GREGORY J. **MANIN**
MARTA **ROSIŃSKA**
JAMES **SAVERY**



NEW PASSWORD

C1/C2

Nr MEiN 1131/5/2023

STUDENT'S BOOK

macmillan education

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GREGORY J. **MANIN**
MARTA **ROSIŃSKA**
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NEW PASSWORD

C1/C2

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

STUDENT'S BOOK

macmillan education

	VOCABULARY	READING AND VOCABULARY	GRAMMAR 1
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1 WHO WE KNOW

VOCABULARY

character, feelings and emotions • ethical problems in relationships

Character, feelings and emotions

1 When meeting someone for the first time, what cues do you use to decide what sort of person they are?

2 Read the texts. Match headings a–c with paragraphs 1–3.

a Deceptive appearances **b** Waltzing out of isolation **c** Old dog … new tricks



DISCOVER THE UNEXPECTED …

1 My great-uncle Frederic is in his nineties, so a lot of people assume he's an **irascible** old man, impatient with change, and **out of touch with** modern life. Actually, he's a devotee of the latest tech devices, but one thing that he had a real aversion to was social media. As he put it, 'Why do I want a lot of strangers meddling in my private business?' But one day, I was taken aback when he asked me to help him set up a social media account. I did that and he was just blown away to see so many contacts there! Now he's glued to the site all the time. I really hope I'm as open-minded and adaptable at his age.



2 Adele came to my school as an exchange student from Australia this year. At first, people found her a bit intimidating and hard to approach due to Adele's reserved, slightly **off-putting** manner. To some, she seemed **stuck-up**, but I could see that she felt out of place in her new surroundings, so I struck up a conversation with her. It turned out she's a fantastic, **quick-witted** and affectionate girl. She has an amazing ability to mimic others that keeps us in stitches.



3 My brother has always been a genius with numbers, but his social skills were not really up to the mark. To strangers, he came across as well-behaved but not exactly **affable**. For years, even I assumed he was a self-reliant person who didn't need the company of others. Then one day, he came with me to my dance class and took to it immediately. He's the best dancer now, and a much more **high-spirited** and self-confident boy as well. I'm sorry I misread him for so long but am so glad to see him come out of his shell.

3 Read the texts again and answer the questions.

Which of the writers

a interpreted a person's behaviour differently to others?
b looks to the person they have described as an example?
c feels some regret after witnessing a change?

4 Match the words and phrases in bold from the texts in exercise 2 with the definitions below.

1 unattractive or repellent
2 clever and amusing
3 having an air of superiority
4 friendly and easy to talk to
5 cheerful and fun-loving
6 easily becoming impatient or angry
7 not keeping up with current events or trends

! Watch out

As a rule, we hyphenate compound adjectives, e.g. ***up-to-date*** *tastes*. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly* ***up to date***.

Some established compound adjectives, however, are always hyphenated, e.g. ***good-looking***, ***fair-haired***, ***bad-tempered***.

5 Complete the email with the correct form of the highlighted phrases from the texts in exercise 2.

Hi Kayla,

Since you're new, I just wanted to see how you're getting on. I don't like to [1] ____, but I noticed that you were a bit uncomfortable at the last school committee meeting and I wondered if you [2] ____ or unwelcome for some reason. I know some people are [3] ____ by the amount of information and everyone is not really [4] ____ at first until they've had time to catch up. It took me ages to [5] ____ and speak up in the meetings. Anyhow, don't worry about not fitting in. We've already been [6] ____ by your knowledge! Glad to have you on the committee.

Josh

6 CD 1.01 Listen to three young people. Match questions a–c with speakers 1–3.

Which speaker explains

a how an older person's actions affect their own personality?
b why it is easier to get on with one generation than another?
c why someone is different to how they appear?

7 CD 1.01 Listen again and answer the questions.

1 Why does speaker 1 consider herself lucky?
2 Why does speaker 2 feel a special bond with Ms Warner?
3 What does speaker 3 admire about her mother? How does she explain the tension between them?

VOCABULARY CHALLENGE!

8 Complete the sentences with the word pairs below.

mates / peers uninterested / disinterested
reserved / timid confident / pushy critical / outspoken
deceptive / deceitful

1 Jim is very ____ in large groups of strangers, but once he gets to know you he's not at all ____.
2 Teenagers feel their parents are ____ in their personal issues, telling them to work it out themselves. I believe they are only trying to remain ____.
3 I'm considered very ____ as I always state my opinions for all to hear, but I try not to be ____ of others' ideas.
4 Greg is a ____ person who knows what he wants, but people see him as a bit ____ too – always pressurising others.
5 We're all ____ in my class, but we're not all best ____.
6 Appearances can be ____. I thought she was honest, but she was ____ and cheated on me.

9 Complete the sentences with the correct form of the words given.

1 I'm sick of Dan's ____! He's throwing his weight around, but when it comes to acting, he's plain lazy. (***push***)
2 Diana's natural ____ becomes evident among strangers, but with peers her ____ comes to the fore. (***timid***, ***confident***)
3 Ted's ____ may cause him trouble. He just stood up in class and was ____ of our teacher. (***outspoken***, ***criticise***)

10 Work in pairs. Take turns to describe the person you both know without giving their name for your partner to guess.

Ethical problems in relationships

1 Explain in your own words what DNA means. What purposes can DNA testing and analysis be used for?

2 CD 1.02 Listen to four speakers talking about their interest in DNA testing. Match statements a–e with speakers 1–4. There is one extra statement.

This speaker	
a wanted to improve their personal life.	____
b was curious about their background.	____
c was concerned about future health problems.	____
d had a desire to help others.	____
e was diagnosed with life-threatening illness.	____

3 CD 1.02 Listen again. Are the statements true or false?

1 Speaker 1 already knew where her ancestors were from.
2 Speaker 2 had little interest in finding a partner.
3 The difficult situation of a friend made speaker 3 act.
4 Their poor health prompted speaker 4 to get tested.
5 Speaker 4 was doubtful about getting tested.

4 Work in pairs and discuss the questions.

1 What do you know about your predecessors?
2 Is there a predisposition in your family to any particular health problems?

5 Read the texts 1 and 2 and answer the questions.

1 What does the writer of Text 1 think about gene testing for dating purposes?
2 What is the aim of Text 2? What arguments are used?

Text 1

A number of companies have come along recently which offer genetic testing to determine how **compatible** possible romantic partners are. They use genetic information to facilitate biological matches. Doubters claim this is just another way to separate lonely people from their hard-earned cash, and it is true that human relationships are so **complex** that it seems unlikely that scientists will come up with all the answers to your dating problems. Up to this point, the data on genetic attraction have been so **inconsistent** that it is almost impossible to draw any **definitive** conclusions yet. Still, if you've tried other types of matching services and have come up empty, the genetic approach may be a **plausible** path to follow.

6 Complete the text with the adjectives in bold from the texts in exercise 5.

We are so [1]____, with many needs and influences, that deciding what makes two people [2]____ is very difficult. There are many [3]____ websites which aim at getting a fairly clear and [4]____ picture of who you are, yet attractions between people are often [5]____ with their personality traits. Up to now, dating websites have created a somewhat [6]____ way to meet others, but they don't offer the [7]____ answer to what makes relationships [8]____, irrespective of the flow of time.

7 Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5.

1 We were totally ____. We had nothing at all in common!
2 This theory of human attraction is pretty ____. Is it really based entirely on genetics?
3 The conclusions of your research are ____ as it takes a larger group to form an exact picture of a trend.
4 Our research results are ____ with our theory. In fact, data confirms our gut feeling.

8 Rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.

come along come up with come up empty
come forward come together with come down with
come down on come round

1 We knew she'd <u>become convinced</u> in the end.
2 Every year, new cancer treatments <u>become available</u>.
3 We need people to <u>offer help</u> as volunteers.
4 Every winter I <u>become ill with</u> flu.
5 I've tried to find a friend, but so far I've <u>found none</u>.
6 I wonder how he <u>invented</u> this excuse.
7 Young people <u>meet and mix with</u> their peers here.
8 She <u>strongly criticised</u> me for the mess.

9 RESEARCH AND REPORT Find out how most Polish couples meet. What percentage have used a dating website, been set up on a blind date, or met in the course of daily life? Do the people you know reflect these statistics?

Text 2

The need for donations of blood, stem cells and bone marrow is increasing. More and more cutting-edge treatments rely on these. Here are some facts if you are considering coming forward as a donor.

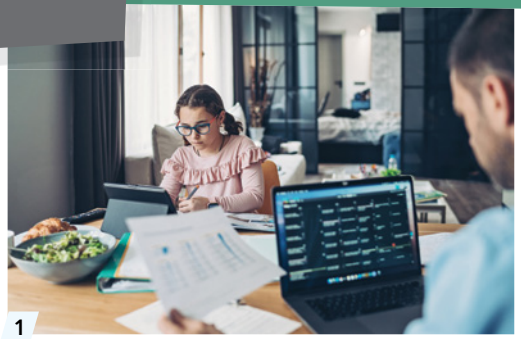
- **GENETIC TESTING** This is a simple and painless procedure and will ensure the match to a recipient is **accurate**.
- **STEM CELL COLLECTION** Blood stem cells are harvested by circulating your blood through **specialised** equipment. It takes four to six hours and is relatively painless.
- **BONE MARROW COLLECTION** A surgical process which lasts one to two hours, performed under general anaesthesia. Only needed in about 10% of cases.

Consider being a donor! You may never come together with the person whose life you saved, but you will always feel a **durable** connection with them.



1 READING AND VOCABULARY

reading for gist and detail • real to virtual friendship crossover


1


2


3

1 Describe the pictures (1–3). Do any of them reflect your own experiences?

2 Work in pairs and answer the questions.

1 How do you feel about online friendships?
2 Do you think phones interfere with your social life?
3 How do your parents feel about your phone use?

3 CD 1.03 Listen to six speakers. What aspects of phone and Internet use each one of them is talking about? Which speaker do you agree with?

4 Read the statistics. Do any of them surprise you? Why? / Why not?

Nearly 60% of teenagers have met a new friend online.

Nearly 70% of teens have experienced drama amongst friends on social media. More than half have been hurt by not being invited to an event that other friends went to.

About one in four teens have had a row with a friend over something that was said or shown on social media.

5 CD 1.04 Read the text below and answer the questions.

1 Does the writer try to justify using phones in social situations?
2 How does she deal with online bullies?
3 What does her phone represent to her?

6 Match the paragraphs (1–6) in the text in exercise 5 with the questions below. In one part of the text there are answers to two questions.

In which paragraph does the author

a suggest more than one possible solution to the problem?
b show that a type of disagreement has always existed?
c admit that online friendship is possible?
d point to the usefulness of devices to maturing teens?
e express her purpose in writing the piece?
f give advice on how to shield oneself from possible harm?
g point out a fundamental difference in habits between the generations?



IN MY OPINION

by Rayna Nowak

1 PARENTS AND CHILDREN

Parents always fear for their children's safety and well-being, and they often focus their fears on things that, to a teenager, seem perfectly **benign**. Which, in turn, makes these fears seem totally unfounded to the teenager. In the 1920s, parents warned their children about the **evils** of flapper dresses and jazz music. In the 1950s, it was fast cars and rock'n'roll, whereas in the 1960s long hair and torn clothes became the main topic of controversy in many households. Nowadays, one of the main bones of contention is digital connectedness. According to many parents, we are wasting our time, ruining our eyes, **alienating** our families, destroying our friendships, and putting our identities at risk by spending so much time on our phones.

2 FOR OR AGAINST

Let me say up front that I do see where the parents' concerns are coming from, and that I don't entirely disagree with some of the arguments. But there are facts to speak in favour of our device-centric lives too. After boning up on the statistics and talking to many of my schoolmates, I'd like to hear what you think as well.

3 FACE-TO-FACE TIME

When I pick up my phone at the family dinner table, my parents go ballistic. When they see me with my friends and we're all focused on our phones, they wonder out loud why we even bother to get together. I don't really have a **cogent** argument to defend this kind of behaviour. My peers and I have all grown up multitasking, and our screens are where a good **portion** of our lives takes place. We still feel close, and we still enjoy each other's company, even when the phones pop up in the midst of our exchanges. I admit that I can get annoyed when I'm trying to have a conversation with a friend and she keeps checking her phone. On the other hand, I feel closer to my real friends because our online connections let us share our favourite things.

4 BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media is **rife with** unhappy, aggressive people who only have negative things to say about others, and who make no bones about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it

7 Complete the summary of the text in exercise 5 using appropriate words.

Rayna believes that parents and children have always [1]___ about what presents a [2]___ to the children's safety, and she does [3]___ with the parents' fears to a certain extent. But after doing some [4]___ into the matter, she presents her arguments in [5]___ of devices. First of all, she says that she can't really [6]___ the use of devices in social settings, but that it's a matter of being in the [7]___ of using them all the time for young people, and that it doesn't really [8]___ with their social lives. About bullying, she says that it can be [9]___ online than in person, and that if it seems threatening, she will [10]___ an adult about it. She also recommends that you not [11]___ yourself to others because everyone's life is unique.

8 Work in pairs and discuss what you think about Rayna's article. Write a short response which could be posted on her site.

Vocabulary development

9 Match the words in bold from the text in exercise 5 with the definitions below.

1 part or section of a whole ___
2 logical, based on reason ___
3 not harmful ___
4 negative or destructive things ___
5 causing someone to feel isolated or alone ___
6 easily hurt or harmed ___
7 full of, a lot of ___

because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

5 SAFETY

This is an area which shows how **vulnerable** we are to people with bad intentions. Remember to choose your friends carefully, don't post pictures you wouldn't want your parents to see, and do not ever meet someone in real life unless you're absolutely sure they are who they claim to be. I have a few friends I've never met face-to-face, but I always make sure someone I do know has actually met them. (And I never text while driving, but that goes without saying.)

6 PRIVACY

We need a safe and private place to be, and that's what our screens represent. As people who are nearing adulthood, we need a feeling of autonomy and selfhood that is apart from our families. We crave for a space where we are recognised as the individuals we are becoming. So I will try my best to be considerate, sensible and safe, but I will continue to spend time in the place where I feel myself.

What are your thoughts? Post your reactions here. 3

10 Read the sentences below and explain the highlighted expressions. Then translate the expressions into Polish.

1 If I have strong feelings about a person, I say it up front.
2 When Kyle is upset, he tends to go ballistic, shouting and even throwing things around the room.
3 Whatever Kelly tells you, take it with a pinch of salt.
4 If you have a blazing row with a friend, don't fret. Thinking about it endlessly won't get you anywhere.
5 It goes without saying that all relationships have their ups and downs.

11 The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold.

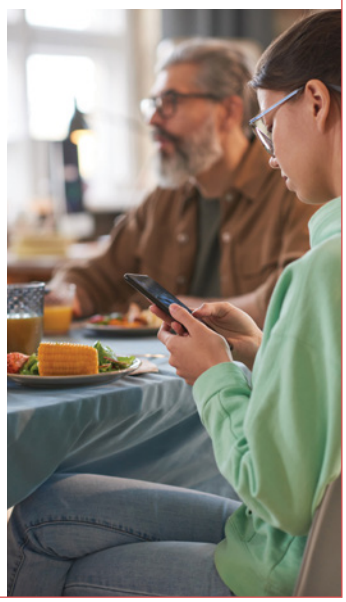
1 We tend to think our parents have many **bad fears**.
2 Some teenagers feel that their **personal connectedness** is more important than meeting friends in real life.
3 There's no **online argument** for smoking!
4 Their **cogent connections**, such as social media friends, are very important to young people.
5 My **digital approach** is to put my phone away when I'm with people who are bothered by my looking at it.
6 How to steer clear of people with **unfounded intentions**?

VOCABULARY CHALLENGE!

12 Complete the sentences with the phrases below. Three of them have been used and underlined in the text in exercise 5.

be a bone of contention bone up on sth be bone idle
feel sth in your bones cut to the bone
make no bones about sth have a bone to pick with sb

1 I just know there's going to be trouble at the party this evening. I can ___.
2 Carla ___ her opinion of our plans. She says she thinks we need to start all over from the beginning.
3 Ben is ___, he never lifts a finger to help!
4 I need to ___ on facts before the debate.
5 I ___ with Lydia. She's been criticising me to my friends.
6 It ___ when Stella called me a liar. I still feel hurt.
7 Texting during meals is a real ___ between us. I say it's impolite, and my friends say I'm ridiculous.



13 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

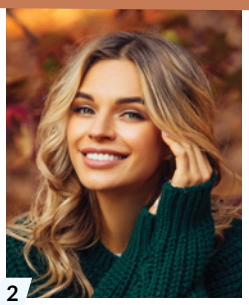
What sorts of things do you and your parents disagree on? Can you understand their point of view? Are there any topics which are simply not worth arguing about?

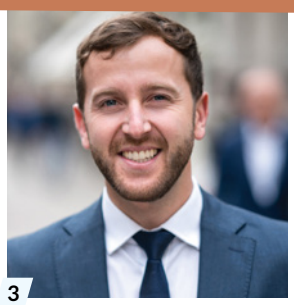
CRITICAL THINKING page 124

1 GRAMMAR 1

perfect and continuous aspect


1


2


3


4

1 Look at the pictures. What assumptions would you make about these people based on their appearance?

2 LANGUAGE IN CONTEXT Read the posts. In what ways are these teens different to their images 1–2 in exercise 1?

1 When people see me, they assume I'm a typical science nerd or computer geek. It's true that I've always been fascinated by science, but I resent being dismissed as someone who has poor social skills and isn't any good at sports. When I started at a new school, it was obvious that many students had decided what I was like before they had even spoken to me. I had been struggling with this at my previous school, so I was determined to make it clear that I wasn't 'only' what I appeared to be. I'm good at football, martial arts and acting, so I've found something in common with almost everyone. I'll have been playing on the school football team for a year next month, and I'll be directing a play in December. It took some effort, but I'm not just 'Joey the nerd' any longer.

2 People have always made assumptions about me because of the way I choose to look. I enjoy wearing feminine clothes, and I've never considered changing my style because it doesn't fit in with what's 'cool'. I assume that some people see me as a cute girl, but that's far from the truth, so now I'm making an effort to prove it. I've been getting a lot of friends through the debate club, the track team and the choir. I'll be representing the school in the regional track and field meet in the spring, and I'll have taken part in five city-wide debates by the end of the year. I'm glad people are beginning to see me as a valuable part of the school, and not just as the silly blonde girl. But I still won't be changing my style any time soon as it expresses a big part of who I am!

3 ANALYSE Read the texts in exercise 2 again. Find examples of each of the aspects listed below and write them down.

1 We use **continuous aspect** for actions that continue over a period of time or are in progress at a point in time. The tenses used are: present continuous, past continuous and future continuous.

2 We use **perfect aspect** to indicate a connection between two periods of time. The tenses used are: present perfect, past perfect and future perfect.

3 We use **perfect continuous aspect** to indicate an action that has been, was or will be in progress by or before a point in time. The tenses used are: present perfect continuous, past perfect continuous and future perfect continuous.

! Watch out

Stative verbs which describe feelings, senses, abstract thinking, communication and states are not normally used in continuous aspects. However, some of them may be used in the continuous aspect to change the meaning, e.g. *Carlos is in his room. He **is being** very stubborn and won't come out.* (= behaving in an uncharacteristic way)

4 PRACTISE Choose the correct option to complete the text.

Teddy lives in New York and comes from a well-to-do family. He is now in his last year of high school, and he [1]***has been thinking*** / ***has thought*** hard about where to go to university for some time now. His parents [2]***had attended*** / ***have been attending*** a prestigious Ivy League university before continuing with their professional studies, and they [3]***will have assumed*** / ***are assuming*** that he will follow the same path. Teddy [4]***will have applied*** / ***will be applying*** to most of the Ivy League schools by the time he finishes his applications, but what he [5]***is being*** / ***has been*** reluctant to tell his parents up to now is that he would prefer to go to a public university. He [6]***will be sitting*** / ***will have sat*** down with his parents at the end of the week, and he still [7]***isn't deciding*** / ***hasn't decided*** exactly how to convince them that his choice is the right one. He knows that they will probably understand him, but right now he almost wishes he [8]***hasn't decided*** / ***hadn't decided*** to go against the family tradition.

5 NOW YOU DO IT Work in pairs. Look at the picture and tell the story. Think about: what had happened prior to the scene, what has happened up to now, and what will happen later.



LISTENING AND VOCABULARY

listening for gist and detail • friends

1









1 Work in pairs and describe the pictures (1–4). Have you had similar experiences? How did you feel?

2 CD 1.05 Before you listen to five speakers discussing friendships, predict what you might hear about each of the topics below. Then listen to the recording and match the topics (a–e) with speakers (1–5).

a being dishonestly treated by a friend
b explaining differences between male and female friendships
c being concerned about a friend
d trying to be part of the crowd
e dealing with family demands

3 CD 1.05 Listen again. Match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker	
a explains the reason for ending a friendship.	
b has realised their behaviour was misguided.	
c wishes they hung out with their friends more.	
d felt upset in the face of a serious problem.	
e attributes a special intimacy to the length of a relationship.	
f expresses feelings about a situation.	

4 Read the expressions below. What are their informal equivalents? Go to the transcript on pages 146–147 and find them in the text.

1 annoy someone
2 become extremely concerned
3 end a relationship (2 expressions)
4 someone you expect sympathy from
5 immediately and without reason
6 an arrangement with equal benefits
7 freely discuss intimate concerns
8 scold someone about something
9 fulfill a duty
10 realise that something is not as previously believed
11 help someone succeed

5 CD 1.06 Copy and complete the table with the missing parts of speech. Leave a blank where a form doesn't exist. Listen and check your answers.

	verb	noun / personal noun	adjective
1		addiction / addict	
2	collect		
3	counsel		
4			confrontational
5	dismiss		
6			different
7	occupy		
8		compliment	
9			popular

6 Complete the paragraph below, using the correct forms of some of the words from exercise 5.

When we talk about addictions, many people are quite [1]___, saying that it could never happen to them, as they don't have an [2]___ sort of personality. But take a look at your phone use before [3]___ out of hand the possibility of your getting hooked on something. In a casual experiment, a group of friends were deprived of their phones for several days. This not only led to angry [4]___ between them, some of them even showed symptoms of extreme anxiety and inability to sleep that led them to look for psychological [5]___. You may not have an irrational fondness for sweets or a [6]___ of shoes, but that doesn't mean you aren't addicted to something!

7 Think of a relationship issue that is taking place between celebrities. Describe the problem and give advice that might lead to a resolution. Compare and discuss your ideas in class.

8 CD 1.07 Listen to four people talking about the role of friendships in their lives. Match statements (a–e) with speakers (1–4). There is one extra statement.

This speaker	
a feels that separation changes a friendship.	
b is optimistic that a close friendship will not change.	
c made a deliberate effort to make more friends.	
d feels that distance has ended several friendships.	
e explains how a living situation limited their friendships.	

9 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Who do you normally hang out with? Do you make friends easily, or do you have to make an effort?
2 Who is your longest-standing friend? How did you meet? Do you think that changing circumstances could affect the friendship?

1 GRAMMAR 2

narrative tenses and structures: past simple, past continuous, past perfect continuous; future in the past

1 Think of someone you knew in the past but have lost touch with. Why might you want to see them again? How would you go about tracking them down?

2 CD 1.08 **LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.

Encounters between enemies during battle do not often end in friendship, but an encounter between two pilots – one German and one American – is a notable exception.



Lieutenant Charlie Brown was a bomber pilot during World War II, and at the time of this incident, [1]***had been working*** / ***was working*** as a pilot for only a short time. He had no idea that this flight [2]***was to become*** / ***was becoming*** an unforgettable part of his life. His plane [3]***was*** / ***was being*** severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines [4]***had sustained*** / ***had been sustaining*** a lot of damage, and the crew [5]***were flying*** / ***flew*** almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, [6]***was spotting*** / ***spotted*** the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler [7]***was trying*** / ***tried*** to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually [8]***escorted*** / ***had escorted*** it to open water. Inexplicably, a German fighter pilot [9]***has made*** / ***had made*** it possible for an American plane to return to the British coast. Evidently, both men [10]***would continue*** / ***will continue*** to think about this encounter, and in 1986 – after he [11]***had described*** / ***described*** the event to a group of military veterans – Brown [12]***made*** / ***was making*** a decision. He [13]***was going to track down*** / ***was tracking down*** the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler in Canada. 'I was the one,' it said.
The men met and became close friends until their deaths.

3 Work in pairs. Think of alternative ways in which the encounter in the air could have ended. How might this have altered the course of the two men's lives?

4 **ANALYSE** Find examples of the following in the text in exercise 2. What tense is used in each case?

1. a one-time action in the past: ____
2. an ongoing action at a point in the past: ____
3. an action/situation before another past action/situation: ____
4. an ongoing action/situation before another past action/situation: ____
5. a future action/situation in the past: ____

5 Complete the dialogue with the correct form of the words in brackets.

Kate How [1]____ (***you and Mei*** / ***become***) friends?

Julian Well, we [2]____ (***both*** / ***stay***) at a summer science camp in Oxford. She [3]____ (***never*** / ***be***) to a residential camp before, and I [4]____ (***can see***) that she [5]____ (***feel***) pretty out of place. She [6]____ (***struggle***) a bit because her English [7]____ (***not be***) that good, so one evening, I [8]____ (***strike up***) a conversation with her.

Kate [9]____ (***she*** / ***ever be***) to the UK before?

Julian No, she [10]____ (***never*** / ***be***) outside of China before. She [11]____ (***save up***) for a couple of years in order to pay for the trip. She knew beforehand that it [12]____ (***not be***) easy for her to adjust, but she also knew she [13]____ (***be able***) to challenge herself if she came here.

Kate I can understand that. You know, last year I [14]____ (***plan***) to go to a camp in Paris, and I knew it [15]____ (***be***) a great experience, but in the end I [16]____ (***not be***) brave enough to go on my own! I admire her coming all the way from China.

Julian Yes, me too. Before she came here, she [17]____ (***plan***) to go to university in Shanghai, but now, well, maybe we'll end up at the same university!

6 Translate the Polish parts of the sentences into English.

1. Miriam ____ (***od lat próbowała odnaleźć swojego dawnego przyjaciela***) when she received an email from him.
2. When they arrived at the cabin, it ____ (***mocno padał śnieg i wiało***).
3. James ____ (***wyłączył światło, zamknął drzwi na klucz***) and left his old life behind forever.
4. Lisa and Candice ____ (***zamierzały podróżować***) all over Europe before going to university, but then something happened to prevent it.
5. Laura ____ (***od tygodni słyszała pogłoski***) about the strange boy before she finally met him.
6. Clement knew he ____ (***miał być pierwszym w rodzinie***) to study abroad, and he was very proud of this.

7 **WHAT'S RIGHT?** Choose the correct sentence.

1. Though she was worrying about it for ages, on the day she had met Paul, she felt strangely calm.
2. Though she worried about it for ages, on the day she was meeting Paul, she felt strangely calm.
3. Though she had been worrying about it for ages, on the day she was to meet Paul, she felt strangely calm.

8 **NOW YOU DO IT** In pairs, discuss the following topics. Then write a short narrative based on one of them.

1. The story of an act of bravery or a sacrifice by a family member or someone else you know.
2. The story of an act of mercy or forgiveness which is as praiseworthy as any act of physical bravery.

SPEAKING

discussing your strengths and weaknesses • expressing importance

1



1 Read the definitions. Work in pairs and paraphrase the definitions, using your own words. In what situations may the two types of intelligence be useful?

Emotional intelligence is the ability to identify and manage your own emotions and apply them appropriately to different situations in life.

Social intelligence refers to the ability to read other people's feelings and to navigate social situations and foster relationships with others.

2 Read the list of the so-called 'people skills' often associated with the emotional and social intelligence. Work in pairs and use them to make questions, using the expressions in the Phrase Bank. Use the questions to interview another person in your class.

concern for others | knowing how you come across
ability to read body language | effective listening skills
adaptability in social situations | non-judgmental attitude

PHRASE BANK

Discussing your strengths and weaknesses

Do you consider yourself ...? | Do you tend to ...?
How capable / aware of ... are you?
Is ... your strong point? | Do you come across as ...?
Would you call yourself ...?

3 Work in pairs. Decide why social and emotional intelligence may be important in the contexts given below. Use the expressions from the Phrase Bank below.

Relationship between:

- classmates
- teachers and students
- business people
- doctors and patients
- parents and children
- politicians and voters

PHRASE BANK

Expressing importance

Social intelligence is a key factor / of paramount importance when it comes to ...
It seems essential/crucial/indispensable/fundamental in the case of ...
It comes in handy / is of great use when we deal with ...
It decides on / determines the way people ...
It turns out to be central / particularly relevant to ...

4 Look at the quotes and headlines below. Work in pairs and answer the questions, using the sentence beginnings given.

> Emotional intelligence accounts for 80% of career success.
>
> Daniel Goleman, psychologist

> There is something I call social intelligence. You can do a lot in life on your own and you can do all kinds of stuff, but if you're really aggressive and push people away ... You're not going to get anywhere.
>
> Robert Greene, author

STEER CLEAR OF PEOPLE WITH LOW SI. DETOXIFY YOUR RELATIONSHIPS.

Companies in pursuit of more than just high IQ

A new study has found that women outperform men on almost all emotional intelligence measures. Who's better suited for top management positions?

1 What aspects of social and emotional intelligence are presented in the material above?
The material draws our attention to ...

2 Do you know someone who is particularly strong on social or emotional intelligence? How does this manifest?
A person who springs to mind is ...

3 Can these two types of intelligence be taught or are you born with them? What makes you say that?
As far as I'm concerned, ...
By way of illustration, let me tell you about ...

5 Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short presentation about them. Include the information below.

- types of toxic people
- ways to deal with people of low social intelligence
- ways of helping them overcome their problems

6 Deliver your presentation. Use the phrases below to connect with your audience.

As I'm sure many of you already know, ...
I'd imagine I'm not alone in thinking that ...
I'm more than certain that all of you in this room ...
I bet some of you must have had a similar experience ...
Hands up if you're also of the opinion that ...

! TIP

- begin in a buzzworthy way (a joke, a short story, a cartoon connected to the topic of your presentation)
- avoid putting too much text or too many bullet points (three are enough) on one slide
- make your presentation more attractive by using visuals (not too many on one slide)
- find an interesting quotation related to the topic of your presentation and ask the audience if they agree
- illustrate the topic with examples from your own life

CRITICAL THINKING page 124

1 ENGLISH IN USE

1 Work in pairs and discuss the questions.

1 What sort of people do you get drawn to? Why?
2 What sort of people do you stay away from? What puts you off people? Why?
3 What do you make of the quotations on the right? How far do you agree/disagree with them? Why?

People should fall in love with their eyes closed.
Andy Warhol

Nothing compares to a beautiful conversation with a beautiful mind.
Anonymous

2 Complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

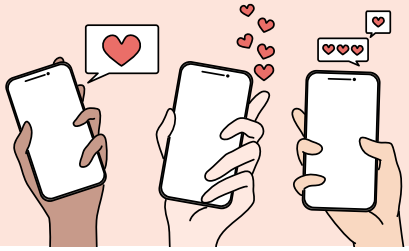
mine / my means / is meant pursuing / pursuit
had been bubbling / were bubbling desiring / desirable
dependable / dependent had overheard / overheard
have arranged / had arranged

The other day, I [1] a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to [2]. They [3] over with excitement, talking about a new dating app. It [4] to help you find a true match based on what you represent intellectually rather than just on mutual physical attraction or being [5] on character. I didn't get to hear the rest as I [6] to see a friend and had to rush. However, once I got home, I went in [7] of my own answers to see if we do fall in love with other people's brains. It turned out that some of us, indeed, find intelligence the most [8] trait in their partners, more appealing than anything else. Interested? Read on ...

3 Read the remaining part of the blog entry and complete the text with the correct form of the words below. There are two extra words.

know wise connect regard discuss skill resist

Well, there are people who consider intelligence to be the most [1] quality in their partners. Research has confirmed that we get drawn to those who have an inquisitive mind and are capable of holding animated philosophical [2]. These individuals are stimulated by someone else's vast [3] as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal [4] between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who [5] of his poverty, lack of high social status and good looks, had a huge following. Perhaps in your life you have fallen in love with someone's mind ... Let me know. Already looking forward to reading your comments.



4 Read the verbs. Decide which of them can be used in continuous tenses, and how it changes their meaning.

believe belong appreciate own appear desire
suit dislike doubt envy know fear owe realise
consist suppose understand hate seem love
mind hear matter prefer trust wish want sound
recognise contain resemble cost possess fit
include involve

! Watch out

- Remember that some stative verbs may be used in continuous tenses, but then they change their meaning:
  *I **expect** that there will be some problems with the new student.* (have an opinion)
  *I'**m expecting** Ann any time now.* (wait for)
  *Helen **is expecting** a baby.* (be pregnant)
- Note that in spoken English people use verbs such as *like*, *love*, *hate*, *want*, *hear* in continuous tenses.

5 Read the sentence pairs below. Work in pairs and say how the meaning of the verbs differs depending on whether they are used in simple or in continuous tenses.

1 I see now why you cut him off.
I'm seeing my boyfriend tonight.
2 My mood depends on the weather.
I'm depending on you for help in this project.
3 Tom appears to be a well-behaved boy.
Rita is appearing in a new play at the Grand Theatre tonight.
4 What do you mean by that?
I've been meaning to text you, but I forgot.
5 This soup smells divine.
Why are you smelling this blouse?
6 We consider Karen to be truly high-spirited.
We were considering leaving the party earlier, but we stayed on.
7 What does this dish taste of?
I'm tasting the soup to see if it's spicy enough.
8 I think that relationships should be built on trust.
They are thinking of getting married.
9 What type of people appeal to you?
The police are appealing for witnesses.
10 I weigh 60 kg and measure 1.65 m.
Why are you weighing and measuring yourself?

6 Translate the Polish parts of the sentences into English. Use the verbs from exercise 4.

1 Right now, ___ (*czuję*) that the task is too demanding for us and that we should ask someone else for help.
2 We ___ (*należymy do*) this club for at least six years, and we intend to renew our membership.
3 Why ___ (*wąchasz*) this cheese? Has it gone off?
4 Now our team ___ (*składa się z*) five members.
5 I ___ (*widzę się z*) my doctor tomorrow.
6 I ___ (*rozważałem**) leaving the country when I was at university but decided against it.
7 When I look at you now, ___ (*przypominasz*) your sister, especially when it comes to your gestures.
8 I ___ (*miałem zamiar*) to ring my grandfather for ages, so when he called me himself, I was embarrassed.

7 Complete the sentences using the correct form of the verbs in brackets. Then say what these sentences express or where they come from, and what tense we usually use in such situations.

1 First you ___ (*cook*) some pasta, then you ___ (*make*) the sauce.
2 Why ___ (*constantly* / *borrow*) my bag without asking?!
3 Young woman ___ (*get*) injured in head-on collision.
4 What time ___ (*plane* / *take*) off?
5 Keith ___ (*become*) more and more upset, so I decided to end our conversation in order not to make things worse.
6 I ___ (*think*) of going to Spain, but I haven't made up my mind yet.
7 We ___ (*wonder*) if you could help us solve this conflict.
8 Wendy ___ (*always* / *dream*) of meeting her Prince Charming. Maybe one day her dream will come true.
9 When I read this article, it was the first time I ___ (*come*) across the term 'social intelligence'.

8 Complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

1 We are going to celebrate our third anniversary at the end of this year. **WILL**
By the end of this year, I ___ out with Tim for three years.
2 Christina has always wanted to tell you the truth, but she's been afraid to do so. **MEANING**
Christina ___ you the truth, but she's been afraid to do so.
3 When was the last time you heard from Joanna? **SINCE**
How ___ you heard from Joanna?
4 No one likes it when people use them. **TAKEN**
No one likes ___ by other people.
5 We were not getting on any more, so I stopped seeing her. **BROKE**
We were not getting on any more, so I ___.
6 I feel I'm not up-to-date with dating apps. **TOUCH**
I ___ dating apps.
7 When we saw Amanda and Ken together again, we couldn't believe our eyes. **ABACK**
We ___ when we saw Amanda and Ken together again.
8 This psychologist was the first one to invent the name for this trend. **COME**
This psychologist ___ the name for this trend before everyone else.

9 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words.

1 Ted's behaviour ___ (*get*) my nerves for ages before I eventually told him to stop being so stuck-up.
2 We ___ (*think* / *split*) up, but we've decided to work on our relationship.
3 If you want to see this actress in action, she ___ (*appear*) a play at the Odeon theatre next week.
4 At the moment, I ___ (*consider* / *her* / *be*) my best friend.
5 At this very moment in time, I ___ (*depend*) you, so please don't let me down.

VOCABULARY CHALLENGE!

10 Rewrite the sentences, using the idiomatic expressions with the word *bone*.

1 All the shops reduce their prices during the January sales.
2 I tried to learn as much as possible about genetics before my biology test.
3 Money was what we mainly disagreed on.
4 Tom said he wanted to talk to me about something annoying I'd done.
5 My aunt is never ashamed to express her views freely.
6 It's high time you stopped being so lazy!

11 Complete each set of sentences with the same word.

1 ___
- If you don't have a lighter, you can ... a match instead.
- Workers are planning to ... in protest to wage cuts.
- Do you know how to ... up a conversation at a party?

2 ___
- Are the results of the experiment ... with our predictions?
- My team are usually ..., so we can rely on them to play well tomorrow.
- Teachers have to be ... in dealing with children in class.

3 ___
- Engineers ... the conclusion that further safety tests were necessary.
- Monika ... me aside to talk about a private matter.
- The report ... a positive picture of last month's performance.

4 ___
- We can put you in ... with some financial advisors.
- This artist has a light ... when painting details.
- I'm out of ... with the latest developments in laser technology.

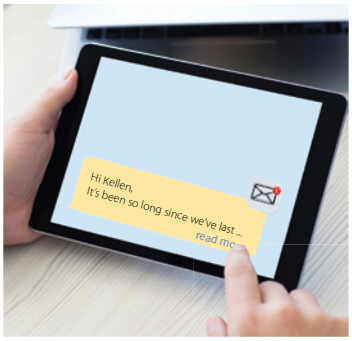
5 ___
- I ... the same news story on different internet sites to get a balanced picture.
- My daughter intends to ... her own path in life.
- Please read and ... all the regulations for your own safety.

* W całej serii *New Password* kolejność form męska/żeńska dostosowano do *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

1 WRITING

narrative elements • sequence and flow

1 Work in pairs. Look at the pictures. Who are the people? What story do you think is behind each situation?





2 Read the story and answer the questions.

As the child of a military family, Steven had always had a hard time forming lasting friendships. As soon as he had really got to know his peers, it was time to move on. By the time he was in high school he had attended seven different schools in five countries and had just about given up on the idea of ever making any real friends.

But while he was in his first week of school in Hawaii, he got to talking to one of his classmates during lunch break. It seemed to be a case of 'opposites attract', since Steven was quiet, studious and not much into sports, while Kellen was tall, extremely athletic and one of the most popular boys in the school. For reasons neither of them could explain, they really hit it off. Kellen, who had lived in the same house his entire life, was fascinated by the idea of travel and adventure. Steven was intrigued to meet someone so outwardly successful who was really a deep thinker.

They became close friends, and they managed to stay in touch when Steven's family moved to Italy. Even before Hawaii, they had decided that they were going to attend the same university, and they kept their word. Their friendship seemed unbreakable.

After taking their degrees, they decided to spend six months travelling the world together. They saved up enough cash to pay for their trip, and set off for India. But something changed. They had been on the road for only three weeks when they had a terrible disagreement and decided to go their separate ways. Nine years of total silence followed. But that was not the end of the story.

1. What had Steven's social life been like before meeting Kellen? Why?
2. In what ways were Steven and Kellen different?
3. What plan had they made before Steven left Hawaii? What became of the plan?
4. What happened during their trip?
5. How do you think the story might continue?

3 Look back at the story. Find time words or phrases which express the following. Note the tenses or forms which go with them.

1. something continuing unchanged in the past
2. immediately or shortly after
3. from the past up to a stated time
4. in the midst of a period of time
5. including an entire period of time
6. following a certain point in time

4 CD 1.09 Listen to the next part of Steven's story and answer the questions below.

1. How had Steven felt about reconnecting with Kellen?
2. What prompted Steven to try and contact his friend?
3. What did Steven say in his email to Kellen?
4. When and how did Kellen eventually get in touch with Steven?

5 Read the first part of the story in exercise 2 and the transcript of its second part on page 147. Find six time expressions and complete the Phrase Bank below.

PHRASE BANK

Time expressions for cohesion and coherence in a narrative

As soon as ... | *By the time ...* | *While ...* | *Immediately*
Several weeks passed ... | *On the Sunday of the third week*

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

6 The following sentences are too simple for a good story. Rewrite the sentences using the prompts in brackets.

1. Evan entered the room where there was a party with a lot of people. (How did he feel? What was the room like? What were the people like?)
2. He almost left, but he looked around and decided to stay. (What was his first reaction? What changed his mind? What feeling led to his decision?)
3. He went to the buffet and got a drink, crossed the dance floor and met Janis. (How did he move? What drink did he choose? Who is Janis and how did he react to seeing her?)
4. Janis looked at him and said that she didn't want to talk to him. (How did Janis look? What exactly did she say? How did Evan react or respond?)
5. Janis turned and walked away. He felt bad. He decided to leave, but someone stopped him. (What was Janis' action like? How exactly did he feel? Who stopped him and what was his reaction?)

7 Read the ending to Steven and Kellen's story. It is lacking some elements of good writing. Rewrite it using connecting phrases, time phrases, vivid verbs and adjectives and direct speech.

Steven ordered a latte because they were meeting in a coffee shop. Steven was nervous. Kellen wasn't there yet. It made Steven nervous, so he didn't drink his coffee. He saw Kellen after that. Kellen looked the same. It was nice that he wasn't different. Then they shook hands. Kellen said it was nice to see Steven, and Steven said it was too. They were nervous. It was pretty uncomfortable. So Steven said, wasn't their argument about money? He said that was probably right. They were like old friends again.

REVIEW

1

Complete all the exercises from this section in your notebook.

1 Answer the questions.

When someone ..., what do they do?

1 keeps you in stitches
2 goes ballistic
3 freaks out
4 gives someone a leg up

2 Rewrite the sentences, using the words given.

1 Rita is behind the times with technology. **TOUCH**
2 He has rather too poor social skills to run a business. **MARK**
3 There are a lot of frustrated people on social media. **RIFE**
4 When I'm sad, I need someone to show me sympathy. **SHOULDER**
5 It's obvious that trust is crucial to friendship. **GOES**
6 Our search has shown no results. **EMPTY**
7 By the time you suggested counselling, we had already considered that option. **COME**

3 Complete the sentences with the correct form of the word in brackets.

1 I thought you were unsociable, but in fact you are just a bit reserved. I'm sorry I ___ (***read***) you for so long.
2 I always try to avoid people who come across as ___ (***confront***) and ___ (***dismiss***).
3 Parents worry a lot about their children, but their fears are often ___ (***found***). This can be very irritating, though they usually have good ___ (***intend***).
4 Our boss was very ___ (***compliment***) about Tom's work and wanted to ___ (***popular***) his ideas among the staff.
5 It's hard to believe your story. It sounds ___ (***plausible***) and ___ (***consistent***) when it comes to the details.

VOCABULARY CHALLENGE!

4 Choose the correct option.

1 Mark isn't really my good friend. He's just ***a mate*** / ***an acquaintance***, but from what I know, he's appreciated for being ***pushy*** / ***confident***.
2 Judges should be ***disinterested*** / ***uninterested*** at work.
3 She's ***an outspoken / a critical*** lady who ***makes*** / ***does*** no bones about expressing her views.
4 My psychology test was coming up, so I had to bone ***down*** / ***up*** on some theories.
5 Jerry is ***cut to the bone*** / ***bone idle*** as he never seems to lift a finger to help his parents.
6 I have ***a bone*** / ***bones*** to pick with you. Why did you call me ***timid*** / ***reserved*** and lacking in courage?

5 Choose the correct option. Sometimes both options are correct.

1 I hope that people ***will have been talking*** / ***will still be talking*** face-to-face in the future.
2 My brother ***had been using*** / ***had used*** this app around the clock till he realised his every move was being tracked.
3 This actor ***is appearing*** / ***appears*** in a new play this weekend at the Grand Theatre.
4 Mary realised she ***had forgotten*** / ***forgot*** her umbrella when it ***began*** / ***had begun*** to rain.
5 Hello, ***do you recognise*** / ***are you recognising*** me? We ***went*** / ***were going*** to the same school.
6 When I was young, I ***would*** / ***used to*** prefer playing with boys rather than girls.

6 Correct ten verb forms in the text.

It was the summer of 2015. It was the first time I have been abroad and have been looking forward to visiting new places. They were forecasting good weather, so I was really hoping to make the most of my time off. Every day I would get up early to go for a walk round the town where I stayed, then I used to hop on a bus and travel to another town to explore as much as possible. I had been having a whale of a time! I had met lots of new people, ate wonderful food and got to know local customs, which I was appreciating a great deal. I'm supposing this was my best holiday so far!

7 Read the story and make all the necessary changes to make it more interesting and cohesive. Replace the simple vocabulary and past simple tense with more varied vocabulary and tenses.

I was lonely. I wanted to find a soulmate. I had enough of spending the weekends on my own. I saw a notice on the school notice board. It said 'Come to my party if you are a lonely heart.' I felt that going there would be good for me. I got to the place. The house looked dark. I waited before I rang the bell. The person who opened was a boy from my school. I ignored him all the time. We got talking. Our relationship started there and then.

8 Complete the sentences with appropriate words. Put one word in each space.

1 First impressions often decide ___ the way people view each other and turn out to be central ___ determining who we want to befriend.
2 Kindness goes a long ___ in relationships and it seems indispensable when it ___ to making new friends.
3 Social skills come in ___ in all kinds of situations. For example, they are ___ great use when we deal with vulnerable people.
4 Emotional intelligence is of paramount ___ for a number of professions. It ___ out to be particularly relevant to jobs like a teacher or a doctor.

9 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

1 WORDLIST

Vocabulary

absent-minded	/ˌæbs(ə)ntˈmaɪndɪd/	roztargniony
accurate	/ˈækjʊrət/	pasujący, właściwy
adaptable	/əˈdæptəb(ə)l/	elastyczny, łatwo się przystosowujący
affable	/ˈæfəb(ə)l/	życzliwy, przyjazny
affectionate	/əˈfekʃ(ə)nət/	serdeczny, miły
be a devotee of sth	/bi ə ˌdevəʊˈti: əv ˌsʌmθɪŋ/	być miłośnikiem czegoś
be a genius with (numbers)	/bi ə ˈdʒi:niəs wɪθ ˈnʌmbə(r)z/	mieć niebywały talent do (obliczeń)
be as sharp as a tack	/bi əz ˈʃɑ:(r)p əz ə ˈtæk/	być bardzo inteligentnym
be blown away	/bi ˌbləʊn əˈweɪ/	być pod ogromnym wrażeniem
be glued to sth	/bi ˈglu:d tə ˌsʌmθɪŋ/	być czymś mocno pochłoniętym, nie móc się od czegoś oderwać
be not up to the mark	/bi ˌnɒt ˌʌp tə ðə ˈmɑ:(r)k/	być niewystarczająco dobrym
be preoccupied with sth / doing sth	/bi ˌpri:ˈɒkjəpaɪd wɪð ˌsʌmθɪŋ, ˌdu:ɪŋ ˌsʌmθɪŋ/	zaprzątać sobie głowę czymś, robieniem czegoś
be taken aback	/bi ˌteɪkən əˈbæk/	być zaskoczonym
be with it	/bi ˈwɪð ɪt/	być na czasie
be wrapped up in sth	/bi ˌræpt ˈʌp ɪn ˌsʌmθɪŋ/	być czymś bez reszty pochłoniętym
bone marrow transplant	/ˌbəʊn mærəʊ ˈtrænsˌplɑ:nt/	przeszczep szpiku kostnego
come along	/kʌm əˈlɒŋ/	pojawiać się
come down on sb	/kʌm ˈdaʊn ɒn ˌsʌmbədi/	rugać kogoś, bardzo kogoś krytykować
come down with sth	/kʌm ˈdaʊn wɪð ˌsʌmθɪŋ/	zachorować na coś
come forward as a donor	/kʌm ˌfɔ:(r)wə(r)d æz ə ˈdəʊnə(r)/	zgłosić się do bycia dawcą
come out of one's shell	/kʌm ˌaʊt əv wʌnz ˈʃel/	otwierać się
come round	/kʌm ˈraʊnd/	zmienić zdanie, przekonać się do czegoś
come together with sb	/kʌm təˈgeðə(r) wɪð ˌsʌmbədi/	spotykać się z kimś
come up empty	/kʌm ˌʌp ˈempti/	nic nie znaleźć, zostać z pustymi rękami
come up with sth	/kʌm ˈʌp wɪð ˌsʌmθɪŋ/	wymyślić coś
compatible with sth	/kəmˈpætəb(ə)l wɪð ˌsʌmθɪŋ/	pasujący do czegoś
complex	/ˈkɒmpleks/	złożony, skomplikowany
consistent with sth	/kənˈsɪstənt wɪð ˌsʌmθɪŋ/	spójny z czymś
count oneself lucky	/ˌkaʊnt wʌnˌself ˈlʌki/	uważać się za szczęściarza
cutting-edge	/ˌkʌtɪŋˈedʒ/	najnowocześniejszy
definitive	/dɪˌfɪnətɪv/	ostateczny
donor	/ˈdəʊnə(r)/	dawca
draw conclusions	/drɔ: kənˈklu:ʒ(ə)nz/	wyciągać wnioski
durable	/ˈdjʊərəb(ə)l/	trwały
encouraging	/ɪnˈkʌrɪdʒɪŋ/	wspierający
facilitate	/fəˈsɪlətеɪt/	ułatwiać
feel out of place	/ˌfi:l aʊt əv ˈpleɪs/	czuć się nie na miejscu, obco
general anaesthesia	/ˌdʒen(ə)rəl ˌænəsˈθi:ziə/	znieczulenie ogólne, narkoza
give sth a go	/ˌgɪv ˌsʌmθɪŋ ə ˈgəʊ/	spróbować czegoś
harvest blood cells	/ˌhɑ:(r)vɪst ˈblʌd selz/	pobierać krwinki
have too much on one's plate	/hæv tu: ˌmʌtʃ ɒn wʌnz ˈpleɪt/	mieć za dużo rzeczy na głowie
high-spirited	/ˌhaɪˈspɪrɪtɪd/	pełen życia, przepełniony energią
implausible	/ɪmˈplɔ:zəb(ə)l/	nieprawdopodobny
inaccurate	/ɪnˈækjʊrət/	niepasujący, niewłaściwy
incompatible with sth	/ˌɪnkəmˈpætəb(ə)l wɪð ˌsʌmθɪŋ/	niepasujący do czegoś
inconsistent with sth	/ˌɪnkənˈsɪstənt wɪð ˌsʌmθɪŋ/	niespójny z czymś
intimidating	/ɪnˈtɪmɪdeɪtɪŋ/	onieśmielający, przerażający
irascible	/ɪˈræsəb(ə)l/	drażliwy
keep sb in stitches	/ˌki:p ˌsʌmbədi ɪn ˈstɪtʃz/	rozśmieszać, powodować/ sprawiać, że ktoś pęka ze śmiechu
leukaemia	/lu:ˈki:miə/	białaczka
meddle in sb's private business	/ˌmed(ə)l ɪn ˌsʌmbədiz ˌpraɪvət ˈbɪznəs/	wtrącać się w nie swoje sprawy
off-putting	/ˌɒfˈpʊtɪŋ/	odpychający
out of touch with sth	/ˌaʊt əv ˈtʌtʃ wɪð ˌsʌmθɪŋ/	zupełnie oderwany od czegoś, nieorientujący się w czymś
plausible	/ˈplɔ:zəb(ə)l	prawdopodobny
precede	/prɪˈsi:d/	poprzedzać
predecessor	/ˈpri:dɪˌsesə(r)/	przodek
predicament	/prɪˈdɪkəmənt/	kłopotliwe położenie, trudna sytuacja
predisposition	/ˌpri:dɪspəˈzɪʃ(ə)n/	skłonność, predyspozycja
preliminary	/prɪˈlɪmɪn(ə)ri/	wstępny
quick-witted	/ˌkwɪkˈwɪtɪd/	błyskotliwy
relationship compatibility	/rɪˈleɪʃ(ə)nʃɪp kəmpætəˈbɪlətɪ/	dopasowanie w związku
rigid	/ˈrɪdʒɪd/	sztywny, skostniały
see eye to eye with sb about sth	/ˌsi: aɪ tə ˈaɪ wɪð ˌsʌmbədi əˌbaʊt ˌsʌmθɪŋ/	zgadzać się z kimś w jakiejś kwestii
self-reliant	/ˌselfrɪˈlaɪənt/	samowystarczalny
soul-searching	/ˈsəʊlˌsɜ:(r)tʃɪŋ/	głęboki namysł, staranne rozważenie
specialised	/ˈspeʃ(ə)laɪzd/	specjalistyczny
stem cells	/ˈstem selz/	komórki macierzyste
stuck-up	/stʌkˈʌp/	zarozumiały
tense	/tens/	nerwowy, spięty

Reading and vocabulary

alienate	/ˈeɪliəneɪt/	wyobcować
bad intentions	/ˌbæd ɪnˈtenʃ(ə)nz/	złe intencje
be rife with sth	/bi ˈraɪf wɪð ˌsʌmθɪŋ/	epatować, być pełnym czegoś
be up front	/bi ʌp ˈfrʌnt/	być szczerym, bezpośrednim
benign	/bəˈnaɪn/	łagodny, niegroźny
cogent argument	/ˌkəʊdʒ(ə)nt ˈɑ:(r)gjʊmənt/	przekonujący argument
considerate	/kənˈsɪd(ə)rət/	taktowny, uprzejmy
digital connectedness	/ˌdɪdʒɪt(ə)l kəˈnektɪdnəs/	łączność cyfrowa
drive sb crazy/mad	/ˌdraɪv ˌsʌmbədi ˈkreɪzi, ˈmæd/	doprowadzać kogoś do szału
evils	/ˈi:v(ə)lz/	zgubne skutki
fall for sth	/ˈfɔ:l fə(r) ˌsʌmθɪŋ/	nabrać się na coś
feel inferior	/ˌfi:l ɪnˈfɪəriə(r)/	czuć się gorszym
flapper dress	/ˈflæpə(r) ˌdres/	krótka sukienka z lat 20., często z frędzlami; uważana za odważną
go ballistic	/ˌgəʊ bəˈlɪstɪk/	dostawać szału
go without saying	/gəʊ wɪðˌaʊt ˈseɪŋ/	być oczywistym
meet sb in person	/ˌmi:t ˌsʌmbədi ɪn ˈpɜ:(r)s(ə)n/	spotkać, poznać kogoś osobiście
not fret	/ˌnɒt ˈfret/	nie martwić się, nie gryźć się czymś
online connections	/ˌɒnlaɪn kəˈnekʃ(ə)nz/	kontakty online
personal approach	/ˌpɜ:(r)s(ə)n(ə)l əˈprəʊtʃ/	indywidualne podejście
portion of sth	/ˈpɔ:(r)ʃ(ə)n əv ˌsʌmθɪŋ/	część czegoś
say sth up front	/ˌseɪ ˌsʌmθɪŋ ʌp ˈfrʌnt/	powiedzieć coś wprost, bez ogródek
scam	/skæm/	oszustwo, przekręt
shrug and let sth happen	/ˌʃrʌg ən ˌlet ˌsʌmθɪŋ ˈhæpən/	pozwolić, aby coś się wydarzyło
take sth with a pinch of salt	/ˌteɪk ˌsʌmθɪŋ wɪθ ə ˌpɪntʃ əv ˈsɔ:lt/	odnosić się do czegoś z rezerwą
unfounded fears	/ʌnˌfaʊndɪd ˈfɪə(r)z/	bezzasadne obawy
vulnerable	/ˈvʌln(ə)rəb(ə)l/	bezbronny, wrażliwy

Grammar 1

follow the same path	/ˌfɒləʊ ðə seɪm ˈpɑ:θ/	iść tą samą drogą
geek	/gi:k/	pasjonat, maniak (np. komputerowy)
nerd	/nɜ:(r)d/	maniak (np. komputerowy), osoba nieprzystosowana społecznie
reluctant	/rɪˈlʌktənt/	niechętny, nieskory
resent	/rɪˈzent/	żywić urazę, mieć pretensje
track and field	/ˌtræk ən ˈfi:ld/	lekkoatletyka
well-to-do	/weltəˈdu:/	dobrze sytuowany

Listening and vocabulary

addict	/ˈædɪkt/	osoba uzależniona
addicted	/əˈdɪktɪd/	uzależniony
addiction	/əˈdɪkʃ(ə)n/	uzależnienie
addictive	/əˈdɪktɪv/	uzależniający
be a shoulder to cry on	/bi ə ˌʃəʊldə(r) tə ˈkraɪ ɒn/	stanowić dla kogoś oparcie
be crushed	/bi ˈkræʃt/	być zdruzgotanym
break it off	/breɪk ɪt ˈɒf/	zerwać z kimś kontakt
chum	/tʃʌm/	kumpel
collect	/kəˈlekt/	zbierać, kolekcjonować
collection	/kəˈlekʃ(ə)n/	kolekcja
collective	/kəˈlektɪv/	zbiorowy
collector	/kəˈlektə(r)/	kolekcjoner
compliment	/ˈkɒmplɪmənt/	komplement; prawić komplementy
complimentary	/ˌkɒmplɪˈment(ə)ri/	pochlebny; bezpłatny
confront	/kənˈfrʌnt/	konfrontować
confrontation	/ˌkɒnfrʌnˈteɪʃ(ə)n	konfrontacja
confrontational	/ˌkɒnfrʌnˈteɪʃ(ə)nəl/	zaczepny, konfrontacyjny
counsel	/ˈkaʊns(ə)l/	(po)rada, radzić
counselling	/ˈkaʊns(ə)lɪŋ/	doradztwo, poradnictwo
counsellor	/ˈkaʊns(ə)lə(r)/	doradca
cut sb off	/kʌt ˌsʌmbədi ˈɒf/	zerwać z kimś kontakt
devastated	/ˈdevəˌsteɪtɪd/	zdruzgotany
differ	/ˈdɪfə(r)/	różnić się
difference	/ˈdɪfrəns/	różnica
different	/ˈdɪfrənt/	inny, różniący się
dismiss	/dɪsˈmɪs/	odrzucać, zwalniać, lekceważyć
dismiss out of hand	/dɪsˈmɪs aʊt əv ˈhænd/	odrzucić natychmiast

dismissal	/dɪsˈmɪs(ə)l/	zwolnienie, zlekceważenie
dismissive	/dɪsˈmɪsɪv/	lekceważący
do one's bit	/ˌduː wʌnz ˈbɪt/	robić swoje
get freaked out	/get ˌfriːkt ˈaʊt/	przestraszyć się, spanikować
get on sb's case	/ˌget ɒn ˌsʌmbədiz ˈkeɪs/	czepiać się kogoś
get on sb's nerves	/ˌget ɒn ˌsʌmbədiz ˈnɜː(r)vz/	działać komuś na nerwy
give sb a leg up	/ˌgɪv ˌsʌmbədi ə ˈleg ʌp/	wspierać kogoś
lame	/leɪm/	słaby, kiepski
leave off	/liːv ˈɒf/	odstawić, odpuszczać
occupation	/ˌɒkjʊˈpeɪʃ(ə)n/	zajęcie, zawód
occupational	/ˌɒkjʊˈpeɪʃ(ə)nəl/	zawodowy
occupier	/ˈɒkjʊpaɪə(r)/	lokator
occupy	/ˈɒkjʊpaɪ/	zajmować
popular	/ˈpɒpjələ(r)/	popularny, lubiany
popularise	/ˈpɒpjʊləraɪz/	popularyzować
popularity	/ˌpɒpjəˈlærəti/	popularność
preconception	/ˌpriːkənˈsepʃ(ə)n/	z góry przyjęty osąd
predict	/prɪˈdɪkt/	przewidywać
preoccupation	/priːˌɒkjʊˈpeɪʃ(ə)n	troska, zainteresowanie
spill one's guts	/ˌspɪl wʌnz ˈgʌts/	żalić się, wywnętrzać
two-way street	/ˌtuːweɪ ˈstriːt/	działanie w dwie strony
wake up to the fact	/weɪk ˌʌp tə ðə ˈfækt/	uświadomić sobie

Grammar 2

encounter	/ɪnˈkaʊntə(r)/	spotkanie
inexplicably	/ˌɪnɪkˈsplɪkəbli/	niewytłumaczalnie, z niewiadomych powodów
lieutenant	/lefˈtenənt/	porucznik
notable exception	/ˌnəʊtəbl ɪkˈsepʃ(ə)n/	wyjątek godny uwagi, istotny
praiseworthy	/ˈpreɪzˌwɜːði/	godny pochwały
strike up a conversation	/straɪk ˌʌp ə ˌkɒnvə(r)ˈseɪʃ(ə)n/	rozpocząć konwersację, zagaić rozmowę

Speaking

buzzworthy	/ˈbʌzˌwɜː(r)ði/	wart uwagi, zwracający uwagę
come in handy	/kʌm ɪn ˈhændi/	być przydatnym
outperform	/ˌaʊtpə(r)ˈfɔː(r)m/	osiągać lepsze wyniki od kogoś, pozostawiać innych w tyle
paramount importance	/ˌpærəmaʊnt ɪmˈpɔː(r)təns/	kluczowe znaczenie
steer clear of sb	/stɪə(r) ˈklɪə(r) əv ˌsʌmbədi/	trzymać się z dala od kogoś

English in Use

bubble with excitement	/ˌbʌb(ə)l wɪθ ɪkˈsaɪtmənt/	tryskać entuzjazmem
inquisitive	/ɪnˈkwɪzətɪv/	dociekliwy





Challenge!

acquaintance	/əˈkweɪntəns/	znajomy
be a bone of contention	/bi ə ˌbəʊn əv kənˈtenʃ(ə)n/	być kością niezgody
be bone idle	/bi ˌbəʊn ˈaɪd(ə)l/	być śmierdzącym leniem
be critical of sth	/bi ˈkrɪtɪk(ə)l əv ˌsʌmθɪŋ/	krytykować coś
bone up on sth	/bəʊn ˈʌp ɒn ˌsʌmθɪŋ/	zakuwać, intensywnie się uczyć
confidence	/ˈkɒnfɪd(ə)ns/	pewność siebie
confident	/ˈkɒnfɪdənt/	pewny siebie
criticise	/ˈkrɪtɪsaɪz/	krytykować
cut to the bone	/ˌkʌt tə ðə ˈbəʊn/	ugodzić do żywego
deceitful	/dɪˈsiːtf(ə)l/	kłamliwy, oszukańczy
deceptive	/dɪˈseptɪv/	zwodniczy, mylący
disinterested	/dɪsˈɪntrəstɪd/	bezstronny
feel sth in your bones	/ˌfiːl ˌsʌmθɪŋ ɪn jə(r) ˈbəʊnz/	czuć (coś) w kościach
have a bone to pick with sb	/hæv ə ˌbəʊn tə ˈpɪk wɪθ ˌsʌmbədi/	mieć z kimś na pieńku
make no bones about sth	/ˌmeɪk nəʊ ˈbəʊnz əˌbaʊt ˌsʌmθɪŋ/	nie ukrywać czegoś, stawiać sprawę jasno
mate	/meɪt/	kumpel
outspoken	/aʊtˈspəʊk(ə)n/	bezpośredni, mówiący bez ogródek
outspokenness	/aʊtˈspəʊkənnəs/	bezpośredniość
peer	/pɪə(r)/	rówieśnik
pushiness	/ˈpʊʃɪnəs/	nachalność
pushy	/ˈpʊʃi/	nachalny
reserved	/rɪˈzɜː(r)vd/	powściągliwy, zdystansowany
timid	/ˈtɪmɪd/	nieśmiały
timidity	/tɪˈmɪdəti/	nieśmiałość
uninterested	/ʌnˈɪntrəstɪd/	niezainteresowany

2 A HEALTHY GOAL

VOCABULARY

competing and achieving success in sports
• body parts, injuries and illnesses







Competing and achieving success in sports

1 Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?

2 Read the three texts and summarise each of them briefly.

① SUCCEEDING AT SUCCESS

Reaching the **pinnacle** in any sport is a challenge. Yet coping with a life of **unrelenting** expectations, extreme physical demands, and career **brevity** takes an almost superhuman strength of character. Millions of teens grow up dreaming that they will be a star, but the **sobering** fact is that only about 1% of the population actually make the cut in the sporting world. More discouraging still is the number of those who reach success and then drop the ball in one way or another: getting into trouble with the law or suffering injuries which delay progress. Being talented is no guarantee of staying ahead of the game in the long run. If only coaches could **gauge** a young athlete's character before exposing them to the professional sports world!

② THE RISE AND FALL OF A STAR

Tonya Harding is one of those athletes whose **meteoric** rise to fame was followed by **subsequent** fall into notoriety. Her public fall from grace did not happen on the ice – where she was an uncompromising technical wonder – but in her life and career. In 1994, at the Olympic figure skating trials, Tonya's ex-husband attacked and injured Nancy Kerrigan, Tonya's opponent. This was truly hitting below the belt. Tonya had grown up poor and felt like the underdog amongst the more privileged competitors, and it was assumed that she had encouraged her ex to act as he did. The incident led to her being banned from competition for life.

③ READY FOR EVERY EVENTUALITY

Ava Lee is a 9-year-old tennis **prodigy** whose parents are well aware of the **overwhelming** risks involved in pursuing a professional sports career. 'With her skills, she is already ahead of the pack,' her mother says. 'But we go the extra mile to remind her that her talent isn't the only thing that matters. We don't want her to jump the gun and feel already like a great tennis star.' They also keep a close eye on her health. 'Tennis is particularly **punishing** physically, and we don't want her dealing with injuries right out of the gate,' her father adds. 'We encourage a variety of activities to balance her physical development. She's crazy about martial arts too, so maybe she'll change tack entirely and leave tennis behind. The ball is in her court.'

3 Match the words in bold from the texts in exercise 2 with the definitions below.

1 shortness in time or extent ____
2 sudden and spectacular ____
3 the most successful level ____
4 to judge, usually in comparison to a standard ____
5 making one think about something in a serious way ____
6 coming next in order ____
7 powerful and difficult to deal with ____
8 someone who shows talent at an early age ____
9 not becoming less in strength or severity ____
10 extremely difficult, tiring or damaging ____

4 Complete the text with the words from exercise 3.

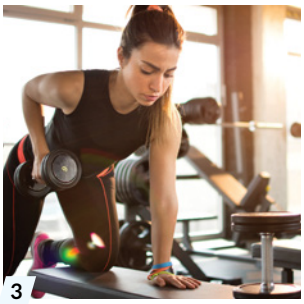
It may not be an advantage to be a [1]____ in any field. It often leads to careers which stand out for their [2]____, ending before the 'star' is even an adult. Freddy Adu is a case in point. His [3]____ rise to fame led him to try-outs with pro football teams at the age of 14, but his [4]____ development did not match the promise. His early teen years were the [5]____ of his career. It is a [6]____ truth that it is almost impossible to [7]____ how well any young star will do as they grow. Will they cope with the [8]____ demands of practice which can be [9]____ both physically and mentally, or will that prove to be too [10]____?

5 Complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

1 Because Tim was short, he ____ in a basketball team, but he soon proved to be a star on the court.
2 As a fresher, Ben didn't ____ for the school track team.
3 The singer became popular ____, with his first album.
4 The remark about your opponent's looks was really ____!
5 My coach told me not to ____. He said I'm a good player, but that I should wait a year before I compete.
6 I meant to invite Kelly to your tennis match, but I ____ and completely forgot to text her!
7 I was concentrating entirely on golf, but now I've decided to ____ and focus on tennis instead.
8 I've done my bit. It's not my choice now – ____.
9 The only way to ____ in any sport is to gauge your opponents' strengths and try to outdo them.
10 I'm ready to ____ to break a record – nothing will stop me.


1


2


3


4

Body parts, injuries and illnesses

1 Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?

2 CD 1.10 Look at the picture below. Name as many parts of the body as you can see. Then listen to the four speakers and add any new words to your list.



3 CD 1.10 Listen again and decide if the statements are true, false, or if no information is given.

1 Speaker 1 knew right away she wanted to be a dancer.
2 Speaker's 1 biggest problem is with one leg.
3 Speaker's 2 mother had never done much exercise.
4 The yoga teacher plans to advise Speaker's 2 mother.
5 Speaker's 3 injury was caused by an impact with the ball.
6 Brain injuries are common amongst athletes.
7 Speaker 4 became unable to control her need to exercise and restrict her diet.
8 Speaker's 4 goal was to become a professional model.

4 Match the physical problems below with the body parts they affect (1–6). There may be more than one match.

sprain bruise fracture spasm TBI (repetitive) strain burn scrape cut cramp concussion

1 muscle
2 bone
3 skin
4 head
5 wrist/ankle
6 back

5 Find the word or phrase which does not collocate with the word(s) in bold. Then translate the phrases into Polish.

1 have get catch suffer from **a headache**
2 feel be get have **nauseous**
3 develop have get come down with **stiff muscles**
4 get experience suffer from complain of **dizziness**
5 suffer from have catch get **a sprain / strain**
6 have get suffer from come down with **a fracture**
7 come down with catch feel get **a cold**

VOCABULARY CHALLENGE!

6 Which of the speakers from exercise 2 could make the statements below? Translate the phrases in bold into Polish.

1 'I was **eating like a bird** and **exercising like a fiend**.'
2 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
3 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
4 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
5 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
6 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
7 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'

7 Complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.

1 I 😋 🐥 and 💪 😈 so I can lose some weight.
2 I felt as if I'd been 😵 🚚 after studying all night.
3 I know you're nervous about starting karate, but I think you should 🤣 👣!

8 Choose the option that does not correctly complete the sentences.

1 Tamara has a ***bad*** / ***heavy*** / ***small*** / ***nasty*** cold.
2 I have a ***heavy*** / ***blinding*** / ***splitting*** / ***bad*** headache.
3 I've been so tired lately! I hope I don't ***catch*** / ***take*** / ***come down with*** / ***contract*** the flu.
4 When I broke my leg, I was in ***agonising*** / ***excruciating*** / ***acute*** / ***thorough*** pain.
5 I hope to ***drop*** / ***shed*** / ***throw*** / ***lose*** 15 kilos on this diet.
6 I think I have a ***slight*** / ***mild*** / ***low*** / ***minor*** fever.
7 People with ***severe*** / ***serious*** / ***massive*** / ***acute*** food allergies should carry an emergency injection.
8 I can no longer ***endure*** / ***accept*** / ***take*** / ***tolerate*** the pain.
9 I'm in ***excellent*** / ***total*** / ***perfect*** / ***blooming*** health.

9 WHAT DO YOU THINK? Work in pairs and discuss the quotes. Which do you agree or disagree with?

1 "Hard work beats talent when talent doesn't work hard."
Tim Notke – a high school coach

2 "Your goals should be out of reach, but never out of sight."
Anita DeFrantz – an American Olympic athlete (rowing)

CRITICAL THINKING page 124

2 READING AND VOCABULARY

reading for gist and detail • doing sports: risks and benefits


1


2


3

1 Look at the pictures. What aspects of sports do they show?

2 CD 1.11 Read the article. Match the paragraphs (1–5) with the headings (A–F). There is one extra heading.

A Loving Our Team ... Not Yours
B All Well and Good ... But Who's in Charge?
C For Your Own Good
D To Sport or Not to Sport?
E What You Gain from Losing
F When the Bar Is Set Too High

1

As the saying goes, there are always two sides to every coin. Teen participation in sports is frequently touted as the panacea for all sorts of problems, from lagging academic achievement to subpar social skills. On the flip side, teens taking part in sports are often held up as an example of enforced uniformity and a distraction from the 'real' business of school. Extreme arguments even portray team participation as a prelude to a life of aggression and out-of-control competitiveness. Yes, there are definitely two sides, and it seems worthwhile looking at them in some detail.

2

There is a lot to be said for representing your school or local team. Team spirit knits communities together around a common goal, whether it's winning a match or carrying off the trophy in a regional championship. It also brings cohesiveness and a shared sense of purpose to groups which otherwise might not mesh. Neighbours support school teams, and college towns root for their college teams because proximity brings them together. On the other hand, there have been incidences of high school and college rivalries turning into dangerous confrontations. In fact, it may be true that the major downside of team spirit is that it can lead to a divisive us-versus-them attitude which can bring about problems in our social and political lives.



3

There is no underestimating the benefits physical exercise brings to both young and older people, but as with nearly all activities, the benefits apply only up to a point. That point is often crossed when young people, their coaches or their parents set their sights on a career in pro sports. This is when the unrelenting pressure to succeed often leads to physical injury, unnecessary stress, poor marks and even the abuse of illegal substances. It can also happen that people who start out exercising on a regular basis become dependent on the positive feeling exercise provides. They may neglect friends, give up other activities and end up with multiple injuries, all because they have lost control of what should be a healthy pursuit.

4

To my mind, the most praiseworthy aspect of sports is that of teamwork and cooperation. Participants learn the give-and-take of group endeavours, an ability which can be carried into the workplace and the tussles of everyday life. Rather than kicking against the pricks, team players learn how to follow reasonable guidance whilst contributing their own ideas towards the ultimate goal of success. Of course, this is ideal on the face of it, up to the point when cooperation turns into blind adherence to the word of the coach or other leader – which, to my mind, is an almost inevitable outcome. When it comes to political organisations or cut-throat businesses, whose operating principles are often sports-based, a winner-takes-all attitude can lead to the oppression of those who oppose the guiding impulse of the leader.

5

It has been demonstrated that students who are good at sports, are better equipped for success in school and in their working and family lives. Ideally, they learn to manage their time effectively and they can develop skills for handling both internal and external pressure. Their concentration and long-term focus improve, they gain the ability to take responsibility for their own actions, and they have improved problem-solving capabilities. So it's all positive, right? Well, not always. Extremes in anything can produce unwelcome results. Take part in a sport because you like it, because it makes you feel good and because it boosts your physical health. Don't obsess over grandiose ambitions. So what if you don't make it onto the national team or take a medal at the Olympic Games? Just enjoy the benefits and leave the obsessing to someone else.

Rozumienie tekstów pisanych *Dobieranie (nagłówków do akapitów), Wybór wielokrotny* • Znajomość środków językowych *Słowotwórstwo*

3 Read the article again and choose the correct answers.

1 In the first paragraph, the author of the text
   - **a** makes it clear they are in favour of sports.
   - **b** suggests that they dislike sports.
   - **c** tries to introduce different viewpoints.
   - **d** implies that the topic has been over-discussed.

2 Which of the following does the author NOT say?
   - **a** Sports can bring a community together.
   - **b** Sports can trigger conflicts between communities.
   - **c** Sports can bring locals closer to institutions in their communities.
   - **d** Communities support teams mainly when they win.

3 The author states that sports have a negative effect when
   - **a** they are done only to improve one's appearance.
   - **b** an overly serious emphasis is placed on winning.
   - **c** they take too much time from students' studies.
   - **d** they involve unnecessary risk.

4 The author implies that the skills developed by sports
   - **a** do not translate into a business environment.
   - **b** can be applied to other areas of life.
   - **c** tend to make people less cooperative.
   - **d** can give people an unrealistic view of life.

5 Which of the following is mentioned in the text as a fact, not an opinion?
   - **a** Sports are more beneficial when pursued for pleasure, not ambition.
   - **b** Sports always encourage unquestioning compliance to a leader.
   - **c** Sports help develop positive habits in other pursuits.
   - **d** The primary value demonstrated through sport is working together for a common goal.

Vocabulary development

4 In the text in exercise 2, find the expressions defined below. Then write your own sentences using the expressions.

1 praise as the best solution to a problem ____
2 the negative aspect of something ____
3 there are numerous benefits ____
4 focus on, usually a specific goal ____
5 shared compromise for a common goal ____
6 resist or resent outside control ____
7 all-or-nothing approach in business or sports ____

5 Complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.

common lagging subpar knit root blind inevitable guiding handle

1 We're not particularly keen on sport, but we still meet every Friday and ____ for our school football team.
2 James used to find it difficult to ____ pressure, but taking up karate has made him much calmer and self-confident.
3 My parents are devastated by my ____ academic results.
4 The ____ impulse behind our charity is to improve kids' self-esteem through sports and other activities.
5 Very often, the ____ outcome of very early success is disappointment later in life.
6 ____ social skills may be improved by group activities.
7 Communities can ____ people together around a ____ goal.
8 ____ adherence to traditional values may slow progress.

6 Complete the text with the correct forms of the words below. There are two extra words.

relent oppress win compete rival adhere improve

Some people extol the benefits of highly [1] ____ sports. They say that a healthy [2] ____ gives people a positive push to succeed. I believe that the unique personality should be taken into account before pushing anyone into an atmosphere of [3] ____ pressure and competition. We respond to situations in different ways, and while some don't mind constant tension, others will feel a sense of [4] ____ faced with the expectation to win. Blind [5] ____ to a coach is also not a choice for everyone.

VOCABULARY CHALLENGE!

7 Complete the sentences with appropriate prepositions.

1 Lydia is a whiz ____ competitive sports, but her parents are not sure that it's beneficial ____ her to spend too much time practising them. She's a bit aggressive ____ nature, and she's not always good ____ other children when it comes to playing ____ a cooperative way.
2 I'm a bit of a worrier. I tend to obsess ____ upcoming games, thinking about them constantly. I also get obsessed ____ little details, like the quirks and habits ____ my competitors, when it would be better to hone in ____ the bigger picture.
3 Sam always looks ____ his older brother for support. When he was looking ____ the possibility of joining a local football team, he asked his brother to look ____ some team statistics and see what he thought. 'It looks ____ a great team,' his brother said. 'And if I was on the look-out ____ a player, I'd certainly want you on my team, so go for it!'
4 Our chess team meets ____ a regular basis, and one rule we adhere ____ strictly is that everyone is entitled ____ equal playing time. We time our matches carefully, but once ____ a blue moon we give the players free rein, and then the matches go on for ages. It is ____ of the question for us to do this more often, but it's fun to do it ____ occasion.

8 Choose the correct option to complete the sentences.

1 Alex is really great ***at*** / ***for*** / ***with*** solving puzzles, but she isn't competitive ***from*** / ***by*** / ***in*** nature, so she often struggles when it comes ***to*** / ***with*** / ***from*** adversarial games.
2 Our coach often seems to be mad ***for*** / ***about*** / ***at*** us, but in fact he is obsessed ***in*** / ***with*** / ***about*** our improvement, and wants us to be the best ***at*** / ***for*** / ***about*** what we do.
3 I might focus too much ***in*** / ***at*** / ***on*** becoming a pro footballer when I should hone in ***about*** / ***on*** / ***with*** maths in case a sports career isn't ***at*** / ***on*** / ***with*** the cards for me.
4 Practising a sport ***in*** / ***on*** / ***for*** a regular basis is not enough. You must adhere ***with*** / ***in*** / ***to*** certain standards, though you can learn a lot by experimenting ***in*** / ***for*** / ***on*** occasion.

CRITICAL THINKING page 124

2 GRAMMAR 1
future forms

1 CD 1.12 **LANGUAGE IN CONTEXT** Listen to three recordings. Then answer the questions.

1 What has led Speaker 1 to forego a healthy diet?
2 What changes does she plan to make?
3 What has Speaker 2 not done for several years?
4 What is he planning, and who will be involved?
5 What has caused Speaker 3 to neglect his health?
6 What is he determined to do when the situation has changed?

2 **ANALYSE** Copy and complete the table with the correct example sentences from the transcript on page 148. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

tense/expression	example	use
present simple	___	a timetable scheduled action
present continuous	___	a prearranged, mutually agreed action
future simple 1	___	___
future simple 2	___	___
future simple 3	___	___
going to	___	a definite plan
future continuous	___	___
future perfect	___	___
future perfect continuous	___	an activity which will have continued up to a stated time in the future
be ___ *to*, *be on the* ___ *of*, *be on the* ___ *of*, *be* ___ *to*, *be* ___ *to*, *be* ___ *to*	___	actions in the near future, personal decision or circumstance

3 **PRACTISE** Choose the correct option to complete the sentences. Explain what the meaning of each tense is in the context given.

1 The Pilates class ***will start*** / ***starts*** at seven sharp. We should leave now, or we ***will be*** / ***are going to be*** late.
2 **A** Your friend Mark is an excellent footballer. Do you think he ***is going to go*** / ***will go*** professional?
B Actually, he ***is on the verge of accepting*** / ***will have accepted*** a spot on a national team. He ***will have been*** / ***is soon to be*** one of the great names in sport.
3 I ***will have been dieting*** / ***will be dieting*** for a month at the end of the week. I ***weigh*** / ***am planning to weigh*** myself then. I hope it ***is not going to be*** / ***won't be*** disappointing.
4 **A** ***Are you going*** / ***Will you go*** to the show today?
B I can't. I ***am going to fly*** / ***will be flying*** to London then. Can you take photos for me?
A Sure, I ***am going to take*** / ***will take*** plenty of photos.
5 Tammy says she ***will have practised*** / ***will be practising*** this a thousand times by the time the trials ***are starting*** / ***start***, and she ***is determined to get*** / ***will be getting*** it right.

4 Complete the text with the future forms of the verbs in brackets.



Young people often assume that the elderly don't really make plans for the future. I just have to say that they haven't met my grandmother, Luisa, who [1] ___ (***be***) 76 years old at the end of May and is busy planning all of the things she [2] ___ (***do***) before she turns 80. She [3] ___ (***be***) a widow for five years this coming January, and she [4] ___ (***live***) in the same house for thirty years by the end of this month, and she has had enough of sitting around. 'I'm on the [5] ___ (***verge*** / ***start***) a new life,' she says. 'And no one [6] ___ (***stop***) me!' First off, she [7] ___ (***sell***) her house. In fact, it is on the [8] ___ (***point*** / ***put***) on the market, and she hopes it [9] ___ (***sell***) quickly so she can buy a camper van. Then she [10] ___ (***drive***) all over Britain. 'I imagine I [11] ___ (***settle down***) again at some point,' she explains. 'I [12] ___ (***look***) at nice pieces of land everywhere I go, and when I find the perfect place, I [13] ___ (***buy***) it and build a small house.' You have to admit my grandma is an amazing woman.

5 Work in pairs. Explain the differences between a and b.

1 What are you planning to do this weekend?
a I'm getting together with my friends to play hockey.
b I'll play hockey with my friends if nothing else comes up.
2 You should really have that sprain checked out.
a I swear I'll go to the doctor's tomorrow.
b I'm seeing the doctor tomorrow.
3 What time is the tennis tournament tomorrow?
a It starts at 11 in the morning.
b It's due to start at 11 in the morning.
4 Ow! I've just scraped my knee!
a That's going to hurt for a while!
b It will likely take a while to heal.

GRAMMAR CHALLENGE!

6 Look at the sentences. Which may or may not have happened? Which definitely did not happen? How do you know?

1 **a** Kelly was to compete in the 200 metre sprint.
b Kelly was to have competed in the 200 metre sprint.
2 **a** They were supposed to leave an hour ago.
b They were supposed to have left an hour ago.

7 Rewrite the sentences using past-future forms.

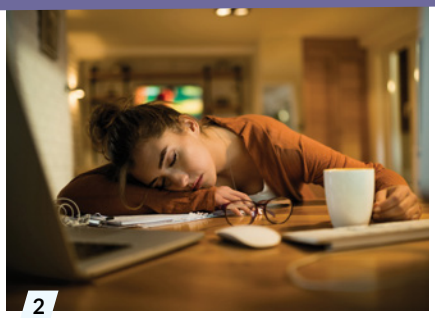
1 Bo planned on taking part in the game, but he dropped out.
2 The race was meant to start at 5 p.m., but there may have been a delay.
3 Shouldn't you have left already? You'll miss your flight!
4 The plan was to hand out the medals last night, but they hadn't been delivered yet.
5 The new coach was scheduled to start work today. Do you know if she's arrived yet?

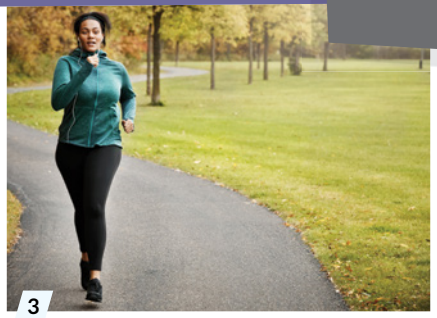
LISTENING AND VOCABULARY

listening for detail • healthy habits

2


1


2


3

1 Work in pairs. Look at the pictures and discuss the health-related habits. Which of these are present in your life? Do any other routines affect your health in a positive or negative way?

2 Do you think you get enough sleep? If not, does lack of sleep influence your mood and performance? What would be a healthy sleep-life balance for you?

3 CD 1.13 Listen to the interview with a doctor and answer the questions below.

1 What is Dr Weston's field of expertise?
2 How many hours of sleep a night should teenagers get?
3 What happens to teenagers who don't get enough sleep?

4 CD 1.13 Listen again and choose the correct answers.

1 Kelly Weston is the author of several books about
a healthy living for teenagers.
b the health effects of how we choose to live.
c how the human consciousness works.
d the influence of being a parent on health.

2 Dr Weston decided to write the book because she realised
a young people were being misinformed by the media.
b her own lifestyle needed improvement.
c her son's friends were becoming a bad influence.
d habits adopted early have a lasting effect.

3 According to Dr Weston,
a sufficient sleep is vital to good health.
b most people can remain healthy with insufficient sleep.
c many people are overly concerned about lack of sleep.
d experts overestimate the amount of sleep we need.

4 What does Dr Weston suggest is illogical?
a The amount of work expected of teenagers.
b The time at which teenagers have to start school.
c The amount of sleep teenagers think they need.
d The comparison of teenagers to elderly people.

5 Which of these statements Dr Weston would agree with?
a Sleep is more important than exams.
b Texting shortly before bedtime helps you fall asleep.
c Good sleep makes for good studying.
d Studying just before bedtime is the most effective way to learn.

5 Complete the phrases 1–9 with the words below.

off as	short of sth	the rub	haywire	years	diseases	contrast	by on	in stone

1 set ____
2 be ____
3 formative ____
4 go ____
5 in stark ____
6 get ____
7 there's ____
8 contagious ____
9 pass sth ____

6 Complete the text with the phrases from exercise 5.

Many of the choices made during your [1]____ years can decide how healthy you'll be in the future. Sadly, many teenagers [2]____ off as ridiculous the notion that they really can't [3]____ by on a few hours of sleep per night and still avoid [4]____ colds and the flu, not to mention future chronic illnesses such as diabetes and obesity. Well, you can't be constantly [5]____ of proper sleep and stay healthy, and [6]____ the rub! In [7]____ contrast to the belief that a young body can recover from any amount of abuse, certain problems can become [8]____ in stone in your early years. So, if you don't want your bodily systems to [9]____ haywire later in life, it's a good idea to pay attention to what your body needs right now.

7 CD 1.14 Listen to a video blog post. Complete the sentences so that they are true according to what you hear. Write one to five words in each gap.

1 Casey posts her video blog on a ____ basis.
2 Today's post deals with a health issue, ____ her usual posts.
3 On average, she gets ____ hours of sleep per night.
4 She says she is ____ of constantly lacking energy.
5 She claims napping during lessons is a ____ experience.
6 Casey has decided to go to bed at ____ and get up at 6.30, but only on weekdays.
7 The expected advantages of her new routine are going to be more ____ as well as improved memory.

VOCABULARY CHALLENGE!

8 Find and correct the mistakes in the sentences. Then read the transcript on pages 148–149 to check your answers.

1 If you are really relaxed, you should fall asleep as soon as your head feels the pillow.
2 I'm so sleepy all the time that I keep nodding out in classes!
3 Staying up late to study is everything but ideal, but I'm so busy that I have no choice.
4 I've decided on a stable bedtime of eleven o'clock.
5 You think I should sleep more? Give me another one!
6 Can you help me with this task? I can't seem to find it out.
7 My French is a bit shaking, but I hope to improve it soon.

9 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 According to the information given, do you get enough sleep?
2 Have you ever fallen asleep in a public place? If so, how did it feel?

2 GRAMMAR 2

modifying comparatives and superlatives

1 Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?

2 LANGUAGE IN CONTEXT Read the article. Do you share any of these beliefs? Are you convinced by the article?

It's far more common for people to think they know the truth about exercise and fitness than is actually the case. This is because they are a lot more likely to base their opinions on hearsay or advertising than on scientific fact, and the truth is nothing like as obvious as it may seem. These are some of the most common misconceptions.



Walking isn't real exercise
Actually, it is one of the oldest forms of exercise, and it is among the most effective at maintaining general health. It helps with all kinds of physical problems, is way easier on the joints than running and undoubtedly better than doing nothing! The more active you are, the healthier you'll be, no matter how strenuous the activity is.

If I'm not sweating, I'm not benefitting
It's true that nothing gives so bad an impression as the gym member who never sweats. The sweatier you get, the better the workout, as they say. Yet sweating is by far the least reliable measure of exercise effectiveness due to several factors: ambient temperature, body hydration and personal sweat factor. Some of us are slightly sweatier than others, and others are much more prone to dripping with perspiration. Heart rate is a far better indication of hard work.

Good exercise is expensive
No, trendy exercise is expensive. Exercising in your sitting room is every bit as good as joining a fancy fitness studio. It may even be a bit better in the sense that it's nowhere near as stressful and infinitely less costly. Also, home exercise videos are getting better and better with time.

Sports drinks are better than water after exercise
This may be true if you work out longer than an hour at a time. However, sports drinks are popular not so much for doing good as for tasting good. So, unless you run in a marathon, water is every bit as effective as specialised beverages.

3 ANALYSE Copy and complete the table with examples from the text in exercise 2.

form	example
comparatives with modifiers (*slightly, a lot, a bit, far*, etc.)	
superlatives with modifiers (*by far, easily, possibly*, etc.)	
(not) so/as … as … with modifiers (*just, (not) nearly, almost, barely, every bit*, etc.)	
the … the … comparisons	
comparative + comparative	

4 PRACTISE Complete the sentences with the correct form of the words in brackets and suitable modifiers.

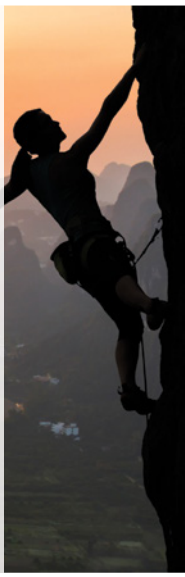
1 This is ___ (***good***) post I've ever read about warm-up!
2 Level 1 yoga class is ___ (***nothing … challenging***) as level 2. There is a huge difference between the two.
3 I feel ___ (***sore***) than I used to now that I warm up properly before class. In fact, my muscles barely hurt at all.
4 She is ___ (***inspiring***) Zumba instructor I've ever encountered. Her classes are a real bore.
5 For that kind of muscle strain, putting ice on it is ___ (***effective***) as massage. I find they have the same result.
6 I can run ___ (***fast***) now, but there isn't a big progress.
7 I think ___ (***silly***) sports is cheese rolling, but it's not the only one I find ridiculous.
8 Danny is respected not ___ for his football skills ___ (***much***) for his positive attitude and team spirit.
9 This sports drink is ___ (***palatable***) than the other one, but I don't really like either.
10 He is ___ (***just*** / ***thorough***) a coach as Mourinho.

5 WHAT'S RIGHT? Choose the correct sentence.

1 This energy bar has far less calories than the ones you eat.
2 This energy bar has far fewer calories than the ones you eat.

6 Complete the text with the correct form of the adjectives in brackets and the modifiers given.

I'm not a person with a lot of fears, but [1] ___ (***far*** / ***challenging***) experience of my life was the climbing course I attended last summer. I went with Kevin, [2] ___ (***one*** / ***good***) friends, who convinced me that it would be [3] ___ (***absolutely*** / ***fulfilling***) experience of my life. I'm [4] ___ (***slightly*** / ***athletic***) than the average person, but I'm [5] ___ (***nothing like*** / ***strong***) as the star athletes in my school! Still, I'm [6] ___ (***definitely*** / ***fit***) as a lot of people my age, and I thought I was [7] ___ (***just*** / ***brave***) as the next person … until I started my first climb. It was [8] ___ (***undoubtedly*** / ***terrifying***) thing, mostly because of my unexpected fear of heights. The trainers promised to help me, but eventually they admitted I was [9] ___ (***far*** / ***treatable***) case they had ever had. I know now phobias are [10] ___ (***certainly*** / ***rational***) part of the human psyche, but I'm sure that [11] ___ (***dedicated***) I am to facing my fears, [12] ___ (***confident***) I will become.



7 Rewrite the sentences, using the words given.

1 My karate skills are improving every day. **AND**
2 My diet and the one you're on are equally effective. **BIT**
3 With yoga, when you show more patience, you get better results. **THE**
4 I have never worked with such an encouraging coach as Jack Smith. **DEFINITELY**
5 Katie and Tom are equally good dance instructors. **JUST**
6 Climbing is much more demanding than skiing. **NEARLY**
7 In sprint, other runners can't compete with Usain Bolt's speed. **NOWHERE**

8 Work in pairs. Discuss your attitude to exercise and sports.

SPEAKING a stimulus-based discussion •

expressing preference • giving arguments • comparing • showing cause and effect

2



1



2

1 Work in pairs. Look at the pictures above and answer the questions below.

1 What do these pictures have in common? What sides of the same problem do they depict?
2 Which of the stress factors in picture 1 are the most common among people your age? Which are the most and the least serious in your opinion? How do they affect mental and physical health?
3 What is the advice in picture 2 for? How do you understand each piece of advice?

2 Complete the Phrase Bank below with the correct form of the words from the box.

convey leave look submit spring command epitomise speak

PHRASE BANK

Describing a photo

This image ***depicts*** / ***portrays*** / [1]___ / ***showcases*** ...
When I look at it, ***what*** [2]___ / ***comes to mind*** *is the idea of ...*
This visual ***communicates*** / [3]___ / ***puts across*** *the concept of ...*

Expressing preference, giving arguments and comparing

This one ***seems*** / ***appears*** / [4]___ *to be the most convincing of all.*
It ***appeals to me*** / [5]___ ***to me*** / ***catches the eye*** *because ...*
The one which may ***do the job*** / [6]___ ***people's attention*** *is ...*
This image, by contrast, ***doesn't grab me at all*** / [7]___ ***me cold.***
The visual I'd like to ***put forward*** / [8]___ *would be ...*

3 Work in pairs. Take turns to do the speaking task.

Popatrz na zdjęcia 1–3. W mediach społecznościowych właśnie jest organizowana kampania dotycząca zdrowia psychicznego *Be Good to Your Mind*.

- Wybierz zdjęcie, które będzie Twoim zdaniem najbardziej odpowiednie do promowania tej kampanii, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

4 Study and complete the Phrase Bank below. Put one word in each space.

PHRASE BANK

Showing cause and effect

The situation may ***stem*** / ***result*** / ***arise*** [1]___ ***the fact*** *that ...*
It may [2]___ *a natural consequence / a knock-on effect of ...*
Doubtless, it has been ***brought*** [3]___ / ***triggered by*** *...*
What ***has led*** [4]___ / ***has given rise to*** / ***has engendered*** *such a situation is the way ...*
It ***has a significant bearing*** / ***has a profound influence*** / ***has a major impact on*** [5]___ *people feel and see themselves.*
It is an issue that could ***affect*** / ***influence*** / ***impact on*** *the ...*
[6]___ ***underlying reason*** / ***feasible justification*** *for the choice could easily be ...*
This is what may ***prompt*** / ***push*** *people* [7]___ *bite off more than they can chew.*

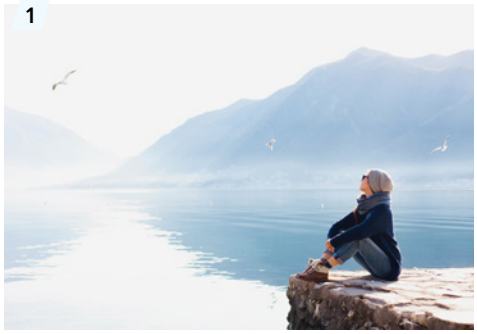
5 Work in pairs and answer the questions, using the expressions from the Phrase Bank above and the prompts given.

1 Why do more and more young people complain of living under stress and feeling depressed?
taking on too much • too much time online • can't tackle stress

2 People are becoming aware of the importance of their mental well-being. What may cause such a trend?
social campaigns • media and celebrities • self-centered approach to life

6 Read the tips for fostering your mental well-being and rank them. Then work in groups of three and compare your ideas. Justify your answers.

- meditate
- squash negativity and amp up positivity
- don't dwell on mistakes
- stop moaning
- set realistic goals
- wolf down lots of chocolate
- give yourself pep talks
- be fiercely proud of who you are
- feel free to do silly things
- eliminate all 'What if ...?' thoughts


1


2


3

2 WRITING

opinion and for and against essays







1 Work in pairs. Look at the pictures and discuss the quotes. What do they mean to you? What arguments could you make to disagree with or refute them?

> Success isn't about how much money you make, it's about the difference you make in people's lives.
>
> Michelle Obama

> The true measure of success is how many times you can bounce back from failure.
>
> Stephen Richards

> Never let success get to your head. Never let failure get to your heart.
>
> Anonymous

2 Read the statements about for and against (discursive) and opinion essays. Which of the statements are true? Correct the false ones.

1. The introduction to a for and against essay should include the writer's opinion on the topic.
2. Both for and against and opinion essays should include a restatement of the topic in the introduction.
3. In an opinion essay, you should never mention the opinions which oppose your own.
4. The main paragraphs of a for and against essay should be of a similar length.
5. The arguments presented in the main paragraphs of an opinion essay should not be justified using examples.
6. The conclusion of a for and against essay can mention, but not focus on, your own opinion.
7. The conclusion of an opinion essay should summarise your opinion and the reasons behind it.
8. An opinion essay can be less formal than a for and against essay because it is a more personal statement.

3 Read the two introductory paragraphs below. Which is a part of an opinion essay? Which is a part of a for and against essay? What helped you decide?

1. Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.
2. There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.

4 Note down three points you would make to support the introductory paragraph in the first essay.

5 Note down three points you could make to oppose the argument that professional athletes deserve huge pay, fame and privileges.

6 Read the two complete essays and answer the questions.

Essay 1

① As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.

② From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.

③ From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.

④ In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

Essay 2

① There are definitely two schools of thought concerning the astronomical pay and sense of entitlement in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. Others say the focus on fame and money is destroying the pursuit of excellence and fair play. Both viewpoints are worth considering.

② There are several points in favour of high pay and fame. Firstly, it takes years of dedication to become a professional, yet most athletes' careers last only about ten years. Large salaries give them a chance to build a secure future. Furthermore, athletes' fame and influence may be justified because they personify tireless effort and focus, providing inspiration to all of us. In addition, fame and fortune give athletes the opportunity to act as mentors and volunteers for worthwhile charities.

③ However, there are strong arguments to support the opposing point of view. One point is that young athletes are often unable to deal with the consequences of wealth. They may spend unwisely and end up doing things which damage their careers. The same can be said of the pressures of fame, which can break the spirit of the toughest. Moreover, making money can become the central focus, leading athletes to compete unfairly.

④ In conclusion, while sportspeople certainly deserve decent pay for working tirelessly on their skills and the hardships of being perfect role models, they should not exemplify a lifestyle which puts money and fame above all else. As in all aspects of life, balance is everything.

In essay 1,

1 where does the writer state their opinion?
2 how does the writer make clear what the second paragraph covers? How many points do they make?
3 how does the writer introduce the content of the third paragraph? How many points are included?
4 how does the writer reiterate their point of view in the third paragraph? Are you convinced by their argument?

In essay 2,

5 what aspect of the topic does the writer cover in the second paragraph? How many points are made? Could you add any other points?
6 what aspect of the topic is being covered in the third paragraph? How many points are made? Do you think these are the most persuasive points to include?
7 does the writer state a clear opinion in the fourth paragraph? What conclusions do they come to?

7 Look back at the two essays. List the phrases which do the following. Add two more phrases to each category.

1 introduce an opinion
2 introduce an idea or topic
3 introduce additional points or more information
4 introduce contrasting points or information



8 Read the poorly written essay below. First, decide where the paragraph divisions should go. Then, rewrite the essay using words and phrases to introduce, connect, expand and summarise the ideas.

Involvement in sports is a vital part of a young person's upbringing. Write your opinion regarding this statement, focusing on the physical health and social development aspects of the issue.

Being involved in sports can be an important part of a young person's upbringing. I don't agree that it's a vital part, either for physical health or social development. It depends on the personality and goals of the individual. Sports are good for maintaining physical health. Sports can demand too much time and energy from participants. They can lead to temporary or chronic injuries. They might exhaust participants to the point that they neglect their studies. They can lead to stress and anxiety from the pressure to succeed. From a social standpoint, sports do promote cooperation and teamwork. They lead to rivalries and conflicts. They divide larger groups into warring camps instead of promoting understanding. They can give young people unrealistic expectations for the future. Young people might think they will succeed in professional sports and not focus on their education. Too much focus is placed on sports for young people. There are other forms of exercise which maintain good health and promote social skills without the damaging effects. These should be emphasised more than competitive sports.

9 Read the topics below. Note down what points you might make, what your own opinion is and what facts or examples would support your ideas. Then compare and contrast your ideas with a partner. Finally, choose one of the topics and write an essay of 200–250 words. Use some of the language and organising ideas from the lesson.

1 Wiele osób uważa, że zajęcia szkolne dla dzieci i młodzieży nie powinny zaczynać się przed godziną 10 rano. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając aspekty zdrowia i efektywności uczenia się.
2 Ustanawianie rekordów i nieustanne podnoszenie poprzeczki w zakresie osiągania lepszych wyników to główne oblicza wielu współczesnych dziedzin sportu. Napisz **rozprawkę**, w której przedstawisz wady i zalety tego zjawiska.

2 ENGLISH IN USE

1 Complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

neck stiff_ _ _ _ mood sw_ _ _s extreme fat_ _ _e
dep_ _ _ _ _ _n increased anx_ _ _y and irri_ _ _ _ _ _ _y
bloods_ _t eyes lack of conc_ _ _ _ _ _ _ _ _
b_ _s under your eyes weight l_ _ _ or g_ _ _ inso_ _ _a

1 How might the above symptoms affect a young person's daily life?
2 Do you consider yourself to be a digital addict? Why? / Why not? Do you know someone who is?
3 What do you think digital detox / fasting camps are about?

2 Read the first part of the text below and find the place where a word is missing in each line. Then insert the correct word.

The statistics are nothing short frightening: teenagers are hopelessly hooked online activity and often need medical help reconnect with reality. A recent survey of more than 500 adolescents revealed that those, 29% are in habit of using their phone for more than six hours a day, and 36% admitted to nodding with their device bed.

3 Complete the rest of the text with appropriate words. Put one word in each gap.

Digital detox initiatives have been around for some time now, treating 'nomophobia' (the fear of being without your phone) or FOMO (the fear of missing out). So far, they have mainly catered [1] ___ overworked and technology-dependent adults; however, currently there are more and more holiday camps designed to allow school students to combat the addiction. Interestingly [2] ___, it is often teenagers themselves who solicit help. I spoke to 17-year-old Natalie, [3] ___ addiction had got the better of her. She was struggling to get anything done for school, and would [4] ___ down with colds all the time. When we met, she was on the [5] ___ of signing up for a digital detox camp. After being forewarned that she [6] ___ have to last without any access to technology for three days running, she felt it might be by [7] ___ her toughest experience. Fingers crossed, Natalie!

! Watch out

- We do not use ***will*** after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition* etc.
- However, we may use ***will*** after ***if*** when we want to express a warning or sound polite.

If you will stare at your phone all day, you'll lose your sight.

If you will wait a moment, sir, the manager will be with you shortly.

4 Translate the Polish parts of the sentences into English. Use no more than five words.

1 The younger we are, ___ (*tym bardziej podatni na uzależnienia*) we seem to be.
2 By the end of 2028, I ___ (*będę używał*) Twitter for ten years.
3 The moment you ___ (*wymyślisz*) a plan, will you text me, please?
4 Recently, there ___ (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
5 The woman complained that ___ (*kręciło się jej w głowie*).
6 ___ (*Czy właśnie miałeś*) to leave? If so, I can call you later.
7 I'll be free to talk to you, Miss Jones, ___ (*jeżeli będzie pani*) so kind as to wait a few minutes.

5 Rewrite the sentences, using the words given. Write no more than five words.

1 I have made up my mind to become a coach. **SIGHTS**
I have ___ a coach.
2 I signed up for a digital detox weekend after I realised I was almost addicted to my smartphone. **VERGE**
I signed up for a digital detox weekend after I realised I ___ getting addicted to my smartphone.
3 When are you taking your driving licence exam? **DUE**
When ___ your driving licence exam?
4 I have had the intention of dealing with my TV addiction for ages, but I don't know who to turn to. **MEANING**
I ___ deal with my TV addiction for ages, but I don't know who to turn to.
5 There is no one more knowledgeable about technology than George. **EASILY**
George ___ about technology.
6 It's hard to survive the day if you've only had a few hours' sleep. **GET**
It's hard to ___ a few hours' sleep.

CHALLENGE!

6 Correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

1 Greg is pretty self-centred from nature and an awfully incompromising perfectionist, so it's hardly surprising we don't get on.
2 Staring at the screen gives me heavy headaches, so I'm deadly set on cutting down on the amount of time I spend in front of my tablet.
3 Sebastian was on the point to turn off his computer when he had heard another ping.
4 I have been studying all day. I was so exhausted that I went off like a light.
5 My father uses his tablet once in the blue moon while I use mine by a regular basis.
6 I don't think a career as an IT manager is on cards for me although I dream of it ever since I remember.
7 My parents tend to obsess with my diet and are constantly unsatisfied with what I eat.

7 Work in pairs and answer the questions.

1 What do you think of the idea of digital detox?
2 What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?

REVIEW

2

Complete all the exercises from this section in your notebook.

1 Match the phrase parts from two groups. Then complete the sentences with the correct form of the phrases.

A handle go develop change fall into come down with

B notoriety the extra mile pressure a cold stiff muscles tack

1 If something doesn't work, ___ and do it differently.
2 Athletes must be able to ___ if they want to be ahead of the game. Stress levels are pretty high in this job.
3 Unfortunately for the history of sport, many athletes ___ mainly because of illegal substance abuse.
4 To beat your opponents, you have to ___, do more than the others. Only the most dedicated succeed.
5 If you want to avoid ___, exercise on a regular basis.
6 I think I ___. I feel feverish.

2 Complete the sentences with appropriate verbs.

1 Have you ___ your sights on any particular career yet?
2 Chris ___ the pinnacle of his career at the age of just 29!
3 We are a weaker team, so we ___ like the underdogs.
4 The young player did not ___ the cut and was unable to join the team that year.
5 Are these dates ___ in stone, or can we change them?
6 My phone is acting up. It has ___ completely haywire.

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

1 Your self-worth develops during your ___ (***form***) years.
2 Blind ___ (***adhere***) to anyone may be dangerous.
3 People suffer from stress because of the ___ (***relent***) expectations which they try to meet.
4 The ___ (***brief***) of a sporting career is a fact of life.
5 Runners often experience ___ (***repeat***) muscle strain.
6 Following a ___ (***concuss***), you may feel ___ (***nausea***).

VOCABULARY CHALLENGE!

4 Rewrite the sentences, using the words in bold.

1 Alex knows how to handle children. **WITH**
2 Can students get a discount at this gym? **ENTITLED**
3 I won't stop competing because of my injury. **HOLD**
4 I went to bed and I fell asleep immediately. **HIT**
5 I was told to focus on improving my social skills. **HONE**
6 We need to find a new player for our team. **LOOK-OUT**

5 Add a word to make a correct collocation.

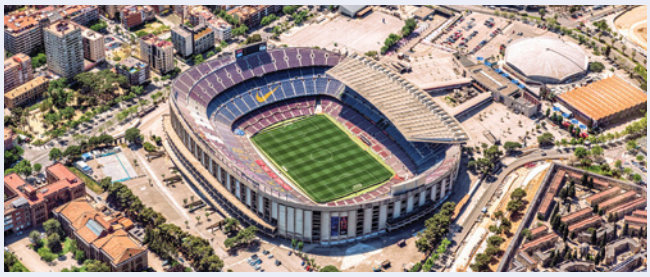
1 to contract ___
2 a blinding ___
3 excruciating ___
4 to endure ___

6 Complete the gaps with the correct words. The first letters have been given.

1 Skiing is **w**___ more spectacular to watch than handball.
2 Yoga at home is not **n**___ as good as a gym workout.
3 Joining a yoga class is **i**___ less costly than playing tennis.
4 Music is by **f**___ the best pick-me-up for Nathaniel.
5 Greg looks **n**___ slimmer than he did last month.

7 Complete the text with the correct form of the verbs in brackets.

Who would believe it! This time next week I [1]___ (***watch***) Barça play at Camp Nou. It [2]___ (***be***) my second time this year, but I [3]___ (***look***) forward to it as if it was my first! My dad [4]___ (***come***) too, and we [5]___ (***fly***) out on Monday morning. The match [6]___ (***kick off***) at 7 p.m., and as, according to the regulations, the fans [7]___ (***not enter***) the stadium until 6 p.m., I assume we [8]___ (***do***) some sightseeing first. I can already tell you that it [9]___ (***be***) another great day in my life. The minute we [10]___ (***take***) our seats at Camp Nou, I [11]___ (***feel***) over the moon. I [12]___ (***play***) football for five years myself, and it's my dream to turn professional one day.



GRAMMAR CHALLENGE!

8 Complete the sentences, using the prompts in brackets. Use no more than five words.

1 Running is ___ (***every*** / ***profitable***) cycling when it comes to keeping fit.
2 We ___ (***due*** / ***catch***) the 6:30 plane, but we missed it.
3 How ___ (***it*** / ***come***) you lost the match? You're the best!
4 It was the first time my coach ___ (***make*** / ***bones***) criticising players who wouldn't pull their weight.
5 These days professional sports ___ (***appear*** / ***rife***) doping and corruption scandals.
6 Harry said that badminton seems to be ___ (***near*** / ***demanding***) squash.

9 Answer the question. Use the prompts given to justify your opinion.

have a bearing triggered by stem from arise a strong motive natural consequence

Why are more and more children in developed countries becoming overweight?

10 Complete the text, using the prompts in brackets.

There should be more PE classes at school. I [1]___ (***be*** / ***opinion***) that the more young people exercise, the better. [2]___ (***points*** / ***favour***) this idea. First of all, [3]___ (***students'*** / ***standpoint***), extra PE classes would mean they don't have to spend money to keep fit. [4]___ (***same*** / ***say***) about parents who would appreciate the fact that schools look after their children's physical well-being. However, [5]___ (***question*** / ***remain***): who would pay for all those hours?

11 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

2 WORDLIST

Vocabulary

A&E	/ˌeɪ ən ˈiː/	szpitalny oddział ratunkowy (SOR)
abdomen	/ˈæbdəmən/	brzuch
ankle	/ˈæŋk(ə)l/	kostka
arch	/ɑː(r)tʃ/	podbicie
arm	/ɑː(r)m/	ręka
back	/bæk/	plecy
be ahead of the pack	/bi əˌhed əv ðə ˈpæk/	być na czele
be banned from sth for life	/bi ˌbænd frəm ˌsʌmθɪŋ fə(r) ˈlaɪf/	zostać dożywotnio zdyskwalifikowanym
be bitten by the ... bug	/bi ˌbɪt(ə)n baɪ ðə ... ˈbʌg/	połknąć bakcyla
be/feel/get nauseous	/bi, fiːl, get ˈnɔːziəs/	mieć nudności
brain	/breɪn/	mózg
brevity	/ˈbrevəti/	krótkotrwałość
bruise	/bruːz/	siniak
burn	/bɜː(r)n/	oparzenie
calf	/kɑːf/	łydka
catch / come down with / get a cold	/kætʃ, kʌm ˌdaʊn wɪθ, get əˈkəʊld/	przeziębić się, być przeziębionym
change tack	/ˌtʃeɪndʒ ˈtæk/	zmieniać podejście
concussion	/kənˈkʌʃ(ə)n/	wstrząs mózgu
cramp	/kræmp/	skurcz
cranium	/ˈkreɪniəm/	mózgoczaszka
cut	/kʌt/	skaleczenie
cut down	/kʌt ˈdaʊn/	zmniejszyć, ograniczyć
develop/get/have stiff muscles	/dɪˌveləp, get, hæv, ˌstɪf ˈmʌs(ə)lz/	mieć sztywne mięśnie, nabawić się napięć mięśniowych
dizziness	/ˈdɪzɪnəs/	zawroty głowy
drop the ball	/ˌdrɒp ðə ˈbɔːl/	popełnić błąd, szczególnie przez nieuwagę, bezmyślność
elbow	/ˈelbəʊ/	łokieć
experience / get / suffer from dizziness	/ɪkˌspɪərɪəns, get, ˌsʌfə(r) frəm ˈdɪzɪnəs/	mieć zawroty głowy
eyes	/aɪz/	oczy
fall from grace	/ˌfɔːl frəm ˈgreɪs/	popadnięcie w niełaskę
fall into notoriety	/fɔːl ˌɪntə ˌnəʊtəˈraɪəti/	upadek, okrycie się złą sławą
feel like the underdog	/ˌfiːl laɪk ðə ˈʌndə(r)dɒg/	czuć się jak słabeusz
fracture	/ˈfræktʃə(r)/	złamanie, pęknięcie
gauge	/geɪdʒ/	mierzyć, oceniać
get / have / suffer from a fracture	/get, hæv, ˌsʌfə(r) frəm əˈfræktʃə(r)/	doznać złamania, pęknięcia
get / have / suffer from a headache	/get, hæv, ˌsʌfə(r) frəm əˈhedeɪk/	cierpieć na ból głowy
get / have / suffer from a sprain	/get, hæv, ˌsʌfə(r) frəm əˈspreɪn/	skręcić (np. nogę w kostce)
get / have / suffer from a strain	/get, hæv, ˌsʌfə(r) frəm əˈstreɪn/	naciągnąć, nadwyrężyć (np. mięśnie karku)
go the extra mile	/ˌgəʊ ðə ˌekstrə ˈmaɪl/	dokładać wszelkich starań
hit below the belt	/hɪt bɪˌləʊ ðə ˈbelt/	zadać cios poniżej pasa
hitch	/hɪtʃ/	szkopuł
jump the gun	/ˌdʒʌmp ðə ˈgʌn/	zbytnio się pospieszyć, zrobić falstart
keep a close eye on sth	/kiːp ə ˌkləʊs ˈaɪ ɒn ˌsʌmθɪŋ/	bacznie się czemuś przyglądać
knee	/niː/	kolano
make the cut	/ˌmeɪk ðə ˈkʌt/	odnieść sukces
meteoric	/ˌmiːtiˈɒrɪk/	błyskawiczny
nasty headache	/ˌnɑːsti ˈhedeɪk/	okropny ból głowy
overwhelming	/ˌəʊvə(r)ˈwelmɪŋ/	ogromny, przytłaczający
personality	/ˌpɜː(r)səˈnæləti/	osobowość
physical demands	/ˌfɪzɪk(ə)l dɪˈmɑːndz/	obciążenie fizyczne
pinnacle	/ˈpɪnək(ə)l/	szczyt
prodigy	/ˈprɒdɪdʒi/	geniusz, osoba wyjątkowo utalentowana
pudgy	/ˈpʌdʒi/	pyzaty, pulchny
punishing	/ˈpʌnɪʃɪŋ/	morderczy, wyczerpujący
pursue a career	/pə(r),sjuː ə kəˈrɪə(r)/	podążać ścieżką zawodową, rozwijać karierę
rib	/rɪb/	żebro
right out of the gate	/ˌraɪt aʊt əv ðə ˈgeɪt/	od samego początku
scrape	/skreɪp/	otarcie
shin	/ʃɪn/	piszczel
shoot headers	/ʃuːt ˈhedə(r)z/	strzelać z główki
shoulder	/ˈʃəʊldə(r)/	bark
skull	/skʌl/	czaszka
sobering	/ˈsəʊbərɪŋ/	otrzeźwiający
spasm	/ˈspæz(ə)m/	skurcz
spine	/spaɪn/	kręgosłup
sprain	/spreɪn/	skręcenie
stay ahead of the game	/steɪ əˌhed əv ðə ˈgeɪm/	utrzymywać się na czele
stiff muscles	/ˌstɪf ˈmʌs(ə)lz/	napięte, zesztywniałe mięśnie
(repetitive) strain	/rɪˌpetətɪv ˈstreɪn/	(nawykowe, nawracające) naciągnięcie, nadwyrężenie
subsequent	/ˈsʌbsɪkwənt/	późniejszy
TBI	/ˌtiː biː ˈaɪ/	urazowe uszkodzenie mózgu
the ball is in sb's court	/ðə ˌbɔːl ɪz ɪn ˌsʌmbədiz ˈkɔː(r)t/	kolejny ruch należy do kogoś
thigh	/θaɪ/	udo
tutu	/ˈtuːtuː/	tutu, sztywna spódnica baletnicy
ulna	/ˈʌlnə/	kość łokciowa
unrelenting	/ˌʌnrɪˈlentɪŋ/	bezlitosny
waist	/weɪst/	talia
wrist	/rɪst/	nadgarstek

Reading and vocabulary

blind adherence	/ˌblaɪnd ədˈhɪərəns/	ślepe posłuszeństwo
common goal	/ˌkɒmən ˈgəʊl/	wspólny cel
competitive sport	/kəmˌpetətɪv ˈspɔː(r)t/	sport oparty na rywalizacji
external/internal pressure	/ɪkˌstɜː(r)n(ə)l, ɪnˌtɜː(r)n(ə)l ˈpreʃə(r)/	zewnętrzna, wewnętrzna presja
feel a sense of oppression	/fiːl ə ˌsens əv əˈpreʃ(ə)n/	czuć nacisk, presję
give-and-take	/ˌgɪv ənd ˈteɪk/	kompromis, wzajemne ustępstwa
grandiose ambitions	/ˌgrændiəʊs æmˈbɪʃ(ə)nz/	przesadne ambicje
guiding impulse	/ˌgaɪdɪŋ ˈɪmpʌls/	impuls kierujący jakimś działaniem, decyzją
handle pressure	/ˌhænd(ə)l ˈpreʃə(r)/	radzić sobie z presją
healthy rivalry	/ˌhelθi ˈraɪv(ə)lri/	zdrowa rywalizacja
inevitable outcome	/ɪnˌevɪtəb(ə)l ˈaʊtkʌm/	nieuchronna konsekwencja
kick against the pricks	/kɪk əˌgenst ðə ˈprɪkz/	walić głową w mur
knit sb together around sth	/nɪt ˌsʌmbədi təˈgeðə(r) əˌraʊnd ˌsʌmθɪŋ/	zjednoczyć kogoś w jakimś celu
lagging academic achievement / results	/ˌlægɪŋ ækəˌdemɪk əˈtʃiːvmənt, rɪˈzʌlts/	słabe osiągnięcia, wyniki w nauce
mesh	/meʃ/	zgrać się
panacea for sth	/ˌpænəˈsiːə fə(r) ˌsʌmθɪŋ/	panaceum na coś
problem-solving capabilities	/ˌprɒbləm ˌsɒlvɪŋ keɪpəˈbɪlɪtiz/	zdolności do rozwiązywania problemów
relentless/unrelenting pressure	/rɪˌlentləs, ʌnrɪˌlentɪŋ ˈpreʃə(r)/	bezlitosna, niesłabnąca presja
root for sb	/ˈruːt fə(r) ˌsʌmbədi/	kibicować komuś
set sb's sights on sth	/ˌset ˌsʌmbədiz ˈsaɪtz ɒn ˌsʌmθɪŋ/	postawić sobie coś za cel, nastawić się na coś
subpar social skills	/sʌbˌpɑː(r) ˌsəʊʃ(ə)l ˈskɪlz/	kompetencje społeczne poniżej przeciętnej
the flip side	/ðə ˈflɪp ˌsaɪd/	druga strona medalu
there's a lot to be said for sth	/ðeə(r)z ə ˌlɒt tə bi ˈsed fə(r) ˌsʌmθɪŋ/	coś ma wiele zalet
tout sth as sth	/ˌtaʊt ˈsʌmθɪŋ əz ˈsʌmθɪŋ/	zachwalać coś jako coś
unwelcome results	/ʌnˌwelkəm rɪˈzʌlts/	niepożądane rezultaty
winner-takes-all attitude	/wɪnə(r)teɪksˌɔːl ˈætɪtjuːd/	postawa oparta na przekonaniu, że zwycięzca bierze wszystko

Grammar 1

be on the point of sth	/bi ɒn ðə ˈpɔɪnt əv ˌsʌmθɪŋ/	mieć właśnie coś zrobić
forgo a healthy diet	/fɔː(r)ˈgəʊ ə ˈhelθi ˈdaɪət/	zrezygnować ze zdrowej diety

Listening and vocabulary

badger somebody	/ˈbædʒə(r) ˌsʌmbədi/	zadręczać kogoś
be short of sth	/bi ˈʃɔː(r)t əv ˌsʌmθɪŋ/	posiadać coś w niewystarczającej ilości
be sick and tired of sth	/bi ˌsɪk ənd ˈtaɪə(r)d əv ˌsʌmθɪŋ/	mieć czegoś dość
contagious diseases	/kənˌteɪdʒəs dɪˈziːzɪz/	choroby zakaźne
cornerstone of sth	/ˈkɔː(r)nə(r)stəʊn əv ˌsʌmθɪŋ/	kamień węgielny, podstawa czegoś
diabetes	/ˌdaɪəˈbiːtiːz/	cukrzyca
errand	/ˈerənd/	sprawa do załatwienia
formative years	/ˌfɔː(r)mətɪv ˈjɪə(r)z/	okres kształtowania, formowania (osobowości)
get by on sth	/get ˈbaɪ ɒn ˌsʌmθɪŋ/	radzić sobie
go haywire	/gəʊ ˈheɪwaɪə(r)/	oszaleć
grumble	/ˈgrʌmb(ə)l/	narzekać, marudzić
guilty as charged	/ˈgɪlti əz ˈtʃɑː(r)dʒd/	przyznać się bez bicia
in stark contrast	/ɪn ˌstɑː(r)k ˈkɒntrɑːst/	w jaskrawej sprzeczności
keep track	/kiːp ˈtræk/	prowadzić zapis, rejestr
obesity	/əʊˈbiːsəti/	otyłość
pass sth off as sth	/pɑːs ˌsʌmθɪŋ ˈɒf æz ˌsʌmθɪŋ/	podawać coś za coś innego
pull an all-nighter	/pʊl ən ˌɔːl ˈnaɪtə(r)/	zarwać noc
set in stone	/set ɪn ˈstəʊn/	utrwalony (o nawykach, przyzwyczajeniach)
snooze time	/ˈsnuːz ˌtaɪm/	czas drzemki
struck by sth	/ˈstrʌk baɪ ˌsʌmθɪŋ/	być czymś zaskoczonym
there's the rub	/ˌðeə(r)z ðə ˈrʌb/	tu leży pies pogrzebany

WORDLIST

2

Grammar 2

ambient	/ˈæmbiənt/	nastrojowy
beverage	/ˈbev(ə)rɪdʒ/	napój
drip with perspiration	/ˌdrɪp wɪð ˌpɜː(r)spəˈreɪʃ(ə)n/	ociekać potem
fear of heights	/ˌfɪə(r) əv ˈhaɪts/	lęk wysokości
hearsay	/ˈhɪə(r),seɪ/	pogłoski
heart rate	/ˈhɑːt ˌreɪt/	tętno
joint	/dʒɔɪnt/	staw
strenuous	/ˈstrenjuəs/	forsowny, wyczerpujący
sweat	/swet/	pocić się

Speaking

amp up sth	/æmp ˈʌp ˌsʌmθɪŋ/	wzmacniać, wzbudzać (o uczuciu, przekonaniu)
dwell on sth	/ˈdwel ɒn ˌsʌmθɪŋ/	rozmyślać nad czymś, rozpamiętywać coś
meditate	/ˈmedɪteɪt/	medytować
moan	/məʊn/	jęczeć, narzekać, biadolić
pep talk	/ˈpep ˌtɔːk/	motywująca pogadanka
set realistic goals	/set rɪəˌlɪstɪk ˈgəʊlz/	wyznaczać realistyczne cele
squash sth	/ˈskwɒʃ ˌsʌmθɪŋ/	stłumić coś
wolf down sth	/wʊlf ˈdaʊn ˌsʌmθɪŋ/	pożreć coś, pochłonąć

English in Use

bags under one's eyes	/ˌbægz ʌndə(r) wʌnz ˈaɪz/	worki pod oczami
bloodshot eyes	/ˌblʌdʃɒt ˈaɪz/	przekrwione oczy
depression	/dɪˈpreʃ(ə)n/	depresja
discontented with sth	/ˌdɪskənˈtentɪd wɪθ ˌsʌmθɪŋ/	niepocieszony z powodu czegoś
dissatisfied with sth	/dɪsˈsætɪsfaɪd wɪθ ˌsʌmθɪŋ/	niezadowolony z czegoś
dream of sth	/ˈdriːm əv ˌsʌmθɪŋ/	marzyć o czymś
extreme fatigue	/ɪkˌstriːm fəˈtiːg/	skrajne wycieńczenie
increased anxiety and irritability	/ɪnˌkriːst æŋˈzaɪəti ənd ˌɪrɪtəˈbɪləti/	zwiększony lęk i drażliwość
insomnia	/ɪnˈsɒmniə/	bezsenność
lack of concentration	/læk əv ˌkɒns(ə)nˈtreɪʃ(ə)n/	brak koncentracji
neck stiffness	/ˈnek ˌstɪfnəs/	zesztywnienie karku
solicit help	/səˌlɪsɪt ˈhelp/	prosić o pomoc
stare at sth	/ˈsteə(r) ət ˌsʌmθɪŋ/	gapić się na coś
weight loss/gain	/ˈweɪt lɒs, geɪn/	spadek, wzrost wagi



Challenge!

acute/agonising/ excruciating pain	/əˌkjuːt, ˌægənaɪzɪŋ, ɪkˌskruːʃieɪtɪŋ ˈpeɪn/	nieznośny, potworny, przeszywający ból
acute/serious/severe food allergies	/əˌkjuːt, sɪəriəs, sɪˌvɪə(r) ˈfuːd ˌælə(r)dʒɪz/	poważne alergie pokarmowe
adhere to sth	/ədˈhɪə(r) tə ˌsʌmθɪŋ/	przestrzegać czegoś, stosować się do czegoś
adversarial games	/ædvɜː(r),seəriəl ˈgeɪmz/	gry zakładające rywalizację z przeciwnikiem
bad/heavy/nasty cold	/bæd, ˌhevi, ˌnɑːsti ˈkəʊld/	paskudne, poważne przeziębienie
bad/blinding/splitting headache	/bæd, ˌblaɪndɪŋ, ˌsplɪtɪŋ ˈhedeɪk/	nieznośny ból głowy
be a whiz at sth	/bi ə ˈwɪz ət ˌsʌmθɪŋ/	być specem od czegoś
be anything but ideal	/bi ˈeniˌθɪŋ bət aɪˈdɪəl/	być dalekim od ideału
be beneficial for sb to do sth	/bi ˌbenɪˈfɪʃ(ə)l fə(r) ˌsʌmbədi tə duː ˌsʌmθɪŋ/	korzystnie na kogoś wpływać
be entitled to sth	/bi ɪnˈtaɪt(ə)ld tə ˌsʌmθɪŋ/	mieć do czegoś prawo
be good with sb	/bi ˈgʊd wɪθ ˌsʌmbədi/	mieć z kimś dobry kontakt, dobre podejście do kogoś
be great / best at sth	/bi ˈgreɪt, ˈbest æt ˌsʌmθɪŋ/	być świetnym, najlepszym w czymś
be in blooming/excellent/ perfect health	/bi ɪn ˌbluːmɪŋ, ˌeks(ə)l(ə)nt, ˌpɜː(r)fekt ˈhelθ/	być w pełni zdrowym, w doskonałej kondycji
be mad at sb	/bi ˈmæd ət ˌsʌmbədi/	być wściekłym na kogoś
be on the cards	/bi ɒn ðə ˈkɑː(r)dz/	być możliwym
be on the lookout for sb	/bi ɒn ðə ˈlʊkaʊt fə(r) ˌsʌmbədi/	poszukiwać kogoś
be out of the question	/bi ˌaʊt əv ðə ˈkwestʃ(ə)n/	nie wchodzić w grę
by nature	/baɪ ˈneɪtʃə(r)/	z natury
can't tell up from down	/ˌkɑːnt tel ˌʌp frəm ˈdaʊn/	być zdezorientowanym, skołowanym
catch / come down with / contract the flu	/kætʃ, kʌm ˌdaʊn wɪθ, kɒnˌtrækt ðə ˈfluː/	zachorować na grypę, złapać grypę
come back and bite sb	/kʌm ˌbæk ən ˈbaɪt ˌsʌmbədi/	wracać do kogoś (o karze lub zemście)
dead set on sth	/ded ˈset ɒn ˌsʌmθɪŋ/	zdeterminowany, aby coś osiągnąć, zrobić
do an about-turn	/duː ən əˌbaʊtˈtɜː(r)n/	wykonać obrót o 180 stopni
drop/lose/shed weight	/drɒp, luːz, ʃed ˈweɪt/	zrzucić zbędne kilogramy
eat like a bird	/ˌiːt laɪk ə ˈbɜː(r)d/	jeść jak ptaszek
endure/take/tolerate the pain	/ɪnˌdjʊə(r), teɪk, ˌtɒləreɪt ðə ˈpeɪn/	wytrzymywać, znosić ból
exercise like a fiend	/ˌeksə(r)saɪz laɪk ə ˈfiːnd/	ćwiczyć jak opętany
fall asleep as soon as one's head hits the pillow	/fɔːl əˈsliːp əz suːn əz wʌnz ˌhed ˌhɪts ðə ˈpɪləʊ/	momentalnie zasnąć
feel as if one were run over by a lorry	/ˌfiːl æz ɪf wʌn wɜː(r) rʌn ˌəʊvə(r) baɪ ə ˈlɒri/	czuć się jakby kogoś walec przejechał
fixed bedtime	/ˌfɪkst ˈbedˌtaɪm/	ustalona pora snu
focus on sth	/ˈfəʊkəs ɒn ˌsʌmθɪŋ/	skupić się na czymś
get on	/get ˈɒn/	utrzymywać przyjacielskie stosunki
give somebody free rein	/ˌgɪv ˌsʌmbədi ˌfriː ˈreɪn/	zezwolić komuś na nieograniczoną swobodę
go out like a light	/gəʊ ˌaʊt laɪk ə ˈlaɪt/	natychmiast zasnąć
hold sb back	/həʊld ˌsʌmbədi ˈbæk/	powstrzymywać, spowalniać kogoś
hone in on sth	/həʊn ˈɪn ɒn ˌsʌmθɪŋ/	skupić całą swoją uwagę na czymś
in a ... way	/ɪn ə ... ˈweɪ/	w (np. przyjazny, nieprzyjemny) sposób
jump in with both feet	/dʒʌmp ˌɪn wɪθ ˌbəʊθ ˈfiːt/	w pełni się (w coś) zaangażować
keep going back for more	/ˌkiːp gəʊɪŋ ˈbæk fə(r) ˌmɔː(r)/	uporczywie, nieustannie do czegoś wracać
look at the possibility of sth	/lʊk ət ðə ˌpɒsəˈbɪləti əv ˌsʌmθɪŋ /	liczyć się z czymś, rozważać możliwość czegoś
look like sth	/ˈlʊk laɪk ˌsʌmθɪŋ/	wyglądać na coś, zdawać się czymś
look sth up	/lʊk ˌsʌmθɪŋ ˈʌp/	sprawdzać coś (np. w słowniku)
look to sb for sth	/lʊk tə ˈsʌmbədi fə(r) ˌsʌmθɪŋ/	liczyć na kogoś w czymś
mild/low/slight fever	/maɪld, ləʊ, slaɪt ˈfiːvə(r)/	lekka gorączka
nod off	/nɒd ˈɒf/	przysnąć
obsess about/with sth	/əbˈses əˌbaʊt, wɪθ ˌsʌmθɪŋ/	mieć obsesję na punkcie czegoś
obsess over sth	/əbˈses əʊvə(r) ˌsʌmθɪŋ/	zamartwiać się czymś
on a regular basis	/ɒn ə ˌregjələ(r) ˈbeɪsɪs/	regularnie
on occasion	/ɒn əˈkeɪʒ(ə)n/	od czasu do czasu, przy okazji
once in a blue moon	/wʌns ɪn ə ˌbluː ˈmuːn/	bardzo rzadko, od wielkiego dzwonu
open sb's eyes to sth	/ˌəʊpən ˌsʌmbədiz ˈaɪz tə ˌsʌmθɪŋ/	otworzyć komuś oczy na coś
par for the course	/ˌpɑː(r) fə(r) ðə ˈkɔː(r)s/	do przewidzenia
shaky	/ˈʃeɪki/	mierny, słaby (o wiedzy, umiejętnościach)
Tell me another one!	/ˌtel mi əˈnʌðə(r) wʌn/	Niemożliwe!
uncompromising perfectionist	/ʌnˌkɒmprəmaɪzɪŋ pə(r) ˈfekʃənɪst/	bezkompromisowy perfekcjonista
when it comes to sth	/wen ɪt ˈkʌmz tə ˌsʌmθɪŋ/	jeśli chodzi o coś
work sth out	/ˌwɜː(r)k ˌsʌmθɪŋ ˈaʊt/	rozgryźć coś, rozpracować

1–2 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Zdania z lukami

1 CD 1.15 **Usłyszysz dwukrotnie lifestyle'owy podcast na temat kupowania świątecznych prezentów. Na podstawie informacji zawartych w nagraniu uzupełnij luki w zdaniach 1–6 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

1 The speaker has ended up having to buy presents for her husband's ___, as well as his parents.
2 It is obvious that her husband's mum thinks that the speaker has got ___ presents for her husband's family.
3 As well as buying presents, the speaker also ___ in time for Christmas.
4 It seems that the speaker's family like presents which are ___ than those of her husband's.
5 It is difficult to pick gifts for her husband because he has got ___.
6 Next year, the speaker is planning to ___ every week while letting him take over buying presents for his own family.

Rozumienie tekstów pisanych Dobieranie

2 **Przeczytaj tekst, który został podzielony na cztery części (A–D), oraz pytania do tekstu (1–5). Do każdego pytania dopasuj właściwą część tekstu. Wpisz rozwiązania do tabeli. W jednej części tekstu znajdują się odpowiedzi na dwa pytania.**

HOW TO STAY CLEAR OF A COLD IN WINTER

A 'Christmas is the season to be jolly!' says the famous song written by 16th century Scottish composer Thomas Oliphant. It's certainly good advice for winter, a season for long nights and cold days, and one of the main things that can put a damper on that fine sentiment is getting a nasty cold. The symptoms will sound familiar: the sniffle that threatens to turn into something more distressing and makes you want to stay in bed, wrap yourself in the thickest blankets you have and turn your back on the world. We have some tips for avoiding this unpleasant experience and give you every chance of springing out of bed on Christmas morning, a picture of health, and most decidedly jolly.

B There have been numerous folk remedies handed down over the generation and in fact, there's more than a grain of truth in some of them, as many studies show. Our ability to fight infection is influenced by what we eat. Vitamins C, D and zinc are all important for our immune system. Vitamin C is directly linked to the production of white blood cells, and it's also particularly important to take sufficient vitamin D supplements. In the summer months, our bodies are able to synthesise this vitamin through our skin's exposure to sunlight. But there is much less of that pleasant commodity during winter, as we are all well aware. So to top it up further, food sources should include oily fish, mushrooms and eggs. Zinc is also found in meat and seafood, so it can be challenging to get enough of these nutrients if you are vegetarian. Again, supplements may be required and there's no harm in getting a double dose of vitamins in tablet form as well as part of a meal.

C Our diet, therefore, should include a balance of raw food sources as vitamin and mineral supplements. This means introducing some mindfulness into the kitchen. Fruit such as berries, and green vegetables such as broccoli are sources of useful vitamins, as are the three Gs: green tea, ginger and garlic. These should go in our shopping bag too. But don't put garlic in your tea! A better way to get the garlic hit is to make a big bowl of delicious soup. Peel, slice and stir fry a few cloves, add



vegetable stock and a selection of fresh vegetables, some of which you may need to have blanched in boiling water for two or three minutes first. Continue to stir fry for a couple of minutes but the vegetables shouldn't soft or they'll lose some of their goodness. They should still have some bite.

D Digestive tract health is of primary concern as it is one of the easiest ways for bugs to enter our body. It should come as no surprise therefore that the gut contains 70% of our immune tissue called the microbiome. Because it is rich and diverse, it is able to combat a range of pathogens as well as support the body's development and functions. Therefore it's worth hammering the obvious point that it needs proper care. This can be achieved in no small part again through diet. Plant foods support the gut biome; and we should also eat fermented foods like yoghurt, kefir and kimchi because they contain probiotics which the gut biome needs to function well. They taste good too!

In which paragraph does the author	
1 explain how the body can fight off disease?	___
2 describe a possible reaction to feeling ill?	___
3 mention the role of scientific research?	___
4 remind us how seasonal patterns affect biological functions?	___
5 connect consumer choices with lifestyle?	___

Znajomość środków językowych
Tłumaczenie fragmentów zdań

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

1 Scientific research ___ (***miały ogromny wpływ***) on health foods that are sold today.
2 ___ (***Im częściej***) you take exercise, the more likely you are to notice the health benefit.
3 ___ (***Ćwiczymy od***) nearly two hours. Isn't it time we took a break?
4 Jeremy needed to become familiar with the rules of basketball because he ___ (***nigdy wcześniej w to nie grał***).
5 A well-known tech company ___ (***zaraz ogłosi***) the launch of their latest wearable device.
6 Don't phone me at 10.00 ___ (***ponieważ będę słuchał***) to my favourite radio show at that time. Phone me at half past.
7 This blood sugar test ___ (***jest nieco dokładniejszy niż***) the one we used on your last visit.
8 ___ (***Zawodnicy ukończą***) the first four rounds of the tournament by the end of this week and will then take a two-day break before the finals.

Znajomość środków językowych
Uzupełnianie luk w tekście jednym wyrazem

4 **Uzupełnij poniższy tekst, wpisując w każdą lukę jeden wyraz, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

TENNIS: THE KEY TO A QUALITY SERVE

No doubt about it, tennis is a great game! It's great fun to play, great exercise and practises multiple skills. You don't really need much by way of essential [1] ___ and the game can be played on different surfaces, indoors or out, with just one other player. Once bitten by the bug, you should be [2] ___ to play tennis for life, so it's all the more unfortunate that many people give up because their serve is inconsistent and they repeatedly lose points. But this is a difficulty you can eventually [3] ___, and I'm sure you'll find the effort worthwhile. To get a decent serve, you need to set aside a slot in your schedule a few times a week so you can practise on a regular [4] ___, and just a ball alone is all you need. Throw the ball high in the air, as high as you want, and mime hitting it just at the point when it's your imaginary racket's [5] ___ from the top of your head. Keep practising: you are aiming to achieve a comfortable arc for hitting which should vary only [6] ___ each time. In tennis circles, it's called the 'toss' and you'll need to work on it until it's consistent enough to rely on when you serve.

Mówienie
Rozmowa na podstawie materiału stymulującego

5 **Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.**

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3. Przygotowujesz prezentację na temat podejmowania rozsądnych wyborów dotyczących zdrowego odżywiania. Wybierz to zdjęcie, które Twoim zdaniem najlepiej ilustruje to zagadnienie, i które mogłoby być użyte jako ilustracja w Twojej prezentacji. Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

1



2



3



1 How does the way we work and live influence our daily diet?
2 Why do you think some people find it difficult to follow a healthy diet in nowadays world?

Wypowiedź pisemna Rozprawka za i przeciw

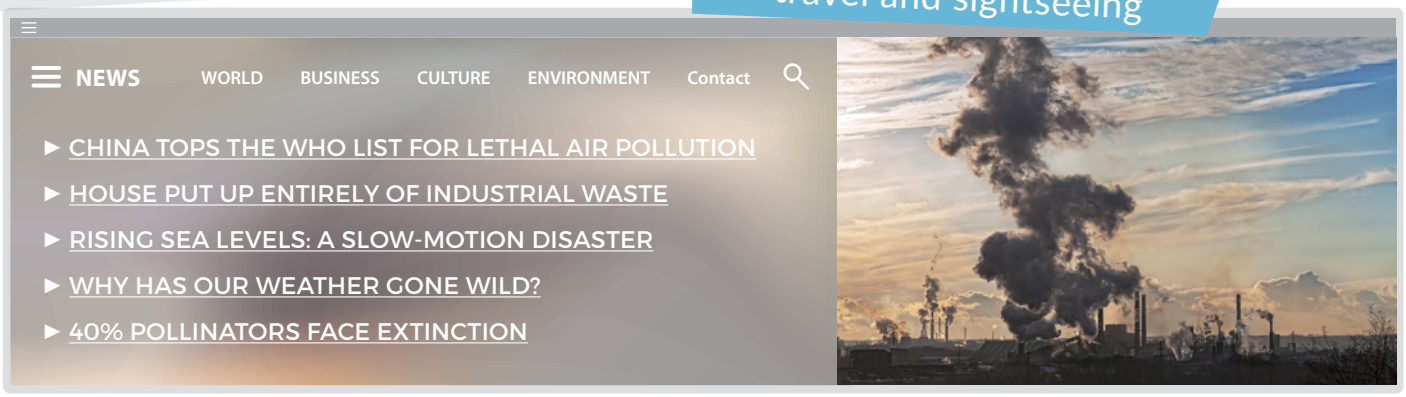
6 **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

W obecnych czasach wielu młodych ludzi nie usamodzielnia się i mieszka z rodzicami nawet długo po zakończeniu swojej edukacji. Napisz **rozprawkę**, w której przedstawisz zalety i wady takiego rozwiązania.

3 WORLD OF WONDERS

VOCABULARY

environmental issues • travel and sightseeing

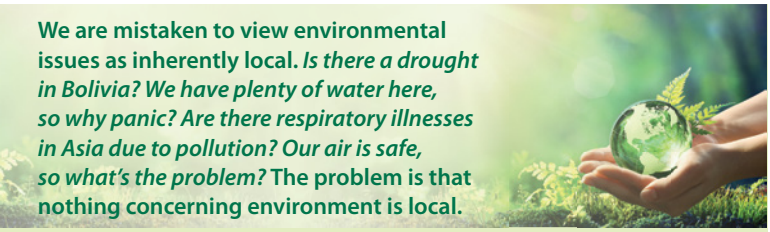


Environmental issues

1 Read the headlines. What issues do they refer to? Do any of them have a direct impact on your vicinity?

2 Work in pairs. Think up three to five of your own headlines dealing with local or worldwide topical environmental issues.

3 Read the article. What general point is the writer trying to make? Can you relate any of the problems to Poland?



We are mistaken to view environmental issues as inherently local. *Is there a drought in Bolivia? We have plenty of water here, so why panic? Are there respiratory illnesses in Asia due to pollution? Our air is safe, so what's the problem?* The problem is that nothing concerning environment is local.

Air quality
The air does not recognise boundaries. The jet streams carry both particulate and chemical pollution all over the globe, along with escaped radiation from nuclear accidents and other airborne waste. Dirty air belongs to all of us.

Plastic pollution
Besides the non-biodegradable plastics found in landfills around the globe, huge 'islands' of plastic float in our oceans. They are created when the prevailing currents move rubbish towards particular areas to form a gyre (circular current). These plastics leach chemicals into the water and are ingested by sea-life, threatening its health. The largest such area, dubbed The Great Pacific Garbage Patch, is estimated to be about 1,600,000 km^2.

Rising temperatures and sea levels
Scientists are unanimous: climate change results from human activities, even if we are not the principal cause. And the effects will be shared by all of us. Rising sea levels are leaving some islanders with less and less habitable land due to increased inundation, and this effect will spread to all coastal areas. Rising temperatures will alter what crops are cultivated, and uninhabitable zones will grow in size.

Water supply
The amount of water available is diminishing rapidly. Like air, water is a single, global resource. The scarcity of usable water in some jarring visions of the future involve scenarios of escalating wars over access to this natural resource.

We can't know what the future holds, but undoubtedly environmental negligence will have a ripple effect on all of us.

4 Translate the phrases below into Polish. Which of these are considered environmental problems and what human activities may be at fault?

1 drought
2 jet stream
3 particulate pollution
4 escaped radiation
5 airborne waste
6 prevailing currents
7 inundation

5 Find the words defined as 1–8 below in the article in exercise 3.

1 in a characteristic, natural or essential way
2 a place where rubbish is buried
3 remove a chemical from something by passing water through it
4 eaten and absorbed
5 not able to be lived in
6 (of resources) becoming fewer or less available
7 lack of supply
8 disturbing, slightly shocking

6 Choose the correct options to complete each sentence.

1 The use of [1]*fossed* / *fossil* fuels is the [2]*principle* / *principal* cause of the increase in greenhouse [3]*gases* / *effects* such as carbon [4]*dioxide* / *oxide* and nitrogen [5]*dioxide* / *oxide*. [6]*Close* / *Deep* monitoring of these pollution [7]*resources* / *sources* may help [8]*tack* / *tackle* the problem.
2 [9]*Invasive* / *Invasion* species brought from [10]*overseas* / *overland* often have no natural [11]*predecessors* / *predators* in the [12]*hostile* / *host* country.
3 People die of [13]*respiratory* / *respiration* illnesses caused by [14]*air-bound* / *airborne* [15]*pollution* / *pollination*.

7 Complete the sentences, using the correct form of the words in bold.

1 Clean water is a rapidly ____ resource. **DIMINISH**
2 After the chemical spill, the area became ____. **INHABIT**
3 Do totally ____ forms of plastic exist? **DEGRADE**
4 Keeping cars off the road is totally ____ in reducing pollution. Other solutions are needed. **EFFECT**
5 The ____ of plastic is lethal to a lot of creatures. **INGEST**
6 Your ____ contributed to the project's failure! **NEGLECT**

CRITICAL THINKING page 124

VOCABULARY CHALLENGE!

8 For each question, write one word which can be used in all three sentences. Do not change the form of the word.

1 The issue of conservation is partly economic in ___.
Perhaps you should just let ___ take its course.
It's only human ___ to want to acquire more wealth.

2 Make a ___ before going to this hotel as it's very popular.
The car skidded off the motorway and came to a stop on the central ___ between the opposing lanes of traffic.
We accepted their offer without ___.

3 Flights were very expensive, so we travelled by ___.
The Queen was riding in a ___ pulled by white horses.
Our football ___ is demanding but fair.

4 The longest above-ground mountain ___ is the Andes.
This shop sells a wide ___ of hand-crafted goods.
This luxurious spa is out of ___ for our meagre budget!

5 There were several rows in the ___ of the meeting.
We will announce your test results in due ___.
I will do something, but let's agree on a ___ of action.

Travel and sightseeing

1 CD 1.16 Listen to a young person talking about travelling with parents. Answer the questions below.

1 What is the first thing the speaker's parents do after deciding to visit a specific place?
2 What sorts of things do they consider worth seeing?
3 How does the speaker feel about travelling with parents?
4 What sort of memories would the speaker rather bring home from his own travels?

2 CD 1.16 Listen again, then choose the correct meaning of each expression. Check with the transcript on page 149.

1	pore over	**a** browse quickly	**b** search carefully
2	favourable	**a** beneficial	**b** done as a favour
3	itinerary	**a** list of possibilities	**b** plan of a journey
4	freewheeling	**a** relaxed and without cares	**b** highly organised and precise
5	settle in	**a** make oneself comfortable	**b** accept as sufficient
6	trek	**a** travel by coach or car	**b** travel on foot
7	soaring	**a** extremely tall and impressive	**b** extremely large and gloomy
8	stellar	**a** well-known	**b** of very high quality
9	noteworthy	**a** deserving attention	**b** getting too much attention

3 Translate the Polish parts of the sentences in brackets into English. Check your answers with the transcript on page 149.

1 After doing some ___ (*wstępny*) research, we decided to get more complete information about Bermuda.
2 Two of the ___ (*wymagające zobaczenia/obejrzenia*) features of Rome are the Colosseum and the Vatican.
3 When you travel, how do you make sure you don't ___ (*przegapisz*) the most famous attractions?
4 You can get ___ (*olśniewające*) views of the city and the distant sea from the Acropolis in Athens.
5 Our tour has a ___ (*ścisły*) itinerary with little free time.
6 Flying is expensive enough, so it's very frustrating to have to pay an ___ (*dodatkową opłatę*) for extra luggage.
7 I overpacked and had to pay extra for ___ (*nadbagaż*).
8 She knew there was a ___ (*przewóz zorganizowany*) to pick her up from arrivals area.
9 New York City is famous for its ___ (*strzeliste drapacze chmur*) and ___ (*wybitne*) museums such as MOMA.
10 The trip was so fast that we came away without any ___ (*niezatarte, trwałe*) impressions. All I can remember is a blur of buildings.

4 Choose the correct option to complete the sentences. Then make your own sentences or anecdotes to illustrate the meaning of the underlined phrases.

1 My parents are really down ***on*** / ***to*** earth – they would never go on an extravagant holiday.
2 Our idea of going to Antigua is dead ***in*** / ***under*** the water. There's no way we can save up enough money!
3 Some people like to plan and control every aspect of their holidays, but I prefer to ***go*** / ***swim*** with the flow.
4 My plans for the summer holidays are up ***on*** / ***in*** the air, so if you have any good suggestions, I'm willing to listen.
5 Kirsten is in ***deep*** / ***muddy*** water with her parents after forgetting to tell them that she'd failed the exam.
6 Josh is so focused on planning every detail of his trip that he forgot that the purpose is to have a good time! He just can't see the ***view*** / ***wood*** for the trees.

5 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Have you ever **missed out on** a special event you wanted to attend? What circumstances prevented your going?
2 Do you normally **map out** what to do on your free days? Why? / Why not?
3 What are the most **noteworthy historic sites** in Poland? What historic sites would you like to see in the UK?
4 What sort of **lasting impressions** would you expect to **take away from** the cities below?

London Los Angeles Madrid Beijing New York



3 READING AND VOCABULARY

reading for gist, intention, coherence and cohesion • holidays

1 In groups, think of at least five reasons why someone might want to travel within their own country or abroad. Which of these reasons apply to you personally?

2 CD 1.17 Listen to three young people talking about their trips. Note down where each of them went, how good the experience was, and what they might have done differently.

3 CD 1.18 Read the text below. Answer the questions.

1 What is the writer's purpose in writing the piece?
2 Which trip(s) showed him what his real travel interests are?
3 Which holiday seems his least favourite? Why?



As a newly minted 19-year-old, I've been thinking about all of the family holidays I've enjoyed and endured over the years. According to the trendspotters, as a member of Generation Z, I should have a penchant for holidays in out-of-the-way places. These will include elements of luxury, adventure, culture, charitable work and gourmet food. [1] In the meantime, here's a rundown of some of the more memorable or ill-advised holidays from my earlier years.

Luxury

When I was about 12, we were invited to stay in a friend's 'cottage' in a posh resort on the coast of Spain. It was an astonishing place: vast swimming pools, beautifully appointed rooms, a private beach and 'unequalled service'. Lolling about blissfully in one of the pools was amazing at first. But then an intense boredom set in. [2] We did embark on a few trips to nearby towns and took in a bit of the local colour, but I don't think we encountered a single Spanish person apart from the shopkeepers. [3] Definitely not my style.



Charity

This idea was cooked up by my mum. Her question was: Why should we enjoy ourselves in sybaritic ease when we could be learning about other cultures while helping the needy? It was a bit of a shot in the dark, but off we went to Dominica, not altogether willingly. [4] We were doing good, having fun and expanding our horizons. This holiday plan was really a long shot, but it was a phenomenal experience and made me realise that I wanted to really take part in the cultures I visited.

Culture

I was 15 when we booked a cultural holiday including Paris, Rome, Florence and Barcelona. It was a guided tour, so we were at the mercy of well-meaning but impatient tour guides. [5] Fortunately, there was another boy my age on the tour. We did a bunk one afternoon and took a tour of the back streets of Rome. We got thoroughly lost and had a wonderful time trying to communicate with the locals. We even got drawn into an impromptu football match with them. [6] So *this* is what travel is for ... Actually, this is the key to my holiday profile: I want to be able to spend time in a place, mix with the local people, do normal things and feel a part of the real life there. And honestly, I don't think that's too much to ask of a holiday.

4 Read the text again. Match sentences a–g with gaps 1–6. There is one extra sentence.

a Apart from my sister and I, there were very few children, and most of them were prevented from having any unplanned fun by military-grade nannies.
b I admit, though, I began to see her point after a few days of helping to build a new school alongside the locals.
c We were hustled through palaces, museums, historic sites and shopping streets at such a frenzied pace that I felt totally wrung out by lunchtime each day.
d This is not exactly illuminating regarding my personal tastes, but I'd be willing to give it a try if someone else volunteered to foot the bill!
e Nothing prepared me for my reaction to the place, though, and I don't think any amount of research could have.
f This part of the trip, I see now, was a revelation for me.
g We could have been anywhere in the world, and I'm afraid I've never shaken the impression that 'luxury' is just a fancy word for 'insularity'.

Vocabulary development

5 Complete the sentences with the correct form of the highlighted words from exercises 3 and 4.

1 Lack of interest in other cultures, ideas and people outside one's own experience is referred to as ____.
2 The helpfulness of this travel agency is ____. They went to endless trouble to create the perfect holiday for us.
3 I'm not sure I can ____ another guided tour of a historic city. We've been on six already, and I'm simply exhausted!
4 Tim has enough money to live a ____ lifestyle with luxurious holidays, travel and designer clothes.
5 Visiting Africa was a really ____ experience for Ted. It made him realise how much he hates the heat.
6 Buying flight tickets at the last minute is a rather ____ move as they usually cost a good deal more.
7 Can you give me a ____ of the places we're planning to visit on our tour? I'd like to read up on them.
8 The best part of the trip we won was staying in a really ____ resort with pools, spas and gourmet restaurants.
9 I'm not the sort of person who likes to ____ in the sun all day. I prefer swimming, surfing and scuba-diving.
10 We took an ____ side trip – it wasn't on our schedule.

6 Read the four descriptions of different holidays. Match headings with the descriptions. Then decide where each holiday took place.

luxury holiday charitable holiday cultural tour eco-tour

1 I think we visited every church and museum in the city. One highlight was the Sistine Chapel though our guide talked for so long that a guard finally moved us along. I have to say this kind of trip is educational, but I'd really prefer just wandering on my own.

2 I admit it's a long flight – all the way to Houston, Texas, and then a couple of hours south – but it's well worth it! We have a room with a view of the sea, and there are pools, restaurants, a spa and even a private beach. I could just loll about by the pool forever. It's odd to hear Spanish spoken so differently to what you hear in Spain though.

3 I've always been fascinated by the Amazon, so a chance to go on a holiday where we could learn about the endangered plants and animals of the area and actually explore the river and the jungle was just irresistible. It was a bit hot and humid, and I wish I'd learnt a bit more Portuguese so I could talk to the people we met, but all in all it was fantastic.

4 There's nothing touristy about the place, and even though it's out in the country it's not exactly beautiful, but that wasn't the point. We went there to help the local people rebuild their school destroyed by a tornado. I loved working with them, but it broke my heart to see families still living in temporary shelters. Anyway, we did get to spend a little time in New Orleans, which isn't too far away, so that was fun in a different way.

7 Complete the text with the words below.

given minted penchant foot shape unequalled appointed shake cooked horizons mercy frenzied wrung bunk

As a newly [1]___ wage earner, I am busy planning my first annual holiday. I admit that I have a [2]___ for luxury travel, which to my mind includes beautifully [3]___ hotel rooms, [4]___ service from hotel staff and the best food money can buy. Sadly, I am [5]___ to understand that this sort of thing is very expensive – as if I didn't already know! Anyhow, since there's no way I can [6]___ the bill for that sort of travel, I'm looking to expand my [7]___ by going hostelling with some friends. My best mate Samantha [8]___ up this idea and, after some persuasion, I've decided to go along with it. Since none of us likes being at the [9]___ of public transport, we're planning to hire a car and drive around the south of France. We've also decided to avoid the [10]___ pace, giving ourselves the chance to soak up the atmosphere while avoiding feeling [11]___ out at the end of the day. I can't [12]___ the impression that Samantha assumes I'll get fed up and do a [13]___ halfway through the trip, but I swear I'm going to stay with it, despite the lack of luxuries, and I have high hopes it will [14]___ up to be a truly memorable holiday.



8 Replace the underlined parts of the sentences with the idioms below.

shoot the messenger shoot one's mouth off a long shot shoot for the stars shoot sth down a cheap shot shoot oneself in the foot a shot in the dark give sth a shot

1 I think you're <u>damaging your own cause</u> by getting so angry with your parents and refusing to sit down and talk with them. Now they'll really think you shouldn't go on holiday on your own.
2 Deciding to go on this eco-tour was <u>an unpredictable risk</u> since I knew nothing about the company, yet it turned out to be amazing.
3 My friends <u>totally dismissed</u> my idea of a trip to Antarctica as being both risky and too expensive.
4 Calling the tour guide a lazy busybody was really <u>an unnecessarily cruel remark</u>. She's doing her best!
5 Don't <u>blame me for delivering bad news</u>, but our flight has been delayed for 24 hours.
6 I've always assumed I'd be bored on a cruise ship, but I'm willing to <u>try it</u> if you are!
7 I know it's <u>not very likely</u>, but we could get a refund on our tickets if we talk to the right person.
8 Why should we settle for a dull holiday by the seaside? Let's <u>be really ambitious</u> and go someplace exotic!
9 I wish you wouldn't <u>say angry things</u> to airport officials. Their jobs are stressful enough as it is.

VOCABULARY CHALLENGE!

9 Find the word which does <u>not</u> collocate with the noun in bold. Then translate the phrases into Polish.

1 extend / take / make / go on / follow **a trip**
2 disastrous / foreign / package / activity / resort **holiday**
3 brief / outward / tourist / gruelling / overnight **journey**
4 departure / peak / spare / low / high **time**
5 holiday / tourist / ultimate / far-flung / outward **destination**
6 holiday / mountain / coastal / sightseeing / bustling **resort**

10 Translate the sentences into English.

1 Przyzwoite jedzenie, zapierające dech w piersiach widoki oraz dobre towarzystwo – czy to naprawdę zbyt wysokie wymagania, jeśli chodzi o wakacje?
2 Zagraniczne wakacje uświadomiły mi, jak odmienne są różne narodowości i kultury.
3 Pozostawałem w błogiej nieświadomości niebezpieczeństw podróżowania do krajów takich jak Indie, zanim nie pojechałem tam po raz pierwszy samodzielnie.
4 Popatrz na krajobrazy zachowanej w nienaruszonym stanie afrykańskiej sawanny i odkryj radość wypoczynku z dala od ekskluzywnych ośrodków oraz ich luksusowych udogodnień.

11 Work in pairs. Think of a place in Poland which is not well known to tourists but which you think is worth visiting. Create a flyer or brochure listing the special attractions, types of accommodation available, and any other points which make the place stand out. Share your brochures with the class and vote on the most appealing one.

3 GRAMMAR 1

gerunds and infinitives

1 LANGUAGE IN CONTEXT Look at the advertisements. What are they promoting? How effective do you think they are at attracting interest?

HELPING PLANET EARTH CAN BE FUN!

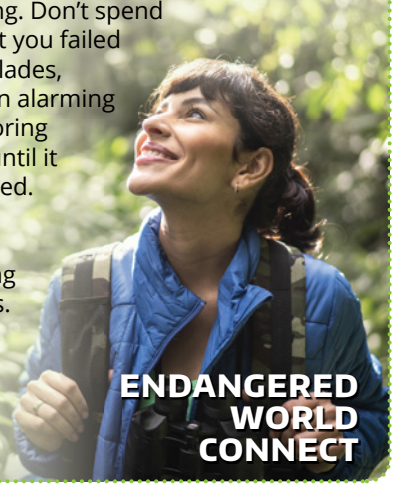
Do you like travelling, but also like to help out our planet? HPE's eco-holidays enable you to pursue your dream: the chance to travel to exotic locations and the opportunity to embark on your journey as an eco-warrior. If you see saving the planet as a priority, enjoy working with like-minded people and want to learn how to aid our struggling planet, you should turn to us. When you join our holidays, you are offering to serve the planet while meeting your soulmates and having a great time. We can't make you become an eco-activist, but we can give you the tools to try!

Our motto is:
'To travel is to live.'

ECO TOURS

But what if your travel is the cause of environmental damage? You may consider travel to be a cause of environmental disaster. We know you hate being part of the problems caused by cruise ships and huge resorts and you hate to see the damage caused to local cultures by tourism. When you travel with Eco Tours, we'll help you explore and enjoy the wonders of the world, and you won't risk harming them. Let your adventure start with us!

There are some iconic places everyone imagines visiting, and there are some places you must visit soon before environmental destruction takes its toll. We arrange eco-sensitive tours to parts of the world which are in danger of disappearing. Don't spend your time regretting that you failed to visit the Florida Everglades, which are shrinking at an alarming pace. Don't put off exploring the Amazon rainforest until it has been all but destroyed. Take the chance while you have it, and you will always remember visiting these remarkable places. Remember to call us or visit our website. And take the time to tell your friends about us too!



2 ANALYSE Complete the table with examples of structures from the texts in exercise 1.

1 verb + *-ing*	
2 verb + infinitive	
3 verb + bare infinitive	
4 verb + object + infinitive	
5 verb + object + bare infinitive	
6 verb + infinitive or *-ing* (change in meaning)	

3 PRACTISE Choose the correct option to complete the sentences.

Jane's mother announced that she longed [1]***to travel*** / ***travelling*** to an endangered part of the world after reading an article which encouraged people [2]***visit*** / ***to visit*** these places before it was too late. The whole family attempted [3]***working out*** / ***to work out*** how they could manage [4]***to travel*** / ***travelling*** to one of the places, and Jane's sister found a website which could help them [5]***find*** / ***finding*** the right destination. Jane managed [6]***calling*** / ***to call*** the agency the next day, but they regretted [7]***telling*** / ***to tell*** her that no tours were available on their preferred dates.

4 Complete the sentences with the correct form of the verbs in brackets.

1 I love ____ (***explore***) unspoilt natural areas.
2 Can you imagine ____ (***spend***) weeks in the wilderness?
3 They made us ____ (***return***) to the tour bus early.
4 'I regret ____ (***inform***) you that the tour has been cancelled.' 'Well, I regret ____ (***book***) it in the first place!'
5 I can't bear ____ (***see***) how much of the forest has been cut down!
6 'Can you picture Lisa ____ (***go***) on an adventure holiday?' 'Not really, but maybe she'd like ____ (***try***) it.'
7 Let me ____ (***give***) you a good tip: you should attempt ____ (***find out***) how eco-friendly your tour operator is.
8 I can't believe the tour guide forced us ____ (***wait***) an hour in the rain before the coach turned up.

GRAMMAR CHALLENGE!

5 Choose the correct option to complete the sentences.

1 **A** I tried ***to complain*** / ***complaining*** to the guide about this awful room, but she didn't answer her phone.
B We must try ***to book*** / ***booking*** our own rooms next time.
2 **A** The way you stop ***to take*** / ***taking*** pictures every few minutes is driving me crazy!
B Well, I think you should stop ***to complain*** / ***complaining*** about it as you're the one who posts them on social media.
3 Sorry I was so slow getting ready. I didn't mean ***to make*** / ***making*** us late for our flight!
4 **A** Sorry for the interruption. Why don't you go on ***to tell*** / ***telling*** me about your trip?
B Well, after France, we went on ***to explore*** / ***exploring*** Italy.

6 Translate the sentences into English.

1 Teraz zawsze pamiętam o segregowaniu śmieci, a przypominam sobie, jak jeszcze parę lat temu niczego nie segregowaliśmy.
2 Zgłosił się na ochotnika, żeby pomóc Annie wybrać auto najbardziej przyjazne środowisku.
3 Po krótkim wstępie przeszedł do wyjaśnienia szczegółów planu.
4 Mógłbym zacząć uczyć się hiszpańskiego, zanim tam pojedziemy, ale nie mam ochoty kuć w wakacje.

LISTENING AND VOCABULARY

distinguishing fact and opinion • listening for gist, intention and detail • travel experiences

3

1 Imagine your parents' jobs require frequently moving to different countries. What would you consider to be the advantages and disadvantages of growing up on the move? Make a list of pros and cons and compare it with the class.

2 CD 1.19 Listen to two young people talking about their travel experiences and answer the questions.

1 What is similar about both speakers' childhoods?
2 What jobs do Michael's parents do?
3 What jobs do Tara's parents do?
4 How many foreign countries has Tara lived in?
5 Where does Michael hope to spend more time?

3 CD 1.19 Listen again. Are the statements below facts or opinions?

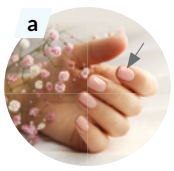
1 Michael's parents chose their jobs because they facilitated living abroad.
2 Children who grow up abroad have improved abilities in adapting and problem-solving.
3 Older children have trouble accepting alterations to their routine.
4 India has a bigger problem with homelessness than most other countries.
5 New Yorkers are more tolerant of differences than other populations.
6 American universities cost more than almost any other universities in the world.

4 Look at the list of words from the script. Which have a mainly positive connotation? Which give a negative impression? Which can be used to suggest either?

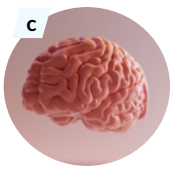
jet-setter barrage on the senses open book
brainstorm (n) in flux change-averse gobsmacked
eye-opening abject run-down indescribable
diversity sense of adventure

5 Match phrases 1–6 with pictures a–g to make phrases. Add articles where needed. Then write sentences using the idioms.

1 be old ____
2 cost an arm and a ____
3 would give my right ____
4 have a ____storm
5 be/get up in ____
6 fight ____ and ____


a


b


c


d


e


f


g

6 Use the collocations from exercise 5 to complete the paragraph.



7 CD 1.20 Listen to four speakers. What is the main intention of each speaker?

Speaker 1: ____
Speaker 2: ____
Speaker 3: ____
Speaker 4: ____

a to advertise
b to debate
c to criticise
d to inform

8 CD 1.20 Listen again. Choose the correct answers.

1 The announcement could be heard at
a a coach station.
b an airport.
c a train station.
2 The advert is aimed at people who
a are not particular about the standard of their accommodation.
b want to feel pampered.
c are looking for an adventurous type of holiday.
3 The speaker's main point is that
a immigration frequently leads to violence.
b the immigration laws are too lax.
c immigration has positive effects on society.
4 The speaker wants to
a express disappointment in a certain package tour.
b warn people against package tours.
c clear up a misconception about package tours.

9 WHAT DO YOU THINK? Work in pairs. Write a short script similar to the ones heard in exercise 7 about a topic related to the lesson. Write no more than a 100 words. Then see how many multiple choice questions you can write testing gist, intention, context and detail. Share your questions with the class, read the script aloud and see how well the questions work.

3 GRAMMAR 2

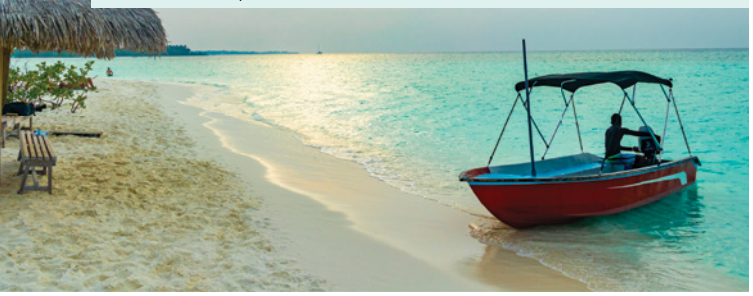
infinitive and gerund forms in the passive

1 LANGUAGE IN CONTEXT Read the texts below. In what situations do you think they might have been read or heard? In what register is the passive usually used, and what impression does it create?

1 Natural resources seem to have been given to us for a limited time, so if we carelessly let them be used or cleared for agriculture, there will soon be nothing left. Laws need to be passed which limit abuse, and yet allow new housing to be built. The Government has passed laws protecting nature, but irreplaceable tracts of land go on being offered to the bidders. We must raise our voices against this destruction!

2 There are still places on our planet which seem likely to be left on the forever-unvisited list. Take Gangkhar Puensum, in Bhutan, the highest unclimbed mountain in the world. Only four climbs seem to have been attempted, and these are reported to have failed due to dangerous conditions. In 2004, a law was passed which allows access to the mountain to be restricted for spiritual reasons.

3 If you love being told about exciting holiday destinations, we have something for you. Finolhu Villas, in Maldives, is reputed to have been designed as the world's first fully solar-powered resort. Enough energy is guaranteed to be produced to support the entire complex. The resort's water supply is also said to have been designed for self-sufficiency. This sounds like a must-visit place, doesn't it?



2 PRACTISE Choose the correct option to complete each sentence.

1 I resent ***being told / to be told*** what to think about the places I visit.
2 Bruce Chatwin is reputed ***to have been / being*** one of the best travel writers of all time.
3 Do you remember ***to have been instructed / being instructed*** where to meet up with the group this afternoon?
4 Tour guides are known ***to have existed / having existed*** in 18th century Japan.
5 We didn't expect ***having been shown / to have been shown*** parts of a historic house not open to the public.

3 Rewrite the sentences using the passive.

1 People claimed the all-day tour ran them off their feet.
2 We appreciate that we will be given the chance to see sights many tourists miss.
3 We love it when our tour guide gives us a free time.
4 They say the buildings have been damaged by acid rain.
5 I can't imagine what it would be like if I wasn't allowed to travel freely in Europe.

4 Decide if the word or phrase in bold is correct, and if it isn't, rewrite it correctly.



The trip I won turned out to be great. I mean, I expected [1]***to be met*** at the airport by a limousine, because that was part of the prize, but I was stunned [2]***having been assigned*** one of the best rooms in an extremely posh hotel. I did remember [3]***been told*** that I'd been invited to a couple of big receptions, but I really appreciated [4]***to find*** a car and driver at my disposal. I enjoy [5]***being treated*** like a VIP, but this was really over the top!

5 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

1 They forced us to board the plane an hour before taking off! **MADE**
We ____ the plane an hour before taking off!
2 Although locals consider the museum to be an attraction, very few people visit it. **CONSIDERED**
Despite the museum ____ by the locals, very few people visit it.
3 It was nice of our cousins to take us climbing, but it was pretty exhausting. **HAVING**
We appreciated ____ by our cousins, but it was pretty exhausting.
4 He claims that he has visited every major capital in the world. **HAVE**
He claims ____ capital in the world.

! Watch out

The time aspect of the infinitive or gerund often gives us more information about the subject of the sentence.

- *She **is believed to be** the greatest female explorer.* (She and the belief both survive.)
- *She **was considered to be** the greatest female explorer.* (Either she or the belief does not survive.)
- *She **is considered to have been** the greatest female explorer.* (The belief survives, but she has died.)
- *She **was considered to have been** the greatest female explorer.* (Neither she nor the belief survive.)

6 Rewrite the sentences, using the beginnings given.

1 Everyone knew this travel agency cheated the clients.
This travel agency was known ____.
2 People assume he is considering the position as head of the museum. He is ____.
3 They said that she had visited every country in the world in three months. She ____.
4 They thought she had been left behind by her tour group.
She ____.
5 We know that he was considered a fearless traveller in his prime. He ____.

7 NOW YOU DO IT Work in pairs. Describe a real or imagined plot of a novel or film dealing with bad holiday choices. Use the structures from the lessons.

SPEAKING

expressing and justifying an opinion • speculating

3

1 CD 1.21 Listen to an extract from a lecture on slow living. Make notes and answer the questions. For questions 1–3, use the words from the recording as much as possible.

1 What, according to the speaker, is slow living and what aspects of life does it influence?
2 How did the slow movement originate?
3 How does the slow movement manifest itself today?
4 What do you think of the slow movement based on what you heard and know about it? Is it a good idea? Is it a feasible idea? Why? / Why not?

2 CD 1.22 Listen to the discussion between two students. Copy the table and summarise their points of view and the arguments they use. Whose standpoint do you agree with? Why?

	Point of view	Arguments
Patrick		
Ellie		

3 Read the expressions in the Phrase Bank below. Which ones were used by the speakers? Check with the transcript on pages 150–151 if necessary.

PHRASE BANK

Asking for / Stating opinion

What do you make of ...?
Wouldn't you say that's the case?
Isn't it something you could go along with?
Not sure I get the idea. What exactly are you trying to say?
What's your take on this?
As far as I'm concerned, ...
As far as I can tell, ...
If you ask me, ...
I strongly/wholeheartedly believe that ...
If you are after my honest opinion, ...
I'd venture a guess that ...
To my mind, ... | Frankly, ... | I reckon that ...

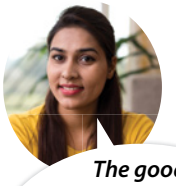
Agreeing and disagreeing

No doubt about it! | You have a point there.
I'm in favour of ... | I agree up to a point.
Not necessarily, ...
I'm not that/really convinced that ...
I'm afraid I beg to differ.
I'd say the exact opposite.
We're going to have to agree to disagree.
I'm opposed to ... | I'm with you on that.

4 Read the statements. Work in pairs and take turns to agree or disagree with them. Spend five minutes brainstorming your arguments and then have a discussion similar to the one in exercise 2. Use the expressions from the Phrase Bank on the left.



Slow travelling is only for adventurous people.



The good of the environment and the local community should be your priority when booking a holiday.



Package tours are the worst imaginable type of holiday.



People should spend their holidays in their own countries, not abroad.

5 Work in pairs and speculate on what the following aspects of slow living may be about and what they may involve. Use the expressions from the Phrase Bank below. Write the phrases you have used.

- slow cities
- slow fashion
- slow parenting

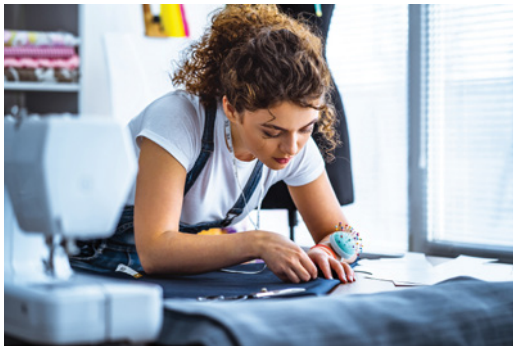
PHRASE BANK

Speculating

It could/might/must have (something) to do with ...
I bet/gather/presume it's connected to the idea of ...
My guess/speculation/feeling would be that it's about ...
It may be a shot in the dark, but I'd say that it could refer to / concern / relate to...
What comes to my mind is the idea/notion/concept of ...
What it involves / entails / boils down to / could be (the fact) that ...

6 Use the Internet to check if you were right about your speculations in exercise 5. Make some notes about each of the concepts. Imagine you have to explain one of these concepts to another person. Prepare a short but engaging description of it and present it to your partner. Then have a short discussion to express your opinion on the concept in question.







CRITICAL THINKING page 124

3 ENGLISH IN USE



1 Read the comments and decide if the words formed from the prompts in brackets complete the sentences correctly. Correct the mistakes. Then work in pairs and discuss whose point of view is the closest to your own. Justify your answers.



1 A car-free day is an [1]*ingenial* (***genius***) idea! It drives home the message that we must take care of the environment, [2]*overtake* (***take***) to curb pollution. On car-free days, I always hop on my bike to get to school, just to do my bi, you know, to take the heat off the planet. I just wish other people would also make a [3]*contribution* (***contribute***).



3 Personally, the whole idea is a bit [7]*debatable* (***debate***). I'm generally in favour of the idea as such, but to make it work you need to have a [8]*dependent* (***depend***) public transport system. Where I live, the buses never run on time, and they are pretty run-down and crowded. So as a [9]*commuter* (***commute***), I must say that it's not my idea of fun to travel by bus, when people are packed in like sardines!



2 It seems [4]*nosensic* (***sense***) to me. It is just a one-off day during the whole year when people are encouraged to abandon their cars. How [5]*conceivable* (***conceive***) is it that this will resolve any of the environmental problems we're facing in our cities? It's just hypocrisy to make people feel better about themselves. Cars should be banned from city centres for good. This would [6]*indoubtedly* (***doubt***) make a real impact!

2 Read the text and complete it with the correct forms of the words in brackets.



On 25 September, as in the past few years, Paris will be off-limits to motorised vehicles, making space for pedestrians who are all relishing the prospect of another car-free day. The [1]___ (***anticipate***) is hardly surprising as Paris often tops the list of the most polluted European capitals. Every year, the ban on cars covers most of the districts in Paris and is [2]___ (***force***) by the police who make sure that no car is allowed through. The authorities and local green organisations arrange [3]___ (***number***) fun and educational activities, all free of charge, to encourage people to discover Paris on foot. However, the underlying reason for the day is to raise awareness of the air [4]___ (***contaminate***) in France's most [5]___ (***love***) city. The initiative goes further as all car [6]___ (***own***) are [7]___ (***repeat***) urged to abandon their vehicles for the whole week before the event, for which, in return, they can use the city's public electric cars, bicycle services and city transport for free. [8]___ (***doubt***), Paris is worth following for more than just the annual event in September. The city boasts the so-called 'Paris Breathes' areas where on Sundays and public holidays there are tight [9]___ (***restrict***) on car use. Parisians are delighted with the project and agree unanimously that unless something is done about the pollution and smog, their city will become [10]___ (***inhabit***) in the future. Car-free days are, they add, a [11]___ (***gold***) opportunity to help the environment and bring people together to combat the problem.

! Watch out

Below is a list of less common adjective suffixes. What meaning do they add to the word?

-free e.g. a *smoke-free area*
-ish e.g. a *smallish car*
-some e.g. a *troublesome passenger*
-ward e.g. an *outward journey*
-like e.g. *childlike behaviour*
-en e.g. a *golden opportunity*

The suffix ***-wise*** can be added to most nouns when we want to say *when it comes to*, e.g. *What are you going to take luggage-wise?*

3 Complete the words with the correct suffix.

1 What shall we do transport___? Shall we go by car or by train?
2 We stayed in a wood___ cabin for most of our holiday.
3 I like flying, but waiting around at the airport and going through all the security checks is really tire___.
4 Using a Diesel car is a bit of a down___ trend.
5 Some passengers can be quite quarrel___, but I can handle them just fine.
6 It's a bit cold___ outside, so I'm going to stay indoors.
7 Travelling by train in this country is never hassle___. There is always either a delay or a cancellation!
8 The woman was not very lady___. She was just swearing at the flight attendant.
9 I prefer this paint for the living room. The other one is a bit too green___.
10 Do you think they serve sugar___ drinks on the plane?

Znajomość środków językowych *Słowotwórstwo, Gramatykalizacja, Tłumaczenie fragmentów zdań*

4 Use your dictionary to find more words with the suffixes from the *Watch out!* box. Write your own sentences with them.

5 Read the expressions. Make sure you understand them. Then decide if they are followed by a gerund, an infinitive, or a bare infinitive.

It's well worth ... It's no use ... It's pointless ...
I should have known better than ... There is no point in ...
We came close to ... You'd better ... I object to ...
I was the first person ... You'll be better off ...
We're committed to ... I can't be bothered ...
I don't feel up to ... I'd rather ...

6 Rewrite the sentences below, using phrases from exercise 5. Sometimes more than one answer is possible.

1 You should take a train rather than the car.
2 If I had the choice, I'd go on foot.
3 We almost reached the summit of the mountain.
4 Borrowing my mum's car without permission was a great mistake.
5 I really don't feel strong enough to go anywhere at this moment in time.
6 Hiring a car is pretty senseless to me.
7 To ban car traffic in city centres is something I don't agree to.
8 We have the determination to create more bike routes in this town.

7 Complete the sentences, using the prompts below. Add any necessary words. Use up to four words.

1 We mustn't ___ (***take*** / ***weather***) granted when we go to Scotland. It's quite unpredictable.
2 My winter break plans ___ (***be*** / ***up***) air, so I'm open to all suggestions.
3 I can't imagine my grandmother ___ (***want*** / ***take part***) in this hike. She's too frail to walk.
4 The car the millionaire bought is ___ (***say*** / ***cost***) him a small fortune.
5 Don't cheat in the exam. You ___ (***risk*** / ***get*** / ***catch***), not to mention that it's dishonest!
6 Does the train seem ___ (***likely*** / ***be*** / ***delay***)?
7 It was the first time I ___ (***make***) feel so angry by the hotel receptionist. She was downright rude!
8 Another cancellation ___ (***bound*** / ***get***) people up in arms.
9 Why don't you give this idea a shot? It's ___ (***worth*** / ***try out***).
10 The travel agent claimed ___ (***not*** / ***know***) about the overbooked flight, but I didn't trust him.
11 Berlin ___ (***be*** / ***every bit***) exciting as Amsterdam to visit.
12 It's high time ___ (***you*** / ***settle***) your new apartment. It's been over a year since you moved in.
13 The minute ___ (***Kate*** / ***turn up***) at the gate, we have to leave. There is no time to lose.
14 Travelling by plane ___ (***be*** / ***miles*** / ***comfortable***) than travelling by coach.
15 I was on the point of leaving for the meeting when I learned that it ___ (***be*** / ***cancel***).

8 Translate the Polish parts of the sentences in brackets into English. Write no more than five words.

1 It ___ (***minęły dwa lata, odkąd***) I visited New York for the first time.
2 ___ (***Lepiej, żebyś nie jechał samochodem***) there. The road conditions are treacherous.
3 A plane ticket is ___ (***trzy razy droższy***) a train ticket on this route.
4 Don't ___ (***marnuj czasu na zwiedzanie***) this castle. There isn't much to see there.
5 We ___ (***jesteśmy przyzwyczajeni do podróżowania autostopem***). It's fun.
6 This time next week we ___ (***będziemy się wygrzewać na***) the sun in Tenerife.



CHALLENGE!

9 Write sentences from the prompts. You can change the order and form of the words and add any other necessary words.

1 extend / try / trip / fail / do
2 disastrous / regret / go / holiday
3 get stuck / travelling / peak time / traffic jams / mean
4 bustling / stop / resort / visit
5 destinations / see / major European attractions / go on / visit / far-flung
6 will forget / gruelling / go on / journey

10 Check the meaning of the phrasal verbs below. Then use them in the correct form to complete the sentences.

pile into trip over stumble on squash up flag down
knock over pull up cut in on

1 I twisted my ankle when I ___ a fallen branch.
2 If you ___, there will be space for everybody on this bench.
3 If the other driver ___ me, the accident wouldn't have happened.
4 The bus was not coming, and as I was in a hurry, I ___ a taxi.
5 The school children ___ the bus, and off they went.
6 While we were walking in the woods, we ___ some deer.
7 My dog ___ by a motorbike.
8 Shall we ___ in this lay-by to stretch our legs?

11 Make a list of eight useful expressions from this unit which were not practised in this lesson. Work in pairs and test each other. Ask your partner to use the expressions in a correct sentence. You get one point for each correct sentence.

3 WRITING

an article: titles • ways to grab the reader's attention • connecting language

1 CD 1.23 Listen to three recordings. What are they about? Match the questions (a–d) with the recordings (1–3). One recording matches two questions.

In which recording(s)	
a does one of the speakers feel tired and doubtful?	
b is a possible improvement pointed out?	
c is a scheduled improvement mentioned?	
d is an information source specified?	

2 Match the article titles to the techniques used to write them. What do you imagine each article might be about?

a Clean-up Projects are a Dirty Business
b Simplify Your Life, Save the Earth!
c Recycling: a Way to Assuage Your Guilt?
d Jogging in these Cities Can Kill You!
e To Exist, or Not to Exist: the Extinction Debate
f Coal-fuelled Electricity: It's an Ill Wind

1 a warning or piece of advice
2 a question directed at readers
3 use of an idiomatic expression
4 a pun or play on words
5 a paraphrase of a famous quotation
6 a shocking or intriguing fact

3 Work in pairs. Imagine you are going to write an article. What titles would you suggest for the topics below?

1 The problem of excessive domestic waste, and our individual efforts to make a real difference.
2 The need to protect endangered species, and the short-sighted practices which make this an uphill battle.
3 The value of reusing or 'upcycling' things, and an account of your experiences with this practice.
4 The environmental consequences of burning domestic rubbish, and how to combat this practice.

4 Read the three introductory paragraphs. Which of the techniques listed in exercise 2 does each of them employ?

1 'Upcycling' may sound like a new kind of exercise class. Nevertheless, it is a practice which is as old as humanity, in addition to being one of the most fundamental ways of preventing humans from being overwhelmed by rubbish. Let's take a look at why it is so useful, which my own experience only goes to prove.

2 'Upcycling' may sound like a newfangled concept, so it might come as a shock that it is one of the oldest human practices. Would it surprise you to know that a large number of old houses in Rome incorporate pieces of ancient temples or that this is an example of upcycling? Just as history has proven the usefulness of it, my own lifestyle shows the benefits of this time-honoured practice.

3 *Waste not, want not* is a worthy sentiment and, just like upcycling, it is a concept that's far from new. In fact, it is one of the oldest human practices. Take a moment to think about it, and I'm sure you'll find you have upcycled something in your lifetime, even if you didn't know that's what you were doing! My goal is to explain the undeniable usefulness of upcycling and to illustrate how I have embraced it in my life.

5 Write an introductory paragraph for one of the topics in exercise 3. Compare your paragraphs. Which is most encouraging to read the rest of the whole article? Why?

6 Copy and complete the table with the correct phrases. Add your own phrases to each category.

Nevertheless, In a nutshell, Furthermore, Even if
Would it surprise you to know By and large
In addition to Take a moment to think about
Considering that For the reason that On balance,
As a consequence Beyond the simple fact
Due to the fact that As well as At the expense of
Providing further evidence Just to recap,
In direct contrast to All things considered,

Introducing or adding information / enumerating	
Summarising / generalising	
Comparing / contrasting	
Explaining reasons / results	

7 Complete the sentences below with your own ideas. Which topic from exercise 8 could each one of them go with?

1 The amount of waste produced by each household is staggering, and as a consequence ...
2 Would it surprise you to know that some countries do everything they can to protect endangered species, in direct contrast to ...
3 During winter, the level of particulate pollution increases dramatically, providing further evidence that ...
4 Beyond the simple fact that reusing old items saves money, in addition it ...
5 Endangered species may deserve our protection, but have you ever considered ...

8 Read the instructions and do the writing task. Write between 200 and 250 words.

1 „Jeśli nie zmienimy naszych nawyków, zginiemy pod stertą własnych śmieci". Napisz **artykuł**, w którym wyjaśnisz, skąd się bierze tak duża ilość odpadów w gospodarstwach domowych, i omówisz, w jaki sposób indywidualne zaangażowanie każdego z nas może wpłynąć na zmianę sytuacji.
2 Niektórzy uważają, że ochrona zagrożonych gatunków i ich siedlisk utrudnia tworzenie i utrzymywanie miejsc pracy. Napisz **artykuł**, w którym przedstawisz wysiłki podejmowane w Polsce na rzecz ochrony środowiska naturalnego i wyrazisz swoją opinię na temat tego, czy potrzeby człowieka powinny mieć pierwszeństwo przed potrzebami natury.
3 W wielu krajach chłodniejszym porom roku towarzyszy smog powstały na skutek ogrzewania gospodarstw domowych spalanymi odpadami. Napisz **artykuł** o niebezpiecznych skutkach tej praktyki i zaproponuj, jakie kroki można podjąć, aby ograniczyć proceder spalania odpadów powodujących smog.

REVIEW

3

Complete all the exercises from this section in your notebook.

1 Complete the sentences with the correct prepositions only where necessary.

1 I have a penchant ___ travelling to the most distant places, so I'd never miss out ___ a trip to New Zealand.
2 Before I pick ___ my holiday destination, I tend to pore ___ travel websites for ages.
3 Sightseeing in Delhi was a real barrage ___ the senses.
4 We must tackle ___ a series of environmental problems.
5 Generally speaking, the situation is still very much ___ flux.
6 The trip was so tiring that I always felt wrung ___ at the end of the day.
7 I like spontaneous people who go ___ the flow.

2 Rewrite the sentences, using the words in bold.

1 A trip to Australia will cost a fortune. **ARM**
2 The competitors fought fiercely for first place in the championship. **NAIL**
3 My plan to go to India is unlikely to succeed. **WATER**
4 Why don't you try a cruise? **SHOT**
5 I had to pay for everybody at the café. **FOOT**
6 My mum has decided to go to Rome. **SIGHTS**

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

1 Unfortunately, these pesticides are ___ (***effect***) in fighting more ___ (***invade***) pest species.
2 The oil spill caused ___ (***describe***) damage to the environment. You can't just call it ___ (***neglect***). It's a crime against nature!
3 This place was famous for its natural ___ (***diverse***), but it was destroyed by ___ (***industry***) waste dumped here.
4 When I travel, I try to avoid a ___ (***frenzy***) pace. Slow travel is of ___ (***unequal***) value to me.
5 Bees are one of the most important ___ (***pollinate***).
6 ___ (***Particle***) pollution leads to ___ (***respire***) illnesses.

VOCABULARY CHALLENGE!

4 Complete the sentences with the missing words. Some letters have been given.

1 In the **c**_ _ **r** _**e** of our holiday, we had to make two **o**_**ern** _ _ _ _ journeys, but I prefer travelling by day.
2 Brighton is a really **b**_ _**tl**_ _ _ resort with plenty of _**ei**_ _**re** time activities to do.
3 Going to far-_ _ _ _ _ destinations is definitely out of **r**_**n**_**e** for me. It's simply too expensive.
4 The car drove straight into the central **r**_ _**er**_ _ **t**_ _ _ to avoid hitting the motorcyclist.

5 Complete the sentences with the correct form of the words in brackets. Add prepositions where necessary.

1 There's no point ___ (***travel***) first class if second class appears ___ (***be***) almost as comfortable.
2 You'll be better off ___ (***go***) by train than by car. You'll avoid ___ (***get***) stuck in traffic.
3 Our travel agency is committed ___ (***provide***) the best quality trips. We never fail ___ (***deliver***).
4 Most people assume Mark ___ (***enjoy***) package tours, but he only chooses ___ (***go***) on them because they are cheap.
5 I love ___ (***tell***) fascinating stories by seasoned travellers. It's worth ___ (***listen***) to their advice too.
6 I can't be bothered ___ (***cook***) for myself. There's no point ___ (***make***) meals just for one person.

6 Complete the sentences, using the prompts in brackets Add any necessary words.

1 This explorer ___ (***believe / not / reach / his***) destination. A rescue team ___ (***said / be***) on its way to find him.
2 The hotel receptionist ___ (***claim / inform / me***) about the change of the rooms, but I have ___ (***no recollection / he / tell / me***) that.
3 Italy seems ___ (***bit / fascinating / visit***) as Spain. Both ___ (***consider / be***) top destinations in Europe.
4 I ___ (***should / know / better / trust***) the street seller. I ___ (***cannot / be / first person / cheat***) by him.
5 My parents ___ (***seem / enjoy***) their holiday to Egypt. It was the first time ___ (***they / be***) there.

GRAMMAR CHALLENGE!

7 Write sentences to illustrate the change in meaning between the following verb patterns.

1 try + *-ing* vs. try + infinitive
2 mean + *-ing* vs. mean + infinitive
3 go on + *-ing* vs. go on + infinitive
4 stop + *-ing* vs. stop + infinitive
5 regret + *-ing* vs. regret + infinitive

8 Complete the sentences with the correct words.

It is a well-known [1]___ that travel broadens your mind. [2]___ a moment to think how much we learn when we visit other places. It goes [3]___ the simple fact that we find out about the history of the place we are currently in as [4]___ addition, we get to know the local customs and cuisine as [5]___ as different ways of life. [6]___ from this, we practise speaking foreign languages. [7]___ balance, there is no better way of learning about the world than hitting the road!



9 Write sentences or questions from the prompts.

1 What / take / idea / zoos?
2 I / venture / guess / recycling / be compulsory / future.
3 I / favour / ban / cars / city centres.
4 you / opposed / people / able / cut down / trees / their / land?
5 afraid / beg / differ / when / come / this issue.

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

3 WORDLIST

Vocabulary

additional charge	/əˌdɪʃ(ə)nəl ˈtʃɑː(r)dʒ/	dodatkowa opłata
airborne pollution	/ˌeə(r)bɔː(r)n pəˈluːʃ(ə)n/	zanieczyszczenie odpadami przenoszonymi drogą powietrzną
airborne waste	/ˌeə(r)bɔː(r)n ˈweɪst/	odpady przenoszone drogą powietrzną
air-bound	/ˈeə(r)ˌbaʊnd/	zapowietrzony
alter	/ˈɔːltə(r)/	zmieniać
be in deep water	/bi ɪn ˌdiːp ˈwɔːtə(r)/	być w trudnej sytuacji, mieć poważne kłopoty
be up in the air	/bi ˌʌp ɪn ðə ˈeə(r)/	stać pod znakiem zapytania, być niepewnym
biodegradable	/ˌbaɪəʊdɪˈgreɪdəb(ə)l/	biodegradowalny
blur of buildings	/ˌblɜː(r) əv ˈbɪldɪŋz/	rozmazane plamy budynków, budynki widziane jak przez mgłę
can't see the wood for the trees	/ˌkɑːnt siː ðə ˌwʊd fə(r) ðə ˈtriːz/	nie widzieć czegoś oczywistego
carbon dioxide	/ˌkɑː(r)b(ə)n daɪˈɒksaɪd/	dwutlenek węgla
close monitoring	/kləʊz ˈmɒnɪtə(r)ɪŋ/	ścisła kontrola, ścisły nadzór
dead in the water	/ˌded ɪn ðə ˈwɔːtə(r)/	bez szans, na przegranej pozycji
diminishing	/dɪˈmɪnɪʃɪŋ/	malejący
down to earth	/ˌdaʊn tə ˈɜː(r)θ/	praktyczny, twardo stąpający po ziemi,
drift	/drɪft/	dryfować, unosić się z prądem
drought	/draʊt/	susza
dub	/dʌb/	nazywać, określać mianem
escaped radiation	/ɪˌskeɪpt ˌreɪdiˈeɪʃ(ə)n/	uwolnione promieniowanie
excess baggage	/ɪkˌses ˈbægɪdʒ/	nadbagaż
favourable	/ˈfeɪv(ə)rəb(ə)l/	korzystny
fossil fuel	/ˈfɒs(ə)l ˌfjuːəl/	paliwo kopalne
freewheeling	/ˈfriːwiːlɪŋ/	beztroski
game plan	/ˈgeɪm ˌplæn/	plan działania, strategia
get the most out of sth	/get ðə ˈməʊst aʊt əv ˌsʌmθɪŋ/	jak najlepiej, w pełni coś wykorzystać
give sth a miss	/gɪv ˌsʌmθɪŋ ə ˈmɪs/	odpuszczać coś sobie
go wild	/gəʊ ˈwaɪld/	oszaleć
go with the flow	/ˌgəʊ wɪθ ðə ˈfləʊ/	poddawać się biegowi wydarzeń, płynąć z prądem
greenhouse gases	/ˌgriːnhaʊs ˈgæsɪz/	gazy cieplarniane
gyre (circular current)	/ˈdʒʌɪə/	wir oceaniczny
have a ripple effect	/hæv ə ˈrɪp(ə)l ɪˌfekt/	wywoływać efekt domina
heaven forbid	/ˌhev(ə)n fə(r)ˈbɪd/	broń Boże!
historic site	/ˌhɪstɒrɪk ˈsaɪt/	miejsce pamięci, zabytek
host country	/ˌhəʊst ˈkʌntri/	kraj, w którym dany gatunek występuje
hostile	/ˈhɒstaɪl/	wrogi
industrial waste	/ɪnˌdʌstriəl weɪst/	odpady przemysłowe
ineffective	/ˌɪnɪˈfektɪv/	nieskuteczny
ingestion	/ɪnˈdʒestʃ(ə)n/	połykanie, przyjmowanie
inherently	/ɪnˈherəntli/	z natury, nieodłącznie
inundation	/ˌɪnʌnˈdeɪʃ(ə)n/	zalewanie, podtapianie
invasive species	/ɪnˌveɪsɪv ˈspiːʃiːz/	gatunki inwazyjne
itinerary	/aɪˈtɪnərəri/	plan podróży
jam	/dʒæm/	upychać
jarring	/ˈdʒɑːrɪŋ/	nieprzyjemny, wywołujący zgrzyt
jet stream	/ˈdʒet ˌstriːm/	prąd strumieniowy
landfill (site)	/ˈlæn(d)ˌfɪl (ˌsaɪt)/	wysypisko śmieci
lasting impression	/ˌlɑːstɪŋ ɪmˈpreʃ(ə)n/	niezatarte wrażenie
leach	/liːtʃ/	wypłukiwać
lethal	/ˈliːθl/	śmiertelny
longboat	/ˈlɒŋbəʊt/	barka, długa łódź wiosłowa
map out	/mæp ˈaʊt/	planować
miss out on sth	/mɪs ˈaʊt ɒn ˌsʌmθɪŋ/	przeoczyć coś, przegapić
mock sb/sth	/mɒk ˌsʌmbədi, ˌsʌmθɪŋ/	drwić z kogoś, wyśmiewać coś
must-see	/ˌmʌstˈsiː/	wymagający zobaczenia/ obejrzenia
natural predators	/ˌnætʃ(ə)rəl ˈpredətə(r)z/	naturalni wrogowie (drapieżniki będące w naturalnym środowisku zagrożeniem dla danego gatunku)
negligence	/ˈneglɪdʒ(ə)ns/	zaniedbanie
nitrogen oxide	/ˌnaɪtrədʒ(ə)n ˈɒksaɪd/	tlenek azotu
noteworthy	/ˈnəʊtˌwɜː(r)ði/	godny uwagi, interesujący
overseas	/ˌəʊvə(r)ˈsiːz/	zagraniczny, zamorski
particulate pollution	/pɑː(r)ˌtɪkjələt pəˈluːʃ(ə)n/	zanieczyszczenia pyłowe
pollination	/pɒlɪˈneɪʃ(ə)n/	zapylanie
pollinator	/ˌpɒləˈneɪtə(r)/	zwierzę zapylające określony gatunek rośliny
pollution source	/pəˌluːʃ(ə)n ˈsɔː(r)s/	źródło zanieczyszczenia
pore over sth	/pɔː(r) ˈəʊvə(r) ˌsʌmθɪŋ/	analizować coś szczegółowo, studiować
prearranged ride	/priːəˌreɪndʒd ˈraɪd/	przewóz zorganizowany
preliminary	/prɪˈlɪmɪn(ə)ri/	wstępny
prevailing currents	/prɪˌveɪlɪŋ ˈkʌrənts/	przeważające prądy
principal cause	/ˌprɪnsəp(ə)l ˈkɔːz/	główna przyczyna
principle	/ˈprɪnsəp(ə)l/	zasada, reguła
respiration	/ˌrespəˈreɪʃ(ə)n/	oddychanie
respiratory illness	/rɪˌspɪrət(ə)ri ˈɪlnəs/	choroba dróg oddechowych
scarcity	/ˈskeə(r)səti/	niedostatek, brak
settle in	/ˌset(ə)l ˈɪn/	zadomowić się, rozgościć
skyscraper	/ˈskaɪˌskreɪpə(r)/	drapacz chmur
soaring	/ˈsɔː(r)ɪŋ/	strzelisty
stellar	/ˈstelə(r)/	wspaniały, wybitny
strict	/ˌstrɪkt/	ścisły (np. plan podróży)
stunning	/ˈstʌnɪŋ/	olśniewający
tackle the problem	/ˌtæk(ə)l ðə ˈprɒbləm/	stawiać czoło problemowi
take sth away from sth	/ˌteɪk ˌsʌmθɪŋ əˈweɪ frəm ˌsʌmθɪŋ/	wynieść coś, doświadczyć czegoś, zabrać coś ze sobą (o wrażeniach, wspomnieniach)
trek	/trek/	podróżować pieszo, wędrować
unanimous	/juːˈnænɪməs/	jednogłośny
uninhabitable	/ˌʌnɪnˈhæbɪtəb(ə)l/	nienadający się do zamieszkania
what the future holds	/wɒt ðə ˌfjuːtʃə(r) ˈhəʊldz/	co przyniesie przyszłość

Reading and vocabulary

be at the mercy of sth	/bi ət ðə ˌmɜː(r)si əv ˈsʌmθɪŋ/	być zdanym na łaskę czegoś
be given to understand	/bi ˌgɪv(ə)n tə ʌndə(r)ˈstænd/	mieć dane do zrozumienia
beautifully appointed	/ˌbjuːtəf(ə)lɪ əˈpɔɪntɪd/	pięknie urządzony
charitable holiday	/ˌtʃærɪtəb(ə)l ˈhɒlɪdeɪ/	wyjazd wakacyjny łączący wypoczynek z pracą charytatywną
cheap shot	/ˈtʃiːp ˈʃɒt/	cios poniżej pasa
cook up sth	/kʊk ˈʌp ˌsʌmθɪŋ/	wymyślić coś
cultural tour	/ˌkʌltʃ(ə)rəl ˈtʊə(r)/	wycieczka mająca na celu poznanie kultury danego regionu
do a bunk	/duː ə ˈbʌŋk/	ulotnić się
eco-tour	/ˈiːkəʊˌtʊə(r)/	wycieczka zorganizowana z poszanowaniem lokalnego środowiska naturalnego
endure sth	/ɪnˈdjʊə(r) ˌsʌmθɪŋ/	znosić, wytrzymywać coś
expand one's horizons	/ɪkˌspænd wʌnz həˈraɪz(ə)nz/	poszerzać swoje horyzonty
foot the bill	/fʊt ðə ˈbɪl/	zapłacić, pokryć rachunek
frenzied pace	/ˌfrenzid ˈpeɪs/	szaleńczy pęd
get on like a house on fire	/get ˌɒn laɪk ə ˌhaʊs ɒn ˈfaɪə(r)/	szybko się zaprzyjaźnić, przypaść sobie do serca
give sth a shot	/ˌgɪv ˌsʌmθɪŋ ə ˈʃɒt/	spróbować, dać czemuś szansę
grumpy	/ˈgrʌmpi/	zrzędliwy, gderliwy
have a penchant for sth	/hæv ə ˈpɒ̃ʃɑ̃n fɔː(r) ˌsʌmθɪŋ/	mieć upodobanie, zamiłowanie do czegoś
ill-advised	/ˌɪlədˈvaɪzd/	niewłaściwy, nieprzemyślany
illuminating	/ɪˈluːmɪneɪtɪŋ/	objaśniający, pouczający
impromptu	/ɪmˈprɒmptjuː/	spontaniczny
insularity	/ˌɪnsjʊˈlærəti/	zaściankowość, odizolowanie
loll about	/lɒl əˈbaʊt/	lenić się, obijać się
long shot	/ˈlɒŋ ʃɒt/	działanie, które ma małe szanse powodzenia, strzał w ciemno
luxury holiday	/ˌlʌkʃ(ə)ri ˈhɒlɪdeɪ/	luksusowy wyjazd wakacyjny
newly minted	/ˌnjuːli ˈmɪntɪd/	świeżo upieczony
posh	/pɒʃ/	ekskluzywny
read up on sth	/riːd ˈʌp ɒn ˌsʌmθɪŋ/	zgłębiać temat, studiować, doczytywać
rundown	/ˈrʌndaʊn/	skrót, krótki opis
shake sth	/ˈʃeɪk ˌsʌmθɪŋ/	pozbyć się czegoś
shape up	/ˌʃeɪp ˈʌp/	rozwijać się, nabierać kształtu
shelter	/ˈʃeltə(r)/	schronisko
shoot for the stars	/ˌʃuːt fə(r) ðə ˈstɑː(r)z/	sięgać gwiazd
shoot one's mouth off	/ˌʃuːt wʌnz ˈmaʊθ ˌɒf/	przechwalać się
shoot oneself in the foot	/ˌʃuːt wʌnˌself ɪn ðə ˈfʊt/	strzelać sobie w stopę
shoot sth down	/ˌʃuːt ˌsʌmθɪŋ ˈdaʊn/	z miejsca coś odrzucić
shoot the messenger	/ʃuːt ðə ˈmes(ə)ndʒə(r)/	strzelać do posłańca, wyładowywać złość na osobie przynoszącej niepomyślne wieści
shot in the dark	/ʃɒt ɪn ðə ˈdɑː(r)k/	decyzja podjęta w ciemno mimo braku istotnych informacji
soak up sth	/səʊk ˈʌp ˌsʌmθɪŋ/	napawać się czymś
sybaritic	/ˌsɪbəˈrɪtɪk/	sybarycki, ceniący luksus i wygodę
unequalled	/ʌnˈiːkwəld/	niezrównany, nie do pobicia
wrung out	/rʌŋ ˈaʊt/	wyczerpany

WORDLIST

3

Grammar 1

embark on a journey	/ɪmˌbɑ:(r)k ɒn ə ˈdʒɜ:(r)ni/	rozpocząć, wyruszyć w podróż
like-minded people	/laɪkˌmaɪndɪd ˈpi:p(ə)l/	grupa ludzi o podobnych zapatrywaniach
soulmate	/ˈsəʊlˌmeɪt/	pokrewna dusza
take its toll	/teɪk ɪts ˈtəʊl/	zebrać żniwo, mieć negatywne skutki

Listening and vocabulary

abject	/ˈæbdʒekt/	skrajny
at all costs	/ət ɔ:l ˈkɒsts/	za wszelką cenę
barrage on the senses	/ˌbærɑ:ʒ ɒn ðə ˈsensɪz/	natłok doznań zmysłowych
be an open book to sb	/bi ən ˌəʊpən ˈbʊk tə ˌsʌmbədi/	nie mieć przed kimś tajemnic
be food for thought	/bi ˌfu:d fə(r) ˈθɔ:t/	dawać do myślenia
be in flux	/bi ɪn ˈflʌks/	podlegać zmianom, przechodzić zmiany
be old hat	/bi ˌəʊld ˈhæt/	być staromodnym nudziarzem
be/get up in arms	/bi, get ˌʌp ɪn ˈɑ:(r)mz/	być czymś oburzonym
brainstorm	/ˈbreɪnˌstɔ:(r)m/	olśnienie
change-averse	/ˌtʃeɪndʒ əˈvɜ:(r)s/	przeciwny zmianom
cost an arm and a leg	/kɒst ən ˌɑ:(r)m ənd ə ˈleg/	kosztować krocie
dire reputation	/ˌdaɪə(r) repjʊˈteɪʃ(ə)n/	zła reputacja
diversity	/daɪˈvɜ:(r)səti/	różnorodność
excursion	/ɪkˈskɜ:(r)ʃ(ə)n/	wycieczka, wypad
eye-opening	/ˈaɪˌəʊp(ə)nɪŋ/	uświadamiający, otwierający oczy
fight tooth and nail	/faɪt ˌtu:θ ənd ˈneɪl/	walczyć zapamiętale
fully appointed spa	/ˌfʊli əˌpɔɪntɪd ˈspɑ:/	w pełni, doskonale wyposażone spa
give one's right arm for sth / to do sth	/gɪv wʌnz ˌraɪt ˈɑ:(r)m fə(r) ˌsʌmθɪŋ, tə du: ˌsʌmθɪŋ/	dać się pokroić za coś, żeby coś zrobić
gobsmacked	/ˈgɒbsmækt/	oniemiały, zszokowany
indescribable	/ˌɪndɪˈskraɪbəb(ə)l/	nieopisany
jet-setter	/ˈdʒetˌsetə(r)/	światowiec, salonowiec (osoba znana, bogata, często podróżująca)
run-down	/ˈrʌndaʊn/	zdewastowany
sense of adventure	/ˌsens əv ədˈventʃə(r)/	zamiłowanie do przygód
stay put	/ˌsteɪ ˈpʊt/	pozostawać bez ruchu, nie ruszać się
steer clear of sth/sb	/stɪə(r) ˈklɪə(r) əv ˌsʌmθɪŋ, ˌsʌmbədi/	trzymać się od czegoś, kogoś z daleka
tourist dive	/ˈtʊərɪst ˌdaɪv/	restauracja nastawiona na obsługę turystów
yank sb out of sth	/jæŋk ˌsʌmbədi ˈaʊt əv ˌsʌmθɪŋ/	wyrywać, wyszarpywać kogoś z czegoś

Grammar 2

bidder	/ˈbɪdə(r)/	oferent
resource	/rɪˈzɔ:(r)s/	zasób, bogactwo

Speaking

be/get bored stiff	/bi, get ˌbɔ:(r)d ˈstɪf/	nudzić się śmiertelnie
catch on	/kætʃ ˈɒn/	zyskać popularność
focal point	/ˌfəʊk(ə)l ˈpɔɪnt/	główny punkt, punkt centralny
hectic	/ˈhektɪk/	szaleńczy, gorączkowy
landmark	/ˈlæn(d)mɑ:(r)k/	charakterystyczny obiekt
local hangout	/ˌləʊk(ə)l ˈhæŋaʊt/	lokalne miejsce spotkań
nondescript	/ˈnɒndɪskrɪpt/	nijaki, bez wyrazu
omnipresent	/ˌɒmnɪˈprez(ə)nt/	wszechobecny
passing fancy	/ˌpɑ:sɪŋ ˈfænsi/	chwilowy kaprys
permeate	/ˈpɜ:(r)mieɪt/	przenikać
recap on sth	/ˈri:kæp ɒn ˈsʌmθɪŋ/	podsumowywać coś
savour	/ˈseɪvə(r)/	delektować się, rozkoszować smakiem
supportive of sb	/səˈpɔ:(r)tɪv əv ˌsʌmbədi/	pomocny, oddany
venture a guess	/ˌventʃə(r) ə ˈges/	zaryzykować przypuszczenie
win one's heart	/ˌwɪn wʌnz ˈhɑ:(r)t/	zdobywać czyjeś serce

English in Use

off-limits	/ɒfˈlɪmɪts/	niedostępny
curb pollution	/kɜ:(r)b pəˈlu:ʃən/	ograniczyć zanieczyszczenie
relish	/ˈrelɪʃ/	cieszyć się czymś, rozkoszować się czymś

Writing

be in bad shape	/bi ɪn ˌbæd ˈʃeɪp/	być w złym stanie
chore	/tʃɔ:(r)/	uciążliwy, nudny obowiązek
embrace sth	/ɪmˈbreɪs ˌsʌmθɪŋ/	przyjmować coś, korzystać z czegoś
insulation	/ˌɪnsjəˈleɪʃ(ə)n/	izolacja
newfangled	/ˌnjuːˈfæŋg(ə)ld/	nowomodny
next to nothing	/nekst tə ˈnʌθɪŋ/	prawie nic
upcycling	/ˈʌpˌsaɪklɪŋ/	upcykling (przekształcanie materiałów lub przedmiotów wyrzuconych na śmietnik w nowe produkty o wyższej wartości)



Challenge!

activity/disastrous/foreign/package holiday	/ækˌtɪvəti, dɪˌzɑ:strəs, ˌfɒrɪn, ˌpækɪdʒ ˈhɒlɪdeɪ/	aktywny/nieudany/zagraniczny/zorganizowany wypoczynek
be blissfully ignorant	/bi ˌblɪsfəlɪ ˈɪgnərənt/	pozostawać w błogiej nieświadomości
be (economic) in nature	/bi iːkəˌnɒmɪk ɪn ˈneɪtʃə(r)/	mieć charakter (gospodarczy)
brief/gruelling/outward/overnight journey	/ˌbri:f, ˌgru:əlɪŋ, ˌaʊtwə(r)d, əʊvə(r)ˌnaɪt ˈdʒɜ:(r)ni/	krótka/wyczerpująca/w jedną stronę/całonocna podróż
bustling/coastal/holiday/mountain resort	/ˌbʌs(ə)lɪŋ, ˌkəʊst(ə)l, ˌhɒlɪdeɪ, ˌmaʊntɪn rɪˈzɔ:(r)t/	tętniący życiem/nadmorski/wakacyjny/górski kurort
central reservation	/ˌsentrəl rezə(r)ˈveɪʃ(ə)n/	pas oddzielający przeciwległe pasy ruchu
coach	/kəʊtʃ/	autokar, kareta, trener
course of action	/ˌkɔ:(r)s əv ˈækʃ(ə)n/	sposób postępowania, przebieg działania
cut in on sb	/kʌt ˈɪn ɒn ˌsʌmbədi/	zajechać komuś drogę
decent food	/ˌdi:s(ə)nt ˈfu:d/	przyzwoite jedzenie
departure/high/peak/spare time	/dɪˈpɑ:(r)tʃə(r), ˈhaɪ, ˈpi:k, ˈspeə(r) ˌtaɪm/	czas odlotu, odjazdu / najwyższy czas / godziny szczytu / czas wolny
extend / go on / make / take a trip	/ɪkˌstend, gəʊ ɒn, meɪk, teɪk ə ˈtrɪp/	przedłużać / wybierać się na wycieczkę
far-flung/holiday/tourist/ultimate destination	/fɑ:(r),flʌŋ, ˌhɒlɪdeɪ, ˌtʊərɪst, ˌʌltɪmət destɪˈneɪʃ(ə)n/	odległy/wakacyjny/turystyczny/ostateczny cel podróży
flag down sb/sth	/flæg ˈdaʊn ˌsʌmbədi, ˌsʌmθɪŋ/	zatrzymać kogoś, coś (np. taksówkę)
good company	/gʊd ˈkʌmp(ə)ni/	dobre towarzystwo
human nature	/ˌhju:mən ˈneɪtʃə(r)/	ludzka natura
in due course	/ɪn ˌdju: ˈkɔ:(r)s/	we właściwym czasie
in the course of sth	/ɪn ðə ˈkɔ:(r)s əv ˌsʌmθɪŋ/	w trakcie czegoś
knock sb over	/nɒk ˌsʌmbədi ˈəʊvə(r)/	potrącić kogoś
lay-by	/ˈleɪbaɪ/	zatoczka (na skraju drogi)
let nature take its course	/let ˌneɪtʃə(r) ˌteɪk ɪts ˈkɔ:(r)s/	pozostawiać coś naturalnemu biegowi rzeczy
long-haul flight	/ˌlɒŋhɔ:l ˈflaɪt/	lot długodystansowy
make a reservation	/meɪk ə rezə(r)ˈveɪʃ(ə)n/	robić rezerwację
meagre	/ˈmi:gə(r)/	mizerny, skromny
mountain range	/ˈmaʊntɪn ˌreɪndʒ/	łańcuch górski, pasmo górskie
out of range	/aʊt əv ˈreɪndʒ/	poza zasięgiem
pile into sth	/ˈpaɪl ˌɪntu: ˌsʌmθɪŋ/	wpakować się do czegoś
pull up	/pʊl ˈʌp/	zatrzymywać się, zahamować
resort	/rɪˈzɔ:(r)t/	ośrodek wypoczynkowy
row	/raʊ/	awantura
squash up	/skwɒʃ ˈʌp/	ścieśniać się
stumble on sb/sth	/ˈstʌmb(ə)l ɒn ˌsʌmbədi, ˌsʌmθɪŋ/	natknąć się na kogoś, na coś
stunning views	/ˌstʌnɪŋ ˈvju:z/	zachwycające, olśniewające widoki
too much to ask of sth	/tu: ˌmʌtʃ tə ˈɑ:sk əv ˌsʌmθɪŋ/	zbyt dużo od czegoś wymagać
trip over sth	/trɪp ˈəʊvə(r) ˌsʌmθɪŋ/	potknąć się o coś
unspoilt landscape	/ʌnˌspɔɪlt ˈlæn(d)skeɪp/	nienaruszony krajobraz
wide range of sth	/waɪd ˈreɪndʒ əv ˌsʌmθɪŋ/	szeroki wybór czegoś
without reservation	/wɪðˌaʊt rezə(r)ˈveɪʃ(ə)n/	bez zastrzeżeń

4 THE WORKING LIFE

VOCABULARY

jobs, skills and qualifications • employment and working conditions

Jobs, skills and qualifications

1 Read the job-related announcements on the right. Which of them might be of interest to you? Why?

2 Write the expressions from the texts in exercise 1 to match the categories below. Some expressions belong to two categories.

- personal qualities and qualifications
- perks
- the place of work

3 Replace the underlined parts of the sentences with expressions from the texts in exercise 1.

1 We are looking for applicants with the ambition to do well in an office where people work in cooperation.
2 Are you intelligent and enthusiastic? Do you have an outstanding ability to sell things? Send us an application now!
3 We offer high pay for extra hours, a work schedule of your choice, and a gym, café and other conveniences on the spot.
4 We need creative types who get on very well with co-workers, show the ability to recover easily from setbacks, and can work closely with extremely influential executives.
5 Doing a period of unpaid practical work in a company can give you the reliable background you need to achieve very swift promotions when you're hired in a permanent position.
6 I need an assistant who is able to work with computers, has the ability to never give up and who has no problem helping with just about anything.

4 CD 2.01 Listen to two people talking about their career ideas. Which two adverts from exercise 1 might they be interested in?

5 CD 2.01 Listen again. Complete with the missing words.

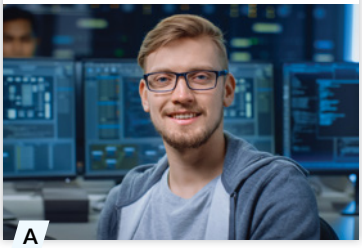
1 ___ someone leeway
2 ___ the bill
3 be ___ out for
4 with an ___ to
5 have got what it ___
6 ___ one's chances
7 sell oneself ___

6 Translate the sentences into English.

1 Z osób wpisanych na listę najpoważniejszych kandydatów na to stanowisko, ona posiada najszerszy zakres umiejętności oraz ma w sobie 'to coś' niezbędne do odniesienia sukcesu.
2 Jeśli nie chcesz zmarnować szansy w trakcie rozmowy o pracę, nigdy nie powinieneś umniejszać swoich umiejętności.
3 Poszukujemy projektanta aplikacji z zacięciem kreatywnym.
4 Zaczepiła się u nich, pracując najpierw jako sprzątaczka.
5 Nie jestem przekonany do pomysłu dawania pracownikom dużej swobody, jeśli chodzi o przestrzeganie terminów.

VACANCY

On the hunt for bright, eager, computer savvy individuals for our collaborative workplace. Must have: flexible attitude, deep knowledge of computer applications, strong creative bent. Perks incl. paid sabbaticals, on-site amenities, flexitime.


A

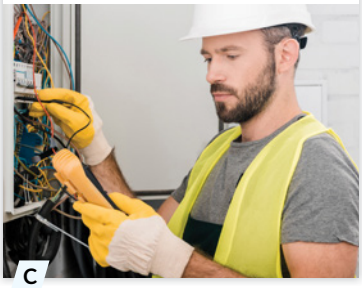
JOIN US

Graduates with a solid grounding in lab procedures wanted for assistant position in leading-edge company. Required: attention to detail, tenacity, resilience and willingness to muck in where needed. Great environment, in-house training and fast-track career advancement.


B

WANTED

Electricians with the drive to succeed. You should have great rapport with clients and exercise sales prowess by cold-calling business leads. Great benefits incl. generous overtime remuneration!


C

CLUELESS ABOUT YOUR CAREER?

Connect with high-powered business leaders, access internships and residencies, become computer literate and business savvy and find your path to success!


D

7 Find out the meanings of the phrases below. Then use them to complete the sentences. Make any necessary changes.

do the job work out do a job on sb get worked up
put to work work sb into the ground
on-the-job exposure working knowledge

1 Losing the bid has really ___ Sally! She is hurt and upset.
2 Ed complains his CEO is ___, but he has plenty of free time!
3 I thought I knew a lot about business, but having real-life, ___ in an actual business environment has really taught me a lot!
4 I have a ___ of computer graphics, but I'm not an expert.
5 Don't ___! You've been fired, but you can easily find a new job.
6 My supervisor has explained the task twice, but I still can't ___ exactly what I'm meant to do.
7 If you're not getting responses, improving your CV may ___.
8 Pam's ideas can't be ___ now, but may come in useful soon.

VOCABULARY CHALLENGE!

8 Find and correct the mistakes in the sentences below.

1 Our company had to lay out ten workers, but there's a chance they'll be re-hired.
2 Successful appliers will be notified by telephone.
3 We have several vacants in the customer service department.
4 I thought Diana was in line for upgrade to the higher rank, but it seems they've hired an outsider.
5 She was injured on the job and is now living off her rent.
6 Tom works strictly on commissioning, so he only gets paid when he manages to sell a car.
7 I'd much rather be working than be on the benefit, but it's very difficult to find a job right now.

Employment and working conditions

1 Match the statements (1–5) with the names of jobs below.

gym owner headhunter office manager plumber
call-centre worker

1 

Although it's a small agency, every day is an uphill battle because of the mind-boggling array of tasks I have: juggling the agents' schedules, responding to calls and constantly putting out fires. When I'm trying to stay cool and collected while I keep several balls in the air at once, I sometimes feel like I'm fighting a losing battle, but I do my best! I'm on a good salary, and there's a great sense of fulfillment in being part of a vital service. **AMY**

2 

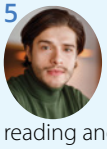
When I opened my business, I looked for ways to stand out from the crowd. Public outreach and building a unique presence are half the battle. Having the latest equipment and offering diverse classes has been a huge draw. There's always a risk in establishing a business, but it's been really gratifying to see the boost people get from coming here. **STEVE**

3 

My job is far from glamorous, but I provide an essential service and I'm proud of my skills. Unfortunately, some customers will always feel they're being swindled, and it can be a battle of wills to gain their trust, but I always explain the process and costs. A big company subcontracts work to me, so I get paid on a per-job basis, but the money is good. It's a physically taxing job, but knowing I'm battle-ready in people's time of need gives me a lot of satisfaction. **CHRIS**

4 

I'd prefer to be called a freelance recruiter because the usual term sounds pretty cut-throat, but you have to pick your battles wisely, and that's one I can't win. I sometimes have to be a bit of a mind-reader, since companies can't always pinpoint their precise needs, but I pride myself on my ability to find the right fit. I get paid strictly on commission, with no bonuses or perks. The work involves endless airports, hotel rooms and a lot of pointless socialising, but it's rewarding if everyone's satisfied. **PATRICIA**

5 

Cold-calling people all day long can be a real slog. It all boils down to the same thing – getting people to listen to your sales pitch and respond in a positive way. As an aspiring actor, I have to say I have an uncanny knack for reading and engaging strangers, so most weeks I get a bonus for exceeding my quota, on top of the hourly wage. The workplace is pretty grim, and I get sick of the incessant battle cry of *Sell, sell, sell!* Still, it pays the rent, and being good at anything is ego-boosting. **BEN**

2 Which of the jobs in exercise 1 might suit you? Why?

3 Work in pairs and answer the questions related to the statements in exercise 1.

1 What five words are used to express being given a positive feeling from one's work?
2 What five ways of being reimbursed for work are mentioned?

4 Find the words or expressions which match the definitions below in the texts in exercise 1.

1 a confusing variety
2 solve urgent problems
3 multitask
4 be noticeably different from others
5 hard on the body
6 working for different employers at different times
7 locate a suitable match
8 be tedious and uninspiring
9 a mysterious or inexplicable skill

5 Complete the text with some of the expressions from exercise 4.

Starting a business is scary, but I'm finally ready to move forward with my children's clothing shop. I have managed to [1] as far as the space goes, but there is still a [2] of issues to settle. One thing is how to [3], since there's fierce competition in the neighbourhood. To find out what people want, I've been generally checking out the market. One shop-owner has shown an [4] for knowing what both kids and parents like. Her shop also offers the draw of holding various events. Of course, I know that a fun, attractive space isn't enough and that I will have to [5] such as late deliveries and faulty goods – but you have to be able to [6] if you want to operate a business by yourself. So, wish me luck and keep your fingers crossed!

6 Rewrite the underlined parts of the sentences below using the highlighted 'battle' expressions from exercise 1.

1 Getting an interview with that company is <u>already a big accomplishment</u>. Now you just have to show them you're the right pick for the job!
2 Trying to get a significant salary rise in my company is <u>a hopeless endeavour</u>.
3 She felt she was <u>well prepared</u> for the big meeting.
4 You know you won't get everything you want, so it's better to <u>decide carefully what to fight for</u>.
5 Trying to convince the boss to advertise more is <u>a real struggle</u>, but I know I'll get there in the end.
6 The <u>conflict of ideas</u> between them went on for ages.
7 The 'Give time, save a life!' <u>rousing slogan</u> has inspired a lot of people to volunteer for our cause.

7 WHAT DO YOU THINK? How would you explain the following sayings? In what situations might you use them?

"Opportunity is missed by most people because it is dressed in overalls and looks like work."
THOMAS EDISON

"None of us is as smart as all of us."
JAPANESE PROVERB

"All work and no play makes Jack a dull boy."
ENGLISH PROVERB

CRITICAL THINKING page 125

4 READING AND VOCABULARY

reading for context, gist and detail • career paths • working environments


1


2


3


4

1 Look at the pictures. What personal characteristics would be needed to succeed at these jobs? What educational background might be required? What do you think the advantages and disadvantages of each of the jobs would be? Of those shown, which would you consider?

2 CD 2.02 Read the texts (1–2) and answer the questions.

1 In Text 1, what three careers are top picks for girls?
2 In Text 2, who influenced the writer positively in her career choice? Who put her off a certain type of career?

Text 1

WHAT DO TEENS WANT TO BE WHEN THEY GROW UP?

Teenagers are often seen as having pie-in-the-sky aspirations as to their future careers. We see them as not only expecting remunerative and fulfilling jobs, but also demanding all the perks of ideal employment. These include generous paid leave, lifelong learning opportunities and a workplace which appreciates individuality and supports a healthy work-life balance. And while it is true that some have overblown visions of their future, teenagers are, in large part, markedly matter-of-fact regarding their career goals. A study by the Organization for Economic Cooperation and Development (OECD) has thrown up some fascinating facts in this regard.

Not surprisingly, male and female students have different, and sometimes divergent, career aims. Despite the efforts of educators worldwide, girls are far less likely than boys to cite a career in engineering or computing as their target. Girls are more likely to set their sights on high-profile careers in politics or law. Medicine is another field of study in which female interest is higher. I am dubious about the idea that girls are more ambitious than boys in general, an idea the study might be seen to support, but certainly the studies demonstrate higher self-expectations than are generally seen in boys.

Another less formal study has brought forth the staggering fact that about half of the teens they surveyed stated that they wanted to become a celebrity. However, of those star-struck, nearly 70% admitted that they had no clue how to go about reaching their goal, and less than 20% believed they possessed the talent to make it big.

In a curious way, this meshes with the OECD study in one regard: young people's pursuit of certain career goals and their hopes to make the most of their potential are often driven by factors which are not necessarily related to their actual aptitudes. Family pressures, as well as examples of success within the family and their social circle, can influence career choices. Not to mention the wealth and power displayed by those who actually *do* make it as celebrities. Well, everyone is allowed to dream, but when it comes to being the next Lady Gaga or Bill Gates, my advice is: Don't bank on it.

Text 2



CAREER DREAMS, WORKPLACE REALITIES

At the age of 17, I wasn't sure what sort of career path to follow, but I was certain that I did not want to step into my parents' shoes as shoe-shop owners (pun intended). The child of self-employed parents, I had seen how owning a shop can run you ragged and worry the life out of you. So, taking my parents' lives as a cautionary tale, I decided to qualify as an accountant, which is the career my aunt had opted for. She had worked her way up through the ranks of a prominent firm, and even broke the glass ceiling as their first female CEO. She lives in a lovely flat in a vibrant part of London and has a fulfilling and somewhat glamorous life. And since I had a good head for numbers, it seemed a logical choice.

Reality set in with my first job. There I was in my grey cubicle, like a farm animal in a stall. I felt miserable in the 'businesslike attire' prescribed by the draconian dress code, which was not even relieved by dress-down Fridays. The work itself, though mind-numbing and repetitive, was something I did well. But the heavy workload and all the red tape made it necessary to work extra hours which we could not claim for overtime pay. My immediate supervisor was a classic micromanager, and her constant interruptions drove me round the twist.

At first I blamed myself for not adapting to the life of rigid timetables, tight deadlines and the stultifying atmosphere of a big office. I soon realised, though, that many of my co-workers were just as frustrated. The endless rounds of meetings, the follow-ups to follow-ups and the daily avalanche of emails, all hindered our actual work. There was also a lot of back-biting gossip passed back and forth. Our management's perpetual first-class business trips and high-end lunches highlighted the contrast between their executive existence and our place amongst the drudges.

However, I decided to stick it out, and I'm glad I did. After ten months, there was a takeover by a more forward-thinking firm. Offices were opened up, communication streamlined and the pointless meetings replaced by a free flow of information. The dress code was relaxed and flexible scheduling introduced. My hovering supervisor even chilled out a bit as a result of the pressure from her superiors easing up. Thanks to the changes, morale has skyrocketed, and I can say I'm happy to be here.

3 Read text 1 again and choose the correct answers.

1 The first study the writer discusses shows that
   - **a** teens are generally realistic about career goals.
   - **b** most teens avoid setting specific career goals.
   - **c** a majority of teens see fame and fortune as their goal.
   - **d** many teens have unusual career goals.

2 Most teenagers who want to become a star
   - **a** believe they are talented.
   - **b** have no idea what to do to achieve celebrity status.
   - **c** are urged to try it by their families.
   - **d** are bound to be successful if they work hard enough.

3 Which of the following is given as an opinion, not a fact?
   - **a** Boys outnumber girls in focusing on science.
   - **b** Girls are not generally more ambitious than boys.
   - **c** Girls often see a political career as an appealing option.
   - **d** Girls tend to expect more of themselves than boys.

4 Read text 2 again and complete the sentences so that they are true according to the text.

1 By referring to her parents' lives as a 'cautionary tale', the writer suggests that what she witnessed made her think self-employment ____ choice.
2 The writer's first job gave her a shock because the rules and methods were ____ there.
3 The writer's attitude to her job changed when ____ another company.

Vocabulary development

5 Match the definitions below with some of the highlighted words from the texts in exercise 2. There are two extra highlighted phrases.

1 realistic: ____
2 noticeably: ____
3 get to the top position despite a system which treats women and minorities unfairly: ____
4 extremely boring: ____
5 worker who does dull, routine jobs: ____
6 prevent from easily being accomplished: ____
7 person who pays very close attention to others' work: ____
8 climb the career ladder: ____
9 make someone extremely tired: ____
10 depend on something to happen: ____

6 Match 1–6 with a–f to form phrases. Then translate them into Polish.

1 be in someone else's	**a** facts
2 drive someone round the	**b** shoes
3 throw up	**c** potential
4 make the most of one's	**d** big
5 make it	**e** twist
6 ease up the	**f** pressure

7 Complete the text with the words below.

path employed tales code tape workload pay profile timetable deadlines life learning leave thinking aspirations

When teens consider a possible career [1]____, the idea of corporate [2]____ doesn't often have an immediate appeal. Following a strict dress [3]____, dealing with a heavy [4]____ without overtime [5]____, sticking to a rigid [6]____ whilst meeting tight [7]____ for projects – none of this sounds attractive. Instead, teens often focus on pie-in-the-sky visions of a high-[8]____ career in sports or arts, not realising that their overblown [9]____ can too often end in failure. Others aim to be self-[10]____, choosing to ignore the cautionary [11]____ provided by the millions whose businesses fail. Perhaps the most realistic approach is to look for a job in a forward-[12]____ company which provides paid [13]____ and lifelong [14]____ and which avoids the red [15]____ that makes working life frustrating.



VOCABULARY CHALLENGE!

8 Choose the correct option to complete the sentences.

1 Anette deals efficiently with ***personnel*** / ***personal*** issues such as hiring, training and setting salaries, but when it comes to her ***personnel*** / ***personal*** issues, such as family conflicts, things are a bit out of control.
2 Ben has a remarkable ***attitude*** / ***aptitude*** for research, but his ***attitude*** / ***aptitude*** towards colleagues makes him hard to work with.
3 The managers agree that they want a ***divergent*** / ***diverse*** workplace, including people of all races and genders, but they have ***divergent*** / ***diverse*** ideas on how many people to hire.
4 To keep up ***moral*** / ***morale*** in the company, we need to stick to a strict ***moral*** / ***morale*** standard of fair treatment for all.
5 This sort of physical work is so ***repetitive*** / ***preventative*** that it's necessary to institute ***repetitive*** / ***preventative*** measures in order to avoid injuries.

9 NOW YOU DO IT Think of an occupation and write five job-specific questions. Interview your partner, but don't tell them what the job is – make them guess what they are being interviewed for.

CRITICAL THINKING page 125

4 GRAMMAR 1
reported speech

1 CD 2.03 **LANGUAGE IN CONTEXT** Listen to two voicemail messages. What problems are the speakers describing? What solutions are being suggested?

2 **PRACTISE** Rewrite the sentences in reported speech using the words given. Check your answers with the transcript of the messages in exercise 1 on page 151.

1 'Could you send us a temp who can start at 9 on Monday?' **I**, **YOU**, **US**
2 'She is out of the office, and I don't know anything about the arrangement.' **YOUR ASSISTANT**, **YOU**
3 'I arranged for someone to fill the post last week.' **I**
4 'I'll definitely hold you responsible if no one has turned up by lunchtime.' **HE**, **ME**
5 'I'll be giving a presentation next week.' **I**, **YOU**, **LAST WEEK**
6 'I have no idea how this could have happened.' **THE TECH GUY**
7 'Please try to recover the files!' **I**, **HE**
8 'They're definitely not recoverable.' **HE**, **THEY**

3 Report the sentences, using the verbs below. Make any other necessary changes.

inquire regret deny insist congratulate propose wonder remind

1 'I'm really sorry now that I didn't learn how to use this program,' Kate said.
2 'You must apologise to your co-workers for misleading them,' Mr Kinnon said.
3 'I think we should give everyone the afternoon off on Friday,' I said.
4 'How did you decide whom to hire for the position?' she asked.
5 'It's great that you got the promotion you were after!' she said to Don.
6 'Has anyone told the supervisor about the problem?' she asked.
7 'Don't forget to ring Julie first thing in the morning,' my boss said to me.
8 'I haven't been listening to the office gossip,' Kip said to John.

4 Rewrite the sentences in reported speech. Use the beginnings given.

1 'I beg you to put me on the creative team – it's where I belong!' she said to her boss. She begged ____.
2 'If I had known you'd be late, I would have delayed the meeting,' Sally said to David. Sally assured David ____.
3 'I promise that I will have the report done by the end of the day.' She promised ____.
4 'I urge you to rethink your proposal,' the manager said to us. The manager urged that ____.

5 Write a paragraph reporting the conversation below.

John I want to work in your mum's firm after I've finished my degree next year.
Lydia You ought to think twice about that. I've been told it's not easy to work for someone you know socially.
John Really? But your brother is doing very well there.
Lydia Well, yes, that's true. But my suggestion is to get some experience at another firm first.
John That's probably a good idea. I'll definitely think about it. By the way, I'm sorry I didn't remind you about our Architects Club meeting last week.
Lydia It's OK, I was so tired I wouldn't have gone anyway.

6 Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

1 'Can you ring me early tomorrow morning?' she asked her assistant. **DAY**
She asked her assistant to ring her ____.
2 'We should have finished the project yesterday,' she said. **BEFORE**
She said they should have finished ____.
3 'I'm afraid I'll be late for the meeting, but you can take notes,' he said to her. **WOULD**
He told her ____ for the meeting, but that she could take the notes.
4 'I'm sure I did well in the interview,' he told us. **WAS**
He told us he ____ well in the interview.
5 'I promise to get the contracts to you before eight this evening,' she said to him. **THAT**
She promised ____ the contracts to him before eight that evening.
6 'I did not steal that client from you,' she said to her co-worker. **HAVING**
She ____ that client from her co-worker.

GRAMMAR CHALLENGE!

Tenses may not shift in reported speech when a general truth is being stated, when a statement is known or believed to be true or when conditional structures are used.
*A rival claimed that the company **was losing** money*. (not true) *The CEO announced that the company **is now making** a solid profit*. (true)

7 Choose the correct option to complete each sentence. Which sentences can take both forms? Do they change the meaning?

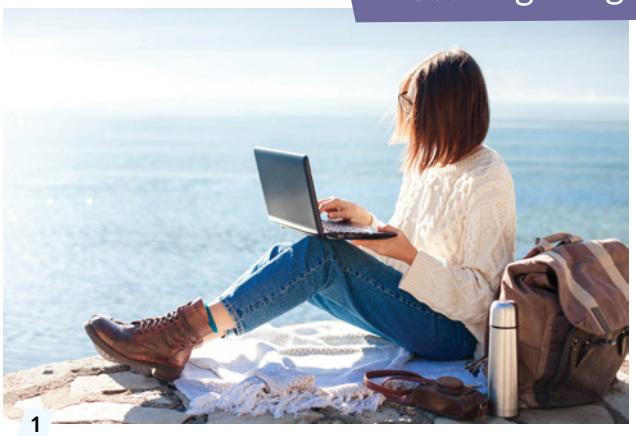
1 She claimed that she ***is planning / was planning*** to retire soon, but I don't believe it for a second!
2 Our boss recommended that we ***attend / attended*** a training course, saying that it ***would have brought / would bring*** us up to speed.
3 Ann claimed that she ***would be / would have been*** promoted by the end of the year if a position ***was / had been*** open.
4 I insisted that if I ***had known / knew*** what management was planning, I ***had told / would have told*** my co-workers beforehand.
5 My boss warned me that I ***had / would have*** to give a presentation ***tomorrow / the next day***, but that the material ***is / was*** ready to go.
6 The CEO reminded us that Lima ***was / is*** the capital of Peru and that it ***is going / was going*** to be the location of our new office.

8 **NOW YOU DO IT** In pairs, describe to your partner a job interview you have taken part in, or a conversation with a careers adviser. Use a variety of reported speech forms.

LISTENING AND VOCABULARY

listening for gist and detail • workplaces

4



1



2

1 How would you describe the way of working shown in each picture? What are the benefits and disadvantages of working in an open-plan office? Which of the two places would you want to work in? Why?

2 CD 2.04 Listen to an interview about the influence of working environment on work quality and quality of life and answer the questions.

1 What does the interviewer want to know about the workplace?
2 How has technology made working away from an office easier?
3 How can employers ensure their staff work more healthily in a fixed workplace?
4 How can an open office space help creative professions?
5 Why do some employers now have a hybrid work policy?

3 CD 2.04 Listen to the interview again and complete the sentences.

1 Previously, the idea of a workplace ___ fixed locations.
2 During lockdowns, workers ___ by working remotely.
3 Smaller work concerns can ___ in a large open office.
4 Some employers allow work to be done away from the office provided ___.
5 Any job can benefit ___, not only artistic or writing professions.

4 Complete the sentences with the correct forms of the words below.

variety appreciate adapt pleasure produce deny meld consider just

1 A bright and comfortable workplace is an ___ advantage when a company is recruiting new workers.
2 I prefer a job which allows me to ___ the kinds of tasks I do throughout the day.
3 My office is so hot that it becomes extremely ___ to work there at times.
4 The ___ of form and function are the key to creating a great work environment.
5 We would like to express our ___ to the designer who made our offices so much better.
6 Don't you think more ___ of workers' comfort is needed when furnishing an office?
7 The manager could not find any ___ for spending a lot on new office furniture, so he refused the request.
8 Temporary workers have to be extremely ___ as their work situations change so often.
9 Employers try to boost the ___ of their employees by creating excellent working conditions.

5 Write down arguments for and against remote work, considering health and productivity. Use your own ideas and arguments from the interview with Bernard Ransom.

6 CD 2.05 Listen to four people talking about workplaces. Match the speakers to the fields of work they are involved in.

publicity retail technology medicine

Speaker 1: ___ Speaker 3: ___
Speaker 2: ___ Speaker 4: ___

7 CD 2.05 Listen again. Match each speaker (1–4) to two of the statements below. There are two extra statements.

a 'I've found ways to deal with the stress most of the time.'
b 'It's all about what the public sees, so the workers definitely come second.'
c 'Product quality is the only priority, so discomfort is just something we accept.'
d 'The cheerful environment makes up a bit for the tedium of the work.'
e 'We deal with disasters all the time, but thankfully it's nothing life-threatening.'
f 'I'd give anything for a bit more privacy during the workday.'
g 'Making the place look less off-putting might give us better results.'
h 'I suspect that disasters are a welcome distraction from the routine.'
i 'I could do with a bit more consideration from the people I deal with every day.'
j 'They've done everything to create a cool environment, but they do make some major demand.'

Speaker 1: ___, ___ Speaker 3: ___, ___
Speaker 2: ___, ___ Speaker 4: ___, ___

8 Work in pairs and do the task below.

You are starting a small company. Decide what sort of company it will be, then work out what elements the workplace should include to attract the most suitable employees.

4 GRAMMAR 2

substitution and ellipsis: avoiding repetition

1 LANGUAGE IN CONTEXT Read the dialogue. What has been left out by the speakers? What might the full phrases have been?

Cal Hey! You look a bit tired. Is everything OK?
Mara Not really.
Cal What's up?
Mara I've been studying really hard, plus working part-time. I keep trying to get to bed at a decent time, but then I don't. There's always more to do, never enough time.
Cal Sorry you're going through that. But, exams will be over soon, and then you can kick back, right?
Mara Maybe. Actually, my parents want me to work full-time over the holidays, and if I do, there won't be time for much else. Plus, kids working for their parents isn't always the best idea.
Cal True.
Mara Anyhow, things going well for you? Still planning to travel this summer?
Cal No change in my plans! After finishing my exams, I'm off to France, and perhaps Spain after that.
Mara You going to keep in touch while you're away?
Cal I am! No doubt you'll see my posts on social media.
Mara Thanks. OK, have to run. Hope you'll give me a ring before you leave!
Cal Will do. And you do the same, OK?

2 ANALYSE In the dialogue in exercise 1, find the examples of 1–6 below.

1 a short elliptical response
2 additional information leaving out part of a verb form
3 a fixed phrase without subject/verb
4 leaving out unstressed or already-assumed subject or verb
5 a participle taking the place of a relative clause
6 a word to replace something mentioned before

3 PRACTISE Work in pairs. Read the three dialogues and decide which words or phrases can be left out or replaced.

1 A Are you too busy to have a look at my application letter? I've heard that applicants who receive outside input get better results than applicants who don't receive outside input.
B I'd be happy to have a look at it, though I can't promise that I'll have much input to offer you.

2 A Do you know if your dad still has that announcement which describes the laboratory internship? I'm thinking about applying for it, and I need the contact information included.
B He must still have it. You know the fact that he never throws things away is one of his bad habits, though it isn't his only bad habit.

3 A Are you interested in going to a jobs fair with me?
B I'm not particularly interested. I have so much work to do, and there is never enough time to get through it. I try and try to catch up, but I never manage to catch up.
A I just thought you might be interested. They say young people who attend job fairs have better chances of finding a job, and it's often a job they are really interested in doing.

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

Young people are dreamers when [1] ___ comes to their futures, and dreaming [2] ___ careers in sports or show business [3] ___ more common than mapping out a career path. Yet teens who approach their goals systematically are the [4] ___ who are likely to succeed. For instance, young performers [5] ___ promote themselves via the Internet and social media are likelier to make it [6] ___ than the ones who fail to do [7] ___.

5 Read the short recommendation below. Replace the repeated words with synonyms.

Thomas Reade is a good employee whose good performance has impressed us all. His being ready to help where needed, and his being ready to learn new skills, have made him a useful worker and a useful member of the team. If Thomas has a problem – though to me it is not really a problem – it is that he always wants to try new methods, which often leads him astray. On the other hand, his odd experiments, which have seemed a bit too odd to some, have led to some excellent new procedures. I definitely recommend him and I am sure he will succeed in any position.

6 Complete the sentences with words that are similar in meaning to the words in bold.

1 Shane is a **skilled** worker, but his ___ are limited by lack of experience.
2 Our **faith** was shaken when the CEO made that bad decision, and now there is little ___ in his leadership.
3 Being a stockbroker involves a lot of **risk**, but Daniela enjoys an element of ___ in her job.
4 We need a **creative** person who can think of ___ ways to sell new products.
5 This job can be a bit **tedious**, so if you're averse to ___, you won't do well.
6 You can **depend** on Kelly to get the job done. She is extremely ___ and will also work as long as it takes.
7 This job is so **complex** that it's difficult to learn. In fact, there are so many ___ involved that you may get discouraged.
8 They were **frantic** to find a new receptionist, and finally their ___ ended in their hiring someone totally unsuitable.

7 NOW YOU DO IT In pairs, describe your ideal job in ten sentences. Use as many descriptive words as you can. Avoid using the words below.

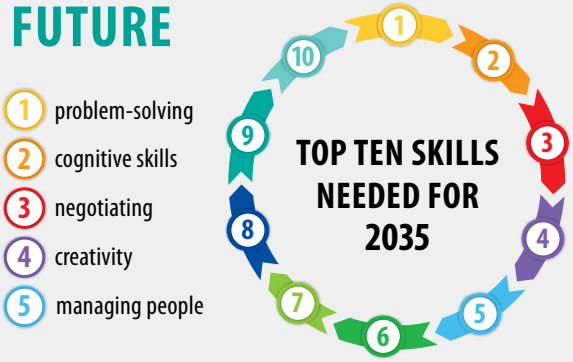
interesting fun cool good well-paid useful exciting great nice boring

LABOUR MARKET OF THE FUTURE

Due to social and technological changes taking place globally, the labour market is undergoing major changes.

DID YOU KNOW?

- In their adult lives, 65% of primary school children will do jobs that do not exist today.
- The office and administration jobs are most likely to be lost in the future.
- Automation and the resulting job loss is expected to affect most the less educated future employees. Those with higher education levels see technological advancements as job opportunities.



JOBS LIKELY TO BE IN DEMAND IN 2035

- IT and maths-related jobs
- architecture and engineering jobs
- HR and organisational development jobs
- advertising and marketing jobs
- data analysis jobs
- design jobs
- top-management jobs

1 Read the infographic above. Work in groups of three and answer the questions.

1 What type of information does this infographic contain? What did you learn from it?
2 What predictions about the future does it make in general?
3 What is likely to change on the future job market? What will drive the changes? Who may benefit and who lose out as a result? Why?
4 How will the skills mentioned in the infographic be relevant to a future job seeker?
5 How could young people prepare for what awaits them in their future career?

2 CD 2.06 Listen to three speakers speculating about the future job market. Decide which of the adjectives below best describes how each of them feels. Then summarise what each speaker says.

dubious distressed unruffled curious overly optimistic

3 CD 2.06 Listen again. Complete the sentences with the correct words or phrases.

PHRASE BANK

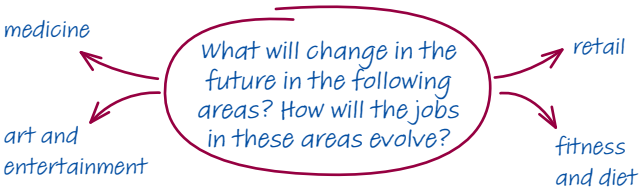
Making predictions

What the future has [1] ___ *for us is* [2] ___.
If we can [3] ___, *it's the fact that* [4] ___ *change in this field.*
The [5] ___ *of having one steady job with a golden handshake at the end of it are already pretty* [6] ___.
[7] ___, *our careers will be even more fragmentated than they are now.*
Lifelong learning and mobility [8] ___ *to remain the key words for the years to come.*
I'd say that the job market [9] ___ *a revolution.*
[10] ___ *that jobs which can become automated will become so.*
[11] ___ *are that some jobs will simply get wiped out.*
Low-skilled and unskilled workers [12] ___ *landing a decent job.*
There is [13] ___ *some jobs will simply vanish.*
We [14] ___ *to hanker for the past and go back to our roots.*
All kinds of craftsmen and women [15] ___ *to reclaim their place on the job market.*

4 Rewrite the underlined part of the following sentence in as many ways as possible, using the expressions from the Phrase Bank.

<u>You will have a successful career</u> if you are prepared to adapt to the needs of the job market all the time.

5 Read the question and the prompts. Work in pairs and brainstorm some ideas to answer the question. Compare your ideas with another pair. Then use the language from the Phrase Bank to make your predictions. Justify your opinions.



6 Work in pairs and answer the questions.

1 What may the advantages and disadvantages be of having one stable job throughout your life?
2 In which professions should people be never replaced by machines or robots? Why do you think so?
3 What do you think of the advice below from Steve Jobs, the founder of Apple? How do you understand it? How may it help you succeed in your professional life?

"
1 Learn how to anticipate the future
2 Focus on the positive
3 Fail forward
4 Travel the world
5 Find the right partner
6 See obstacles as opportunities in disguise
7 Take risks
8 Surround yourself with great people
9 Remember you will be dead soon
10 Learn from others
"



7 Find some interesting information about future trends and create your own infographic. Present it to the rest of the class and vote for the best three.

4 WRITING

an email • a covering letter • formal and informal registers



1 CD 2.07 **Listen to the dialogue and answer the questions.**

1. What are the two speakers currently involved in doing?
2. What is Mark planning to do right away?
3. What does he hope to do in the summer?
4. Why is Kelly's uncle relevant to the conversation?
5. What four subjects does Kelly suggest Mark should include in his email?
6. What does Mark say about Kelly's uncle?

Hi Kelly!

(1) Here's my email with the info you asked for, re the possible internship with your uncle. It's really great you offering to talk to him about me. Really hope he's interested!

(2) First off, I'm totally into writing, visual arts and graphic design and website design. I've been doing a blog for a couple of years about how certain adverts work, so I think I'm pretty up on the whole business. Also studied graphic design at school, and I picked up loads of info about how shapes, colours and patterns change people's reactions. I get on like a house on fire with most people, am like a sponge when it comes to new stuff, and I'll muck in wherever I'm needed.

(3) I've put together a couple of websites for family members with their own businesses (links below). I'm no genius when it comes to the technical part of it, though I'd really like to up my skills. But I'm a whiz at creating visual appeal, and also at making websites logical and easy to use. I've also designed adverts for the school newspaper, done posters for local performances, and also mapped out an ad campaign for my sister's (imaginary, so far) clothing line.

(4) I'm definitely computer literate, and they say I'm super skilled at drawing and working with colours. I'm also wizard at writing short descriptions of things, and I have a knack for creating catchy slogans.

(5) What I want to learn is how the whole advertising process works, including strategy, design, and implementation. I'd also like to get some hands-on experience with layout, audience targeting and all that. In other words, I'd just like to get some hands-on experience of a real advertising campaign.

(6) Tell your uncle hi from me, and thanks again for offering to do this. Fingers crossed he'll think I'm the right person for the job!

Mark

2 **Read the email Mark sent to Kelly. Answer the questions below.**

1. In which paragraph does Mark talk about his experience? In which paragraph does he mention his skills? In which paragraph does Mark write about what he hopes to learn and in which about his interests?
2. In general, what elements make this email inappropriate to send directly to a possible employer?
3. What examples of abbreviations, shortened forms and very informal language are included?
4. Which fact would it be better NOT to include in an actual letter to a possible employer?

3 **Look back at the letter. Find the words or phrases which express the following.**

1. expressing an expectation
2. very interested in / like a lot
3. having some knowledge of
4. learned
5. have good relationships
6. able and willing to learn
7. want to be helpful
8. create
9. not very knowledgeable
10. improve or increase abilities
11. be very good at (4)

4 **Read a short, more formal email following an interview for the job discussed in exercise 1. Replace the underlined words or phrases with more formal equivalents.**

Dear Mr Alberts,

I am following up on yesterday's meeting to [1]say thanks to you for the [2]cool chance to visit your company and to talk to you in person about the internship. I was [3]totally into the work your company does, and I was [4]super stoked by the feeling of teamwork, cooperation and mutual respect that your team conveys. I can definitely picture myself [5]getting on like a house on fire with your team, and I think I could [6]pick up a great deal of useful information by working as an intern in your company.

Just [7]as a reminder of what we [8]chatted about yesterday, I am [9]pretty up on the latest web design programs, I am [10]a whiz at [11]putting together appealing page designs, and I believe I [12]have a knack for focusing the viewers' attention on the most salient points of a product or service. I am, of course, very willing to [13]muck in in any way necessary, and I believe I could [14]add something to the group effort whilst [15]soaking up a more thorough knowledge of the advertising process.

Once more, [16]thanks a million for your time and attention, and I do hope you will [17]think about me when the time comes to choose a candidate for the internship. I feel sure you [18]wouldn't be sorry about choosing me for the position and, once again, the chance to be [19]in the thick of the world of high-end advertising would be a [20]totally amazing opportunity for me.

[21]Like you asked, I am sending my CV with a covering letter [22]by snail mail.

Best regards,

Mark Morrison

5 With a partner, look at the following summer jobs and discuss: a) which job you would apply for and why, b) what qualities and experience of yours would make you a suitable candidate, c) which job you would not consider and why you think it would be unsuitable for you.

youth sports coach fashion magazine intern
nursery school assistant phone salesperson
supermarket worker political campaigner

6 Read the letter below which Mark sent to Mr. Alberts' company. Which of these points are included in the letter? In which paragraph (a–d) do they appear?

1 personal qualities
2 title or description of the job
3 what the writer hopes to gain
4 hobbies and interests
5 applicable skills
6 relevant experience in the field
7 what the writer can contribute to the workplace
8 relevant family history
9 reference to relevant work examples
10 how the writer heard about the job

Dear Sir or Madam,

(a) I am writing to indicate my interest in the internship in advertising at your firm. The position was brought to my attention by Mr Alberts' niece, Kelly Alberts, who suggested that my abilities and experience might fit in well with your needs. I believe that my passionate interest in persuasive communication, coupled with a wide variety of skills, would make me an excellent fit for the position.

(b) My interests include writing, visual arts, graphic design and website design. I have been maintaining a blog for several years which analyses the use of various techniques in current advertising, and this has kept me up to date in the field (www.marksads.blogx.com). Also, in my study of visual arts and graphic design, I have learned how visuals can be tailored to elicit certain responses.

(c) With regard to my skills, I have training in a variety of computer programs, have been told I have a strong talent for graphic design and visual presentation, and have also shown strength in the writing of descriptive text, as well as in crafting appealing slogans and catch-phrases. On a personal level, my strong interpersonal skills, willingness to learn, and ability to step into any role where help is needed, would all make me a valuable employee.

(d) In pursuing this internship, my hope is to be intimately exposed to the workings of a modern advertising firm, including involvement with strategising, design and implementation. I hope you will consider my application, and I look forward to hearing from you in the near future.

Yours sincerely,
Mark Morrison

7 Imagine you want to apply for the same position. Look back at the points in exercise 6 and decide what you would write about yourself.

8 Rewrite the sentences using the words in brackets. Do not change the words given. Use formal language and structures.

1 I'm ready to help out wherever you need, and I'm good at learning new things too, so I'd be good for the job. (***willingness***, ***capacity***, ***suitable***)
2 I've done things like working on the school newspaper and volunteering for a political campaign, which are good for what you need. (***experience***, ***relevant***, ***requirements***)
3 Hope you'll think about my application, and hope to hear from you soon. (***appreciate***, ***consideration***, ***near***)
4 I've been into helping poor people for a long time, and I've done plenty of volunteer work, so I think I'm the best person for the internship. (***interest***, ***underprivileged***, ***extensive***, ***candidate***)
5 I get on well with all sorts of people, I know all about computers, and I'm good at fixing problems. (***cooperative***, ***in-depth***, ***solutions***)
6 Somebody told me about your company a while back, so I looked you up and that made me interested in maybe working for you. (***attention***, ***research***, ***possibility***)

9 Look at the advertisements below and choose the job you'd be interested in applying for. Write an email to a friend, briefly describing the position, and what makes you suitable for it. Then write a formal covering letter for the same position, stating your qualities, qualifications and relevant experience.

HIGH-PROFILE MEDIA COMPANY OFFERING INTERNSHIPS
- Learn the ropes and gain experience in all aspects of producing films, from set management and casting to budgeting and distribution.
- Looking for a flexible and team-orientated fast learner willing to take on a variety of tasks.
- An interest in communication and the technical side of film making is a must.

EVENT MANAGEMENT AND MARKETING COMPANY LOOKING FOR INTERNS
- You should have initiative, willingness to learn, be organised and detail-orientated.
- Interns will be involved in all stages, including planning, on-site execution and follow-up.
- Must be willing to work evenings and weekends.



MEDICAL LABORATORY SEEKING INTERNS FOR SUMMER
You must possess patience and an eye for detail. A background in chemistry, biology or pre-medicine is ideal. Our lab focuses on teamwork, problem-solving skills and the desire to learn.

PROFESSIONAL FOOTBALL TEAM LOOKING FOR INTERNS IN PUBLIC RELATIONS, MARKETING AND ACCOUNTING
Having knowledge of the sport, an ability to learn fast, and the capacity to maintain calm in a high-pressure environment? Benefits include tickets to games and the chance to mix with coaches and players.

4 ENGLISH IN USE

1 Work in pairs. Discuss how important the following features are in a young employee. Decide which three you consider the most universal and explain how they may help a young person get and keep the job.

creativity obedience willingness to learn
dependability resourcefulness communicativeness
diligence empathy humility forward thinking
team spirit patience

2 Choose the correct option to complete the sentences. More than one option may be correct.

1 In this day and age employers are looking for ***eager / keen / involving / bustling*** young people.
2 Young employees expect too much in terms of their monthly ***salary / remuneration / reimbursement / pay***.
3 Employers complain that the young generation ***avoid / deny / refuse / reject*** doing menial tasks.
4 Young people ***regard / consider / assume / think*** themselves to be special and better than everybody else.
5 Some teens' inability to cope with criticism ***boils down to / can be put down to / comes down to / gets down to*** their upbringing.
6 It is ***bound / likely / commonplace / predictable*** for university graduates to get too big for their boots.

3 Read the text and choose the correct answers.

Although young people tend to be well-educated, technology-savvy and able to speak foreign languages, they get really bad [1]___ from their employers. Twenty-five to thirty-year-olds are reputed to be lazy, self-centred, entitled and lacking [2]___ a strong work ethic. What's more, according to HR managers, university graduates display an inflated view of themselves and strongly [3]___ negative feedback on their performance. Experts explain that such an unfounded sense of superiority stems from their upbringing where they [4]___ to believe that they are special, truly talented and, therefore, a real asset to their future employer. However, there is more to this problem than [5]___ the eye. It is clear that younger workers have different expectations [6]___ those of their parents. They are [7]___ less inclined to make work the central focus of their life like the older generation does. They come to work [8]___ getting more than just a paycheck. They appear more demanding, they expect to gain new experiences, be stimulated and externally motivated. [9]___, if companies are to move forward, both parties have to meet half-way.

1	**a** reputation	**b** name	**c** credit	**d** press
2	**a** in	**b** of	**c** from	**d** on
3	**a** hinder	**b** resist	**c** disagree	**d** neglect
4	**a** were leading	**b** had been led	**c** would lead	**d** were led
5	**a** meets	**b** sees	**c** shows	**d** greets
6	**a** than	**b** of	**c** from	**d** as
7	**a** by far	**b** way	**c** easily	**d** definite
8	**a** so as to	**b** so that	**c** with an eye to	**d** to prevent from
9	**a** It looks	**b** To that end	**c** By the looks of it	**d** In stark contrast

Watch out

In formal English, after certain verbs such as *insist, suggest, request, order, propose*, adjectives such as *advisable, essential, desirable, urgent, important, crucial, key* and nouns such as *decision, requirement, insistence, demand* we may use various grammatical forms without any change in meaning, e.g.:

- *I insist that you **arrive** / **should arrive** / **arrived** on time.*
- *It is essential that Ken **finish** / **should finish** / **finished** the essay.*
- *The police requested that the car **be moved** / **should be moved** / **was moved**.*
- *The decision that Anna and Tom **be promoted** / **should be promoted** / **were promoted** is justified.*

4 Complete the sentences so that they refer to the topic of work. Use the forms from *Watch out!*.

1 My teacher insists ___.
2 It is advisable ___.
3 It is a requirement ___.
4 It is urgent ___.
5 My colleague's insistence ___.

5 Complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

1 My father told me not to waste my potential. **MOST**
My father insisted ___ my potential.
2 Can you last more than six months in one job? **STICKING**
Are you ___ in one job for more than six months?
3 Try not to be upset about trivial problems. **WORKED**
Avoid ___ trivial problems.
4 'You've won the competition! Well done!' said my teacher. **CONGRATULATED**
My teacher ___ in the competition.
5 What steps are you about to take to solve the problem? **GO**
How do you intend ___ the problem?
6 'Unless you help me, I won't succeed,' warned Ed. **FAIL**
Ed warned us that unless we ___.
7 Natasha is very good with numbers. **HEAD**
Natasha ___ numbers.
8 'Don't do business with that company,' was my business partner's strong advice. **URGED**
My business partner ___ anything to do with that company.

CHALLENGE!

6 Translate the sentences into English using the words given.

1 Ta firma właśnie zwolniła około stu osób. **OFF**
2 Zdolności do uczenia się języków pomogły jej zrobić karierę. **FOR**
3 Aby utrzymać morale pracowników, musimy dbać o ich rozwój. **KEEP**
4 Bycie bezrobotnym jest z pewnością niezmiernie frustrujące. **DOLE**
5 Robert stwierdził, że nie chce pracować w systemie prowizyjnym. **ON**
6 Ilu kandydatów zgłosiło się na to wolne stanowisko? **FOR**

7 Work in pairs and answer the question.

What problems do young people face in Poland when they look for a job? How do these affect their motivation?

REVIEW

4

Complete all the exercises from this section in your notebook.

1 Match 1–7 with a–g to form phrases.

1 working	**a** literate
2 cautionary	**b** task
3 pie-in-the-sky	**c** wage
4 mind-numbing	**d** career advancement
5 computer	**e** tale
6 hourly	**f** aspirations
7 fast-track	**g** knowledge

2 Complete the sentences with appropriate words. The first two letters have been given.

1 The teacher managed to create a great **ra**___ with his class. All the students feel part of the team.
2 The company are looking for someone with the **dr**___ to succeed, someone really highly motivated.
3 I'm working on **co**___. The more I sell, the more I earn.
4 Paula has been **sh**___ for the job. She's got to the final round of interviews.
5 How am I supposed to cope with this **av**___ of emails? I'm completely snowed under.
6 The morale in the firm **sk**___ after everybody got a huge pay rise. We just felt so appreciated!

3 Choose the correct option. Sometimes both answers are correct.

1 Joanna has what it ***makes*** / ***takes*** to do the job well.
2 My boss wants to work me ***into / up*** the ground.
3 It's often a battle of ***wills / will*** to gain customers' trust.
4 Joe is so talented that he just ***worked / got*** his way up through the ranks and became the CEO.
5 Nowadays, teens expect to get a ***fulfilling / remunerative*** job.
6 I quit because I'm fed up with the ***rigid / tight*** deadlines.

VOCABULARY CHALLENGE!

4 Answer the questions.

1 What's the difference in meaning between ***divergent*** and ***diverse***?
2 What do you claim when you are ***on the dole***?
3 What verbs collocate with the noun ***morale***?
4 Can a person be ***upgraded*** to a higher position?
5 What are ***overblown*** ambitions?
6 What do we call ***środki zapobiegawcze*** in English?

5 Report the sentences.

1 'Why don't you attend this conference?' said my manager.
My manager recommended ___.
2 'I know nothing about Tim's resignation,' said Alan.
Alan denied ___.
3 'Please don't quit your job,' said Ed.
Ed begged ___.
4 'Has my CV been shortlisted for the vacancy?' asked Rob.
Rob inquired ___.
5 'Stop coming late to work!' said my boss.
My boss insisted ___.
6 'We didn't steal the sandwiches yesterday,' we said.
We swore ___.
7 'I don't know much about the details of this deal,' said Jo.
Jo claimed ___.
8 'If the staff earned more, would they be more efficient?' thought the manager.
The manager wondered ___.

6 Translate the Polish parts of the sentences into English.

1 My parents ___ (***pogratulowali mi nowej pracy***).
2 It is essential that Jo ___ (***odbędzie staż***) in this company.
3 Miranda confessed that she ___ (***żałowała, że nie starała się o pracę***) in our firm.
4 Tom said that ___ (***wczoraj odbył serię ważnych spotkań***).
5 We insist that you ___ (***przestrzegacie reguł***).

GRAMMAR CHALLENGE!

7 Use the prompts to make sentences in reported speech. Make any necessary changes. Use the underlined verbs in the past simple tense.

1 Lena / announce / leave / company / this week. I can't believe / she / make / mind / go.
2 Last month my manager / request / I / go / conference / say / get / know / new sales strategies.
3 Today I / tell / I / be promoted / end / the year.
4 Our team leader / promise / if / we / make / effort / we / reward / accordingly next month.
5 Arthur / remind / we / Wellington / windy city / instruct / we / take / warm coats.

8 Translate the sentences into English using informal language.

1 Lubię języki obce i łatwo je przyswajam.
2 Robert jest bardzo zdolny, do tego stale doskonali swoje umiejętności.
3 Piszę blog i teraz muszę stworzyć listę ciekawych tematów na przyszły tydzień.
4 Tom i ja jesteśmy bez reszty zaangażowani w ten projekt. Co ważniejsze, również świetnie się dogadujemy.
5 Dzięki za pomoc. Nikt nie ma takiego talentu do zauważania szczegółów jak Ty.

9 Write your predictions about the future, using the prompts.

1 What does the future have in store for the environment?
bound odds unlikely
2 What do you think you'll be doing in five or ten years?
may well every likelihood chances

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

4 WORDLIST

Vocabulary

attention to detail	/əˌtenʃ(ə)n tə ˈdiːteɪl/	dbałość o szczegóły
battle cry	/ˈbæt(ə)l ˌkraɪ/	okrzyk bitewny, hasło
battle of wills	/ˌbæt(ə)l əv ˈwɪlz/	próba sił
battle-ready	/ˌbæt(ə)lˈredi/	gotowy do działania
be a real slog	/bi ə ˌrɪəl ˈslɒg/	być trudnym i mozolnym (o pracy, zadaniu do wykonania)
be cut out for sth	/bi kʌt ˈaʊt fə(r) ˌsʌmθɪŋ/	być stworzonym do czegoś
be on the hunt for sth	/bi ɒn ðə ˈhʌnt fə(r) ˌsʌmθɪŋ/	polować na coś, szukać czegoś
be paid on a per-job basis	/bi ˌpeɪd ɒn ə pə(r),dʒɒb ˈbeɪsɪs/	otrzymywać wynagrodzenie za wykonanie konkretnego zadania, bez stałej pensji
be shortlisted	/bi ˈʃɔː(r)tlɪstəd/	być wpisanym na listę kandydatów zakwalifikowanych do kolejnego etapu (rekrutacji, konkursu)
be sold on sth	/bi ˈsəʊld ɒn ˌsʌmθɪŋ/	być do czegoś przekonanym
blow one's chances	/ˌbləʊ wʌnz ˈtʃɑːnsəz/	zaprzepaścić swoje szanse
bonus	/ˈbəʊnəs/	premia
bright	/braɪt/	bystry
broad range of skills	/brɔːd ˌreɪndʒ əv ˈskɪlz/	szeroki zakres umiejętności
business/computer savvy	/ˌbɪznəs, kəm,pjuːtə(r) ˈsævi/	znający się na biznesie, komputerach
call-centre worker	/ˈkɔːl sentə(r) ˌwɜː(r)kə(r)/	pracownik call-centre
clueless	/ˈkluːləs/	bez pojęcia, zielony w temacie (o osobie)
cold-calling	/ˈkəʊld,kɔːlɪŋ/	telefony od akwizytora, mające na celu pozyskanie klientów
collaborative workplace	/kəˌlæb(ə)rətɪv ˈwɜː(r)kpleɪs/	miejsce pracy charakteryzujące się wysoką kulturą współpracy, w którym ceni się wartość pracy zespołowej
computer literate	/kəmˌpjuːtə(r) ˈlɪt(ə)rət/	posiadający umiejętność obsługi komputera
deep knowledge of computer applications	/diːp ˌnɒlɪdʒ əv kəmˌpjuːtə(r) æplɪˈkeɪʃ(ə)nz/	rozległa wiedza na temat programów komputerowych
do a job on sb	/duː ə ˈdʒɒb ɒn ˌsʌmbədi/	ranić kogoś, niszczyć coś
do the job	/ˌduː ðə ˈdʒɒb/	załatwić sprawę
drive to succeed	/ˌdraɪv tə səkˈsiːd/	pragnienie osiągnięcia sukcesu
eager	/ˈiːgə(r)/	wykonujący pracę z zapałem, gorliwy
ego-boosting	/ˈiːgəʊˌbuːstɪŋ/	dowartościowujący
exercise sales prowess	/ˌeksə(r)saɪz ˈseɪlz ˌpraʊes/	przejawiać sprawność, efektywność w sprzedaży
fast-track career advancement	/ˌfɑːst træk kəˈrɪə(r) ədˌvɑːnsmənt/	szybka ścieżka rozwoju zawodowego
fight a losing battle	/faɪt ə ˌluːzɪŋ ˈbæt(ə)l/	robić coś z góry skazanego na porażkę
find the right fit	/faɪnd ðə ˌraɪt ˈfɪt/	dobrze wybrać
fit the bill	/ˌfɪt ðə ˈbɪl/	pasować do profilu, odpowiadać wymaganiom
flexible attitude	/ˌfleksəb(ə)l ˈætɪtjuːd/	elastyczne podejście
flexitime schedule	/ˈfleksɪtaɪm ʃedjuːl/	elastyczny czas pracy
freelance	/ˈfriːlɑːns/	wolny strzelec, freelancer
fulfilment	/fʊlˈfɪlmənt/	spełnienie
generous overtime remuneration	/ˌdʒen(ə)rəs ˌəʊvə(r)taɪm riˌmjuːnəˈreɪʃ(ə)n/	hojne wynagrodzenie za godziny nadliczbowe
get one's foot in the door	/ˌget wʌnz ˌfʊt ɪn ðə ˈdɔː(r)/	załapać się, zaczepić się (w firmie, branży)
get one's hand in	/get wʌnz ˈhænd ɪn/	zaznajomić się
get worked up	/get ˌwɜː(r)kt ˈʌp/	nakręcać się, emocjonować się
give sb leeway	/ˌgɪv ˌsʌmbədi ˈliːweɪ/	dawać komuś swobodę
gratifying	/ˈgrætɪfaɪɪŋ/	przynoszący satysfakcję
great environment	/greɪt ɪnˈvaɪr(ə)nmənt/	sprzyjające środowisko, otoczenie
gym owner	/ˈdʒɪm ˌəʊnə(r)/	właściciel siłowni
half the battle	/hɑːf ðə ˈbæt(ə)l/	połowa sukcesu
have a great rapport with sb	/hæv ə ˌgreɪt ræˈpɔː(r) wɪθ ˌsʌmbədi/	utrzymywać, mieć z kimś świetne relacje
have got what it takes	/hæv ˌgɒt wɒt ɪt ˈteɪks/	mieć to coś, co jest potrzebne
have/keep several balls in the air	/hæv, kiːp ˌsev(ə)rəl ˌbɔːlz ɪn ði ˈeə(r)/	wykonywać wiele zadań równocześnie
headhunter	/ˈhed,hʌntə(r)/	rekruter, headhunter
high-powered business leaders	/haɪˌpaʊə(r)d ˌbɪznəs ˈliːdə(r)z/	dynamiczni liderzy biznesu
hourly wage	/ˌaʊə(r)li ˈweɪdʒ/	stawka godzinowa
in-house training	/ɪnˌhaʊs ˈtreɪnɪŋ/	szkolenie wewnętrzne
internship	/ˈɪntɜː(r)nʃɪp/	praktyka, staż
job security	/ˈdʒɒb sɪˌkjʊərəti/	bezpieczeństwo na rynku pracy
leading-edge	/ˌliːdɪŋˈedʒ/	wiodący (np. producent)
lock sb in	/lɒk ˌsʌmbədi ˈɪn/	ograniczać kogoś
meet deadlines	/miːt ˈdedlaɪnz/	dotrzymywać terminów
mind-boggling array	/ˌmaɪndbɒg(ə)lɪŋ əˈreɪ/	niewyobrażalna liczba
multifaceted	/ˌmʌltiˈfæsətɪd/	wielopłaszczyznowy
office manager	/ˈɒfɪs ˌmænɪdʒə(r)/	kierownik biura
on-site amenities	/ɒnˌsaɪt əˈmiːnətiz/	udogodnienia w miejscu pracy
on-the-job exposure	/ɒnðəˌdʒɒb ɪkˈspəʊʒə(r)/	doświadczenie zawodowe
open-plan offices	/ˌəʊpən ˌplæn ˈɒfɪsɪz/	biura typu open space
paid sabbaticals	/ˌpeɪd səˈbætɪk(ə)lz/	płatny urlop naukowy
perk	/pɜː(r)k/	korzyść
physically taxing	/ˌfɪzɪkli ˈtæksɪŋ/	fizycznie wyczerpujący
pick your battles wisely	/pɪk jɔː(r) ˌbæt(ə)lz ˈwaɪzliː/	zastanowić się, czy gra jest warta świeczki
plumber	/ˈplʌmə(r)/	hydraulik
put out fires	/pʊt ˌaʊt ˈfaɪə(r)z/	rozwiązywać sytuacje kryzysowe
put to work	/pʊt tə ˈwɜː(r)k/	użyć, wykorzystać
resilience	/rɪˈzɪliəns/	odporność
rewarding	/rɪˈwɔː(r)dɪŋ/	dający satysfakcję
salary	/ˈsæləri/	płaca, pensja (pracownika umysłowego)
satisfaction	/ˌsætɪsˈfækʃ(ə)n/	satysfakcja
sell oneself short	/sel wʌnˌself ˈʃɔː(r)t/	mieć niskie poczucie wartości
skill set	/ˈskɪl ˌset/	posiadane kwalifikacje
solid grounding	/ˌsɒlɪd ˈgraʊndɪŋ/	solidne podstawy
stand out from the crowd	/stænd ˌaʊt frəm ðə ˈkraʊd/	wyróżniać się z tłumu
stand up to sth	/stænd ˈʌp tə ˌsʌmθɪŋ/	znieść, przetrwać
strong creative bent	/strɒŋ kriˌeɪtɪv ˈbent/	duże zdolności, zacięcie kreatywne
tenacity	/təˈnæsəti/	wytrwałość
uncanny knack	/ʌnˌkæni ˈnæk/	niesamowity talent
uphill battle	/ˌʌphɪl ˈbæt(ə)l/	trudne zadanie, żmudna praca
willingness to muck in	/ˌwɪlɪŋnəs tə ˌmʌk ˈɪn/	chęć udzielenia pomocy
with an eye to sth	/wɪð ən ˈaɪ tə ˌsʌmθɪŋ/	mając coś na uwadze
work out	/wɜː(r)k ˈaʊt/	rozwiązywać
work sb into the ground	/wɜː(r)k ˌsʌmbədi ˌɪntə ðə ˈgraʊnd/	nadmiernie obciążać kogoś pracą
working knowledge	/ˈwɜː(r)kɪŋ ˌnɒlɪdʒ/	wiedza praktyczna

Reading and vocabulary

avalanche of sth	/ˈævəˌlɑːntʃ əv ˌsʌmθɪŋ/	natłok czegoś
back-biting	/ˈbækˌbaɪtɪŋ/	obmawianie, obgadywanie
bank on sth	/ˈbæŋk ɒn ˌsʌmθɪŋ/	liczyć na coś
be in sb else's shoes	/bi ɪn ˌsʌmbədi ˌelsəz ˈʃuːz/	być na czyimś miejscu, postawić się w czyjejś sytuacji
break the glass ceiling	/breɪk ðə ˌglɑːs ˈsiːlɪŋ/	rozbijać szklany sufit
bring forth	/brɪŋ ˈfɔː(r)θ/	przedstawiać
career path	/kəˈrɪə(r) ˌpɑːθ/	ścieżka kariery
cautionary tale	/ˌkɔːʃ(ə)nəri ˈteɪl/	przestroga
chill out	/ʧɪl ˈaʊt/	relaksować się, wyluzować się
claim for sth	/ˈkleɪm fə(r) ˌsʌmθɪŋ/	wnioskować o coś
corporate life	/ˌkɔː(r)p(ə)rət ˈlaɪf/	życie korporacyjne
cubicle	/ˈkjuːbɪkl/	kabina, boks (np. w biurze typu open space)
curious	/ˈkjʊəriəs/	ciekawy
draconian	/drəˈkəʊniən/	drakoński
dress code	/ˈdres ˌkəʊd/	zasady, wymagania dotyczące ubioru
drive sb round the twist	/draɪv ˌsʌmbədi raʊnd ðə ˈtwɪst/	doprowadzać kogoś do wściekłości
drudge	/drʌdʒ/	wyrobnik
ease up the pressure	/iːz ˌʌp ðə ˈpreʃə(r)/	łagodzić nacisk
endless rounds of sth	/ˌendləs ˈraʊndz əv ˌsʌmθɪŋ/	niekończące się serie (np. spotkań)
forward-thinking	/ˌfɔː(r)wə(r)d ˈθɪŋkɪŋ/	wybiegający myślami w przyszłość
fulfilling	/fʊlˈfɪlɪŋ/	dający spełnienie, satysfakcję
good head for sth	/ˌgʊd ˈhed fə(r) ˌsʌmθɪŋ/	mieć głowę do czegoś
heavy workload	/ˌhevi ˈwɜː(r)kləʊd/	duże obciążenie pracą
high-end	/ˌhaɪˈend/	luksusowy, z najwyższej półki
high-profile	/ˌhaɪˈprəʊfaɪl/	bardzo znany
hinder	/ˈhɪndə(r)/	utrudniać
lifelong learning	/ˌlaɪflɒŋ ˈlɜː(r)nɪŋ/	nauka przez całe życie
make it big	/meɪk ɪt ˈbɪg/	odnieść sukces
make the most of one's potential	/meɪk ðə ˌməʊst əv wʌnz pəˈtenʃ(ə)l/	jak najlepiej wykorzystywać swój potencjał
markedly	/ˈmɑː(r)kɪdli/	widocznie
matter-of-fact	/ˌmætə(r)əvˈfækt/	pragmatyczny
micromanager	/ˈmaɪkrəʊˌmænɪdʒə(r)/	menedżer mający tendencję do przesadnego kontrolowania pracy podwładnych
mind-numbing	/ˈmaɪndˌnʌmɪŋ/	otępiający
opt for sth	/ˈɒpt fə(r) ˌsʌmθɪŋ/	wybrać, zdecydować się na coś

WORDLIST

4

overblown aspirations	/əʊvə(r)ˌbləʊn æspɪˈreɪʃ(ə)nz/	nadmiernie rozbudzone ambicje
overtime pay	/ˌəʊvə(r)taɪm ˈpeɪ/	wynagrodzenie za nadgodziny
paid leave	/ˌpeɪd ˈliːv/	płatny urlop
pie-in-the-sky	/ˌpaɪ ɪn ðə ˈskaɪ/	oderwany od rzeczywistości
possess	/pəˌzes/	mieć, posiadać
red tape	/ˌred ˈteɪp/	biurokracja
rigid timetable	/ˌrɪdʒɪd ˈtaɪmteɪb(ə)l/	sztywny harmonogram
run sb ragged	/rʌn ˌsʌmbədi ˈrægɪd/	męczyć kogoś
self-employed	/ˌselfɪmˈplɔɪd/	osoba prowadząca własną działalność gospodarczą
self-expectation	/ˌselfekspekˈteɪʃ(ə)n/	oczekiwania wobec samego siebie
set in	/set ˈɪn/	dawać o sobie znać, wkraczać
skyrocket	/ˈskaɪˌrɒkɪt/	szybować w górę
star-struck	/ˈstɑː(r)ˌstrʌk/	uwielbiający celebrytów, zafascynowany statusem celebryty
stick it out	/stɪk ɪt ˈaʊt/	znosić, wytrzymywać coś
streamline	/ˈstriːmˌlaɪn/	usprawniać
stultifying	/ˈstʌltɪˌfaɪɪŋ/	ogłupiający
superior	/sʊˈpɪəriə(r)/	przełożony
takeover	/ˈteɪkˌəʊvə(r)/	przejęcie
throw up facts	/θrəʊ ˌʌp ˈfæktz/	ujawniać fakty, informacje
tight deadlines	/ˌtaɪt ˈdedlaɪnz/	napięte, krótkie terminy
work one's way up through the ranks	/wɜː(r)k wʌnz ˌweɪ ʌp θruː ðə ˈræŋkz/	wspinać się po szczeblach kariery
worry the life out of sb	/wʌri ðə ˈlaɪf aʊt əv ˌsʌmbədi/	bardzo kogoś martwić

Grammar 1

aggravate	/ˈægrəveɪt/	pogarszać
in a nutshell	/ɪn ə ˈnʌtʃel/	jednym słowem, w skrócie
inquire	/ɪnˈkwaɪə(r)/	dowiadywać się, pytać

Listening and vocabulary

adaptable	/əˈdæptəb(ə)l/	łatwo przystosowujący się do zmiany
appreciation	/əˌpriːʃiˈeɪʃ(ə)n/	uznanie, wdzięczność
consideration	/kənˌsɪdəˈreɪʃ(ə)n/	uwzględnienie
justification	/ˌdʒʌstɪfɪˈkeɪʃ(ə)n/	uzasadnienie
melding	/ˌmeldɪŋ/	połączenie
productivity	/ˌprɒdʌkˈtɪvəti/	produktywność, wydajność
undeniable	/ˌʌndɪˈnaɪəb(ə)l/	niezaprzeczalny
unpleasant	/ʌnˌplez(ə)nt/	nieprzyjemny
vary	/ˈveəri/	urozmaicać

Grammar 2

frantic	/ˈfræntɪk/	gorączkowy, oszalały
tedious	/ˈtiːdiəs/	nudny, żmudny

Speaking

distressed	/dɪˈstrest/	zmartwiony
dubious	/ˈdjuːbiəs/	niepewny
golden handshake	/ˌgəʊldən ˈhændʃeɪk/	wysoka odprawa
great prospects	/ˌgreɪt ˈprɒspekts/	dobre perspektywy
overly optimistic	/ˌəʊvə(r)li ˌɒptɪˈmɪstɪk/	nadmiernie optymistyczny
scaremonger	/ˈskeəˌmʌŋgə(r)/	panikarz
unnerving	/ʌnˈnɜːvɪŋ/	niepokojący
unruffled	/ʌnˈrʌf(ə)ld/	niewzruszony
volatile	/ˈvɒlətaɪl/	niestabilny, zmienny

Writing

be a whiz at sth	/biː ə ˈwɪz æt ˌsʌmθɪŋ/	być ekspertem, specem od czegoś
contribute	/kənˈtrɪbjuːt/	dokładać się, przyczyniać się, brać udział
fit in with sth	/fɪt ˈɪn wɪθ ˌsʌmθɪŋ/	dopasowywać się do czegoś
rundown	/ˈrʌnˌdaʊn/	podsumowanie





Challenge!

applicant	/ˈæplɪkənt/	kandydat
aptitude	/ˈæptɪˌtjuːd/	uzdolnienie, zdolności
attitude	/ˈætɪˌtjuːd/	podejście
be on the dole	/bi ɒn ðə ˈdəʊl/	być na zasiłku
cutting-edge	/ˌkʌtɪŋˈedʒ/	nowatorski, nowoczesny
disability living allowance	/dɪsəˌbɪlətɪ ˌlɪvɪŋ əˈlaʊəns/	zasiłek dla osób niepełnosprawnych
divergent	/daɪˈvɜː(r)dʒ(ə)nt/	rozbieżny
diverse	/daɪˈvɜː(r)s/	różnorodny
get paid / work on commission	/get ˌpeɪd, wɜː(r)k ɒn kəˈmɪʃ(ə)n/	zarabiać/pracować w systemie prowizyjnym
lay sb off	/leɪ ˌsʌmbədi ˈɒf/	zwolnić kogoś w wyniku likwidacji stanowiska pracy
moral	/ˈmɒr(ə)l/	moralny
morale	/məˈrɑːl/	morale
personal	/ˈpɜː(r)s(ə)nəl/	osobisty
personnel	/ˌpɜː(r)səˈnel/	personel
preventative	/prɪˈventətɪv/	zapobiegawczy
promotion	/prəˈməʊʃ(ə)n/	awans
repetitive	/rɪˈpetətɪv/	monotonny
vacancy	/ˈveɪkənsi/	wolne stanowisko
well-heeled	/ˌwelˈhiːld/	bogaty

1–4 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Tekst z lukami

1 CD 2.08 **Usłyszysz dwukrotnie headhuntera mówiącego o swoim zawodzie. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w notatce tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.**

BECOMING A CORPORATE HEADHUNTER

A headhunter connects employers with the recruits they need. To become a headhunter, [1] ____ are not essential, but the right personal qualities are. There are different ways to become one. A typical case is being offered work as a recruiter while working for a temp agency.

CREATING CONTACTS

- When wanting to speak to someone in a company, mention their name, not [2] ____ at the reception desk.
- Tell the company you have the right match for their human resource requirements and sell that person to them by [3] ____.
- If the candidate you recommended is not available, [4] ____ for another suitable one.

IS HEADHUNTER THE JOB FOR YOU?

- You can meet different kinds of people and learn about [5] ____.
- No fixed rules: make it up as you go along to get results.
- Resourcefulness is required to find specialists in their field: one way is to join [6] ____.

Rozumienie tekstów pisanych
Dobieranie zdań do luk

2 **Przeczytaj tekst, z którego usunięto pięć zdań. Wpisz w każdą lukę (1–5) literę, którą oznaczono brakujące zdanie (A–F), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.**

A The lake stretches away to Geneva in the west, with snow-dusted mountains in France flanking the southern shore.

B As we're proudly told, the train is a world first, and we're the first travel journalists to experience the new GoldenPass Express train.

C We're grateful for the large areas of glass beside and above the seats, which allow 'more immersion in nature', and we're not disappointed.

D Then, blinking into daylight, we emerge in a classic alpine valley of rock-strewn slopes, firs and isolated farms.

E We have to have a look, so before boarding we're allowed to view the complex steel device and admire the ingenuity of its designers.

F The trains themselves have seen long years of service, some of us were wondering to what extent their passenger facilities had been updated.



THE NEW SWISS TRAIN ROUTE THAT RAISES THE BAR

The dream of experiencing Switzerland's mountains and lakes by rail has become a reality thanks to an astonishing engineering feat. The new GoldenPass route links the two World Heritage Site areas of the Jungfrau and the Lavaux Vineyard Terraces that line the northern slopes overlooking Lake Geneva. [1] ____ We're waiting on the station platform at Montreux above Lake Geneva, wondering just how on earth the new train we're about to board can change both track gauge and its height from the rails – while on the move!

The Swiss have dreamed of a through train over this route for 150 years, and it's taken almost 30 to refine the technology to end the need for hundreds of thousands of tourists a year to change trains at Zweisimmen where the standard and metre gauge tracks meet. At 15 km/h the train passes over a track-level apparatus that changes the width between the wheels and raises or lowers the height of the coach body by means of an apparatus underneath the coach that can transform itself rather like TV animation's Transformers. [2] ____ But it cost CHF 90 million (£78.4m), so why do it? After all, it is possible to combine train routes to see the landscape between the two World Heritage Site areas to the north of Lake Geneva. But despite the beauty, the idea of changing trains when encumbered with luggage has too often deterred both tour groups and independent travellers.

Our journey begins! From the platform end, the line rears up and starts a fierce climb through the acres of vines of Montreux's suburbs. [3] ____ To the east is Villeneuve at the end of the lake, where Napoleon set up a base for his crossing of the Great St Bernard Pass. The steep mountainside forces the train to climb through a series of disorienting horseshoe curves. Winding round the 15th-century stones of Château du Châtelard, the train reaches Les Avants with its fabled views. [4] ____ The Swiss are attentive to both passenger satisfaction and sustainable practices. All the food served on board comes from the local areas, except the champagne. Even the caviar comes from the only sturgeon bred in Swiss spring water, in Frutigen.

The train finally turns away from lake views to burrow into the 2.4 km summit tunnel. [5] ____ The train slaloms down the mountainside to Montbovon before starting another gentler climb towards the village of Gstaad. Hot-air balloons often dot the skyline here, offering the thrill of seeing the Alps from a wicker basket thanks to the village's perfect microclimate. The train descends to run right beside the lake again and we finally glide into Interlaken Ost, the highest station in Europe at Jungfraujoch. Switzerland, a country acclaimed for its train journeys, has raised the bar again.

Znajomość środków językowych Gramatykalizacja

3 **Uzupełnij zdania 1–9. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga! W każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane.**

1 We were supposed ____ (***be*** / ***instruct***) on the use of safety equipment; it's too late for that now.
2 The remake of *The Driver* with Ryan Gosling was ____ (***nowhere*** / ***good***) as the original with Ryan O'Neal, in my opinion.
3 Committed sport professionals follow gruelling training schedules ____ (***pursuit*** / ***obtain***) the greatest possible rewards.
4 We all cancelled our plans and celebrated instead because Claire told us she ____ (***promote***) day.
5 My music teacher was the first ____ (***congratulate***) winning first prize in the regional singing competition.
6 Greg ____ (***due*** / ***meet***) the rest of the team at 7.00 p.m. for training but he went to the wrong location.
7 The audience votes, then the contestants ____ (***rank*** / ***popular***): the most popular ones are the winners.
8 Claire's family told her that it ____ (***be*** / ***wise***) her to set aside some of her prize money for later in life.
9 The passengers ____ (***wait***) for about three hours by the time of the next scheduled announcement about their delayed flight later today.



Znajomość środków językowych Sety leksykalne

4 **W zadaniach 1–5 wpisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.**

1 ____
- Our plans are still up in the ..., so I'll let you know as soon as I can.
- Sophie's ... of superiority is really annoying sometimes.
- Let's clear the ..., I know I've done something to bother you.

2 ____
- Johnson excels at ... events.
- It's a good idea to keep ... of who you lend books to.
- Sandra is pinning her hopes on fast-... career advancement.

3 ____
- Ian ... his previous builders responsible for the water problem he has.
- Who knows what the future ...?
- My schedule ... me back from socialising in the evening.

4 ____
- I've found a child entertainer for the kid's party: Eric fits the ... perfectly.
- The party introduced the ... despite its unpopularity.
- Sue invited the whole team out and footed the ... afterwards.

5 ____
- As a last ..., call for emergency back-up.
- We go to the same seaside ... each year.
- They settled their argument without ... to fighting.

Mówienie Rozmowa z odgrywaniem roli

5 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.**

Uczeń A

Wraz z kolegą/koleżanką z USA organizujecie weekendową wycieczkę dla swojej klasy do ciekawego miejsca w Polsce. W rozmowie z uczniem B omów poniższe cztery kwestie:

- miejsce planowanego wyjazdu
- zakwaterowanie na wycieczce
- udział rodziców i nauczycieli w wyjeździe
- podział pracy nad przygotowaniami do imprezy

Uczeń B

Jesteś amerykańskim kolegą / amerykańską koleżanką ucznia A. Przebywasz w Polsce na wymianie szkolnej. Rozmawiacie na temat organizacji wycieczki klasowej do ciekawego miejsca w Polsce. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz wszystkie/wybrane kwestie:

- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- powiedz, że o wyborze rodzaju zakwaterowania powinni decydować wszyscy uczniowie wraz z rodzicami,
- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- powiedz, że chciałbyś zająć się opracowaniem szczegółowego planu wyjazdu.

Wypowiedź pisemna Artykuł

6 **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

W ostatnich latach nasiliło się zjawisko pojawiania się dzikich zwierząt w miastach, szczególnie w miesiącach zimowych. Napisz **artykuł** do lokalnej gazety, w którym opiszesz swoje spotkanie z dzikim zwierzęciem w mieście i przedstawisz zagrożenia, jakie to zjawisko ze sobą niesie zarówno dla zwierząt, jak i dla ludzi.

5 MIGHT OR RIGHT

VOCABULARY

politics and politicians • public affairs


1


2


3



4

Politics and politicians

1 Work in pairs and discuss the pictures. What aspects of political life do they show? What other forms of political engagement are you familiar with?

2 Read the quiz and check the meanings of the words in bold. Then choose the answers which are true for you. Give reasons to explain your choices.

1 When people around you discuss politics, what do you do?
- **a** **tune out**
- **b** get worked up
- **c** **brandish facts**

2 Do you believe a politician can be honest?
- **a** Never – power corrupts.
- **b** Yes, with **community oversight**.
- **c** Depends on the individual.

3 The minimum voting age should be
- **a** raised to 21.
- **b** maintained as it is.
- **c** lowered to 16.

4 'I support my country no matter what actions it takes.'
- **a** I agree.
- **b** I disagree.
- **c** I have to **weigh the circumstances**.

5 If politicians disagree with their party, they should
- **a** **stand their ground**.
- **b** **meet the party halfway**.
- **c** **toe the party line**.

6 How many **terms of office** should elected politicians **be eligible to serve**?
- **a** maximum two
- **b** maximum three
- **c** no limit

3 Complete the text with the correct form of the words below. Change the form of the word only where necessary.

valid air trust cover run win station honour succumb economic

I have a fundamental [1]___ of politicians, so for me to support a candidate who is [2]___ for office, I have to be totally convinced of the [3]___ of their statements. This is a challenge because politicians tend to be [4]___ with the truth, and experience tells me that they seldom [5]___ the pledges they make during a campaign. In order to [6]___ me over, their speeches have to be more than just hot [7]___, and they have to follow their beliefs rather than [8]___ to outside pressure once they are in office. If I find a candidate has lied or tried to [9]___ up a misdeed, I will make my opinion known at the polling [10]___ by voting firmly against them.

4 Match 1–5 with a–e to form phrases.

1 tune	**a** your ground
2 stand	**b** out
3 weigh	**c** the party line
4 meet	**d** halfway
5 toe	**e** the circumstances

5 Rewrite the sentences using phrases from exercise 4.

1 I stop paying attention when politicians start talking.
2 Few elected officials will refuse to change their positions when pushed by their party's leaders.
3 Before accusing a politician of betraying your cause, you need to consider the situation carefully.
4 The MP didn't agree with the proposal, but he had to go along with his colleagues to avoid criticism.
5 The MPs had some angry discussions before they reached a compromise regarding the new law.

VOCABULARY CHALLENGE!

6 Read the headlines. Can you guess the meaning of the expressions with *stick*? How would you rephrase them?

1 PM STICKS TO HIS GUNS: 'IT'S MY WAY OR THE HIGHWAY.'
2 IT'S A DEAL! FINAL STICKING POINT IN BILL IS RESOLVED
3 **No bill yet, but MPs will stick with it until it's done**
4 NO MORE CARROTS! IT'S TIME FOR THE STICK NOW!
5 Sticky-fingered mayor facing criminal trial
6 KIDS GET THE SHORT END OF THE STICK IN NEW EDUCATION BILL
7 **Mayor gets a lot of stick over handling of the crisis**
8 POLITICIAN'S WIFE STICKS BY HIM DESPITE SCANDALS
9 **COMPANIES UP STICKS AND RELOCATE AFTER NEW TAX HIKE**

CRITICAL THINKING page 125

Public affairs

1 Read the texts (A–D) on the following page. Match the texts with the statements (1–4).

In this text, the author
1 presents a dystopian picture of our current society.
2 describes a conflict between political parties.
3 conveys a forward-looking message.
4 presents a fundamental division in society.

A 'Alternative facts' have become a reality of our post-truth era, but we should not underestimate the fact that what seems **patently false** to some may be **blindingly obvious** to others. This underlines our political conflicts. They may appear to be overblown by the media, but actually explain the **undercurrents of distrust**, disillusionment and disenfranchisement so prevalent amongst ordinary citizens.

B The Liberals in parliament feel overwhelmed by the so-called **underhanded tactics** of the opposition. These include the introduction of statistics which the Liberals say **vastly overestimate** the national debt. 'Calling us out when we doubt the Conservatives' numbers is a **cheap shot**,' says one liberal MP. 'The Conservatives are merely trying to undercut the public's faith in facts. To call this disingenuous would be an understatement.'

C Candidate Laura Merridew is a definite underdog in the local council election, but her campaign is **gaining ground** by addressing the overarching concerns of overburdened, underrepresented residents. 'We must **cut through the undergrowth** of party politics,' she says. 'The media claims people are giving in to the negativity, but there's a feeling of optimism which I'm **pinning my hopes on**.'

D 'I'm normally no conspiracy theorist,' a local writer says. 'But, to my dismay, I'm beginning to believe that there is a **political underworld** controlling our government. We are underutilising our discrimination when it comes to what we're told. I don't want to overstate the problem, but not knowing who our overlords really are amounts to an existential crisis and could mean the end of democracy as we know it.'

2 Match some of the words and phrases in bold from the texts in exercise 1 with the definitions below. Then translate the phrases into Polish.

1 choose an object for optimism
2 get rid of mess and confusion
3 become more popular
4 an unfairly critical statement or accusation
5 consider something much bigger than it is
6 dishonest methods
7 extremely evident
8 obviously untrue

3 Describe the political situation in Europe today using the expressions listed above.

4 Replace the underlined parts of the sentences with the correct form of the words below. Add the prefixes *under-* or *over-* and make any other necessary changes.

line current hand estimate mine burden

1 The voting results <u>emphasise</u> the weakness of democracy.
2 Don't <u>think too little of</u> the grassroots activism!
3 Our healthcare system is <u>faced with too big a workload</u> and people receive substandard care.
4 There is an <u>existing though not overtly stated feeling</u> of anger in the country, which is affecting election results.
5 Saying that your opponent is a criminal is a really <u>dishonest</u> way of gaining more votes.
6 The opposition are trying to <u>diminish</u> the Prime Minister's power by spreading rumours about her.

5 CD 2.09 Listen to three short conversations. What is the general topic of each one of them?

6 Complete the sentences with the words below.

polls majority constituency canvassing stance cast debate spectrum hardened horse

1 Neighbourhood ___ is a good way to identify the overall political ___ of an area.
2 Lately, the majority of people who ___ votes are ___ supporters of extreme viewpoints.
3 MPs should meet regularly with the people of their ___ in order to accurately represent the will of the ___.
4 Whether this bill will be beneficial is up for ___, but it has received support from both ends of the political ___.
5 This candidate may be a dark ___. He is down in the ___, but he has very enthusiastic supporters.

7 Match the definitions (1–5) with the idioms below.

barefaced lie be up to one's ears in sth
put all one's eggs in one basket
like a bolt from the blue put up a smokescreen

1 be extremely busy with sth: ___
2 divert attention or hide the truth: ___
3 an obviously and shamelessly untrue statement: ___
4 in a totally unexpected way: ___
5 depend entirely on one idea, plan or person: ___

8 Complete the sentences with *make* or *do* in the correct form. Then translate the sentences into Polish.

1 We've ___ a commitment to help, and we will.
2 I honestly think we need to ___ a rethink of our strategy.
3 Aggressive politicians ___ my blood boil!
4 There's no point in ___ a fuss about it – just get it fixed.
5 Appearing in public now won't ___ him much good.
6 I'd like to ___ certain you are on board with this idea.

VOCABULARY CHALLENGE!

9 Read the sentences and explain the underlined words or phrases. Then translate the sentences into Polish.

1 The law was meant to boost the economy, but instead it's having a <u>deleterious</u> effect overall.
2 This candidate is such a <u>flip-flopper</u> that you don't know what his stances will be from one day to the next!
3 This is one more <u>meretricious</u> proposal from a politician whose charm and charisma cover a total lack of substance.
4 Political <u>expediency</u> often prevents politicians from expressing their true opinions on controversial issues.
5 <u>Subterfuge</u> is common in politics, where deals are made to serve different ends than presented to the public.
6 Our MP has ended up a <u>scapegoat</u>, taking all the blame for a scandal he had very little to do with.
7 No one should be able to abuse human rights with <u>impunity</u>.

10 WHAT DO YOU THINK? 'Politics is too serious a matter to be left to the politicians.' What do you suppose Charles de Gaulle meant by this? Do you agree?

5 READING AND VOCABULARY

reading for detail, coherence and cohesion • power, social order and justice

1 Work in pairs and answer the questions.

1 Do you enjoy reading fantasy, futuristic or dystopian fiction? If not, what sort of fiction do you enjoy? What qualities does a story need to have to engage your interest?

2 If you could meet any fictional character, who would it be? Give reasons for your choice.

2 Read the title and the first paragraph of the text below. What do you think the story might be about?

3 CD 2.10 Now read the whole text and answer the questions.

1 What sort of person is Emma? How does she want to appear?

2 What is Emma's purpose in speaking to the ministers? How does she feel about it?

3 What role did Emma's father play in government? What happened to him?

4 Who is Lemuel? What has he told Emma about their government?

4 Match sentences a–e with gaps 1–4. There is one extra sentence.

a They did not know who she really was, and she would do everything possible to keep it that way, hiding her power and determination beneath a polite demeanour.

b Because only the rich and privileged could afford proper schooling, three quarters of the population were functionally illiterate – how could they vote?

c She began to doubt her own reasons for being there, but if she was to right this massive wrong, she could not turn back now.

d Every bit of her upbringing told her to flee, while some deeper part of her was flooded with an inexplicable sense of familiarity and kinship.

e Her father, a Lower Minister, had always found this galling, and he had made the mistake of not keeping his frustration to himself.

The Fight for Truth

Emma stood facing the imposing steel doors of the Prime Council Chamber. Her breath came shallow and irregular. Her palms were wet with perspiration. She knew that anyone nearby could sense her terror, but she was determined to show the ministers a façade as steely and impenetrable as the doors themselves. That she – sixteen years old, model student, member of the Standards of Youth – was about to face the most formidable leaders on the planet, was almost too terrifying to consider. [1] Her sole purpose was to argue for her father's freedom, and they would see her as she chose to be seen: a humble supplicant, but one with a powerful card up her sleeve.

Waiting to be ushered inside, she glanced around her. Apart from the faceless, black-clad Guards, she was the only person in the huge outer hall. Some members of the Rebellion claimed that the Guards were not people at all, but a sort of robot or android, emotionless and virtually indestructible. Like so many aspects of their government, Emma believed this was just another piece of propaganda spread by the leaders to intimidate the citizens, though it was impossible to know for sure. Honesty and transparency were anathema to the Council. [2] His struggle to expose the truth had ended with accusations which she could prove were lies ... if only they would listen to her. But she knew from her family's experience that there was very little the men in power were willing to hear.

She recalled the time, just over a year ago, when she had met Lemuel and started to learn the truth about their country. One day she had fallen asleep on the homebound Zip Train and hadn't awakened until the last stop, in Outer Zone 4. Before she knew what was what, she found herself surrounded by a group of ragged kids who taunted her. Then one of the older ones stepped forward and spoke quietly to her. 'I know who you are. Your father is Emick Dalton. We need you.' [3] When he sat down next to her, she did not move aside or flinch. She knew she could trust him.

He told her the truth, over time. The First Republic was a lie. The Prime Council, which was supposedly made up of representatives elected during the twice-a-decade Popular Vote, was actually a conclave of extremely wealthy individuals who had bought their way to power by doing the bidding of the real power: Thaddeus Clave. Having seven leaders in lieu of a president or prime minister had been presented to the people as a safeguard against the resurgence of the dictatorship which had nearly destroyed their country. In fact, they were the puppets of a man who was worse than any dictator. In the Outer Zones, he was known as the Emperor, and he ruled with an iron fist and a single purpose: more power. The Electorate itself was a sham. [4] Lemuel himself had never attended school, but instead was farmed out as a labourer at the age of seven. Food and decent shelter were scarce, and people were 'disappeared' so often that deep human attachments were rare. Lemuel, defying the odds, had educated himself and, at the age of fifteen, had joined the YR – the Young Rebels.

A Guard came forward and activated the huge doors, which slid silently open. 'Go in, they are ready,' he said. Emma, holding close the thought of Lemuel and his faith in a better future, stepped forward into the cold, silvery light of the Chamber.

5 CD 2.11 Listen to Emma addressing the ministers and being questioned by them. Complete the sentences so that they are true according to the text.

1 Emma describes her father as ____.
2 His only 'failing' was that he questioned ____.
3 The minister says the conviction of Emma's father was based ____.
4 Emma plays a part of the real video which proves that they, not her father, ____.
5 Emma says she will destroy the real video if ____.
6 At first, the ministers are outraged, but when she threatens to leave, they seem more willing ____.

6 CD 2.11 Listen again. Are the statements below true or false?

1 The ministers worked with Emma's father in the past.
2 Emick was convicted based on recorded evidence.
3 Emma knows exactly who tampered with the video.
4 The recording Emma plays is the same version as was used at her father's trial.
5 One of the ministers suggests that Emma could be locked up.
6 Emma is willing to negotiate the terms of an agreement.
7 Emma has already posted the video on the Web.

7 Do you think Emma's father will be released? If so, what might happen next?

Vocabulary development

8 Match the highlighted words from the text in exercise 3 and sentences in exercise 4 with the definitions below. There are two extra highlighted words.

1 provoke someone with insulting remarks: ____
2 return to prominence or power: ____
3 powerful and intimidating: ____
4 form of government with one absolute ruler: ____
5 person who begs for a favour: ____
6 making one feel bitterness and anger: ____
7 very well protected; unable to be broken through: ____
8 something absolutely hated or despised: ____
9 impressive, usually because of size or appearance: ____
10 something which is not what it is claimed to be: ____

9 Complete the texts (1–2) with the words below.

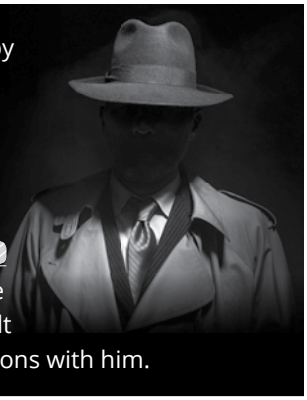
clemency levelled treason conspirators overthrow incontrovertible impertinence slander veracity accommodate

1



When Jason was accused of [1]____ or, to be specific, attempting to [2]____ the government, he had no clue why such an accusation was being [3]____ against him. The judge offered him [4]____ in exchange for his testimony against the other [5]____ involved in the plot, but since he knew nothing about it, his only defence was to accuse the government officers of [6]____ and of spreading untruths about him.

2



It was sheer [7]____ of the foreign spy to ask the secret service agents to [8]____ him by negotiating a deal whereby he would be set free in exchange for secret information from his government. The agents knew they could not trust the [9]____ of any of his statements and since they had [10]____ evidence of his guilt they decided to cut off all discussions with him.

10 Translate the following phrases into Polish. Then write your own sentences with the phrases.

1 do someone's bidding
2 rule with an iron fist
3 be functionally illiterate
4 defy the odds
5 beyond the shadow of a doubt

11 Translate the first two paragraphs of the text in exercise 3 into Polish. Make it as atmospheric and tense as possible. Compare your translation with the class and decide which is the best.

VOCABULARY CHALLENGE!

12 Complete the sentences with the correct form of the words below. There is one extra word.

fabricate equity ignominy prosper access slander conspire vestige

1 After her ____ defeat in the election, she withdrew from public life and avoided the press.
2 Years of political life have left him with a ____ amount of trust in others, and even less belief in his own words.
3 The minister violently rejected her ____ accusations, claiming that they were unfounded lies.
4 The current tax system is totally ____, forcing modest earners to pay more while the rich contribute little.
5 I believe the most important attributes an MP can have are ____ and the ability to listen. We should be able to meet with them freely and say what we think.
6 When unemployment soars, voters are mainly concerned with the ____ and security that new jobs can bring.
7 That story is a total ____. Not a single fact in it is true!

13 WHAT DO YOU THINK? Work in pairs and discuss the questions below.

1 In what situation do you think you might be brave enough to go up against those in power? Would you enlist help from others, or would you do it alone?
2 'All animals are equal, but some animals are more equal than others.' (George Orwell)
In terms of politics, what does this phrase mean to you? How can real equality be achieved?

5 GRAMMAR 1

conditionals: review, mixed conditionals

1 Read the review. Identify the types of conditional forms used. What level of reality or certainty does each one express?

VOTE-PRO TOUCH SCREEN DEVICE

If users read the instructions, they will not have any difficulty with navigation. Basically, if you touch a virtual button once, you cast a single vote. Unfortunately, if you accidentally touch the button a second time, you will delete your vote, and even a slight hesitation can cause this to happen. If the programme asked the user to confirm the change, this would not be an issue, but as it is, this seems to me a serious flaw. If the designers had tested the device thoroughly, this problem would not have presented itself at such a late stage. For this reason, I am not recommending the device for general use.

2 LANGUAGE IN CONTEXT Complete the dialogue with the correct conditional forms of the verbs in brackets.

Stacy I voted for the first time today! If my favourite candidates and issues win, I [1] ____ (*be*) thrilled.

Karl If I [2] ____ (*register*) in time, I would have voted too. Actually, if they had had on-site registration, there [3] ____ (*not be*) any problem.

Stacy The problem is, if people [4] ____ (*register*) at the last second, the officials can't do a proper check. And if ineligible people vote, it [5] ____ (*give*) a reason to question the results. If you had registered last week, you [6] ____ (*be*) fine.

Karl I know. If I [7] ____ (*not get*) so wrapped up in the play, I would have got it done. By the way, if you [8] ____ (*have*) time, will you come to our rehearsal? We'd all love your opinion.

Stacy If I [9] ____ (*not have*) such a heavy course load this term I would take part. As it is, if I pass all of my classes, I [10] ____ (*be*) amazed!

3 CD 2.12 Listen to a dialogue about a campaign. Are the statements true or false?

1 Darrel encouraged Kelly to run.
2 Kelly is running for a city council seat.
3 Kelly is the youngest candidate ever.
4 Kelly's youth has gained her support.
5 Kelly's dad is also running for office.

4 ANALYSE Study the examples of mixed conditionals. Copy and complete the table. Which of the forms refer to a hypothetical situation in the past with a result in the present and which to a hypothetical situation in the present with a definite link to the past?

	Form 1	Form 2
1 *If you hadn't encouraged me, I wouldn't be* on the ballot for the city council.		
2 My dad said that *if I wasn't such a good candidate, he would have decided* to run.		

5 PRACTISE Choose the correct option to complete the sentences.

1 If the scandal ***hadn't / didn't*** become public, she still ***would be / would have been*** in power now.
2 The MP ***wouldn't be promoting / won't promote*** the bill if he ***didn't meet / hadn't met*** with persuasive supporters.
3 She ***would never have run / would never be running*** for office if she ***didn't have / doesn't have*** family support.
4 The new law ***would be / would have been*** unlikely to pass in the next vote if the mayor hadn't listened to the citizens.
5 Ken Hall wouldn't understand his constituents so well if he ***hadn't grown up / didn't grow up*** poor himself.
6 If you ***followed / had followed*** my advice, you ***wouldn't be / wouldn't have been*** down in the polls right now.

6 Write mixed conditional sentences to describe the situations.

1 Ben didn't feel experienced enough. He isn't running for office.
2 The minister is planning to resign. Journalists investigating his dishonest practices led to his decision.
3 Jo hadn't run a brilliant campaign. She is not an MP now.
4 Our unpopular MP is still in office. No one ran against him in the last election.
5 The voting machines malfunctioned. They are demanding a redo of the vote.

GRAMMAR CHALLENGE!

7 Rewrite the sentences using the beginnings given.

1 I don't trust this politician, so I didn't go to the polls at the last election. If ____.
2 If the Prime Minister had not become involved in the scandal, he would still be in office. Had ____.
3 I don't like any of the candidates, so I didn't vote. I don't like any of the candidates, otherwise ____.
4 He didn't keep his campaign promises, so he won't be re-elected. Had ____.
5 They included an unpopular clause in the bill, so it probably won't pass in the next vote. Had ____.

8 Translate the parts of the sentences in brackets into English. Use no more than five words.

1 I'll take part in your campaign ____ (***pod warunkiem, że dacie mi)*** a free hand with public speeches.
2 If I were the president, ____ (***nie krytykowałbym***) that charity then. It was politically incorrect.
3 ____ (***O ile wykonam***) all the tasks by 12.00, I'll help you.
4 'I ____ (***rozważyłabym sprawę kandydowania w wyborach***), if the party paid for the campaign,' an MP said.
5 I wouldn't go and cast my vote, ____ (***o ile bezwzględnie nie musiałbym tego zrobić***).
6 But for my supporters' financial help, I don't know ____ (***jak zdołałbym***) to pay for the campaign.

LISTENING AND VOCABULARY

listening for gist, detail and context • economy and social issues

5









1 In pairs, discuss the images. What social issues might they relate to?

2 CD 2.13 Listen to four teenagers talking about their business ventures. Which speaker might have said the following?

a A school-based project gave me a chance to help with a worldwide problem.
b I'm insanely busy, but it's gratifying to know I'm doing something to help my less fortunate peers.
c It's not just about food and clothing – I think giving people a chance to enjoy themselves is important too.
d I feel good about setting up something that can now continue without me being there to run things.

3 CD 2.13 Listen again. Answer the questions.

1 What led to the first speaker starting his business?
2 In what sense is his business a charitable operation?
3 What three problems related to the lack of clean water does the second speaker mention?
4 Who is the third speaker's help aimed at?
5 What is included in each backpack?
6 Why do some people criticise speaker four?

4 Replace the underlined parts of the sentences with the phrases below.

hand-me-downs pressing issue self-esteem issue
literally a lifeline unimaginable challenges
crowdfunding campaign

1 Poverty is a <u>problem needing urgent attention</u>.
2 Our <u>gathering donations through a website</u> has given us the funds to refurbish the shelter.
3 People in developing countries face <u>enormous problems which we can barely comprehend</u>.
4 Being the youngest child, I have gone to school in <u>clothes previously worn by others</u> plenty of times.
5 For children, lack of proper school supplies is a huge <u>problem causing negative feeling about oneself</u>.
6 Getting vaccinated at a young age is <u>actually a matter of survival</u> for children growing up in poor conditions.

5 CD 2.14 Listen to a discussion about a particular approach to running businesses. Answer the questions.

1 What do the two speakers have in common?
2 What does CSR stand for?
3 What is the aim of this approach?

6 CD 2.14 Listen again and choose the correct answers.

1 The purpose of the talk between the two speakers is
a to explain why businesses are not keeping up with changes.
b to explain the methods and goals of a business philosophy.
c to criticise the way most businesses are run.
d to describe and compare various business philosophies.

2 Which of the following is NOT part of the three-pronged approach described by Laura Caplin?
a stewardship of the natural world
b increasing opportunities for local people
c helping to ease conflicts around the world
d keeping businesses stable and profitable

3 The speakers mention parades and local sports teams as
a examples of ideal ways to support the local community.
b actions which are contrary to the CSR approach.
c examples of inadequate community involvement.
d aspects of community life not needing business support.

4 Companies' involvement in world peace efforts is mainly
a inspired by a desire to improve their public image.
b based on a desire to avoid damage to business facilities.
c seen as a way to boost company morale.
d due to the fact that conflict threatens making a profit.

7 CD 2.14 Complete the summary of the text in exercise 5 with appropriate words or phrases. Use no more than three words in each gap.

Mark and Laura have been involved for many years in the field of CSR. They concur that the concept [1] _____ explain, and it is not always possible to get companies to [2] _____. Laura says that implementing CSR is [3] _____ that will enhance the company and its workforce. Mark points out that the concept of community has changed a great deal, and that the idea of a 'peace movement' involving businesses is driven by the need [4] _____.

8 Look at the transcript of the discussion in exercise 5 on page 154. Match the words and phrases from the transcript with the definitions below.

1 fit in with something _____
2 a profitable company _____
3 negative outcomes _____
4 lack of jobs _____
5 deal with difficult and unpleasant thing _____
6 congratulate oneself _____
7 noticeable increase _____

9 Rewrite the paragraph using vocabulary from the lesson.

As the head of a profitable company, do you congratulate yourself for simply providing a few jobs in a community where there aren't enough jobs, or would you like to do more for the area? Our CSR seminars offer a course of action with three main aspects, and we show you how this can fit in with the need to make a profit. A noticeable increase in community engagement will make your company popular with the locals. You CAN do good and be good as well!

10 In pairs, discuss what sort of business venture you might like to get involved in, and how it could be tailored to improve the community while providing jobs and profit.

5 GRAMMAR 2
articles

1 LANGUAGE IN CONTEXT Read the blurbs for some TV shows. Explain the differences in meaning between the items in bold.

MONDAY	TUESDAY
Being **a Member of Parliament** is never easy. **The Member** for Barnstaple discusses her particular challenges. Are **the liberals** more open-minded because being **a liberal** exposes you to a wider variety of social groups? Jo Weller explores the question. Will **France** follow **the UK** in separating from **the EU**? Our panel discusses.	Being **in prison** is challenging, but going to the prison to visit a loved one can be devastating. We interview family members of incarcerated youth. **Freedom** is a big topic of conversation these days. We discuss **the freedom of the press** with several prominent journalists.

2 ANALYSE Match items in bold in exercise 1 with the correct examples of article use below.

1 *a/an* for one of a class of things or people
2 *the* for a specific thing or person
3 *the* for groups of people
4 zero article for most countries and all nationalities
5 *the* with united countries, regions
6 *the* with the names of organisations
7 zero article with things mentioned as being used for their designated purpose, e.g. *bed*, *school*, *hospital*
8 zero article with abstract nouns mentioned in general
9 *the* with specified abstract nouns

3 PRACTISE Complete the sentences with *a*, *an*, *the* or zero article.

1 Because of ___ issues of size and complexity, managing ___ affairs of ___ country like ___ United States is ___ task which demands ___ strength of character and ___ flexible approach.
2 When my mum was in ___ hospital recovering from ___ pneumonia, she shared ___ room with ___ wife of ___ foreign minister from ___ Netherlands, and they struck up ___ close friendship.
3 I read ___ great article in ___ Social Justice magazine about ___ efforts to provide access to ___ clean water for ___ developing nations, and I planned to lend ___ magazine to you, but I think I left it behind on ___ bench in ___ Soho Square, where I had ___ lunch.
4 As ___ anthropology student, Sara is hoping to visit ___ China this summer, and she is especially excited about ___ possible tour through ___ Gobi desert.
5 When he first went to work at ___ International Court of Justice in ___ Hague, he was impressed by ___ size of ___ organisation.

4 Explain the differences in meaning between the following pairs of sentences resulting from the use of different articles with the same nouns.

1 **a** She has accepted the job with the County Council.
b She has accepted a job with a county council.
2 **a** The party leader rejected all the suggestions we offered.
b A party leader should always be open to suggestions.
3 **a** A politician must have a firm grasp of facts and figures.
b The politician presented the relevant facts and figures.
4 **a** The United Nations is a major voice in world affairs.
b United nations make the world a more peaceful place.

5 Find and correct ten mistakes in the text.



Some politicians follow a smooth path from university into a career in politics, but the Tony Blair – who was the Prime Minister of United Kingdom from 1997 to 2007 – is something of the exception. He is said to have been disruptive student at the boarding school in Scotland, and the career path he chose on leaving school was as the rock music promoter. When rock and roll fame did not pan out, however, he enrolled in a law course at the Oxford University. At this time, death of his mother affected him deeply, and he began to think more about social issues, which soon led him to take an interest in politics. He did retain a bit of the 'rock star' quality of his early years, however, and this served him well in his political career, making him one of more popular figures in the British politics.

GRAMMAR CHALLENGE!

6 CD 2.15 Complete the phrases with appropriate articles where necessary. Then listen and check your answers.

all of ___ sudden as ___ matter of fact
be out of ___ town on ___ way by ___ ambulance
on ___ alert in ___ state not ___ chance
in ___ couple of days put sth at ___ risk

7 Write sentences using the prompts. Add any necessary words.

1 We were / on / way / to / rally / when / we heard / candidate / was / out / town / due to / family emergency.
2 Minister / has been / in / state / since he read / article / in / newspaper / criticising him for / views / he aired / last week.
3 All of / sudden / speaker collapsed on / stage / but luckily / doctor was on / hand / to care / until / ambulance arrived.
4 I hope you are on / alert for / news / from / polls as there is / rumour / voting machines have malfunctioned.
5 As / matter of / fact, my dad is making / decision about running for / mayor / in / couple of / days.

8 NOW YOU DO IT Work in pairs. Complete the statements below with your own ideas.

1 The young would get more involved in politics if ...
2 If politicians were more honest, ...
3 If I were to propose a better form of government, I would ...

SPEAKING

discussing community engagement • giving a presentation

5

1 Read the leaflet below. Imagine your English friend would like to know what it says. Use the phrases below to translate it for him/her.

up for grabs community have a say raise
grass roots activity civil/civic society cast a vote
participatory budget investments submitted
local authorities borough

BUDUJ SPOŁECZEŃSTWO OBYWATELSKIE!
BUDŻET OBYWATELSKI DO WZIĘCIA!

- I Ty możesz zdecydować, na co gmina wyda 50 mln złotych z finansów publicznych!
- Jakich inwestycji potrzeba, aby podnieść jakość życia mieszkańców Twojego osiedla?
- Zagłosuj w tegorocznym budżecie obywatelskim.
- Wyraź swoje zdanie. Wspieraj działania oddolne i lokalną społeczność!
- Sprawdź zgłoszone projekty i oddaj swój głos między 21 stycznia a 2 lutego.

2 CD 2.16 Work in pairs. Read the questions about Participatory Budgeting (PB) below. Guess the correct answers. Then listen and check.

1 Where did the idea of participatory budgeting originate?
a Great Britain **b** Brazil **c** China
2 When did the first PB vote in Poland take place?
a 2009 **b** 2011 **c** 2015
3 Which was the first Polish city to implement the initiative?
a Katowice **b** Warsaw **c** Sopot
4 What percentage of their total budget do local governments, on average, allocate to PB projects?
a 0.5–4% **b** 5–8% **c** 9–11%
5 Which is true about PB voting in Poland?
a The vote always takes place on the same day.
b It takes place once a year.
c You can vote online only.

3 Work in pairs and answer the questions.

1 What examples of local projects in your area can you give? What projects would you vote for if you had the chance?
2 In what way do PB projects contribute to building a civil society?

4 Read the topic of the presentation and the bullet points. Work as a class and vote on how important it is to be socially involved on a scale from 0 to 10. Then brainstorm arguments regarding each bullet point, which you could use while presenting the topic, and write them on the board.

Jak ważne jest zaangażowanie społeczne w życiu młodego człowieka? Wypowiedz się na ten temat, uwzględniając:

- rozwój społeczny jednostki,
- wpływ na otaczającą rzeczywistość,
- perspektywy zawodowe.

5 CD 2.17 Listen to another student's presentation and check which of the ideas you brainstormed are included in the presentation. What other ideas/arguments have been mentioned to cover each point? Read the transcript on page 155 to check if you have noted all the ideas.

6 Read the phrases in the Phrase Bank and decide what heading you would give to each section. Then listen again to the presentation from exercise 5 and choose which phrases were used by the student.

PHRASE BANK

a
Regular participation in activities that support local initiatives, in the long run, [1]***fosters / contributes to / improves / enhances*** *social well-being.*
So, what [2]***is there to be gained? / are the tangible benefits of it all? / does one gain as a result?***
Being part of the decision-making processes can empower young people and give them a sense of [3]***direction*** */* ***agency.***
Volunteering for a neighbourhood teaches people to accept different [4]***perspectives*** */* ***viewpoints.***
While collaborating on projects, young people will build their social [5]***networks*** */* ***capital*** *and learn to think* [6]***on the spot*** */* ***outside the box.***

b
Being able to contribute is [7]***set*** */* ***likely*** */* ***sure*** */* ***certain*** *to boost young people's confidence and develop their* [8]***civic pride*** */* ***new skills.***
Having their ideas taken into consideration will help young people have a likely [9]***say*** */* ***impact*** */* ***influence*** *on the world they are part of.*
[10]***The odds*** */* ***The chances*** *are that while collaborating on various projects young people will establish new friendships.*
Young people's employability will [11]***conceivably*** */* ***without fail*** */* ***certainly*** *increase.*

c
[12]***To conclude*** */* ***In conclusion*** */* ***On balance****, community involvement is essential to young people's lives.*
[13]***After all*** */* ***Ultimately*** */* ***Altogether****, it is their involvement that may well make all the difference to their lives.*
[14]***All in all*** */* ***By and large*** */* ***In brief****, I am a strong advocate of community involvement and recommend it to all my peers.*

7 Read the questions. Use the expressions from the Phrase Bank to develop your answers. Then work in pairs and listen to each other's answers. How would you improve them?

Student A
How important is it for young people to participate in elections?
Student B
What values will become important for future societies?

8 Read the topic of the presentation. Spend two minutes to prepare it. Then work in pairs. Take turns to present it to your partner.

Jak ważny w życiu młodego człowieka jest udział w działaniach charytatywnych? W swojej odpowiedzi uwzględnij:

- rozwój osobisty,
- poczucie sprawstwa,
- zdobywanie nowych umiejętności.

5 ENGLISH IN USE

1 Work in pairs and answer the questions about the types of crime below.

hate crime organised crime drug dealing tax evasion cybercrime vandalism piracy murder child abuse drink-driving miscarriage of justice cruelty to animals theft human trafficking domestic violence

1 Which of these crimes are the most common in your country? Have you heard of any recent cases of them? What happened? Were the crimes resolved, and if so, did the punishment fit the crime?
2 What are the most common reasons for committing the crimes above? How could these crimes be prevented?
3 If you were to get involved in a social campaign to help prevent one of these crimes, which one would you choose to support? Why? What should such a campaign entail?
4 If you saw a crime being perpetrated, would you report it to the police? Would you tell on a member of the family, friend, or neighbour if you knew they had committed a serious crime? Why? / Why not?

2 Read the sentences and decide whether the gaps have been completed correctly or not. Correct the mistakes.

1 As a police investigator you mustn't get worked [1]*up* about the case and succumb [2]*to* pressure.
2 If it hadn't been [3]*on* a member of the public, [4]*a* crime would never have been solved.
3 Our campaign to help find missing persons is [5]*making* ground, [6]*what* is encouraging.
4 [7]*But* for this police officer, the serial killer [8]*can* have remained undetected.
5 'As long as everybody plays their part, we'll [9]*have* a go of it, so I'm pinning my [10]*hope* on mutual support,' said the inspector.

3 Complete the text with appropriate words. Put one word in each gap. What do you think of this project? Is it a good idea? Why? / Why not?

4 In the text in exercise 3, find prepositional phrases and translate them into Polish.

5 Complete the sentences with the correct prepositions.

1 No prisoner has ever broken ___ of this prison.
2 My father was fined ___ speeding.
3 There was a hold-___ at the bank and the police are looking for the robbers.
4 This murderer had been ___ the run for three years before he was finally caught.
5 This woman is ___ trial for fraud.
6 The defendant pleaded not guilty ___ the charges, but was convicted ___ the crime in the end.
7 The thief has been sentenced ___ three years in prison.
8 The man was put ___ bars last night, but was released ___ bail soon afterwards.
9 The elderly lady was robbed ___ her handbag.
10 The offender was accused ___ pickpocketing and eventually charged ___ the crime.

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

1 Some cases will probably never get solved.
Some cases ___ to ever get solved.
2 The detective was just about to solve the case when he mysteriously disappeared.
The detective was on ___ the case when he mysteriously disappeared.
3 Currently, I am very busy at work.
I am up ___ in work at the moment.
4 Ed is too young, so he couldn't join the police force.
If Ed were older, he ___ to join the police force.

SOCIETY TO THE RESCUE



Have you ever dreamed of solving a murder case or tracking [1]___ an undetected serial killer? [2]___ so, you may want to move to the USA, and help the FBI bring closure to over 211,000 cold cases involving unsolved homicides. How [3]___ amateur crime investigators possibly do that? Well, it wouldn't be an option if it weren't [4]___ Murder Accountability Project, an open source website which was [5]___ up in 2015 by Thomas Hargrove, a retired investigative journalist. [6]___ service provides the public with free access to data about murder cases across the country. Anybody who wants to follow [7]___ Sherlock Holmes' footsteps may use the site to scour the records for cases based on the location, time frame, weapon used or the victim's particulars. The database seems especially useful for finding offenders suspected [8]___ more than one killing, as by comparing the police reports on these crimes it's easier to detect the patterns needed to crack the case. The police are in [9]___ of the initiative and admit that any help is welcome to prevent on average 5000 killers in the USA from [10]___ away with murder every year.

Znajomość środków językowych *Uzupełnianie luk tekście jednym wyrazem, Transformacje zdań, Sety leksykalne*
CRITICAL THINKING page 125

5 The accused was acquitted because his DNA sample was contaminated.
If ▨ the contamination of the DNA sample, the accused would have been convicted.

6 I do mind when people ask me personal questions.
I object ▨ personal questions.

7 The police were interrogating the suspect when they learned that a similar crime had just been committed.
The suspect ▨ when the police learned that a similar crime had just been committed.

8 'It's pointless to try to solve crimes from a hundred years ago,' said the detective.
The detective admitted that there ▨ solving crimes from a hundred years ago.

! Watch out

- The following nouns are always **plural** in English and are used with **plural verbs**: *lodgings*, *headquarters*, *premises*, *contents*, *looks*, *outskirts*, *proceeds*, *whereabouts*, *pyjamas*, *belongings*, *police*, *goods*.
- The following nouns look like they are **plural** but are in fact **singular uncountable nouns**: *darts*, *dominoes*, *gymnastics*, *economics*, *billiards*, *draughts*, *physics*, *athletics*, *news*, *rabies*, *genetics*.
- ***Series*** and ***means*** look **the same in singular and plural form** and may be used with **verbs** in either the **singular** or **plural** form.
- Some **uncountable** nouns may be used **as countable** nouns when:
  - a they change their meaning, e.g.:
    people / ***a people*** (nation), ***work*** / ***a work*** (a work of art), ***trade*** / ***a trade*** (a firm), ***iron*** / ***an iron*** (to press clothes), ***hair*** / ***a hair*** (in the soup), ***home*** / ***a home*** (an institution, e.g. for the elderly), ***an experience*** / ***experiences*** (adventures);
  - b they are modified by an adjective, phrase or a relative clause, e.g.:
    Life *is full of problems. / Tom lived* ***a miserable life****.*
    Kindness *is what I appreciate in people. / The defendant showed* ***a kindness*** *which surprised everyone in court.*
    Local people regard the police with ***distrust****. / Some people have* ***a deep distrust*** *of the government.*

7 **Complete each set of sentences with the same word.**

1 ▨
- I think the manufacturers … these figures in some kind of metal then paint them.
- After Paul's behaviour, his friends effectively … him out from their social group.
- We can't agree about this, so let's … a vote on it.

2 ▨
- Congratulations! You … all the requirements to receive your pilot's licence.
- I have some deadlines to … , so I won't be socialising this week.
- We should complete the trek in three days as long as we don't … any bad weather.

3 ▨
- If you lie down, it should … the pain a bit.
- I like to … off during the weekend, so I don't take work home.
- Taking on staff would … up the pressure on the organisation.

4 ▨
- I tend to … out during a boring speech.
- We … into the radio to hear the daily weather forecast.
- We need someone to … our piano.

5 ▨
- The horse got out because the … on its door wasn't secured properly.
- The news came like a … from the blue.
- A … of lightning suddenly lit up the whole landscape.

CHALLENGE!

8 **Rewrite each sentence in two different ways using the prompts given. Make any necessary changes to keep the meaning of the original sentence.**

1 The police were heavily criticised for the handling of this murder case.
STICK CAME

2 The mugger appeared out of nowhere and grabbed my handbag.
BOLT SUDDEN

3 The politician will probably not change his mind when it comes to this policy.
GUNS CHANCES

4 I should have known better than to drive so fast along the country lane. I caused an accident.
BUT FOR REGRET

9 **Work in pairs. Make a list of as many crimes and criminals beginning with each letter of the alphabet as you can in six minutes. Then compare your list with another pair. The pair with the biggest number of answers (to each letter of the alphabet) wins.**

e.g.: A – arson/arsonist; B – burglar/burglary;
T – thief/theft



5 WRITING
a formal letter

1 CD 2.18 Listen to the dialogues. What main idea do they all touch upon? What specific issue is each of them dealing with?

2 CD 2.18 Listen again. Match the phrases from the dialogues with the definitions below.

1 the number of people who come out to vote
2 not voluntary
3 main principle
4 sensational piece of information that does not match reality, created to attract attention or damage someone's reputation
5 believe, without proof, that something is the truth
6 to say honestly what you think, even if it might upset someone
7 to be deprived of something forcefully

3 Read the letter to the editor of a newspaper. Which topic from the dialogues in exercise 1 is it about? What does the writer come down on? Do you agree with her stance? Why? / Why not?

Dear Editor,

I have recently read several articles in your newspaper about raising the voting age to twenty-one, and I feel that I must make my voice heard. I am eighteen years old, and I will be voting for the first time in the upcoming elections. I deeply resent the fact that those in power want to deprive me of my voting entitlement, and I would like to lay out my reasons why the current voting standards should be maintained.

Firstly, the proposed change is a transparent ploy by right wing politicians to skew the vote. It is a well-known fact that young people tend towards more socially liberal viewpoints, and divesting this group of their voting rights could result in more votes for conservative causes.

In the second place, politicians employ the specious and offensive argument that people in my age group are naive and misinformed, which is simply erroneous. My generation is one of the most politically informed in history, and studies bear this out.

My third point is a hackneyed one, but still worth making. If someone can be obliged to serve in the military at the age of eighteen, surely they should have a voice in the government which they are serving. To expect blind obedience in one sector whilst limiting involvement in another seems patently inequitable.

My suggestion to Parliament would be to drop this proposal entirely, and instead focus on encouraging eligible voters to do their duty and take part in the electoral process. The only way to have a truly representative democracy is to ensure that as many people as possible vote, and this would be a much more worthwhile use of our representatives' time, energy and power.

In conclusion, I hope that our representatives will withdraw this law from parliamentary consideration and change their focus. It represents an egregious abuse of power and would do nothing but hinder our development as a democratic nation.

Yours faithfully,

Marta Delgado



4 Summarise briefly what the writer has included in each paragraph.

5 In the letter in exercise 3, find the phrases that are synonymous with the expressions in the Phrase Bank below.

PHRASE BANK

Expressing and justifying opinions

I am compelled to express my feelings | [1] ___
I feel very aggrieved/upset that ... | [2] ___
I want to explain the logic behind my opinion that ... | [3] ___
the suggested alteration is an obvious tactic to ... | [4] ___
people in power use the objectionable explanation that ... | [5] ___
and this is completely incorrect | [6] ___
and research proves this | [7] ___
My third argument is a well-used one, but it remains valid. | [8] ___
If it is possible to force a person to ..., then they definitely deserve a way to influence ... | [9] ___
appears obviously unfair | [10] ___

6 Work in pairs. Discuss the topic below. What points could you make to argue for or against it?

Jedno z młodzieżowych czasopism poświęciło ostatnie wydanie problemowi nieprawdziwych informacji (*fake news*) powielanych w prasie i zagrożeniom, jakie z tego wynikają dla demokratycznego społeczeństwa. Napisz **list do redakcji**, w którym wyrazisz swoje zdanie na temat tego zjawiska oraz wyjaśnisz, jakiej postawy oczekujesz od autorów tekstów prasowych i redaktorów.

7 Do the writing task from exercise 6. Use the expressions from the Phrase Bank in exercise 5.



REVIEW

5

Complete all the exercises from this section in your notebook.

1 Choose the correct option to complete each sentence.

1 I have a great distrust ***of*** / ***for*** all the politicians running ***for / to*** office in the current election.
2 The news that the PM was ***hiding*** / ***covering*** up bribery in his government was like a bolt ***from*** / ***off*** the blue.
3 The party leader will ***stand*** / ***keep*** his ground no matter what and has the support of his followers.
4 I wish some politicians wouldn't be so ***economic*** / ***economical*** with the truth when they talk about ***pressing*** / ***formidable*** issues concerning the country.
5 To win me ***up*** / ***over***, a politician must be credible and represent his ***constituency*** / ***polls*** well.

2 Complete the sentences with the correct form of the words in brackets.

1 I won't succumb to ___ (***press***), so if you want to work with me, we need to meet ___ (***way***).
2 It seems ___ (***blind***) obvious that the businessman was using ___ (***hand***) practices to make his fortune.
3 According to the opposition leader, challenges ahead were ___ (***imagine***), almost impossible to overcome, but I think her vision was slightly ___ (***blow***).
4 This candidate is a bit of a dark horse ___ (***estimate***) by the others. She cares about those in society who are the most ___ (***represent***) and poor.

3 Translate the following words and expressions into English. The first letter has been given.

1 zdrada **t**___
2 oszczerstwo **s**___
3 spiskowiec **c**___
4 oddać głos w wyborach **c**___ a **v**___ in an **e**___
5 prawdziwość **v**___

VOCABULARY CHALLENGE!

4 Rewrite the following sentences, using the words below.

ignominious slanderous scapegoat short end fabrication sticking point

1 The story was made up, so don't believe a word of it.
2 We won't stop until this issue has been resolved.
3 Make sure you don't get all the blame for the lost election.
4 Why has the peace treaty ratification ended in such shameful failure?
5 People of lowest income suffer the most.
6 False and malicious attacks and accusations against those who questioned his stories didn't add to the politician's credibility.

5 Rewrite the sentences, using the beginnings given.

1 If there is no cooperation between nations, the problem of terrorism will only increase.
Unless ___.
2 The candidate lied in her election campaign, so she isn't in Parliament any longer.
If ___.
3 I'm too young to vote, and that's why I didn't take much interest in the referendum.
I would ___.
4 The economy won't thrive if we don't pay our taxes.
People must pay their taxes, or ___.
5 Tom can't speak English, so he was turned down for the job of company spokesperson.
If Tom ___.
6 I'll lend you the money, but you must pay it off within a couple of weeks.
Provided ___.

6 Complete the text below with *a/an*, *the* or – for no article.

When my sister first announced she was going to run for [1]___ office in [2]___ local elections, we were dismayed as she had never been into [3]___ politics before. [4]___ explanation she gave was that she was fed up with [5]___ current political situation in [6]___ country and wanted to make [7]___ change. She said she really cared about [8]___ lives of [9]___ citizens in our society, and wanted to get rid of [10]___ poverty and [11]___ injustice. She promised that as [12]___ politician, she would honour [13]___ pledges she was going to make during her campaign. We were even more shocked when she said that one day she'd be working in [14]___ Brussels for [15]___ EU.



GRAMMAR CHALLENGE!

7 Translate the sentences into English in two alternative ways using the beginnings given.

1 Gdyby nie zaangażowanie Marka, nie rozwiązalibyśmy tego problemu.
a But for ___. **b** If it ___.
2 Pod warunkiem że spełni on swoje obietnice, polityk ten będzie wybrany ponownie.
a On ___. **b** As ___.
3 Gdyby Jeff miał inne dzieciństwo, nie stałby się przestępcą.
a Had ___. **b** If ___.

8 Rewrite the sentences in a more formal way using the correct form of the words in bold.

1 I must tell you how I feel. **compelled**, **feeling**
2 I feel angry about the treatment this issue has received, and I want to say why I feel so. **aggrieved**, **logic behind**
3 Some politicians say unpleasant and offensive things to explain their decisions. **objectionable**, **justify**
4 To say something like that is kind of unfair. **produce**, **appear**
5 What I say may be clichéd, but it's true. **well-used**, **valid**

9 Complete the phrases with the correct word.

1 Well, these ___ happen, but don't let it ___ your spirits.
2 No use ___ over spilt milk. ___ done is done.
3 What ___ a particular merit is your hard work. A big well done ___ you!
4 What a ___ you didn't make it. Better ___ next time.
5 ___ of the upside and don't break your heart ___ it.

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

5 WORDLIST

Vocabulary

barefaced lie	/beə(r)ˌfeɪst ˈlaɪ/	wierutne kłamstwo
be eligible to serve	/bi ˌelɪdʒəb(ə)l tə ˈsɜ:(r)v/	mieć bierne prawo wyborcze, móc pełnić funkcję publiczną
be up to one's ears in sth	/bi ˌʌp tə wʌnz ˈɪə(r)z ɪn ˌsʌmθɪŋ/	być czymś ogromnie zajętym, mieć do zrobienia więcej, niż można podołać
blather	/ˈblæðə(r)/	gadanie
blindingly obvious	/ˌblaɪndɪŋli ˈɒbviəs/	w jaskrawo oczywisty sposób
brandish facts	/ˈbrændɪʃ fækts/	zarzucać faktami
canvassing	/ˈkænvəsɪŋ/	agitacja
cast a vote	/kɑ:st ə ˈvəʊt/	oddawać głos
cheap shot	/ˈtʃi:p ˈʃɒt/	tania zagrywka, cios poniżej pasa
community oversight	/kəˌmju:nəti ˈəʊvə(r)ˌsaɪt/	nadzór społeczny
conspiracy theorist	/kənˈspɪrəsi ˈθɪərɪst/	zwolennik teorii spiskowych
constituency	/kənˈstɪtʃuənsi/	okręg wyborczy
cover up	/ˌkʌvə(r) ˈʌp/	ukrywać, tuszować
cut through the undergrowth	/ˌkʌt θru: ði ˈʌndə(r)ˌgrəʊθ/	torować sobie drogę
dark horse	/dɑ:(r)k ˈhɔ:(r)s/	czarny koń
debate	/dɪˈbeɪt/	debata
demagogue	/ˈdeməgɒg/	demagog
disenfranchisement	/ˌdɪsɪnˈfræntʃaɪzmənt/	pozbawienie praw obywatelskich
disillusionment	/ˌdɪsɪˈlu:ʒ(ə)nmənt/	rozczarowanie
distrust	/dɪsˈtrʌst/	nieufność
do a rethink	/du: ə ˌri:ˈθɪŋk/	ponownie przemyśleć
do sb much good	/du: ˌsʌmbədi mʌtʃ ˈgʊd/	wychodzić komuś na dobre
economical	/ˌi:kəˈnɒmɪk(ə)l/	oszczędny
gain ground	/geɪn ˈgraʊnd/	zyskiwać przewagę
hardened	/ˈhɑ:(r)d(ə)nd/	zatwardziały
honour	/ˈɒnə(r)/	honorować, dotrzymywać (obietnic)
hot air	/hɒt ˈeə(r)/	czcza gadanina
like a bolt from the blue	/laɪk ə ˌbəʊlt frəm ðə ˈblu:/	jak grom z jasnego nieba
majority	/məˈdʒɒrəti/	większość
make a commitment	/meɪk ə kəˈmɪtmənt/	zobowiązywać się
make a fuss about sth	/ˌmeɪk ə ˈfʌs əˌbaʊt ˌsʌmθɪŋ/	robić o coś awanturę
make certain	/meɪk ˈsɜ:(r)t(ə)n/	upewniać się
make one's blood boil	/ˌmeɪk wʌnz ˌblʌd ˈbɔɪl/	wzburzać w kimś krew, bulwersować
meet halfway	/mi:t ˌhɑ:fˈweɪ/	spotkać się w połowie drogi, osiągnąć kompromis
overburdened	/ˌəʊvə(r)ˈbɜ:(r)d(ə)nd/	przeciążony
partisan	/ˌpɑ:(r)tɪˈzæn/	stronniczy
patently false	/ˌpeɪt(ə)ntli ˈfɔ:ls/	ewidentnie nieprawdziwy
pin one's hopes on sth	/ˌpɪn wʌnz ˈhəʊps ɒn ˌsʌmθɪŋ/	pokładać w czymś duże nadzieje
political underworld	/pəˌlɪtɪk(ə)l ˈʌndə(r),wɜ:(r)ld/	korupcyjny układ polityczny
polling station	/ˈpəʊlɪŋ ˌsteɪʃ(ə)n/	lokal wyborczy
polls	/pəʊlz/	sondaż
pollster	/ˈpəʊlstə(r)/	ankieter
put all one's eggs in one basket	/pʊt ɔ:l wʌnz ˌegz ɪn wʌn ˈbɑ:skɪt/	stawiać wszystko na jedną kartę
put up a smokescreen	/pʊt ˌʌp ə ˈsməʊkˌskri:n/	odwracać uwagę
run for office	/ˌrʌn fə(r) ˈɒfɪs/	ubiegać się o stanowisko, urząd
spectrum	/ˈspektrəm/	zakres, paleta, zbiór
stance	/stɑ:ns/	stanowisko, opinia
stand one's ground	/ˌstænd wʌnz ˈgraʊnd/	obstawać przy swoim
succumb	/səˈkʌm/	ulegać, poddawać się
tell whoppers	/tel ˈwɒpə(r)z/	opowiadać wierutne kłamstwa
term of office	/ˌtɜ:(r)m əv ˈɒfɪs/	kadencja
toe the party line	/təʊ ðə ˈpɑ:(r)ti ˌlaɪn/	postępować zgodnie z linią partii
tune out	/tju:n ˈaʊt/	wyłączyć się, przestać słuchać
undercurrent	/ˈʌndə(r),kʌrənt/	podtekst
undercut	/ˌʌndə(r)ˈkʌt/	podkopywać
underestimate	/ˌʌndərˈestɪˌmeɪt/	nie doceniać
underhand/underhanded	/ˌʌndə(r)ˈhænd, ˌʌndə(r)ˈhændɪd/	podstępny
underline	/ˌʌndə(r)ˈlaɪn/	uwydatniać, podkreślać
undermine	/ˌʌndə(r)ˈmaɪn/	podkopywać, podważać
underrepresented	/ˌʌndərepɪˈzentɪd/	niedostatecznie reprezentowany
validity	/vəˈlɪdəti/	wiarygodność
vastly overestimate	/ˌvɑ:s(t)li əʊvərˈestɪˌmeɪt/	ogromnie przeszacować, przeceniać
weigh the circumstances	/ˌweɪ ðə ˈsɜ:(r)kəmstənsɪz/	brać pod uwagę, rozważyć okoliczności
win sb over	/wɪn ˌsʌmbədi ˈəʊvə(r)/	przekonać kogoś

Reading and vocabulary

accommodate sb	/əˈkɒmədeɪt ˌsʌmbədi/	wyświadczać komuś przysługę, iść komuś na rękę
anathema	/əˈnæθəmə/	anatema, klątwa
be functionally illiterate	/bi ˌfʌŋkʃ(ə)n(ə)li ɪˈlɪtərət/	być analfabetą funkcjonalnym
beyond the shadow of a doubt	/bɪˌjɒnd ðə ˌʃædəʊ əv ə ˈdaʊt/	bez cienia wątpliwości
black-clad	/ˈblækˌklæd/	ubrany na czarno
card up one's sleeve	/ˌkɑ:(r)d ʌp wʌnz ˈsli:v/	as w rękawie
clemency	/ˈklemənsi/	łaska
conclave	/ˈkɒnkleɪv/	konklawe
conspirators	/kənˈspɪrətə(r)z/	konspiratorzy, spiskowcy
defy the odds	/dɪˌfaɪ ði ˈɒdz/	pokonywać przeciwności losu
demeanour	/dɪˈmi:nə(r)/	zachowanie, postawa, aparycja
dictatorship	/dɪkˈteɪtə(r)ʃɪp/	dyktatura
do sb's bidding	/du: ˌsʌmbədiz ˈbɪdɪŋ/	być komuś posłusznym
façade	/fəˈsɑ:d/	fasada
farm sb out	/fɑ:(r)m ˌsʌmbədi ˈaʊt/	wysyłać kogoś do pracy
formidable	/ˈfɔ:(r)mɪdəb(ə)l/	onieśmielający, potężny
galling	/ˈgɔ:lɪŋ/	irytujący
impenetrable	/ɪmˈpenɪtrəb(ə)l/	nieprzenikniony
impertinence	/ɪmˈpɜ:(r)tɪnəns/	zuchwalstwo, arogancja, bezczelność
implicate sb	/ˈɪmplɪkeɪt ˌsʌmbədi/	wmieszać kogoś
imposing	/ɪmˈpəʊzɪŋ/	imponujący
incontrovertible	/ˌɪnkɒntrəˈvɜ:(r)təb(ə)l/	niepodważalny, nieodparty, niezbity
in lieu of sth	/ɪn ˈlu: əv ˌsʌmθɪŋ/	zamiast czegoś, w miejsce czegoś
level sth against sb	/ˌlev(ə)l ˌsʌmθɪŋ əˈgenst ˌsʌmbədi/	wysuwać, kierować pod czyimś adresem (zarzuty, oskarżenia)
overthrow	/ˌəʊvə(r)ˈθrəʊ/	obalać
ragged	/ˈrægɪd/	wynędzniały
resurgence	/rɪˈsɜ:(r)dʒ(ə)ns/	odrodzenie, powrót
right a wrong	/ˌraɪt ə ˈrɒŋ/	naprawiać błąd, krzywdę
rule with an iron fist	/ˌru:l wɪð ən ˌaɪə(r)n ˈfɪst/	rządzić żelazną ręką
safeguard	/ˈseɪfˌgɑ:(r)d/	zabezpieczenie
sham	/ʃæm/	lipa, oszustwo
slander	/ˈslɑ:ndə(r)/	oszczerstwo, obmowa, potwarz
supplicant	/ˈsʌplɪkənt/	osoba zwracająca się z pokorną prośbą, błagająca o coś
taunt	/tɔ:nt/	drwić
treason	/ˈtri:z(ə)n/	zdrada
usher inside	/ˌʌʃə(r) ɪnˈsaɪd/	wprowadzać do środka
veracity	/vəˈræsəti/	prawdziwość

Grammar 1

be on the ballot	/bi ɒn ðə ˈbælət/	startować w wyborach
constituent	/kənˈstɪtʃuənt/	wyborca
ineligible	/ɪnˈelɪdʒəb(ə)l/	nieuprawniony

Listening and vocabulary

at the outset	/ət ði ˈaʊtˌset/	na początku
CND sign	/ˌsi:ənˈdi: saɪn/	symbol pokoju, pacyfa
come up against sth	/kʌm ˈʌp əˌgenst ˌsʌmθɪŋ/	musieć się z czymś zmierzyć, stawać wobec czegoś
community	/kəˈmju:nəti/	społeczność
crowdfunding campaign	/ˈkraʊdfʌndɪŋ kæmˌpeɪn/	kampania crowdfundingowa
CSR	/ˌsi:esˈɑ:(r)/	społeczna odpowiedzialność biznesu
dearth of employment opportunities	/dɜ:(r)θ əv ɪmˈplɔɪmənt ɒpə(r) ˌtju:nətiz/	niedostatek możliwości zatrudnienia
dovetail with sth	/ˈdʌvˌteɪl wɪθ ˌsʌmθɪŋ/	współgrać z czymś
dysentery	/ˈdɪs(ə)ntri/	czerwonka
elation	/ɪˈleɪʃ(ə)n/	radość
enhance the physical environment	/ɪnˌhɑ:ns ðə ˌfɪzɪk(ə)l ɪnˈvaɪrənmənt/	poprawiać warunki związane ze środowiskiem życia
hand-me-downs	/ˌhændmiˈdaʊnz/	ubrania z drugiej ręki
literally a lifeline	/ˌlɪt(ə)rəli ə ˈlaɪfˌlaɪn/	zbawienie, ratunek
marked upsurge	/mɑ:(r)kt ˈʌpˌsɜ:(r)dʒ/	znaczący wzrost
pat oneself on the back	/pæt wʌnˌself ɒn ðə ˈbæk/	gratulować samemu sobie, chełpić się czymś
pressing issue	/ˌpresɪŋ ˈɪʃu:/	palący problem
saving grace	/ˌseɪvɪŋ ˈgreɪs/	jedyna zaleta
self-esteem issue	/selfˌɪsti:m ˈɪʃu:/	problem z samooceną
subsidise	/ˈsʌbsɪdaɪz/	subwencjonować, dofinansowywać
three-pronged approach	/ˌθri: ˌprɒŋd əˈprəʊtʃ/	podejście do problemu z trzech stron
unimaginable challenges	/ʌnɪˌmædʒɪnəb(ə)l ˈtʃælənʤɪz/	niewyobrażalne przeszkody
viable business	/ˌvaɪəb(ə)l ˈbɪznəs/	rentowne przedsiębiorstwo

WORDLIST

5

Speaking

civil society	/ˈsɪvl səˈsaɪəti/	społeczeństwo obywatelskie
grass roots activity	/ˌgrɑːs ruːts ækˈtɪvəti/	inicjatywa oddolna, obywatelska
have a say	/hæv ə ˈseɪ/	mieć coś do powiedzenia
investments	/ɪnˈves(t)mənts/	inwestycje
local authorities / borough	/ˌləʊk(ə)l ɔːˈθɒrətiz, ˈbʌrə/	władze lokalne
participatory budget	/pɑːˌtɪsɪpət(ə)ri ˈbʌdʒɪt/	budżet partycypacyjny
raise	/reɪz/	zbierać (np. fundusze)
sense of agency	/sens əv ˈeɪdʒənsi/	poczucie sprawczości
submitted	/səbˈmɪtɪd/	złożony
think out of the box	/ˌθɪŋk aʊt əv ðə ˈbɒks/	myśleć niestandardowo
up for grabs	/ʌp fə(r) ˈgræbz/	do wzięcia

English in Use

child abuse	/ˈtʃaɪld əˌbjuːs/	znęcanie się nad dziećmi
cruelty to animals	/ˌkruːəlti tə ˈænɪm(ə)lz/	znęcanie się nad zwierzętami
cybercrime	/ˈsaɪbə(r)ˌkraɪm/	cyberprzestępczość
domestic violence	/dəˌmestɪk ˈvaɪələns/	przemoc domowa
drink-driving	/ˌdrɪŋkˈdraɪvɪŋ/	jazda w stanie nietrzeźwym
drug dealing	/ˈdrʌg ˌdiːlɪŋ/	handel narkotykami
hate crime	/ˈheɪt ˌkraɪm/	przestępstwo powodowane nienawiścią na tle rasowym, etnicznym, religijnym
homicide	/ˈhɒmɪsaɪd/	zabójstwo, morderstwo
human trafficking	/ˈhjuːmən ˌtræfɪkɪŋ/	handel ludźmi
miscarriage of justice	/ˌmɪskærɪdʒ əv ˈdʒʌstɪs/	pomyłka sądowa
murder	/ˈmɜː(r)də(r)/	morderstwo
organised crime	/ˌɔː(r)gənaɪzd ˈkraɪm/	przestępczość zorganizowana
piracy	/ˈpaɪrəsi/	piractwo
tax evasion	/ˈtæks ɪˌveɪʒ(ə)n/	oszustwo podatkowe
theft	/θeft/	kradzież
vandalism	/ˈvændəˌlɪz(ə)m/	wandalizm

Writing

be stripped of sth	/bi ˈstrɪpt əv ˌsʌmθɪŋ/	być pozbawionym, odartym z czegoś (praw, tytułu)
central tenet	/ˌsentrəl ˈtenɪt/	główna zasada, podstawa
divest sb of sth	/daɪˈvest ˌsʌmbədi əv ˌsʌmθɪŋ/	pozbawić kogoś czegoś
egregious	/ɪˈgriːdʒəs/	rażący
fake news	/ˌfeɪk ˈnjuːz/	sfabrykowane informacje
hackneyed	/ˈhæknɪd/	wyświechtany, oklepany
obligatory	/əˈblɪgət(ə)ri/	obowiązkowy
patently inequitable	/ˌpeɪtəntli ɪnˈekwɪtəb(ə)l/	ewidentnie niesprawiedliwe
ploy	/plɔɪ/	wybieg, sztuczka
representative democracy	/repɹˌzentətɪv dɪˈmɒkrəsi/	demokracja przedstawicielska
skew	/skjuː/	wypaczyć, zafałszować
speak one's mind	/ˌspiːk wʌnz ˈmaɪnd/	otwarcie wypowiadać swoje zdanie
take sth on trust	/ˌteɪk ˌsʌmθɪŋ ɒn ˈtrʌst/	przyjmować coś na słowo
voter turnout	/ˌvəʊtə(r) ˈtɜː(r)naʊt/	frekwencja w wyborach





Challenge!

access	/ˈækses/	dostęp
accessibility	/əkˌsesəˈbɪləti/	dostępność
all of a sudden	/ɔːl əv ə ˈsʌd(ə)n/	nagle
as a matter of fact	/əz ə ˌmætə(r) əv ˈfækt/	właściwie
be out of town	/bi aʊt əv ˈtaʊn/	przebywać poza miejscem zamieszkania
by ambulance	/baɪ ˈæmbjʊləns/	być zabranym, jechać karetką pogotowia
carrot and stick approach	/ˌkærət ənd ˈstɪk əˌprəʊtʃ/	metoda kija i marchewki
conspire	/kənˈspaɪə(r)/	spiskować
deleterious	/ˌdelɪˈtɪəriəs/	szkodliwy
equity	/ˈekwəti/	równość
expediency	/ɪkˈspiːdiənsi/	oportunizm
fabricate	/ˈfæbrɪkeɪt/	zmyślać, fabrykować
fabrication	/ˌfæbrɪˈkeɪʃ(ə)n/	wymysł
flip-flopper	/ˈflɪpˌflɒpə(r)/	chorągiewka na wietrze (o osobie)
get a lot of stick for sth	/get ə ˌlɒt əv ˈstɪk fə(r) ˌsʌmθɪŋ/	być za coś ostro krytykowanym
get the short end of the stick	/get ðə ʃɔː(r)t ˌend əv ðə ˈstɪk/	być stratnym, poszkodowanym
ignominious	/ˌɪgnəˈmɪniəs/	sromotny
ignominy	/ˈɪgnəmɪni/	upokorzenie, wstyd
impunity	/ɪmˈpjuːnəti/	bezkarność
in a couple of days	/ɪn ə ˌkʌp(ə)l əv ˈdeɪz/	w ciągu kilku dni
in a state	/ɪn ə ˈsteɪt/	być zdenerwowanym, zaniepokojonym
inequitable	/ɪnˈekwɪtəb(ə)l/	niesprawiedliwy, nierówny
meretricious	/ˌmerəˈtrɪʃəs/	złudny, zwodniczy
not a chance	/ˌnɒt ə ˈtʃɑːns/	nie ma szans
on the alert	/ɒn ði əˈlɜː(r)t/	w stanie podwyższonej gotowości
on the way	/ɒn ðə ˈweɪ/	w drodze
prosper	/ˈprɒspə(r)/	prosperować, zdrowo się rozwijać
prosperity	/prɒˈsperəti/	dobrobyt
put sb/sth at risk	/pʊt ˌsʌmbədi, ˌsʌmθɪŋ ət ˈrɪsk/	narazić kogoś/coś na ryzyko
scapegoat	/ˈskeɪpˌgəʊt/	kozioł ofiarny
slanderous	/ˈslɑːnd(ə)rəs/	oszczerczy
stick by sb	/ˈstɪk baɪ ˌsʌmbədi/	stać u czyjegoś boku, być komuś wiernym (mimo przeciwności)
stick to one's guns	/ˌstɪk tə wʌnz ˈgʌnz/	podtrzymywać swoje stanowisko, obstawać przy swoim
stick with sth	/ˈstɪk wɪθ ˌsʌmθɪŋ/	kontynuować pracę nad czymś
sticking point	/ˈstɪkɪŋ ˌpɔɪnt/	kwestia sporna
sticky-fingered	/ˌstɪkiˈfɪŋgə(r)d/	mający lepkie ręce (o złodzieju)
subterfuge	/ˈsʌbtə(r)ˌfjuːdʒ/	podstęp
tax hike	/ˈtæks ˌhaɪk/	wzrost podatków
up sticks	/ˌʌp ˈstɪks/	wyprowadzić się, przenieść się
vestige	/ˈvestɪdʒ/	ślad
vestigial	/vesˈtɪdʒiəl/	śladowy

6 MORE THAN FOOD

VOCABULARY

food and technology • cooking


1


2


3

Food and technology

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

1 How does new technology affect the farming and food industries?
2 What advantages and disadvantages of technological progress in the area of food production and distribution do you see for yourself?

2 Read the text below. Match the paragraphs (1–6) with the headings (A–G) below. There is one extra heading.

A Really edible?
B Farming from the sky
C Healthy crops, tastier food
D GMO revolution
E Internet of things
F No excuse not to cook
G Use, don't squander

3 Match the words and expressions in bold from the text in exercise 2 with the categories below. Add two more phrases of your own choice in each column.

agriculture	technology	cooking and eating

4 Complete the phrases below with the highlighted words from the text in exercise 2. Then decide if any expressions in each line have a similar meaning.

1 ____ / immunity **to pests**
2 disseminate / examine / ____ **information**
3 bring in / distribute / ____ **harvests**
4 ____ / exchange / discard **leftovers**
5 ____ / develop **new technology**
6 ____ / introduce **genetic modification**
7 increase / double / ____ **production**
8 ____ someone's / something on its **head**
9 ____ / regulate / order **by popularity**

TECH AND FOOD: SIX WAVES OF THE FUTURE

1 ____
Biotechnology has been employing **genetic modification** techniques for decades. Scientists **manipulate plant genes** to implant certain qualities, such as **increased shelf life** or resistance to common pests. While this can up production and help end scarcity, the effects on humans are not certain.

2 ____
GPS tracking and **satellite imagery** can now compile information on **crop yields**, **soil fertility**, and weather patterns to maximise harvests. With the prospect of feeding nine billion people by 2050, this **satellite-aided** approach is becoming increasingly vital.

3 ____
The Web has definitely arrived in agriculture. **Wi-Fi-connected sensors** monitor the health of **livestock**, the quality of the soil and conditions inside **storage bins**. They can even identify and **track destructive pests**, allowing better **crop management** and stepped-up production.

4 ____
With the help of **apps** and social media, **food waste** can be scaled down by distributing information about what restaurants and shops are about to throw away and finding a shelter or **food bank** that can make use of it. There is even a platform allowing families to swap leftovers. Second-hand pizza, anyone?

5 ____
3D printed food may not sound **delectable**, but consider that a huge sweet manufacturer is adopting the technology to produce decorative chocolates, and you may change your mind. This technology is also being utilised in the production of **meatless meat products** and is even being explored as a way of concocting **long-life meals** for astronauts.

6 ____
The Internet has turned the way we do everything on its head, and cooking is no exception. Scores of **recipe-sharing websites** not only rank recipes by popularity, they also sort them by time requirements, available **ingredients** and **specialised diets** such as **vegan**, **paleo**, or **gluten-free**.

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

1 Tamara and Roberta both cook far more than they need, so they sometimes ___ to avoid discarding extra food.
2 By ___ about crop growth and water use, scientists can find out which plants best suit a given climate.
3 Some people thought molecular cooking would ___ the restaurant world ___, but it hasn't become very popular.
4 Her bakery has got so many orders that they have had to ___ by nearly 60% to meet the demand.
5 Many shopping websites ___ products ___ so that shoppers can see what the current trends are.
6 For modern farmers, it is important to ___ such as soil monitoring and GPS tracking to keep up with the times.

CRITICAL THINKING page 125

Cooking

1 Work in pairs. Look at the pictures and answer the questions below.

1 What category of food does each picture represent?
2 Name the items in the photos, then add five food items to each category.
3 Which types of food do you like? Which do you avoid? Why?



2 Work in pairs. Plan a meal for the following guests: a vegan, someone on a low-carb diet, and a diabetic.

3 CD 2.19 Listen to excerpts from three cooking shows. Complete the names of the dishes based on the descriptions.

1 c___ c___ casserole
2 T___ b___ and v___ stew
3 c___ and m___ s___

4 CD 2.19 Listen again. Complete the phrases below.

1 a ___ of cauliflower
2 a ___ of garlic
3 a ___ of cheddar cheese
4 a large ___ of butter
5 a ___, ___ of nutmeg
6 a ___ of red beans
7 four chicken ___
8 a ___ of baby carrots
9 three ___ of celery

5 Look back at the transcript of the cooking shows in exercise 3 on pages 155–156. Find the cooking verbs to complete the sentences below.

1 You should ___ fresh vegetables of brown spots and inedible parts before using them.
2 You can ___ vegetables in a whole pot of water, but ___ them afterwards so they aren't too watery.
3 To make cheese sauce, you first need to ___ the cheese.
4 If you ___ a buttered baking dish with garlic before ___ the other ingredients, you get a more complex flavour.
5 It's best to ___ sauces slowly or else they might burn.
6 If you ___ vegetables in oil or butter before adding the other ingredients, they give off more flavour.
7 ___ the sauce constantly so it doesn't stick to the pan!
8 Recipes instruct you to ___ vegetables into pieces, but they tend to tell you to '___' meat to indicate that you should make neat, uniform pieces.
9 Some people think whole chicken breast is tastier, but it's easier to eat if it's ___ and ___ before cooking.

6 Translate the expressions from the listening in exercise 3. Check your answers with the transcript on pages 155–156.

1 bulion warzywny: ___
2 bułka tarta: ___
3 druciana trzepaczka: ___
4 wyciskany czosnek: ___
5 imbir: ___
6 cząstka limonki: ___
7 smaczek: ___
8 błonnik: ___
9 przykrywka (garnka): ___

7 Explain the difference between the kitchen items below.

1	saucepan	frying pan	baking dish
2	tablespoon	teaspoon	soup spoon
3	can	tin	container
4	hob	oven	slow cooker

8 Think of your favourite dish. In front of the class, explain how to make it, but don't say what it is. See who can guess what it is.

VOCABULARY CHALLENGE!

9 Label the pictures, using the words below. Which other fruit and vegetables have these parts?

flesh core stone pip leaves bulb skin/peel



10 WHAT DO YOU THINK? Should everyone be made to learn basic cooking skills? Why? / Why not?

6 READING AND VOCABULARY

reading for gist, context and detail • diets and food-related problems

1 Work in pairs and read the quotes on the right. What do you think they are trying to say? How would you describe your personal relationship to cooking and eating?

> "The key to healthy eating? Avoid any food that has a TV commercial."
> Anonymous

> "Eat to live, don't live to eat."
> Socrates

> "Food is an important part of a balanced diet."
> Fran Lebowitz

2 CD 2.20 Read the text and answer the questions.

1 What are the main dietary trends discussed?
2 What is the author's general attitude towards eating?
3 What was the author's purpose in writing the article?



WE ARE WHAT WE (DON'T) EAT

'You are what you eat' … except when you define yourself by what you DON'T eat

Let's be clear: nutritional fads are for those of us who have no first-hand experience of food insecurity, let alone actual starvation-level famine. Only people who are spoilt for choice can afford to eschew whole categories of comestibles for no better reason than having heard a celebrity endorse the idea or because everyone in their social circle is doing it. People suffering from deprivation would walk miles to get their hands on a loaf of refined white bread, a chunk of irresponsibly-raised beef or a few eggs from not-so-happy chickens. You can only turn your back on something which is readily available, and only those with an array of alternatives have the luxury of declaring themselves gluten- (or pesticide-, or cruelty-) free.

A

That being said, eliminating certain foods is an ever-growing craze. I first became aware of this tendency when a number of my friends started labelling themselves as lactose intolerant. Milk products are casually blamed for everything from headaches to bad breath to flatulence and are to be avoided at all costs and in even the tiniest amounts. While not as difficult to adopt as some diets, fans of cheesy pizza and ice cream may find themselves obsessing about the treats they have decided to forgo.

B

Various selective diets also have a firm grounding in nutritional science as it applies to people with certain digestive conditions or other sensitivities. Sadly, they are just as indiscriminately adopted by people who have no real justification for such a move. Now gluten – or its absence – is ubiquitous. Grocery store aisles are awash with packaging emblazoned with a 'Gluten Free' seal of approval. The fact is that celiac disease is a serious immune disorder which causes gluten to interfere with the digestive process and can lead to an inability to absorb nutrients from other foods. But just because gluten can have severe and even fatal consequences in certain cases does not make it bad for everyone, and it is this blanket demonisation of certain food elements that besets our food-obsessed society.

C

Other types of food-selectivity trends are diets which extol the benefits of eating lashings of fat and fibre but no carbohydrates, eating no fat at all but plenty of fibre and carbs or never mixing food groups at all so that one meal is all protein, one all fibre and one all carbs. Needless to say, there are plenty of studies which lay out the benefits of these approaches, and other studies that utterly demolish them. Using your common sense and cues from your own body is to be recommended. (And the research showing that chocolate and coffee may actually be good for you? I'm willing to swallow that, both literally and figuratively!)

D

On the other hand, the benefits of certain approaches to eating seem to be incontrovertible. Avoiding meat is an age-old tradition in certain cultures and religions, and it has multiple advantages in terms of physical health, environmental responsibility and ethical soundness. Becoming a vegan is also a popular option, though the inconvenience of sourcing products which are entirely animal-free can be extreme, especially when you travel or have a sudden urge to eat out. As a wise man once said, 'Moderation in everything' – and this includes choosing the dos and don'ts of your gustatory life. Feel free to follow your conscience and your gut instincts and, above all else, enjoy!

3 Match the paragraphs (A–D) with the questions (1–5) below. One paragraph matches two questions.

In which paragraph does the author

1 describe a diet that appeals to more than just the physical needs of its followers?
2 mention that contradictory research makes this dietary approach difficult to judge?
3 describe a diet that eliminates a substance which is considered the cause of a number of fairly minor ailments?
4 state that this diet is vital for some people's survival?
5 describe a diet that may be hard to adopt because of ingrained food preferences?

4 Work in pairs. Provide a very short description of each of the diets below, including what it involves, why someone would adopt it, and what advantages and disadvantages are attached.

- gluten-free diet
- lactose-free diet
- low-carb diet
- vegan diet

5 Work in pairs and discuss the questions.

1 Do you follow any strict dietary rules or trends? For what reason? Do you think there are any changes you could make to your diet that would be beneficial?
2 What advice would you give to someone who is constantly taking up and abandoning food fads?

Vocabulary development

6 In the text in exercise 2, find the words and phrases defined below.

1 state of not always having a reliable source of nutrition
2 a lack of food in a country or region which causes illness, suffering and death
3 reject or avoid
4 things which can be eaten
5 stomach problems
6 trouble or threaten
7 say very enthusiastically that something is good or desirable
8 element of food which resists digestion, but helps the digestion of other foods
9 starches and sugars found in food

7 Complete the sentences, using the words and phrases from exercise 6.

1 Help us end ___ in London! Donate your tinned food and other long-lasting ___ now!
2 All my life I have been ___ by ___, but I am finally learning which foods to avoid.
3 Sweetcorn is very filling because it is rich in ___, and it also has plenty of energy-promoting ___.
4 The ___ in Yemen in 2017–2018 cost countless lives.
5 People who ___ the benefits of a vegan diet often say it is easy to ___ all animals products, but I'm sure it wouldn't be easy for me.

8 Replace the underlined phrases with the correct highlighted phrases from the text in exercise 2.

1 In summer, we <u>have such a great variety that we don't know what to choose</u> when it comes to fresh fruit.
2 Ideas about avoiding too much salt in your diet seem to have a <u>reliable basis</u> in scientific research.
3 Right now, the shops are <u>filled with</u> products which are <u>prominently labelled with</u> the words 'Zero Fat'.
4 Some people have <u>unquestioningly taken up</u> new diet trends without doing much research.
5 This <u>generalised harsh criticism</u> of refined sugar annoys me. Just don't eat too much of it!
6 Mum always puts <u>huge amounts of</u> cream on the pudding.
7 I am <u>ready to believe</u> the idea that coffee is good for you because I like it so much.

VOCABULARY CHALLENGE!

9 Complete the sentences with *of*, *with* or *from*. How would you explain the difference in meaning resulting from the use of these prepositions with the same verb?

1 Milk-free cheeses made ___ soy or nuts have improved a lot in recent years.
2 I tried a casserole made ___ chicken, beans and mushrooms that was really delicious.
3 Our dining table was made ___ the wood of a single tree.
4 You can make gravy ___ either flour or cornstarch, with just a slight difference in texture.
5 That cooking oil is made entirely ___ genetically modified rapeseed, so I avoid buying it.
6 Our dinner plates are made ___ clay from a source in our own village.
7 This bolognese sauce is made ___ soy mince instead of beef, but it's still very tasty.
8 Food packaging made ___ certain plastics may contain dangerous chemicals.

10 Choose the correct words to complete the idioms. Then explain the meaning of the idioms in your own words.

1 The traditional idea that the man should *bring home the* ***bread*** / ***bacon*** / ***stew*** while the woman keeps house has become increasingly impractical.
2 If you want him to help you, you may have to ***butter*** / ***oil*** / ***cream*** *him up* a bit by telling him what a great person he is.
3 'Nathan isn't easy to get to know, is he?' 'No, he's a *tough* ***shell*** / ***nut*** / ***crust*** *to crack*.'
4 Having some live music would really ***pepper*** / ***boil*** / ***spice*** *things up* at their wedding reception.
5 I'd only expected to interview a manager at the sweet factory, but I met *the big* ***cheese*** / ***ham*** / ***cake*** himself: the man who had started the entire enterprise.
6 Della certainly did not have her position *given to her on a silver* ***plate*** / ***dish*** / ***platter***. She worked very hard to get where she is now.
7 This restaurant owner only hires *the* ***cream*** / ***butter*** / ***milk*** *of the crop* as kitchen staff. Only the best will do for him.
8 I wouldn't work in that restaurant, *not for all the* ***rice*** / ***tea*** / ***soy sauce*** *in China*. The pay is simply too low!

11 Write a blog entry of 120 words about a recent food or diet fad which you find either interesting, silly or possibly dangerous. Include the information below:

- how you learned about it,
- what it involves,
- what experts and/or celebrities have said about it,
- you personal experiences with it, if any,
- your opinion or recommendation.



6 GRAMMAR 1
passive voice

1 Do any people suffer from lack of food in your area? How can technology help solve food issues?

2 LANGUAGE IN CONTEXT Complete the article with the correct passive forms.

Food insecurity [1] ____ (***recently / identify***) as one of the most pressing problems of our times. With this in mind, a new website [2] ____ (***launch***) soon to help better pinpoint 'food deserts' – areas where residents [3] ____ (***currently / force***) to eat nutritionally inadequate meals because of lack of access to nutritious food. The project, which [4] ____ (***conceive***) two years ago by a group of nutritionists and social workers, long before any funding [5] ____ (***secure***), is definitely an ambitious one. 'It will give city leaders and social workers a clearer picture of the issues that [6] ____ (***deal with***) at this juncture by our residents,' says one city official. 'The only way the problem [7] ____ (***can solve***) is with knowledge. We knew from the beginning that the data [8] ____ (***use***) to help improve people's lives, and that's a great thing.'

3 CD 2.21 ANALYSE Listen and check. Then answer the questions.

1. What will the website do?
2. Who came up with the idea for the food insecurity project?
3. Who will use the information?
4. Why is the city official enthusiastic about the project?

4 PRACTISE Rewrite sentences below in the passive. Include the agent where it adds useful information. More than one version of a sentence may be possible.

1. The bank would give me a loan if I submitted a detailed business plan.
2. Inspectors visit restaurants at least twice a year, and they assign the restaurants a rating which they base on a list of strict standards.
3. The restaurant owners were watching the waiters closely to make sure they treated the customers well.
4. Although the boss had instructed them to discard the food, they donated it to a food bank.
5. After the next ceremony, judges will have awarded our food cart three medals for excellence.

5 WHAT'S RIGHT? Choose the correct option.

1. I was explained how to use the grinder.
2. How to use the grinder was explained me.
3. How to use the grinder was explained to me.

6 Rewrite the sentences below in the passive in two ways.

1. The waiter handed the menus to us.
2. Jane's family gave her a new food processor.
3. A charity provided boxes of food to the disaster victims.
4. The cooking school presented Jean with a certificate of achievement.
5. The restaurant owners served the homeless a free meal.

! Watch out

- The passive is not normally used with perfect continuous or future continuous. Instead, we use prepositional phrases.
  Preparations ***will be in progress*** *when you arrive.*
  (Not: *Preparations* ~~*will be being made*~~ *when you arrive.*)
- Intransitive verbs (verbs that do not take an object) like *die, arrive, run, sleep*, etc. cannot be passive.
  The famous chef ***was killed*** *in a car accident.*
  (Not: *The famous chef* ~~*was died*~~ *in a car accident.*)
- Certain stative verbs are not used in the passive even if they are transitive (*belong, have (own), lack, resemble*), e.g.
  Does this bag ***belong*** *to you?* ***Ben has got*** *two brothers.*
- Some verbs (*hear, help, make, see*, etc.) are followed by the bare infinitive in active voice, but by the full infinitive in the passive.
  They ***heard*** *Laura* ***say*** *she planned to close her restaurant.*
  Laura ***was heard to say*** *she planned to close her restaurant.*

7 Rewrite the sentences using the passive and the word given.

1. They are showing his collection of antique cookbooks in museums around the world. DISPLAY
2. The head chef appeared to be extremely upset. SEEN
3. She will have been learning to be a nutritionist for three years. TRAINING
4. The waiter made us try everything on the menu. WERE
5. They will be building a new food depot over the next few months. CONSTRUCTION
6. This coffee maker very closely resembles an Italian one. DESIGNED

8 Which of the following sentences cannot be rewritten in the passive voice without changing the main verbs? Why?

1. A problem occurred in the food plant due to blackout.
2. Children in this neighbourhood lack enough healthy food.
3. Bad weather will likely delay the opening of the store.
4. The issue came to light during a routine check of the dairy.

GRAMMAR CHALLENGE!

9 Complete the text with the verbs in either the active or passive voice. Add appropriate prepositions where needed.

Famine [1] ____ (***consider***) to be one of the most intractable forms of disaster in the world. This is because it [2] ____ (***can / trigger***) so many different causes, any one of which [3] ____ (***present***) challenges which [4] ____ (***can / only / handle***) huge expenditures of effort and money. In cases where the problem [5] ____ (***worsen***) drought or some other natural disaster, there is little which [6] ____ (***can / do***) those affected. Because famine [7] ____ (***tend***) to be so widespread, and so many people's lives [8] ____ (***alter***) it, charitable giving [9] ____ (***find***) to be insufficient. In fact, experts [10] ____ (***often / say***) that until we [11] ____ (***give***) the power to control natural phenomena and the destructive powers of nations, we [12] ____ (***continue***) to face this heartbreaking reality.

10 NOW YOU DO IT Work in pairs. Describe a memorable meal you have recently had. Use the passive wherever possible. Include information about who prepared it, what made it special and what could have been better.

LISTENING AND VOCABULARY

listening for detail • distinguishing fact and opinion • food preferences and cooking • kitchen technology

6


1


2


3


4

1 Work in pairs and discuss the pictures. What countries do the foods come from? Have you tried them? Which traditional Polish foods do you prefer?

2 Work in pairs and answer the questions.

1 Are there any traditional recipes which have been passed down in your family? If so, what are they?
2 What does your family tend to eat? Are you adventurous or conservative when it comes to food?

3 CD 2.22 Listen to four speakers. For each speaker, answer the questions below.

1 What influenced his/her eating habits?
2 What is his/her relationship to food?
3 What favourite foods does he/she mention?

4 CD 2.22 Listen again. Are the statements true, false, or is there no information given?

1 Speaker 1's great-grandmother made an effort to teach others how to make her special dishes.
2 Speaker 1 feels he is not as good a cook as his great-grandmother.
3 Speaker 2 grew up without much exposure to home-cooked meals.
4 Speaker 2 is trying to eat less bread and other baked goods.
5 Speaker 3's classmates made fun of what he ate.
6 Speaker 3 prefers to know the ingredients of what he eats.
7 Speaker 4's grandparents used innovative methods in their bakery.
8 Speaker 4 refuses to eat commercially-made bread.

5 Rewrite the sentences, replacing the underlined parts with words or expressions from the transcript on page 156.

1 I appreciate good food, but I don't really have any <u>cooking ability</u> beyond making toast and boiling an egg.
2 The food in that new Thai restaurant is <u>really tasty</u>!
3 Something in the fridge has a really <u>strong</u> odour!
4 If you add a <u>tiny amount</u> of mayo, it will taste better.
5 Just occasionally I <u>treat myself to</u> a big slice of cake.
6 I didn't use to be keen on gourmet food, but I <u>completely changed my mind</u> after travelling through Greece.
7 The <u>complicated nature</u> of French cooking baffles me.
8 If you feel <u>disgusted by</u> raw meat, go for a vegetarian meal when learning to cook for yourself.
9 I can't make a decent meal <u>no matter how hard I try</u>!

6 How many large and small kitchen appliances can you name? When do you think they came into common use?

7 CD 2.23 Listen to a lecture about changes in cooking methods over the past century. Choose the correct answers.

1 What does the speaker say about the topic of the lecture?
   a It is a usual part of most history classes.
   b It tends to be neglected by historians.
   c Its ramifications have never been studied.
   d It has had only a small influence on our lives.
2 Why does the speaker mention Victorian times?
   a To pinpoint the time when changes began to happen.
   b To point out the innovations of the later 19th century.
   c To describe how conditions had changed for labourers.
   d To create a context for describing changes.
3 What was the main barrier to the adoption of gas or electric cookers and refrigerators?
   a the expense
   b the lack of utility services to homes
   c a general fear of innovation
   d easy access to domestic servants
4 How did the introduction of electric mixers affect the average household?
   a It facilitated the production of substantial meals.
   b It accelerated and facilitated baking.
   c It lowered the cost of cooking and baking.
   d It made it possible for all to produce impressive desserts.
5 Which of the following is presented as a fact, not an opinion?
   a Changes triggered by World War I affected domestic life.
   b In the past, homemakers have been burdened by excessive expectations.
   c The microwave produced the most significant change to domestic life.
   d Ice boxes were reasonably functional.

8 CD 2.23 Listen again. Answer the questions below.

1 What argument does the speaker make to support the importance of domestic history?
2 Why was it desirable to employ several workers in a Victorian home kitchen?
3 In what sense was the electric mixer 'less vital' than the other appliances mentioned?
4 What fed people's initial suspicions about microwaves?
5 Throughout the lecture, what benefit of improved technology does the speaker mention?

9 WHAT DO YOU THINK? Work in pairs and list the top three technological innovations that have affected your life. What sorts of differences have they made?

6 GRAMMAR 2

passive constructions with the infinitive • causative *have/get*



1 CD 2.24 **LANGUAGE IN CONTEXT** Listen to the dialogue about a famous chef. Answer the questions.

1. What two qualities are first mentioned about Julia Child?
2. What is the name of the film? What do people think of it?
3. What led Julia Child to learn French cooking? What was the outcome of her studies?

2 CD 2.24 **ANALYSE** Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than four words. Then listen again and check.

1. She is ___ (***know*** / ***be***) one of the most knowledgeable cooks of her time.
2. It ___ (***also*** / ***say***) that she was a very interesting character.
3. It ___ (***consider*** / ***be***) one of the better films of 2009.
4. She ___ (***assume***) satisfied with her rather idle life.
5. It ___ (***think***) that she had plenty of failures as a cook.
6. In the end, she was ___ (***think*** / ***know***) more about French cooking than anyone in the world.
7. She ___ (***seem*** / ***be***) a bit awkward on camera at times.

3 **PRACTISE** Rewrite each sentence in two different ways using the passive contstructions.

1. People believe that James Beard was a demanding chef.
2. Everyone assumes this restaurant is excellent just because of the famous name.
3. People thought she was too young to win the cooking award, and they were amazed when they learned she had.
4. At culinary school, everyone knew Kate was very creative.
5. People thought that she was a talented baker, but they said she became bored and moved on to other things.

4 Complete the second sentence so that it means the same as the first one. Write no more than five words in each gap.

1. They say this shop has the best chocolate in the city.
   It ___ this shop has the best chocolate in the city.
2. People had assumed his cooking was terrible before he won the cooking competition.
   His ___ be terrible before he won the cooking competition.
3. The assumption was always that molecular cuisine was a passing phase.
   It ___ that molecular cuisine was a passing phase.
4. People can see that he is losing his interest in cooking.
   He ___ losing his interest in cooking.
5. Some locals might say that this restaurant serves the best fried chicken in the city, but I don't agree.
   This ___ serve the best fried chicken in the city, but I don't agree.

GRAMMAR CHALLENGE!

5 Find and correct ten mistakes in the text.

Lacey Scott had often said to be the most talented baker in the city. Her creations were greeted by cries of amazement because of their appearance, and the flavours were describing as complex and seductive. She was considered being a superstar in the baking world, and it assumed that her reputation would grow. When she asked to demonstrate her skills in public, though, she always declined, and it began to be suspected that something odd was going on. It eventually came out that her mother and sister were being the real bakers, and that Lacey had been chosen from them to be the public face of the brand. Though she was never accusing of fraud, Lacey's reputation diminished, and she was eventually dropped out of the business entirely.



6 What is the difference in meaning, if any, between the statements below?

1. This kitchen needs cleaning. / This kitchen needs to be cleaned. / This kitchen wants cleaning.
2. I'm going to clean the kitchen. / I'm going to have the kitchen cleaned. / I'm going to get the kitchen cleaned.

7 Translate the sentences into English using causative *have/get*.

1. Zamierzałam załatwić sobie wymianę kuchenki, kiedy zdałam sobie sprawę, że mogę ją naprawić sama.
2. Kran w kuchni od tygodni wymaga naprawy, ale w tej chwili nie mam pieniędzy, aby ją komuś zlecić.
3. Po tym jak odnowiono im restaurację, stało się bardziej niż oczywiste, że należało udoskonalić również gotowanie.
4. Wykonanie naszego tortu weselnego powierzyliśmy specjaliście, a o przygotowanie reszty jedzenia moja mama poprosiła swoich przyjaciół.

8 **NOW YOU DO IT** Work in pairs. Act out dialogues for each of the situations given. Use two sentences, one expressing necessity, one expressing a plan or solution.

1. A friend points out that your refrigerator smells bad.
2. Your restaurant does not have its own website, and several people have already complained about it.
3. You are a waiter. A customer shows you the steak they have been served, which is practically raw.

SPEAKING

role-play • negotiating

6

1 Make a list of some food products (snacks, soft drinks, etc.) you often buy, but do not show it to your partner. Then work in pairs. Describe the food packaging of the products you've listed to your partner, and make him/her guess what product you are describing.

2 Work in pairs and answer the questions.

1 Are you brand loyal? Why? / Why not? If you are, what makes you choose a particular food brand?
2 What food packaging attracts customers the most? Why?
3 What influences the choices you make in food stores? To what extent is it the taste, the packaging, the price, or the nutritional value of the item you buy?
4 What techniques do food manufacturers use to trick customers into buying their food products? Can you give a specific example?

3 CD 2.25 Listen to Natasha, a consumer trend follower. What marketing tricks does she mention? How would you summarise the main points she makes?

4 CD 2.25 Listen again. Complete the expressions below with the correct words. Check your answers with the transcript on page 157.

PHRASE BANK

Talking about influence and importance

Food labelling has a [1]___ */ powerful / decisive influence on us.*
The packaging influences us [2]___ */ greatly / deeply / strongly.*
Manufacturers resort to all kinds of tricks to [3]___ */ enhance / increase the impact the package will make on the buyer.*
It's of [4]___ */ immense value / considerable significance for us, the consumers, to read the labels!*
Food packaging and deceptive labelling mean next to nothing / carry no weight / cut [5]___ *with me anymore.*
I wish I [6]___ *more importance to what the label says.*
Limiting this waste would have a [7]___ *bearing on the environment.*

5 Read the transcript on page 157 and find synonyms of the words *persuade* and *deceive*. Analyse how the speakers use these expressions in context and write your own sentences with them.

7 Work in groups of three. Choose one of the questions below, and conduct a survey to find out the answer from the rest of the class. Compile and present your results. Use the language from the Phrase Bank below.

1 Are you a conscious consumer? What makes you say that?
2 Do you follow a healthy diet? What does it mean to you in the first place?
3 Name three unhealthy habits related to food and eating that you'd most willingly get rid of.

PHRASE BANK

Reporting the survey results

Of the 20 students who were questioned / surveyed / interviewed, five were of the opinion that ...
Over one third / half / one in five felt that ...
The majority / minority replied that ...
A significant percentage would rather ...
A large / small proportion expressed their preference for ...
About one quarter responded positively to / commented favourably on the idea of ...
On the whole, most students approve of / would go for / are in favour of ...
It is generally felt / understood that ...
What the survey implies / suggests / indicates is the fact that ...

8 Work in pairs. Read the instructions and role-play the dialogue. Use the language and the ideas from this lesson.

Przywiązujesz ogromną wagę do zdrowej diety i tego, jakie jedzenie kupujesz. Chcesz zaproponować koledze/koleżance wspólne wyjście do restauracji na lunch. Porozmawiaj z nim/nią o:

- terminie wyjścia,
- restauracji, do której pójdziecie,
- wyborze zdrowych potraw z menu,
- płaceniu za posiłek.



6 Work in pairs. Read the instructions below and prepare your part of the dialogue. Role-play it. Then present your dialogue to the rest of the class and let your classmates vote on which of you is more convincing.

Student A

You follow a very healthy diet and attach a lot of importance to what food you buy and eat. Your consumer consciousness involves reading the labels and always going for bio and fair-trade products. You can't understand why your best friend does not follow suit, which leads to frequent disagreements between you and him/her as to where to go out for a meal. You want to persuade your friend to join you for a meal in a vegan restaurant next Friday.

Student B

You eat whatever takes your fancy. You believe that you are a picture of health and don't need to stick to any particular diet. Thus, you buy convenience food or treat yourself to a burger and chips every now and then without a single pang of guilt. You never pore over labels on food products. You want to invite your best friend, obsessed with healthy eating, to a new burger restaurant for a meal next Friday.

6 WRITING

an article • elements of a review • giving praise and describing feeling

1 CD 2.26 **Listen to three speakers talking about food-related topics and answer the questions.**

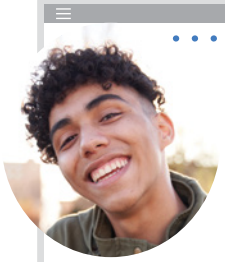
Which extract is a

a personal impression?
b paid advertisement?
c food critic's review?

2 CD 2.26 **Listen again and answer the questions.**

1 What type of food does each restaurant serve?
2 What are the main qualities mentioned with relation to each place?
3 Which speaker does NOT include information about the atmosphere of the place? Why?

3 **Read the social media message Tom sent to his friend Celia. Answer the questions below.**



You asked me if I could recommend a place for your birthday **do**, so here's an idea. It's a brand new burger bar called Bo's, and it's totally epic. I'm judging by the meal I had there with Scott and Kit – we all had most **scrumptious** food, even though we have different tastes.

One thing that struck me is that they have all kinds of burgers, including beef, turkey, vegetarian and vegan, so there's something for everyone. They cook the meat just how you like it, and they use a smoky sauce that has a real kick to it. Another **upside** is you can get white, whole wheat, or gluten-free buns. The thing that really sold me on the place is that they have an unbeatable salad bar where you can pick out all the fresh things you want on your burger, plus you can have salad **on the side**. The chips are **heavenly** too – crispy and not too greasy – and, as if that isn't enough, all the food is GMO-free. To me, it **ticks all the right boxes** and more than lives up to the hype.

The one catch is that it's insanely loud and **packed to the gills** most nights. The way I see it, they **could definitely do with** a bigger space! I did think the staff were really **on the ball**, though: they know a lot and they pay close attention to your needs. Attentive, but not overbearing! I can't forget how **upbeat** and jokey our waiter was, which made our meal more fun. In a nutshell, it's truly service with a smile.

To be up front, it's not exactly a bargain, but they don't hold back when it comes to quantity. We were served tons of food, and it only came to about £18 **a head**. It's just up the road from you, too. They take bookings for large groups, so if you let them know numbers beforehand, you'll be all set! They also organise cookery lessons for all age groups! You can't go wrong with this place!

Comment 1 6

In which paragraph does the writer

a describe the food in detail?
b give general information about the place?
c talk about prices and convenience?
d describe the atmosphere and service?

4 **Match the definitions below with the expressions in bold from the text in exercise 3.**

1 party
2 very tasty (x2)
3 advantage
4 meet all the requirements
5 exceedingly crowded
6 could use
7 as an addition to a meal
8 quick to understand and react
9 positive
10 per person

5 **Look at the following words and expressions used to give a negative review. What part of a restaurant experience may they refer to? Some words may be used in different categories.**

bland soggy deafening exorbitant inattentive greasy overcooked dull abrupt blaring ill-mannered unresponsive overpriced uncomfortable wobbly uncosy

6 **Work in pairs. Imagine that you have been to the same restaurant, but ended up having totally different opinions of the place. Use the vocabulary from exercises 4 and 5 and convince each other of your point of view.**

A I totally loved the place. Didn't you? The food was so scrumptious, wasn't it?
B Scrumptious? You must be insane. It was the blandest food I've ever tasted. The chips were so soggy, and ...

7 **Look at the photographs. Work in pairs and say what you think is happening and what the people may be enjoying most about this experience. Would you like to take part in an event like this? Why? / Why not?**





8 **Read the exam task and another student's article. What title would you suggest for this article?**

Restauracje coraz częściej organizują dla młodzieży lekcje gotowania połączone z degustacją przygotowanych potraw. Napisz **artykuł** do gazetki szkolnej, w którym opiszesz lekcję z udziałem Waszej klasy, przedstawisz opinie uczniów na temat tej lekcji, podając uzasadnienie, oraz zaproponujesz, jakie inne atrakcje właściciele restauracji mogliby przygotować, aby zachęcić młodych gości do korzystania ze swoich usług.

Try this or that cuisine. Sample our new and unbeatable burgers. Eat in the dark, bring friends along for free, or take advantage of our special student discounts. You've heard these incentives before, right? Hardly surprising given that restaurants these days are falling over themselves to attract as many customers as possible. Did you know that one of the latest fads is organising cookery classes for school students?

Last week, our class, together with our class teacher, signed up for a culinary adventure of that kind. Dubious as I was to begin with, I must say that the experience lived up to all the hype. We were divided into groups and allocated a chef. I was assigned to 'a dessert group', and we were learning how to make marzipan cake under the watchful eye of our chef. To my utter astonishment, all my classmates, even those who usually show little initiative, got involved. The cake we'd spent a couple of hours making was simply heavenly, and we all raved how rewarding the challenge was! What a bonding experience too!

I was thrilled to bits to have taken part in this culinary lesson, and I must admit the restaurant's idea did the trick. We had a whale of a time and felt encouraged to eat out there again. The initiative is certainly praiseworthy, though not the only one worth commending. How about restaurants running live online tutorials teaching young people how to cook simple yet scrumptious food? What would you say to food outlets organising barbecues and giving advice on how to prepare their own food for a barbie in the park? Last but not least, I guess restaurants could offer deals on lunch meals or packed lunches for school students, all reasonably priced of course!

Restaurants, like most businesses, fall over themselves to attract customers, and organising cookery classes is only going to work to their advantage. Any events that teenagers find worthwhile aren't to be underestimated. Not easy to motivate us, is it? However, as it turned out, cooking classes can be fun and can attract new customers!

9 **Read the introduction and conclusion of the article again. Rewrite the conclusion so that you do not repeat the same language as in the introduction. Start with the sentence given.**

Like other enterprises, restaurants compete for clients and ...

10 **Read the expressions in the Phrase Bank and complete the gaps with the words from the article. Can you add two sentences of your own that express praise?**

PHRASE BANK

Giving praise and describing feelings

[1]___ as I was to begin with, I must say that the experience lived up to all the hype.
To my [2]___ astonishment, all my classmates, even those who usually show little initiative, got involved.
We all raved how [3]___ the challenge was! What a [4]___ experience too!
I was thrilled to [5]___ to have taken part in this culinary lesson.
I must admit the restaurant's idea did the [6]___.
We had a [7]___ of a time and felt encouraged to eat out there again.
The initiative is certainly praiseworthy, though not the only one worth [8]___.
Any events that teenagers find worthwhile are not to be [9]___.

11 **Work in pairs. Write your own Phrase Bank entitled *Giving criticism and describing negative feelings* based on the restaurant experience. Use the vocabulary from exercise 5.**

12 **Read the instructions and do the writing task. Write between 300 and 350 words.**

Aby przyciągnąć klientów, restauracje prześcigają się w pomysłach, na przykład oferując dla pobudzenia zmysłów jedzenie posiłków w ciemności. Napisz **artykuł** do gazetki szkolnej, w którym opiszesz swoje doświadczenie z takiej restauracji, przedstawisz na ten temat opinie towarzyszących Ci osób, podając ich uzasadnienie, oraz wyjaśnisz, do jakiego stopnia takie pomysły mają szansę stać się popularne wśród młodzieży.



6 ENGLISH IN USE


1


2


3


4

1 Work in pairs. Look at the pictures and match the countries below to each type of breakfast. Then answer the questions below.

United Kingdom India USA France

1 What would a picture of a traditional Polish breakfast show? What would your typical breakfast be?
2 Why do dieticians say you shouldn't skip breakfast?
3 What is 'brunch'? How popular is it in Poland?

2 Complete the text with the correct forms of the words below. There are two extra words.

get advise come make associate history custom reserve resist devote skip

Breakfast enjoys the established reputation of being the most important of all meals. Breakfast eaters are believed to show more [1] ___ to diseases, and, equally importantly, they seem to be more optimistic than the ones [2] ___ breakfast. The truth is, however, that it was not always [3] ___ to eat this morning meal. It was during the Tudors' reign that breakfast gained in popularity. Before then it [4] ___ with gluttony and had been frowned upon. People of the Middle Ages usually consumed two main meals a day, the first being dinner eaten at about 10 a.m., the latter supper, at around 4 p.m. Let's have a look at how breakfast [5] ___ into existence. Well, [6] ___ claim that it was first prescribed for medical reasons. People [7] ___ to eat it to get stronger or make a recovery. It is believed [8] ___ initially only for the well-heeled of this world, but soon people realised that doing your daily chores was so much easier when you were not running on an empty stomach. As time progressed, the morning meal [9] ___ its way into people's everyday routine.

3 Complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

1 They gave me cooking instructions for this dish. **EXPLAINED**
How to cook this dish ___.
2 They have been building this mall for the last six months. **UNDER**
This mall ___ January this year, which is six months.
3 Jenny would be able to lose weight if she followed a healthy diet. **BUT**
___, Jenny would be able to lose weight.
4 You must clean your fridge regularly to avoid food poisoning. **NEEDS**
Your fridge ___ if you want to avoid food poisoning.
5 Apparently, this celebrity cook has had a serious car accident. **RUMOURED**
This celebrity cook ___ a serious car accident.
6 This coffee bar employs only top baristas. **CROP**
This coffee bar employs only ___ when it comes to baristas.
7 They are installing our hob right now. **INSTALLED**
We ___ right now.
8 I was made to start cooking as soon as I turned 15. **HAD**
My parents ___ as soon as I turned 15.

4 Complete each set of sentences with one word.

1 ___
- To cook this soup, you need to make some chicken ... .
- I'm afraid this product is no longer in ... in our shop.
- Wolves have recently been killing the villagers' ... .

2 ___
- There are 144 calories in one medium ... of cauliflower.
- A ... is in charge of a school.
- You turn logic on its ... when you say that eating fruit may be harmful to one's health.

3 ___
- The elderly are often sent to an old people's ... when they are too frail to look after themselves.
- I feel at ... in the kitchen. I just adore cooking.
- In my family, it's my mother who brings ... the bacon.

4 ___
- Gina made her decision in the ... of the moment.
- The oven takes a while to ... up, but then it works fine.
- I can't stand all this ... outside. It's so sweltering!

5 Translate the Polish parts of the sentences in brackets into English.

1 How long ___ (*zajmuje ugotowanie*) a soft egg?
2 Simply ___ (*zwiększ ilość*) of fruit and vegetables, and you will feel the difference.
3 ___ (*Słyszano, jak mówiła*) she might take over the café.
4 My parents ___ (*sprawili, że nauczyłem się*) how to cook.
5 It was the first time ___ (*kiedy spróbowałam imbiru*).
6 They promised that our complaint ___ (*zostanie rozpatrzona*) the following week, but it wasn't.
7 ___ (*Nie ma sensu kupować*) too much food for a trip.

VOCABULARY CHALLENGE!

6 Find and correct the mistakes in the following sentences. There may be more than one mistake.

1 Cut the melon in half, remove the pips. Scoop out the meat.
2 Our dinner service is made with top quality china.
3 The chef recommends that we make this spicy dish from curry and ginger to give it a zing.

7 Work in pairs and play the *Categories* game. Use the letters given. Add extra letters if you have the time to play for longer.

Cooking verb Kitchen utensil Meat/Fish Fruit/Vegetable Spice

P B C D

REVIEW

6

Complete all the exercises from this section in your notebook.

1 Match the words from groups A and B to make collocations. There is one extra word in group A.

A: extol rank discard employ eschew up disseminate emblazon

B: information by popularity production benefits leftovers techniques with a name

2 Complete the sentences with the correct form of the words in brackets.

1 Soil ___ (***fertile***) is of great importance to farmers.
2 Have you got any freezer ___ (***contain***)?
3 These pesticides increase ___ (***resist***) to pests.
4 Some diets have a firm ___ (***ground***) in religious philosophies.
5 Farmers use satellite ___ (***image***) to track pests.
6 The apple pie was served with ___ (***lash***) of whipped cream.
7 I find the smell of vanilla-flavoured coffee really ___ (***toxic***).

3 Translate the Polish parts of the sentences into English.

1 ___ (*Odcedź*) the pasta, and sprinkle it with the ___ (*starty*) cheese.
2 A poor diet may lead to various ___ (*chorób układu pokarmowego*).
3 This problem is ___ (*twardym orzechem do zgryzienia*).
4 ___ (*Natrzyj*) the meat with all the spices and then ___ (*pokrój je w kostkę*).
5 I wouldn't like to work as a butcher ___ (*za żadne skarby świata*).
6 Please get two ___ (*piersi kurczaka*), ___ (*puszkę czerwonej fasoli*), some ___ (*jarmuż*), and ___ (*kostkę żółtego sera*).
7 Our new kitchen is fully fitted with ___ (*kuchenka elektryczna*) and fridge freezer.

VOCABULARY CHALLENGE!

4 Answer the questions.

1 Which fruit or vegetable has a) *pips*, b) *stalks*, c) *core*?
2 What can grow from *bulbs*?
3 How do you say *chard* and *chickpeas* in Polish?
4 Do you make a casserole *with* or *from* chicken?
5 What do you do when you *butter someone up* and *spice something up*?

5 Rewrite the sentences in the passive using the words given.

1 We need our fridge repaired. **NEEDS**
2 Are they investigating this case? **LOOKED**
3 They have been building this ring road for the last three years. **CONSTRUCTION**
4 The offer was for me to work part-time in a café. **I**
5 People say that the owner of this restaurant has been kidnapped. **TO**
6 My mum got me to prepare my own lunch when I was eight years old. **MADE**

6 Choose the correct option.

1 My English teacher ***got*** / ***had*** me describe my favourite meal in English.
2 This actor is believed to ***has died*** / ***have died*** in unexplained circumstances.
3 Our complaint is currently ***being dealt with*** / ***dealing with***.
4 How to cook this dish was explained ***me*** / ***to me***.
5 I'm having the kitchen cabinet ***installed*** / ***install*** tomorrow.
6 We are getting someone ***to paint*** / ***painted*** our bedroom.

GRAMMAR CHALLENGE!

7 Complete the second sentence so that it means the same as the first. Use the passive constructions.

1 It's certain that they did not find a solution to that problem. The solution ___
2 They heard him saying that he was going to set up his own restaurant. He ___
3 Rumour has it that Theresa has won the culinary contest. Theresa ___
4 George's friends think he's the best cook. George is ___
5 It's impossible to make this boy learn to cook! To get ___
6 We simply had to cope with the problem. The problem ___

8 Complete the text with the correct words. Write one word in each gap.

My fascination with cooking started when I was a child. The person who had a decisive [1]___ on me was my mother who would spend all her free time inventing new dishes. Her love for culinary art influenced me [2]___ and got me interested in cooking. She taught me to [3]___ great importance to the quality of the products we use to cook, and her advice on how to mix ingredients has always been [4]___ immense value to me. I also learned to value family meals, so I don't understand people for whom eating together means [5]___ to nothing. I'm also in [6]___ of compulsory cookery classes at school to teach youngsters how to cook properly, though I know it is generally [7]___ to be a redundant subject!



9 Replace the phrases below with their equivalents. Then complete the sentences with your own ideas.

1 In a nutshell, ___.
2 The one catch is ___.
3 As if that isn't enough, ___.
4 To be up front, ___.
5 Here's an idea: ___.

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

6 WORDLIST

Vocabulary

adopt	/əˈdɒpt/	przyjmować (np. nowe zasady)
almonds	/ˈɑːməndz/	migdały
app	/æp/	aplikacja
asparagus	/əˈspærəgəs/	szparag
bagel	/ˈbeɪg(ə)l/	bajgiel
baguette	/bæˈget/	bagietka
baking dish	/ˈbeɪkɪŋ ˌdɪʃ/	brytfanna, naczynie żaroodporne
beans	/biːnz/	fasola
beef	/biːf/	wołowina
beetroot	/ˈbiːtruːt/	burak
biotechnology	/ˌbaɪəʊtekˈnɒlədʒi/	biotechnologia
block of cheese	/ˌblɒk əv ˈtʃiːz/	kawałek żółtego sera
boil	/bɔɪl/	gotować
bone	/bəʊn/	filetować
bread	/bred/	chleb, pieczywo
breadcrumbs	/ˈbredkrʌmz/	bułka tarta
breast	/brest/	pierś
bring in	/brɪŋ ˈɪn/	zbierać, zwozić
broad beans	/ˌbrɔːd ˈbiːnz/	bób
brown	/braʊn/	zrumienić
bun	/bʌn/	słodka bułeczka, drożdżówka
bunch	/bʌntʃ/	pęczek
can	/kæn/	puszka
carp	/kɑː(r)p/	karp
cashews	/ˈkæʃuːz/	orzechy nerkowca
celery root	/ˈseləri ruːt/	seler
chard	/tʃɑː(r)d/	botwina
cherry	/ˈtʃeri/	wiśnia
chestnuts	/ˈtʃesnʌts/	kasztany
chicken drumstick	/ˌtʃɪkən ˈdrʌmˌstɪk/	podudzie z kurczaka (pałka)
chickpeas	/ˈtʃɪkpiːz/	ciecierzyca
chives	/tʃaɪvz/	szczypiorek
chop	/tʃɒp/	siekać
clove of garlic	/kləʊv əv ˈgɑː(r)lɪk/	ząbek czosnku
cod	/kɒd/	dorsz
concoction	/kənˈkɒkʃ(ə)n/	mikstura, mieszanka
container	/kənˈteɪnə(r)/	pojemnik
coriander	/ˌkɒrɪˈændə(r)/	kolendra
crop management	/ˈkrɒp ˌmænɪdʒmənt/	zarządzanie uprawą
crop yields	/ˈkrɒp ˌjiːldz/	zbiory roślin uprawnych
crumble pie	/ˈkrʌmb(ə)l ˌpaɪ/	kruche ciasto z owocami
cube	/kjuːb/	kroić w kostkę
delectable	/dɪˈlektəb(ə)l/	smakowity, wyborny
dessert	/dɪˈzɜː(r)t/	deser
develop	/dɪˈveləp/	udoskonalać, rozwijać, opracowywać
dill	/dɪl/	koperek
discard	/dɪsˈkɑː(r)d/	wyrzucać, pozbywać się
disseminate	/dɪˈsemɪneɪt/	rozprzestrzeniać
distribute	/dɪˈstrɪbjuːt/	rozdawać, rozprowadzać
double	/ˈdʌb(ə)l/	podwajać
drain	/dreɪn/	odsączać
duck	/dʌk/	kaczka
edible	/ˈedɪb(ə)l/	jadalny, zjadliwy
employ	/ɪmˈplɔɪ/	stosować, wykorzystywać
examine	/ɪgˈzæmɪn/	sprawdzać, badać
exchange	/ɪksˈtʃeɪndʒ/	wymieniać
fibre	/ˈfaɪbə(r)/	błonnik
fish	/fɪʃ/	ryby
food bank	/ˈfuːd ˌbaŋk/	bank żywności
food waste	/ˈfuːd ˌweɪst/	marnotrawstwo żywności
fruit	/fruːt/	owoc
frying pan	/ˈfraɪɪŋ ˌpæn/	patelnia
genetic modification	/dʒəˌnetɪk mɒdɪfɪˈkeɪʃ(ə)n/	modyfikacja genetyczna
ginger	/ˈdʒɪndʒə(r)/	imbir
gluten-free diet	/gluːt(ə)nˌfriː ˈdaɪət/	dieta bezglutenowa
goose	/guːs/	gęś
GPS tracking	/ˌdʒiː piː ˈes ˌtrækɪŋ/	monitoring, śledzenie GPS
grate	/greɪt/	ścierać na tarce
hazelnuts	/ˈheɪz(ə)lnʌts/	orzechy laskowe
(cauliflower/cabbage) head	/ˈkɒlɪflaʊə(r), ˈkæbɪdʒ ˌhed/	główka (kalafiora, kapusty)
heat	/hiːt/	podgrzewać
herbs	/hɜː(r)bz/	zioła
herring	/ˈherɪŋ/	śledź
hob	/hɒb/	płyta kuchenna, grzewcza
immunity to sth	/ɪˈmjuːnəti tə ˌsʌmθɪŋ/	odporność na coś
increase	/ɪnˈkriːs/	zwiększać się, wzrastać
increased shelf life	/ɪnˌkriːst ˈʃelf laɪf/	wydłużona przydatność do spożycia
ingredient	/ɪnˈgriːdiənt/	składnik
introduce	/ˌɪntrəˈdjuːs/	wprowadzać
kale	/keɪl/	jarmuż
knob of butter	/nɒb əv ˈbʌtə(r)/	kawałek, porcja masła
lamb	/læm/	jagnięcina
leek	/liːk/	por
legumes	/ˈlegjuːmz/	rośliny strączkowe
lentils	/ˈlentɪlz/	soczewica
lid	/lɪd/	pokrywka garnka
lime wedge	/ˈlaɪm ˌwedʒ/	cząstka limonki
livestock	/ˈlaɪvstɒk/	inwentarz
loaf of bread	/ləʊf əv ˈbred/	bochenek chleba
lobster	/ˈlɒbstə(r)/	homar
long-life meal	/ˌlɒŋlaɪf ˈmiːl/	danie o długiej przydatności do spożycia
macaroon	/ˌmækəˈruːn/	makaronik
manipulate plant genes	/məˌnɪpjʊleɪt ˈplɑːnt ˌdʒiːnz/	ingerować w kod genetyczny rośliny
maximise	/ˈmæksɪmaɪz/	maksymalizować
meatless meat product	/ˌmiːtles ˈmiːt ˌprɒdʌkt/	produkt spożywczy z mięsa wytworzonego w laboratorium
meringue	/məˈræŋ/	beza
mince	/mɪns/	zemleć w maszynce
muffin	/ˈmʌfɪn/	muffinka
mushrooms	/ˈmʌʃruːmz/	grzyby
mussels	/ˈmʌs(ə)lz/	małże
mutton	/ˈmʌt(ə)n/	baranina
nutmeg	/ˈnʌtmeg/	gałka muszkatołowa
nuts	/nʌts/	orzechy
order/rank by popularity	/ˌɔː(r)də(r), ræŋk baɪ ˌpɒpjəˈlærəti/	porządkować / pozycjonować w rankingu według kryterium popularności
oven	/ˈʌv(ə)n/	piekarnik
oysters	/ˈɔɪstə(r)z/	ostrygi
paleo diet	/ˈpeɪliəʊ ˌdaɪət/	dieta człowieka pierwotnego
parsley	/ˈpɑː(r)sli/	natka pietruszki
partridge	/ˈpɑː(r)trɪdʒ/	kuropatwa
peach	/piːtʃ/	brzoskwinia
peas	/piːz/	groszek
pike	/paɪk/	szczupak
pinch	/pɪntʃ/	szczypta
pineapple	/ˈpaɪnˌæp(ə)l/	ananas
pistachios	/pɪˈstɑːʃiəʊz/	pistacje
pita	/ˈpɪtə/	chleb pita
plum	/plʌm/	śliwka
pork	/pɔː(r)k/	wieprzowina
poultry	/ˈpəʊltri/	drób
prawns	/prɔːnz/	duże krewetki
profiterole	/prəˈfɪtərəʊl/	ptyś
quail	/kweɪl/	przepiórka
recipe-sharing website	/ˌresɪpiʃeərɪŋ ˈwebsaɪt/	strona internetowa służąca do dzielenia się przepisami kulinarnymi
red meat	/ˌred ˈmiːt/	czerwone mięso
regulate	/ˈregjəleɪt/	regulować
resistance to sth	/rɪˈzɪst(ə)ns tə ˌsʌmθɪŋ/	odporność na coś
roll	/rəʊl/	bułka
rub	/rʌb/	wcierać, rozcierać
sage	/seɪdʒ/	szałwia
satellite imagery	/ˈsætəlaɪt ˌɪmɪdʒəri/	obrazy, zdjęcia satelitarne
satellite-aided	/ˈsætəlaɪt ˌeɪdɪd/	(uzyskane) za pomocą technologii satelitarnej
saucepan	/ˈsɔːspən/	rondel
seafood	/ˈsiːˌfuːd/	owoce morza
shortbread	/ˈʃɔː(r)tˌbred/	herbatnik maślany
shrimps	/ʃrɪmps/	małe krewetki
skin	/skɪn/	zdejmować skórkę
slow cooker	/ˌsləʊ ˈkʊkə(r)/	wolnowar
smashed garlic	/ˌsmæʃt ˈgɑː(r)lɪk/	rozgnieciony czosnek
soil fertility	/ˈsɔɪl fɜː(r)ˌtɪləti/	żyzność gleby
soup spoon	/ˈsuːp ˌspuːn/	łyżka stołowa
soybeans	/ˈsɔɪbiːnz/	nasiona soi
specialised diet	/ˌspeʃəlaɪzd ˈdaɪət/	specjalistyczna dieta
sprinkle	/ˈsprɪŋk(ə)l/	posypać, oprószyć
squander	/ˈskwɒndə(r)/	trwonić
squid	/skwɪd/	kałamarnica
(celery/rhubarb) stalk	/ˈseləri, ˈruːˌbɑː(r)b ˌstɔːk/	łodyga, nać (selera, rabarbaru)
stew	/stjuː/	gulasz, potrawa duszona
stir	/stɜː(r)/	mieszać
(chicken/vegetable) stock	/ˈtʃɪkən, ˈvedʒtəb(ə)l ˌstɒk/	bulion (drobiowy, warzywny)
storage bin	/ˈstɔːrɪdʒ ˌbɪn/	silos (do magazynowania zboża)
sturgeon	/ˈstɜː(r)dʒ(ə)n/	jesiotr
swap sth	/ˈswɒp ˌsʌmθɪŋ/	wymieniać się czymś
tablespoon	/ˈteɪb(ə)lˌspuːn/	łyżka do serwowania
tangerine	/ˌtændʒəˈriːn/	mandarynka

WORDLIST

6

teaspoon	/ˈtiːˌspuːn/	łyżeczka do herbaty
thyme	/taɪm/	tymianek
tin	/tɪn/	puszka
track destructive pests	/træk dɪˌstrʌktɪv ˈpests/	tropić, śledzić szkodniki
trim	/trɪm/	czyścić, dzielić na różyczki
trout	/traʊt/	pstrąg
turkey	/ˈtɜː(r)ki/	indyk
turn sb's head	/tɜː(r)n ˌsʌmbədiz ˈhed/	przewrócić komuś w głowie
turn sth on its head	/tɜː(r)n ˌsʌmθɪŋ ɒn ɪts ˈhed/	postawić coś na głowie
up sth	/ʌp ˌsʌmθɪŋ/	podnosić, zwiększać coś
veal	/viːl/	cielęcina
vegan diet	/ˈviːgən ˌdaɪət/	dieta wegańska
vegetable	/ˈvedʒtəb(ə)l/	warzywo
venison	/ˈvenɪs(ə)n/	dziczyzna
walnut	/ˈwɔːlnʌt/	orzech włoski
watermelon	/ˈwɔːtə(r)ˌmelən/	arbuz
Wi-Fi-connected sensor	/ˌwaɪfaɪ kəˌnektɪd ˈsensə(r)/	czujnik podłączony do Wi-Fi
wire whisk	/ˈwaɪə(r) ˌwɪsk/	trzepaczka
zing	/zɪŋ/	smaczek

Reading and vocabulary

be awash with sth	/bi əˈwɒʃ wɪð ˌsʌmθɪŋ/	opływać w coś, tonąć w czymś
be spoilt for choice	/bi ˌspɔɪlt fə(r) ˈtʃɔɪs/	mieć kłopot z podjęciem decyzji wobec ogromnego wyboru możliwości
be willing to swallow sth	/bi ˌwɪlɪŋ tə ˈswɒləʊ ˌsʌmθɪŋ/	być skłonnym w coś uwierzyć
beset	/bɪˈset/	nękać, dręczyć
blanket demonisation	/ˌblæŋkɪt ˈdiːmənaɪzeɪʃən/	demonizowanie
carbohydrates	/ˌkɑː(r)bəʊˈhaɪdreɪts/	węglowodany
comestibles	/kəˈmestəb(ə)lz/	produkty spożywcze, wiktuały
digestive conditions	/daɪˌdʒestɪv kənˈdɪʃ(ə)nz/	choroby układu pokarmowego
emblazoned with sth	/ɪmˈbleɪz(ə)nd wɪð ˌsʌmθɪŋ/	oklejony czymś, udekorowany
eschew	/ɪsˈtʃuː/	wystrzegać się, wyrzekać się
extol	/ɪkˈstəʊl/	wychwalać
fad	/fæd/	kaprys, chwilowa moda
famine	/ˈfæmɪn/	głód
firm grounding	/ˌfɜː(r)m ˈgraʊndɪŋ/	solidne podstawy
food insecurity	/ˈfuːd ɪnsɪˌkjʊərɪti/	brak bezpieczeństwa żywnościowego
gut instinct	/ˈgʌt ˌɪnstɪŋkt/	przeczucie
indiscriminately adopted	/ɪndɪˌskrɪmɪnətli əˈdɒptɪd/	przyjmowane bezkrytycznie
lactose-free diet	/læktəʊsˌfriː ˈdaɪət/	dieta bezlaktozowa
lashings of sth	/ˈlæʃɪŋz əv ˌsʌmθɪŋ/	obfite polanie, posmarowanie, posypanie
low-carb diet	/ləʊˌkɑː(r)b ˈdaɪət/	dieta niskowęglowodanowa
ubiquitous	/juːˈbɪkwɪtəs/	powszechny, wszechobecny

Listening and vocabulary

alleviate	/əˈliːvieɪt/	złagodzić, zmniejszyć
be squeamish about sth	/bi ˈskwiːmɪʃ əˌbaʊt ˌsʌmθɪŋ/	być wrażliwym na widok czegoś, źle reagować na widok czegoś
blubbery	/ˈblʌbə(r)i/	tłusty, mięsisty
complexity	/kəmˈpleksəti/	złożoność
culinary skills	/ˌkʌlɪn(ə)ri ˈskɪlz/	umiejętności kulinarne
dab	/dæb/	odrobina, szczypta
do a major one-eighty	/duː ə ˌmeɪdʒə(r) wʌnˈeɪti/	wykonać zwrot o 180 stopni
entail sth	/ɪnˈteɪl ˌsʌmθɪŋ/	wiązać się z czymś, pociągać za sobą, wymagać czegoś
indulge in sth	/ɪnˈdʌldʒ ɪn ˌsʌmθɪŋ/	pozwalać sobie na coś, dogadzać sobie
leavening	/ˈlev(ə)nɪŋ/	zaczyn, zakwas
nay-sayer	/ˈneɪˌseɪə(r)/	malkontent
pungent	/ˈpʌndʒ(ə)nt/	ostry (smak), gryzący (zapach)
scarce	/skeə(r)s/	niewystarczający, trudno dostępny
spoilage	/ˈspɔɪlɪdʒ/	zepsucie się (o jedzeniu)
springy	/ˈsprɪŋi/	sprężysty
tedious	/ˈtiːdiəs/	uciążliwy

to save one's life	/tə ˌseɪv wʌnz ˈlaɪf/	bez względu na wszystko, za nic
up to snuff	/ˌʌp tə ˈsnʌf/	satysfakcjonujący, wystarczająco dobry
whip up	/wɪp ˈʌp/	upichcić, naprędce przygotować
within arm's reach	/wɪðˌɪn ɑː(r)mz ˈriːtʃ/	w zasięgu ręki

Speaking

pang of quilt	/ˌpæŋ əv ˈgɪlt/	wyrzut sumienia
reiterate	/riːˈɪtəreɪt/	powtarzać
resort to sth	/rɪˈzɔːt tə ˌsʌmθɪŋ/	uciekać się do
snag	/snæg/	szkopuł, problem
succulent	/ˈsʌkjʊlənt/	soczysty

Writing

a head	/ə hed/	na osobę
be all set	/bi ˌɔːl ˈset/	być w gotowości
be on the ball	/bi ɒn ðə ˈbɔːl/	być kompetentnym, mieć łeb na karku
bland	/blænd/	mdły, nijaki
blaring	/bleərɪŋ/	dudniący, głośny (o muzyce)
do	/duː/	impreza, spotkanie towarzyskie
exorbitant	/ɪgˈzɔː(r)bɪt(ə)nt/	wygórowany (o cenie)
have a real kick to it	/hæv ə ˌriːl ˈkɪk tə ɪt/	ostre, pikantne (o daniu)
ill-mannered	/ˌɪlˈmænə(r)d/	niekulturalny
inattentive	/ˌɪnəˈtentɪv/	nieuważny, lekceważący
live up to the hype	/lɪv ˌʌp tə ðə ˈhaɪp/	zasługiwać na zainteresowanie
not exactly a bargain	/ˌnɒt ɪgˌzæk(t)li ə ˈbɑː(r)gɪn/	niezbyt korzystny cenowo
on the side	/ɒn ðə ˈsaɪd/	dodatkowo, ponadto
packed to the gills	/pækt tə ðə ˈgɪlz/	przepełniony, zatłoczony
scrumptious	/ˈskrʌmpʃəs/	przepyszny
soggy	/ˈsɒgi/	rozmoczony, wodnisty
tick all the right boxes	/tɪk ɔːl ðə ˌraɪt ˈbɒksɪz/	spełniać wszelkie oczekiwania
totally epic	/ˌtəʊt(ə)li ˈepɪk/	imponujący
upbeat	/ˈʌpbiːt/	optymistyczny
upside	/ˈʌpsaɪd/	zaleta
wobbly	/ˈwɒbli/	trzęsący się, chwiejny

English in Use

be frowned upon	/biː ˌfraʊnd əˈpɒn/	być źle widzianym
gluttony	/ˈglʌt(ə)ni/	obżarstwo
soft egg	/sɒft ˈeg/	jajko na miękko



Challenge!

be a tough nut to crack	/bi ə ˌtʌf nʌt tə ˈkræk/	stanowić twardy orzech do zgryzienia
bring home the bacon	/brɪŋ ˌhəʊm ðə ˈbeɪk(ə)n/	być żywicielem rodziny
bulb	/bʌlb/	główka, bulwa, cebulka
butter sb up	/bʌtə(r) ˌsʌmbədi ˈʌp/	podlizywać się komuś, kadzić komuś
core	/kɔː(r)/	głąb (kapusty), ogryzek
flesh	/fleʃ/	miąższ
give sb sth on a silver platter	/gɪv ˌsʌmbədi ˌsʌmθɪŋ ɒn ə ˌsɪlvə(r) ˈplætə(r)/	podać coś komuś na tacy, udostępnić komuś coś, co pozwoli na łatwe osiągnięcie celu
leaf	/liːf/	liść
not for all the tea in China	/nɒt fə(r) ɔːl ðə ˌtiː ɪn ˈtʃaɪnə/	za żadne skarby świata
peel	/piːl/	skórka, łupina
pip	/pɪp/	mała pestka (np. w jabłku, pomarańczy, melonie)
skin	/skɪn/	skórka
spice things up	/ˌspaɪs θɪŋz ˈʌp/	urozmaicić, dodać pikanterii, uatrakcyjnić
stone	/stəʊn/	większa pestka (np. w śliwce, oliwce, awokado)
the big cheese	/ðə ˌbɪg ˈtʃiːz/	wielka szycha, gruba ryba
the cream of the crop	/ðə ˌkriːm əv ðə ˈkrɒp/	elita, czołówka, śmietanka

1–6 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

1 CD 3.01 **Usłyszysz dwukrotnie trzy teksty. W zadaniach 1–2 zakreśl jedną z liter: A, B albo C. W zadaniach 3–6 zakreśl jedną z liter: A, B, C albo D.**

Tekst 1.

1 What is the main function of green corridors?
- **A** To increase the non-polluting land surface in cities.
- **B** To allow wild animals more freedom of movement.
- **C** To act like small nature reserves protected on all sides.

Tekst 2.

2 Which sentence best describes the reviewer's attitude to the environment documentary?
- **A** The documentary affected viewers' clear understanding by playing on their emotions.
- **B** The example of the Aral was used appropriately to highlight important issues.
- **C** The beauty of nature was an essential element of the film, showing what we need to protect.

Tekst 3.

3 Why does John laugh in reply to the interviewer's first question?
- **A** It raises a memory of being uncomfortable.
- **B** Kayaking to explore nature is unusual.
- **C** He remembers good times with his friends.
- **D** There is a double meaning in it.

4 Why did John become attached to kayaking during his trip in Poland?
- **A** He felt very close to nature.
- **B** He enjoyed the opportunity to watch wildlife.
- **C** He felt very relaxed when he got on the river.
- **D** He liked combining kayaking with fishing.

5 Why did John and his friends sleep in a tent on their last trip?
- **A** They hadn't arranged accommodation beforehand.
- **B** They left the river at the wrong place.
- **C** They had planned to sleep close to nature.
- **D** They got lost on their way to the hostel.

6 What prevents John from doing more kayaking in England?
- **A** He enjoys the foreign travel element of his trips.
- **B** He prefers more adventurous places.
- **C** He dislikes arguing over rights of access.
- **D** Kayaking is against the law on UK rivers.

Rozumienie tekstów pisanych
Uzupełnianie streszczenia

2 **Przeczytaj recenzję ukraińskiej restauracji znajdującej się w Londynie i uzupełnij streszczenie recenzji. Uzupełnij luki 1–4 zgodnie z treścią tekstu, tak aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.**

MRIYA: Great Ukrainian food in London

★★★★★ 322 reviews

This bistro is a new establishment in London, serving Ukrainian food and staffed by Ukrainians. Several of them are housed under the Government's Homes for Ukraine scheme; they connected on social media and joined the restaurant. The driving force is chef Yurii Kovryzhenko, who has for many years been an ambassador for the food of Ukraine – promoting the culinary traditions of his home nation. He was in the UK at the start of this year and, unable to return home, set up Mriya with his partner Olga Tsybytovska.

A bistro by definition shouldn't be pretentious. Indeed, you'd hardly notice Mriya from the street: almost half the glass frontage is pasted that sort of whitewash you see covering shops that have ceased to operate. It's wedged between a dry cleaner's and a dental implant clinic on a nondescript stretch of London's Old Brompton Road. From the outside, the place seems unfinished. Perhaps the idea is to prevent squatters from peering in. But hold your horses as you walk by and step back a few paces. Then you'll see that the whitewash is in fact a design effect. There's a kitchen behind the glass and a clear plastic box above your head that contains what looks like a pile of loft insulation and a sign that says 'Ukrainian Neo Bistro'.

On arrival inside, among dark wood panelling and floorboards, are a smattering of chairs and tables with white tablecloths and the odd piece of repainted second-hand furniture. We are walked through the restaurant, empty at that point, and taken straight down to the basement, where there are a couple of other diners.

'Do you mind if we sit upstairs?' I ask, preferring the space and daylight of ground level. The waitress looks at me with a touch of curiosity but concedes and we go back up.

We start by nibbling on fermented vegetables. This is a palate-cleansing collection of strings of cabbage with collapsing, sweet cherry tomatoes and pickled cucumber. Next comes a pair of large, posh-looking canapés; this is 'forshmak with waffles'. Forshmak turns out to be herring, minced with cream and herbs, and it sits in a crisp pastry case (the waffle) with dollops of caviar, pickled onion and nasturtium leaves. They're a gorgeous, moreish fat mouthful and prepare me for what I assume will be less pleasant: borsch. I've always found the beetroot soup of borsch to be bitter, where a dollop of sour cream barely makes it less intolerable. It's a sort of dish to endure: a spoonful of medicine, a bowl of soup you get given in freezing cold houses by hardy bores who do nothing but hunt and feed you on borsch, tough pheasant and old cheese. But this one was a revelation of the 'I like green eggs and ham!' variety. It was rich and smooth and deeply warming with a hint of sweetness, and it came with the softest bread rolls (pampushkas). And my impressive roundel of soft, garlic-oil-spouting chicken Kyiv was just as accomplished, along with soft mashed potato and crushed peas. My pal Michael was eating a less appetising spectacle of a square roll of beef covered in mushroom sauce, but he claimed it was fabulous.

We sipped rich red wine from Odessa and finished with a decent, straightforward honey cake. Mriya means dream in Ukrainian. There's a fine, unfancy normality about the place. Book a table and make sure this dream continues.

Mriya is a new London bistro run by Ukrainians. The owner and head chef, Yurii Kovryzhenko, [1] _____ Ukrainian cuisine for many years.

The bistro's appearance does not stand out. In fact, the whitewashed exterior makes it look like a place that [2] _____ exist.

There are no other diners present when the writer and his companion enter, so the waitress leads them downstairs to the basement. However, the writer would like to eat upstairs instead. Although taken by surprise, the waitress [3] _____ his request.

The food is generally very good. The writer is pleasantly surprised by the beetroot soup he receives because in the past this soup's [4] _____ a dollop of sour cream, had put him off it. The writer recommends Mriya.

Znajomość środków językowych Transformacje zdań

3 **Uzupełnij luki w zdaniach tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj podane wyrazy w niezmienionej formie. Nie zmieniaj podanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

1 This political campaign owes its success to the hard work of certain party members. **BEEN**
This political campaign wouldn't be successful if ____ the hard work of certain party members.

2 You should book your place on the guided rainforest walk while there are still places. **OFF**
Don't ____ yourself on the guided rainforest walk or you may not get a place.

3 Rescuers were short of equipment, which made the emergency situation worse. **BY**
The emergency situation ____ of equipment for rescuers.

4 People never stop asking Alice for help. **CONSTANTLY**
Alice ____ help.

5 A nurse's work has no fewer demands than does a doctor's. **EVERY**
A nurse's work ____ as a doctor's.

6 Our customers have more than enough options to choose from in winter clothing this year. **SPOILT**
Our customers ____ in winter clothing this year.

Znajomość środków językowych Wybór wielokrotny

4 **Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą, tak aby powstał logiczny, spójny i gramatycznie poprawny tekst.**

1 **A** to create **B** to have created **C** in creating **D** that he created

2 **A** beset **B** entail **C** obsess **D** slander

3 **A** pored **B** weighed **C** worked **D** rooted

4 **A** will happen **B** happened **C** would happen **D** happens

5 **A** that they believe in **B** them to believe in **C** their belief that **D** them to believe that

6 **A** were going to sail **B** were to sail **C** will be sailing **D** had sailed

Mówienie Prezentacja

5 **Pracujcie w parach. Wykonajcie zadanie. Następnie zamieńcie się rolami.**

Uczeń A
Wypowiedz się na niżej podany temat. W swojej wypowiedzi przytocz argumenty odnoszące się do podanych aspektów.
W jaki sposób w dzisiejszych czasach kształtowane są nawyki żywieniowe młodych ludzi?
- tradycje rodzinne
- moda
- edukacja

Uczeń B
Zadaj uczniowi/uczennicy A poniższe pytania, nawiązując do tematyki jego/jej prezentacji.
- What are the reasons why the diet of elderly people differs so much from the diet of the young?
- Should fast food be made illegal for children? Why? / Why not?
- What does the saying 'You are what you eat' mean to you?

Wypowiedź pisemna List do redakcji

6 **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą na temat wprowadzenia w Polsce obowiązku udziału w wyborach na szczeblu krajowym oraz o karach pieniężnych dla osób, które uchylą się od tego obowiązku. Napisz **list do redakcji**, w którym przedstawisz argumenty za wprowadzeniem takiego prawa lub przeciw niemu oraz wyrazisz swoją opinię na temat tego, czy udział w wyborach jest ważny dla ludzi w Twoim wieku.

THE LOST CITY OF ATLANTIS



It's hard to think of a fictional city which has inspired the popular imagination more than Atlantis. Yet many do not realise that Atlantis was created by the ancient Greek philosopher Plato. He is believed by some [1] ____ it to dramatise his utopian vision of an ideal city state. Plato lived in Athens and was a witness to the kind of problems that [2] ____ any city, and still do. As a philosopher, he worked out solutions which are explained in his hugely influential book, *Republic*, which is still [3] ____ over by students of political philosophy today. He envisioned Atlantis because he wanted to consider what [4] ____ if his ideas were applied to his native city of Athens. But apparently he wanted Atlantis to be more than a vehicle to study how a society should work. He set the island far out in the Atlantic Ocean and teased readers with clues leading [5] ____ Atlantis might be real. He was probably pleased by that idea and never stated that it wasn't a real place. In the centuries that followed the philosopher's death, explorers [6] ____ the world in search of new lands. They were, of course, successful and these new wonders again fuelled the idea that Atlantis might itself be real. Plato's clues were studied with renewed vigour, and sailors scoured the seven seas for it in vain.

7 LIVING AND LEARNING

VOCABULARY

housing and living situations • housing problems and repairs


1


2


3

Housing and living situations

1 Work in pairs and discuss the pictures. What sort of student accomodation do they show? How do they compare to your own housing situation?

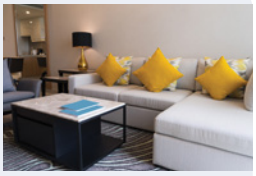
2 Read the four texts below. What is the aim of each of them?



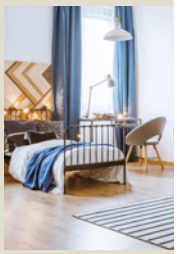
Flats and houses for sale or to let in an idyllic urban **co-housing community**. **Two-storey block of flats** and six **terraced houses**. Great **walkability**, **convenient rail and bus links** and a wide range of **local amenities**. Independent living combined with **shared facilities** including organic gardens, guest cottage, **communal kitchen**, and **fully-equipped gym. Put down a deposit** now and you can soon be part of a **vibrant**, **self-sustaining** way of life!
Call 099-223-2323



Sick of **paying rates**, **upkeep** and **maintenance** on space you don't need? A **tiny house** could be the answer. Many models and styles, up to 400 **square feet**, all in a **picturesque setting** with like-minded neighbours. Bring your own home or build with one of our **floor plans** for the **customised layout** and **bespoke furnishings** you prefer, on the **plot** of your choice. **Site fees** include all water, **sewage and rubbish collection**, use of **communal amenities** – a pool, gym, common kitchen and state of the art **screening room**!
Contact: maddie@tinytown.lut



Short-stays in the heart of London, reasonable **daily or weekly rates**, most sizes and convenient locations. Why put yourself at the mercy of hotel staff when a **self-catering**, **fully furnished** flat is at your fingertips? Close to public transport, **cultural activities** and all that London has to offer! **White goods** and **weekly laundry service** included. Many with **air con** for hot summer nights. Enjoy home comforts in your ideal home away from home! shortstays.bru



Students! Are you fed up with **hall of residence** living but don't want the expense and burden of your own flat? StudentShare can hook you up with local shared houses, **bedsits** or **flat-shares**. No **damp**, **dingy**, **fixer-upper** rooms here! We pre-screen for fully-furnished, **newly-refurbished** and totally functional accommodation only. **Close proximity to campuses**, easy access to services and affordable rents are our key words. Contact us now! Call 099-283-7675

3 Match the words and phrases in bold from exercise 2 with the categories below. Add more words to each group.

types of housing | appearance/condition/size | amenities/conveniences/attractions | forms of payment

4 Complete the sentences with some of the words and phrases from exercise 3.

1 As someone with dietary restrictions, I prefer ____ accommodation when I travel so I can cook for myself. It's also nice to have ____ included so as not to have to load down my luggage with extra sheets and towels. Good ____ is also vital, as I prefer to explore on foot.
2 I spent my first year at uni in a ____, but the lack of privacy drove me mad, so I found a nice ____ in a private house. It is in such ____ that I can walk to lectures. The room is ____ with a bed, desk and wardrobe, and though it is not to my taste, it is ____ so everything is in excellent condition.
3 When James read about the new co-housing community in his area, he immediately ____ on one of the models. He is having a tiny house built, with a ____ that will fit his needs and ____ that will be easy to care for. At a size of 450 ____, it will have a reasonable amount of space, plus he will be able to use the ____ including a gym and a ____ where he can watch films with neighbours.
4 Kelly has joined some friends to start a ____ community. They have their eye on a council estate with ten ____ whose shared walls will make them easier to maintain. The estate is on a large ____ of land, so their dream of becoming ____ by growing their own food and producing their own power should come true. The houses are in ____ condition, so a lot of work will be needed, but the location is ideal, with convenient ____ links.

VOCABULARY CHALLENGE!

5 CD 3.02 Work in pairs. Try to guess the meanings of the idioms below. Then listen to the recording, decide how accurate your guesses were and make your own statements using the idioms.

as safe as houses | not give houseroom to sth | home truths | build castles in the air | be home and dry | a house of cards

6 **WHAT DO YOU THINK?** What sorts of challenges do young people in Poland face when they first move away from home? What kind of living situation would you prefer during your university studies and after you graduate?

CRITICAL THINKING page 126

Housing problems and repairs

1 Read the letters to a housing-related advice column. Match the writers (1–4) with the statements (a–e) below. There is one extra statement.

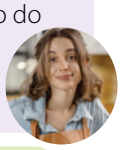
This person

a is dealing with a previously ideal situation which has gone downhill.
b doesn't agree with their partner about how to proceed with a plan.
c wants to satisfy everyone while completing a task.
d is wondering how to swap a flat for a detached house.
e is up in the air as to what housing choices to make.



1 I have moved house so many times recently. I would like to settle down at last, but I'm not rich, so I'm afraid I'll have to settle for something I don't like. Can you suggest a way I can find a place to stay put without giving up my dreams? I'd love a detached house, but should I give in and buy a small, affordable flat instead?

2 We bought an old fixer-upper and moved in six months ago thinking we would do it up ourselves, but it's turning out to be an endless series of projects and all the work is doing me in! We could take out a loan to pay professionals to do some of the work, but my boyfriend doesn't want to be done out of the 'satisfaction' of DIY. To be honest, I'm on the verge of moving out. What should I do?



3 Our grandmother passed away recently and left us her cottage and its contents. She had always planned to pass down some of her furniture, but she wasn't specific as to who should get what. We are about to clear out the house, but we need to clear up this matter first. I'm in favour of selling off the contents and moving on, but my siblings want to keep some of the items. How can we settle this?



4 We have a holiday caravan in a park near the sea. It used to be a great place to settle in and relax, but recently they have cut down trees that provided privacy, our power is cut off at least once a day for no evident reason, and there are piles of rubbish that no one is willing to clean up and maintenance issues no one wants to see to. I'm at my wits' end. I've called the management company, but to no avail. Any ideas?



2 Match the definitions below with some of the highlighted phrasal verbs from the texts in exercise 1. There are four extra phrasal verbs.

1 leave a situation behind
2 accept something that is less than what was desired
3 establish a permanent or stable living situation
4 make oneself comfortable in a place
5 remain in one place
6 cause exhaustion to someone
7 renovate and redecorate
8 leave something to someone after one's death
9 take care of an issue or problem
10 be cheated or deprived of something

3 Translate the sentences into English. Use the phrasal verbs from exercise 2.

1 Chcę osiąść we własnym domu, ale posiadanie tak niewielkiej sumy pieniędzy oznacza, że będę musiała zadowolić się miejscem odbiegającym od ideału.
2 Kiedy mój dziadek zmarł, zostawił mi swój domek letniskowy nad morzem. Przekazał mi też wszystkie książki i meble. Domek jest piękny, ale wymaga odnowienia.
3 Choć zamierzała pozostać w swoim mieszkaniu w najbliższej przyszłości, oferta pracy w Hiszpanii skłoniła ją do jego sprzedaży i pójścia do przodu.
4 Zaaklimatyzowanie się tutaj po przeprowadzce zajęło nam sporo czasu.
5 Niekończące się spory o granice posiadłości wykańczają mojego tatę, ale nie zgadza się on, by pozbawiono go choćby jednego metra kwadratowego ziemi.

4 Anita has noticed a number of problems in the house she's recently moved into and is writing to the landlord to ask for repairs. Complete her letter with the correct form of the words below.

break clog come unstuck crack drain drip run flush hang off heat light loose low peel shut off stick

Dear Mr Sellers,
Since moving into the house at 45 Avondell Road, I have noticed a number of issues which need to be seen to. I am listing them below.
First of all, the front door latch [1]___. You have to pull the door extremely hard to lock or unlock it. In the front hall, several floorboards are [2]___ and present a tripping hazard. Also, some of the wallpaper in the front hall has [3]___ and is [4]___ the wall. In the kitchen, the tap [5]___ incessantly and can't be [6]___, and half of the double sink is [7]___ and will not [8]___. The fridge is not cold enough, though it is on the coldest setting, and two of the burners on the gas hob do not [9]___. In the bathroom, the water pressure is very [10]___, so showering is very difficult. Also, the toilet does not [11]___ properly, and the water in the tank [12]___ non-stop. One of the panes in the bathroom window is badly [13]___ and needs replacement. In the bedroom, the paint is [14]___ off the ceiling dropping pieces onto my bed. The bedroom radiator does not [15]___ properly, either. When the others are hot, it is barely warm. Also, the light switch for the ceiling light is [16]___. I switch it on and off, but nothing happens.
Can you let me know if you will see to these repairs?
Sincerely,
Anita Thomas

5 Which professionals would Anita need to call for each of the problems? What do you call a person who could take on a number of different types of repairs?

plumber glazier electrician handyman/handyperson flooring installer appliance specialist decorator

6 WHAT DO YOU THINK? Work in pairs. In turns, role-play an estate agent and a client looking for a property to rent. Discuss the type of property, location, size, amenities, price and condition. Then look online and find the ideal property for your partner.

7 READING AND VOCABULARY

reading for gist and detail • distinguishing fact and opinion • ways of learning

1 Work in pairs and answer the questions related to the pictures.

1 Do you know what languages are represented in the pictures? Where are they spoken?
2 What differences do you think there are between the languages shown and your own language?
3 What do you think the benefits of learning another language are?
4 Do you find language learning easy or difficult compared to other subjects? Why do you think this is the case?



1


2



3

2 Look at the titles of the two articles below. What would you guess each one is about? Think of one question that you would expect each article to answer.

3 CD 3.03 Read the texts and do the tasks.

Text 1

THIS IS YOUR BRAIN ON A SECOND LANGUAGE

Few experiences in life are as gratifying as having a meaningful conversation with the native speaker of a language you have been striving to learn for years. Suddenly, instead of being simply endless verb patterns arriving in deluges and a welter of conflicting grammar rules, the language resolves itself into a vehicle for in-depth communication. You have not just committed a lot of information to memory, you have assimilated enough of it to allow for significant language production. But have you ever wondered what was happening inside your head while you were absorbing the ins and outs of this seemingly chaotic collection of linguistic patterns?

A number of studies have documented the effects of language learning on the brain, and it is interesting to note that actual physical differences can be seen between native speakers of different languages, and that further changes can be triggered by grappling with particularly challenging aspects of another language.

When native Spanish speakers fail repeatedly to distinguish between 'b' and 'v' sounds or when certain Asian language speakers confuse words like 'rice' and 'lice', both guilt and frustration ensue for students as they encounter the same road block again and again. Teachers deploy every trick in the book in an attempt to break the barrier of seeming lack of effort, not realising that their students' brains have actually not developed in a way that allows them to recognise certain sound differences.

When native English speakers hear 'l' or 'r', two discrete areas of the brain are triggered. For a speaker whose native language has only one phoneme for both sounds, a single area of the brain lights up. A distinction between the two sounds simply does not exist in the physical structure of the brain. Just as intriguing is the fact that intensive training through repetition can actually 'implant' this distinguishing factor. Not only that, learning a language at a later age can boost cognitive flexibility and memory retention by actually beefing up the structure of certain parts of the grey matter. So don't beat yourself up if certain parts of a language seem to present an insurmountable obstacle. Put on your thinking cap, focus on ways to get over the hurdle, and you're on the road to the pleasures of cross-cultural communication.

Text 2



My bilingual brain: NOT AS ADVERTISED

As a bilingual person – I grew up speaking two mother tongues, English and Polish, with total fluency in both – the assumption is that picking up more languages should be a breeze. Common wisdom has it that it is a cinch for people who speak two languages equally well to absorb other languages. This is because we usually lack certain barriers to learning that plague single-language speakers. Research has shown that our brains work differently, and even have areas which show formative differences, because of the flexibility demanded by switching back and forth between modes of communication.

Unfortunately, this doesn't seem to be 100% true in my case. If by 'learning' you mean analysing and practising elements of a language in a classroom setting, count me out. I have tried Spanish, French and even Arabic, and I hit a brick wall with all of them. All right, I learned as much as any other average student, but the effortless taking on board of new linguistic patterns simply did not occur. Admittedly, I didn't question every single rule, as many of my fellow students did – I know very well that every language has its own brand of order and anarchy, and I suspect other bilingual people have the same awareness. But I certainly didn't improve by leaps and bounds, and I can't claim to speak any of my three chosen languages with any kind of facility.

On the other hand, after spending six months in Milan, where my mum was a visiting professor, my Italian is nearly as fluent as both of my L1s, and I have to ascribe this to the fact that it was a sink or swim situation. I had to learn the language or I would have had no social life, no autonomy, and no ability to watch TV or films, most of which are dubbed rather than subtitled. Like a toddler, I learned the language for sheer survival, and to my mind, there is no better spur to learning. I have concluded that I am an experiential learner, not a theoretical one, and I suspect that most people learn languages faster in a setting where constant exposure is a given and where necessity is the motivating factor. For me, it's immersion learning all the way – and I think that if more people had this kind of opportunity, there would be a lot more multilingual people in the world.

Text 1

Choose the correct answer.

1 The author of the text suggests that non-native languages
   a are always satisfying to study.
   b require an extended effort to master.
   c present the same problems for all learners.
   d are often taught in a disorganised way.
2 Students who cannot distinguish between certain pairs of similar sounds
   a do not have the physical capability to tell them apart.
   b do not make any effort to hear the differences.
   c can never be trained to make the distinction.
   d are unlikely to be able to communicate in the learned language.

Text 2

Complete the sentences.

3 The author of the text brings up the three languages he has studied to emphasise that no ____ for him to learn in a classroom setting.
4 Bilingual people tend to think ____ ways than single language speakers.
5 The author learnt to speak Italian fluently because he was ____ and he was highly motivated.

Vocabulary development

4 Match the definitions below with some of the highlighted words and expressions from the texts in exercise 3. There are four extra words.

1 happen after or as a result of something
2 be extremely easy
3 giving satisfaction or pleasure
4 based on action rather than formal study
5 ease of speech and expression
6 natural aptitude or ease in doing something
7 study something until it is fixed in the mind
8 learn without study or obvious effort
9 all possible methods
10 the physical brain

5 Complete the sentences with the words and expresssions from exercise 4. Make any necessary changes.

1 If you can ____ all of the irregular verb patterns, you will be much closer to speaking correct French.
2 His ____ for remembering dates is quite remarkable.
3 Learning helps keep the ____ in good shape as you age.
4 Although she speaks Polish with total ____, her accent gives away the fact that she is not a native speaker.
5 After months of intense study, learning that she had got excellent marks in her A-level exams was extremely ____.
6 I was able to ____ some useful phrases while travelling in Japan, but I can't claim to speak the language.
7 Some people find ____ learning, including physical involvement with the subject, much more effective than theoretical study.
8 Panic ____ when the teacher announced that no Polish speaking would be allowed in the Spanish class.
9 I've tried ____ to memorise the periodic table, but I still don't feel confident that I know it.
10 After studying Latin, Tina found that learning French ____. She barely had to study at all.

6 Complete the text with the words below. There are two extra words.

meaningful language native distinguishing intensive cognitive common motivating immersion linguistic modes

English is considered difficult to learn because of its rather chaotic nature. For example, one of the [1] ____ factors between English and Romance languages is that English does not follow regular phonetic pronunciation rules, and it is a fact that other [2] ____ patterns are also less than predictable. This can make [3] ____ production difficult even for those who, after [4] ____ training, can read and understand the language with some ease. Of course it is [5] ____ wisdom that a [6] ____ conversation between an English learner and a [7] ____ speaker is hard to achieve, but in fact it happens more often than one might think. Actually wanting or needing to communicate can provide the [8] ____ factor to activate known but unused language, and when words fail, other [9] ____ of communication such as gestures and outside references can come into play.

7 Copy and complete the table with the expressions below.

hit a road block break a barrier get over a hurdle confront insurmountable obstacles hit a brick wall improve by leaps and bounds a sink or swim situation reach a dead end get stuck in a vicious circle weather the storm have a breakthrough strive to learn beat oneself up put on your thinking cap beat the odds

encountering difficulties	overcoming difficulties

8 Replace the underlined parts of the sentences with the correct expressions from exercise 7. Sometimes more than one answer is possible.

1 I've <u>tried every possible way to memorise</u> the periodic table, but I still haven't succeeded!
2 My Japanese improved for a while, but now I've <u>stopped making progress</u>, and I don't know what to do.
3 I think he's <u>got over his problems</u> with learning English.
4 When Rayna was placed in an English-speaking school without knowing the language, she knew it was <u>a circumstance of failure or success</u>.
5 <u>Search your mind for new ideas</u>, and get back to me later.
6 Don't <u>take all the blame</u> for finding Chinese difficult to learn. It's hard for all of us!
7 Now that she's working with a tutor, her French <u>is making amazing progress.</u>
8 I felt stuck for a long time in my yoga classes, but now I've <u>got over the problem</u> and am making real progress.

9 Work in pairs and discuss the questions.

1 You have a visitor coming to stay who speaks no Polish or English. What sorts of activities will you arrange to make them feel comfortable? How will you communicate?
2 Do you think having a universal language would bring the world closer together? Why do you think Esperanto, an artificial language designed to be spoken by everyone, never caught on?

CRITICAL THINKING page 126

7 GRAMMAR 1
inversion

1 'Not only does poverty affect the body, it profoundly affects the abilities and growth of the mind.' In what ways do you think this is true? What can be done to counter the effects of poverty worldwide?

2 LANGUAGE IN CONTEXT Read the article about illiteracy and answer the questions.

1 What is the average rate of literacy worldwide?
2 What prevents people in developing countries from studying?
3 What does the speaker mention as a useful, low-cost tool for those people?



According to statistics, the average rate of literacy worldwide is around 85%. But in no way does this suggest that only 15% of people worldwide are illiterate. Hardly has one begun to scan the list of literacy rates country by country when one realises that the inequalities are huge. Not only are developing countries lagging far behind the developed world, but it becomes obvious that poor living standards have a huge impact. Providing food and shelter is a full-time occupation which involves family members of all ages. Under no circumstances can children be spared in order to pursue their studies. Even the most motivated young people are held back by their living conditions. While we take our comforts for granted, little do we consider how difficult studying can be without reliable lighting, for example. Not for a moment should we assume that people do not want to learn – circumstances hold them back. At no time in human history has the world been richer or more able to help those who are less fortunate. Inexpensive efforts such as providing solar lights to families without electricity can make a huge difference, and spreading awareness to wealthier nations is vital. Only then will the literacy statistics begin to even out, and hopefully we will be able to reach literacy numbers closer to 100% worldwide.

3 ANALYSE Find eight sentences with inversions in the article in exercise 2. What structure has triggered the inversion in each case? Rewrite each of the sentences without inversions.

4 PRACTISE Rewrite the sentences using inversion. Decide which two sentences cannot be rewritten.

1 Illiteracy not only exists in countries like France and the UK, but it remains hard to eliminate.
2 The classroom was so crowded that some students were standing or sitting on the floor.
3 If Calvin had asked for help sooner, his reading problems would have been resolved.
4 Tom didn't think for a moment that he would get into Yale.
5 Beth was not at all ready to study law at such a high level.
6 Tamara had scarcely taken in her exam results when friends began calling to congratulate her.
7 Kamau was at no time willing to give up his studies, despite having to work full-time.
8 If Charles was sure which university he was going to, he would plan accordingly.
9 Lisa will under no circumstances admit that her old school was better organised than the new one.
10 Jayden had no sooner arrived in the village than he began to set up classes for the children.

5 Complete each sentence with one suitable word.

1 Not only ___ functionally illiterate people reluctant to ask for help, but they also often deny they have a problem.
2 So seldom ___ Leyla have the time to study that she fell far behind her classmates.
3 Scarcely ___ the library been set up in the village when all the books were borrowed.
4 We must make it easier for those who want to learn to attend classes. Only then ___ we begin to improve literacy rates.
5 Not for a moment ___ I give up the idea of studying in the UK. Nothing anyone says will stop me.
6 Not until they had seen the test results ___ they realise how much progress their students had made.
7 Tina is obviously determined to do well, but not a word ___ she revealed up to now about her ultimate goal.
8 Little ___ they know that, after years of expecting a school to be built in their village, their wait was about to end.

6 Rewrite the sentences, using the words given. Make any necessary changes.

1 She did not imagine that she would win a major scholarship. **LITTLE**
2 They could not judge the effectiveness of the new teaching methods until a couple of years had passed. **NOT UNTIL**
3 It was only when he revealed his learning difficulties that he managed to get help. **DID**
4 The development grant had not only allowed them to build a new school, it paid for two teachers too. **NOT**
5 I have not often felt so proud as when I saw the results of our efforts. **SELDOM**
6 If we'd known how much their reading would improve, we would have adopted the method sooner. **HAD**
7 It was pure luck that we found the headmaster who could transform our school. **ONLY BY CHANCE**
8 Their living conditions were extremely poor, so there was no way they could study at home. **SO**
9 He began to read much better very soon after he began working with a tutor. **SCARCELY**
10 He hadn't said a word about his plans, so we were all taken aback by the announcement. **NOT**

7 NOW YOU DO IT Imagine you are to deliver a speech to an international forum about unequal educational opportunities worldwide and how they might be addressed. Use as many inversions as possible. Deliver your speech to the class.

LISTENING AND VOCABULARY

distinguishing fact and opinion • listening for gist, intention and detail • boarding school life

7


1


2


3

1 Look at the pictures. What aspects of boarding schools do they show? In what ways do they support your assumptions about boarding schools? Would you ever consider attending this type of school? Why? / Why not?

2 Work in pairs. Agree on five preconceptions you have about residential education, whether at primary, secondary or university level. What is your source for these ideas?

3 CD 3.04 Listen to an interview with two boarding school students and fill in the gaps.

1 The aim of the interview is ____ boarding schools.
2 Katherine attended a boarding school because ____ enough.
3 David went to this school because ____ for work.
4 They both say that ____ formed at boarding school.

4 CD 3.04 Listen again. Which statements are facts, and which are opinions?

1 People are misled by the media about boarding school life.
2 Boarders tend to feel distant from their families.
3 Social factions exist at both state and boarding schools.
4 Large urban schools have more diversity than schools in smaller towns.
5 Students do not deliberately boast about wealth.
6 Student accommodation does not always take all physical types into consideration.

5 Rewrite the underlined parts of the text, using the correct form of the words and expressions below.

dispel a myth | stint | over-the-top | deadly | eyewash | homesick | let slip | bring up



I want to [1]get rid of the false idea people repeat about comprehensive education. Some believe it's like doing [2]a period of time in prison, but that's just [3]nonsense. Our teachers are wonderful. Some can be a bit [4]exaggerated in their enthusiasm, while others [5]accidentally make it known that they aren't hopeful about our futures. But the [6]extremely damaging neglect people [7]talk about doesn't exist. There's an idea I should go to boarding school because of my high marks, but I would feel [8]an intense lack of my family and community if I left. And I want to make my school proud by getting into one of the top universities.

6 Rewrite the underlined parts of the sentences below, using their English equivalents from the transcript of the interview in exercise 3 on pages 158–159.

1 I have joined a group at school where we can talk and *wyrazić nasze obawy w otwartej dyskusji*.
2 I want to leave school, but *zachowaj to w tajemnicy*, please.
3 I try to *zachować kontrolę nad* things, but I'm a bit lost.
4 Some of my classmates *wywyższają się nad* other students.
5 Don't fret, you're not alone, *jedziemy na jednym wózku*.

7 CD 3.05 Listen to four speakers and choose the correct answers.

1 What is the first speaker's intention?
a to warn **b** to inform **c** to express concern
2 What overall feeling does the second speaker convey?
a gratitude **b** sadness **c** disbelief
3 Who is the speaker addressing?
a parents **b** teachers **c** local authorities
4 What is the piece of news about?
a a school which has improved
b a school with an innovative curriculum
c a teacher who has been given an award

8 Decide if the statements below are true or false. Correct the false ones.

1 If something **falls on deaf ears**, it has been expressed too late for it to be heard.
2 If you **nip** something **in the bud**, you finally end something that has been going on for a long time.
3 If you **go to great lengths**, you make extraordinary efforts to accomplish something.
4 If you **are all ears**, you give a great deal of attention to something that is being said.
5 If you **put your shoulder to the wheel**, you do the least amount necessary to get something done.
6 If you **give** something **your best shot**, you do your best.

9 Complete the sentences below with the correct form of the idioms in bold from exercise 8.

1 Sitting around worrying is not going to help with your exams. You need to ____ and do some serious revision.
2 We must ____ the problem of bullying in our school ____.
3 Our requests are ____. We feel ignored.
4 I know German is not easy to learn but ____ it ____!
5 I ____, tell me about it.
6 The teacher ____ to make us understand inversion rules.

10 WHAT DO YOU THINK? A student from the UK is moving to your area and wants to know what to expect from the local school and the neighbourhood. Work in pairs. Discuss the things an outsider should be aware of.

7 GRAMMAR 2
adding emphasis

1 CD 3.06 **LANGUAGE IN CONTEXT** Listen to two people discussing a campaign to save a local school. Answer the questions.

1 How does the man say the effort is going?
2 What are the arguments for and against closing down the school?

2 **ANALYSE** Go to the transcript of the conversation on page 159. Complete the table with more examples of emphatic structures.

Ways of adding emphasis	Example
Fronting the noun, adverbial, prepositional (manner/ reason)	*It's only reluctantly that I agree ...| It's more resources and opportunities our children need ...| It's how she says things ...|* [1] [2] [3]
Adding the auxiliary verb for emotive emphasis	*I do believe we're making progress.|* [4] [5] [6] [7]
What/All clauses	*What they want is a chance ...| All I'm saying is that the councillor ...|* [8]
Emphasising negatives	*No, I'm not in any way backing down.|* [9] [10]
Repetition of the main verb	*We've worked and worked on this ...|* [11]

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

1 Our school lacks access to the latest technologies.
It's access to the latest technologies ___.
2 I was convinced that we would save the old school building.
I did ___ the old school building.
3 A chance to study subjects that interest them is the only thing students want.
All ___ a chance to study subjects that interest them.
4 She's certainly not denying that we're in need of a new school building.
She does admit ___ of a new school building.
5 The headmaster gave a very encouraging speech to the assembled students.
It ___ the headmaster gave to the assembled students.
6 There is no way we are accepting these changes to the curriculum.
We are not ___ these changes to the curriculum.
7 A surprising number of scholarships go to our students despite the odds.
Our students do ___ number of scholarships despite the odds.
8 The question is whether or not such a small school can give students what they need.
It is whether or not such a small school can give students what they need that ___.

4 Choose the correct answers.

1 It's ___ the students who object – many parents are concerned as well.
a not only **b** not at all **c** not ever
2 I ___ admit they have some legitimate points, but the budget cuts still seem extreme.
a need **b** have **c** do
3 They aren't asking for the world, you know. ___ they want is a few tablets to use in the classroom.
a All **b** Anything **c** Just
4 ___ a losing battle trying to convince taxpayers without children that they should pay more for better schools.
a There's **b** It's **c** We're
5 ___ they want to locate the new school that bothers me. There are no bike lanes or safe footpaths nearby.
a Where **b** Because where **c** It's where
6 Although we've ___ we still haven't got the funding for more tech resources.
a tried again **b** tried and tried **c** so much tried
7 I'm ___ convinced that there's a need for more desks.
a not altogether **b** altogether not **c** altogether

! Watch out

- Below is another way to emphasise an action or a fact, usually in speech: *Here comes the school bus! There goes the best team in the district!*
- However, with pronouns, there is no inversion of the subject and verb: *Here you go! There you are!*

5 Work in pairs. Look at the pictures and speculate about them, using emphatic forms where possible, e.g.

It does look like they might be whispering about the teacher. I'm not entirely sure why they are focusing on her. It seems that all they want is to have some fun at school.





GRAMMAR CHALLENGE!

6 Nine words have been removed from the text. Identify them and rewrite the complete text.

Kelly's school career was a mixed one. It was not all that she was a poor student. At no time she neglect her studies. But her teachers inevitably commented that, she put more effort into a project or assignment, she would have been at the top of her class. Honestly, it was the lack of imagination in the lessons that turned her off. No sooner the teacher begun to talk about a historic battle or a mathematical formula, she drifted off into an imaginary world. Luckily, at no time any of her teachers give up on her, and she managed to do well enough. Was only when she was thirteen, however, that a very special teacher noticed her imaginative bent. Not did she allow Kelly to write some of her essays in the form of short stories, she also encouraged her to write original pieces. Now, at the age of 25, Kelly's first novel is about to come out. So grateful she to her secondary school for their encouragement that she has offered to come back and teach creative writing classes for free.

7 **NOW YOU DO IT** Work in pairs and talk about a teacher that has given you an idea of what you want to do in the future. Use inversion and emphatic forms where possible.

SPEAKING

narrative

7


1


2

1 Work in pairs. Describe the pictures (1–2) in as much detail as possible, paying attention to the people, places and situations depicted.

2 Work in pairs and answer the questions.

1 Why may some people opt for the so-called van life?
2 What are the pros and cons of living in a place like this?
3 Would you be ready to spend a year living in a van? Why? / Why not?

3 CD 3.07 Read the first part of an interview with Lisa, who has had an unusual living situation. Complete the text with the correct form of the words in brackets. Then listen and check your answers.

Tell me about a situation in which you made an unexpected decision.

Let me tell you how it all [1] ___ (*come*) about. So, Tim and I were in our last year at uni at the time, [2] ___ (*rent*) a bungalow with a bunch of our friends on the outskirts of the city. We were not eligible for a place on the campus any more as only the first year students [3] ___ (*guarantee*) student accommodation. The bungalow was, admittedly, [4] ___ (*space*) enough, but the price of the rent was [5] ___ (*prohibit*) even though we had part-time jobs. That's why, unsurprisingly so, there had to be eight of us there sharing the costs, and the space ... Not only was there very little [6] ___ (*private*), but the bathroom [7] ___ (*hog*) by someone, and the kitchen was such a mess that you wouldn't want to eat there. 'The more the merrier' attitude [8] ___ (*begin*) to wear thin. And then one day, out of the blue, over a cup of coffee we [9] ___ (*have*) on the patio, Tim admitted he [10] ___ (*toy*) with the idea of buying a van and moving into it for ages and wanted to know what I [11] ___ (*make*) of the idea. To be honest, I was so flabbergasted at first that it took me a while to respond. 'Me? Living in a van? I can't quite see it.' I stuttered eventually.

4 CD 3.08 Listen to the rest of the account and answer the questions.

1 What arguments did Tim offer to convince Lisa?
2 Why was Lisa's friends' argument the last straw for her?

5 In the transcript of Lisa's account on page 159, find examples of different ways of making the language lively and the story interesting. Use the points given as prompts.

A narrative can be made lively and interesting through the use of ...

1 varied past forms, e.g. *while Tim was drawing up* ...
2 participle clauses, e.g. *there had to be eight of us sharing* ...
3 inversion e.g. *Never ever had I expected to make* ...
4 advanced lexical phrases, e.g. *stuttered under my breath*,
5 adverbs of attitude, e.g. *unsurprisingly so* ...
6 linking words and adverbs of time, e.g. *while* ...

6 Complete the Phrase Bank with the phrases below. Place them under correct headings.

to my utter amazement | last but not least | initially | to my absolute horror | simultaneously | luckily | understandably so | all of a sudden | as luck would have it | You won't believe what happened to me ... | at the outset | afterwards | beforehand | shortly after that

PHRASE BANK – making narration more vivid

Phrases to begin the account
It all started when/while ... | *Hardly had the day begun when ...* | ___

Phrases to end the account
In the end, we just ... | *All's well that ends well, but ...* | ___

Adverbs of attitude
clearly | *apparently* | *disappointingly so* | *to my great surprise* | ___

Adverbs of time
as soon as | *meanwhile* | *up until then* | *within seconds/minutes* | ___

7 Decide which adjective is the odd one out in each group because it is not a synonym of the word in bold.

1 **surprised** speechless stunned petrified flabbergasted
2 **angry** outraged livid elated fuming mad
3 **scared** vigilant horrified terror-stricken fearful spooked
4 **happy** delighted overjoyed jubilant alert thrilled

8 Read the question and the answer below. Improve the answer using the expressions from the Phrase Bank and exercise 7.

Tell me about a situation in which you had to stay overnight in an unusual place.

It happened about a year ago. I was with my friends at the seaside and we went for a walk along the beach. We walked and walked. We didn't realise that it was getting late. Soon, it was so dark that we couldn't see much. Then I noticed a lighthouse. We went there and saw that the door to it was open. We walked in and climbed up the stairs. It started raining, so we decided to stay there for the night. We were cold and I felt a bit scared.

9 Work in pairs. Read your question and tell your story. Then switch roles and listen to your partner. Write down the examples of the language items used.

Student A
Tell me about a situation where holiday accommodation did not meet your expectations.

Student B
Tell me about a situation where you stayed at someone else's place and felt awkward.

7 ENGLISH IN USE

1 Read the quotations. Work in pairs and discuss whether or not you agree with them. Justify your answers.

> Tell me and I forget.
> Teach me and I remember.
> Involve me and I learn.
> Benjamin Franklin

> I don't love studying. I hate studying.
> I like learning. Learning is beautiful.
> Natalie Portman

> Commit yourself to lifelong learning.
> The most valuable asset you'll ever have
> is your mind and what you put into it.
> Brian Tracy

> Education is not the learning of facts
> but training the mind to think.
> Albert Einstein

2 Complete the sentences with the correct form of the words below. There are nine extra words.

jump	it	no sooner	this	what	little	surround
unwrap	leap	hardly	move	dispel	after	

1 The brain-friendly teaching theory ____ some myths about the way we learn best.
2 When you use brain-friendly techniques, your capacity for learning faster improves by ____ and bounds.
3 ____ do students finish learning one thing by heart when they have to start cramming again, which is in total opposition to brain-friendly learning.
4 ____ is both intrinsic and extrinsic motivation that affect how much we can learn.

3 Read the text and choose the correct answers.

Learning seems a tricky business. [1] ____ it is meant to be something that comes to humans naturally, we all know too well how complex a process it is and how challenging studying at school can be. How to [2] ____ knowledge to memory and be able to retrieve it when you need it has been bugging educators for ages.

One of these is Marilee Sprenger, the self-proclaimed Brain Lady. As an experienced teacher, she has realised that for the brain to take [3] ____ any knowledge, certain conditions must be fostered. Therefore, Sprenger has devised a seven-step process to help shift information from short-term to long-term memory, in which all the phases begin with the letter R.

She believes that first she must REACH her learners by [4] ____ their attention with something meaningful to them, then allow them to REFLECT, make connections between what they know and what is new and [5] ____ them RECODE what they have learned using their own words. Then comes the time to REINFORCE the knowledge and give the learners feedback on their performance, followed by the phase when the students have the opportunity to REHEARSE what they have [6] ____ on the way and apply it in practice. Finally come the REVIEW and RETRIEVE moments to aid the students' memory. [7] ____ can the students be tested on anything they were supposed to learn. In fact, only by following such a process will positive test results [8] ____.

The Brain Lady has tried and tested her techniques in her classroom, and the exam results her students achieve are enviable indeed.

1 **a** Seeing that **b** Whereas **c** However **d** Supposing
2 **a** put **b** hold **c** take **d** commit
3 **a** on **b** up **c** in **d** to
4 **a** grabbing **b** paying **c** drawing **d** giving
5 **a** get **b** have **c** enable **d** encourage
6 **a** passed on **b** seen to **c** got on top of **d** picked up
7 **a** Only then **b** In such circumstances **c** Because of that **d** As a result
8 **a** follow up **b** take place **c** ensue **d** guarantee

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

1 The practice of brain-friendly teaching ____ (***recently / take***) in many countries around the world.
2 If ____ (***it / be***) my tutor's excellent teaching methods, I wouldn't have done so well in the exam.
3 Not until the teacher explained the material to me again ____ (***I / get / down***) completing my project work.
4 George ____ (***rumour / cheat***) in the exam. Apparently, that's why he was asked to leave the room.
5 It's about time we ____ (***do***) our flat. It needs redecorating really badly.
6 The campus ____ (***be / proximity***) the city centre.
7 Under no circumstances ____ (***you / advantage***) of mobile phones in the exam hall.
8 My advice seems to ____ (***fall / ears***). You didn't follow it, did you?
9 ____ (***not / lie***) me so many times before, I would be more willing to trust you now.

5 Read the sentences and identify the phrases which make them sound more emphatic. Then translate the sentences into Polish.

1 Brain-friendly teaching is by no means the only effective method.
2 Some coursebooks are utterly useless to study grammar from.
3 I wasn't the least bit encouraged to study maths at school.
4 Did you really have the chance to talk to the Ed Sheeran? Wow!
5 Some of the teaching methods are quite old-fashioned, and this is the very problem which politicians in this country will not address.
6 The chemistry class was very interesting indeed. The experiments we did were sheer magic.
7 The students were not in the slightest interested in the lecture.
8 There were no tickets for the concert left whatsoever.

6 Rewrite the following sentences, using the words given.

1 What you said was completely unclear. **MEANS**
2 We have no tests at all this week. **WHATSOEVER**
3 Tom is precisely the person who can help you with physics. **VERY**
4 The learners did not seem motivated at all. **SLIGHTEST**
5 You were careless, and that's why you made so many mistakes in your test. **SHEER**
6 Your accusations are total nonsense. **UTTERLY**

7 Complete each set of sentences with the same word.

1 ____
- Punishments are sometimes less severe for offenders who ... a crime for the first time.
- Secret service personnel have to ... data to memory.
- You should read the whole contract before you ... yourself.

2 ____
- Too much time in the sun will cause your skin to redden and eventually ... off.
- I don't ... apples or remove the core when I eat them.
- The label is easy to ... off jars that are pre-soaked in water.

3 ____
- The economy is doing well against the ... .
- The ... are that the home team will win.
- Graham beat the ... and won a place at a top university.

4 ____
- I hope to ... down after just a few more years of travelling for work.
- Deborah doesn't ... for second best: buy the best ring you can afford.
- Could you ... an issue for us? Who's taking the lead on this project?

5 ____
- Have you ... that sudoku puzzle yet?
- Oh no! My favourite mug is ... .
- Steve ... a few eggs into a pan.

CHALLENGE!

8 Complete the sentences with appropriate words. Put one word in each gap.

1 Now ____ we've secured the place at the university we are home and ____.
2 It is ____ you are too ambitious ____ you experience this constant feeling of frustration when you do worse than an A in your tests.
3 Let me tell you a few ____ truths to make you realise that I'm not going to settle ____ such a way of living.
4 I've locked your tablet in my office. It's as safe as ____ there. It can stay there until we ____ come back.
5 ____ you to become the head of the school, what changes would you ____?
6 During the first meeting, the students, many of ____ were new to the school like me, brought ____ a number of important issues.

! Watch out

We also **use various adverbs or fixed expressions for emphasis**. For example, we say that someone is 'bone idle' when we mean that he/she is 'very lazy', or we add 'bitterly' to 'disappointing' to say that something has been 'very disappointing'.

9 Complete the sentences with the words below.

fast/sound crystal dirt razor brand pitch wide

1 I drank some coffee to stay ____ awake all night and finish my studying.
2 The concept of brain-friendly teaching is not ____ new, but still fairly recent.
3 The teacher explained the subject matter to me again, so now everything is ____ clear.
4 We bought these dictionaries ____ cheap. They were massively reduced.
5 My brother was ____ asleep when I walked into his room. He was meant to be studying!
6 These knives are ____ sharp, so be careful with them when you do your experiments.
7 It's ____ black in your study room. How can you see what you're reading?!

10 Decide which word is the odd one out in each group because it does not match the adverb in bold.

1 **bitterly** disappointed cold opposed intelligent
2 **deeply** attached to something enjoyable hurt involved
3 **highly** educated intelligent wealthy skilled
4 **utterly** expensive unacceptable useless devoted to something
5 **perfectly** capable understandable healthy popular
6 **painfully** learned obvious upset shy

11 Rewrite the sentences using espressions from exercises 9 and 10.

1 My father truly disagrees with the idea of using technology in the classroom.
2 I can easily learn things by heart.
3 The training course cost us peanuts.
4 I didn't get a wink of sleep last night.
5 This idea is news to me.
6 Some of the students were very unhappy with their exam results.

12 Work in pairs and discuss the questions.

1 What are your preferred teaching methods?
2 Would you rather study for an important test on your own or with a classmate?
3 What techniques do you employ to remember what you are studying?



7 WRITING

an opinion essay



1 CD 3.09 Listen to the four speakers. What two aspects of their education do they mention? How does each of them feel about their educational experiences?

2 CD 3.09 Listen again and decide what opinions the speakers express with the use of the following words/expressions.

Speaker 1: left out / grounding
Speaker 2: make for / demoralising
Speaker 3: ahead of / do without
Speaker 4: feel out of things / pressure

3 Work in pairs. Discuss your opinion of a standard school system and homeschooling. What are the potential benefits and drawbacks of each when it comes to a student's overall development, psychological well-being and finances?

4 Read the writing task. Work in pairs and decide what aspects of each bullet point you could develop in your essay. Compare with the rest of the class and add new aspects to your list.

Czy uczęszczanie do szkoły online jest dobrym pomysłem? Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do:

- postępów w przyswajaniu wiedzy,
- kształtowania umiejętności społecznych,
- względów technicznych.

5 Read the three theses. Decide which thesis is the best and why the others do not meet the exam criteria.

A Which spheres of life has technology changed the most? Isn't it, in your opinion, education and schools? Many people are of the opinion that online schools are an idea worth following. So, do the potential benefits seem to outweigh the possible drawbacks?

B Technology is often seen as a threat to many jobs or existing ways of doing things, and that is why online schools may have their advantages and disadvantages. Let us look at some of them from various points of view.

C The advent of digital technology has changed numerous aspects of our lives for good, including education. With the ever-increasing development of Internet-based technologies, it comes as no surprise that there are more and more online schools and that the concept is gaining momentum, which I find thrilling.

6 Read the rest of the essay. Use the words from the box below to replace those in bold in the text.

hone	acquire	inviting	hold	essential	novel	venture	foreseeable	detrimental	clear-cut

Firstly, we should consider some academic benefits. While some people express the view that online schools may be **bad** to one's learning process, it strikes me that some students may profit from it. They find it easier to concentrate than in the physical classroom and, thus, make progress faster. Moreover, we might **offer** an opinion that more and more students tend to learn more effectively from digital sources than printed books, which makes a virtual school more **appealing**. By using various online tools students develop their digital literacy, which is, undeniably, **important**.

As regards social skills, there is no **simple** answer, but I am firmly convinced that it is still possible to **improve** these skills as students working online are involved in collaborative projects. It is not uncommon either for online schools to **organise** events allowing their students to meet in the real life. Also, needless to say, young people can still socialise with their friends outside school hours.

Last but not least, we should focus on the technological aspect of online schools, one of them being a student's access to a fast and reliable internet connection. Whereas it is true to say that internet bills may run high, it is also the case that broadband is now being installed across the country, and in the **near** future most young people will have it at their disposal.

Summing up, virtual schools seem like an unprecedented chance to study from home. Lessons online may not be to everyone's liking; yet, they may still be a valuable learning experience allowing the student to learn different subjects and **learn** various skills. It is a relatively **new** phenomenon, but I am positive that online schools are here to stay.

7 Read the essay again and find all the linking words. Can you suggest any synonyms for them?

8 Complete the sentences in the Phrase Bank with the words from the essay in exercises 5 and 6. Which part of each sentence is a fixed phrase useful when writing an essay? The first example is underlined.

PHRASE BANK

Expressing your own opinions and taking a stance on the opinions of others

The [1] ___ of digital technology has changed numerous aspects of our lives for good, including education.
With the ever-increasing development of Internet-based technologies, it comes as [2] ___ surprise that ...
While some people express the [3] ___ that online schools may be detrimental to one's learning process, it [4] ___ me that some students may profit from it.
As regards social skills, there may be no clear-cut answer, but I am [5] ___ convinced that it is still possible to hone these skills.
Whereas it is true to say that internet bills may run high, it is also the [6] ___ that broadband is now being installed.
Lessons online may not be to everyone's [7] ___; yet, they may still be a valuable learning experience.
It may be a relatively novel phenomenon, but online schools are [8] ___ to stay.

9 Read the exam task. Work in pairs and write a suitable thesis for the writing task. Then write the rest of your essay at home. Write between 300 and 350 words.

Czy uczenie się języka obcego przy pomocy aplikacji na telefon jest dobrym pomysłem? Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do:

- zdobywania praktycznych umiejętności językowych,
- jakości oferowanych materiałów,
- wygody osoby korzystającej z takich metod.

REVIEW

7

Complete all the exercises from this section in your notebook.

1 Translate the Polish parts of the sentences in brackets into English.

1 This flat is ___ (*w pełni umeblowane*) and has ___ (*w pełni wyposażoną*) kitchen.
2 We had to call ___ (*hydraulika*) to fix ___ (*kapiący kran*) and the toilet that ___ (*nie spłukiwała się*).
3 My parents live in ___ (*nowo wyremontowanym trzypiętrowym bloku na przedmieściach*).
4 The window pane ___ (*pękła*), and we needed to call ___ (*szklarza*) to have it replaced.
5 ___ (*Koszty utrzymania*) of this house is far too high for us. The electricity and gas bills are terrible and the costs of ___ (*wywozu śmieci*) only make it worse.
6 I'd rather rent a ___ (*kawalerka*) than live in a ___ (*akademik*), provided it is ___ (*wygodna, jeżeli chodzi o*) public transport.
7 The place was full of ___ (*wilgoci*), and when I tried to open the bedroom door, ___ (*odpadła klamka*).

2 Complete the sentences with the correct prepositions.

1 It's high time Jim settled ___ with a family. He's set ___ his own business successfully, but he's almost 50 years old and that's all he thinks about.
2 This problem needs to be seen ___ urgently, so make sure my request does not fall ___ deaf ears, please.
3 We got ___ the first hurdle when we found the money to put ___ a deposit on our future apartment.
4 I won't settle ___ such a small place, so I'll have to take ___ a loan to finance a bigger flat.
5 The estate agent went ___ great lengths to help us find a decent house that wouldn't have to be done ___ too expensively.
6 I'm very good at picking ___ new languages and committing new words ___ memory.

3 Complete the words to make collocations.

1 gratify___ job
2 commun___ facilities
3 ___-catering apartment
4 ___surmountable obstacles
5 mean___ life
6 customis___ flat
7 distinguish___ feature

VOCABULARY CHALLENGE!

4 Find and cross out the unnecessary word in each sentence.

1 Your wallet and documents are as safe as the houses in this safe.
2 All this coursework is doing me in, but I need to put my shoulder up to the wheel to succeed in my exams.
3 Dishonest practices like cheating or plagiarism should be nipped out in the bud!
4 I wouldn't give this sofa a houseroom. It's so tasteless!
5 The educational system in my country has improved by many leaps and bounds.

5 Rewrite the sentences, using the beginnings given.

1 As soon as I got down to studying, my friend rang to ask me out. No sooner ___
2 If it hadn't been for your help, I wouldn't have found the flat. Had ___
3 You just need a rest to feel better. What ___
4 I didn't realise I had left the door unlocked until I came back. Not until ___
5 We had no idea that he was having so many problems at school. Little ___
6 You are not allowed to use calculators in the exam. Under no circumstances ___
7 I agree with you, but quite reluctantly. It is ___

6 Complete the sentences with appropriate words. Put one word in each gap. Sometimes more than one answer is possible.

1 ___ had the day begun when my mum told me to get down to studying!
2 Only by cramming ___ students prepare well for the exams.
3 ___ unwelcoming was the hotel that we left without any hesitation.
4 Scarcely had I got back home ___ I learned I had to go back to school again.
5 On no ___ are the candidates allowed to use mobile phones in the exam.
6 At no ___ did I doubt we would find the right place for us to live in.

GRAMMAR CHALLENGE!

7 Rewrite the sentences, using inversion or emphasis. There is more than one possible answer.

1 When I finally stopped, I realised that something was wrong.
2 We were too exhausted to study any longer.
3 My friend helped me with my history project. Otherwise, I wouldn't have done it on time.
4 You should not pay any money until all the furniture has arrived.
5 I realised she was my ex-classmate when I started talking to her.

8 Write sentences from the prompts.

1 while / people / express / view / homeschooling / not effective / it / strike / it / worth / try.
2 no simple answers / question / single-sex schools / but / I / convinced / they / sense / some cultural contexts.
3 not every issue / cut / dried / we / wish / I / come down / side / those / support schools / exclusively / top students.
4 I / adhere / view / all people / equal / and / give / same / opportunities.

9 Write a short account of your imaginary adventure, using the following phrases in any order suitable.

at the outset flabbergasted out of the blue
to my utter amazement eventually petrified
as luck would have it overjoyed to cap it all

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

7 WORDLIST

Vocabulary

affordable	/əˈfɔː(r)dəb(ə)l/	po przystępnej cenie, niedrogi
air con	/ˌeə(r) ˈkɒn/	klimatyzacja
appliance specialist	/əˈplaɪəns ˌspeʃəlɪst/	specjalista od napraw AGD
bedsit	/ˈbedsɪt/	kawalerka, wynajmowany pokój
bespoke furnishings	/bɪˌspəʊk ˈfɜː(r)nɪʃɪŋz/	wykończenia na zamówienie
break	/breɪk/	zepsuć się
burner	/ˈbɜː(r)nə(r)/	palnik
clear out	/klɪə(r) ˈaʊt/	wyrzucać niepotrzebne rzeczy
clog	/klɒg/	zapychać się
close proximity to campuses	/ˌkləʊz prɒkˌsɪməti tə ˈkæmpəsɪz/	bliska odległość od kampusów
co-housing community	/ˌkəʊˈhaʊzɪŋ kəˌmjuːnəti/	mieszkaniowa kooperatywa sąsiedzka
come unstuck	/cʌm ʌnˈstʌk/	odkleić się, odpaść
communal amenities	/ˌkɒmjʊnəl əˈmiːnətiz/	ogólnodostępne udogodnienia i atrakcje
communal kitchen	/ˌkɒmjʊnəl ˈkɪtʃən/	wspólna kuchnia
convenient rail and bus links	/kənˌviːniənt ˌreɪl ənd ˈbʌs ˌlɪnks/	wygodne połączenia kolejowe i autobusowe
crack	/kræk/	pękać
cultural activities	/ˌkʌltʃ(ə)rəl ækˈtɪvətiz/	działalność kulturalna
customised layout	/ˌkʌstəmaɪzd ˈleɪaʊt/	dostosowany, spersonalizowany rozkład
daily or weekly rates	/ˌdeɪli ɔː(r) ˌwiːkli ˈreɪts/	opłaty, stawki dzienne lub tygodniowe
damp	/dæmp/	wilgotny
decorator	/ˈdekəˌreɪtə(r)/	dekorator
dingy	/ˈdɪndʒi/	obskurny
do out of sth	/duː ˈaʊt əv ˌsʌmθɪŋ/	pozbawiać czegoś
do sb in	/duː ˌsʌmb(ə)di ˈɪn/	wykończyć kogoś
do sth up	/duː ˌsʌmθɪŋ ˈʌp/	wyremontować, odnawiać
drain	/dreɪn/	odprowadzać wodę
drip	/drɪp/	kapać
electrician	/ɪˌlekˈtrɪʃ(ə)n/	elektryk
fixer-upper	/ˌfɪksərˈʌpə(r)/	dom, mieszkanie do remontu
flat-share	/ˈflætˌʃeə(r)/	mieszkanie wynajmowane z kimś
floor plan	/ˈflɔː(r) ˌplan/	układ, rozkład mieszkania
flooring installer	/ˈflɔːrɪŋ ɪnˌstɔːlə(r)/	parkieciarz
flush	/flʌʃ/	spuszczać wodę
fully equipped gym	/ˌfʊli ɪˌkwɪpt ˈgɪm/	w pełni wyposażona sala gimnastyczna
fully furnished	/ˌfʊli ˈfɜː(r)nɪʃt/	w pełni umeblowany
gas hob	/ˈgæs ˌhɒb/	płyta gazowa
give in	/gɪv ˈɪn/	ulegać, ustąpić, poddać się
glazier	/ˈgleɪziə(r)/	szklarz
hall of residence	/hɔːl əv ˈrezɪd(ə)ns/	dom studencki, akademik
handyman	/ˈhændiˌmæn/	złota rączka
hang off	/hæŋ ˈɒf/	wisieć, zwisać
heat	/hiːt/	grzać
laundry service	/ˌlɔːndri ˈsɜː(r)vɪs/	pralnia
light	/laɪt/	zapalać (się)
local amenities	/ˌləʊkəl əˈmiːnətiz/	okoliczne atrakcje i udogodnienia
loose	/luːz/	obluzowany
low pressure	/ləʊ ˈpreʃə(r)/	niskie ciśnienie
maintenance	/ˈmeɪnt(ə)nəns/	konserwacja, utrzymanie
move on	/muːv ˈɒn/	dokonywać zmiany, ruszać w dalszą drogę
newly refurbished	/ˌnjuːli rəˈfɜː(r)bɪʃt/	świeżo odnowiony
pass away	/pɑːs əˈweɪ/	odejść (umrzeć)
pass down	/pɑːs ˈdaʊn/	przekazywać, zostawiać w spadku
pay rates	/ˈpeɪ ˌreɪts/	płacić raty
peel off	/piːl ˈɒf/	łuszczyć się
plot	/plɒt/	działka
plumber	/ˈplʌmə(r)/	hydraulik
put down a deposit	/pʊt ˌdaʊn ə dɪˈpɒzɪt/	wpłacić zaliczkę
run	/rʌn/	cieknąć, płynąć, lecieć (o cieczy)
screening room	/ˈskriːnɪŋ ˌruːm/	sala kinowa, pomieszczenie do wyświetlania filmów
see to sth	/ˈsiː tə ˌsʌmθɪŋ/	zająć się czymś, zadbać o coś, dopilnować
self-catering	/ˌselfˈkeɪt(ə)rɪŋ/	z własnym wyżywieniem
self-sustaining	/ˌselfsəˈsteɪnɪŋ/	samowystarczalny
setting	/ˈsetɪŋ/	sceneria
settle down	/ˌset(ə)l ˈdaʊn/	osiąść gdzieś na stałe, osiedlić się
settle for sth	/ˈset(ə)l fə(r) ˌsʌmθɪŋ/	zadowolić się czymś
settle in	/set(ə)l ˈɪn/	zadomowić się, przyzwyczaić
sewage and rubbish collection	/ˌsuːɪdʒ ənd ˈrʌbɪʃ kəˌlekʃ(ə)n/	odprowadzanie ścieków i wywóz śmieci
shared facilities	/ˌʃeə(r)d fəˈsɪlətiz/	obiekty, pomieszczenia do użytku wspólnego
short-stay	/ˈʃɔːtˌsteɪ/	pokój, mieszkanie wynajmowane na krótki czas
shut off	/ʃʌt ˈɒf/	wyłączać się, odcinać się
site fees	/ˈsaɪt ˌfiːz/	podatek gruntowy
square foot	/ˌskweə(r) ˈfʊt/	stopa kwadratowa (ok. 0,09 m^2)
stay put	/steɪ ˈpʊt/	nie ruszać się z miejsca
stick	/stɪk/	zacinać się
take out a loan	/teɪk ˌaʊt ə ˈləʊn/	wziąć kredyt, pożyczkę
terraced house	/ˌterəst ˈhaʊs/	domek szeregowy
tiny house	/ˌtaɪni ˈhaʊs/	malutki domek, zwykle mobilny
to let	/tə ˈlet/	na wynajem
tripping hazard	/ˈtrɪpɪŋ ˌhæzəd/	ryzyko potknięcia się
two-storey block of flats	/tuːˌstɔːri ˌblɒk əv ˈflæts/	dwupiętrowy blok mieszkalny
upkeep	/ˈʌpkiːp/	utrzymanie (kogoś lub czegoś w dobrej kondycji)
vibrant	/ˈvaɪbrənt/	tętniący życiem
walkability	/ˌwɔːkəˈbɪləti/	dostępność dla pieszych
white goods	/ˌwaɪt ˈgʊdz/	duże AGD

Reading and vocabulary

be a breeze	/bi ə ˈbriːz/	być bardzo prostym, łatwym
beat oneself up	/biːt wʌnˌself ˈʌp/	obwiniać się
beat the odds	/ˌbiːt ðiˈ ɒdz/	pokonać przeciwności
boost	/buːst/	poprawiać, polepszać
break a barrier	/ˌbreɪk ə ˈbæriə(r)/	przełamywać barierę
cinch	/sɪntʃ/	łatwizna
commit to memory	/kəˌmɪt tə ˈmem(ə)ri/	zapamiętać
common wisdom	/ˌkɒmən ˈwɪzdəm/	powszechny pogląd, popularna opinia
confront insurmountable obstacles	/kənˌfrʌnt ɪnsə(r),maʊntəb(ə)l ˈɒbstək(ə)lz/	mierzyć się z przeszkodami nie do pokonania
deploy	/dɪˈplɔɪ/	wdrożyć
distinguishing factor	/dɪˌstɪŋgwɪʃɪŋ ˈfæktə(r)/	czynnik odróżniający, wyróżniający
ensue	/ɪnˈsjuː/	następować, wynikać
every trick in the book	/ˌev(ə)ri ˌtrɪk ɪn ðə ˈbʊk/	każdy możliwy sposób
experiential	/ɪkˌspɪəriˈenʃ(ə)l/	doświadczalny, oparty na doświadczeniu
facility	/fəˈsɪlətiˈ/	łatwość
fluency	/ˈfluːənsi/	płynność
get over a hurdle	/get ˌəʊvə(r) ə ˈhɜː(r)d(ə)l/	pokonywać przeszkodę
get stuck in a vicious circle	/get ˌstʌk ɪn ə ˌvɪʃəs ˈsɜː(r)k(ə)l/	wpadać w błędne koło
grapple	/ˈgræp(ə)l/	zmagać się, borykać się
gratifying	/ˈgrætɪˌfaɪɪŋ/	satysfakcjonujący
grey matter	/ˌgreɪ ˈmætə(r)/	substancja, istota szara
have a breakthrough	/hæv ə ˈbreɪkθruː/	dokonywać przełomu
hit a brick wall	/hɪt ə ˌbrɪk ˈwɔːl/	napotykać przeszkodę
hit a road block	/hɪt ə ˈrəʊd ˌblɒk/	napotykać przeszkodę
immersion learning	/ɪˌmɜː(r)ʃ(ə)n ˌlɜː(r)nɪŋ/	metoda intensywnej nauki języka polegająca na przyswajaniu języka nie tylko na zajęciach, ale i z otaczającej rzeczywistości
improve by leaps and bounds	/ɪmˌpruːv baɪ ˌliːps ənd ˈbaʊndz/	poprawiać (się) bardzo szybko i w znacznym stopniu
ins and outs	/ˌɪnz ənd ˈaʊts/	tajniki
intensive training	/ɪnˌtensɪv ˈtreɪnɪŋ/	intensywny trening
language production	/ˌlæŋgwɪdʒ prəˈdʌkʃ(ə)n/	tworzenie wypowiedzi w danym języku
linguistic pattern	/lɪŋˌgwɪstɪk ˈpætə(r)n/	schemat językowy
meaningful conversation	/ˌmiːnɪŋf(ə)l ˌkɒnvə(r)ˈseɪʃ(ə)n/	znacząca, pouczająca rozmowa na poważny temat
mode of communication	/ˌməʊd əv kəmjuːnɪˈkeɪʃ(ə)n/	tryb, styl komunikacji
motivating factor	/ˌməʊtɪveɪtɪŋ ˈfæktə(r)/	czynnik motywujący
native speaker	/ˌneɪtɪv ˈspiːkə(r)/	rodzimy użytkownik języka
pick up	/pɪk ˈʌp/	podłapać, załapać (język)
put on one's thinking cap	/pʊt ˌɒn wʌnz ˈθɪŋkɪŋ ˌkæp/	poważnie coś przemyśleć
reach a dead end	/ˌriːtʃ ə ˌded ˈend/	zabrnąć w ślepą uliczkę
sink or swim	/ˌsɪŋk ə(r) ˈswɪm/	sprawa życia lub śmierci
spur	/spɜː(r)/	zachęta
strive to learn	/ˌstraɪv tə ˈlɜː(r)n/	usiłować się nauczyć
weather the storm	/ˌweðə(r) ðə ˈstɔː(r)m/	dać sobie radę, przetrwać najgorsze
welter	/ˈweltə(r)/	natłok

WORDLIST

7

Listening and vocabulary

be all ears	/bi ɔ:l 'ɪə(r)z/	zamienić się w słuch
be in the same boat	/bi ɪn ðə ˌseɪm 'bəʊt/	jechać na tym samym wózku
bring up	/brɪŋ 'ʌp/	poruszyć (np. temat)
cramped	/kræmpt/	ciasny
deadly	/dedli/	zabójczy
dispel a myth	/ˌdɪspel ə 'mɪθ/	obalać mit
eyewash	/'aɪˌwɒʃ/	mydlenie oczu
fall on deaf ears	/ˌfɔ:l ɒn ˌdef 'ɪə(r)z/	być ignorowanym (o pomysłach, prośbach)
get on top of sth	/get ˌɒn 'tɒp əv ˌsʌmθɪŋ/	zachowywać kontrolę nad czymś
give it one's best shot	/ˌgɪv ɪt wʌnz ˌbest 'ʃɒt/	pokazać, co się potrafi
give one's concerns an airing	/ˌgɪv wʌnz kən'sɜ:(r)nz ən 'eərɪŋ/	wyrażać swoje obawy w otwartej dyskusji
go to great lengths	/ˌgəʊ tə ˌgreɪt 'leŋθs/	bardzo się starać coś osiągnąć
hasten to do sth	/'heɪs(ə)n tə 'də ˌsʌmθɪŋ/	zrobić coś pospiesznie
homesick	/'həʊmˌsɪk/	tęsknota za domem, rodziną, bliskimi
keep sth under wraps	/ki:p ˌsʌmθɪŋ ˌʌndə(r) 'ræps/	zachowywać coś w tajemnicy
let sth slip	/let ˌsʌmθɪŋ 'slɪp/	wygadać się, wyjawić coś przypadkiem
lord it over sb	/ˌlɔ:(r)d ɪt 'əʊvə(r) ˌsʌmb(ə)di/	wywyższać się nad kimś
nip sth in the bud	/ˌnɪp ˌsʌmθɪŋ ɪn ðə 'bʌd/	zdusić w zarodku
over-the-top	/ˌəʊvə(r)ðə'tɒp/	przesadzony, przesadny
prevalent	/'prev(ə)lənt/	powszechny, rozpowszechniony
put one's shoulder to the wheel	/ˌpʊt wʌnz ˌʃəʊldə(r) tə ðə 'wi:l/	pracować bardzo ciężko
spark an interest	/spɑ:(r)k ən 'ɪntrəst/	wzbudzić zainteresowanie
stint	/stɪnt/	epizod, okres

Speaking

alert	/ə'lɜ:(r)t/	czujny
blurt out	/blɜ:(r)t 'aʊt/	wyrzucić z siebie, wygadać się
come about	/kʌm ə'baʊt/	powstawać, wydarzyć się, stać się
comfy	/'kɒmfi/	wygodny
delighted	/dɪ'laɪtəd/	zachwycony
elated	/ɪ'leɪtɪd/	rozradowany
fancy	/'fænsi/	chcieć, mieć ochotę
fearful	/'fɪə(r)f(ə)l/	przestraszony
flabbergasted	/'flæbə(r)gɑ:stɪd/	osłupiały
fuming	/'fju:mɪŋ/	gotujący się ze złości
hog	/hɒg/	okupować, blokować (np. łazienkę)
horrified	/'hɒrɪfaɪd/	przerażony
jubilant	/'dʒu:bɪlənt/	rozradowany
livid	/'lɪvɪd/	wściekły
mad	/mæd/	zły, wściekły
make sth of sb/sth	/'meɪk ˌsʌmθɪŋ əv ˌsʌmbədi, ˌsʌmθɪŋ/	sądzić coś o kimś/czymś
outraged	/'aʊtreɪdʒd/	oburzony
overjoyed	/ˌəʊvə(r)'dʒɔɪd/	niezmiernie uradowany
petrified	/'petrɪfaɪd/	zesztywniały ze strachu
prohibitive	/prəʊ'hɪbɪtɪv/	wygórowany, nie do przyjęcia
rent	/rent/	wynajmować
snap decision	/ˌsnæp dɪ'sɪʒ(ə)n/	szybka decyzja
spacious	/'speɪʃəs/	przestronny
speechless	/'spi:tʃləs/	oniemiały
spooked	/spu:kt/	wystraszony (np. przez ducha)
stunned	/stʌnd/	wstrząśnięty, osłupiały
terror-stricken	/'terə(r)ˌstrɪk(ə)n/	przerażony
thrilled	/θrɪld/	zachwycony, podekscytowany
toy with sth	/'tɔɪ wɪð ˌsʌmθɪŋ/	myśleć o czymś, rozważać coś
understandably so	/ˌʌndə(r)'stændəbli ˌsəʊ/	zrozumiale, trudno się dziwić, nic dziwnego
vigilant	/'vɪdʒ(ə)lənt/	czujny

English in Use

brand new	/ˌbrænd 'nju:/	nowiutki
by no means	/baɪ ˌnəʊ 'mi:nz/	zupełnie nie
crystal clear	/ˌkrɪst(ə)l 'klɪə(r)/	absolutnie jasny
dirt cheap	/ˌdɜ:(r)t 'tʃi:p/	tani jak barszcz
fast/sound asleep	/fɑ:st, saʊnd ə'sli:p/	w głębokim śnie, mocno śpiący
in the slightest	/ɪn ðə 'slaɪtəst/	w najmniejszym stopniu
indeed	/ɪn'di:d/	doprawdy, istotnie
pitch-black	/'pɪtʃ'blæk/	czarny jak noc
razor sharp	/ˌreɪzə(r) 'ʃɑ:(r)p/	ostry jak brzytwa
sheer	/ʃɪə(r)/	czysty (np. czysta przyjemność)
the least bit	/ðə ˌli:st 'bɪt/	w najmniejszym stopniu
the very problem	/ðə ˌveri 'prɒbləm/	ten właśnie problem
utterly	/'ʌtə(r)li/	całkowicie
whatsoever	/ˌwɒtsəʊ'evə(r)/	absolutnie (nie), wcale
wide awake	/ˌwaɪd ə'weɪk/	rozbudzony





Challenge!

be home and dry	/bi ˌhəʊm ənd 'draɪ/	być bezpiecznym, osiągnąć sukces
be as safe as houses	/bi æz ˌseɪf æz 'haʊsɪz/	być chronionym, bezpiecznym
build castles in the air	/bɪld ˌkɑ:s(ə)lz ɪn ði 'eə(r)/	fantazjować o rzeczach nieprawdopodobnych albo niemożliwych do spełnienia
home truths	/ˌhəʊm 'tru:θs/	przykra, bolesna prawda usłyszana na swój temat
house of cards	/ˌhaʊs əv 'kɑ:(r)dz/	domek z kart, niestabilna sytuacja
not give houseroom to sth	/nɒt ˌgɪv 'haʊsru:m tə ˌsʌmθɪŋ/	nie lubić, nie chcieć czegoś

8 A WORLD OF COOL

VOCABULARY

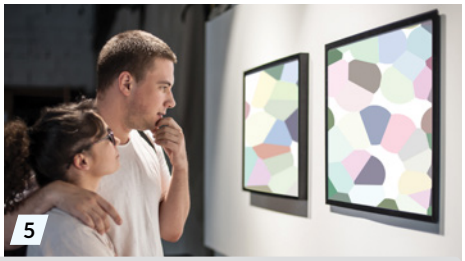
aspects of culture • community activism


1


2


3


4


5

Aspects of culture

1 In pairs, look at the pictures 1–8 and discuss what aspects of art and culture they depict. In what ways do you participate in cultural activities?

2 Read the comments from an online discussion about art and youth lifestyles. Answer the questions.

1 What does Lisette wish would change, and in what way is this situation personal to her?
2 What sort of work does Paweł create? Who does it appeal to?
3 What does Hans think comedy is particularly good at doing? Why does he mention politicians?

3 Match the definitions below with some of the highlighted words and phrases from the texts in exercise 2. There are five extra highlighted words and phrases.

1 appeal to somebody on a deep level: ____
2 remove divisions: ____
3 a way of expressing or embodying something: ____
4 become agitated or upset: ____
5 educated in and appreciative of the arts: ____
6 appeal or relate to: ____
7 a sense most people have as to what is attractive or appealing: ____
8 considered to be of poor quality and taste: ____
9 regard something or someone with superiority: ____
10 favouring innovation, a forward-looking approach: ____
11 inspire intense interest: ____
12 causing disagreement or conflict: ____

4 Complete the sentences with some of the words and expressions from exercise 3.

1 Tad realised he couldn't express his creativity in a traditional environment, so he chose a more ____ school.
2 It's wrong to ____ on people because they don't share your artistic tastes. After all, different things ____ different people, and it's the personal response that matters.
3 Stand-up comedy is a great ____ for making light of powerful people and stressful situations.
4 Our mayor tends to get ____ when people criticise him.
5 The stereotypical view of British people is that they are polite, ____ and refined, but that is not always the case.

Today's discussion topic:
What does the word 'culture' mean to you, and what role does it play in your life?



Because I'm a classical violin student, sometimes classmates accuse me of being cultured in an obviously unflattering way. My passions don't make me a culture snob, and I certainly don't look down on people with so-called popular tastes. Actually, I'm a big fan of hip hop, because it's a great vehicle for cultural and political commentary. I do wish people would be less divisive about this, though. All art is equally legitimate, and different kinds speak to different people. Classical work stands the test of time, but I'm all for work that breaks with convention. I don't support hanging on to old art for dear life, just because it's old. Culture isn't a fixed, immutable thing. It's all about discovery, right? **Lisette, Melbourne**



I study at a progressive art college. Our focus is how to erase boundaries between all the things traditionally defined as 'art'. I'm into making abstract videos with words and music. Many of the images are based on street art like graffiti, busking, slam poetry and cryptic images like those made by Banksy. Kitsch objects really grab me too, because they reflect everyday taste and culture, and flash mobs are a great example of people taking performance art into their own hands. To some people, what I do isn't art at all, but beauty is in the eye of the beholder, and my work resonates with a lot of younger people. **Paweł, London**



To me, culture is anything produced by a society: TV, movies, music, literature, visual art. My obsession right now is stand-up comedy. Comedians are the real arbiters of taste, truth and accountability. Nothing is taboo. They play on the insecurities of public figures and the general populace, but the real geniuses do it in a way that illuminates the core truths of society. I think it's hilarious when politicians get het up about what comedians say because they know they're being put under the microscope. I mean, if you can't stand the heat, get out of the kitchen, right? **Hans, Amsterdam**


6


7


8

5 Complete the sentences with the words below. There are four extra words.

divide take view break eye kitchen hands stand arms

1 She was trained as a classical pianist, but she decided to ___ with convention and play keyboards for a punk band.
2 Works of art like Rodin's *The Thinker* ___ the test of time because they have something to say to new generations.
3 To me this room is hideous, but I suppose some people like it. Beauty is in the ___ of the beholder, after all.
4 At some point, talented artists take their artistic education into their own ___ because they have stopped learning from others.
5 The museum director has taken a lot of flak for his recent purchases – but he chose the job, and if you can't stand the heat, get out of the ___, right?

6 WHAT DO YOU THINK? Work in pairs. You want to spend some time out with your friends, but you would like the outing to be focused on cultural activities. Discuss the possibilities. Include the points below.

- type(s) of entertainment or experience
- what you hope to gain from the experience
- how much you can spend
- what to include for someone who is not all that into culture

CRITICAL THINKING page 126

Community activism

1 CD 3.10 Listen to an interview with two young people about things they are doing in their communities. What do they say with reference to points 1–4 below?

1 Children's views of racial and cultural differences.
2 The way the problems came to Mohamed and Stella's attention.
3 The way people in general view their own prejudices.
4 The focus of Mohamed and Stella's efforts.

2 Look at the transcript of the interview on page 160. Find the expressions with *look*, *see*, *view* and *sight* which mean the following:

1 appear acceptable in theory: ___
2 regard something directly and honestly: ___
3 fail to consider, be aware of or remember something already known: ___
4 become aware of a truth: ___
5 appear suddenly: ___
6 disregard dissimilarities: ___
7 easily visible: ___
8 a general or broad perspective: ___

3 What three expressions from the transcript mean *to consider something in a negative way*?

4 Answer the questions using your own ideas.

1 What sort of music video or performance might you **look askance at**? Why?
2 In what situations do you **look past the differences** and try to **find common ground**?
3 What performer did you use to admire, but now you think has **lost sight of** their ideals or goals?
4 What work of art has helped you to **see the light about** the importance of art in our lives?
5 Think of a public art project or building which **looked good on paper** but turned out to be disappointing. In what ways did it **fail to live up to its promise**?

VOCABULARY CHALLENGE!

5 Decide what prefixes are needed to form the opposites of the adjectives below and what their noun forms are. Use a dictionary if needed.

1 legitimate
2 popular
3 secure
4 fair
5 political
6 acceptable

6 Complete the sentences using the correct form of the words in brackets.

1 Some people believe that ___ (***flatter***) and a show of interest will put you in anyone's good graces.
2 Most creative people feel some ___ (***secure***) about their work no matter how much others praise it.
3 The lawyer proved the ___ (***legitimate***) of the man's claim to ownership of the sculpture by producing a number of documents.
4 Equality and ___ (***fair***) are the focus of this artist's work.
5 The head teacher made clear the ___ (***accept***) of racist or offensive comments in her school.

7 Work in pairs. Some adjectives do not have a direct, prefixed opposite. Decide what the opposites of the words below are. If there is more than one, explain the differences in meaning. Then make a sentence for each of the opposites and share them with the class. Which sentences best illustrate the meanings?

progressive abstract major diverse intense particular serious broad

8 NOW YOU DO IT Work in pairs. You have been asked to organise an event to bring your community together. What sort of event would it be, and how would you make sure it appeals to everyone in the community? Discuss the details.

8 READING AND VOCABULARY

reading for gist and detail • in the media



> Whoever controls the media, controls the mind.
>
> Jim Morrison

1 Work in pairs. Read the quotations about the media and communication. Do you agree or disagree with the statements? Do you feel manipulated by the media? If yes, then in what ways?



> The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses.
>
> Malcolm X

2 CD 3.11 Read the article in exercise 3 and choose the best title.

YOUR LIFE: MADE BY THE MEDIA

RISING UP AGAINST OUR MEDIA MASTERS

NEW MEDIA, NEW MESSAGES



> Societies have always been shaped more by the nature of the media by which men communicate than by the content of the communication.
>
> Marshall McLuhan

3 Read the article again. Match the paragraphs (1–6) with the correct headings (A–H) below. There are two extra headings.

A Not just the material, it's the amount
B Drawn in by deeper reactions
C Every word a message, every picture worth a thousand words
D Fighting back by taking nothing at face value
E Believing the media is doing us a favour
F Our vital role in spreading the word
G Delusions of being in control
H Avoiding the media barrage – the only answer?

1

As a culture, we are so inured to the onslaught of breaking news flashes, must-see celebrity photos, can't-miss opinion pieces that we unquestioningly assume all of this input exists to serve and inform us. We naively swallow the same idea for advertisements with their dubious promises to enhance, or even save, our lives. We may positively embrace all of this info-noise as a public service which brings products and events to our attention for the purpose of educating us and giving us the life we have always dreamed of.

2

But according to many experts, we may actually be in thrall to the very media that, on its surface, seems designed to do our bidding. Worse than that, what we see, read and hear everywhere we turn may actually mould our very desires, expectations and satisfactions. In other words, the media may not be our servant. Instead, it is a master which demands our unwavering attention and loyalty, and which permeates every part of our lives.

3

There are people who claim that it has always been like this and that paper fliers and street callers were the historical equivalent of pop-up adverts and haranguing voices on the radio or TV. There is some degree of truth to this – but to claim that someone handing you a crudely printed sheet of paper in the street is in any way similar to the constant barrage of input we face on a daily basis is simply laughable. Think about it. You use a computer, you carry a smartphone, and you travel through public streets, all of which are so chock-a-block with psychologically astute manipulations of your desires that there is barely a minute of the day which is free of intrusive demands on your attention. When you get home, the TV screen, magazines and newspapers take up the assault. The sheer number and repetitiveness of the attack makes it essentially unlike anything previously seen in human history.

4

This is not even to consider the powers of manipulation which have come to be the guiding principle of the media. An advert which simply claims its product will cure your dandruff or clear your skin may appeal to someone who suffers from these afflictions. But it is infinitely less effective than a short film – backed by a moving soundtrack – which shows a beautiful, ecstatic young person whose gorgeous hair is flowing in a sea breeze, or a teenager who finds popularity and romance thanks to the flawlessness of their complexion. When the visual and aural input are so emotionally captivating, facts cease to matter. A newspaper vendor calling 'Read all about it!' has nothing on the 24-hour news channels which label everything as 'breaking news' whether the story is actually new or not. They tell us it is news, and we watch with bated breath in anticipation of some astounding revelation. And what about the 'critically acclaimed', 'number one' new TV series which has not even been aired yet? We are told it is great, and so we obediently keep our eyes glued to the screen. Whether we actually enjoy the show or not is a moot point. They've told us it's amazing, so it must be.

5

That we ourselves are vehicles for the media offensive is pretty obvious as well. By wearing certain clothes, choosing particular devices and then touting their benefits, or demonstrating the efficacy of some new product or treatment, we are spreading the message further than it could otherwise reach. And because our friends and family members like and trust us, and even want to be like us – after all, they can see how confident, healthy and attractive we are – we become the personification of the media message.

6

Whether or not there is any way to avert this tendency is open to question. In the end, I suppose our only tool is doubt. We can't shut ourselves off from the input, but we can take note of exactly how the media is attempting to manipulate us, what part of our psychology they are trying to target, and whether they are striving to fabricate a need that, in fact, we don't even have. If we can learn not to accept the media's message hook, line and sinker, there may be some hope that we can resist its siren call.

4 Are the statements below true, false or is there no information in the text? Give reasons to explain your answers.

1 Most of us have a misguided impression of the media's intentions.
2 The amount of media we are exposed to makes us dependent upon it.
3 According to the author, the media have always had the same degree of power.
4 The news media often give a false impression of the novelty of their stories.
5 People tend to make their own judgments about which TV shows are worth watching.
6 People with many friends are an effective advertising tool.

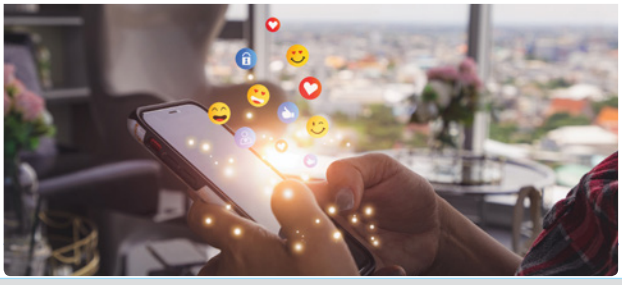
5 Match the definitions below with the highlighted words from the text in exercise 3. There is one extra word.

1 spread into and through every part of something: ____
2 completely accept something new: ____
3 be under the total control of: ____
4 very full: ____
5 form or shape something: ____
6 state of being perfect: ____
7 accustomed to something unpleasant: ____
8 accept wholly: ____
9 lecturing or nagging in a critical way: ____
10 of something unwelcome which causes disruption: ____

6 Which three words in the text in exercise 3 suggest an overwhelming and aggressive quality or amount of something?

7 Complete the text with some of the words from exercise 5.

Because we communicate so much via short text messaging, clever ways to express our emotions in visual form have become a necessity and now [1]____ our social relations. Our posts and messages are [2]____ with emojis, and even 'serious' people who once found them silly have [3]____ them. Emojis have evolved from boring little masks to fully animated characters, and marketers have realised that they can be used to spread brand awareness. I personally find them to be [4]____, distracting me from the real message, but they are so ever-present that I am nearly [5]____ to them and have even used one or two myself. I swear I will never use animated Minions to tell you I'm happy to hear from you, though!



8 Find the phrases below in the text in exercise 3 and decide on their meaning from the context. Then use the phrases to translate the Polish parts of the sentences below.

with bated breath have nothing on siren call
keep one's eyes glued to something on its surface
hook, line and sinker

1 ____ (*Z pozoru*), this is just an image of a beautiful, well-dressed woman, but it sends a powerful message about how society expects young women to look.
2 The TV viewing public are waiting ____ (*z zapartym tchem*) for the next season of the popular fantasy series.
3 So many young children ____ (*nie odrywają oczu od*) their devices that they hardly seem aware there is a world around them.
4 I swallowed the car dealer's 'special offer' ____ (*bez żadnych zastrzeżeń*) and ended up paying far more than I should have.
5 Sylvia tries to protect her daughters from the ____ (*syreni śpiew*) of images of ideal beauty by assuring them that they are beautiful just as they are.
6 Their new advertising campaign ____ (*nie umywa się do*) the previous one – it's neither as funny nor as memorable.

VOCABULARY CHALLENGE!

9 Sort the words from the list into those that suggest attraction and those that suggest dislike or distaste. Then complete the sentences with the correct form of these words. The first letters have been given.

entice put off affront captivate beguile
dismay seduce repulse

1 The adverts for the perfume are very **s**____, but the product itself has an absolutely **r**____ smell!
2 Though I was initially **p**____ by the posters for the art exhibition, I found the show itself quite **b**____.
3 I was **c**____ by the acting in the new TV series, but at the same time quite **a**____ by the amount of violence shown.
4 However **e**____ the advertising campaign may seem, you should be **d**____ by the level of psychological manipulation it employs.

10 Work in pairs and discuss the questions.

1 What sorts of media input do you think have a negative influence on you or your peers? Do you believe there should be limits on what the media shows? (For example, some countries have set a minimum weight for fashion models so that they don't set an unhealthy example.)
2 What form of media, including social media, would you be least able to do without? If you had to give up one form of media, which would it be? Why?

8 GRAMMAR 1

modal verbs: *will*, *would* and *shall* – different meanings

1 Is there something you are determined to accomplish in the future? Do your parents agree with your plans? If not, what arguments would you use to make them see your point of view?

2 LANGUAGE IN CONTEXT Read the dialogue. Answer the questions.

1 What do Prisha's parents want her to do? How does she feel about it?
2 How does Adrian feel about returning to Moldova?
3 What argument does Prisha make for not making a decision right now?
4 What does Adrian suggest she should do?

Prisha Hey, Adrian – a question. We're both from immigrant families. Would you ever consider moving back to Moldova? My parents think I'll gain some advantages by going to university in India, but I'm not convinced it's a good idea.

Adrian I'll tell you one thing – when I was younger, I would go back to Moldova every summer, and I did enjoy visiting family there. But if my parents try to insist I move back with them when they retire, well, I simply won't do it! I'd imagine your parents must realise how difficult it would be for you to adapt to life in India!

Prisha Well, my parents are fairly traditional, and they'd prefer to see me behave in a more 'Indian' way. The thing is, our exam results are coming out soon, and I simply shan't be able to make a decision like that until I see how I've done. I mean, I can't decide now, if there's a chance I'll get into a top university here.

Adrian So you won't tell your parents your decision until you have the results. That's a good idea. Knowing them, I'm sure they will be pleased by an announcement that you're going to Oxford or Cambridge!

Prisha Definitely. I know! I'll sit down with them this evening and explain my thinking. Maybe they'll be able to see my point of view.

Adrian Shall I tell you what I think? Just wait for your results – which I'm sure will be great, by the way. You'll have more arguing power with the results in your hand.

Prisha I'm sure you're right. It's just that they're both a bit single-minded when it comes to my future.

Adrian Shall I come and talk to them for you? They might be willing to listen to a third party.

Prisha That's a great idea! I know they respect your opinion. By the way, please mention that some of the best teachers in microbiology are in the UK. That should help convince them. And would you mind texting me after to let me know how it went?

3 ANALYSE Read the dialogue in exercise 2 again. Find examples of the use of *will*, *would* and *shall* in the functions listed below.

1 prediction/speculation
2 refusal
3 wish
4 future plan
5 plan made at the moment of speaking
6 situation you expect in the future or your intention
7 offer
8 request
9 habitual action in the past
10 opinions one is not certain about

4 PRACTISE Choose the correct word or phrase to complete the sentences. Both may be possible.

1 I ***would*** / ***will*** imagine it's difficult to return to a country you haven't lived in for many years.
2 Selma is spending the summer in Sweden, but I'm certain she ***shall*** / ***will*** return in September.
3 **A** This application is so confusing!
B ***Mind*** / ***Shall*** I help you fill it in?
4 Amir swears he ***won't*** / ***wouldn't*** stay in Pakistan for more than a year. He just wants to reconnect with his roots.
5 James was a great friend because he ***would*** / ***will*** do everything possible to help you.
6 ***Will*** / ***Would*** you give me a ring when you arrive in Athens? I just want to know you've arrived.
7 I ***shall*** / ***would*** have to postpone the meeting until next week as I'm going out of town until Friday.
8 I think you ***will*** / ***would*** be surprised at how much Jane has changed when you see her. She seems much happier now.

5 Complete the sentences using the words in brackets and *will*, *would* or *shall*. Sometimes more than one answer is possible.

1 _____ (***I*** / ***help***) you plan your trip to Turkey? I've been there twice, so _____ (***I*** / ***be able***) to suggest some places to visit.
2 My parents are pressurising me to stay in Poland, but _____ (***I*** / ***not give up***) my dream of living in Australia.
3 'Tourists are wondering what _____ (***they*** / ***have to go through***) to travel around Italy once new regulations preventing overtourism are introduced.' 'I suspect _____ (***Italians*** / ***regret***) their decisions when people start to choose other holiday destinations.'
4 'Do you think _____ (***Yumi*** / ***adjust***) easily to life in Japan?' '_____ (***we*** / ***see***). She's very adaptable, so maybe _____ (***she*** / ***not have***) any problems.'
5 My parents say _____ (***they*** / ***move back***) to their native village when they retire, but I really wonder what _____ (***they*** / ***find***) to do there.
6 '_____ (***you*** / ***have a look***) at my university application essay? My English isn't perfect, and _____ (***I*** / ***not want***) to leave in a lot of silly mistakes.'

6 Rewrite the sentences using the words in bold. Make any necessary changes.

1 I refuse to answer your question! **WILL**
2 Do you want me to help you with this? **SHALL**
3 Please speak to my parents for me. **WOULD**
4 I have decided not to make a decision until I have my exam results. **WON'T**
5 I'm pretty certain to get my parents' support once I've explained my reasons for moving to London. **WILL**
6 I expect I will be busy all day tomorrow. **SHALL**

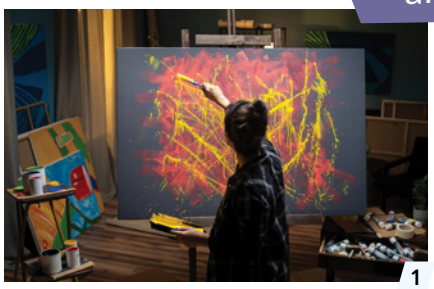
7 NOW YOU DO IT Work in pairs. Discuss the following situation, trying to come up with an explanation and a plan of action. Use as many of the modal structures as you can.

Your friend is planning to leave school and get a job. She is an excellent student with a bright academic future.

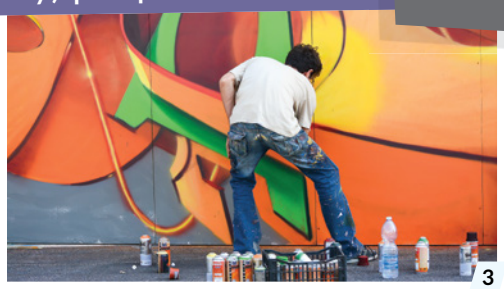
LISTENING AND VOCABULARY

listening for gist and detail • distinguishing fact and opinion • art and (everyday) people

8


1


2


3

1 Work in pairs and discuss the pictures. Describe each situation. What do they suggest to you about art and self-expression, ethnic issues and popular versus 'high' culture?

2 CD 3.12 Listen to a discussion about what two young people are doing to spread awareness of art and culture among people their own age. Match the statements to the speakers. Write J for Julie or D for Damon.

1 A majority of people respond more readily to seeing rather than hearing about art.
2 A lack of originality can be the result of having little exposure to other styles.
3 Being of a mixed race background can create a feeling of isolation.
4 A particular initiative led to a breakthrough.
5 The majority of visitors to galleries and museums are of one ethnic background.
6 Young people have a tendency to hide their talents.

3 CD 3.12 Listen again and complete the sentences.

1 Julie is biracial and comes _____ background.
2 Julie mentions the statistics on the number of people who are visual learners to explain _____.
3 Damon is Pakistani and has an interest _____.
4 Julie and Damon met at _____.
5 They were drawn together by their mutual _____.
6 Some artists from Open Studios not only _____ but also lend works of art to the schools and will be offering classes there.

4 Look at the transcript on pages 160–161. Match the definitions below with the correct words and phrases.

1 come from different positions and eventually meet: _____
2 display a lack of comprehension: _____
3 not original because of similarity to other work: _____
4 opportunity to witness or experience something: _____
5 begin to grow and become popular: _____
6 filled with wonder and amazement: _____

5 Work in pairs. Look back at the transcript on pages 160–161. Find the 14 ways the speakers express 'very' or 'somewhat'. Then use the expressions to talk about the situations below.

- a personal accomplishment that pleased you
- an artistic movement which puzzles or impresses you

6 CD 3.13 Listen to four people answering the question: 'Do you think we live in the most divisive time in history, or are people coming closer together?' What is each speaker's general opinion?

Speaker 1: _____ Speaker 2: _____ Speaker 3: _____ Speaker 4: _____

7 CD 3.13 Listen again. Decide if the statements are facts or opinions.

Speaker 1
1 Those who feel left out of mainstream society vent their frustrations on others.
2 The popular media have reduced divisions between people.

Speaker 2
3 Some media are spreading false information rather than actual news.
4 People who only hear their own opinions reinforced are less likely to accept others' ideas.

Speaker 3
5 The current nature of the media gives a distorted impression of the state of the world.
6 The global situation is no worse now than it has ever been.

Speaker 4
7 The exchange of ideas internationally is now a part of daily life for many people.
8 Seeing everyday people in dire circumstances helps us relate to others' feelings.

VOCABULARY CHALLENGE!

8 Three of the sentences below contain an incorrect usage of adverbs of degree. Decide which ones are incorrect, and explain why.

1 This artist's work is astonishingly detailed, resembling photographs rather than paintings.
2 Though she's only fifteen, her photographs are considered extremely excellent, and it is predicted that she will have an outstandingly successful career.
3 The new sculpture in the town square is not only very enormous, its particularly graphic depiction of scenes from the past makes it highly controversial.
4 We were particularly surprised to hear that the mayor was visiting our gallery since she is pretty clear about the fact that she is absolutely uninterested in art.
5 The cultural divisions in our city are massively huge, but a series of amazingly well-attended events have made a really significant improvement in people's attitudes.

9 Work in pairs. You have been asked to organise a cultural event to help bring the different groups in your school closer together. Discuss the following, then share your ideas with the class and vote on the event that sounds the most practicable, interesting and useful.

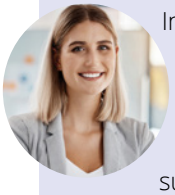
- type of event
- the sorts of talents or skills you would like to highlight
- outside help that you might need to enhance the event
- the financial aspect (collecting money, supporting a charity or perhaps setting up a fund for future school events)

8 GRAMMAR 2

modal verbs to criticise past actions or express regrets

1 What are the benefits and disadvantages of the EU? Can you think of any ways it could be made better?

2 LANGUAGE IN CONTEXT Read the two opinion pieces about the EU. What points does each writer make?



In my view, the European Union has been a very good thing, but there is one issue that its founders should have foreseen when it was formed. They ought to have acknowledged that individual countries would sometimes support their own interests over those of the Union as a whole. The founders might have considered more carefully the fact that compromise is hard to reach, and they could have instituted more flexibility in negotiating the rules, standards and expectations of the Union. I am all for unity and strength in numbers, but the EU founders needn't have made the processes so complex and burdensome. Every country should have an equal voice, and I think that simplifying an overly-complex organisation could help bring this about.





The European Union was formed with the laudable purpose of promoting harmony among the nations of Western Europe. Bringing these countries together was such a monumental task that it is unfair to say they should have done things differently. Still, hindsight is perfect, as they say, and I believe now that the Euro currency ought not to have been introduced at all. EU officials might have taken a hint from the UK's decision not to participate in the single currency and seen that it might tie member countries too closely together. They could have prevented some of the current tensions by sticking to promoting fair trade, free travel and cultural interchange instead. Economic independence is a part of national identity, and the EU needn't have gone so far with the concept of unification. In my opinion, sharing the uniqueness of our art, food, languages and ideas would have been enough.

3 ANALYSE Find the structures in the texts in exercise 2 which express the following.

1. Someone failed to do something which was possible to do.
2. Someone failed to do something which was advisable.
3. Someone did something which was not necessary.

4 PRACTISE Rewrite the sentences using the structures from exercise 3. Make any other necessary changes.

1. My grandmother appreciates the advantages of having an EU passport, but she says that it was advisable to allow more individuality of design and colour for each country.
2. It wasn't necessary for me to go to Oxford for my summer English course, but I really wanted the chance to experience everyday life in the UK.
3. Kasia didn't tell me how isolated she felt in London, but if she had, I would have been willing to help her.
4. It was possible for Meggie to give me more insight into life in Australia before I went, but I suppose she wanted me to discover things for myself.
5. I worried a lot before moving from Italy to Spain, but it wasn't necessary. I feel totally at home here!

5 Correct the eight mistakes in the email.

Hi Darryl,

I know we don't always see eye to eye about Scottish identity, but you could have consider my feelings before mocking my presentation publicly. I realise I should had been a bit more balanced in my approach, and I probably didn't have brought in so many instances of the English putting down the Scots in jokes, but I also think you ought have shown a bit more restraint in your reaction. By the end of my talk, I felt as if I needn't have spoke at all, since everyone was so distracted by your comments. If you felt so strongly, you should at least waited until I had finished. I also feel that you would easily have addressed me directly rather than making comments into the air, so to speak. Anyhow, I probably ought not have written this, but I wanted to let you know how I felt.

Kelly

GRAMMAR CHALLENGE!

6 Explain the difference in meaning between the modal verbs in the pairs of sentences.

1. He could have tried to call me. I've just realised my phone was switched off!
   You could have tried to call me instead of leaving me to wonder where you were!
2. We didn't need to apply for visas to visit the US.
   We needn't have applied for visas to visit the US.
3. The train should have arrived at 3.05, but it didn't get here until 3.20.
   The train should have arrived by now. I wonder what's causing the delay.
4. The EU might have announced earlier that they were changing the rule! Now everyone is confused.
   The EU might have changed the rule if there had been enough support for the idea, but there were so many objections that they decided not to.

7 NOW YOU DO IT Work in pairs and talk about a situation in which you regretted doing something. What might you have done differently, and how do you feel about it now?

SPEAKING

a stimulus-based discussion • describing and comparing pictures showing present and past

8

1 CD 3.14 Listen to three pieces of music. What feelings does each piece of music evoke in you?

2 CD 3.14 Listen again. Work in pairs and answer the questions.

1 What type of film would each piece suit? Why?
2 What type of scene in this film could each piece of music accompany?
3 What (well-known) actors could be acting in this scene?

3 Look at the pictures in exercise 4. Work in pairs and say why people may and may not want to be part of such an event.

4 Look at the pictures again and answer the questions below them.



1 What might the people in the picture have enjoyed the most about the event shown?



2 How interesting is this concert to the people attending it?

5 Read the words and expressions in the box below. Decide which could be used when describing picture 1 from exercise 4, which when describing picture 2 and which may go with both.

sell-out lavishly decorated interiors aristocracy
the photo depicts ... ballroom outdoor event
indulging in listening to classical music chamber concert
band shell with musicians on stage find appealing
put on a show open-air concert live gig
engage the audience sway to the rhythm of the music
listen intently social gathering music blaring/thundering
great turn out be in awe of the musicians
be attracted to music have the time of your life

6 CD 3.15 Listen to a student answering questions from exercise 4. Which words and expressions from exercise 5 has she used? What other useful expressions have been used?

7 Work in pairs. Take turns to answer the questions in exercise 4. Use the vocabulary from exercise 5 and add your own ideas.

8 Read the question below which accompanies the two photographs from exercise 4. Work in pairs and make a list of ideas you could use to answer it.

What do the situations presented in the photographs have in common and how do they differ as far as enjoying music now and in the past is concerned?

9 Read the speaking exam criteria from the TIP section. How do you understand each bullet point? Can you give examples of the language you should use to cover all the bullet points?

! TIP

- Postaraj się, żeby Twoja wypowiedź była różnorodna pod względem frazeologicznym (związki wielowyrazowe, idiomy itp.).
- Zastosuj szeroki zakres środków gramatycznych.
- Wykorzystaj szeroki zakres środków leksykalnych.
- Bądź precyzyjny, stosując środki językowe.
- Staraj się nie używać powtórzeń (słów/wyrażeń).

10 CD 3.16 Listen to a student answering the question from exercise 8. Do you think he would receive a maximum number of points for the language used based on the TIP section? Why? / Why not?

11 Listen again to the speaker from exercise 10 and note down what other words he used to avoid repeating the following words:

1 enjoy **2** show **3** nowadays **4** use

12 Read the sentences in the Phrase Bank and complete them with the words from the box. There are five extra words.

closer immemorial would they appear could
appreciate it casual forever alike there similar

PHRASE BANK

Describing and comparing pictures showing present and past

To the [1]___ eye, the photographs may come across as totally unrelated.
However, on [2]___ inspection, we can see quite a few similarities/analogies.
In each photograph, the people [3]___ keen on listening to the music.
In the past / In the dim and distant past, people used/tended to [4]___ music as much as people do now.
In the past, they [5]___ perform/make music for pleasure like the people in the first picture.
Since time [6]___, music has always played a major/significant part in people's lives.
So, in this respect / from this angle the situations depicted in the photos are very much [7]___ / almost identical.
Also, I believe [8]___ didn't use to be live outdoor events like these.

13 Go to page 129 and do the speaking task. Use the expressions from the Phrase Bank.

8 WRITING

a for and against essay

1 Look at the pictures (1–4) and describe what you think is happening. How do you react to the scenes? How do they relate to the idea that culture has a strong influence on our habits and behaviour?

2 CD 3.17 Listen to three people talking about their impressions of the different cultures they have lived in. Answer the questions.

1. What in particular do people in the US remark on about Speaker 1?
2. What has Speaker 1 noticed about more expensive shops and restaurants, and how does he explain it?
3. What does Speaker 2 appreciate most about living in the UK?
4. What does Speaker 3 appreciate about Brazilian culture, and what is he shocked by?
5. What possible explanations does Speaker 3 suggest for the differences between the UK and Brazil?

3 Read the topic below. With a partner, decide what points you could use on each side of the argument. Which side would you come down on in the end, if either? Why?

Living or studying in another country is bound to change people for the better. Discuss the two sides of this statement.

4 Read a student's imperfect draft of an essay based on the topic in exercise 3. What points do they make in favour of and against the statement? What other points might they have made?

The idea that living or studying in another country always changes people for the better is a double-edged sword. There are a number of arguments both for and against this thesis, and I will discuss these below.

Experiencing differences in habits and behaviour gives us a basis upon which to view our own way of life and to adjust our own actions accordingly. Living abroad can give us a wider view of the world, making us more open-minded and accepting of others' differences. Learning a language in the country where it is spoken will give us a tool which may prove useful in the future, whether in work, study or travelling for pleasure.

It can be extremely difficult to adapt to a new language and culture when living abroad. Missing one's family and friends and being constantly faced with unfamiliar food and customs can be a challenge. Feelings of insecurity can result from having to communicate in an unfamiliar language and dealing with different habits, which can make it hard to meet new people and participate in the culture.

Living abroad offers many benefits, and most people could profit from such an experience. There may be challenges and difficulties to overcome, but the rewards are far greater than any discomfort or inconvenience you may experience.


1


2

5 Complete the Phrase Bank with the phrases from the box. Choose appropriate categories and write the answers.

A further negative point is that ... As a result, ...
All in all, ... I do think, however, that ...
All things considered, ... In addition, ... On balance, ...
On the positive side, ... The major disadvantage is that ...
In conclusion, ... We should also not forget that ...
One outstanding advantage is ... While it is true that ...
I am firmly of the opinion that ... On the plus side, ...
A substantial drawback could be ... My view is that ...
After considering both sides, ...
Whereas ... may be true, it is also a fact that ...

PHRASE BANK

Giving opinions
1 ___, 2 ___

Introducing positive/negative arguments
3 ___, 4 ___, 5 ___, 6 ___, 7 ___

Giving additional/contrasting arguments
8 ___, 9 ___, 10 ___, 11 ___, 12 ___, 13 ___

Summarising
14 ___, 15 ___, 16 ___, 17 ___, 18 ___, 19 ___

6 The essay in exercise 4 lacks coherence and flow. Improve the essay using phrases from the Phrase Bank or other phrases you know.


3


4

7 Work in pairs. Read the reactions (1–4) below and decide what the question was. Then choose which points best support either side of the argument. What other points might you add?

1 

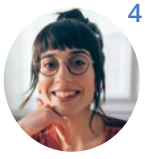
As far as it goes, studying visual arts in school is all well and good, but the bad thing is that it would take time away from practical, jobs-orientated subjects.

2 

Most people don't truly see the beautiful things around them, and a really good thing about focusing on art education is that young people will see the value in their heritage and want to preserve it.

3 

I guess putting more emphasis on visual arts in schools would enrich students' lives, but it's also kind of true that students see it as a distraction when they have exams to worry about.

4 

A total negative to teaching visual arts in schools is that the focus tends to be on old, boring works that students just can't relate to, rather than on the fashions, films and music that students care about.

8 Match statements 1–4 from exercise 7 to the opinions A–D they express.

A The subject needs to be current and relevant to students' tastes.
B It would be great, but students have other things to concern them.
C It gives people an appreciation of what's around them.
D It's not practical or useful.

9 Match the highlighted phrases from texts in exercise 7 with the categories (1–3) below. Then replace those phrases with their more formal equivalents below. There are two extra phrases.

up to a point the principal drawback a definite plus
the major stumbling block to a certain extent
there's some legitimacy to the idea
an outstanding advantage the most serious drawback
there is an element of truth to the idea that …

1	expressing a positive point	
2	expressing a negative point	
3	expressing a mixed or uncertain point	

10 All of the sentences below present contrasting ideas connected by the word *but*. Rewrite the sentences using the words given. Make any necessary additions or changes.

1 Art may be a universal language, but lack of education and exposure leave many people unable to relate to it.
WHILE / DRAWBACK
2 Everyone has some ability to create art, but the way art is taught in many schools often damages young people's confidence in their abilities.
ALTHOUGH / BLOCK
3 Putting on exhibitions of students' art can create a positive atmosphere in schools, but many students feel that the effort takes away from what they consider more important pursuits. DESPITE / TRUE
4 Hands-on art classes can help develop reasoning and problem-solving skills, but funding such classes is not a priority in many districts. EVEN / PROBLEM
5 Some schools are willing to support shows of student art, but participation is low due to a focus on more 'important' subjects. NOTWITHSTANDING / FACT
6 Art can provide an emotional outlet for disaffected young people, but finding the time and resources to allow creativity to flourish is always a problem.
WHILST / DENYING

11 Read the topic below. Note down what points you might make, what your own opinion is and what facts and opinions would support your ideas. Then compare and contrast your ideas with a partner. Finally write an essay of up to 250 words. Use some of the language and organising ideas from the lesson.

Niektórzy uważają, że uczniowie wszystkich szkół ponadpodstawowych w Polsce powinni wraz ze swoją klasą obowiązkowo uczestniczyć w regularnych wyjściach do teatrów, muzeów i filharmonii. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony wprowadzenia takiego obowiązku.

CRITICAL THINKING page 126

8 ENGLISH IN USE

1 Work in pairs. Make a list of five book titles that have recently been popular among young people in Poland. Then answer the questions.

1 What do you think has made these books popular?
2 How many of them have been made into a film? Have they been successful adaptations? Why? / Why not?
3 Which authors are the most popular to read with young people? What do you know about them?

2 Read the text and complete it with the ten missing words.



Suzanne Collins has had successful and prolific career writing for children as well for teenagers. In life she has voted one of Time magazine's most influential people, the best-selling Kindle author all time, and the novelist one of the most widely-read trilogies in the history of young adult literature, *The Hunger Games*. It is trilogy that has made her famous world over. It is also the trilogy that has proved that can write about war in a way that teenagers to topics as challenging as evil, conflicts and death.

3 Complete the text. Put one word in each gap.

What has made Suzanne Collins's trilogy so popular? If you ask me, there [1] ____ to be more than one reason for her resounding success. First of all, she drew inspiration for the series from [2] ____ classical and contemporary sources.
She combines ideas from the Greek myth of Theseus and the Minotaur, the Roman gladiator games and current history – the Iraq war. I guess this resonates [3] ____ young people. Secondly, Collins creates truly convincing characters, [4] ____ them the trilogy's narrator and protagonist, Katniss Everdeen, who teenagers can identify with easily. Thirdly, the gripping plot. The novels are set in a future time in the dystopian nation of Panem in which the characters are forced to fight against [5] ____ another to the death for food supplies and riches, like gladiators, in an annual pageant called the Hunger Games. The aim of this ruthless competition is to offer entertainment to the wealthy in the Capitol, the ruling city of the land, [6] ____ exploit the poor of the neighbouring districts. Finally, the trilogy is such a bestseller because it touches [7] ____ topics which matter to the young: love and justice. The trilogy certainly lives [8] ____ to all the hype around it. Suzanne Collins got it right, that's for sure!



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

1 I wonder if this book will still be popular in the future.
I wonder if this book will stand ____.
2 Being an author, you mustn't forget about the values people care about.
Being an author, you must remember not to ____ of the values people care about.
3 I'm looking forward to the new series by this author.
I'm waiting for the new series by this author with ____ breath.
4 I wish I had listened to you. I wouldn't have problems now.
I ought ____ you. I wouldn't have problems now.
5 Paying for the book was a waste of money as I could have borrowed it.
I needn't ____ for the book as I could have borrowed it.
6 'I shan't read this novel. It's so dull,' said Cathy.
Cathy refused to read the novel since ____.
7 My parents are making me read this book even though I really dislike it.
I ____ this book even though I really dislike it.

5 Translate the Polish parts of the sentences in brackets into English. Use no more than five words. More than one correct answer is possible.

1 ____ (*Im więcej czytasz, tym*) better you write.
2 You ____ (*mogłeś mi powiedzieć*) that Sheila did not like books. I wouldn't have got her one.
3 What ____ (*mam zrobić*) in this situation? Please help!
4 The author did not succeed ____ (*zainteresować uczniów*) his lecture on literature.
5 Only when I had read the last chapter ____ (*poszłam spać*).
6 Young people should ____ (*być zniechęcani do oglądania*) TV and instead encouraged to read more.
7 You ____ (*skończyłbyś*) your studies if you had put in more effort.

CHALLENGE!

6 Complete the words in the sentences below with the missing letters.

1 Flat____ will get you nowhere, as the say____ goes.
2 ____secur____ is one of the reasons why young people feel so ____sure of themselves.
3 Jane's writing is flaw____, just done to perfect____.
4 Fair____ is what I really care about. It's ____accept____ to me when people don't respect it.
5 The plot of the book was really captiv____, which made the book ____putdown____.
6 Adverts are meant to be enti____ and sedu____.

7 Work in pairs. Each of you should spend one minute talking about the topics below. Time your partner and choose the most interesting answer.

- your favourite book
- the dullest book you've read
- the best book adaptation you've seen
- the book character you would like to meet

Znajomość środków językowych *Uzupełnianie luk w tekście jednym wyrazem, Transformacje zdań, Tłumaczenie fragmentów zdań*

REVIEW

8

Complete all the exercises from this section in your notebook.

1 Complete the sentences with the correct form of the words below.

erase grab resonate mould permeate stand fabricate

1 Good literature ___ the test of time.
2 This writer's books certainly ___ with young people.
3 Advertisers do their utmost ___ our desires and expectations and ___ needs in us that don't even exist.
4 Governments should do everything in their power ___ boundaries between cultures.
5 This advertising campaign didn't seem ___ people at all. It was a flop!
6 The Internet ___ every sphere of our lives in recent decades.

2 Make adjectives from the words below. Add negative prefixes where possible. Then translate the words into Polish.

culture flatter divide progress account intrude mutate

3 Choose the correct option.

1 My aunt tends to look down ***on*** / ***at*** people who don't go to the theatre.
2 Rap music is a vehicle ***to*** / ***for*** political and social commentary.
3 Some adverts just don't speak ***to*** / ***at*** me at all.
4 Why do you get het up ***for*** / ***about*** things all the time? Relax!
5 Advertisers often play ***at*** / ***on*** people's insecurities.
6 This plan will look good ***on*** / ***in*** paper only. It won't work in practice.
7 As a manager I became inured ***to*** / ***for*** constant criticism.
8 London is always chock-a-block ***of*** / ***with*** tourists because of all its cultural attractions.
9 I'm waiting for the show's final episode ***on*** / ***with*** bated breath.

4 Complete each set of expressions with the same word. Then use the expressions to write your own sentences.

1 ___ past the differences / give somebody a blank ___
2 lose ___ of something / in plain ___
3 beauty is in the ___ of the beholder / a bird's ___ view
4 ___ something into your own hands / ___ off from there

VOCABULARY CHALLENGE!

5 Complete the pairs of opposites with the missing letters.

1 traditional – pr___
2 uninteresting – cap___
3 discouraging – ent___
4 diverse – hom___
5 minor –ma___
6 broad – na___
7 abstract – co___
8 pleasant – rep___
9 unattractive – sed___
10 unacceptable – legi___

6 Rewrite the sentences using *will*, *would* or *shall*.

1 I used to spend my weekends at the cinema when I was young.
2 Do you want me to give you a hand?
3 My father refuses to let me go to the Open-Air festival.
4 Under no circumstances do I intend to study anything other than art!
5 Could you get the tickets for the show for me, please?
6 My car didn't want to start this morning.

7 Rewrite the sentences using the words given.

1 We were not required to attend art classes at school. NEED
2 Why didn't you tell me about the exhibition?! MIGHT
3 Maybe John called. My phone was off. COULD
4 I think you should have gone to a music school. OUGHT
5 You went to so much trouble. It wasn't necessary. NEEDN'T
6 Why didn't anyone foresee this problem? SHOULD

8 Complete the text with the correct words. The first letters have been given.



These days young people are advised against taking up art studies on the **[1]g** ___ that artists can't find employment easily; in other **[2]w** ___, they stay jobless and become 'social parasites'. However, I **[3]d** ___ believe that this may only be true to a **[4]l** ___ extent as most talented young people eventually embark on a successful career, often combining art with other lines of work. In fact, in some **[5]c** ___ their creativity is what companies value the most. **[6]G** ___ that, I think that we should not discourage youngsters from pursuing a career in art.

9 Translate the Polish parts of the sentences in brackets into English. Use the words given as prompts.

1 You ___ (*nie możesz przegapić szansy pójścia na*) this gig. The music will ___ (*spodoba ci się*). UP / TO
2 This exhibition ___ (*będzie doskonałą okazją*) to meet well-known artists. You ___ (*będziesz się dobrze bawił*). GOLDEN / WHALE
3 The operatic festival ___ (*zainteresuje cię*) for sure. Powerful performances ___ (*są gwarantowane*). OF / GIVEN
4 If I were you, ___ (*wybrałabym*) this art college. I ___ (*nie brałabym pod uwagę studiowania*) anywhere else. FOR / CONTEMPLATE

10 Work in pairs and test each other.

Student A: go to page 127.
Student B: go to page 133.

8 WORDLIST

Vocabulary

accountability	/əˌkaʊntəˈbɪlətɪ/	odpowiedzialność
beauty is in the eye of the beholder	/ˌbjuːti ɪz ɪn ðɪ ˌaɪ əv ðə bɪˈhəʊldə(r)/	nie to ładne, co jest ładne, ale to, co się komu podoba
bird's-eye view	/ˌbɜː(r)dzaɪ ˈvjuː/	ogólna, szeroka perspektywa (widok z lotu ptaka)
break with convention	/ˌbreɪk wɪð kənˈvenʃ(ə)n/	przełamać konwencję
core truths	/ˌkɔː(r) ˈtruːθs/	prawdy uniwersalne
cultured	/ˈkʌltʃə(r)d/	kulturalny, ukulturalniony
divisive	/dɪˈvaɪsɪv/	powodujący podziały
erase boundaries	/ɪˌreɪz ˈbaʊnd(ə)rɪz/	zatrzeć granice
fail to live up to its promise	/feɪl tə lɪv ˌʌp tə ɪts ˈprɒmɪs/	nie spełniać oczekiwań
find common ground	/faɪnd ˌkɒmən ˈgraʊnd/	znaleźć wspólny język
get het up about sth	/get ˌhet ˈʌp əˌbaʊt ˌsʌmθɪŋ/	zdenerwować się czymś, zbulwersować
grab sb	/græb ˈsʌmbədi/	przykuwać czyjąś uwagę
heave into view	/hiːv ˌɪntə ˈvjuː/	pojawić, ukazać się
if you can't stand the heat, get out of the kitchen	/ɪf ju ˌkɑːnt ˌstænd ðə ˈhiːt get ˌaʊt əv ðə ˈkɪtʃɪn/	jeśli nie możesz znieść presji, zrezygnuj
immutable	/ɪˈmjuːtəb(ə)l/	stały, niezmienny
in plain view	/ɪn ˌpleɪn ˈvjuː/	na widoku
kitsch	/kɪtʃ/	kicz, kiczowaty
legitimate	/ləˈdʒɪtɪmət/	słuszny, zasadny
look askance at sb/sth	/lʊk əˈskæns ət ˌsʌmbədi, ˌsʌmθɪŋ/	krzywo patrzeć na kogoś / na coś
look down on sb/sth	/lʊk ˈdaʊn ɒn ˌsʌmbədi, ˌsʌmθɪŋ/	patrzeć na kogoś / na coś z góry
look good on paper	/lʊk ˌgʊd ɒn ˈpeɪpə(r)/	wyglądać dobrze na papierze (w teorii)
look past the differences	/lʊk ˌpɑːst ðə ˈdɪfrənsɪz/	nie zwracać uwagi na różnice, wznieść się ponad podziały
look sth in the face	/lʊk ˌsʌmθɪŋ ɪn ðə ˈfeɪs/	stanąć z czymś twarzą w twarz
lose sight of sb/sth	/luːz ˈsaɪt əv ˌsʌmbədi, ˌsʌmθɪŋ/	zapominać o czymś, tracić coś z oczu (np. cel)
popular tastes	/ˌpɒpjələ(r) ˈteɪsts/	powszechne upodobania, gusta
progressive	/prəˈgresɪv/	postępowy, postępujący
resonate with sb	/ˈrez(ə)neɪt wɪð ˈsʌmbədi/	poruszać kogoś
see sb/sth in a bad light	/siː ˌsʌmbədi, ˌsʌmθɪŋ ɪn ə ˌbæd ˈlaɪt/	widzieć kogoś/coś w złym świetle
see the light about sth	/ˌsiː ðə ˈlaɪt əˌbaʊt ˌsʌmθɪŋ/	doznać olśnienia
speak to sb	/spiːk tə ˈsʌmbədi/	przemawiać do kogoś
stand the test of time	/ˌstænd ðə ˌtest əv ˈtaɪm/	przetrwać próbę czasu
take a dim view of sth	/teɪk ə ˌdɪm ˈvjuː əv ˌsʌmθɪŋ/	odnosić się z niechęcią, nie pochwalać
take sth into one's own hands	/ˌteɪk ˌsʌmθɪŋ ˌɪntə ˌwʌnz əʊn ˈhændz/	brać coś w swoje ręce
unflattering	/ʌnˈflæt(ə)rɪŋ/	niepochlebny
vehicle for sth	/ˈviːɪk(ə)l fə(r) ˌsʌmθɪŋ/	narzędzie, środek do czegoś

Reading and vocabulary

assault	/əˈsɔːlt/	napaść, atak
barrage	/ˈbærɑːʒ/	grad czegoś
be in thrall to sb/sth	/bi ɪn ˈθrɔːl tə ˌsʌmbədi, ˌsʌmθɪŋ/	być poddanym, uległym komuś/czemuś
chock-a-block	/ˌtʃɒkəˈblɒk/	pełny, zatłoczony, zakorkowany
embrace	/ɪmˈbreɪs/	przyjmować, akceptować
flawlessness	/ˈflɔːləsnəs/	nieskazitelność, perfekcyjność
harangue	/həˈræŋ/	wygłaszać tyradę
have nothing on sb/sth	/hæv ˈnʌθɪŋ ɒn ˌsʌmbədi, ˌsʌmθɪŋ/	nie umywać się do kogoś / do czegoś
hook, line, and sinker	/hʊk ˌlaɪn ənd ˈsɪŋkə(r)/	zupełnie, całkowicie
intrusive	/ɪnˈtruːsɪv/	natarczywy, wścibski
inured to sth	/ɪnˈjʊə(r)d tə ˌsʌmθɪŋ/	przyzwyczajony do czegoś, odporny na coś
keep one's eyes glued to sth	/kiːp wʌnz ˌaɪz ˈgluːd tə ˌsʌmθɪŋ/	nie odrywać wzroku od czegoś
mould	/məʊld/	forma, formować
on its surface	/ɒn ɪts ˈsɜː(r)fɪs/	z pozoru
onslaught	/ˈɒnslɔːt/	atak
permeate	/ˈpɜː(r)mɪeɪt/	przenikać, przesiąkać
siren call	/ˌsaɪrən ˈkɔːl/	syreni śpiew
swallow	/ˈswɒləʊ/	przełykać (też w przenośni)
unwavering	/ʌnˈweɪv(ə)rɪŋ/	niezachwiany
with bated breath	/wɪð ˌbeɪtɪd ˈbreθ/	z zapartym tchem

Listening and vocabulary

at one's core	/æt ˌwʌnz ˈkɔː(r)/	w głębi duszy
at the expense of sth	/ət ðɪ ɪkˈspens əv ˌsʌmθɪŋ/	kosztem czegoś
awestruck	/ˈɔːstrʌk/	pełen podziwu
bank on sb	/ˈbæŋk ɒn ˌsʌmbədi/	liczyć na kogoś
be displaced	/bi dɪsˈpleɪst/	być wysiedlonym
be/feel marginalised	/bi, fiːl ˈmɑː(r)dʒɪn(ə)laɪzd/	być / czuć się zepchniętym na margines
converge	/kənˈvɜː(r)dʒ/	zbiegać się, zbliżać się (do siebie)
demonise sb	/ˈdiːmənaɪz ˌsʌmbədi/	demonizować kogoś
denigrate	/ˈdenɪgreɪt/	poniżać, uwłaczać
derivative	/dɪˈrɪvətɪv/	wtórny, naśladowczy
dire	/ˈdaɪə(r)/	dramatyczny, skrajny
do sb a disservice	/duː ˌsʌmbədi ə dɪˈsɜː(r)vɪs/	działać na czyjąś szkodę
echo chamber effect	/ˌekəʊ ˌtʃeɪmbə(r) ɪˈfekt/	sytuacja, w której mówi się (np. media) ludziom tylko to, w co już wierzą i co sami sądzą
exposure to sth	/ɪkˈspəʊʒə(r) tə ˌsʌmθɪŋ/	styczność, kontakt, ekspozycja
foment	/fəʊˈment/	zaogniać problemy
give sb a blank look	/gɪv ˌsʌmbədi ə ˌblæŋk ˈlʊk/	spojrzeć na kogoś obojętnym wzrokiem
illusory	/ɪˈluːs(ə)ri/	złudny
isolationism	/ˌaɪs(ə)ˈleɪʃ(ə)nɪz(ə)m/	izolacjonizm
out in the open	/ˌaʊt ɪn ðɪ ˈəʊp(ə)n/	(wyjść) na światło dzienne
pundit	/ˈpʌndɪt/	ekspert
sectarianism	/sekˈteərɪənɪz(ə)m/	sekciarstwo
slant	/slɑːnt/	nachylać się
take off	/teɪk ˈɒf/	stać się popularnym, zyskać rozgłos
thinly-disguised	/ˌθɪnli dɪsˈgaɪzd/	słabo zamaskowany

Grammar 2

burdensome	/ˈbɜː(r)d(ə)nsəm/	uciążliwy
cultural interchange	/ˌkʌltʃ(ə)rəl ˌɪntə(r)ˈtʃeɪndʒ/	wymiana kulturowa

Speaking

be in awe of sb	/bi ɪn ɔː əv ˈsʌmbədi/	bardzo kogoś podziwiać
great turnout	/greɪt ˈtɜːnaʊt/	świetna frekwencja
lavishly decorated	/ˈlævɪʃli ˈdekəreɪtɪd/	bogato zdobiony
relish	/ˈrelɪʃ/	znajdować ogromną przyjemność w czymś
since time immemorial	/sɪns ˌtaɪm ˌɪməˈmɔːrɪəl/	od niepamiętnych czasów
sway to the rhythm	/sweɪ tə ðə ˈrɪðəm/	kołysać się w rytm

English in Use

prolific career	/prəˈlɪfɪk kəˈrɪə(r)/	owocna kariera
resounding success	/rɪˈzaʊndɪŋ səkˈses/	spektakularny sukces
ruthless competition	/ˈruːθləs ˌkɒmpəˈtɪʃ(ə)n/	bezwzględna rywalizacja



Challenge!

abstract	/ˈæbstrækt/	abstrakcyjny
accept	/əkˌsept/	akceptować
acceptability	/əkˌseptəˈbɪlətɪ/	dopuszczalność
acceptable	/əkˈseptəb(ə)l/	akceptowalny, dopuszczalny
affront	/əˈfrʌnt/	obraza, afront
affronted	/əˈfrʌntɪd/	zdegustowany, zrażony
apolitical	/ˌeɪpəˈlɪtɪk(ə)l/	apolityczny
beguile	/bɪˈgaɪl/	urzekać, bawić, mamić
beguiling	/bɪˈgaɪlɪŋ/	zabawny, urzekający
broad	/brɔːd/	obszerny
captivate	/ˈkæptɪveɪt/	urzekać
captivated	/ˈkæptɪveɪtɪd/	urzeczony
cohesive	/kəʊˈhiːsɪv/	spójny
concrete	/ˈkɒŋkriːt/	konkretny, realny
conservative	/kənˈsɜː(r)vətɪv/	konserwatywny
detailed	/ˈdiːteɪld/	szczegółowy
dismay	/dɪsˈmeɪ/	niezadowolenie, konsternacja, niepokój
dismayed	/dɪsˈmeɪd/	zaniepokojony, niezadowolony
diverse	/daɪˈvɜː(r)s/	różnorodny
entice	/ɪnˈtaɪs/	wabić, kusić
enticing	/ɪnˈtaɪsɪŋ/	kuszący
fair	/feə(r)/	sprawiedliwy, uczciwy
fairness	/ˈfeə(r)nəs/	sprawiedliwość, uczciwość
figurative	/ˈfɪg(ə)rətɪv/	przenośny, metaforyczny
flattery	/ˈflætərɪ/	pochlebstwa
general	/ˈdʒen(ə)rəl/	ogólny
homogeneous	/ˌhɒməˈdʒiːniəs/	jednorodny
humorous	/ˈhjuːmərəs/	humorystyczny, żartobliwy
illegitimate	/ɪlɪˈdʒɪtəmət/	niesłuszny, bezzasadny
insecure	/ɪnsɪˈkjʊə(r)/	niepewny
insecurity	/ɪnsɪˈkjʊərətɪ/	niepewność
intense	/ɪnˈtens/	intensywny, głęboki, poważny
legitimacy	/lɪˈdʒɪtɪməsɪ/	słuszność, zasadność
legitimate	/lɪˈdʒɪtəmət/	słuszny, zasadny
major	/ˈmeɪdʒə(r)/	główny, znaczny
mild	/maɪld/	łagodny, delikatny
minor	/ˈmaɪnə(r)/	pomniejszy, drobny
narrow	/ˈnærəʊ/	wąski
particular	/pə(r)ˈtɪkjələ(r)/	konkretny, szczególny, wymagający
political	/pəˈlɪtɪk(ə)l/	polityczny
politics	/ˈpɒlətɪks/	polityka
popular	/ˈpɒpjələ(r)/	lubiany, popularny
popularity	/ˌpɒpjəˈlærətɪ/	popularność (bycie powszechnie lubianym)
progressive	/prəˈgresɪv/	postępowy, nowoczesny
put off	/pʊt ˈɒf/	zbijać z tropu, zniechęcać
regressive	/rɪˈgresɪv/	wsteczny
repulse	/rɪˈpʌls/	napawać obrzydzeniem
repulsive	/rɪˈpʌlsɪv/	odrażający, obrzydliwy
secure	/sɪˈkjʊə(r)/	pewny
security	/sɪˈkjʊərətɪ/	pewność
seduce	/sɪˈdjuːs/	uwodzić, kusić
seductive	/sɪˈdʌktɪv/	kuszący, nęcący
serious	/ˈsɪərɪəs/	poważny
specific	/spəˈsɪfɪk/	konkretny
thinly-disguised	/ˌθɪnlɪ dɪsˈgaɪzd/	słabo zamaskowany
traditional	/trəˈdɪʃ(ə)n(ə)l/	tradycyjny
unacceptability	/ˌʌnəkˌseptəˈbɪlətɪ/	niedopuszczalność
unacceptable	/ˌʌnəkˈseptəb(ə)l/	nie do zaakceptowania, niedopuszczalny
undemanding	/ˌʌndɪˈmɑːndɪŋ/	niewymagający wysiłku (np. intelektualnego)
unfair	/ʌnˈfeə(r)/	niesprawiedliwy, nieuczciwy
unimportant	/ˌʌnɪmˈpɔː(r)t(ə)nt/	nieważny
unpopular	/ʌnˈpɒpjələ(r)/	nielubiany, niepopularny
vague	/veɪg/	niejasny, mglisty, mało konkretny







1–8 TEST PRACTICE

Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Dobieranie

1 CD 3.18 **Usłyszysz dwukrotnie wypowiedzi czterech osób na temat ich relacji z kulturą innych krajów. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

This speaker says that	
A fitting into a culture shouldn't require much effort.	
B people should introduce their culture to foreigners.	
C culture gives them a sense of who they are.	
D their approach to work changed because of a different culture.	
E a foreign culture is hard to identify.	

Rozumienie tekstów pisanych Odpowiedzi na pytania

2 **Przeczytaj tekst i odpowiedz na pytania.**

1. Why are some UK universities dropping some of their humanities courses in favour of STEM?
2. What is the aim of a university degree for students, considering its financial cost?
3. What practical skill does a student with a typical background in humanities have?
4. What kind of insight do humanities students have that can help protect freedom of thought, according to the author?
5. Why does the author find a quote from inside the tech industry reassuring for his article?
6. What are government ministers afraid of, motivating their support of STEM subjects?
7. How has political bias in some humanities courses affected their reputation for potential employers?

THE DANGER OF LOSING A CLASSICAL EDUCATION

More UK universities than ever are dropping courses related to humanities subjects such as history, literature, languages and the arts. This is a consequence of the growing utilitarian belief that a degree in a STEM subject – science, technology, engineering and mathematics – will ensure a graduate a successful career in a way that a different subject won't. This means that there is less focus on humanities in secondary school because a STEM degree requires the appropriate school-leaver exams.

The trend is accelerated by financial considerations for the students themselves. With Britain's student debt policy, £50,000 loans, or more, have to be paid back after leaving university. This price mechanism and high university costs turn students into customers who expect a solid return on their investment. For them a university degree must enhance employability, not only expansion of the mind. This seems understandable, so what do we stand to lose by promoting only STEM?

Let's look at the typical profile of a student grounded in the humanities. They have read the great works of English literature, can speak a foreign language, know some history and a little about religion and about philosophy. If someone makes a popular classical reference, be it about Julius Caesar being stabbed in the back or Nero fiddling while Rome burned, it makes sense. They can distinguish Mozart from Stravinsky or Picasso from Van Gogh. But it isn't just knowledge. Such a student can draw on it to use a critical faculty that helps them to make value judgements.

This critical faculty also enables us to read and understand wide-ranging articles, an essential skill in an era of fake news. It can work across working lives, personal relationships, consumption of creative works or when voting in an election. And by giving us knowledge of the best and worst of which humankind has been capable, awareness from humanities frees us from the myopia of the moment: the arrogant delusion that our own times are unique in having insight into what is virtuous and right.

In the process of being reduced in stature, the humanities subjects are at a disadvantage against ideologies answering only to technological needs, as are students that have an aptitude for them and not STEM. These students' voices, especially, need to be heard as representatives of the humanities, the subjects which shine a light on the core of cultural life. Without them, balanced and deep perspectives are threatened as well as freedom of thought itself.

Two senior Microsoft executives recently wrote: 'As computers become more like humans, the social sciences and humanities will become even more important ... [they] can teach critical philosophical and ethics-based skills that will be instrumental in the development and management of all solutions.' That's a reassuring quote because it comes from inside the tech industry.

These arguments sum up what society has to lose through its determination to push intelligent young people into the STEM world and to fulfil the vision of successive education ministers to make Britain a scientific powerhouse for fear of our being left behind by developing industrial economies, notably China. So what does the future hold?

To maintain the credibility of humanities in the future, courses need to address the excessive politicisation of some humanities courses – notably history, which in some universities has become a vehicle to promote identity politics, a means to ridicule British history because of the former empire, and an outlet for politically-motivated teachers. This bad publicity has undermined the credibility of some degrees in the eyes of employers.

A good humanities degree, taught impartially according to a syllabus of breadth and depth, is excellent training for life. Such graduates bring enormous talents to society in terms of their creativity, intelligence and ability to think.

Znajomość środków językowych Słowotwórstwo

3 **Przeczytaj tekst. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.**

maintain restrict community service prohibit collaborate broad

In the last few years, the university campus has grown considerably in size. We have [1] ____ our range of courses to meet the dynamic requirements of the times we live in. Therefore, to accommodate growing numbers of students, we are announcing the opening of two new student halls of residence. Each wing on every floor will have two fully equipped [2] ____ kitchens to provide greater independence to students catering for themselves. There will also be laundry, TV room and a small, partitioned library with a [3] ____ workspace allowing students to share ideas behind a soundproof screen to avoid disturbing those in the student community wishing to use the library in quiet.
We will be requiring students to report any damage or breakages to these facilities in order to keep the new building's [4] ____ up to date and in compliance with rigorous safety standards. Local amenities are within easy reach of the building. We are well aware that the cost for students of renting private accommodation is [5] ____, so we're also refurbishing the existing halls, aiming to offer a comfortable living space to our whole student intake. The upscaling of accommodation is an ongoing initiative that will bring about changes, not just for this year, but for subsequent years too.

Znajomość środków językowych Transformacje zdań

4 **Uzupełnij luki w zdaniach tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

1 It was only when a patient complained that the hospital reviewed its admissions procedure.
Not ____ the hospital review its admissions procedure.

2 It was wrong that they didn't warn builders about safety hazards before construction began.
Builders ought ____ about safety hazards before construction began.

3 Jamie's English is a lot better now compared to last year.
Jamie's English ____ bounds since last year.

4 The new restaurant is not as good as everybody claims, in my opinion.
The new restaurant ____ the hype, in my opinion.

5 This show is enjoying its current success due to the director's vision.
This show ____ current success if it hadn't been for the director's vision.

6 My parents no longer have a positive view of school trips after the last one went wrong.
My parents now ____ bad light after the last one went wrong.

Mówienie
Rozmowa na podstawie materiału stymulującego

5 **Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami.**

Look at the pictures and answer the questions.

A

What qualities should this educator have to be successful in this class? Why?



B

Should classes like these be obligatory in primary schools? Why? / Why not?



C

Look at both pictures. What do these photos have in common and how do they differ as far as the approach to art education in schools is concerned?

Wypowiedź pisemna Rozprawka wyrażająca opinię

6 **Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 300 do 350 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.**

Obecnie wiele ludzi nie kupuje mieszkania lub domu, decydując się na długotrwały wynajem. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do korzyści finansowych, elastyczności w wyborze miejsca zamieszkania oraz potencjalnych problemów związanych z taką decyzją.

CRITICAL THINKING

UNIT 1

1 – READING AND VOCABULARY p7

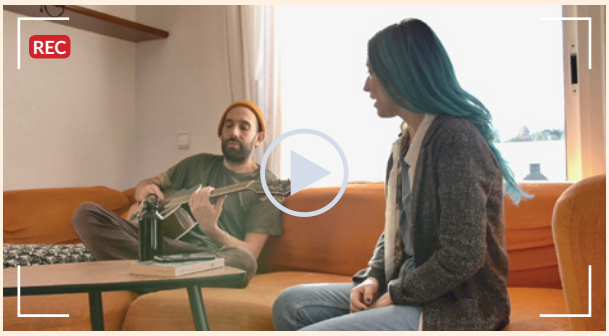
Look at the picture. Work in pairs and answer the questions.



1 What human abilities might the robot on the left have?
2 How could a robot like this help children develop social interaction skills?
3 Is the improving technology of children's robotic companions entirely positive for the future? Why? / Why not?

2 – SPEAKING p11

Look at the picture. Work in pairs and answer the questions.



1 What personal qualities can help these two people collaborate effectively?
2 Why do some creative people seem to work better alone?

UNIT 2

1 – VOCABULARY p19

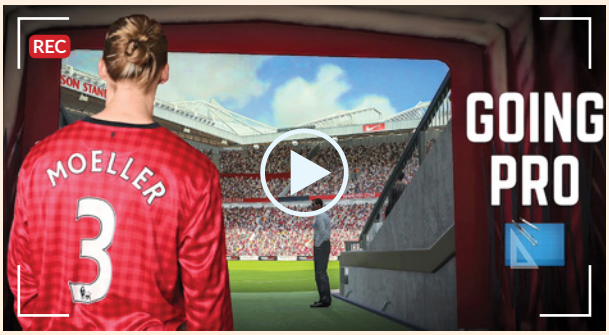
Look at the picture. Work in pairs and answer the questions.



1 What features might be in this black outfit designed to simulate the experience of being elderly?
2 What can elderly people find difficult about being out and about in the city?

2 – READING AND VOCABULARY p21

Look at the picture. Work in pairs and answer the questions.



1 How might the footballer be feeling? What might happen next?
2 What factors can help someone succeed in professional football?
3 How can a personal coach help a professional footballer improve their mental attitude?

UNIT 3

1 – VOCABULARY p34

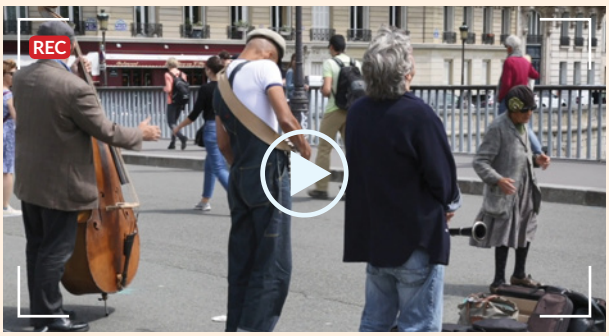
Look at the picture. Work in pairs and answer the questions.



1 How do you think this environment on the slopes of a volcano in Hawaii could simulate conditions on Mars?
2 Can you describe some sustainable ways to use soil, air and water on Mars?

2 – SPEAKING p41

Look at the picture. Work in pairs and answer the questions.



1 Why are the musicians playing in the street?
2 Why do cities like Paris attract so many people?
3 What should the authorities of tourist cities do to ensure sustainable tourism?

CRITICAL THINKING

1 – VOCABULARY p49

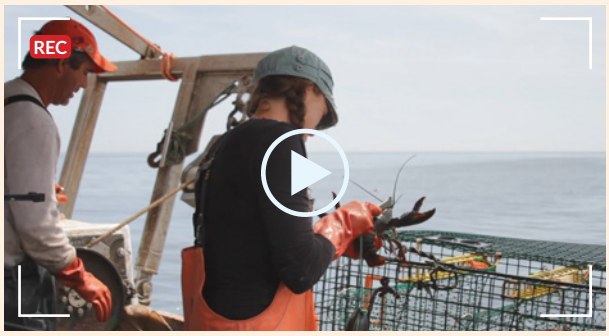
Look at the picture. Work in pairs and answer the questions.



1 What is this trainee learning to do?
2 What other skills might be needed on large cattle ranches?
3 What skills are employers looking for most in the current job market?

2 – READING AND VOCABULARY p51

Look at the picture. Work in pairs and answer the questions.



1 What is the woman on the boat doing?
2 Why might she like her job?
3 Are some kinds of work more attractive to one gender? Why?

UNIT 4

1 – VOCABULARY p64

Look at the picture. Work in pairs and answer the questions.



1 Why do you think President Obama is using this gesture?
2 How can political leaders work with different groups of people effectively?
3 Is politics a good choice of career? Why? / Why not?

2 – ENGLISH IN USE p72

Look at the picture. Work in pairs and answer the questions.



1 Who could the man walking along the prison fence be?
2 Do some crimes lead to unjust imprisonment more than others? Which ones?
3 How can a justice system operate more effectively to avoid prosecuting the innocent?

UNIT 5

1 – VOCABULARY p79

Look at the picture. Work in pairs and answer the questions.



1 What might they be collecting from this device which processes waste food?
2 Which farming and food practices should we prioritise? Consider: a satellite-aided approach to maximise harvests, recycling, GMOs, biofuel and intensive meat farming. Why?

2 – SPEAKING p85

Look at the picture. Work in pairs and answer the questions.



1 Where might this food have come from?
2 What categories of food would be useful for redistribution to lower income families?
3 How could we improve our management of waste and surplus food?

UNIT 6

CRITICAL THINKING

UNIT 7

1 – VOCABULARY p94

Look at the picture. Work in pairs and answer the questions.



1 Why do you think one of the houses was built with so much unused space?
2 How would you develop the unused space?
3 What essential facilities would be needed to move in?

2 – READING AND VOCABULARY p97

Look at the picture. Work in pairs and answer the questions.



1 What kind of animation is suggested by this video still of a part of London?
2 How can animations like this make spoken or written messages more interesting, for example in advertising or in film?

UNIT 8

1 – VOCABULARY p109

Look at the picture. Work in pairs and answer the questions.



1 How might these balloon passengers feel?
2 What are the benefits and restrictions of balloon travel?
3 What would be the pros and cons of the balloons playing music for people below?

2 – WRITING p117

Look at the picture. Work in pairs and answer the questions.



1 What other activities might take place at events like this one, where Native American tribes meet?
2 Why is it important to keep such traditions alive?

TEST EACH OTHER

Student A

Review 1 page 15, exercise 9

Decide if the following statements are true or false. Correct the false statements in your notebook. Then test your partner.

1 When you are *blown away* by someone, you are criticised by them.
2 *Durable* means 'long-lasting'.
3 When you *say something up front*, you say it loudly.
4 *Precede* means to 'happen before'.
5 If someone is *quick-witted*, they are impulsive.

Review 2 page 29, exercise 11

Answer the questions. Then test your partner.

1 What's the difference between a *scrape* and a *cut*?
2 Which word beginning with 'c' means 'zaraźliwy'?
3 If two ideas *mesh*, do they fit together or not?

Review 3 page 45, exercise 10

Give synonyms for the words below. Then ask your partner to make sentences with the original words.

soaring impromptu run-down gobsmacked

Review 4 page 59, exercise 10

Make the following parts of speech from the words given. Then test your partner.

1 the adjective from *collaborate*
2 the adverb from *mark*
3 the noun from *expose*
4 the negative adjective from *deny*

Review 5 page 75, exercise 10

Make sentences with the following words or expressions. Then translate them into Polish. Show your partner your Polish sentences and ask him/her to translate the sentences back into English.

1 taunt
2 cheap shot
3 stance
4 lifeline
5 imposing

Review 6 page 89, exercise 10

Answer the questions. Then test your partner.

1 How do you say 'węglowodany', 'białka' and 'błonnik' in English?
2 What is *shelf life*?
3 What can you *chop* and *mince*?
4 What is the difference between a *hob* and an *oven*?
5 How do we use the verb *brown*?
6 What can the adjective *pungent* describe?

Review 7 page 105, exercise 10

Give an example for each category below. Then test your partner.

1 local amenities
2 bespoke furnishings
3 an object you can pass down
4 an activity which is a breeze for you
5 something that can get clogged

Review 8 page 119, exercise 10

Answer the questions. Then test your partner.

1 How do you spell the English word for 'kiczowaty'?
2 What do you do when you *swallow* an idea?
3 What does *haranguing* mean?
4 What could be the opposite of *popular* in *popular tastes*?
5 What do you do when you *embrace a problem*?

1–4 SPEAKING TEST

2 minuty — Rozmowa wstępna

1 **Work in pairs and answer the questions.**

1 Do you think you take good care of yourself? Why? / Why not?
2 What do you do to keep fit?
3 What is your favourite pastime?
4 What are you good at?
5 How do you like to spend your holidays?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 **Work in pairs and do the task. Then swap roles and do the task again.**

Uczeń A
Wraz z kolegą/koleżanką z Norwegii, z którym/którą zajmujesz wspólny pokój w akademiku w czasie rocznego pobytu na studiach w Anglii, postanowiliście/postanowiłyście zapisać się na zajęcia w miejscowej siłowni. W rozmowie z uczniem B omów poniższe cztery kwestie:

rodzaj ćwiczeń lub zajęć
terminy zajęć
koszty
spodziewane efekty

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Razem z uczniem A rozmawiacie na temat zajęć na siłowni, na które chcecie się zapisać w czasie rocznego pobytu w Anglii. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie**/**wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- powiedz, że nie chcesz wydać więcej niż 25 funtów na karnet miesięczny,
- poinformuj, że w tygodniu masz czas jedynie po godzinie 19.00 lub pozostają weekendy.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 **Take turns to describe the picture and answer the three questions.**



1 Why do you think the man is eating in the car?
2 What do your mornings look like?
3 Tell us about something important you missed because you were late.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4 **Work in pairs. Take turns to do the speaking task and answer the two questions.**

Popatrz na zdjęcia 1–3. Przygotowujesz prezentację, mającą zachęcić młodych ludzi do podejmowania wakacyjnej pracy dorywczej. We wprowadzeniu do prezentacji wykorzystaj jedno z trzech przedstawionych zdjęć.

- Wybierz to zdjęcie, które najlepiej, Twoim zdaniem, przemówi do słuchaczy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.

1



2



3



1 What are the advantages of taking up a summer job?
2 What advice would you give to someone who is just about to look for their first summer job?

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 Describe your favourite meal.
2 Do you help around the house? Why? / Why not?
3 Do you learn a lot? Why? / Why not?
4 Who is your most admired artist? Why?
5 What is the best thing about being a teenager? Why?

4 minuty — Zadanie 1. — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Rozmawiasz z kolegą/koleżanką z Anglii, który/która pisze pracę semestralną na temat Polski i prosi Cię o pomoc w rozwinięciu zagadnień, które zamierza poruszyć w swojej pracy. W rozmowie z uczniem B omów poniższe cztery kwestie:

historia

kultura

Polska – Wielka Brytania, podobieństwa i różnice dostrzegane oczami młodego człowieka

miejsca, które warto zobaczyć

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A. Rozmawiacie na temat Polski i sposobu, w jaki zamierzasz o niej napisać w swojej zaliczeniowej pracy semestralnej. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie**/**wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- powiedz, że chciałbyś/chciałabyś skupić się w swojej pracy na wybranych, mniej znanych faktach historycznych i kulturowych,
- poproś ucznia A o przeprowadzenie w środowisku jego rówieśników ankiety na temat podobieństw i różnic między Waszymi krajami.

3 minuty — Zadanie 2. Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Why do you think these people have chosen to be food scientists?
2 How does technology improve your life?
3 Tell us about a recent situation where technology failed you.

5 minut — Zadanie 3. — Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Wraz z kolegami i koleżankami z klasy organizujecie kampanię zachęcającą uczniów Waszej szkoły do uczestnictwa w spotkaniach dyskusyjnego klubu książki, prowadzonych w języku angielskim. Wyraź swoje zdanie na temat wykorzystania w kampanii poniższych plakatów.

- Wybierz ten plakat, który będzie, Twoim zdaniem, bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jeden z plakatów.





1 Should books be cheaper for students than for other people? Why? / Why not?
2 Why do fewer and fewer young people read books these days?

4 minuty — Poziom dwujęzyczny

Work in pairs and answer the questions.

A

What role may music have played in the girl's life?



B

How inspiring may music be in such a situation?



C

What do the situations presented in the photographs have in common and how do they differ as far as listening to music now and in the past is concerned?

1–8 SPEAKING BANK

Unit 1

Discussing your strengths and weaknesses
Rozmawianie o swoich mocnych i słabych stronach

Do you consider yourself ...? Czy uważasz się za...?

Do you tend to ...? Czy masz tendencję do...?

How capable / aware of ... are you? Na ile jesteś zdolny/zdolna do / świadomy/świadoma...?

Is ... your strong point? Czy... jest twoją mocną stroną?

Do you come across as ...? Czy uchodzisz za...?

Would you call yourself ...? Czy określiłbyś/określiłabyś się jako...?

Expressing/Showing importance Wyrażanie istotności

Social intelligence is a key factor / of paramount importance when it comes to ... Inteligencja społeczna jest kluczowa / niezwykle istotna, jeśli chodzi o...

It seems essential/crucial/indispensable/fundamental in the case of ... To wydaje się podstawowe/niezbędne/zasadnicze w przypadku...

It comes in handy / is of great use when we deal with ... To jest przydatne / bardzo użyteczne w przypadku...

It determines / decides on the way people ... Od tego zależy, w jaki sposób ludzie...

It turns out to be particularly relevant / central to ... Okazuje się to szczególnie istotne / najważniejsze dla...

Unit 2

Describing a picture Opisywanie ilustracji

This image depicts/portrays/epitomises/showcases ... Ten obrazek przedstawia / ukazuje / jest odzwierciedleniem...

When I look at it, what springs/comes to mind is the idea of ... Gdy na niego patrzę, do głowy przychodzi mi...

This visual communicates / conveys / puts across the concept of ... Ten materiał przekazuje ideę... / jest wyrazem...

Expressing preferences, giving arguments and comparing
Wyrażanie preferencji, argumentowanie i porównywanie

This one seems / appears / looks to be the most convincing of all. Ten wydaje się najbardziej przekonujący ze wszystkich.

It appeals to me / speaks to me / catches the eye because ... Podoba mi się / Przemawia do mnie / Przyciąga moją uwagę, ponieważ...

The one which may do the job / command people's attention is ... Najbardziej nada się / Najbardziej przyciągnie uwagę ten, który...

This image, by contrast, doesn't grab me at all / leaves me cold. Z kolei ten obrazek w ogóle nie przyciąga mojej uwagi / wcale mnie nie przekonuje.

The visual I'd like to put forward / submit would be ... Ja zaproponowałbym/zaproponowałabym / zgłosiłbym/zgłosiłabym ten obrazek, który...

Showing cause and effect Wyrażanie przyczyny i skutku

The situation may stem / result / arise from the fact that ... Ta sytuacja może wynikać z / być skutkiem tego, że...

It may be a natural consequence / a knock-on effect of ... To może być naturalna konsekwencja / skutek uboczny...

Doubtless, it has been brought about / triggered by ... Bez wątpienia stoi za tym...

What has led to / has given rise to / has engendered such a situation is the way ... Do tej sytuacji doprowadził sposób, w jaki... / Ta sytuacja zrodziła się ze sposobu, w jaki...

It has a significant bearing / a profound influence / a major impact on how people feel and see themselves. Ma to znaczący/ogromny wpływ na to, jak ludzie czują się sami ze sobą i co o sobie myślą.

It is an issue that could affect/influence/impact on the ... Ta sprawa może mieć wpływ na...

One/Another underlying reason / feasible justification for the choice could easily be ... Jedną z możliwych przyczyn / Jednym z możliwych wyjaśnień takiego wyboru jest to, że...

This is what may prompt/push people to bite off more than they can chew. To właśnie może doprowadzić/popchnąć ludzi do łapania dwóch srok za ogon.

Unit 3

Asking for / Stating opinion
Pytanie o opinię i wyrażanie własnego zdania

What do you make of ...? Co sądzisz na temat...?

Wouldn't you say that's the case? Nie sądzisz, że tak jest?

Isn't it something you could go along with? Czy nie zgodziłbyś/zgodziłabyś się z tym?

Not sure I get the idea. What exactly are you trying to say? Nie jestem pewien/pewna, czy rozumiem. Co dokładnie chcesz przez to powiedzieć?

What's your take on this? Jakie jest twoje zdanie na ten temat?

As far as I'm concerned, ... Jeśli o mnie chodzi...

As far as I can tell ... Z tego, co wiem...

If you ask me, ... Jeśli o mnie chodzi...

I strongly/wholeheartedly believe that ... Głęboko wierzę w to, że...

If you are after my honest opinion ... Jeśli chcesz znać moje zdanie...

I'd venture a guess that ... Stawiałbym/Stawiałabym na to, że...

To my mind, ... Moim zdaniem...

Frankly, ... Szczerze mówiąc...

I reckon that ... Sądzę, że...

Agreeing and disagreeing Zgadzanie i niezgadzanie się

No doubt about it! Bez wątpienia!

You have a point there. Tu muszę przyznać ci rację.

I'm in favour of ... Ja jestem za...

I agree up to a point. W pewnym stopniu się zgadzam.

Not necessarily, ... Niekoniecznie...

I'm not that/really convinced that ... Nie jestem do końca przekonany/przekonana, czy...

I'm afraid I beg to differ. Pozwolę sobie nie zgodzić się.

I'd say the exact opposite. Wręcz przeciwnie.

We're going to have to agree to disagree. Musimy zaakceptować to, że się nie zgadzamy.

I'm opposed to ... Nie zgadzam się z...

I'm with you on that. W tej kwestii się z tobą zgadzam.

Speculating Przypuszczanie

It could/might/must have (something) to do with ... To może mieć coś wspólnego z...

I bet/gather/presume it's connected to the idea of ... Założę się, że / Wnioskuję, że / Zakładam, że ma to związek z kwestią...

My guess/speculation/feeling would be that it's about ... Zgaduję / Przypuszczam / Coś czuję, że może chodzić o...

It may be a shot in the dark, but I'd say that it could refer to / concern / relate to ... Strzelam w ciemno, ale powiedziałbym/powiedziałabym, że może to mieć związek z...

What comes to my mind is the idea/notion/concept of … Do głowy przychodzi mi kwestia…

What it involves / entails / boils down to could be (the fact) that … Może się to wiązać z / sprowadzać do tego, że…

Unit 4

Making predictions Przewidywanie i wyrażanie przypuszczeń na temat przyszłości

What the future has in store for us is far from predictable. Trudno przewidzieć, co kryje przed nami przyszłość.

If we can foresee anything with any certainty, it's the fact that a lot is bound to change in this field. Jeśli potrafimy przewidzieć cokolwiek z jakąkolwiek dozą pewności, to fakt, że wiele się zmieni na tym polu.

The prospects of having one steady job with a golden handshake at the end of it are already pretty slim. Szansa na posiadanie jednej stabilnej pracy na całe życie z odprawą na pożegnanie jest raczej mała.

The chances are, our careers will be even more fragmentated than they are now. Istnieje prawdopodobieństwo, że nasze kariery zawodowe będą jeszcze bardziej poszatkowane niż obecnie.

Lifelong learning and mobility are highly likely to remain the key words for the years to come. Jest wielce prawdopodobne, że ciągła edukacja i mobilność pozostaną w najbliższych latach kluczowymi pojęciami.

I'd say that the job market is pretty certain to undergo a revolution. Powiedziałbym/Powiedziałabym, że rynek pracy z pewnością przejdzie rewolucyjne zmiany.

There is every likelihood that jobs which can become automated will do so. Wedle wszelkiego prawdopodobieństwa zawody, które mogą zostać zautomatyzowane, zostaną zautomatyzowane.

The odds are that some jobs will get wiped out. Jest bardzo prawdopodobne, że niektóre zawody znikną.

Low-skilled and unskilled workers don't stand the chance of landing a decent job. Pracownicy posiadający niskie kwalifikacje nie mają szans na znalezienie porządnej pracy.

There is a strong possibility that some jobs will simply vanish. Jest duże prawdopodobieństwo, że niektóre zawody po prostu znikną.

We are expected to hanker for the past and go back to our roots. Można oczekiwać, że będziemy tęsknić za przeszłością i wracać do swoich korzeni.

All kinds of craftsmen and women are sure to reclaim their place on the job market. Wszelkiego rodzaju rzemieślnicy z pewnością odzyskają swoją pozycję na rynku pracy.

Unit 5

Talking about potential gains
Mówienie o potencjalnych korzyściach

Regular participation in activities that support local initiatives, in the long run, fosters / contributes to / improves / enhances social well-being. Regularne uczestnictwo w działaniach, które wspierają lokalne inicjatywy, w dłuższej perspektywie sprzyja dobrostanowi społecznemu / wpływa na / zwiększa dobrostan społeczny.

So, what is there to be gained? / are the tangible benefits of it all? / does one gain as a result? Zatem, co jest do zyskania? / jakie są wymierne korzyści z tego wszystkiego? / co można uzyskać w rezultacie?

Being part of the decision-making processes can empower young people and give them a sense of direction/agency. Uczestniczenie w procesach decyzyjnych może wzmocnić pozycję młodych ludzi i nadać im poczucie kierunku/sprawstwa.

Volunteering for a neighbourhood teaches people to accept different perspectives/viewpoints. Wolontariat sąsiedzki uczy ludzi przyjmowania różnych perspektyw / punktów widzenia.

While collaborating on projects, young people will build their social networks / social capital and learn to think on the spot / outside the box. Podczas współpracy nad projektami młodzi ludzie zbudują swoje sieci społeczne / swój kapitał społeczny i nauczą się myśleć błyskawicznie/ nieschematycznie.

Speculating about future
Snucie domysłów na temat przyszłości

Being able to contribute is set/likely/sure/certain to boost young people's confidence and develop their civic pride / new skills. Możliwość wniesienia swojego wkładu ma zwiększyć / prawdopodobnie / na pewno / z pewnością zwiększy pewność siebie młodych ludzi i rozwinie ich obywatelską dumę / nowe umiejętności.

Having their ideas taken into consideration will help young people have a likely say/impact/influence on the world they are part of. Uwzględnienie ich pomysłów pomoże młodym ludziom mieć wpływ na świat, którego są częścią.

The odds/chances are that … Jest szansa, że…

Young people's employability will conceivably / without fail / certainly increase. Szanse zatrudnienia młodych ludzi potencjalnie / bez wątpienia / na pewno wzrosną.

Concluding Podsumowywanie wypowiedzi

To conclude / In conclusion / On balance, … Podsumowując / W konkluzji / Biorąc wszystko pod uwagę, …

After all / Ultimately / Altogether, … W końcu / Ostatecznie / W każdym razie…

All in all / By and large / In brief, I am a strong advocate of … Podsumowując / Ogólnie rzecz biorąc / W skrócie, jestem zdecydowanym zwolennikiem…

Unit 6

Talking about influence and importance
Mówienie o wpływie czegoś na coś i wyrażanie istotności

Food labelling has a profound/powerful/decisive influence on us. Etykiety produktów mają na nas ogromny/decydujący wpływ.

The packaging influences us enormously/greatly/deeply/strongly. Opakowania mają na nas ogromny/wielki wpływ.

Manufacturers resort to all kinds of tricks to exert/maximise/enhance/increase the impact the package will make on the buyer. Producenci uciekają się do różnego rodzaju zabiegów, żeby zwiększyć wpływ opakowania na kupujących.

It's of paramount importance / immense value / considerable significance for us, the consumers, to read the labels! To niezwykle ważne / wyjątkowo cenne / bardzo znaczące dla nas, konsumentów, żeby zapoznawać się z treścią etykiet!

Food packaging and deceptive labelling mean next to nothing / carry no weight / cut no ice with me anymore. Opakowanie produktu i wprowadzające w błąd etykiety są bez znaczenia / nie wywierają już na mnie wpływu.

1–8 SPEAKING BANK

I wish I placed more importance to what the label says. Chciałbym/Chciałabym przywiązywać większą wagę do treści etykiet.

Limiting this waste would have a significant/direct bearing on the environment. Ograniczenie odpadów miałoby znaczny/bezpośredni wpływ na środowisko.

Reporting the survey results
Przytaczanie wyników ankiet

Of the 20 students who were questioned/surveyed/interviewed, five/ten were of the opinion that ... Spośród dwudziestu ankietowanych studentów pięcioro/dziesięcioro było zdania, że...

Over one third / half / one in five felt that ... Ponad jedna trzecia / połowa / jedna piąta stwierdziła, że...

The majority/minority replied that ... Większość/Mniejszość odpowiedziała, że...

A significant percentage would rather ... Znaczny odsetek ankietowanych uznał, że wolałby...

A large/small proportion expressed their preference for ... Duża/Mała grupa respondentów wolała...

About one quarter responded positively to / commented favourably on the idea of ... Około jednej czwartej respondentów zgodziło się z ideą...

On the whole, most students approve of / would go for / are in favour of ... Ogólnie rzecz biorąc, większość studentów zgadza się z / popiera ideę...

It is generally felt/understood that ... Ogólnie sądzi się / uważa się, że...

What the survey implies/suggests/indicates is the fact that ... Wyniki ankiety wskazują na to, że...

Unit 7

Phrases to begin the account
Wyrażenia rozpoczynające opowiadanie

It all started when/while ... Wszystko zaczęło się, kiedy...

Hardly had the day begun when ... Ledwie wstał dzień, kiedy...

You won't believe what happened to me! Nie uwierzysz, co mi się przydarzyło!

At the outset, it looked like nothing to worry about. Na początku wydawało się, że nie ma się czym martwić.

Phrases to end the account
Wyrażenia kończące opowiadanie

In the end, we just ... Na koniec po prostu...

All's well that ends well, but ... Wszystko dobre, co się dobrze kończy, ale...

Last but not least, ... Co nie mniej ważne...

Adverbs of attitude Przysłówki i wyrażenia przysłówkowe określające nastawienie

Clearly ... Wyraźnie...

Apparently ... Najwyraźniej...

Disappointingly so. Co rozczarowuje.

To my great surprise ... Ku mojemu wielkiemu zdziwieniu...

To my utter amazement ... Ku mojemu absolutnemu zdumieniu...

To my absolute horror ... Ku mojemu przerażeniu...

Luckily ... Na szczęście...

Understandably so. Co jest zrozumiałe.

As luck would have it ... Traf chciał...

Adverbs of time Przysłówki i wyrażenia przysłówkowe określające czas

As soon as ... Jak tylko...

Meanwhile ... W międzyczasie...

Up until then ... Do tego czasu...

Within seconds/minutes ... W ciągu sekund/minut...

Simultaneously. Jednocześnie.

Initially ... Początkowo...

All of a sudden, ... Nagle...

Afterwards ... Następnie...

Beforehand. Uprzednio.

Shortly after that ... Wkrótce potem...

Unit 8

Describing and comparing pictures showing present and past
Opisywanie i porównywanie obrazków pokazujących teraźniejszość i przeszłość

To the casual eye, the photograph may come across as ... Dla postronnego obserwatora ta fotografia może sprawiać wrażenie...

On closer inspection, ... Po dokładniejszym przyjrzeniu się...

In each photograph, ... Na każdym zdjęciu...

In this respect ... Pod tym względem...

From this angle ... Z tej perspektywy...

The situations depicted in the photos are very much alike / are almost identical. Sytuacje przedstawione na zdjęciach są bardzo podobne / prawie identyczne.

In the past, people used to / would perform music for pleasure. W przeszłości ludzie wykonywali muzykę dla przyjemności.

In the dim and distant past people tended to appreciate music as much as people do now. W zamierzchłych czasach ludzie cenili muzykę tak samo jak teraz.

Since time immemorial, ... Od niepamiętnych czasów...

I believe there didn't use to be live outdoor events like these. Sądzę, że kiedyś nie było takich imprez plenerowych.

TEST EACH OTHER

Student B

Review 1 page 15, exercise 9

Decide if the following statements are true or false. Correct the false statements in your notebook. Then test your partner.

1 A *cogent* argument is an unreasonable one.
2 *Stuck-up* means 'arrogant'.
3 When you *fret* about something, you worry about it.
4 *Out of hand* means 'without money'.
5 If you *wake up to a fact*, you realise something.

Review 2 page 29, exercise 11

Answer the questions. Then test your partner.

1 What is the difference between a *cramp* and a *spasm*?
2 Do *nausea* and *dizziness* mean the same?
3 Do you know three nouns which go with *overwhelming*?

Review 3 page 45, exercise 10

Give synonyms for the words below. Then ask your partner to make sentences with the original words.

diminish	dystopian	contentious	stellar

Review 4 page 59, exercise 10

Make the following parts of speech from the words given. Then test your partner.

1 the noun from *willing*
2 the adjective from *stultify*
3 the adverb from *end*
4 the negative adjective from *inspire*

Review 5 page 75, exercise 10

Make sentences with the following words or expressions. Then translate them into Polish. Show your partner your Polish sentences and ask him/her to translate the sentences back into English.

1 clemency
2 overburden
3 up to your ears
4 toe the party line
5 accommodate

Review 6 page 89, exercise 10

Answer the questions. Then test your partner.

1 How do you say 'bułka tarta', 'przykrywka' and 'garnek' in English?
2 What are *crop yields*?
3 What can you *skin* and *bone*?
4 What's the difference between a *can* and a *tin*?
5 How do we use the verb *beset*?
6 Who can the adjective *squeamish* describe?

Review 7 page 105, exercise 10

Give an example for each category below. Then test your partner.

1 maintenance costs
2 a sink or swim situation
3 something you strive to do
4 shared facilities
5 something which may peel off

Review 8 page 119, exercise 10

Answer the questions. Then test your partner.

1 When do we use the phrase *If you can't stand the heat, get out of the kitchen*?
2 Who or what might demand one's *unwavering attention*?
3 What could strike you like *a bolt from the blue*?
4 What happens when somebody *deepens the divide*?
5 What do you do when you *look something in the eye*?

1–8 WRITING BANK

Rozprawka za i przeciw

Coraz więcej osób uważa, że używanie telefonów komórkowych w trakcie zajęć szkolnych może być uzasadnione, a czasem wręcz jest konieczne. Napisz **rozprawkę** przedstawiającą dobre i złe strony używania telefonów komórkowych w czasie lekcji.

Wypowiedź powinna zawierać 200–250 wyrazów.

The question as to whether mobile phones should be used in classrooms is a contentious one. While some people argue that phones have a number of uses during lessons, others insist that they have no place in an educational setting at all. I will lay out the arguments on both sides.

It is a fact that mobile phones can serve legitimate functions in a place of learning. For one thing, Internet-connected phones can be accessed in order to check facts or find correct spellings and may offer a practical addition to classroom activities. Furthermore, students who finish a task early can find an approved activity to productively occupy their time. For example, they can be given a quiz to complete or an article to read, keeping them engaged while others complete their work.

On the negative side, mobile phones are likely to present disturbances and distractions. While a teacher might approve certain online activities, there is no guarantee that students will not indulge in online games or chat with friends. Another downside is that mobile phone addiction is a real problem, and the more young people can get used to not interacting with their phones, the more self-control they will develop.

On the whole, although having access to the Internet in class may prove beneficial for students, mobile phone use without restrictions may have negative consequences, too. Personally, I support the presence of phones in classrooms so long as the material accessed is well-monitored and has an educational purpose.

TEZA: Autor odnosi się do tematu rozprawki (używanie telefonów komórkowych w trakcie zajęć szkolnych) oraz sygnalizuje charakter wypowiedzi pisemnej – zaznacza, że omawiane będą zarówno zalety, jak i wady tego zjawiska.

ROZWINIĘCIE: Autor przedstawia oba elementy tematu (zalety oraz wady używania telefonów komórkowych na zajęciach szkolnych).

PODSUMOWANIE: Autor pisze podsumowanie nawiązujące do przedstawionych wcześniej argumentów i ewentualnie przedstawia swoją opinię, pamiętając, że wstęp i zakończenie powinny być mniej więcej tej samej długości.

Rozprawka wyrażająca opinię

Ostatnio coraz częściej można usłyszeć głosy piętnujące zbyt duży nacisk na pamięciowe uczenie się, mające na celu przygotowywanie do egzaminów oraz testów w szkołach, co według krytyków odbywa się kosztem rozwijania kreatywności i twórczego myślenia u uczniów. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tego zjawiska, biorąc pod uwagę punkt widzenia zarówno nauczycieli, jak i uczniów.

Wypowiedź powinna zawierać 200–250 wyrazów.

I have definite opinions regarding putting emphasis on learning by heart in order to prepare for exams and tests in schools. It may surprise you, considering that I am an artistic young person, but looking at the issue from both teachers' and students' viewpoints, I am very much in favour of a fact- and exam-based approach for the following reasons.

From a teacher's point of view, there are several obvious advantages. Firstly, with a framework of facts and reliable methods of testing, teachers can easily judge their students' progress. Another advantage is that lessons designed around sets of facts can be clearly organised, making for a more effective presentation. Finally, while some teachers argue that having to stick to facts and figures makes teaching less interesting, the best teachers find ways to infuse the driest topics with creativity.

From a student's perspective, there are many benefits of the facts-and-testing approach as well. By having set expectations and predictable testing methods, students can gauge their own achievements and adjust their study habits to get the best results. In addition, from the homework perspective, fact-based material can be logically organised into manageable chunks. Furthermore, even for a free-thinking student, a focus on facts and exams gives the mind organisational abilities useful in creative pursuits.

All in all, I would say that even though expecting students to memorise school material may limit creativity and be less engaging, the framework it provides and the discipline it promotes are advantageous for teachers and students, and it is definitely the best approach.

TEZA: Kluczowym elementem tezy, oprócz nawiązania do tematu rozprawki (zjawisko nacisku na testy i pamięciowe uczenie się w szkole), jest również wyrażenie opinii autora na ten temat.

ROZWINIĘCIE: Autor omawia temat, przedstawiając argumenty zgodne ze swoją opinią wyrażoną w tezie wypracowania. Zasadnicze przy tym jest uwzględnienie dwóch aspektów wskazanych w poleceniu (punkt widzenia nauczycieli oraz punkt widzenia uczniów).

PODSUMOWANIE: W zakończeniu autor powtarza swoją opinię wyrażoną w tezie i w zwięzły sposób odnosi się do swoich argumentów przytoczonych w treści wypracowania.

Artykuł

Czasopismo młodzieżowe poprosiło swoich czytelników o opisanie wybranej miejscowej tradycji godnej podtrzymania. Napisz **artykuł**, w którym opiszesz wybraną przez Ciebie tradycję, i uzasadnisz, dlaczego warto ją zachować dla przyszłych pokoleń.

Wypowiedź powinna zawierać 200–250 wyrazów.

Jednym z elementów wyróżniających tę formę wypowiedzi pisemnej jest tytuł, który ma za zadanie przyciągać uwagę czytelnika i zachęcić go do lektury.

DROWNING WINTER, EMBRACING SPRING

The disappearance of ancient traditions often goes unnoticed. We fail to see the value of preserving old rituals, yet if we let them go, we risk losing the things that define our identity.

The ritual of the sacrificing of Marzanna on 21 March has a simple yet rich meaning: drowning a figure which represents the hardship of winter in order to hasten the coming of the season of warmth and plenty. It represents a deep connection to nature and its cycles and acknowledges our connection to the earth. The Marzanna effigy is a female figure made of straw, wrapped in cloth and decorated with ribbons. It is carried through the streets, then either set on fire or thrown into a nearby body of water. Its disappearance is meant to guarantee the early arrival of spring.

This tradition is worth preserving for a number of reasons. First of all, making, parading and drowning the figure brings the community together in a common effort. Furthermore, the figure itself is a valuable example of traditional folk art skills which deserve to be preserved. Finally, all aspects of this ritual connect us to our cultural roots, to nature and to one another in a way which more modern events simply cannot do.

To conclude, I believe that every locality has traditions which need nurturing, and I do hope my generation will not be the one to drop the ball when it comes to the fascinating, unique and colourful practice of bidding a symbolic farewell to winter.

W pierwszym akapicie autor przedstawia ciekawe informacje i dane, stawia śmiałe tezy lub stosuje pytania retoryczne, które, podobnie jak tytuł, mają zachęcić odbiorcę do przeczytania całego tekstu.

W kolejnych akapitach autor rozwija temat artykułu, odnosząc się do dwóch elementów polecenia (opis tradycji i powody, dla których warto ją zachować).

W zakończeniu autor podsumowuje wypowiedź, odnosząc się do treści przedstawionej w poprzednich akapitach.

List formalny

Dowiedziałeś się / Dowiedziałaś się, że władze podjęły decyzję o przekazaniu terenu parku w Twojej okolicy pod budowę centrum handlowego. Napisz **list do redakcji** gazety, w którym opiszesz, w jaki sposób park jest wykorzystywany przez lokalną społeczność, oraz zaproponujesz alternatywę dla planowanej w tym miejscu inwestycji.

Wypowiedź powinna zawierać 200–250 wyrazów.

Autor listu rozpoczyna go oficjalnym zwrotem do adresata

Dear Sir/Madam,

It has recently come to my attention that our neighbourhood park, Green Meadows, has been approved by the city council as a building site for a new shopping mall. I would like to express my outrage at this misuse of public land and at the irresponsibility of those involved.

We wstępie autor wyjaśnia cel napisania listu.

Green Meadows has been the centre of our community for more than fifty years. My parents played there, my family has picnicked there countless times, and members of the community of all ages walk, exercise, cycle and relax on its green lawns under ancient trees. This park provides a rare green space in an overbuilt vicinity, cleans the air we breathe and gives all of us a space free of noise, traffic and pollution.

It seems to me and many in my community that there are several other sites where a shopping mall could be located, which are both more accessible by main roads and more suitable for this type of development. For instance, the disused factory site in East Meadow and the abandoned racetrack on Caldon Road are places where a shopping mall would fit into the landscape and be welcomed by residents, including those who use Green Meadows park.

W rozwinięciu, w osobnych akapitach, autor omawia dwa elementy tematu (opis tego, w jaki sposób społeczność lokalna wykorzystuje park, oraz propozycja alternatywnej lokalizacji centrum handlowego).

I would like to urge the city council to reconsider this decision, and I must also point out to the developers that a large contingent of the community will never set foot in their mall if it is built on the site of our beloved park.

W zakończeniu listu autor nawiązuje do tego, co napisał wcześniej, oraz przedstawia swoje oczekiwania.

Yours faithfully,

XYZ

List zawiera odpowiedni formalny zwrot zamykający.

Rozprawka wyrażająca opinię (poziom dwujęzyczny)

Młodzi aktywiści klimatyczni coraz częściej uciekają się do drastycznych metod protestu, żeby zwrócić uwagę opinii publicznej na problem katastrofalnych zmian klimatycznych. Napisz **rozprawkę**, w której przedstawisz swoje zdanie na temat takich form sprzeciwu, odnosząc się do następujących aspektów: różnych reakcji na takie metody protestu, celów, jakie młodzi aktywiści chcą osiągnąć, oraz skuteczności tych form sprzeciwu.

Wypowiedź powinna zawierać 300–350 wyrazów.

Recently, we have been hearing a lot about young climate activists who more and more often resort to drastic forms of protest such as vandalising works of art in museums to draw the attention of the public opinion to the catastrophic effects of climate change. I firmly believe that although such ways of demonstrating one's dissatisfaction may look spectacular on social media, they are highly inappropriate.

To begin with, eco-activists' actions have been met with mixed reactions. On the one hand, their supporters wholeheartedly approve of their actions, considering them necessary. On the other hand, museum authorities have expressed serious reservations, deeming those actions too radical. Curators claim that throwing soup on fragile paintings, even though they are protected by glass, may irreversibly damage them.

If I am honest, the protesters' objectives are highly commendable: they want to raise our awareness of the disastrous consequences that climate change is provoking. Not only do they mean the destruction of our natural habitat but also the problems that people face, such as severe flooding, famine and mass migration. Furthermore, they urge different governments to call a halt to gas and oil projects, and rightly so.

I am entirely convinced, however, that the forms of protest adopted by these so-called eco-warriors are highly ineffective. True, their actions have made headlines, but for all the wrong reasons. Instead of starting a productive public debate on the cause they represent, they have sparked controversy by getting into brawls with museum staff. Strangely, the protests border on publicity stunts and come across as something done simply for likes and applause.

All in all, I reckon that young eco-activists have gone too far in making their voices heard. Their actions adversely affect our cultural heritage, and though they are fighting for a worthy cause and the public has finally woken up to the unsettling effects of climate change, wreaking havoc in art museums is generally frowned upon and obscures the message they are trying to convey. Sometimes the end doesn't justify the means.

TEZA: We wstępie autor jednoznacznie wyraża swoją opinię.

ROZWINIĘCIE: W oddzielnych akapitach autor przedstawia kolejne argumenty, uwzględniając trzy aspekty wspominane w poleceniu (reakcje na metody protestu, cele aktywistów i skuteczność tych form sprzeciwu) i używając urozmaiconych wyrażeń opiniujących w różnych miejscach rozprawki.

ZAKOŃCZENIE: Autor odwołuje się do tematu i swoich wcześniejszych argumentów, używając wyrażeń synonimicznych. Wstęp i zakończenie są porównywalnej długości.

Artykuł (poziom dwujęzyczny)

Wielu młodych ludzi zaczyna zdobywać doświadczenie zawodowe już w liceum. Napisz **artykuł**, w którym przedstawisz powody podjęcia pracy w tak młodym wieku, wyjaśnisz, jakie korzyści wiążą się z podjęciem takiej pracy, oraz napiszesz, jakie Twoim zdaniem mogą być jej negatywne konsekwencje.

Wypowiedź powinna zawierać 300–350 wyrazów.

Tytuł artykułu powinien przyciągać uwagę. Można tu wykorzystać cytat, zadać pytanie lub sparafrazować znane powiedzenie.

THE SOONER, THE BETTER?

Who isn't familiar with the infamous paradox: you can't get a job without work experience, and you can't get work experience without a job? Whether we like it or not, at some point in our lives there is no avoiding rolling up our sleeves and finding employment. And nowadays, this moment often comes when we are still in high school. Just ask your classmates if you don't want to take my word for it.

We all have our reasons, don't we? For some of us, it's the meagre pocket money that doesn't cover our basic needs. Others may feel influenced by TV series where American teenagers take on a weekend job in high school. Then there are those whose parents are nagging them to do something useful with their lives. Whatever our motivation might be, we feel driven by the desire to become independent.

At first, we only see the positives. Who wouldn't like to be able to afford to buy the things they want, right? Not only that, our parents begin to consider us mature and we get positive feedback from them. 'It will make my CV stand out,' we also convince ourselves. Thanks to the skills we acquire while working as waiters, leaflet distributors, dog-walkers and what have you, we gain the skills that will most certainly increase our employability in the future.

Only later, however, do some of us realise that getting a job at an early age isn't what it is cracked up to be. We run the risk of falling behind at school if we try to put in too many hours of work and our social life may suffer. Not to mention cases of students who decided to drop out of school because the labour market proved too appealing to them.

'So what should we do?' you might ask yourselves. Just like everything else, work too is advisable in moderation. If you overdo it, it may prove to be detrimental, but if you find the right balance, you will gain the work experience that is much sought-after by employers these days.

Autor zwraca się bezpośrednio do czytelnika poprzez zadawanie pytań i użycie potocznych wyrażeń.

Przedstawiając kolejne aspekty omawianego zagadnienia (powody podjęcia pracy w młodym wieku, zalety i negatywne konsekwencje takiej decyzji), autor używa różnych łączników, dzięki którym tekst jest spójny i logiczny, a także stosuje cytaty, urozmaicone konstrukcje gramatyczne i słownictwo.

W zakończeniu autor nawiązuje do treści artykułu.

Time expressions / Narrating

Określenia czasu / Narracja

In the beginning, ... Originally, ... Initially, ... One day, ... Na początku... Pierwotnie... Początkowo... Pewnego dnia...

Even before ... By the time ... Zanim jeszcze...

As soon as ... Jak tylko...

While ... Natomiast / Podczas gdy...

During ... W trakcie...

In no time ... Immediately after / following ... Soon afterwards, ... Błyskawicznie... Natychmiast po tym, jak... Niedługo potem...

By then ... Until that moment ... Till the time when ... Dotąd... Do tej chwili... Do momentu, gdy...

Only when ... It was only when ... that ... Dopiero po tym, jak...

Within days, ... Over the years, ... W ciągu paru dni... Z biegiem lat...

Several weeks passed ... Minęło kilka tygodni, ...

On the Sunday of the third week ... W niedzielę trzy tygodnie później...

In the end, ... Finally, ... Eventually, ... Ostatecznie... W końcu...

Expressing and justifying opinions

Przedstawianie i uzasadnianie opinii

I am of the belief/opinion that ... I believe that ... Uważam, że...

It is my belief/opinion/view/conviction that ... Uważam, że... / W mojej opinii, ... / Moim zdaniem... / Jestem przekonany/przekonana, że...

In my view/opinion/belief, ... Moim zdaniem... / W moim przekonaniu...

My view is that ... Moje zdanie jest takie, że...

To my mind, ... The way I see it, ... Według mnie... Widzę to tak, że...

I am firmly of the opinion that ... Jestem głęboko przekonany/przekonana, że...

I firmly adhere to the view that ... Jestem zdania, że...

I am confident that ... Jestem pewien/pewna, że...

It seems to me ... As far as I can tell, ... Odnoszę wrażenie / Wydaje mi się, ... O ile wiem, ...

Personally, I am confident that ... Osobiście jestem pewien/pewna, że...

I am compelled to express my feelings. Czuję się zmuszony/zmuszona wyrazić swoje uczucia.

I feel that I must make my voice heard. Czuję, że powinienem/powinnam zabrać głos.

I feel very aggrieved/upset that ... I deeply resent the fact that ... Jestem bardzo niezadowolony/niezadowolona z powodu... Nie podoba mi się fakt, że...

I want to explain the logic behind my opinion that ... I would like to lay out my reasons why ... Chciałbym/Chciałabym objaśnić logikę stojącą za moją opinią, że... Chciałbym/Chciałabym przedstawić powody, dla których...

The suggested alteration is an obvious tactic to ... / The proposed change is a transparent ploy to ... Zaproponowana zmiana jest bez wątpienia częścią taktyki mającej na celu... / Zaproponowana zmiana jest oczywistym wybiegiem mającym / oczywistą sztuczką mającą na celu...

Some use the objectionable explanation / employ the specious and offensive argument that ... Niektórzy odwołują się do wątpliwego wyjaśnienia... / używają pokrętnego i obraźliwego argumentu, że...

And this is completely incorrect. A to jest zupełnie nieprawidłowe.

... which is simply erroneous. ..., co jest po prostu błędem.

... and research proves this / studies bear this out. ..., co potwierdzają badania.

My argument is a well-used one, but it remains valid. / My point is a hackneyed one, but still worth making. Argument, na który się powołuję, jest często używany, ale zawsze warto o nim wspomnieć.

It appears obviously unfair / seems patently inequitable. To wydaje się jawnie niesprawiedliwe.

Expressing your own opinions and taking a stance on the opinions of others

Wyrażanie własnych opinii i ustosunkowywanie się do opinii innych

It has changed numerous aspects of our lives for good. To zmieniło na dobre wiele aspektów naszego życia.

It comes as no surprise ... Nie jest to żadnym zaskoczeniem...

While some people express the view that ..., it strikes me that ... Podczas gdy niektórzy ludzie uważają, że..., uderza mnie to, że...

I'm firmly convinced that ... Jestem głęboko przekonany/przekonana, że...

Whereas it is true to say that ... it is also the case that ... Podczas gdy prawdą jest stwierdzenie, że..., prawdą jest również, że...

It may not be to everyone's liking, yet ... Może nie wszystkim się to spodoba, ale...

... are here to stay ... zostaną tu na dobre.

Introducing an idea or topic

Przedstawianie koncepcji lub tematu

It is a well-known fact that ... Powszechnie wiadomo, że...

From the spectators' standpoint / From the competitors' side, ... Z punktu widzenia widzów/zawodników...

It can be argued that ... Można powiedzieć, że...

It seems that ... Wygląda na to, że...

There are definitely two schools of thought. Istnieją dwie szkoły. / Zdania na ten temat są podzielone.

One point / One of the main points is ... Jedną z (najważniejszych) kwestii jest...

The question is/remains, ... Pytanie, czy... / Pozostaje pytanie, czy...

More and more frequently, the question of ... comes up in public debate. Coraz częściej kwestia ... poddawana jest debacie publicznej.

Enumerating / Adding information

Wyliczanie / Podawanie dodatkowych informacji

Firstly, ... First of all, ... Po pierwsze, ... Przede wszystkim...

Furthermore, ... Moreover, ... What is more, ... Ponadto..., Co więcej, ...

In addition, ... Additionally, ... Ponadto...

As well as ... Jak również...

Apart from this, ... Poza tym...

It is also true that ... Prawdą jest również, że...

Not to mention (the fact) that ... Nie mówiąc o tym, że...

Providing further evidence that ... Niech posłuży to za dowód, że...

Beyond the simple fact that ... Poza samym faktem, że...

1–8 WRITING BANK

We should also not forget that ... Nie można zapominać o tym, że...

Would it surprise you to know that ...? Czy to nie zaskakujące, że...?

Take a moment to think about ... Zastanówmy się przez chwilę nad...

Comparing/Contrasting

Porównywanie

The same can be said of ... To samo można powiedzieć o...

However, ... Alternatively, ... Jednakże... Dla odmiany...

Although ..., Chociaż...

On the one hand, ... On the other hand, ... Z jednej strony, ... Z drugiej strony, ...

Others say ... Inni twierdzą, ...

In contrast to ... W przeciwieństwie do...

There is another side to the issue/question/argument of ... Jest jeszcze druga strona sprawy/pytania/argumentu...

There are strong arguments to support opposing point of view. Istnieją mocne argumenty na korzyść przeciwnego punktu widzenia.

Beyond the simple fact that ..., Poza samym faktem, że...

Whereas ... may be true / While it is true that ..., it is also a fact that... O ile... może być zgodne z prawdą, faktem jest również to, że...

While many people express the view that ..., it strikes me that ... Choć wiele osób jest zdania, że..., wydaje mi się, że...

Although many debates take place ..., when the issue ... is taken up by those most affected, then it ... Choć toczy się wiele dyskusji..., kiedy dopuścimy do głosu tych najbardziej dotkniętych/zainteresowanych, okazuje się, że...

On the one hand, forceful opinions are put forth supporting ..., whilst my own experience points to ... Z jednej strony przytacza się śmiałe opinie na korzyść..., moje doświadczenie dowodzi jednak, że...

Introducing positive/negative arguments

Podawanie argumentów za i przeciw

On the plus side, ... On the positive side, ... Plus jest taki, że...

One outstanding advantage is ... Niezwykle istotną zaletą jest...

The major disadvantage is that ... Największą wadą jest to, że...

A substantial drawback could be ... Za największą wadę można uznać...

There are several points in favour of ... Jest kilka argumentów przemawiających na korzyść...

A further advantage / Another plus of ... is Kolejną zaletą / Kolejną korzyścią płynącą z... jest...

Explaining reasons/results

Argumentowanie i podawanie wniosków

For the reason that ... Z powodu...

As a consequence, ... W konsekwencji...

Consequently, ... Dlatego...

Therefore, ... As a result, ... Dlatego... W związku z tym...

At the expense of ... Kosztem...

Due to the fact that ... Ze względu na to, że...

Since ... As ... Ponieważ... Jako że...

Summarising/Concluding/Generalising

Podsumowywanie/Uogólnianie

On the whole, ... On balance, ... By and large, ... W sumie... W ostatecznym rozrachunku... Ogólnie rzecz biorąc, ...

In a nutshell, ... Krótko mówiąc, ...

Just to recap, ... Podsumowując, ...

After considering both sides, ... Having considered both sides, ... All things considered, ... Po rozważeniu argumentów za i przeciw... Biorąc wszystko pod uwagę, ...

All in all, ... To sum up, ... In conclusion, ... Reasumując, ... Podsumowując, ...

To sum up, not every issue is as cut and dried as we might wish, but ... for the reason that ... Podsumowując, nie na wszystkie pytania znajdzie sie jasna jak słońce odpowiedź, ale ja mocno wierzę..., ponieważ...

There may be no simple answer to the question of ..., but ... Może i nie ma prostej odpowiedzi na pytanie o..., ale...

Giving praise and describing positive feelings

Chwalenie i opisywanie pozytywnych odczuć

Dubious as I was to begin with ... the experience lived up to all the hype. Jakiekolwiek miałem/miałam na początku wątpliwości..., to doświadczenie spełniło wszystkie oczekiwania.

It comes as no surprise that ... Nie jest to zaskoczeniem, że...

To my utter astonishment ... Ku mojemu całkowitemu zaskoczeniu...

We all raved how rewarding it was! Wszyscy byliśmy zachwyceni, że okazało się to tak satysfakcjonujące!

What a bonding experience! Ależ to zbliżające ludzi doświadczenie!

I was thrilled to bits. Byłem/byłam absolutnie zachwycony/zachwycona.

The restaurant's idea did the trick. Ten pomysł na restaurację się sprawdził.

We had a whale of a time. Świetnie się bawiliśmy.

The initiative is certainly praiseworthy, though not the only one worth commending. Inicjatywa jest zdecydowanie godna pochwały, chociaż nie jest jedyną zasługującą na słowa uznania.

Any events that teenagers find worthwhile are not to be underestimated. Wszelkie wydarzenia, które nastolatkowie uważają za warte uwagi, nie mogą być niedoceniane.

Giving criticism and describing negative feelings

Krytykowanie i wyrażanie negatywnych odczuć

I couldn't have been more disappointed with ... Nie mógłbym / nie mogłabym być bardziej rozczarowany/rozczarowana...

Not only ..., but also ... Nie tylko..., ale również...

What made matters worse ... Sprawę pogorszyło jeszcze...

To cap it all, ... Na domiar wszystkiego...

The experience was a total let-down. To doświadczenie było całkowitym rozczarowaniem.

Don't bother going there. Daruj sobie pójście tam.

LEXICAL PATTERNS

DEPENDENT PREPOSITIONS

about		
care about	troszczyć się o coś, dbać	*Everyone should **care about** the environment.*
laugh about	śmiać się z czegoś	*Now I can **laugh about** that accident, but it didn't seem funny then.*
obsess about sth	zamartwiać się czymś, mieć obsesję na punkcie czegoś	*She used to **obsess about** her looks and had a really low self-esteem.*
at		
at all costs	za wszelką cenę	*She was determined to win **at all costs.***
at the outset	na początku	***At the outset** of the 21st century, internet access was not quite as common as nowadays.*
be a whiz at sth	być specem od czegoś	*I'll ask my uncle: he **is a whiz at** programming.*
be great/best at sth	być świetnym/najlepszym w czymś	*Why don't you take part in the new TV show? You **are great at** cooking!*
be mad at sb	być wściekłym na kogoś	*My boss **is mad at** me for missing the meeting.*
put sb/sth at risk	narazić kogoś/coś na ryzyko	*Our top athlete is capable of **putting** his health **at risk** if that's what it takes to succeed.*
by		
be struck by sth	być czymś zaskoczonym	*The first time I saw her, I **was struck by** her beauty.*
by chance	przypadkiem	*I have passed the exam **by chance**, I didn't revise the material at all.*
by nature	z natury	*Apes are curious **by nature**.*
for		
be beneficial for sb to do sth	być korzystnym dla kogoś, korzystnie na kogoś wpływać	*Doctors say it **is beneficial for** you **to** drink two litres of water a day.*
claim for sth	wnioskować o coś	*Dan **claimed for** a refund, and he eventually received it.*
have a penchant for sth	mieć upodobanie, zamiłowanie do czegoś	*My grandma **has a penchant for** opera music.*
opt for sth	wybrać, zdecydować się na coś	*After recent setbacks in the market, most people are now **opting for** low-risk investments.*
from		
prevent sb from sth	powstrzymywać kogoś od zrobienia czegoś	*Locks won't **prevent** a determined burglar **from** breaking into a house.*
result from	wynikać z czegoś	*The arrests **resulted from** an anonymous phone call.*
save from	ocalić, uchronić przed	*You can't **save** me **from** my own mistakes.*
suffer from sth	cierpieć na coś	*She **suffered from** depression for most of her adult life.*
withdraw from	wycofać (się) z	*He **withdrew from** the race after he twisted his ankle.*
in		
in a ... way	w... (np. przyjazny, nieprzyjemny) sposób	*His boss told him off **in a** very unpleasant **way**.*
in due course	we właściwym czasie	*'We will announce the results of our investigation **in due course**,' the police officer said.*
in lieu of sth	zamiast czegoś, w miejsce czegoś	*The CEO announced that he would hire a new IT specialist **in lieu of** promoting Henry Smith.*
in person	osobiście	*While in New York, I met my pen pal **in person**.*
in stark contrast with	w jaskrawej sprzeczności	*Our results are **in stark contrast with** what Annie claimed was true.*
in the course of sth	w trakcie czegoś	***In the course of** the meeting, they informed me that I would be promoted.*
meddle in sth	wtrącać się w nieswoje sprawy	*My sister is always **meddling in** other people's business!*
once in a blue moon	bardzo rzadko, od wielkiego dzwonu	*I go to the cinema **once in a blue moon**, but whenever I go, I choose the least popular films.*
of		
be critical of sth	krytykować coś	*People have been **critical of** the way the mayor has handled the affair.*
be on the point of sth	mieć właśnie coś zrobić	*We **were on the point of** leaving when the phone rang.*
be short of sth	posiadać coś w niewystarczającej ilości	*I would have cereals for breakfast if we **weren't short of** milk.*
be stripped of sth	być pozbawionym, odartym z czegoś (np. praw, medalu, tytułu)	*The manager warned my cousin that if he didn't obey the rules, he would **be stripped of** his rank.*
dream of sth	marzyć o czymś	*My parents have always **dreamt of** travelling to Africa, but they can't afford such a trip.*
supportive of sb	pomocny, oddany	*Anne's boyfriend **is** very **supportive of** her. She's so lucky!*
on		
be on the alert	być w stanie podwyższonej gotowości	*The police warned the citizens to **be on the alert** for pickpockets.*
be on the dole	być na zasiłku	*Stuart's parents **are on the dole**. That's why they can't afford the school trip.*
be on the hunt for sb/sth	polować na coś, szukać kogoś/czegoś	*A leading-edge tech company **is on the hunt for** an apprentice. Check it out.*
be on the lookout for sb/sth	poszukiwać kogoś/czegoś	*Manchester City **is on the lookout for** a new goalie.*
be on the way	być w drodze	*Don't panic, the ambulance **is** already **on the way**.*
be sold on sth	być do czegoś przekonanym	*My sister **is sold on** the idea of going to Iraq on her own, and she won't follow my advice.*

LEXICAL PATTERNS

focus on sth	skupić się na czymś	*I can't **focus on** the project with the kids around.*
keep a close eye on sb/sth	bacznie się komuś/czemuś przyglądać	*The policeman **kept a close eye on** the suspect.*
on a regular basis	regularnie	*My brother practises tennis **on a regular basis**.*
on occasion	od czasu do czasu, przy okazji	*He continues to work with us **on occasion**.*
stumble on sb/sth	natknąć się na kogoś/coś	*Emily **stumbled on** Johnny Depp during her trip to Saint Tropez.*
take sth on trust	przyjmować coś na wiarę	*I don't need any further evidence, I **take** what you've said **on trust**.*
work on commission	zarabiać w systemie prowizyjnym	*He **works on commission**, so there's a lot of pressure to stand.*
to		
adhere to sth	przestrzegać czegoś, stosować się do czegoś	*We must strictly **adhere to** the terms of the contract.*
be entitled to sth	mieć do czegoś prawo	*Each participant **is entitled to** vote against the project.*
be glued to sth	być przyklejonym do czegoś, nie móc się od czegoś oderwać	*My brother **is glued to** the computer screen and won't do anything else than playing video games.*
pay attention to sth	zwracać uwagę na coś	***Pay** particular **attention to** the warnings printed on the label.*
when it comes to sth	jeśli chodzi o coś	***When it comes to** healthy eating, my sister is an expert.*
with an eye to sth	mając coś na celu	***With an eye to** his profit, he did business with those suspicious-looking individuals.*
with		
be a genius with sth	mieć niebywały talent do czegoś	*My sister **is a genius with** music. Her piano concert last Friday was amazing!*
be compatible with sb/sth	pasować do kogoś/czegoś	*He seems to **be** completely **compatible with** his current girlfriend.*
be consistent with sth	być z czymś spójnym	*These results **are consistent with** the findings of the previous study.*
be discontented with sth	być niepocieszonym z powodu czegoś	*The workers **were discontented with** the salary they were offered.*
be dissatisfied with sth	być niezadowolonym z czegoś	*Mary **is dissatisfied with** her new flat and will soon be moving house again.*
be good with sb	mieć z kimś dobry kontakt, dobre podejście do kogoś	*Gina **has** always **been good with** animals.*
be out of touch with sth	być zupełnie oderwanym od czegoś, nie orientować się w czymś	*I've been abroad for a while, so I **am** a little **out of touch with** local politics.*
be preoccupied with sth	zaprzątać sobie głowę czymś	*Martin **was** too **preoccupied with** his own life to notice his daughter's problems.*
be rife with sth	epatować, być pełnym czegoś	*The investigation **was rife with** rumour and speculation.*
have a great rapport with sb	utrzymywać, mieć z kimś świetne relacje	*Madelaine's father **has a great rapport with** his employees.*
obsess with sth	mieć obsesję na punkcie czegoś	*He **obsesses with** healthy eating, and all his meals are meatless and gluten-free.*
OTHER PREPOSITIONS		
be out of range	być poza zasięgiem	*Fortunately, the soldiers **were out of range** of the enemy's missiles.*
be out of town	przebywać poza miejscem zamieszkania	*Kelly didn't make it to the party because she **was out of town**.*
look like sb/sth	wyglądać jak ktoś, zdawać się być kimś/czymś	*Look! This woman **looks** just **like** auntie Jane!*
tout sth as sth	zachwalać coś jako coś	*She's being **touted as** a possible challenger for the title.*
PHRASAL VERBS		
amp up sth	wzmacniać, wzbudzać (o uczuciu, przekonaniu)	*Hillary Clinton demanded that the US should **amp up** visa investigations.*
bank on sb/sth	liczyć na kogoś/coś	*They're **banking on** him to save the match.*
be cut out for sth	być stworzonym do czegoś	*Beth is definitely **cut out for** dancing. Her performance last night was outstanding.*
be wrapped up in sth	być czymś bez reszty pochłoniętym	*She's so **wrapped up in** her career that she rarely calls me.*
beat oneself up over sth	obwiniać się o coś	*It's time you stopped **beating yourself up over** this.*
blow sb away	wywierać na kimś ogromne wrażenie	*When I heard that song for the first time, it just **blew** me **away**.*
blurt sth out	wyrzucić z siebie, wygadać się	*She **blurted out** his name, then gasped as she realised what she'd done.*
bone up on sth	zakuwać, intensywnie się uczyć	*She **boned up on** the company before the interview.*
break it off	zerwać z kimś kontakt	*I've decided to **break it off** with Lisa.*
bring sth forth	przedstawiać	*Her letter to the paper **brought forth** a flood of supportive comments.*
bring sth up	poruszyć (np. temat)	*I hate to **bring** this **up**, but you still owe me £50.*
catch on	zyskać popularność	*Sports drinks have **caught on** as consumers have become more health-conscious.*
chill out	relaksować się, wyluzować się	*I need to **chill out** for a few hours before I go out.*
come about	powstawać, wydarzyć się	*She managed to recognise the burglar, but I don't know how it **came about**.*
come along	pojawiać się	*He told me to work hard and take every opportunity that **comes along**.*
come down on sb	rugać kogoś, mocno kogoś krytykować	*She **came down on** the kids for making a mess.*
come down with sth	zachorować na coś	*Our maths teacher **came down with** flu, so the class was cancelled.*
come forward	zgłosić się do czegoś	*The National Blood Service is anxious for more donors to **come forward**.*
come round	zmienić zdanie, przekonać się do czegoś	*We were sure she'd **come round** in the end.*

LEXICAL PATTERNS

come together with sb	spotykać się z kimś	*I used to **come together with** my best mate every day when we lived on the same street.*
come up against sth	musieć się z czymś zmierzyć, stawać wobec czegoś	*In the first week, we **came up against** a pretty tricky problem.*
come up empty	nic nie znaleźć, zostać z pustymi rękoma	*It's unbelievable! Sue **came up empty** after spending six hours in the shopping centre.*
come up with sth	wymyślić coś	*The entire team felt helpless until Joe **came up with** this wonderful idea.*
cook up sth	wymyślić coś	*Between them they **cooked up** some story to tell their parents.*
cover sth up	ukrywać, tuszować	*It was a real scandal, but the company tried to **cover** the whole thing **up**.*
cut down (on)	zmniejszyć, ograniczyć	*These improvements will **cut down on** traffic noise.*
cut in on sb	zajechać komuś drogę	*The detective lost sight of the suspect when a lorry **cut in on** him.*
cut sb off	zerwać z kimś kontakt	*Why did all his friends suddenly **cut** him **off**?*
do out of sth	pozbawiać czegoś	*That guy at the garage **did** me **out of** £50 last night.*
do sb in	wykończyć kogoś	*I reckon someone **did** her **in** to get her money.*
do sth up	wyremontować, odnawiać	*It's a lovely cottage, but it needs **doing up** a bit.*
dovetail with sth	współgrać z czymś	*We have to **dovetail** our plans **with** their timetable if we want to work on it together.*
dwell on sth	rozmyślać nad (czymś), rozpamiętywać coś	*He tends to **dwell on** the negative aspects of his performance.*
ease sth up	łagodzić	*They waited nearly four hours for the storm to **ease up**.*
fall for sth	nabrać się na coś	*How could you **fall for** such an obvious trick?*
farm sb out	wysyłać kogoś do pracy w innym miejscu	*My dad was **farmed out** to BMB Electrics, and now he has to commute to work.*
fit in with sth	dopasowywać się do	*His explanation didn't **fit in** with what I saw.*
flag down sb/sth	zatrzymać kogoś/coś (np. taksówkę)	*I thought I would be late to the meeting, but fortunately, I managed to **flag down** a taxi.*
get by on sth	radzić sobie	*I couldn't possibly **get by on** £500 a month.*
get down to sth	zabrać się za coś	*After lunch, we **got down to** discussing the issue of pay.*
get on (with)	utrzymywać przyjacielskie stosunki	*Richard and his sister don't **get on**.*
get on top of sth	zachowywać kontrolę nad czymś	*In spite of some technical problems, Mark **got on top of** the situation.*
get worked up	nakręcać się, emocjonować się	*Don't **get worked up** until they announce the results!*
give in	ulegać, ustąpić, poddać się	*The government has said all along that it will never **give in** to terrorist threats.*
hold sb back	powstrzymywać kogoś	*Ollie had to **hold** Tom **back** to prevent him retaliating.*
hone in on sth	skupić całą swoją uwagę na czymś	*Henry **honed in on** the project in spite of the screaming children.*
knit sb together around sth	zjednoczyć kogoś w jakimś celu	*The charismatic mayor managed to **knit** the citizens **together around** the local football team.*
knock sb over	potrącić kogoś	*Over 100 people are **knocked over** on Britain's roads every day.*
lay sb off	zwolnić kogoś w wyniku likwidacji stanowiska pracy	*They've had to cut back production and **lay off** workers.*
leave sth off	odstawić, odpuszczać	*I wish he'd **leave off** moaning about everything!*
level sth against sb	wysuwać, kierować pod czyimś adresem (np. zarzuty, oskarżenia)	*Several criticisms have been **levelled against** the company's accountant.*
loll about	lenić się, obijać się	*I spent the day **lolling about** on the sofa watching TV.*
look sth up	sprawdzać coś (np. w słowniku)	*I didn't know what 'loquacious' meant and had to **look** it **up** in a dictionary.*
look to sb for sth	liczyć na kogoś w czymś	*Every time she doesn't know what to do, she **looks to** me **for** advice.*
lord it over sb	kierować kimś, kontrolować kogoś	*The chairman seems to enjoy **lording it over** the employees.*
map out	planować	*Have you already **mapped out** your dream journey to Peru?*
miss out on sth	przeoczyć coś, przegapić	*The police **missed out on** his fingerprints at the crime scene.*
move on	dokonywać zmiany, ruszać w dalszą drogę	*Public opinion has **moved on** a great deal since then.*
nod off	przysnąć	*I **nodded off** and missed my stop.*
pass away	odejść (umrzeć)	*He **passed away** in his sleep at the age of 84.*
pass sth down	przekazywać, zostawiać w spadku	*These traditional stories have been **passed down** from parent to child over many generations.*
pass sth off as sth	podawać coś za coś innego	*He put on an old blue suit, intending to **pass** himself **off as** a businessman.*
pick sth up	podłapać coś	*She **picked up** a few German phrases while staying in Berlin.*
pile into sth	wpakować się do czegoś	*Four huge men **piled into** the back of the car.*
pore over sth	analizować coś szczegółowo, studiować	*Ben was **poring over** computer printouts with an engineer.*
pull up	zatrzymywać się, zahamować	*Their taxi **pulled up** outside the theatre.*
read up on sth	zgłębiać temat, studiować, doczytywać	*Before the exam, I need to **read up on** World War II.*
root for sb	kibicować komuś	*I'm sure you'll win. Everyone's **rooting for** you.*
see to sth	zająć się czymś, zadbać o coś, dopilnować	*You try to get some sleep, I'll **see to** the children's breakfast.*

LEXICAL PATTERNS

set in	dawać o sobie znać, wkraczać	*Shortly after the business started, a long crisis **set in**.*
settle down	ustatkować się, przywyknąć	*Are you ever going to **settle down** and get married?*
settle for sth	zadowolić się czymś	*Injuries and illness forced the team to **settle for** third place.*
settle in	zadomowić się, rozgościć	*She seems to have **settled in** quickly at her new company.*
shape up	rozwijać się, nabierać kształtu	*Education is **shaping up** as the hottest issue on the agenda.*
shoot sth down	z miejsca coś odrzucić	*I wanted to help her, but she **shot down** my offer.*
shut off	wyłączać (się), odcinać (się)	*Sally **shut** herself **off** from the rest of the team.*
soak up sth	napawać się czymś	*Visit the market to **soak up** the local atmosphere.*
squash up	ścieśniać się	*There were over 100 people in the church, so they had to **squash up** to let the bride pass.*
stand out from sth	wyróżniać się spośród czegoś	*Mark's commitment to work makes him **stand out from** the crowd.*
stand up to sth	znieść, przetrwać coś	*Unfortunately, the town did not **stand up to** the flood.*
stay put	pozostawać bez ruchu, nie ruszać się	***Stay put**, or the dog will bite you.*
stick by sb	stać u czyjegoś boku, pozostawać komuś wiernym (mimo przeciwności)	*Marge Robin **sticks by** her son in spite of his being accused of murder.*
stick out	znosić, wytrzymywać coś	*It was a tough course, but we **stuck** it **out**.*
stick with sth	trzymać się czegoś	*They're going to **stick with** the same team as last Saturday.*
strike sth up	rozpocząć, zainicjować	*Anna **struck up** a conversation with a girl at the pool.*
take sth away from sth	wynieść coś, doświadczyć czegoś, zabrać coś ze sobą (o wrażeniach, wspomnieniach)	*What I **took away from** the lecture is that you should never underestimate your skills.*
throw sth up	ujawniać	*This system has **thrown up** a few problems.*
toy with sth	myśleć o czymś, rozważać coś	*I've been **toying with** the idea of starting my own business.*
trip over sth	potknąć się o coś	*The bride **tripped over** the carpet, but her father was there to help her.*
tune out	wyłączyć się, przestać słuchać	*Mr Martins asked me a question which I was unable to answer because I had **tuned out**.*
win sb over	przekonać kogoś	*We've finally **won** him **over** to our point of view.*
wolf down sth	pożreć coś, pochłonąć	*The boys **wolfed down** the pizza in minutes.*
work sth out	rozwiązywać	*The solution was difficult to **work out**, and I wasn't allowed to use a calculator, so my answer was incorrect.*
yank sb out of sth	wyrywać, wyszarpywać kogoś z czegoś	*He was **yanked out of** this posh school because of his poor results.*

VERB PATTERNS

verb + *-ing*		
avoid	unikać	*Kevin moved to the city centre to **avoid** commuting.*
can't help	nie móc przestać, nie móc nic na coś poradzić	*I **can't help** laughing at the thought of Bob in a Batman costume.*
consider	brać pod uwagę	*He's **considering** buying a used car.*
deny	zaprzeczać	*The defendant **denied** seeing the victim on the day of the murder.*
enjoy	czerpać przyjemność	*I don't **enjoy** going on holiday as much as I used to.*
fancy	mieć na coś ochotę	*Do you **fancy** going out for a walk?*
feel like	mieć na coś ochotę	*We all **felt like** getting a snack before the movie.*
imagine	wyobrażać sobie	***Imagine** yourself sitting behind your big new desk.*
keep	robić coś stale, kontynuować	*My sister **keeps** telling the same old jokes.*
miss	tęsknić	*I'll **miss** going to the cinema with you.*
practise	ćwiczyć	*How often do you need to **practise** playing the piano?*
put off	zniechęcać	*All this rain really **puts** you **off** going out after work.*
resent	odczuwać żal	*It's obvious that he **resents** being dropped from the team.*
risk	ryzykować	*I wouldn't **risk** taking pictures in the rain.*
spend your time	spędzać czas	*John **spends** most of **his time** doing sports.*
suggest	sugerować	*I **suggested** printing more invitations.*
verb + infinitive		
agree	zgadzać się	*My neighbour **agreed** to look after my dog while I was away.*
aim	dążyć do, zmierzać	*I **aim** to pass my driving test by the end of the year.*
arrange	ustalać, uzgadniać	*Tim and I **arranged** to meet after my horse-riding lesson.*
attempt	próbować	*The book **attempts** to explain the origins of the war.*
claim	twierdzić, utrzymywać	*The organisation **claims** to represent more than 20,000 firms.*
fail	nie zrobić czegoś	*They have **failed** to come up with any practical solutions.*
happen	zrobić coś przypadkiem	*I **happen** to know the best Italian restaurant in the city.*
long	pragnąć	*She **longed** to see him again.*
manage	zdołać coś zrobić	*Olivia **managed** to find decent accommodation near the university.*
offer	proponować	*I do think you should have **offered** to help.*

LEXICAL PATTERNS

pretend	udawać	*Let's **pretend** to be tourists from Brazil.*
seem	wydawać się	*Monica **seems** to be rather upset about something.*
tend	mieć w zwyczaju	*Beginners **tend** to overestimate their skills.*
volunteer	podjąć się zrobienia czegoś	*My parents **volunteered** to help out with our school trip.*
want	chcieć	*I **want** to focus on my studies.*
would like	chcieć	*Jim **would like** to move to New York City, but he is unable to afford it.*
verb + bare infinitive		
must	musieć	*You **must** stop at the red light.*
should	powinien, powinna, powinno	*You **should** eat more fresh fruit.*
verb + object + infinitive		
advise	radzić	*Her doctor **advised** her to rest.*
allow	pozwalać	*Elise's parents won't **allow** her to go clubbing.*
ask	prosić	*Tom's wife **asked** him to take the dog to the vet.*
cause	powodować	*Volcano eruptions may have **caused** the dinosaurs to become extinct.*
enable	umożliwiać	*This will **enable** users to conduct live video conversations.*
encourage	zachęcać	*Mum always **encouraged** us to discuss our problems.*
expect	spodziewać się	*I didn't really **expect** you to understand.*
force	zmuszać	*He claims that police officers **forced** him to sign a confession.*
help	pomagać	*I'm **helping** my younger brother to learn how to ride a bike.*
invite	zapraszać	*The host **invited** the audience to take part in the debate.*
motivate	motywować	*Sometimes, I find it hard to **motivate** myself to revise for my exam.*
persuade	przekonywać	*My teacher **persuaded** me to take the matura exam in German.*
remind	przypominać	*The teacher **reminded** us not to use dictionaries during the exam.*
want	chcieć	*I **want** you to know you can always count on me.*
verb + object + bare infinitive		
help	pomagać	*Can you **help** me find my glasses?*
let	pozwalać	*I stepped back and **let** him pass.*
make	zmuszać, sprawiać	*This film always **makes** me cry.*
verb + infinitive or *-ing* (little or no change in meaning)		
bear	znosić	*Sue can't **bear** to be parted / being parted from her baby daughter.*
begin	zaczynać	*We **began** to run / running when it started raining.*
bother	fatygować się, sprawiać sobie kłopot	*Why do I even **bother** to help / helping Jack when he doesn't appreciate it?*
can't stand	nie cierpieć, nie znosić	*Peter **can't stand** to be / being alone, and he is looking for a roommate.*
continue	kontynuować	*Will you **continue** to use / using this keyboard? If not, can I have it?*
hate	nienawidzić	*I **hate** to lose / losing any game.*
like	lubić	*I **like** to go out / going out to parties with friends or watching TV.*
love	kochać, uwielbiać	*Ben **loves** to play / playing the piano.*
prefer	woleć	*I **prefer** to study / studying in the library.*
start	zaczynać	*The snow **started** to fall / falling two days before Christmas.*
verb + infinitive or *-ing* (with a difference in meaning)		
forget	zapomnieć coś zrobić zapomnieć, że się coś zrobiło	*Please do not **forget** to lock the door.* *I'll never **forget** meeting my girlfriend for the first time.*
go on	przejść do kontynuować	*After the meeting, we **went on** to discuss the details.* *In spite of his failure during the competition, he **went on** practising.*
mean	mieć zamiar być równoznacznym z	*Whoops! I didn't **mean** to step on your toe.* *The new agreement **means** accepting lower wages.*
regret	wyrażać ubolewanie żałować zdarzenia z przeszłości	*I **regret** to inform you that you have not been selected for interview.* *I don't **regret** moving to York.*
remember	pamiętać o zrobieniu czegoś w przyszłości pamiętać o zrobieniu czegoś w przeszłości	*He never **remembers** to lock the door when he goes out.* *She **remembers** seeing him leave an hour ago.*
stop	zatrzymać się, by coś zrobić przestać coś robić	*I **stopped** to get a drink of water.* *I want to **stop** smoking.*
try	próbować (w przyszłości, z szansą powodzenia) próbować (w przeszłości, bezskutecznie)	*Just **try** to stay calm.* *She **tried** talking about it to Steve, but he wouldn't listen.*

AUDIOSCRIPT

Unit 1

CD 1.01

1

I guess I should count myself lucky because the older people in my life are really easy to get on with. Even if we don't always see eye to eye about politics or cultural issues, they're all pretty open-minded and willing to listen to my point of view. I have to say I get on with my grandparents better than my parents, but I suspect that's just a matter of living under the same roof and being around each other all the time. I mean, we're bound to get on each other's nerves, right? My grandpa, Frank, is really with it. He's nearly 80, but he's sharp as a tack and not at all out of touch with current issues. He's also very encouraging and supports me in everything I do, so he has a special place in my heart.

2

I have a really stellar relationship with one of my teachers, Ms Warner. She teaches English literature at my school, and as soon as she realised that I was interested in writing, she sort of took me under her wing. The odd thing about her is that she's a bit stiff in class, so a lot of students think she's stuck-up and looks down on younger people. I admit her manner is a bit off-putting at first, but if you get to know her, you find she's extremely open-hearted and wants the best for all her students. I honestly think she's a bit self-conscious, and that's why she seems somewhat rigid and old-fashioned in class.

3

I'm being raised by a single mum, and sometimes our relationship is a little tense. It's just the two of us, and she works extremely hard to give us a nice house and things, so sometimes she seems pretty absent-minded and distracted because she has so much on her plate. But when we spend time together, I'm blown away by how up-to-date and open-minded she is. Just watching her and how she copes with so many challenges has helped me feel more self-confident. When I get discouraged, I think about how well she copes and tell myself I can do it as well.

CD 1.02

1

I know a bit about my family history, but as a person of mixed race, I was curious to know more, so I paid for a genetic test to find out where my predecessors came from. There are so many preconceptions about mixed race people, mainly that we only come from two different races, but before the test my guess was that I was a mixture of more than two races, and I was right! I'm actually African, European, Asian, and Native American. I guess you can't get more mixed than that!

2

I'm a scientist who is very wrapped up in research, and I admit I've become a bit preoccupied with finding the right life partner because I don't get out much or meet many new people. I'd heard about genomic testing which predicts relationship compatibility, and I decided to give it a go. I wasn't expecting much, but I have met a couple of very nice people whose genes are supposedly compatible with mine.

3

A friend of mine was diagnosed with leukaemia, and part of her treatment was a bone marrow transplant, which got me thinking that I ought to get on a donor list in case I could help someone in the same predicament. There are several preliminary steps before you can get on a donor list – filling out a health history form and getting your DNA tested for starters. I do hope I have the chance to help someone in need. I'll be very willing to donate when the time comes.

4

I was aware that there was a predisposition in my family to getting certain kinds of cancer, so I decided to get a genetic test to see what my risk level is. I admit that my getting tested was preceded by a lot of soul-searching. Did I really want to know the truth? In the end, I decided it was worth knowing, and I was relieved to learn that I don't have the highest risk factors. I know some people who didn't get such good news, though, and they're still wondering if it was the right thing to do.

CD 1.03

1

I've never actually met some of my best friends in person. We got to know each other on social media or gaming sites, and we're really close. I don't think you need to be physically present to be best friends, and sometimes it's easier to share personal stuff online.

2

I really believe kids are losing all sense of how to behave around others. My grandchildren are staring at their phones all the time when they're at my house, and it drives me crazy. When they come to visit, I'd really like to spend time with them, but it's as if they aren't even there!

3

When my friends and I meet up, all of us have our devices out, and half the time we're texting or looking at social media posts. I know this drives older people mad, but for us it's totally normal. We're still talking and relating to each other – there's just another layer of input included in our socialising.

4

I know my teenage kids are at risk when they go online, but it's hard to know what to do. Their mother and I talk to them all the time about not getting involved with strangers and being careful about not giving out private information or falling for scams. But they're 13 and 15 years old, and I know they're likely to get careless at some point. I just have to keep reminding them how dangerous the online world is, I suppose.

5

I'm naturally a shy person, so online relationships work better for me. My parents worry that I'll become one of those young people who never leave the house and live entirely online, so they encourage me to take part in various activities. I can't say I look forward to going out, but I've met some cool people in martial arts class, so I guess it is good for me.

6

I hate seeing very young children using tablets or even smartphones. Some parents just hand them over to their two-year-olds as if they're toys, but I can't think it's good for their development. I really think if you're with your children, you should really be with them. Of course, our kids watched TV a lot, so maybe it's not much different really …

CD 1.05

1

I have a close friend who became totally addicted to social media. I mean, my friends spend a lot of time on the sites, but she just couldn't leave off for more than a few minutes at a time. Even when we were doing stuff together, she'd be on her phone most of the time, and it got on everyone's nerves. I started getting really freaked out when I realised she wasn't even communicating much on social media, she was just making a huge collection of so-called friends. She actually had more than a thousand friends on one site, and she finally admitted that having her friend requests accepted made her feel better about herself, but only temporarily, and so it went on and on. She's doing better after talking to a counsellor, and now it's like we've got our old friend back.

2

I'm not really a confrontational sort of person. Actually, I tend to be pretty easy-going, but I really don't like being taken advantage of, and I've had to cut off a couple of friends because I felt like they were just using me. One friend was having problems at home, which I understood, but all she wanted was a shoulder to cry on and someone to get advice from … which she then dismissed out of hand as useless! I really think friendship should be a two-way street, but she had no time at all for my concerns, so I had to break it off with her. Of course I felt bad about it, but you have to look after yourself as well, right?

3

Yeah, I guess I have a lot of friends, but I'm not sure I could explain what keeps us together. I mean, we have common interests like football or computer games, or we've worked on projects together at school or something, but it's not like we spill our guts to each other or anything. Actually, I'm pretty sure that girls and boys have different types of friendships. Girls seem to be more up front about their feelings, but boys just talk about everyday stuff, or else they do things together and don't talk much at all. I do have one friend I've known since we were six, and we do go a bit deeper into stuff, but it's more like we're brothers because we've known each other so long, and we're both only children, so that's an immediate bond.

4

Generally, I get on really well with my family. They let me follow my own path, and they're cool about giving me plenty of space, even though they'd probably like me to hang out with

them more. The only thing they really get on my case about is my little brother. He's eight years younger than me, so it's not like we have much in common, but they're always asking me to take him along to sports events or play games with him, or whatever. He's a great kid, don't get me wrong, and I like hanging out with him sometimes, but I just don't think it's up to me to keep him occupied all the time. I guess we'll work it all out in the end. In the meantime, I'm taking him to the science museum tomorrow, so I'm not only doing my bit, I'm actually looking forward to it.

5

When I was in high school, I was always trying to be one of the so-called 'cool' kids. I can see now I was pretty shameless with my flattery, always being complimentary to the popular girls about their looks and achievements and all that. Really, I would have done anything just to get noticed by them, and it took me ages to wake up to the fact that the most popular kids don't always make the best friends. The truth is, they're always calculating how to keep their position, and they often choose friends who will give them a leg up in some way. To me, that's not the basis for a good friendship, so I've learned to stick to the people who really care about me.

CD 1.06

1 addiction – addict – addictive – addicted
2 collect – collection – collector – collective
3 counsel – counselling – counsel – counsellor
4 confront – confrontation – confrontational
5 dismiss – dismissal – dismissive
6 differ – difference – different
7 occupy – occupation – preoccupation – occupier – occupational
8 compliment – compliment – complimentary
9 popularise – popularity – popular

CD 1.07

1

I don't really make friends easily, but once you're my friend you're a friend for life. Actually, my best friend and I met in kindergarten, so we've known each other for more than 10 years, which at our age is pretty remarkable. I was crushed when her family moved from our town to a big city, but the distance doesn't seem to have changed our relationship much at all. In fact, when she comes to visit or I go to her place, it's as if we haven't been apart at all. I have high hopes that we'll keep up our connection for the rest of our lives because there's nobody I trust more.

2

I grew up on a farm, quite a distance from the nearest town, so even though I had casual friends at school and had some chums on the teams I played on, I didn't have all that much chance to get close to other kids. By the time the summer holidays were over, and I'd been working on the farm for six weeks or so, it's like I had to start all over with friendships. I guess that's why my brother is pretty much my best and closest friend. We're only a year apart in age, and we'll tell each other just about everything, so I don't think anyone can replace him as my best friend.

3

I was devastated when my family decided to move to the UK when I was 13. My best friend lived right next door to me, and we were together constantly, so you can imagine how hard it was when I knew I wouldn't see her for months at a time. We've tried really hard to keep in touch, but video chat just isn't the same as being together. Maybe when my family moves back to Japan, we can pick up where we left off, but I'm not sure our friendship will ever be the same.

4

I've always had a hard time getting to know people. I'm pretty shy, and I can never think of what to say, especially in big groups. I tend to just stay silent, and just nod and smile, which is pretty lame. Anyway, when I was in high school, I decided to join a couple of clubs in order to meet more people with interests like mine, and that really helped. Now, I have several really close friends thanks to the chess club and the debating society, and we've managed to stay close even though we're at different universities.

CD 1.08

Encounters between enemies during battle do not often end in friendship, but an encounter between two pilots – one German and one American – is a notable exception.

Lieutenant Charlie Brown was a bomber pilot during World War II and at the time of this incident had been working as a pilot for only a short time. He had no idea that this flight was to become an unforgettable part of his life. His plane was severely damaged during a mission, and because he wasn't able to keep up with the rest of the formation, the lone plane was repeatedly hit by German fire. The engines had sustained a lot of damage, and the crew were flying almost literally 'on a wing and a prayer'. Franz Stigler, a more experienced German pilot, spotted the plane from the ground and flew up to try to get the pilot to surrender. When they saw Stigler gesturing, Brown and his crew couldn't understand what Stigler was trying to communicate, so they flew on. Stigler, who felt it would be unfair to shoot down such a severely disabled plane, actually escorted it to open water. Inexplicably, a German fighter pilot had made it possible for an American plane to return to the British coast. Evidently, both men would continue to think about this encounter, and in 1986 – after he had described the event to a group of military veterans – Brown made a decision. He was going to track down the mysterious German pilot. Four years and many public appeals later, he received a letter from a man named Stigler in Canada. 'I was the one,' it said. The men met and became close friends until their deaths.

CD 1.09

Over the years, Steven had often wondered if he should try to contact Kellen. It was only when he got an email from a fellow student at their high school about a 15th class reunion that he saw his opportunity, noting down Kellen's email address. After missing their friendship for so long, and being on the verge of getting married, Steven felt the time might be right. But still he hesitated, remembering the bitterness of their disagreement and the fact that Kellen had sworn he never wanted to see or hear from him again. After nearly a week of hesitation, he carefully composed an email and sent it off. He not only apologised for how he had behaved all those years before, but he also suggested that they should get together and catch up. Several weeks passed without a reply, and he began to think that maybe he shouldn't have expected one. After all, friendships don't last forever, and theirs had been unusual from the start. But on the Sunday evening of the third week, Steven's phone rang, showing an unknown number. He answered and immediately recognised Kellen's voice. It turned out that they had been living in the same city for 10 years and had somehow never crossed paths. 'I can't believe we haven't met,' Kellen said. 'I know,' Steven replied. 'It's been way too long.' They made arrangements to meet up the following week. 'It's amazing to hear your voice after so long,' Kellen said before ringing off, and Steven hung up feeling a mixture of relief and apprehension. He was glad to have renewed their contact, but had no idea how their meeting would turn out.

Unit 2

CD 1.10

1

At first, my interest in dance was pretty typical – I just wanted to wear a tutu and pretty shoes, you know? But by the time I was eight, I'd really been bitten by the ballet bug, and now – at 19 – I'm determined that I'm going to be a soloist in a good company. There is a hitch, though – a couple of months ago, I started experiencing an intense pain in my left shin, right down to the ankle and up through my knee. At first, I thought it was shin splints, which is a common problem for dancers, especially when you have extremely high arches like me. Just like sprains and strains, you massage it, ice it and get over it. But it got to the point where I couldn't even point my foot, so I went to a doctor. The scans showed that I had several stress fractures in my shin bone, and the doctor said if I kept dancing, I could end up with a serious break, so she recommended surgery. Well, I'm having the surgery done next week, and though the doctor wouldn't say if I'll be able to dance again, I'm sure that I'm going to. And I can use the downtime to strengthen my arms and loosen my shoulders a bit, so it won't all be a waste.

2

My mum, who's in her forties, was starting to feel a bit stiff and out of shape generally, so I recommended that she come to the yoga class I attend. It's a big class, so you don't get a lot of individual attention, but the teacher explains things clearly and lets you know what to watch for, like pains around your spine or cramps in your thighs, that sort of thing. Anyhow, my mum doesn't know how to take things easy – it's all or nothing for her – so she really pushed herself during the first few classes. Then one morning, she simply couldn't get out of bed. She was having muscle spasms in her lower back, and she was in excruciating pain. She also had a severe pain around her ribs, which was really frightening because she said it felt like a heart attack. She's taken a break for a couple of weeks, and she's doing better, but she's coming back to class next week. The teacher has promised that he'll give her a talking-to about listening to her body and not overdoing things, so hopefully she'll be OK.

3

I started out in football very young, and I modelled my playing on some of the best, so of course I shot headers, knocked heads with other players, and all that. But then one day, when I was 12, I slid across the wet pitch and came to a violent stop by knocking my skull against a metal fence post. At first, I was just a bit dizzy and disorientated, but then I started feeling nauseous, and my eyes were out of focus, so they took me to A&E. I had a really bad concussion. A specialist there explained to me that while the cranium is pretty strong, the brain can take a real beating from being moved around inside it. Not only that, a one-time hit may not be so bad, but traumatic brain injuries – or TBIs – are often cumulative, getting worse with every hit. I decided to give up football after I learned all the possible after-effects of this kind of injury, including memory loss and personality changes. It's worth keeping your brain in mind, if you know what I mean.

4

I was always a bit overweight as a child – not obese, mind you, but I had a round abdomen, a thick waist, pudgy upper arms, and big calves, and I didn't think I looked good in fashionable clothes. Anyhow, I started working out at a local gym with a friend, and I cut down on food at the same time. To cut a long story short, I became obsessed with the way my body looked, and all I could see were the flaws. I was spending every spare minute at the gym, eating next to nothing, and I still wasn't satisfied. I had no idea this could happen, but I had a diet and exercise addiction. I woke up every morning in agonising pain from repetitive strain injuries in my wrists, elbows, knees … I even got a fracture of the ulna from overworking my arms! Finally, one of the trainers there sat me down and said she thought I had a problem and should see a doctor. Thank goodness for her! I'm much healthier now, and I may not look like a model, but I'm happy with my appearance!

CD 1.12

1

I've been eating SO badly this holiday! I think I'll have had fried food five days in a row by the end of our stay. I'm definitely going to change my ways when we get home. I'll be eating lots of salads and fresh fruit, and I definitely won't be eating any more desserts for a while. I'm about to expire from eating too much cake as it is!

2

Last week, my kids reminded me that if I don't go on holiday this year, I'll have missed my summer holiday three years running. As a result, they are on the verge of rebelling, and I'll admit that my health is suffering from never having a break. Well, that's soon to change. I've been looking at cycling tours in France and Italy, and I'm pretty sure my wife and kids will really enjoy that. And I've promised them that I'll keep my word, so I'm going to go online right now, show the family all the options, and we'll make our decision. But whatever they choose, we leave on the 15th of August, and that's final – I've already booked the flights!

3

I'm due to sit my final exams next week, and I'm exhausted. I'll have been revising non-stop for a couple of months by the time the exams start, and I really haven't been taking care of myself. As soon as the exams are over, I'm determined to do two things: I'm going to get eight hours of sleep every night, and I'm going to work out at the gym five days a week. Actually, I'm on the point of renewing my gym membership, and then I won't have any excuse not to go. Oh, wait, there's more, my friends and I have decided to have a weekend away. We're leaving for the Norfolk coast as soon as exams finish. The whole thing's arranged, and I'm sure we'll have a great time.

CD 1.13

Interviewer Welcome to Talk Time on Radio 8. In the studio today, we have Dr Kelly Weston, an expert on health and lifestyle. She's published several popular books and articles about the effects of conscious lifestyle choices, and the unconscious influences on those choices, as they relate to stress, chronic illnesses and other health issues. Her latest book, coming out tomorrow, is called 'Many Roads to Health'. Welcome, Dr Weston.

Kelly Thanks. And call me Kelly, please. When I hear Dr Weston, I still think someone is speaking to my mother! She's a surgeon, you know, and I've never got used to being the other doctor in the family!

Interviewer Right … Kelly it is. And first of all, I found your book fascinating. As the father of two teenagers, I was particularly struck by the focus you put on teen health issues. Why did you decide to go in that direction?

Kelly Well, for one thing, I have a teenager of my own, a 14-year-old. From watching him, his friends, and classmates, it's become extremely clear to me that the health issues we have later in life are really set in stone during our formative years, when we start making our own lifestyle and health choices. And I also became fascinated by the focus on exercise and healthy living as it's displayed in the teen-focused media, and the stark contrast this makes to some of the questionable decisions that teenagers make in everyday life. That all of us make, I should say, but that are often set up as habits during the teen years.

Interviewer I've noticed that you devote several chapters of the book to sleep issues – sleep deprivation, quality of sleep, and so on. What led you to focus on this area?

Kelly Well, the more current research I read, the more I realised that sleep is one of the cornerstones of good health, and one that most of us don't really think about all that much in relation to health issues. Many of us are chronically short of sleep, and we may grumble if we've had a bad night or had to get up earlier than usual in order to take care of some errands. Unfortunately, most of us tend to pass off lack of sleep as a minor annoyance. We tend not to connect it to what might seem to be unrelated health issues.

Interviewer Such as?

Kelly Oh, contagious diseases, mood problems, poor concentration, energy levels, obesity …

Interviewer Obesity? Does lack of sleep really have something to do with weight issues?

Kelly Absolutely. In the first place, when you have a sleep deficit, many parts of the body don't function properly. The metabolism in particular – which controls your weight and other bodily functions – goes haywire, and you tend to gain more weight. That's not the only connection to weight gain, though. Think about what any of us tend to do when we're feeling sleepy. We reach for a nice, creamy hot drink, a sugary soda, or a sweet snack to get us through a few more hours. Those sorts of empty calories can add up, and before you know it, you've put on extra pounds. Lastly, there's the issue that sleep deficit leaves us lethargic and lacking in energy. If you've only had five hours of sleep the night before, are you going to go to the gym or sit down in front of the television for a few hours?

Interviewer Guilty as charged! Actually, I can recognise all of those signs. So, how much is a healthy amount of sleep for a young person?

Kelly Believe it or not, experts recommend nine hours a night for teens. Tell me the last young person you met who sleeps that much on a regular basis! It's especially true in secondary school, where kids are prepping for exams, working on projects, doing private lessons, or being tutored on the side, and then having to stay up late to study for the next day's classes. I've met students who've tried to get by on two or three hours a night for long stretches, to the point that they simply stopped functioning. They couldn't remember appointments or assignments, had to search for common words and were basically operating on the same level as a not very healthy person in their nineties. To my mind, lack of sleep is also partly the fault of school timetables. Teens are naturally programmed to both stay up and wake up later, yet we ask them to start school at eight, and where's the sense in that?

Interviewer That's a bit frightening. What about the other negative effects of sleep deficit?

Kelly Well, there are emotional and behavioural issues. People who have a serious lack of sleep tend to get depressed and also to lose their temper more easily. All in all, not getting enough sleep can be one of the most damaging problems for people of all ages.

Interviewer So what's the solution?

Kelly Well, there's the rub, as they say. So long as people have as many demands on their time and energy as they do, they are likely to deprive themselves of sufficient sleep. But I do have one piece of advice. Staying up all night to study – or to text with your friends while you're thinking about studying – is one of the least productive things you can do. Your mind and memory work much, much better after a good night's sleep, so just keep that in mind the next time you think about pulling an all-nighter.

Interviewer Well, thank you so much for coming in. I've learnt a lot, and I'm sure our listeners have as well. Once again, the book is called …

CD 1.14

Hi, all! Casey here, and this is my weekly video blog. I know I normally talk about music, fashion, and other issues of great concern to all of us, but I'm changing tack a bit this week and I'm going to talk about sleep. Boring, right? Well, not really, and I'll tell you why. I've only just learnt that nearly all of us teenagers get by on far less sleep than we should. Nine hours is the recommended amount for people of our age. Nine hours. Tell me another one! I might be able to get that much sleep if every day was double the length, but as it is – well, I've been keeping track by way of a sleep diary, and my average is about five and a half hours.

In case your maths is a bit shaky, that's near enough to half of what's recommended. And I've been wondering why I'm so sleepy and low-energy all the time? Getting half of the recommended amount of sleep should clear that up. Anyway, I'm sick and tired of feeling so lethargic all the time. I've even nodded off in a couple of my classes recently, and you can just imagine how humiliating that is, especially for an image-conscious person like me. So … after doing a bit of research and talking to a couple of people, I'm changing a few of my habits. First off, I'm deciding on a fixed bedtime, and I'm sticking to it, but only on weekdays. I've decided that half past 11 is a reasonable lights-out time. I normally get up at 6.30, so that gives me seven hours of snooze time, which is anything but ideal, but has got to be healthier than five and a half, right? Next, no screen time before bed. Research shows that chatting on your device or scrolling through social media is just the opposite of what you need to get a good night's sleep. It stimulates your nerves and makes nodding off more difficult as a result … so text away, but I won't be answering. If I want something to help me calm down, I'll read a book, on paper. And no, not a school book – a book I've chosen purely for pleasure. Trying to study last thing at night can start those wheels in your brain spinning when they should be slowing down. Another thing I didn't realise is that exercising late in the evening can keep you awake, so I'm not going running or to the gym after 7 p.m. in future. Last thing – and probably the hardest – is to try not to worry about relationships, conflicts, upcoming exams or late homework once your head hits the pillow. I know it's like telling you to stop breathing, since we all worry about stuff all the time, but if you can focus on something calming and neutral when you close your eyes, you'll have a much better night. And what's the reward for all this effort and sacrifice? More energy, clearer skin, a better chance of controlling your weight, and improved memory and concentration. So really, what's not to like? I know, your friends badgering you because you've stopped answering their late-night texts and social media posts. But just share this blog with them, and they'll work it out soon enough. OK, thanks for listening, and bye till next time! I'm getting ready for bed now …

Test Practice 1–2

CD 1.15

At Christmas time surely it's everyone's responsibility to get gifts for their loved ones, yet each year I seem to get stuck buying presents on my husband's behalf. Somehow, in the course of my 12-year marriage, I seem to have fallen involuntarily into the role of Christmas present buyer for his siblings and their partners and the seven children they have between them, not to mention his parents. The WhatsApp messages on the family chat reach an absolute fever pitch at this time of year, as the final Christmas countdown begins. What with that and everything else, I'm wiped out by the time we actually get to Christmas Day.

It is something I am trying to change in our marriage and to divide the responsibility for, but something my mother-in-law clearly still expects me to take on. It is me who has to ask all of the members of his family what they would like, find the best place to buy the most stylish fedora hat and coveted toys and games and then buy them. It's me who has to find a cashmere scarf that my super-picky mother-in-law will actually like and won't put disdainfully to one side. All the presents are delivered on time and neatly wrapped, and both those duties are down to me too.

I do get on quite well with all my in-laws and their respective partners, but their expectations of Christmas presents seem considerably more luxurious and costly than that of my own family. Whereas my dad is quite happy with a pair of socks and a jar of pickles and my sister a scented candle, my husband's family go all out and buy crystal glasses, vouchers to expensive restaurants and handmade jewellery.

I will sometimes send my husband links for present requests from his siblings, but organising it all, making sure he follows up on them and that they receive them in time inevitably falls to me, as does fielding all the requests for presents, including the ones for him. Trying to work out what I can buy him each year is hard enough. He has, like his mother, a very particular taste, and I have learnt over the years that it's always better to ask and find out exactly what he would like rather than try and second-guess and get it wrong. The jumper I bought him a few years ago, which is the wrong sort of wool-mix, is still sitting in the bottom drawer with the label attached.

I suppose it is better than the alternative of having no family to buy for, and I'm always grateful that our children have all these aunts and uncles who buy presents for them too, but it really does get a bit much sometimes. Next year, I'm writing a list and sending it to my husband with weekly reminders and then planning to leave him to it. It's really not the end of the world if his dad doesn't get that rare Portuguese cheese, is it? And it shouldn't really be my responsibility.

Unit 3

CD 1.16

My parents are what I like to call 'tourists with a purpose'. They go far beyond just having a game plan or putting together a wish list of things to do and see. No detail is left to chance, and no decision remains up in the air. When they decide to visit a place, they do loads of preliminary research in order to identify the must-see features, including churches, museums, monuments, geographical wonders, cultural attractions and the most stunning views available. (I tease them that they do this out of a competitive fear that they might miss out on something spectacular and that their acquaintances have seen and appreciated.) Then they pore over all the travel websites to find the most favourable transportation and accommodation deals out there – 'favourable' meaning that they will get the best value for money while still enjoying a degree of comfort and convenience. The next phase is to create a strict itinerary, which to a more freewheeling traveller tends to resemble the minute-by-minute plan of attack of a major military campaign. As the date of departure approaches, they enter the Packing and Preparation phase, which is nearly as carefully mapped out as the previous steps. Checklists of clothing, toiletries and emergency supplies are printed out, items are ticked off and everything is jammed into the smallest possible suitcases known to exist. (Heaven forbid they should have to pay an additional charge for excess baggage!) Departure day involves re-checking everything one last time, doing an online flight check-in, waiting anxiously for a prearranged ride to the airport or train station, and finally settling in for a week or ten days of regimented relaxation. Now, it may sound as if I'm mocking their highly-organised, battle-ready approach to travel, but that is not my intention. Throughout my childhood and adolescence, I've experienced some of the most memorable, educational, and enjoyable holidays you can imagine. We have trekked through the spectacular peaks and valleys of the Alps, done a longboat trip through the waterways of France, taken in the soaring skyscrapers and stellar museums of New York, and visited every noteworthy historic site in Athens and the surrounding areas. It's just that now that I'm in my late teens, I've been realising that I'd much rather go with the flow than follow a strict schedule. Why not spend a week drifting from place to place in the Greek islands with no particular goal in mind? Why not give a museum or monument a miss, in favour of having a leisurely breakfast or lunch at an outdoor café? My parents certainly get the most out of their holidays, but sometimes I think they can't see the wood for the trees. If you ask them what lasting impressions they took away from Spain or Greece, they can tell you everything they saw and did, but they won't mention the slower pace of life, the warmth of the people or the way the light changes as evening comes, and these are the kinds of memories I'd love to come home with.

CD 1.17

1

My first really independent holiday happened when I was 18, with a couple of schoolmates of mine. We decided to go cycling around the south of France, thinking it would be good fun and that we'd meet a lot of other young people on our travels. The first week included two broken bikes, a stolen backpack, horrendous weather, a sprained wrist and some of the worst rows I've ever taken part in. I really should have got to know my travelling companions a bit better before agreeing to go with them … though it's true that travel brings out aspects of people's personalities that might not appear in other circumstances, so possibly there was no way to predict what was going to happen.

2

When my parents booked me into a summer arts camp for two weeks, I can honestly say I was horrified. Two weeks with a pack of snobby, pretentious kids who thought they were the next Picasso or Cumberbatch? I don't think so. But I've never been so wrong in my life because most of the other kids and I got on like a house on fire, the teachers and team leaders were stellar and I discovered I had a hidden talent for musical theatre. I'm afraid I wasted the first two days being grumpy and uncooperative, and now I wish I'd gone in with a more open mind.

3

Family holidays have always been a huge part of my growing up – and I don't mean just immediate family, but including aunts, uncles, cousins, the lot. Especially in the summers,

when we rent a big house in some out-of-the-way place in Spain or Italy, and all get together over several weeks, it's always just amazing fun. Several things went wrong this past summer, though, as only a fraction of the usual crowd turned up. For part of the time it was just my brother, my parents and I. I'm not saying it wasn't enjoyable, and maybe it felt different partly because I'm not a kid any longer, but I guess I shouldn't go into things with such high expectations because that makes the feeling of disappointment even worse.

CD 1.19

Tara Both of us seem to have travelled a lot for people our age. How is it you've been such a jet-setter?

Michael Well, both my parents work for an international chemical firm, so we've hopped around a lot. They'd never openly admit it, but I have a suspicion that they chose their careers because it would give them an opportunity to actually live in other countries. I'm not sure I have the same sense of adventure that motivated them, though. I mean, I think I take it a bit for granted that the whole world is an open book, so it's not like I get really excited about going to new places. Of course I appreciate having grown up abroad. It's well documented that kids like us grow up to be better problem-solvers and to be much more adaptable in general, and that has to be a good thing! How about you? How have you got to go to so many places?

Tara My situation's a bit similar to yours. My mum and dad are teachers, and when I was about 11, my dad suddenly had this brainstorm that he wanted to work abroad, and my mum thought it was a cool idea, so they both applied for jobs with an international school. I can tell you, I felt I was being strong-armed into accepting the idea, and I fought tooth and nail against it, but there was no stopping them, so off we went. They kept quoting all this research data about how great living abroad is for kids, but I wasn't easily convinced. Anyhow, we started with two years in Morocco, then two in mainland China, then three years in Brazil. We're sort of in flux right now – well, they are, because I'm starting university here in the UK in the autumn, so I'll be staying put for a while.

Michael Do you remember why you were so dead set against the idea of living abroad? I mean there must have been something about the idea to have got you up in arms to that extent.

Tara I suppose in a way it was just being an 11-year-old kid. I had my group of best friends, I liked my school, and I was involved in skating and other activities. I was in my comfort zone, you know, and I just didn't know what was going to happen when they yanked me out of it. I know children are often considered to be flexible and adventurous, and all that, but as far as I can see, pre-teens are extremely change-averse. I imagine it's because they are going through scary changes inside themselves, so external change looks like a real threat.

Michael That makes a lot of sense. So, what place have you visited that made the biggest impression on you?

Tara Gosh, if I had to choose, I'd say India. We spent a month there when I was 15, and it was really an eye-opening experience in so many ways. I'm a very visually-orientated person, so I was just gobsmacked by the look of the place – all the bright colours and the ornate designs, and the light there is so amazing. And of course there are the sounds, the smells – it's an absolute barrage on the senses. The other thing about India that really changed my perspective was how visible poverty seems to be. I know homelessness exists in most countries, but it's everywhere you look in India, and in fact it has the second biggest homeless population on earth. I hadn't really ever seen that kind of abject poverty before, with so many run-down buildings and people living in just indescribable conditions, and it really made me start thinking about privilege, inequality, and all that. Not to mention environmental issues. What about you? What place stands out most in your mind?

Michael I know I asked the question first, but when I think about it, I'm not sure I can come up with a good answer! I do know the place I'd give my right arm to live in for a while, though, and that's New York City. I just love the energy and speed of life there, and the fact that there's so much to see and do. And the diversity of the population is just staggering. New York public school studies have recorded 176 different languages in the schools, but some experts estimate that residents speak as many as 800 languages. Actually, a number of surveys prove that New Yorkers are more accepting of other cultures and ideas than people in most other cities. It just has a feeling like no other place on earth. I'm actually hoping to get into Columbia University so I can spend a few years there. Unfortunately, studying in the States costs an arm and a leg – they've got close to the most expensive tuition in the world – but maybe there's some way I can manage it!

CD 1.20

1

Will customers travelling to Edinburgh and points north please note that platform three is currently closed for maintenance and repairs. Please check the electronic noticeboards for temporary departure points and for any expected delays. These changes will remain in effect until further notice. Frequently departing coaches are also available to these destinations, as well as to the international airport, from the stops outside. I repeat: platform three is currently not in use. Please check the electronic noticeboards for all changes. Thank you.

2

You don't have to leave the country to leave your cares behind. Bonamy Lodge, situated on the shores of Lake Windermere and surrounded by serene parkland and stunning views, will make you feel as if you've been transported to another place and time! Enjoy our four-star restaurant, fully-appointed spa, organised sports and excursions – or simply lie back, soak up the atmosphere, and begin to feel like a new you! Bonamy Lodge – where renewal happens!

3

Before I begin, I want to thank my esteemed colleagues for agreeing to attend this forum, which I'm sure will provide plenty of food for thought, and I look forward to hearing well-considered viewpoints from all sides of this often violently-contested issue. My own argument begins with the fact that we as a country are being misled by those who keep immigrants from crossing our borders. When well regulated, immigration is the life-blood of a vibrant, youthful culture, and arguments to the contrary gloss over the fact that some of our brightest minds in technology, medicine, and other fields have come to us from other countries.

4

I know package tours have a pretty dire reputation, but I had high hopes for the one I took to Italy, which was very effectively promoted, by the way. Unfortunately, it was not at all as advertised. The accommodation was gruesome, they dragged us into the worst sort of tourist dives for meals, and the sightseeing was so rushed I had no idea what I was looking at. Ironically enough, the company is called Stellar Tours, but 'stellar' isn't the word I'd choose! Steer clear of them at all costs!

CD 1.21

… so to recap on the idea of slow living, it's a kind of lifestyle which articulates the need for a less hurried approach to various aspects of our everyday routines and decisions. Basically, it's about taking a step back and leading a far less hectic existence, living closer to nature, having time to savour the moment. Just to remind you, the slow movement originally emerged and developed in Italy in the 1980s and 1990s as a strong reaction to omnipresent fast food outlets. The people behind the initiative stressed the importance of more traditional food production processes as more eco-friendly, healthier and more supportive of local economies. These days the notion of 'slow' has permeated through different spheres of our life and has embraced areas such as travel, city living, and fashion. These will be the focal point of my next lecture. Any questions, anyone, at this stage? Fire away!

CD 1.22

Patrick So, what do you make of this business of slow living? If you ask me, in theory it sounds admirable, but I'm not really convinced that it'd work in practice. For a start, it runs counter to what we might call a mainstream kind of lifestyle in which people like to live fast, cram lots of activities into a day, live off fast food, and all that! Frankly, I don't think it will appeal to young people who seem to enjoy a fast-paced life. Wouldn't you say that's the case?

Ellie Not necessarily. Young people these days are far more aware of what constitutes a healthy and green lifestyle than any other generation before them. I'd even venture a guess that once people realise how slow living impacts on their own lives and the environment around them, they often take the plunge and revamp their lives. That's how I became a slow traveller. In the past, I would just rush from one monument to the next, take tons of selfies in front of it, post them on Facebook, and enjoy the feeling of 'been there, done that'. Now I see less but experience more, if you know what I mean.

Patrick Not sure I get the idea. What exactly are you trying to say?

Ellie Well, in a nutshell, I skip popular tourist attractions. Instead, I go in search of local events, get to know a particular culture and people, share meals with them, that kind of stuff. Quality over quantity. Isn't it something you could go along with?

Patrick If you're after my honest opinion, I'd get bored stiff on a holiday like that. I love seeing all

the main attractions, so wandering somewhere off the beaten track isn't really my cup of tea. What's more, as far as I can tell, most young people would rather visit all the top landmarks than some nondescript local hangout.
Ellie I'm afraid I beg to differ. Slow travelling has caught on, and it's mainly young people who are into it. You're just not up to date with the latest trends, are you?
Patrick You have a point there. I'm not, because I don't follow fads. Slow travelling, like the whole idea of slow living, is just a passing fancy. It'll just fade away.
Ellie I'd say the exact opposite. The slow movement is winning people's hearts around the globe and it encourages them to think green, to live a more fulfilling life.
Patrick I reckon that we're going to have to agree to disagree.

CD 1.23

1
Man Gosh, look at all the recycling this school produces! The bins are packed! Can you imagine that they used to put all of this into a landfill? There must be next to nothing that has to go there now.
Woman I know. It gives you a good feeling, doesn't it? We know we're doing a small part in reducing all the waste in the world. Still, I worry about all the foam plastic packaging. I wish they could recycle some of that!
Man You're right. It's not perfect, but it's certainly a step in the right direction!
2
Woman What do you do with the jeans you don't wear anymore? I'd hate to put my old ones in the rubbish, but some of them are in such bad shape that I don't think a charity shop would want them either.
Man Funny you should ask, because I've just been reading an online article about what can be done with old denim. One cool thing that's happening is that they can be recycled to make insulation for houses, but there're also loads of people who use old clothing for crafts, like making handbags and other useful objects. Here's the article – and they even suggest places where you can donate.
3
Man I am so fed up with sorting and separating all this recycling stuff! Surely there's a more efficient way to do it? I keep wondering what the point is anyway – I've heard that half of it never gets recycled at all, but ends up in the landfills.
Woman I don't know about that, but I've heard recently that they're upgrading the recycling system so you can put everything into one bin. That will make it loads easier. And as far as I can see, even if only part of the material gets recycled, it's still better than nothing, right?
Man I suppose so. I just wish it was less of a chore now!

Unit 4

CD 2.01

Bill Hey, Kelly. How's it going?
Kelly Oh, hi Bill. I'm doing well. How about you?
Bill Great, thanks. I've just been looking over some adverts to get an impression of the kinds of jobs that are out there. I still haven't worked out what to focus on at university, and I thought maybe looking at the job demand might give me an idea as to what to go in for. Worrying about it is really doing a job on me!
Kelly Aren't you getting worked up about nothing? I mean, you might study computer science or engineering, but I don't suppose it locks you in to a very specific kind of job, does it? So many workplaces nowadays are multifaceted, and they're on the lookout for people with a broad range of skills and backgrounds.
Bill I'm not totally sold on that argument. Sure, computer skills can be put to work almost anywhere, but what if I decide to study fine art, or even teaching? That won't give me much leeway, will it?
Kelly Oh, I don't know. I mean, take a look at this posting. It talks about being tech-savvy and creative, so it's possible just about any skill-set could fit the bill.
Bill I suppose so. But then I see an advert like this one, for plumbers and electricians, and I think maybe I should try for an apprenticeship. There's plenty of work for people with high-demand skills like that, and you even have a chance of being able to set up your own company later on. I'm not sure I'm cut out for the sales part of it, but it's a great field to be in.
Kelly True. Anyhow, I think I've already made a decision about my future. I'm going into biotechnology with an eye to getting my foot in the door in medical research. It's got great prospects, and talk about job security! We'll never run out of diseases to help cure, will we?
Bill In that case, why don't you study medicine? I'm sure you've got what it takes to become a doctor.
Kelly I don't know. I'm not sure I could stand up to the pressures. You know they work med students into the ground, right? And with my strong personality, could I really fit in with the hierarchical structure of a hospital or clinic? I don't want to blow my chances of advancement by getting into a row with a superior!
Bill I think you're selling yourself short! Anyway, I know I need some help deciding what to do, so this mentoring programme might just do the job. You can get on-the-job exposure to a variety of careers, so I'd get a good working knowledge of what they involve. I think I'll get in touch with them and see what I can find out.
Kelly And I'm going to check up on my application for a summer internship. There's a medical laboratory that's looking for student interns, and I'm one of the shortlisted candidates. I think it would be a great way to get my hand in.

CD 2.03

1
This is Janis Moore at Bell Solutions. I spoke to you on Friday morning and asked you to send us a temporary receptionist who could start this Monday morning at 9. I have just spoken to your assistant who explained that you were out of the office and denied knowing anything about this arrangement. My boss has already complained about there being no one at the front desk. I told him that I had arranged for a temp to fill the post the previous week, but he made it clear that he would hold me responsible if no one had turned up by lunch time. Could you please contact your assistant and instruct her to send someone straight away? I recommend that you send us someone immediately, or I will urge my company not to do business with your agency in the future.
2
Hey, Melania, it's Dean. I need your help! I told you last week that I would be giving a presentation about the new advertising campaign today, and you asked if you could have a look at the slides. I was glad I sent them to you, by the way, because your comments were really useful. Anyhow, I instructed my assistant to get the presentation set up this morning. A few minutes later, she came into my office extremely upset. I asked her what the problem was, and she explained that my memory stick had been wiped! The tech guy I called claimed not to know how it could have happened. I begged that he should try to recover the files, but he swore that they were not recoverable. In a nutshell, I'm asking you to forward the files back to me right away. I've always said that you were the best friend in the world, but if you can do this, I'll tell everyone that you saved my career!

CD 2.04

Interviewer As part of our workplace forum, today we're talking to Bernard Ransom, a sociologist, author and design enthusiast who has been fascinated by the idea of workplace standards for decades. Bernard, thanks for being here.
Bernard It's a pleasure.
Interviewer In this interview, I would like to ask how the workplace is changing and why we are seeing these changes.
Bernard First off, I'd like to point out that we need to adjust our idea of what a 'workplace' actually means. In the past we used to associate it with a fixed location such as offices, classrooms, factories, shops, and so on. But these days the idea of a workplace includes non-stationary work environments. People can pick up their work and take it with them anywhere they want. This partly came about as a result of lockdowns, when it was essential to be adaptable. We either had to work remotely, or we didn't work at all! It's undeniable that technology makes these current work patterns possible. You can work all day on the beach with your laptop knowing it won't need recharging till the evening, or you can attend a work seminar on the train knowing that your earbuds won't let the sound of the presenter disturb the other passengers.
Interviewer Does that mean we're leaving the idea of a fixed office space behind?
Bernard No, not at all. An ergonomically designed office can optimise the well-being of employees needing to spend hours in front of a screen. It can minimise spine or joint problems by installing monitors at the correct height and seats with ergonomic backrests. Standing workstations allow for varied work postures. See how your back feels after a whole week lounging around on the beach! When Google, for example, provides recreational space for their employees, it isn't just showing appreciation for their hard work. Employees can use that space to get enough physical exercise. Try standing up and doing stretches on a train and see what other passengers think of that! Employers can also monitor their employees in an office to make sure they are keeping up these healthy practices.

Interviewer Sounds a bit like *Big Brother*: watch the employees' every move …
Bernard In terms of work productivity, it isn't really about that. It's more about melding form and function so that employees have the optimum conditions for their line of work. Things like tools or correct lighting can be arranged for architects, engineers, designers, and so on. A large open office space is great when colleagues need to touch base on minor issues and queries quickly. This is great for creative work like advertising, software design, and the like. People can put their heads together quickly and bounce a few ideas. It's far less fuss than doing it online.
Interviewer Sounds far more pleasant too!
Bernard Undoubtedly, and it's also better for your well-being. People can enjoy the mental health benefits of face-to-face interaction and human company.
Interviewer Yes, that makes a lot of sense. So coming back to those moveable workplaces, people clearly enjoy the freedom and flexibility of those. They are here to stay, aren't they?
Bernard Absolutely. Taking into account all the considerations that affect productivity has led to many employers adopting a hybrid work policy. That means that employees are required to be at the workplace for part of the working week, while for the remainder they are free to work where they like: at home, on a train, beach or wherever; as long as the work gets done.
Interviewer Does that flexibility include combining work with travelling for pleasure?
Bernard Yes, it does. And there's a portmanteau word for it now: workation. 'Work' plus 'vacation'. Writers and artists have always taken their work on holiday in order to find inspiration. But a change of scene can inspire people in any profession.
Interviewer Well, hopefully a holiday really does lead to more productivity! That's also something we could talk about but, unfortunately, that's all we have time for, for now. Thank you very much Bernard Ransom!

CD 2.05

1
People imagine that working in a semiconductor factory must be really cool, because it looks so futuristic. Actually, working inside a clean room is not great. The materials are very, very sensitive, so everything has to be kept immaculate, which means noisy air filters going all the time, echoing raised floors, and everyone dressed in sterile suits, disposable slippers, with hair covering, face masks, and goggles. It's pretty uncomfortable, especially if you're a bit claustrophobic. The lights in the fab are really bright, too, and in places they use yellow lights that give people headaches. I compare it to working in a hospital operating room, but without the stress. Occasionally, something goes seriously wrong and everyone goes a bit crazy, but I think that's because it's normally so predictable that we need a bit of a release.
2
As an ER nurse, I can't say my life is very predictable or that my workplace is very pleasant. There isn't much consideration for comfort – everything in the ER exists because it's practical or easy to keep clean. To be honest, we don't notice the surroundings much, because we're dealing with life-threatening situations all the time. People ask me how I cope with it, and I think I just get into a kind of a zone where I do what's needed and shut off my emotions. When your shift is over, if it's been particularly tough, it can get to you at times. I do think if they could find a way to make the ER a bit less intimidating, it would be better for the patients. It's scary enough without feeling like you're stuck in the middle of a big, brightly-lit machine. A little colour in the patient cubicles wouldn't hurt, for instance, but I suppose it's not a priority.
3
I got into advertising almost by accident, through talking to the friend of a friend, but I have to say it's a job that suits me. Our offices are very cutting-edge – all open-plan, communal work spaces, not a cubicle in sight, bright colours, and lots of plants and natural light. Since advertising is such a creative pursuit, they reckon we should have an inspiring atmosphere to work in. Of course there are no dress codes or any strict rules about schedules, but it's a given that if you're involved in a current project, you'll be available 24/7. Putting out fires is a normal part of the routine. If there wasn't at least one disaster per day, whether a missing photographer or lost proofs – we wouldn't know what to do with ourselves!
4
I work in a high-end women's clothing shop, so obviously everything in my workplace is about visual and sensory appeal. Colour, finishes, and presentation are paramount, and we have very well-heeled customers, so comfort is vital as well. Since I'm studying fashion design, it's an ideal place to work. I'm always getting ideas from handling and displaying the stock. One thing that drives me round the twist is having customers come right behind you, undoing all the meticulous folding and stacking you've just finished. The break room for the assistants is a real eye-opener – instead of comfort and luxury, we have hard plastic chairs, bare concrete floors, and harsh lighting. Still, the job suits me for now, and the only disasters we ever have are deliveries being a bit late which, face it, isn't the end of the world.

CD 2.06

1
I tend to think that what the future has in store for us is far from predictable. If we can foresee anything with any certainty, it's the fact that a lot is bound to change in this field. The prospects of having one steady job with a golden handshake at the end of it are already pretty slim. In all probability, our careers will be even more fragmentated than they are now. So if we want to meet the demands of the volatile job market, we'll be swapping jobs and retraining all the time. Lifelong learning and mobility are highly likely to remain the key words for the years to come. My parents say it's a bit unnerving to know there won't be much job stability, but let's look on the bright side, I believe my generation is up to it. I'd rather be on the move all the time than stuck in a rut!
2
The way the things are going, I'd say that the job market is pretty certain to undergo a revolution. There's every likelihood that jobs which can become automated will become so. The odds are that some jobs will simply get wiped out, the example being supermarket cashiers, bank clerks, telemarketers, waiters or travel agents. I truly believe that they may well be replaced by machines, robots or online applications sooner than we think. Another thing is that jobs will become way more specialised, so inevitably low-skilled or unskilled workers stand little chance of landing a decent job. Personally, I have my misgivings about a world like this. Will everybody have to be super trained to have a life?
3
There's a lot of scaremongering about the future, so I'm eager to see what it'll bring. There is a strong possibility that some jobs will simply vanish, but doubtless, some new employment opportunities will emerge too to cater for the needs of the 21st century citizen. On the one hand, there will appear professions to do with the progress in technology, like a personal digital curator, a person responsible for managing one's online professional profile, or a digital detox therapist to aid those addicted to technology. On the other hand, futurists predict, we are expected to hanker after the past and want to go back to our roots, and anything hand-made or home-made will come back into fashion. As a result, all kinds of craftsmen and women, like smiths, carpenters, tailors etc. are sure to reclaim their place on the job market, at least to some extent. Wealthy people will be on the lookout for something unique to distance themselves from those of us who buy things in regular chain shops. So I wonder if anything hand-made will be the new luxury! Time will tell.

CD 2.07

Mark Hi, Kelly. How are your exams going?
Kelly Oh, hey, Mark! I think I'm doing well. Of course you never know until the results come out, but I feel pretty confident. How about you?
Mark I sit the last one today. Now I'm planning to follow up on the applications I sent out for summer internships. I'm interested in going into advertising, so I'm looking for a place in an advertising firm. A couple of them are actually paid internships, which would be great, so I'm going after those first.
Kelly You know, my uncle David runs a small ad company, and he mentioned the other day that he wanted to take on a full-time intern. He said he was having trouble finding a suitable candidate, but you might just fit the bill.
Mark Wow, that would be great! Do you think I should get in touch with him directly, or send him a letter, or what?
Kelly Listen, why don't you send me an email with a rundown of your interests, education, and all that, and then I can give him a ring and tell him about you? It doesn't have to be anything formal – just a brief description of your skills, what you're interested in learning on the job … that sort of thing.
Mark OK, I'll do that. I'll send it to you this evening. I'd really like to get something in place soon, and working for your uncle would be cool. I met him once at your house, remember? I thought he was really interesting and super easy to talk to.
Kelly He really is great. Oops. Have to run! I'll look for your email this evening, and I'll be in touch in a couple of days.

Test Practice 1–4

CD 2.08

Today, I'm going to share my experience of being a corporate headhunter. The essence of my work is straightforward: I source talented people and find companies that want to hire people with those talents. Then I match them up. No particular qualifications are required for this kind of work; however, certain personal qualities are essential and they should become apparent later in my talk. There are different ways of entering recruitment as a profession. The way I started was that I was doing bits and pieces of temp work for an employment agency. I wanted to improve my earnings, so I asked if they had anything full time, and they offered me work as a recruiter. I learned the tricks of the trade at that agency and then moved onto others. There isn't a well-defined career path, but my case is pretty typical.

I mentioned personal qualities: when you're making new contacts, confidence and determination are absolutely necessary as you have to do some cold-calling. Reception staff at companies will frequently try to brush you off, but one successful strategy is to ask for someone in person rather than saying something like 'the CEO' or 'head of human resources'. When you obtain your meeting, it's better not to ask if the company needs someone. You're more likely to be successful if you say that you have just the right person they're looking for. Then you describe all this person's best attributes to make them seem desirable, or better still, crucial to the firm's survival. If the HR person declares an interest, you put them in touch with the candidate. Of course, it sometimes happens that the candidate you had in mind is no longer available. If that's the case then you need to go and find a replacement. In this scenario, I frantically scour my databases looking for someone who might be the best fit. If the company says they're not interested in the candidate you had in mind, don't give up yet! Ask them if they're short of personnel in other departments.

Headhunting isn't the right career choice for many people, but if you're cut out for it, there are some undeniable perks. I meet a pretty wide range of people and I learn about diverse fields: I've dealt with research scientists, chefs, construction engineers, prison wardens and many others. They're all from different kinds of backgrounds too, so you have to be able to relate to people on their own level, and I think I'm good at that.

There aren't any hard and fast rules in this business: it really comes down to working out an effective approach to any given situation. You're on your own and sometimes you just have to make it up as you go along. You have to be resourceful to locate people specialised in their field. Fortunately, such people love talking about their work and talking to each other. So you can find them by joining internet forums they belong to. You get their name, a feel for their work and often their email too. Then presto! You can approach them by email. It may feel a bit like spying to some people, but I say the end justifies the means. I'm helping people by hooking them up. It isn't immoral in my book.

Unit 5

CD 2.09

1

Ben Hey, Cathy. Are you planning to take part in the 'get out the vote' campaign? I've already signed up to do some neighbourhood canvassing.

Cathy I haven't made up my mind. I find it hard to make a commitment to any particular political stance, and I think I'd be letting the side down if I'm not really a wholehearted supporter.

Ben But this isn't a partisan issue! We're not making a case for voting for a particular party or candidate, we just want to make certain that people in our constituency are registered and cast their votes.

Cathy How does that make any sense? I mean, if you support liberal causes, why would you want to encourage more conservative people to vote?

Ben Because when there's low voter participation, the outcome doesn't really represent the will of the majority. People who always go to the polls tend to be the most hardened supporters of certain causes or candidates. The more people who vote, the more equitable the results are.

Cathy That makes sense. Anyhow, I'll let you know if I can help out. I'm up to my ears in revision right now, so I may not have the time.

2

Chloe Have you read this, Tim? This politician really makes my blood boil. I mean, he comes up with so-called facts out of thin air, and then he makes a huge fuss when anyone questions his veracity.

Tim Yeah, I know. He's way down in the polls, and I think he's trying to put up a smokescreen by talking a good game. I wouldn't pay him much mind if I were you. He's bound to make a pretty poor showing on election day.

Chloe I wonder. I mean, maybe he's a dark horse? He may be telling bald faced lies about his rally numbers, but he's definitely gaining supporters, at least according to this poll. I think his country-first platform is appealing to a lot of people.

Tim I think you do the voters a disservice by thinking they'll turn out for him. Sure, he makes people sit up and take notice by telling whoppers and saying outlandish things, but really he's just a demagogue and totally lacking in real substance. I don't think all his blather will do him a bit of good in the end. He's a total reactionary, after all, and I think most people's views are more on the moderate or even liberal end of the political spectrum.

3

Man For years we've had an implicit belief in the dependability of political polls and surveys, but Smithson's win was like a bolt from the blue. As a pollster yourself, do you think we're wrong to put our faith in polls at this point?

Woman We definitely need to do a rethink of how polling is done. Traditionally, we've put all our eggs in one basket by polling people via their landline telephones. But now it's pretty obvious we've got the wrong end of the stick, because we're missing out a whole demographic – younger people or really any of the millions of people who only use mobiles.

Man So what would be a better way to actually paint a clear picture of how voters are leaning before an election?

Woman I'm afraid that is still up for debate. My feeling is that we need to combine a number of different methods – phone, online, person-to-person polling, for example – in order to make the case that polling can still produce an accurate overview of voting trends.

CD 2.11

Official 1 My Lords, Emma Dalton Bowen, to address the Prime Council.

Official 2 My child, this is most irregular. I do not know by what means you gained admission to the Chamber, nor what you hope to gain by speaking here. As you know, we have many important matters to attend to. You have three minutes.

Emma My Lords, I'm here to ask for clemency for my father, Emick Dalton. You know who he is, of course. He was a respected member of the Lower Chamber, and I know you had many dealings with him. The unjust and unjustified accusations levelled against him ended his career in the Chamber and virtually ended his life as a citizen of this country. My father is a trustworthy, honest, and dedicated man whose only purpose was to give all citizens a chance to thrive and prosper. His only failing was in questioning the workings of the government as it is now organised and in suggesting ways to make it more equitable, more just, and more accessible to all. These are not crimes, and he should not have been punished for supporting such views. I and many others believe that he is …

Official 3 Your father, my child, was convicted of treason … TREASON. His treachery was proved beyond the shadow of a doubt by means of video evidence of himself and his co-conspirators plotting ways to overthrow the entire social order. How can you argue with such incontrovertible facts? You most certainly cannot DISPROVE them.

Emma With all due respect, sir … With all due respect, you are mistaken. The video evidence you refer to was fabricated. Someone in your government, or in the security forces, altered the face and voice of one man in your so-called evidence in order to implicate my father. I have been given a copy of the original, which I would like to submit to you as mitigating evidence.

Official 2 Are you suggesting that your father was framed? By US? This is an outrage! We value our honesty and integrity far more than your father ever did, and if any evidence was fabricated, it must be the recording you have with you. Your dangerous impertinence may land you in prison as well if you're not … *Clave will soon have every vestige of power and wealth, and he will have no use for any of us. He must be overthrown by any means possible, and it must be done soon or* … How did you get that up on the monitor? Shut it off, now! This is a vile slander! How can any of you believe I would plot against our …

Emma It is the truth. Forensic tests will prove its veracity. You, my lords, have been plotting to take over the government from its actual leader, a leader only a select few even know about, let alone recognise as a ruling power. But I am willing to make a deal with you in exchange for my father's release from prison and his full pardon. If you let my father go, I will not release this video on the public web. I will destroy this and all copies. But I will NOT negotiate. You must agree to my terms, or your careers will end in shame and ignominy.

Official 3 You DARE to try and cut a deal with US? You insignificant little girl, you will soon be very …
Emma Thank you for receiving me. The video will be posted on every public and underground website in the nation by this evening. Thank you for your time, and I am sorry you could not accommodate my request …
Official 2 Wait! Wait! We can talk. I'm sure we can work out a deal …

CD 2.12

Kelly Hi, Darrell! Well, election day is coming soon. You know, unless you had spurred me on, I wouldn't be on the ballot for the city council now.
Darrel And I wouldn't be supporting you if you hadn't had so many great ideas, Kelly! Do you know, if Calvin hadn't run for a seat two years ago, you would be the youngest candidate in council history.
Kelly Are you saying I'm too young to win? If people were concerned about my age, they wouldn't have chosen me to run.
Darrel That's not what I meant! If you hadn't decided to run as a teenager, supporters wouldn't be so enthusiastic. They really want some new ideas.
Kelly I certainly hope so. My dad said that if I wasn't such a good candidate, he would have decided to run. Fortunately he didn't! If we had both been on the ballot, I'd be really apprehensive right now!

CD 2.13

1
I didn't have any thoughts of starting a business at the outset. I was 15, and I got involved in a tutoring programme for homeless youth. I'd also been messing about with custom T-shirts – I'd do the designs, and a friend's dad would print them at his business. A lot of the homeless kids had pretty miserable clothes, so I did a crowdfunding campaign to subsidise producing a hundred tees in different designs, and I gifted them to the shelter. Suddenly, everybody was asking where to get them, they were sharing photos on social media, and it took off from there. We're a registered non-profit now, and every shirt we sell pays for one we donate. My friend's dad manages the production side, but I oversee the design and distribution. It's pretty mind-boggling trying to finish school, run a business, volunteer, and have a social life. Turns out I don't need much sleep, which is the saving grace in my situation.

2
The lack of clean water is one of the most pressing issues of our time. In some parts of the world, getting a few gallons of clean water means a miles-long slog, so it's not just a physical burden, it eats up time that could be devoted to education or improving living standards. Not to mention that outbreaks of diseases like dysentery are linked to tainted water. So when I learned that my school's inventors' club was trying to come up with a simple and economical water purification device, I made a mad dash to join up. Water is literally a lifeline for people in many parts of the world, and it would be great to help lift up people who are already dealing with unimaginable challenges.

3
I happened to read about all the backpack projects being done. I was already painfully aware that a number of primary school kids go without one or two meals a day, not to mention wearing hand-me-downs and not having proper school supplies. I wrote up a mission statement, then started collecting donations, and ended up putting together 80 backpacks with healthy snacks, writing implements, and an article of clothing. We plan to refill the backpacks monthly with necessities for kids who don't have access to the most basic stuff, and at the same time, we connect their families with a local food bank and other services. It was amazing to see the elation on kids' faces when we handed out the first round of packs. I'm off to university soon, but we're currently setting up infrastructure to support the effort year-round. We do need ongoing support, so please fill out a donation form or visit our web page where you can find ways to help. Thanks!

4
I planned my first party when I was four. Of course grown-ups assumed I wanted a princess do with pink dresses and glitter, but that wasn't my thing at all, so I put together a ninja party, and it was a huge success. It just snowballed from there, with parents asking me to plan their kids' parties, and we eventually set it up as a not-for-profit business. The thing is, I live in a pretty mixed area, and there were a lot of kids in my school whose parents were struggling, so I cooked up the idea that for every two parties someone paid for I'd donate one to a kid who couldn't afford it. I've caught some flack for acting like I'm saving the world through parties. But really, for kids it's a huge self-esteem issue, and I think adding some uplift to people's lives is definitely a worthwhile goal.

CD 2.14

Mark I'm Mark Waterson, founder of C-energy, and this is my colleague Laura Caplin, CEO of CR Consulting, and we're here to talk about what corporate social responsibility means both now and in the future. So, we've both been involved in the field for quite some time, Laura, and I think you'll agree that even now – after several decades of discussion, implementation, and even controversy – a majority of non-corporate people don't know exactly what's meant when we bring up the issue of CSR. How would you explain it to a layperson?
Laura Well, I've tried out a multitude of explanations, and the best I've come up with is this. Some company heads believe that their sole responsibility is to increase profits and value for shareholders. I call this non-CSR. Alternatively, the objectives of a pro-CSR company go far beyond the boardroom and reach out into the community in a three-pronged approach.
Mark The three prongs being …?
Laura First, ecological. The company chooses to reduce waste and pollution, supports others' efforts to do the same, and may even take positive steps to enhance the physical environment by developing parkland, for example, or cleaning up a waterway. Secondly, companies endeavour to grow educational and social programmes in the community. And the third goal – which dovetails with non-CSR companies' targets – is to make adequate money to satisfy stakeholders and support employees with fair pay and benefits.
Mark In other words, the third goal is to remain a viable business?
Laura Exactly. Because a bankrupt firm does nothing for the community, and closing a business may in fact have extremely deleterious effects in an area where there is a dearth of employment opportunities.
Mark OK, so in a nutshell, CSR is a way for companies to benefit the communities they are a part of. But one of the objections I've come up against from CEOs is that companies have always done this in various ways – by sponsoring parades and local sports teams, funding community resources and the like. They feel they're already doing their part, so why do they need CSR input for their company? How do you convince them?
Laura Well, as you know, sometimes we don't convince them. Some corporations opt for doing as little as possible and then patting themselves on the back for their outstanding altruism. But the world is changing, corporations are growing into colossal mega-powers, and workers are losing ground both financially and socially at an alarming rate. I try to convince CEOs that their community contributions are not fancy extras any longer, but that they are necessary to maintain the social order and to allow access to the human resources they need.
Mark I think it's worth adding that when we talk about 'community' nowadays, we don't only mean the local schools and the Women's Institute. We're talking about the entire human population. Very few large companies are strictly local, and doing business means maintaining a vast web of contacts and resources worldwide, which has led to the marked upsurge in corporate concern about the stability of the world. Think about this. When I bring up the term 'peace movement', it usually conjures up visions of protesters waving CND signs or staging sit-ins. But something called the United Nations Global Compact, and studies related to it, have made large businesses realise that global peace is definitely a business concern. The proof of a positive correlation between commerce, peace and global engagement has woken companies up to the fact that their efforts towards maintaining peace and stability in the world can benefit their bottom line. It may incidentally give them a moral boost, but that's not the driving factor.
Laura Absolutely. And since we know that inequality and disaffection breed violence, every effort corporations make towards improving the lives of their local communities will be a boon in the end.
Mark And now, we're up for any questions from the audience. Yes, the man in the …

CD 2.15

all of a sudden	on the alert
as a matter of fact	in a state
be out of town	not a chance
on the way	in a couple of days
by ambulance	put something at risk

CD 2.16

Participatory Budgeting is a mechanism that allows citizens to decide what local projects to finance out of the public budget. The idea was first conceived in 1989, in the Brazilian city of Porto Alegre, the largest city and capital of the state of Rio Grande do Sul, with a population

of 1.2 million. It came to Poland in 2011, and the first city to implement it was Sopot. Local governments in Poland allocate from 0.5 to almost 4% of their total budget to PB, with the southern town of Kęty sharing over 3.5 to 4% of their money! The vote takes place once a year on different days in different parts of the country, and you can cast your vote both in person and online.

CD 2.17

I would like to begin my presentation by defining the concept of community involvement and my understanding of the term. The way I see it, community involvement is meaningful and regular participation in activities that support local initiatives and, in the long run, foster social well-being. As such, I deeply believe that being engaged in the life of one's local community should be of paramount importance to young people. In this presentation I wish to discuss three areas which, to my way of thinking, are the most relevant when it comes to the tangible benefits of being community-minded, namely the social development of young people, their ability to shape the world around them as well as their job perspectives. So, what is there to be gained?

Let me start with the aspect of social development. It's widely acknowledged that people who act together in a group develop their social skills which, in today's world, matter a great deal. Engaging with or volunteering for a neighbourhood association or non-profit organisation allows people to develop their empathy, communication skills and teaches them to accept different perspectives, which seems to be of the utmost importance in the modern world so full of prejudice and intolerance. Young people who engage with their communities are also said to feel less lonely and less anxious as they always have someone to turn to when they encounter a problem.

Another crucial aspect worth mentioning here is the fact that by being engaged in the life of your community, young people can have a say in what is going on around them. Being part of the decision-making processes can empower young people and give them a sense of agency. Imagine them being part of a project in which they have to decide what their local park should look like or what amenities their town should invest in. Being able to contribute and having their ideas taken into consideration is set to boost young people's confidence and develop their civic pride while, above all, helping them have a likely impact on the world they are part of.

Last but not least, social participation and the skills young people gain as a result of it are certain to pay off in the future. The chances are that while collaborating on various projects, young people will establish new friendships, get to know other people, and, thus, build their so-called social capital, that is networks of relationships which are mutually beneficial to its members. Another aspect that deserves a mention here is the fact that thanks to social competencies, young people's employability will certainly increase. Employers will always be looking for employees able to cooperate and think outside the box.

In conclusion, as I have hopefully proven, community involvement is essential to young people's lives, their social development and career prospects. Young people are part of the society and community they live in, and ultimately it is their involvement that may well make all the difference to their lives. All in all, I am a strong advocate of community involvement and recommend it to all my peers.

CD 2.18

1

Greg Hi, Deb. Listen, some friends and I are launching a political action campaign, and I wondered if you'd like to join.
Debbie I'm not sure. What sorts of issues are you focusing on?
Greg Our main goal right now is persuading people to vote. Voter turnout is shockingly low, and we think everyone should make their voices heard.
Debbie I certainly agree with that! What do you think about this proposed law that would make voting obligatory?
Greg I admit I have mixed feelings about it. I mean, freedom of choice is a central tenet of democracy, right? I'm not sure people should be forced to vote.
Debbie Maybe you're right. Listen, I have to run. Text me the details of your meeting and maybe I'll turn up.

2

Anne I am SO sick of seeing all of this political stuff on social media! Honestly, I go on social media to relax and share stuff with friends, not to have to think about what a mess the country is in.
Paul I get your point. Still, I think it's a good thing that you can stay informed, and it might even light a fire under you to be more politically active.
Anne I suppose. I've always had the idea that politics is for other people, but with the way things are, maybe I should try to get involved. I'm voting for the first time this year, and I feel guilty that I'm not very well up on all the issues and candidates.
Paul Well, you can learn a lot online. Just remember, there's a lot of fake news out there, so it's worth fact-checking articles rather than taking everything you read on trust.

3

Harry I've just read this article that says some of the ministers have proposed raising the voting age to 21. Can you believe it?
Jo I know. It's outrageous. It's also pretty transparent why they're proposing it, since young people tend to be more liberal, and they want all the conservative votes they can get. I'm actually thinking about joining a protest. If we could get all the 17 and 18 year olds to march, it would make a real statement.
Harry I don't know. You know how protests turn out … fighting, destroying property, and all that. I realise it's just a few people causing the problems, but it makes everyone look bad.
Jo But if we don't speak our minds and stand up for what's right, we'll be stripped of all our rights. Anyhow, I'm meeting with some people this evening to work out a strategy. Why don't you come along and see what you think?

Unit 6

CD 2.19

1

Ah, comfort food! No matter how diet-conscious we are, there's something about a hot, cheesy, savoury dish straight from the oven that's simply irresistible on a chilly day. Now this is a traditional English dish with a small difference. You'll need one large head of cauliflower, a clove of garlic, a block of aged cheddar cheese of about 220 grams, 300 millilitres of milk, 3 tablespoons of plain flour, a large knob of butter, 25 grams of fresh breadcrumbs, half a teaspoon of dried English mustard, salt, black pepper, and nutmeg. First off, trim the cauliflower and break it into small florets, then steam or boil it until it's just tender, about 10 to 15 minutes. While it's cooking you can grate the cheese. After draining the cauliflower, put the milk, flour, and butter into a heavy saucepan and stir with a wire whisk over low heat until the mixture is smooth and thick, then let it simmer for another two minutes. Add three quarters of the grated cheese, the mustard, a pinch of nutmeg, and salt and pepper, then stir over the heat until it's smooth. Before putting the cauliflower into your oven-proof dish, butter the dish generously, and then rub it all over with the smashed clove of garlic. Add the cauliflower, pour over the sauce, mix the cheese and breadcrumbs, and sprinkle over the top. I add a sprinkle of nutmeg and some red chilli flakes both for colour and a bit of kick. Bake in the oven at 225 degrees until it's bubbling and golden brown.

2

A flatmate of mine taught me to make this wonderful Tunisian dish, and it's been a favourite ever since. At the time, it was a real money-saver as well, and despite the long list of ingredients, it's very simple to make. So, you'll need a tin of small red beans, drained, one large chopped onion, two large red bell peppers, three cloves of garlic, minced, two tablespoons of fresh minced ginger, a kilo of yams, peeled and chopped, three cups of vegetable stock, a tin of chopped tomatoes, between one and three jalapeño peppers – depending on how much heat you want – half a teaspoon each of salt, cumin and coriander, a quarter of a teaspoon of cinnamon and black pepper, a quarter of a cup of peanut butter, and a quarter of a cup of roasted peanuts. Phew, right? But here's the easy part. Pour a bit of oil into a heavy pan over a medium heat and add the garlic, ginger, and all the spices – except for the salt, of course. Just brown it a bit, then add the onion, peppers, and yams, and keep stirring while they get a bit of brown on them. Finally, add the beans, tomatoes, liquid, and the salt and let the mixture simmer for about an hour. Just before serving, mix a bit of the stew liquid with the peanut butter until it's smooth, then stir it back into the pot. I like to serve this over couscous, but your favourite type of rice is a good option. Have the chopped peanuts and some lime wedges handy to add a bit of zing.

3

Man This is one of those dishes that people assume can't be delicious because it's fairly low fat and packed with vitamins and fibre.
Woman That's right, but don't be fooled. You don't need fatty beef to make a satisfying winter dish, and here's our proof. Here's what you'll need to serve eight people. Four chicken breasts, boned and skinned. About a hundred grams of wholewheat flour, with salt and pepper mixed in. One large yellow onion, a bunch of baby carrots, half a kilo of mushrooms, three stalks of celery, about six medium potatoes, two cups of chicken stock, and a sachet of Provencal herbs.

Man Otherwise known as a bouquet garni, if you want to be fancy. Now, cut the chicken into cubes, dredge them in the flour mixture and fry in a couple of tablespoons of olive oil, stirring all the while. Let them get good and brown, then add the other vegetables apart from the mushrooms, washed and chopped mind you, turn up the heat and keep stirring until the onions are slightly golden. Add the mushrooms, put the lid on, and let it cook for about 10 minutes until there's a good layer of liquid at the bottom. Toss in the sachet, and let it cook for about 45 minutes.

Woman The flour on the chicken will act as a thickener, so add some of the stock, and keep checking as it cooks so it doesn't get too thick. Test for salt and pepper before you serve. This dish is great all on its own, or serve with a salad and a bit of pasta.

CD 2.21

Food insecurity has recently been identified as one of the most pressing problems of our times. With this in mind, a new website will be launched soon to help better pinpoint 'food deserts' – areas where residents are currently forced to eat nutritionally inadequate meals because of a lack of access to nutritious food. The project, which was conceived two years ago by a group of nutritionists and social workers, long before any funding had been secured, is definitely an ambitious one. 'It will give city leaders and social workers a clearer picture of the issues that are being dealt with at this juncture by our residents,' says one city official. 'The only way the problem can be solved is with knowledge. We knew from the beginning that the data would be used to help improve people's lives, and that's a great thing.'

CD 2.22

1

My great-grandmother grew up in Russia in a German community, and her cooking was a reflection of those influences. I don't remember her all that clearly, but I do remember her amazing culinary skills, and the delectable and complex dishes she made. A particular favourite was a fruit soup with sweet dumplings, which had a pungent, spicy flavour. I also remember her knife skills. She used to cut homemade noodles so fast you could barely see the knife, which was absolutely mesmerising, if a bit scary, and the cooked noodles were tender and slippery – just perfect. Oddly, my mum and my gran never learnt any of my great-grandmother's recipes, partly because they didn't see the appeal of her style of cuisine, and partly because there WERE no recipes. When asked how to make something, Great Gran used to say, 'Just a pinch of this, a little dab of that, then mix for a while …' I love to cook, and since then I've tried to reproduce some of her dishes, but my attempts never seem quite up to snuff – though maybe that's just nostalgia at work. I could eat soup or pasta every day and never get bored, and I think that's Great Gran's influence.

2

I grew up in a household with a single working mum, and though she wasn't a bad cook, she never really had the time or energy to whip up gourmet meals for the three of us kids – not that we cared much. We indulged in ready meals, takeaways, and – my guilty pleasure – instant noodles, with doses of crisps and other snacks in between. But then my first serious relationship was with a trainee chef, and my whole attitude to food did a major one-eighty. He introduced me to the complexity of French cuisine, the delightful simplicity of well-prepared Italian dishes, and even some pretty exotic and flavourful Asian concoctions. Not that I'm much of a cook – I took a couple of classes while we were dating, but it didn't really take. The one thing I can't live without is baked goods, especially homemade bread. Fortunately, I have a good metabolism, and no gluten sensitivity or any of that, but I may have to cut back at some point.

3

I'm first-generation British, my parents having come here from China a couple of years before I was born. Living in London, we were always within arms-reach of other Chinese immigrants, and in my family China has always been the main focus, especially when it comes to food. Before I went to school, I didn't realise there was anything unusual about eating chicken feet, or fish heads, blubbery chunks of fat or really pungent things like black eggs – it was just part of our diet, and we thought British food was tragically bland and uninteresting. Actually, I think Westerners are particularly squeamish when it comes to food, partly because everything comes pre-packaged. I enjoy all sorts of food now, but I admit I couldn't live without crispy, quick-cooked vegetables and Asian-style noodles, which to me are totally different to the Western versions. And I have a real aversion to British sausages and meat pies, otherwise known as Mystery Meat products. We Chinese might eat some seemingly disgusting things, but at least we know what's in them!

4

My grandparents owned a bakery in a town on the South Coast, and since both my parents were full-time teachers, I spent plenty of time hanging out there after school, watching how the loaves, buns, and sweet pastries were made. Their pies were the best – flaky without being too crumbly, and their brown bread was springy and firm without feeling fake like commercial bread does. Theirs was anything but a high-tech operation. There were a lot of things that could have been automated, but they weren't having it – and when I was eventually allowed to help out, I was taught to do nearly everything by hand. I became fascinated with how yeast and other leavenings worked, how different qualities of flour and fat interacted, all the more scientific parts of it, and so now I've decided to study food chemistry at university. One good habit I have is making a batch of homemade bread every week. There's nothing like the intoxicating smell of baking! I confess, though, I can't make pie pastry to save my life, but I don't think there's a scientific explanation for that. I just don't have the patience!

CD 2.23

Now, many courses on 20th century history – or any period of history, come to that – tend to skip over one very important aspect of historical change, and that is on the domestic front. I'm not sure why this is generally considered insignificant, since the way we live in our homes is one of the most direct and fundamental aspects of how we experience change. Shifts of government, conflicts between nations, outbreaks of disease – all of these can have a powerful impact on our daily lives. But it seems to me that the smaller, everyday changes in domestic practices have an equally deep and far-reaching effect. So, I will focus today on some of the inventions of the 20th century which have made it possible for us to live the way we do now.

In Victorian times, the kitchen was the scene of some not inconsiderable physical labour. Because everything had to be done by hand, any family that could afford to, employed a kitchen maid, and those with more substantial wealth would have a cook, an under-cook, and several maids to carry out all of the laborious chores that feeding a family entailed. It wasn't just preparing, measuring, and mixing, but keeping the cooker fed with fuel, protecting food from spoilage, bringing in fresh produce on a daily basis – all labour-intensive and time-consuming.

One of the first labour-saving innovations was the gas-fired cooker, followed by the electric cooker. Though these were introduced from the mid-19th century, they were slow to be adopted because so few houses had gas or electricity. It wasn't until the period around the First World War that more homes began to have these services laid on, and the tedious business of managing a solid-fuel cooker was eventually eliminated.

Refrigeration was another innovation which, in the US and UK, began to come into homes in the twenties and shortly before, again along with electricity. I imagine ice boxes – which relied on regular deliveries of blocks of ice to keep them cool – were very useful, but it seems to me that the reliability of a fridge could alleviate a number of worries. Consider that, around this time, domestic labour was becoming increasingly scarce due to the better-paying jobs freed up for women during the Great War, and it becomes evident why these innovations were embraced so enthusiastically.

Another, though less vital, addition to the domestic kitchen was the electric mixer. Remember that most full-time homemakers were under pressure – some would say unreasonable pressure – not just to produce substantial meals, but also to create elaborate cakes and other treats which required a good deal of tedious and tiring hand mixing. The mixer sped up and simplified this process, and much later – in the 1960s and 70s – food processors, which can mix, chop and shred, added to the ease of creating complex dishes in the home kitchen. The result was more impressive food and more free time for the home cook.

One of the most dramatic changes in the home kitchen to my mind was the microwave oven. This stands out because it not only altered how we prepare food, I believe it actually changed how we eat. The first microwaves for home use appeared in 1967, and they were viewed with suspicion by many because of the fact that they heated food using waves rather than direct heat. After all of the radiation fears of the 1950s and 60s, anything remotely related to this kind of technology was difficult to trust. Despite the nay-sayers, however, microwave ovens became a necessity in most kitchens in a very short period of time, and they engendered an explosion of new types of pre-prepared meals which could be ready to eat

in minutes. The savings of time and energy were striking, and we have never looked back at pre-microwave times with anything approaching nostalgia.

CD 2.24

Lisa Hey David. I have to do some research about a famous chef from the past for my cooking course, but I don't know where to start. Do you have any ideas?
David How about Julia Child? She's known to have been one of the most knowledgeable cooks of her time, and it's also said that she was a very interesting character.
Lisa How do you know about her?
David Haven't you seen the film *Julie and Julia*? It's about the life of Julia Child, and also about a modern-day blogger named Julie who decides to try out every recipe in Child's famous cookbook. It was considered to be one of the better films of 2009, though some viewers find it to be a bit annoying at times. Anyhow, it paints a great picture of what a determined and enthusiastic cook Child was.
Lisa So what's her story?
David Well, she was married to an American diplomat, and they ended up living in Paris. She was assumed to be satisfied with her rather idle life, but actually she was desperate for a fulfilling occupation. Because she loved to eat and was fascinated by French food, she managed to enrol in the famous Cordon Bleu school. It is thought that she had plenty of failures as a cook, but she became engrossed in the ingredients and techniques of classic French cuisine. In the end, she was thought to have known more about French cooking than almost anyone in the world. After returning to America and publishing a monumental cookbook, she even became a television personality. You really ought to watch some of the videos. She seems to be a bit awkward on camera at times, but at the same time, she's absolutely hilarious and very informative too.
Lisa Well, thanks David! I'll do some research on her and see what I come up with.

CD 2.25

Interviewer Most of us believe that we are savvy consumers, never swayed by marketing ploys, but that's not exactly the case, is it?
Natasha Definitely not. We fall victim to all kinds of marketing tricks, and two of the most notorious examples are food packaging and food labelling. They have a profound influence on us, which we don't even realise. Take the example of a chocolate bar which is sold in fancy-looking wrapping, with gold or silver writing on it, and usually with the image of succulent-looking fruit to give the impression that it's a luxury item and a healthy snack at the same time. So, in a sense, the packaging talks you into buying the chocolate! To reiterate, it influences us enormously.
Interviewer So, basically, we just get taken in by the way a food is wrapped or what it is called rather than going by the actual nutritional value of the product.
Natasha Oh, yes. We're led to believe that what we buy is something different than what it is. The same goes for so-called health foods. Manufacturers resort to all kinds of tricks to maximise the impact the packaging will make on the buyer. Pretty much anything you see on the front of the packet is marketing hype. By way of illustration: manufacturers add miniscule amounts of things like vitamins, or antioxidants so they can stick it on the front and trick you into thinking it's a healthy product. Other examples are products rich in fibre that we are tempted to buy. The only snag is that many of these products are stuffed with fake fibre made from chicory root, maltodextrin, and polydextrose. Also, don't get fooled by the product names which imply the presence of particular ingredients. I once bought some guacamole dip that had no avocado in it! Instead, it was made with hydrogenated soya beans and artificial green colouring chemicals. Oh, I could go on forever! Anyhow, it's of paramount importance for us, the consumers, to read the labels! If I could learn to do it, so can anyone else! Food packaging and deceptive labelling cut no ice with me anymore. And I suggest consumers place a high value on nutritional information rather than on the packaging.
Interviewer Easier said than done. I wish I attached more importance to what the label says. That aside, how do you feel about supermarkets getting rid of all carrier bags? Customers will have to bring their own – is this ever likely to materialise?
Natasha I've heard of such initiatives. In some countries, food shops want the customers to bring their own containers for food as well. So, if you need to buy some mineral water, you should have your own bottle. Sounds a little far-fetched, doesn't it? But who knows? If truth be told, we discard billions of plastic bottles a year, so limiting this waste would have a significant bearing on the environment. I'm just not sure how practicable such an idea would be.
Interviewer Exactly! Thank you Natasha. And now we're moving to the topic …

CD 2.26

1

As a nutritionist and diet counsellor, I am often asked by clients if they should simply forgo eating out in favour of preparing healthier meals at home. Until now I've been quite ambivalent, knowing that most restaurants cut corners when it comes to nutritional quality and freshness of ingredients, but since discovering Garden Table I have reconsidered my stance. This new restaurant offers only the freshest ingredients, all guaranteed antibiotic- and additive-free, and all the meals are not only nutritionally balanced but delicious as well. I am giving Garden Table my wholehearted endorsement and, as a scientific expert and a lover of good food, I urge you to give it a try.

2

… Yeah, we did go to that new Moroccan restaurant last night. You know, it was OK, but it didn't blow my mind or anything. First off, there was what felt like an endless wait to get a table because they don't take bookings. Then a waiter came and gave us our menus, and disappeared for about 20 minutes, so we couldn't even order anything to drink. When the food eventually arrived, it was a bit bland and – I don't know – kind of soggy, like everything had been frozen and then heated in a microwave. The place was super noisy, too, like eating in a train station or something. And it's no bargain, for sure. No, I wouldn't really recommend it. There are way better places to spend your hard-earned cash.

3

Good morning, everyone. This is Delia Jerome, your food sleuth. Now, I'm not a vegan, or even a vegetarian, but I am always intrigued to discover how new restaurants deal with the challenge of creating mouth-watering meat-free dishes. I have to say that Wheat – which has only been open for a few weeks – has really risen to the challenge. The atmosphere is simple and serene, and the sound level is perfect. The staff are attentive without being pushy, and our waiter was knowledgeable about all their offerings. Everything I tried was beautifully presented, and the flavours were spectacular. I highly recommend the galette, the spring vegetable stew, and the supreme summer pudding. Do book in advance, though – with only about 20 tables, it fills up fast!

Test Practice 1–6

CD 3.01

1

That brings us onto green corridors. They are basically strips of vegetation that connect natural areas together. The natural areas I refer to are essentially islands that in themselves offer some undisturbed habitat such as grass, shrubs or trees surrounded on many sides and cut off by human infrastructure. The corridors allow safe passage of wildlife, thus extending their territory and range. Besides helping biodiversity, they can also act as buffers against noise and air pollution and mitigate the heat island effect. They're especially important in cities and megacities where populations are increasing and might also be a pleasant relief to human inhabitants. Waste areas, disused railway lines and natural watercourses can easily be developed into functioning corridors.

2

Last week's 'changing world' TV documentary scrutinised humankind's current impact on the natural environment in the light of the much greater awareness of environmental issues of recent years. It posed the question: to what extent has our concern for the environment and our knowledge of it contributed to sustainable land development which protects natural ecosystems?

The documentary switched between types of landscape, keeping our attention with some breathtaking photography of pristine mountains, rainforests and other habitats. This effectively aroused the feelings of viewers sitting on their sofas or armchairs, hoping that these gorgeous landscapes would stay that way forever. This emotional engagement was heightened by juxtaposing footage of habitats which had already been devastated by the actions of our species, such as the Aral lake in Asia, whose size has been so much reduced due to the agricultural demands for water. But an environmental agenda needs more than knee-jerk reactions of awe or indignation. It needs a rational attempt to balance the ongoing economic needs of human communities with the imperative of leaving at least some ecosystems exactly as they are so that each species there has a chance to function as it should. Countries which have managed to create many great national parks, fully protected from hunters and other dangers, have set an example in this respect, and I think the documentary should have profiled one or two of these countries.

3

Interviewer John, welcome to the podcast. So if I understand it, kayaking for you is more about getting close to nature than the activity of paddling itself, which is a sport or pursuit of physical exercise for many. So I'm wondering why kayaking then. How did you get bitten by the bug, so to speak?

John Ha ha! We do sometimes really get bitten when we go in the summer months. It was a few years ago now; a few mates invited me to join them for a few days in the South East of Poland. I don't remember the name of the river, and I can't pronounce the name of the village where we hired the kayaks, I'm afraid! But I do remember the first moments of gliding into the calm water and letting the current carry us gently downstream. So to answer your question, it was the feeling of proximity. You're low-down, actually; in a kayak, you can see the roots of trees on the riverbank, animal burrows and trails and occasionally their movements, if you're lucky, in the space under the branches and a diversity of waterside plants too; and because you're close to the water's surface, you sometimes see fish and birds such as the kingfisher which feed on them. It's great if you have a penchant for birdwatching. We saw the odd fisherman too, and a farmer once; otherwise, no people at all.

Interviewer Sounds idyllic! So off you go into the wilds, but what about logistics: food and accommodation? Has anything ever gone wrong?

John Well, we take plenty of food with us, spare clothing and everything we need. We each hire our own double kayak, so there's plenty of space to stash stuff. Sometimes we arrange accommodation along the route, but the best laid plans sometimes go astray. On the last trip, for example, we'd got a hostel booked within a couple of kilometres of the river. We were simply going to padlock the kayaks together with a chain and leave them floating on the river and moored to a tree. We got out at where we thought was the right place because of a marker stone on the bank. But it turned out that we couldn't find the path through the forest. We came to the conclusion there wasn't one and, in fact, we'd been misled. It was already getting dark by then and too late to mess around looking for the right marker. We would have seen it only with great difficulty anyway. We'd packed tents for just such an eventuality, and so we pitched them. The following morning we woke up miles from anywhere, surrounded by glorious nature.

Interviewer So you went all the way to Poland to go kayaking! But England has some beautiful countryside and rivers too. What are your views about kayaking here?

John Well, there's no doubt about the quality of the experience itself, as you point out. Actually, it's more like a feel for pastoral bliss with sedate green fields with sheep and country churches than escaping to the wilderness; but I'm not knocking that at all, and I have done some kayaking here. But I've got sick and tired of meeting some landowner standing on the riverbank, shouting and threatening to prosecute me. This has happened on at least three occasions. These people said that I had no right to be kayaking there. Later, after doing my own research and poring over legal documents, I'm not convinced they were justified. Apparently, a common law does exist, granting public rights on navigable rivers. After all, a kayaker has less impact on wildlife than almost any other human activity. But even though that might be the case, the trip is somewhat affected by this unpleasantness, when the whole point is to relax and feel at peace. I haven't experienced any such confrontations in France, Eastern Europe or Scandinavia.

Unit 7

CD 3.02

1

Woman Are you still trying to finalise the sale of your flat?

Man No, we're home and dry now. The money has been paid over, and there shouldn't be any more problems.

2

Man Stacey says she's planning to buy a cottage in the countryside and start her own nursery.

Woman Oh, she's always building castles in the air! There's no way she can afford to do that!

3

Woman Are you sure I won't lose money if I invest in this building scheme?

Man Your money will be as safe as houses! There's no way you can lose with this investment.

4

Woman I'm thinking about buying a quarter of a shared ownership flat in London. What do you think?

Man Personally, I wouldn't give houseroom to the idea. You only get to use it three months of the year, you don't know what state the other owners will leave it in, and it will cost you a fortune.

5

Man Do you think their hotel business is doing well?

Man As far as I can see, it's a house of cards. They are losing money every month, and I'm afraid they'll be bankrupt soon.

6

Woman I think Ken is risking a lot by buying that cottage. It seems to me it's almost beyond saving.

Man I don't think he has a clue what he's getting into, but he'll learn some home truths once he realises how much it's going to cost to make it habitable.

CD 3.04

Interviewer Welcome to Radio One. I'm Malcolm Radley, and today we have two guests who are here to dispel some of the myths about boarding schools. Katherine Morris and David Atwood have recently finished their stints at boarding school and are on their way to university. How long were you at boarding school and how do you feel about it now? Katherine?

Katherine I was only at my school for three years. I'd started out at a local comprehensive, but it just wasn't challenging – so several teachers suggested I try for a boarding school, and I won a full scholarship. It was truly phenomenal – it allowed me to grow academically and in all sorts of other ways.

Interviewer And David? What was your experience?

David I was a boarder for seven years, from year 6 through sixth form at 18. Both my parents work in the oil industry, so they travel a lot, and it seemed like the best option for stability and a good education. I won't claim it was perfect, but on the whole it was fairly positive.

Interviewer What do you think the most prevalent myths about boarding schools are? And do any of them have some basis in fact?

Katherine Gosh, where to start? A lot of people assume it's like Hogwarts – lots of over-the-top teachers, and deadly rivalries between groups of students. I've even had people ask me if we wear those flowy gowns! My school doesn't even have uniforms! Of course if the media told the plain truth about boarding schools, which even they admit they don't, no one would be interested!

David I think the biggest myth is that boarding school students feel let down by their families. That is total eyewash, especially now when it's so easy to keep in touch. I suppose in the past when you had to rely on the post to communicate it was a bit different, but now you can just Skype or Facetime and always feel connected.

Katherine That's true. I did feel homesick at first, but I think I was just missing my daily home life – and being able to have a nice leisurely bath! Now that's a myth that has some truth to it … not that you have to wash from a bucket of freezing water like in *Jane Eyre*, but you do learn Olympic-speed grooming! Five minutes and I'm ready to go.

David Absolutely! I did want to go back to the rivalry myth you mentioned, though. Of course boarding schools are rife with groups and cliques, no more or less than other schools, and that's been well documented, but what stands out for me are the amazing friendships you form there. You're all in the same boat after all, so you're bound to get really close. It's almost like having a load of brothers and sisters, but ones that you actually get on with.

Interviewer Do you agree with that, Katherine?

Katherine I do, yes. I've made some wonderful friends, and I'm pretty sure we'll stay connected for life. I will say, though, that there's a LOT of gossip at boarding school. It's a small, closed community after all – a bit like a village – so it's almost impossible to keep anything under wraps.

Interviewer I think one of the most prevalent myths about boarding school is that everyone is from a wealthy, upper-crust family and that there's very little diversity. What do you think?

David That's so far from the truth! We had an amazing mix of rich and poor, and so many different nationalities and backgrounds – the diversity is way beyond a small town state school. Of course statistics show it's more diverse in big city schools. And in my experience very few people ever bring up money or wealth.

Katherine That's true for the most part. I mean, it's pretty obvious who's rich when they let slip about their Swiss skiing holiday or island yacht tour. I don't believe they're trying to lord it over anyone – it's just a fact of life.

Interviewer One last question. Is there anything regrettable about your boarding school that you'd like to give an airing to?

David Beds! I never had a decent bed the entire time I was at school. I'm unusually tall, but you shouldn't have to sleep with your feet hanging off the end, should you? I mean, you'd think they'd consider the fact that students come in all shapes and sizes before fitting out the rooms.

Katherine I'll reveal a dirty little secret about all boarding schools – head lice. I don't know how many times I had to treat my scalp for the little monsters, and I'm still constantly on the lookout. I suppose it's inevitable, with everyone living in such close proximity, but really … there must be some way to get on top of it!

CD 3.05

1

May I have your attention? As headmaster, I have to express my deep concern at the increasing number of bullying incidents that have been reported to me recently. Every place of education should be a safe and secure environment where everyone is encouraged to reach their full potential without fear or interference. I would much prefer not to threaten offenders with suspension or expulsion, and I suspect that lectures and exhortations will fall on deaf ears. For this reason, we are instituting a series of Respect and Reconciliation workshops. All students will attend, and teachers will be asked to conduct follow-up discussions. We must nip this trend in the bud, and there is no time like the present to do so.

2

Part of my time in secondary school was really challenging, but mainly because my mum, my sister, and I had no place to live for a while. I mean, we weren't on the street – we had a single room in a hostel – but it was cramped and really depressing, and I had to do all my homework at school or the library because there simply wasn't the space. Plus I was desperate with fear in case my friends discovered our situation. But when one of them did find out, she and her family went to endless lengths to help, and all I can say is that I'll never forget their kindness, and I know now not to underestimate those around you.

3

Hello everyone. It is obvious that our children are not getting the education they deserve, and the government thinks it can get away with treating us as second-class citizens just because many of us work minimum wage jobs and may not have had the best education ourselves. Our schools should be as good as those in well-off neighbourhoods, and we are here to make sure that happens. Our council representatives and school board members will be arriving shortly, and I'm sure you'll be all ears when it comes to their proposals, but first I want to agree on our agenda, beginning with demands for structural and staffing improvements to our schools. Yes, a question …

4

In local news, secondary science teacher Lydia Donne has been named National Teacher of the Year by the Educational Science Foundation. Lydia, who is so modest she barely realises how popular she is at Edmonds Comprehensive, says that all she does is try to spark an interest in science careers in her students. 'Of course not everyone is interested, but I give it my best shot,' she says. 'I'm convinced some of our greatest innovators could come out of neighbourhoods like Barton … they just need to be given a chance to discover their potential.' A five thousand pound prize will be presented to her school next week.

CD 3.06

Man So, how do you think we're doing with the campaign to save Waterdale School?
Woman I do believe we're making progress. It's certainly an uphill battle, though. People tend to think our arguments are mostly based on sentiment, not in any way on practical considerations.
Man It's only reluctantly that I agree with the other side, but I am beginning to think they have a point. I mean, the local councillor did present some very convincing statistics. It's more resources and opportunities our children need, you know. What they want is a chance to do well, and maybe going to a bigger school is how they'll get that chance.
Woman So you're changing sides now? I did think you'd stick with the campaign to the end. It's more support we want, and now you're backing down? We've worked and worked on this together after all!
Man No, I'm not in any way backing down. All I'm saying is that the councillor's obviously given the matter a lot of thought, and her reasons for shutting down the school were not at all without merit.
Woman All right, I do admit that they have right on their side in some ways. It's how she says things that gets on my nerves. She talks and talks about money, but really, it's the spirit of the village we're fighting for. We've already lost our skatepark after all.
Man Of course I'm standing behind you. I do think we need to be realistic, though. There are only 12 students at our school, and as usual it's funding that's lacking. Some local people have suggested turning the school into a community centre, and it's not as if we haven't talked about it ourselves. Perhaps what we should focus on are the things we really can accomplish.
Woman Oh, all right. Let's look at their proposal and see what's what. As you know, I'm not entirely opposed to some sort of compromise.

CD 3.07

Let me tell you how it all came about. So, Tim and I were in our last year at uni at the time, renting a bungalow with a bunch of our friends on the outskirts of the city. We were not eligible for a place on the campus anymore as only the first year students were guaranteed student accommodation. The bungalow was, admittedly, spacious enough, but the price of the rent was prohibitive even though we had part-time jobs. That's why, unsurprisingly so, there had to be eight of us there sharing the costs and the space … Not only was there very little privacy, but the bathroom was always being hogged by someone, and the kitchen was such a mess that you wouldn't want to eat there. 'The more the merrier attitude' was beginning to wear thin. And then one day, out of the blue, over a cup of coffee we were having on the patio, Tim admitted he had been toying with the idea of buying a van and moving into it and wanted to know what I made of the idea. To be honest, I was so flabbergasted at first that it took me a while to respond. 'Me? Living in a van? I can't quite see it,' I stuttered eventually.

CD 3.08

However, Tim kept going on and on about how much more affordable it was, and how much more freedom we would have, and how comfy these vans could be made. He explained that vans like those were built like mobile homes, maximising the space and lowering the floor as much as possible so that people could easily stand up inside them. On top of that, he added, we could do it up the way we fancied, and travel in it as well at the weekends to visit all the places we had been dying to see for ages. In the meantime, while Tim was drawing up his vision of our new life, a couple of our flatmates got into another squabble over something or other, and that was it for me! At that very moment, with no hesitation, I blurted out 'Yes! Yes! Yes! Let's get going and buy a van.' Never ever had I expected to make such a snap decision.

CD 3.09

1

I've been homeschooled for the past four years, and I have to say it's been great. Most people have a fairly limited idea of what homeschooling entails. I mean, they think it's just a parent sitting with their kid and going over various lessons, but in my case it's been way more varied. I do some of my lessons online through an accredited programme, I meet regularly with other homeschooled kids to work on projects or have discussions, and now I'm attending classes at a local college, so I don't feel at all isolated or left out. I attended a state primary school, and it gave me a very good grounding, but I really prefer homeschooling. I'm not saying that it's for everyone, though. I think some people would miss the constant social contact and group activities. Homeschooling works for me because I'm very self-motivated. I can challenge myself in the subjects that really grab me, plus I'm free to experiment with different ways of studying to get the optimal results.

2

I go to a pretty big urban secondary school – there are about two thousand students – and I'm not going to say it's ideal. I mean, there really isn't space for all of us, and when the classrooms are really packed, it doesn't make for a great learning environment. A lot depends on the teachers, though. The ones who are really committed and good at communicating can grab most people's attention, but you can tell when a teacher just isn't putting their heart into it. Another problem is the school itself. It's in fairly poor condition. Some classrooms don't even have enough desks, and it's generally a pretty demoralising atmosphere. Having a great group of friends at school helps, for sure. A few kids I know got so discouraged they opted for homeschooling, but that's not for me because I appreciate the social opportunities school provides. A few of my wealthier neighbours attend public schools, and they seem to like it, but from what they say it sounds a bit isolated from real life, and it costs far more than my parents could afford. Anyhow, I'm determined to do well where I am, and I know a lot of it's up to me and how much responsibility I take for my own success.

3

I was homeschooled for the first six years of my education, and I can say it was a mixed experience. I did learn a lot, and I was actually ahead of my friends who were at state or even private schools, but socially it was a real challenge. I know school isn't mainly about social life, but it's certainly a big part of it, and there were things I really would like to have

been a part of, like drama performances and the dance team. I think part of the problem was that there isn't much of a homeschooling network where I live. It's better if you can meet regularly with other kids of your own age and get involved in activities. I eventually had a long talk with my parents, and they agreed that I should attend the local comprehensive school. Mostly it's been great – it's one of the best schools in the county – though I admit I could do without the bullying and social manoeuvring I've seen. I've heard it's even worse in private schools, though, so I can't complain.

4

I'm a day student at an excellent public school, and I feel pretty fortunate to be there. My family isn't wealthy, but I won a full scholarship, and I just have to keep my marks up in order to maintain it. We have great facilities, including science labs and a fantastic theatre, and class sizes are fairly small so every student gets the attention they need. My parents and I considered homeschooling, but both of them are really busy with their own business, so it didn't seem practical … plus I like being around people, and I'm really into sports, and it's a lot harder to participate when you're outside of the school network. I've made some good friends, too, though sometimes I feel a bit out of things because I don't get the Swiss skiing holidays and expensive gadgets that wealthier students have. I guess social pressure is a problem even at state schools, though, and I feel like I'm getting the best of all worlds – school life and great teaching, plus I only have to suffer through one school meal a day, unlike the boarders!

Unit 8

CD 3.10

Interviewer Today I have two extraordinary young people on the show. They are both engaged in trying to heal the cultural rifts they experience daily in their communities by taking direct action, though in very different ways. Welcome, Stella and Mohamed.
Stella Thank you. And gosh, what a very flattering introduction!
Mohamed Absolutely. You make us sound like culture warriors or something.
Interviewer Which I believe you are, in many ways. Stella, can you explain your particular situation?
Stella Well, I live in a very diverse area of London. When I was younger, everything seemed fine, mainly because I think children are less hide-bound and have a more open view of the world, so the religious and racial tensions didn't really come to my attention much. But in secondary school, a lot of anger and dissatisfaction hove into view, and I just wasn't able to ignore it after a while. I started reading more about cultural tensions in the UK, and developed a sort of bird's-eye view of the situation – which made me want to do something about it.
Interviewer How about you, Mohamed?
Mohamed My situation's a bit different. I grew up as a dark-skinned Muslim in a majority white community, and – similarly to Stella – I didn't really sense much of a difference until I got a bit older, and I realised that people in the community were looking askance at me, almost as if I'd done something unacceptable. And when I started secondary school, I suddenly saw the light. I hadn't done anything, I was simply different, and as a result I was ostracised to a certain extent. People saw me in a bad light, unfairly of course, because of events around the world, and what's being said about Muslims in general.
Interviewer So you were experiencing prejudice and religious intolerance?
Mohamed I'd call it racism, actually. I mean, if it looks like a duck and quacks like a duck, it IS a duck, right?
Stella Exactly. People try to explain away their biased attitudes in all sorts of ways, and in the end they lose sight of the basic problem, which is that they carry preconceptions about people who look or behave differently in some way. If we can't recognise our common humanity, and if we can't look our prejudices in the face and try to deal with them, then we're really in trouble.
Interviewer So, I understand that each of you has started an organisation in your community to help combat these divisive forces. Mohamed, tell us about your efforts.
Mohamed Well, I talked to my parents and siblings about the situation, and we came up with the idea of organising enjoyable events that could bring everyone into contact in a casual way. We didn't want to be too confrontational or political about it, partly because most people in our community will deny categorically that they have any prejudices, and although it looks good on paper compared to other places, the underlying divisions are pretty entrenched. Anyhow, we started with a community sports day, then a picnic, and now we have an event of some kind every month, and more and more people are coming. It's great to see Sikhs, Muslims, Christians, Jews, black, brown and white people all just having a good time … and hopefully learning to look past their differences.
Interviewer And Stella?
Stella I'm afraid our situation was a bit more intense. There was some serious bullying going on in the high school, in plain view no less, and there was a lot of tension in the community at large. I started out by forming a sort of United Nations of students in the school, with representatives of every country and culture, and we had weekly meetings to discuss the problems and possible solutions. Even some of the administrators took a dim view of it at first – they were afraid they'd end up with a war on their hands. But it's amazing the way people have come together, and by taking a long look at themselves have come to see where the root of the problem lies. Now we have a load of multicultural events, including performances and art exhibits, and things are a far sight better than they were.
Interviewer And what have you learnt?
Stella To my mind, it's an issue of looking out for number one. If you only think about your own needs, you're bound to trample on others. We need to take a broader view and recognise that we are all in this together.
Mohamed I agree, absolutely. I think if everyone kept in sight the idea that we are all basically the same, and acted on that idea, we'd all be a lot better off.
Interviewer Well, thank you both for being here, and for your efforts as well. And now, …

CD 3.12

Interviewer Today I'm interviewing two very committed young people whose mission is to expand the perspectives of their peers through art … a mission that I can imagine is very challenging indeed. Welcome, Julie and Damon.
Julie Thank you. It's great to be here.
Damon Yes, it is.
Interviewer So, I understand that you started out on separate tracks and converged at a later point. Julie, tell me about it.
Julie Well, my mum is an artist – she paints large abstracts – so naturally I've been constantly exposed to some truly diverse and fascinating work, and I paint as well. But I realised that every time I tried to talk about visual arts to my peers or schoolmates, they'd just give me a blank look and change the subject. But when I showed them photos of what I was talking about on my phone, they were totally intrigued. I learned later that around 65% of people are visual learners, so often things simply don't have a meaning until people can SEE them. So I decided to try and open up people's minds to different kinds of art through visual presentation, gallery tours and the like.
Interviewer How about you, Damon?
Damon It was quite different for me. I don't come from an artistic background, but I've always been deeply interested in comics and graphic novels, and some friends and I got into the habit of sharing our own attempts with each other. But I soon realised that our work was completely derivative, and we were basically copying styles from other artists. I knew that if we wanted to be truly original, we needed a lot more exposure to other kinds of art – classical, abstract, all of it. So I encouraged my friends to go to museums and galleries with me, and then I tried organising events at school.
Interviewer So how did you two come together?
Julie Actually, we both live in the same area, though we attend different schools, and we heard about these multicultural events that were being organised. Our area of London is extremely ethnically diverse. And because my dad is Muslim, but I wasn't really brought up in the traditions – like a lot of my mixed-race friends – I wanted to meet more people from that background. It's a sad fact that when you're biracial, you're a bit cut off from everyone else, and I needed to change that.
Damon And my parents are Pakistani, though they're second generation British, so I had the same impulse – to mix more with other people from this amazingly diverse area. Anyhow, we were both looking at an exhibition of Islamic art at the community centre, and we got to talking about our reactions, and how it might apply to our own radically different kinds of work. Then we started talking about what we could do to expose our peers to more real art, and it just seemed to take off from there.
Interviewer Do you mean the art shows you're organising in the schools?
Damon Yes, exactly. And I have to say, it was a massively difficult undertaking, because we wanted to focus not just on a really wide variety of art styles, but also all the different regional and ethnic traditions that exist in our area.
Julie And it struck us like a bolt from the blue that the art world itself is anything BUT diverse. We went to different galleries and museums,

and we weren't exactly impressed with what they showed. I mean, less than half of the population of London is white and ethnically British, and yet a pretty big majority of the artists were exactly that. Honestly, upward of 80% of the visitors to galleries and museums are white as well, which is pretty dire if you ask me. Anyhow, our original idea was to see if we could get galleries to help out by having special tours for students, or even lending work for our own shows, but what was the point when there was so little variety?

Interviewer So how did you get over that hurdle?

Damon In a word, Open Studios. There are several weekends where artists can open their personal studios to the public, and I have to say we were totally awestruck. Suddenly we found this amazing wealth of art with influences from all over, and by meeting the artists we were able to get them involved.

Julie Yes, they've been incredibly generous. Some artists have come to our schools to give talks about their work, and pretty soon we're going to have some in-school art workshops for interested students. Quite a few have even loaned examples of their work to the school. And we're organising shows of student work as well, because once we started talking about art openly, suddenly a number of super talented kids have come out of hiding. It's as if art was some sort of shameful secret – but now it's out in the open, and we can all share our passion for the visual world.

Interviewer Well, thank you both for being here, and for your efforts as well. And now, …

CD 3.13

1

I'm convinced that basic human insecurities lead to conflict, and that most of the purported justifications for these conflicts are really just empty excuses. It's well documented that people who feel marginalised build up their own self-importance by looking down on other groups, whether based on religion, race, creed, political bent or even family affiliation. By denigrating others they pump up their own self-esteem. I don't agree that we live in the most divisive time ever, though. It seems to me that popular culture has brought people around the world closer together, and by enjoying the same music and films, for example, we come closer to understanding and accepting one another. I also think that by studying history, we can see that so-called differences are illusory, and that at our core we are all equal.

2

I agree that we live in very divisive times, and I think the media is largely responsible for the divisions in our society. They seem to foment dissatisfaction and discontent. Comparative studies show that a lot of news outlets slant news stories towards particular points of view. Actually, it seems to me a lot of the 'news' is actually nothing more than thinly-disguised propaganda which supports certain viewpoints at the expense of the truth. It's a proven fact that this echo chamber effect, where we are only told what we already believe, simply deepens the divides between people. I also think celebrities do us and themselves a disservice by giving opinions about things they don't know much about. I'm all for using your art form to spread a message, but just don't try to be a politician.

3

We've always lived in a world of haves and have-nots, of established ideas and those who combat the establishment. Sad to say, I'm fatalistic enough to believe that this is a part of human nature. I honestly don't think it's any worse now than it's ever been – but studies show that through constantly being exposed to disaster and tragedy on the Internet and the 24 hour news we get the impression that the world is a constant war zone. I mean, even entertainment is packed with violence and conflict, so we all start to think it's normal. I do think that politicians and pundits who promote isolationism and sectarianism are making the situation worse, though. If we used our empathy instead of fear, and opened our arms to those who are different instead of demonising them, we could probably change the trajectory of human history. But it's certainly easier said than done.

4

I think it's a very confusing situation right now. I mean, the political divisions seem to get worse all the time, but at the same time it seems to me that there's a lot more cultural interchange between different countries and cultures via social media. I mean, you see it every day when someone from, say, Africa or the Middle East posts a cool video, and people from all over the world comment on it. I'm an art student, and I exchange ideas and work via social media with people from Dubai, South Africa, Poland, the US – all over. I've been in touch with a film-maker from Syria who was displaced by the conflicts there, and the work she's done in refugee camps and small towns where refugees have ended up is just astonishing. Psychological studies have shown that seeing families similar to our own struggling to survive yet keeping their spirits up despite all the adversity is the best way to elicit empathy, and nobody can do that better than real-life film makers. I do believe that art of all kinds can inspire and unite us, and I'm banking on artists, not politicians, to save the world.

CD 3.15

1

Well, the photo depicts a scene from, I presume, a Baroque palace. We are shown lavishly decorated interiors with impressive-looking columns, sculptures and a chandelier, in which a chamber concert is taking place. The chamber orchestra consists of five musicians playing, as far as my musical knowledge goes, the violin, the flute and the piano. The audience seems to be listening intently and quietly commenting on the performance. As regards the question, I believe the people may have enjoyed a number of things. First of all, a concert of this kind tended to be an important social gathering, an opportunity to dress up and show off your wealth. An invitation to such an event meant that one was part of the elite. Secondly, it must have been an enjoyable event because the chamber orchestra musicians used to be very gifted and listening to them must have been sheer pleasure. Only people who were well-to-do could afford such luxuries, so attending an event like that must have made them feel privileged. Last but not least, I'd venture an opinion that apart from indulging in listening to classical music, the audience took great delight in simply having a conversation with one another, gossiping along the way.

2

The photo shows a well-attended open-air concert. It may be some kind of a rock festival. The music fans seem to be responding to what the lead singer is doing by waving their hands and most probably swaying to the rhythm of the music and chanting the song. I expect the music to be blaring out of the loudspeakers on the stage. What adds to the atmosphere are also the spotlights flashing off the band shell. It looks like the fans are having a whale of a time listening to the music, which takes me to the question of whether or not the attendees find this live music concert interesting. Well, I'd say so for certain. Young people have always been drawn to music, and today's generation is no different. This live gig seems to be an ideal chance for young people to meet their favourite musicians and lose themselves in their music, and that's simply what the photo shows, people having fun. On top of that, I believe these concert goers have the opportunity to listen to their favourite songs in their live version and sing them in unison with other fans, which music streaming platforms cannot possibly offer. It's always such a one-off experience, these people look united with one another. Finally, being at a live concert allows the fans to get to know new people who share your taste in music, have a chat, which means a lot in our post-pandemic world!

CD 3.16

Let me address the first part of the question as to what the two photographs may have in common as far as enjoying music is concerned. To the casual eye, the pictures may come across as unrelated as one presents a scene from the past while the other is set in contemporary times. However, on closer inspection, we can see quite a few similarities. In each picture the people appear keen on listening to the music being played, which we can judge by their reactions. In both pictures, the audiences seem in awe of the musicians which they manifest either by their facial expressions or body movements. In the past, people used to appreciate music as much as people do now. They would perform music and listen to it for pleasure like the people in the first picture. I guess, since time immemorial, it has always played a major part in people's lives, so in this respect the situations depicted in the photos are very much alike.

Having said that, the way people relish music has changed profoundly, which is illustrated in the second picture. In the past, music concerts were reserved for the most wealthy members of the society; these days they are more affordable and people from all walks of life can attend them. Also, I believe there didn't use to be live outdoor events like the one presented in the second picture as people tended to hold events of this kind in their homes. Another difference, I'd say, is the equipment musicians have at their disposal now and back then. This day and age, performers rely on more modern instruments and sound systems to create a special atmosphere. It's no longer just the music which matters; it's also the so-called user experience that music events are about.

To sum up, I am of the opinion that to some extent people have been enjoying music in more or less the same fashion. They still listen to music pieces or songs and derive pleasure

from the activity. What sets the situations apart is definitely the place where music is played, the ambience it creates and how it engages the fans, not to mention the technology that is currently employed to this end.

CD 3.17

1

I grew up in the UK, and when I moved to the States to study, I was amazed by the friendly, open demeanour of the people who serve you in public places. Nearly everyone in shops, restaurants and even government offices seems to want to make a personal connection. They might ask how your day is going, or just say something complimentary about your clothes, your handwriting or – in my case – my accent. I think because the US has always been a melting pot and because there isn't a single definition of American cultural heritage, people are truly curious about others' lives and backgrounds. I do find it interesting that when you go to a really upscale restaurant or shop, the people who serve you seem to think it's more sophisticated and cosmopolitan to be stand-offish and even a bit rude.
I suppose they model their behaviour on the world-weary Europeans they see in films. But to me, what's special about the States is the open-heartedness and acceptance of outsiders, and when I go back to Europe I find the condescending and sometimes rude behaviour of public servants a bit hard to deal with.

2

I was born in Poland, but I've lived in the UK from the age of 12, and I have to say that being a relative outsider has made me really appreciate many of the traditions of British culture. I don't mean all the pomp of royalty or the formal garden-party sort of thing, but just simple, everyday things that you don't find in Poland. I mean, on a sunny day here you see people picnicking on the lawns in public parks, or playing impromptu games, and just taking full advantage of the lovely green spaces. In Poland, if you tried to set up a picnic in a public park you'd be ordered to get off the grass in no uncertain terms. Even here in London, with its parks, lush squares, and beautiful flowers in even the tiniest front gardens, you can always feel an appreciation for nature, and the sense that nature belongs to everyone. The British may not always be the most gregarious or hospitable people, but when you get them out into the garden or green space, you can feel a shared appreciation that is really unique.

3

I was 15 when my family relocated from London to São Paulo, Brazil. Having lived in two very disparate places really makes me appreciate the people and culture here. It's not just that the people are very warm, welcoming and friendly, but it's their real fervour for all aspects of their art and culture that stands out. Life is pretty tough here – the hardship and deprivation you see everywhere and the class divisions are quite abhorrent, to be honest – but when it comes to music, dance, food and visual arts, everyone shows the same gusto for the unique mix of cultures that defines Brazil. Over time, I've realised that in the UK, art and music are a bit exclusive – but here, celebration is in the blood, and you can find live music and dance almost everywhere you go. I just mean that culture seems to be shared in a way you don't find in the UK. I do think this is partly to do with the climate – people seem more open in warmer countries – and of course the Latin and African roots of many of the people here have an influence as well.

Test Practice 1–8

CD 3.18

1

We came to live here eight years ago for economic reasons and we brought our culture with us. The inside of our house looks very much as it would if we still lived back in the home country. We eat our country's food, watch our TV, follow our religion and observe our own country's customs. Nobody gets worked up about it here besides, that is, my oldest daughter. I suppose it's because most of her friends are English and she's the only one at her school of our nationality. But she doesn't enjoy bringing her friends home, and it's almost like she's ashamed of us, but living in a foreign land just makes me more determined to hold onto my identity, so I could never give up my own country's ways; whereas my daughter's tastes in clothes, food and music reflect her adopted country. Well I suppose I'll have to accept it, just as long as she doesn't turn her back on her family.

2

When I started painting, I had to support myself for a long time by doing other work, most of it fairly menial. This was frustrating because I wanted to be a full-time professional painter. I put my career on hold for a while and went to Australia to look after an aging aunt. There were some aborigines living in the same town and I met them and got to know them. Their way of life is different from many modern Australians and aborigine art must have influenced me in some way because after I left Australia, my style started to change. It's funny how these things work. It wasn't a conscious decision. My painting didn't look exactly like theirs, but had a bolder, simpler use of colour. And it was more consistent because for the first time critics and art fans were saying that I had found my own style.

3

The best way to get a perspective on culture is to get exposed to a whole load of different ones. This was brought home to me last year when I spent a year back-packing around the world. My itinerary took in India, Thailand, Vietnam, Hong-Kong and Australia, but I came to realise that the country you go to doesn't matter that much. It's more about immersing yourself in the culture wherever you might be. Once you're in the mindset, this should come automatically: wander about the place, keep your mind and your senses open to what might come, try all the food. It's also important to find out about customs too because you don't want to offend anyone or seem like an idiot. I was polite but bold in each country I visited and I learned that all cultures are different, but all are interesting. The traveller learns to respect all of them, and people everywhere.

4

When the TV company offered me the opportunity to make a series of documentaries about different countries and their cultures, I thought I would get to travel and have a lot of amazing adventures. I certainly did have some interesting experiences, but it was far harder to make those programmes than I anticipated. It stemmed from the fact that it is hard to pinpoint a country's culture. In fact, in many cases, each region has its own separate one. So which ones are more or less representative of the country as a whole? Everyone you interview seems to have a different perspective on what their country's traditions and customs mean. Somehow an overall picture should emerge, but I'm concerned that my documentaries may not reflect that accurately, and in fact I've received some negative comments about it on social media.

IRREGULAR VERBS

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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