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B2+

Password Reset



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	VOCABULARY	LISTENING AND VOCABULARY	GRAMMAR
1 Fun and games	p4 socialising	p5 listening for gist and detail 🎓 <i>Uzupełnianie zdań</i> vocabulary: holidays and celebrations	pp6–8 tense contrast: present perfect simple, present perfect continuous, past simple; speculating about the present and past: <i>may / might / could / can't / must</i>
2 Success and failure	p14 describing levels of performance	p15 listening for gist and detail vocabulary: competitive sports	pp16–18 past tenses; talking about present and past habits
3 How we shop	p24 department store; types of shopping; shopping preferences	p25 listening for gist, context and detail 🎓 <i>Pytania otwarte</i> vocabulary: advertising	pp26–28 future forms; future continuous, future perfect and future perfect continuous
4 One world	p34 world issues; globalisation	p35 listening for detail 🎓 <i>Uzupełnianie luk</i> vocabulary: helping those in need; antiglobalisation movement	pp36–38 reporting verbs and patterns; impersonal and personal constructions with passive voice, <i>it</i> as a preparatory object
5 People and influences	p44 personality and character	p45 listening for gist and detail 🎓 <i>Wybór wielokrotny, Pytania otwarte</i> vocabulary: happiness and resilience	pp46–48 relative clauses; reduced relative clauses
6 City and country	p54 qualities of places; describing a place	p55 listening for gist and detail 🎓 <i>Uzupełnianie luk, Pytania otwarte</i> vocabulary: life in remote places; city living	pp56–58 making comparisons; articles: review, <i>the</i> with geographical names
7 A place of learning	p64 the education system; planning your education	p65 distinguishing fact and opinion, listening for detail 🎓 <i>Uzupełnianie luk, Uzupełnianie streszczenia</i> vocabulary: experimental schools; phrasal verbs	pp66–68 conditionals, mixed conditionals: review, unreal past, expressing wishes and regrets
8 Stories we remember	p74 literature; books and publishing	p75 listening for intention and detail 🎓 <i>Dobieranie, Uzupełnianie zdań</i> vocabulary: influential books	pp76–78 criticising past actions: <i>should / ought to / could / might / needn't have</i> ; inversion after negative adverbials

READING AND VOCABULARY	SPEAKING / WRITING		ENGLISH IN USE	MATURA PRATICE
pp9–10 reading for gist and detail Pytania otwarte vocabulary: games and fun activities	p11 speculating about the picture; answering three questions Rozmowa na podstawie ilustracji	a letter to the editor List do redakcji	p12 Słowotwórstwo; Test luk; Układanie fragmentów zdań	p13 Rozumienie ze słuchu Dobieranie; Rozumienie pisanych tekstów Dobieranie; Mówienie Rozmowa na podstawie materiału stymulującego
pp19–20 reading for gist and detail Dobieranie nagłówków do części tekstu, Uzupełnianie streszczenia vocabulary: dishonesty in sport	p21 agreeing and disagreeing; developing points in the task Rozmowa z odgrywaniem roli	an article Artykuł	p22 Test luk sterowany; Tłumaczenie fragmentów zdań; Słowotwórstwo	p23 Rozumienie pisanych tekstów Wybór wielokrotny; Wypowiedź pisemna List formalny
pp29–30 reading for gist and detail Dobieranie nagłówków do części tekstu, Dobieranie, Uzupełnianie zdań vocabulary: supermarket	p31 a stimulus-based discussion; answering the two questions Rozmowa na podstawie materiału stymulującego	an opinion essay Rozprawka wyrażająca opinię	p32 Test luk (Dobieranie); Układanie fragmentów zdań; Tłumaczenie fragmentów zdań	p33 Rozumienie ze słuchu Wybór wielokrotny, Uzupełnianie streszczenia; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Artykuł
pp39–40 reading for context and detail Dokańczanie zdań vocabulary: English as a global language	p41 debating a topic	an article Artykuł	p42 Układanie fragmentów zdań; Tłumaczenie fragmentów zdań; Test luk (Dobieranie)	p43 Rozumienie ze słuchu Pytania otwarte; Rozumienie pisanych tekstów Uzupełnianie luk; Mówienie Rozmowa na podstawie materiału stymulującego
pp49–50 reading for gist and detail Wybór wielokrotny vocabulary: reactions and behaviour	p51 photo description Rozmowa na podstawie ilustracji	a letter to the editor List do redakcji	p52 Słowotwórstwo; Transformacje zdań; Test luk (Dobieranie)	p53 Rozumienie pisanych tekstów Uzupełnianie streszczenia; Wypowiedź pisemna Rozprawka
pp59–60 reading for detail, coherence and cohesion Dobieranie, Pytania otwarte vocabulary: designing a place to live	p61 a stimulus-based discussion Rozmowa na podstawie materiału stymulującego	an opinion essay Rozprawka wyrażająca opinię	p62 Tłumaczenie fragmentów zdań; Słowotwórstwo; Test luk	p63 Rozumienie pisanych tekstów Dobieranie; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List formalny
pp69–70 reading for gist, detail, cohesion and coherence vocabulary: 21 st century skills	p71 a stimulus-based discussion: using a range of vocabulary, giving extended answers Rozmowa na podstawie materiału stymulującego	a for and against essay Rozprawka za i przeciw	p72 Test luk (Dobieranie); Transformacje zdań; Test luk sterowanych	p73 Rozumienie ze słuchu Wybór wielokrotny, Uzupełnianie streszczenia; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna Rozprawka wyrażająca opinię
pp79–80 reading for detail Uzupełnianie zdań vocabulary: stories and storytelling	p81 reaching a compromise Rozmowa z odgrywaniem roli	an article Artykuł	p82 Słowotwórstwo; Układanie fragmentów zdań; Test luk sterowanych	p83 Rozumienie ze słuchu Uzupełnianie zdań; Rozumienie pisanych tekstów Uzupełnianie streszczenia; Mówienie Rozmowa z odgrywaniem roli

1

Fun and games

VOCABULARY socialising

1) Write words which match definitions a–f. Then use the words in the correct form to complete the text below.

- a a party with many guests: **b** _____ **d** _____
- b a place where an organised event takes place: **v** _____
- c a meeting between people who haven't seen one another for a long time: **r** _____
- d a meeting held for a specific purpose: **g** _____
- e a relaxed social occasion: **g** _____ **t** _____
- f a reservation: **b** _____

I must say the school ¹ _____ was truly a night to remember. To begin with, it didn't resemble the informal ² _____ from previous years. This time the organisers threw a ³ _____, with more than 200 guests. They managed to ⁴ _____ a conference hall at the Holiday Inn! I have to say that the choice of the ⁵ _____ was perfect – the party was very elegant, and we all felt really special. In fact, I liked the place so much I might even consider organising our next family ⁶ _____ there.



2) Choose the correct answers.

- 1 I haven't seen Laura for ages. It would be great to meet and catch _____.
a on b up c in
- 2 Does Tim expect us to _____ a big do for his birthday?
a run b take c throw
- 3 We had such a great time at the class reunion. In fact, we _____ a real night of it.
a took b made c had
- 4 I've finally finished writing the invitations. Now, I just need to send them _____.
a on b out c to
- 5 Before you plan anything for the party, _____ together a guest list.
a write b get c put
- 6 Do you think it's a good idea to _____ my birthday up as an event on Facebook?
a set b make c do

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

- Paul** Are you going ¹ _____ (*uczestniczyć w zjeździe rodzinnym*) next month?
- Luke** I'm not sure yet. Why?
- Paul** I'm supposed to ² _____ (*pomóc zorganizować to spotkanie*). So I'm trying to find out what the guests are expecting.
- Luke** Just make sure it's not in the same place as last year! The food in the restaurant was awful.
- Paul** I know! But I'm not responsible for ³ _____ (*zarezerwowanie lokalu*).
- Luke** So what exactly is your job?
- Paul** Generally speaking, I'm to handle the social media. I need ⁴ _____ (*utworzyć wydarzenie*) on Facebook. I'm going to post important information and some old family pictures.
- Luke** How's it going so far?
- Paul** Not so good. Very few people ⁵ _____ (*przyjęło zaproszenie*). We're worried that the party might turn out to be a flop.
- Luke** Cheer up! I'm sure the Facebook event will encourage some people to come. Why don't you run a poll to make sure everyone can have a say?

Vocabulary challenge!

» Student's Book, page 112, UNIT 1, ex. 1

4) Match the parts of the sentences. There is one extra part.

- 1 I hadn't realised Susan was such a loner
- 2 No wonder people don't want Pete in the team –
- 3 Kevin didn't use to be so gregarious, but now he seems to be the life
- 4 Ever since I met Jake, he has enjoyed being the centre
- 5 Andy turned out to be a good sport
- 6 Jane isn't much of a scream,
- a and helped me to complete the project on time.
- b and told some really good jokes.
- c and soul of the party whenever we meet.
- d until she told me she hated socialising.
- e but she is very approachable and a good friend.
- f he can be a real wet blanket and spoil the fun for everyone.
- g of attention – he's always got to be noticed.

5) Complete the sentences so that they are true for you.

- 1 My dream venue for my 18th birthday party is _____.
- 2 If I could catch up with any of my childhood friends, I'd choose _____ because _____.
- 3 The last time I threw a big do was _____.
- 4 I decided to make a night of it and _____.

1> Read the text and choose the correct answers.



Despite being criticised by many people, break-up parties are growing in popularity. Their main aim is to offer help and support to those who need to cope with a difficult change in their lives. Usually thrown by friends and family, break-up parties are seen as a social occasion to announce that someone's single again and open to new experiences. You might consider throwing a big do for a friend who has just broken up with their boyfriend or girlfriend unless they clearly disapprove of such a party. However, remember that your friend might still be miserable, despite the positive attitude they show on the outside. So, here are some *DOs* and *DON'Ts* to bear in mind ...

- 1 Break-up parties are a good occasion to
 - a change something in your life.
 - b celebrate your new status in life.
- 2 To organise a break-up party for your friend, you need to
 - a make sure that the person wants to have one.
 - b wait until they feel better about the situation.

2> MP3 01 Listen to four people talking about special occasions. Complete the sentences.

Text 1

The gifts that the woman had received were going to come in handy because _____.

Text 2

The wedding reception was far from perfect in spite of the fact that _____.

Text 3

It was the first time someone in the girl's family _____.

Text 4

At the beginning of the evening, the man was astonished that _____.

3> Choose the correct option to complete each sentence.

- 1 Do you think we should put *on* / *up* more decorations?
- 2 We had quite *an enjoyable* / *a perfect* time at the barbecue last weekend.
- 3 The concert they had arranged made their engagement party a night to *remember* / *recall*.
- 4 If you were to name *a forgetful* / *an unforgettable* experience from your childhood, what would it be?
- 5 Quite unexpectedly, when John's father was making a speech, he burst into *tears* / *cry* in front of the guests.

Revision ■ Student's Book, page 5

4> Complete the speeches with the words below. There is one extra word. What occasions are the speeches for?

best to happy to on

1 I'd like to propose a toast. Congratulations _____ my baby girl, who grew up to be a beautiful, smart woman with a brilliant career ahead of her. May this degree be the first of many outstanding achievements in her life. _____

2 Brian, this company wouldn't be the same without you. Congratulations _____ all your achievements that have made this business so successful. We're going to miss you, mate! _____

3 Let's make a toast! Maggie, Ben – it's been wonderful and inspiring to watch your relationship grow over the last twenty years. _____ wishes for the future! _____

4 There is nothing more exciting than to watch our family get bigger. Here's _____ the baby boy who will keep me busy in my retirement! _____

5> Complete the words with the missing letters.

- 1 Everyone was impressed by the o _ _ s _ _ n _ _ g celebration the Greens organised – it was excellent.
- 2 At the family reunion, I had a chance to talk to some distant r _ l _ _ i _ _ s whom I'd never met before.
- 3 If you want to throw your birthday party in this restaurant, you'd better make a _ o _ _ i _ _ g soon.
- 4 I thought Ellen would help us organise the event, but I was sadly _ _ s _ _ k _ _ n.
- 5 You could see that Dennis was _ h _ _ l _ _ d with his birthday present – he couldn't stop smiling!
- 6 The concert hall was p _ _ k _ _ with fans – the organisers should have chosen a bigger venue.
- 7 It would be inappropriate to wear this shirt to a wedding _ _ c _ _ p _ _ _ n!

6> Write 4–5 sentences about the most memorable party or celebration you've ever been to.

Tense contrast: present perfect simple, present perfect continuous, past simple

Czasu **present perfect simple** używamy, aby opisać swoje lub czyjeś doświadczenia bez określania, kiedy miały one miejsce. Aby opisać czynności i wydarzenia, które miały miejsce w określonym momencie w przeszłości, stosujemy czas **past simple**.

I've met some of my dad's relatives.

I met some of my cousins last summer.

Czasu **present perfect simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który się jeszcze nie zakończył. Czasu **past simple** używamy, aby opisać sytuację trwającą w przedziale czasowym, który już się zakończył.

I've taken part in two wedding receptions this year.

As a child, I didn't take part in many family meetings.

Czasu **present perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce do chwili obecnej i mogą wydarzyć się ponownie. Czasu **past simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce w przeszłości i już się nie wydarzą.

As a journalist, Mark has written more than 20 front-page articles.

Charles Dickens wrote more than ten novels.

Czasów **present perfect simple** oraz **present perfect continuous** używamy, aby opisać czynności i wydarzenia, które rozpoczęły się w przeszłości i nadal trwają. Aby podkreślić skutek jakiejś czynności, stosujemy **present perfect simple**.

Aby podkreślić samą czynność i jej czas trwania, stosujemy **present perfect continuous**.

John has sent out 50 invitations.

John has been sending out invitations all morning.

Past simple – typowe określenia czasu:

(two days) ago, in (2019), last (month),

When ...?, then, after that.

Present perfect – typowe określenia czasu:

this (morning), never, ever, so/far, since (November),

How long ...?, recently, lately, for (the past few months),

just, already, yet.

1> Choose the correct answers.

- I _____ my room all morning. I'm almost done now.
a have painted b have been painting
- Judy _____ Russian as a child, but she's forgotten most of it now.
a has been learning b learned
- It seems Dave _____ visiting his parents a long time ago.
a has stopped b stopped
- My grandma _____ the best Christmas parties out of all the family. I wish she was still with us.
a organised b has been organising
- Patty's been sitting in front of the TV all day. I wonder how many films she _____.
a has been watching b has watched
- Nobody _____ him since last week.
a saw b has seen
- Do you know if any of your friends _____ an invitation?
a have received b received

2> Complete the sentences with appropriate words. Write one word in each gap.

- We've had terrible weather _____ last month.
- How _____ have they been waiting for the guests to arrive?
- _____ did Stephanie attend the school reunion?
- Lucy has been organising her wedding reception _____ months.
- You can't change your mind now! I've _____ bought the tickets for the concert.
- Tom was sick _____ week and stayed at home.
- She's lost two umbrellas _____ week.
- I've read three of Andrzej Sapkowski's novels _____ far, and I have to say he's a great writer.
- Have you _____ considered getting married without having a big reception?
- A: Have you invited your grandparents?
B: Well, I haven't called them _____, but I'll do it today.

3> Choose the correct option to complete each sentence. Sometimes both answers are correct.

- Tom and I **have worked** / **have been working** on this project for so long that we cannot wait to finally show it to everyone.
- Dave **has been saving** / **has saved** for months to buy a new Xbox. So far, he **has been saving** / **has saved** half the sum he needs.
- How long **have you lived** / **have you been living** with your aunt?
- You **'ve been watching** / **'ve watched** TV all morning. Don't you think it's time to stop?
- How many people **have been responding** / **have responded** to the online invitation?
- So far, we **'ve been booking** / **'ve booked** the venue and the band, and we are currently choosing flowers for the ceremony.

4> Complete the text with the correct forms of the verbs below.

graduate be appear gain study help

Dear Sir/Madam,

I'm writing in connection with the advertisement that ¹_____ in the last issue of *Weekly Career*. I would like to apply for the position of a children's party planner at your company.

Since I ²_____ pedagogy at university and ³_____ with a BA degree, I am convinced that I ⁴_____ the necessary qualifications to work with children.

Since my graduation, I ⁵_____ my aunt run her business – organising birthday parties for children. I ⁶_____ responsible for making all the bookings and checking the venues before the events, which I believe further makes me a suitable candidate for the job. I hope you will consider my application.

Yours faithfully,
Margaret Green

5> Translate the Polish parts of the sentences into English.

- Lucy** 1_____ (*Zaplanowałeś*) all the activities for the games night at your place next week yet?
- Mark** I'm afraid not. 2_____ (*Myślę o tym*) for a week, but I am not sure what the guests would like. 3_____ (*Dotąd kupiłem*) a few board games, but it might not be enough.
- Lucy** I guess you're right. Kevin 4_____ (*przyniósł*) some board games for Tom's birthday party and many guests 5_____ (*uważało, że były nudne*).
- Mark** So what should I do? I guess I 6_____ (*skończyły mi się*) of ideas.
- Lucy** Why don't you ask someone for help? Someone who 7_____ (*brał udział w*) a similar event. Take Peter, for example, last summer 8_____ (*urządzał*) such parties at his house regularly.
- Mark** Sounds like a good idea. But we're not very close friends.
- Lucy** Don't worry! We 9_____ (*znamy się*) for years. I'll talk to him for you.

6> Complete the second sentence so that it means the same as the first. Use the word given.

- 1 I last spoke to Timmy over two years ago.
I _____ for over two years. **NOT**
- 2 It's a long time since we ate out together.
We _____ a long time. **FOR**
- 3 Sue began reading when she came home, and she hasn't stopped yet.
Sue _____ came home. **BEEN**
- 4 The last time there was a wedding in my family was in 2018.
There _____ 2018. **NO**
- 5 We still need to book a venue for the reception.
We _____. **YET**
- 6 Paul has been out for three hours now.
Paul _____. **AGO**
- 7 How long has it been raining?
When _____? **START**

7> Write answers to the questions below.

- 1 How long have you been living in your house?

- 2 How many times have you thrown a party this year?

- 3 When did you last attend an unforgettable celebration?

Speculating about the present and past: *may/might/could/can't/must*

Konstrukcji *may/might/could/can't/must* + bezokolicznik bez *to* oraz *may/might/could/can't/must* + *be* + *-ing* używamy, aby wyrazić przypuszczenie dotyczące teraźniejszości lub przyszłości.

*The film starts in 5 minutes. I'm afraid we **might be** late.*

*They **can't be** friends – they never talk to each other.*

*The lights are on. They **must be** at home.*

*Call them. They **may be** waiting for you in a different café.*

Konstrukcji *may/might/could/can't/must* + *have* + past participle używamy, aby wyrazić przypuszczenie dotyczące przeszłości.

*The lights are off – Sue **must have left**.*

*Look at this mess! Who **may have made** it?*

Czasowników *may, might* i *could* używamy, gdy chcemy powiedzieć, że jakieś zdarzenie jest prawdopodobne.

*Lucy **may/might/could be** at home now.*

(It is likely that she is at home.)

*She **may/might/could have forgotten** about the party.*

(She probably forgot about the party.)

*She's not answering the phone – she **may/might/could be sleeping**. (Perhaps she is sleeping.)*

Czasownika modalnego *must* używamy, gdy jesteśmy w dużym stopniu pewni naszych przypuszczeń.

*You **must be** tired. (I'm sure you are tired.)*

*He **must have returned** by now.*

(It is certain that he has returned by now.)

*She **must be waiting** at the bus stop.*

(I'm sure she's waiting at the bus stop.)

Czasownika modalnego *can't* używamy, gdy jesteśmy pewni, że coś się nie dzieje lub się nie wydarzyło.

*She's got naturally blonde hair. She **can't be** Japanese. (I'm sure she's not Japanese.)*

*She **can't have done** it. (I'm sure she didn't do it.)*

*Tom **can't be telling** the truth. (I'm sure Tom isn't telling the truth.)*

Grammar challenge! » Student's Book, page 112, UNIT 1

W odniesieniu do zdarzeń ogólnych używamy czasowników *can* i *could*; natomiast aby powiedzieć, że coś jest możliwe w konkretnej sytuacji, używamy czasowników *may, might* i *could*:
*A tennis match **can/could** last for a couple of days.*
*Sally **may/might/could be** at home now.*

1> Write sentences to speculate about each picture.



- 1 He must _____.
- 2 He can't _____.



- 3 She must be _____.
- 4 She might have _____.



- 5 They could be _____.
- 6 They might have _____.

2) Choose the correct option to complete each sentence.

- 1 Can you hear the music? The neighbour **must practise / must be practising** the violin.
- 2 The school-leaving party **can't have been planned / can't be planned** by a professional. It was a disaster.
- 3 I can't find my phone, and I don't know where to look for it. It **must / could** be anywhere.
- 4 Stella **can't / might** refuse to come to your birthday party as she doesn't like such occasions.
- 5 Congratulations on passing the exam with such a great result. You **might / must** have worked very hard.
- 6 You've forgotten to book a table? You **can't / must** be joking!
- 7 It **can't / might** be raining in the afternoon, so you'd better take an umbrella.
- 8 Laura **must go / must have gone** shopping. She said she needed a new dress for the wedding reception.

3) Complete the sentences with the correct modal verbs. Sometimes more than one answer is possible.

- 1 Sarah _____ have stolen the money. She's too honest to do such a thing.
- 2 The baby has been crying for ten minutes. It _____ be hungry.
- 3 Look at that man waving. He _____ be trying to get your attention.
- 4 It's a pity she didn't decide to continue her education. She _____ have become a very good doctor.
- 5 I haven't got my keys. Ah, I _____ have left them in the office. Hold on, I'll be back in a minute.
- 6 Have you seen Harry's new car?! It's a Ferrari! It _____ have cost a fortune!
- 7 You're going to buy Mary a day at a spa as a graduation gift? You _____ be serious!
- 8 I wouldn't ignore his opinion. He _____ know more than we think.

4) Complete the mini-dialogues with modal verbs and the correct forms of the words in brackets.

- 1 A Where is Toby?
B I don't know. He (**have / lunch**) _____ in the cafeteria.
- 2 A Have you got any idea who made the booking for Friday?
B It (**not be / Jeff**) _____ – he isn't organising our party.
- 3 A I can't find my jacket anywhere.
B You (**leave**) _____ it in the locker – I'm pretty sure you came home without it.
- 4 A You (**be / hungry**) _____. You've only just eaten!
B I wouldn't say 'only just'. I had lunch more than 30 minutes ago ...
- 5 A I haven't found any suitable accommodation for my stay in New York.
B Betty (**agree**) _____ to put you up for a few nights. Just give her a call.
- 6 A So the graduation ceremony is next week. You (**be / thrilled**) _____.
B I am! I am really looking forward to it.

5) Add five missing words to the email below.

Mark,

Just a quick one to let you know that Betty hasn't shown up for grandma and grandpa's anniversary. Can you believe it? She must know the celebration is today. I mean, she accepted the invitation. Nobody really knows what's happened. She might have missed her train and might waiting to catch the next one. But she have her phone with her, right? She have left it at home! She can't that careless, right? Anyway, if she contacts you, let me know.

Henry

6) Write a sentence to speculate about each situation.

- 1 Your friend is falling asleep during a lesson.

- 2 You can see your friend carrying some flowers.

- 3 Some of your classmates didn't come to your birthday party.

- 4 Your cousin has called off her wedding unexpectedly.

- 5 Your mum has been in a very good mood all day.

Grammar challenge! >> Student's Book, page 112, UNIT 1, ex. 1

7) Find and correct the mistakes in the sentences below. Some sentences are correct.

- 1 Peter can be abroad at the moment. Try calling him when he's back.
- 2 Eating too much could make you sleepy.
- 3 Do you think your ex-boyfriend can show up at the party?
- 4 If you don't know the way, you could easily get lost in the dark.
- 5 I love my younger brother, but he may be so annoying at times.
- 6 It might get very cold here at this time of the year.
- 7 Ask Peter! He might remember Alice's phone number.

8) CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- 1 _____ (*Jak długo mieszkasz*) in this neighbourhood?
- 2 _____ (*Nie możliwe, że Betty zapomniała*) about your birthday.
- 3 _____ (*Znalazłeś te klucze? Szukasz ich*) for three hours now!
- 4 How many times _____ (*Ken wygrał odклад zaczęliście*) playing?
- 5 As a teenager, _____ (*nie miałem zbyt wielu*) friends.
- 6 They _____ (*wzięli ślub na studiach i są szczęśliwi*) ever since.
- 7 I've been collecting stamps for years and I _____ (*udało mi się zebrać*) some pretty valuable ones.
- 8 ★ Sheila _____ (*potrafi być bardzo towarzyska*) when it suits her.

1> Read the text below and answer the question.

What's the best title for this text?

- a How rich kids have fun
- b Birthday parties are getting more and more expensive
- c There are many ways to celebrate coming of age

2> Read the text again and answer the questions (1–5).

The birthday which marks the crossing of the threshold between childhood and adulthood is always considered a reason for a special celebration. Typically, this is when one legally comes of age, i.e. acquires certain legal rights such as voting or marrying. In the United States, however, there are often different legal ages for voting, buying alcohol or marrying, depending on the state you live in. To somehow work around the problem, Americans have settled on what's known as the *sweet sixteen* as the party that welcomes the birthday boy or girl into adulthood.

Most people organise a conventional family gathering or a private party for friends to celebrate their sweet sixteen. However, more and more teenagers are growing tired of regular parties and go for something totally different. Popular alternatives to traditional restaurant dinners include fancy picnics or murder mystery dinners where someone pretends to be murdered and the other guests have to guess who did it. Others take their friends out and go go-cart racing, spend a day at an amusement park or go away for the weekend on a camping trip.

Another idea that seems to be gaining in popularity, especially for girls, originated in Latin America.



This is a formal ball, often held at a restaurant or country club. There may be more than a hundred guests at such events. The guests receive beautiful invitations, which usually announce that you are cordially invited to the sweet sixteen of *such and such* and that an RSVP is required if they wish to attend. The food at such parties is supplied by professional caterers, and the place is usually lavishly decorated, while the guests are required to wear either formal gowns or tuxedos. The birthday girl is queen for a night. She wears a tiara and a gorgeous ball gown. The highlight of the evening is when she dances with her father.

Needless to say, there are also the children of millionaires, whose parties are so ridiculously extravagant that the celebrity magazines gossip about them for weeks afterwards. To please their sweet sixteen-year-olds, richer parents rent out hip-hop clubs for theme parties or have top celebrities, such as Jay-Z or Kanye West, to entertain the guests. They may even present their kids with the latest model of Mercedes or Range Rover. The general impression is one of showing off and outdoing everyone else. For most people, however, the sweet sixteen is not about how much money one has: it's more about spending the day in a way that guarantees you'll always look back on it with fondness.

- 1 Why did Americans choose the sweet sixteen as the coming-of-age celebration? _____
- 2 What are the most conventional ways of celebrating sweet sixteen? _____
- 3 What is a typical venue for a formal ball? _____
- 4 What seems to be the main idea behind the extravagant parties held by affluent families? _____
- 5 What is the main purpose of the text? _____

3> Match the expressions in bold from the text with the definitions below.

- a an abbreviation used on written invitations asking to say whether or not you will attend: _____
- b a social occasion where the food, decorations and clothes are related to a particular subject or a historical period: _____
- c very formal jackets: _____
- d very formal dresses: _____
- e provide enjoyment: _____
- f legally becomes an adult: _____
- g people who organise the food for events: _____
- h to go somewhere with someone and pay for it: _____



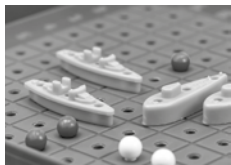
4) Complete the sentences with appropriate words or phrases from exercise 3 on page 9 in the correct form.

- 1 My cousin throws a Halloween _____ every year, and the guests have to dress up as monsters or ghosts.
- 2 Do you have any ideas for _____ the guests at my birthday party? I'd like everyone to have a really good time.
- 3 I think the perfect idea for grandma's birthday would be to _____ her _____ to some nice restaurant.
- 4 The card in the envelope said, 'You're cordially invited to the Sweet Sixteen of Mary Jane, August 15. _____ please'.
- 5 All the students looked so grown up in their _____ and _____ on their prom night that it was difficult to recognise some of them.
- 6 In Poland, people _____ when they turn 18.
- 7 There's no way she could have cooked all that food herself. She must have hired a professional _____.

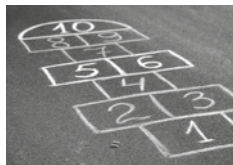
Revision ■ Student's Book, pages 8–9

5) Complete the names of games 1–9 with the words below. There are two extra words.

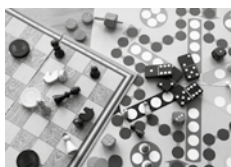
scotch games (x2) war ships crosses Ludo man
draughts seek hunt



1 battle _____



5 hop _____



2 board _____



6 noughts and _____



3 hang _____



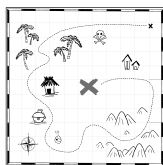
7 tug-of- _____



4 hide-and- _____



8 shooter _____



9 scavenger _____

6) Complete the sentences with the correct forms of the words below.

be have (x3) fad leisure in on at

- 1 We've _____ stuck indoors all week because of the rain.
- 2 Let's play Ludo again – we _____ a real laugh last time we played.
- 3 Instead of going out, I'm going to _____ a quiet night _____.
- 4 I can't do this puzzle – why don't you _____ a go _____ it?
- 5 Everyone is big _____ colouring books these days, but I think they're just a _____ and will not be so popular next year.
- 6 Ever since I learned how to spell words, playing Scrabble has been my favourite _____ activity.

Vocabulary challenge! » Student's Book, page 112, UNIT 1, ex. 2 and 3

7) Complete the words with the missing letters. Some letters have been given.

- 1 We need to think of some really _t_ _u_ _ _ _ _ activities for the guests so they won't get bored.
- 2 My grandpa says that _o_ _ _ _ _ at least one puzzle a day keeps his brain active.
- 3 My family's support helps me to _u_ _ _ _ _ even the most ambitious goals.
- 4 Friday night has always been an opportunity to _ _ _ _ _ _t_ with my friends.
- 5 Once Jeremy _n_ _ _ _ _ in one of his favorite activities, he soon forgets about the world.
- 6 Summer concerts always a _ _ _ _ _ _ crowds of people, so we'd better get there early.
- 7 Our class team didn't win the scavenger hunt, but we've _ _ _ _ _ _v_ _ _ a more important goal – getting to know one another better.

8) Complete the sentences so that they are true for you.

- 1 Whenever we're stuck indoors, my family _____.
- 2 The last time I had a real laugh was when _____.
- 3 If I want to have a quiet night in, I usually _____.
- 4 A fad that I simply do not understand is _____.
- 5 I've never been big on _____ because _____.
- 6 The best way to achieve your goal is to _____.
- 7 Solving puzzles is _____.
- 8 The best place to hang out with my friends is _____.
- 9 _____ always attracts crowds of people because _____.

SPEAKING

speculating about the picture •
answering the three questions

- 1) Write sentences from the prompts to describe the picture. You will need to change the form of some words and add any necessary words.



- 1 it / look / as if / photo / take / picnic
- 2 judge / they / appearance / I / say / they / be / father and son
- 3 I / guess / something / unpleasant / might / happen / boy
- 4 he / cover / face / as if / he / cry / and / he / appear / rather / upset
- 5 I / imagine / the father / cheer up / he

- 2) Match the parts of the sentences. Which question in exercise 3 do they help to answer?

- 1 She must be very upset,
- 2 They don't seem to
- 3 It doesn't seem
- 4 She might
- 5 Chances are
- 6 Maybe she's failed her exams, then she is bound
- a have had an argument with either her boyfriend or her parents.
- b know how to help her.
- c like the girl has been hurt.
- d or so it seems, because she's crying.
- e that she has received some bad news.
- f to feel terribly depressed and that's why she needs her friends.

- 3) Describe the picture and answer the questions.

TEST IT! ⌚ 3 minute



- 1 What might have happened to make the girl cry?
- 2 Who do you turn to when you have a problem? Why?
- 3 Describe a situation when you had to cheer up a friend in a difficult situation.

WRITING

a letter to the editor

1

- 1) Which of the underlined fragments are not suitable for a formal letter? Write more formal equivalents.

¹Dear Newspaper Editor,

²I'm writing in response to the article which claims that young people do not spend their free time in a creative way, but instead sit in front of their computers all day.

³I think that's an incorrect idea, and I would like to offer my point of view on the matter.

My best friend and I have been solving word puzzles for six years. Our interest in word games started with magazine crosswords, ⁴but we soon discovered we had a real talent for them. We became passionate about word games and began searching bookshops and the Internet for various kinds of challenges. It soon became more than just a form of recreation. Now ⁵we take great pleasure in creating our own word puzzles.

⁶From my point of view, this hobby ⁷is really good for you for many reasons. Firstly, our range of vocabulary is much broader than that of many of our peers. Secondly, we have learned to think creatively and logically. ⁸Also, we ⁹make up crosswords in ¹⁰English and Spanish. We're learning them at school. I believe it is the reason for our good grades in vocabulary quizzes.

In conclusion, ¹¹let me emphasise the fact that many teenagers have creative hobbies, which range from constructing model planes to cooking, and I firmly believe they develop knowledge as well as a sense of taste.

¹²Thank you for your attention,

XYZ

- 2) Read the writing task in exercise 3. Match the ideas (a-h) with the correct category. There is one extra idea which does not match any category.

Positive aspects of using technology: _____

Ways of avoiding the negative effects: _____

- a always in touch with friends and family
- b it's easy to follow the events in our friends' lives
- c meeting people in real life, not just online
- d it's easy to organise social events
- e limiting the amount of time spent in front of the computer
- f there are many dangers present for children on the Internet
- g social media remind us about people's birthdays
- h talking to people instead of texting them

- 3) Read the instructions and do the writing task.

TEST IT! Przeczytałeś/Przeczytałaś w gazecie młodzieżowej artykuł o negatywnym wpływie nowoczesnych technologii na wiele aspektów naszego życia, m.in. na życie towarzyskie. Napisz **list do redakcji** tej gazety (200–250 słów), w którym nie zgodzisz się z autorem artykułu, podając przykłady pozytywnego wpływu technologii na życie towarzyskie, oraz opisziesz, jak można ustrzec się przed ich negatywnym wpływem.

- 1) Find and correct one grammatical mistake in each sentence. One sentence is correct.

- 1 Bad music can make your guests to leave a party early.
- 2 A fight with her boyfriend caused Mandy go home.
- 3 I can't help thinking that we should have done more for her.
- 4 Can you help me setting the table?
- 5 I've been enjoying snowboarding since I was five.
- 6 What took you so long? I sat here for 45 minutes!

- 2) Complete the sentences with the correct forms of the verbs below.

happen mean arrange bother regret miss fail avoid

- 1 I've been _____ to ask you for ages – could you give me the recipe for your amazing blueberry muffins?
- 2 I _____ not taking my phone to Justin Timberlake's concert – he was taking selfies with anyone who asked for one!
- 3 If you _____ to talk to Sandra, please give her my love.
- 4 Don't _____ asking Chloe for help. She always refuses.
- 5 Now that I've moved out, I _____ chatting with my family at the dinner table every night.
- 6 I _____ to see what all the excitement about escape rooms is.
- 7 They _____ to meet in secret because they didn't want the paparazzi to follow them.
- 8 I knew something was wrong when she _____ looking me in the eye.

- 3) Complete the text with appropriate words. Write one word in each gap.



When was the last time you attended a wedding reception? I've been ¹_____ three lately, and I'm confused. I understand that everyone wants to have a big do, but do we have to play games all night? At the last one I went to, all the guests ²_____ to take part in different contests. We

played tug-of-war, and then the bride went missing and we had to participate in a scavenger hunt to help the groom get her back from the 'kidnappers.' Some people might have ³_____ a real laugh but not me. Whatever happened to good old-fashioned dancing and catching ⁴_____ with relatives that you often only get to see at such events? Now I am helping my daughter, Marta, organise her 18th birthday party. We've already put ⁵_____ a guest list and booked a venue. But now I'm stuck because I started thinking that possibly people ⁶_____ be expecting games at birthday parties as well. Marta ⁷_____ reading about celebrities – should I hire one to come as a guest? My sister says I should. It's the first time I ⁸_____ heard of such a thing, but apparently it's possible. But how does one go about it? Anyone had similar problems? Any suggestions would be welcome!

- 4) Complete the sentences with the correct forms of the words in brackets. Add any necessary words. Write no more than five words in each gap.

- 1 Doing yoga (*enable / I / keep / fit*) _____ and relax at the same time.
- 2 He said he was my cousin? He (*must / be / mistake*) _____ – I'm not related to anyone by that name.
- 3 I (*be / stick / indoors*) _____ two weeks now because of my broken leg.
- 4 It (*be / commonly / believe*) _____ that word games improve your memory.
- 5 She (*play / chess*) _____ since she was a little girl – no wonder she's so good at it.
- 6 The Willards have renovated their house. They (*might / think / sell*) _____ it.
- 7 We're throwing Sam a surprise party. He (*bound / be / thrill*) _____.
- 8 I'm sorry, I don't (*seem / remember / meet*) _____ you. What's your name again?
- 9 The teacher (*listen / student / play*) _____ the whole piece before giving his comments.



- 5) Choose the correct answers. Sometimes two or all three options are correct.

- 1 Jake! I haven't seen you for ages! What _____ all this time?
a did you do b have you done
c have you been doing
- 2 Although Sarah is a very busy person, she _____ me with all the preparations for the party.
a is helping b has helped c has been helping
- 3 Have you heard? Jake has cancelled tonight's party. He must _____.
a be having problems with his parents
b have a good reason for doing it
c have changed his mind and decided to study for tomorrow's finals after all
- 4 The concert is in Berlin. It _____ be difficult to convince mum to let us go.
a might b can c could
- 5 My brother has always enjoyed being _____ at parties.
a a scream b a good sport
c the centre of attention
- 6 I'm sure he's gone. I saw him _____ so fast that he almost hit the gatepost.
a get in the car and leave b got in the car and left
c getting in the car and leaving
- 7 Furthermore, allow me to draw your attention to the fact that young people do not seem to have much time to _____ with their friends as they believe they have too many responsibilities.
a hang out b mess about c socialise
- 8 I must say that I _____ you my secrets.
a am regretting to tell b now regret telling
c have often regretted telling
- 9 If you want to find Sam, you _____ his sister – she usually knows where he is.
a could try calling b must have tried calling
c might be trying to call

- 1) **MP3 02 TEST IT!** Usłyszysz dwukrotnie cztery wypowiedzi na temat wydarzeń organizowanych poprzez media społecznościowe. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga:** Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker

- A doesn't understand his/her friend's passion.
- B was surprised when it turned out he/she needed help.
- C says organising events is easy thanks to social media.
- D was worried about being by himself/herself among strangers.
- E wants to organise similar events in the future.

1	
2	
3	
4	

- 2) Match the expressions in bold from the text in exercise 3 with the definitions below.

- 1 a person who listens when you talk about your problems: _____
- 2 shared by two or more people: _____
- 3 sadness which you keep to yourself it: _____
- 4 complaining: _____
- 5 behave calmly after being very upset: _____
- 6 crying: _____
- 7 all the stages in dealing with something difficult: _____
- 8 understand someone's feelings: _____

- 4) Do the speaking task and answer the questions.

TEST IT! Po zakończeniu roku szkolnego i egzaminów maturalnych maturzyści postanowili zorganizować imprezę dla wszystkich uczniów ze swojego rocznika, aby razem świętować ukończenie szkoły. Jesteś jednym z organizatorów i masz do wyboru dwa plakaty reklamujące tę imprezę.

- Wybierz ten, który najlepiej zachęci absolwentów do udziału w imprezie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Proms are very often organised at school. What are the advantages and disadvantages of choosing such a venue?
- 2 How important is it for a school to organise fun events such as dances, concerts or sports days for the students?

- 3) **TEST IT!** Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 1–4 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.



Sadness is as much a part of our lives as happiness. Couples break up, students fail important exams, and teenagers often argue with their parents. ¹_____ In such situations, most people tend to curl up into a ball, pull the blanket over their head and cry. This is often called having a pity party. But if it's one of your friends, you might consider not letting them go through this difficult time alone. Instead, you can do what many people have been doing lately – taking the 'party' part literally. After all, it seems only logical that since we celebrate the good times with our friends, we should also share the bad ones with them.

So call all your mutual friends and have the most tearful pity party ever. Be careful when putting together a guest list, though. ²_____ They need a shoulder to cry on, someone who will sympathise and continue supplying tissues all night. Decorations are not required, but there are plenty of 'Life sucks' and 'Why me?!' banners and balloons available if you want to go all the way. As for the activities, most pity parties involve dusk-till-dawn heartfelt

whining and sobbing, depressing music playing in the background, tearful movie marathons and plenty of comfort food, such as junk food and ice cream.

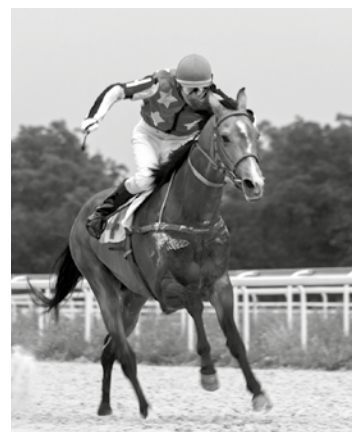
Spending an evening together complaining about life instead of trying to cheer a sad friend up might sound strange at first. ³_____ However, it's part of the coping process. We shouldn't deny ourselves the right to express negative emotions. Bottled-up grief or anger only tend to blow up in our faces at the least expected moments. It's much better to let them out in the safe and supportive environment of your friends. So, if something horrible happens, enjoy your pity party and cry your eyes out – it's therapeutic. Only don't make a habit of it. ⁴_____ After all, the point is not to get stuck in self-pity, but to let go of bad emotions so as to be able to get on with your life.

- A All these can cause a person to feel that life's not fair and they just can't go on any longer.
- B Once the party is over, get a good night's sleep and then try to pull yourself together.
- C A pity party is all about allowing people to feel sorry for themselves, so don't invite people who are going to tell the sad person to stop complaining.
- D That's why, instead of turning off the phone, you should call them and tell them to bring boxes of tissues and comfort food of your choice.
- E After all, ours is a culture which favours strength, and we're always told to be tough and deal with problems.

2

Success and failure

VOCABULARY describing levels of performance



1) Choose the correct option to complete each sentence.

- Bolt and Stevens are neck **to / and** neck in the final round. It's hard to predict who is going to win this time.
- After the first lap, Fraser is still in the **win / lead**, with the remaining runners some distance behind her.
- Davidson used to be a top performer, but he's been on a losing **string / streak** since the beginning of this season.
- Will a 1:1 **draw / equal** be enough to take England to the semi-finals?
- After a few miles into the race, Tala fell **out / behind** and never managed to make up for the lost time.
- As always, the Wizards fought to the **equal / finish** and never gave up.
- You could see that Irinova was no **match / form** for Greene, and she still needs to learn a lot.

2) Replace the phrases in bold with more appropriate words or phrases with similar meanings.

- The swimmer has worked so hard to achieve his goal that he truly deserves the **winning of a competition**. v. _____
- Next week, Thomas is playing against last year's **winner in the competition**. c. _____
- We rarely see a United's **failure in a game**, but yesterday's match was an exception. l. _____
- The New York Giants remain **without any losses** this season. u. _____
- Due to her knee injury, which she sustained earlier this season, Williams is no longer **able to perform very well**. in g. _____ f. _____

3) Complete the text with appropriate prepositions.

The best game I've ever watched was the Handball Championship finals. Our team had only to win one more game in order to become the best team in Europe. Early on in the game, we were ¹_____ the lead, ahead of our opponents by a few points. But then suddenly, our players started falling ²_____ and lost the ball a few times. From then on, the match was like a roller-coaster ride! As soon as the team had managed to catch ³_____ a bit, they started losing again. I can't describe the emotions. The crowd went wild! As if this was not enough, the match ended ⁴_____ a draw and went into extra time. We remained neck and neck ⁵_____ the other team, but in the end we were in second place. Nevertheless, it was a game to remember!



Vocabulary challenge! >>> Student's Book, page 112, UNIT 2, ex. 1

4) Choose the odd one out.

- dive backstroke lane shoot
- backboard slam dunk poles dribble
- defender racket net backhand
- penalty pitch flipturn header
- slope serve slalom downhill

5) Complete the sentences with the correct forms of some words from exercise 4.

- Both teams were still drawn 1:1 after extra time, so the match had to be settled with _____.
- Sheila was going quite fast down the _____ when an inexperienced skier crashed into her.
- A standard football _____ is about 105 metres long by 68 metres wide.
- As a basketball fan, Oliver loves watching the NBA _____ contest – the way the players jump high in the air is quite spectacular.
- Do you lose points in tennis if the ball touches the _____ after a serve?
- How deep can you _____? I mean, how long can you stay underwater?
- In basketball, you mustn't _____ with two hands at the same time, only one hand can touch the ball.

6) Write a few sentences about a memorable sporting event you have watched.

- 1> **MP3 03** Complete the sentences (a–d) with the verbs below. There is one extra word. Then listen and choose the correct answer.

enumerate inform share tell encourage

What is Devin doing in the podcast?

- a _____ing listeners about different sporting activities he's taken up.
b _____ing listeners to take up parkour.
c _____ing listeners how to be more competitive.
d _____ing his opinions about success and failure.

- 2> Listen again and complete the email below.

Cześć Tomek!

Co słychać? Bardzo się cieszę, że wróciłeś do pływania :) Ostatnio słuchałam ciekawego podcastu na temat sportu.

Jego autor, Devin, nie jest ¹_____, ale lubi wspinaczkę i parkour, czyli taką aktywność fizyczną, która nie jest oparta na ²_____. Według niego taki rodzaj ćwiczeń powoduje, że człowiek ³_____, a wygrywa nie dzięki zdobytym punktom, ale dzięki temu, że uda mu się zrobić coś, czego ⁴_____.

Oczywiście, wielu profesjonalnych sportowców uważa, że ich największym przeciwnikiem są ⁵_____. Jednak musi im być ciężko, bo są przecież oceniani przez pryzmat swoich wygranych i porażek. Zgadza się z Devinem, że miarą sukcesu nie powinny być jedynie wyniki egzaminu czy wygrane mecze. Zamiast tego powinniśmy doceniać to, że ktoś ⁶_____ umiejętności. Miarą sukcesu powinna być nasza chęć do bycia lepszym, a porażkę powinniśmy postrzegać jako ⁷_____ osiągnięcia celu.

Daj znać, co o tym myślisz!

Ania

- 3> Complete the table with the correct forms of the verb **compete**.

verb	compete with/against somebody, compete in
nouns (abstract noun, person)	_____, _____, _____
adjective	_____

- 4> Complete the sentences with the words from exercise 3 in the correct form.

- 1 It's always been Tom's dream to compete _____ the Olympics _____ the best athletes in the world.
2 She's a highly _____ swimmer, and she's determined to break a world record.
3 How many _____ participated in the final round of the Runmageddon?
4 Most journalists seem to believe that the team stands a good chance of winning the _____.
5 Lucy's _____ is truly impressive – she fights from start to finish in every match.

Revision ■ Student's Book, page 17

- 5> Match the parts of the following sentences.

- 1 Before he retired from sports, Adams took ☐ ☐
2 Sports drinks caught ☐ ☐
3 Teenagers often take ☐ ☐
4 She got injured and, as a result, dropped ☐ ☐
5 Tamara has recently got ☐ ☐

- a on I sports in order to impress their friends.
b out II in three Olympic Games.
c into III in Poland two decades ago.
d part IV climbing and is planning a trip to the Alps soon.
e up V of the competition.

- 6> Insert five missing words in the text below.

Coach Jackson:

'The fact that we've managed to put such a great water polo team within just a few months is a major achievement for our school. Most of the boys are swimmers who into water polo only several months ago. They had never taken part swimming competitions or considered taking a competitive sport! Luckily, my team is very ambitious, and I believe they can achieve quite a lot. In fact, the last three victories have shown we are just warming.'



- 7> Write 2–3 sentences to answer the questions below.

- 1 Which sport that you've never tried before would you most like to take up and why?

2 Which activity do you most regret having given up?

3 If you could drop out of something you don't like, what would it be?

Past tenses

Czasu **past simple** używamy, aby opisać kilka wydarzeń z przeszłości, które nastąpiły po sobie.

*Laura **took part** in the competition, **won** the first prize, and **joined** the national team.*

Czasu **past continuous** używamy, aby opisać czynność, która trwała, kiedy wydarzyło się coś innego. **Past continuous** używany jest wówczas często z czasem **past simple**.

*I **was exercising** in the gym when the lights **went out**.
We **were warming up** when someone **ran onto** the pitch.*

Czasu **past continuous** używamy również, aby opisać dwie czynności, które miały miejsce w tym samym czasie.

*While the players **were warming up**, the coach **was talking** to the press.*

Czasu **past perfect simple** używamy, aby opisać czynności i wydarzenia, które miały miejsce przed innym wydarzeniem w przeszłości.

*When I **turned on** the TV, the match **had already started**.
They **were tired** because they **had just left** the gym.*

Czasu **past perfect continuous** używamy, aby opisać czynności, które trwały do pewnego momentu w przeszłości.

*I **was very tired** because I **had been jogging**.*

*He **had been playing** for the Bulls for five years before he **moved** to France.*

Czasu **past perfect simple** używamy do podkreślenia skutku czynności/ wydarzenia, a czasu **past perfect continuous** do podkreślenia, jak długo ona trwała / ono trwało.

*They **knew** the score because they **had watched** the game.*

*When I **arrived**, they **had been watching** the game for almost an hour.*

Zdania twierdzące i przeczące

I/You/We/They/ He/She/It	had been playing hadn't been playing	football.
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Pytania i krótkie odpowiedzi

Had	I/you/we/they he/she/it	been playing	football?	Yes, she had. No, she hadn't.
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- 1) Complete the sentences about each picture using the pairs of verbs below in the correct form.

exercise / watch sports play tennis / start to rain
be exhausted / jog arrive / be closed



- 1 When Tom and Bob _____,
it _____.
- 2 When Tina _____
at the gym, it _____
for half an hour.



- 3 Jeff _____
because _____
for two hours.
- 4 When Julia _____,
her brother James
_____ on TV.

- 2) Choose the correct verb forms in each sentence.

- The coach **had asked** / **asked** all players to come closer, **had stepped** / **stepped** onto a chair and **began** / **was beginning** his speech.
- Sally **was working** / **worked** out when she suddenly **was feeling** / **felt** intense pain in her left knee.
- When Shaun **was waiting** / **waited** for his flight at the airport, he suddenly **had seen** / **saw** his favourite footballer, who **had been travelling** / **was travelling** with his family.
- Martha was very angry with me yesterday, as she **had waited** / **had been waiting** for hours for me to call her back.

- When we entered the room, everybody **was playing** / **played** a strange game that we **never saw** / **had never seen** before.
- When I **had wanted** / **wanted** to pay for the tickets, I **was realising** / **realised** that I **had had** / **had** no money on me because I **left** / **had left** my wallet at home.
- Before our team **had won** / **won** the championship, we **had been losing** / **had lost** several competitions.

- 3) Complete the text with the correct forms of the verbs in brackets.

The Champions League Final is a major event for every football fan, so my brother and I ¹_____ (**decide**) to invite a bunch of friends round and watch the game at home. We wanted to make sure that everything was well-planned. First, we ²_____ (**clean**) the flat, ³_____ (**order**) some snacks and beverages, and we even ⁴_____ (**decorate**) the living room with the flags of the two teams. On the actual day, we ⁵_____ (**sit**) on the couch and ⁶_____ (**wait**) for the game to begin. When I ⁷_____ (**switch**) on the TV, it ⁸_____ (**turn**) out that we ⁹_____ (**miss**) one detail – we ¹⁰_____ (**not pay**) to watch the broadcast! Obviously, the final was a pay-per-view event. Unfortunately, due to some technical issues, by the time we managed to pay for watching the game, it ¹¹_____ (**already end**).

- 4) Choose the correct answers. There are two correct options for each sentence.

- _____ so I didn't know the rules of the game.
 - I had never played it before,
 - I wasn't playing water polo,
 - I hadn't been paying attention during PE classes,
- I wanted to believe him, but _____.
 - he didn't tell the truth before.
 - it seemed like he was lying.
 - he had already lied to me a few times.

- 3 When I woke up this morning, _____
 a my parents had already left for work.
 b it was raining heavily.
 c I had taken a shower.
- 4 _____ when our school team finally scored the first goal.
 a We had been thrilled
 b They had been playing for more than an hour
 c Unfortunately, I wasn't watching the match
- 5 The teacher was really irritated _____
 a because most of the students had forgotten to do their homework.
 b when we arrived late for class.
 c as she was marking our tests all night.

5> Write sentences from the prompts using the correct past tenses.

- 1 How long / you / take driving lessons / before you / take the test?

- 2 While / Tina / sleep / her phone / ring / three times.

- 3 After / Helen / join the national team / she / win championship twice.

- 4 While / the teacher explain / English grammar, Chris / look out of the window.

- 5 I / already lie in bed / when / I realise / I not buy anything / for mum's birthday.

- 6 Lucy / hear a knock / get up / and open the door / but there be no one there.

6> Complete the sentences with your own ideas.

- 1 Before I arrived in class this morning, _____
 _____.
- 2 I was just leaving the house yesterday when _____
 _____.
- 3 I was exhausted last night because _____
 _____.
- 4 While I was getting ready to school yesterday, I suddenly realised _____
 _____.

Talking about present and past habits

Aby opisać czynności i sytuacje, które w przeszłości powtarzały się regularnie, używamy konstrukcji **used to / would + czasownik**.

*My sister **used to / would go** to a dietician once a month.*

*The team **used to / would fight** to the finish, but now they give up easily.*

Uwaga!

Would nie używamy w zdaniach przeczących ani do opisywania stanów i uczuć.

*He **didn't use to study** hard, but now he's top of the class.*

Aby podkreślić, że przeszłe nawyki obecnie nie mają już miejsca, używamy **used to**.
*I **used to be** a fan of the Chicago Bulls, but now I support the Washington Wizards.*

*He **used to be** a very popular tennis player when he was young.*

Do opisanie czynności powtarzających się regularnie w teraźniejszości używamy czasu **present simple** z przysłówkami **always, every day, often** etc.

*Barry **always warms up** for at least an hour before a match.*

*I **often take part** in sports competitions.*

Aby opisać czynności, które powtarzają się w określonym przedziale czasowym, stosujemy czas **present continuous**.

*This month I **am going** swimming every day in order to get back in shape.*

Do opisanie czynności powtarzających się w przeszłości lub teraźniejszości, które nas irytują, używamy czasu **past continuous** lub **present continuous** (z **always, constantly**).

*As a teenager, Helen **was always losing** everything.*

*You're **always arriving** late for practice sessions.*

*Tim is **always refusing** to be goalkeeper!*

Grammar challenge! >> Student's Book, page 113, UNIT 2

Konstrukcji **be used to + czasownik + -ing** używamy, aby powiedzieć, że jesteśmy do czegoś przyzwyczajeni.

*I'm **used to jogging** early in the morning.*

Konstrukcji **get used to + czasownik + -ing** używamy, aby powiedzieć, że przyzwyczajamy się do czegoś, do czego wcześniej nie byliśmy przyzwyczajeni.

*As a popular sportsperson, he will soon **get used to giving** autographs.*

1> Match the parts of the sentences.

- 1 Paul used
 - 2 My younger sister is always
 - 3 How many times a week does Sheila
 - 4 When my dad was at university, he would
 - 5 When we were kids, Sam was
 - 6 What sports are you
- a do aerobics?
 - b playing in your PE classes this month?
 - c to be sportier before.
 - d go to the swimming pool every morning.
 - e borrowing my clothes without asking for permission.
 - f constantly forgetting to bring his sports kit to school.

2> Complete the sentences with the correct forms of **used to** or **would** and the words in brackets. In some sentences both forms are correct.

- 1 Tina _____ (**visit**) us more often some time ago. Do you know why she's stopped coming?
- 2 As children, we _____ (**not receive**) any pocket money as our parents could not afford it.
- 3 When my brother and I were little, dad _____ (**take**) us to basketball matches every month.
- 4 _____ (**Ronaldo / play**) for Manchester United?
- 5 When we lived in the countryside, we _____ (**have**) a little pony, which everyone loved.

3> Find and correct the mistakes in the sentences.

Two sentences are correct.

- 1 There would be two cinemas in our town, but one closed down last year.
- 2 Did Fiona used do martial arts in the past? She fights really well.
- 3 You're always calling me when I am already in bed!
- 4 Ian doesn't go jogging this month. He's twisted his ankle.
- 5 My mum would not wear long hair when she was little.
- 6 At primary school, Lisa was always eating during lessons, which made all the teachers angry.

4> Translate the Polish parts of the text into English.

The sportsperson that I admire the most is my younger brother Tim, mainly because of how much he's changed since he took up sport. As a child, he ¹ _____ (*był*) a very weak boy, who hated PE classes. At home, he ² _____ (*zawsze narzekał*) when I wanted to play some sports with him, which made me really mad. Then one day, dad signed him up for karate classes. It came as a surprise to everyone that Tim got into it quite quickly. Usually, he ³ _____ (*uczęszcza na*) the karate classes twice a week, but now he ⁴ _____ (*trenuje*) three to four times every week as he's taking part in a school competition next month. Recently, he's reached 4 KYU and he's preparing for his brown belt. The only thing I still find annoying is that he ⁵ _____ (*ciagle się chwali – boast*) about his victories. But I guess many successful athletes are a little vain.

5> Write sentences about the following things.

- 1 something you used to do with pleasure, but which you no longer do

- 2 something you didn't use to do as a child, but now you quite enjoy it

- 3 something you do very often, which your parents do not approve of

- 4 something your friend is always doing, which you find rather irritating

Grammar challenge! » Student's Book, page 113, UNIT 2, ex. 1

6> Complete the sentences with the correct forms of the verbs in brackets and either *be used to*, *get used to* or *used to*.

- 1 Even after having lived in London for six months, I _____ still _____ (*drive*) on the left.
- 2 I'm not looking for a flatmate, as I _____ (*live*) alone.
- 3 John _____ (*jog*) three times a day, but now he only goes once a day.

- 4 I hope one day my daughter _____ (*eat*) fresh vegetables. At the moment, she refuses to eat her greens.
- 5 As a teenager, I used to sleep in a lot, but a few years ago I _____ (*get*) up early.
- 6 Sheila _____ (*study*) at night ever since we were at college, and I guess she still prepares for exams when everyone else is sleeping.
- 7 I know that winning the cup has made me famous, but I _____ never _____ (*be*) the centre of attention.

7> CUMULATIVE GRAMMAR Complete the second sentence so that it has a similar meaning to the first. Use the words given.

- 1 Ted left the stadium before I arrived. **ALREADY**
When I arrived, _____ left the stadium.
- 2 This room was once my older brother's bedroom. **SLEEP**
My older brother _____ in this room.
- 3 Ann's recently become quite selfish! **USE**
Ann _____ so selfish!
- 4 During dinner, the phone rang. **WE**
While _____, the phone rang.
- 5 I started cooking two hours before you came home. **FOR**
When you came home, I _____ two hours.
- 6 I often went fishing with my grandad. **WOULD**
My grandad _____ me fishing with him.
- 7 In the past, people had to live without electricity. **USE**
In the past, people _____ have electricity.
- 8 It's common for Helen to start crying for no reason. **OFTEN**
Helen _____ for no reason.
- 9 I don't usually eat such a big breakfast! **USED**
I'm _____ such a big breakfast!
- 10 He still finds it difficult to speak English all the time. **GOT**
He still hasn't _____ English all the time.

8> Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- 1 Look at the scores. Paul _____ (*can't / win / last / game*) because he's no longer in the lead.
- 2 Please be quiet as not everyone _____ (*wake up / yet*). They _____ (*must / fall / sleep*) very late last night.
- 3 Steve _____ (*can't / part / Olympics*) – he was never that good.
- 4 How long _____ (*you / play / together / team*)?
- 5 Thomas _____ (*must / feel / exhausted*) when he arrived last night. He _____ (*just / drive*) 400 kilometres.
- 6 The phone _____ (*may / ring / while / I / take*) a shower, but I couldn't hear a thing.
- 7 I _____ (*not / be / use / go / bed*) so late at night, so I _____ (*might / tired / morning*).
- 8 Margaret _____ (*can / extreme / compete*) at times, but few people know that side of her.

1> Read the text in exercise 2 and decide what these names and numbers refer to.

- 1 Tom Gregory – _____
- 2 The English Channel – _____
- 3 16 – _____
- 4 32 – _____

2> Match the headings (A–F) with the correct paragraphs (1–4). There are two extra headings.

- A IT'S NOT ABOUT THRILLS OR HI TECH GEAR
- B NEW BAN TO PREVENT ACCIDENTS
- C A RECIPE FOR DISASTER?
- D AN UNLIKELY SUCCESS STORY
- E THE HIGH PRICE OF SUCCESS
- F THE DIFFERENCE BETWEEN SINKING AND SWIMMING



SWIMMING THE ENGLISH CHANNEL

1 _____

The English Channel, known as *La Manche* in French, is the stretch of dark, cold and rough water that separates Great Britain from France. Although it's not very deep, the Channel has strong currents since it joins the North Sea with the Atlantic. At its narrowest point it's 32 km wide, but the currents mean that swimming in a straight line is virtually impossible, so any swimmers who wish to cross the Channel are forced to cover a greater distance. In fact, the swim is so dangerous that France has banned swimmers from departing from its shore. Yet, many people are tempted by the challenge.

2 _____

Open water swimming is a unique kind of extreme sport, and in the case of Channel swimming, it really is extreme. Unlike many other extreme sports, whose appeal lies in the high speed or huge height at which they are performed and the accompanying adrenaline rush, open water swimming appears child's play. What's more, most extreme sports involve using modern equipment such as wingsuits or parachutes. However, to swim the Channel you can only rely on your own physical strength in order to do the impossible. The success stories show that the preparations require both determination and years of hard work, and even that does not guarantee success.

3 _____

The youngest person to brave these rough waters was Thomas Gregory. When he was picked as a candidate for the swim by his coach, Gregory didn't look like a likely record-breaker. He was a chubby 7-year-old who had joined his local swimming club simply because his friends had as well. It took 4 years of systematic training, both in the swimming pool and in lakes, before the boy was ready for his 12-hour swim. His success was remarkable, but the British Channel Swimming Association did not approve of the idea of such young people risking their lives, and later raised the age limit for Channel swimmers to 16.

4 _____

So, what is the secret ingredient in the recipe for success of those who have managed this feat? The answer, surprisingly enough, seems to be self-awareness. The statistics of record-breakers suggest that almost anyone with enough persistence can build up the necessary physical endurance to face this challenge. The list of those who have made it includes men and women of all nations and ages. What they have in common is that they'd prepared methodically and avoided the temptation to push themselves too far. Sadly, most of the swimmers who died while attempting to swim the Channel had refused to stop even when it was clear they ought not to go on.

3> Read the text again and complete the summary below.

Przeplłynąć kanał La Manche

- Kanał La Manche oddziela Wielką Brytanię od Francji. Ma 32 kilometry w ¹_____, jednak pływacy muszą liczyć się z ²_____, które uniemożliwiają przepłynięcie kanału w linii prostej.
- Przepłynięcie kanału wpraw jest uważane za sport ekstremalny. Nie potrzeba do tego specjalnego sprzętu, ponieważ pływacy ³_____ na swojej sile. Aby osiągnąć sukces, potrzeba nie tylko determinacji, ale również lat ciężkiej pracy (choć nawet to nie gwarantuje sukcesu).
- Najmłodszym pływakiem, który przepłynął kanał La Manche, był Thomas Gregory (miał wtedy zaledwie

- ⁴_____). Początkowo nie wydawał się idealnym kandydatem do tego zadania, jednak po latach intensywnych treningów udało mu się przepłynąć kanał.
- Ze względu na to, że przepłynięcie kanału niesie ze sobą ryzyko śmierci, jakiś czas temu ⁵_____ zostało zmienione – aby podejść do próby samodzielnego przepłynięcia kanału, trzeba mieć minimum 16 lat.
- Przepis na sukces? Ani płeć, ani wiek nie mają większego znaczenia. Liczą się jedynie ⁶_____. Nie wolno jednak przesadzić – osoby, które w odpowiednim momencie nie potrafiły zrezygnować z osiągnięcia celu i zaakceptować swoich słabości, poniosły śmierć.

SPEAKING

agreeing and disagreeing •
developing points in the task

- 1) Correct one mistake in each sentence by adding, crossing out or replacing a word.
 - 1 How would you prefer to let the students to know?
 - 2 Oh no, I can't be along with that.
 - 3 OK, we're with agreement about that.
 - 4 So, we're here to discuss ideas at the Sports Day.
 - 5 That's the excellent idea!
 - 6 We need to decide how promote our competition.



- 2) Complete the mini-dialogues. Then read the speaking task in exercise 3 and decide which points (1–4) each mini-dialogue refers to.

- 1 A I think one of the teachers should be the referee.
B I am not sure I _____ because he might not be objective. ☐
- 2 A Then who do you suggest?
B What would you _____ of asking the hotel owner to be the referee? ☐
- 3 A What if the teachers don't want to participate?
B I am sure that the teachers _____ love to show that they are unbeatable. ☐
- 4 A Do you think we need some prizes for the winners?
B I do. What _____ buying some local souvenirs for the winning team? ☐
- 5 A We need to decide where to organise the match.
B I would _____ that the pitch behind the hotel is an ideal place. ☐

- 3) Read the instructions and do the speaking task.

TEST IT! Jesteś na obozie młodzieżowym za granicą. Razem z kolegami/koleżankami chcecie zorganizować towarzyski mecz piłki nożnej między uczestnikami obozu a opiekunami. W rozmowie z jednym z opiekunów omów poniższe kwestie.

- 1 zachęcenie opiekunów do udziału w meczu
- 2 sędziowanie
- 3 czas i miejsce meczu
- 4 nagrody dla zwycięzców

Rozmowę rozpoczyna zdający.

WRITING

an article

2

- 1) Read the writing task and the article below. Then complete the text with the words below. There is one extra word.

Lokalna gazeta ogłosiła konkurs na artykuł zatytułowany *Learning from the mistakes of others*. Napisz swój **artykuł** (200–250 słów) na ten konkurs. Przedstaw w nim sylwetkę sportowca, który okazał się nieuczciwy, oraz napisz, jakie wnioski mógłby wyciągnąć młody człowiek, dla którego ten sportowiec był idolem.

apart from this craved eventually harm all in all
by the time pose demanding it wasn't long before initially

Famous athletes often become our idols and we can learn a lot from them, even when they make mistakes. Lance Armstrong is a good example.



Armstrong was into running and swimming, and as a teenager combined these passions by taking up triathlon – a very ¹ _____ discipline. However, his love for cycling ² _____ won, and at 18, he became a professional cyclist. Getting to the top took a few years, but ³ _____ he was 21, he was winning many of the world's most important championships. Diagnosed with cancer at 25, he never gave up. After successful therapy, he returned to professional sports to reach the top again. However, it turned out he ⁴ _____ victory so much, he was taking performance-enhancing drugs. ⁵ _____ he was stripped of all his Tour de France medals and banned from cycling for life. Armstrong ⁶ _____ denied all the accusations, but later admitted to everything. ⁷ _____, foul play does more ⁸ _____ than good, as athletes who are found to be involved in doping lose their trophies. Trying to win by cheating is not worth it because when your medals are taken away, someone else will be the winner anyway. ⁹ _____, you risk losing more than your medals – you're endangering your entire career.

- 2) Read the writing task in exercise 3. Divide the phrases below into problems and ways of dealing with problems.

Problems: _____

Ways of dealing with problems: _____

- | | |
|--|--------------------------------|
| a equipment failure | g do not give up easily |
| b injuries | h analyse your opponents' game |
| c lack of strategy in team games | i always check your equipment |
| d lack of persistence | j know your limits |
| e train under professional supervision | k overtraining |
| f learn to work as a team | |

- 3) Read the instructions and do the writing task.

TEST IT! Młodzieżowa gazeta sportowa ogłosiła konkurs na artykuł pt.: *Failure can lead to success*. Napisz **artykuł** (200–250 słów), w którym opiszysz czyjaś sportową porażkę oraz wyjaśnisz, jak na dłuższą metę pomogła ona tej osobie osiągnąć sportowy sukces.

1) Read the text and choose the correct answer: a, b, c or d.

Hi TJ,

How are things? A lot has been happening over here. Remember going to the lakes in the summer when we were younger? We ¹_____ our kayaks and go exploring together, and you ²_____ my oars! Well, all that rowing comes very handy now, because I have joined a rowing club. Our new PE teacher talked us into it. We were sceptical at first, but then a few classmates decided to join, and so it ³_____. Actually, half of my class are now in the school team. We've been on a winning ⁴_____ for months now, and we've qualified for the national finals. Unfortunately, our best rower was suspended from ⁵_____ races after it turned out he had been taking some performance-enhancing substances. ⁶_____ this, another good rower broke his arm last week, so I'm not confident about our next race.

Anyway, congratulations ⁷_____ your test results! Let me know which university you get into!

All the best,

Kate



- | | | | |
|-------------------------|----------------------|---------|------------|
| 1 a were used to taking | c had been taking | | |
| b have taken | d would take | | |
| 2 a did always hide | c could always hide | | |
| b were always hiding | d have always hidden | | |
| 3 a took on | c caught on | | |
| b turned up | d broke through | | |
| 4 a streak | b line | c time | d period |
| 5 a more | b further | c later | d another |
| 6 a Despite | b Besides | c Aside | d Moreover |
| 7 a for | b to | c on | d with |

2) Translate the Polish parts of the sentences into English.

1 By the time the Ironman triathlon finished, 25 participants _____ (*już odpadli*).

2 Sandy _____ (*nie przyzwyczała się do*) wearing glasses yet.

3 It's the first time _____ (*osiągnąłem*) such success.

4 Sue and Steve were all wet, because _____ (*biegali*) in the rain.

5 The two presidential candidates _____ (*idą łeb w łeb*), so it's difficult to say who'll win.

6 The fans _____ (*są niezadowoleni z*) our team's performance this season.

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

- 1 She's an experienced and _____ (*respect*) teacher. I'm glad she's going to teach us physics.
- 2 Seven teams will participate in this _____ (*compete*).
- 3 My _____ (*adventure*) parents are planning to climb Mt Blanc during the long weekend.
- 4 It was only thanks to our two great _____ (*defend*) that we didn't lose the game.
- 5 If you have problems, try talking to Ms Hudson – she's the most _____ (*approach*) of all the teachers here.
- 6 Everyone was waiting _____ (*impatient*) for the results of the test.
- 7 Our team has been _____ (*defeat*) for four seasons now, so I'm sure we'll win our next game.

4 Complete each pair of sentences with one word.

- 1 If the game ends in a _____, we will not qualify for the quarter finals.
We need a bigger venue. I'm sure his concert will _____ a crowd.
- 2 Radwańska was no _____ for Cornet, who easily beat her in Roland Garros Tournament in 2017.
These trousers and that shirt don't _____ – I need to change.
- 3 Małysz _____ to be a ski jumper before he got into car races.
I am not _____ to running so much, could we please take a break?
- 4 Volleyball is a game where two teams are separated by a _____.
She spent hours surfing the _____, but she finally found the recipe she was looking for.
- 5 Sam's knee was giving him problems, so he fell _____ the other runners.
The swimming pool is _____ the school – just go through the back door and you'll see it.
- 6 I need to buy some new ski _____ before we go skiing this year.
His life goal is to visit the Arctic and Antarctica and walk to both the _____.



- 1) **TEST IT!** Przeczytaj dwa teksty związane z kontuzjami w sporcie. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

Tekst 1.

Late in the evening, on June 11, 2010, some shocking news was announced on the sports bulletins – one of the best Polish handball players, Karol Bielecki, had been badly injured. His eye had been damaged during a match with Croatia. Bielecki was immediately taken to a local hospital, where it was established that he had to be taken to Lublin in order to undergo surgery. To make matters worse, it was getting dark, so a helicopter was out of the question; the only option was a conventional ambulance. It was hours until the specialists in Lublin could finally examine him.

Like many other handball fans, I spent the next few days anxiously waiting for more information. Was he going to lose his eye? Was this going to be the end of his brilliant career? Bielecki's road to stardom had been impressive. Fascinated with handball since he was little, he applied to a high school specialising in the sport in order to come under the wing of a well-known coach who trained the Polish junior team. The school, however, believed him to be unsuitable for handball and asked him to leave. Karol promised himself that he would prove them wrong and within months he had become the youngest player in a regular second league club, Wisła Sandomierz, and then he was accepted by Iskra Kielce. By the time he was twenty, he'd participated in a number of national and European championships with these clubs and had been selected for the Polish national team.

And now all that was hanging in the balance. The whole Polish handball community held its breath. Bielecki was transferred from Lublin to a clinic in Germany. Finally, a week after the horrible accident the worst scenario turned out to be true. Bielecki announced that he had lost one of his eyes and he would quit sports. Luckily, however, he did not allow his disability to ruin his career and reconsidered his decision within days. Despite warnings from his doctors, he decided to return to the court. Wearing special protective goggles, Bielecki took part in a friendly competition. The fans were amazed and ecstatic. The goggles worked and over a month later, he returned to play in the Bundesliga. When his German club came to Poland for a match, hundreds of fans greeted him back on his home court in Kielce with banners saying 'Hats off to the pride of handball'*.

*Cały kraj, cała hala chyli czoła przed dumą handballa

- 1 Which is true about Bielecki's accident?
 - A It was a result of foul play.
 - B Bielecki underwent surgery immediately after the accident.
 - C It was impossible to take Bielecki to Lublin by air.
 - D It took a few days before the news reached the media.
- 2 During his early sporting career, Bielecki
 - A played for a club that won many championships.
 - B trained in a junior team with a famous coach.
 - C was told he wasn't fit enough to be a handball player.
 - D made some bad decisions when choosing clubs.
- 3 Soon after it was announced that Bielecki had lost his eye,
 - A doctors forbade him from participating in sports.
 - B the handball fans helped him get into a German clinic.
 - C his fans displayed banners around his home to cheer him up.
 - D he thrilled his fans by changing his mind about his career.

Tekst 2.

No one would deny that sport is part of a healthy lifestyle. Naturally, there's no avoiding muscle aches and bruises while practising a sport. Yet, it seems that the number of sport-related injuries among children has risen to alarming proportions. Two independent reports, released by the US Center for Disease Control (CDC) and Safe Kids Worldwide, confirm that millions of children every year need medical treatment as a result of sport injuries. These injuries range from twisted ankles and broken toes to brain damage. What both institutions stress, however, is that many of them could easily have been predicted, and CDC believes that more than half of them could have been prevented.

Of course, accidents will always happen, but a lot could be done to improve the situation. Statistics show, for instance, that despite the fact that only about half of the injuries take place during actual games, many parents fail to ensure that their kids obey health and safety guidelines during practice sessions. This is possibly the first thing that could be looked into – practice sessions contain the same risks as the game itself.

Besides accidents, there's another problem – overuse. This basically means training too much or too hard. Researchers have found that the number of hours a child trains each week should be equal to their age. If children exceed this limit, then the probability of injury increases to 70% and children are likely to develop problems common for their chosen discipline. According to the statistics, almost half the number of sport injuries among 11 to 18-year-olds are a consequence of overuse. That's why it's important that everyone – young athletes, their parents and their coaches alike – is made aware of the problem. They need to learn to recognise the early symptoms of overuse and, more importantly, learn how to prevent it. This means, among other things, remembering to warm up and cool down, correcting your technique and allowing your body a proper rest between training sessions.

- 4 Which of the following is presented in the text as an opinion, and not a fact?
 - A Overuse is the cause of over 50% of sport injuries among young people.
 - B Over 50% of sport injuries need not have happened.
 - C The amount of time children should spend on training depends on their age.
 - D Many parents allow their kids to ignore advice on health and safety during practice sessions.
- 5 The author of this text
 - A criticises parents and coaches who ignore safety guidelines while children are doing sports.
 - B explains who is responsible for so many sport injuries among young people.
 - C expresses doubts on whether children should be encouraged to do sports.
 - D highlights safety problems and suggests ways of avoiding them.

2) Read the instructions and do the writing task.

TEST IT! W gazecie młodzieżowej przeczytałeś/przeczytałaś artykuł, którego autor twierdzi, że uczniowie nie lubią lekcji WF w szkole i należałoby je zlikwidować, dając uczniom czas na uprawianie sportów we własnym zakresie. Napisz **list do redakcji**, w którym nie zgodzisz się z autorem artykułu, wyjaśniając, dlaczego ważne jest, aby w szkole odbywały się zajęcia WF, oraz na przykładzie swojej szkoły opisziesz, jakie zmiany sprawiłyby, że uczniowie bardziej polubiliby te zajęcia.

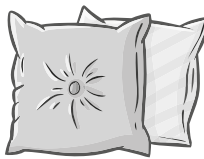
Wypowiedź powinna zawierać od 200 do 250 słów.

3

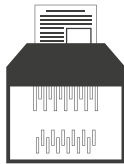
How we shop

VOCABULARY department store • types of shopping • shopping preferences

- 1) Label the pictures in order to find the mystery word. Then choose the correct definition: a, b or c.



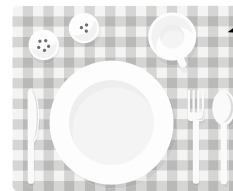
2 9



1 1



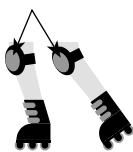
5 2 6



4 7 10



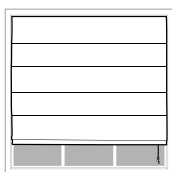
6 5 13



7 8 3



8 4 12



9 11



10 15

Mystery word:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

- a a building with a lot of shops, restaurants and a cinema
b a large shop in which different sections sell a variety of goods
c a place where people sell fresh fruit and vegetables from stalls

- 2) Match the words in A and B to form phrases. Then match the phrases with their definitions (1–6).

- A browse, support, wide, shop, comparison, special
B local, the shops, (a) selection, (a) find, small businesses, shop

- 1 look at different goods in order to find the cheapest or best quality product: _____
2 look at things in shops, although you may be unsure about buying something: _____
3 help privately owned companies which are not very large: _____
4 purchase products which were produced in the area you live in: _____
5 a lot of things to choose from: _____
6 a product bought at a very good price: _____

- 3) Complete the text with the correct prepositions.



I've never been able to understand why people enjoy shopping. ¹ _____-person shopping is particularly annoying. The crowds of shoppers you see at weekends are unbearable. It gets even worse during the sales, when all the shops mark their prices ² _____ so that they are ridiculously low. Sometimes it can take days before you hunt ³ _____ the item you want, only to find out that you need to wait two weeks for the shop to stock up ⁴ _____ it. It's a real nightmare! As a result, when I wanted to buy a tablet recently, I didn't even bother to leave my house – I just ordered it online, tried it ⁵ _____ at home and sent it back because I didn't really like it.

Vocabulary challenge! » Student's Book, page 113, UNIT 3, ex. 1

- 4) Choose the correct option to complete each sentence.

- 1 All items *in* / *on* stock are now *at* / *on* sale. They are available *at* / *on* a 10% discount.
2 I managed to pick up a few *rip-offs* / *bargains* during the clearance sale last weekend.
3 I'm afraid this shirt doesn't *suit* / *fit* you. You either need it in a bigger size or need to look for a different top that would *match* / *suit* these trousers.
4 The school got such a good *deal* / *steal* from the computer shop that we managed to buy two PCs more than we'd planned.
5 You will receive a full *return* / *refund* if you're not satisfied with our service.

- 5) Write a few sentences about your own shopping preferences. Use some words from exercises 3 and 4.

1> Read the text and answer the questions.

The ultimate goal for most businesses is to make you, the customer, buy their goods. While there are many different advertising methods used to persuade you to buy a product, it is the design of the shop interior that influences as many as 93% of all purchases. Colour, in particular, seems to play an important role. In fact, 85% of shoppers admit that colour affects their behaviour when they are in a shopping centre, a fact that advertisers often take advantage of. For example, as yellow is a colour associated with positive emotions, it is often seen in shop windows to grab the attention of passers-by. Red, which makes us feel energetic, is used in clearance sales, while blue, which gives a feeling of security, is often found in banks.



- 1 Why do marketing experts use colours in their advertising?

- 2 How many customers pay attention to the colours while shopping?

- 3 Which colour(s) makes you trust the business?

- 4 What is the author's main purpose in writing the text?

2> MP3 04 Listen to an expert talking about changes in advertising and answer the following questions.

- 1 Why does a lot of advertising target young people?
- 2 Why did the speaker find shopping increasingly unpleasant?
- 3 How many adverts do people usually notice on a daily basis?
- 4 What is the term that refers to the time that people actually pay attention to something?
- 5 Why are mobile devices a powerful advertising tool?
- 6 What do advertisers hope to achieve by sending you personal messages?
- 7 What do you think is the aim of the recording?

3> Match the phrases below with their Polish equivalents.

- | | |
|-----------------------------------|---------------------------|
| 1 be exposed to | a zauważać |
| 2 target someone | b zakłócać czyjś spokój |
| 3 make a living out of something | c być wystawionym na |
| 4 affect the quality | d mieć wpływ na jakość |
| 5 damage somebody's peace of mind | e utrzymywać się z czegoś |
| 6 take notice of | f być kierowanym do kogoś |

4> Complete the sentences below with the correct forms of the phrases from exercise 3.

- 1 I find it difficult to _____ my small business. I manage to earn just enough to pay my bills.
- 2 The company has recently put up billboards at airports which _____ travellers, who usually buy their products.
- 3 Can you guess how many advertising messages we are _____ every day?
- 4 I'm not answering my phone at the weekend, so nobody will _____ my _____.
- 5 It's hard not to _____ all the mobile alerts we receive, especially when we get them as many as ten times a day.
- 6 It's not just how much you earn that matters – there are other factors that _____ of life, such as health, social life or education.

Revision ■ Student's Book, page 31

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

redeem share be personalise receive score
give up

- 1 If you don't want _____ tracked online, turn off the location settings on your phone.
- 2 Most people I know find _____ alerts on their mobile phone pretty annoying.
- 3 So far, I _____ three of the online coupons I got last year.
- 4 Whenever we shop together, Rita always _____ some great deals, but I go home empty-handed.
- 5 Do you think _____ personal information with your friends on social media is safe?
- 6 Businesses no longer have any doubts about whether customers will _____ their privacy; instead, they're wondering how many personal details they are willing to share.
- 7 _____ the shopping experience, an example being loyalty cards, is just one of the methods used by shops to attract more customers.

6> Write a few sentences to present your opinion about one of the topics below.

- 1 receiving mobile alerts from clothes shops
- 2 sharing your personal information while shopping
- 3 giving up your privacy online to buy products at lower prices

Future forms

Harmonogramy / Rozkłady

Aby opisać wydarzenia, które będą miały miejsce, gdyż tak wynika z ustalonego harmonogramu / ustalonych rozkładów, stosujemy czas **present simple**.

*The evening marketing course **starts** at 8 p.m.*

Plany i zamierzenia

Konstrukcji **be going to** używamy, aby opisać czynności, które zamierzamy wykonać.

*I'm **going to buy** some stationery for the new school year tomorrow.*

Aby opisać ustalone przez nas plany na niedaleką przyszłość, stosujemy czas **present continuous**.

*We're **meeting** at 4 p.m. at the shopping mall.*

Gdy w chwili mówienia spontanicznie podejmujemy jakąś decyzję, stosujemy **will**.

*OK, I'll **go** and get some flour.*

Przewidywania i obietnice

Will stosujemy, gdy przewidujemy, co zdarzy się w przyszłości na podstawie przeszłych zdarzeń, wiedzy lub domysłów.

*Marketing via mobile devices **will become** even more popular.*

Gdy na podstawie teraźniejszych przesłanek przewidujemy przyszłe wydarzenia, stosujemy **be going to**.

*Look! He's **going to fall** off the bike.*

Will stosujemy również, gdy coś komuś obiecujemy.

*I **won't tell** anyone your secret. I promise!*

Grammar challenge! » Student's Book, page 113, UNIT 3

Istnieje kilka sposobów mówienia o wydarzeniach, które miały miejsce w przeszłości, jednak w momencie mówienia o nich stanowiły dla nas przyszłość.

Gdy mówimy o wydarzeniach, które w rzeczywistości miały później miejsce, używamy konstrukcji:

was/were to + infinitive

*A lot of people from my music school **were to become** professional musicians.*

Gdy mówimy o wydarzeniu, które miało się wydarzyć, ale w rzeczywistości się nie wydarzyło, używamy konstrukcji:

was/were to have + past participle

*I **was to have taken part** in the concert, but I got flu the day before.*

1) Choose the correct follow-up sentence (a-b) for each of the sentences (1-2) in the sentence pairs A-C.

A 1 I'm going to start a new German course this autumn. ☐

2 I'm starting a new German course this autumn. ☐

a I've already signed up and paid for it.

b I still need to find out some information about it.

B 1 We'll borrow a bit of cash from Suzie to buy some bread. ☐

2 We are going to borrow a bit of cash from Suzie to buy some bread. ☐

a I'll ask her if she has some money to spare.

b She's already agreed to give us some money.

C 1 We are going to be late. ☐

2 I think we will probably be late. ☐

a We've just missed the bus and will have to wait another 15 minutes for the next one.

b You know that you are usually late.

2) Choose the correct forms to complete each sentence.

1 **Are you really going to / Do you really** buy a new pair of trainers? You have plenty of shoes already!

2 Look at that car! Oh no, it **will crash / is going to crash** into the tree.

3 I've got some good news. Kevin and Miranda **are going to go / are going to** the concert with us. They've just bought the tickets.

4 I believe that in five years' time customers **will switch / are switching** to online shopping.

5 Promise me you **will call / are going to call** me as soon as you get to the hotel.

3) Find and correct the mistakes in the sentences.

One sentence is correct.

1 We meet Jake tomorrow at 5.00, so feel free to join us.

2 Could you wait a few minutes? I'll be with you shortly.

3 Within the next few years, most people are going to buy their groceries online.

4 All the shops in the centre are closing at 8.00.

5 As for our summer holidays, we will fly to New York to visit Ben – we've already bought the tickets.

4) Complete the text with the correct forms of the verbs in brackets.

What are your plans for this year?

Well, my life ¹ _____ (**probably / change**) a lot this year. I ² _____ (**take**) my final exams in May, and if everything goes OK, after the holiday, I ³ _____ (**move**) to Warsaw because I ⁴ _____ (**study**) there. My aunt has promised she ⁵ _____ (**put**) me up for the first few weeks in Warsaw, but I ⁶ _____ (**look**) for a flat to rent. I can't wait!

5) Complete the dialogue with appropriate question structures. Use the words in brackets. Sometimes more than one answer is possible.

Brenda Sue, you'll never guess what I've just got!

Sue Well, what is it?

Brenda Mark is getting married! I've just received an invitation.

Sue That's news to me! Who ¹ _____ (**he / get married to**)?

Brenda A Miss Lynda Franklin. I've never heard of her.

Sue So, ² _____ (**you / go**)?

Brenda Of course I am! I'd never miss such a thing!

Sue When ³ _____ (**it / take / place**)?

Brenda The invitation says 29 March at 4.30 p.m. I'm really curious about what she looks like!

Sue And where is it?

Brenda St Mary's Church. It's that big one in the town centre.

Sue What ⁴ _____ (**you / buy / present**)? Have you thought about that yet?

Brenda That's why I'm calling. I'm going to go shopping tomorrow. ⁵ _____ (you / join) me, please?

Sue With pleasure.

6> Complete the dialogue using the Polish prompts in brackets and the phrases below.

**join buy some new furniture stay at my parents' house
paint the room pink meet help somebody clean the flat
go to a DIY store open look much better**

Paul Hi Sue. It looks like you're about to redecorate your room.

Sue Yes, actually ¹ _____ (Poinformuj współlokatora o zamiarze pomalowania ścian na różowo.). I think the room ² _____ (Opisz estetyczne korzyści wynikające z tej zmiany.) afterwards. The walls are just too dark as they are at the moment.

Paul Oh, I see. Are you planning to change anything else?

Sue Well, ³ _____ (Poinformuj o zamiarze kupna nowych mebli.) too. I've got a friend who is an interior designer. He can help me choose it. ⁴ _____ (Poinformuj o zaplanowanym na jutro spotkaniu z tą osobą.).

Paul Sounds good! I guess you have quite a long shopping list.

Sue You can say that again! Actually, ⁵ _____ (Poinformuj, że planujesz odwiedzić market budowlany w najbliższy weekend.).

Paul Oh really? I think ⁶ _____ (Powiedz, że dołączysz do współlokatorki.). I need a new armchair. ⁷ _____ (Zapytaj, o której będzie otwarty sklep.)?

Sue I think they are open from 9.00 on Saturdays. There's one more thing – I think it may be quite messy here during the renovation work. I'm really sorry, but ⁸ _____ (Poinformuj, że zatrzymasz się na kilka dni u swoich rodziców.). My brother has promised that he ⁹ _____ (Poinformuj o obiecanej pomocy brata przy sprzątaniu po remoncie.).

Paul Don't worry. I think I'll be OK on my own for a few days.

Grammar challenge! >> Student's Book, page 113, UNIT 3, ex. 1 and 2

7> Complete the sentences with the correct form of the verbs in brackets.

- 1 My brother _____ (find out) years later that the bike he bought from his best friend was stolen.
- 2 The school team _____ (play) rugby on Friday, but the downpour made the field too muddy.
- 3 Lady Gaga _____ (give) a concert last week, but it was canceled due to pandemic.
- 4 Our last lecture was canceled because professor Jones _____ (speak) at the conference. We all went to the library to watch his speech online.

8> Write a few sentences to answer the question from exercise 4 on page 26.

Future continuous, future perfect and future perfect continuous

Czasu **future continuous** używamy, aby opisać czynność, która będzie trwać w określonym momencie w przyszłości.
This time tomorrow, I'll be shopping for groceries with my mum.

Czasu **future perfect** używamy, aby opisać czynność, która będzie zakończona przed określonym momentem w przyszłości.
By the end of this year, I will have bought a new car.

Czasu **future perfect continuous** używamy, aby powiedzieć, jak długo dana czynność będzie trwała do określonego momentu w przyszłości.

By the end of this month, I'll have been using this laptop for 5 years. It might be time to buy a new one.

1> Read the text. Which of the following sentences about Brenda (1–8) are true?

Brenda loves shopping and she often spends the whole weekend at the local shopping centre. On Saturdays, she goes there at 10 a.m. and starts browsing in the clothes shops, which usually takes her about three hours. She never misses an opportunity to pick up a bargain and always leaves the shops with the latest trendy items of clothing. At 1 o'clock she has a coffee, which usually takes around 30 minutes, and then she starts shopping for groceries. She buys some food for dinner and anything else she needs for the home. After that, usually about an hour later, Brenda begins hunting down bargains in the interior design stores. She loves buying home accessories. Most Saturdays, she spends a lot of money and doesn't get home until 5 o'clock. The journey takes her an hour. Needless to say, she gets home exhausted.

Next Saturday

- 1 at 10 o'clock, Brenda will have been shopping for an hour. ☐
- 2 at 11 a.m., she will be shopping for clothes. ☐
- 3 by 1 o'clock, Brenda will have bought a new item of clothing. ☐
- 4 by 2 o'clock, she will have had her coffee. ☐
- 5 at 2.15 p.m., Brenda will have bought all the food she needs. ☐
- 6 at 3.00 p.m., she will be browsing through the interior design shops. ☐
- 7 at 4.30 p.m., Brenda will be spending her money on home accessories. ☐
- 8 by 5.30 p.m., she will have been travelling home for an hour. ☐

2) Choose the correct form to complete each sentence.

- 1 Can you believe it? Next month, I **will be living** / **will have been living** in Canada for three years!
- 2 Hopefully, this time tomorrow, I **will have browsed** / **will be browsing** through the shops in the town looking for the perfect wedding gift for Susan.
- 3 Sam cannot join us tonight – he **will have been** / **will be helping** his dad in the shop.
- 4 By the time Danny arrives, he will be exhausted – he **will have driven** / **will have been driving** all day.
- 5 It won't be too long – they **will have repaired** / **will be repairing** your car by lunchtime.
- 6 Why don't you come around 6 o'clock? I **'ll have cooked** / **'ll be cooking** dinner by then.
- 7 Do you think everyone **will leave** / **will have left** by the time we get there?
- 8 Gina has been busy with the invitations all day. By 6 o'clock, she **will have written** / **will have been writing** for eight hours, and she **will have been writing** / **will have written** at least 150.

3) Complete the sentences with the correct forms of the verbs in brackets.

- 1 I hope that, by the end of the day, we _____ (**pick**) up a few bargains.
- 2 Alison X is having a tour around the world. When the summer ends, she _____ (**visit**) fifteen countries. This time tomorrow, she _____ (**travel**) to Kenya.
- 3 What _____ (**you / do**) in two hours? Can I come?
- 4 The flight is extremely long. When we get to Hong Kong, we _____ (**sit**) in the same seat for 12 hours. Can you imagine it?
- 5 This James Bond film marathon is pretty challenging. When it finishes, we _____ (**watch**) films for about 12 hours, and they _____ (**show**) six films.
- 6 I'm afraid I won't be able to take your call this afternoon as I _____ (**have**) a meeting with the boss. I'm sure the meeting _____ (**end**) by 4.00, so call me then.

4) Translate the Polish parts of the sentences into English. Use the future simple, future continuous, future perfect or future perfect continuous.

- 1 When you come back home tonight, _____ (*wszyscy będą spać*), so please try not to make much noise.
- 2 By the time the parents come back from the theatre, the _____ (*dzieci usną*), so only in the morning mum will tell them what's happened.
- 3 It seems like I've been living in this flat for ages. In fact, _____ (*w przyszłym roku będę tutaj mieszkał od*) twelve years!
- 4 When you have paid for the clothes you've chosen, meet me in the fitting room. _____ (*Będę przymierzać*) this dress.
- 5 Can you imagine it? _____ (*Jutro o tej porze będziemy leżeć*) on a sunny beach!
- 6 I fear we're spending too much. _____ (*Przed końcem wakacji wydamy*) everything we've got.
- 7 I've calculated that by the end of the school year _____ (*będziemy mieli ponad*) 1000 lessons. Isn't that amazing?!

5) Find and correct six mistakes in the text.

When I try to imagine my professional life in 2035, I see myself as a personal shopper. I'm pretty sure I'll be advising people on what clothes suit them, and I'll be work for business people and celebrities. I hope I will be graduating from the art department at my local college by then and I will start my own personal shopping business. If all goes well, I will be achieving that by the age of 30. It means that in 2035, I'll be running a successful business for five years, and then I will enjoy more free time.

6) Write 2–3 sentences to describe different ways in which the world will have changed in 100 years' time.

e.g. *People will have built a colony on Mars.*

7) CUMULATIVE GRAMMAR Complete the second sentence so that it has a similar meaning to the first one. Use the words given in capitals.

- 1 I'm sure that Lucy bought this top in a second-hand shop. **HAVE**
Lucy must _____ this top in a second-hand shop.
- 2 It's our tenth wedding anniversary next week. **MARRIED**
Next week, we _____ exactly ten years.
- 3 The company started sending these advertising messages to us a month ago. **BEEN**
We _____ from the company for a month now.
- 4 By the time they're back, we won't be here anymore. **GONE**
By the time they're back, we _____ out.
- 5 At this time tomorrow, I'll be on a plane to Miami. **FLYING**
At this time tomorrow, _____ to Miami.
- 6 In the past, it was my habit to buy my groceries at an open-air market, but that's changed. **TO**
I _____ my groceries at an open-air market.
- 7 It was my grandma's first online shopping experience, so she didn't know what to do. **HAD**
My grandma didn't know how to shop online because _____ it before.
- 8 Martha planned to sing some carols in the school Christmas performance, but she had to cancel it due to her illness. **WAS**
Martha _____ some carols in the school Christmas performance, but she had to cancel it due to her illness.
- 9 The head teacher announced the news during a biology lesson. **WHILE**
The head teacher announced the news _____.

1> Read the texts in exercise 2 and match each text with an appropriate title.

- | | | |
|--|--|---|
| 1 Supermarket Sweep ☐ | 3 Million Dollar Shoppers ☐ | 5 The Price Is Right ☐ |
| 2 Shopping with the Stars ☐ | 4 Shopping Queen ☐ | |

2> Read the texts again and answer the questions.

In which show

- | | |
|--|--|
| 1 does attending the filming give you a chance to participate? ☐ | 5 must contestants know a product's value if they want to win? ☐ |
| 2 do contestants help decide who the winner is? ☐ | 6 does answering questions about products give contestants an additional advantage? ☐ |
| 3 can you watch people going to real shops? ☐ | 7 do contestants need to collect things that match? ☐ |
| 4 is the aim to try to spend more money than the other contestants? ☐ | |

A

This show, originally filmed for German TV, now has both Polish and French versions. In every episode, cameras follow four or five women who have been given €500 to spend within four hours at any boutique, beauty salon or hairdresser's in the neighbourhood. The aim is to see who can buy the most suitable outfit for that particular week's theme, for example, Date with a Famous Star, School Reunion or Beach Party. The contestants must put together items of clothing and accessories, and then complete the look with an appropriate hairdo and make-up. They present the end result in a mini fashion show, and are judged by other participants and a panel of fashion celebrities. The winner receives €1000 in prize money or the equivalent in designer goods, such as Gucci handbags.

B

This is one of the longest-running TV reality shows in the US and, even after more than 8000 episodes, fans are still camping out in front of the studio in an attempt to take part in it. The formula sounds very simple: contestants are chosen from the audience and asked to guess the price of a number of selected items. The individual whose guess is the closest to the actual retail price moves on to the next round. The items in the show range from groceries and washing powder to sports equipment. When there are only two contestants left, each is shown a combination of valuable prizes, for example, cars, home appliances and exclusive holidays. Whoever is most accurate in valuing their particular selection of goods walks away as the winner and gets to keep all of their items.

C

The show, filmed in a studio made to look like a typical supermarket, is all about making snap decisions and choosing the most expensive products. One part of the game involves teams of contestants taking part in a timed shopping race. In the first round, they've got only 60 seconds in which to do their shopping, but they can extend this time by solving riddles connected either with supermarket products or their prices. Then, they race through the aisles, filling up their trolleys with their chosen products. At the final bell, each team reports back to the checkout, where all of their items are rung up by the cashier. The team with the highest total goes on to the final round.



3> Complete the sentences so that they are true according to the texts in exercise 2.

SHOW A

- Not only are the contestants supposed to buy new outfits, they also _____.
- Fashion celebrities, as well as the other contestants, _____.

SHOW B

- Only people who attend the actual filming are able to _____.
- The contestants estimate _____.

SHOW C

- The most important skill in order to do well in the show is the ability _____.
- Buying products for a reasonable price _____.

4> Match the words in bold from the texts in exercise 2 on page 29 with the definitions below.

- 1 a bracelet, a bag or a scarf: _____
- 2 more bulky items of electronic equipment such as a washing machine or a TV set: _____
- 3 chemicals used for washing clothes: _____
- 4 a type of basket on wheels in which shoppers place their shopping: _____
- 5 the place in a supermarket where you pay for your purchases: _____

5> Complete the sentences with the words and phrases from exercise 4.

- 1 We've got everything that's on the shopping list, so let's go to the _____.
- 2 We need to get some _____ that's suitable for colours – I must wash all the summer clothes before we go on holiday.
- 3 I don't think we need a _____, if we're only getting milk and cereal.
- 4 I've got a gorgeous dress for the wedding, but I need to find some _____ to go with it.
- 5 These days _____, such as fridges or dishwashers, are made to last only a couple of years.

Revision ■ Student's Book, pages 34–35

6> Find the names of ten service providers in the word search (6 across and 4 down).

h	k	b	p	r	y	v	a	t	r	l	u	t	o	s	i	p
a	g	z	g	q	f	q	b	e	a	u	t	i	c	i	a	n
i	n	t	e	r	i	o	r	d	e	c	o	r	a	t	o	r
r	i	c	m	r	u	b	a	c	c	o	u	n	t	a	n	t
d	i	y	w	e	s	t	f	t	e	i	g	e	d	t	e	s
r	g	n	c	a	r	p	e	n	t	e	r	w	w	o	l	h
e	r	v	g	f	j	d	z	d	h	y	g	u	m	d	h	o
s	c	j	q	q	w	f	y	d	q	l	w	h	u	c	t	e
s	e	r	c	a	t	m	e	h	d	a	n	l	s	a	a	m
e	m	q	x	e	a	q	t	y	s	a	h	o	n	r	i	a
r	q	u	e	s	e	b	c	y	x	f	e	x	m	w	l	k
f	p	l	u	m	b	e	r	c	p	l	j	y	i	a	o	e
f	w	r	q	l	m	s	l	x	b	n	q	k	n	s	r	r
j	r	d	e	s	x	u	f	x	x	e	d	z	f	h	d	z
t	t	m	v	h	d	r	y	c	l	e	a	n	i	n	g	z

7> Match the sentence beginnings (1–9) with their endings (a–i).

- | | |
|---|--------------------------|
| 1 I think cable TV providers aren't doing enough to please | ☐ |
| 2 If you require | ☐ |
| 3 In the future, telecommunications companies will provide | ☐ |
| 4 Many shops offer | ☐ |
| 5 Orders can be | ☐ |
| 6 Our babysitting service guarantees | ☐ |
| 7 The new clothing company conducted a survey to find out how they could appeal | ☐ |
| 8 This car hire offers | ☐ |
| 9 We've received | ☐ |
- a a cleaning service, please contact the hotel reception.
b affordable mobile phone services in even the most remote parts of the globe.
c customer satisfaction, or we'll refund your money.
d placed via our website or by phone.
e special deals during the Christmas season.
f their customers. They seem to only focus on making a profit.
g to young customers.
h good value for money, and you can rent the latest models for a decent price.
i your order, and it is now being dealt with.



Vocabulary challenge! >> Student's Book, page 113, UNIT 3, ex. 2 and 3

8> Complete each pair of sentences with the same word in the appropriate form.

- 1 a _____ works of art is a very difficult and subjective thing.
b Although the _____ of the ring was outrageous, I liked it so much that I bought it anyway.
- 2 a More and more people are _____ their data in the cloud.
b Instead of driving all over the city, let's first check online which _____ have the camera we want.
- 3 a I believe that anyone who _____ their time shops online these days – it's so much quicker.
b I'm watching a show where people buy unclaimed storage lockers without knowing the _____ of the contents.
- 4 a Maybe we should get a celebrity to help us with _____ this product – that always works.
b Many farmers are realising there's a huge _____ for eco-products and have therefore started investing in them.
- 5 a Here are the contact details for the computer technician who will _____ your laptop within 24 hours or provide you with a replacement.
b You can find information about local bike hire _____ at the tourist information office.

SPEAKING

a stimulus-based discussion: answering the two questions

1) Complete the sentences with appropriate words.

- _____ we can see _____ the photo, the shopping centre is rather crowded.
- _____ me, _____ best choice would be the little boutique selling original jewellery.
- My _____ would _____ a hotel which offers good customer service.
- Another good reason _____ choosing this catering service is _____ they have great reviews.
- _____ reasons _____ my choice are the low prices and great location.
- _____ is also the fact _____ this shop has a home delivery service.
- To my _____, shopping local is always the best idea.

2) Read the question. Write sentences using the prompts.

Why do you think so many people hire interior decorators instead of choosing to design their home on their own?

- I / see / several reasons / some people decide / hire / interior decorator / .
- first place / , / many people / not know / what / they like / .
- another reason / decorating house / usually expensive / not everyone / do it well / .
- further disadvantage / decorate the house / yourself / need / spend hours in various furniture and DIY shops / .
- additional advantage / hire decorator / they know / what / be trendy / where / buy things / .

3) Do the speaking task and answer the two questions below.

TEST IT! Planujesz wynająć samochód podczas wakacji za granicą. Masz do wyboru dwie oferty.

- Wybierz tę ofertę, która, Twoim zdaniem, jest bardziej atrakcyjna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedną z możliwości.

1

**Our car
at your door
within
2 hours of payment,
insurance included**



2

Rent a car

**RELIABLE CARS
AT AFFORDABLE PRICES**



**THOUSANDS OF SATISFIED
CUSTOMERS**

- Some people say that hiring a limo to go to your wedding is a waste of money. Do you agree? Why?/Why not?
- Is the Internet a good source of information about the quality of services provided by various companies? Why?/Why not?

WRITING

an opinion essay

3

1) Complete the sentences using the words given in capitals. Add any missing words. Do not change the form of the words in capitals.

- I _____ that small shops won't disappear completely. **FIRMLY**
- _____ that people will always want to have a small shop just around the corner. **BELIEF**
- It _____ that farmers' markets are creating serious competition for supermarkets. **CONVICTION**
- As _____, the quality of fruit and vegetables in supermarkets is poorer than in open air markets. **SEE**
- As _____, supermarkets usually stock the most popular brands. **FAR / TELL**
- In _____ the variety of goods available, small shops, unlike supermarkets, often offer local products. **TERMS**
- _____ the freshness of fruit and vegetables, supermarkets cannot compete with farmers' markets. **REGARDS**
- When _____ to prices, seasonal local produce can be much cheaper at farmers' markets. **COMES**



2) Complete the sentences with the correct forms of the words below.

slight consider rapid decrease increase rise

- There's a _____ number of products not available in traditional high street shops.
- The number of online shops without secure connection certificates is gradually _____ as fewer people trust them.
- As more shoppers are turning to the Internet, we are witnessing a drastic _____ in purchases made in online shops.
- This has been followed by a _____ rise in money transfers and credit card transactions.
- The number of online shops offering specialty items is already high and will continue to _____ steadily.
- Thanks to various campaigns, our awareness of the dangers connected with online shopping has _____ increased.

3) Read the instructions and do the writing task.

TEST IT! Coraz więcej osób dokonuje zakupów w zagranicznych sklepach internetowych. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na ten temat, uwzględniając argumenty związane z bezpieczeństwem zakupów oraz ofertą handlową.

1) Choose the correct option to complete each sentence.

- 1 They need to find a car mechanic. Would you mind *looking into it / looking it into*?
- 2 The babysitter from the hotel childcare service is *looking our children after / looking after our children* tonight.
- 3 I'd like to have all of Stephen King's books, so I'm going to town in order to *hunt down them / hunt them down*.
- 4 Dany bought a china vase that *dates to the 8th century back / dates back to the 8th century*.
- 5 Keep the receipt. If you *throw it out / throw out it*, you won't be able to return these shoes if you need to.
- 6 Michelle not only has the same character as her mother but she also *takes her after / takes after her* in looks.

2) Complete the text with the correct forms of the words below. There are three extra words.

significant clear origin have find want spend
will wear

Some time ago, whenever I needed a new outfit, I ¹ _____ go to a big shopping centre and spend a lot of money on unoriginal clothes, which everyone else was wearing. Then, one day, I saw my friend ² _____ an amazing dress. I thought she must ³ _____ a fortune on it, but it turned out she had bought it at a second-hand shop, and it had been very cheap. The next day, I visited the shop with her and I was lucky ⁴ _____ some great bargains. I came home with some new trousers and a skirt. Now I'm hooked and go to second-hand shops regularly. No two items on offer are the same, and a lot of them still have their labels with the original prices on them, so you can see that they have been ⁵ _____ marked down, sometimes by more than 90%. Once a month there's also a ⁶ _____ sale, because they want to get rid of everything to make room for new stock. All their customers know this of course, and everyone comes hoping to find something special. It's always crazy when that happens, but it's also a lot of fun.



3) Complete the sentences with the correct forms of the words in brackets. Add any necessary words. Do not use more than five words.

- 1 The new shopping centre _____ (*due / open*) in a month.
- 2 By the end of December, I _____ (*have*) my car for 20 years. I suppose it may be time to buy a new one.
- 3 Susy has applied for a babysitting position, and I'm sure they _____ (*not / turn down / she*) as she's great with kids.
- 4 Be careful whom you give your email address to, or _____ (*you / get / bombard*) advertisements.
- 5 _____ (*you / ever / redeem*) online coupons? I need someone to show me how to do it.
- 6 Don't _____ (*forget / stock up*) grandma's favourite biscuits before her visit! She goes through a packet a day.
- 7 I'm sure that _____ (*they / sale / increase / rapid*).
- 8 They hope the extra income _____ (*allow / they / hire*) a babysitter.
- 9 I _____ (*rather / pay / plumber*) than try to fix the dripping tap by myself.

4) Translate the Polish parts of the sentences into English. Do not use more than five words.

- 1 I _____ (*tak przyzwyczaiłam się do nabywania*) everything online that I hardly ever visit conventional shops.
- 2 _____ (*Niezadowoleni klienci mogą wymienić*) the product within 10 days.
- 3 Jake _____ (*miał uzupełnić zapasy*) dry goods, but he was short of money.
- 4 We need a catchy slogan _____ (*aby wprowadzić ten produkt na rynek*) successfully.
- 5 Since my car broke down only two days after I'd bought it, the dealer _____ (*zaoferował, że zserwisuje go*) for free.
- 6 You were _____ (*kupić poduszkę ozdobną*), not a pillow!
- 7 Hurry up, or by the time we get to the shop, all _____ (*okazje znikną*).
- 8 These ski poles are very expensive, but I'm sure _____ (*będą w przecenie*) at the end of the season.
- 9 Online coupons _____ (*miały być wykorzystane*) by January.
- 10 _____ (*Czy ten rozpinany sweter pasuje do*) my yellow skirt?
- 11 You _____ (*będziesz mógł przechowywać*) up to 200GB of data on this USB stick.
- 12 You _____ (*miałeś zwrócić*) the faulty equipment two weeks ago! I can't believe that you forgot to do it!

- 1> **TEST IT!** MP3 05 Usłyszysz dwukrotnie wywiad z mężczyzną, który przeprowadza badania w sklepach. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.
- Mike says that being a mystery shopper
 - is not the only shopping job he has had.
 - also means evaluating the atmosphere in a shop.
 - is easier if you are friends with the staff.
 - was an idea he first had when he was trying to buy a laptop.
 - Mike's biggest problem when writing reports is
 - the fact that they need to be very formal.
 - being honest about certain aspects of his visit.
 - remembering as many details as possible.
 - the fact that he must use a special application.
 - What does Mike say about being a mystery shopper?
 - Once you have got the job, you have to wait for information about where to go.
 - It's best to begin when you're on holiday and have plenty of free time.
 - You should try to visit specialised shops because you get paid more.
 - His family have started sending him to do the shopping since he's had the job.
 - According to Mike, which is NOT true about mystery shoppers in the UK?
 - Most of them also work somewhere else.
 - One report doesn't earn them a lot of money.
 - There's a lot of competition for the job.
 - They sometimes have to report in person to the office.
 - When answering the last question, Mike wants to
 - encourage listeners to apply for the job.
 - dispel some myths about mystery shopping.
 - criticise people who think his job is easy.
 - explain why people apply for the job.

- 2> **TEST IT!** MP3 05 Listen again and complete the summary.

The main idea behind the job of a mystery shopper is to examine both the quality of services and the overall appearance of the shop. First, the mystery shopper buys several products and then, they have to ¹_____, taking into consideration various aspects of their visit. This might take different forms depending on whether the mystery shopper ²_____ or by a company that offers such services. It's essential that the information be ³_____. Mystery shoppers rarely ⁴_____. This is because they never know whether they will get regular work. One of the advantages of this job is that you might get a chance to spend ⁵_____.

You might even get the chance to go on a free cruise! Fancy giving it a try?



- 3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Przebywasz na wakacjach w USA. Rozmawiasz z koleżanką na temat zakupu pamiątek. Twoja koleżanka chciałaby iść do centrum handlowego, a Ty uważasz, że lepszym pomysłem jest lokalny bazar. W rozmowie omówcie poniższe kwestie.



Rozmowę rozpoczyna egzaminujący.



- 4> Choose three activities from the list below that, in your opinion, a robot or a computer would be unable to perform. Write 2–3 sentences to express and justify your opinion.

search for a suitable house / flat paint nails
design a wedding dress complete a tax return
cook a meal drive a taxi

- 5> Read the instructions and do the writing task.

TEST IT! Istnieje opinia, że w dobie inteligentnych maszyn i komputeryzacji wiele zawodów związanych z handlem i usługami, takich jak taksówkarz czy sprzedawca, wkrótce zniknie. Napisz artykuł, w którym przedstawisz swoją opinię na ten temat oraz podasz przykład usługi, która Twoim zdaniem za sto lat wciąż wykonywana będzie tylko przez ludzi.

Wypowiedź powinna zawierać od 200 do 250 słów.

4

One world

VOCABULARY world issues • globalisation

1) Find the words in the wordsearch which match the definitions (1–8). Words appear across, down and diagonally, forwards and backwards.

- a situation in which someone doesn't have enough money to pay for their basic needs
- an unreasonable and unfair opinion about or a feeling for a group of people, usually negative
- a situation in which an individual or a larger group of people are out of work
- the exchange of goods and products between countries
- how much someone earns
- the right or opportunity to have or do something (e.g. ... to education)
- a lack of food affecting a large number of people, which can lead to illness or death
- the right to express your opinions and make your own decisions

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

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

- The government has promised to _ _ e _ _ e more workplaces in poorer regions.
- I think it's important to educate people about cultural differences to help _ n _ prejudice.
- International companies may _ n _ u _ _ e unfair competition by offering products at much lower prices.
- Cutting down tropical rainforest _ e _ _ _ y s the natural habitat of many animal and plant species.
- I'm writing an essay on how to _ m _ o _ _ cross-cultural communication to avoid misunderstandings.
- What can be done to make sure that the gap between the rich and the poor does not continue to _ i _ _ _ ?

3) Complete the text with the correct forms of the words below.

nature culture nation employ compete tolerate



I see myself as a global citizen and I believe I benefit from globalisation on a daily basis.

To begin with, this phenomenon offers a number of economic opportunities. Because of the increase

in ¹ _____ trade, there is more foreign investment in my country and, as a result, thousands of workplaces have been created. Consequently, ² _____ has dramatically decreased. Apart from these economic effects, globalisation promotes ³ _____ understanding. Since we can travel more freely, we learn more about people from different countries, and it makes us more ⁴ _____.

On the other hand, antiglobalisation activists point to the downsides of the phenomenon, such as encouraging unfair ⁵ _____ for local markets or the destruction of the ⁶ _____ environment. But perhaps that's the price we have to pay for the positive impact of globalisation?

Vocabulary challenge!

» Student's Book, page 114, UNIT 4, ex. 1

4) Translate the Polish parts of the sentences into English. Use phrases that include **make** or **bring** in each sentence.

- We all hope that the reforms _____ (spowodują pozytywne zmiany) in the education system.
- The government should _____ (podjąć próbę wyeliminowania) racial prejudice.
- During his speech, the minister _____ (poruszył problem bezrobocia).
- Susan _____ (chciałaby coś zmienić) to the world, so she's joined a local charity.
- _____ (Pani polityk zrobiła bardzo dobre wrażenie) because she promised to create more workplaces.
- The aim of the conference is to _____ (zgromadzić ludzi z różnych kultur) in order to discuss various ways of eliminating discrimination against women.
- What can we do _____ (aby uświadomić ludziom) of the pay gap between the rich and the poor?

5) Write 3–4 sentences to explain how you understand the quote below.

It has been said that arguing against globalisation is like arguing against the laws of gravity.

Kofi Annan

1> Read the text below and answer the questions.

A week after severe flooding hit south-eastern Louisiana, the time has come to draw some conclusions and evaluate our crisis management procedures. While the emergency services, which have assisted in the evacuation of more than 20,000 people, deserve nothing but praise for their response, local authorities do not appear to have handled the disaster as competently. All they have done is declare a state of emergency, but no specific action has so far been taken and no major aid for the victims has been provided. Therefore, it's time for all of us to help the victims of the floods as much as we can – by raising money, collecting food, or providing shelter. In order to support the efforts to ...

- 1 Why have some organisations been praised for their response?
- 2 What's the writer's opinion of the reaction of the local authorities?
- 3 What is the writer suggesting readers do?

2> MP3 06 Listen to three speakers and complete the sentences.

- 1 *Hands and Hearts* is an organisation which helps people to _____ after a natural disaster. You can support it by _____ or _____ a volunteer.
- 2 More than a decade after having been devastated by an earthquake, Haiti is still struggling to recover from the disaster. In spite of the fact that _____ billions of dollars, little progress has been made. The main reasons why the country hasn't been able to move on are corruption, insufficient organisation, and an outbreak of cholera – a disease which hadn't _____ the disaster. Obviously, the _____ the country in 2016, was yet another setback.
- 3 After major bushfires swept across much of Australia, individuals from around the world made donations, and firefighters and animal rescue workers were _____ support. Even though the situation has improved, there is _____ for aid. Why don't you send a donation or offer your services to help Australian animals? For _____, visit our website.

3> Match the words with their definitions.

- | | | |
|--|---|--------------------------------------|
| 1 disturbing ☐ | 3 insufficient ☐ | 5 spread ☐ |
| 2 deteriorate ☐ | 4 rubble ☐ | 6 utilities ☐ |
- a not enough of something
b making you extremely worried or upset
c the growth of something so that it affects more and more people
d become worse
e public services, such as gas, water or electricity, which are used by everyone
f broken pieces of stone or brick

4> Complete the sentences with the words from exercise 3.

- 1 Two weeks after the earthquake, most of the _____ were restored by aid workers.
- 2 The situation of the flood victims will _____ further unless they are given enough support.

- 3 After the explosion, two buildings collapsed and there were only two piles of _____ where they had once stood.
- 4 The authorities still do not know how to prevent the _____ of the disease.
- 5 Sadly, the funds raised for the victims proved _____ to cover their needs.
- 6 The images of the victims of the war on the front page were deeply _____.

Revision ■ Student's Book, page 43

- 5> Complete the texts with the words below. Then decide which natural or man-made disaster (1–4) is described in each text. There is one extra disaster.

move forward faded facilities clue fundraiser
donate corruption privileged

a The town will need a lot of rebuilding, as the water damaged most of the public ¹_____ in the town centre. We will also organise a ²_____ to collect money for this cause.

b It was rather sad to see that media interest ³_____ just a few weeks after our city had been almost completely destroyed. To ⁴_____ and recover from the disaster, we definitely need more help and regular media coverage. Trust me, an occasional money-raising event is not enough to help residents who are still traumatised by the tremors.

c As so-called ⁵_____ people, we do not have a ⁶_____ about how serious the situation in Sudan is. The money that we ⁷_____ to the institutions which are helping the starving often disappears without a trace due to ⁸_____ and bad organisation, and the financial help rarely reaches those in need.

- | | |
|--|----------------------------------|
| ☐ food shortage | ☐ tornado |
| ☐ earthquake | ☐ flood |

- 6> Complete the sentences with the missing words. Then decide if they are formal (F) or informal (I).

- 1 If you need someone to help clean the place, I'm all i_____. ☐
- 2 I found the lecture on globalisation quite h_____. I just couldn't understand it. ☐
- 3 D_____ to illness, we are closed this week. Please c_____ visiting our shop at 18 Bradford Street. ☐
- 4 Recently, relations between the two countries have d_____ sharply. It is feared that the present situation might lead to war. ☐
- 5 I think Ruth is not the s_____ of girl to take part in a public protest. ☐

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

- 1 Would you consider becoming a volunteer to help the victims of a natural disaster? Why? / Why not?

- 2 Describe a situation when you or someone you know raised money for a charity.

Reporting verbs and patterns

Przytaczając wypowiedzi w mowie zależnej, możemy używać różnorodnych czasowników.

Reporting structure	Reporting verbs
verb + that + verb clause	explain, promise, insist, agree, suggest, say, admit, demand, mention, assure sb, reply, state, report, boast, propose, urge <i>She explained that she was tired. Dean boasted that he was the fastest runner in his class.</i>
verb + to + infinitive	offer, claim, promise, agree, demand, beg <i>Helen offered to help me with organising the party. We agreed to take part in the show.</i>
verb + (object) + preposition + -ing form	accuse sb of, congratulate sb on, insist on <i>They accused me of hacking into the secretary's computer. They insisted on taking the bus.</i>
verb + -ing form	deny, suggest, admit, object to, mention, regret, propose <i>We denied taking part in the protest. Fiona suggested going for a walk.</i>
verb + object + to + infinitive	ask, warn, advise, remind, invite, order, convince, urge <i>The doctor warned me not to eat any sweets. We advised them to call the police.</i>

Grammar challenge! » Student's Book, page 114, UNIT 4

W niektórych przypadkach mowy zależnej zasada następstwa czasów nie obowiązuje. Nie trzeba zmieniać form czasowników, jeżeli przytaczamy:

- ogólnie przyjęte prawdy, niezmiennne fakty:

*The teacher **explained** that water **freezes** at 0°C.*

- wypowiedzi, które są wciąż aktualne:

*Sue **said** that she **works** for charity. (= nadal pracuje)*

- czyjeś plany na przyszłość (które dopiero będą zrealizowane):

*The Prime Minister **stressed** that the government **is going to help** the flood victims.*

1) Choose the correct option to complete each sentence.

- The police officer insisted **to see** / **on seeing** our documents.
- Mary apologised **to** / **for** arriving late for the class.
- They warned me **not to go** / **from going** to the forest in the evening.
- Bill was obviously bored to death, so he suggested **to go** / **going** out.
- She explained **to me** / **me** that she was busy for the moment.
- The employer promised **that he would prepare** / **on preparing** all the details of the contract.
- Mark offered **me to help** / **to help me** with the project on UNICEF.
- The man denied **being** / **to be** a member of the gang.
- The teacher encouraged his students **reading** / **to read** lots of authentic materials in English.
- She refused **to take** / **taking** any money from the strangers.

2) Complete the sentences with the correct forms of the verbs below. Add prepositions where necessary.

leave donate take part stop lie complete show

- My parents advised me not _____ in the march in the city centre as it might be dangerous.
- The newspaper accused the government _____ to the public.
- They congratulated the scientists _____ the research successfully.
- The billionaire proposed _____ large sums of money towards cancer research.
- Luckily, my mum had reminded _____ early. Otherwise, we would have missed the plane!
- A police officer told me _____ my ID.
- Mum was really angry and warned _____ my pocket money if I didn't improve my grades.

3) Complete the sentences with the correct forms of the words in brackets. Add any words where necessary.

- As Steven isn't a good public speaker, he _____ (**object** / **make**) a speech during the end-of-year ceremony.
- When Tom suggested joining a political party, I _____ (**refuse** / **take**) his idea into consideration.
- They _____ (**regret** / **make**) donations to that organisation.
- Last week, Elsa _____ (**promise** / **not call**) me after 10.00 p.m., but she broke her promise yesterday.
- In the headmaster's office, Henry _____ (**convince** / **we** / **he** / **not be**) responsible for the silly joke.
- After the exam results arrived, Karen _____ (**boast** / **she** / **score**) the best mark in the school.
- At the last meeting, Paul _____ (**assure** / **we** / **he** / **consider**) our proposal.



- 4> Correct the mistakes in the underlined fragments of the text. One fragment is already correct.

The press conference organised by the car manufacturer, Industry International, didn't go quite as planned. When one of the journalists ¹mentioned the company to pollute the local river, there was no comment. The spokeswoman simply said that it was not true and ²threatened suing anyone who made similar false statements. She then ³insisted reading from a prepared speech and refused to answer any further questions. The atmosphere became even more tense when another reporter reminded the company's representatives that they ⁴had stated that they would employ more workers within the next few months. The president ⁵denied to say anything like that, which was obviously a lie.

- 5> Rewrite the sentences as reported speech using the verbs below. Use each word only once.

admit demand state invite convince
urge claim

- 1 'Would you like to spend the winter break at my chalet?' aunt Janet said to me.

- 2 'I did destroy all the evidence after the accident,' the accused said.

- 3 'Most of the money has been lost due to corruption,' a spokesperson for the organisation said.

- 4 'I want to see my lawyer right away!' John said.

- 5 'If you create vibrant workplaces, the country's economy will be boosted,' the economist was trying to explain the situation to the government.

- 6 'I have reduced unemployment in the country,' the politician said.

- 7 'It's high time we ended all forms of prejudice,' the activist said.

Grammar challenge! » Student's Book, page 114, UNIT 4, ex. 1

- 6> Rewrite the sentences as reported speech. Sometimes more than one answer is possible.

- 1 'We are going to take part in the antiglobalisation protest on the 1st of May.'
Miriam and Jane told us _____.
- 2 'The Moon is the Earth's only natural satellite.'
The teacher told us _____.

- 3 'UNICEF provides humanitarian and financial aid to children in developing countries.'
The lecturer explained _____.
- 4 'Large corporations control the world's economy.'
The journalist claimed _____.
- 5 'The government has never encouraged unfair trade.'
The minister denied that _____.
- 6 'The gap between the rich and the poor is widening every day.'
The anti-globalisation activists informed the audience that _____.
- 7 'In 2021, twelve different cities will host Euro 2020 football matches.'
The UEFA President announced that _____.



Impersonal and personal constructions with passive voice; *it* as a preparatory object

Impersonal constructions with passive voice

W bardziej oficjalnym języku, aby przytoczyć jakieś informacje (np. fakty, czyjeś opinie) bez określania ich źródła, stosujemy konstrukcje bezosobowe w stronie biernej.

Konstrukcje bezosobowe tworzymy w następujący sposób:

- *It + is / was + believed / known / thought that.*
It is said that he is rich. (Mówi się, że on jest bogaty.)
For many centuries, it was believed that the Earth was flat.
- *subject + is / was + believed / said / thought + to + infinitive:*
He is said to be rich. (Mówi się, że on jest bogaty.)
Einstein was assumed to be a rather unintelligent child.

Aby powiedzieć, co obecnie sądzi się o jakimś przeszłym wydarzeniu, stosujemy bezokolicznik w formie **have + past participle**:

The Vikings are believed to have sailed to North America.
(Obecnie uważa się, że Wikingowie przyплыли do Ameryki Północnej.)

It as a preparatory object

Wyraz *it* jest czasem używany jako dopełnienie. Dzieje się tak, gdy dopełnienie czasownika/orzeczenia w zdaniu jest wyrażeniem bezokolicznikowym lub zdaniem podrzędnym z dopełnieniem w formie przymiotnika lub rzeczownika.

Konstrukcje z *it* w roli dopełnienia tworzymy w następujący sposób:

- *subject + verb + it + complement + infinitive/clause*
I find it difficult to talk to strangers.
Mary loves it when her students ask a lot of question during her lessons.

1) Rewrite the sentences using impersonal constructions with the passive voice.

- 1 People say that a local businessperson has donated 1000 dollars to charity.
A local businessperson _____ 1000 dollars to charity.
- 2 The oil spill is thought to have already killed thousands of marine animals.
It is thought that _____ thousands of marine animals.
- 3 People expect that air pollution will not be reduced in the near future.
Air pollution _____ reduced in the near future.
- 4 Some people believe that Megan played truant.
Megan _____ truant.
- 5 People estimate that the project has helped thousands of out-of-work individuals.
The project _____ thousands of out-of-work individuals.
- 6 A lot of people said that Lucy was the best runner in the team.
Lucy _____ the best runner in the team.
- 7 Some people assume that a new campaign will be launched next month.
A new campaign _____ next month.
- 8 It is believed that the government will promote cultural understanding.
The government _____ cultural understanding.
- 9 Sarah is thought to be suffering from an incurable disease.
It is _____ an incurable disease.
- 10 People said that the teenager was the youngest volunteer in the famine-stricken country.
The teenager _____ volunteer in the famine-stricken country.

2) Complete each sentence with one missing word.

- 1 The organisation is believed to spent hundreds of pounds on fighting corruption in the country.

- 2 The money-raising event was thought to a resounding success.

- 3 You should leave to your parents to make a decision.

- 4 It assumed that the local factory had polluted the river.

- 5 It is estimated that more than fifty activists have arrested. _

- 6 Tom it difficult to deliver a speech to hundreds of people.

- 7 Mary hates when people drop litter on the beach.

- 8 I would appreciate it you would make less noise.

- 9 Do you mind it people smoke at bus stops?

- 10 Jane considers it her duty support environmental organisations.

3) Complete the sentences using the words in brackets. Change the form of the words and add any other words where necessary.

- 1 My mum _____ (*hate / people / leave*) without saying goodbye.
- 2 We _____ (*owe / we / children*) to make this world a better place.
- 3 Julia _____ (*like / she / can / help*) the disadvantaged.
- 4 I _____ (*appreciate / you / can / support*) our cause.
- 5 Some teenagers find _____ (*find / difficult / speak / they*) mind among their peers.
- 6 We shouldn't _____ (*leave / up / government / decide*) about environmental policies.
- 7 Helen _____ (*not mind / she / ask*) to support an environmental organisation.
- 8 We _____ (*think / necessary / hold*) a fundraising at our school.

4) Correct one mistake in each of the sentences.

- 1 I owe there to Jim to tell him the truth.
- 2 Mr Smith is believe to have founded the organisation.
- 3 George love it when he can spend all morning lying in bed.
- 4 We consider it necessary to held a meeting as soon as possible.
- 5 The meeting is estimated to lasted two hours.
- 6 The students found it difficult to wrote the test in an hour.

5) Complete the sentences so that they are true for you.

- 1 I find it extremely difficult _____.
- 2 My mother hates it when _____.
- 3 I do mind it when _____.
- 4 I would appreciate it if _____.

6) CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- 1 By the time we come back, Jake _____ (*skończy przygotowywać się*) for the test.
- 2 Luke _____ (*obiecwał zebrać większość*) the money by Friday.
- 3 When Lidia entered the room, she asked _____ (*jak długo siedzimy*) in darkness.
- 4 This time tomorrow, Steve _____ (*będzie brał udział w*) a charity event.
- 5 Someone in the room asked the speaker _____ (*czy oskarżyli kogoś o zanieczyszczenie*) the local river.
- 6 Grandma _____ (*musiała mieć problemy z*) her mobile phone – that's why she didn't call.
- 7 Whenever I see Lucy, she _____ (*wiecznie prosi mnie, żebym sprzedał*) her this picture, although she knows it's not for sale.
- 8 _____ (*Nie przeszkadza mi gdy*) people ask me about my experience of being a volunteer in Sudan.

1> Do the quiz below.

1	A monolingual dictionary does not give any		
	a	word definitions.	b translations. c synonyms.
2	Which of the following countries is not officially bilingual?		
	a	Haiti	b Canada c Albania
3	How many Polish native speakers are there in the world?		
	a	30–35 million	b 39–48 million c over 55 million
4	Which of the following Polish computer terms is not derived from an English word?		
	a	laptop	b kliknąć c klawiatura
5	Name three foreign borrowings that are common in Polish.		
	a	_____	b _____ c _____

3> Read the text in exercise 2 again and complete the sentences.

- After the Norman invasion, Old English and Norman French merged, which resulted in the _____.
- For the sake of protecting the French language, the French government demands that all official publications _____.
- According to some French university employees, it might be more difficult to attract international students unless _____.
- The majority of people in French-speaking countries have doubts about _____.
- In order to make Quebec a monolingual province, a _____.

2> Read the text and put the paragraphs in the correct order to make a logical text.

I LOVE CANADA



A _____

On the other side of the Atlantic, there is a country which has always been proud of its official French-English bilingualism – Canada. Despite years of apparent harmony, Quebec is now discussing how much English should be allowed. In 1974, Quebec's National Assembly passed a law declaring French to be the only official language in the province. Lawmakers hoped that the introduced change would result in the province becoming monolingual. But stopping English from seeping into everyday life in a bilingual country is almost impossible. It pops up everywhere from shop names to hospital signs. In an attempt to prevent this from happening, Quebec's language police is constantly keeping a lookout for such signs. Those responsible are usually asked to change them to French.

B _____

Changes to a language are as much a part of history as any other change. One thousand years ago, William the Conqueror invaded England from Normandy, making the Normans the new ruling class. Initially, they spoke only Norman French, but their new subjects continued using Old English. However, since coexistence without communication was impossible, the two languages eventually merged. The resulting change was so substantial that linguists decided it was the end of Old English. The grammar was simplified, and its vocabulary enriched with many French borrowings.

C _____

While many people in French-speaking countries appreciate the idea of promoting French vocabulary over English, most argue that the government is taking it too far. Naturally, every language is a vital part of its speakers' cultural heritage and, as such, it should be protected. However, languages have always had to adjust to changes in the world. The difference is that in the past, the changes were usually subtle and gradual, while in today's rapidly changing world most languages are dramatically expanding their vocabulary and, in a world where everyone uses English terms such as software or hashtag, it seems impractical to expect that the French will suddenly switch to the terms devised by their linguists. Since the current range of French words is not being added to, why would adopting these new English words be a change for the worse? Surely, if it makes communication easier for everyone, isn't it for the better?

D _____

But now, the tide of linguistic history has turned. As with many languages around the world, French has recently borrowed some words from English, especially in the field of science and technology. In an attempt to resist this change, the French government has passed a law requiring all official publications to be 100% in French, and it has also created a website of English terms which are banned from use. The authorities would also like universities to deliver lectures only in French. However, many distinguished academics have actually suggested introducing more courses in English, claiming that without them it might be difficult to attract international students.

4> Use the phrases in bold from the text in exercise 2 on page 39 to complete the following collocations with **change**.

- | | |
|---|----------------|
| 1 a change that happens over time | a _____ change |
| 2 a change that improves the situation | a change _____ |
| 3 a really big change | a _____ change |
| 4 make a change | _____ change |
| 5 a change which makes a situation more serious | a change _____ |
| 6 a tiny change | a _____ change |
| 7 be against change | _____ change |

5> Complete the sentences with the correct words from exercise 4.

- Although she said she didn't care, the _____ change in the tone of her voice suggested she was upset.
- The fact that we can now share our ideas with anyone around the world is one example of how the Internet has changed the world _____.
- Youth exchange programmes are beginning to bring about _____ changes in young people's attitudes towards other cultures.
- Higher taxes are likely to change the financial situation of poorer people _____.
- Words like *blog* have entered our language despite the fact that some people are _____ such linguistic changes.
- The appearance of computers has resulted in _____ changes in our vocabulary.
- The European Union wants to _____ changes in its environmental laws.

Revision ■ Student's Book, pages 46–47

6> Match the words in A and B below to form phrases. Then complete the texts with the correct expressions.

A likely inevitable emerging powerful far-reaching major

B implications influence trend changes consequences impact

Most of us stay in touch with our friends and family either via the Internet or some form of mobile device. Digital technology has brought about ¹ _____ in the way we communicate. First of all, we now feel we need to communicate very quickly and respond to messages without delay. Moreover, the Internet also has a ² _____ on the way we organise our social life. We share more details about our everyday lives with our friends than ever before. Digital communication in the form of short messages or tweets has a ³ _____ on the way we use language. Some linguists even predict that one of the ⁴ _____ of texting is that people tend to use less complex language in favour of short and simple sentences. Another ⁵ _____ is towards using pictures and emojis to communicate rather than actual words. Teachers and psychologists are suspecting



that in the future the use of such, mostly short, messages will have ⁶ _____ for our learning abilities, since people are getting so used to short texts that they are not able to process longer texts.

Vocabulary challenge! » Student's Book, page 114, UNIT 4, ex. 2 and 3

7> In each group, there is one word which takes a different suffix. Cross out these words and put them into the right groups.

- ance: accept, permit, tolerate, _____
- ness: defend, eager, kind, willing, _____, _____
- tion: admit, motivate
- sion: expand, invade, ready, discuss, _____, _____
- ence: guide, prefer, _____
- ity: complex, possible, real, responsible, tidy

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

- Her _____ (*willing*) to accept absolutely everything that she hears on the news without question seems a bit naive to me.
- In _____ (*defend*) of his client, the lawyer said it had been a crime of passion.
- _____ (*tidy*) has never been one of my strengths, with the result that my room is usually a mess, but I prefer it that way.
- The _____ (*complex*) of the problem means that a solution will be hard to find.
- No one is allowed to enter the building without the _____ (*permit*) of the police.
- Her _____ (*eager*) to help everyone is one of her greatest qualities.
- There's no denying the fact that the _____ (*expand*) of English around the globe is an unprecedented phenomenon.
- Children's _____ (*ready*) to trust anyone can get them into trouble.

SPEAKING

debating a topic

- 1> Complete the sentences with the correct forms of the words below. Then put the sentences in the correct order to make two short speeches. Speaker 1 is arguing in favour of globalisation, while Speaker 2 is against it.

accurate along claim leave proof prove
opponent see somewhat

- My _____ makes some good arguments, but she has _____ out the fact that the Internet is also used by many individuals to express hatred towards others.
- I believe the fact that we're all connected these days is a very positive thing. The _____ of this is that thanks to social media people can find others with similar interests around the globe.
- And the last point. My opponent _____ that international businesses offer career opportunities, but that is not _____ because many local businesses are unable to compete with them and consequently go bankrupt, which results in people losing their jobs.
- Finally, I am _____ convinced, _____ with many others, that the global spread of businesses leads to the creation of new workplaces and the provision of career opportunities for many people.
- Moreover, globalisation may cause environmental problems. Evidence of this can be _____ in the fact that many companies want to build factories in poorer countries which do not have very strict laws.
- The Internet also unites those who are trying to change the world. It is a _____ fact that many political activists communicate via the Internet.

Speaker 1: _____

Speaker 2: _____

- 2> Read the question in exercise 3. Then decide which of the arguments below are for and against the statement. Add any ideas of your own.

- Everywhere there are the same shops and the same fast food outlets.
- Tourist websites help us prepare for the trip and not miss anything.
- Exploring in person is never the same as simply looking at pictures.
- There is no sense of adventure – everything can be booked and planned beforehand.
- The Internet and films spoil the surprise – you can see all the attractions before your visit.
- The more remote/unknown places are not present in the media.

For: _____

Your argument: _____

Against: _____

Your argument: _____

- 3> Prepare a speech on the topic below.

Do you think that the fact that the world has become a global village is killing the thrill of exploring the world for travellers? Why?/Why not?

WRITING

an article

4

- 1> Read the writing task in exercise 3 and answer the questions.

- Who is the target audience of this article? _____
- Which of the titles below would you choose for the article? Why? Suggest one extra title.
 - BENEFITS OF SCHOOL EXCHANGES
 - A YEAR THAT ROCKED MY LIFE
 - your title: _____
- Which of the following arguments would appeal to the target audience of this article? Why?
 - meeting new friends
 - learning the language
 - getting to know a different culture
 - spreading information about your culture
 - travelling around a new country
 - learning about the political and economic situation of a different country
 - personal development

- 2> Write sentences from the prompts.

- by / engage / this programme / you / acquire / number / genuinely useful skills.

- not / pass up / chance / get to know / different culture.

- I / believe / it be / highly beneficial / you / since / it / make / you / more self-reliant.

- I / can assure / you / this time / be / enormously productive / since / you / improve / language skills.

- I / suggest / participate / this programme / it / will / allow / you / make / new friends.

- if / I be / your shoes / I / take / this opportunity / experience / something new.

- programmes like this / be / must / any person / interested / visit / other countries.

- take part / this programme / certainly give / opportunity / become / open-minded.

- 3> Read the instructions and do the writing task.

TEST IT! Właśnie wróciłeś/wróciłaś z programu międzynarodowej wymiany międzyszkolnej, w ramach którego spędziłeś/spędziłaś rok, chodząc do szkoły w innym kraju. Napisz do gazetki szkolnej **artykuł**, w którym opisziesz swoje doświadczenia i wyjaśnisz, jakie korzyści może przynieść młodemu człowiekowi udział w takiej wymianie.

Wypowiedź powinna zawierać od 200 do 250 słów.

1) Translate the sentences in to English.

- 1 Poinformowano, że w roku 2017 w Europie było tylko dwóch ekspertów od tej choroby.

- 2 Przypuszcza się, że naprawy obiektów zniszczonych przez tsunami będą bardzo kosztowne.

- 3 Zakłada się, że prędkość komunikacji będzie nadal się poprawiać.

- 4 Chcę, żeby było jasne, że nie wezmę udziału w konferencji.

- 5 Wiem, że nie lubisz występować przed publicznością, więc możesz zostawić to mnie.

- 6 Mówi się, że globalizacja tyle samo ubóstwa powoduje, co eliminuje.

2) Complete the sentences with the correct form of the words in brackets. Add any necessary words. Use no more than five words.

- 1 The company promised they _____ (will / consider / send / we) the information we needed for our project.

- 2 Paul keeps _____ (deny / be / involve) the fight, but I think he's not telling the truth.

- 3 This organisation has been very successful _____ (attempts / improve) communication between young people from different cultures.

- 4 So far, his teachers _____ (always / speak) of him. He's an excellent student.

- 5 Anna _____ (demand / know) what was happening with the prisoners.

- 6 I _____ (regret / I / not be) with you on the demonstration on Sunday.

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

- 1 Julia is not very good _____ (w mówieniu kłamstw).

- 2 Over the next few decades, we will have to deal _____ (z nieuniknionymi zmianami) caused by global warming.

- 3 She said that participating in the seminar on African cultures _____ (było prawdziwie niezapomnianym) experience.

- 4 Mark said he _____ (nie przejmuję się) social problems.

- 5 The teacher asked _____ (czy udało nam się zarezerwować) a venue for the European Day event.

- 6 They said they _____ (będą skłonni) offer us some financial help the following year.

4) Complete the text with the correct form of the words below. There are two extra words.

bring cause courage admit make ready defend tolerate

Whenever the subject of environmental protests is

1 _____ up, I immediately think of Extinction

Rebellion (XR), the international movement that

2 _____ non-violent civil disobedience. It was

established in 2018 and, since then, its activists have protested against governments' inability to act on climate

change in a variety of ways, for instance, by holding demonstrations, blocking roads and bridges, and even gluing themselves to the gates of Buckingham Palace. Hundreds of XR members have been arrested so far, but we need to bear in mind that the activists have expressed their 3 _____ to be arrested and that they intend to continue using civil disobedience as a form of protest.

One of their actions has recently taken place in the National Portrait Gallery, where three activists were covered in what was supposed to look like crude oil in order to protest against the sponsorship of the gallery by a major oil and gas company. The National Portrait Gallery stated that as a result of that sponsorship in 2019 thousands of people had free 4 _____ to one of their exhibitions.

I'm in two minds about the steps taken by Extinction Rebellion, as XR activists are definitely 5 _____

a difference but, on the other hand, some of their actions seem to be an 6 _____ nuisance to members of the public. What is your opinion?

5) Find and correct a mistake in each sentence.

- 1 Jerry told me he would see his friends from science club tomorrow.

- 2 It is believe that Sue and John were aware of the seriousness of the problem.

- 3 My brother denied to steal the money from my purse.

- 4 Sara informed us that the lecture we missed was delivered by a specialist on world trade.

- 5 My parents warned me don't cross the park after dark.

- 6 Do you find interesting that elephants can't jump?

- 7 Anna stated would not be open to the idea of getting involved in charity work.

- 8 Ted apologised for not get involved in the fundraiser.

- 9 I asked them what they were doing when I had called.

- 10 They told us the Mount Kilimanjaro is a volcano in Tanzania.

- 1) MP3 07 **TEST IT!** Usłyszysz dwukrotnie wypowiedzi czterech osób na temat restauracji typu *fast food*. Odpowiedz na poniższe pytania.

SPEAKER 1

- 1 What kind of people would make a fast food outlet their number one choice?
- 2 What are the advantages of fast food restaurants when travelling in a hot or exotic country?

SPEAKER 2

- 3 How do fast food restaurants create unfair competition for local restaurants?
- 4 What's the alternative to introducing legislation to restrict the expansion of fast food companies?

SPEAKER 3

- 5 What are the advantages of the global popularity of fast food restaurants?

SPEAKER 4

- 6 What are the negative sides of trying the local cuisine?
- 7 When might the speaker choose to eat fast food?

- 2) **TEST IT!** Przeczytaj tekst i uzupełnij zdania 1–5. Zdania należy uzupełnić w języku angielskim.



The word *fairtrade* can now be found on countless products, but not everyone realises that it actually stands for something very important.

More worryingly, there is a lot of confusion about what *fairtrade* does or doesn't mean. It might, therefore, be difficult for the average consumer to decide whether or not to support it. Here are some facts which should make things clearer.

The Fairtrade Foundation works with small and economically disadvantaged producers from developing regions of the world to help them compete with the huge international corporations. They sign contracts with these producers in order to ensure that they will not only be able to sell their products worldwide but also receive a decent price for them. This, in turn, enables these producers to improve their standard of living and, in the long-run, allows them to expand their business and, hopefully, hire more people. In this way, Fairtrade helps to reduce unemployment in the poorer areas of the world. Fairtrade, though originally associated with the coffee trade, is now involved in many different areas: producing clothes, jewellery, home decor,

cosmetics, foodstuffs, tea and wine. However, farmers are still the most important group that cooperates with Fairtrade – over eight hundred thousand of them, who are from over thirty countries around the world, proudly put the Fairtrade logo on their products.

Fairtrade is also very aware of difficult social issues, condemning child labour and demanding greater gender equality. Keeping that in mind, they only work with and award the Fairtrade logo to producers who can prove that they are offering fair employment and working conditions. Furthermore, Fairtrade believes in protecting the environment. Farmers must attempt to minimise the harmful impact that their businesses have on the environment by using local resources, renewable energy sources and biodegradable packaging. Complying with such conditions requires extensive knowledge on the part of the farmers – which not all of them may possess. This is why, apart from the regular payments for their products, they also receive yearly premiums from the organisation. The money comes from the sales of their products and must be invested into educating themselves more about ecological solutions, developing their businesses so that they are more efficient or environmentally friendly.

- 3) Do the speaking task and answer the two questions.

TEST IT! Jesteś na kursie języka angielskiego w Londynie. Pracujesz nad prezentacją na temat swojego kraju. Masz do wyboru dwa plakaty do wykorzystania w prezentacji.

- Wybierz ten plakat, który – Twoim zdaniem – będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jeden z plaktów.



- 1 Do you think participating in exchange programmes promotes cultural understanding? Why?/Why not?
- 2 What is the best way to promote Poland abroad?

- 1 Thanks to Fairtrade, small producers are capable _____ international corporations.
- 2 Fairtrade is committed to fighting unemployment in developing countries, so the producers are given _____ products, which allows them to employ more workers.
- 3 The Fairtrade logo can be found on _____, most notably on coffee.
- 4 Not only do the producers awarded with the Fairtrade logo have to _____, but they must also adopt environmentally friendly practices.
- 5 The reason why the producers receive yearly premiums is to help them _____ about more ecological solutions so that they can be more environmentally friendly.

5

People and influences

VOCABULARY personality and character

- 1) Find three personality traits in each line. Then decide which of them are needed for the jobs in the pictures.

- 1 nh integrity bhl like ability mhl passion ie
- 2 nh gsin securedependent hglpmhfcourageousuy
- 3 plaqdiplomacymlacreativityqytimaginationluy
- 4 mpqindifferentjkhointelligentprusloppymn



- 2) Match the adjectives below with the correct sentences. There are two extra words.

cowardly stubborn dependable sloppy insensitive
pessimistic impatient confident upbeat

- 1 Mary's always cheerful and positive about the future. _____
- 2 Leila's always expecting that something bad is about to happen to her. _____
- 3 When Ms Evans asked the students who had painted the graffiti, Jason didn't have the courage to admit that he had done it. _____
- 4 Sheila has to have whatever she wants immediately. When she has to wait for something, she instantly becomes nervous. _____
- 5 I don't understand how Karen can be so cold-hearted. She doesn't care about other people's feelings at all! _____
- 6 Once Martha has made a decision, she never changes her mind. _____
- 7 If you need any assistance with this task, ask Tom for help. You can always count on him. _____

- 3) Complete the dialogue with the missing adjectives.

- Suzie** Have you called Steve? I haven't seen him since he got his new job.
- Ben** Me neither! He seems to be really ¹e_____c about it – he's never been so ²p_____e about any of his jobs until now, so no wonder he is giving it all his time and effort.
- Suzie** I see, but don't you think he could be a bit more ³f_____e and find some time to meet up with his old friends?
- Ben** Oh, come on! You should feel happy for him. He used to be so ⁴u_____d, and now he's actually trying hard to achieve something. I think we should be keeping our fingers crossed for him instead of criticising him.
- Suzie** But I am happy for him! All I'm trying to say is that I've always thought of Steve as a ⁵c_____g person, who's always ready to listen and offer support. And I miss that ...

- 4) Complete the text with the correct form of the words below.

care know patient persist autonomy

Are you having trouble getting a job? Perhaps it's not your CV that's to blame, maybe it's how your potential employers see you at the job interview. There are a few characteristics which, according to a recent survey, are particularly valued in job candidates. To begin with, employers look for people who are ¹_____ about their business and who do not, as a result, require a lot of training. Another highly appreciated personality trait is the ²_____ that's required to achieve goals at work. Moreover, ³_____ is sometimes needed if you have to work on repetitive tasks. Basically, business owners seem to value independence, and they also like workers who are ⁴_____, meaning that they do not need to be supervised all the time. What recruiters often find problematic is the ⁵_____ of many job candidates because they often fail to think about what they are doing and, consequently, make lots of mistakes.

Vocabulary challenge! » Student's Book, page 114, UNIT 5, ex. 1

- 5) Complete the sentences with appropriate words.

- 1 Have you met the new biology teacher? What do you _____ of her?
- 2 Mark seems to be the right sort of person to become the class representative. I mean, he has always had a confident _____ about himself and made us believe in his abilities.
- 3 Rita motivated the whole group and, as a result, helped us complete the project on time. She proved to be a real _____ player.
- 4 At first, Mike and I didn't really _____ to each other, but now I feel we could become best friends.
- 5 It's always been difficult for me to fit _____ big groups. That's why I've chosen to be a graphic designer and work from home.
- 6 When Paul joined our team, he _____ across as a very knowledgeable person, but he actually turned out to be rather ignorant.

- 6) Next to each of the qualities below, write a name of a person you know who has/had this quality and complete the sentences.

- 1 _____ is **detail-oriented**, and that's why _____.
- 2 _____ and _____ are very **caring** – _____.
- 3 My _____ is **stubborn**, and he/she _____.
- 4 When _____ was young, he/she was rather **undependable**, which _____.
- 5 My _____ isn't very **upbeat**, so _____.

1> MP3 08 Listen to four speakers describing difficult situations. Choose the correct answer.

From the four recordings, we learn that

- a the speakers found jobs that they didn't like.
- b determination helped the speakers pursue their career goals.
- c others failed to notice the speakers' talents.
- d the speakers managed to take advantage of a negative situation.

2> MP3 08 Listen again and choose the correct answers.

Text 1

The speaker continued to try and improve his football skills despite

- a not getting a place in the school team.
- b lacking the necessary abilities.
- c being too short to ever become a good player.

Text 2

In her new job, the girl

- a felt rather disappointed.
- b got to work on some designs.
- c met several friendly people.

Text 3

Looking back on his professional life, the man concludes that he

- a soon became discouraged due to the unexpected competition.
- b had overestimated his talents.
- c had no time for other passions.

Text 4

The speaker's parents

- a found a part-time job after becoming unemployed.
- b managed to turn their talents into a successful career.
- c used their savings to set up a business.

3> MP3 09 Listen and answer the questions.

- 1 Why didn't the speaker attend the interview for the school newspaper?

- 2 What did the speaker's English teacher think of her writing?

- 3 Why didn't the speaker use her real name for her competition entry?

- 4 How did the speaker react when she was asked to join the newspaper staff?

4> Match 1–5 with a–e to form phrases.

- | | | |
|---------|--------------------------|------------------------------|
| 1 get | ☐ | a errands |
| 2 run | ☐ | b no doubt about (something) |
| 3 learn | ☐ | c (something) first-hand |
| 4 make | ☐ | d rejected |
| 5 have | ☐ | e matters worse |

5> Complete the sentences with the phrases from exercise 4.

- 1 When I was on the school team, I had a chance to _____ that even if you don't win, you should never give up trying.
- 2 My mum told me I had to _____ some _____ before I could watch the film. I still need a few minutes to finish all of them.
- 3 The atmosphere in the office was pretty tense. To _____, Sheila's boss asked her to stay and finish the presentation.
- 4 I _____ which career I should choose – I've wanted to be a singer ever since I remember.
- 5 Just stop thinking about yourself as a failure. Even if you _____ a few times, don't give up but keep on trying.

Revision ■ Student's Book, page 57

6> Complete the sentences with appropriate words.

- 1 Running your own company isn't easy. If you really want to _____ it work, you'll have to try harder.
- 2 I did everything I could to make a _____ of this business, but it seems that nothing is going to work.
- 3 While following your dreams, it is very important not to _____ up hope as there is always a chance you will finally succeed.
- 4 To begin with, when Jen had to leave the basketball team following an injury, it felt like the _____ of the world.
- 5 Rita is _____ set on getting into school basketball team.
- 6 I said I'd lend Sally some money for her singing camp, and I must _____ to our agreement.
- 7 I feel that, due to my daily cello practice, I'm missing _____ on having fun with my friends.

7> Complete the sentences with the correct form of the words in brackets. Add any extra words where necessary.

- 1 Helen (*never / be / as / dead / set / win*) _____ the tennis tournament as she is now.
- 2 Mary is a very stubborn child. Whenever she makes a plan, she (*always / stick / it*) _____ and never changes her mind.
- 3 He's such a talented and hardworking singer – he (*never / miss / opportunity*) _____ to improve his skills.
- 4 Amy and Ray _____ (*try / make / go*) their relationship, but it looks like they just can't make it work.

8> Complete the sentences with your own ideas.

- 1 I feel I've missed out on _____.
- 2 It felt like the end of the world when _____.
- 3 I'm currently dead set on _____.
- 4 I've recently decided to stick to _____.

Relative clauses

Zdania przydawkowe definiujące (defining relative clauses) zawierają istotne informacje o rzeczowniku w zdaniu głównym, bez których całe zdanie nie miałoby sensu. Tych zdań nie oddzielamy przecinkami od zdania głównego.

*The girl **who is standing by the window** is my older sister.*

W zdaniach przydawkowych używamy następujących zaimków względnych:

- **who** do opisu osoby:
*This is the girl **who joined our class last week**.*
- **which / that** do opisu przedmiotu:
*The subject **which I absolutely hated at school** was physics.*
- **where** do opisu miejsc:
*Do you remember **where we first met**?*
- **whose** do opisu przynależności:
*I really can't understand people **whose lives revolve around work only**.*

Zaimki względne who / which / that można pominąć, jeśli pełnią funkcje dopełnienia zdania (zdanie przydawkowe ma podmiot).

*The boy (who/that) **I met at the party last night** was very handsome.*

*Is that the woman **who gave you the money**?*

(NIE: ~~Is that the woman~~ gave ...)

Zdania przydawkowe niedefiniujące (non-defining relative clauses) zawierają dodatkowe informacje o rzeczowniku w zdaniu głównym, bez których zdanie to zachowałoby logiczny sens. Od zdania głównego oddzielamy je przecinkiem/przecinkami.

*Our first dog, **which was called Penne**, was extremely stubborn.*

- Zaimek **that** nie jest używany w zdaniach niedefiniujących.

*The teacher, **who** NIE: ~~that taught me maths in primary school~~, was very kind.*

W stylu bardziej oficjalnym, możemy stosować zaimek **whom** zamiast **who** w roli dopełnienia zdania.

*This is the boy **whom** I have known for several years. (formal)*
*He's a person **who** takes his job very seriously. (informal)*

Grammar challenge! » Student's Book, page 115, UNIT 5

Zwróć uwagę na różnicę w znaczeniu poniższych zdań:

*My cousin, **who is a journalist**, lives right across the street.*

(Mam jednego kuzyna, który jest dziennikarzem i mieszka po drugiej stronie ulicy.)

*My cousin **who is a journalist** lives right across the street.*

(Mam kilku kuzynów, a ten, który jest dziennikarzem, mieszka po drugiej stronie ulicy.)

*The climbers, **who reached the top of the mountain**, were exhausted.* (Wszyscy alpinści dotarli do szczytu, byli zmęczeni.)

*The climbers **who reached the top of the mountain** were exhausted.* (Ci alpinści dotarli do szczytu i byli wycieńczeni.)

*We threw a party, **which annoyed the neighbours**.*

(Urządziliśmy przyjęcie, co zdenerwowało sąsiadów; **which** odnosi się do całego zdania głównego)

*We threw a party **which ended by midnight**.* (Urządziliśmy przyjęcie, które skończyło się przed północą; **which** odnosi się do wyrazu *party*)

1) Choose the correct option to complete each sentence. Sometimes more than one answer is correct.

- Sharon, I need the book **that / which / – I** lent you a couple of weeks ago. A friend of mine – / **whom / that** is preparing for an exam needs to borrow it.
- We spoke to several people **that / which / who** had applied for the job.
- We looked at the flats **which / where / – you** recommended, but none of them were suitable.
- The room **when / which / where** I slept was very gloomy.
- Tom's first job, **that / which / –** required a lot of travelling, was very tiring.
- Is there anyone in our class **who / that / whose** parents would like to help prepare the party?
- Do you know of a place **that / where / which** we can talk without being disturbed all the time?
- 2020 was the year **that / – / when** I started my career in fashion design.
- What's the name of the girl **that / – / whom** you asked so many questions at the meeting?
- Carol Green is the teacher **whose / who / that** will be taking over maths classes next year.

2) Complete the sentences with relative pronouns. Sometimes more than one answer is correct. Then tick the sentences in which the relative pronouns can be omitted.

- Are these the photos _____ you wanted to show me? ☐
- I'd rather you didn't do anything _____ could decrease his motivation. ☐

- Here's the album _____ I promised to give you. ☐
- I only caught a quick glimpse of the man _____ car is parked outside, so I can't describe him in detail. ☐
- We put the boxes on the floor, _____ was already covered with all sorts of rubbish. ☐
- There is a tree in our garden _____ branches nearly touch my window. ☐
- Have you read the letter _____ arrived this morning? ☐
- My tablet, _____ I bought only two months ago, has suddenly stopped working. ☐
- Lisa met her husband in the same year _____ she moved to London. ☐
- Is this the man with _____ we have arranged to meet? ☐

3) Rewrite each pair of sentences as one sentence. Add commas where necessary.

- The book was written by my favourite author. I borrowed it from Kate.

- I offered to carry a woman's suitcase. She turned out to be my Spanish teacher.

- Mr Livingstone paid for some new sports equipment. His son plays in the basketball team.

- My friend George failed the exam. He's always been rather knowledgeable.

5 I'd like to show you around the city. I grew up there.

6 Danny has a new girlfriend. I used to be in love with him.

7 Yesterday, my grandma made a cake. It was delicious.

8 I saw a boy in the street. He reminded me of someone from the past.

9 You've been reading a book by George R. R. Martin. Can I borrow it?

10 Ian's dad helped me change my diet. He is a dietician.

4> Complete the text with the sentences (a-g) using relative clauses. Add appropriate relative pronouns and commas where necessary. There are two extra sentences.

- a On that day I announced that I wanted to be a fashion designer.
- b My family's ambitions have always been pretty high.
- c I will never forget that day.
- d His professional career wasn't very successful.
- e My mum and my dad are top neurosurgeons.
- f We used to spend the evenings together in the living room.
- g Ian is now a professor at university.

I come from a family ¹_____. My parents ²_____ have always had very high expectations of me and my brother, Ian. We both grew up to be knowledgeable, polite and hard-working people. My dad always hoped I would follow in his footsteps. I clearly remember the day ³_____. We were all sitting in the living room ⁴_____. Can you imagine my parents' disappointment when they heard my announcement?

At the time, it probably felt like the end of the world to them. However, in the end things turned out quite well. I've become a world-famous shoe designer, and my career is definitely something my parents can be proud of. Also, my brother ⁵_____ has managed to meet our parents' high expectations.



Grammar challenge! » Student's Book, page 115, UNIT 5, ex. 1 and 2

5> Translate the Polish parts of the sentences into English. Add commas where necessary.

- 1 a Sue got a job in the capital, _____ (co nie było łatwe).
- b Sue got a job in a city _____ (które jest położone) 300 kilometres from her home town.
- 2 a My sister _____ (która jest o 5 lat starsza ode mnie) can speak five foreign languages. My youngest sister does not speak any foreign languages.
- b My only sister, _____, (która studiuje medycynę) is coming to visit us for Christmas.
- 3 a The national team lost the match, _____ (co było bardzo rozczarowujące).
- b The national team lost the match _____ (który bardzo chcieli wygrać).

6> Complete the gaps with relative pronouns. Then write 1-2 sentences to describe:

- 1 a day _____ you made an important decision.
- 2 person _____ had a big influence on you as a child.
- 3 a place _____ you learnt something very important.
- 4 a book or film _____ was very thought-provoking.

Reduced relative clauses

Zdania przydawkowe można skrócić poprzez opuszczenie zaimka względnego i czasownika posiłkowego **be**:

- w zdaniach w stronie czynnej czasownik w zdaniu wyjściowym zastępujemy formą **-ing**:
*Students **arriving** (= who arrive) late for class will not be allowed to enter the classroom.*
- w zdaniach w stronie biernej czasownik w zdaniu wyjściowym zastępujemy formą **past participle**:
*The film, **based on a true story** (= which is based), tells the story of a young woman.*

Uwaga!

Podrzędne zdania przydawkowe można skracać tylko wtedy, gdy ich podmiot jest taki sam jak podmiot zdania głównego.
The book, which my sister gave me, was boring.
The book, written by a teenager (= which was written), soon became a bestseller.

1> Choose the correct option to complete each sentence.

- 1 All the students **waiting** / **waited** for the exam results were very nervous.
- 2 The student council elections, **organising** / **organised** last month, will have to be held again.
- 3 I believe that every student, **giving** / **given** enough time, will be able to do this task.
- 4 Margaret, **recovered** / **recovering** from the her injury, is not going to come to the party.
- 5 The young journalist **conducting** / **conducted** an interview with the courageous teenager actually seemed rather indifferent.
- 6 Oh no! The local gym, **offering** / **offered** discounts for students, is going to close down.

2) Complete the sentences with the correct forms of the verbs in brackets. Use reduced relative clauses.

- 1 Can you see the man _____ (wave) at us?
That's my roommate.
- 2 The money _____ (collect) at the Charity Bazaar will be used to fund a scholarship for underprivileged kids in our neighbourhood.
- 3 The woman _____ (talk) to my wife is the most creative person I know. She writes books for children.
- 4 The thief, _____ (arrest) yesterday, left his fingerprints in the house he had burgled.
- 5 All students _____ (take part) in the workshops at the job fair were rather pessimistic about their future careers.
- 6 A black minivan, _____ (drive) by a young man, suddenly turned left.
- 7 I'm afraid that the students _____ (sit) at the back of the lecture hall could not hear a word of what the professor was saying.

3) Complete the photo description with the correct forms of the verbs below. There is one extra word.

award show win think play try

In the picture, I can see a team ¹ _____ a game of basketball. All of the players ² _____ in the picture are wheelchair users. It's inspiring to see athletes ³ _____ hard to fulfil their dreams despite their disabilities. It obviously takes a great deal of motivation and courage not to give up. I believe everyone ⁴ _____ about a career in sport should watch the Paralympics. I once watched a medal ceremony after the tennis finals, and it was very moving. The winner, ⁵ _____ the gold medal, couldn't have been prouder.



4) Rewrite the sentences using reduced relative clauses. Some sentences cannot be reduced.

- 1 The blonde woman who is standing by the window is my aunt.

- 2 All of the classmates, whom Margaret has invited to the party, have accepted her invitation.

- 3 The bride was wearing a dress which had been ordered from Paris.

- 4 The person who won the lottery last week lives in my town.

- 5 They are now renovating the bridge which connects the two parts of the city.

- 6 Have you had a chance to watch the film which I recommended?

5) Match the sentence pairs. Then rewrite them using relative clauses. Make any necessary changes.

- 1 The driver has been stopped by the police for speeding. ☒ f
The driver, **stopped by the police for speeding,** has to pay a \$200 fine.
- 2 The neighbours' dog was hit by a car. ☐
- 3 The young man is playing the guitar. ☐
- 4 The horse is being ridden by a jockey in a blue shirt. ☐
- 5 An elderly man was crossing the street. ☐
- 6 A man works in the grocery shop round the corner. ☐
- a He is a music teacher.
- b It managed to survive.
- c It is expected to win the race.
- d He caught a shoplifter.
- e He suddenly fell over and broke his arm.
- f He has to pay a \$200 fine.

6) CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary.

- 1 Mr Smith, _____ (who / start / teach / we / history) last year, has proved to be a passionate and helpful teacher.
- 2 Martin _____ (use / be / unmotivated), but he's just the opposite now. In fact, he's the most determined person I now.
- 3 The teacher _____ (accused / I / cheat) in the exam.
- 4 She promised that she _____ (take / my advice / heart) and try to be more flexible.
- 5 Hopefully by the end of this year, Jack _____ (choose / university) where he wants to study.
- 6 Kevin _____ (insist / be / autonomous) ever since he was a teenager.
- 7 I'm not sure I _____ (ever / able / fit) this team – they don't think I'm a good player.
- 8 No wonder Karen is exhausted – she _____ (run) for two hours.
- 9 My family moves to a different country every two years. I'm afraid I _____ (never / get / use / move) house so often.

1> Read the text in exercise 3 and choose the best title.

- A Emotions and their functions B Finding empathy through one's emotions C The importance of empathy

2> Write words with the negative prefix *dis-* which match the definitions below. Then read the text in exercise 3 again and check your answers.

- | | | | |
|---|-----------------------|-----------------------|----------------|
| 1 A feeling of not believing anyone | dis _ _ _ _ t | 4 not like something | dis _ _ _ e |
| 2 A feeling of unhappiness | dis _ _ _ _ _ _ _ _ t | 5 ignore | disr _ _ _ r _ |
| 3 A situation when people have different points of view | dis _ _ r _ _ _ _ _ | 6 not treat seriously | dism _ _ s |

3> Read the text and choose the correct answers: A, B, C or D.

Empathy has become a buzzword recently. So much so that everyone seems to be striving to be able to feel it, both at work and in our personal lives. Why? Probably because it is believed to help people develop healthy relationships, resolve conflicts, and work smoothly in a team. But what does it actually mean to be empathetic?

If you think you are being empathetic when you try to help people by giving them some sound advice, then you are in the wrong. We're often tempted to steer someone experiencing difficulties in the right direction, but this rarely makes them feel any better. The parents of teenage children should be especially sensitive about this. Instead of listening and trying to relate to the situation, they often rather scold their kids or attempt to offer them guidance. Much to their surprise, their behaviour leads to disagreements or fierce quarrels. And whenever teenagers feel deeply hurt, it is very hard to get through to them and win back their trust.

So, what is empathy? In a nutshell, it is the ability to mirror what other people feel and to identify and understand their emotions correctly. Yet, in order to truly recognise somebody else's emotions, we first need to have a good understanding of our own feelings. This is easier said than done. Emotions are often suppressed or ignored because experiencing and expressing them is difficult and often socially unacceptable. It is important to remember, however, that they serve a particular function by informing us about our experiences and needs. Take anger, for example. Anger's main function is to show us our boundaries, giving us the necessary energy to change a situation that we dislike so we can stand up for ourselves



and our rights. Other emotions which are often perceived as difficult to deal with are sadness and fear. The main function of the latter is to warn us of possible danger, which is why it should never be dismissed. If you acknowledge to yourself that you are afraid, you are more likely to stay out of trouble. The former, however, is often connected with disappointment or loss, and its function is to allow us to adapt to a new situation.

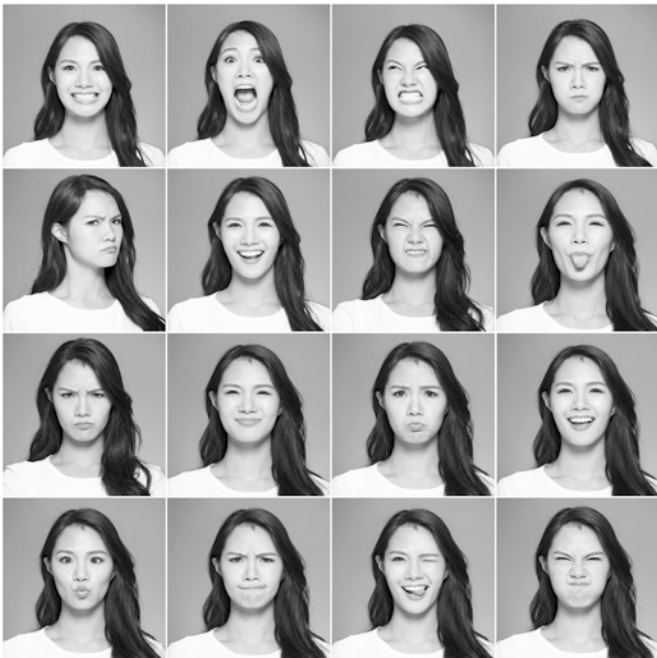
Understanding our own emotions and their functions is crucial for developing empathy towards others. It might seem easier to disregard those which we perceive as negative, but, instead of distrusting them, we should explore them in order to be more open to others. It may also help us to turn our life around as achieving higher levels of empathy very often leads to greater personal success and fulfilment as a human being.

- | | |
|--|---|
| <p>1 Empathy should <u>not</u> be described as an ability to</p> <p>A understand the emotions and feelings of other people.</p> <p>B offer people some useful advice.</p> <p>C see the world from another person's perspective.</p> <p>D notice what other people are struggling to deal with.</p> <p>2 Parents sometimes can't get along with their teenage children because</p> <p>A they prefer to tell them off.</p> <p>B they can't offer them sound advice.</p> <p>C they are incapable of relating to the situation.</p> <p>D they tend to hurt their feelings.</p> | <p>3 Which statement does the text agree with?</p> <p>A Difficult emotions should be suppressed.</p> <p>B Dismissing particular emotions will help you stay out of trouble.</p> <p>C Some emotions are essential but, at the same time, difficult to deal with.</p> <p>D Unpleasant emotions do not serve any function.</p> <p>4 The text</p> <p>A highlights the importance of understanding emotions in developing empathy.</p> <p>B criticises parents for their inability to get through to their teenage children.</p> <p>C suggests ways of dealing with difficult emotions.</p> <p>D explains how to give advice in an empathetic way.</p> |
|--|---|

4) Match 1–7 with a–g to form phrases from the text in exercise 3 on page 49. Then match the phrases with the correct definitions (A–G).

- | | | |
|-------------------|---|--------------------------|
| 1 relate to | ☐ ☐ | a (someone) guidance |
| 2 turn one's life | ☐ ☐ | b someone's situation |
| 3 stay out of | ☐ ☐ | c someone's trust |
| 4 offer | ☐ ☐ | d to someone |
| 5 get through | ☐ ☐ | e trouble |
| 6 steer someone | ☐ ☐ | f around |
| 7 win | ☐ ☐ | g in the right direction |

- A make someone understand your point of view
 B make someone trust you
 C make someone do the right thing
 D make a change for the better
 E give advice
 F avoid doing something bad
 G be able to understand someone's situation



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

- We won't punish you this time, but in future please try to _____ out of trouble.
- Someone needs to _____ that boy in the right direction, or he'll end up in trouble.
- You can't _____ to my situation! You don't have to work and study at the same time as I do.
- It's never too late to turn your life _____. The most important thing is that you want to change it.
- It took me a few months to _____ her trust, but it was worth the wait.
- The school counsellor _____ students guidance concerning both school life and personal life.
- Please talk to mum. She won't listen to my arguments, but maybe you can get _____ to her.

Revision ■ Student's Book, pages 60–61

6) Complete the sentences with the missing words.

- Caroline's phone rang, and she immediately recognised the number. She h _____ t _____ for a moment, but then picked up the phone.
- The two girls were sitting in the corner, _____ s _____ p _____ g to one another quietly. They were probably saying something very funny because they both started _____ g _____ l _____.
- The crash in the garden made me jump. I sat quite _____ l _____, listening and trying to figure out if someone was outside.
- Katie had b _____ g _____ her mum to let her go to the party and promised to be home early. But she was now three hours late, and her mum was waiting for her in the kitchen, f _____ o _____ n _____ and, no doubt, quite angry.

Vocabulary challenge! » Student's Book, page 115, UNIT 5, ex. 2 and 3

7) Complete the second sentence so that it means the same as the first. Use phrasal verbs with *turn* in each sentence.

- Jake proposed to Lisa three times, but she kept refusing him.
 Jake proposed to Lisa three times, _____.
- How many people came to the street festival?
 How many people _____ at the festival?
- Cinderella's fairy godmother changed the pumpkin into a carriage.
 Cinderella's fairy godmother _____ a carriage.
- I thought he was an insensitive person, but it appeared that I was wrong.
 I thought he was an insensitive person, _____ that I was wrong.
- Please stand there with your back to me until I tell you the surprise is ready.
 Please don't _____ until I tell you the surprise is ready.
- We wanted to go to the Hotspot club, but they refused to let us in because of how we were dressed.
 We wanted to go to the Hotspot club, _____ because of how we were dressed.
- Whenever I have problems, I always ask my grandma for advice.
 Whenever I have problems, _____ for advice.



SPEAKING

photo description • referring to a past event

1) Choose the correct option to complete each clause.

- I'll never forget the _____ when ...
a while b memory c time
- What _____ with me most vividly ...
a reminds b stays c stands
- What started _____ as an ordinary day ...
a out b from c at
- The first _____ that happened was ...
a thing b what c which
- What happened _____ was ...
a after b next c following
- The next thing _____ happen was ...
a to b at c what
- When I look _____ now, I feel ...
a behind b back c in the past

2) Complete the sentences using the prompts in brackets.

- Her speech has helped me realise _____
(who / I / want / be / when / grow up).
- It got me thinking _____
(career / science).
- Meeting him encouraged me _____
(turn into / I / passion / career).
- This day opened my eyes to the fact that _____
(any dream / can / true).
- I knew then that _____
(she / become / I) best friend.
- Ever since I heard her story, _____
(I / want / visit / Japan).

3) Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- What do you think the boy is asking the firefighter?
- Would you like to meet someone famous?
Why?/Why not?
- Describe a meeting with someone who influenced your life.

WRITING

a letter to the editor

5

1) Complete the letter with the correct forms of the words in brackets.

Dear Sir/Madam,

1 _____ (I / write / reference / the article)
in which you claim that young people are not interested in social and political life. I believe there are many young people who are 2 _____ (deep / involved / shaping our society).
3 _____ (great example / prove this) is Malala Yousafzai, who 4 _____ (devote / herself / fight / children's right) to education since an early age. 5 _____ (reason / I / consider / she / be) an amazing young woman is the fact that as an 11-year-old girl, living under Taliban occupation, she was not afraid to blog about her life. Moreover, Malala is extremely courageous. 6 _____ (this / show / fact) that, although she was shot and almost lost her life, she never considered giving up. She continues to speak up about the chronic lack of schools and is actively campaigning for help.
7 _____ (it / be / Malala / make the world more aware) of the problems of girls in Muslim countries. She has received numerous awards for her achievements, the Mother Teresa Prize and Nobel Peace Prize 8 _____ (name / but / two). 9 _____ (thank / persistence), she now heads a charity organisation which builds schools and continues working for the rights of girls and women. I hope you will agree with me that she is a true inspiration to every teenager in the world. I would like to encourage readers to write about other teenagers who have made a difference to the world.
Yours faithfully,
XYZ

2) Rewrite the informal sentences in a more formal style using the prompts below.

- I'm answering your question about our school patron.
(I / write / response / request / describe)
- I think she's a great person for us to look up to because of her character. (reason / I / consider / she / suitable role model / young people / her character)
- Her example shows us that we should try to make our dreams come true. (example / show / we / pursue / dreams)
- She loved her work, which still inspires young people. (it / dedication to her work / continue / inspire / young people)

3) Read the instructions and do the writing task.

TEST IT! Gazeta młodzieżowa poprosiła czytelników, żeby przedstawili patronów i patronki swoich szkół. Napisz list do redakcji (200–250 słów), w którym opisziesz, kim był patron / była patronka Twojej szkoły i co sprawia, że jest on/ona dobrym wzorem do naśladowania dla młodzieży.

1) Complete the sentences with correct forms of the words in brackets.

- One of the common _____ (*concept*) about teens is that all of our social life takes place in the virtual world.
- One example of her _____ (*care*) is that she always forgets to lock the door when leaving the house.
- Her example has always _____ (*courage*) me to set my goals high.
- Mary is a very shy and _____ (*secure*) person. She never disagrees with anyone.
- This film _____ (*drastic*) changed Diana's attitude to life and inspired her to take greater control over it.
- My great-uncle Ed, whose life has been full of amazing experiences, is my favourite _____ (*relate*).

2) Complete the sentences with the words below. Sometimes more than one answer is possible.

use point sense good worth

- It's no _____ waiting for the rain to stop. Let's put our raincoats on and go for a walk.
- It's no _____ trying to change her mind – she's very stubborn.
- It's _____ fighting for what you believe in.
- There is no _____ in paying for a language course if you're not going to attend it.
- There's no _____ in worrying about things you have no control over.

3) Complete the second sentence so that it means the same as the first. Use the word given in capitals.

- Anna is the most confident of all my friends. **NONE**
_____ as confident as Anna.
- I'm surprised that Sara hasn't been nominated for the Young Hero award. **SURPRISING**
Sara hasn't been nominated for the Young Hero award, _____.
- He is dedicated to his work, and that's what people admire most about him. **DEDICATION**
It _____ his work that people admire most about him.
- As a child, I was constantly begging my parents for a dog, but they always refused to get one. **WOULD**
As a child, _____ my parents for a dog, but they always refused to get one.
- Don't ask her to look after your dog. She's so undependable she's unlikely to do it properly. **POINT**
There _____ her to look after your dog. She's so undependable she's unlikely to do it properly.

6) 'I'm sorry, I didn't come to your party!' said Luke.

TURNING

Luke _____ at my party.

- I think it's wrong to keep your emotions to yourself.

OPPOSED

I'm _____ your emotions to yourself.

- Recent studies show that ginger and garlic are beneficial to our health. **FOR**
Recent studies show that ginger and garlic _____.

4) Choose the correct options to complete the text.

Would you rather be liked or be right? Peer pressure can be a real nightmare. Those around us often try to influence our behavior, so we need to learn how to deal with it. The trick is to be able to tell the difference between the positive pressure that results ¹ _____ studying more or taking up a sport and the negative one that makes you do things you normally consider wrong. In the long run, giving in to such pressure will turn ² _____ you never wanted to be. So, what do you do when you are asked to do something stupid in order to ³ _____?

First of all, stop worrying that if you ⁴ _____ to do it, you'll come across as a coward or a wet blanket. You'll be surprised to see how many people respect someone who can ⁵ _____ their mind with confidence. Also, stop ⁶ _____ about the consequences of your refusal; if you don't feel like doing something, then simply don't do it. Finally, if you feel pressurised to behave in a way you don't like, consider hanging out with someone else, someone ⁷ _____ attitudes you share.

- | | | | |
|--------------|------------|------------|------------|
| 1 A from | B in | C to | D at |
| 2 A to you | B you into | C someone | D you for |
| | someone | at you | someone |
| 3 A fit in | B go in | C come in | D fall in |
| 4 A object | B refuse | C deny | D disagree |
| 5 A say | B tell | C speak | D express |
| 6 A thinking | B think | C to think | D for |
| | | thinking | |
| 7 A who | B that | C who's | D whose |



5) Find and correct any grammatical or spelling mistakes in the following sentences.

- My grandparents' dog, that they've had for ten years, is a Rottweiler.
- Last year, we spent our holidays in Edinburgh which is the capital of Scotland.
- My older brother, whose I don't see that often these days, has recently announced that he's getting married.
- Every candidate inviting to the job interview was knowledgeable and creative.
- We are looking for candidates who are good at children to work as tutors in primary schools.
- Today's lecture will be delivered by a specialist on world trade who is famous with his controversial theories.
- Who was the girl to who you were talking during the break?

1> Match the words (1–6) with their Polish equivalents (a–f).

- | | | |
|-------------------------------|--------------------------|--------------------|
| 1 pliant | ☐ | a kroczyć |
| 2 stride [past tense: strode] | ☐ | b ciężko westchnąć |
| 3 furtive | ☐ | c ukradkowy |
| 4 wend your way | ☐ | d gibki, giętki |
| 5 heave a sigh | ☐ | e iść |
| 6 pansy | ☐ | f bratek |

3> Read the instructions and do the writing task.

TEST IT! Już od jakiegoś czasu wiele firm decyduje o przyjęciach do pracy na podstawie testów osobowości. Teraz również uczelnie zaczynają wprowadzać takie testy dla swoich kandydatów jako istotny element rekrutacji. Napisz **rozprawkę** (200–250 słów), w której przedstawisz dobre i złe strony takiego rozwiązania.

2> **TEST IT!** Przeczytaj dwa teksty i uzupełnij e-mail.

Tekst 1.

As he was passing by the house where Jeff Thatcher lived, he saw a new girl in the garden – a lovely little blue-eyed creature with yellow hair plaited into two long-tails [...]. The fresh-crowned hero fell without firing a shot. A certain Amy Lawrence vanished out of his heart and left not even a memory of herself behind. He had thought he loved her [...]. He had been months winning her; she had confessed hardly a week ago; he had been the happiest and the proudest boy in the world only seven short days, and here in one instant of time she had gone out of his heart like a casual stranger whose visit is done.

He worshipped this new angel with furtive eye, till he saw that she had discovered him; then he pretended he did not know she was present, and began to “show off” in all sorts of absurd boyish ways [...] but by-and-by, while he was in the midst of some dangerous gymnastic performances, he glanced aside and saw that the little girl was wending her way toward the house. Tom came up to the fence and leaned on it, grieving [...]. She halted a moment on the steps and then moved toward the door. Tom heaved a great sigh as she put her foot on the threshold. But his face lit up, right away, for she tossed a pansy over the fence a moment before she disappeared.

The boy ran around and stopped within a foot or two of the flower, and then shaded his eyes with his hand and began to look down street as if he had discovered something of interest going on in that direction. Presently he picked up a straw and began trying to balance it on his nose, with his head tilted far back; and as he moved from side to side, in his efforts, he edged nearer and nearer toward the pansy; finally his bare foot rested upon it, his pliant toes closed upon it, and he hopped away with the treasure and disappeared round the corner. But only for a minute – only while he could button the flower inside his jacket, next to his heart – or next to his stomach, possibly, for he was not much posted in anatomy, and not hypercritical, anyway.

He returned, now, and hung about the fence till nightfall, “showing off,” as before; but the girl never exhibited herself again, though Tom comforted himself a little with the hope that she had been near some window, meantime, and been aware of his attentions. Finally he strode home reluctantly, with his poor head full of visions. All through supper his spirits were so high that his aunt wondered ‘what had got into the child.’

extract from *The Adventures of Tom Sawyer* by Mark Twain

Tekst 2.

To the Editor:

I am writing in reference to the article ‘Digital Dating’, which appeared last Friday. I would like to share my experiences concerning modern approaches to dating.

Firstly, I would like to say that I have been on many dates arranged through social media, and my conclusion is that dating these days is a little like choosing a chocolate bar – in that you base your choice on the wrapper alone. The wrapper, in this case, being my profile on the dating website. I’m assessed by the users as either interesting or boring without ever having a chance for a face-to-face conversation. Then, if I’ve been assessed positively, I get one chance – a date, during which a girl will decide whether she’s made a good choice or not. I always feel like I’m supposed to perform some clever trick if I want the chance of a second date.

It seems to me that we have simply become too impatient about dating. It’s either love at first sight or goodbye and good luck. No instant spark means there’s going to be no second date. I believe many of us are under the mistaken impression that they can get to know someone by reading their profile. We overlook the fact that there are many important details which make each and every one of us unique. Instead, people become reduced to the details of their profile, which may be things as bland as our favourite films and sports.

I would like to encourage other readers to share their opinions on dating in the 21st century, and I’m looking forward to more articles on the topic.

Yours faithfully,

Mark Jones

Hi Emma,

I’ve recently come across an interesting letter, and it made me think about how we date nowadays. I totally agree with the author that online dating is like choosing a chocolate bar because we simply ¹_____ on the wrapper. What this means is that we make our decision according to whatever’s on the individual’s profile on the dating website. ²_____ as either attractive or not solely by the profile seems unfair. Interestingly, the author feels he needs to show off on the first date because if there ³_____ spark, he’s aware that there will be no second date.

This reminded me of *The Adventures of Tom Sawyer* that we read as kids. There is a passage describing how Tom sees a beautiful girl and does everything to impress her. In my opinion, this is a great example of basing one’s choice on the “wrapper”, in other words, the girl’s first appearance. Unfortunately, the moment he sees her, he completely forgets about Amy, whom ⁴_____ for the previous week. Tom continues to show off, hoping that the new girl will notice his efforts. Well, people have always shown off to impress others, haven’t they?

I’d love to know what you think about it.

Love,

James

6

City and country

VOCABULARY qualities of places • describing a place

- 1) In the wordsearch, find the adjectives that match the definitions below. The words appear across, down and diagonally, forwards and backwards.

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

- 2) Complete the sentences with the words below.

noisy bustling happening quaint shabby
picturesque

- You will never get bored in our hotel – we are right in the middle of a _____ old town, full of clubs and cafés.
- Why don't we go to the trendy new club in Grand Street? It's the most _____ place in town.
- The hotel was situated on a _____ street full of traffic. It was so loud I couldn't sleep.
- At the end of our journey, we reached a _____ village with a lot of old buildings and some charming cobbled streets.
- The artist went to the north of Scotland to look for some _____ landscapes as an inspiration for his paintings.
- I got off the bus in front of a _____ old building, which looked as if it hadn't been taken care of for years.

- 3) Complete the texts with appropriate words.

Then decide which adjective from exercise 1 best describes each person's dream hometown.

a If I were to move, I'd definitely look for a place where I could escape the rat ¹ _____ which I am part of at the moment. I'm sick and tired of being in a hurry all the time, and I'd love to find a place where I could enjoy the ² _____ and quiet – perhaps somewhere close to a forest where I could feel a closer ³ _____ with nature. I would also like to live in a place where people know their neighbours and where there is a ⁴ _____ of community. (_____)

b Most of my friends enjoy the relaxed atmosphere in my hometown. However, I'd much prefer to live in a big city, at the ⁵ _____ of everything. You have no idea how dull this place can get on long winter afternoons, so I'd definitely appreciate being close to all the ⁶ _____, such as swimming pools, cinemas or restaurants. I know that people who live in the city tend to complain about traffic jams, but I'd even be willing to ⁷ _____ up with them. (_____)

Which adjective do you use to describe a place

- where you can do a lot of exciting things? v _____
- which will make you feel bored? d _____
- where you have to pay a lot for accommodation? e _____
- which is calm and quiet? r _____
- which may make you feel sad? d _____
- which is a long way away from other places? i _____
- where the air or water is dirty? p _____
- which is attractive and pleasant? c _____

Vocabulary challenge! » Student's Book, page 115, UNIT 6, ex. 1

- 4) Decide if the sentences below are correct. If not, correct the mistakes by replacing one word in each incorrect sentence.

- If you were more economic, you wouldn't need to borrow any money now.
- Due to the works on the runway, the flight was delayed four hours.
- I must say the amount of tourist attractions in the region is truly impressive.
- The third home on the right looks a bit shabby, doesn't it?
- Before we move any farther, have you got any questions?
- I don't care where I live as long as I'm among friends.
- The researchers look for historic evidence to find out the truth about past events.
- Can you name any factors that influence economic growth?
- When James was a student, he did a lot of historical research.
- Don't you think it's high time to redecorate the home?

- 5) Write 4–5 sentences to describe one of the places below. Use vocabulary from the lesson.

- your last holiday destination
- your grandparents' hometown
- the most memorable place you've visited

c I hate the city I live in. Some people might think it's fascinating, but I'm actually quite depressed here. I'd like to live in a place where I could enjoy a slower ⁸ _____ of life, without constantly having to rush from place to place. It would be great to have a house ⁹ _____ by nature, far from the city centre. (_____)

1> Complete the second sentence so that it means the same as the first one. Observe how the same information is expressed in the two sentences.

- There is a communal kitchen for everyone who works here.
All workers share _____.
- The bad weather was the main reason for the change in plans.
They changed the plans because of _____.
- By 2030, the population in most big cities will have reached over 30 million.
In the next 10–15 years, there will be more _____ people living in big cities.

2> **MP3 10** Listen to three speakers talking about life in a city and complete the sentences. Use one or two words in each gap.

- By 2030, there will be at least _____ inhabitants in more than 200 Chinese cities.
 - People migrate to urban areas mainly to find _____.
- The wide range of _____ activities that are available is one of the advantages of living in the speaker's hometown.
 - As there is less _____ in a small town, you don't waste time stuck in jams.
- _____ makes it possible for young people to spend less money on accommodation.
 - All the inhabitants share certain _____, such as the kitchen, games room and exercise rooms.

3> **MP3 11** Listen to the speaker and answer the questions.

- What didn't the speaker like about city life?
- What's the stereotype about villagers that he mentions?
- Why is it difficult for him to get angry with his neighbours?
- What is he nostalgic about?

4> Match the words from the recordings (1–6) with their definitions (a–f).

- | | | |
|--------------|--------------------------|---|
| 1 rural | ☐ | a worth less than the price charged |
| 2 nosy | ☐ | b relating to the countryside |
| 3 decent | ☐ | c externally |
| 4 presumably | ☐ | d probably |
| 5 remotely | ☐ | e reasonably good |
| 6 overpriced | ☐ | f wanting to know about other people's business |

5> Complete the sentences with the words from exercise 4.

- Most of my friends don't work, so _____, they don't have a lot of money.
- The hotel we stayed at was _____ – it wasn't the standard we had paid for.
- The project my mum has taken on can be done _____, so she's working from home.
- This country has 50 million inhabitants. Half of the population live in cities, the other half – in _____ areas.
- I'm not looking for a fancy restaurant, just a _____ place to have a good meal.
- I'm sick and tired of my _____ neighbours. They literally want to know everything about my private life.

Revision ■ Student's Book, page 69

6> Complete the texts with appropriate words. Then match the texts with the pictures below.

A _____

The hotel is rather out of the ¹_____ – we had to travel the whole day to get there. But it was definitely worth it. It is the most stunning place I've ever visited. With its bright walls, it looks out of this ²_____. When the lights are switched on, it resembles a castle from a fairy tale.

B _____

We found this place while we were planning our holiday last year. We wanted to be close to nature in a place off the ³_____ track, far away from the ⁴_____ and bustle of modern city life. We were ⁵_____ for an unforgettable adventure, you know, something really exciting. And we weren't disappointed. The place turned out to have everything we were looking for.

C _____

At first glance, the house looks out of ⁶_____, doesn't it? I mean, you travel for miles without seeing any buildings and then you suddenly see an impressive structure like this! It clearly doesn't belong here!

At first, I thought that getting to the top was going to be ⁷_____ my ability as I've always been afraid of heights. But then curiosity got the better of me and ... well, what can I say, the view below me was ⁸_____ belief.



7> Choose one of the situations below and write 1–2 sentences to describe it.

Describe the last time you

- travelled somewhere off the beaten track.
- were up for a big challenge.
- saw something which looked out of this world.

Making comparisons

Stopień wyższy i najwyższy przymiotników tworzymy dodając końcówkę **-er** / **-est** do krótkich, często jednosylabowych przymiotników oraz **more** / **the most** (lub **less** / **the least**) przed przymiotnikami dłuższymi, wielosylabowymi:

happy – happier – the happiest
difficult – less difficult – the least difficult

Stopniem wyższy i najwyższy przysłówków tworzymy poprzez dodanie **more** / **(the) most** (lub **less** / **(the) least**) przed przysłówkiem. Do przysłówków, które mają taką samą formę jak przymiotniki dodajemy **-er** / **-est**.

beautifully – more beautifully – the most beautifully
fast – faster – the fastest

Niektóre przymiotniki i przysłówki stopniujemy w sposób nieregularny:

bad – worse – the worst *far – further – the furthest*
badly – worse – the worst *well – better – the best*

Aby opisać, jak bardzo różnią się opisywane osoby i rzeczy, przed przymiotnikami i przysłówkami możemy stosować następujące wyrazy:

- w stopniu wyższym: *slightly*, *a bit* (odrobinę, trochę), *far*, *a lot*, *much* (dużo, znacznie):

The hotel was far more expensive than we'd thought.
Mum came home slightly earlier than me.

- w stopniu najwyższym: *by far* (zdecydowanie), *easily* (bez wątplenia), *probably* (prawdopodobnie):

My grandpa is by far the nicest person I know.

- W konstrukcji **as ... as** możemy stosować wyrazy *just*, *nearly*, *not quite*, *almost*, *barely*:

The village was just as charming as I had imagined.

Ze stopniem wyższym przymiotnika stosujemy poniższe konstrukcje:

- **the** + stopień wyższy przymiotnika, **the** + stopień wyższy przymiotnika, ...: (im..., tym...)

The better the grades I get, the happier my parent seem to be.

- Aby opisać stopniowo zachodzące zmiany, stosujemy konstrukcję: przymiotnik w stopniu wyższym + **and** + przymiotnik w stopniu wyższym:

The days are getting shorter and shorter. (Dni stają się coraz krótsze.)

Uwaga!

Aby powiedzieć, że coś lub ktoś wyróżnia się na tle jakiegoś miejsca, używamy przymioków **in** oraz **on**.

Martha is the best student in the school.

Aby powiedzieć, że coś lub ktoś wyróżnia się spośród grupy wielu podobnych ludzi / rzeczy, używamy przymioka **of**:

She is the best of all the students in our class.

1) Complete the sentences with the correct comparative or superlative forms of the adjectives and adverbs in brackets.

- 1 We should visit this town in winter – the hotels are _____ (*expensive*) during that time of the year.
- 2 When Tom asked Lisa to marry her, she felt _____ (*lucky*) person on Earth.
- 3 The view from the window is beautiful, but the room could be _____ (*big*).
- 4 You should address him _____ (*politely*) – he's older than you!
- 5 If the problem gets any _____ (*serious*), we will have to inform the parents.
- 6 Do we really have to live in what seems to be _____ (*noisy*) street in the city?
- 7 Of all people I know, my mum drives _____ (*carefully*). In fact, some people are afraid to get into the car with her.
- 8 Can't we look for somewhere _____ (*far*) from the centre? I could do with some peace and quiet.
- 9 Jill had been studying very hard for two weeks before the test, so it's no wonder that she did _____ (*well*) of all the students in the class.
- 10 The fact that you have to put up with traffic jams is definitely _____ (*bad*) thing about living in a big city.

2) Match 1–8 with a–h and choose the correct option to complete each sentence.

- 1 It turns out that Lesley can run **by far** / **a lot** / **nearly** ☐
- 2 Look how much Ron has grown. He's now **just** / **not quite** / **by far** ☐
- 3 *Dune* by Frank Herbert is **probably** / **just** / **barely** ☐

- 4 In the last competition, their team did **almost** / **slightly** / **a lot** ☐
- 5 You need to practise more. Your performance was **not quite** / **almost** / **easily** ☐
- 6 This is the most expensive car **from** / **of** / **in** ☐
- 7 Now that I've met Amy, I must say that she's **nearly** / **quite** / **far** ☐
- 8 This is the busiest street **from** / **in** / **of** ☐
- a the city.
- b all those that my parents have ever had.
- c as good as last time.
- d faster than Mike. That's why she beat him in the race.
- e better than ours. They only won by a point.
- f the best science fiction novel I've read.
- g as tall as his dad.
- h nicer than people say.

3) Find and correct a mistake in each sentence.

- 1 I hate winter. It's getting colder and coldest every day.
- 2 I'm afraid the older she gets, the most forgetful she is becomes.
- 3 The town we have chosen for the trip isn't as quiet like we had expected.
- 4 During the conversation, it became least and least likely that we'd reach a compromise.
- 5 If you work more hardly, your marks will improve.
- 6 The pace of life here seems to be slower as a hundred years ago.
- 7 I have to admit that Mike is least stubborn than he used to be.
- 8 Don't you think that the meal they served wasn't barely as good as the last one.

4> Translate the Polish parts of the sentences into English.

- 1 I was hoping the bed would be _____
(trochę wygodniejsze).
- 2 Living in the suburbs is _____ (o wiele
tańsze niż) renting a flat in the city centre.
- 3 You need to do your homework _____
(dużo bardziej starannie) or you will keep making
mistakes.
- 4 This is _____ (zdecydowanie najmniej
turystyczna) holiday resort we've been to.
- 5 Why don't you say 'no' to your friend
_____ (dokładnie tak samo grzecznie jak)
the last time he asked you to do his homework for him?
- 6 Don't you think this sugar-free vegan cake is
_____ (dużo smaczniejsze) than the
chocolate one?
- 7 _____ (Im głośniej Sara mówi, tym mniej)
I can understand what she means.
- 8 Uncle Tom was dressed _____ (najmniej
elegancko ze wszystkich) the guests at the dinner party
last night.

5> Complete the second sentence so that it means the same as the first. Use the word given.

- 1 The test wasn't as easy as we'd expected. **DIFFICULT**
The test proved _____ we had expected.
- 2 Whenever I am very busy, I try to plan my time better.
THE
The busier I am, _____ plan my time.

- 3 We received a smaller donation than we had expected.
AS
The donation we received _____ as we
had expected.
- 4 Fantasy literature is gaining in popularity nowadays. **AND**
Fantasy literature is _____ nowadays.
- 5 There is no one in our class better at IT than Dale. **BY**
Dale _____ in our class.
- 6 No one in our family is more skilful at playing the violin
than John. **SKILFULLY**
John _____ any other person in our family.
- 7 After the accident, Betty was no longer a confident
driver. **DRIVE**
After the accident, Betty started _____
than she used to.

6> Use modifiers and comparative constructions from the grammar lesson to compare the following:

- summer and winter holidays,
- your teachers at secondary school with those at primary school.

Articles: review; *the* with geographical names

Przedimka nieokreślonego **a** / **an** używamy:

- kiedy mówimy o czymś po raz pierwszy:
A man walked into a restaurant.
- z rzeczownikami policzalnymi w liczbie pojedynczej:
We visited a small village.
- kiedy ktoś lub coś należy do pewnej kategorii:
My dad is an engineer.

Przedimka określonego **the** używamy:

- kiedy mówimy o osobie lub rzeczy, która została wspomniana wcześniej lub jest określona w zdaniu (zwroty z **of**):
I met a girl. The girl was older than me.
- przed przymiotnikami w stopniu najwyższym oraz przed liczebnikami porządkowymi:
the biggest room the first time

Przedimków nie używamy:

- przed rzeczownikami policzalnymi w liczbie mnogiej lub rzeczownikami niepoliczalnymi w zdaniach o charakterze stwierdzeń ogólnych:
Wild cats are dangerous. I don't eat bread.

Przedimki z nazwami własnymi

Przedimek określony **the** stosujemy:

- przed nazwami krajów, które w nazwie mają takie wyrazy jak stan, republika, królestwo, np.:
the USA, the UK, wyjątki *the Netherlands, the Philippines*
- przed nazwami rzek, mórz, oceanów, łańcuchów górskich, archipelagów, pustyń:
the Nile, the Baltic Sea, the Pacific, the Himalayas, the Caribbean Islands, the Gobi

Przedimków nie stawiamy przed nazwami państw, miast oraz pojedynczych szczytów górskich, jezior i wysp:
Greece, Paris, Mount Everest, Lake Michigan, Mallorca

Grammar challenge! » Student's Book, page 115, UNIT 6

Zwróć uwagę na poniższe różnice w zastosowaniu przedimków:

*I went to **hospital** to have an operation on my knee.*

(jako pacjent)

*I went to **the hospital** to visit my grandma.* (jako osoba odwiedzająca)

***French** is a very difficult language.* (język francuski)

***The French** are known to be very good cooks.* (Francuzi)

Remember the last time we went shopping together?

*Well, I finally bought **the CD**.*

(Przedimka określonego używamy, gdy przedmiot, o którym mowa jest znany zarówno mówiącemu jak i odbiorcy.)

*I bought her **a CD** for her birthday.*

(Mówiący informuje, że kupił jakąś płytę; nie może zakładać, że odbiorca wie, o jaką konkretnie płytę chodzi.)

***A teacher** must be very patient.*

(Zdanie ma charakter ogólny – dotyczy nauczycieli jako grupy zawodowej.)

***The teacher** was not very patient during the last class.*

(Zdanie dotyczy konkretnej osoby.)

1) Choose the correct options to complete each sentence.

- 1 **The** / **A** house for sale is surrounded by – / **the** trees.
You're going to love it!
- 2 She lives in **a** / **the** charming little village. **A** / **The** village is only one hour's drive from Bydgoszcz.
- 3 Why didn't you tell me that you had bought **a** / **the** car? Why am I always **a** / **the** last to know?
- 4 These mountains are – / **the** most spectacular I've ever seen.
- 5 I'm planning to go to Finland in the summer, and I'd like to ask you for **an** / – advice, as you lived there for such a long time.
- 6 I love **the** / – Fridays, because I don't need to wear **an** / **a** uniform.
- 7 **The** / – education/Education and **a** / – safety should be our number one priorities.
- 8 On **a** / **the** second day, we got to **a** / **the** tiny fishing village where they didn't have **an** / – electricity.

2) Complete the sentences with *a / an, the* or – (for no article).

- 1 When we travelled to _____ USA, we took a trip to see _____ Mississippi, the longest river in North America.
- 2 It's always been my dream to go to _____ Balearic Islands.
- 3 My older brother, who is a mountain climber, is planning to climb _____ Mount Blanc this year.
- 4 He's extremely rich – he's just bought a villa by _____ Mediterranean.
- 5 Do you know what the capital of _____ Central African Republic is?
- 6 When I was in _____ Switzerland last month, I took a boat trip across _____ Lake Geneva.
- 7 _____ Gobi is a large desert area in _____ Asia, covering parts of _____ China.

3) Complete the text with the missing articles. The number of articles which are missing in each line is given to help you.

A TASTE OF SCOTLAND

- 1 Question that people often ask travellers is 'What's your favourite place on Earth?' and, to be honest,
- 1 I've never quite known how to answer. Since my last visit to UK, however, I can say without a doubt – it is Scotland.
- 1 In third week of travelling through Britain, I finally reached the Scottish border. My plan was rather
- 1 unoriginal: go on trip to Edinburgh, climb Ben Nevis,
- 2 look for monster in Loch Ness, try Scottish meal.
- 1 When I headed north to visit Shetland Islands, I had one of the most amazing episodes of all my travel experiences. Well ... the thing is, I've travelled to
- 1 different countries all over world, but I've never seen such absolutely stunning views.
- 1 I first went to visit small town called Lerwick, which is
- 2 in North Sea. It turned out to be bustling seaport with all the amenities usually found in large cities. The time I spent there ...

Grammar challenge! » Student's Book, page 115, UNIT 6, ex. 1

4) Complete the sentences with *a / an, the* or – (for no article).

- 1 I tried to learn _____ Spanish for a few years, but I gave up eventually.
- 2 You can say what you want, but in my opinion, _____ French are by far the best cooks.
- 3 Dean has been begging his parents to buy him _____ smartphone for months, because he has never had one.
- 4 After some consideration, I bought _____ laptop with the bigger screen.
- 5 If you want to be _____ teacher, you need to be very passionate about your job.
- 6 _____ teacher told us she was very proud of us for organising the charity event.
- 7 The criminals who robbed the bank last month are going to spend the next three years in _____ prison.
- 8 Shepard won an award for the documentary he made in _____ local women's prison.

5) CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets. Add any words that are necessary.

- 1 Lukas claimed he _____
_____ (*have* / *promise* / *his mum* / *look after*) his younger brother, and that was why he couldn't go with us.
- 2 I admit I _____
_____ (*not* / *use* / *read* / *much*) as I do now.
- 3 I had hoped _____
_____ (*you* / *come* / *time*) for the meeting last night, but apparently I was wrong.
- 4 Jane seemed _____
_____ (*lot* / *optimistic*) she said she was.
- 5 Why _____
_____ (*you* / *always* / *complain*) about everything? It's really annoying.
- 6 When we first arrived in Groberdeen, mum said we _____
_____ (*get* / *use* / *live*) in such an isolated village, but we never did.
- 7 When we finally got home, Paul _____
_____ (*already* / *be*) asleep for a few hours.
- 8 I'm afraid I can't join you. I _____
_____ (*see* / *doctor*) tomorrow at 4.00 p.m.



1> Read the text and match sentences A–E with gaps 1–4. There is one extra sentence.

AMY'S BLOG

WHERE THE STREETS HAVE NO NAMES

I'm the kind of person whose idea of a fun weekend is a spontaneous **city break**. I don't waste my money and suitcase space on maps but choose to rely on my GPS to find my way around once I've got to my destination.

¹_____ Here I was, on an **airport shuttle** bus heading for the centre of Tokyo and trying to figure out my next step. Staring at the address of my hotel, I realised I had no idea which of the words was the actual street name. I tried entering all of them, but each time I was told there was 'no match'. A **local** sitting next to me pointed to what she said was the name of a subway station alongside the address.

I stepped off the bus into the **concrete jungle** of the Tokyo streets, but, instead of going down to the subway, I joined the **hordes** of people streaming in all directions. I soon realised I was lost. I tried to find out what street I was on in order to put it into my GPS so I could find myself on the map. ²_____ With a sigh, I turned off my GPS. I was forced to use a conventional paper map and to ask the way from strangers.

Half an hour later, once I was finally on the subway, I found myself sitting next to a fellow traveller who explained the Japanese system of addresses to me. It is based on dividing bigger areas into smaller ones, for example, metropolitan cities are divided into large sections called wards, which are then divided into **districts**, which consist of *chōme*. The words which you find in the address indicate which of each of these you need. ³_____ Reading an address is like zooming in on your destination. You start with the name of the city and work your way to the *chōme* (which is tricky again, as sometimes they have names and sometimes just numbers), until you finally reach the city block number and then the number of the **residence**.

Armed with this knowledge, I confidently got off the subway in the right *chōme* and ... got lost again. ⁴_____ Apparently, they are usually numbered in the order that they were built. It took some **wandering around**, but I was finally rewarded with the sight of the entrance to my hotel!



- A Unfortunately, sometimes the battery of your GPS runs out, and the map is written in an alphabet which you simply can't decipher and suddenly you're on your own.
- B Then, there are the numbers, which first label the city block within the *chōme* and then a particular building.
- C But, no matter how long I walked, I couldn't spot any addresses giving street names – there were only numbers for individual buildings. When I finally asked a man for help, I was told that there are no street names in Japan.
- D It had worked for me every time until I made a longer trip to Tokyo. You can imagine my surprise when, upon my arrival, I found myself unsure about what destination to punch into my smartphone!
- E Unlike Europe, where the numbers are in sequence, here the buildings on the block seemed to be numbered in a random fashion.

2> Answer the questions.

- 1 Why didn't Amy use her GPS when she got lost in Tokyo? _____
- 2 Why does Amy compare reading an address in Japan to 'zooming in'? _____
- 3 Why did she get lost when she finally found the *chōme* of the hotel? _____
- 4 How are buildings in Japanese cities numbered? _____

Vocabulary challenge! » Student's Book, page 115, UNIT 6, ex. 2 and 3

3> Match the definitions with the words in bold from the text on page 59.

- 1 go from place to place without any sense of direction: _____
- 2 a house or other place where someone lives: _____
- 3 a person who lives in a particular place: _____
- 4 crowds: _____
- 5 an administrative part of the city: _____
- 6 an unpleasant part of a city where there are a lot of ugly buildings close together: _____
- 7 a short holiday in a city: _____
- 8 a bus or train that travels between the airport and the city centre: _____

4> Complete the sentences with the phrases from exercise 3.

- 1 I don't like going shopping on a Saturday as there are always _____ of people in town.
- 2 Excuse me, where is the stop for the _____ that goes to the city centre?
- 3 You won't have any problem finding our house – it's the most beautiful _____ in the street.
- 4 What would you say to a _____ in Rome over the long weekend?
- 5 I could not live in this part of the city – it's a _____, with very few green areas.
- 6 I was looking for the shopping _____, so I asked a girl who looked like a _____ for directions.
- 7 I don't care where we go, let's just _____ the streets and get to know the town.

Revision ■ Student's Book, pages 72–73

5> Match 1-8 with a-h to form phrases.

- | | | |
|------------------|--------------------------|---------------------|
| 1 amusement | ☐ | a lane |
| 2 pedestrian | ☐ | b trail |
| 3 charging point | ☐ | c rental |
| 4 wi-fi | ☐ | d park |
| 5 city bike | ☐ | e for electric cars |
| 6 outdoor | ☐ | f concert hall |
| 7 fitness | ☐ | g zone |
| 8 cycle | ☐ | h access point |

6> Translate the text into Polish.



The communal areas in my neighbourhood have always been quite unappealing – a few shabby blocks of flats with a depressing playground in the middle. What makes them even less attractive is the old abandoned warehouse which is right next to the school and which is becoming more and more rundown with every year. Unfortunately, most residents don't feel part of the community because they commute to Birmingham daily. It's 50 km one way, so they spend a lot less time at home than people who work locally. But lately, a group of young entrepreneurs have decided to change things. They are planning to create a green area in our neighbourhood, which – they claim – will bring benefits for the locals. It will be a self-sufficient sustainable garden with a playground and fitness trail. And the warehouse will be by far the most exciting part of it – it will be turned into an indoor skatepark.

7 Complete the sentences with the following words.

after bumped do fab fired freak hangout hols
invite mate put uni

- 1 Everyone is all _____-up about Mark's birthday _____ this weekend.
- 2 A Have you found a prom dress yet? I have! It's _____! All black lace and silk, and it didn't cost a lot. They had a few more, maybe you could buy yours there too. Look!
B It's nice, but I'm _____ something much simpler.
- 3 I don't know anything about tablets, but my _____, Rob, is such a techno _____. I'm sure he'll be able to help you with it. Let me call him.
- 4 A We're going to *The Nest* tonight. It's the most popular _____ in town, with the hottest DJs. Wanna come?
B Thanks for the _____, but I've got plans already. Maybe next time.
- 5 Finally, the _____ are here! No _____ and no exams for three whole months!
- 6 A Mum, it's me. There's no one here to give me a lift home, no one lives in our area.
B Stay _____, I'll be there in 15 minutes.
- 7 Guess who I _____ into at the library the other day! Remember that handsome guy from our biology lecture? Well, I'm going out with him tomorrow.



SPEAKING

a stimulus-based discussion

- Complete the sentences using the correct form of the words in brackets. Add any necessary words.
 - I _____ (come / conclusion) first hotel is more appealing.
 - I _____ (have / number / reason) this.
 - My _____ (main reason / be) this hotel is more conveniently located.
 - Since I don't have a car, it will be _____ (big advantage / be) close to a public transport link.
 - Another _____ (big advantage / this hotel / be) that you have a free internet access.
 - _____ (problem / hotel / suburbs) is that there's no night life there.
 - _____ (consider / I) lifestyle, I'd definitely choose the one which enables you to stay in the centre of everything.

- Complete the sentences with the correct forms of the words below. Then match the sentences with the adverts (1–2) in exercise 3.

appeal convince clear give make suggest

- The advert also _____ that the hotel has affordable prices. ☐
- They attempt to _____ us that, despite its location, getting to the city centre wouldn't be a problem. ☐
- It _____ the impression that this is a rather boring neighbourhood since they say it's quiet. ☐
- The advert _____ me think that this is a happening area with a great nightlife. ☐
- The advert tries to make it _____ by describing the décor as vintage. ☐
- The advert makes it _____ that this is a good location for a shopaholic like me. ☐

- Do the speaking task and answer the two questions.

TEST IT! Z grupą znajomych jedziecie na tydzień do Anglii i szukacie hotelu, w którym moglibyście się zatrzymać. Koleżanka przysłała Ci dwie propozycje.

- Wybierz hotel, który bardziej Ci odpowiada i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1

- ◆ breakfast included
- ◆ old-fashioned rooms
- ◆ quiet suburban neighbourhood
- ◆ traditional English food
- ◆ 25 min to the centre by underground



2



central location • free wifi •
great seasonal rates •
shopping centre and
restaurants down the street

- In your opinion, what is the best form of holiday accommodation for young people? Why?
- Do you think that spending a weekend in the country is appealing for teenagers? Why? / Why not?

WRITING

an opinion essay

6

- Rewrite the sentences so that they are linked in a more coherent way. Use the clues in the brackets to help you.

- There are no cinemas and restaurants close by. This does not mean that farm holidays cannot be enjoyable. (relative pronoun)
- Young people usually rent flats which are not expensive. They also prefer flats with a modern décor. (a synonym)
- A city travel card allows you to use all public transport within the city limits. The card also entitles you to discounts on entrance to many museums. (pronoun)
- It's a vibrant seaside resort. Hundreds of tourists spend their holidays there every year. (relative pronoun)
- Hotels in big cities can be expensive. Staying somewhere far from civilisation can be much cheaper. (linking word)
- Big cities usually offer access to many different amenities: cinemas, restaurants, sport facilities. (introductory phrase)
- On the outskirts of the city, apartments are usually cheaper than in the centre. Also, the outskirts of the city have more green areas. (synonym)

- Rewrite the sentences using the words given in capitals.

- Many agritourism farms are situated in areas off the beaten track. This is not true of most popular holiday resorts. **IN CONTRAST**
- Staying on a farm is nothing like living in a hotel. **COMPLETELY DIFFERENT**
- Staying on a farm is like visiting one's family in the country. **COMPARABLE**
- There are no facilities such as gyms or tennis courts. Also, there's no nightlife on a farm. **LIKEWISE**
- Speaking of things to do, you can help to milk the cows or feed the chickens. **AS FOR**
- A great thing about farms is that they're usually surrounded by unspoilt nature. **REGARD / LOCATION**
- Since farms are usually a bit out of the way, they're a perfect place for people looking for peace and quiet. **TAKING INTO CONSIDERATION**

- Read the instructions and do the writing task.

TEST IT! Agroturystyka staje się coraz popularniejszą formą wypoczynku. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na temat takiego sposobu spędzania wakacji, odnosząc się do lokalizacji oraz sposobów spędzania czasu.

1) Choose the correct answers.

- This is _____ (*zdecydowanie najbardziej widokowa*) route on the coast.
 - decided on the best looking
 - easily the most scenic
 - by far the least viewing
- Let's stay here, _____ (*dobrze*)?
 - shall we
 - will we
 - let's not
- This _____ (*miejsowość uważana jest za*) very picturesque.
 - is thought to be the village
 - village is thought to be
 - is the village we thought was
- The tourist asked _____ (*czy mamy deptak*) in the city centre.
 - do we have a pedestrian zone
 - that we have a pedestrian zone
 - whether we had a pedestrian zone

2) Translate the Polish parts of the sentences in brackets into English.

- More _____ (*coraz więcej osób ucieka*) the rat race of city life.
- How many _____ (*ścieżek rowerowych zostało zbudowanych*) in your city over the last decade?
- The owner of the cottage warned us _____ (*że nie będzie*) internet access there.
- There _____ (*nie ma sensu dojeżdżać*) to the city every day – either move there or find a job here, in the country.
- This house is _____ (*położony dogodniej niż*) the other one since it's closer to green areas and transport links to the city centre.
- _____ (*Im mniej samochodów*) in the city centre, the better.
- This region, _____ (*którego historyczne miasteczka*) are popular with tourists, has some magnificent countryside.
- The bed and breakfast we had booked _____ (*okazał się być obskurny*) and depressing.
- _____ (*Tatry są tak popularne*) as the seaside when it comes to holiday destinations.

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

- If you hate _____ (*tourist*) places, why not visit our village? Here you'll find some peace and quiet.
- The city bike _____ (*rent*) operates from March to November.
- The _____ (*spoil*) beaches in this area are its main attraction.
- The club was already full of people when we got there, but by 11.00 p.m. it was _____ (*crowded*) – we could barely move.
- I was looking enviously at her photos of New Zealand's _____ (*picture*) landscapes, thinking I'd never be able to go there.
- I'm preparing a presentation on _____ (*sustain*) agriculture.
- I've said all I wanted to say, so any _____ (*far*) discussion is pointless.

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

Hi Susie,

Just a quick note to let you know I'll be away for a few days. It's a funny story really. I bumped ¹ _____ Clare the other day at the gym. I told her I was tired of the ² _____ and bustle of the city and needed a break. You know I'm a country girl at heart. And suddenly she asked if I ³ _____ up for holidays away from civilisation. Her grandparents live in a cottage which is totally ⁴ _____ the beaten track and Clara was planning to visit them. I couldn't say no to such an invite. Can you believe it? It ⁵ _____ thought to have been built four hundred years ago. And they just ⁶ _____ a new fireplace installed there last month – I love evenings with a cup of hot chocolate, sitting by the fireplace! It is by ⁷ _____ the quaintest place I've ever been to. We arrived last night and will probably stay here ⁸ _____ Thursday. I'll miss a few days at uni, so take plenty of notes in the biology lecture on Monday, ⁹ _____ you? Thanks! I'm attaching a few pictures.

M xx



- 1) **TEST IT!** Przeczytaj poniższy tekst na temat znanego parku. Do każdego pytania (1–4) dopasuj właściwą część tekstu (A–C). Jedna część tekstu pasuje do dwóch pytań. Wpisz odpowiednie litery w każdą rubrykę tabeli.

Which paragraph mentions

1 a name that resulted from a mispronunciation?	
2 an innovative idea that became fashionable?	
3 a period when the park was closed to the public?	
4 a place of historical importance for democracy?	

HYDE PARK

A

Hyde Park is a 350-acre green area in the middle of London, which has for centuries been a fashionable place for leisure activities as well as the site of many political events. For example, this is where you can find Speaker's Corners – originally the site of public hangings, which the government was later forced to turn into the first place where public gatherings and demonstrations were permitted. The name Hyde Park derives from the ancient manor of Hyde, which stood there when the grounds belonged to monks. In 1536 King Henry VIII, who was looking for new hunting grounds, bought the land and dammed Westbourne Stream, which flowed through it, to make ponds which would attract deer and boars. He also had the whole area fenced off so that for the next one hundred years only royal hunting parties had access to it.

B

One hundred and fifty years later, King William III and his wife turned Nottingham House, which is in the west part of the park, into Kensington Palace and moved their court there. To ensure easy and safe access to Westminster at all times, they built a road that was lit with three hundred oil lamps – the first such road in England. The Royal Road is supposed to have been often referred to in French (as was then fashionable) as the *route de roi*, which became corrupted into Rotten Row, a name which, for good or for bad, has stuck until today.

C

In the 18th century, the park was thoroughly reorganised thanks to Queen Caroline, who was an avid gardener. She created Hyde Park and Kensington Gardens, separating the two with a road. She also rebuilt the dams on the stream so as to create a natural-looking lake. It was unlike any other artificial lakes of the time, which were always unnaturally straight, and Caroline's design soon found many followers. Today, Hyde Park is a perfect spot for leisurely walks, whatever the season. It's open to the public, although during the 10-day British Summer Time festival entrance fee is charged for certain concerts. Similarly, some of the Winter Wonderland attractions such as the rides or the ice-rink require a ticket.

- 2) Describe the picture and answer the three questions below.

TEST IT! ⌚ 3 minuty



- Why do you think these people are picking grapes?
- Would you consider taking a summer job that involved picking fruit?
- Describe a situation when you or someone you know was on a farm and had to do something they'd never done before.

- 3) Match the ideas in 1–5 with those in a–e. Then write sentences which could be used in the letter in exercise 4.

- | | |
|---|--------------------------|
| 1 There is a playground. | ☐ |
| 2 The park is full of alleys and benches. | ☐ |
| 3 The area is covered with trees. | ☐ |
| 4 It takes a lot of time to build a shopping and recreation centre. | ☐ |
| 5 The centre will attract crowds of visitors. | ☐ |
| a The air is cleaner. | |
| b It is a safe place to spend time outdoors and play for children. | |
| c Residents will be exposed to noise and dust from the construction site. | |
| d The neighbourhood will become noisy and congested. | |
| e It is a nice place for elderly people or couples to sit and talk. | |

- 4) Read the instructions and do the writing task.

TEST IT! Dowiedziałeś się / Dowiedziałaś się, że ogromny teren zielony w sercu Twojej dzielnicy ma być sprzedany pod budowę centrum handlowo-rozrywkowego. Napisz do urzędu miasta **list ze skargą** (200–250 słów), w którym zaprotestuujesz przeciwko tym planom, wyjaśniając, dlaczego teren ten jest ważny dla lokalnej społeczności oraz jak budowa centrum wpłynie negatywnie na życie w tej dzielnicy.



7

A place of learning

VOCABULARY the education system • planning your education

1) Match the words and phrases below with the definitions (1–8).

PhD degree ☐ pre-school ☐ bachelor's degree ☐
high school ☐ A level exams ☐ crèche ☐
(the) SAT ☐ vocational school ☐

- 1 the exams at the end of secondary education in the UK
- 2 the exams at the end of secondary education in the USA
- 3 a university degree which you can do after completing a master's degree
- 4 the first degree you do at university
- 5 a school for children aged 3–5
- 6 a place where babies are looked after while their parents are at work
- 7 an educational institution that prepares you for a particular job
- 8 the American equivalent of a secondary school in the UK

2) Match the parts of sentences.

- 1 Before I decided to major ☐
- 2 If I could afford to pay the ☐
- 3 Where should I look for advice on how to win ☐
- 4 One of the reasons why people decide to pursue ☐
- 5 I'm afraid that taking out ☐
- 6 Martha is about to receive ☐
- a tuition fees, I'd choose a private university.
- b a doctorate is to improve their job prospects.
- c a grant to do her research.
- d in politics, I studied history for a year.
- e a student loan might be the only way for you to study at this college.
- f a scholarship so that I can study abroad?

3) Complete the sentences with the words below.

There is one extra word.

options sit field advanced apprenticeship high do
path picture

- 1 I'm about to get very busy – I've got five exams to _____ this winter.
- 2 I've been studying to become a journalist, but I'm not sure I will find a job in that _____.
- 3 Sarah's completed a(n) _____ in an accounting company.
- 4 I'm thinking of pursuing a(n) _____ degree, but I'm not sure I want to spend another two years at university.
- 5 Leila usually passes all her exams with _____ marks, so it's strange that she failed her French test.
- 6 Have you decided what _____ to take after graduation?
- 7 Hopefully, the workshop will help me form a clear _____ of which career to follow.
- 8 I'd like attend the open day at the community college on Saturday, just to explore my _____.

4) Complete the dialogue with appropriate words.

- Monica** It takes a long time to become a doctor. You'll have at least eight years of studying ahead of you, and afterwards you have to ¹ _____ extensive on-the-job training. Are you sure you want to go ² _____ medicine?
- Steve** I really am! I've been thinking about going ³ _____ a degree in medicine for some time now. Both my parents are doctors, so I've decided to ⁴ _____ in their footsteps.
- Monica** I would never expect you could ⁵ _____ such a commitment. Working as a doctor is much more than just ⁶ _____ a living. It's such a demanding job! I can't believe you you're going to be a surgeon!
- Steve** Well, I'm not sure about the specialisation yet, but I do know that I need to focus on ⁷ _____ a qualification first.

Vocabulary challenge! » Student's Book, page 116, UNIT 7, ex. 1

5) Translate the Polish parts of the sentences in brackets into English.

- 1 Sara and Betty _____ (to ulubienice nauczyciela). They always _____ (podnoszą ręce) to answer the teacher's questions and almost _____ (nigdy nie robią błędów).
- 2 If you want to _____ (zdobyć certyfikat z angielskiego), why _____ (nie zapiszesz się na kurs)?
- 3 Charlie used to be pretty lazy, he even _____ (chodził na wagary). But he has recently started to _____ (ciężko pracować) because he wants to be a vet in the future.
- 4 In my opinion, _____ (uczenie się dat na pamięć) doesn't bring about the desired effects. It's better to try to understand the historical processes _____ (niż wkuwać) without engaging in the subject.
- 5 In order _____ (nie mieć opóźnień) schedule, the teacher has been giving us a lot of homework recently.

6) Complete the sentences with your own ideas. Either give reasons or extra details to expand on your answer.

- 1 After I graduate from secondary school, I'd like to go into _____.
- 2 The first exam I passed with high marks was in _____.
- 3 The thing I remember from my kindergarten is _____.

1) Read the text below. Are the sentences below facts (F) or opinions (O)?

Our school is one of the best in the country. Our core values are equality and mutual respect, so any major decisions are always taken during the monthly meetings of the School Council. The Council members are democratically elected by both teachers and students at the beginning of each term. We firmly believe that taking part in the process of decision-making will enable students to become independent and conscious citizens in the future.

All our students are treated as individuals, which means that they are encouraged to follow their own educational paths. They have the freedom to choose the classes they want to enroll for, which enables them to develop their interests. The value of this approach is reflected in our students' outstanding results in the school-leaving exams and in the fact that our school is ranked as one of the top 10 high schools in the country when it comes to exam results.

Our school also has a unique coaching scheme, which is aimed at supporting students' strong points, as well as helping them to pursue their goals. This scheme is believed to develop resilience and self-awareness. The majority of our graduates have confirmed that, thanks to the programme, they now feel more empowered and more willing to take accountability for their own actions.

- 1 The school's democratic approach helps students to become fully formed citizens in their adult life. _____
- 2 Students from the school have high levels of academic performance. _____
- 3 Students understand themselves better as a result of the school's coaching programme. _____
- 4 The coaching scheme has helped students take more responsibility for their decisions. _____

2) MP3 12 Listen to a short lecture about an experimental school in England. Are the sentences below facts (F) or opinions (O)?

- 1 School children achieve better results when they can choose what to study.
- 2 Summerhill school has often been criticised for its techniques and goals.
- 3 Children who attend Summerhill can do whatever they like.
- 4 The school mainly focuses on the happiness of its students.

3) MP3 13 Listen to the text and complete the notes.

Forest schools in Finland:

- during much of the school day, children ¹ _____
- they learn by ² _____, not by listening to lectures
- spending time in the wilderness improves ³ _____ as well as their ⁴ _____

4) Match words 1–6 with definitions a–f.

- | | | | |
|--------------------|--------------------------|-----------------|--------------------------|
| 1 misunderstanding | ☐ | 4 distinguished | ☐ |
| 2 principles | ☐ | 5 to run wild | ☐ |
| 3 to subject | ☐ | 6 gratitude | ☐ |

- a a failure to understand
- b to make someone experience something unpleasant
- c a feeling of thankfulness
- d successful and respected
- e to behave in an uncontrolled way
- f rules that something is based on

5) Complete the sentences with the words from exercise 4.

- 1 The freedom to make a choice is one of the most basic _____ of democracy.
- 2 Don't you think that tests _____ students to a lot of stress?
- 3 My uncle pursued a _____ career in the civil service.
- 4 My ten-year-old brother _____ all the time – he doesn't seem to listen to anyone.
- 5 There has been a _____ – Mr Black arranged the meeting for tomorrow, not today.
- 6 We should show more _____ to the nature – you owe it a lot.

Revision ■ Student's Book, page 83

6) Complete the sentences with the missing words.

- 1 As Sara has s_____ through the written part of the exam, she is pretty sure she will pass the oral one as well.
- 2 We've received lots of applications for the scholarship, but none of the applicants s_____ o_____ from the rest, so it's hard to choose.
- 3 If you want to pass the exam, I'm afraid you need to give u_____ o_____ computer games and start revising.
- 4 James is an exceptionally gifted student – no one in the class can keep u_____ w_____ him.
- 5 My parents are very demanding and strict, and so l_____ u_____ to their expectations is extremely difficult.
- 6 My sister is currently trying to c_____ b_____ on the amount she spends on clothes and cosmetics.
- 7 After graduating from med school, Maria g_____ i_____ the best surgical residency programme in the country.
- 8 I'm afraid we're f_____ b_____, and the deadline for completing the project is next week. We need to speed up a bit.

7) Write 1–2 sentences to answer the questions.

- 1 What do you do when you fall behind with your schoolwork?

- 2 Which university would you like to get into and why?

- 3 Would you like to stand out from your peers in some way? Why?/Why not?

- 4 Imagine you need to start saving to have spending money for your holiday. Which of your day-to-day expenses would you cut back on?

Conditionals, mixed conditionals: review

- Zerowego okresu warunkowego (0 conditional) używamy, kiedy mówimy o tym co się dzieje zawsze, jeśli pewne warunki są spełnione (np. fakty naukowe). Tworzymy go następująco:

If + present simple, present simple

If you put sugar into water, it dissolves.

- Pierwszego okresu warunkowego (1st conditional) używamy, kiedy opisujemy możliwe/prawdopodobne skutki przyszłych zdarzeń i czynności. Tworzymy go następująco:

If + present simple, will + infinitive

If we don't arrive on time, mum will be mad.

- Drugi okres warunkowy (2nd conditional) stosujemy, gdy mówimy o mało prawdopodobnych, hipotetycznych sytuacjach w teraźniejszości lub przyszłości. Tworzymy go następująco:

If + past simple, would + infinitive

If I had more money, I would travel across Europe.

- Trzeci okres warunkowy (3rd conditional) stosujemy, gdy mówimy o hipotetycznych przeszłych skutkach zdarzeń, które nie miały miejsca. Tworzymy go następująco:

If + past perfect, would have + past participle

If she had asked, I would have helped her.

W zdaniach warunkowych można użyć następujących spójników:

on condition that (pod warunkiem, że): *I will lend you my car on condition that you wash it.*

provided / providing that (pod warunkiem, że): *We'll catch the bus provided we leave now.*

unless (chyba że nie): *I wouldn't be telling you this unless I knew for sure.*

or (albo): *Call her now, or she will leave without you saying goodbye.*

otherwise (w przeciwnym razie): *Please help me with this task.*

Otherwise, I won't be able to do it.

W języku angielskim występują również mieszane tryby warunkowe.

Mieszanych trybów warunkowych używamy wtedy, gdy odniesienie czasowe w zdaniu podrzędnym jest inne od tego w zdaniu głównym, np. *If he were a better player, he would have won last year's competition.*

[teraźniejszość – 2nd conditional, przeszłość – 3rd conditional]

(Gdyby był lepszym graczem [w ogóle], to w zeszłym roku wygrałby zawody.)

If you had taken aspirin two days ago, you wouldn't be in bed with flu now.

[przeszłość – 3rd conditional, teraźniejszość – 2nd conditional]

(Gdybyś dwa dni temu wzięła aspirynę, to teraz nie leżałabyś w łóżku z grypą.)

Grammar challenge! » Student's Book, page 116, UNIT 7

W zdaniach warunkowych możemy użyć inwersji. Używamy jej głównie w języku formalnym lub literackim, dla podkreślenia jakiejś informacji.

Should you need more information about the competition, please contact the school front office.

W zdaniach przeczących z inwersją nie używamy form skróconych.

1) Rewrite the sentences as conditional clauses. Which sentences describe situations which may happen in the future (M), and which refer to hypothetical situations (H)?

- I think that you should pursue an advanced degree. ☐
If I _____, I would _____.
- It's a pity Mark hasn't got access to the Internet – that's why we can't keep in touch every day. ☐
If Mark _____ Internet access, we _____ in touch every day.
- We lost the match because our best player was injured. ☐
If our best player hadn't _____, we wouldn't _____.
- We have to catch the next bus, or we will be late. ☐
If we _____, we _____ late.
- You have problems falling asleep because you drink too much coffee. ☐
If you _____ coffee, you _____ falling asleep.
- Don't tell the teacher, or we'll be in trouble. ☐
We _____ trouble if you _____.

2) Complete the sentences with the correct forms of the verbs in brackets.

- I'm really worried that I'll fail the exam. Maybe if I _____ (*attend*) an additional course, I _____ (*be*) better prepared now.
- If dad _____ (*not lose*) his job last year, he _____ (*not have*) his own company now.

- I think Chris _____ (*be*) a star now if he _____ (*receive*) tennis coaching from a professional as a child.
- If I _____ (*be*) you, I _____ (*apply*) for the scholarship that the university offered last year. You were the perfect candidate.
- If you _____ (*not eat*) all those chocolates, you _____ (*not feel*) so bad now.

3) Complete the sentences using the prompts below.

- If I had got a place at the university of my dreams, I
a leave / my home town _____.
b be / an engineer / now _____.
- If Sandra studied harder, she
a have / better grades _____.
b win the scholarship / last year _____.
- My parents are interior designers. If they hadn't encouraged me to choose a similar career, I
a not work / as an architect / now _____.
b go for a degree in IT _____.
- My teacher says that if we read the instructions more carefully, we
a make / few / mistakes / in tests _____.
b not have so many problems / with last week's test _____.

4> Rewrite the sentences as conditional clauses, using the words given.

- 1 You can go to the party but you have to promise you will come back before 10 p.m. (*on condition that*)
- 2 She didn't come to the exam because she didn't know about the changes in our timetable. (*otherwise*)
- 3 You need to work hard if you want to get into university. (*provided that*)
- 4 You have to help me, or I'll get into big trouble. (*unless*)
- 5 You'd better put on some warm clothes – you may catch a cold. (*or*)

5> Match the sentences (a–e) with the gaps (1–5) in the letter below. Then write conditional sentences using the prompts.

- a if I ask for your help earlier / I / not be
- b if I / receive the money / I / be able to focus on my studies
- c I / be / on time / if / I / not have / to revise
- d if / he / not help / I have / no place to live
- e I / not ask you / if / I / not be / in serious trouble

Dear Mum and Dad,

I'm writing to you to ask for help. ¹_____.

A few weeks ago, I was fired from the café where I was working, because I had been late more than once for my shifts. ²_____ for my exams until late every night. But you're always telling me that academic achievements are the most important, right?

So, after I'd lost the job, I couldn't afford to pay the rent anymore, and my landlord told me to move out. I had to look for a new place to stay, but I had no money to rent anything. A friend of mine lent me some cash. You see, ³_____ now.

So my question is, could you possibly send me some money so that I could pay my debts? I need a thousand pounds to cover all my current expenses. ⁴_____ again. I know that ⁵_____ in such trouble now

I'm really counting on your help.

Your loving son,

Michael

6> Find and correct the mistakes in the sentences.

Sometimes more than one answer is possible.

Two sentences are correct.

- 1 Providing I would be richer, I would live in a bigger house.
- 2 If you want to leave a message, speak after the beep.
- 3 I would give Greg my notes if he's at school tomorrow.
- 4 If you come earlier, I wouldn't have had to wait for you with dinner.
- 5 If John had liked me, he would ask me out.
- 6 If my parents won't lend me the money, I won't go to Spain this summer.

Grammar challenge!

» Student's Book, page 116, UNIT 7, ex. 1

7> Complete the sentences with the correct form of the words in brackets. Add any necessary words.

- 1 _____ (*have / we / arrive*) sooner, we _____ (*miss*) the beginning of the film.
- 2 _____ (*should / you / have*) any further questions, please _____ (*ask*) to meet your form tutor online.
- 3 _____ (*have / I / know*) about those problems, I _____ (*never / choose*) this job.
- 4 _____ (*be / you / change*) your mind about going to the party, I _____ (*be*) most happy.

8> Complete the sentences with your own ideas.

- 1 If there were no tests at school, _____.
- 2 If humans had known about the consequences of global warming, _____.
- 3 If I hadn't slept at all last night, _____.

Unreal past, expressing wishes and regrets

Konstrukcji z *I wish* oraz *If only* używamy, aby wyrazić żal dotyczący jakiejś sytuacji lub wydarzenia.

I wish / If only + *past simple* (Szkoda, że nie jest; Żeby tak było)

I wish you didn't live so far away. (Szkoda, że mieszkasz tak daleko.)

If only I knew the answer. (Gdybym tylko znał odpowiedź.)

I wish / If only + *past perfect* (Szkoda, że nie było; Żeby tak było)

She wishes she hadn't dropped out of school.

(Żałuje, że rzuciła szkołę.)

If only we had got an apprenticeship.

(Gdybyśmy tylko odbyli praktyki...)

I wish / If only + *would* + *infinitive* (Żeby tak kiedyś w przyszłości...) Często używamy tej konstrukcji, aby wyrazić niezadowolenie z sytuacji, którą chcielibyśmy zmienić.

I wish you would stop complaining all the time.

(Chciałbym, żebyś przestała ciągle narzekać.)

If only Sandra would call me.

(Gdyby tylko Sandra do mnie zadzwoniła.)

Po niektórych konstrukcjach stosujemy czas przeszły, mimo że odnoszą się one do teraźniejszości lub przyszłości:

it's about / time / it's high time

It's high time you started working hard.

(Czas najwyższy, żebyś zaczął ciężko pracować.)

Suppose / Supposing / Imagine / What if

Suppose you could study abroad, where would you like to go?

(Powiedzmy, że mógłbyś studiować za granicą. Dokąd byś pojechał?)

would sooner / would rather + *you / he/she/it / we / they*

I'd rather you didn't give up on doing sports.

(Wolałbym, żebyś nie rezygnował z zajęć sportowych.)

as if / as though

You look as if you needed a good rest.

(Wyglądasz, jakbyś potrzebował odpoczynku.)

1) Complete the sentences with the correct forms of the verbs in brackets.

- 1 If only you _____ (*tell*) me about your problems earlier!
- 2 I really wish my boyfriend _____ (*not spend*) so much time watching sports on TV! It's driving me mad!
- 3 Do you sometimes wish you _____ (*be*) a different person?
- 4 The party was a disaster and now I wish I _____ (*not go*) there at all.
- 5 If only I _____ (*have*) more spare time for my hobbies!
- 6 Tom says he feels lonely in London and that he sometimes wishes he _____ (*never / leave*) his hometown.

2) Choose the correct option.

- 1 *I wish / I would rather* my dad would spend more time at home.
- 2 I *would / had* sooner you stayed at home and helped me clean.
- 3 *It's time / If only* Mark had done all his assignments this semester.
- 4 It's *as if / time* Mary pursued an advanced degree if she wants to be a teacher.
- 5 *If only / I'd rather* I had attended a vocational school. I'd be a trained mechanic by now.
- 6 Look at all these people. It's *as though / about time* we were back at school again. Nobody has changed a bit!

3) Complete the sentences with the correct forms of the verbs below.

start not discuss offer deal be make

- 1 Imagine there _____ no lessons at school. Life would be so much easier!
- 2 Isn't it about time you _____ preparing for your exams?
- 3 Suppose they _____ you the job, would you take it?
- 4 I'd rather we _____ the matter right now.
- 5 It's high time she _____ up her mind! I'm getting tired of waiting.
- 6 It's quite urgent and I'd rather you _____ with the problem immediately.

4) Complete the second sentence so that it means the same as the first one. Use the words given.

- 1 What a shame she couldn't see our performance! **ABLE**
I wish she _____ see our performance.
- 2 It is rather impolite of you to ask him such personal questions. **ASK**
I'd _____ him such personal questions!
- 3 I should have followed my father's advice. **ONLY**
If _____ my father's advice.
- 4 You definitely need to start taking regular exercise. **TIME**
It's _____ regular exercise.
- 5 I really regret buying such an old car! **NOT**
I wish _____ such an old car!
- 6 It's a pity I haven't got anything to read on the train. **ONLY**
_____ something to read on the train!
- 7 Stop doing that! You are making too much noise. **STOP**
I really wish _____ so much noise!

5) Find and correct six mistakes in the email.

Dear Ben,

I'm really sorry I haven't written since I got here, but I just couldn't find the time and energy to do it. Life here on campus is quite different from what I had expected. First of all, I have to spend so much time studying that I sometimes wish I didn't decide to come here! As a fresher, I'm not invited to many parties and I quite often feel lonely. If only you would be here with me! I'm sharing a flat with a guy called Frank. He's quite cool, but I just wish he wouldn't spend all the time studying. I suggested going out together once or twice, but he just looked at me as if I am crazy. Having said that, I must say life here's very expensive and I wish my parents had sent me a bit more money every month. If only I would have a job! I'd better finish now – it's high time I had looked at my notes before tomorrow's lecture with Professor Wilkins.

I'm really looking forward to coming home for Christmas.

Write soon.

Bye for now,

Eddie

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

6) Translate the sentences into English, using the phrases in brackets.

- 1 Żałuję, że nie mam wystarczająco dużo pieniędzy, żeby zapłacić czesne. (*pay the tuition fees*)

- 2 Gdybym tylko nie była dla niej taka niemiła. (*be unkind to somebody*)

- 3 Powiedzmy, że musiałbyś jutro przystąpić do egzaminu z matematyki. Zdałbyś go? (*sit an exam*)

- 4 A co, gdybyś nie miała dostępu do Internetu przez kilka dni? Co byś zrobiła? (*have Internet access*)

7) CUMULATIVE GRAMMAR Insert one missing word into each sentence.

- 1 I called her three times last night, but she didn't answer. She must have fallen asleep. _____
- 2 When I was ten, I used to go snorkelling with my mum every weekend. _____
- 3 Tina, who is a friend of my mum, would bring us cookies every Sunday when we were kids. _____
- 4 He called me to say that he had received a scholarship to study in the USA. _____
- 5 I didn't volunteer to do the project – I was made to do it by the teacher. _____
- 6 If John was my true friend, he would let me copy his homework yesterday. _____
- 7 You mix red and blue, you get purple. _____
- 8 Sally, knowing how he would react, she would never have said it. _____

1> Read paragraphs (A–E) and put them into the correct order to make a logical text.

- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

FLIPPED LEARNING

A

Flipped learning is an innovative teaching system based on the idea of reversing the traditional division of activities between classwork and homework. Rather than listening to a teacher's lecture in class, students are assigned texts to read or videos to watch at home in order to familiarise themselves with any new material. The great advantage of this method is that students can spend as much time as they need to absorb the material. They can go back to focus on the more difficult points or stop the video to take notes. Often, the video is followed by a short online quiz so that students can make sure they haven't missed any essential points.

B

Naturally, such a constantly-changing learning environment is less boring; however, flipped learning does present some potential difficulties for both teachers and students. For example, making videos or searching for relevant ones requires both time and digital literacy. Preparing classroom activities which present practical applications of the material requires not only time, but also knowledge, creativity and effort. The system also shifts some of the responsibility for the learning process from the teacher onto the students. Obviously, if they haven't done the homework, students are not able to participate in the lesson. Finally, there's always the danger that some students, once they have become less used to listening to a teacher's lectures, may end up dismissing the lessons as unimportant.

C

These kinds of activities mean a much more flexible classroom set-up. Students no longer sit quietly in rows of desks. On the contrary, the desks are constantly rearranged to suit the needs of a particular activity. Students are encouraged to move around, work in groups, and talk. At the same time, the teacher circulates around the classroom, giving guidance and feedback. Since not every group is working on the same project, he or she must supervise a variety of activities and topics simultaneously.



D

This enables students to come to the lesson pre-armed with the basic knowledge for that class. Instead of wasting time on introducing it, the teacher can turn the class into an interactive learning space, where pupils are engaged in exploring the material in greater depth. To start with, students can ask questions about their homework or discuss its more interesting aspects. The teacher's role is to spot the weak points in their grasp of the subject or clarify any misconceptions. Secondly, students have the opportunity to apply any new concepts in practice. Flipped learning is focused mainly on project work, problem solving, and doing experiments.

E

Yet, if the teachers are willing to put in the extra hours, and if students are willing to change their attitude to learning, flipped classes have many benefits. They enable educators to adjust the pace of learning to the abilities of a particular student. They also help students acquire various life skills. For instance, project-based learning develops critical thinking, initiative and teamwork. What's more, getting to know students' individual strengths and weaknesses makes it easier for the teacher to address them. In addition, project-oriented classes mean that students can work at the pace that suits them, while teachers are strongly encouraged to be more flexible in setting deadlines that take an individual student's abilities and progress into account.

2> Read the text in exercise 1 again and decide which of the following points are mentioned as part of flipped learning.

- 1 teachers giving lectures in class ☐
- 2 watching videos ☐
- 3 writing regular tests ☐
- 4 learning the material on your own ☐
- 5 having different deadlines from the other students ☐
- 6 doing projects ☐
- 7 talking with other students during lessons ☐
- 8 writing essays at home ☐

3> Complete the sentences so that they are true according to the text in exercise 1.

- 1 One of the biggest benefits of flipped learning is that students are able to learn at their own pace _____ because they can always go back to any essential points that they missed.
- 2 Since students are equipped with some basic knowledge of the subject matter, there is no need _____ during the lesson, so the students can engage more in discussion or asking questions.
- 3 The classroom setting is much more flexible, as both students _____ the classroom.
- 4 Digital literacy is crucial whenever the teacher _____ for the students.
- 5 Flipped learning makes students more responsible for their education, because they won't be able to benefit from _____ they have done their homework.

SPEAKING

a stimulus-based discussion: using a range of vocabulary • giving extended answers

- 1) Read the question and a student's answer below. Suggest some changes to improve the language. Use more advanced vocabulary to replace the underlined passages and add some linking words.

Is it a good idea to take summer language courses abroad? Why?/Why not?

I think it's a good idea. The groups are international. This gives you a chance to use the language in practice. You can talk to your teacher and your classmates in English. You improve your communication skills. Also, you make many new friends from all over the world and you can understand other cultures. Apart from language classes, there are different extra activities to choose from, such as sports or sightseeing. The camps are in some really cool places, so you can learn and have fun. I think that summer language courses are a really nice way to make sure you learn a foreign language very well.

- 2) Do the speaking task and answer the questions below.

TEST IT! ⌚ 5 minut

Chcesz zapisać się na naukowy kurs wakacyjny. Masz do wyboru dwie oferty.

- Powiedz, którą ofertę wybierasz i uzasadnij swój wybór.
- Wyjaśnij dlaczego odrzucasz drugą opcję.



OUR CAMP OFFERS:

- engaging team projects!
- visits to science labs!
- beginner and advanced levels



- What are the advantages and disadvantages of project work at school?
- Do Polish schools strike the right balance between practical and theoretical learning? Why?/Why not?

WRITING

a for and against essay

7

- 1) Rewrite the sentences as one sentence, using the words in brackets.

- Students often work and study at the same time. This way they have enough money for their tuition fees. (*so*)
- I decided to sign up for a speed reading course. I wanted to be able to get through my readings much faster. (*as*)
- Some students take summer courses. This way they can speed up their education. (*order*)
- You can expand your general knowledge by watching documentaries. (*for*)
- The course was very intensive. Some people dropped out. (*that*)
- I took out a student loan. I didn't want to borrow money from my parents. (*not*)

- 2) Read the writing task in exercise 4 and the example thesis of the essay below. Rewrite the thesis in a more appropriate way.

Online courses are now widely available. They are offered by many top universities. Although these courses are usually inexpensive, personally, I think that they are not suitable for every student since some students need more direct support and guidance from the teacher.

- 3) Write sentences to present and develop arguments for the essay, using the prompts below as well as your own ideas.

one negative aspect / seem / be connected / language barrier. (Give reasons).

One negative aspect seems to be connected with the language barrier since not everyone speaks foreign languages well enough to be able to listen to online lectures at French or American universities.

- one considerable drawback / online courses / do not offer human interaction (explain why this is a problem).
- main benefit / online classes / freely available / everyone (explain).
- another key advantage / low cost / online education (explain).

- 4) Read the instructions and do the writing task.

TEST IT! Wiele uniwersytetów oferuje dziś wykłady online prowadzone przez najlepszych wykładowców i otwarte dla wszystkich. Napisz **rozprawkę** (200–250 słów), w której przedstawisz wady i zalety takiego sposobu zdobywania wiedzy.

1) Complete the sentences, using *but for* / *if it wasn't for* or *if it hadn't been for*.

- If _____ (*English audiobooks*), I _____ (*not have*) such a good accent.
- But _____ (*extra lessons*), Sam _____ (*not pass*) this last exam so well.
- But _____ (*last question*), this _____ (*be*) an easy exercise.
- If _____ (*your advice*), I _____ (*prepared*) a rather poor presentation.
- But _____ (*problems*), Sandy _____ (*start*) working on her essay sooner.
- If _____ (*dictionary app*), I _____ (*have to*) carry around a dictionary at all times.
- If _____ (*heavy traffic*), I _____ (*not miss*) the lecture.

2) Complete the sentences with the correct forms of the words below. There are two extra words.

culture eat history diplomat great misunderstand
broad doubt polite

Our world is changing and schools need to adjust their teaching aims to suit the new reality.

¹ _____, education was all about scholarly subjects such as literature, physics or arts. And, ² _____, these subjects will remain important, but today's schools should also prepare their students to be citizens of the world. That is why promoting ³ _____ awareness should become part of the school curriculum, especially since subjects such as foreign languages or history seem to provide the perfect opportunity ⁴ _____ our knowledge of other cultures. Such knowledge is important not only for people planning a career in politics or ⁵ _____ but also in our everyday life, when we travel, make friends from other countries or come into contact with migrant workers. For instance, while in some cultures a woman's age is a touchy subject, in others it is money. In Asia, you are supposed to leave something on your plate to show you are full, whereas in Europe ⁶ _____ everything that you've been served shows the meal was delicious. If you're unaware of such nuances, you might ⁷ _____ by someone from another culture and unintentionally offend them.



3) Complete the second sentence so that it means the same as the first. Use the word given and no more than five words.

- I think you should start learning for your exams. **TIME**
It's high _____ for your exams.
- He won a scholarship, so he can continue his studies. **BE**
If he hadn't won a scholarship, he _____ continue his studies.
- She must pass her A levels with excellent grades to get into a good university. **UNLESS**
She won't get into a good university _____ her A levels with excellent grades.
- My mother said I shouldn't take out a student loan but try for a scholarship first. **ADVISED**
My mother _____ out a student loan but try for a scholarship first.
- Even as a child, Lucy often pretended to be a doctor. **WOULD**
Even as a child, Lucy _____ to be a doctor.



Choose the correct options to complete the text.



I've always been a very ambitious person, determined to pursue my personal goals. Ever since I happened ¹ _____

Waldemar Milewicz, the great Polish war correspondent, talk about his work, I wanted to be a journalist. I knew

I ² _____ read a lot to

acquire detailed knowledge in a range of different subjects.

I also knew that I would need to be good ³ _____

critical thinking, which is an asset in such work. Journalists often travel abroad, so I also aimed to ⁴ _____ at least three foreign languages. To achieve my dreams, I got down to studying really hard. My motto was "I ⁵ _____ miss

a party than a lesson." I even ⁶ _____ being called a teachers' pet by my classmates, though it was not quite fair. I just wanted to fulfil my ambition. Luckily, my parents understood me and did whatever they could to help me. If it ⁷ _____ their support, the whole idea would have been

much more difficult to put into practice. They paid for my language courses and always told me how proud they were of me. Naturally, I ⁸ _____ through all of my A level exams and now I'm at university and I'm on my way to getting my Master's degree in journalism.

- | | | | |
|---------------------|----------------|----------------|-----------------|
| 1 A hear | B hearing | C to hear | D to have heard |
| 2 A must | B will need to | C must have | D would have to |
| 3 A at | B for | C to | D with |
| 4 A learn by heart | B master | C improve | D engage in |
| 5 A had rather | B preferred | C wished | D would sooner |
| 6 A got used to | B was used | C used to | D would use to |
| 7 A hadn't been for | B was not | C wasn't given | D only had been |
| 8 A made | B sailed | C passed | D succeeded |

1) **MP3 14 TEST IT!** Usłyszysz dwukrotnie wywiad z doradcą zawodowym. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D.

- 1 According to the career adviser, a large percentage of people
 - A do not take future developments into account.
 - B believe that the perfect job is a well-paid one.
 - C are unable to pay off their student loans.
 - D choose the kind of work which they will definitely enjoy.
- 2 What's true about the job market today?
 - A Mass employment is causing many social changes.
 - B It's difficult to say exactly what factors govern it.
 - C The technological revolution has helped create more jobs.
 - D It changes much faster than it did in the past.
- 3 According to Paul Dilks, certain job rankings
 - A will be considered by more students in a few years.
 - B offer a rather narrow list of career options.
 - C suggest engineering is a good career choice for the future.
 - D show that businesspeople will always be well-paid.
- 4 The reason why colleges are offering so many new majors is that
 - A traditional subjects are considered to be impractical.
 - B they want to adapt to the current philosophy of success.
 - C the Internet has created greater competition between schools.
 - D they want to help students find a suitable career.
- 5 In his book, Peter Capelli
 - A suggests that specialised degrees are only for those who know what they want.
 - B points out the drawbacks of a curriculum with too many specialised degrees.
 - C praises more specialised courses for producing very well qualified workers.
 - D encourages those individuals disappointed with their job to go back to college.

2) **TEST IT!** Uzupełnij e-mail w języku angielskim na podstawie wywiadu z ćwiczenia 1.

Hi John,

I've recently listened to an interesting interview about career choices. I believe what they said might be of use!

It seems that the recipe for finding the perfect job has changed over the years. While in the past students mainly focused on their ¹_____, nowadays it's essential to consider the changing dynamics of the job market. Certain jobs have already, or will shortly, become outdated due ²_____, so the question is if the job you choose will actually exist in the future. Obviously, there will be an increased demand for jobs in certain fields, such as pharmacology or engineering. Let's also not forget about ³_____ will be needed as society ages.

Did you know that more and more new majors are being offered by universities nowadays? Because ⁴_____ to be the key to success, the focus has shifted from the broader subjects to the practical aspects of a given job. It seems like a good idea but, in the long run, it's not so great. We tend to switch careers, so unless we ⁵_____, we will end up limiting our choices.

Hope I've helped you a bit. Do let me know what you think!

Love, Amy

3) **TEST IT!** Describe the picture and answer the three questions.



- 1 Why do you think this boy is sleeping?
- 2 Do you try to get the best marks in all your subjects? Why? / Why not?
- 3 Describe a situation when you found it difficult to pass a test or an exam.

4) **Match the words (1–8) with their more advanced synonyms (a–h).**

- | | | |
|-------------------------------|--------------------------|-----------------------|
| 1 not cheap | ☐ | a widely available |
| 2 good student | ☐ | b costly |
| 3 (pass) without difficulties | ☐ | c degree |
| 4 cost of education | ☐ | d entrance exams |
| 5 university diploma | ☐ | e high-flyer |
| 6 exams to get into college | ☐ | f mediocre |
| 7 not the best quality | ☐ | g with flying colours |
| 8 for many people | ☐ | h tuition fees |

5) **Read the instructions and do the writing task.**

TEST IT! W Polsce obok darmowych państwowych uczelni istnieje wiele prywatnych szkół wyższych, gdzie nauka jest płatna, ale przyjmowani są wszyscy absolwenci szkół średnich, niezależnie od wyników maturalnych. Napisz **rozprawkę** (200–250 słów), w której przedstawisz swoją opinię na temat takiej sytuacji na rynku edukacyjnym, odnosząc się do kwestii dostępności studiów oraz poziomu nauczania.

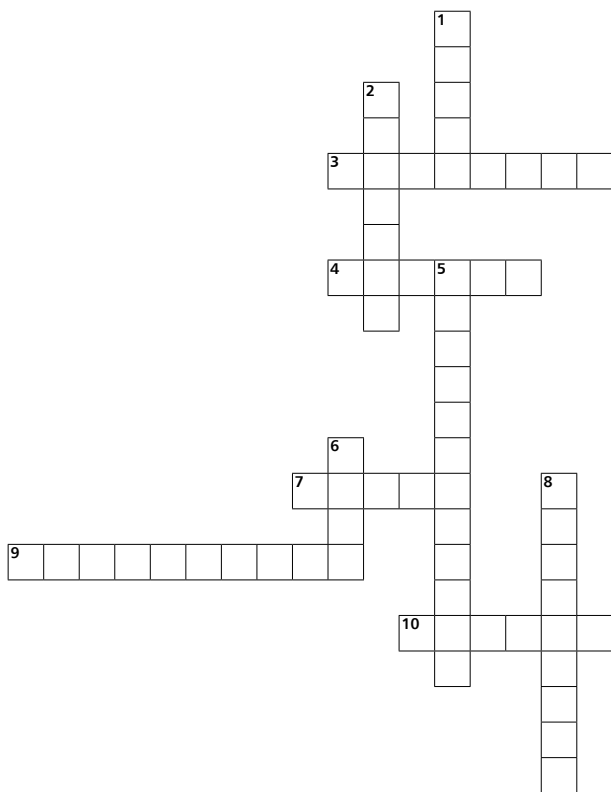


8

Stories we remember

VOCABULARY literature • books and publishing

1) Complete the crossword puzzle.



Across

- 3 a kind of publication, usually printed weekly or monthly, which includes articles and illustrations
4 a set of books usually containing the same characters
7 the outer part of a book, where there is information about the title and the author
9 one of several parts of a story
10 a kind of literature which often uses rhyme and rhythm

Down

- 1 a play for the theatre, television or radio
2 one of the sections into which a book is divided
5 a picture in a book
6 the style and size that letters are printed in
8 a book with a cover made of card or paper

2) Answer the questions with the names of different types of publications.

What do you call a book

- 1 which can help solve your personal problems?
s _____
2 with recipes for different dishes?
c _____
3 that uses drawings to tell a story?
g _____
4 describing real people or events, not imaginary ones?
n _____
5 that someone has written about their own life?
a _____
6 about imaginary creatures and magic?
f _____

3) Complete the sentences with the missing adjectives.

- 1 Coben's last novel is so g _ _ _ p _ n _ that I found it impossible to put down.
2 Could you give me some advice on how to write a c _ m _ _ _ l _ _ g story that will keep the readers interested?
3 The author has a talent for writing _ _ m _ _ o _ s stories that make the readers laugh.
4 I found her new novel totally _ n _ _ _ s _ _ n _ as it kept me interested from beginning to end.
5 Deborah Feldman's recent publication is a bit too _ l _ _ - _ o _ n _ for my liking. I'd even go so far as to say it's a bit boring at times.
6 He is known for creating _ _ s _ - _ _ c _ d narratives with a lot of events taking place in a short period of time.

4) Complete the texts with appropriate words. Then decide which of the types of books the speakers are describing.

romance science fiction crime fiction

A

I usually steer ¹ _____ of this author, but a friend of mine recommended one of his recent novels, saying it was a real ² _____-turner. To be honest, it didn't exactly ³ _____ me off my feet. I mean, perhaps if you enjoy stories about relationships and you are able to identify ⁴ _____ a hero or heroine who simply can't live without their soulmate, then you might find the book convincing. But if not, you might as well ⁵ _____ it a miss.

B

When people say that her last novel is so compelling that they can't put it ⁶ _____, they are quite right. I ⁷ _____ up the book by accident, but I never regretted buying it. The plot is told from two different perspectives – that of the victim and the murderer, which makes the story even more engaging. I intend to get my ⁸ _____ on the author's other publications as soon as I've finished this one.

5) Write 3–4 sentences to answer the question below. Use at least 5 words from the lesson.

If you were to buy one of the books below as a present for your best friend, which one would you choose and why? Why would you reject the other two?



1> Read the text and answer the questions below.

My blog

If you get the chance to look at some recently published graphic novels, you will quickly come to the conclusion that those who claim that comic books are childish art forms are mistaken. Fast-paced plots, some amazing artwork and well-developed characters make graphic novels truly entertaining for adults. Contrary to popular belief, comic books do not only tell fantasy stories about imaginary superheroes who are struggling to save the world; they also deal with important social issues. For instance, a novel that has recently been recommended to me, called *Persepolis*, is the autobiography of a girl who is commenting on the Islamic revolution that's taken place in her home country.

Add a comment

- 1 What are the two negative opinions about graphic novels that the author of the text aims to challenge?

- _____
- _____

- 2 What is the writer's purpose in writing the text?
- To recommend a good graphic novel to the reader.
 - To highlight the positive aspects of graphic novels.
 - To inform readers about a new publication.

2> **MP3 15** Listen to three recordings about important or influential books and match each speaker (1–3) with one question (A–E). There are two extra questions that do not match any speaker.

Which speaker

A wants a book that will help them with some schoolwork?	
B believes a well-written book teaches you what to modify in your life?	
C describes a book that has stimulated his/her imagination?	
D enjoys a book because it approaches the subject differently to other books?	
E has succeeded in earning a living from books and reading?	

3> **MP3 16** Listen to the recording and complete the sentences.

- In *Flights*, travelling _____.
- Flights* is thought to be difficult to read because _____.
- In *Flights*, there are a lot of _____.

4> Complete the sentences with the correct forms of the words below. Then match the underlined phrases, including the words in the gaps, with their meanings a–f.

devote give beg affect recommend

- Which book you've read so far _____ you the most?
- In her latest novel, she focuses on some thorny issues facing young people, which are _____ for attention.
- This publication has been at the top of my highly _____ list for a long time now.
- I don't normally read non-fiction, but a friend has recommended this book to me, so I'll _____ it a go.
- My grandpa, who was a truly _____ reader, taught me to appreciate good fiction.

- try out
- influenced
- committed fan of literature
- demanding you take notice of it
- a book that others are encouraged to read

Revision ■ Student's Book, page 95

5> Match 1–5 and a–e to make sentences. Then complete the sentences with appropriate words.

- The author was taken by ☐
 - The book left me completely ☐
 - I just don't see the ☐
 - They asked me to recommend an Agatha Christie story, but nothing came to ☐
 - Sometimes a good book can make a ☐
- _____ of reading a book if you can watch a film based on it.
 - _____ when one of the kids asked him about his son's favourite literary character – he didn't know what to say!
 - _____ to your life by helping you realise what is really important.
 - _____, as I didn't find the plot at all convincing.
 - _____. I couldn't think of even one title.

6> Write 1–2 sentences to answer the questions below. Justify your opinions.

- Which book is at the top of your highly recommended list?

- Which book has made a difference to your life?

- Which title comes to your mind when you think about a must-read for your peers?

- Which book's ending took you by surprise?

Criticising past actions: *should / ought to / could / might / needn't have*

W języku angielskim istnieje kilka konstrukcji wyrażających krytykę przeszłych czynności.

- **should / ought to + have + past participle** stosujemy, aby powiedzieć, w jaki sposób ktoś powinien, naszym zdaniem, postąpić w przeszłości:
You should have told me earlier.
She oughtn't to have spent so much money.
- **could / might + have + past participle** stosujemy, aby powiedzieć komuś, jakie konsekwencje mogło przynieść jego przeszłe działanie:
You could have caused an accident!
- **needn't + have + past participle** stosujemy, aby powiedzieć, że jakaś czynność została wykonana niepotrzebnie:
She needn't have taken the dog for a walk – I'd already done it.

Grammar challenge! » Student's Book, page 117, UNIT 8

Zwróć uwagę na różnice w znaczeniu poniższych konstrukcji:
We needn't have studied. The test was put off till next week. (Niepotrzebnie się uczyliśmy, bo test został przełożony na kolejny tydzień.)
The teacher said there would be no test on Monday, so we didn't need to study. (Wiedzieliśmy, że w poniedziałek nie będzie testu, więc nie musieliśmy się uczyć.)
They must have studied hard as they all got very good grades in the test. (Z pewnością dużo się uczyli, bo wszyscy dostali bardzo dobre oceny z testu.)

- 1) Complete the sentences describing the pictures using the phrases below.

break a leg wash the car pay for a parking place
study harder



1 I ought to _____
_____.



2 He could _____
_____.



3 I should _____
_____.



4 We needn't _____
_____.

- 2) Complete the gaps with *should, ought, could or needn't*.

- Sara _____ to have known the author of this book. It's on our school reading list.
- You _____ have given your seat to the elderly lady who got on the bus.
- Why didn't you get up earlier? We _____ have missed the bus. As it is, we barely made it.
- Ben _____ have spent the whole weekend working on the project, because the teacher was not at school on Monday.
- I _____ have asked Sue to lend me some money. It turned out that I still had some cash in my wallet.
- I don't think I helped you enough. I _____ have done more.
- You _____ have been so rude to her. She had informed me beforehand about the delay.
- I _____ have taken so many photographs in the mountains. It's such a pity I didn't take my camera.

- 3) Match the sentences (1–7) with the correct responses (a–g). Then complete the responses with the correct forms of the verbs in brackets.

- | | |
|--|--------------------------|
| 1 I have terrible stomach ache. | ☐ |
| 2 Susan kept falling asleep during the lesson. | ☐ |
| 3 I paid a fortune for the taxi. | ☐ |
| 4 They say they posted the letter last week. | ☐ |
| 5 The hotel room Mary rented was very expensive. | ☐ |
| 6 Maggie passed all her exams. | ☐ |
| 7 Relax! We have plenty of time left. | ☐ |
- a She could _____ (*stay*) with us.
b You needn't _____ (*take*) one. I could _____ (*give*) you a lift.
c You're right. We needn't _____ (*rush*).
d She might _____ (*go*) to bed earlier instead of reading till midnight.
e If so, it ought _____ (*arrive*) by now.
f You see! She needn't _____ (*worry*) about the results so much.
g You shouldn't _____ (*eat*) so many sweets.

- 4) Rewrite the sentences so that they include *could, might needn't, should or ought to*.

- You've made twenty copies of the document, but we need only two. What a waste of paper!

- It was advisable for you to leave some chocolates for your brother.

- Why didn't you at least try to contact me?

- It would have been possible for me to help you if you'd let me know earlier.

- Why didn't you call me last night? It was such a hard day for both of us.

- It was a bad idea to wear jeans for your job interview.

- Why on earth were you so careless? You almost got killed!

- Why didn't you text me to say you'd be late?

Grammar challenge! » Student's Book, page 117, UNIT 8, ex. 1 and 2

- 5> Complete the sentences with the correct forms of the verbs below. Use *don't/didn't need to, needn't have* or *must have*.

be buy take read forget enlarge

- We _____ the font size – it's too big now.
- The book _____ really gripping – Helen didn't leave her room all day.
- You _____ the book back to the library – Mary's already done in the morning.
- Sara _____ about our meeting. Otherwise, she would be here now.
- Only eight guests came to the barbecue – we _____ so much food.
- The teacher recommended some books for additional information, but we _____ them.

- 6> Write some sentences about yourself. Use modal verbs to criticise past actions.

Write about something:

- you've recently done, but which proved unnecessary.
- your friend has done which was a mistake.
- you regret you didn't do in the past.
- that wasn't necessary, so you didn't do it.

Inversion after negative adverbials

Inwersji o funkcji stylistycznej używamy, by położyć nacisk na najważniejsze informacje w zdaniu. Inwersja stosowana jest zazwyczaj w języku pisanym lub oficjalnych wystąpieniach, nie jest zatem typowa dla języka mówionego.

Inwersja o funkcji stylistycznej polega najczęściej na przesunięciu jednego z elementów na początek zdania i zastosowaniu szyku przestawnego podmiotu i czasownika posiłkowego, tak jak w zdaniach pytających.

Inwersji używamy często po następujących wyrazach o nacechowaniu negatywnym:

never, seldom, rarely, hardly, no sooner, not only, little, barely, only after / later.

Zdanie neutralne	Zdanie z inwersją
I have never read such a fascinating crime story!	Never have I read such a fascinating crime story!
You seldom meet such famous authors.	Seldom do you meet such famous authors,
My sister rarely writes letters.	Rarely does my sister write letters.
I had hardly started doing my homework when Bill called.	Hardly had I started doing my homework when Bill called.
We had no sooner killed the evil monster than a huge dragon attacked us.	No sooner had we killed the evil monster than a huge dragon attacked us.

Inwersji można również użyć po *so* oraz *such*:

So humorous was the book that I couldn't stop laughing.

Such was the ending of the film that I kept crying for an hour.

- 1> Complete the sentences with the words below.

**little so hardly such never only
no sooner not**

- _____ by meditation can you achieve emotional balance!
- _____ only was he late, but he was also unprepared for the lesson.
- _____ was the heat that we spent the whole day by the swimming pool.
- _____ have I been so happy in my entire life!
- _____ did we realise what was going to happen just a couple of days later.
- _____ funny did he look that we couldn't help laughing.
- _____ had we entered the hall than the phone rang upstairs.
- _____ had I started reading the book when my brother told me how it would end.

- 2> Complete the sentences with the correct form of the words in brackets.

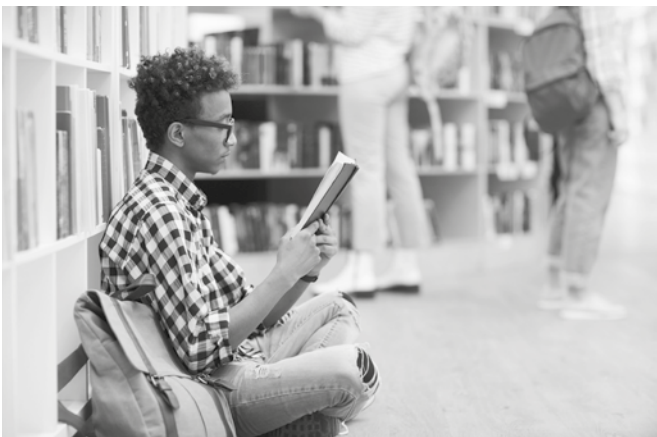
- It was a crazy day yesterday. Hardly _____ (*we / enter*) the school when the fire drill _____ (*start*).
- Only by using the Internet _____ (*you / can / access*) unlimited resources from all over the world.
- I can't believe he was so rude to us. Not only _____ (*he / make*) us wait for over half an hour but _____ (*he / also / not want*) to listen to us!
- This is a great crime story, indeed! Never before _____ (*I / have*) so much fun reading about detectives!
- Rarely _____ (*writers / publish*) three bestsellers in a row.
- Not until _____ (*the police / phone*) us _____ (*we / find*) out that he'd been kidnapped.
- They must have been watching her house. No sooner _____ (*she / leave*) home than _____ (*they / try*) to break in.
- Only after reading the first chapter _____ (*I / realise*) that I had read the novel before.
- So scary _____ (*the novel / be*) that I couldn't fall asleep after reading it.
- This love story is truly unique. In fact, rarely _____ (*a romance / make*) such a difference to the way I feel.

3> Rewrite the sentences beginning with the words given below.

- 1 Jack is a good journalist and he also writes beautiful poetry.
Not only _____.
- 2 We didn't know much about his personal problems.
Little _____.
- 3 It's the most foolish story I've ever heard!
Never _____.
- 4 As soon as I lay down on the sofa, there was a knock on the door.
No sooner _____.
- 5 The moment I started the second chapter, it came to my mind who the killer was.
Barely _____.
- 6 It was such a difficult problem that no one could solve it.
Such _____.
- 7 He seldom sees his family as they live in Vietnam.
Seldom _____.
- 8 Until you get to know my grandad better, you won't understand him.
Only after _____.
- 9 Immediately after everyone had left the building, the bomb went off.
Hardly _____.
- 10 The water was so cold that no one went for a swim.
So _____.

4> Find and correct one mistake in each sentence.

- 1 Little did the detective knew that the criminal had realised they were under surveillance.
- 2 No sooner had they got married when they started to argue.
- 3 Sarah's eyes were very red and swollen. Only later do I find out that her boyfriend had broken up with her.
- 4 Seldom I did read fantasy books as a child. I've preferred crime fiction ever since I can remember.
- 5 Only have I met such well-behaved students before. They are very polite, indeed.
- 6 Barely had I finished writing my essay then the teacher announced the end of the exam.
- 7 Paula should go into journalism. Not only does she write well, but she also is interested in politics.



5> Translate the Polish parts of the text into English.

If I were to give young people one piece of advice on how to plan their future, I would say just one thing – always listen to your heart. You see, ¹ _____ (*mogłam zostać poetką*). Back in secondary school ² _____ (*nie tylko uwielbiałam czytać*), but I wrote some poems as well. ³ _____ (*Niepotrzebnie posłuchałam*) to my parents, who claimed that I wouldn't earn a living as a poet. ⁴ _____ (*Jak tylko powiedziałam*) them I wanted to go into literature when they threatened not to pay for my studies. Now I know that ⁵ _____ (*powinnam była podążać za*) my dreams, no matter what. I ⁶ _____ (*nie powinnam była poddawać się*)!

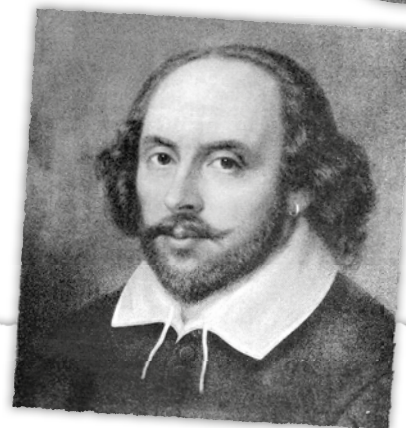
6> CUMULATIVE GRAMMAR Complete the sentences with the correct forms of the words in brackets.

- 1 If you _____ (*go / to / book signing*) last week, you _____ (*have*) Olga Tokarczuk's autograph now.
- 2 When I asked him why he was late, he _____ (*admit / he / oversleep*).
- 3 Could you tell me something about _____ (*man / you / talk*) when I entered the room?
- 4 Ann Smith has just signed a contract and her short stories _____ (*publish*) soon.
- 5 Yesterday the teacher asked me how long I _____ (*study / test*).
- 6 I wish I _____ (*not deny / take*) her book when the teacher asked me. I don't like lying, you know?
- 7 No wonder Karen is so sad. She is _____ (*say / fail*) all her exams.
- 8 I can't make up my mind about which sofa to buy. This one _____ (*be / slight / little / comfortable*), but it's much cheaper.
- 9 I've heard you talked to Sally yesterday morning. _____ (*she / agree / meet / we*) and talk about our holiday plans?
- 10 If _____ (*I / be / you*), I would cut down on sugar in your diet.
- 11 _____ (*suppose / you / win*) a million pounds in the lottery, what would you do with the money?
- 12 _____ (*girl / whom / meet*) in the theatre is the mayor's daughter.
- 13 I wonder what Paula _____ (*think*) at the moment. She looks as if she were really worried.

1> Match the English titles of these Shakespeare's plays with their Polish equivalents.

- | | | |
|---------------------------|--------------------------|----------------------------|
| 1 The Taming of the Shrew | ☐ | a Burza |
| 2 Much Ado About Nothing | ☐ | b Wiele hałasu o nic |
| 3 Midsummer Night's Dream | ☐ | c Sen nocy letniej |
| 4 Love's Labour's Lost | ☐ | d Stracone zachody miłości |
| 5 The Tempest | ☐ | e Poskromienie złościcy |

2> Read the text and complete the notes.



William Shakespeare

is probably the best known English playwright and, at the same time, one of the most mysterious figures in the history of British literature. While his plays remain eternally popular with theatregoers and literary critics alike, the man behind the works is shrouded in mystery. Here are some interesting facts as well as some of the gaps in our knowledge about him.

IMAGE

Though Shakespeare's likeness appears in many of the printed editions of his works, this portrait might not be as accurate as we believe because it is based on one of two surviving likenesses of him, neither of which seems 100% reliable. One, of a rather poor quality, was done seven years after Shakespeare's death by someone who may not have actually met him. The second is a sculpture by an individual who, while possibly acquainted with the writer, was definitely not a skilful artist.

PRIVATE LIFE

The few things which we know for certain are that he was born in Stratford-upon-Avon in the spring of 1564, got married in 1582, bought a house in Stratford in 1597 and died in 1616. The only documented events from the early period of his life are his baptism and marriage, though where he spent the intervening years remains a mystery. Precise details regarding his birth date are vague, and there are no existing records of his education, but it is assumed by most scholars that he attended grammar school until the age

of 15. Having married, he must have spent some time with his wife as they had three children, but it's probable that he left Stratford shortly afterwards. Again, there's no information about his activities from his marriage until ten years later, when he resurfaces in London.

PLAYS

There is still a lot of debate among scholars concerning the order in which Shakespeare's plays were written. A text from 1598 lists five of them, suggesting that this was what he'd written prior to this date. The list includes a play entitled *Love's Labour's Won*, which to this day remains a mystery. One theory says that it was an alternative title to *The Taming of the Shrew*, since many of Shakespeare's plays had two titles. For example, *Much Ado About Nothing* was also called *Benedick and Beatrice*. But a bookseller's records from 1603 lists the former pair of plays side by side, suggesting these were, in fact, two separate plays. Many of scholars and Shakespeare's fans hope the mystery play will turn up one day to take its place alongside the 37 ones we know today.

INSPIRATIONS

With the exception of three plays, *Midsummer Night's Dream*, *Love's Labour's Lost* and *The Tempest*, Shakespeare's ideas were all borrowed from other writers. While it might sound surprising to us, it was commonplace in those days for playwrights to adapt texts written by other authors in order to meet the high demand for new material. In the Elizabethan theatre, no play was staged more than a few times, so Shakespeare turned to both English and foreign authors, adapting

their plots, changing the endings and adding details and characters. He also incorporated the actual verses belonging to other writers into his plays, an example being the work of Christopher Marlowe. Scholars point out that his genius lay not in coming up with stories, but in infusing them with humour, vivid language and appeals to the audience's emotions.

LANGUAGE

Although Shakespeare has left us with almost 900,000 words of text, we have so few samples of his actual handwriting that it's hard to tell what it really looked like. Except for the phrase "by me," the only surviving words acknowledged to have been scribbled by him are six signatures. What's interesting is that his name is spelt differently in all six signatures, none of which is consistent with today's version, which is also found in the modern print editions of his works. Strange as it may seem, there were no formalised spelling rules at his time. In fact, the English language was undergoing huge changes during the 16th century. Shakespeare's works also had an impact on this development, especially in terms of expanding the range of vocabulary. Shakespeare's plays include over 2000 words and phrases never seen before. Whether he coined them all or simply recorded some of them for the first time we'll never know, but many of them are definitely still in use today, for example, *excellent*, *critical*, *countless*, *lonely*, or *vanish into thin air*.

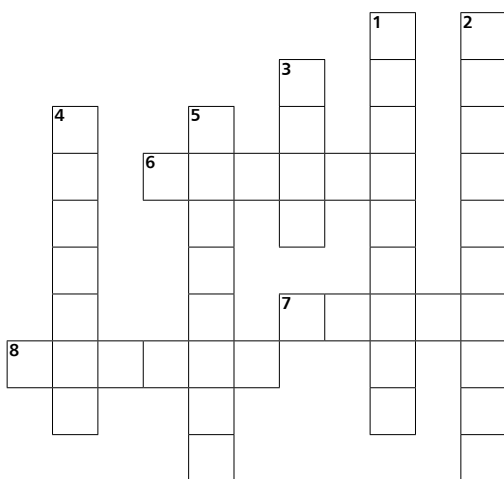
- The image we have of him is based either on a poor-quality portrait or on a sculpture by ¹_____.
- He might have left school at the age of 15, but it's only ²_____ by scholars as there are ³_____ confirming this.
- ⁴_____ plays is still a subject of discussion.
- Most of his plays were ⁵_____ – a common practice at that time.
- His works had a considerable influence ⁵_____ English language.

3> Replace the underlined phrases with the highlighted words from the text in exercise 2 on page 79 in the correct form.

- 1 Can you name three famous Polish dramatists? _____
- 2 The phrase 'OK' was supposedly created by the American president Martin van Burren in 1840. _____
- 3 We are putting on *Romeo and Juliet* at school. We've changed it a little to make it more contemporary. _____
- 4 Amazon is the world's largest company selling books. _____
- 5 The film called *Eragon* is based on the book by the same title. _____
- 6 Tolkien included many elements of old folklore in *The Lord of the Rings*. _____
- 7 The first printed version of Encyclopaedia Britannica came out between 1768–1771. _____

Revision ■ Student's Book, pages 98–99

4> Complete the crossword.



DOWN

- 1 another word for story
- 2 people in a book
- 3 the main story in a book
- 4 where a story takes place
- 5 the excitement or worry that you feel when you are waiting to find out what will happen next

ACROSS

- 6 the jokes in a story
- 7 a sudden change in the action
- 8 the final part of a story

5> Decide if the following sentences are true (T) or false (F).

- 1 If the story has an intriguing plot, it means it's difficult to follow. _____
- 2 An underwater city is an unusual setting for a story. _____
- 3 If you can believe the characters' words and actions, it means the story is not convincing. _____
- 4 If the language of a book is vivid, it means the author uses many difficult words. _____
- 5 If there are no twists to the story, it may be rather boring. _____
- 6 If the story appeals to the reader's emotions, it means it's moving. _____

6> Choose the correct option to complete each sentence. Sometimes more than one answer is correct.

- 1 The actress playing the main character really _____ the audience.
a connected b captivated c engrossed
- 2 There are so many _____ to the story that you need to pay attention in order not to get confused.
a settings b appeals c twists
- 3 The story told by the war veteran _____ our attention from the first moment.
a connected with b captured c grabbed
- 4 I was so _____ in the film that I didn't hear the phone ring.
a engaged b appealed c engrossed
- 5 The _____ of the film is really unexpected; both of the main characters die.
a setting b ending c suspense
- 6 It's the _____ story of a woman who fought for the right to lead an independent life.
a inspiring b engrossed c capturing
- 7 For our creative writing assignment everyone had to _____ a ghost story.
a pass on b make up c engage
- 8 The story of a boy lost in the woods, told with the aid of a huge screen, a lamp and hand shadows, really _____ the children's imagination.
a engaged b stimulated c connected
- 9 The story of Tarzan is so _____ told that it seems you can actually hear, see and smell the jungle.
a vividly b unexpectedly c eagerly

Vocabulary challenge!

» Student's Book, pages 116–117, UNIT 8, ex. 1, 2, 3, 4 and 5

7> Choose the correct option to complete each sentence.

- 1 After his football practice, Sam is always extremely hungry and eats like a **horse / dog**.
- 2 Without his glasses, grandpa is as blind as a **bat / hen**.
- 3 Hidden behind the curtains but **marching / peeping** through a little hole, Harry was hoping to catch a glimpse of Santa Claus.
- 4 I'm sure Mark will be able to cope with even the worst-case scenario. He's as tough as old **boots / log**.
- 5 I've got exams coming up this week, so I'll be as busy as a **beaver / bee**.
- 6 Realising I only had a week to read *Quo Vadis*, I **crawled / rushed** to the library to start on it as soon as possible.
- 7 The man sitting next to me was quietly **muttering / yelling** something to himself during the entire journey.
- 8 We spent the whole afternoon **sprinting / wandering** around the city and chatting.
- 9 When Erica saw the results of her test, she **sighed / whispered** with relief.
- 10 You've been **glancing / staring** at this painting for twenty minutes. You must know it by heart by now. Can we move on?

SPEAKING

reaching a compromise

1> Complete the mini-dialogues with appropriate words.

- 1 A _____ off, we need to talk about what book we should get for Lucy. How about an adventure story?
B I _____ that idea, but don't you think an album would be better?
- 2 A Look, why _____ we decide upon which author to invite once we know if the librarian agrees to organise a meeting at the library?
B _____ enough.
- 3 A We still have to discuss the reading list for our book club. What about a classic this time?
B I agree on one _____. It needs to be a romance. We've already read three crime stories.
- 4 A I think the _____ of staging *Lalka* is terrible. Surely, we should find something shorter. Like *Wesele*?
B I think that's an ideal _____. *Lalka* was never intended to be a stage production after all.
- 5 A It's one of the most compelling stories I've ever read.
B I _____ really agree. I thought the plot was very unconvincing.

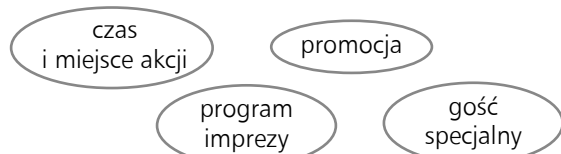
2> Write sentences about each situation below using the prompts in brackets. Which points in the speaking task in exercise 3 do the sentences match?

- 1 Zasugeruj przebranie się za postacie z książek. (*think / great idea / dress up / characters*)
- 2 Zasugeruj zaproszenie znanego autora. (*how about / invite / Andrzej Sapkowski*)
- 3 Zgódź się na pomysł stworzenia plakatów i zasugeruj slogan. (*Fair / Perhaps / could / create / poster / "Open a Book, Open a Window to Another World"*)
- 4 Nie zgódź się na wspólne czytanie znanej książki. (*see / go with that / but / book readings / tend / boring*)
- 5 Nie zgódź się, że organizacja akcji w sobotę po południu to dobry pomysł. (*see / point / but / not believe / organise / Saturday afternoon / good idea*)
- 6 Zgódź się na wymianę książek, pod warunkiem, że ta druga osoba się nią zajmie. (*if / willing / supervise / book swap / idea / certainly / works / me*)

3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Uczniowie Twojej szkoły chcą zorganizować akcję zachęcającą młodzież do czytania książek. Rozmawiasz o tym z koleżanką z Anglii, która też jest w komitecie organizacyjnym. W rozmowie porusz następujące kwestie:



Rozmowę rozpoczyna zdający.

WRITING

an article

8

1> Complete the text using the correct forms of the words below.

as foremost revolve while from twist portrayal
unfold protagonist by keep

First and ¹_____, this is a tale about magic and the power of friendship. It ²_____ around a group of teenagers attending a school for wizards who, apart ³_____ studying, must work together to battle dark forces. As this fascinating story ⁴_____, some of the teachers turn out to be evil and dangerous. ⁵_____ a result, the young ⁶_____ and his friends don't know whom they can trust, which makes the story even more gripping. The ⁷_____ of the plot will ⁸_____ you on the edge of your seat till the last page. ⁹_____ the book appeals mostly to young people with its ¹⁰_____ of the usual school characters such as nerds or bullies, the screen adaptation is likely to also entertain older audiences. ¹¹_____ and large, whether you want to read the book or watch the film, both are worthwhile and I highly recommend them.

2> Read the writing task in exercise 3 below. Then write an opening paragraph (about 80 words) using the techniques and prompts given. Remember to include a title and make sure the introduction is likely to engage the reader.

- using a quote: 'Books and movies are like apples and oranges. They both are fruit, but taste completely different.' – Stephen King
- asking the reader a direct question: What do *Twilight*, *Gone with the Wind*, *Bridget Jones*, *Game of Thrones* have in common? They are all based on books.
- including statistics: Each *Harry Potter* film made 2–3 times more than the book.

3> Read the instructions and do the writing task.

TEST IT! Ekranizacje znanych książek często budzą dużo kontrowersji. Napisz **artykuł** (200–250 słów), w którym opisziesz ekranizację, którą uważasz za bardzo nieudaną oraz przedstawisz swoją opinię na temat tego, do jakiego stopnia reżyser ma prawo zmieniać treść książki, przenosząc ją na ekran.

1) Find and correct the mistakes in the sentences below.

Two sentences are correct.

- 1 When two cats meet, they sniff themselves faces.
- 2 I concentrated myself on what my friend was saying and didn't hear the bell.
- 3 I can't believe Jeremy baked this cake himself.
- 4 Jack Smith hisself attended the premiere of the film based on his latest book.
- 5 During the trip the kids amused each other with silly stories.
- 6 Maddy and Frank are all wet from the rain, so make sure they dry theirselves before they come in here.
- 7 Did grandma hurt each other when she fell?
- 8 Chris and I have known ourselves for years.
- 9 When we heard that strange noise, we couldn't control each other and we started laughing.

2) Complete the sentences with the correct forms of the words in brackets.

- 1 My good knowledge of the language _____ (able) me to read the English version of *The Lord of the Rings*.
- 2 The instructions were so confusing that we had to ask for _____ (clarify).
- 3 Jack's explanation for his absence was so _____ (convince) that no one believed him.
- 4 The book met with a lot of _____ (criticise) because of the way it portrays women.
- 5 I love books by Małgorzata Musierowicz because I can easily _____ (identity) with the characters.
- 6 I go to the library rather _____ (regular), sometimes twice a week and sometimes once a month.
- 7 After watching a horror film, I'm afraid to enter my bedroom. I know it's _____ (logic), but I can't help it.
- 8 NIKE is one of the most _____ (prestige) Polish awards for literature.
- 9 The protagonist of the story has been very _____ (skill) portrayed by the author.

3) Complete the sentences with the correct forms of the words in brackets. Add any extra words where necessary. Use no more than five words.

- 1 You _____ (should / take part) in the literary competition last week – you know so much about fantasy books.
- 2 No sooner _____ (I / notice / she) I realised we used to go to the same school.
- 3 If the book was more engaging, it _____ (not take / I) five weeks to read it.
- 4 Let's leave now, or by the time we get to the theatre the play _____ (start) and they won't let us in.
- 5 *Alice in Wonderland* _____ (believe / be) one of the greatest books of all time.
- 6 Our teacher _____ (warn / we / not / copy) our essays from the samples on the Internet.
- 7 He'd rather _____ (this painting / renovate) by a specialist than do it himself.

- 8 The waiter, _____ (think / we / finish) our meal, took away our plates.

- 9 We were in the library when my girlfriend asked _____ (I / remember / see / she) for the first time in exactly the same place.



4 Choose the correct options to complete the text.

Zoe still remembers the first time he walked into her class. It was the first day of school, and she was already having the worst day ever and simply wanted to go home. ¹ _____ did she know that her day was about to get even worse. The new guy, Alex, walked into her chemistry class with the classic bad boy smile, and immediately all the girls were ² _____ at him admiringly. "Oh, no! I've had enough of bad boys!" thought Zoe, and pretended to be busy with her book. She meant to stay out of trouble this time and steer ³ _____ of him. "I *cannot* fall for someone like that again!" She ⁴ _____ have worried – five minutes later he was assigned as her lab partner, and they immediately had a huge fight over who should set up the experiments.

Over the next few months, as Alex's unwilling lab partner, Zoe did her best not to get close to him, which seemed to irritate him a lot. Outside of chemistry classes Zoe ignored him. She was busy studying, competing for the title of prom queen and dating her boyfriend, Ralf. Ralf was as good as ⁵ _____, the perfect boyfriend, who never found a reason to argue with her. But he was so boring! They split up just before the prom.

The first person Zoe noticed at the prom was Alex. Tall, blond and wearing a tuxedo, he ⁶ _____ from the crowd, looking very impressive. And when he came up to her with a rose and whispered "It's time to stop fighting, don't you think?" he knocked her ⁷ _____ her feet. It would have been disappointing ⁸ _____ the queen of the prom, except she suddenly didn't care. Alex took her hand and when they looked into ⁹ _____ eyes, Zoe felt she was the happiest girl in the world.

- | | | | |
|-------------------|----------------------|---------------------|--------------------|
| 1 a Little | b Seldom | c Nothing | d Hardly |
| 2 a muttering | b staring | c wandering | d studying |
| 3 a clear | b away | c far | d quickly |
| 4 a couldn't | b might not | c mustn't | d needn't |
| 5 a new | b angel | c gold | d sweet |
| 6 a turned up | b stood out | c fell out | d broke off |
| 7 a off | b down | c from | d at |
| 8 a wasn't chosen | b not to have chosen | c having not chosen | d not to be chosen |
| 9 a one another | b each other's | c their | d themselves |

- 1> MP3 17 **TEST IT!** Usłyszysz dwukrotnie trzy teksty. Uzupełnij poniższe zdania tak, aby były zgodne z treścią tekstów.

Tekst 1.

1 The boy is about to _____
_____ play.

Tekst 2.

2 The speaker's son was able to finish the book, as it
_____ the film.

Tekst 3.

3 Eighty per cent of young adults read _____
_____ year.

- 2> **TEST IT!** Przeczytaj tekst i uzupełnij ulotkę.

CHCESZ ZACZĄĆ PRZYGODĘ Z BOOKCROSSINGIEM?

- Zarejestruj książkę na naszej stronie internetowej.
- 1 _____
wewnątrz książki.
- Umieść książkę w miejscu publicznym.

SZUKASZ KONKRETNEJ KSIĄŻKI?

- Skorzystaj z mapy zamieszczonej na stronie internetowej, gdzie znajdziesz wszystkie
2 _____
- Odbierz książkę z podanej lokalizacji.
- Poinformuj właściciela książki
3 _____
poprzez uzupełnienie formularza znajdującego się na stronie internetowej.
- Po przeczytaniu książki możesz podzielić się swoimi przemyśleniami dotyczącymi tej pozycji.
- Pozwól książce 4 _____
_____ – pozostaw ją w wybranej lokalizacji (pamiętaj o zaznaczeniu tego miejsca na mapie).

- 3> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Przebywasz na wymianie międzynarodowej w Szkocji. Rozmawiasz z kolegą/koleżanką na temat organizacji pierwszego spotkania Klubu Książki w Waszej szkole. W rozmowie porusz następujące kwestie:

termin i miejsce
spotkania

wybór listy lektur
na ten semestr

przekąski
i napoje

promocja
wydarzenia

ATTENTION! BOOKS CROSSING!

‘Finders, keepers’ is an English saying that comments on the situation when, on finding something, you are able to immediately treat it as your own property. This rule does not apply, however, to those books which you may happen to find with a special message on their cover ‘I’m not lost. I’m just travelling.’ They are part of the unique BookCrossing project and are meant to be continuously passed around between readers. There are over 13 million of them out there, a number that has been growing steadily for over a decade now. The current estimate is that there are over twenty five thousand new books, just waiting to be found.

The project, which has already attracted over 1.5 million followers worldwide, is to turn book swapping into a whole new experience. To achieve this, members are asked to follow a few rules. The most important of these are the so-called three Rs: read, register and release. While the first one sounds obvious, the other two are designed to make sure book swapping works smoothly. To prepare a book to be ‘set free’ for the first time, you need to register it on the BookCrossing website and then simply deposit it in a public place where it can be found and enjoyed by another book lover. With registration, each book is assigned a unique BookCrossing code. Before the ‘traveller’ is released, the code needs to be put on a label glued inside the book cover. Apart from the ‘just travelling’ logo and the code, it should say something that will encourage the next temporary owner to visit BookCrossing.com. The more people do this and then report finding your book, the easier it will be to track its journey around the world.

BookCrossing also helps you discover books you might enjoy. Their website includes a world map with all the books which have been released lately, allowing you to spot new releases in your area. If one of the books happens to attract your interest, you simply go to the location indicated and pick it up. Having hunted it down, you should go to the journal entry page on the BookCrossing website, enter your new guest code and then, create a new entry in its travel journal. You don’t need to write anything special, simply inform the first owner of the book’s whereabouts. Once you’ve read it, you’re welcome to add your thoughts to share with past and future readers. It’s simply a way of discussing the book with others, but it’s not obligatory. You then put it on the map as a new release (there’s no need to register an already registered book) and drop it off in the location you’ve marked so that it might continue on its journey.

1

THE WORLD TODAY VIDEOS

Beating busyness

Comprehension

- 1> Look at the pictures. How do you normally react in these kinds of situations?
- 2> **II 00:00–00:44** Watch the first part of the video. What problem is Oliver Burkeman talking about? What is 'busy bragging'?
- 3> Work in pairs. Discuss the questions.
 - 1 Does this 'busyness trap' exist in your country?
 - 2 What solutions to this problem can you think of?
- 4> **II 00:45–03:16** Watch the second part of the video. Does Oliver mention any of the solutions you thought of? What other solutions does he mention?

Glossary

abundance (n) a very large quantity of something
compartmentalise (v) to separate something into different types or groups
overwhelmed (adj) to exist in such great amounts that someone or something cannot deal with them
takeaway (n) an important piece of information to remember from a meeting, presentation, book etc.

- 5> **II 00:45–03:16** Watch the second part of the video again. Answer the questions.
 - 1 What does Oliver say about busyness in the modern world?
 - a There is a fixed amount of space and tasks.
 - b Organised people can get everything done on time.
 - c There is no limit on the amount we could do.
 - 2 What effect does being efficient have on your work life?
 - a It will make you lazier.
 - b You'll get more work.
 - c You'll be a more attractive employee.
 - 3 What does Oliver say about getting everything done?
 - a It's a difficult but achievable goal.
 - b It's not important.
 - c It's an impossible goal.

- 4 What does Oliver say we have to choose?
 - a What is important to us.
 - b What makes us happy.
 - c What we believe in.
- 5 What does the author of *Overwhelmed* focus on?
 - a Multi-tasking.
 - b Doing just one thing in each period of time.
 - c Making time for yourself.

Authentic English

- 1> Work in pairs. Read the extract from the video. Why does the speaker ask the question in bold?
***So how can we get out of this busyness trap?** I think we need to understand how busyness really works.*
- 2> Read the information in the box and check your answer to Exercise 1.

Rhetorical questions

A rhetorical question is a question you ask without expecting an answer from the listener. It is used for effect to persuade or influence the listener. Rhetorical questions are often preceded by *so* when the speaker supplies the answer.

- 3> Work in pairs. Add rhetorical questions before or after the sentences.
 - 1 In my opinion, the best solution is to make people valued at work as well as paying them better.
 - 2 I think I failed the last part of that exam.
 - 3 You really need to do your share of the housework!
 - 4 You should work a lot harder than you are now.

Discussion

- 1> Work in pairs. Discuss the questions.
 - 1 Do you agree with Oliver that if you become more efficient, you won't be rewarded with an easier life? Why? / Why not?
 - 2 Do you feel part of this 'busyness trap'? If so, what could you do to prevent it?



Reading

- 1> Read an article about a book. Complete the article with sentences a–e. There is one sentence you do not need to use.
- In the workplace, we value workers who put in ridiculously long hours and devote themselves to the job.
 - She explains that a lot of the stress we feel comes from the constant feeling that everything we have to do has to be done right now.
 - Other things we want to do, although they may be enjoyable or rewarding, just have to go.
 - However, there's absolutely no evidence that working more hours leads to greater productivity.
 - You need to let people know what your boundaries are, and not accept every request you get.

THE FOUR LESSONS I LEARNT FROM OVERWHELMED

Here are my four takeaways from the book *Overwhelmed: Work, Love, and Play When No One Has the Time* by Brian Schulte.

Put first things first

Schulte tells us to prioritise what is important and schedule time to do it. We need to be clear with ourselves what our priorities are if we are to focus on them. ¹ _____. Prioritising will help you realise what is truly important in your life.

Leave on time

Many companies are obsessed by 'presenteeism', the belief that there is a direct correlation between the number of hours you spend at your desk and your productivity. ² _____. So don't feel guilty about leaving work on time.

Chunks of time

The author stresses the importance of what she calls 'compartmentalised time', which is dividing your time into parts and trying to do just one thing in each period. ³ _____. This is what can lead to doing lots of things at the same time, but not doing any of them well.

Just say 'no'

Schulte emphasises how important it is to learn to say no diplomatically. ⁴ _____. She advises that whenever someone makes a request of you, before you accept, you should consider whether you can actually deliver on it. Whenever possible, delegate and offload it to someone else.

Glossary

- delegate (v)** to give a particular job or duty to someone else so that they do it for you
- offload (v)** to get rid of something that you do not want by giving it to someone else
- prioritise (v)** to decide which things are most important so that you can deal with them first



- 2> Work in pairs. Discuss the questions.

- Do you agree with the advice in the article in exercise 1. Why? / Why not? Which piece of advice do you like best?
- Who do you know that would benefit from reading this book? Why?

Speaking

- 1> **PREPARE** Work in pairs. You are going to roleplay a situation. Read your instructions.

Student A: You're a successful businessperson, but you're feeling overwhelmed. Make notes on some problems that you may face. Use the ideas below to help you or use your own idea.

- managing money
- time management
- socialising with friends

Student B: You've recently attended a course on how to overcome busyness. Make notes on strategies you could recommend to a friend who is overwhelmed. Use the ideas below.

- prioritising tasks
- accepting your limitations
- relaxation techniques

Giving strong recommendations

I feel it's essential/vital that you ...
I strongly recommend that you look into the possibility of ...
It's urgent/imperative you start to consider how best you can ...

- 2> **SPEAK** Perform your roleplay. Then change roles and act out the situation again.
- 3> **REFLECT** Which advice did you find useful? Why? Could you apply any of this advice in your own life?

Beyond the class

Why not try ...

... researching more advice on how to deal with stress/busyness online? Report your findings to the class.

2

THE WORLD TODAY VIDEOS

Perform under pressure



Comprehension

- 1> Work in pairs. Discuss the questions.
 - 1 Are there any famous Olympians from your country?
 - 2 What personal qualities do you think an Olympian needs?
- 2> **00:00-01:25** Watch the first part of the video about the British Paralympian, Sarah Storey. Do you think she has any of the qualities you discussed in Exercise 1?
- 3> **00:00-01:25** Watch the first part of the video again. Complete the sentences with one word.
 - 1 In Sarah's opinion, structure and organisation are more important than _____ for success.
 - 2 For Sarah, psychological training is something you should constantly _____.
 - 3 Your pressure to perform is the same whether the stadium is empty or _____.
 - 4 It's important to remain _____ in each specific race.

Glossary

blinker (adj) to have a limited or inflexible view
breakaway (n) in cycling when a small group of riders or an individual has successfully opened a gap ahead of the main group of riders

- 4> **01:26-03:03** Watch the second part of the video. Choose the correct options (a, b or c) to answer the questions.
 - 1 What is Sarah's attitude to technology in cycling?
 - a It helps you to deal with whatever the other team does.
 - b It means you don't have to rely on your instincts.
 - c It is useful, but you have to think for yourself during the race.
 - 2 How does Sarah feel about emotions in a race?
 - a They can prevent you from concentrating.
 - b They can help you break through a difficult situation.
 - c They can't be controlled.

- 3 Why is visualising what you are capable of useful?
 - a It can help you to calculate how much time you have.
 - b It can help you keep ahead of the other riders.
 - c It allows you to hear when people are shouting at you.
- 4 What is the secret of a long and successful career in sport according to Sarah?
 - a using your emotions in the race
 - b being cool and focused
 - c making time to party

5> **Watch the whole video again. Answer the questions.**

- 1 Which Olympic Games does Sarah mention?
- 2 How many sports does Sarah mention? What are they?
- 3 What does Sarah say she used to be good at?

Authentic English

- 1> Work in pairs. Read the sentence from the video. Why do you think the speaker uses the phrase in bold?

*I think over the course of a long breakaway, **you know**, a couple of hours away on your own ...*

- 2> Read the information in the box and check your answers to Exercise A.

you know

We use you know in natural spoken English:

- to clarify a point,
- to tell the listener they already know the answer,
- to check understanding,
- as a filler when we are thinking of what to say next.

- 3> Decide why **you know** is used in the following sentences.

- 1 Rugby is more dangerous than tennis, you know, because it is a contact sport.
- 2 Success is partly luck and partly talent, you know. Does that make sense?
- 3 Who is David Beckham? You know, he's that English footballer. Everybody has heard of him.
- 4 I like that game, you know, that they play indoors with rackets.

- 4> Work in pairs. Clarify an idea to your partner using **you know**. Use the ideas below or your own idea.

- fixing a problem with your computer
- the rules for a particular sport
- the rules of a video game

Discussion

- 1> Work in small groups. Do you agree with Sarah's scientific approach to success? Why? / Why not?



Reading

- 1> Work in pairs. What advice would you give to someone who wants to be successful?
- 2> Read the article. Match the headings (a–e) with the paragraphs (1–3). There are two headings you do not need to use.
 - a Focusing on what you can actually change
 - b Taking a scientific approach
 - c Learning from successful people
 - d Preparing for the unexpected
 - e Setting clear goals

THREE STEPS TO SUCCESS

1 _____

The acronym TCUP stands for 'Thinking Correctly Under Pressure'. What it means is that you have to perform well at the critical moment to ensure success. You will have to work through every eventuality so that you go through the thought processes needed to overcome any stressful situation. This process reduces the chances of coming up against something you haven't anticipated and allows you to use the little time you have at the critical moment to think through the problem.

2 _____

If we want to be successful, we have to stay focused. A highly effective way of staying focused is to set specific goals. This makes them less abstract and more real. The SMART goalsetting technique will help you do this. The acronym SMART refers to goals that are Specific, Measurable, Achievable, Relevant and Time-bound. By forcing you to evaluate and readjust your approach, the SMART approach helps you to stay focused on achieving your goals.

3 _____

Essentially, you have two choices: to focus on things you can control or to focus on things you can't control. Focusing on what you can't control will most likely lead to a lot of wasted time and energy. But focusing on what you can control will make you feel more positive and confident and you will have a greater chance of achieving success. If something is in your control, think of some simple actions you can do to increase your chances of achieving your goals.

Glossary

eventuality (n) something that might happen, especially something bad that people might have to deal with

Speaking

- 1> **PLAN** Work in pairs. You are going to tell your partner about a time when you did something successfully and what strategies helped you achieve this. Choose one of the following topics or use your own idea.
 - education
 - work
 - sport
 - hobbies
 - family
 - relationships
- 2> **DISCUSS** Work in pairs. Tell your partner about your success story. Listen carefully to your partner's story.

Setting the scene

*Let me give you a little background ...
This all happened when ...*

Talking about your experience

*I found the key thing was ...
One thing I would take away from the experience was ...*

Active listening

*What happened next?
So what did you do?
How did you feel then?*

- 3> **REFLECT** Work with another pair. Tell your success stories to each other and reflect on the strategies used. Which are the most common strategies? How could you use these strategies in other areas of your life to be successful?

Beyond the class

Why not try ...

... finding another inspirational success story online? Make notes of any strategies used. Report your findings to the class.

3

THE WORLD TODAY VIDEOS

The cutting edge

Comprehension

- 1> Work in pairs. Do you think you would make a successful entrepreneur? Why? / Why not?
- 2>  Watch an interview with knife-maker Ben Edmonds. Put the following topics in the order he discusses them.
 - ___ the properties of the materials
 - ___ the importance of design
 - ___ a wish for the future
 - ___ Ben's reasons for changing career
 - ___ the focus of the business

Glossary

burr/burl (n) a growth on a tree trunk that gives wood an interesting pattern
grain (n) the natural direction and pattern of lines in wood, cloth, etc.
spalted (adj) used to describe wood that contains irregular black lines

- 3>  Watch the interview again and answer the questions.
 - 1 What did Ben do before he became a knife-maker?
 - 2 Why did he decide to leave that career?
 - 3 What type of knives does Ben make and why?
 - 4 What four aspects of the design did Ben originally struggle with?
 - 5 What type of material does Ben use for the handles?
 - 6 What is the name of Ben's company?
- 4> Work in pairs. Discuss the questions.
 - 1 What do you think Ben means when he says he wanted to do something more 'hands-on'?
 - 2 Ben also says that he 'likes old things' and 'wanted to make something that would last'. How do Ben's knives match this description?

Authentic English

- 1> Work in pairs. Read the extract from the interview. Why do you think the speaker uses a vague time expression instead of being precise?

*I did it **for about** 12 years or so and was just really conscious that I wanted to, you know, get away from the desk ...*
- 2> Read the information in the box and check your answer to exercise 1.

Vague time expressions

We use vague time expressions in informal spoken English when we aren't sure of the exact time, date or duration of something, or this information isn't important.

*OK, I should be out of my meeting by **about** 4.30-ish.*
 (= it could be a little before or after this time)

*It takes **more or less** three years to build a successful new business.* (= it takes roughly this amount of time)

*Writing a business plan **takes a while**, so allow plenty of time to do it.* (= there isn't an exact time scale, but it isn't quick)

*It **wasn't long ago** that I was sitting at a desk, wishing I was somewhere else.* (= the exact time of the change isn't important, just that it happened recently)

*I've been self-employed **for about** five years or so now.*
 (= this isn't exact but gives you an idea of how long)

- 3> Work in pairs. Take turns using the prompts below to ask each other questions. Try to avoid giving a specific answer by using vague time expressions from the box.
 - 1 What time do you ...
 - 2 How long does it take ...
 - 3 When did you first start ...

A: When did you first start working at your company?
B: Not long ago, actually. I've only been there for about two months or so.

Discussion

- 1> Work in groups. What do you think are the main advantages and disadvantages of working for yourself?

Reading

- 1> Work in pairs. Brainstorm a list of reasons why people decide to change careers.
- 2> Read the article. Which of your ideas from exercise 1 are mentioned?



Natalie Holland | Fri 18 Oct 2019 9.25 BST

a Remi Giroux – freelance writer

To be honest, I hated the lack of flexibility at my last job. We had to be at our desks from nine till six every day with no exceptions. It just meant that if anything came up, like going to parents' evening at my children's school or watching my daughter in the school play, I couldn't do it. I'm ashamed to admit that I actually called in sick a few times, just to get things done during the week. I didn't feel good about it, but I felt like I had no choice. Now that I run my own business, I'm able to fit my work commitments around my life rather than the other way round.

b Maria Nowak – furniture maker

Before I started making furniture, I worked at a big advertising company. That might sound like it should be pretty creative – that's why I took the job – but as it turned out, I spent more time getting coffee for my boss than coming up with new ideas. I felt as though I had no input on the direction of any of the campaigns we were running and I just grew sick of it. I'd always liked interior design and working with my hands, so I took a course, and here I am. Now I get to choose what I make and how to market it, and although I do worry sometimes whether or not I'm making the right decisions, it's better than having no voice whatsoever.

c Marta Cohen – personal trainer

I used to work as a receptionist for a small pharmaceuticals company based in Oxford and it was unbelievably boring. We rarely had any visitors, so I would just spend all day looking at Facebook and trying to look busy when anybody important walked past! My friends all thought I was really lucky to have such an easy job, but because I didn't really have to use my brain, every day just felt painfully long. Now I do five or six personal training sessions a day and barely notice the time. In fact, sometimes sessions overrun a bit because I'm so into what I'm doing. I know it's a bit of a cliché, but it really doesn't feel like work because I'm doing something I love. Plus I get to meet all sorts of different people, so it never feels boring or repetitive.

- 3> Read the article again. Which person (A, B or C) ...

- 1 often works longer than they need to? _____
- 2 retrained to change careers? _____
- 3 felt they had to lie to their employer? _____
- 4 found their old job wasn't what they'd expected? _____
- 5 has found a better work-life balance? _____
- 6 often had to pretend they were working? _____

Speaking

- 1> **PLAN** Imagine you are going to start your own business. Brainstorm a list of things you could do.
- 2> **PREPARE** Choose one of your ideas from exercise 1. Make notes about:
 - the name of your business,
 - what products or services you offer,
 - what your motivations are,
 - what you think the challenges will be,
 - what makes your company unique.
- 3> **SPEAK** Work in groups. Take turns explaining your business ideas. Use phrases from the boxes to help you.

Talking about motivations

*I'd love to get involved in something a bit more ...
I've always been interested in ...
... is something I think I'd be really good at because ...*

Talking about challenges

*Probably one of the biggest challenges would be ...
Something else to deal with would be ...
It would also be difficult to ...*

Asking for more information

*Could you tell me a bit more about ...?
So you said ... Could you expand on that a little?
How would you cope with ...?*

- 4> **DISCUSS** Work in groups. Discuss which idea you think has the best chance of success and why.

Beyond the class

Why not try ...

... conducting some research into successful entrepreneurs from your town or city? Make notes about their business and what inspired them. Report your findings to the class.

4

THE WORLD TODAY VIDEOS

The power of privacy

Comprehension

- 1) Work in groups. Discuss the potential issues of the following situations:
 - 1 freely sharing a large amount of data online
 - 2 following links in emails without checking the source
 - 3 living in a smart home that records personal data
- 2) **II 04:01–05:46** Watch the video about online privacy. Were any of your ideas from exercise 1 mentioned?

Glossary

big data (n) the data generated by online activity, the quantities of which are so large that new tools and methods are needed to analyse it

digital footprint (n) information about a person that can be learned by analysing their internet activities

hacking (n) illegal activity using a computer to access information stored on another computer system or to spread a computer virus

- 3) **II 00:00–01:12** Watch the first part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Digital detectives are employed to protect the online reputation of businesses and celebrities. T / F
 - 2 Max was able to gather a huge amount of data about Aleks within a few hours. T / F
 - 3 Max says that the majority of Aleks's digital footprint is data she'd intended to keep private. T / F
 - 4 According to Max, criminals could potentially use data that you've shared online to make you do things against your will. T / F
- 4) **II 01:13–04:00** Watch the second part of the video again and answer the questions.
 - 1 Why does Aleks visit the hacking conference?
 - 2 According to Khalil, why is the Middle East behind the US in terms of online data protection?
 - 3 How does Khalil hack Aleks's laptop?
 - 4 What can Khalil do once he has access?
 - 5 According to Khalil, why is it easier to hack a company computer?

Glossary

clone (v) to create an exact copy of something else

- 5) **II 04:01–05:46** Watch the third part of the video again. Complete the sentences with no more than three words.
 - 1 The Sekisui House uses sensors to gather _____ your as well as network information about the house itself.
 - 2 The _____ behind the development of smart homes in Japan is to improve the ageing population's quality of life.
 - 3 According to William Saito, _____ could use the cameras in a smart home to monitor its residents.

Authentic English

- 1) In the video, when the digital detective opens the box of data he's gathered on Aleks, he says, 'Let's walk you through it'. What do you think this phrasal verb means? Mark the correct definition in the box.

walk someone through something

¹ to help someone find their way around somewhere

² to slowly and carefully explain something to someone

*My boss **walked me through** the installation of the software.*

*She asked me to **walk her through** my experience.*

- 2) Rewrite the sentences using *walk through* and appropriate pronouns.
 - 1 I explained the fire alarm procedure to my students.
 - 2 I outlined the details of the document to my colleague.
 - 3 My mum asked me to explain the contract to her.
 - 4 She explained the basics of employment law to us.
 - 5 I showed my friend how to set up his new computer.

Discussion

- 1) Work in groups. Discuss what kind of information you are happy to share online and why.



How to maintain your online privacy

Think about your password

It's vital to choose a password that no one will easily guess. Don't use a word or phrase of special personal importance, like a birthday, the name of a family member, your favourite song or football team. ¹ _____

Make sure your password is more than ten characters long and use at least one capital letter, one lowercase letter and one number. You should also make sure you use a different password for each online service you use.

Protect the messages you send

To ensure the security of your messages, consider using encryption. ² _____ Online, this means your message is sent in an encrypted format and can only be decrypted upon reaching its final destination.

Don't let your browser track you

When you see an ad on a website related to another website you've looked at recently, it's because the search engine you use has traced the sites you've browsed. ³ _____

Enable 'private browsing' on your computer. This setting is available on every web browser. It deletes cookies, temporary internet files and your browsing history after you close a window.

Use a search engine that blocks advertising trackers, doesn't track your web queries and keeps your search history private.

Be wise about wi-fi

Think twice before sending information on wi-fi networks that don't require a password, or which accommodate more than one person at a time, for example, in a coffee shop, an airport or a hotel. Using these shared wi-fi networks may put you at risk of having your data stolen. Even young people who have grown up with technology seem unaware of the risk. ⁴ _____

Update your software

If you don't update all your software, you leave yourself open to hackers. Over 90% of software updates are there to help patch security holes. However, most people are unaware that digital security and digital privacy are closely linked. ⁵ _____ The easiest way to avoid this nightmare is to keep your software updated.

Reading

- 1> Work in pairs. What are the main dangers of not protecting your online privacy?
- 2> Match the sentences (a–f) to the gaps (1–5) to complete the article. There is one extra sentence you do not need to use.
 - a Being untraceable online is becoming increasingly difficult, but here are two tips to help you maintain your privacy.
 - b In a recent survey, 95% of under 25-year-olds said they had shared information on a public network, the largest percentage of any age group.
 - c That's the kind of information that can be discovered quickly by someone doing a little research.
 - d If your computer is infected by a virus, hackers can gain access to your personal information and may also lock your files and ask for money to get them back.
 - e Never save your passwords on shared computers at university or work.
 - f This is the process of encoding information so that it can only be understood by those who are given access to read it.

Speaking

- 1> **PLAN** Work in groups. You are going to conduct a survey on online privacy. Write a list of six questions about the following topics.
 - passwords
 - messaging
 - browsers
 - public wi-fi
 - software updates
 - shared information
- 2> **SPEAK** Work alone to conduct your surveys. Try to interview at least five people.
- 3> **DISCUSS** Work in groups. Compare your results and make a list of the most interesting findings.
- 4> **PRESENT** Choose one person from your group to present your findings to the class.

Beyond the class

Why not try ...

... watching a talk about protecting your online privacy? Make notes about anything you find interesting. Report your findings to the class.

5

THE WORLD TODAY VIDEOS

Rising to the challenge

Comprehension

- 1> Work in groups. Do you think space exploration is important to humanity? Why? / Why not?

Glossary

colonise (v) to send people to live in and govern a place (e.g. a country, planet, etc)

- 2> **00:00–01:06** Watch the first part of a video about the Mars One project and answer the questions.
- What is the aim of the project?
 - How many places are there on the spaceship?
 - When will the participants return?
- 3> **01:07–04:08** Watch the second part of the video. Match the speakers (1–3) to the reasons they give for applying (a–c).
- Ryan, UK
 - Dina, USA
 - Jeremias, Mozambique
- to make a better civilisation on an untouched planet
 - to be remembered for making a contribution to history
 - no clear reason given
- 4> **01:07–04:08** Watch the second part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
- Ryan believes that the best way for him to leave a legacy is to raise a family. T / F
 - Dina thinks colonising Mars won't be any different to starting a new life in the USA. T / F
 - Jeremias believes that humanity has the capability to overcome the issues it currently faces. T / F
 - Dina still believes she will experience love in her lifetime. T / F
 - Jeremias isn't afraid of dying on the mission to Mars. T / F
 - Ryan says that knowing he is doing something important will make it easier when conditions are difficult. T / F
- 5> Work in groups. Discuss which of you would make good candidates for the Mars One project and why.

Authentic English

- 1> Work in pairs. Read the extract from the video. Why do you think the speaker says *something like that*?

... if I'm on Mars and there's a dust storm raging or *something like that* ...

- 2> Read the information in the box and check your answer to exercise 1.

something like that

Speakers use phrases *like something like that* to avoid having to give further examples of what they're talking about. Often this is because the examples are obvious or won't add anything more to the main idea.

We can also use *something like that* when we aren't sure about the exact details of something.

She works as a designer or something like that. (= we aren't sure exactly what she does but know it's similar to a designer)

- 3> Work in pairs. Take turns rephrasing the sentences with *something like that*.

- The town really needs a gym, a leisure centre or some tennis courts so young people have more to do.
- When I finish university, I'd like to be an economist, a bank manager or an accountant.
- I'm not sure, but I think he's an engineer.
- We could go to the cinema, the theatre or out for dinner – I don't really mind.
- I'm absolutely starving; I'd love a sandwich, a hamburger or a hotdog.
- I didn't quite understand, but I think she said she didn't like her boss.

Discussion

- 1> Work in groups. Discuss the biggest challenges you have ever faced and whether you would have done anything differently.

Reading

- 1> Work in pairs. You are going to read about a sailing race around the world. What do you think the main similarities and differences are between applicants for this event and the Mars One project?
- 2> Read the FAQ page about the race and answer the questions.
 - 1 How long is the race?
 - 2 How many teams are there?
 - 3 How many countries does the race include?
 - 4 What qualities are important in an applicant?
 - 5 How are applicants chosen?

The race of a lifetime

The Clipper Round the World Yacht Race is a 40,000-nautical mile race around the world on a 70-foot racing yacht.

ROUTE

This year's race is divided into eight legs:

Leg 1: UK – Uruguay

Leg 2: Uruguay – South Africa

Leg 3: South Africa – West Australia

Leg 4: West Australia – East Australia

Leg 5: East Australia – Sanya, China – Zhuhai, China

Leg 6: Zhuhai, China – Qingdao, China – West Coast, USA

Leg 7: West Coast, USA – Panama – East Coast, USA

Leg 8: East Coast, USA – UK

YACHT

The race organisers provide each team with an identical Clipper 70 yacht.

CREW

Each of the 12 crews is formed of one professional skipper and 8 amateur participants. Race organisers are keen to highlight that there is no 'ideal' team member. Aged between 18 and 73, former participants have come from all walks of life, from taxi drivers to CEOs. What's most important is your attitude – applicants must be determined team players that are ready to work hard.

SELECTION

Following the application review process, preliminary interviews are held to determine whether you have the right character to take part. Successful candidates must then complete an intensive training programme.

Glossary

nautical mile (n) a unit for measuring distance at sea; equal to 1852 metres

skipper (n) someone who is in charge of a small ship or fishing boat

- 3> Work in groups. What do you think are the main challenges faced by amateur crew members in the Clipper Round the World Yacht Race?

Speaking

- 1> **PLAN** Work in pairs. Brainstorm a list of qualities you think a successful candidate for the Clipper Round the World Yacht Race must have.

- 2> **PREPARE** Work in groups of three. Follow the instructions below.

Student A – You are going to be interviewed for a place in this year's Clipper Round the World Yacht Race. Make notes about why you should be selected.

Student B–C – You are going to interview an applicant for this year's Clipper Round the World Yacht Race. Make a list of questions you'd like to ask.

- 3> **SPEAK** Hold your interviews. Try to explain your ideas and ask follow-up questions.

Explaining your ideas

*I think I'd make an excellent crew member because ...
... and for this reason, I think I'm a strong candidate for a place on the crew.*

Asking follow-up questions

*How does that experience set you apart from other candidates?
Why do you think that makes you a suitable candidate?*

- 4> **DISCUSS** Work as a class. Follow the instructions below to help you choose three successful applicants.

Student A – Summarise in one sentence why you would make a good crew member.

Student B–C – Briefly explain the pros and cons of the applicant you interviewed.

Beyond the class

Why not try ...

... conducting some research into other extreme races or challenges? Choose one that you would like to apply for and make notes about the event and why you'd be a good candidate. Report back to the class.

6

THE WORLD TODAY VIDEOS

Home is where the wi-fi is

Comprehension

- 1> Work in groups. Discuss the questions.
 - 1 What do you know about Airbnb?
 - 2 What do you think the main differences are between staying in an Airbnb property and staying in a hotel?
- 2> **00:00-02:02** Watch the first part of a video about two Airbnb guests. What is unusual about the way they use this service?
- 3> **00:00-02:02** Watch the first part of the video again and answer the questions.
 - 1 How long have David and Elaine been living in Airbnb properties?
 - 2 Why did they choose to live this kind of lifestyle?
 - 3 Do David and Elaine have a lot of possessions?
 - 4 What does Elaine like about the home they're living in at the moment?
 - 5 How does Vicky Richardson describe 'home'?
- 4> Work in pairs. Do you agree with Vicky's definition of a home? Why? / Why not?
- 5> **02:03-03:25** Watch the second part of the video. What advantages of living permanently in Airbnb homes do David and Elaine mention?
- 6> **02:03-03:25** Watch the second part again. Complete the sentences with no more than three words from the video.
 - 1 David says that New York is unique because it's made up of a diverse range of _____.
 - 2 David says that moving from place to place like this makes you look at neighbourhoods in a _____.
 - 3 Elaine says that _____ encourages her to get stuff done.
 - 4 According to Vicky, the _____ we live in makes the world a smaller place.

Authentic English

- 1> Work in pairs. Read the extract from the video. Why do you think the speaker says *right*?

... you're like, oh yeah, that was our pizza place, *right*?

- 2> Read the information in the box and check your answer to exercise 1.

right

Right is often used as a question tag in informal spoken English to confirm what has been stated in the sentence.

We're going away next weekend, right?

(= the speaker thinks they're going away but wants to check)

- 3> Work in pairs. Take turns using the prompts to make sentences with *right*.
 - 1 You want to check with a friend that you're still going to the cinema tomorrow.
 - 2 You hope that a colleague is going to finish a report by 5 pm but want to make sure.
 - 3 You're not sure if it's OK to bring a friend to a party.
 - 4 You think your friend has been to Tokyo before.
 - 5 You want to check that someone is going to drive you to the airport.
- 4> Work in pairs. Make a list of five things you think you know about your partner. Then, ask questions with *right* to check if you are correct.

You went to Cambridge University, right?

Discussion

- 1> Work in groups. Would you like to move between Airbnb properties instead of renting or buying a home? Why? / Why not?

Reading

1> Complete the Airbnb listing with the headings below.

- Check-in
- Check-out
- Entertainment
- Household waste
- Kitchen rules
- Noise



**Stunning family cottage,
Castleton**

5 guests | 3 bedrooms | 5 beds | 1 bath

Located in the beautiful village of Castleton, this idyllic cottage is perfect for families looking for peace and quiet.

1 _____

If you want to arrive a little bit earlier or later, that's no problem. However, an additional fee of £20 will be added to your bill if you arrive more than two hours before or after the agreed arrival time.

2 _____

Don't bother making the beds as all of the sheets will be washed anyway. You don't have to strip the beds either, but it would be much appreciated!

3 _____

Feel free to use all appliances and utensils. You can also take what you want from the fridge, but please remember to replace everything before you leave.

4 _____

We're trying to be environmentally conscious – we do recycle, and all of the bins are clearly marked. Please try not to put non-recyclable rubbish into the recycling bins.

5 _____

Please keep disturbance to a minimum after 11 pm. Parties are strictly forbidden at any time of day.

6 _____

In all rooms, there are cards with clear instructions on how to get online and access Netflix and Sky entertainment channels.

2> Read the listing again and answer the questions.

- 1 What two requests does the owner make?
- 2 How can guests connect to the wi-fi?
- 3 Why might guests be charged extra?
- 4 What rule is given about food?
- 5 What aren't guests allowed to do in the cottage?

Speaking

1> PLAN Work in pairs. Brainstorm a list of any potential problems you might face renting a property on Airbnb. Consider the following points.

- cost
- location
- facilities
- rules

2> SPEAK Choose one or two of the problems in exercise 1 and follow the instructions below to practise your roleplay.

Student A – You are an Airbnb guest and have a problem with the property you're staying in. Use the prompts below to help you.

Student B – You are an Airbnb host and one of your guests has a problem with your property. Use the phrases below to help you negotiate a solution.

Negotiating a solution

*If you were prepared to ..., I might be able to ...
Would you be willing to accept a compromise?*

Making a proposal

*Perhaps the best solution would be ...
How do you feel about ...?*

Reacting to and accepting a proposal

*That sounds reasonable.
I'm not sure that really deals with the situation.*

3> PRESENT Perform your roleplay in front of the class.

4> DISCUSS As a class, discuss whether you think the solutions negotiated in each roleplay were reasonable or not.

Beyond the class

Why not try ...

... planning a holiday? Work in groups. Imagine you want to go on holiday together. Decide where you want to go and how much you'd each be willing to pay. Then, go to Airbnb website to find a suitable property. Report back to the class.

7

THE WORLD TODAY VIDEOS

Speech and Debate

Comprehension

- 1> Work in pairs. Look at the picture. What do you think these people are doing? Where are they?
- 2> **II 00:00–01:37** Watch the first part of the video and check your answers to exercise 1.
- 3> **II 00:00–01:37** Watch the first part of the video again and answer the questions.
 - 1 What is Speech and Debate?
 - 2 According to speech coach Lou Cardenas, how are the winners chosen?
 - 3 According to the presenter, what does Speech and Debate offer the students at Democracy Prep school?

Glossary

scholarship (n) an amount of money an organisation gives to a student so that they can study at a school or university

- 4> **II 01:38–03:03** Watch the second part of the video. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Dieynaba is hoping that she will earn a college scholarship through Speech and Debate classes. T / F
 - 2 Emmanuel says that Speech gives him the opportunity to escape his normal life. T / F
 - 3 Rosie worked at some of the finest schools in the world before starting at Democracy Prep. T / F
- 5> **II 03:04–04:12** Watch the third part of the video and complete the sentences with no more than three words.
 - 1 The first competition of the year is being held at Yale University and lasts for _____.
 - 2 Rosie reminds the class that they need to be _____ as they're representing the South Bronx.
 - 3 Dieynaba is one of the few students in the group that progressed through to the _____.

Authentic English

- 1> Work in pairs. Read the extract from the video. Why do you think the speaker says *like*?

I'm like, 'I have Speech.' And they're just like, 'Why do you still do that?' And I'm just like, 'Dude, like, I don't want to pay for college'.

- 2> Read the information in the box and check your answer to exercise 1.

like

Younger English speakers often use the word *like* when they are reporting a conversation. This is particularly common in American English. It is very informal and as such is generally not well received in more formal contexts (e.g. a job interview, a business meeting etc.) or by older generations.

- 3> Work in pairs. Rewrite the sentences to make them less informal. Use more appropriate reporting verbs where necessary.

- 1 'I had a meeting with my boss today, and I didn't really understand this new project so I was like, "What are you talking about?"'
- 2 'I went to that new restaurant last night and had to wait ages for my food. So I called the waiter over, and I was like, "This service is unacceptable."'
- 3 'So I spoke to the doctor and she was like, "We've got to do more tests", so obviously I was like, "OK."'
- 4 'My boss was like, "Do you want to work on Saturday and Sunday?" And I was like, "No way!"'

Discussion

- 1> Work in groups. Do you think debate should form an important part of education in your country? Why? / Why not?

Reading

1> Work in pairs. Discuss the questions.

- 1 How do you prepare for a presentation or speech in front of a large group?
- 2 How does public speaking make you feel?
- 3 What do you think makes a good public speaker?

2> Complete the online thread with the questions below.

- How do I deal with stage fright?
- How can I get the audience to like me?
- How should I organise my speech?
- How should I start my speech?
- Should I read my speech?



Need help with public speaking?
Send me your questions!
#asktheexpert

maria-clara @asktheexpert

1

ask
the
expert

Replying to @maria-clara Ask a challenging question which gets your audience thinking and will draw them into the topic of your speech. Alternatively, start with a story that grabs their attention.

jonny-smith @asktheexpert

2

ask
the
expert

Replying to @jonny-smith Definitely not! This will just bore your audience. Instead write key words or phrases on cards and glance at them while you're speaking.

beth-jones @asktheexpert

3

ask
the
expert

Replying to @beth-jones Being nervous is a normal part of public speaking and, for me, the best way to overcome it is to be well-prepared. Rehearsing your speech will definitely help your nerves.

ciara-kelly @asktheexpert

4

ask
the
expert

Replying to @ciara-kelly Any good speech has three parts: the opening, which captures attention; the main body, in which you explain the key ideas; and the conclusion, which delivers a memorable ending.

tom-gallagher @asktheexpert

5

ask
the
expert

Replying to @tom-gallagher Find out what your audience is interested in and apply that to your talk. Tell them stories they can relate to and you should form a connection.

Speaking

1> PLAN You are going to give a two-minute speech. Choose one of the questions below and brainstorm how you might answer it.

- Is a university education worth the time and money?
- Should more be done to address the issue of obesity?
- Can alternative energy effectively replace fossil fuels?

2> PREPARE Organise your notes from exercise 1 into a speech, including the introduction, the main body and the conclusion. Then, rehearse your speech.

Introducing the main topic

*I'd like to begin by looking at ...
 To start with, I'd like to ...*

Changing topics

*So, we've looked at ..., now I'd like to turn to ...
 Let's move on to ...*

Addressing the audience

*Did you know that ...?
 As I'm sure you're aware, ...
 I'm sure you'll all agree that ...*

Concluding

*In conclusion, ...
 To sum up, ...*

3> SPEAK Work in pairs. Listen to each other's speeches. Give suggestions on where to pause, what to emphasise and how to improve body language.

4> PRESENT Give your speeches. Allow time for follow-up questions.

Beyond the class

Why not try ...

... watching a speech given by someone you admire? Make notes about how they use stress, intonation, pauses, body language and gestures to sound more persuasive. Then, practise your speech from this lesson again, applying what you've learned.



8

THE WORLD TODAY VIDEOS

Homeless heroes



Comprehension

- 1> Work in pairs. Look at the still from the video. What do you think the man is doing?
- 2> **II 00:00–02:25** Watch the first part of the video and check your answer to exercise 1.

Glossary

impersonate (v) to pretend to be someone else by copying the way they look, speak or behave

- 3> **II 00:00–02:25** Watch the first part of the video again. Are these sentences true (T) or false (F)? Correct the false sentences.
 - 1 Like workers in the service industry, Tyler supplements his hourly wage with tips. T / F
 - 2 Christopher was the first person to dress up as a famous character on Hollywood Boulevard. T / F
 - 3 He decided to dress up for money when he was served by a waiter who looked like Superman. T / F
 - 4 Over the years, Christopher has built an extensive Superman collection worth about \$100,000. T / F
 - 5 When he ran out of space in his house, he had to rent a storage unit for his collection. T / F
- 4> **II 02:26–04:04** Watch the second part of the video and answer the questions.
 - 1 What happened to Christopher's first Superman costume?
 - 2 How did he get a new Superman costume?
 - 3 Why does Tyler like dressing up as the Joker?
 - 4 How has dressing up as Superman changed Christopher's outlook?

Glossary

motor home (n) a large vehicle designed for living in while travelling

panhandling (n) begging from people who pass in the street

tow (v) to pull a vehicle by fixing it to the back of another vehicle

Authentic English

- 1> Work in pairs. Read what Christopher says about becoming homeless. Why do you think he says *you know*?

*It makes me grateful for the things I've got, **you know**.*

- 2> Read the information in the box and check your answer to exercise 1.

you know

In informal spoken English, we use *you know* for three main reasons:

- a To show that what you are referring to is known or understood by the listener.
*Wear the blue shirt, **you know**, the one I got you for your birthday.*
- b To give yourself time to think about what to say next.
*She's kind and, **you know**, sensitive.*
- c To emphasise what you're saying.
*I just feel like I don't fit in anymore, **you know**?*

- 3> Match the sentences (1–5) to the uses in the box (a–c).
 - 1 Would you like to, you know, go out for a meal sometime?
 - 2 Anna lives on the other side of town. You know, by the university.
 - 3 Wear a coat! It's freezing outside, you know.
 - 4 You know that jacket I saw in the sales last week? Well, I went back and bought it today!
 - 5 I find it difficult to, you know, talk to her about this kind of thing.
- 4> Work in pairs. Take turns finishing the prompts with your own ideas.

- 1 What's the name of that film? You know, the one ...
- 2 You know, it's not easy being ...
- 3 Maybe you should, you know, ...

Discussion

- 1> Work in pairs. Discuss what you would do if you were in Tyler or Christopher's shoes.



Reading

- 1> Work in groups. What do you think could be done to reduce homelessness in your country?
- 2> Read the article about homelessness. Match the summaries (a–e) to the projects (1–3). There are two summaries you do not need to use.
 - a Be proactive, not reactive
 - b Volunteer at a shelter
 - c Safe and secure housing is the key
 - d Educate, train and get to work
 - e Shelter a homeless person in your home

Three Projects to End Homelessness

Toni Sanchez

I've been working in homelessness prevention for 20 years and have learned what works and what doesn't when it comes to ending homelessness. Here are three effective solutions.



1 The only way to get homeless people out of shelters and off the streets is to provide safe, secure and affordable housing. The homeless population is made up of a wide range of individuals and families. We have to find the right kind of accommodation to meet the needs of all members of this diverse group. Once formerly homeless people are safely and securely housed, they can begin to make a positive contribution to their community.

2 Why should we wait until people are stuck before offering help? We need to support youths, older people, single parents, underprivileged families and other vulnerable groups such as those with addictions and mental health challenges. By helping these at-risk groups, we can ensure they don't become homeless in the first place.

3 One of the main causes of homelessness is inadequate education, which makes it difficult for young people to find a stable job. Developing training programmes can help young people get out of the homelessness trap. We also need to focus on life-skills training, including money management, which can help them enter the job market.

Glossary

underprivileged (adj) not having as many advantages or opportunities as most other people

- 3> Work in pairs. Discuss the questions.
 - 1 Do you agree with the advice in the article? Why? / Why not?
 - 2 What advice would you add to the article?

Speaking

- 1> **PLAN** You have been asked by your local government to select one of the projects in the article. Brainstorm a list of the advantages and disadvantages of each.
- 2> **PREPARE** Work in pairs. Discuss which proposal you think would be the most effective and why. Use the prompts in the box to help you.

Expressing preferences

I'm in favour of ... because ...
I think ... would work well here because ...

Describing limitations

I'm not convinced it's practical because ...
There are a few problems with the proposal ...
By and large, I like the proposal, but ...
The main shortcoming of the proposal is ...
One major disadvantage of the proposal is ...

- 3> **DISCUSS** Work with another pair. Explain your ideas from exercise 2. Try to agree on one project as a group.
- 4> **PRESENT** Choose one person from your group to explain which project you chose and why.

Beyond the class

Why not try ...

... conducting some research into homelessness in your city? Make notes to help you explain how much of an issue it is and what is being done to address it. Present your findings to the class.

1

LIFE SKILLS VIDEOS

Expressing yourself

Before watching

1> If you are in a disagreement with someone, do you tend to do these things? Circle Yes or No. Then look at the answers to see if you are more assertive or aggressive.

- 1 I stay calm. Yes / No
- 2 I say what I think. Yes / No
- 3 I try not to offend the other person. Yes / No
- 4 I listen carefully to the other person's explanations. Yes / No
- 5 I try and find a solution. Yes / No
- 6 I force the other person to accept my point of view. Yes / No
- 7 I am open to changing my mind. Yes / No
- 8 I get defensive (angry or offended) if someone criticises me. Yes / No

While watching

2a> **VIDEO SKILLS** Read the video skills box. Then watch the video of two role-plays. Write a brief description of the main problem(s) and the solution in each one.



Hector and Robert

Problems _____

Solution _____



Anna and Aisha

Problem _____

Solution _____

VIDEO SKILLS: Recognising conflict

Conflict is often expressed by body language and the way people talk, but there are often verbal clues, too.

Tag questions

You ..., right? You ..., yeah?

Saying what you want directly

I just want you to ... Find me ...

Emphasising the listener's responsibility

As you know, ... You said you would/were going to ...

What have you done? You keep saying that, but ...

Refusing to accept excuses

What do you want me to do?

What do you mean you haven't ...?

2b> **II** Watch again. Listen for the details of each problem and complete the sentences.

- 1 Robert wants to exchange the shoes because ...
- 2 He doesn't have the receipt, but ...
- 3 He needs a solution quickly because ...
- 4 To put pressure on Hector he ...
- 5 Anna feels the situation is unfair because ...
- 6 As an excuse, Aisha says ...
- 7 Anna doesn't accept Aisha's excuses because ...
- 8 Anna feels under pressure because ...

3a> **II** Look back at 1 and at the video skills box. Then watch again and answer the questions, giving reasons for your answers.

- 1 Were Robert and Anna generally assertive or aggressive?
- 2 Were Aisha and Hector defensive or did they remain calm?

3b> Robert and Anna both got what they wanted in the end. Do you think this justifies how they communicated, or do you think they still need to improve how they express themselves?

After watching

4a> Think about a time recently when you had a disagreement with someone. What happened? Was your disagreement solved in a respectful manner? If not, what would you change about how you and the other person behaved if you had the same disagreement again?

4b> **SKILLS 4 LIFE** Find out more about how to be assertive. Follow these steps.

- 1 Go online and carry out a search for 'How to be assertive'.
- 2 Visit some of the sites that come up in the search. Visit at least two websites and watch at least two videos. Make a note of the advice you are given.
- 3 Choose the best advice and write numbered tips for how to be assertive. Refer to them when you need to be assertive.

Reflect on it

Many people find it hard to be assertive and a lot of different organisations offer assertiveness training courses. Would you like to be more assertive, and if so, how could you develop this skill? Why do you think assertiveness can be so difficult to acquire?

2

LIFE SKILLS VIDEOS

Making good decisions

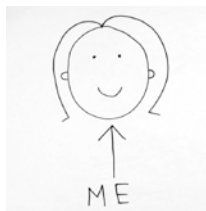
Before watching

- 1> Think of at least three *different* ways to spend your next summer holidays. Think about the need to relax, but also about preparing for your future after school. Write brief notes about the pros and cons of each of the options. Copy and complete the table.

Option	Pros	Cons

While watching

- 2a> **VIDEO SKILLS** Read the video skills box. Then watch the video. What is Jess going to study at university? What three options for the summer is she considering? Write them in the order she mentions them.



University

Summer options

- 1 _____
- 2 _____
- 3 _____

VIDEO SKILLS: Recognising and understanding phrasal verbs

Phrasal verbs are two- or three-word verbs: a verb plus an adverb and/or a preposition. They can be hard to understand because, although the words are common, the combination has an idiomatic meaning. You will hear these phrasal verbs in the video. Use the context to help you work out their meaning.

hang out with *take up* (two meanings)
miss out on *turn down*

- 2b> **II** Can you remember any of Jess' positive (✓) and negative (X) reasons for choosing the three options? Write them below. Then watch again and complete your answers.

- 1 ✓ _____
 X _____
- 2 ✓ _____

 X _____

3 ✓ _____

X _____

- 3a> **II** Watch again. How does Jess use these words and expressions in the video? What do they mean in context?

1 tempting

2 tricky

3 cute

4 juicy

5 stuck

6 face

- 3b> Which option do you think Jess should choose? Why? What would you do in her position?

After watching

- 4a> Think about an important decision you made recently. Was it difficult to make? How did you make it? Did you use the 'ICED' method on page 23 of the Student's Book? If not, what did you do?

- 4b> **SKILLS 4 LIFE** Plan a year abroad to improve your English. Follow these steps.

- 1 You're thinking about spending some time in an English-speaking country to help you perfect your English. Think about these initial decisions.
 - Where to go.
 - What to do there.
 - How long to stay.
 - How to maximise opportunities to use your English.
- 2 Go online and do some research about your initial decisions. Find information about the options you are considering. Are they practical?
- 3 Make a final decision. Then write an email to a friend telling them about your decision and asking if they think it's a good idea.

Reflect on it

Teenagers have to make important decisions about whether to continue studying, and what to study if they do. Do you think it's fair to expect teenagers to be able to make these decisions at their age? If not, is there an alternative?

3

LIFE SKILLS VIDEOS

Improving your memory

Before watching

- 1a> How good is your memory for these things? Circle 5 if it's very good, and 1 if it's very bad.
- | | |
|---|-----------|
| 1 Telephone numbers | 1 2 3 4 5 |
| 2 New people's names | 1 2 3 4 5 |
| 3 Important people's birthdays | 1 2 3 4 5 |
| 4 Things you need to buy at the shops | 1 2 3 4 5 |
| 5 What to say in a talk or presentation | 1 2 3 4 5 |
| 6 Factual information for an exam | 1 2 3 4 5 |

- 1b> Write a brief description of how you try to remember the different types of information in 1a.

While watching

- 2a> **II** Watch the video and try and remember the speakers' names. When the video finishes, write their names under the photos.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____

- 2b> **II** VIDEO SKILLS Can you remember who says the things below? It could be one or more people. Before you watch again, read the video skills box. Then watch and check or complete your answers.

- They did well in the memory test.
- Their memory could be a little better.
- They're good at remembering words.
- They describe themselves as a visual person.
- They mention the use of colour to assist their memory.

VIDEO SKILLS: Understanding memory-related vocabulary

Check you understand the differences between these words and phrases.

Verbs

remember, recall, remind, revise

memorise, take in

Techniques

chunking, mind maps

sum up, group together, associate with

learn by heart, say out loud

- 3a> **II** Watch again and answer the questions.

- Why does Sam find words easy to remember?

- Who summarises information to remember it?

- Who organises things to remember thematically?

- How does Chloe use repetition? Be specific.

- What 'weird' thing does Chloe do?

- What 'good tool' does Sam use to remember things?

- 3b> Which person do you think is like you the most? Why?

After watching

- 4a> Make a list of different situations in your life when your ability to remember things is important. What are the consequences of not remembering things in these situations?
- 4b> **SKILLS 4 LIFE** Find more techniques online to help you remember things. Follow these steps.
- Look at the situations you wrote down in 4a. Choose the one which you think is most important for you to improve your memory in.
 - Go online and search for techniques that can help you improve your memory in that situation. Visit a number of different sites and make notes on the techniques they suggest and how they work.
 - Choose one or two techniques you think could work well for you. Practise using the techniques and keep a note of how well they work. Have they improved your memory?

Reflect on it

Nowadays we rely more and more on our devices to help us remember things. What effects do you think this might have on the power of our memory? Do you think this could be a good thing or a bad thing? Why?

4

LIFE SKILLS VIDEOS

Reading articles critically

Before watching

- 1> Write the missing vowels in the words in the glossary.

Glossary of scientific journalism

- 1 c _ _ s _ l m _ ch _ _ i _ m: the way that one thing causes a particular outcome
- 2 c _ nt _ nt: material that appears on a website or other digital medium
- 3 c _ rr _ l _ t _ _ n: a connection between two or more things that is not caused by chance
- 4 j _ _ rn _ l: a magazine containing articles relating to a particular profession
- 5 _ _ tl _ t: a newspaper, TV channel or other publisher of news stories
- 6 p _ p _ r: a piece of writing on an academic subject
- 7 pr _ ss r _ l _ _ s _ : an official statement that an organisation gives to journalists
- 8 r _ p _ rp _ s _ : reuse something in a different way than was originally intended
- 9 r _ s _ _rch: the detailed study of something to discover new facts
- 10 s _ _ rc _ : someone who provides information for a journalist

While watching

- 2a> **II VIDEO SKILLS** Read the video skills box. Then read the summary below and watch the video. Complete the text by writing **one word** in each gap.

Kerry Smith works as a journalist for a science (1) _____. She makes (2) _____ and videos and writes some news. She has a science background and did a master's degree in (3) _____. She stopped working in science because it required too much (4) _____. Kerry says that the main problem in her profession is that journalists don't have enough (5) _____. This means they often don't talk to the (6) _____ of a story, and end up copying information from a (7) _____ release instead. Another problem is that funny or unusual content is sometimes presented in the media with no (8) _____, making it impossible to know what its scientific importance is.

VIDEO SKILLS: Recognising collocations

It's important to notice collocations when you're listening. This will aid both comprehension and vocabulary learning.

verb + noun	adjective/noun + preposition
make podcasts	associated with
do a degree/research	a correlation/relationship between
draw a conclusion	a link to
write/report/broadcast/publish news	

- 2b> **II** In the second half of the interview Kerry talks about an article that claims there is a correlation between eating chocolate and intelligence. Watch again and answer the questions.

- 1 What arguments does she give to doubt the conclusion in the article?

- 2 What does she say is reliable about the article?

- 3a> **II** Watch again and listen for the underlined words and phrases. What do they mean? Write a brief definition.

- 1 a bit more fast-paced

- 2 get all of their facts straight

- 3 the point of the research

- 4 for the sake of argument

- 5 people have more disposable income

- 6 see if the conclusions match up

- 3b> Which part of the interview did you find most interesting? Why?

After watching

- 4a> Think about science stories that have been popular on the news over the last few years. Did any of them surprise you? Did you read more about them and try and find out if the news was really true? If not, why?

- 4b> **SKILLS 4 LIFE** Write an article reporting some false science news. Follow these steps.

- 1 Think of some false science news that lots of people would like to hear.
- 2 Think of details to add to your article. Which scientist(s) made the discovery? What university do they work for? How did they make the discovery?
- 3 Write your article. Make the news sound as sensational as you can.

Reflect on it

Stories related to what food we should eat and how much we exercise are very common in the news, but the advice they give seems to change regularly. Why do you think this is? What could we do to prevent it from happening?

5

LIFE SKILLS VIDEOS

Understanding netiquette

Before watching

1a> Read the message. Find and write examples of 1–8.

Hey Mr Smith!

this is max, one of ur new students! 😊 that was a great class today IMHO. the problem is, i lost all my notes 😞 could u send me the PPT u used when u get a mo? it was REALLY COOL. it's a shame some of the other students in the class were talking all the time. SLACKERS LIKE THEM SHOULD STAY @ HOME!!!!

ATB

Max

- 1 the abbreviation of a word _____
- 2 an acronym or shortened form of a phrase _____
- 3 a form of address/greeting _____
- 4 an emoticon _____
- 5 writing in capitals _____
- 6 not using capitalisation _____
- 7 a criticism _____
- 8 exclamation marks _____

1b> Which things (1–8) in the message do you think are appropriate in this context?

While watching

2a> **VIDEO SKILLS** Read the video skills box. Then watch the video of some students discussing netiquette. Do they mention any of the examples (1–8) from 1a? Write the numbers below the photo(s) of the speaker who mentions them.



Yuvraj



Nancy



Chloe



Sam



Ousama



Bea



Emily

VIDEO SKILLS: Understanding criticism

Check you understand the following expressions:

It's a waste of time. It gives you a bad impression.
It drives me mad. It's one of my pet hates.
It comes off as aggressive. There's no excuse not to do it.
It's not the right place. It's not appropriate/constructive.
It's very easy to do that when ...

2b> **II** Watch again. Make a note of some of the other aspects of netiquette that the speakers mention.

3a> **II** Watch again. What are the people indicated below talking about when they say these things?

- 1 'It kind of wastes my time.' (Yuvraj)

- 2 'It drives me nuts.' (Yuvraj)

- 3 'They ... thought that I was implying something that I wasn't.' (Chloe)

- 4 'I like people to at least acknowledge what I'm saying.' (Chloe)

- 5 'Just be responsible with your words.' (Ousama)

- 6 'It's not constructive.' (Chloe)

3b> Which one aspect of netiquette do you think is the most important? Why?

After watching

4a> Think about the way you write to different people online. Do you follow the rules of netiquette the speakers mention? If not, which ones don't you follow? Why not?

4b> **SKILLS 4 LIFE** Write two versions of a message to your English teacher. Follow these steps.

- 1 Choose one of the topics below to write to your teacher about, or think of another one.
A You haven't had time to finish some homework. Write and ask for more time.
B You're finding the classes difficult and would like your teacher to suggest ways for you to improve your English outside class.
- 2 Write the first version of the message. It should follow all the rules of netiquette.
- 3 Now write the message again. This time, break as many of the rules of netiquette as you can.

Reflect on it

Some adults complain that because of online messaging, young people can no longer write properly. Do you think there is any truth in this? If so, do you think it matters? Give your reasons.

6

LIFE SKILLS VIDEOS

Negotiating in situations of conflict

Before watching

- 1> Make a list of five things that cause conflicts (arguments and disagreements) in your house, and who each conflict is with. Then put them in order of how difficult they are to resolve. Write 1 next to the most difficult one and 5 next to the easiest.

While watching

- 2a> **VIDEO SKILLS** Read the video skills box. Then watch the video of a family talking about four conflicts in their house. Make a note of the conflicts and the people they involve. Then tick (✓) the conflicts that are on your list in 1.



- 1 _____
 2 _____
 3 _____
 4 _____

VIDEO SKILLS: Recognising habitual behaviour

Neutral comments

It's usually when ...

She'll say ... and he'll say ...

I end up getting involved.

He wants to be playing games.

The main thing that tends to happen is ...

They could always ...

I'm generally quite patient.

Critical comments

I'm constantly telling them to ...

I have to do it over and over again.

- 2b> **II** Copy the table. Then watch again and complete it with notes on what they say.

Conflict	How it's resolved now	How to resolve it in the future
1		
2		
3		
4		

- 3a> **II** Can you remember who says the things below about themselves? Write the correct name or names. Then watch again to check or complete your answers.

- 1 I'm fair.

 2 I'm relaxed about things.

 3 I don't get angry easily.

 4 I listen to other people's explanations.

 5 I don't help much around the house.

 6 I'm not very patient.

- 3b> Compare the family in the video with the members of your family. Who is most similar to who? Explain why.

After watching

- 4a> Look at your list of conflicts in 1 and think about the ideas for resolving conflicts that the family in the video suggests. Could their ideas help solve any of your conflicts?

- 4b> **SKILLS 4 LIFE** Find solutions for one of your conflicts. Follow these steps.

- Write a description of the conflict in 1 that you chose as the most difficult to resolve. Say exactly what happens and why you think it's so hard to resolve.
- Think of three people whose advice you respect. Imagine what they would say to help you resolve your conflict. Write their advice as if you were the other people.
- Think about which advice might help you with your conflict and try to follow it.

Reflect on it

'Conflicts are always the result of a lack of real communication.' Do you think this is true? Do you agree that we could avoid most conflicts if we were always able to talk about problems and really listen to other people? Why? / Why not?

7

LIFE SKILLS VIDEOS

Understanding the global economy

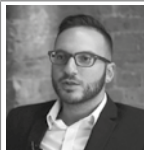
Before watching

1> Match the terms with the definitions in the business glossary.

- | | |
|-----------------------|------------------|
| 1 CEO _____ | 6 rate _____ |
| 2 exchange rate _____ | 7 strategy _____ |
| 3 freelance _____ | 8 supplier _____ |
| 4 inflation _____ | 9 target _____ |
| 5 outcome _____ | 10 trend _____ |
- a an amount of money that is paid or charged
b something you try to achieve
c the value of the money of one country when you change it into another currency
d a gradual change or development that produces a particular result
e Chief Executive Officer: the most senior manager in a company
f the final result of a process or activity
g work done by a person who is not permanently employed by a particular company
h a company, organisation or country that sells a product or a service
i an economic process in which prices increase so that money becomes less valuable
j a plan or method for achieving something, especially over a long period of time

While watching

2a> **VIDEO SKILLS** Read the video skills box. Copy the table and then watch the video and complete it with brief notes.

			
Job title	Jana	Andy	Cey
Job responsibilities			

VIDEO SKILLS: Recognising word families

To understand new words, it's important to be able to quickly recognise words from the same family. Check you know other forms of these verbs:

analyse, develop, direct, equip, finance, grow, know, manage, market, produce, sell

2b> **II** Watch again and answer the questions.

- How does Jana's work influence her company's strategy?

- What example does Andy give of the importance of exchange rates?

- What does Cey say about paying international crew members?

- Why is it important for Cey to work with people from round the world?

3a> **II** Watch again. List at least four different things that the speakers say people need to succeed in the global workplace.

- _____
- _____
- _____
- _____

3b> After listening to the speakers, which two things do you feel are the most important for success in the global workplace? Why?

After watching

4a> Think about the skills, qualities and qualifications that the speakers in the video mention. Assuming that your future job will also probably involve the global workplace, what things do you think you need to work more on? What things do you think you're already doing which will help you in the future?

I think I'm doing enough to develop my ...
I think I should do more to develop my ...

4b> **SKILLS 4 LIFE** Find out more about the pros and cons of globalisation. Follow these steps.

- Look at your answers to 4 on page 89 of the Student's Book, or read the article on pages 88–89 and do this exercise.
- Do an online search for the pros and cons of globalisation. Visit a few of the pages the search suggests and make a note of any new information that you read.
- Look at all the pros and cons you now have noted down. On balance, do you think globalisation is a good or bad thing? Write a summary of the reasons for your decision.

Reflect on it

Globalisation is often accepted as a fact of modern life. But what would happen if we decided to reject it? In what ways would our lives change?

8

LIFE SKILLS VIDEOS

Appreciating literature

Before watching

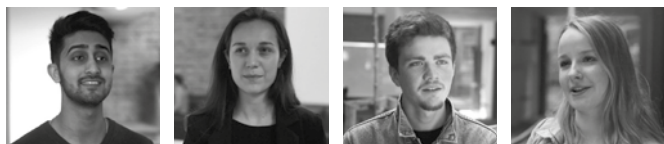
- 1> Think about something fictional that you have read and enjoyed, either recently or in the past. Complete the fact file about it.

Title _____
 Author _____
 Form of literature (e.g. novel, short story, play, poetry) _____
 Genre (e.g. science fiction, fable, mystery, horror, comedy) _____
 Main characters _____
 Plot summary (Where's it set? What happens?) _____

Has it been made into a film or TV series?
 If so, and you've seen it, what did you think of it?

While watching

- 2a> **VIDEO SKILLS** Read the video skills box. Then listen to the video, but *don't watch* it. The speakers answer five questions. From their answers, what do you think the questions were?



Yuvraj

Chloe

Sam

Emily



Nancy

Bea

Ousama

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Now watch the video to check your answers.

VIDEO SKILLS: Understanding book talk

Check you understand the underlined words/expressions:
I like/enjoy reading for pleasure.

I can relate to/identify with the characters.

It challenged my perceptions of how people behave.

It made me change/reassess my perspective of the world.

The story draws you in.

There are lots of plot twists.

It's very empathetically written.

It reminded me of my childhood.

- 2b> **II** Watch again. Write down why the speakers say the books below are or were important for them. Use the third person.

<i>Noughts and Crosses</i> Malorie Blackman	
<i>The Giver</i> Lois Lowry	
<i>The Picture of Dorian Gray</i> Oscar Wilde	
<i>A Series of Unfortunate Events</i> Lemony Snicket	
<i>Roads to Freedom</i> Jean-Paul Sartre	

- 3a> Before you watch again, can you remember which speaker(s) ... ?

- 1 has had ambitions to be a writer

- 2 reads to escape into a fictional world

- 3 was influenced by a book they listened to when young

- 4 mentions a book that helped them to grow up

- 5 studies literature

- 6 felt that the character in a particular book was like them

- II** Watch again to check or complete your answers.

- 3b> Which speaker do you identify most with? Why?

After watching

- 4a> Think about your favourite book. Write a list of reasons why you like it. Think about some of the things the speakers in the video say for ideas.

- 4b> **SKILLS 4 LIFE** Plan a filmed version of a book you have read and enjoyed. Follow these steps.

- 1 Choose a book. It should be one that you think other people would want to read after seeing the film.
- 2 Make the following decisions.
 - Think of a cast for your film. Which actors would play the characters best?
 - Choose a location to set the film in.
 - Think what music you would use for your soundtrack in different scenes.
- 3 Write your proposal to a film production company, including the information from 1 and 2 above.

Reflect on it

We hear a lot in the media about how little people read these days. Do you think this is a serious problem, or can other forms of entertainment give us the same benefits? Why? / Why not?

9

LIFE SKILLS VIDEOS

Succeeding in interviews

Before watching

- 1) You receive this email from a friend. Write your reply, giving any advice you have. Look at page 115 of the Student's Book if you need ideas.

Hi there!

How are things? I hope your summer's got off to a good start. The reason I'm writing is that I've got an interview on Thursday for a temporary job. The job sounds great, but I'm feeling nervous because I've never had a job interview before. You have, haven't you? What advice can you give me to make sure I get the job? Thanks for any tips you might have for me!

Take care,
Jo

While watching

- 2a) **VIDEO SKILLS** Read the video skills box. Then watch the interview and complete the interview notes. Write the missing information and circle the correct alternative.



Jennifer



Hector

INTERVIEWER: *Jennifer*

INTERVIEWEE: *Hector*

AGE: (1) _____

POSITION: *Summer job for a* (2) _____

PLANS AFTER JOB: *To study* (3) _____ *at university.*

RELEVANT SKILLS & EXPERIENCE:

- Performing: (4) None / Some / A lot
- Recording techniques: (5) None / Some / A lot
- Organising events: (6) None / Some / A lot
- Teamwork: (7) None / Some / A lot

VIDEO SKILLS: Recognising fillers

Fillers are small words and phrases that have no meaning. They give us time to think, and they give listeners time to make sense of what we say. Using too many can give a bad impression, but they're useful if not used too often.

Some common fillers:

um, er, mm

like, sort of, kind of, you know, yeah

so, well, I mean, basically

- 2b) **II** Watch again and answer the questions about Hector.

- 1 What example of performing does he give near the start?

- 2 What reasons does he give for wanting the job?

- 3 What things does a school prefect do?

- 4 What does he say is his greatest achievement? Why?

- 5 What are his long-term goals?

- 6 If he gets the job, what will he have to do?

- 3a) **II** Watch again and listen for these words and phrases. Use the context to help you write a definition.

- 1 label _____
- 2 stuff _____
- 3 handy _____
- 4 bring to the table _____
- 5 accomplished _____
- 6 take under my wing _____

- 3b) Do you think Hector will get the job? Why? / Why not?

After watching

- 4a) Think about a summer job that you would like to do. What skills and experience would you be able to 'bring to the table'? What questions would you want to ask at the end of an interview for the job?

- 4b) **SKILLS 4 LIFE** Prepare a 'nightmare job' interview. Follow these steps.

- 1 Think of a job that doesn't require any particular qualifications but is demanding to do, for example because it's stressful, has antisocial hours or is physically demanding.
- 2 Prepare at least six interview questions for the job.
- 3 Now imagine that you have decided to apply for the job. Write your answers to the questions. Find any way you can to show that you have the right skills to do it.

Reflect on it

It is said that over 90% of an interviewer's opinion is formed by how you look and sound. Why do you think that is? Think of as many possible reasons as you can. Do you think it's fair? If not, why?

10

LIFE SKILLS VIDEOS

Taking notes

Before watching

1a> Look at three different types of note-taking. Which one do you prefer to use? Why?

1b> Write the notes below in full sentences.

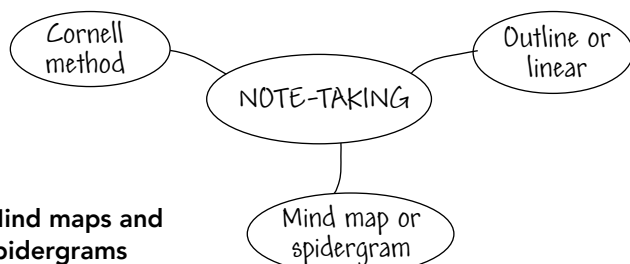
NOTE-TAKING

- OUTLINE OR LINEAR NOTES
 - Use headings
 - Use bullet points and dashes
- CORNELL METHOD

Outline or linear notes

NOTE-TAKING	
CORNELL METHOD	Draw line down page Leave 1/3 on left Record notes on right Add keywords on left

The Cornell method



Mind maps and spidergrams

Taking notes v important
Gd notes = better understanding of info
Experiment w/ different types + choose best 4 you

While watching

2a> **II VIDEO SKILLS** Read the video skills box. Then watch the first part of a lecture (until 04:14). Don't take notes while you watch. When the video stops, write down everything you can remember. How easy was it to remember things?



VIDEO SKILLS: Following a lecture

Introducing the topic and structure:

Today we're going to talk about ...
Today's lecture is going to be divided into four parts.
The first part is going to be ...
Then we're going to look at ...
First of all, ... Now, ...
And the next question is ...

Referring back:

We've been talking about ...
As I said to you before, ...
But as you know, ...
Compared to what we said earlier, ...

2b> **II** Before you watch the whole lecture, think about the best way to take notes on it. Use the method you normally use, or experiment with another one from 1a.

Note: In 3a, you will need to answer questions on the lecture from your notes.

3a> **II** Answer the questions from your notes. Then watch again to check or complete your answers.

- 1 Who introduced the concept of semiology?
- 2 What is Winifred Nöth's definition of semiotics?
- 3 What are the three main branches of semiotics?
- 4 What names did Ferdinand de Saussure give to the sound image and the concept that the image or sound is related to?
- 5 Where can you find a word's 'denotation'?
- 6 What is a word's 'connotation'?

3b> How well could you answer the questions in 3a? What does this tell you about your note-taking?

After watching

4a> Look back at the different methods for taking notes in 1a. Write one possible advantage and disadvantage of each method.

4b> **SKILLS 4 LIFE** Find out more about a note-taking method that you would like to try. Follow these steps.

- 1 Look at the sample notes in 1a. Choose one type of note-taking you would like to try and develop.
- 2 Go online and read about how to take notes well using this method. Visit at least two different websites and make notes on what you find out.
- 3 Watch the video again, but this time take notes using the method you have researched. Did it work well? Would you consider using it in future?

Reflect on it

Do you think more could be done in schools to teach good note-taking? What suggestions would you give younger students for improving their note-taking technique?

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