 Relative clauses • Reduced relative clauses

1 Complete the sentences with the correct relative pronouns or Ø (no relative pronoun needed). There may be more than one correct answer.

- Do you want to go for a free trial at the new gym has just opened?
- That coach hasn't worked at the sports centre we go to for a long time.
- The footballer is wearing glasses is a new recruit.
- The person you need to talk to is called Mike.
- The type of racket you need is quite expensive.

2 Complete the sentences with reduced relative clauses with the correct forms of the words from the box. Add any other necessary words. Then rewrite the sentences with full relative clauses. There may be more than one correct answer.

available graduate list organise pollute require

- Anyone more information on the topic should send me an email.
- We need to book all the seats .
- The scientists were examining the ground waters by a local factory.
- Three candidates have withdrawn from the elections.
- It was a meeting for students from university next semester.
- The Zero Waste campaign by our school was a major success.

3 Complete the text with one word in each gap.



The European schools tennis final was played in Paris, ¹ Carolina won her first trophy last weekend. Her opponent, Darja

Kovač, ² is the current world champion, played very well. The crucial moment came in the second set ³ Carolina broke Darja's serve, ⁴ had been very strong up to then. The shot ⁵ won the match was a brilliant backhand down the line. Kovač, ⁶ coach was a tennis champion herself, congratulated Carolina on her win.

4.7 Determiners

1 Complete the sentences with the correct determiners. There may be more than one correct answer.

- We had two training sessions last week, but Luke came to of them.
- When Lewandowski scored in the ninetieth minute, the stadium went crazy.
- The coach congratulated person on the team, not just the players.
- I was sick during the winter break and spent of the time in bed.
- I'm so full I don't think I can eat piece of cake.
- Mr Thompson usually goes easy on us, but teachers are much stricter.
- I don't mind who wins the game – I don't like of them.

2 Add *of* or *of the* where necessary. Some sentences are correct.

- All the facts about the athlete were true.
- Each students in my class does some sport in the afternoons.
- There must be a lot of people in the gym, as most lockers are taken.
- I searched the whole my school for the lost trainers, but I couldn't find them.
- Both the players who scored the highest had won a gold medal before.
- Most people I invited to the party have already confirmed they'll come.

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.

- My mum and my dad are doctors. OF are doctors.
- We were preparing the speech all evening. THE It took us to prepare the speech.
- Every player was disappointed and went home after the game. THE After the game, were disappointed and went home.
- Both of the school teams lost in the finals. OF was the winner.
- I'm afraid I've got neither time nor money for this. NOT I'm afraid I or money for this.

5.2 Conditionals (zero, first, second and third) • Alternatives to if

1 Choose the correct options.

- If you *send* / *will send* me the photo, I *print* / *'ll print* it out.
- If Neil *hadn't saved* / *wouldn't save* some money, he *wouldn't have been* / *weren't able to buy* a motorbike.
- Every time you *will wear* / *wear* that shirt, you *will spill* / *spill* something on it.
- Will you buy* / *Would you buy* a country house if you *had* / *had had* the money?
- If I ever *went* / *go* to Paris, I *climb* / *will climb* the Eiffel Tower.
- If you *didn't arrive* / *hadn't arrived* late, we *won't miss* / *wouldn't have missed* the beginning of the film.

2 Complete the sentences with the correct forms of the verbs in brackets.

- If you (mix) red and yellow, you get orange.
- If I (not write down) the numbers, I wouldn't have remembered them.
- Whenever I turn on the TV, there (be) ads on.
- If we lived in London, we (speak) fluent English.
- If I hadn't looked up the word, I (not understand) what he said.
- If Henry (join) our team, he will have to work hard.

3 Choose the correct options.

- As long as* / *Unless* you complete all the exercises, you can do them in any order you like.
- Could you send me a text with the details *in case* / *provided that* I forget?
- You can go out tonight *unless* / *provided that* you study this afternoon.
- Unless* / *In case* we lose this match, we're through to the final.
- Jade's brought a friend with her *as long as* / *in case* she needs a bit of support.

4 Translate into English.

- I'll buy the tickets (jeżeli będę miała wystarczająco dużo pieniędzy).
- Even if they had got into trouble, we (nie pomogliśmy im).
- (Jeżeli mi nie pomożesz), I won't tidy this mess.
- She (nie prosiłaby cię) for help if she knew how to do it herself.
- If Peter (miał czas, chodziłby) running every day.
- (Jeżeli nie będziesz mówić) louder, they won't hear you.

5.7 Mixed conditionals

1 Match 1–6 to a–f to make mixed conditional sentences.

- If Helen was talented,
 - Perhaps they would support me
 - She wouldn't have helped you
 - If Mum had let me join the art club in first grade,
 - If Sue hadn't entered the animation competition,
 - I'd be fine now
- a I'd be a great artist today.
b she would regret it now.
c if I had followed your advice.
d if I hadn't been so rude the other day.
e she would have got into art school.
f if she didn't care so much about you.

2 Complete the sentences with the correct forms of the verbs in brackets.

- I wouldn't be so exhausted if I (sleep) well last night.
- Peter would have sent the letter if he (know) where the post office is, but he is new to the city.
- If I (have) an older brother, he would have defended me.
- I (not pay) such a fortune for the tickets if I didn't like her music so much.
- If Tina (be) nice to people, someone would have covered for her yesterday.
- I'd be really mad if you (not arrive) on time for the ceremony.

3 Complete the text with one word in each gap.



My class went on a trip to the National Gallery yesterday. I stayed at home, as I didn't feel spending the day pretending to be interested in art. If I liked art, I ¹ have gone with them, but it's really not my thing. Well, it was a good decision. If I had ² on that trip, I would probably ³ sick now. They had lunch in the gallery cafeteria, and they all ended up with food poisoning. If they ⁴ eaten somewhere else, we would be ⁵ regular classes today, including a maths test. Why were all lessons cancelled? You see, there was no one to go to school today, as I was the only one who didn't visit the gallery – I ⁶ probably be going through the same if I ⁷ . Sometimes it can be a good idea to take a pass on culture. ;)

6.2 The passive • have/get something done

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

- The original version of this film (make) in 2004.
- The app (already / download) by two million people.
- The burglars were able to enter the flat because the windows (leave) open.
- Claudia's novel (release) next summer. I saw it in the publisher's catalogue.
- When we arrived, the front door (paint).
- If they hadn't used a helicopter, the missing boy (not find).
- By the end of the month, the repair works (complete).

2 Complete the sentences with the correct forms of *have* or *get* and the words in brackets. There may be more than one correct answer.

- I (my computer / repair) last week.
- (you / your hair / cut) recently?
- The singer (his photo / take) for a magazine at the moment.
- We (the house / not painted) for many years.
- Would you like (your nails / do) for free? It's a special promotion.
- I was thinking about (my ears / pierce). What do you think?
- Fortunately, I (never / purse / steal).

3 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

- Journalists were interviewing the Brit Awards winner. **INTERVIEWED**
The Brit Awards winner .
- They've used the story of *Romeo and Juliet* as the basis for lots of films. **BEEN**
The story of *Romeo and Juliet* as the basis for lots of films.
- Please make sure they deliver the order this week. **GET**
Please make sure you this week.
- I'm not sure my mum will let me go to a music festival. **ALLOWED**
I may not to a music festival.
- Ben's dad said he had to finish his homework before he watched TV. **TOLD**
Ben his homework before he watched TV.
- I hope someone will explain everything to me in detail. **HAVE**
Hopefully, I to me in detail.

6.7 Advanced passive forms

1 Complete the sentences with the correct passive forms of the verbs from the box.

deny elect give invite offer solve tell

- I felt really awkward after to leave the room.
- At least some of these ideas should consideration.
- I honestly didn't hope a job in the main news department.
- I don't know why Susan denies to Mark's party – I really don't mind!
- At first, I wasn't interested in the class president.
- It can't that Megan really deserves the award.
- This problem should a long time ago.

2 Rewrite each sentence in two different ways using the passive voice.

- They will bring us some copies of the documents.
- They should show us the final version tomorrow.
- They have sent you an important letter.
- They are teaching us good manners.

3 Choose the correct options.

I've watched an interview with Prince Harry (if he can still

¹ that) and his wife, Meghan Markle. They looked really happy and didn't seem ² by the whole row with the Royal Family. Or perhaps they were only faking it ... Anyway, the young couple really enjoyed ³ , and they described a lot of details from their private lives. For example, they talked about their daily life. Meghan said how much she hated ⁴ what to do around the house and that she would rather ⁵ than do any chores. That was quite bold of her, given the fact the people already dislike her quite a lot.



- | | |
|-----------------------|---------------------------|
| 1 A have been called | B be called |
| C to be called | D is called |
| 2 A to be disturbed | B to being disturbed |
| C being disturbed | D to have been disturbing |
| 3 A to be interviewed | B to be interviewing |
| C being interviewed | D being interviewing |
| 4 A to be told | B to be telling |
| C being to tell | D being told |
| 5 A to be served | B be served |
| C being served | D be serve |

7.2 Reported speech (statements, questions and commands)

1 Rewrite the sentences into reported speech.

- 'You can tell me about your holiday this evening,' said Sam.
- 'I played a match here yesterday,' Kim told me.
- 'What were you listening to?' she asked me.
- 'Have you seen my laptop?' he asked.
- 'Don't tell my sister what happened,' he told me.
- 'Take the money to the bank,' the man told us.

2 Correct the mistakes in the sentences.

- Cindy said that they can't hear us.
- They told me that they weren't meeting me tomorrow.
- Jo asked them that they would help her with her essay.
- The teacher asked them how old was that information.
- Mick told my sister he already called her.
- Greg claimed that he is going to be on time.

3 Complete the second sentence with up to five words so that it means the same as the first one.

- 'Will you be able to come to my party?' Jo asked them.
Jo wanted _____ be able to come to her party.
- 'Could you give me back my book?' she asked them.
She asked them if _____ her book.
- 'Can you come shopping with me?' Ian asked me.
Ian asked me to _____.
- 'I texted you last night,' Sarah claimed.
Sara claimed that she _____ before.
- 'Don't try to make me change my mind,' Mum told me.
Mum told me _____ her change her mind.



7.7 Reporting verbs

1 Choose the correct options.

- Tom denied *having* / *to have* anything to do with the damage.
- The older guy threatened *throwing* / *to throw* my phone into the river!
- Paul has just called *to thank* / *congratulate* me on doing the right thing.
- We all agreed *that it was* / *to be* an extremely demanding task.
- Our teacher encouraged us *to study* / *studying* maths.
- I *recommend* / *promise* that you start your own business.



2 Rewrite the sentences in reported speech using the verbs in capitals.

- 'I'll do my homework on time,' said Paul. PROMISE
- 'You should learn to drive,' I said to her. ADVISE
- 'We cheated in the test,' they said. ADMIT
- 'Thanks for helping me,' Jane said to him. THANK
- 'We need to leave before 2 pm,' Dad said. INSIST
- 'The food is too cold,' we said. COMPLAIN

3 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- When Dan _____ (accuse / me / lie), I was very upset.
- We _____ (never / refuse / take) part in family celebrations.
- I suggest _____ (we / wait) a little longer.
- Luke was in the middle of the room, and he was _____ (beg / me / not leave).
- Glenda was being very nice when she _____ (offer / help) me with the dishes.
- Do you think you _____ (persuade / Dad / go) to the hospital soon?

8.2 Gerunds and infinitives

1 Choose the correct options.

- Have you ever forgotten *going* / *to go* to school?
- Bobby just went on *to talk* / *talking* even though no one was listening.
- My dad says he regrets *to leave* / *leaving* school to get a job at sixteen.
- When I go to university, I'll learn *to cook* / *cooking*.
- I remember *hearing* / *to hear* this song on the radio last night.
- We succeeded *to organise* / *in organising* a party for forty guests.

2 Complete the sentences with the correct forms (gerund or infinitive) of the verbs in brackets.

- He's worked really hard (achieve) success.
- She's not afraid of (take) risks.
- Would you like to go (dance) with me?
- Why am I the last (find out) all the gossip?
- Would you consider (live) on another planet?
- I'm glad you made me (go) to the cinema tonight.

3 Complete the text with the correct words formed from the words in the box. There are two extra words.

be do go listener pursuit show starter student watch



I've been into sport ever since I can remember. As a teenager, I was planning to ¹ a career in football. Unfortunately, a serious injury took my dreams away, and I completely gave up ² sport for a while. I would spend most of my time online, ³ sporting events. And then, a bit out of boredom, I decided to ⁴ my own YouTube channel where I could comment on sports news the way I wanted to. A few months later, I had several thousand subscribers, and they all seemed to enjoy ⁵ to me. I was pretty successful, and my parents encouraged me to ⁶ sports journalism at university. I'm in my third year now. I still miss ⁷ in the field, but I'm glad I get to be close to what I love.

8.7 Passive reporting structures

1 Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.

- The government is believed to (work) on changes in the education system at the moment.
- Neither country (expect) to continue the conflict.
- The Chinese are believed (invent) gunpowder.
- It is said that Tom (change) his major soon.
- Mrs Turner was thought (have) business difficulties earlier that year.
- The dean is rumoured (pay) for the new library books himself.

2 Correct the mistakes in the sentences.

- One of the guests is believed to called the police.
- The best NASA programme is expected that hire several young scientists soon.
- The painting was thought to have destroyed.
- The driver was said to doing a U-turn at the time of the accident.
- It is expected that the rent to double next year.
- Your English seems be getting better.
- He is believed to spent last summer abroad.

3 Complete the second sentence with up to five words so that it means the same as the first one.

- It is rumoured he was a university professor.
He is a university professor.
- They think he is bad-tempered.
He is bad-tempered.
- It is said that students are improving their problem-solving skills.
Students their problem-solving skills.
- Mark was reported to have done a degree in science.
It done a degree in science.
- The mission is expected to return in one year.
They expect that in one year.
- We believe they are having second thoughts.
They are second thoughts.

1–4 Units Review

5–8 Units Review

1 Join the sentences, starting with the words that are given.

- I just finished my project. Then Mark asked me to go to the park.
When Mark *asked me to go to the park, I had just finished my project.*
- My parents want to control my life. It's a pity.
I wish _____.
- I met a boy last weekend. He is starting at my school next semester.
The boy _____.
- Luke broke your tablet. I'm pretty sure about that.
Luke must _____.
- In the past, I bought a lot of clothes. But not anymore.
I used _____.
- I think I will be married at the age of thirty. I hope to get married at twenty-seven.
By the age of thirty, I think I _____.

2 Correct the mistakes in the sentences.

- This time next Wednesday, I'm going to fly to NYC.
- I wish I didn't borrow any money last month.
- Let's find a restaurant, where they serve vegan food.
- Mika might have done that because she was with me all the time.
- I was about turn off the TV when I saw her face on the screen.
- I could never get used to sleep in a room with no windows.

3 Choose the correct options.

When I was a teenager, all my summer holidays were pretty much the same. I ¹  go to a youth camp for two weeks and then on a holiday abroad with my parents. And they took me to so many great places! By the time I was fifteen, I ²  four continents. The trip ³  I remember particularly well was the one to Rio de Janeiro. I have no idea how my parents paid for it all – a journey like that ⁴  have cost a fortune! Anyway, I loved travelling so much that I became a travel reporter in my adult life. In a few days, I ⁵  to start my next big project, this time in Africa – I can't wait! I have some big expectations about this journey – I hope that by the time it's over, I ⁶  writing my book.

- | | |
|------------------------|----------------------|
| 1 A would | B used |
| C did | D might |
| 2 A visited | B was visiting |
| C had visited | D used to visit |
| 3 A which | B when |
| C where | D whose |
| 4 A might | B can't |
| C could | D must |
| 5 A going | B am |
| C due | D will |
| 6 A am going to finish | B will have finished |
| C will finish | D will be finishing |

1 Complete the sentences with the correct forms of the words in the box. There may be more than one correct answer.

answer	elect	have	reach	rent	steal
--------	-------	------	-------	------	-------

- If I had siblings, I  someone to play with as a child.
- Mary confessed that she  a new flat without me.
- I can't see the car anywhere – it must .
- All of the letters are expected  their addressees by now.
- I hate it when Tom avoids  my questions.
- She refused  the class president.

2 Translate into English.

- She called  (*żeby przeprosić za wysłanie*) those hurtful messages.
-  (*Gdybym cię nie znała, pomyślałabym*) that you were lying to me.
- Susan  (*wyduje się być*) quite successful.
- My history teacher  (*przekonał mnie, żebym wziął udział*) in the competition.
- If you  (*powiedziałbyś mi o tym, spałabym*) longer yesterday.
- Gina told me  (*że przyjdzie*) as soon as possible.

3 Complete the sentences in each set with one word.

- A I wouldn't have succeeded but  my family.

B Lucy thanked me  helping her.

C I always stick up  my friends.
- A The worst thing about that job was that they  me work at weekends.

B So much noise was being  by the children that I couldn't focus on the film.

C After the scandal, she  a promise to help all the victims of her husband's scam.
- A If you were my son, I wouldn't  let you do that.

B She seems to  made great progress recently.

C At the weekend, I'm going to  a lie-in.
- A If you had come to the party, you would have met my -laws.

B Martha is going to be majoring  linguistics.

C I asked Beth what exactly she had had  mind.

ALL STUDENTS

2.3 Speaking, exercise 6

Choose one of the topics shown in the photos and prepare a short presentation about the future to give to the class.



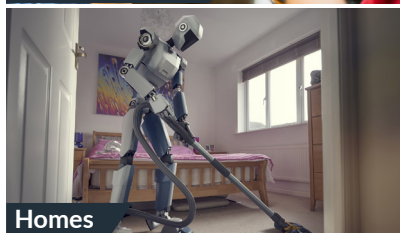
Food



Education



Communication



Homes

3.8 Use of English, exercise 7

Work in small groups. Choose an issue that is affecting your area and do the tasks below.

- 1 Express regrets concerning the current situation and/or what has happened so far.
- 2 Think of reasons why local people should take action.
- 3 Discuss what should have been done already and what could still be done.

4.7 Grammar 2, exercise 7

- 1 Prepare a short survey about sport (ambitions, injuries, habits, etc.), e.g. *Would you like to take part in the Olympics? Have you ever had a bone injury?*
- 2 Circulate around the classroom and ask other students the questions on your list.
- 3 Gather the answers and write five to six sentences summarising your findings. Use determiners, e.g. *Both of the students at the desk behind me said they had had concussion. Most respondents would like to try an extreme sport.*

7.9 Writing, exercise 7

Work in pairs. Imagine you are town councillors discussing the future of your neighbourhood. Take turns to suggest the changes below and oppose to them. Use the Key Phrases.

- 1 building more roads
- 2 turning the beach by the river into a paved walkway with restaurants
- 3 creating a beach with children's play area by the local lake
- 4 turning the forest into a park with a concert hall



8.2 Grammar 1, exercise 7

Read the questions below, note down your answers and organise your ideas. Then give a short talk to the class. Use at least three gerunds and three infinitives.

- Whose responsibility is it to teach life skills?
- What is the best way to learn them?

8.5 Vocabulary 2, exercise 8

Work in pairs. What would you like to know about studying at university? Write four or five questions using at least five different highlighted words and phrases from this lesson. Then show the questions to your partner and find out if they can answer any of them.

STUDENT A

1.3 Speaking, exercise 6

Przebywając za granicą, wypożyczyłeś/wypożyczyłaś na jeden dzień rower miejski. Aplikacja, której używałeś/używałaś, naliczyła dodatkowe koszty. Poproś o pomoc kolegę/koleżankę, u którego/której się zatrzymujesz (uczeń B). W trakcie rozmowy porusz następujące cztery kwestie:

okoliczności wypożyczenia roweru

cena za wynajem

problem, który miałeś/miałaś

alternatywne środki transportu

1.5 Vocabulary 2, exercise 8

Przebywasz na wakacjach za granicą i musisz skorzystać z opieki lekarskiej w szpitalu. W rozmowie z pracownikiem agencji ubezpieczeniowej (uczeń B) porusz następujące kwestie:

- gdzie przebywasz,
- co się stało i jakie masz dolegliwości,
- jak próbowałeś sam / próbowałaś sama sobie z tym poradzić.

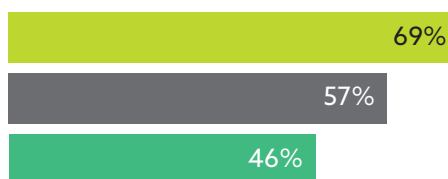
6.3 Speaking, exercise 6

Describe the infographics.

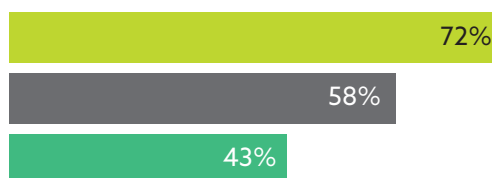
PRESENCE OF TV IN THE BEDROOM BY INCOME

- Lower-income (less than \$35,000 a year)
- Middle-income (between \$35,000 and \$99,999 a year)
- Higher-income (\$100,000 a year or more)

① TV in the bedroom (teens) in 2018



② TV in the bedroom (teens) in 2021



Infinitive	Past simple	Past participle	
arise /ə'raɪz/	arose /ə'rəʊz/	arisen /ə'rɪzən/	pojawić się
awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/	obudzić
be /bi:/	was / were /wɒz / wɜ:/	been /bi:n/	być
bear /beə/	bore /bɔ:/	borne /bɔ:n/	znosić
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	pokonać, bić
become /bi'kʌm/	became /bi'keɪm/	become /bi'kʌm/	stać się
begin /bi'gɪn/	began /bi'gæn/	begun /bi'gʌn/	zacząć
behold /bi'həʊld/	beheld /bi'held/	beheld /bi'held/	ujrzeć
bend /bend/	bent /bent/	bent /bent/	zginać, nachylać
bet /bet/	bet /bet/	bet /bet/	założyć się
bind /baɪnd/	bound /baʊnd/	bound /baʊnd/	wiązać, złączyć
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/	ugryźć
bleed /bli:d/	bled /bled/	bled /bled/	krwawić
blow /bləʊ/	blew /blu:/	blown /bləʊn/	wiać
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	złamać, zepsuć
breed /bri:d/	bred /bred/	bred /bred/	hodować, wychować
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	przynieść
broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	broadcast /'brɔ:d,kɑ:st/	nadawać
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
burn /bɜ:n/	burned /bɜ:nd/ / burnt /bɜ:nt/	burned /bɜ:nd/ / burnt /bɜ:nt/	spalić
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	wybuchać, rozerwać
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	kupować
cast /kɑ:st/	cast /kɑ:st/	cast /kɑ:st/	rzucić
catch /kætf/	caught /kɔ:t/	caught /kɔ:t/	złapać
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/	wybrać
cling /klɪŋ/	clung /klɪŋ/	clung /klɪŋ/	przywrzeć, uciepić się
come /kʌm/	came /keɪm/	come /kʌm/	przyjść
cost /kɒst/	cost /kɒst/	cost /kɒst/	kosztować
creep /kri:p/	crept /krept/	crept /krept/	skradać się, pełzać
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
deal /di:l/	dealt /delt/	dealt /delt/	radzić sobie
dig /dɪg/	dug /dʌg/	dug /dʌg/	kopać
do /du:/	did /dɪd/	done /dʌn/	zrobić
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	rysować
dream /dri:m/	dreamed /dri:md/ / dreamt /dremt/	dreamed /dri:md/ / dreamt /dremt/	marzyć
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	prowadzić samochód
earn /ɜ:n/	earned /ɜ:nd/ / earnt /ɜ:nt/	earned /ɜ:nd/ / earnt /ɜ:nt/	zarabiać, zasłużyć
eat /i:t/	ate /eɪt/	eaten /'i:tən/	jeść
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/	upaść
feed /fi:d/	fed /fed/	fed /fed/	karmić
feel /fi:l/	felt /felt/	felt /felt/	czuć

Infinitive	Past simple	Past participle	
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	walczyć
find /faɪnd/	found /faʊnd/	found /faʊnd/	znaleźć
fit /fɪt/	fit /fɪt/ / fitted /'fɪtɪd/	fit /fɪt/ / fitted /'fɪtɪd/	pasować
flee /fli:/	fled /fled/	fled /fled/	umykać, uciekać
fly /flaɪ/	flew /flu:/	flown /fləʊn/	lecieć
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdən/	zabronić, zakazać
forecast /'fɔ:kɑ:st/	forecast /'fɔ:kɑ:st/	forecast /'fɔ:kɑ:st/	przewidywać
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtən/	zapomnieć
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/	wybaczyć
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/	zamarać, zamrażać
get /get/	got /gɒt/	got /gɒt/	dostać
give /gɪv/	gave /geɪv/	given /'gɪvən/	dać
go /gəʊ/	went /went/	gone /gɒn/	iść
grow /grəʊ/	grew /gru:/	grown /grəʊn/	rosnąć
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wiszieć, powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hɪdən/	chować
hit /hɪt/	hit /hɪt/	hit /hɪt/	uderzyć
hold /həʊld/	held /held/	held /held/	trzymać
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	zranić
keep /ki:p/	kept /kept/	kept /kept/	trzymać
kneel /ni:l/	knelt /nelt/ / kneeled /ni:ld/	knelt /nelt/ / kneeled /ni:ld/	klękać, klęczeć
knit /nɪt/	knitted /'nɪtɪd/	knitted /'nɪtɪd/	robić na drutach
know /nəʊ/	knew /nju:/	known /nəʊn/	wiedzieć
lay /lei/	laid /leɪd/	laid /leɪd/	położyć
lead /li:d/	led /led/	led /led/	prowadzić
lean /li:n/	leant /lent/ / leaned /li:nd/	leant /lent/ / leaned /li:nd/	przechylać się
leap /li:p/	leapt /lept/ / leaped /li:pt/	leapt /lept/ / leaped /li:pt/	skakać
learn /lɜ:n/	learned /lɜ:nd/ / learnt /lɜ:nt/	learned /lɜ:nd/ / learnt /lɜ:nt/	uczyć się
leave /li:v/	left /left/	left /left/	opuścić
lend /lend/	lent /lent/	lent /lent/	pożyczyć (komuś)
let /let/	let /let/	let /let/	pozwolić
lie /lai/	lay /lei/	lain /leɪn/	leżeć
light /laɪt/	lit /lɪt/	lit /lɪt/	zapalać
lose /lu:z/	lost /lɒst/	lost /lɒst/	zgubić
make /meɪk/	made /meɪd/	made /meɪd/	zrobić
mean /mi:n/	meant /ment/	meant /ment/	znaczyć
meet /mi:t/	met /met/	met /met/	spotkać
mistake /mɪ'steɪk/	mistook /mɪ'stɒk/	mistaken /mɪ'steɪkən/	pomylić
mow /məʊ/	mowed /məʊd/	mown /məʊn/ / mowed /məʊd/	kosić, strzyc
overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/	przezwyciężyć, pokonać

Infinitive	Past simple	Past participle	
oversleep /ˌəʊvə'sli:p/	overslept /ˌəʊvə'slept/	overslept /ˌəʊvə'slept/	zapać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
prove /pru:v/	proved /pru:vd/	proved /pru:vd/ / proven /'pru:vən/	udowodnić
put /pʊt/	put /pʊt/	put /pʊt/	położyć
quit /kwɪt/	quit /kwɪt/	quit /kwɪt/	rezygnować, opuszczać
read /ri:d/	read /red/	read /red/	czytać
rid /rɪd/	rid /rɪd/	rid /rɪd/	pozbyć się
ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/	jeździć na
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/	powstawać, rosnąć
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	powiedzieć
see /si:/	saw /sɔ:/	seen /si:n/	zobaczyć
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/	szukać
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
send /send/	sent /sent/	sent /sent/	wysłać
set /set/	set /set/	set /set/	ustawić
sew /səʊ/	sewed /səʊd/	sewn /səʊn/ / sewed /səʊd/	szyć
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/	trząść, potrzasać
shed /ʃed/	shed /ʃed/	shed /ʃed/	zrzucić, pozbyć się
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazać
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/	kurczyć się
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/	tonąć
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
sleep /sli:p/	slept /slept/	slept /slept/	spać
slide /slaid/	slid /slɪd/	slid /slɪd/	zjeżdżać, ślizgać się
smell /smel/	smelled /smeld/ / smelt /smelt/	smelled /smeld/ / smelt /smelt/	pachnieć, wąchać
sow /səʊ/	sowed /səʊd/	sown /səʊn/ / sowed /səʊd/	siać
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/	mówić
speed /spi:d/	sped /sped/ / speeded /'spi:did/	sped /sped/ / speeded /'spi:did/	przyspieszyć
spell /spel/	spelt /spelt/	spelt /spelt/	przeliterować
spend /spend/	spent /spent/	spent /spent/	spędzać
spill /spɪl/	spilled /spɪld/ / spilt /spɪlt/	spilled /spɪld/ / spilt /spɪlt/	rozlać
spin /spɪn/	span /spæn/ / spun /spʌn/	spun /spʌn/	wirować
spit /spɪt/	spat /spæt/ / spit /spɪt/	spat /spæt/ / spit /spɪt/	pluć
split /splɪt/	split /splɪt/	split /splɪt/	rozdzielić

Infinitive	Past simple	Past participle	
spoil /spɔɪl/	spoilt /spɔɪlt/	spoilt /spɔɪlt/	zepsuć
spread /spred/	spread /spred/	spread /spred/	rozprzestrzenić
spring /sprɪŋ/	sprang /spræŋ/	sprung /sprʌŋ/	odskakiwać, odbijać
stand /stænd/	stood /stəd/	stood /stəd/	stać
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/	ukraść
stick /stɪk/	stuck /stʌk/	stuck /stʌk/	wbijać, wtykać, przyklejać
sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/	ukłuć
stink /stɪŋk/	stank /stæŋk/	stunk /stʌŋk/	śmierdzieć
stride /straɪd/	strode /strəʊd/	stridden /'strɪdən/	kroczyć
strike /straɪk/	struck /strʌk/	struck /strʌk/	uderzyć, wybić
strive /straɪv/	strove /strəʊv/	striven /'strɪvən/	dążyć do czegoś, usiłować
swear /sweə/	swore /swɔ:/	sworn /swɔ:n/	przysięgać
sweep /swi:p/	swept /swept/	swept /swept/	zamiatąć
swell /swel/	swelled /sweld/	swollen /'swəʊlən/ / swelled /sweld/	puchnąć
swim /swɪm/	swam /swæm/	swum /swʌm/	płynąć
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/	zakotyssać, zamachnąć
take /teɪk/	took /tʊk/	taken /'teɪkən/	wziąć
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/	uczyć
tear /teə/	tore /tɔ:/	torn /tɔ:n/	podrzeć
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/	myśleć
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/	rzucić
thrust /θrʌst/	thrust /θrʌst/	thrust /θrʌst/	pchnąć
tread /tred/	trod /trɒd/	trodden /'trɒdən/	stąpać
undergo /ˌʌndə'gəʊ/	underwent /ˌʌndə'went/	undergone /ˌʌndə'gɒn/	poddać się czemuś, przejść
understand /ˌʌndə'stænd/	understood /ˌʌndə'stɒd/	understood /ˌʌndə'stɒd/	rozumieć
upset /ʌp'set/	upset /ʌp'set/	upset /ʌp'set/	zasmucić
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/	obudzić się
weave /wi:v/	wove /wəʊv/	woven /'wəʊvən/	tkąć
wear /weə/	wore /wɔ:/	worn /wɔ:n/	nosić
win /wɪn/	won /wʌn/	won /wʌn/	wygrać
wind /waɪnd/	wound /waʊnd/	wound /waʊnd/	nawijać, nakręcić
withdraw /wɪð'drɔ:/	withdrew /wɪð'dru:/	withdrawn /wɪð'drɔ:n/	wyciąć się
wring /rɪŋ/	wrung /rʌŋ/	wrung /rʌŋ/	wykręcić, wycisnąć
write /raɪt/	wrote /rəʊt/	written /'rɪtən/	pisać

STUDENT B

1.3 Speaking, exercise 6

Kolega/Koleżanka z zagranicy, który/która jest u Ciebie z wizytą, ma problem związany z wypożyczeniem roweru miejskiego. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zaproponuj rozwiązanie problemu.

(Rozmowę rozpoczyna uczeń A)

1.5 Vocabulary 2, exercise 8

Pracujesz w agencji ubezpieczeniowej. W trakcie rozmowy z klientem (uczeń A):

- poproś o doprecyzowanie jakiejś kwestii,
- udziel porady dotyczącej zaistniałej sytuacji.

4.3 Speaking, exercise 7



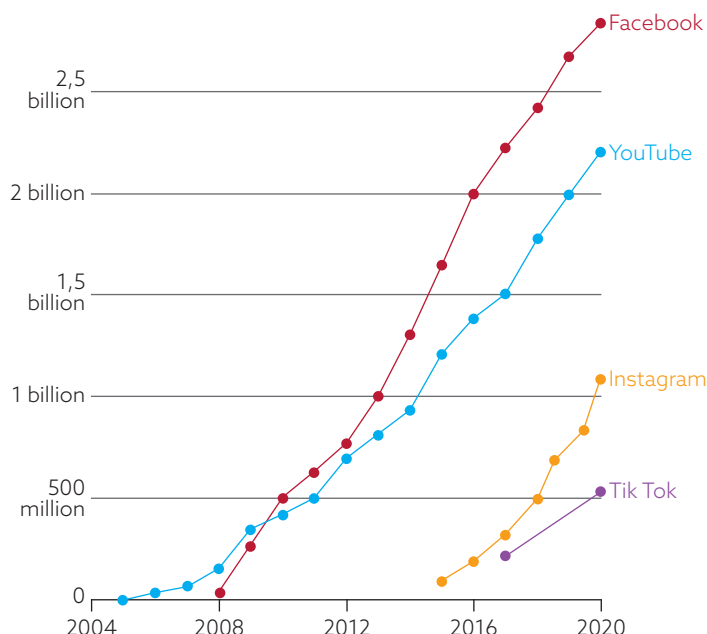
Describe the photo and answer Student A's questions. Then ask Student A the following questions:

- 1 How do you think this person feels?
- 2 What personal qualities does it take to do extreme sports?
- 3 Describe a situation in which you or someone you know did something reckless.

6.3 Speaking, exercise 6

Describe the infographics.

NUMBER OF PEOPLE USING SOCIAL MEDIA PLATFORMS 2004 TO 2020



8.3 Speaking, exercise 6

Masz do wyboru trzy prace sezonowe na okres wakacji.

- Wybierz tę, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



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crossing finishing line, people), 119, 120, 121 (environmental
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