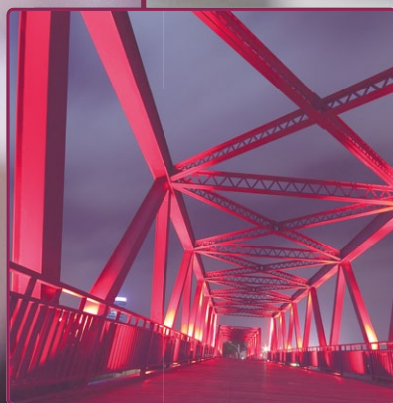


Marta Rosińska Gregory J. Manin

C1/C2

Password Reset



Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną rozporządzeniem Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. w sprawie podstawy programowej kształcenia ogólnego dla liceum ogólnokształcącego, technikum oraz branżowej szkoły II stopnia (Dz. U. poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Marzeny Kryszczuk, dr. Mariusza Marczaka, dr. Łukasza Salskiego

Poziom ESOKJ: C1/C2

Etap edukacyjny: III

Typ szkoły: szkoły ponadpodstawowe (liceum ogólnokształcące i technikum)

Zakres kształcenia: rozszerzony

Poziom zaawansowania: III.1.R

Rok dopuszczenia: 2021

Nr ewidencyjny w wykazie: 954/5/2021

Podręcznik dopuszczony do użytku szkolnego, uwzględniający podstawę programową kształcenia ogólnego określoną rozporządzeniem Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 r. w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół (Dz. U. poz. 977 z późn. zm.), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr Marzeny Kryszczuk, dr. Mariusza Marczaka, dr. Łukasza Salskiego

Poziom ESOKJ: C1/C2

Etap edukacyjny: IV

Typ szkoły: szkoły ponadgimnazjalne

Zakres kształcenia: rozszerzony

Poziom zaawansowania: IV.1.R

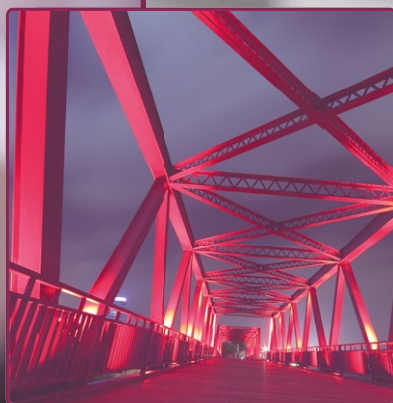
Rok dopuszczenia: 2021

Nr ewidencyjny w wykazie: 955/5/2021

Marta Rosińska Gregory J. Manin

C1/C2

Password Reset



	VOCABULARY	READING AND VOCABULARY	GRAMMAR
1 <i>Who we know</i> Życie rodzinne i towarzyskie, Człowiek	pp4–5 character, feelings and emotions; ethical problems in relationships Dobieranie, Prawda/Falsz Vocabulary challenge! frequently confused words	pp6–7 reading for gist and detail Dobieranie, Test luk vocabulary: real to virtual friendship crossover Reading challenge! summary Vocabulary challenge! idioms with bone	pp8–9 perfect and continuous aspect; narrative tenses and structures: past simple, past continuous, past perfect continuous; future in the past: would / was to, was going / planning / hoping to Układanie fragmentów zdań, Tłumaczenie fragmentów zdań
2 <i>A healthy goal</i> Sport, Zdrowie	pp16–17 competing and achieving success in sports; body parts, injuries and illnesses Prawda/Falsz Vocabulary challenge! idioms and collocations	pp18–19 reading for gist and detail Dobieranie, Wielokrotny wybór, Test luk (Dobieranie), Test luk, Wielokrotny wybór vocabulary: doing sports: risks and benefits Vocabulary challenge! prepositions	pp20–21 future forms; modifying comparatives and superlatives Układanie fragmentów zdań, Transformacje zdań Grammar challenge! past-future forms
3 <i>World of wonders</i> Świat przyrody, Podróżowanie i turystyka	pp28–29 environmental issues; travel and sightseeing Słowotwórstwo, Test luk, Tłumaczenie fragmentów zdań Vocabulary challenge! collocations	pp30–31 reading for gist, intention, coherence and cohesion Dobieranie zdań do luk w tekście, Dobieranie, Test luk (Dobieranie), Tłumaczenie zdań vocabulary: holidays Vocabulary challenge! collocations	pp32–33 gerunds and infinitives; infinitive and gerund forms in the passive Grammar challenge! gerunds and infinitives Tłumaczenie zdań, Transformacje zdań
4 <i>The working life</i> Praca	pp40–41 jobs and the job market, skills and qualifications; employment and working conditions Tłumaczenie zdań, Dobieranie Vocabulary challenge! career paths, working environments	pp42–43 reading for context, gist and detail Wielokrotny wybór, Test luk (Dobieranie) vocabulary: career paths; working environments Vocabulary challenge! frequently confused words	pp44–45 reported speech; substitution and ellipsis: avoiding repetition Transformacje zdań, Test luk Grammar challenge! tense switching in reported speech
5 <i>Might or right</i> Państwo i społeczeństwo	pp52–53 politics and politicians; public affairs Test luk (Dobieranie), Dobieranie Vocabulary challenge! expressions with stick, paraphrasing, politics-related vocabulary	pp54–55 reading for detail, coherence and cohesion vocabulary: power, social order and justice Dobieranie zdań do luk w tekście, Prawda/Falsz, Test luk (Dobieranie) Vocabulary challenge! word formation	pp56–57 conditionals: review; mixed conditionals; articles Prawda/Falsz, Transformacje zdań, Tłumaczenie fragmentów zdań, Układanie fragmentów zdań Grammar challenge! conditionals, prepositions in fixed expressions
6 <i>More than food</i> Żywnienie, Nauka i technika	pp64–65 food and technology; cooking Dobieranie Vocabulary challenge! parts of fruit and vegetables	pp66–67 reading for gist, context and detail Dobieranie vocabulary: diets and food-related problems Vocabulary challenge! prepositions of, with and from; idioms	pp68–69 passive voice; passive constructions with the infinitive; causative have /get Układanie fragmentów zdań, Transformacje zdań Grammar challenge! active and passive voice
7 <i>Living and learning</i> Dom, Szkoła	pp76–77 housing and living situations; housing problems and repairs Dobieranie, Tłumaczenie zdań, Test luk (Dobieranie) Vocabulary challenge! expressions with house and home	pp78–79 reading for gist and detail; distinguishing fact and opinion Wielokrotny wybór, Test luk (Dobieranie) vocabulary: ways of learning	pp80–81 inversion; adding emphasis Transformacje zdań, Test luk Grammar challenge! emphasis for coherence and cohesion
8 <i>A world of cool</i> Kultura, Państwo i społeczeństwo	pp88–89 aspects of culture; community activism Vocabulary challenge! easily confused words	pp90–91 reading for gist and detail Dobieranie, Prawda/Falsz vocabulary: in the media Vocabulary challenge! colloquial language	pp92–93 modal verbs: will, would and shall – different meanings; modal verbs to criticise past actions or express regrets Układanie fragmentów zdań, Transformacje zdań Grammar challenge! contrasted use of modal verbs in the past

pp100–101 **SPEAKING TESTS**
 pp102–104 **SPEAKING BANK 1–8**
 p105 **TEST EACH OTHER** Student A
 pp106–111 **WRITING BANK**
 p112 **TEST EACH OTHER** Student B
 pp113–124 **WORDLIST**
 pp125–129 **LEXICAL PATTERNS**
 pp130–143 **TRANSCRIPT**

LISTENING AND VOCABULARY	SPEAKING	WRITING	ENGLISH IN USE	
p10 listening for gist and detail 🎓 Dobieranie vocabulary: friends	p11 discussing your strengths and weaknesses; expressing importance	p14 a narrative vocabulary: sequence and flow 🎓 Opowiadanie	pp12–13 🎓 Test luk (Dobieranie), Tłumaczenie fragmentów zdań, Transformacje zdań, Układanie fragmentów zdań Challenge! idioms with bone	REVIEW p15
p22 listening for detail 🎓 Wielokrotny wybór vocabulary: healthy habits Vocabulary challenge! idioms and phrases	p23 a stimulus-based discussion; expressing preference; giving arguments; comparing; showing cause and effect 🎓 Rozmowa na podstawie materiału stymulującego	pp24–25 opinion and for and against essays 🎓 Rozprawka wyrażająca opinię, Rozprawka za i przeciw	p26 🎓 Test luk, Tłumaczenie fragmentów zdań, Transformacje zdań Challenge! phrases, idioms and phrasal verbs	REVIEW p27
p34 distinguishing fact and opinion; listening for gist, intention and detail vocabulary: travel experiences 🎓 Dobieranie, Wielokrotny wybór	p35 expressing and justifying an opinion; speculating	p38 an essay: titles 🎓 Dobieranie, Artykuł vocabulary: ways to grab the reader's attention; connecting language	pp36–37 🎓 Słowotwórstwo, Transformacje zdań, Układanie fragmentów zdań, Tłumaczenie fragmentów zdań Challenge! collocations, phrasal verbs	REVIEW p39
p46 listening for gist, detail and context 🎓 Prawda/Falsz, Wielokrotny wybór, Dobieranie vocabulary: workplaces Listening challenge! matching, paraphrasing	p47 making predictions about job prospects 🎓 Dobieranie	pp48–49 an email; a covering letter 🎓 List motywacyjny vocabulary: formal and informal registers	p50 🎓 Wielokrotny wybór, Transformacje zdań Challenge! fixed expressions	REVIEW p51
p58 listening for gist, details and context 🎓 Dobieranie, Wielokrotny wybór vocabulary: economy and social issues Listening challenge! listening comprehension, synthesising	p59 discussing community engagement opportunities; success and failure stories 🎓 Wielokrotny wybór, Rozmowa z odgrywaniem roli	p62 a formal letter 🎓 List do redakcji	p60–61 🎓 Test luk, Transformacje zdań Challenge! idiomatic expressions with similar meanings	REVIEW p63
p70 listening for detail; distinguishing fact and opinion 🎓 Prawda/Falsz, Wielokrotny wybór vocabulary: food preferences and cooking; kitchen technology Listening challenge! listening for detail	p71 role-play; negotiating 🎓 Rozmowa z odgrywaniem roli	pp72–73 a review – formal and informal register 🎓 Dobieranie, Recenzja	p74 🎓 Test luk (Dobieranie), Transformacje zdań, Test luk, Tłumaczenie fragmentów zdań Challenge! passive voice, phrases, phrasal verbs	REVIEW p75
p82 distinguishing fact and opinion; listening for gist, intention and detail 🎓 Tłumaczenie fragmentów zdań, Wielokrotny wybór vocabulary: boarding school life	p83 describing a picture	p86 an opinion essay 🎓 Rozprawka wyrażająca opinię	pp84–85 🎓 Wielokrotny wybór, Transformacje zdań Challenge! inversion, idioms, phrasal verbs	REVIEW p87
p94 listening for gist and detail; distinguishing fact and opinion 🎓 Dobieranie vocabulary: art and (everyday) people Vocabulary challenge! adverbs of degree	p95 a stimulus-based discussion 🎓 Rozmowa na podstawie materiału stymulującego	pp96–97 discursive and for and against essays 🎓 Rozprawka za i przeciw	p98 🎓 Test luk, Transformacje zdań, Tłumaczenie fragmentów zdań Challenge! word formation	REVIEW p99

Character, feelings and emotions

- 1> When meeting someone for the first time, what cues do you use to decide what sort of person they are?
- 2> Read the posts. Match headings a–c with paragraphs 1–3. Write the answers in your notebook.
- a Deceptive appearances b Waltzing out of isolation c Old dog ... new tricks

DISCOVER THE UNEXPECTED ...

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

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

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

- 3> Read the posts again and answer the questions.

Which of the writers ...?

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

- 4> In your notebook, match the words and phrases in bold from the posts in exercise 2 with the definitions below.

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

! Watch out!

As a rule, we hyphenate compound adjectives, e.g. **up-to-date tastes**. When a compound adjective follows a noun, a hyphen is usually not necessary, e.g. *His tastes are surprisingly up to date*. Some established compound adjectives, however, are always hyphenated, e.g. **good-looking, fair-haired, bad-tempered**.

- 5> In your notebook, complete the email with the correct form of the highlighted phrases from the posts in exercise 2.

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

Josh

- 6>  **CD 1.01** Listen to three young people. In your notebook, match questions a–c with speakers 1–3.

Which speaker explains ...?

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

- 7>  **CD 1.01** Listen again and answer the questions.

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

Vocabulary challenge!

- 8> Complete the sentences with the word pairs below in your notebook.

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

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

9> In your notebook, complete the sentences with the correct form of the words given.

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

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

Ethical problems in relationships

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

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

This speaker

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

3> **CD 1.02** Listen again. Are the statements true (T) or false (F)? Write the answers in your notebook.

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

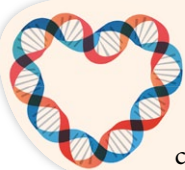
4> Work in pairs and discuss the questions.

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

5> Read the texts below and answer the questions in your notebook.

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

Text 1



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

6> In your notebook, complete the text with the adjectives in bold from the texts in exercise 5.

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

7> Complete the sentences with the opposites of some of the words in bold from the texts in exercise 5. Write the answers in your notebook.

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

8> In your notebook, rewrite the underlined parts of the sentences, using the phrasal verbs below. Make any necessary changes.

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

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

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

Text 2

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

GENETIC TESTING This is a simple and painless procedure and will ensure the match to a recipient is **accurate**.

STEM CELL COLLECTION Blood stem cells are harvested by circulating your blood through **specialised** equipment. It takes four to six hours and is relatively painless.

BONE MARROW COLLECTION A surgical process which lasts one to two hours, performed under general anaesthesia. Only needed in about 10% of cases.

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

- 1> Describe the pictures (1–3). Do any of them reflect your own experiences?
- 2> Work in pairs and answer the questions.
 - 1 How do you feel about online friendships?
 - 2 Do you think phones interfere with your social life?
 - 3 How do your parents feel about your phone use?
- 3>  **CD 1.03** Listen to six speakers. Note down what aspect of phone and internet use each one of them is talking about. Which speakers do you agree with?
- 4> Read the statistics. Do any of them surprise you? Why? / Why not?

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

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

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

- 5> Read the text and answer the questions.

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



IN MY OPINION

by Rayna Nowak

1

Parents always fear for their children's safety and well-being, and they often focus their fears on things that, to a teenager, seem perfectly

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

2

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

3

FACE-TO-FACE TIME

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

4

BULLYING AND FEELING INFERIOR

All right, bullying can be worse in the virtual space than in real life. Social media is rife with unhappy, aggressive people who only have negative things to say about others, and who make no bones about expressing their least worthy opinions for all to see. Yes, it's a problem, and I'm not sure what the solution is. My personal approach is to block or unfriend those who bully me or my friends. If the insults are really serious, I'll talk to an adult about it, because I don't think we should just shrug and let it happen. Another risk with social media is feeling inferior because your life isn't as exciting, busy, or glamorous as your friends'. I say, don't fret. There's no point comparing our lives. Also, take what you see on social media with a pinch of salt.

home

add a comment

contact



- 6> In your notebook, match the paragraphs (1–6) in exercise 5 with the questions below. There is one extra question.

In which paragraph does the author ...?

- suggest more than one possible solution to the problem
- show that a type of disagreement has always existed
- admit it's impossible to have a close virtual relationship
- point to the usefulness of devices to maturing teens
- express her purpose in writing the piece
- give advice on how to shield oneself from possible harm
- point out a fundamental difference in habits between the generations

Reading challenge!

- 7> In your notebook, complete the summary of the text in exercise 5 using appropriate words.

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

- 8> Work in pairs and discuss what you think about Rayna's article. In your notebook, write a short response which could be posted on her site.

5

SAFETY

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

6

PRIVACY

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

Like it! • Share 22 6

Vocabulary development

- 9> In your notebook, match the words in bold from the text in exercise 5 with the definitions below.

- part or section of a whole
- logical, based on reason
- not harmful
- negative or destructive things
- causing someone to feel isolated or alone
- easily hurt or harmed
- full of, a lot of

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

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

- 11> The parts of the collocations in the sentences below have been mismatched. Match up the correct parts of the phrases in bold. Write the answers in your notebook.

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

Vocabulary challenge!

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

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

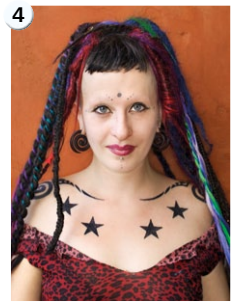
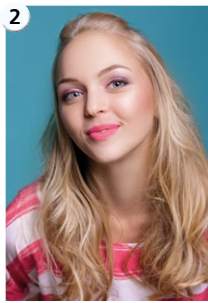
- I just know there's going to be trouble at the party this evening. I can .
- Carla her opinion of our plans. She says she thinks we need to start all over from the beginning.
- Texting during meals is a real between us. I say it's impolite, and my friends say I'm ridiculous.
- Ben is , he never lifts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

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

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

Perfect and continuous aspect

- 1> Look at the pictures. What assumptions would you make about these people based on their appearance?
- 2> LANGUAGE IN CONTEXT Read the posts. In what ways are these teens different to their images (1–2 in exercise 1)?



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

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

! Watch out!

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

- 4> PRACTISE Choose the correct option to complete the text. Write the answers in your notebook.

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

- 3> ANALYSE Read the texts in exercise 2 again. Find examples of each of the aspects listed below. Write the answers in your notebook.

- We use **continuous aspect** for actions that continue over a period of time or are in progress at a point in time. The tenses used are: present continuous, past continuous and future continuous.
- We use **perfect aspect** to indicate a connection between two periods of time. The tenses used are: present perfect, past perfect and future perfect.
- We use **perfect continuous aspect** to indicate an action that has been, was, or will be in progress by or before a point in time. The tenses used are: present perfect continuous, past perfect continuous and future perfect continuous.

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



Narrative tenses and structures: past simple, past continuous, past perfect continuous; future in the past: *would/was to, was going/planning/hoping to*

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

2>  **CD 1.04 LANGUAGE IN CONTEXT** Read the story. Choose the correct option to complete it. Then listen and check your answers.



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

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



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

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

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

5> In your notebook, complete the dialogue with the correct form of the words in brackets.

- Kate** How ¹  (you and Mei / become) friends?
- Julian** Well, we ²  (both / stay) at a summer science camp in Oxford. She ³  (never be) to a residential camp before, and I ⁴  (can see) that she ⁵  (feel) pretty out of place. She ⁶  (struggle) a bit because her English ⁷  (not be) that good, so one evening, I ⁸  (strike up) a conversation with her.
- Kate** ⁹  (she / ever be) to the UK before?
- Julian** No, she ¹⁰  (never / be) outside of China before. She ¹¹  (save up) for a couple of years in order to pay for the trip. She knew beforehand that it ¹²  (not be) easy for her to adjust, but she also knew she ¹³  (be able) to challenge herself if she came here.
- Kate** I can understand that. You know, last year I ¹⁴  (plan) to go to a camp in Paris, and I knew it ¹⁵  (be) a great experience, but in the end I ¹⁶  (not be) brave enough to go on my own! I admire her coming all the way from China.
- Julian** Yes, me too. Before she came here, she ¹⁷  (plan) to go to university in Shanghai, but now, well, maybe we'll end up at the same university!

6> Translate the Polish parts of the sentences into English. Write the answers in your notebook.

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

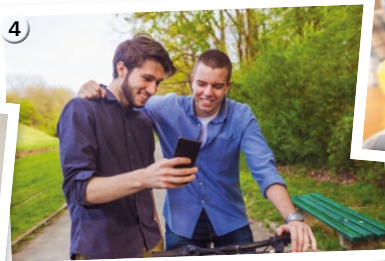


What's right?

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

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

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



1) Work in pairs and describe the pictures (1–5). Have you had similar experiences? How did you feel?

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

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

3) **CD 1.05** Listen again. In your notebook, match statements (a–f) with speakers (1–5). There is one extra statement.

This speaker

- a explains the reason for ending a friendship.
- b has realised their behaviour was misguided.
- c wishes they had learnt something sooner.
- d felt helpless in the face of a serious problem.
- e attributes a special intimacy to the length of a relationship.
- f expresses feelings about a situation.

4) Read the expressions below. What are their informal equivalents? Go to the transcript on page 130 and find them in the text. Write the answers in your notebook.

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

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

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

6) In your notebook, complete the paragraph below, using the correct forms of some of the words from exercise 5.

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

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

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

This speaker

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

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

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

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

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

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

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

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

Phrase Bank

► Discussing your strengths and weaknesses

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

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

Relationship between:

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

Phrase Bank

► Expressing importance

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

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

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

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

Robert Greene, author

Companies in pursuit of more than just high IQ

STEER CLEAR OF PEOPLE WITH LOW SI. DE-TOXIFY YOUR RELATIONSHIPS.

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

- 1 What aspects of social and emotional intelligence are presented in the material above?
The material draws our attention to ...
- 2 Do you know someone who is particularly strong on social or emotional intelligence? How does this manifest?
A person who springs to mind is ...
- 3 Can these two types of intelligence be taught or are you born with them? What makes you say that?
As far as I'm concerned, ... /
By way of illustration, let me tell you about ...

- 5> Use the Internet to find out about people with low levels of social intelligence who we often call 'toxic'. In pairs, prepare a short (10 to 15 minutes) presentation about them. Include the information below.

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

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

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

Remember to:

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

1> Work in pairs and discuss the questions.

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

2> In your notebook, complete the excerpt from a blog. Choose the correct option from each pair. The expressions are not given in the same order as they appear in the text.

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

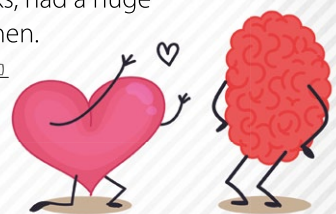


The other day, I ¹ a fascinating conversation. I was sitting in a bistro when two young women walked in and sat at a table next to ² . They ³ over with excitement, talking about a new dating app. It ⁴ to help you find a true match based on what you represent intellectually rather than just on mutual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

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

know wise connect fall regard able skill resist

Well, there are people who consider intelligence to be the most ¹ quality in the opposite sex. Research has confirmed that we get drawn to those who have an inquisitive mind and are ² of holding animated philosophical discussions. These individuals are stimulated by someone else's vast ³ as well as by the mere fact that such relationships allow them to develop intellectually. Psychologists call such personal ⁴ between people the intellectual synergy. By way of illustration, let me remind you of Socrates, the ancient Greek philosopher, who ⁵ of his poverty, lack of high social status, and good looks, had a huge following, also among women. Perhaps in your life you ⁶ in love with someone's mind ... Let me know. Already looking forward to reading your comments.



People should
fall in love
with their eyes
closed.

Andy Warhol

Nothing compares
to a beautiful
conversation with
a beautiful mind.

Anonymous

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

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

! Watch out!

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

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

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

6> In your notebook, translate the Polish parts of the sentences into English. Use the verbs from exercise 4.

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

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

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

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

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

9> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Ted's behaviour (get) nerves for ages before I eventually told him to stop being so stuck-up.
- 2 We (think / split), but we've decided to work on our relationship.
- 3 I (feel / place) at this party ever since I got here, so I think I'm going to go home.
- 4 Tony's very shy, but he's beginning to (come / shell).
- 5 If you want to see this actress in action, she (appear) a play at the Odeon theatre next week.
- 6 At the moment, I (consider / her / be) my best friend.
- 7 At this very moment in time, I (depend) you, so please don't let me down.

Challenge!

10> In your notebook, rewrite the sentences, using the idiomatic expressions with the word 'bone'.

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

11> Add the correct suffixes to the words or word parts below in order to create personality adjectives. Then work in pairs and tell each other about a person you regard as:

- confrontation
- dismiss
- quick-wit
- high-spirit
- push
- reserv



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

2> Read the story and answer the questions.



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

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

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

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

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

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

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

4> **CD 1.08** Listen to the next part of Steven's story and answer the questions below in your notebook.

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

5> Read the first part of the story in exercise 2 and the transcript of its second part on page 131. Find six time expressions and complete the Phrase Bank below in your notebook.

Phrase Bank

► Time expressions for cohesion and coherence in a narrative

As soon as ... | By the time ... |

While ... | Several weeks passed ... |

On the Sunday of the third week | Immediately

1 2 3 4 5 6

6> The following sentences are too simple for a good story. In your notebook, rewrite the sentences using the prompts in brackets.

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

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

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

8> Write a story of 200–250 words. Start with the beginning provided below.

When they met, neither of them knew their lives were about to change forever.

Complete all the exercises on this page in your notebook.

1> Answer the questions.

When someone ..., what do they do?

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

—/4

2> Rewrite the sentences, using the words given.

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

—/7

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

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

—/9

Vocabulary challenge!

4> Choose the correct option.

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

—/9

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

- 1 I hope that people **will have been talking / will still be talking** face-to-face in the future.
- 2 My brother **had been using / had used** this app around the clock till he realised his every move was being tracked.
- 3 This actor **is appearing / appears** in a new play this weekend at the Grand Theatre.
- 4 Mary realised she **had forgotten / forgot** her umbrella when it **began / had begun** to rain.

- 5 Hello, **do you recognise / are you recognising** me?
We **went / were going** to the same school.

- 6 When I was young, I **would / used to** prefer playing with boys rather than girls.

—/8

6> Correct nine verb forms in the text.

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

—/9

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

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

—/10

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

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

—/8

9> Work in pairs. Work in pairs and test each other.

Student A: go to page 105.

Student B: go to page 112.

2

A healthy goal

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



Competing and achieving success in sports

- 1> Work in pairs and describe the pictures. What aspects of sport, success and fame do they show?
- 2> Read the three texts and summarise each of them briefly.



SUCCEEDING AT SUCCESS

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



THE RISE AND FALL OF A STAR

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



READY FOR EVERY EVENTUALITY

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

- 3> In your notebook, match the words in bold from the texts in exercise 2 with the definitions below.

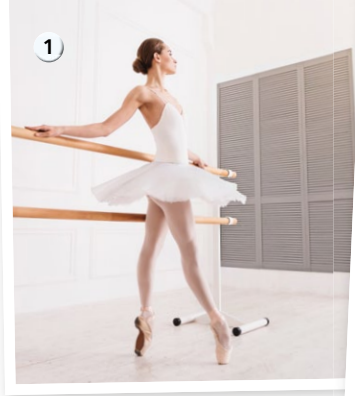
- 1 shortness in time or extent
- 2 sudden and spectacular
- 3 the most successful level
- 4 to judge, usually in comparison to a standard
- 5 making one think about something in a serious way
- 6 coming next in order
- 7 powerful and difficult to deal with
- 8 someone who shows talent at an early age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

- 4> In your notebook, complete the text with the words from exercise 3.

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

- 5> In your notebook, complete the sentences with the highlighted idioms from the texts in exercise 2. Explain their meanings and origin. One of them is not sport-related.

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



2

Body parts, injuries and illnesses

- 1> Look at the pictures (1–4). What problems could arise from these kinds of activities? What body parts are particularly affected?
- 2> CD 1.09 Look at the picture below. Name as many body parts as you can see. Then listen to the 4 speakers and add any new words to your list.



- 3> CD 1.09 Listen again and decide if the statements are true (T), false (F), or if no information is given (NI). Write the answers in your notebook.

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

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

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

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

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

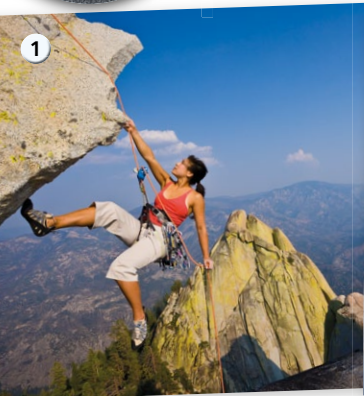
- have get catch suffer from **a headache**
- feel be get have **nauseous**
- develop have get come down with **stiff muscles**
- get experience suffer from complain of **dizziness**
- suffer from have catch get **a sprain/strain**
- have get suffer from come down with **a fracture**
- come down with catch feel get **a cold**

Vocabulary challenge!

- 6> Which of the speakers from exercise 2 could make the statements below? In your notebook, translate the phrases in bold into Polish.
- 'I was eating like a bird and exercising like a fiend.'
 - 'I am **dead set on** becoming a professional, and I won't let this injury **hold me back**.'
 - 'No matter what the activity, she **jumps in with both feet**, but this approach can **come back and bite you**.'
 - 'I **couldn't tell up from down** for a while, and I definitely thought I was going to **go out like a light**.'
 - 'I **felt as if I'd been run over by a lorry** when I woke up, but I just **kept going back for more**.'
 - 'The doctor **opened my eyes** to the problem and I've **done an about-turn** as far as my ambitions go.'
 - 'I thought the pain was just **par for the course**, but I soon woke up to the fact I was wrong.'
- 7> In your notebook, complete the sentences with some of the idioms from exercise 6. Use the emojis to help you.
- I'm 🤪 and 🦒 so I can lose some weight.
 - I felt as if I'd been 🌟🌟🌟🌟🌟🌟🌟🌟 after studying all night.
 - I know you're nervous about starting karate, but I think you should 🥋👣!
- 8> Choose the option that does not correctly complete the sentences.
- Tamara has a **bad** / heavy / small / nasty cold.
 - I have a **heavy** / blinding / splitting / bad headache.
 - I've been so tired lately! I hope I don't **catch** / take / come down with / contract the flu.
 - When I broke my leg, I was in **agonising** / excruciating / acute / thorough pain.
 - I hope to **drop** / shed / throw / lose 15 kilos on this diet.
 - I think I have a **slight** / mild / low / minor fever.
 - People with **severe** / serious / massive / acute food allergies should carry an emergency injection.
 - I can no longer **endure** / accept / take / tolerate the pain.
 - I'm in **excellent** / total / perfect / blooming health.

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

- Hard work beats talent when talent doesn't work hard.
Tim Notke – a high school coach
- Winners are not people who never fail, but people who never quit.
- Your goals should be out of reach, but never out of sight.
Anita DeFrantz – an American Olympic athlete (rowing)



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

2> Read the article. In your notebook, match the paragraphs (1–5) with the headings (A–F). There is one extra heading.

A LOVING OUR TEAM ... NOT YOURS

B ALL WELL AND GOOD ... BUT WHO'S IN CHARGE?

C FOR YOUR OWN GOOD

D TO SPORT OR NOT TO SPORT?

E WHAT YOU GAIN FROM LOSING

F WHEN THE BAR IS SET TOO HIGH

1

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

2

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

3

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

4

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

5

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



3> Read the article again and choose the correct answers.

- In the first paragraph, the author of the text
 - makes it clear they are in favour of sports.
 - suggests that they dislike sports.
 - tries to introduce different viewpoints.
 - implies that the topic has been over-discussed.
- Which of the following does the author NOT say?
 - Sports can bring a community together.
 - Sports can trigger conflicts between communities.
 - Sports can bring locals closer to institutions in their communities.
 - Communities support teams mainly when they win.
- The author states that sports have a negative effect when
 - they are done only to improve one's appearance.
 - an overly serious emphasis is placed on winning.
 - they take too much time from students' studies.
 - they involve unnecessary risk.
- The author implies that the skills developed by sports
 - do not translate into a business environment.
 - can be applied to other areas of life.
 - tend to make people less cooperative.
 - can give people an unrealistic view of life.
- Which of the following is mentioned in the text as a fact, not an opinion?
 - Sports are more beneficial when pursued for pleasure, not ambition.
 - Sports always encourage unquestioning compliance to a leader.
 - Sports help develop positive habits in other pursuits.
 - The primary value demonstrated through sport is working together for a common goal.

Vocabulary development

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

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

5> In your notebook, complete the sentences with the words below. Check your answers with the highlighted phrases in exercise 2.

common lagging subpar knit root blind inevitable
guiding handle

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

6> Complete the text with the correct forms of the words below.

relent oppress compete rival adhere

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

Vocabulary challenge!

7> In your notebook, complete the sentences with appropriate prepositions.

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

8> Choose the correct option to complete the sentences. Write the answers in your notebook.

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

9> Think about your memorable experience with a sport. Prepare a short monologue about it and present it to the class.

Future forms

1) **CD 1.10 LANGUAGE IN CONTEXT** Listen to three recordings. Then answer the questions in your notebook.

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

2) **ANALYSE** In your notebook, copy and complete the table with the correct example sentences from the transcript on page 132. There is one example of tense use missing from the recording. Complete the appropriate line of the table with your own example sentence and the corresponding tense use.

Tense/expression	Example	Use
Present simple		a timetable scheduled action
Present continuous		a prearranged, mutually agreed action
Future simple 1		
Future simple 2		
Future simple 3		
going to		a definite plan
Future continuous		
Future perfect		
Future perfect continuous		an activity which will have continued up to a stated time in the future
be  to, be on the  of, be on the  of, be  to, be  to, be  to		actions in the near future, personal decision or circumstance

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

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

4) Complete the text with the future forms of the verbs in brackets. Write the answers in your notebook.

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



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

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

Grammar challenge!

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

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

7) In your notebook, rewrite the sentences using past-future forms.

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

Modifying comparatives and superlatives

- 1> Think of three things you do to be healthy. Order them by importance. What evidence can support your ideas?
- 2> **LANGUAGE IN CONTEXT** Read the article. Do you share any of these beliefs? Are you convinced by the article?

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



Walking isn't real exercise

Actually, it is one of the oldest forms of exercise, and it is among the most effective at maintaining general health. It helps with all kinds of physical problems, is way easier on the joints than running, and undoubtedly better than doing nothing! The more active you are, the healthier you'll be, no matter how strenuous the activity is.

If I'm not sweating, I'm not benefitting

It's true that nothing gives so bad an impression as the gym member who never sweats. The sweatier you get, the better the workout, as they say. Yet sweating is by far the least reliable measure of exercise effectiveness due to several factors: ambient temperature, body hydration, and personal sweat factor. Some of us are slightly sweatier than others, and others are much more prone to dripping with perspiration. Heart rate is a far better indication of hard work.

Good exercise is expensive

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

Sports drinks are better than water after exercise

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

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

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

- 4> **PRACTISE** In your notebook, complete the sentences with the correct form of the words in brackets and suitable modifiers.

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



What's right?

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

- 5> In your notebook, complete the text with the correct form of the adjectives in brackets and the modifiers given.

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



- 6> In your notebook, rewrite the sentences, using the words in bold.

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

- 7> Work in pairs. Discuss your attitude to exercise and sports.



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

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

3) **CD 1.11** Listen to the interview with a doctor and answer the questions below.

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

4) **CD 1.11** Listen again and choose the correct answers. Write them in your notebook.

- 1 Kelly Weston is the author of several books about
 - a healthy living for teenagers.
 - b the health effects of how we choose to live.
 - c how the human consciousness works.
 - d the influence of being a parent on health.
- 2 Dr Weston decided to write the book because she realised
 - a young people were being misinformed by the media.
 - b her own lifestyle needed improvement.
 - c her son's friends were becoming a bad influence.
 - d habits adopted early have a lasting effect.
- 3 According to Dr Weston,
 - a sufficient sleep is vital to good health.
 - b most people can remain healthy with insufficient sleep.
 - c many people are overly concerned about lack of sleep.
 - d experts overestimate the amount of sleep we need.
- 4 What does Dr Weston suggest is illogical?
 - a The amount of work expected of teenagers.
 - b The time at which teenagers have to start school.
 - c The amount of sleep teenagers think they need.
 - d The comparison of teenagers to elderly people.
- 5 Which of these statements Dr Weston would agree with?
 - a Sleep is more important than exams.
 - b Texting shortly before bedtime helps you fall asleep.
 - c Good sleep makes for good studying.
 - d Studying just before bedtime is the most effective way to learn.

5) In your notebook, complete 1–9 with the words below.

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

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

6) In your notebook, complete the text with the phrases from exercise 5.

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



7) **CD 1.12** Listen to a video blog post. In your notebook, complete the sentences so that they are true according to what you hear. Write one to three words in each gap.

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

Vocabulary challenge!

8) Find and correct the mistakes in the sentences. Then read the transcript on page 132 to check your answers.

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

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

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



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

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

2> In your notebook, complete the Phrase Bank below with the correct form of the words below.

convey leave look submit spring command
epitomise speak

Phrase Bank

► Describing a photo

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

► Expressing preference, giving arguments and comparing

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

4> Study and complete the Phrase Bank below. Put one word in each space. Write the answers in your notebook.

Phrase Bank

► Showing cause and effect

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

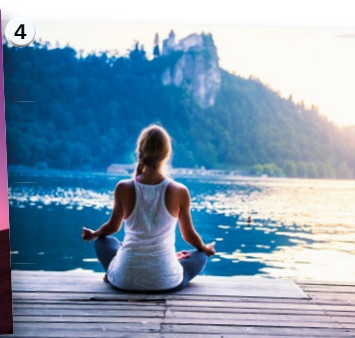
5> Work in pairs and answer the questions, using the expressions from the Phrase Bank above and the prompts given.

- Why do more and more young people complain of living under stress and feeling depressed?
taking on too much • too much time online • can't tackle stress
- People are becoming aware of the importance of their mental well-being. What may cause such a trend?
social campaigns • media and celebrities • self-centered approach to life

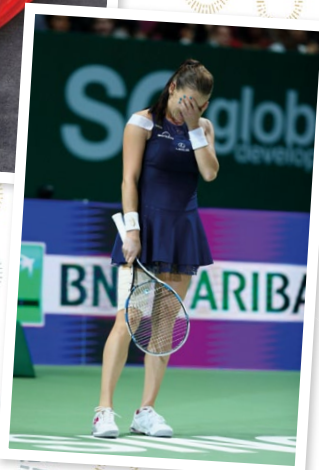
6> Read the tips for fostering your mental well-being and rank them. Then work in groups of three and compare your ideas. Justify your answers.

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

3> Look at the pictures to be used as part of a social mental health campaign *Be Good to Your Mind*. Work in pairs and discuss which aspects of mental well-being they show. Which one would be the best in your opinion. Why?



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



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

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

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

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

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

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

1

Athletes are the kings and queens of modern society, along with actors and pop stars. We cheer them on in competition, but we also admire their enormous houses, gossip about their relationships, and listen to their opinions. The question remains as to how much this has to do with the spirit of fair play and the pursuit of excellence for its own sake. In my view, very little. In fact, I believe the true competitive spirit is being lost in today's professional sports, and this affects competitors and spectators alike.

2

There are definitely two schools of thought concerning the astronomical pay and obvious sense of entitlement on display in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. In contrast, others suggest that the extreme focus on fame and money is damaging the spirit of fair play and the pursuit of excellence for its own sake. Both viewpoints are worth considering.

- 4> Note down three points you would make to support the introductory paragraph in the first essay.
- 5> Note down three points you could make to oppose the argument that professional athletes deserve huge pay, fame and privileges.
- 6> Read the two complete essays and answer the questions.

Essay 1

- ① As a society, we admire athletes' accomplishments, but we also envy their enormous wealth and success. The question remains as to how far today's professional sports reflect the spirit of fair play and the pursuit of excellence. I am of the belief that the true competitive spirit is being lost, which affects competitors and spectators alike.
- ② From the competitors' side, the focus on fame and fortune can distract athletes from the true purpose of their pursuit. They may become so obsessed with winning that they resort to risky training methods or even doping. It is also true that the temptations of fame and fortune can lead them to neglect the hard work and rigorous training needed to maintain their success.
- ③ From the spectators' standpoint, successful athletes embody faultless role models. Upon witnessing their heroes' scandalous behaviour, vanity, or greed, fans may feel let down. This disappointment in individual sports icons may extend to professional sports as a whole when it comes to game-fixing or promotion of dishonest practices on an international scale. Alternatively, it can be argued that some athletes really do represent fair play and dedication to excellence, and they remind us of the true purpose of competition. It seems to me, however, that sports are heading generally in a less idealistic direction.
- ④ In conclusion, I believe that professional sports have moved far away from the spirit of fair play and true competitiveness which they should represent, and I hope something can be done to remedy this.

Essay 2

- ① There are definitely two schools of thought concerning the astronomical pay and sense of entitlement in professional sports. On the one hand, fans argue that professional athletes make huge sacrifices, so they deserve the money and adulation. Others say the focus on fame and money is destroying the pursuit of excellence and fair play. Both viewpoints are worth considering.
- ② There are several points in favour of high pay and fame. Firstly, it takes years of dedication to become a professional, yet most athletes' careers last only about five years. Large salaries give them a chance to build a secure future. Furthermore, athletes' fame and influence may be justified because they personify tireless effort and focus, providing inspiration to all of us. In addition, fame and fortune give athletes the opportunity to act as mentors and volunteers for worthwhile charities.
- ③ However, there are strong arguments to support the opposing point of view. One point is that young athletes are often unable to deal with the consequences of wealth. They may spend unwisely and end up doing things which damage their careers. The same can be said of the pressures of fame, which can break the spirit of the toughest. Moreover, making money can become the central focus, leading athletes to compete unfairly.
- ④ In conclusion, while sportspeople certainly deserve decent pay for working tirelessly on their skills and the hardships of being perfect role models, they should not exemplify a lifestyle which puts money and fame above all else. As in all aspects of life, balance is everything.



In essay 1,

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

In essay 2,

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

- 7> Look back at the two essays. In your notebook, list the phrases which do the following. Add two more phrases to each category.

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

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

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

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

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

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

1> In your notebook, complete the expressions to make a list of symptoms digital addicts may suffer from. Then work in pairs and answer the questions below.

neck stiff____ mood sw____s extreme fat____e
dep_____n increased anx____y and irri____y
bloods____t eyes lack of conc_____
b____s under your eyes weight l____ or g____ inso____a

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

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

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

3> Read and complete the rest of the text in your notebook.

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

! Watch out!

- We do not use *will* after certain expressions of time and condition, e.g. *when, as soon as, the moment, the minute, till, once, if, provided, providing, unless, as long as, on condition* etc.
- However, we may use *will* after *if* when we want to express a warning or sound polite.
If you will stare at your phone all day, you'll lose your sight.
If you will wait a moment, sir, the manager will be with you shortly.

4> In your notebook, translate the Polish parts of the sentences into English. Use no more than five words.

- The younger we are, (*tym bardziej podatni na uzależnienia*) we seem to be.
- By the end of 2020, I (*będę używał*) Twitter for ten years.
- You should take what Mark says (*z przymrużeniem oka*). He's a bit of a joker.

- The moment you (*wymyślisz*) a plan, will you text me, please?
- It goes (*bez wątpienia*) toddlers should not use mobiles.
- Recently, there (*jest wyraźnie więcej*) young people staring at their mobile screens than ever before.
- The woman complained that (*kręciło jej się w głowie*).
- (*Czy właśnie miałeś wyjść*)? If so, I can call you later.
- I'll be free to talk to you, Miss Jones, (*jeżeli będzie pani uprzejma poczekać*) a few minutes.

5> In your notebook, rewrite the sentences, using the words given. Write no more than five words.

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

Challenge!

6> In your notebook, correct two mistakes in each sentence. They can be grammatical, lexical or spelling mistakes.

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

7> Work in pairs and answer the questions.

- What do you think of the idea of digital detox?
- What other addictions can you name? Why do people become addicts? Is everyone prone to becoming addicted?
- Do you agree with the opinion that 'once an addict, always an addict'? Is it possible to overcome an addiction? What does it take to succeed?

Complete all the exercises on this page in your notebook.

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

- | | |
|--|--|
| <p>A handle go develop
change fall into
come down with</p> | <p>B notoriety the extra mile
pressure a cold
stiff muscles tack</p> |
|--|--|

- If something doesn't work, handle, and do it differently.
- Athletes must be able to go if they want to be ahead of the game. Stress levels are pretty high in this job.
- Unfortunately for the history of sport, many athletes develop mainly because of illegal substance abuse.
- To beat your opponents, you have to develop, do more than the others. Only the most dedicated succeed.
- If you want to avoid fall into, exercise on a regular basis.
- I think I come down with. I feel feverish. —/12

2> Complete the sentences with appropriate verbs.

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

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

- Your self-worth develops during your form (form) years.
- Blind adhere (adhere) to anyone may be dangerous.
- People suffer from stress because of the relent (relent) expectations which they try to meet.
- The brief (brief) of a sporting career is a fact of life.
- Runners often experience repeat (repeat) muscle strain.
- Following a concuss (concuss), you may feel nausea (nausea). —/7

Vocabulary challenge!

4> Rewrite the sentences, using the words in bold.

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

5> Add a word to make a correct collocation.

- | | |
|-----------------------------|----------------------------|
| 1 to contract <u>muscle</u> | 3 excruciating <u>pain</u> |
| 2 a blinding <u>light</u> | 4 to endure <u>heat</u> |
- /4

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

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

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



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

Grammar challenge!

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

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

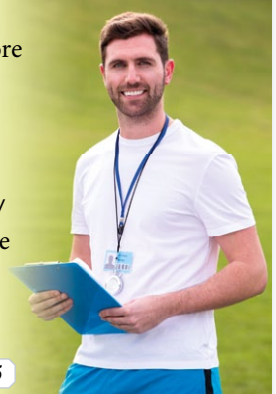
9> Answer the question. Use the prompts given to justify your opinion.

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

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

10> Complete the text, using the prompts in brackets.

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



11> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

3

World of wonders

VOCABULARY environmental issues • travel and sightseeing

China tops the WHO list for lethal air pollution

House put up entirely of industrial waste

40% POLLINATORS FACE EXTINCTION

RIISING SEA LEVELS: A SLOW-MOTION DISASTER

WHY HAS OUR WEATHER GONE WILD?

Environmental issues

- 1> Read the headlines. What issues do they refer to? Do any of them have a direct impact on your vicinity?
- 2> Work in pairs. Think up 3–5 of your own headlines dealing with local or worldwide topical environmental issues.
- 3> Read the article. What general point is the writer trying to make? Can you relate any of the problems to Poland?

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



Air Quality

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

Plastic Pollution

Besides the non-biodegradable plastics found in landfills around the globe, huge 'islands' of plastic float in our oceans. They are created when the prevailing currents move rubbish towards particular areas to form a gyre (circular current). These plastics leach chemicals into the water and are ingested by sea-life, threatening its health. The largest such area, dubbed The Pacific Garbage Patch, is estimated to be between 700,000 and 15,000,000 km².

Rising temperatures and sea levels

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

Water Supply

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

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

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

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

- 5> Find the words defined as 1–8 below in the article in exercise 3. Write the answers in your notebook.

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

- 6> Choose the correct options to complete each sentence. Write the answers in your notebook.

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

- 7> Complete the sentences, using the correct form of the words in bold. Write the answers in your notebook.

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

Vocabulary challenge!

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

- The issue of conservation is partly economic in it. Perhaps you should just let it take its course. It's only human to want to acquire more wealth.
- Make a stop before going to this hotel as it's very popular. The car skidded off the motorway and came to a stop on the central part between the opposing lanes of traffic. We accepted their offer without it.
- Flights were very expensive, so we travelled by it. The Queen was riding in a coach pulled by white horses. Our football team is demanding but fair.
- The longest above-ground mountain range is the Andes. This shop sells a wide variety of hand-crafted goods. This luxurious spa is out of reach for our meagre budget!
- There were several rows in the audience of the meeting. We will announce your test results in due time. I will do something, but let's agree on a plan of action.

Travel and sightseeing

1> **CD 1.13** Listen to a young person talking about travelling with parents. Answer the questions below.

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

2> **CD 1.13** Listen again, then choose the correct meaning of each expression. Check with the transcript on page 132.

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

3> In your notebook, translate the Polish parts of the sentences in brackets into English. Check your answers with the transcript on page 132.

- After doing some research (wstępny) we decided to get more complete information about Bermuda.
- Two of the features (wymagające zobaczenia/obejrzenia) of Rome are the Colosseum and the Vatican.
- When you travel, how do you make sure you don't miss (przegapisz) the most famous attractions?
- You can get views (ośniewające) of the city and the distant sea from the Acropolis in Athens.

- Our tour has a tight (ściśły) itinerary with little free time.
- Flying is expensive enough, so it's very frustrating to have to pay an extra (dodatkową opłatę) for extra luggage.
- I overpacked and had to pay extra for it (nadbagaż).
- She knew there was a pick-up (przewóz zorganizowany) to pick her up from arrivals area.
- New York City is famous for its skyscrapers (strzeliste drapacze chmur) and landmark (wybitne) museums such as MOMA.
- The trip was so fast that we came away without any lasting (niezatarłe, trwałe) impressions. All I can remember is a blur of buildings.

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

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

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

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

London Los Angeles Madrid Beijing New York



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

2)  **CD 1.14** Listen to three young people talking about their trips. Note down where each of them went, how good the experience was, and what they might have done differently.



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

Luxury

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

Charity

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

3) Read the text below. Answer the questions.

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

Culture

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



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

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

Vocabulary development

5) Complete the sentences with the correct form of the highlighted words from the text in exercise 3. Write the answers in your notebook.

- 1 Lack of interest in other cultures, ideas and people outside one's own experience is referred to as .
- 2 The helpfulness of this travel agency is . They went to endless trouble to create the perfect holiday for us.
- 3 I'm not sure I can  another guided tour of a historic city. We've been on six already, and I'm simply exhausted!
- 4 Tim has enough money to live a  lifestyle with luxurious holidays, travel and designer clothes.
- 5 Visiting Africa was a really  experience for Ted. It made him realise how much he hates the heat.
- 6 Buying flight tickets at the last minute is a rather  move as they usually cost a good deal more.
- 7 Can you give me a  of the places we're planning to visit on our tour? I'd like to read up on them.

- 8 The best part of the trip we won was staying in a really  resort with pools, spas and gourmet restaurants.
- 9 I'm not the sort of person who likes to  in the sun all day. I prefer swimming, surfing, and scuba-diving.
- 10 We took an  side trip – it wasn't on our schedule.

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

luxury holiday charitable holiday cultural tour eco-tour



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

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



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

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



7> Complete the text with the words below. Write the answers in your notebook.

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

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

8> In your notebook, replace the underlined parts of the sentences with the idioms below.

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

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

Vocabulary challenge!

9> Find the word which does not collocate with the noun in bold. Then translate the phrases into Polish. Write the answers in your notebook.

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

10> In your notebook, translate the sentences into English.

- Przyzwolte jedzenie, zapierające dech w piersiach widoki oraz dobre towarzystwo – czy to naprawdę zbyt wysokie wymagania, jeśli chodzi o wakacje?
- Zagraniczne wakacje uświadomiły mi, jak odmienne są różne narodowości i kultury.
- Pozostawałem w błogiej nieświadomości niebezpieczeństw podróżowania do krajów takich jak Indie, zanim pojechałem tam po raz pierwszy samemu.
- Popatrz na krajobrazy zachowanej w nienaruszonym stanie afrykańskiej sawanny i odkryj radość wypoczynku z dala od ekskluzywnych ośrodków oraz ich luksusowych udogodnień.
- Tania oferta last-minute długodystansowego lotu do Hongkongu była dla niego nie do odparcia.

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

Gerunds and infinitives

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

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



**HELPING PLANET
EARTH CAN BE FUN!**

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

ECO TOURS

ENDANGERED WORLD CONNECT

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

- 2) **ANALYSE** Copy the table into your notebook. Complete it with examples of structures from the texts in exercise 1.

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

- 3) **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- Jane's mother announced that she longed ¹to travel / travelling to an endangered part of the world after reading an article which encouraged people ²visit / to visit these places before it was too late. The whole family attempted ³working out / to work out how they could manage ⁴to travel / travelling to one of the places, and Jane's sister found a website which could help them ⁵find / finding the right destination. Jane managed ⁶calling / to call the agency the next day, but they regretted ⁷telling / to tell her that no tours were available on their preferred dates.
- Tim knows that some people assume eco-friendly tours ⁸to be / being stuffy or boring, and they say that nothing could make them ⁹to go / go on one. But he advises people ¹⁰trying / to try the company he travelled with, since it promises to allow customers ¹¹to travel / travel with the least amount of guilt and the most fun.

- 4) **In your notebook, complete the sentences with the correct form of the verbs in brackets.**

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

Grammar challenge!

- 5) **Choose the correct option to complete the sentences. Write the answers in your notebook.**

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

6> In your notebook, translate the sentences into English.

- 1 Teraz nigdy nie zapominam o segregowaniu śmieci, a pamiętam, jak jeszcze parę lat temu niczego nie segregowaliśmy.
- 2 Zgłosił się na ochotnika, żeby pomóc Annie wybrać auto najbardziej przyjazne środowisku.
- 3 Po krótkim wstępie przeszedł do wyjaśnienia szczegółów planu.
- 4 Co zamierzasz robić w weekend? Jeśli rozważasz pójście na zakupy, chciałbym iść z tobą.
- 5 Mógłbym zacząć uczyć się hiszpańskiego, zanim tam pojedziemy, ale nie mam ochoty zakuwać w wakacje.

Infinitive and gerund forms in the passive

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

- 1 Natural resources seem to have been given to us for a limited time, so if we carelessly let them be used or cleared for agriculture, there will soon be nothing left. Laws need to be passed which limit abuse, and yet allow new housing to be built. The Government has passed laws protecting nature, but irreplaceable tracts of land go on being offered to the bidders. We must raise our voices against this destruction!
- 2 There are still places on our planet which seem likely to be left on the forever-unvisited list. Take Gangkhar Puensum, in Bhutan, the highest unclimbed mountain in the world. Only four climbs seem to have been attempted, and these are reported to have failed due to dangerous conditions. In 2004, a law was passed which allows access to the mountain to be restricted for spiritual reasons.
- 3 If you love being told about exciting holiday destinations, we have something for you. Finolhu Villas, in Maldives, is reputed to have been designed as the world's first fully solar-powered resort. Enough energy is guaranteed to be produced to support the entire complex. The resort's water supply is also said to have been designed for self-sufficiency. This sounds like a must-visit place, doesn't it?

2> **PRACTISE** Choose the correct option to complete each sentence. Write the answers in your notebook.

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

3> In your notebook, rewrite the sentences using the passive.

- 1 People claimed the all-day tour ran them off their feet.
- 2 We appreciate that we will be given the chance to see sights many tourists miss.

- 3 We love it when our tour guide gives us a free time.
- 4 They say the buildings have been damaged by acid rain.
- 5 I can't imagine what it would be like if I wasn't allowed to travel freely in Europe.

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

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

5> In your notebook, rewrite the sentences, using the words given.

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

! **Watch out!**

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

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

6> In your notebook, rewrite the sentences, using the beginnings given.

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

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

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

2>  **CD 1.15** Listen to two young people talking about their travel experiences. Answer the questions in your notebook.

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

3>  **CD 1.15** Listen again. Are the statements below facts (F) or opinions (O)? Write the answers in your notebook.

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

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

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

5> In your notebook, match phrases 1–6 with pictures a–g to make phrases. Add articles where needed. Then write sentences using the idioms.

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



6> Use the collocations from exercise 5 to complete the paragraph. Write the answers in your notebook.

I've known for ages that I would ¹  to live abroad at some point in my life, but I ²  the other day which made me see I could fulfill my dream sooner rather than later. School exchange programmes may seem to be ³  to some young people, who'd rather be more independent, but to me it seems the ideal solution. It wouldn't ⁴  – in fact, minus travel expenses it's actually quite reasonable, and my parents might not be so ⁵  about the idea, as they would be if I proposed going abroad on my own.



Now that I've had this idea, I'm determined to carry it through even if I have to ⁶  to make it happen.

7>  **CD 1.16** Listen to four speakers. What is the main intention of each speaker? Write the answers in your notebook.

- | | |
|--|----------------|
| Speaker 1:  | a to advertise |
| Speaker 2:  | b to debate |
| Speaker 3:  | c to criticise |
| Speaker 4:  | d to inform |

8>  **CD 1.16** Listen again. Choose the correct answers.

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

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

1> **CD 1.17** Listen to an extract from a lecture on slow living. Make notes and answer the questions. For questions 1–3, use the words from the recording as much as possible.

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

2> **CD 1.18** Listen to the discussion between two students. Copy the table into your notebook and summarise their points of view and the arguments they use. Whose standpoint do you agree with? Why?

	Point of view	Arguments
Patrick		
Ellie		

3> Read the expressions in the Phrase Bank below. Which ones were used by the speakers? Check with the transcript on page 134 if necessary.

Phrase Bank

► Asking for / Stating opinion

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

► Agreeing and disagreeing

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

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



Slow travelling is only for adventurous people.



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



Package tours are the worst imaginable type of holiday.



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

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

- slow cities
- slow fashion
- slow parenting

Phrase Bank

► Speculating

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

6> Use the Internet to check if you were right about your speculations in exercise 5. What did you learn about these concepts?

7> Use the information you found in exercise 6 to make some notes about each of the concepts in exercise 5. Imagine you have to explain one of these concepts to another person. Prepare a short but engaging description of it and present it to your partner. Then have a short discussion to express your opinion on the concept in question.



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



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

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

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

2> Read the text and complete it with the correct forms of the words in brackets. Write the answers in your notebook.

On September 25, as in the past few years, Paris will be off-limits to motorised vehicles, making space for pedestrians who are all relishing the prospect of another car-free day. The ¹ (anticipate) is hardly surprising as Paris often tops the list of the most polluted European capitals. Every year, the ban on cars covers most of the districts in Paris and is ² (force) by the police who make sure that no car is allowed through. The authorities and local green organisations arrange ³ (number) fun and educational activities, all free of charge, to encourage people to discover Paris on foot. However, the underlying reason for the day is to raise awareness of the air ⁴ (contaminate) in France's most ⁵ (love) city. The initiative goes further as all car ⁶ (own) are ⁷ (repeat) urged to abandon their vehicles for the whole week before the event, for which, in return, they can use the city's public electric cars, bicycle services and city transport for free. ⁸ (doubt), Paris is worth following for more than just the annual event in September. The city boasts the so-called 'Paris Breathes' areas where on Sundays and public

holidays there are tight ⁹ (restrict) on car use. Parisians are delighted with the project and agree unanimously that unless something is done about the pollution and smog, their city will become ¹⁰ (inhabit) in the future. Car-free days are, they add, a ¹¹ (gold) opportunity to help the environment and bring people together to combat the problem.



! Watch out!

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

-free e.g. a smoke-free area

-ish e.g. a smallish car

-some e.g. a troublesome passenger

-ward e.g. an outward journey

-like e.g. childlike behaviour

-en e.g. a golden opportunity

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

3> Complete the words with the correct suffix.

- What shall we do transport ()? Shall we go by car or by train?
- We stayed in a wood () cabin for most of our holiday.
- I like flying, but waiting around at the airport and going through all the security checks is really tire ().
- Using a Diesel car is a bit of a down () trend.
- Some passengers can be quite quarrel (), but I can handle them just fine.
- It's a bit cold () outside, so I'm going to stay indoors.
- Travelling by train in this country is never hassle (). There is always either a delay or a cancellation!

- 8 The woman was not very lady . She was just swearing at the flight attendant.
- 9 I prefer this paint for the living room. The other one is a bit too green .
- 10 Do you think they serve sugar drinks on the plane?

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

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

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

6> In your notebook, rewrite the sentences below, using phrases from exercise 5. Sometimes more than one answer is possible.

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

7> In your notebook, complete the sentences, using the prompts below. Add any necessary words.

- We mustn't / take / weather / granted / when we go to Scotland. It's quite unpredictable.
- My winter break plans / be / up / air /, so I'm open to all suggestions.
- I can't imagine my grandmother / want / part / in this hike. She's too frail to walk.
- The car the millionaire bought / say / cost / him a small fortune.
- Don't cheat in the exam. You / risk / catch /, not to mention that it's dishonest!
- Does the train seem / likely / delay?
- It was the first time / I / make / feel so angry by the hotel receptionist. She was downright rude!
- Another cancellation / bound to get / people / arms.
- Why / not give / idea / shot? It's worth trying out.
- The travel agent / claimed / not know / about the overbooked flight, but I didn't trust him.
- Berlin / every bit / exciting / Amsterdam / to visit.
- It's / high time / you / settle / your new apartment. It's been over a year since you moved in.
- The minute / Kate / turn up / at the gate, we have to leave. There is no time to lose.

- Travelling by plane / miles / comfortable than travelling by coach.
- I / point / leave / for the meeting when I learned that it had been cancelled.

8> In your notebook, translate the Polish parts of the sentences in brackets into English. Write no more than five words.

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

Challenge!

9> In your notebook, write sentences from the prompts. You can change the order and form of the words, and add any other necessary words.

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

10> Check the meaning of the phrasal verbs below. Then use them in the correct form to complete the sentences. Write the answers in your notebook.

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

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

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

- 1)  **CD 1.19** Listen to three recordings. What are they about? In your notebook, match the questions (a–d) with the recordings (1–3). One recording matches two questions.

In which recording(s)

- a does one of the speakers feel tired and doubtful?
- b is a possible improvement pointed out?
- c is a scheduled improvement mentioned?
- d is an information source specified?

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

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

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

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

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

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

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

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

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

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

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

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

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

- 7) In your notebook, complete the sentences below with your own ideas. Which topic from exercise 8 could each one of them go with?

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

- 8) Read the instructions and do the writing task in your notebook. Write between 200 and 250 words.

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

Complete all the exercises on this page in your notebook.

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

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

2 Rewrite the sentences, using the words in bold.

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

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

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

Vocabulary challenge!

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

- 1 In the c _ _ r _ e of our holiday, we had to make two o _ e r n _ _ _ _ _ journeys, but I prefer travelling by day.
- 2 Brighton is a really b _ _ t l _ _ _ _ resort with plenty of _ e i _ _ _ r e time activities to do.
- 3 Going to far- _ _ _ _ _ destinations is definitely out of r _ n _ e for me. It's simply too expensive.
- 4 If you asked me to go camping with you, I'd refuse _ o _ n _ - b _ a _ k. I just hate staying in a tent.
- 5 The car drove straight into the central r _ e r _ _ _ t _ _ _ _ to avoid hitting the motorcyclist.

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

- 1 There's no point ✍ (**travel**) first class if second class appears ✍ (**be**) almost as comfortable.
- 2 You'll be better off ✍ (**go**) by train than by car. You'll avoid ✍ (**get**) stuck in traffic.

- 3 Our travel agency is committed  (**provide**) the best quality trips. We never fail  (**deliver**).
- 4 Most people assume Mark  (**enjoy**) package tours, but he only chooses  (**go**) on them because they are cheap.
- 5 I love  (**tell**) fascinating stories by seasoned travellers. It's worth  (**listen**) to their advice too.
- 6 I can't be bothered  (**cook**) for myself. There's no point  (**make**) meals just for one person. — / 12

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

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

Grammar challenge!

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

- | | | | |
|---|----------------------|-----|---------------------|
| 1 | try + <i>-ing</i> | vs. | try + infinitive |
| 2 | mean + <i>-ing</i> | vs. | mean + infinitive |
| 3 | go on + <i>-ing</i> | vs. | go on + infinitive |
| 4 | stop + <i>-ing</i> | vs. | stop + infinitive |
| 5 | regret + <i>-ing</i> | vs. | regret + infinitive |

8 > Complete the sentences with the correct words.

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



9> Write sentences or questions from the prompts.

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

10 Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

4

The working life

VOCABULARY jobs and the job market, skills and qualifications • employment and working conditions

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

C WANTED

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



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

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



Jobs and the job market, skills and qualifications

- 1) Read the job-related announcements. Which of them might be of interest to you? Why?
- 2) In your notebook, write the expressions from exercise 1 to match the categories below.
personal qualities and qualifications perks the place of work
- 3) Replace the underlined parts of the sentences with expressions from exercise 1.
 - 1 We are looking for applicants with the ambition to do well in an office where people work in cooperation.
 - 2 Are you intelligent and enthusiastic? Do you have an outstanding ability to sell things? Send us an application now!
 - 3 We offer high pay for extra hours, a work schedule of your choice, and a gym, café and other conveniences on the spot.
 - 4 We need creative types who get on very well with co-workers, show the ability to recover easily from setbacks, and can work closely with extremely influential executives.
 - 5 Doing a period of unpaid practical work in a company can give you the reliable background you need to achieve very swift promotions when you're hired in a permanent position.
 - 6 I need an assistant who is able to work with computers, has the ability to never give up, and who has no problem helping with just about anything.
- 4) CD 1.20 Listen to two people talking about their career ideas. Which two adverts from exercise 1 might they be interested in?

- 6) In your notebook, translate the sentences into English.

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

- 7) Find out the meanings of the phrases below. Then use them to complete the sentences. Make any necessary changes. Write the answers in your notebook.

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

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

Vocabulary challenge!

8 Find and correct the mistakes in the sentences below. Write the answers in your notebook.

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

Employment and working conditions

1 In your notebook, match the statements (1–5) with the names of jobs below.

gym owner headhunter office manager plumber
call-centre worker



Amy

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



Steve

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



Chris

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



Patricia

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



Ben

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

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

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

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

4 Find the words or expressions which match the definitions below in the texts in exercise 1. Write the answers in your notebook.

- a confusing variety
- solve urgent problems
- multitask
- be noticeably different from others
- hard on the body
- working for different employers at different times
- locate a suitable match
- be tedious and uninspiring
- a mysterious or inexplicable skill

5 In your notebook, complete the text with some of the expressions from exercise 4.

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



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

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

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

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

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

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

T. EDISON



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

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

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

Text 1

CAREER DREAMS, WORKPLACE REALITIES



At the age of 17, I wasn't sure what sort of career path to follow, but I was certain that I did not want to step into my parents' shoes (pun intended) as shoe-shop owners. The child of self-employed parents, I had seen how owning a shop can **run you ragged** and worry the life out of you.

So, taking my parents' lives as a cautionary tale, I decided to qualify as an accountant, which is the career my aunt had opted for. She had **worked her way up through the ranks** of a prominent firm, and even **broke the glass ceiling** as their first female CEO. She lives in a lovely flat in a vibrant part of London and has a fulfilling and somewhat glamorous life. And since I had a good head for numbers, it seemed a logical choice.

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

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

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

Text 2

WHAT DO TEENS WANT TO BE WHEN THEY GROW UP?

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

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

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

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



3> Read the texts again and choose the correct answers.

Text 1

- By referring to her parents' lives as a 'cautionary tale', the writer suggests that
 - their life inspired her to develop more ambitious goals.
 - what she witnessed made her think self-employment was a poor choice.
 - their disappointments made her determined not to fail as they had.
 - their example inspired her to work harder.
- The writer's first job gave her a shock because
 - she realised she was unsuited to the career she had chosen.
 - the job lacked the glamour she had expected.
 - her co-workers showed her little respect.
 - the rules and methods were illogical and inefficient.
- The writer's attitude to her job has changed
 - since company management addressed workers' concerns.
 - as a result of getting a new supervisor.
 - because the firm was bought out by another company.
 - after coming to accept the realities of working life.

Text 2

- The first study the writer discusses shows that
 - teens are generally realistic about career goals.
 - most teens avoid setting specific career goals.
 - a majority of teens see fame and fortune as their goal.
 - many teens have unusual career goals.
- Which of the following is given as an opinion, not a fact?
 - Boys outnumber girls in focusing on science.
 - Girls are not generally more ambitious than boys.
 - Girls often see a political career as an appealing option.
 - Girls tend to expect more of themselves than boys.
- According to both texts,
 - family circumstances often affect career choice.
 - natural abilities are sometimes ignored when making career choices.
 - gender inequality is no longer an issue in career choice.
 - young people expect too much from their workplace.

Vocabulary development

4> In your notebook, match the definitions below with some of the highlighted words from the texts in exercise 2. There are two extra highlighted phrases.

- realistic
- noticeably
- get to the top position despite a system which treats women unfairly
- extremely boring
- worker who does dull, routine jobs
- prevent from easily being accomplished
- person who pays very close attention to others' work
- climb the career ladder
- make someone extremely tired
- depend on something to happen

5> In your notebook, complete the text with the words below.

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

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

6> In your notebook, match 1–6 with a–f to form phrases. Then translate them into Polish.

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

Vocabulary challenge!

7> Choose the correct option to complete the sentences.

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

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

Reported speech

- 1) **CD 1.21 LANGUAGE IN CONTEXT** Listen to two voicemail messages. What problems are the speakers describing? What solutions are being suggested?
- 2) **PRACTISE** Rewrite the sentences in reported speech, using the words given. Check your answers with the transcript of the messages in exercise 1 on page 134.
- 'Could you send us a temp who can start at 9 on Monday?' **I, YOU, US**
 - 'She is out of the office, and I don't know anything about the arrangement.' **YOUR ASSISTANT, YOU**
 - 'There is no one at the front desk again!' **MY BOSS**
 - 'I arranged for someone to fill the post last week.' **I**
 - 'I'll definitely hold you responsible if no one has turned up by lunchtime.' **HE, ME**
 - 'I really don't think we should do business with this agency any longer.' **I, YOUR**
 - 'I'll be giving a presentation next week.' **I, YOU, LAST WEEK**
 - 'I have no idea how this could have happened.' **THE TECH GUY**
 - 'Please try to recover the files!' **I, HE**
 - 'They're definitely not recoverable.' **HE, THEY**

- 3) In your notebook, report the sentences, using the verbs below. Make any other necessary changes.

inquire regret deny insist congratulate propose wonder remind

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

- 4) In your notebook, rewrite the sentences in reported speech. Use the beginnings given.

- 'I beg you to put me on the creative team – it's where I belong!' she said. She begged .
- 'If I had known you'd be late, I would have delayed the meeting,' Sally said to David. Sally assured David .
- 'I promise that I will have the report done by the end of the day.' She promised .
- 'I urge you to rethink your proposal,' the manager said to us. The manager urged that .
- 'I certainly did not take your report yesterday!' Lydia said. Lydia vehemently denied .
- 'I imagine that June started working here as a young woman,' Karl said. Karl speculated .

- 5) In your notebook, write a paragraph reporting the conversation below.

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

- 6) In your notebook, rewrite the sentences, using the words in bold.

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

Grammar challenge!

Tenses may not shift in reported speech when a general truth is being stated, when a statement is known or believed to be true, or when conditional structures are used.

A rival claimed that the company was losing money. (not true)
The CEO announced that the company is now making a solid profit. (true)

- 7) Choose the correct option to complete each sentence. Which sentences can take both forms? Do they change the meaning? Write the answers in your notebook.

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

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

Substitution and ellipsis: avoiding repetition

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

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

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

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

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

- 1 A Are you too busy to have a look at my application letter? I've heard that applicants who receive outside input get better results than applicants who don't receive outside input.
B I'd be happy to have a look at it, though I can't promise that I'll have much input to offer you.
- 2 A Do you know if your dad still has that announcement which describes the laboratory internship? I'm thinking about applying for it, and I need the contact information included.
B He must still have it. You know the fact that he never throws things away is one of his bad habits, though it isn't his only bad habit.
- 3 A Are you interested in going to a jobs fair with me?
B I'm not particularly interested. I have so much work to

do, and there is never enough time to get through it. I try and try to catch up, but I never manage to catch up.

- A I just thought you might be interested. They say young people who attend job fairs have better chances of finding a job, and it's often a job they are really interested in doing.

- 4> Complete the text with appropriate words. Write the answers in your notebook.

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

- 5> Read the short recommendation below. In your notebook, replace the repeated words with synonyms.

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

- 6> Complete the sentences with words that are similar in meaning to the words in bold. Write the answers in your notebook.

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

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

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



1) What do you imagine the ideal place to work would be like? What features and amenities would you like to see there? What place would you most not want to work in? Why?

2) **CD 1.22** Listen to an interview about the influence of working environments on work quality and quality of life. Which of the following statements are true?

- 1 Bernard's interview will be only part of his contribution to the forum.
- 2 Bernard believes all offices should be similar in design.
- 3 Bernard says it's impossible to prevent health problems in an office environment.
- 4 Bernard thinks that colour is a vital component in office design.

3) **CD 1.22** Listen again. Choose the correct answers.

- 1 In what situation is the interview taking place?
 - a as part of a radio programme
 - b during a tour of a newly-designed workplace
 - c as a segment of a conference on working environments
 - d during a publicity tour for a new book
- 2 Bernard mentions classrooms, shops and factories because
 - a he thinks they are better planned than offices.
 - b he says they deserve more consideration than offices.
 - c he believes they can provide ideas for office design.
 - d he sees them as a neglected part of workplace design discussions.
- 3 Bernard feels that cubicle-based workplaces are
 - a degrading for workers.
 - b the best option for most businesses.
 - c a good option for some businesses.
 - d coming back into fashion.
- 4 According to Bernard, the 'well-being approach' to office design
 - a is an all-encompassing attempt to improve workplaces.
 - b only considers workers' productivity.
 - c is mainly concerned with workers' physical health.
 - d gives workers a say in the design of the workplace.
- 5 In Bernard's opinion, the new-style workplace
 - a encourages workers to spend a lot of time in the office.
 - b presents concepts which apply to certain workplaces only.
 - c is an experiment which is likely to fail.
 - d is the best way to attract young employees.

4) Complete the sentences with the correct forms of the words below. Write the answers in your notebook.

variety appreciate adapt pleasure deny meld
consider just

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

Listening challenge!

5) **CD 1.23** Listen to four people talking about workplaces. Match the speakers to the fields of work they are involved in.

retail technology medicine publicity

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

6) **CD 1.23** Listen again. Match each speaker (1-4) to two of the statements below. There are two extra statements.

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

7) Work in pairs and do the task below.

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

1> Read the infographic on the right. Work in groups of three and answer the questions.

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

2> **CD 1.24** Listen to three speakers speculating about the future job market. Decide which of the adjectives below best describes how each of them feels. Then summarise what each speaker says.

dubious distressed unruffled curious overly optimistic

Speaker 1: Speaker 2: Speaker 3:

3> **CD 1.24** Listen again. In your notebook, complete the sentences with the correct words or phrases.

Phrase Bank

► Making predictions

What the future has ¹ for us is ² .

If we can ³ , it's the fact that ⁴ to change in this field.

The ⁵ of having one steady job with a golden handshake at the end of it are already pretty ⁶ .

⁷ , our careers will be even more fragmented than they are now.

Lifelong learning and mobility ⁸ to remain the key words for the years to come.

I'd say that the job market ⁹ a revolution.

¹⁰ that jobs which can become automated will do so.

¹¹ are that some jobs will simply get wiped out.

Low-skilled and unskilled workers ¹² landing a decent job.

There is ¹³ some jobs will simply vanish.

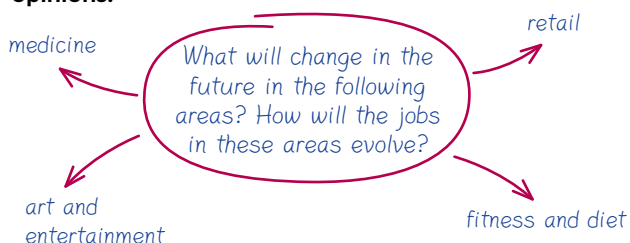
We ¹⁴ to hanker for the past and go back to our roots.

All kinds of craftsmen and women ¹⁵ to reclaim their place on the job market.

4> In your notebook, rewrite the underlined part of the following sentence in as many ways as possible, using the expressions from the Phrase Bank.

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

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



LABOUR MARKET OF THE FUTURE

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

DID YOU KNOW?

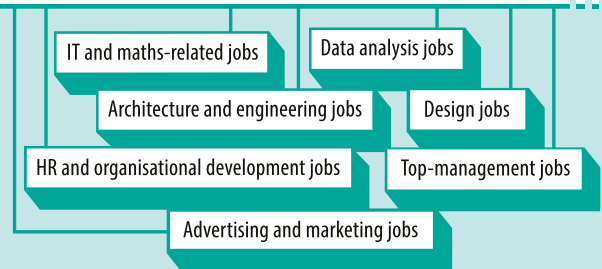
In their adult lives, 65% of primary school children will do jobs that do not exist today.

The office and administration jobs are most likely to be lost in the future.

Automation and the resulting job loss is expected to affect most the less educated future employees. Those with higher education levels see technological advancements as job opportunities.



JOBS LIKELY TO BE IN DEMAND IN 2030



6> Work in pairs and answer the questions.

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

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



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



1> **CD 1.25 Listen to the dialogue and answer the questions.**

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

Hi Kelly!

- 1 Here's my email with the info you asked for, re the possible internship with your uncle. It's really great you offering to talk to him about me. Really hope he's interested!
- 2 First off, I'm totally into writing, visual arts and graphic design, and website design. I've been doing a blog for a couple of years about how certain adverts work, so I think I'm pretty up on the whole business. Also studied graphic design at school, and I picked up loads of info about how shapes, colours and patterns change people's reactions. I get on like a house on fire with most people, am like a sponge when it comes to new stuff, and I'll muck in wherever I'm needed.
- 3 I've put together a couple of websites for family members with their own businesses (links below). I'm no genius when it comes to the technical part of it, though I'd really like to up my skills. But I'm a whizz at creating visual appeal, and also at making websites logical and easy to use. I've also designed adverts for the school newspaper, done posters for local performances, and also mapped out an ad campaign for my sister's (imaginary, so far) clothing line.
- 4 I'm definitely computer literate, and they say I'm super skilled at drawing and working with colours. I'm also wizard at writing short descriptions of things, and I have a knack for creating catchy slogans.
- 5 What I want to learn is how the whole advertising process works, including strategy, design, and implementation. I'd also like to get some hands-on experience with layout, audience targeting and all that. In other words, I'd just like to get some hands-on experience of a real advertising campaign.
- 6 Tell your uncle hi from me, and thanks again for offering to do this. Fingers crossed he'll think I'm the right person for the job!

Mark

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

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

3> **Look back at the letter. Find the words or phrases which express the following. Write the answers in your notebook.**

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

4> **Read a short, more formal email following an interview for the job discussed above. In your notebook, replace the underlined words or phrases with more formal equivalents.**

Dear Mr Alberts,

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

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

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

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

Best regards,

Mark Morrison

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

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

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

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

Dear Sir or Madam,

- (a) I am writing to indicate my interest in the internship in advertising at your firm. The position was brought to my attention by Mr Alberts' niece, Kelly Alberts, who suggested that my abilities and experience might fit in well with your needs. I believe that my passionate interest in persuasive communication, coupled with a wide variety of skills, would make me an excellent fit for the position.
- (b) My interests include writing, visual arts, graphic design and website design. I have been maintaining a blog for several years which analyses the use of various techniques in current advertising, and this has kept me up to date in the field (www.marksads.blogx.com). Also, in my study of visual arts and graphic design, I have learned how visuals can be tailored to elicit certain responses.
- (c) With regard to my skills, I have training in a variety of computer programs, have been told I have a strong talent for graphic design and visual presentation, and have also shown strength in the writing of descriptive text, as well as in crafting appealing slogans and catch-phrases. On a personal level, my strong interpersonal skills, willingness to learn, and ability to step into any role where help is needed, would all make me a valuable employee.
- (d) In pursuing this internship, my hope is to be intimately exposed to the workings of a modern advertising firm, including involvement with strategising, design and implementation. I hope you will consider my application, and I look forward to hearing from you in the near future.

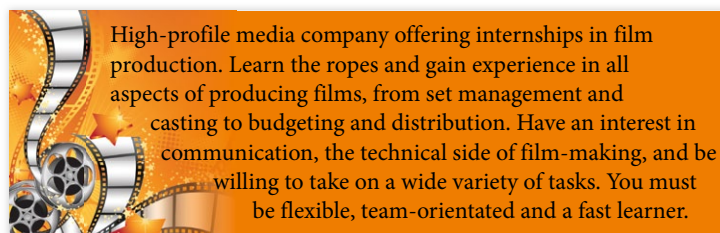
Yours sincerely,
Mark Morrison

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

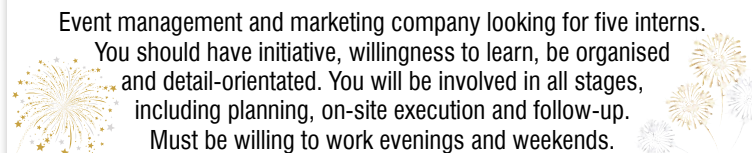
- 8> In your notebook, rewrite the sentences, using the words in brackets. Do not change the words given. Use formal language and structures.

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

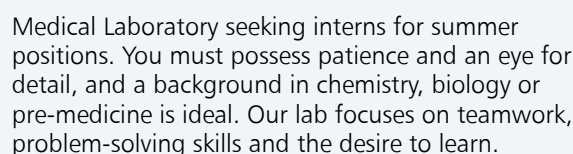
- 9> Look at the advertisements below and choose the job you'd be interested in applying for. Write an email to a friend, briefly describing the position, and what makes you suitable for it. Then write a formal covering letter for the same position, stating your qualities, qualifications and relevant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



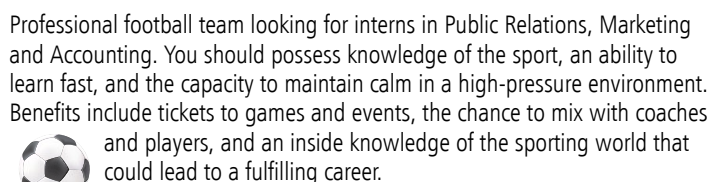
High-profile media company offering internships in film production. Learn the ropes and gain experience in all aspects of producing films, from set management and casting to budgeting and distribution. Have an interest in communication, the technical side of film-making, and be willing to take on a wide variety of tasks. You must be flexible, team-orientated and a fast learner.



Event management and marketing company looking for five interns. You should have initiative, willingness to learn, be organised and detail-orientated. You will be involved in all stages, including planning, on-site execution and follow-up. Must be willing to work evenings and weekends.



Medical Laboratory seeking interns for summer positions. You must possess patience and an eye for detail, and a background in chemistry, biology or pre-medicine is ideal. Our lab focuses on teamwork, problem-solving skills and the desire to learn.



Professional football team looking for interns in Public Relations, Marketing and Accounting. You should possess knowledge of the sport, an ability to learn fast, and the capacity to maintain calm in a high-pressure environment. Benefits include tickets to games and events, the chance to mix with coaches and players, and an inside knowledge of the sporting world that could lead to a fulfilling career.

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

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

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

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

- 3> Read the text and choose the correct answers.

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

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

! Watch out!

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

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

- 4> In your notebook, complete the sentences using the subjunctive form so that they refer to the topic of work.

- | | |
|-----------------------------------|---|
| 1 My teacher insists <u> </u> . | 4 It is urgent <u> </u> . |
| 2 It is advisable <u> </u> . | 5 My colleague's insistence <u> </u> . |
| 3 It is a requirement <u> </u> . | |

- 5> In your notebook, complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

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

Challenge!

- 6> In your notebook, translate the sentences into English, using the words given.

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

- 7> Work in pairs and answer the questions.

- Do you agree with the picture of young employees painted in the text in exercise 3? Why? / Why not?
- What problems do young people face in Poland when they look for a job? How do these affect their motivation?
- What would you expect your first employer to offer to you in terms of remuneration or perks?

Complete all the exercises on this page in your notebook.

1> Match 1–7 with a–g to form phrases.

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

—/7

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

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

—/6

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

- Joanna has what it **makes / takes** to do the job well.
- My boss wants to work me **into / up** the ground.
- It's often a battle of **wills / will** to gain customers' trust.
- Joe is so talented that he just **worked / got** his way up through the ranks and became the CEO.
- Nowadays, teens expect to get a **fulfilling / remunerative** job.
- If you don't want to **blow / blow off** your chances, prepare well for the job interview.
- I quit because I'm fed up with the **rigid / tight** deadlines.

—/7

Vocabulary challenge!

4> Answer the questions.

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

—/6

5> Report the sentences.

- 'Why don't you attend this conference?' said my manager. My manager recommended **the conference**.
- 'I know nothing about Tim's resignation', said Alan. Alan denied **the resignation**.
- 'Please don't quit your job,' said Ed. Ed begged **for his job**.
- 'Has my CV been shortlisted for the vacancy?' asked Rob. Rob inquired **about the vacancy**.

- 'Stop coming late to work!' said my boss. My boss insisted **on my coming on time**.

- 'We didn't steal the sandwiches yesterday,' we said. We swore **that we didn't steal the sandwiches**.

- 'I don't know much about the details of this deal,' said Jo. Jo claimed **not to know the details**.

- 'If the staff earned more, would they be more efficient?' thought the manager. The manager wondered **whether the staff would be more efficient if they earned more**.

—/8

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

- My parents **gratulowali mi nowej pracy**.
- It is essential that Jo **odbędzie staż** in this company.
- Miranda confessed that she **żałowała, że nie starała się o pracę** in our firm.
- Tom said that **wczoraj odbył serię ważnych spotkań**.
- We insist that you **przestrzegacie reguł**.

—/5

Grammar challenge!

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

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

—/5

8> Translate the sentences into English, using informal language.

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

—/5

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

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

10> Work in pairs and test each other.

- Student A: go to page 105.
Student B: go to page 112.

5

Might or right

VOCABULARY politics and politicians • public affairs



1



2



3



4

Politics and politicians

1> Work in pairs and discuss the pictures. What aspects of political life do they show? What other forms of political engagement are you familiar with?

2> Read the quiz and check the meanings of the words in **bold**. Then choose the answers which are true for you. Give reasons to explain your choices.

- When people around you discuss politics, what do you do?
a **tune out** b get worked up c **brandish facts**
- Do you believe a politician can be honest?
a Never – power corrupts. c Depends on the individual.
b Yes, with **community oversight**.
- The minimum voting age should be
a raised to 21. b maintained as it is. c lowered to 16.
- 'I support my country no matter what actions it takes.'
a I agree. c I have to **weigh the circumstances**.
b I disagree.
- If politicians disagree with their party, they should
a **stand their ground**. c **toe the party line**.
b **meet the party halfway**.
- How many **terms of office** should elected politicians be eligible to serve?
a maximum two b maximum three c no limit

3> In your notebook, complete the text with the correct form of the words below. Change the form of the word only where necessary.

valid air trust cover run win station honour
succumb economic



I have a fundamental ¹ of politicians, so for me to support a candidate who is ² for office, I have to be totally convinced of the ³ of their statements. This is a challenge, because politicians tend to be ⁴ with the truth, and experience tells me that they seldom ⁵ the pledges they make during a campaign. In order to ⁶ me over, their speeches have to be more than just hot ⁷, and they have to follow their beliefs rather than ⁸ to outside pressure once they are in office. If I find a candidate has lied or tried to ⁹ up a misdeed, I will make my opinion known at the polling ¹⁰ by voting firmly against them.

4> In your notebook, match 1–5 with a–e to form phrases.

- | | |
|---------|---------------------|
| 1 tune | a your ground |
| 2 stand | b out |
| 3 weigh | c the party line |
| 4 meet | d halfway |
| 5 toe | e the circumstances |

5> In your notebook, rewrite the sentences, using phrases from exercise 4.

- I stop paying attention when politicians start talking.
- Few elected officials will refuse to change their positions when pushed by their party's leaders.
- Before accusing a politician of betraying your cause, you need to consider the situation carefully.
- The MP didn't agree with the proposal, but he had to go along with his colleagues to avoid criticism.
- The MPs had some angry discussions before they reached a compromise regarding the new law.

Vocabulary challenge!

6> Read the headlines. Can you guess the meaning of the expressions with **stick**? How would you rephrase them?

- 1 PM STICKS TO HIS GUNS: 'IT'S MY WAY OR THE HIGHWAY.'**
- 2 It's a deal! Final sticking point in bill is resolved**
- 3 No bill yet, but MPs will stick with it until it's done**
- 4 NO MORE CARROTS! IT'S TIME FOR THE STICK NOW!**
- 5 STICKY-FINGERED MAYOR FACING CRIMINAL TRIAL**
- 6 KIDS GET THE SHORT END OF THE STICK IN NEW EDUCATION BILL**
- 7 MAYOR GETS A LOT OF STICK OVER HANDLING OF THE CRISIS**
- 8 POLITICIAN'S WIFE STICKS BY HIM DESPITE SCANDALS**
- 9 Companies up sticks and relocate after new tax hike**

Public affairs

1> Read the texts (A–D) on the following page. In your notebook, match the texts with the statements (1–4).

In this text, the author

- presents a dystopian picture of our current society.
- describes a conflict between political parties.
- conveys a forward-looking message.
- presents a fundamental division in society.

A 'Alternative facts' have become a reality of our post-truth era, but we should not underestimate the fact that what seems **patently false** to some may be **blindingly obvious** to others. This underlines our political conflicts. They may appear to be overblown by the media, but actually explain the **undercurrents of distrust**, disillusionment and disenfranchisement so prevalent amongst ordinary citizens.

B Liberals in parliament feel overwhelmed by the so-called underhanded tactics of the opposition. These include the introduction of statistics which liberals say vastly overestimate the national debt. 'Calling us out when we doubt the conservatives' numbers is a cheap shot,' says one liberal MP. 'The conservatives are merely trying to undercut the public's faith in facts. To call this disingenuous would be an understatement.'

C Candidate Laura Merridew is a definite underdog in the local council election, but her campaign is **gaining ground** by addressing the overarching concerns of overburdened, underrepresented residents. 'We must **cut through the undergrowth** of party politics,' she says. 'The media claims people are giving in to the negativity, but there's a feeling of optimism which I'm **pinning my hopes on**.'

D 'I'm normally no conspiracy theorist,' a local writer says. 'But, to my dismay, I'm beginning to believe that there is a **political underworld** controlling our government. We are underutilising our discrimination when it comes to what we're told. I don't want to overstate the problem, but not knowing who our overlords really are amounts to an existential crisis, and could mean the end of democracy as we know it.'

2> In your notebook, match some of the words and phrases in bold from the texts in exercise 1 with the definitions below. Then translate the phrases into Polish.

- 1 obviously untrue
- 2 extremely evident
- 3 dishonest methods
- 4 consider something much bigger than it is
- 5 an unfairly critical statement or accusation
- 6 become more popular
- 7 get rid of mess and confusion
- 8 choose an object for optimism

3> Describe the political situation in Europe today, using the expressions listed above.

4> In your notebook, replace the underlined parts of the sentences with the correct form of the words below. Add the prefixes **under-** or **over-** and make any other necessary changes.

line blow current hand estimate cut burden

- 1 The voting results emphasise the weakness of democracy.
- 2 Don't think too little of the grassroots activism!
- 3 Our healthcare system is faced with too big a workload and people receive sub-standard care.
- 4 There is an existing though not overtly stated feeling of anger in the country, which is affecting election results.

- 5 Saying that your opponent is a criminal is a really dishonest way of gaining more votes.
- 6 The opposition are trying to diminish the Prime Minister's power by spreading rumours about her.

5> **CD 1.26** Listen to three short conversations. What is the general topic of each one of them?

6> In your notebook, complete the sentences with the words below.

polls majority constituency canvassing stance cast
debate spectrum hardened horse

- 1 Neighbourhood is a good way to identify the overall political of an area.
- 2 Lately, the majority of people who votes are supporters of extreme viewpoints.
- 3 MPs should meet regularly with the people of their in order to accurately represent the will of the .
- 4 Whether this bill will be beneficial is up for , but it has received support from both ends of the political .
- 5 This candidate may be a dark . He is down in the , but he has very enthusiastic supporters.

7> In your notebook, match the definitions (1–5) with the idioms below.

barefaced lie be up to one's ears in sth
put all one's eggs in one basket
like a bolt from the blue put up a smokescreen

- 1 be extremely busy with sth
- 2 divert attention or hide the truth
- 3 an obviously and shamelessly untrue statement
- 4 in a totally unexpected way
- 5 depend entirely on one idea, plan, or person

8> In your notebook, complete the sentences with **make** or **do** in the correct form. Then translate the sentences into Polish.

- 1 We've a commitment to help, and we will.
- 2 I honestly think we need to a rethink of our strategy.
- 3 Aggressive politicians my blood boil!
- 4 There's no point in a fuss about it – just get it fixed.
- 5 Appearing in public now won't him much good.
- 6 I'd like to certain you are on board with this idea.

Vocabulary challenge!

9> Read the sentences and explain the underlined words or phrases. Then translate the sentences into Polish.

- 1 The law was meant to boost the economy, but instead it's having a deleterious effect overall.
- 2 This candidate is such a flip-flopper that you don't know what his stances will be from one day to the next!
- 3 This is one more meretricious proposal from a politician whose charm and charisma cover a total lack of substance.
- 4 Political expediency often prevents politicians from expressing their true opinions on controversial issues.
- 5 Subterfuge is common in politics, where deals are made to serve different ends than presented to the public.
- 6 Our MP has ended up a scapegoat, taking all the blame for a scandal he had very little to do with.
- 7 No one should be able to abuse human rights with impunity.

10> **WHAT DO YOU THINK?** 'Politics is too serious a matter to be left to the politicians.' What do you suppose Charles de Gaulle meant by this? Do you agree?

1) Work in pairs and answer the questions.

- 1 Do you enjoy reading fantasy, futuristic, or dystopian fiction? If not, what sort of fiction do you enjoy? What qualities does a story need to have to engage your interest?
- 2 If you could meet any fictional character, who would it be? Give reasons for your choice.

2) Read the title and the first paragraph of the text below.
What do you think the story might be about?

3) Now read the whole text and answer the questions.

- 1 What sort of person is Emma? How does she want to appear?
- 2 What is Emma's purpose in speaking to the ministers? How does she feel about it?
- 3 What role did Emma's father play in government? What happened to him?
- 4 Who is Lemuel? What has he told Emma about their government?

4) In your notebook, match sentences a–e with gaps 1–4.
There is one extra sentence.

- a They did not know who she really was, and she would do everything possible to keep it that way, hiding her power and determination beneath a polite **demeanour**.
- b Because only the rich and privileged could afford proper schooling, three quarters of the population were functionally illiterate – how could they vote?
- c She began to doubt her own reasons for being there, but if she was to right this massive wrong she could not turn back now.
- d Every bit of her upbringing told her to flee, while some deeper part of her was flooded with an inexplicable sense of familiarity and kinship.
- e Her father, a Lower Minister, had always found this **galling**, and he had made the mistake of not keeping his frustration to himself.

The Fight for Truth

Emma stood facing the **imposing** steel doors of the Prime Council Chamber. Her breath came shallow and irregular. Her palms were wet with perspiration. She knew that anyone nearby could sense her terror, but she was determined to show the ministers a façade as steely and **impenetrable** as the doors themselves. That she – sixteen years old, model student, member of the Standards of Youth – was about to face the most **formidable** leaders on the planet, was almost too terrifying to consider. ¹ Her sole purpose was to argue for her father's freedom, and they would see her as she chose to be seen: a humble **suppliant**, but one with a powerful card up her sleeve.

Waiting to be ushered inside, she glanced around her. Apart from the faceless, black-clad Guards, she was the only person in the huge outer hall. Some members of the Rebellion claimed that the Guards were not people at all, but a sort of robot or android, emotionless and virtually indestructible. Like so many aspects of their government, Emma believed this was just another piece of propaganda spread by the leaders to intimidate the citizens, though it was impossible to know for sure. Honesty and transparency were **anathema** to the Council. ² His struggle to expose the truth had ended with accusations which she could prove were lies ... if only they would listen to her. But she knew from her family's experience that there was very little the men in power were willing to hear.

She recalled the time, just over a year ago, when she had met Lemuel and started to learn the truth about their

country. One day she had fallen asleep on the homebound Zip Train and hadn't awakened until the last stop, in Outer Zone 4. Before she knew what was what, she found herself surrounded by a group of ragged kids who **taunted** her. Then one of the older ones stepped forward and spoke quietly to her. 'I know who you are. Your father is Emick Dalton. We need you.' ³ When he sat down next to her, she did not move aside or flinch. She knew she could trust him.

He told her the truth, over time. The First Republic was a lie. The Prime Council, which was supposedly made up of representatives elected during the twice-a-decade Popular Vote, was actually a conclave of extremely wealthy individuals who had bought their way to power by doing the bidding of the real power: Thaddeus Clave. Having seven leaders **in lieu of** a president or prime minister had been presented to the people as a safeguard against the **resurgence** of the **dictatorship** which had nearly destroyed their country. In fact, they were the puppets of a man who was worse than any dictator. In the Outer Zones, he was known as the Emperor, and he ruled with an iron fist and a single purpose: more power. The Electorate itself was a **sham**. ⁴ Lemuel himself had never attended school, but instead was farmed out as a labourer at the age of seven. Food and decent shelter were scarce, and people were 'disappeared' so often that deep human attachments were rare. Lemuel, defying the odds, had educated himself and, at the age of fifteen, had joined the YR – the Young Rebels.

A Guard came forward and activated the huge doors, which slid silently open. 'Go in, they are ready,' he said. Emma, holding close the thought of Lemuel and his faith in a better future, stepped forward into the cold, silvery light of the Chamber.



5> **CD 1.27** Listen to Emma addressing the ministers and being questioned by them. Answer the questions.

- 1 How does Emma describe her father? What does she say is his one 'failing'?
- 2 What crime was her father convicted of? What does the minister say about the conviction?
- 3 What does Emma do that upsets the ministers?
- 4 What is the deal Emma wants to make? How do the ministers react?

6> **CD 1.27** Listen again. Are the statements below true (T) or false (F)? Write the answers in your notebook.

- 1 The ministers worked with Emma's father in the past.
- 2 Emick was convicted based on recorded evidence.
- 3 Emma knows exactly who tampered with the video.
- 4 The recording Emma plays is the same version as was used at her father's trial.
- 5 One of the ministers suggests that Emma could be locked up.
- 6 Emma is willing to negotiate the terms of an agreement.
- 7 Emma has already posted the video on the Web.

7> Do you think Emma's father will be released? If so, what might happen next?

Vocabulary development

8> In your notebook, match the highlighted words from the text in exercise 3 with the definitions below. There are two extra highlighted words.

- 1 provoke someone with insulting remarks
- 2 return to prominence or power
- 3 powerful and intimidating
- 4 form of government with one absolute ruler
- 5 person who begs for a favour
- 6 making one feel bitterness and anger
- 7 very well protected; unable to be broken through
- 8 something absolutely hated or despised
- 9 impressive, usually because of size or appearance
- 10 something which is not what it is claimed to be

9> In your notebook, complete the texts (1-2) with the words below.

clemency levelled treason conspirators overthrow
incontrovertible impertinence slander veracity
accommodate



When Jason was accused of ¹ or, to be specific, attempting to ² the government, he had no clue why such an accusation was being ³ against him. The judge offered him ⁴ in exchange for his testimony against the other ⁵ involved in the plot, but since he knew nothing about it, his only defence was to accuse the government officers of ⁶ and of spreading untruths about him.

1

10> Translate the following phrases into Polish. Then write your own sentences with the phrases.

- 1 do someone's bidding
- 2 rule with an iron fist
- 3 be functionally illiterate
- 4 defy the odds
- 5 beyond the shadow of a doubt

11> Translate the first two paragraphs of the text in exercise 3 into Polish. Make it as atmospheric and tense as possible. Compare your translation with the class and decide which is the best.

Vocabulary challenge!

12> In your notebook, complete the sentences with the correct form of the words below. There is one extra word.

fabricate equity ignominy prosper access slander
conspire vestige

- 1 After her defeat in the election, she withdrew from public life and avoided the press.
- 2 Years of political life have left him with a amount of trust in others, and even less belief in his own words.
- 3 The minister violently rejected her accusations, claiming that they were unfounded lies.
- 4 The current tax system is totally , forcing modest earners to pay more while the rich contribute little.
- 5 I believe the most important attributes an MP can have are and the ability to listen. We should be able to meet with them freely and say what we think.
- 6 When unemployment soars, voters are mainly concerned with the and security that new jobs can bring.
- 7 That story is a total . Not a single fact in it is true!

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

- 1 In what situation do you think you might be brave enough to go up against those in power? Would you enlist help from others, or would you go it alone?
- 2 'All animals are equal, but some animals are more equal than others.' (George Orwell) In terms of politics, what does this phrase mean to you? How can real equality be achieved?

It was sheer ⁷ of the foreign spy to ask the secret service agents to ⁸ him by negotiating a deal whereby he would be set free in exchange for secret information from his government. The agents knew they could not trust the ⁹ of any of his statements and since they had ¹⁰ evidence of his guilt they decided to cut off all discussions with him.



2

Conditionals: review; mixed conditionals

- 1> Read the review. Identify the types of conditional forms used. What level of reality or certainty does each one express?

VOTE-PRO TOUCH SCREEN DEVICE

If users read the instructions, they will not have any difficulty with navigation. Basically, if you touch a virtual button once, you cast a single vote. Unfortunately, if you accidentally touch the button a second time, you will delete your vote, and even a slight hesitation can cause this to happen. If the programme asked the user to confirm the change, this would not be an issue, but as it is, this seems to me a serious flaw. If the designers had tested the device thoroughly, this problem would not have presented itself at such a late stage. For this reason, I am not recommending the device for general use.

- 2> **LANGUAGE IN CONTEXT** Complete the dialogue with the correct conditional forms of the verbs in brackets. Write the answers in your notebook.

Stacy I voted for the first time today! If my favourite candidates and issues win, I ¹ (be) thrilled.

Karl If I ² (register) in time, I would have voted too. Actually, if they had had on-site registration, there ³ (not be) any problem.

Stacy The problem is, if people ⁴ (register) at the last second, the officials can't do a proper check. And if ineligible people vote, it ⁵ (give) a reason to question the results. If you had registered last week, you ⁶ (be) fine.

Karl I know. If I ⁷ (not get) so wrapped up in the play, I would have got it done. By the way, if you ⁸ (have) time, will you come to our rehearsal? We'd all love your opinion.

Stacy If I ⁹ (not have) such a heavy course load this term I would take part. As it is, if I pass all of my classes, I ¹⁰ (be) amazed!

- 3> **CD 2.01** Listen to a dialogue about a campaign. Are the statements true (T) or false (F)? Write the answers in your notebook.

- 1 Darrel encouraged Kelly to run.
- 2 Kelly is running for a city council seat.
- 3 Kelly is the youngest candidate ever.
- 4 Kelly's youth has gained her support.
- 5 Kelly's dad is also running for office.

- 4> **ANALYSE** Study the examples of mixed conditionals. Copy and complete the table in your notebook. Which of the forms refer to a hypothetical situation in the past with a result in the present and which to a hypothetical situation in the present with a definite link to the past?

	Form 1	Form 2
1 If you <i>hadn't encouraged me</i> , I <i>wouldn't be</i> on the ballot for the city council.		
2 My dad said that if I <i>wasn't such a good candidate</i> , he <i>would have decided</i> to run.		

- 5> **PRACTISE** Choose the correct option to complete the sentences. Write the answers in your notebook.

- 1 If the scandal *hadn't / didn't* become public, she still *would be / would have been* in power now.
- 2 The MP *wouldn't be promoting / won't promote* the bill if he *didn't meet / hadn't met* with persuasive supporters.
- 3 She *would never have run / would never be running* for office if she *didn't have / doesn't have* family support.
- 4 The new law *would be / would have been* unlikely to pass in the next vote if the mayor *hadn't* listened to the citizens.
- 5 Ken Hall *wouldn't* understand his constituents so well if he *hadn't grown up / didn't grow up* poor himself.
- 6 If you *followed / had followed* my advice, you *wouldn't be / wouldn't have been* down in the polls right now.

- 6> In your notebook, write mixed conditional sentences to describe the situations.

- 1 Ben *didn't* feel experienced enough. He *isn't* running for office.
- 2 The minister is planning to resign. Journalists investigating his dishonest practices led to his decision.
- 3 Jo *hadn't* run a brilliant campaign. She is not an MP now.
- 4 Our unpopular MP is still in office. No one ran against him in the last election.
- 5 The voting machines malfunctioned. They are demanding a redo of the vote.

Grammar challenge!

- 7> In your notebook, rewrite the sentences, using the beginnings given.

- 1 I don't trust this politician, so I *didn't* go to the polls at the last election. If .
- 2 If the Prime Minister had not become involved in the scandal, he *would still be* in office. Had .
- 3 I don't like any of the candidates, so I *didn't* vote. I don't like any of the candidates, otherwise .
- 4 He *didn't* keep his campaign promises, so he *won't* be re-elected. Had .
- 5 They included an unpopular clause in the bill, so it *probably won't* pass in the next vote. Had .

- 8> In your notebook, translate the parts of the sentences in brackets into English.

- 1 I'll take part in your campaign (*pod warunkiem, że dadacie mi wolną rękę w kwestii wystąpień publicznych*).
- 2 If I were the president, (*nie krytykowałbym wtedy tej organizacji charytatywnej*). It was politically incorrect.
- 3 (*O ile wykonam moje zadania do 12.00*), I'll help you.
- 4 ' (*Rozważyłabym sprawę kandydowania w wyborach, pod warunkiem*) the party paid for the campaign,' an MP said.
- 5 I *wouldn't* go and cast my vote, (*o ile bezwzględnie nie musiałbym tego zrobić*).
- 6 But for my supporters' financial help, (*nie wiem, jak zdołałbym zapłacić za kampanię*).

Articles

1> **LANGUAGE IN CONTEXT** Read the blurbs for some TV shows. Explain the differences in meaning between the highlighted items.



Being **a Member of Parliament** is never easy. **The Member** for Barnstaple discusses her particular challenges.



Are **the Liberals** more open-minded because being **a Liberal** exposes you to a wider variety of social groups? Jo Weller explores the question.



Will **France** follow **the UK** in separating from **the EU**? Our panel discusses.



Being **in prison** is challenging, but going to **the prison** to visit a loved one can be devastating. We interview family members of incarcerated youth.



Freedom is a big topic of conversation these days. We discuss **the freedom of the press** with several prominent journalists.

2> **ANALYSE** Match the highlighted items in exercise 1 with the correct examples of article use below.

- 1 *a/an* for one of a class of things or people
- 2 *the* for a specific thing or person
- 3 *the* for groups of people
- 4 zero article for most countries and all nationalities
- 5 *the* with united countries, regions
- 6 *the* with the names of organisations
- 7 zero article with things mentioned as being used for their designated purpose, e.g. *bed, school, hospital*
- 8 zero article with abstract nouns mentioned in general
- 9 *the* with specified abstract nouns

3> **PRACTISE** In your notebook, complete the sentences with *a, an, the* or zero article.

- 1 Because of issues of size and complexity, managing affairs of country like United States is task which demands strength of character and flexible approach.
- 2 When my mum was in hospital recovering from pneumonia, she shared room with wife of foreign minister from Netherlands, and they struck up close friendship.
- 3 I read great article in Social Justice magazine about efforts to provide access to clean water for developing nations, and I planned to lend magazine to you, but I think I left it behind on bench in Soho Square, where I had lunch.
- 4 As anthropology student, Sara is hoping to visit China this summer, and she is especially excited about possible tour through Gobi desert.
- 5 When he first went to work at International Court of Justice in Hague, he was impressed by size of organisation.

4> Explain the differences in meaning between the following pairs of sentences resulting from the use of different articles with the same nouns.

- 1 a She has accepted the job with the County Council.
b She has accepted a job with a county council.
- 2 a The party leader rejected all the suggestions we offered.
b A party leader should always be open to suggestions.
- 3 a A politician must have a firm grasp of facts and figures.
b The politician presented the relevant facts and figures.
- 4 a The United Nations is a major voice in world affairs.
b United nations make the world a more peaceful place.

5> Find and correct ten mistakes in the text. Write the answers in your notebook.



Some politicians follow a smooth path from university into a career in politics, but the Tony Blair – who was the Prime Minister of United Kingdom from 1997 to 2007, is something of the exception. He is said to have been disruptive student at the boarding school in Scotland, and the career path he chose on leaving school was as the rock music promoter. When rock and roll fame did not pan out, however, he enrolled in a law course at the Oxford University.

At this time, death of his mother affected him deeply, and he began to think more about social issues, which soon led him to take an interest in politics. He did retain a bit of the 'rock star' quality of his early years, however, and this served him well in his political career, making him one of more popular figures in the British politics.

Grammar challenge!

6> **CD 2.02** In your notebook, complete the phrases with appropriate articles where necessary. Then listen and check your answers.

all of sudden as matter of fact be out of town
on way by ambulance on alert in state
not chance in couple of days put sth at risk

7> In your notebook, write sentences using the prompts. Add any necessary words.

- 1 We were / on / way / to / rally / when / we heard / candidate / was / out / town / due to / family emergency.
- 2 Minister / has been / in / state / since he read / article / in / magazine / criticising him for / views / he aired / last week.
- 3 All of / sudden / speaker collapsed on / stage / but luckily / doctor was on / hand / to care until / ambulance arrived.
- 4 I hope you are on / alert for / news / from / polls as there is / rumour / voting machines have malfunctioned.
- 5 As / matter of / fact, my dad is making / decision about running for / mayor / in / couple of / days.

8> **NOW YOU DO IT** Work in pairs. Complete the statements below with your own ideas.

- 1 The young would get more involved in politics if ...
- 2 If politicians were more honest, ...
- 3 If I were to propose a better form of government, I would ...



1) In pairs, discuss the images. What social issues might they relate to?

2) **CD 2.03** Listen to four teenagers talking about their business ventures. Which speaker might have said the following?

- a A school-based project gave me a chance to help with a worldwide problem.
- b I'm insanely busy, but it's gratifying to know I'm doing something to help my less fortunate peers.
- c It's not just about food and clothing – I think giving people a chance to enjoy themselves is important too.
- d I feel good about setting up something that can now continue without me being there to run things.

3) **CD 2.03** Listen again. Answer the questions.

- 1 What led to the first speaker starting his business?
- 2 In what sense is his business a charitable operation?
- 3 What three problems related to the lack of clean water does the second speaker mention?
- 4 Who is the third speaker's help aimed at?
- 5 What is included in each backpack?
- 6 Why do some people criticise speaker four?

4) Replace the underlined parts of the sentences with the phrases below.

hand-me-downs pressing issue self-esteem issue
literally a lifeline unimaginable challenges
crowdfunding campaign

- 1 Poverty is a problem needing urgent attention.
- 2 Our gathering donations through a website has given us the funds to refurbish the shelter.
- 3 People in developing countries face enormous problems which we can barely comprehend.
- 4 Being the youngest child, I have gone to school in clothes previously worn by others plenty of times.
- 5 For children, lack of proper school supplies is a huge problem causing negative feeling about oneself.
- 6 Getting vaccinated at a young age is actually a matter of survival for children growing up in poor conditions.

5) **CD 2.04** Listen to a discussion about a particular approach to running businesses. Answer the questions.

- 1 What do the two speakers have in common?
- 2 What does CSR stand for?
- 3 What is the aim of this approach?

6) **CD 2.04** Listen again and choose the correct answers.

- 1 The purpose of the talk between the two speakers is
 - a to explain why businesses are not keeping up with changes.
 - b to explain the methods and goals of a business philosophy.
 - c to criticise the way most businesses are run.
 - d to describe and compare various business philosophies.

2 Which of the following is NOT part of the three-pronged approach described by Laura Caplin?

- a stewardship of the natural world
- b increasing opportunities for local people
- c helping to ease conflicts around the world
- d keeping businesses stable and profitable

3 The speakers mention parades and local sports teams as

- a examples of ideal ways to support the local community.
- b actions which are contrary to the CSR approach.
- c examples of inadequate community involvement.
- d aspects of community life not needing business support.

4 Companies' involvement in world peace efforts is mainly

- a inspired by a desire to improve their public image.
- b based on a desire to avoid damage to business facilities.
- c seen as a way to boost company morale.
- d due to the fact that conflict threatens making a profit.

Listening challenge!

7) Find and correct five factual mistakes in the paragraph.

Mark and Laura have both recently become involved in the field of CSR. They concur that the concept is easy to explain, but it is not always possible to get companies to adopt the approach. Laura says that implementing CSR is an optional move that will enhance the company and its workforce. Mark points out that the concept of community remains unchanged, and that the idea of a 'peace movement' involving businesses is driven mainly by the moral stances of the heads of the companies.



8) Look at the transcript of the discussion in exercise 5 on page 137. In your notebook, match the words and phrases from the transcript with the definitions below.

- 1 fit in with something
- 2 a profitable company
- 3 negative outcomes
- 4 lack of jobs
- 5 deal with difficult and unpleasant thing
- 6 congratulate oneself
- 7 noticeable increase

9) In your notebook, rewrite the paragraph using vocabulary from the lesson.



As the head of a profitable company, do you congratulate yourself for simply providing a few jobs in a community where there aren't enough jobs, or would you like to do more for the area? Our CSR seminars offer a course of action with three main aspects, and we show you how this can fit in with the need to make a profit, a noticeable increase in community engagement will make your company popular with the locals. You CAN do good and be good as well!

10) In pairs, discuss what sort of business venture you might like to get involved in, and how it could be tailored to improve the community while providing jobs and profit.

1> Read the leaflet below. Imagine your English friend would like to know what it says. Use the phrases below to translate it for him/her.

up for grabs community have a say raise
grass roots activity cast a vote participatory budget
investments submitted local authorities borough

BUDŻET OBYWATELSKI DO WZIĘCIA!

- ITy możesz zdecydować, na co gmina wyda 50 mln złotych z finansów publicznych!
- Jakich inwestycji potrzeba, aby podnieść jakość życia mieszkańców Twojego osiedla?
- Zgłośuj w tegorocznym budżecie obywatelskim.
- Wyraź swoje zdanie. Wspieraj działania oddolne i lokalną społeczność!
- Sprawdź zgłoszone projekty i oddaj swój głos między 21 stycznia a 2 lutego.



2> **CD 2.05** Work in pairs. Read the questions about Participatory Budgeting (PB) below. Guess the correct answers. Then listen and check.

- Where did the idea of participatory budgeting originate?
a Great Britain b Brazil c China
- When did the first PB vote in Poland take place?
a 2009 b 2011 c 2015
- Which was the first Polish city to implement the initiative?
a Katowice b Warsaw c Sopot
- What percentage of their total budget do local governments, on average, allocate to PB projects?
a 0.5–4% b 5–8% c 9–11%
- Which is true about PB voting in Poland?
a The vote always takes place on the same day.
b It takes place once a year.
c You can vote online only.

3> Work in pairs and answer the questions.

- Have you heard of the idea of participatory budgets? Have you ever voted for a local project? Do you know of any institutions which have benefited from it? In what way?
- What projects may people want to allocate the money to? Can you give a few examples?
- Reports suggest that the turnout in participatory budgeting vote is far greater than in local government elections. Why do you think this is the case?
- How do you understand the term 'civic society'? In what way may PB contribute to its development?

4> **CD 2.06** Listen to two young people discussing their involvement in local PB initiatives. What contributed to the success of one project and failure of the other?

5> **CD 2.06** Listen to the conversation again and arrange the expressions in the Phrase Bank above as they appear in the recording. There are some extra expressions. Check the meaning of any unfamiliar expressions.

Phrase Bank

► Congratulating

A big well done to all of you. | I'm really happy for you.
You've really surpassed yourselves. | I'm truly impressed.
Good job everyone. | I suppose congratulations are in order.

► Commiserating

What a pity! | Don't let it get you down.
Better luck next time. | Look on the bright side.
Well, don't break your heart over it. | These things happen.
What's done is done. | Don't let it dampen your spirits.
No use crying over spilt milk. | Think of the upside!

6> Work in pairs. Read the instructions and prepare a conversation similar to the one in exercise 3. Use the expressions from Phrase Bank 1. Act out the conversation.

Student A

You are talking to a person who has successfully organised a charity concert for a seriously ill school friend. Your efforts to attract media attention and interest among peers to hold a similar event have fallen on deaf ears. Explain how you feel and what you did. Ask for advice.

Student B

You are talking to a person who has not succeeded in organising a charity event. You have plenty of experience in holding similar events and you can offer your advice.

7> Work in pairs and brainstorm a list of investments you would like to see carried out in: 1) your school, 2) your neighbourhood and 3) your town that could be financed through Participatory Budgeting.

8> Justify the choices you made in exercise 7, using the phrases below.

Phrase Bank

► Talking about merits and benefits

This initiative would give the people / provide the people a chance / an opportunity to ...
The undeniable / outstanding / exceptional merit is ...
Some of the substantial / long-term / considerable benefits of such a project could be ...
Should we opt for this idea, local people would be able to ...
The implementation of this initiative is likely to result in / lead to ...
Among numerous strong points we should mention ...
A further / additional / relative advantage may be ...
What deserves a particular merit is ...
To cap it all, this project beats the others because / since / as ...

9> Work with another pair and present the ideas and the justifications from exercises 7 and 8 to each other. Together choose one project in each category that you would like your local community to vote for. Justify your decisions.

1) Work in pairs and answer the questions about the types of crime below.

hate crime organised crime drug dealing tax evasion
cybercrime vandalism piracy murder child abuse drink-driving
miscarriage of justice cruelty to animals theft human trafficking
domestic violence

- Which of these crimes are the most common in your country? Have you heard of any recent cases of them? What happened? Were the crimes resolved, and if so, did the punishment fit the crime?
- What are the most common reasons for committing the crimes above? How could these crimes be prevented?
- If you were to get involved in a social campaign to help prevent one of these crimes, which one would you choose to support? Why? What should such a campaign entail?
- If you saw a crime being perpetrated, would you report it to the police? Would you tell on a member of the family, friend, or neighbour if you knew they had committed a serious crime? Why? / Why not?

2) Read the sentences and decide whether the gaps have been completed correctly or not. Correct the mistakes in your notebook.

- As a police investigator you mustn't get worked ¹up about the case and succumb ²to pressure.
- If it hadn't been ³on a member of the public, ⁴a crime would never have been solved.
- Our campaign to help find missing persons is ⁵making ground, ⁶what is encouraging.
- ⁷But for this police officer, the serial killer ⁸can have remained undetected.
- 'As long as everybody plays their part, we'll ⁹have a go of it, so I'm pinning my ¹⁰hope on mutual support,' said the inspector.

3) In your notebook, complete the text with appropriate words. Put one word in each space. What do you think of this project? Is it a good idea? Why? / Why not?

SOCIETY TO THE RESCUE

Have you ever dreamed of solving a murder case or tracking ¹ an undetected serial killer? ² so, you may want to move to the USA, and

help the FBI bring closure to over 211,000 cold cases involving unsolved homicides. How ³ amateur crime investigators possibly do that? Well, it wouldn't be an option if it weren't ⁴ Murder Accountability Project, an open source website which was ⁵ up in 2015 by Thomas Hargrove, a retired investigative journalist. ⁶ service provides the public with free access to data about murder cases



across the country. Anybody who wants to follow ⁷ Sherlock Holmes' footsteps may use the site to scour the records for cases based on the location, time

frame, weapon used, or the victim's particulars. The database seems especially useful for finding offenders suspected ⁸ more than one killing, as by comparing the police reports on these crimes it's easier to detect the patterns needed to crack the case. The police are in ⁹ of the initiative, and admit that any help

is welcome to prevent on average 5000 killers in the USA from ¹⁰ away with murder every year.

4) In the text in exercise 3, find prepositional phrases and translate them into Polish. Write the answers in your notebook.

5) In your notebook, complete the sentences with the correct prepositions.

- No prisoner has ever broken ¹ of this prison.
- My father was fined ² speeding.
- There was a hold-³ at the bank and the police are looking for the robbers.
- This murderer had been ⁴ the run for three years before he was finally caught.
- This woman is ⁵ trial for fraud.
- The defendant pleaded not guilty ⁶ the charges, but was convicted ⁷ the crime in the end.
- The thief has been sentenced ⁸ three years in prison.
- The man was put ⁹ bars last night, but was released ¹⁰ bail soon afterwards.
- The elderly lady was robbed ¹¹ her handbag.
- The offender was accused ¹² pickpocketing and eventually charged ¹³ the crime.

6> In your notebook, complete the second sentence so that it means the same as the first. Use no more than six words.

- Some cases will probably never get solved.
Some cases do to ever get solved.
- The detective was just about to solve the case when he mysteriously disappeared.
The detective was on the the case when he mysteriously disappeared.
- Currently, I am very busy at work.
I am up to in work at the moment.
- Ed is too young, so he couldn't join the police force.
If Ed were older, he could to join the police force.
- The accused was acquitted because his DNA sample was contaminated.
Due the contamination of the DNA sample, the accused would have been convicted.
- I do mind when people ask me personal questions.
I object to personal questions.
- The police were interrogating the suspect when they learned that a similar crime had just been committed.
The suspect was when the police learned that a similar crime had just been committed.
- 'It's pointless to try to solve crimes from a hundred years ago', said the detective.
The detective admitted that there is solving crimes from a hundred years ago.

! Watch out!

- The following nouns are always **plural** in English and are used with **plural verbs**: *lodgings, headquarters, premises, contents, looks, outskirts, proceeds, whereabouts, pyjamas, belongings, police, goods*.
- The following nouns are **plural** but usually use **singular verbs**: *darts, dominoes, gymnastics, economics, billiards, draughts, physics, athletics, news, rabies, genetics*.
- Series** and **means** look **the same in singular and plural form** and may be used with **verbs** in either the **singular** or **plural** form.
- Some **uncountable** nouns may be used **as countable** nouns when:
 - they change their meaning, e.g.:
people/a people (nation), *work/a work* (a work of art), *trade/a trade* (a firm), *iron/an iron* (to press clothes), *hair/a hair* (in the soup), *home/a home* (an institution, e.g. for the elderly), *an experience/experiences* (adventures);
 - they are modified by an adjective, phrase, or a relative clause, e.g.:
Life is full of problems. / *Tom lived a miserable life.*
Kindness is what I appreciate in people. / *The defendant showed a kindness which surprised everyone in court.*
Local people regard the police with distrust. / *Some people have a deep distrust of the government.*

7> Find and correct the mistakes in the sentences below. Some sentences are correct. Write the answers in your notebook.

- The police have found a culprit.
- Did Helen have happy childhood?
- Do you agree that looks is the most important thing in life?
- Where is my pyjamas and my domino?
- Jane's face showed amazing beauty and calmness even though she has been at a home for years.
- Economics are not the subject I'd ever choose to study.
- Most young people enjoy watching TV serieses about crime and forensic science.

8> In your notebook, write six sentences similar to those in exercise 7, but use the words that were not tested there. Make mistakes with the plural or singular nouns in four of them. Swap your sentences with a partner and test each other.

Challenge!

9> In your notebook, rewrite each sentence in two different ways, using the prompts given. Make any necessary changes to keep the meaning of the original sentence.

- The police were heavily criticised for the handling of this murder case.
STICK CAME
- The mugger appeared out of nowhere and grabbed my handbag.
BOLT SUDDEN
- The politician will probably not change his mind when it comes to this policy.
GUNS CHANCES
- I should have known better than to drive so fast along the country lane. I caused an accident.
BUT FOR REGRET

10> Work in pairs. Make a list of as many crimes and criminals beginning with each letter of the alphabet as you can in six minutes. Then compare your list with another pair. The pair with the biggest number of answers (to each letter of the alphabet) wins.

e.g.: A – arson/arsonist; B – burglar/burglary; T – thief/theft



1>  **CD 2.07** Listen to the dialogues. What main idea do they all touch upon? What specific issue is each of them dealing with?

2>  **CD 2.07** Listen again. In your notebook, match the phrases from the dialogues with the definitions below.

- 1 the number of people who come out to vote
- 2 not voluntary
- 3 main principle
- 4 sensational piece of information that does not match reality, created to attract attention or damage someone's reputation
- 5 believe, without proof, that something is the truth
- 6 to say honestly what you think, even if it might upset someone
- 7 to be deprived of sth forcefully

3> **Read the letter to the editor of a newspaper. Which topic from the dialogues in exercise 1 is it about? What does the writer come down on? Do you agree with her stance? Why? / Why not?**

Dear Editor,

I have recently read several articles in your newspaper about raising the voting age to twenty-one, and I feel that I must make my voice heard. I am eighteen years old, and I will be voting for the first time in the upcoming elections. I deeply resent the fact that those in power want to deprive me of my voting entitlement, and I would like to lay out my reasons why the current voting standards should be maintained.

Firstly, the proposed change is a transparent ploy by right wing politicians to skew the vote. It is a well-known fact that young people tend towards more socially liberal viewpoints, and divesting this group of their voting rights could result in more votes for conservative causes.

In the second place, politicians employ the specious and offensive argument that people in my age group are naive and misinformed, which is simply erroneous. My generation is one of the most politically informed in history, and studies bear this out.

My third point is a hackneyed one, but still worth making. If someone can be obliged to serve in the military at the age of eighteen, surely they should have a voice in the government which they are serving. To expect blind obedience in one sector whilst limiting involvement in another seems patently inequitable.

My suggestion to Parliament would be to drop this proposal entirely, and instead focus on encouraging eligible voters to do their duty and take part in the electoral process. The only way to have a truly representative democracy is to ensure that as many people as possible vote, and this would be a much more worthwhile use of our representatives' time, energy and power.

In conclusion, I hope that our representatives will withdraw this law from parliamentary consideration and change their focus. It represents an egregious abuse of power and would do nothing but hinder our development as a democratic nation.

Yours faithfully,

Marta Delgado

4> In your notebook, summarise briefly what the writer has included in each paragraph.

5> In the letter in exercise 3, find the phrases that are synonymous with the expressions in the Phrase Bank below. Write them in your notebook.

Phrase Bank

► Expressing and justifying opinions

I am compelled to express my feelings | 1 

I feel very aggrieved / upset that ... | 2 

I want to explain the logic behind my opinion that ... | 3 

the suggested alteration is an obvious tactic to ... | 4 
people in power use the objectionable explanation that ... | 5 

and this is completely incorrect | 6 

and research proves this | 7 

My third argument is a well-used one, but it remains valid. | 8 

If it is possible to force a person to ..., then they definitely deserve a way to influence ... | 9 

appears obviously unfair. | 10 

6> **Work in pairs. Discuss the topics below. What points could you make to argue for or against each of them?**

1 Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą na temat wprowadzenia w Polsce obowiązku udziału w wyborach na szczeblu krajowym oraz o karach pieniężnych dla osób, które uchylą się od tego obowiązku. Napisz **list do redakcji**, w którym przedstawisz argumenty za i przeciw wprowadzeniu takiego prawa oraz pokażesz, jak podobne rozwiązania sprawdzają się w innych krajach.

2 Jedno z młodzieżowych czasopism poświęciło ostatnie wydanie problemowi nieprawdziwych informacji (*fake news*) powielanych w prasie i zagrożeniom, jakie z tego wynikają dla demokratycznego społeczeństwa. Napisz **list do redakcji**, w którym wyrazisz swoje zdanie na temat tego zjawiska oraz wyjaśnisz, jakiej postawy oczekujesz od autorów tekstów prasowych i redaktorów.

7> **Choose one of the topics in exercise 6 and do the writing task in your notebook.**



Complete all the exercises on this page in your notebook.

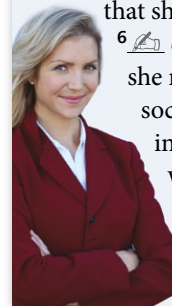
1> Choose the correct option to complete each sentence.

- I have a great distrust **of / for** all the politicians running **for / to** office in the current election.
- The news that the PM was **hiding / covering** up bribery in his government was like a bolt **from / off** the blue.
- The party leader will **stand / keep** his ground no matter what, and has the support of his followers.
- I wish some politicians wouldn't be so **economic / economical** with the truth when they talk about **pressing / formidable** issues concerning the country.
- To win me **up / over**, a politician must be credible and represent his **constituency / polls** well. —/9

- Tom can't speak English, so he was turned down for the job of company spokesperson.
If Tom **did**.
- I'll lend you the money, but you must pay it off within a couple of weeks.
Provided **that**. —/6

6> Complete the text below with *a / an, the* or *-* for no article.

When my sister first announced she was going to run for ¹ **an** office in ² **the** local elections, we were dismayed as she had never been into ³ **the** politics before. ⁴ **An** explanation she gave was that she was fed up with ⁵ **the** current political situation in ⁶ **the** country, and wanted to make ⁷ **a** change. She said she really cared about ⁸ **the** lives of ⁹ **the** citizens in our society, and wanted to get rid of ¹⁰ **the** poverty and ¹¹ **the** injustice. She promised that as ¹² **a** politician, she would honour ¹³ **the** pledges she was going to make during her campaign. We were even more shocked when she said that one day she'd be working in ¹⁴ **the** Brussels for ¹⁵ **the** EU. —/15



Grammar challenge!

7> Translate the sentences into English in two alternative ways using the beginnings given.

- Gdyby nie zaangażowanie Marka, nie rozwiązałibyśmy tego problemu.
a But for **his involvement**. b If it **weren't for his involvement**.
- Pod warunkiem, że spełni on swoje obietnice, polityk ten będzie wybrany ponownie.
a On **will be elected**. b As **long as he fulfils his promises**.
- Gdyby Jeff miał inne dzieciństwo, nie stałby się przestępcą.
a Had **Jeff had a different childhood**. b If **Jeff hadn't had that childhood**. —/6

8> Rewrite the sentences in a more formal way, using the correct form of the words in bold.

- I must tell you how I feel. **compelled, feeling**
- I feel angry about the treatment this issue has received, and I want to say why I feel so. **aggrieved, logic behind**
- Some politicians say unpleasant and offensive things to explain their decisions. **objectionable, justify**
- To say something like that is kind of unfair. **produce, appear**
- What I say may be clichéd, but it's true. **well-used, valid** —/10

9> Complete the phrases with the correct word.

- Well, these **things** happen, but don't let it **defeat** your spirits.
- No use **complaining** over spilt milk. **What's** done is done.
- What **counts** a particular merit is your hard work. A big well done **goes to** you!
- What a **disappointment** you didn't make it. Better **try** next time.
- Think** of the upside and don't break your heart **over** it. —/10

10> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

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

- I won't succumb to **pressure** (press), so if you want to work with me, we need to meet **on my own terms** (way).
- It seems **obvious** (blind) that the businessman was using **unethical** (hand) practices to make his fortune.
- According to the opposition leader, challenges ahead were **imagined** (imagine), almost impossible to overcome, but I think her vision was slightly **blown** (blow).
- This candidate is a bit of a dark horse **estimate** (estimate) by the others. She cares about those in society who are the most **represented** (represent) and poor. —/8

3> Translate the following words and expressions into English. The first letter has been given.

- zdrada **t** **treason**
- oszczerstwo **s** **slandering**
- spiskowiec **c** **conspirator**
- oddać głos w wyborach **v** **vote**
- prawdziwość **v** **veracity** —/5

Vocabulary challenge!

4> Rewrite the following sentences, using the words below.

ignominious slanderous scapegoat short end fabrication sticking point

- The story was made up, so don't believe a word of it.
- We won't stop until this issue has been resolved.
- Make sure you don't get all the blame for the lost election.
- Why has the peace treaty ratification ended in such shameful failure?
- People of lowest income suffer the most.
- False and malicious attacks and accusations against those who questioned his stories didn't add to the politician's credibility. —/6

5> Rewrite the sentences, using the beginnings given.

- If there is no cooperation between nations, the problem of terrorism will only increase.
Unless **there is international cooperation**.
- The candidate lied in her election campaign, so she isn't in Parliament any longer.
If **she hadn't lied**.
- I'm too young to vote, and that's why I didn't take much interest in the referendum.
I would **have been old enough to vote**.
- The economy won't thrive if we don't pay our taxes.
People must pay their taxes, or **the economy will collapse**.

6

More than food

VOCABULARY food and technology • cooking



Food and technology

1> Work in pairs. Describe the pictures and answer the questions.

- 1 How does new technology affect the farming and food industries?
- 2 What advantages and disadvantages of technological progress in the area of food production and distribution do you see for yourself?

2> Read the text below. In your notebook, match the paragraphs (1–6) with the headings (A–G) below. There is one extra heading.

- A Really edible?
- B Farming from the sky
- C Healthy crops, tastier food
- D GMO revolution
- E Internet of things
- F No excuse not to cook
- G Use, don't squander

3> Match the words and expressions in bold from the text in exercise 2 with the categories below. Add two more phrases of your own choice in each column. Write the answers in your notebook.

agriculture technology cooking and eating

4> In your notebook, complete the phrases below with the highlighted words from the text in exercise 2. Then decide if any expressions in each line have a similar meaning.

- 1 / immunity to pests
- 2 disseminate / examine / information
- 3 bring in / distribute / harvests
- 4 / exchange / discard leftovers
- 5 / develop new technology
- 6 / introduce genetic modification
- 7 increase / double / production
- 8 someone's / something on its head
- 9 / regulate / order by popularity

TECH AND FOOD: SIX WAVES OF THE FUTURE

1

Biotechnology has been **employing** genetic modification techniques for decades. Scientists manipulate plant genes to implant certain qualities, such as increased shelf life or **resistance** to common pests. While this can **up** production and help end scarcity, the effects on humans are not certain.

2

GPS tracking and satellite imagery can now compile information on crop yields, soil fertility, and weather patterns to **maximise** harvests. With the prospect of feeding nine billion people by 2050, this satellite-aided approach is becoming increasingly vital.

3

The Web has definitely arrived in agriculture. Wi-Fi-connected sensors monitor the health of livestock, the quality of the soil, and conditions inside storage bins. They can even identify and track destructive pests, allowing better crop management and stepped-up production.

4

With the help of apps and social media, food waste can be scaled down by **distributing** information about what restaurants and shops are about to throw away and finding a shelter or food bank that can make use of it. There is even a platform allowing families to **swap** leftovers. Second-hand pizza, anyone?

5

3D printed food may not sound delectable, but consider that a huge sweet manufacturer is **adopting** the technology to produce decorative chocolates and you may change your mind. This technology is also being utilised in the production of meatless meat products, and is even being explored as a way of concocting long-life meals for astronauts.

6

The Internet has **turned** the way we do everything on its head, and cooking is no exception. Scores of recipe-sharing websites not only **rank** recipes by popularity, they also sort them by time requirements, available ingredients, and specialised diets such as vegan, paleo, or gluten-free.

5> In your notebook, complete the sentences with the correct form of some of the phrases from exercise 4.

- 1 Tamara and Roberta both cook far more than they need, so they sometimes to avoid discarding extra food.
- 2 By about crop growth and water use, scientists can find out which plants best suit a given climate.
- 3 Some people thought molecular cooking would the restaurant world , but it hasn't become very popular.
- 4 Her bakery has got so many orders that they have had to by nearly double to meet the demand.
- 5 Many shopping websites products so that shoppers can see what the current trends are.
- 6 For modern farmers, it is important to such as soil monitoring and GPS tracking to keep up with the times.

Cooking

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

- 1 What category of food does each picture represent?
- 2 Name the items in the photos, then add five food items to each category.
- 3 Which types of food do you like? Which do you avoid? Why?



2> Work in pairs. Plan a meal for the following guests: a vegan, someone on a low-carb diet, and a diabetic.

3> CD 2.08 Listen to excerpts from three cooking shows. Complete the names of the dishes based on the descriptions.

- 1 c c casserole
- 2 T b and v stew
- 3 c and m s

4> CD 2.08 Listen again. In your notebook, complete the phrases below.

- 1 a of cauliflower
- 2 a of garlic
- 3 a of cheddar cheese
- 4 a large of butter
- 5 a , of nutmeg
- 6 a of red beans
- 7 four chicken
- 8 a of baby carrots
- 9 three of celery

5> Look back at the transcript of the cooking shows in exercise 3 on page 138. Find the cooking verbs to complete the sentences below. Write the answers in your notebook.

- 1 You should fresh vegetables of brown spots and inedible parts before using them.
- 2 You can vegetables in a whole pot of water, but them afterwards so they aren't too watery.
- 3 To make cheese sauce, you first need to the cheese.
- 4 If you a buttered baking dish with garlic before the other ingredients, you get a more complex flavour.
- 5 It's best to sauces slowly or else they might burn.
- 6 If you vegetables in oil or butter before adding the other ingredients, they give off more flavour.
- 7 the sauce constantly so it doesn't stick to the pan!
- 8 Recipes instruct you to vegetables into pieces, but they tend to tell you to ' ' meat to indicate that you should make neat, uniform pieces.
- 9 It's a good idea to garlic and ginger before using them as big chunks can be a bit overpowering.
- 10 Some people think whole chicken breast is tastier, but it's easier to eat if it's and before cooking.

6> In your notebook, translate the expressions from the listening in exercise 3. Check your answers with the transcript on page 138.

- 1 bulion warzywny
- 2 bułka tarta
- 3 drucziana trzepaczka
- 4 wyciskany czosnek
- 5 imbir
- 6 cząstka limonki
- 7 smaczek
- 8 błonnik
- 9 przykrywka (garnka)

7> Explain the difference between the kitchen items below.

- | | | |
|--------------|------------|-------------|
| 1 saucepan | frying pan | baking dish |
| 2 tablespoon | teaspoon | soup spoon |
| 3 can | tin | container |
| 4 hob | oven | slow cooker |

8> Think of your favourite dish. In front of the class, explain how to make it, but don't say what it is. See who can guess what it first.

Vocabulary challenge!

9> Label the pictures, using the words below. Which other fruit and vegetables have these parts?

flesh core stone pip leaves bulb skin/peel



10> WHAT DO YOU THINK? Should everyone be made to learn basic cooking skills? Why?/Why not?

1> Work in pairs and read the quotes below.
What do you think they are trying to say?
How would you describe your personal
relationship to cooking and eating?

2> Read the text and answer the questions.

- 1 What are the main dietary trends discussed?
- 2 What is the author's general attitude towards eating?
- 3 What was the author's purpose in writing the article?

“

The key to healthy eating?
Avoid any food that has
a TV commercial.

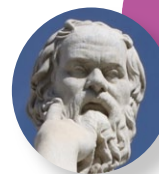
Anonymous

”

“

Food is an important
part of a balanced diet.
Fran Lebowitz

”



Eat to live,
don't live to eat.
Socrates



WE ARE WHAT WE (DON'T) EAT

'You are what you eat' ... except when you define yourself by what you DON'T eat

Let's be clear: nutritional fads are for those of us who have no first-hand experience of food insecurity, let alone actual starvation-level famine. Only people who **are spoilt for choice** can afford to eschew whole categories of comestibles for no better reason than having heard a celebrity endorse the idea, or because everyone in their social circle is doing it. People suffering from deprivation would walk miles to get their hands on a loaf of refined white bread, a chunk of irresponsibly-raised beef, or a few eggs from not-so-happy chickens. You can only turn your back on something which is readily available, and only those with an array of alternatives have the luxury of declaring themselves gluten- (or pesticide- or cruelty-) free.

A That being said, eliminating certain foods is an ever-growing craze. I first became aware of this tendency when a number of my friends started labelling themselves as lactose intolerant. Milk products are casually blamed for everything from headaches to bad breath to flatulence, and are to be avoided at all costs and in even the tiniest amounts. While not as difficult as some diets to adopt, fans of cheesy pizza and ice cream may find themselves obsessing about the treats they have decided to forgo.

B

Various selective diets also have a **firm grounding** in nutritional science as it applies to people with certain digestive conditions or other sensitivities. Sadly, they are just as **indiscriminately adopted** by people who have no real justification for such a move. Now gluten – or its absence – is ubiquitous. Grocery store aisles **are awash with** packaging **emblazoned with** a 'Gluten Free' seal of approval. The fact is that celiac disease is a serious immune disorder which causes gluten to interfere with the digestive process, and can lead to an inability to absorb nutrients from other foods. But just because gluten can have severe and even fatal consequences in certain cases does not make it bad for everyone, and it is this **blanket demonisation** of certain food elements that besets our food-obsessed society.

**C**

Other types of food-selectivity trends are diets which extol the benefits of eating **lashings of** fat and fibre but no carbohydrates, eating no fat at all but plenty of fibre and carbs, or never mixing food groups at all so that one meal is all protein, one all fibre and one all carbs. Needless to say, there are plenty of studies which lay out the benefits of these approaches, and other studies that utterly demolish them. Using your common sense and cues from your own body is to be recommended. (And the research showing that chocolate and coffee may actually be good for you? I'm **willing to swallow** that, both literally and figuratively!)

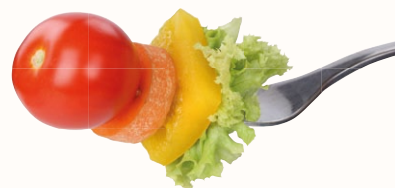
D

On the other hand, the benefits of certain approaches to eating seem to be incontrovertible. Avoiding meat is an age-old tradition in certain cultures and religions, and it has multiple advantages in terms of physical health, environmental responsibility, and ethical soundness. Becoming a vegan is also a popular option, though the inconvenience of sourcing products which are entirely animal-free can be extreme, especially when you travel or have a sudden urge to eat out. As a wise man once said, 'Moderation in everything' – and this includes choosing the do's and don'ts of your gustatory life. Feel free to follow your conscience and your gut instincts and, above all else, enjoy!

3> In your notebook, match the paragraphs (A–D) in exercise 2 with the statements (1–5) below. One paragraph matches two statements.

In this paragraph the author mentions that ...

- 1 this diet appeals to more than just the physical needs of its followers.
- 2 contradictory research makes this dietary approach difficult to judge.
- 3 this diet eliminates a substance which is considered the cause of a number of fairly minor ailments.
- 4 this diet is vital for some people's survival.
- 5 this diet may be hard to adopt because of ingrained food preferences.



4> Work in pairs. Provide a very short description of each of the diets below, including what it involves, why someone would adopt it, and what advantages and disadvantages are attached.

- gluten-free diet
- low-carb diet
- lactose-free diet
- vegan diet

5> Work in pairs and discuss the questions.

- 1 Do you follow any strict dietary rules or trends? For what reason? Do you think there are any changes you could make to your diet that would be beneficial?
- 2 What advice would you give to someone who is constantly taking up and abandoning food fads?

Vocabulary development

6> In the text in exercise 2, find the words and phrases defined below. Write the answers in your notebook.

- 1 state of not always having a reliable source of nutrition
- 2 a lack of food in a country or region which causes illness, suffering, and death
- 3 reject or avoid
- 4 things which can be eaten
- 5 stomach problems
- 6 trouble or threaten
- 7 say very enthusiastically that something is good or desirable
- 8 element of food which resists digestion, but helps the digestion of other foods
- 9 starches and sugars found in food

7> Complete the sentences, using the words and phrases from exercise 6. Write the answers in your notebook.

- 1 Help us end hunger in London! Donate your tinned food and other long-lasting food now!
- 2 All my life I have been fed by my parents, but I am finally learning which foods to avoid.
- 3 Sweetcorn is very filling because it is rich in starch, and it also has plenty of energy-promoting sugars.
- 4 The lack of food in Somalia in 2011 cost countless lives.
- 5 People who reject the benefits of a vegan diet often say it is easy to avoid all animals products, but I'm sure it wouldn't be easy for me.

8> In your notebook, replace the underlined phrases with the correct highlighted phrases from the text in exercise 2.

- 1 In summer, we have such a great variety that we don't know what to choose when it comes to fresh fruit.
- 2 Ideas about avoiding too much salt in your diet seem to have a reliable basis in scientific research.
- 3 Right now, the shops are filled with products which are prominently labelled with the words 'Zero Fat'.
- 4 Some people have unquestioningly taken up new diet trends without doing much research.
- 5 This generalised harsh criticism of refined sugar annoys me. Just don't eat too much of it!
- 6 Mum always puts huge amounts of cream on the pudding.
- 7 I am ready to believe the idea that coffee is good for you because I like it so much.

Vocabulary challenge!

9> In your notebook, complete the sentences with *of*, *with*, or *from*. How would you explain the difference in meaning resulting from the use of these prepositions with the same verb?

- 1 Milk-free cheeses made from soy or nuts have improved a lot in recent years.
- 2 I tried a casserole made with chicken, beans, and mushrooms that was really delicious.
- 3 Our dining table was made of the wood of a single tree.
- 4 You can make gravy with either flour or cornstarch, with just a slight difference in texture.
- 5 That cooking oil is made entirely from genetically modified rapeseed, so I avoid buying it.
- 6 Our dinner plates are made of clay from a source in our own village.
- 7 This Bolognese sauce is made with soy mince instead of beef, but it's still very tasty.
- 8 Food packaging made of certain plastics may contain dangerous chemicals.

10> Choose the correct words to complete the idioms. Then explain the meaning of the idioms in your own words.

- 1 The traditional idea that the man should *bring home the bread / bacon / stew* while the woman keeps house has become increasingly impractical.
- 2 If you want him to help you, you may have to *butter / oil / cream him up* a bit by telling him what a great person he is.
- 3 'Nathan isn't easy to get to know, is he?' 'No, he's a *tough shell / nut / crust to crack*.'
- 4 Having some live music would really *pepper / boil / spice things up* at their wedding reception.
- 5 I'd only expected to interview a manager at the sweet factory, but I met *the big cheese / ham / cake* himself: the man who had started the entire enterprise.
- 6 Della certainly did not have her position *given to her on a silver plate / dish / platter*. She worked very hard to get where she is now.
- 7 This restaurant owner only hires *the cream / butter / milk of the crop* as kitchen staff. Only the best will do for him.
- 8 I wouldn't work in that restaurant, *not for all the rice / tea / soy sauce in China*. The pay is simply too low!

11> In your notebook, write a blog entry of 120 words about a recent food or diet fad which you find either interesting, silly, or possibly dangerous. Include the information below:

- how you learned about it
- what it involves
- what experts and/or celebrities have said about it
- your personal experiences with it, if any
- your opinion or recommendation



Passive voice

- 1> Do any people suffer from lack of food in your area?
How can technology help solve food issues?
- 2> **LANGUAGE IN CONTEXT** In your notebook, complete the article with the correct passive forms.

Food insecurity ¹  (**recently / identify**) as one of the most pressing problems of our times. With this in mind, a new website ²  (**launch**) soon to help better pinpoint 'food deserts' – areas where residents ³  (**currently / force**) to eat nutritionally inadequate meals because of lack of access to nutritious food. The project, which ⁴  (**conceive**) two years ago by a group of nutritionists and social workers, long before any funding ⁵  (**secure**), is definitely an ambitious one. 'It will give city leaders and social workers a clearer picture of the issues that ⁶  (**deal with**) at this juncture by our residents,' says one city official. 'The only way the problem ⁷  (**can solve**) is with knowledge. We knew from the beginning that the data ⁸  (**use**) to help improve people's lives, and that's a great thing.'

- 3>  **CD 2.09 ANALYSE** Listen and check. Then answer the questions.

- What will the website do?
- Who came up with the idea for the food insecurity project?
- Who will use the information?
- Why is the city official enthusiastic about the project?

- 4> **PRACTISE** In your notebook, rewrite the sentences below in the passive. Include the agent where it adds useful information. More than one version of a sentence may be possible.

- They offered us a lot of free samples at the new gourmet food shop.
- The bank would give me a loan if I submitted a detailed business plan.
- Inspectors visit restaurants at least twice a year, and they assign the restaurants a rating which they base on a list of strict standards.
- The restaurant owners were watching the waiters closely to make sure they treated the customers well.
- Although the boss had instructed them to discard the food, they donated it to a food bank.
- After the next ceremony, judges will have awarded our food cart three medals for excellence.
- They are going to revamp our local supermarket, and they are going to offer a lot more organic produce.

 What's right?

- I was explained how to use the grinder.
- How to use the grinder was explained me.
- How to use the grinder was explained to me.

- 5> In your notebooks, rewrite the sentences below in the passive in two ways.

- The waiter handed the menus to us.
- Jane's family gave her a new food processor.
- A charity provided boxes of food to the disaster victims.

- Researchers sent the updated food desert map to the mayor.
- The cooking school presented Jean with a certificate of achievement.
- The restaurant owners served the homeless a free meal.

 Watch out!

- The passive is not normally used with perfect continuous or future continuous tenses. Instead, we use prepositional phrases.
*Preparations for the food collection **will be in progress** when you arrive. (Not: Preparations for the food collection ~~will be being made~~ when you arrive.)*
- Intransitive verbs (verbs that do not take an object) like *die, arrive, run, sleep*, etc. cannot be passive.
*The famous chef **was killed** in a car accident. (Not: The famous chef ~~was died~~ in a car accident.)*
- Certain stative verbs are not used in the passive even if they are transitive (*belong, have (own), lack, resemble*), e.g.
*Does this bag **belong** to you? Ben **has got** two brothers.*
- Some verbs (*hear, help, make, see*, etc.) are followed by the bare infinitive in active voice but by the full infinitive in the passive.
*They **heard** Laura say she planned to close her restaurant. Laura **was heard to say** she planned to close her restaurant.*

- 6> In your notebook, rewrite the sentences in the passive, using the words in bold.

- They are showing his collection of antique cookbooks in museums around the world. **DISPLAY**
- The head chef appeared to be extremely upset. **SEEN**
- She will have been learning to be a nutritionist for three years. **TRAINING**
- The waiter made us try everything on the menu. **WERE**
- They will be building a new food depot over the next few months. **CONSTRUCTION**
- This coffee maker very closely resembles an Italian one. **DESIGNED**

- 7> In your notebook, rewrite the paragraph below in the passive voice.

In an age of industrial farming and mass distribution, experts have been displaying increasing concern over food safety. If someone makes a single mistake in a manufacturing or packaging facility, a food-borne disease can make thousands of consumers unwell. Government monitors check facilities and food products regularly for pathogens, but people realise that they can't check every batch or shipment, so they will sometimes miss problems. It often occurs that no one discovers cases of food contamination until they have made several people ill enough to go to hospital. According to the symptoms that medical professionals observe, they ask the patients specific questions about what they have eaten, whether they have left any of the product in their home, and if they have already discarded the packaging. 'It really is a form of detective work,' one food scientist says. 'You analyse the clues they give you, you ask a lot of questions, and in the end you will make the connection which leads you to the culprit. People have called us the Food FBI, and that's not far from the truth!'

8> Which of the following sentences cannot be rewritten in the passive voice without changing the main verbs? Why?

- 1 A problem occurred in the food plant due blackout.
- 2 Children in this neighbourhood lack enough healthy food.
- 3 Bad weather will likely delay the opening of the store.
- 4 People depend on them to make sure the food is fresh.
- 5 The issue came to light during a routine check of the dairy.

Grammar challenge!

9> Complete the text with the verbs in either the active or passive voice. Add appropriate prepositions where needed.

Famine ¹ (consider) to be one of the most intractable forms of disaster in the world. This is because it ² (can / trigger) so many different causes, any one of which ³ (present) challenges which ⁴ (can / only / handle) huge expenditures of effort and money. In cases where the problem ⁵ (worsen) drought or some other natural disaster, there is little which ⁶ (can / do) those affected. Because famine ⁷ (tend) to be so widespread, and so many people's lives ⁸ (alter) it, charitable giving ⁹ (find) to be insufficient. In fact, experts ¹⁰ (often / say) that until we ¹¹ (give) the power to control natural phenomena and the destructive powers of nations, we ¹² (continue) to face this heartbreaking reality.

10> **NOW YOU DO IT** Work in pairs. Describe a memorable meal you have recently had. Use the passive wherever possible. Include information about who prepared it, what made it special, and what could have been better.

Passive constructions with the infinitive; causative have/get

1> **CD 2.10 LANGUAGE IN CONTEXT** Listen to the dialogue about a famous chef. Answer the questions.

- 1 What two qualities are first mentioned about Julia Child?
- 2 What is the name of the film? What do people think of it?
- 3 What led Julia Child to learn French cooking? What was the outcome of her studies?

2> **CD 2.10 ANALYSE** In your notebook, write sentences from the prompts. Then listen again and check.

- 1 She / know / be / one of the most knowledgeable cooks of her time.
- 2 It / also / say / she / be a very interesting character.
- 3 It / consider / be / one of the better films of 2009.
- 4 She / assume / be satisfied / her rather idle life.
- 5 It / think / she / have / plenty / failures as a cook.
- 6 In the end, she / think / know more about French cooking than anyone in the world.
- 7 She / seem / be / bit awkward on camera at times.

3> **PRACTISE** In your notebook, rewrite each sentence in two different ways, using the passive constructions.

- 1 People believe that James Beard was a demanding chef.
- 2 Everyone assumes this restaurant is excellent just because of the famous name.
- 3 People thought she was too young to win the cooking award, and they were amazed when they learned she had.
- 4 At culinary school, everyone knew Kate was very creative.
- 5 People thought that she was a talented baker, but they said she became bored and moved on to other things.

4> Rewrite the sentences in your notebook. Use the beginnings given. Make any necessary changes.

- 1 They say this shop has the best chocolate in the city. It is.
- 2 People had assumed his cooking was terrible before he won the cooking competition. His was.
- 3 The assumption was always that molecular cuisine was a passing phase. It was.
- 4 People can see that he is losing his interest in cooking. He is.
- 5 Some locals might say that this restaurant serves the best fried chicken in the city, but I don't agree. This is.

Grammar challenge!

5> Find and correct ten mistakes in the text. Write the answers in your notebook.

Lacey Scott had often said to be the most talented baker in the city. Her creations were greeted by cries of amazement because of their appearance, and the flavours were describing as complex and seductive. She was considered being a superstar in the baking world, and it assumed that her reputation would grow. When she asked to demonstrate her skills in public, though, she always declined, and it began to be suspected that something odd was going on. It eventually came out that her mother and sister were being the real bakers, and that Lacey had been chosen from them to be the public face of the brand. Though she was never accusing of fraud, Lacey's reputation diminished, and she was eventually dropped out of the business entirely.

6> What is the difference in meaning, if any, between the statements below?

- 1 This kitchen needs cleaning. / This kitchen needs to be cleaned. / This kitchen wants cleaning.
- 2 I'm going to clean the kitchen. / I'm going to have the kitchen cleaned. / I'm going to get the kitchen cleaned.

7> In your notebook, translate the sentences into English using causative have/get.

- 1 Zamierzałam załatwić sobie wymianę kuchenki, kiedy zdałam sobie sprawę, że mogę ją, i to sama, naprawić.
- 2 Kran w kuchni wymaga naprawy od tygodni, ale w tej chwili nie mam pieniędzy, aby ją komuś zlecić.
- 3 Po tym, jak odnowiono im restaurację, stało się bardziej niż oczywiste, że gotowanie wymagało udoskonalenia.
- 4 Wykonanie naszego tortu weselnego powierzyliśmy specjalistom, ale moja mama zorganizowała swoich przyjaciół do przygotowania reszty jedzenia.

8> **NOW YOU DO IT** Work in pairs. Act out dialogues for each of the situations given. Use two sentences, one expressing necessity, one expressing a plan or solution.

- 1 A friend points out that your refrigerator smells bad.
- 2 Your restaurant does not have its own website, and several people have already complained about it.
- 3 You are a waiter. A customer shows you the steak they have been served, which is practically raw.



1> **Work in pairs and discuss the pictures. What countries do the foods come from? Have you tried them? Which traditional Polish foods do you prefer?**

2> **Work in pairs and answer the questions.**

- Are there any traditional recipes which have been passed down in your family? If so, what are they?
- What does your family tend to eat? Are you adventurous or conservative when it comes to food?

3> **CD 2.11 Listen to four speakers. For each speaker, answer the questions below in your notebook.**

- What influenced his/her eating habits?
- What is his/her relationship to food?
- What favourite foods does he/she mention?

4> **CD 2.11 Listen again. Are the statements true (T), false (F), or is there no information given (NI)? Write the answers in your notebook.**

- Speaker 1's great-grandmother made an effort to teach others how to make her special dishes.
- Speaker 1 feels he is not as good a cook as his great-grandmother.
- Speaker 2 grew up without much exposure to home-cooked meals.
- Speaker 2 is trying to eat less bread and other baked goods.
- Speaker 3's classmates made fun of what he ate.
- Speaker 3 prefers to know the ingredients of what he eats.
- Speaker 4's grandparents used innovative methods in their bakery.
- Speaker 4 refuses to eat commercially-made bread.

5> **Rewrite the sentences, replacing the underlined parts with words or expressions from the transcript on page 138. Write the answers in your notebook.**

- I appreciate good food, but I don't really have any cooking ability beyond making toast and boiling an egg.
- The food in that new Thai restaurant is really tasty!
- Something in the fridge has a really strong odour!
- If you add a tiny amount of mayo, it will taste better.
- Just occasionally I treat myself to a big slice of cake.
- I didn't use to be keen on gourmet food, but I completely changed my mind after travelling through Greece.
- The complicated nature of French cooking baffles me.
- If you feel disgusted by raw meat, go for a vegetarian meal when learning to cook for yourself.
- I can't make a decent meal no matter how hard I try!

6> **How many large and small kitchen appliances can you name? When do you think they came into common use?**

7> **CD 2.12 Listen to a lecture about changes in cooking methods over the past century. Choose the correct answers. Write them in your notebook.**

- What does the speaker say about the topic of the lecture?
 - It is a usual part of most history classes.
 - It tends to be neglected by historians.
 - Its ramifications have never been studied.
 - It has had only a small influence on our lives.
- Why does the speaker mention Victorian times?
 - To pinpoint the time when changes began to happen.
 - To point out the innovations of the later 19th century.
 - To describe how conditions had changed for labourers.
 - To create a context for describing changes.
- What was the main barrier to the adoption of gas or electric cookers and refrigerators?
 - the expense
 - the lack of utility services to homes
 - a general fear of innovation
 - easy access to domestic servants
- How did the introduction of electric mixers affect the average household?
 - It facilitated the production of substantial meals.
 - It accelerated and facilitated baking.
 - It lowered the cost of cooking and baking.
 - It made it possible for all to produce impressive desserts.
- Which of the following is presented as a fact, not an opinion?
 - Changes triggered by World War I affected domestic life.
 - In the past, homemakers have been burdened by excessive expectations.
 - The microwave produced the most significant change to domestic life.
 - Ice boxes were reasonably functional.

Listening challenge!

8> **CD 2.12 Listen again. Answer the questions below.**

- What argument does the speaker make to support the importance of domestic history?
- Why was it desirable to employ several workers in a Victorian home kitchen?
- In what sense was the electric mixer 'less vital' than the other appliances mentioned?
- What fed people's initial suspicions about microwaves?
- Throughout the lecture, what benefit of improved technology does the speaker mention?

9> **WHAT DO YOU THINK? Work in pairs and list the top three technological innovations that have affected your life. What sorts of differences have they made?**

1> Make a list of some food products (snacks, soft drinks, etc.) you often buy, but do not show it to your partner. Then work in pairs. Describe the food packaging of the products you've listed to your partner, and make him/her guess what product you are describing.

2> Work in pairs and answer the questions.

- 1 Are you brand loyal? Why? / Why not? If you are, what makes you choose a particular food brand?
- 2 What food packaging attracts customers the most? Why?
- 3 What influences the choices you make in food stores? To what extent is it the taste, the packaging, the price, or the nutritional value of the item you buy?
- 4 What techniques do food manufacturers use to trick customers into buying their food products? Can you give a specific example?

3>  **CD 2.13** Listen to Natasha, a consumer trend follower. What marketing tricks does she mention? How would you summarise the main points she makes?

4>  **CD 2.13** Listen again. In your notebook, complete the expressions below with the correct words. Check your answers with the transcript on page 139.

Phrase Bank

► Talking about influence and importance

Food labelling has a ¹  / powerful / decisive influence on us.
The packaging influences us ²  / greatly / deeply / strongly.
Manufacturers resort to all kinds of tricks to ³  / enhance / increase the impact the package will make on the buyer.
It's of ⁴  / immense value / considerable significance for us, the consumers, to read the labels!
Food packaging and deceptive labelling mean next to nothing / carry no weight / cut ⁵  with me anymore.
I wish I ⁶  more importance to what the label says.
Limiting this waste would have a ⁷  bearing on the environment.

5> Read the transcript on page 139 and find synonyms of the words **persuade** and **deceive**. Analyse how the speakers use these expressions in context and write your own sentences with them.

6> Work in pairs. Read the instructions below and prepare your part of the dialogue. Role-play it. Then present your dialogue to the rest of the class and let your classmates vote on which of you is more convincing.

Student A

You follow a very healthy diet and attach a lot of importance to what food you buy and eat. Your consumer consciousness involves reading the labels and always going for bio and fair-trade products. You can't understand why your best friend does not follow suit, which leads to frequent disagreements between you and him/her as to where to go out for a meal. You want to persuade your friend to join you for a meal in a vegan restaurant next Friday.

Student B

You eat whatever takes your fancy. You believe that you are a picture of health and don't need to stick to any particular diet. Thus, you buy convenience food or treat yourself to a burger and chips every now and then without a single pang of guilt. You never pore over labels on food products. You want to invite your best friend, obsessed with healthy eating, to a new burger restaurant for a meal next Friday.

7> Work in groups of three. Choose one of the questions below, and conduct a survey to find out the answer from the rest of the class. Compile and present your results. Use the language from the Phrase Bank below.

- 1 Are you a conscious consumer? What makes you say that?
- 2 Do you follow a healthy diet? What does it mean to you in the first place?
- 3 Name three unhealthy habits related to food and eating that you'd most willingly get rid of.

Phrase Bank

► Reporting the survey results

Of the 20 students who were questioned / surveyed / interviewed, five were of the opinion that ...
Over one third / half / one in five felt that ...
The majority / minority replied that ...
A significant percentage would rather ...
A large / small proportion expressed their preference for ...
About one quarter responded positively to / commented favourably on the idea of ...
On the whole, most students approve of / would go for / are in favour of ...
It is generally felt / understood that ...
What the survey implies / suggests / indicates is the fact that ...



- 1>  **CD 2.14** Listen to three speakers talking about food-related topics. Answer the questions in your notebook.

Which extract is a ...?

- a personal impression 
- b paid advertisement 
- c food critic's review 

- 2>  **CD 2.14** Listen again and answer the questions.

- 1 What type of food does each restaurant serve?
- 2 What are the main qualities mentioned with relation to each place?
- 3 Which speaker does NOT include information about the atmosphere of the place? Why?

- 3> Read the social media message Tom sent to his friend Celia. In your notebook, answer the questions below.



TOM

You asked me if I could recommend a place for your birthday dinner, so **here's an idea**. It's a brand new burger bar called Bo's, and it's **totally epic**. I'm **judging by the meal I had there** with Scott and Kit – we all had outstanding dishes, even though we have different tastes.

One thing that struck me is that they have all kinds of burgers, including beef, turkey, and vegetarian, so there's something for everyone. They cook the meat just how you like it, and they use a smoky sauce that **has a real kick to it**. **Another plus** is you can get white, whole wheat, or gluten-free buns. **The thing that really sold me** on the place is that they have a fantastic salad bar where you can pick out all the fresh things you want on your burger, plus you can have salad **on the side**. The chips are fantastic too – crispy and not too greasy – and, **as if that isn't enough**, all the food is GMO-free. To me, it **ticks all the right boxes**, and more than **lives up to the hype**.

The one catch is that it's insanely loud and **packed to the gills** most nights. **The way I see it**, they could definitely use a bigger space! I did think the staff were really **on the ball**, though: they know a lot and they pay close attention to your needs. **I can't forget how** upbeat and jokey our waiter was, which made our meal more fun. **In a nutshell**, it's truly service with a smile.

To be up front, it's **not exactly a bargain**, but they don't hold back when it comes to quantity. We were served tons of food, and it only came to about £18 a head. It's just up the road from you, too. They take bookings for large groups, so if you let them know numbers beforehand, you'll **be all set**! **You can't go wrong with this place!**

Comment

 18  1

In which paragraph does the writer ...?

- a describe the food in detail 
- b give general information about the place 
- c talk about prices and convenience 
- d describe the atmosphere and service 

- 4> In your notebook, match the definitions below with the expressions in bold from the text in exercise 3.

- 1 satisfies all apparent requirements 
- 2 fairly expensive 
- 3 be ready, prepared for something 
- 4 exceedingly crowded 
- 5 as an addition to a meal 
- 6 quick to understand and react 
- 7 truly excellent 
- 8 be very spicy 
- 9 be as good as its reputation 

- 5> Imagine you are going to rewrite the message in exercise 3 as a published review. In your notebook, match the more formal expressions from the Phrase Bank below with the highlighted phrases from the message in exercise 3.

Phrase Bank

► Making and explaining recommendations

One memorable aspect | 1 

To my mind | 2 

I have come up with this recommendation | 3 

To summarise | 4 

The single disadvantage | 5 

It stood out to me that | 6 

A further advantage | 7 

In addition to all of this | 8 

I am basing this on personal experience | 9 

In response to your request | 10 

In all honesty | 11 

I have no qualms about recommending the venue | 12 

What convinced me | 13 

- 6> Think of a restaurant you have been to and either liked or disliked. Note down some information about it, including details of the four qualities from exercise 3. Then work in pairs. Write a very short informal review. Swap reviews. Rewrite your partner's review in the opposite style.



7> Read two reviews of the same service. Which one of them is written in a more formal register? Name four aspects of each text which give you information about the register. Then indicate whether the qualities below refer to a formal (F) or an informal (I) register.

- | | | |
|-----------------------------------|--|-------------------------|
| a Frequent first person reference | e Introductory and connecting phrases | h Contractions |
| b Passive voice and inversions | f Personal anecdotes and references included | i Literary-style idioms |
| c Sentences with multiple clauses | g A variety of synonyms to express similar ideas | j Everyday language |
| d A limited range of adjectives | | k Exclamation marks |

Text A



By Felicity Clark

3:14 PM 13 AUG 2017

22 Comments

Meal Wheel review: definitely not my cup of tea!

I'm a working mother of three, so coming up with ideas for meals is hard, especially when I'm so busy. When I found this phone app called Meal Wheel, it sounded good. It claims to find interesting recipes, lets you save your favourites, and gives shopping lists so you can use it while you're on the move.

I've tried it a few times, and let me tell you, it's not ideal. The recipes are interesting, true, but lots of them are complicated, and a lot of the ingredients aren't available at the supermarket or are just too spendy. It's true, I've found a couple of ideas for fixing chicken that were simple enough, and the kids liked the dishes. But when I searched for new ways to cook fish, the suggestions were way too hard! I went to the chip shop and got a take-away instead!

This is probably great for someone with the time and money to experiment, but it's not for me. It would work a lot better if you could sort by difficulty and price. With a choice of quick and easy recipes, I'd find it pretty useful. As it is, I don't recommend the app.

Text B

REVIEW

Meal Wheel: the new app leaves a lot to be desired

Felicity Clark

Meal Wheel is a free phone application which ought to be a boon for busy home cooks. It claims to find interesting new recipes and allows you to save your favourites, and shopping lists for the recipes are also provided, making it convenient to use on the go. Whilst very appealing in theory, in practice it does not live up to the claims.

In the first place, many of the recipes recommended are so complex, and the ingredients so obscure and expensive, that only a wealthy full-time homemaker could tackle them. Not only does the way recipes are sorted not allow for the elimination of the most complicated or time-consuming, the app adds insult to injury by recommending the same recipes repeatedly despite my having firmly rejected them.

I do believe that, with some tweaks, this could be an unusually useful app. It does source recipes from all over the web and, with the addition of the capability to sort recipes by several different criteria – ingredients, preparation time, and complexity, for example – it could be a godsend for those of us seeking variety for the table whilst lacking time, skills, or resources. Appealing though it seems at first glance, I am unable to give this app more than a lukewarm endorsement.

8> In your notebook, rewrite the sentences below in the opposite register: informal to formal, or formal to informal.

- There's no way I'd recommend this restaurant because the service is so awful, and the food isn't up to much either!
- Having put the shopping application through its paces several time, I would have to state that it might suit those who are less selective about their purchases, but that it certainly did not meet my specific needs.
- I'm totally sold on Derwin Market just because they sell all my favourite brands at rock-bottom prices, and there's loads of interesting stuff I've never seen before.
- I am willing to put my wholehearted endorsement behind the Recipe Converter application due to the fact that it is reliable, easy to use, and gives one the invaluable opportunity to make use of international recipes without the distraction of time-consuming calculations.
- If you're thinking about going to Big Burger, don't bother – the only thing that's big about it are the prices, and the food is just plain terrible.
- Had I been forewarned that I would have to wait forty-five minutes for a table, I would not have visited this restaurant, and I recommend that you do not either.

9> Read the topics below. Note down a few review ideas for each of the topics, and a few of the details you would in your review.

- Your college newspaper is asking for reviews of local restaurants to compile a guide for new students from other countries. Write a review about the restaurant of your choice, including an account of your own experience there.
- A popular website is asking for reviews of smart phone apps from young users. Write a review of an app which you have used regularly. Include information about what it does, its good and bad points, and whether or not you would recommend it to others.
- A young people's magazine is requesting texts from its readers entitled: *The device I could not live without*. Write a review of a device you use regularly. Include information about the role it plays in your life, its positive points, what could be improved, and your recommendation for others.

10> Choose one of the topics from exercise 9 and write a formal and an informal review.

1) Work in pairs. Look at the pictures and match the countries below to each type of breakfast. Then answer the questions below.

Sweden United Kingdom India Australia USA France

- 1 What would a picture of a traditional Polish breakfast show? What would your typical breakfast be?
- 2 Why do dieticians say you shouldn't skip breakfast?
- 3 What is 'brunch'? How popular is it in Poland?

2) In your notebook, complete the text with the correct forms of the words below. There are two extra words.

get advise come make associate history custom
reserve resist devote skip

Breakfast enjoys the established reputation of being the most important of all meals. Breakfast eaters are believed to show more ¹ to diseases, and, equally importantly, they seem to be more optimistic than the ones ² breakfast. The truth is, however, that it was not always ³ to eat this morning meal. It was during the Tudors' reign that breakfast gained in popularity. Before then it ⁴ with gluttony and had been frowned upon. People of the Middle Ages usually consumed two main meals a day, the first being dinner eaten at about 10 a.m., the latter supper, at around 4 p.m. Let's have a look at how breakfast ⁵ into existence. Well, ⁶ claim that it was first prescribed for medical reasons. People ⁷ to eat it to get stronger or make a recovery. It is believed ⁸ initially only for the well-heeled of this world, but soon people realised that doing your daily chores was so much easier when you were not running on an empty stomach. As time progressed, the morning meal ⁹ its way into people's everyday routine.

3) In your notebook, complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

- 1 They gave me cooking instructions for this dish. **EXPLAINED**
How to cook this dish .
- 2 They have been building this mall for the last six months. **UNDER**
This mall January this year, which is six months.
- 3 Jenny would be able to lose weight if she followed a healthy diet. **BUT**
, Jenny would be able to lose weight.
- 4 You must clean your fridge regularly to avoid food poisoning. **NEEDS**
Your fridge if you want to avoid food poisoning.
- 5 Apparently, this celebrity cook has had a serious car accident. **RUMOURED**
This celebrity cook a serious car accident.
- 6 This coffee bar employs only top baristas. **CROP**
This coffee bar employs only when it comes to baristas.
- 7 They are installing our hob right now. **INSTALLED**
We right now.
- 8 I was made to start cooking as soon as I turned 15. **HAD**
My parents as soon as I turned 15.

4) Complete each set of sentences with one word.

- 1 To cook this soup, you need to make some chicken .
I'm afraid this product is no longer in in our shop.
Wolves have recently been killing the villagers' .



- 2 There are 144 calories in one medium of cauliflower. A is in charge of a school.
You turn logic on its when you say that eating fruit may be harmful to one's health.
- 3 The elderly are often sent to an old people's when they are too frail to look after themselves.
I feel at in the kitchen. I just adore cooking.
In my family, it's my mother who brings the bacon.
- 4 Gina made her decision in the of the moment.
The oven takes a while to up, but then it works fine.
I can't stand all this outside. It's so sweltering!

5) In your notebook, translate the Polish parts of the sentences in brackets into English.

- 1 How long (*zajmuje ugotowanie*) a soft egg?
- 2 Simply (*zwiększ ilość*) of fruit and vegetables and you will feel the difference.
- 3 (*Słyszano, jak mówiła*) she might take over the café.
- 4 My parents (*sprawili, że nauczyłem się*) how to cook.
- 5 It was the first time (*kiedy spróbowałam imbiru*).
- 6 They promised that our complaint (*zostanie rozpatrzona*) the following week, but it wasn't.
- 7 (*Nie ma sensu kupować*) too much food for a trip.

Challenge!

6) In your notebook, find and correct the mistakes in the following sentences. There may be more than one mistake.

- 1 Ted was believed to had poisoned his wife, but no-one had ever proved it.
- 2 Cut the melon in half, remove the pips. Scoop out the meat.
- 3 Our dinner service is made with top quality china, what my wife is very proud of.
- 4 I got the waiter bring us other bottle of fizzy water.
- 5 The chef recommends that we make this spicy dish from curry and ginger to give it a zing.

7) Work in pairs and play the **Categories** game. Use the letters given. Add extra letters if you have the time to play for longer.

Cooking verb Kitchen utensil Meat/Fish
Fruit/Vegetable Spice

P

B

C

D

Complete all the exercises on this page in your notebook.

1> Match the words from groups A and B to make collocations. There is one extra word in group A.

A extol rank discard employ eschew
up disseminate emblazon

B information by popularity production
benefits leftovers techniques with a name

—/7

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

- Soil (fertile) is of great importance to farmers.
- Have you got any freezer (contain)?
- These pesticides increase (resist) to pests.
- Some diets have a firm (ground) in religious philosophies.
- Farmers use satellite (image) to track pests.
- I'm looking for a (serve) spoon for this salad.
- The apple pie was served with (lash) of whipped cream.
- I find the smell of vanilla-flavoured coffee really (toxic).

—/8

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

- (Odcedź) the pasta, and sprinkle it with the (starty) cheese.
- A poor diet may lead to various (chorób układu pokarmowego).
- This problem is (twardym orzechem do zgryzienia).
- (Natrzyj) the meat with all the spices and then (pokrój je w kostkę).
- I wouldn't like to work as a butcher (za żadne skarby świata).
- Please get two (piersi kurczaka), (puszkę czerwonej fasoli), some (jarmuż), and (kostkę sera żółtego).
- Our new kitchen is fully fitted with (kuchenka elektryczna) and fridge freezer.

—/12

Vocabulary challenge!

4> Answer the questions.

- Which fruit or vegetable has a) pips, b) stalks, c) core?
- What can grow from bulbs?
- How do you say chard and chickpeas in Polish?
- Do you make a casserole with or from chicken?
- What do you do when you butter someone up and spice something up?

—/5

5> Rewrite the sentences in the passive, using the words given.

- We need our fridge repaired. **NEEDS**
- Are they investigating this case? **LOOKED**
- They have been building this ring road for the last three years. **CONSTRUCTION**
- The offer was for me to work part time in a café. **I**
- People say that the owner of this restaurant has been kidnapped. **TO**
- My mum got me to prepare my own lunch when I was eight years old. **MADE**

—/6

6> Choose the correct option.

- My English teacher *got* / *had* me describe my favourite meal in English.
- This actor is believed to *has died* / *have died* in unexplained circumstances.
- Our complaint is currently *being dealt with* / *dealing with*.
- How to cook this dish was explained *me* / *to me*.
- I'm having the kitchen cabinet *installed* / *install* tomorrow.
- We are getting someone *to paint* / *painted* our bedroom.

—/6

Grammar challenge!

7> Complete the second sentence so that it means the same as the first. Use the passive constructions.

- It's certain that they did not find a solution to that problem. The solution (find).
- They heard him saying that he was going to set up his own restaurant. He (set up).
- Rumour has it that Theresa has won the culinary contest. Theresa (win).
- George's friends think he's the best cook. George is (be).
- It's impossible to make this boy learn to cook! To get (get).
- We simply had to cope with the problem. The problem (cope).

—/6

8> Complete the text with the correct words.

My fascination with cooking started when I was a child. The person who had a decisive ¹ on me was my mother who would spend all her free time inventing new dishes. Her love for culinary art influenced me ², and got me interested in cooking. She taught me to ³ great importance to the quality of the products we use to cook, and her advice on how to mix ingredients has always been ⁴ immense value to me. I also learned to value family meals, so I don't understand people for whom eating together means ⁵ to nothing. I'm also in ⁶ of compulsory cookery classes at school to teach youngsters how to cook properly, though I know it is generally ⁷ to be a redundant subject!

—/7

9> Replace the phrases below with their more formal equivalents. Then complete the sentences.

- In a nutshell, (in a nutshell).
- The one catch is (the one catch is).
- As if that isn't enough, (as if that isn't enough).
- To be up front, (to be up front).
- Here's an idea: (here's an idea).

—/5

10> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

7

Living and learning

VOCABULARY housing and living situations • housing problems and repairs

Housing and living situations

- 1> Work in pairs and discuss the pictures. What sort of student accommodation do they show? How do they compare to your own housing situation?
- 2> Read the four texts below. What is the aim of each of them?



rent-sale.co.com

Flats and houses for sale or to let in an idyllic urban co-housing community. Two-storey block of flats and six terraced houses. Great walkability, convenient rail and bus links and a wide range of local amenities. Independent living combined with shared facilities including organic gardens, guest cottage, communal kitchen, and fully-equipped gym. Put down a deposit now and you can soon be part of a vibrant, self-sustaining way of life! Call 099-223-2323



Sick of paying rates, upkeep and maintenance on space you don't need? A tiny house could be the answer. Many models and styles, up to 400 square feet, all in a picturesque setting with like-minded neighbours. Bring your own home or build with one of our floor plans for the customised layout and bespoke furnishings you prefer, on the plot of your choice. Site fees include all water, sewage and rubbish collection, use of communal amenities – a pool, gym, common kitchen and state of the art screening room! Contact: Maddie@tinytown.xyz



Short-stays in the heart of London, reasonable daily or weekly rates, most sizes and convenient locations. Why put yourself at the mercy of hotel staff when a self-catering, fully furnished flat is at your fingertips? Close to public transport, cultural activities and all that London has to offer! White goods and weekly laundry service included. Many with air con for hot summer nights. Enjoy home comforts in your ideal home away from home! shortstays.bru



Students! Are you fed up with hall of residence living but don't want the expense and burden of your own flat? StudentShare can hook you up with local shared houses, bedsits or flat-shares. No damp, dingy, fixer-upper rooms here! We pre-screen for fully-furnished, newly-refurbished and totally functional accommodation only. Close proximity to campuses, easy access to services and affordable rents are our key words. Contact us now! StudentShare.xyz



- 3> In your notebook, match the words and phrases in bold from exercise 2 with the categories below. Add more words to each group.

types of housing appearance / condition / size amenities / conveniences / attractions forms of payment

- 4> In your notebook, complete the sentences with some of the words and phrases from exercise 3.

- 1 As someone with dietary restrictions, I prefer accommodation when I travel so I can cook for myself. It's also nice to have amenities included so as not to have to load down my luggage with extra sheets and towels. Good appearance is also vital, as I prefer to explore on foot.
- 2 I spent my first year at uni in a flat, but the lack of privacy drove me mad, so I found a nice house in a private house. It is in such good condition that I can walk to lectures. The room is well-furnished with a bed, desk and wardrobe, and though it is not to my taste, it is affordable so everything is in excellent condition.
- 3 When James read about the new co-housing community in his area, he immediately looked at one of the models. He is having a tiny house built, with a plot that will fit his needs and floor plans that will be easy to care for. At a size of 450 square feet, it will have a reasonable amount of space, plus he will be able to use the gym including a gym and a screening room where he can watch films with neighbours.
- 4 Kelly has joined some friends to start a co-housing community. They have their eye on a council estate with ten bedsits whose shared walls will make them easier to maintain. The estate is on a large plot of land, so their dream of becoming self-sustaining by growing their own food and producing their own power should come true. The houses are in good condition, so a lot of work will be needed, but the location is ideal, with convenient public transport links.

Vocabulary challenge!

- 5> CD 2.15 Work in pairs. Try to guess the meanings of the idioms below. Then listen to the recording, decide how accurate your guesses were and make your own statements using the idioms.

as safe as houses not give housework to sth home truths
build castles in the air be home and dry a house of cards

- 6> WHAT DO YOU THINK? What sorts of challenges do young people in Poland face when they first move away from home? What kind of living situation would you prefer during your university studies and after you graduate?

Housing problems and repairs

- 1> Read the letters to a housing-related advice column. In your notebook, match the writers (1–4) with the statements (a–e) below. There is one extra statement.

This person

- a is dealing with a previously ideal situation which has gone downhill.
- b doesn't agree with their partner about how to proceed with a plan.
- c wants to satisfy everyone while completing a task.
- d is wondering how to swap a flat for a detached house.
- e is up in the air as to what housing choices to make.

1 I have moved house so many times recently. I would like to **settle down** at last, but I'm not rich, so I'm afraid I'll have to **settle for** something I don't like. Can you suggest a way I can find a place to **stay put** without giving up my dreams? I'd love a detached house, but should I **give in** and buy a small, affordable flat instead?



2 We bought an old fixer-upper and moved in six months ago thinking we would **do it up** ourselves, but it's turning out to be an endless series of projects and all the work is **doing me in**! We could **take out** a loan to pay professionals to do some of the work, but my boyfriend doesn't want to be **done out of** the 'satisfaction' of DIY. To be honest, I'm on the verge of moving out. What should I do?



3 Our grandmother **passed away** recently and left us her cottage and its contents. She had always planned to **pass down** some of her furniture, but she wasn't specific as to who should get what. We are about to **clear out** the house, but we need to clear up this matter first. I'm in favour of selling off the contents and **moving on**, but my siblings want to keep some of the items. How can we settle this?



4 We have a holiday caravan in a park near the sea. It used to be a great place to **settle in** and relax, but recently they have cut down trees that provided privacy, our power is cut off at least once a day for no evident reason, and there are piles of rubbish that no one is willing to clean up and maintenance issues no one wants to **see to**. I'm at my wits' end. I've called the management company, but to no avail. Any ideas?



- 2> In your notebook, match the definitions below with some of the highlighted phrasal verbs from the texts in exercise 1. There are four extra phrasal verbs.

- 1 leave a situation behind
- 2 accept something that is less than what was desired
- 3 establish a permanent or stable living situation
- 4 make oneself comfortable in a place
- 5 remain in one place
- 6 cause exhaustion to someone
- 7 renovate and redecorate
- 8 leave something to someone after one's death
- 9 take care of an issue or problem
- 10 be cheated or deprived of something

- 3> In your notebook, translate the sentences into English. Use the phrasal verbs from exercise 2.

- 1 Chcę osiąść we własnym domu, ale posiadanie tak niewielkiej sumy pieniędzy oznacza, że będę musiała zadowolić się miejscem odbiegającym od ideału.
- 2 Kiedy mój dziadek zmarł, zostawił mi swój domek letniskowy nad morzem. Przekazał mi też wszystkie książki i meble. Dom wymaga odnowienia, ale jest piękny!
- 3 Choć zamierzała pozostać w swoim mieszkaniu w przewidywalnej przyszłości, oferta pracy w Hiszpanii skłoniła ją do jego sprzedaży i pójścia do przodu.
- 4 Zaaklimatyzowanie się tutaj po przeprowadzce zajęło nam sporo czasu.
- 5 Niekończące się spory o granice posiadłości wykańczają mojego tatę, ale nie zgadza się, by pozbawiono go choćby jednego metra kwadratowego ziemi.

- 4> Anita has noticed a number of problems in the house she's recently moved into, and is writing to the landlord to ask for repairs. In your notebook, complete her letter with the correct form of the words below.

break clog come unstuck crack drain drip run flush
hang off heat light loose low peel shut off stick

Dear Mr Sellers,

Since moving into the house at 45 Avondell Road, I have noticed a number of issues which need to be seen to. I am listing them below.

First of all, the front door latch ¹ . You have to pull the door extremely hard to lock or unlock it. In the front hall, several floorboards are ² and present a tripping hazard. Also, some of the wallpaper in the front hall has ³ and is ⁴ the wall. In the kitchen, the tap ⁵ incessantly and can't be ⁶ , and half of the double sink is ⁷ and will not ⁸ . The fridge is not cold enough, though it is on the coldest setting, and two of the burners on the gas hob do not ⁹ . In the bathroom, the water pressure is very ¹⁰ , so showering is very difficult. Also, the toilet does not ¹¹ properly, and the water in the tank ¹² non-stop. One of the panes in the bathroom window is badly ¹³ and needs replacement. In the bedroom, the paint is ¹⁴ off the ceiling dropping pieces onto my bed. The bedroom radiator does not ¹⁵ properly, either. When the others are hot, it is barely warm. Also, the light switch for the ceiling light is ¹⁶ . I switch it on and off, but nothing happens.

Can you let me know if you will see to these repairs?

Sincerely,

Anita Thomas

- 5> Which professionals would Anita need to call for each of the problems? What do you call a person who could take on a number of different types of repairs?

plumber glazier electrician decorator flooring installer
appliance specialist

- 6> WHAT DO YOU THINK? Work in pairs. In turns, role-play an estate agent and a client looking for a property to rent. Discuss the type of property, location, size, amenities, price, and condition. Then look online and find the ideal property for your partner.

1> Work in pairs and answer the questions related to the pictures.

- 1 Do you know what languages are represented in the pictures? Where are they spoken?
- 2 What differences do you think there are between the languages shown and your own language?
- 3 What do you think the benefits of learning another language are?
- 4 Do you find language learning easy or difficult compared to other subjects? Why do you think this is the case?

2> Look at the titles of the two articles below. What would you guess each one is about? Think of one question that you would expect each article to answer.

3> Read the texts and choose the correct answers.

Text 1

THIS IS YOUR BRAIN ON A SECOND LANGUAGE

Few experiences in life are as gratifying as having a meaningful conversation with the native speaker of a language you have been striving to learn for years. Suddenly, instead of being simply endless verb patterns arriving in deluges and a welter of conflicting grammar rules, the language resolves itself into a vehicle for in-depth communication. You have not just committed a lot of information to memory, you have assimilated enough of it to allow for significant language production. But have you ever wondered what was happening inside your head while you were absorbing the ins and outs of this seemingly chaotic collection of linguistic patterns?

A number of studies have documented the effects of language learning on the brain, and it is interesting to note that actual physical differences can be seen between native speakers of different languages, and that further changes can be triggered by grappling with particularly challenging aspects of another language.

When native Spanish speakers fail repeatedly to distinguish between 'b' and 'v' sounds, or when certain Asian language speakers confuse words like 'rice' and 'lice', both guilt and frustration ensue for students as they encounter the same road block again and again. Teachers deploy every trick in the book in an attempt to break the barrier of seeming lack of effort, not realising that their students' brains have actually not developed in a way that allows them to recognise certain sound differences.

When native English speakers hear 'l' or 'r', two discrete areas of the brain are triggered. For a speaker whose native language has only one phoneme for both sounds, a single area of the brain lights up. A distinction between the two sounds simply does not exist in the physical structure of the brain. Just as intriguing is the fact that intensive training through repetition can actually 'implant' this distinguishing factor. Not only that, learning a language at a later age can boost cognitive flexibility and memory retention by actually beefing up the structure of certain parts of the grey matter. So don't beat yourself up if certain parts of a language seem to present an insurmountable obstacle. Put on your thinking cap, focus on ways to get over the hurdle, and you're on the road to the pleasures of cross-cultural communication.

- 1 The author of the text suggests that non-native languages
 - a are always satisfying to study.
 - b require an extended effort to master.
 - c present the same problems for all learners.
 - d are often taught in a disorganised way.
- 2 Students who cannot distinguish between certain pairs of similar sounds
 - a do not have the physical capability to tell them apart.
 - b do not make any effort to hear the differences.
 - c can never be trained to make the distinction.
 - d are unlikely to be able to communicate in the learned language.

Heló! Sut ydydych chi?

Da iawn, diolch. A chithau?

1



2



3



Text 2



My bilingual brain: NOT AS ADVERTISED

As a bilingual person – I grew up speaking two mother tongues, English and Polish, with total fluency in both – the assumption is that picking up more languages should be a breeze. Common wisdom has it that it is a cinch for people who speak two languages equally well to absorb other languages. This is because we usually lack certain barriers to learning that plague single-language speakers. Research has shown that our brains work differently, and even have areas which show formative differences, because of the flexibility demanded by switching back and forth between modes of communication.

Unfortunately, this doesn't seem to be 100% true in my case. If by 'learning' you mean analysing and practising elements of a language in a classroom setting, count me out. I have tried Spanish, French and even Arabic, and I hit a brick wall with all of them. All right, I learned as much as any other average student, but the effortless taking on board of new linguistic patterns simply did not occur. Admittedly, I didn't question every single rule, as many of my fellow students did – I know very well that every language has its own brand of order and anarchy, and I suspect other bilingual people have the same awareness. But I certainly didn't improve by leaps and bounds, and I can't claim to speak any of my three chosen languages with any kind of facility.

On the other hand, after spending six months in Milan, where my mum was a visiting professor, my Italian is nearly as fluent as both of my L1's, and I have to ascribe this to the fact that it was a sink or swim situation. I had to learn the language or I would have had no social life, no autonomy, and no ability to watch TV or films, most of which are dubbed rather than subtitled. Like a toddler, I learned the language for sheer survival, and to my mind, there is no better spur to learning. I have concluded that I am an experiential learner, not a theoretical one, and I suspect that most people learn languages faster in a setting where constant exposure is a given, and where necessity is the motivating factor. For me, it's immersion learning all the way – and I think that if more people had this kind of opportunity, there would be a lot more multilingual people in the world.



Vocabulary development

4> In your notebook, match the definitions below with some of the highlighted words and expressions from the texts in exercise 3. There are four extra words.

- 1 happen after or as a result of something
- 2 be extremely easy
- 3 giving satisfaction or pleasure
- 4 based on action rather than formal study
- 5 ease of speech and expression
- 6 natural aptitude or ease in doing something
- 7 study something until it is fixed in the mind
- 8 learn without study or obvious effort
- 9 all possible methods
- 10 the physical brain

5> In your notebook, complete the sentences with the words and expressions from exercise 4. Make any necessary changes.

- 1 If you can learn all of the irregular verb patterns, you will be much closer to speaking correct French.
- 2 His ease for remembering dates is quite remarkable.
- 3 Learning helps keep the brain in good shape as you age.
- 4 Although she speaks Polish with total fluency, her accent gives away the fact that she is not a native speaker.
- 5 After months of intense study, learning that she had got excellent marks in her A-level exams was extremely satisfying.
- 6 I was able to pick up some useful phrases while travelling in Japan, but I can't claim to speak the language.
- 7 Some people find learning learning, including physical involvement with the subject, much more effective than theoretical study.
- 8 Panic set in when the teacher announced that no Polish speaking would be allowed in the Spanish class.
- 9 I've tried every possible method to memorise the periodic table, but I still don't feel confident that I know it.
- 10 After studying Latin, Tina found that learning French wasn't as easy as she thought. She barely had to study at all.

- 3 The author of the text brings up the three languages he has studied
 - a to illustrate the ease with which he learns other languages.
 - b to give examples of the types of languages many students struggle with.
 - c to make a point about the lack of variety of languages offered in schools.
 - d to emphasise that no language type is easy for him to learn in a classroom setting.
- 4 Which of the following is stated in the text as a fact, not an opinion?
 - a Necessity is the best motivator for learning.
 - b Bilingual people tend to think in less rigid ways than single language speakers.
 - c People learn languages more easily in realistic settings.
 - d Bilingual people do not question the fact that languages function in different ways.
- 5 From both texts, we learn that people's native languages
 - a determine how easily another language can be learned.
 - b are reflected in the physical formation of parts of the brain.
 - c are the standard by which other languages are judged.
 - d are comparatively effortless to learn.

6> In your notebook, complete the text with the words below. There are two extra words.

meaningful language native distinguishing
intensive cognitive common motivating immersion
linguistic  modes

English is considered difficult to learn because of its rather chaotic nature. For example, one of the ¹ linguistic factors between English and Romance languages is that English does not follow regular phonetic pronunciation rules, and it is a fact that other ² native patterns are also less than predictable. This can make ³ learning production difficult even for those who, after ⁴ intensive training, can read and understand the language with some ease. Of course it is ⁵ cognitive wisdom that a ⁶ common conversation between an English learner and a ⁷ motivating speaker is hard to achieve, but in fact it happens more often than one might think. Actually wanting or needing to communicate can provide the ⁸ immersion factor to activate known but unused language, and when words fail, other ⁹ meaningful of communication such as gestures and outside references can come into play.

7> Copy and complete the table with the expressions below.

hit a road block break a barrier get over a hurdle
confront insurmountable obstacles hit a brick wall
improve by leaps and bounds a sink or swim situation
reach a dead end get stuck in a vicious circle
weather the storm have a breakthrough strive to learn
beat oneself up put on your thinking cap beat the odds

encountering difficulties	overcoming difficulties
<u>hit a road block</u>	<u>break a barrier</u>

8> Replace the underlined parts of the sentences with the correct expressions from exercise 7. Write the answers in your notebook. Sometimes more than one answer is possible.

- 1 I've tried every possible way to memorise the periodic table, but I still haven't succeeded!
- 2 My Japanese improved for a while, but now I've stopped making progress and I don't know what to do.
- 3 I think he's got over his problems with learning English.
- 4 When Rayna was placed in an English-speaking school without knowing the language, she knew it was a circumstance of failure or success.
- 5 Search your mind for new ideas and get back to me later.
- 6 Don't take all the blame for finding Chinese difficult to learn. It's hard for all of us!
- 7 Now that she's working with a tutor, her French is making amazing progress.
- 8 I felt stuck for a long time in my yoga classes, but now I've got over the problem and am making real progress.

9> Work in pairs and discuss the questions.

- 1 You have a visitor coming to stay who speaks no Polish or English. What sorts of activities will you arrange to make them feel comfortable? How will you communicate?
- 2 Do you think having a universal language would bring the world closer together? Why do you think Esperanto, an artificial language designed to be spoken by everyone, never caught on?

Inversion

1> 'Not only does poverty affect the body, it profoundly affects the abilities and growth of the mind.' In what ways do you think this is true? What can be done to counter the effects of poverty worldwide?

2> **LANGUAGE IN CONTEXT** Read the article about illiteracy and answer the questions.

- 1 What is the average rate of literacy worldwide?
- 2 What prevents people in developing countries from studying?
- 3 What does the speaker mention as a useful, low-cost tool for those people?

According to statistics, the average rate of literacy worldwide is around 85%. But in no way does this suggest that only 15% of people worldwide are illiterate. Hardly has one begun to scan the list of literacy rates country by country when one realises that the inequalities are huge. Not only are developing countries lagging far behind the developed world, but it becomes obvious that poor living standards have a huge impact. Providing food and shelter is a full-time occupation which involves family members of all ages. Under no circumstances can children be spared in order to pursue their studies. Even the most motivated young people are held back by their living conditions. While we take our comforts for granted, little do we consider how difficult studying can be without reliable lighting, for example. Not for a moment should we assume that people do not want to learn – circumstances hold them back. At no time in human history has the world been richer, or more able to help those who are less fortunate. Inexpensive efforts such as providing solar lights to families without electricity can make a huge difference, and spreading awareness to wealthier nations is vital. Only then will the literacy statistics begin to even out, and hopefully we will be able to reach literacy numbers closer to 100% worldwide.



3> **ANALYSE** Find eight sentences with inversions in the article in exercise 2. What structure has triggered the inversion in each case? In your notebook, rewrite each of the sentences without inversions.

4> **PRACTISE** In your notebook, rewrite the sentences using inversion. Decide which two sentences cannot be rewritten.

- 1 Illiteracy not only exists in countries like France and the UK, it remains hard to eliminate.
- 2 The classroom was so crowded that some students were standing or sitting on the floor.
- 3 If Calvin had asked for help sooner, his reading problems would have been resolved.
- 4 Tom didn't think for a moment that he would get into Yale.
- 5 Beth was not at all ready to study law at such a high level.
- 6 Tamara had scarcely taken in her exam results when friends began calling to congratulate her.
- 7 Kamau was at no time willing to give up his studies, despite having to work full-time.

- 8 If Charles was sure which university he was going to, he would plan accordingly.
- 9 Lisa will under no circumstances admit that her old school was better organised than the new one.
- 10 Jayden had no sooner arrived in the village than he began to set up classes for the children.

5> **In your notebook, complete each sentence with one suitable word.**

- 1 Not only did functionally illiterate people reluctant to ask for help, they also often deny they have a problem.
- 2 So seldom did Leyla have the time to study that she fell far behind her classmates.
- 3 Scarcely had the library been set up in the village when all the books were borrowed.
- 4 We must make it easier for those who want to learn to attend classes. Only then do we begin to improve literacy rates.
- 5 Not for a moment do I give up the idea of studying in the UK. Nothing anyone says will stop me.
- 6 Not until they had seen the test results did they realise how much progress their students had made.
- 7 Tina is obviously determined to do well, but not a word did she revealed up to now about her ultimate goal.
- 8 Little do they know that, after years of expecting a school to be built in their village, their wait was about to end.

6> **In your notebook, rewrite the sentences, using the words given. Make any necessary changes.**

- 1 She did not imagine that she would win a major scholarship. **LITTLE**
- 2 They could not judge the effectiveness of the new teaching methods until a couple of years had passed. **NOT UNTIL**
- 3 It was only when he revealed his learning difficulties that he managed to get help. **DID**
- 4 The development grant had not only allowed them to build a new school, it paid for two teachers too. **NOT**
- 5 I have not often felt so proud as when I saw the results of our efforts. **SELDOM**
- 6 If we'd known how much their reading would improve, we would have adopted the method sooner. **HAD**
- 7 It was pure luck that we found the headmaster who could transform our school. **ONLY BY CHANCE**
- 8 Their living conditions were extremely poor, so there was no way they could study at home. **SO**
- 9 He began to read much better very soon after he began working with a tutor. **SCARCELY**
- 10 He hadn't said a word about his plans, so we were all taken aback by the announcement. **NOT**

7> **NOW YOU DO IT** Imagine you are to deliver a speech to an international forum about unequal educational opportunities worldwide and how they might be addressed. Use as many inversions as possible. Deliver your speech to the class.

Adding emphasis

1) **CD 2.16 LANGUAGE IN CONTEXT** Listen to two people discussing a campaign to save a local school. Answer the questions.

- How does the man say the effort is going?
- What are the arguments for and against closing down the school?

2) **ANALYSE** Go to the transcript of the conversation on page 140. In your notebook, complete the table with more examples of emphatic structures.

Ways of adding emphasis	Example
Fronting the noun, adverbial, prepositional (manner/reason)	<i>It's only reluctantly that I agree ...</i> <i>It's more resources and opportunities our children need ...</i> <i>It's how she says things ...</i> 1 2 3
Adding the auxiliary verb for emotive emphasis	<i>I do believe we're making progress.</i> 4 5 6 7
What / All clauses	<i>What they want is a chance ...</i> <i>All I'm saying is that the councillor ...</i> 8
Emphasising negatives	<i>No, I'm not in any way backing down.</i> 9 10
Repetition of the main verb	<i>We've worked and worked on this ...</i> 11

3) **PRACTISE** In your notebook, rewrite the sentences using the beginnings given. Make any necessary changes.

- Our school lacks access to the latest technologies. It's .
- I was convinced that we would save the old school building. I did .
- A chance to study subjects that interest them is the only thing students want. All .
- She's certainly not denying that we're in need of a new school building. She does admit .
- The headmaster gave a very encouraging speech to the assembled students. It was .
- There is no way we are accepting these changes to the curriculum. We are not .
- A surprising number of scholarships go to our students despite the odds. Our students do .
- The question is whether or not such a small school can give students what they need. It is whether .

4) **Choose the correct answers. Write them in your notebook.**

- It's the students who object – many parents are concerned as well.
a not only b not at all c not ever
- I admit they have some legitimate points, but the budget cuts still seem extreme.
a need b have c do
- They aren't asking for the world, you know. they want is a few tablets to use in the classroom.
a All b Anything c Just
- a losing battle trying to convince taxpayers without children that they should pay more for better schools.
a There's b It's c We're

5 they want to locate the new school that bothers me. There are no bike lanes or safe footpaths nearby.

a Where b Because where c It's where

6 Although we've we still haven't got the funding for more tech resources.

a tried again b tried and tried c so much tried

7 I'm convinced that there's a need for more desks.

a not altogether b altogether not c altogether

! Watch out!

- Below is another way to emphasise an action or a fact, usually in speech:
Here comes the school bus!
There goes the best team in the district!
- However, with pronouns, there is no inversion of the subject and verb.
Here you go! There you are!

5) **Work in pairs. Look at the pictures and speculate about them, using emphatic forms where possible, e.g.**

It does look like they might be whispering about the girl in front. I'm not entirely sure why they are focusing on her. All she wants is to be left alone to do her work.



Grammar challenge!

6) **Nine words have been removed from the text. Identify them and rewrite the complete text in your notebook.**

Kelly's school career was a mixed one. It was not all that she was a poor student. At no time she neglect her studies. But her teachers inevitably commented that, she put more effort into a project or assignment, she would have been at the top of her class. Honestly, it was the lack of imagination in the lessons that turned her off. No sooner the teacher begun to talk about a historic battle or a mathematical formula, she drifted off into an imaginary world. Luckily, at no time any of her teachers give up on her, and she managed to do well enough. Was only when she was thirteen, however, that a very special teacher noticed her imaginative bent. Not did she allow Kelly to write some of her essays in the form of short stories, she also encouraged her to write original pieces. Now, at the age of 25, Kelly's first novel is about to come out. So grateful she to her secondary school for their encouragement that she has offered to come back and teach creative writing classes for free.

7) **NOW YOU DO IT** Work in pairs and talk about a teacher that has given you an idea of what you want to do in the future. Use inversion and emphatic forms where possible.



1> Look at the pictures. What aspects of boarding schools do they show? In what ways do they support your assumptions about boarding schools? Would you ever consider attending this type of school? Why? / Why not?

2> Work in pairs. Agree on five preconceptions you have about residential education, whether at primary, secondary or university level. What is your source for these ideas?

3> **CD 2.17** Listen to an interview with two boarding school students. Answer the questions in your notebook.

- 1 How many years did Katherine spend at boarding school? What about David?
- 2 What reason does Katherine give for attending this school?
- 3 What family circumstances led David to go to this school?
- 4 What do both teenagers say about school friendships?

4> **CD 2.17** Listen again. Which statements are facts (F) and which are opinions (O)? Write the answers in your notebook.

- 1 People are misled by the media about boarding school life.
- 2 Boarders tend to feel distant from their families.
- 3 Social factions exist at both state and boarding schools.
- 4 Large urban schools have more diversity than schools in smaller towns.
- 5 Students do not deliberately boast about wealth.
- 6 Student accommodation does not always take all physical types into consideration.

5> In your notebook, rewrite the underlined parts of the text, using the correct form of the words and expressions below.

dispel a myth stint over-the-top deadly eyewash
homesick let slip bring up



I want to ¹get rid of the false idea people repeat about comprehensive education. Some believe it's like doing ²a period of time in prison, but that's just ³nonsense. Our teachers are wonderful. Some can be a bit ⁴exaggerated in their enthusiasm, while others ⁵accidentally make it known that they aren't hopeful about our futures. But the ⁶extremely damaging neglect people ⁷talk about doesn't exist. There's an idea I should go to boarding school because of my high marks, but I would feel ⁸an intense lack of my family and community if I left. And I want to make my school proud by getting into one of the top universities.

6> In your notebook, rewrite the underlined parts of the sentences below, using their English equivalents from the transcript of the interview in exercise 3 on page 140.

- 1 I have joined a group at school where we can talk and wyrazić nasze obawy w otwartej dyskusji.
- 2 I want to leave school, but zachowaj to w tajemnicy, please.
- 3 I try to zachować kontrolę nad things, but I'm a bit lost.
- 4 Some of my classmates wywyższają się nad other students.
- 5 Don't fret, you're not alone, jedziemy na jednym wózku.

7> **CD 2.18** Listen to four speakers and choose the correct answers. Write them in your notebook.

- 1 What is the first speaker's intention?
a to warn b to inform c to express concern
- 2 What overall feeling does the second speaker convey?
a gratitude b sadness c disbelief
- 3 Who is the speaker addressing?
a parents b teachers c local authorities
- 4 What is the piece of news about?
a a school which has improved
b a school with an innovative curriculum
c a teacher who has been given an award

8> Decide if the statements below are true (T) or false (F). Correct the false ones in your notebook.

- 1 If something **falls on deaf ears**, it has been expressed too late for it to be heard.
- 2 If you **nip something in the bud**, you finally end something that has been going on for a long time.
- 3 If you **go to great lengths**, you make extraordinary efforts to accomplish something.
- 4 If you **are all ears**, you give a great deal of attention to something that is being said.
- 5 If you **put your shoulder to the wheel**, you do the least amount necessary to get something done.
- 6 If you **give something your best shot**, you do your best.

9> In your notebook, complete the sentences below with the correct form of the idioms from exercise 8.

- 1 Sitting around worrying is not going to help with your exams. You need to bring up and do some serious revision.
- 2 We must dispel a myth the problem of bullying in our school bring up.
- 3 Our requests are let slip. We feel ignored.
- 4 I know German is not easy to learn but bring up it bring up!
- 5 I bring up, tell me about it.
- 6 The teacher bring up to make us understand inversion rules.

10> **WHAT DO YOU THINK?** A student from the UK is moving to your area and wants to know what they should expect from the local school and the neighbourhood. Work in pairs. Discuss the things you think an outsider should be aware of.



1> Work in pairs. Describe the pictures (1–2) in as much detail as possible, paying attention to the people, places and situations depicted.

2> Work in pairs and answer the questions.

- 1 Why may some people opt for the so-called van life?
- 2 What are the pros and cons of living in a place like this?
- 3 Would you be ready to spend a year living in a van? Why?/Why not?

3> **CD 2.19** Read the first part of an interview with Lisa, who has had an unusual living situation. In your notebook, complete the text with the correct form of the words in brackets. Then listen and check your answers.

Tell me about a situation in which you made an unexpected decision.

Let me tell you how it all ¹ (**come**) about. So, me and Tim were in our last year at uni at the time, ² (**rent**) a bungalow with a bunch of our friends on the outskirts of the city. We were not eligible for a place on the campus any more as only the first year students ³ (**guarantee**) student accommodation. The bungalow was, I guess, ⁴ (**space**) enough, but the price of the rent was ⁵ (**prohibit**) even though we had part-time jobs. That's why, unsurprisingly so, there had to be eight of us there sharing the costs, and the space ... Not only was there very little ⁶ (**private**), but the bathroom ⁷ (**hog**) by someone, and the kitchen was such a mess that you wouldn't want to eat there. The more the merrier attitude ⁸ (**begin**) to wear thin. And then one day, out of the blue, over a cup of coffee we ⁹ (**have**) on the patio, Tim admitted he ¹⁰ (**toy**) with the idea of buying a van and moving into it for ages, and wanted to know what I ¹¹ (**make**) of the idea. To be honest, I was so flabbergasted at first that it took me a while to respond. 'Me? Living in a van? I can't quite see it.' I stuttered eventually.



4> **CD 2.20** Listen to the rest of the account and answer the questions.

- 1 What arguments did Tim offer to convince Lisa?
- 2 Why was Lisa's friends' argument the last straw for her?

5> In the transcript of Lisa's account on page 141, find examples of different ways of making the language lively and the story interesting. Use the points given as prompts.

A narrative can be made lively and interesting through the use of ...

- 1 varied past forms, e.g. *while Tim was drawing up* ...
- 2 participle clauses, e.g. *there had to be eight of us sharing* ...
- 3 inversion e.g. *Never ever had I expected to make* ...
- 4 advanced lexical phrases, e.g. *stuttered under my breath*,
- 5 adverbs of attitude, e.g. *unsurprisingly so* ...
- 6 linking words and adverbs of time, e.g. *while* ...

6> In your notebook, complete the Phrase Bank with the phrases below. Place them under correct headings.

to my utter amazement to cap it all last but not least
to my absolute horror simultaneously initially luckily
understandably so all of a sudden as luck would have it
You won't believe what happened to me ...
afterwards beforehand shortly after that at the outset

Phrase Bank – making narration more vivid

► Phrases to begin the account

It all started when/while ... | Hardly had the day begun when ...

► Phrases to end the account

In the end, we just ... | All's well that ends well, but ...

► Adverbs of attitude

clearly | apparently | disappointingly so | to my great surprise

► Adverbs of time

as soon as | meanwhile | up until then | within seconds/minutes

7> Decide which adjective is the odd one out in each group because it is not a synonym of the word in bold.

- 1 **surprised** speechless stunned petrified flabbergasted
- 2 **angry** outraged livid elated fuming mad
- 3 **scared** vigilant horrified terror-stricken fearful spooked
- 4 **happy** delighted overjoyed jubilant alert thrilled

8> Read the question and the answer below. Improve the answer, using the expressions from the Phrase Bank and exercise 7.

Tell me about a situation in which you had to stay overnight in an unusual place.

It happened about a year ago. I was with my friends at the seaside and we went for a walk along the beach. We walked and walked. We didn't realise that it was getting late. Soon, it was so dark that we couldn't see much. Then I noticed a lighthouse. We went there and saw that the door to it was open. We walked in and climbed up the stairs. It started raining, so we decided to stay there for the night. We were cold and I felt a bit scared.

9> Work in pairs. Read your question and prepare to answer it. When you are ready, tell your story. Then switch roles and listen to your partner. Write down the examples of the language items used.

Student A

Tell me about a situation where holiday accommodation did not meet your expectations.

Student B

Tell me about a situation where you stayed at someone else's place and felt out of place.

1> Read the quotations. Work in pairs and discuss whether or not you agree with them. Justify your answers.

2> Complete the sentences with the correct form of the words below. There are ten extra words.

jump it no sooner this what little surround unwrap
leap hardly move dispel leap after

- 1 The brain-friendly teaching theory some myths about the way we learn best.
- 2 When you use brain-friendly techniques, your capacity for learning faster improves by and bounds.
- 3 do students finish learning one thing by heart when they have to start cramming again, which is in total opposition to brain-friendly learning.
- 4 is both intrinsic and extrinsic motivation that affect how much we can learn.

3> Read the text and choose the correct answers.

Learning seems a tricky business. ¹ it is meant to be something that comes to humans naturally, we all know too well how complex a process it is, and how challenging studying at school can be. How to ² knowledge to memory and be able to retrieve it when you need it has been bugging educators for ages.

One of these is Marilee Sprenger, the self-proclaimed Brain Lady. As an experienced teacher, she has realised that for the brain to take ³ any knowledge, certain conditions must be fostered. Therefore, Sprenger has devised a seven-step process to help shift information from short-term to long-term memory, in which all the phases begin with the letter R.

She believes that first she must REACH her learners by ⁴ their attention with something meaningful to them, then allow them to REFLECT, make connections between what they know and what is new, and ⁵ them RECODE what they have learned using their own words. Then comes the time to REINFORCE the knowledge and give the learners feedback on their performance, followed by the phase when the students have the opportunity to REHEARSE what they have ⁶ on the way, and apply it in practice. Finally come the REVIEW and RETRIEVE moments to aid the students' memory. ⁷ can the students be tested on anything they were supposed to learn. In fact, only by following such a process will positive test results ⁸ .

The Brain Lady has tried and tested her techniques in her classroom, and the exam results her students achieve are enviable indeed.

- | | | | |
|-------------------|-------------------------|-----------------|-------------|
| 1 a Seeing that | b Whereas | c However | d Supposing |
| 2 a put | b hold | c take | d commit |
| 3 a on | b up | c in | d to |
| 4 a grabbing | b paying | c drawing | d giving |
| 5 a get | b have | c enable | d encourage |
| 6 a passed on | b seen to | c got on top of | d picked up |
| 7 a Only then | b In such circumstances | | |
| c Because of that | d As a result | | |
| 8 a follow up | b take place | c ensue | d guarantee |

“ I don't love studying.
I hate studying. I like learning.
Learning is beautiful.

Natalie Portman



“ Commit yourself
to lifelong learning.
The most valuable asset you'll
ever have is your mind and what
you put into it.

Brian Tracy

4> In your notebook, complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Write no more than five words.

- 1 The practice of brain-friendly teaching (recently / take) in many countries around the world.
- 2 If (it / be) my tutor's excellent teaching methods, I wouldn't have done so well in the exam.
- 3 Not until the teacher explained the material to me again (I / get / down) completing my project work.
- 4 George (rumour / cheat) in the exam. Apparently, that's why he was asked to leave the room.
- 5 It's about time we (do) our flat. It needs redecorating really badly.
- 6 The campus (be / proximity) the city centre.
- 7 Under no circumstances (you / advantage) of mobile phones in the exam hall.
- 8 My advice seems to (fall / ears). You didn't follow it, did you?
- 9 (not / lie) me so many times before, I would be more willing to trust you now.



A circular portrait of Benjamin Franklin, an older man with white hair and round spectacles, wearing a white cravat and a dark coat. The portrait is set against a light blue background.

Education is not the learning of facts but training the mind to think. — Albert Einstein

- 1 Brain-friendly teaching is by no means the only effective method.
- 2 Some coursebooks are utterly useless to study grammar from.
- 3 I wasn't the least bit encouraged to study maths at school.
- 4 Did you really have the chance to talk to the Ed Sheeran? Wow!
- 5 Some of the teaching methods are quite old-fashioned, and this is the very problem which politicians in this country will not address.
- 6 The chemistry class was very interesting indeed. The experiments we did were sheer magic.
- 7 The students were not in the slightest interested in the lecture.
- 8 There were no tickets for the concert left whatsoever.

- 1 What you said was completely unclear. **MEANS**
- 2 We have no tests at all this week. **WHATSOEVER**
- 3 Tom is precisely the person who can help you with physics. **VERY**
- 4 The learners did not seem motivated at all. **SLIGHTEST**
- 5 You were careless, and that's why you made so many mistakes in your test. **SHEER**
- 6 Your accusations are total nonsense. **UTTERLY**

Challenge!

- 1 Now we've secured the place at the university we are home and .
- 2 It is you are too ambitious you experience this constant feeling of frustration when you do worse than an A in your tests.
- 3 Let me tell you a few truths to make you realise that I'm not going to settle such a way of living.
- 4 I've locked your tablet in my office. It's as safe as there. It can stay there until we come back.
- 5 you to become the head of the school, what changes would you .
- 6 During the first meeting, the students, many of were new to the school like me, brought a number of important issues.

We also use various adverbs or fixed expressions for **emphasis**. For example, we say that someone is 'bone idle' when we mean that he/she is 'very lazy', or we add 'bitterly' to 'disappointing' to say that something has been 'very disappointing'.

fast/sound crystal dirt razor brand pitch wide

- 1 I drank some coffee to stay  awake all night and finish my studying.
- 2 The concept of brain-friendly teaching is not  new, but still fairly recent.
- 3 The teacher explained the subject matter to me again, so now everything is  clear.
- 4 We bought these dictionaries  cheap. They were massively reduced.
- 5 My brother was  asleep when I walked into his room. He was meant to be studying!
- 6 These knives are  sharp, so be careful with them when you do your experiments.
- 7 It's  black in your study room. How can you see what you're reading?!

1 **bitterly** disappointed cold opposed intelligent
2 **deeply** attached to something enjoyable hurt
involved
3 **highly** educated intelligent wealthy skilled
4 **utterly** expensive unacceptable useless
devoted to something
5 **perfectly** capable understandable healthy popular
6 **painfully** learned obvious upset shy

- 1 My father truly disagrees with the idea of using technology in the classroom.
- 2 I can easily learn things by heart.
- 3 The training course cost us peanuts.
- 4 I didn't get a wink of sleep last night.
- 5 This idea is news to me.
- 6 Some of the students were very unhappy with the exam results.

- 1 What are your preferred teaching methods?
- 2 Would you rather study for an important test on your own or with a classmate?
- 3 What techniques do you employ to remember what you are studying?



1) **CD 2.21** Listen to the four speakers. What two aspects of their experiences do all of them bring up? In general, how does each of them feel about their educational experiences?

2) Work in pairs and discuss your opinion of state schools, private schools and homeschooling. Consider both educational and social aspects. Justify your opinions.

3) Work in pairs. Read the writing tasks. Choose one of them and discuss what details you would include under each of the bullet points below.

- 1 Wiele osób uważa, że edukacja przynosi jedynie tyle korzyści, ile indywidualnego wysiłku się w nią włoży. Napisz **rozwprawkę**, w której przedstawisz swoją opinię na ten temat, uwzględniając kwestie osobistego wysiłku ucznia oraz szans oferowanych przez system edukacji.
- 2 W dzisiejszych czasach rola, jaką odgrywa współpraca rodziców ze szkołą w procesie kształcenia dzieci, jest ogromna i stale rośnie. Napisz **rozwprawkę**, w której wyrazisz swoją opinię na temat tego zjawiska, przedstawiając punkt widzenia rodzica i ucznia.

- present the topic and state your opinion
- discuss the first aspect of the topic – include the opposing opinion, making strong points to argue against it
- discuss the second aspect of the topic – include opposing ideas, making strong points to support your own ideas
- rephrase your opinion from the first paragraph, including a forceful, well-supported concluding statement

4) Match the headings below with the correct expressions from the Phrase Bank. Write the answers in your notebook.

introducing a topic contrasting the opposite opinion
summarising and concluding the topic

Phrase Bank

- 1 While many people express the view that ..., it strikes me that ...
- 2 The media is filled with opinions about ..., while those on the front lines say ...
- 3 There may be no simple answer to the question of ..., but I am firmly convinced that ...
- 4 More and more frequently, the question of ... comes up in public debate, and I feel obliged to make my voice heard.
- 5 On the one hand forceful opinions are put forth supporting ..., whilst my own experience points to ...
- 6 In conclusion, I firmly adhere to the view that ...
- 7 Although many debates take place in the media, when the issue of ... is taken up by those most affected, then it ...
- 8 To sum up, not every issue is as cut and dried as we might wish, but I firmly believe ... for the reason that ...

5) Work in pairs. Read the essay in exercise 6 and match it with the correct task from exercise 3. Then discuss ways to improve the essay. What other supporting points could you add to it to make the argument stronger?

6) In your notebook, rewrite the essay below to improve the style and contents. Avoid repetition and simplistic structures. Replace the highlighted phrases with the correct expressions from the Phrase Bank in exercise 4.



More and more often people argue whether the student or the school is more responsible for student success, and as a student, I would like to add my opinion. I think success is mainly up to the students. Students have to make the effort to benefit from what schools offer. To me, the best facilities and resources can never mean as much as the student's own work, and I will try to prove my point below.

Though people say that the school system is responsible for students' success, my opinion is that they are wrong. They say that with good facilities and instruction, every student can succeed. But a student who makes no effort can't succeed. It is up to students to learn the material presented to them, but also to explore further and find aspects which make a subject memorable and meaningful.

People often write in papers and online that a school which has few resources, or which does not offer plenty of support, can hold a student back, but people in schools tell a different story. Of course even the most self-motivated student needs encouragement, resources and recommendations to do their best. But the idea that a school with qualified teachers, technology and activities can lead any student to success isn't true. A self-motivated student can succeed anywhere.

Finally, I think students are responsible for their success in education, and that school resources are not as important. The educational system has a responsibility to offer resources, but it is up to the student to make a real effort in order to succeed.

7) Work in pairs. Read the writing task and discuss the questions below. Then do the writing task.

Coraz więcej dzieci jest kształconych przez rodziców w systemie edukacji domowej. Napisz **rozwprawkę**, w której przedstawisz swoją opinię na temat tego zjawiska, uwzględniając aspekt społeczny oraz edukacyjny takiego wyboru.

- 1 What social aspects would you mention in the first paragraph?
 - interactions with a variety of adults
 - collaboration with peers
 - friendships and social contact
 - cliques and bullying
- 2 What educational aspects would you mention in the second paragraph?
 - flexible hours
 - choice of materials
 - methods/approaches to learning
 - tailoring to students' needs, knowledge and abilities

Complete all the exercises on this page in your notebook.

1> Translate the Polish parts of the sentences in brackets into English.

- This flat is (w pełni umeblowane) and has (w pełni wyposażoną) kitchen.
- We had to call (hydraulika) to fix (kapiący kran) and the toilet that (nie sputkiwała się).
- My parents live in (nowo wyremontowanym trzypiętrowym bloku na przedmieściach).
- The window pane (pękła) and we needed to call (szklarza) to have it replaced.
- (Koszty utrzymania) of this house is far too high for us. The electricity and gas bills are terrible and the costs of (wywozu śmieci) only make it worse.
- I'd rather rent a (kawalerka) than live in a (akademik) provided it is (wygodna, jeżeli chodzi o) public transport.
- The place was full of (wilgoci) and when I tried to open the bedroom door, (odpadła klamka). — / 15

2> Complete the sentences with the correct prepositions.

- It's high time Jim settled with a family. He's set his own business successfully, but he's almost 40 years old and that's all he thinks about.
- This problem needs to be seen urgently, so make sure my request does not fall deaf ears, please.
- We got the first hurdle when we found the money to put a deposit on our future apartment.
- I won't settle such a small place, so I'll have to take a loan to finance a bigger flat.
- The estate agent went great lengths to help us find a decent house that wouldn't have to be done too expensively.
- I'm very good at picking new languages and committing new words memory. — / 12

3> Complete the words to make collocations.

- | | |
|---------------------------|------------------------|
| 1 gratify job | 5 mean life |
| 2 commun facilities | 6 customis flat |
| 3 -catering apartment | 7 distinguish feature |
| 4 surmountable obstacles | |
- / 7

Vocabulary challenge!

4> Find and cross out the unnecessary word in each sentence.

- Your wallet and documents are as safe as the houses in this safe.
- All this coursework is doing me in, but I need to put my shoulder up to the wheel to succeed in my exams.
- Dishonest practices like cheating or plagiarism should be nipped out in the bud!
- I wouldn't give this sofa a houseroom. It's so tasteless!
- The educational system in my country has improved by many leaps and bounds. — / 5

5> Rewrite the sentences, using the beginnings given.

- As soon as I got down to studying, my friend rang to ask me out. **No sooner ...**
- If it hadn't been for your help, I wouldn't have found the flat. **Had ...**

- You just need a rest to feel better. **What ...**
- I didn't realise I had left the door unlocked until I came back. **Not until ...**
- We had no idea that he was having so many problems at school. **Little ...**
- You are not allowed to use calculators in the exam. **Under no circumstances ...**
- I agree with you, but quite reluctantly. **It is ...** — / 7

6> Complete the sentences with appropriate words. Put one word in each space. Sometimes more than one answer is possible.

- had the day begun when my mum told me to get down to studying!
- Only by cramming students prepare well for the exams.
- unwelcoming was the hotel that we left without any hesitation.
- Scarcely had I got back home I learned I had to go back to school again.
- On no are the candidates allowed to use mobile phones in the exam.
- At no did I doubt we would find the right place for us to live in. — / 6

Grammar challenge!

7> Rewrite the sentences, using inversion or emphasis. There is more than one possible answer.

- When I finally stopped, I realised that something was wrong.
- We were too exhausted to study any longer.
- My friend helped me with my history project. Otherwise, I wouldn't have done it on time.
- You should not pay any money until all the furniture has arrived.
- I realised she was my ex-classmate when I started talking to her. — / 5

8> Write sentences from the prompts.

- while / people / express / view / homeschooling / not effective / it / strike / it / worth / try.
- no simple answers / question / single-sex schools / but / I / convinced / they / sense / some cultural contexts.
- not every issue / cut / dried / we / wish / I / come down / side / those / support schools / exclusively / top students.
- I / adhere / view / all people / equal / and / give / same / opportunities. — / 4

9> Write a short account of your imaginary adventure, using the following phrases in any order suitable.

at the outset flabbergasted out of the blue
to my utter amazement eventually petrified
as luck would have it overjoyed to cap it all

10> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

8

A world of cool

VOCABULARY aspects of culture • community activism



Aspects of culture

1> In pairs, look at the pictures 1–8 and discuss what aspects of art and culture they depict. In what ways do you participate in cultural activities?

2> Read the comments from an online discussion about art and youth lifestyles. Answer the questions.

- 1 What does Lisette wish would change, and in what way is this situation personal to her?
- 2 What sort of work does Paweł create? Who does it appeal to?
- 3 What does Hans think comedy is particularly good at doing? Why does he mention politicians?

3> In your notebook, match the definitions below with some of the highlighted words and phrases from the text in exercise 2. There are five extra highlighted words and phrases.

- 1 appeal to somebody on a deep level
- 2 remove divisions
- 3 a way of expressing or embodying something
- 4 become agitated or upset
- 5 educated in and appreciative of the arts
- 6 appeal or relate to
- 7 a sense most people have as to what is attractive or appealing
- 8 considered to be of poor quality and taste
- 9 regard something or someone with superiority
- 10 favouring innovation, a forward-looking approach
- 11 inspire intense interest
- 12 causing disagreement or conflict

4> In your notebook, complete the sentences with some of the words and expressions from exercise 3.

- 1 Tad realised he couldn't express his creativity in a traditional environment, so he chose a more school.
- 2 It's wrong to on people because they don't share your artistic tastes. After all, different things different people, and it's the personal response that matters.
- 3 Stand-up comedy is a great for making light of powerful people and stressful situations.
- 4 Our mayor tends to get when people criticise him.
- 5 The stereotypical view of British people is that they are polite, and refined, but that is not always the case.

Today's discussion topic: What does the word 'culture' mean to you, and what role does it play in your life?

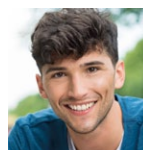
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10 3



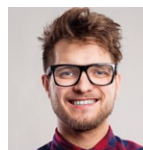
Because I'm a classical violin student, sometimes classmates accuse me of being **cultured** in an obviously **unflattering** way. My passions don't make me a culture snob, and I certainly don't **look down on** people with so-called **popular tastes**. Actually, I'm a big fan of hip hop, because it's a great **vehicle for** cultural and political commentary. I do wish people would be less **divisive** about this, though. All art is equally **legitimate**, and different kinds **speak to** different people. Classical work stands the test of time, but I'm all for work that breaks with convention. I don't support hanging on to old art for dear life, just because it's old. Culture isn't a fixed, **immutable** thing. It's all about discovery, right?

Lisette, Melbourne



I study at a **progressive** art college. Our focus is how to **erase boundaries** between all the things traditionally defined as 'art'. I'm into making abstract videos with words and music. Many of the images are based on street art like graffiti, busking, slam poetry and cryptic images like those made by Banksy. **Kitsch** objects really **grab** me too, because they reflect everyday taste and culture, and flash mobs are a great example of people taking performance art into their own hands. To some people, what I do isn't art at all, but beauty is in the eye of the beholder, and my work **resonates with** a lot of younger people.

Paweł, London



To me, culture is anything produced by a society: TV, movies, music, literature, visual art. My obsession right now is stand-up comedy. Comedians are the real arbiters of taste, truth and **accountability**. Nothing is taboo. They play on the insecurities of public figures and the general populace, but the real geniuses do it in a way that illuminates the **core truths** of society. I think it's hilarious when politicians **get het up** about what comedians say, because they know they're being put under the microscope. I mean, if you can't stand the heat, get out of the kitchen, right?

Hans, Amsterdam



5> In your notebook, complete the sentences with the words below. There are four extra words.

divide take view break eye kitchen hands
stand arms

- 1 She was trained as a classical pianist, but she decided to break with convention and play keyboards for a punk band.
- 2 Works of art like Rodin's *The Thinker* stand the test of time because they have something to say to new generations.
- 3 To me this room is hideous, but I suppose some people like it. Beauty is in the eye of the beholder, after all.
- 4 At some point, talented artists take their artistic education into their own hands because they have stopped learning from others.
- 5 The museum director has taken a lot of flak for his recent purchases – but he chose the job, and if you can't stand the heat, get out of the kitchen, right?

6> **WHAT DO YOU THINK?** Work in pairs. You want to spend some time out with your friends, but you would like the outing to be focused on cultural activities. Discuss the possibilities. Include the points below.

- type(s) of entertainment or experience
- what you hope to gain from the experience
- how much you can spend
- what to include for someone who is not all that into culture

Community activism

1> **CD 2.22** Listen to an interview with two young people about things they are doing in their communities. What do they say with reference to points 1–4 below?

- 1 Children's views of racial and cultural differences.
- 2 The way the problems came to Mohamed and Stella's attention.
- 3 The way people in general view their own prejudices.
- 4 The focus of Mohamed and Stella's efforts.

2> Look at the transcript of the interview on page 141. Find the expressions with **look**, **see**, **view**, and **sight** which mean the following. Write the answers in your notebook.

- 1 appear acceptable in theory view
- 2 regard something directly and honestly look
- 3 fail to consider, be aware of or remember something already known see
- 4 become aware of a truth view
- 5 appear suddenly look
- 6 disregard dissimilarities see
- 7 easily visible look
- 8 a general or broad perspective view

3> What three expressions from the transcript mean to consider something in a negative way?

4> In your notebook, answer the questions, using your own ideas.

- 1 What sort of music video or performance might you **look askance at**? Why?
- 2 In what situations do you **look past the differences** and try to **find common ground**?
- 3 What performer did you use to admire but now you think has **lost sight of** their ideals or goals?
- 4 What work of art has helped you to **see the light about** the importance of art in our lives?
- 5 Think of a public art project or building which **looked good on paper** but turned out to be disappointing. In what ways did it **fail to live up to its promise**?

Vocabulary challenge!

5> Decide what prefixes are needed to form the opposites of the adjectives below and what their noun forms are. Use a dictionary if needed. Write the answers in your notebook.

- | | |
|--------------|--------------|
| 1 legitimate | 4 fair |
| 2 popular | 5 political |
| 3 secure | 6 acceptable |

6> In your notebook, complete the sentences using the correct form of the words in bold.

- 1 Some people believe that flatter and a show of interest will put you in anyone's good graces. **FLATTER**
- 2 Most creative people feel some secure about their work no matter how much others praise it. **SECURE**
- 3 The lawyer proved the legitimate of the man's claim to ownership of the sculpture by producing a number of documents. **LEGITIMATE**
- 4 Equality and fair are the focus of this artist's work. **FAIR**
- 5 The head teacher made clear the accept of racist or offensive comments in her school. **ACCEPT**

7> Some adjectives do not have a direct, prefixed opposite. Work in pairs. Decide what the opposites of the words below are. If there is more than one, explain the differences in meaning. Then make a sentence for each of the opposites and share them with the class. Which sentences best illustrate the meanings?

progressive abstract major diverse intense particular
serious broad

8> **NOW YOU DO IT** Work in pairs. You have been asked to organise an event to bring your community together. What sort of event would it be, and how would you make sure it appeals to everyone in the community? Discuss the details.

1> Work in pairs. Read the quotations about the media and communication. Do you agree or disagree with the statements? Do you feel manipulated by the media? If yes, then in what ways?

2> Read the article in exercise 3 and choose the best title. Write the answer in your notebook.

1 RISING UP AGAINST OUR MEDIA MASTERS

2 YOUR LIFE: MADE BY THE MEDIA

3 New media, new messages

3> Read the article again. In your notebook, match the paragraphs (1–6) with the correct headings (A–H) below. There are two extra headings.

- A Not just the material, it's the amount
- B Drawn in by deeper reactions
- C Every word a message, every picture worth a thousand words
- D Fighting back by taking nothing at face value
- E Believing the media is doing us a favour
- F Our vital role in spreading the word

- G Delusions of being in control
- H Avoiding the media barrage – the only answer?



1 As a culture, we are so **inured to** the onslaught of breaking news flashes, must-see celebrity photos, can't-miss opinion pieces that we unquestioningly assume all of this input exists to serve and inform us. We naively **swallow** the same idea for advertisements with their dubious promises to enhance, or even save, our lives. We may positively **embrace** all of this info-noise as a public service which brings products and events to our attention for the purpose of educating us and giving us the life we have always dreamed of.

2 But according to many experts, we may actually **be in thrall to** the very media that, on its surface, seems designed to do our bidding. Worse than that, what we see, read and hear everywhere we turn may actually **mould** our very desires, expectations and satisfactions. In other words, the media may not be our servant. Instead, it is a master which demands our **unwavering** attention and loyalty, and which **permeates** every part of our lives.

3 There are people who claim that it has always been like this, and that paper fliers and street callers were the historical equivalent of pop-up adverts and **haranguing** voices on the radio or TV. There is some degree of truth to this – but to claim that someone handing you a crudely printed sheet of paper in the street is in any way similar to the constant barrage of input we face on a daily basis

is simply laughable. Think about it. You use a computer, you carry a smartphone, and you travel through public streets, all of which are so **chock-a-block** with psychologically astute manipulations of your desires that there is barely a minute of the day which is free of **intrusive** demands on your attention. When you get home, the TV screen, magazines and newspapers take up the assault. The sheer number and repetitiveness of the attack makes it essentially unlike anything previously seen in human history.

4 This is not even to consider the powers of manipulation which have come to be the guiding principle of the media. An advert which simply claims its product will cure your dandruff or clear your skin may appeal to someone who suffers from these afflictions. But it is infinitely less effective than a short film – backed by a moving soundtrack – which shows a beautiful, ecstatic young person whose gorgeous hair is flowing in a sea breeze, or a teenager who finds popularity and romance thanks to the **flawlessness** of their complexion. When the visual and aural input are so emotionally captivating, facts cease to matter. A newspaper vendor calling 'Read all about it!' has nothing on the 24-hour news channels which label everything as BREAKING NEWS! whether the story is actually new or not. They tell us it is news, and we watch with bated breath in anticipation of some

astounding revelation. And what about the 'critically acclaimed', 'number one' new TV series which has not even been aired yet? We are told it is great, and so we obediently keep our eyes glued to the screen. Whether we actually enjoy the show or not is a moot point. They've told us it's amazing, so it must be.

5 That we ourselves are vehicles for the media offensive is pretty obvious as well. By wearing certain clothes, choosing particular devices and then touting their benefits, or demonstrating the efficacy of some new product or treatment, we are spreading the message further than it could otherwise reach. And because our friends and family members like and trust us, and even want to be like us – after all, they can see how confident, healthy and attractive we are – we become the personification of the media message.

6 Whether or not there is any way to avert this tendency is open to question. In the end, I suppose our only tool is doubt. We can't shut ourselves off from the input, but we can take note of exactly how the media is attempting to manipulate us, what part of our psychology they are trying to target, and whether they are striving to fabricate a need that, in fact, we don't even have. If we can learn not to accept the media's message hook, line and sinker, there may be some hope that we can resist its siren call.

"The media's the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that's power. Because they control the minds of the masses."

Malcolm X



"Whoever controls the media, controls the mind."

Jim Morrison



"Societies have always been shaped more by the nature of the media by which men communicate than by the content of the communication."

Marshall McLuhan

4> Are the statements below true (T), false (F) or is there no information in the text (NI)? Write the answers in your notebook. Give reasons to explain your answers.

- 1 Most of us have a misguided impression of the media's intentions.
- 2 The amount of media we are exposed to makes us dependent upon it.
- 3 According to the author, the media have always had the same degree of power.
- 4 The news media often give a false impression of the novelty of their stories.
- 5 People tend to make their own judgments about which TV shows are worth watching.
- 6 People with many friends are an effective advertising tool.

5> In your notebook, match the definitions below with the highlighted words from the text in exercise 3. There is one extra word.

- 1 spread into and through every part of something
- 2 completely accept something new
- 3 be under the total control of
- 4 very full
- 5 form or shape something
- 6 state of being perfect
- 7 accustomed to something unpleasant
- 8 accept wholly
- 9 lecturing or nagging in a critical way
- 10 of something unwelcome which causes disruption

6> Which three words in the text in exercise 3 suggest an overwhelming and aggressive quality or amount of something?

7> In your notebook, complete the text with some of the words from exercise 5.



Because we communicate so much via short text messaging, clever ways to express our emotions in visual form have become a necessity, and now ¹ our social relations. Our posts and messages are ² with emojis, and even 'serious' people who once found them silly have ³ them. Emojis have evolved from boring little masks to fully animated characters, and marketers have realised that they can be used to spread brand awareness. I personally find them to be ⁴ , distracting me from the real message, but they are so ever-present that I am nearly ⁵ to them, and have even used one or two myself. I swear I will never use animated Minions to tell you I'm happy to hear from you, though!



8> Find the phrases below in the text in exercise 3 and decide on their meaning from the context. Then use the phrases to translate the Polish parts of the sentences below. Write the answers in your notebook.

with bated breath have nothing on siren call
keep one's eyes glued to something on its surface
hook, line and sinker

- 1 (Z pozoru), this is just an image of a beautiful, well-dressed woman, but it sends a powerful message about how society expects young women to look.
- 2 The TV viewing public are waiting (z zapartym tchem) for the next season of the popular fantasy series.
- 3 So many young children (nie odrywają oczu od) to their devices that they hardly seem aware there is a world around them.
- 4 I swallowed the car dealer's 'special offer' (bez żadnych zastrzeżeń) and ended up paying far more than I should have.
- 5 Sylvia tries to protect her daughters from the (syreni śpiew) of images of ideal beauty by assuring them that they are beautiful just as they are.
- 6 Their new advertising campaign (nie umywa się do) the previous one – it's neither as funny nor as memorable.

Vocabulary challenge!

9> Sort the words from the list into those that suggest attraction and those that suggest dislike or distaste. Then complete the sentences with the correct form of these words. The first letters have been given. Write the answers in your notebook.

entice put off affront captivate beguile dismay
seduce repulse

- 1 The adverts for the perfume are very **s** , but the product itself has an absolutely **r** smell!
- 2 Though I was initially **p** by the posters for the art exhibition, I found the show itself quite **b** .
- 3 I was **c** by the acting in the new TV series, but at the same time quite **a** by the amount of violence shown.
- 4 However **e** the advertising campaign may seem, you should be **d** by the level of psychological manipulation it employs.

10> Work in pairs and discuss the questions.

- 1 What sorts of media input do you think have a negative influence on you or your peers? Do you believe there should be limits on what the media shows? (For example, some countries have set a minimum weight for fashion models so that they don't set an unhealthy example.)
- 2 What form of media, including social media, would you be least able to do without? If you had to give up one form of media, which would it be? Why?

Modal verbs: *will*, *would* and *shall* – different meanings

1) Is there something you are determined to accomplish in the future? Do your parents agree with your plans? If not, what arguments would you use to make them see your point of view?

2) **LANGUAGE IN CONTEXT** Read the dialogue. Answer the questions.

- What do Prisha's parents want her to do? How does she feel about it?
- How does Artem feel about returning to Ukraine?
- What argument does Prisha make for not making a decision right now?
- What does Artem suggest she should do?

Prisha Hey, Artem – a question. We're both from immigrant families. Would you ever consider moving back to Ukraine? My parents think I'll gain some advantages by going to university in India, but I'm not convinced it's a good idea.

Artem I'll tell you one thing – when I was younger, I would go back to Ukraine every summer, and I did enjoy visiting family there. But if my parents try to insist I move back with them when they retire, well, I simply won't do it! I'd imagine your parents must realise how difficult it would be for you to adapt to life in India!

Prisha Well, my parents are fairly traditional, and they'd prefer to see me behave in a more 'Indian' way. The thing is, our exam results are coming out soon, and I simply shan't be able to make a decision like that until I see how I've done. I mean, I can't decide now, if there's a chance I'll get into a top university here.

Artem So you won't tell your parents your decision until you have the results. That's a good idea. Knowing them, I'm sure they will be pleased by an announcement that you're going to Oxford or Cambridge!

Prisha Definitely. I know! I'll sit down with them this evening and explain my thinking. Maybe they'll be able to see my point of view.

Artem Shall I tell you what I think? Just wait for your results – which I'm sure will be great, by the way. You'll have more arguing power with the results in your hand.

Prisha I'm sure you're right. It's just that they're both a bit single-minded when it comes to my future.

Artem Shall I come and talk to them for you? They might be willing to listen to a third party.

Prisha That's a great idea! I know they respect your opinion. By the way, please mention that some of the best teachers in microbiology are in the UK. That should help convince them. And would you mind texting me after to let me know how it went?

3) **ANALYSE** Read the dialogue in exercise 2 again. Find examples of the use of *will*, *would* and *shall* in the functions listed below.

- | | |
|---------------------------------------|--|
| 1 prediction / speculation | 6 situation you expect in the future or your intention |
| 2 refusal | 7 offer |
| 3 wish | 8 request |
| 4 future plan | 9 habitual action in the past |
| 5 plan made at the moment of speaking | 10 opinions one is not certain about |

4) **PRACTISE** Choose the correct word or phrase to complete the sentences. Both may be possible. Write your answers in your notebook.

- I *would* / *will* imagine it's difficult to return to a country you haven't lived in for many years.
- Katia is spending the summer in Russia, but I'm certain she *shall* / *will* return in September.
- A** This application is so confusing!
B *Mind* / *Shall* I help you fill it in?
- Amir swears he *won't* / *wouldn't* stay in Pakistan for more than a year. He just wants to reconnect with his roots.
- James was a great friend because he *would* / *will* do everything possible to help you.
- I think you *will* / *would* be surprised at how much Jane has changed when you see her. She seems much happier now.
- Will* / *Would* you give me a ring when you arrive in Athens? I just want to know you've arrived.
- I *shall* / *would* have to postpone the meeting until next week as I'm going out of town until Friday.

5) In your notebook, complete the sentences using the words in brackets and *will*, *would* or *shall*. Sometimes more than one answer is possible.

- (I / help)* you plan your trip to Turkey? I've been there twice, so *(I / be able)* to suggest some places to visit.
- My parents are pressurising me to stay in Poland, but *(I / not give up)* my dream of living in Australia.
- 'UK citizens are wondering what *(they / have to go through)* to travel around Europe once Brexit is complete.' 'I suspect *(they / regret)* their decision when they run into all sorts of restrictions.'
- 'Do you think *(Yumi / adjust)* easily to life in Japan?' '*(we / see)*. She's very adaptable, so maybe *(she / not have)* any problems.'
- '*(you / have a look)* at my university application essay? My English isn't perfect, and *(I / not want)* to leave in a lot of silly mistakes.' '*(I / imagine)* that *(allowances / make)* for second language speakers. They don't expect perfection, after all.'
- My parents say *(they / move back)* to their native village when they retire, but I really wonder what *(they / find)* to do there. Personally, I think *(I / find)* it extremely boring to live there!

6) In your notebook, rewrite the sentences using the words in bold. Make any necessary changes.

- I refuse to answer your question! **WILL**
- Do you want me to help you with this? **SHALL**
- Please speak to my parents for me. **WOULD**

- 4 I have decided not to make a decision until I have my exam results. **WON'T**
- 5 I'm pretty certain to get my parents' support once I've explained my reasons for moving to London. **WILL**
- 6 I expect I will be busy all day tomorrow. **SHALL**

7> NOW YOU DO IT Work in pairs. Discuss the following situation, trying to come up with an explanation and a plan of action. Use as many of the modal structures as you can.

Your friend is planning to leave school and get a job. She is an excellent student with a bright academic future.

Modal verbs to criticise past actions or express regrets

1> What are the benefits and disadvantages of the EU? Can you think of any ways it could be made better?

2> LANGUAGE IN CONTEXT Read the two opinion pieces about the EU. What points does each writer make?



In my view, the European Union has been a very good thing, but there is one issue that its founders should have foreseen when it was formed. They ought to have acknowledged that individual countries would sometimes support their own interests over those of the Union as a whole. The founders might have considered more carefully the fact that compromise is hard to reach, and they could have instituted more flexibility in negotiating the rules, standards and expectations of the Union. I am all for unity and strength in numbers, but the EU founders needn't have made the processes so complex and burdensome. Every country should have an equal voice, and I think that simplifying an overly-complex organisation could help bring this about.



The European Union was formed with the laudable purpose of promoting harmony among the nations of Western Europe. Bringing these countries together was such a monumental task that it is unfair to say they should have done things differently. Still, hindsight is perfect, as they say, and I believe now that the Euro currency ought not to have been introduced at all. EU officials might have taken a hint from the UK's decision not to participate in the single currency and seen that it might tie member countries too closely together. They could have prevented some of the current tensions by sticking to promoting fair trade, free travel and cultural interchange instead. Economic independence is a part of national identity, and the EU needn't have gone so far with the concept of unification. In my opinion, sharing the uniqueness of our art, food, languages and ideas would have been enough.

3> ANALYSE Find the structures in the texts in exercise 2 which express the following. Write the answers in your notebook.

- 1 Someone failed to do something which was possible to do.
- 2 Someone failed to do something which was advisable.
- 3 Someone did something which was not necessary.

4> PRACTISE In your notebook, rewrite the sentences using the structures from exercise 3. Make any other necessary changes.

- 1 My grandmother appreciates the advantages of having an EU passport, but she says that it was advisable to allow more individuality of design and colour for each country.
- 2 It wasn't necessary for me to go to Oxford for my summer English course, but I really wanted the chance to experience everyday life in the UK.
- 3 Kasia didn't tell me how isolated she felt in London, but if she had, I would have been willing to help her.
- 4 It was possible for Meggie to give me more insight into life in Australia before I went, but I suppose she wanted me to discover things for myself.
- 5 I worried a lot before moving from Italy to Spain, but it wasn't necessary. I feel totally at home here!

5> In your notebook, correct the eight mistakes in the email.



Hi Darryl,

I know we don't always see eye to eye about Scottish identity, but you could have consider my feelings before mocking my presentation publicly. I realise I should had been a bit more balanced in my approach, and I probably didn't have brought in so many instances of the English putting down the Scots in jokes, but I also think you ought have shown a bit more restraint in your reaction. By the end of my talk, I felt as if I needn't have spoke at all since everyone was so distracted by your comments. If you felt so strongly, you should at least waited until I had finished. I also feel that you would easily have addressed me directly rather than making comments into the air, so to speak. Anyhow, I probably ought not have written this, but I wanted to let you know how I felt.

Kelly

Grammar challenge!

6> Explain the difference in meaning between the modal verbs in the pairs of sentences. Write the answers in your notebook.

- 1 He could have tried to call me. I've just realised my phone was switched off!
You could have tried to call me instead of leaving me to wonder where you were!
- 2 We didn't need to apply for visas to visit the US.
We needn't have applied for visas to visit the US.
- 3 The train should have arrived at three, but it didn't get here until 3.20.
The train should have arrived by now. I wonder what's causing the delay.
- 4 The EU might have announced earlier that they were changing the rule! Now everyone is confused.
The EU might have changed the rule if there had been enough support for the idea, but there were so many objections that they decided not to.

7> NOW YOU DO IT Work in pairs and talk about a situation in which you regretted doing something. What might you have done differently, and how do you feel about it now?



1> Work in pairs and discuss the pictures. Describe each situation. What do they suggest to you about art and self-expression, ethnic issues and popular versus 'high' culture?

2> **CD 2.23** Listen to a discussion about what two young people are doing to spread awareness of art and culture among people their own age. Match the statements to the speakers. In your notebook, write J for Julie or D for Damon.

- 1 A majority of people respond more readily to seeing rather than hearing about art.
- 2 A lack of originality can be the result of having little exposure to other styles.
- 3 Being of a mixed race background can create a feeling of isolation.
- 4 A particular initiative led to a breakthrough.
- 5 The majority of visitors to galleries and museums are of one ethnic background.
- 6 Young people have a tendency to hide their talents.

3> **CD 2.23** Listen again. Answer the questions.

- 1 Where did Julie and Damon meet? What drew them together?
- 2 What are the differences between Julie's and Damon's backgrounds and interests?
- 3 What two statistics does Julie mention? Why are they significant to the discussion?
- 4 In what ways are the Open Studio artists contributing to Julie and Damon's efforts?

4> Look at the transcript on page 142. In your notebook, match the definitions below with the correct words and phrases.

- 1 come from different positions and eventually meet
- 2 display a lack of comprehension
- 3 not original because of similarity to other work
- 4 opportunity to witness or experience something
- 5 begin to grow and become popular
- 6 filled with wonder and amazement

5> Work in pairs. Look back at the transcript on page 142. Find the 14 ways the speakers express 'very' or 'somewhat'. Then use the expressions to talk about the situations below.

- a personal accomplishment that pleased you
- an artistic movement which puzzles or impresses you

6> **CD 2.24** Listen to four people answering the question: 'Do you think we live in the most divisive time in history, or are people coming closer together?' What is each speaker's general opinion?

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

7> **CD 2.24** Listen again. Decide if the statements are facts (F) or opinions (O). Write the answers in your notebook.

Speaker 1

- 1 Those who feel left out of mainstream society vent their frustrations on others.
- 2 The popular media have reduced divisions between people.

Speaker 2

- 3 Some media are spreading false information rather than actual news.
- 4 People who only hear their own opinions reinforced are less likely to accept others' ideas.

Speaker 3

- 5 The current nature of the media gives a distorted impression of the state of the world.
- 6 The global situation is no worse now than it has ever been.

Speaker 4

- 7 The exchange of ideas internationally is now a part of daily life for many people.
- 8 Seeing everyday people in dire circumstances helps us relate to others' feelings.

Vocabulary challenge!

8> Three of the sentences below contain an incorrect usage of adverbs of degree. Decide which ones are incorrect, and explain why.

- 1 This artist's work is astonishingly detailed, resembling photographs rather than paintings.
- 2 Though she's only fifteen, her photographs are considered extremely excellent, and it is predicted that she will have an outstandingly successful career.
- 3 The new sculpture in the town square is not only very enormous, its particularly graphic depiction of scenes from the past makes it highly controversial.
- 4 We were particularly surprised to hear that the mayor was visiting our gallery since she is pretty clear about the fact that she is absolutely uninterested in art.
- 5 The cultural divisions in our city are massively huge, but a series of amazingly well-attended events have made a really significant improvement in people's attitudes.

9> Work in pairs. You have been asked to organise a cultural event to help bring the different groups in your school closer together. Discuss the following, then share your ideas with the class and vote on the event that sounds the most practicable, interesting and useful.

- type of event
- the sorts of talents or skills you would like to highlight
- outside help that you might need to enhance the event
- the financial aspect (collecting money, supporting a charity or perhaps setting up a fund for future school events)

- 1> What kind of music do you like listening to? Who are your favourite musicians? What do you like the most about the music they create?
- 2> Describe the pictures showing different artistic events. What differences and similarities can you see between them?
- 3> Read the expressions in the Phrase Bank and complete them with the words below.

pass given time must golden highlight

Phrase Bank

► Persuading other people

This event will be a *perfect* / ¹ *an opportunity* for you to ...
 What is *guaranteed* / *can be taken as* ² *during the show* is ...
 You will *enjoy yourself immensely* / *have a whale of a* ³ *time* ...
 You cannot *miss such an event* / ⁴ *up such an opportunity* since it ...
 The ⁵ *top* attraction of the event will be ...
 The event is *worth going to* / *is an absolute* ⁶ *highlight*.

- 4> Work in pairs. Look at the pictures in exercise 2 again and imagine you could win a free ticket to one of the events if you helped to promote them among young people. Discuss what arguments you could use to attract young audiences. Use the language from the Phrase Bank.
- 5>  **CD 2.25** Read the task below and listen to Natalia. Why did she choose the event with the DJ and reject the other options?

Popatrz na zdjęcia w ćwiczeniu 2. Wraz z grupą znajomych zamierzacie kupić przyjacielowi z okazji urodzin bilet na ciekawe wydarzenie muzyczne.

- Wybierz to wydarzenie muzyczne, które uważasz za najciekawsze dla przyjaciela, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

- 6> In your notebook, choose the correct option to complete the phrases in the Phrase Bank. Which of them are used by Natalia? Check your answers with the transcript on page 142.

Phrase Bank

► Choosing and rejecting ideas

I'd go ¹ *with* / *for* the event with the DJ because ...
 I'd decide ² *for* / *on* an open-air concert since ...
 This option appears ³ *as* / *to be* the most appealing because ...
 My ⁴ *choice* / *selection* would certainly be ...
 Another reason why I ⁵ *regard* / *consider* this idea the most suitable is that ...
 I'd definitely ⁶ *reject* / *refuse* the idea of ...
 I wouldn't ⁷ *contemplate* / *ponder* the idea of going to an open-air concert because ...
 Going to watch a musical wouldn't appeal ⁸ *to* / *for* my friend.
 This event would not be of ⁹ *interest* / *choice* to me as ...



- 7> Complete the sentences so that they are correct and logical. Write the answers in your notebook.

- 1 I'd choose to go to a rock concert, **the reason being that** ...
- 2 I'm not too fond of loud and crowded concerts. **Therefore / Hence**, I ...
- 3 I'd opt for the idea of a concert at a concert hall **for / since / as** I ...
- 4 My choice would be a classical music concert **due to the fact / owing to the fact** that ...
- 5 I enjoy art in all shapes and forms. **As a result / As a consequence**, I ...
- 6 I just adore festivals, so **on account of the fact / because of that** I ...
- 7 Dancing has always been my passion. **That's why / That's the reason why** ...

- 8> In pairs, read the task below and take turns to complete it. Justify your choice using the ideas from exercise 7.

Planujesz zaproszenie swojego gościa, znajomego z Anglii, na wydarzenie związane z kulturą polską w Twojej miejscowości. Masz do wyboru trzy wydarzenia.

- Wybierz wydarzenie, które będzie najlepszą propozycją dla Was obojga.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Uczeń A

- plenerowy festiwal polskiej kuchni dla młodzieży
- degustacja polskich dań w eleganckim hotelu, połączona z promocją książki kucharskiej znanego szefa kuchni
- piknik rodzinny połączony z koncertem polskiej muzyki rockowej w pobliskim parku

Uczeń B

- festiwal polskiego komiksu w domu kultury
- zajęcia z graffiti prowadzone przez znanego artystę
- przegląd najciekawszych kulturowo kampanii reklamowych

- 9> Use the Internet to find out what artists are coming to perform in Poland. Prepare a poster to advertise the events you find the most attractive.

1> Look at the pictures and describe what you think is happening. How do you react to the scenes? How do they relate to the idea that culture has a strong influence on our habits and behaviour?

2>  **CD 2.26** Listen to three people talking about their impressions of the different cultures they have lived in. Answer the questions.

- 1 What in particular do people in the US remark on about Speaker 1?
- 2 What has Speaker 1 noticed about more expensive shops and restaurants, and how does he explain it?
- 3 What does Speaker 2 appreciate most about living in the UK?
- 4 What does Speaker 3 appreciate about Brazilian culture, and what is he shocked by?
- 5 What possible explanations does Speaker 3 suggest for the differences between the UK and Brazil?

3> Read the topic below. With a partner, decide what points you could use on each side of the argument. Which side would you come down on in the end, if either? Why?

Living or studying in another country is bound to change people for the better. Discuss the two sides of this statement.

4> Read a student's imperfect draft of an essay based on the topic in exercise 3. What points do they make in favour of and against the statement? What other points might they have made?

The idea that living or studying in another country always changes people for the better is a double-edged sword. There are a number of arguments both for and against this thesis and I will discuss these below.

Experiencing differences in habits and behaviour gives us a basis upon which to view our own way of life and to adjust our own actions accordingly. Living abroad can give us a wider view of the world, making us more open-minded and accepting of others' differences. Learning a language in the country where it is spoken will give us a tool which may prove useful in the future, whether in work, study, or travelling for pleasure.

It can be extremely difficult to adapt to a new language and culture when living abroad. Missing one's family and friends, and being constantly faced with unfamiliar food and customs can be a challenge. Feelings of insecurity can result from having to communicate in an unfamiliar language and dealing with different habits, which can make it hard to meet new people and participate in the culture.

Living abroad offers many benefits, and most people could profit from such an experience. There may be challenges and difficulties to overcome, but the rewards are far greater than any discomfort or inconvenience you may experience.



5> Complete the Phrase Bank on page 97 with the phrases below. Choose appropriate categories and write the answers in your notebook.

A further negative point is that ... As a result ...

All in all, ... I do think, however, that ...

All things considered, ... In addition, ... On balance, ...

On the positive side, ... The major disadvantage is that ...

In conclusion, ... We should also not forget that ...

One outstanding advantage is ... While it is true that ...

I am firmly of the opinion that ... On the plus side, ...

A substantial drawback could be ... My view is that ...

After considering both sides, ...

Whereas ... may be true, it is also a fact that ...

Phrase Bank

► Giving opinions

1 , 2 

► Introducing positive / negative arguments

3 , 4 , 5 , 6 , 7 

► Giving additional / contrasting arguments

8 , 9 , 10 , 11 , 12 , 13 

► Summarising

14 , 15 , 16 , 17 , 18 , 19 

- 6> The essay in exercise 4 lacks coherence and flow. In your notebook, improve the essay using phrases from the Phrase Bank or other phrases you know.
- 7> Work in pairs. Read the reactions (1–4) below and decide what the question was. Then choose which points best support either side of the argument. What other points might you add?

1 As far as it goes, studying visual arts in school is all well and good, but the **bad thing** is that it would take time away from practical, jobs-orientated subjects.



2 Most people don't truly see the beautiful things around them, and **a really good thing** about focusing on art education is that young people will see the value in their heritage and want to preserve it.



3 I **guess** putting more emphasis on visual arts in schools would enrich students' lives, but **it's also kind of true** that students see it as a distraction when they have exams to worry about.



4 **A total negative** to teaching visual arts in schools is that the focus tends to be on old, boring works that students just can't relate to, rather than on the fashions, films and music that students care about.



- 8> Match statements 1–4 from exercise 7 to the opinions A–D they express.

- A The subject needs to be current and relevant to students' tastes.
B It would be great, but students have other things to concern them.
C It gives people an appreciation of what's around them.
D It's not practical or useful.

- 9> Match the highlighted phrases from exercise 7 with the categories (1–3) below. Then replace those phrases with their more formal equivalents below. There are two extra phrases.

up to a point the principal drawback a definite plus
the major stumbling block to a certain extent
there's some legitimacy to the idea
an outstanding advantage the most serious drawback
there is an element of truth to the idea that ...

- 1 expressing a positive point
2 expressing a negative point
3 expressing a mixed or uncertain point

- 10> All of the sentences below present contrasting ideas connected by the word **but**. In your notebook, rewrite the sentences using the words given. Make any necessary additions or changes.

- 1 Art may be a universal language, but lack of education and exposure leave many people unable to relate to it. **WHILE / DRAWBACK**
2 Everyone has some ability to create art, but the way art is taught in many schools often damages young people's confidence in their abilities. **ALTHOUGH / BLOCK**
3 Putting on exhibitions of students' art can create a positive atmosphere in schools, but many students feel that the effort takes away from what they consider more important pursuits. **DESPITE / TRUE**
4 Hands-on art classes can help develop reasoning and problem-solving skills, but funding such classes is not a priority in many districts. **EVEN / PROBLEM**
5 Some schools are willing to support shows of student art, but participation is low due to a focus on more 'important' subjects. **NOTWITHSTANDING / FACT**
6 Art can provide an emotional outlet for disaffected young people, but finding the time and resources to allow creativity to flourish is always a problem. **WHILST / DENYING**

- 11> Read the topics below. Note down what points you might make, what your own opinion is and what facts and opinions would support your ideas. Then compare and contrast your ideas with a partner. Finally, choose one of the topics and write an essay of up to 250 words. Use some of the language and organising ideas from the lesson.

- 1 Wiele osób uważa, że sztuka jest najlepszym środkiem do przezwyciężania różnic kulturowych i tworzenia więzi między różnymi narodami. Napisz **rozprawkę**, w której przedstawisz argumenty przemawiające za tą tezą lub przeciw niej.
2 Niektórzy uważają, że sztuka jest dziedziną tak subiektywną w odbiorze, że nigdy nie powinna być oceniana. Napisz **rozprawkę**, w której przedstawisz wady i zalety sytuacji, w której sztuka nie podlega recenzji.
3 Według wielu osób uczestnictwo w kulturze i sztuce jest zbyt drogie dla przeciętnego człowieka. Napisz **rozprawkę**, w której rozważysz argumenty za i przeciw tej tezie.

1> Work in pairs. Make a list of five book titles that have recently been popular among young people in Poland. Then answer the questions.

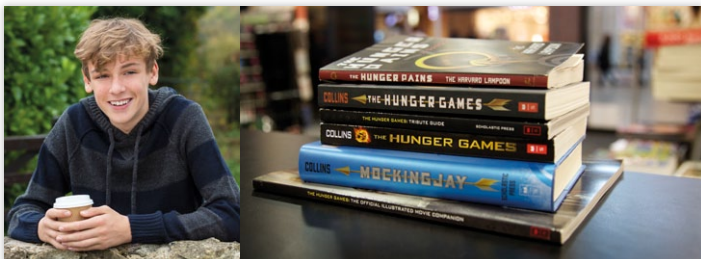
- 1 What do you think has made these books popular?
- 2 How many of them have been made into a film? Have they been successful adaptations? Why?/Why not?
- 3 Which authors are the most popular to read with young people? What do you know about them?

2> Read the text and complete it with the ten missing words. Write the answers in your notebook.



Suzanne Collins has had successful and prolific career writing for children as well for teenagers. In life she has voted one of Time magazine's most influential people, the best-selling Kindle author all time, and the novelist one of the most widely-read trilogies in the history of young adult literature, The Hunger Games. It is trilogy that has made her famous world over. It is also the trilogy that has proved that can write about war in a way that teenagers to topics as challenging as evil, conflicts and death.

3> In your notebook, complete the text. Put one word in each space.



What has made Suzanne Collins's trilogy so popular? If you ask me, there ¹ is to be more than one reason for her resounding success. First of all, she drew inspiration for the series from ² both classical and contemporary sources. She combines ideas from the Greek myth of Theseus and the Minotaur, the Roman gladiator games and current history – the Iraq war. I guess this resonates ³ with young people. Secondly, Collins creates truly convincing characters, ⁴ and then the trilogy's narrator and protagonist, Katniss Everdeen, who teenagers can identify with easily. Thirdly, the gripping plot. The novels are set in a future time in the dystopian nation of Panem in which the characters are forced to fight against ⁵ to the death for food supplies and riches, like gladiators, in an annual pageant called the Hunger Games. The aim of this ruthless competition is to offer entertainment to the wealthy in the Capitol, the ruling city of the land, ⁶ to exploit the poor of the neighbouring districts. Finally, the trilogy is such a bestseller because it touches ⁷ on topics which matter to the young: love and justice. The trilogy certainly lives ⁸ up to all the hype around it. Suzanne Collins got it right, that's for sure!

4> In your notebook, complete the second sentence so that it means the same as the first one. Use no more than five words.

- 1 I wonder if this book will still be popular in the future.
I wonder if this book will stand the test.
- 2 Being an author, you mustn't forget about the values people care about.
Being an author, you must remember not to forget of the values people care about.
- 3 I'm looking forward to the new series by this author.
I'm waiting for the new series by this author with impatience breath.
- 4 I wish I had listened to you. I wouldn't have problems now.
I ought to you. I wouldn't have problems now.
- 5 Paying for the book was a waste of money as I could have borrowed it.
I needn't pay for the book as I could have borrowed it.
- 6 'I shan't read this novel. It's so dull,' said Cathy.
Cathy refused to read the novel since she.
- 7 My parents are making me read this book even though I really dislike it.
I hate this book even though I really dislike it.

5> In your notebook, translate the Polish parts of the sentences in brackets into English. Use no more than five words. More than one correct answer is possible.

- 1 the more (Im więcej czytasz, tym) better you write.
- 2 You could (mogłeś mi powiedzieć) that Sheila did not like books. I wouldn't have got her one.
- 3 What am I to do (mam zrobić) in this situation? Please help!
- 4 The author did not succeed in (zainteresować uczniów) his lecture on literature.
- 5 Only when I had read the last chapter did I go to bed (poszłam spać).
- 6 Young people should be encouraged (być zniechęceni do oglądania) TV and instead encouraged to read more.
- 7 You should have put in more effort (skończyłbyś) your studies if you had put in more effort.

Challenge!

6> Complete the words in the sentences below with the missing letters. Write the answers in your notebook.

- 1 Flat ly will get you nowhere, as the say ing goes.
- 2 Security is one of the reasons why young people feel so sure of themselves.
- 3 Jane's writing is flaw less, just done to perfect ness.
- 4 Fair ness is what I really care about. It's unfair to me when people don't respect it.
- 5 The plot of the book was really captiv ing, which made the book popular putdown ing.
- 6 Adverts are meant to be enti cement and sedu ent.

7> Work in pairs. Each of you should spend one minute talking about the topics below. Time your partner and choose the most interesting answer.

- your favourite book
- the dullest book you've read
- the best book adaptation you've seen
- the book character you would like to meet

Complete all the exercises on this page in your notebook.

1> Complete the sentences correct form of the words below.

erase grab resonate mould permeate stand fabricate

- Good literature the test of time.
- This writer's books certainly with young people.
- Advertisers do their utmost our desires and expectations, and needs in us that don't even exist.
- Governments should do everything in their power boundaries between cultures.
- This advertising campaign didn't seem people at all. It was a flop!
- The Internet every sphere of our lives in recent decades. —/6

2> Make adjectives from the words below. Add negative prefixes where possible. Then translate the words into Polish.

culture flatter divide progress account intrude mutate

3> Choose the correct option.

- My aunt tends to look down **on** / **at** people who don't go to the theatre.
- Rap music is a vehicle **to** / **for** political and social commentary.
- Some adverts just don't speak **to** / **at** me at all.
- Why do you get het up **for** / **about** things all the time? Relax!
- Advertisers often play **at** / **on** people's insecurities.
- This plan will look good **on** / **in** paper only. It won't work in practice.
- As a manager I became inured **to** / **for** constant criticism.
- London is always chock-a-block **of** / **with** tourists because of all its cultural attractions.
- I'm waiting for the show's final episode **on** / **with** bated breath. —/9

4> Complete each set of expressions with the same word. Then use the expressions to write your own sentences.

- past the differences / give somebody a blank
- lose of something / in plain
- beauty is in the of the beholder / a bird's view
- something into your own hands / off from there —/4

Vocabulary challenge!

5> Complete the pairs of opposites with the missing letters.

- | | |
|-----------------------|------------------------|
| 1 traditional – pr | 7 abstract – co |
| 2 uninteresting – cap | 8 pleasant – rep |
| 3 discouraging – ent | 9 unattractive – sed |
| 4 diverse – hom | 10 unacceptable – legi |
| 5 minor – ma | |
| 6 broad – na | |
- /10

6> Rewrite the sentences using **will**, **would** or **shall**.

- I used to spend my weekends at the cinema when I was young.
- Do you want me to give you a hand?
- My father refuses to let me go to the Open-Air festival.
- Under no circumstances do I intend to study anything other than art!
- Could you get the tickets for the show for me, please?
- My car didn't want to start this morning. —/6

7> Rewrite the sentences using the words given.

- We were not required to attend art classes at school. **NEED**
- Why didn't you tell me about the exhibition?! **MIGHT**
- Maybe John called. My phone was off. **COULD**
- I think you should have gone to a music school. **OUGHT**
- You went to so much trouble. It wasn't necessary. **NEEDN'T**
- Why didn't anyone foresee this problem? **SHOULD** —/6

8> Complete the text with the correct words. The first letters have been given.

These days young people are advised against taking up art studies on the ¹g that artists can't find employment easily; in other ²w, they stay jobless and become 'social parasites'. However, I ³d believe that this may only be true to a ⁴e extent as most talented young people eventually embark on a successful career, often combining art with other lines of work. In fact, in some ⁵c their creativity is what companies value the most. ⁶G that, I think that we should not discourage youngsters from pursuing a career in art.



9> Translate the Polish parts of the sentences in brackets into English. Use the words given as prompts.

- You (*nie możesz przegapić szansy pójścia na*) this gig. The music will (*spodoba Ci się*). **UP / TO**
- This exhibition (*będzie doskonałą okazją*) to meet well-known artists. You (*będziesz się dobrze bawił*). **GOLDEN / WHALE**
- The operatic festival (*zainteresuje Cię*) for sure. Powerful performances (*są gwarantowane*). **OF / GIVEN**
- If I were you, (*wybrałabym*) this art college. I (*nie brałabym pod uwagę studiowania*) anywhere else. **FOR / CONTEMPLATE** —/4

10> Work in pairs and test each other.

Student A: go to page 105.
Student B: go to page 112.

🕒 2 minuty

Rozmowa wstępna

1> Work in pairs and answer the questions.

- 1 Do you think you take good care of yourself?
Why?/Why not?
- 2 What do you do to keep fit?
- 3 What is your favourite pastime?
- 4 What are you good at?
- 5 How do you like to spend your holidays?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

2> Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką z Norwegii, z którym/którą zajmujesz wspólny pokój w akademiku w czasie rocznego pobytu na studiach w Anglii, postanowiliście/postanowiłyście zapisać się na zajęcia w miejscowej siłowni. W rozmowie z uczniem B omów poniższe cztery kwestie.

rodzaj ćwiczeń
lub zajęć

terminy zajęć

koszty

spodziewane efekty

(Rozmowę rozpoczyna uczeń B)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Norwegii. Rozmawiacie na temat zajęć na siłowni, na które chcecie się zapisać w czasie rocznego pobytu w Anglii. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie chcesz wydać więcej niż 25 funtów na karnet miesięczny,
- masz czas jedynie w tygodniu po godzinie 19.00 lub w weekendy.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

3> Take turns to describe the picture and answer the three questions.



- 1 Why do you think is the man eating in the car?
- 2 What do your mornings look like?
- 3 Tell us about something important you missed because you were late.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie

materiału stymulującego

4> Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1–3. Przygotowujesz prezentację mającą zachęcić młodych ludzi do podejmowania wakacyjnej pracy dorywczej. We wprowadzeniu do prezentacji wykorzystasz jedno z trzech przedstawionych zdjęć.

- Wybierz to zdjęcie, które najlepiej, Twoim zdaniem, przemówi do słuchaczy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.



- 1 What are the advantages of taking up a summer job?
- 2 What advice would you give to someone who is just about to look for their first summer job?

🕒 2 minuty

Rozmowa wstępna

1> Work in pairs and answer the questions.

- 1 Describe your favourite meal.
- 2 Do you help around the house? Why?/Why not?
- 3 Do you learn a lot? Why?/Why not?
- 4 Who is your most admired artist? Why?
- 5 What is the best thing about being a teenager? Why?

🕒 4 minuty

Zadanie 1.

Rozmowa z odgrywaniem roli

2> Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Rozmawiasz z kolegą/koleżanką z Anglii, który/która pisze pracę semestralną na temat Polski i prosi Cię o pomoc w rozwinięciu zagadnień, które zamierza poruszyć w swojej pracy. W rozmowie z uczniem B omów poniższe cztery kwestie.

historia

kultura

miejsca, które
warto zobaczyć

Polska – Wielka
Brytania, podobieństwa
i różnice dostrzegane
oczami młodego
człowieka

(Rozmowę rozpoczyna uczeń B)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Wielkiej Brytanii. Rozmawiacie na temat Polski i sposobu, w jaki zamierzasz o niej napisać w swojej zaliczeniowej pracy semestralnej. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- chciałbyś/chciałabyś skupić się w swojej pracy na wybranych, mniej znanych faktach historycznych i kulturowych,
- chciałbyś/chciałabyś poprosić ucznia A o przeprowadzenie w środowisku jego rówieśników ankiety na temat podobieństw i różnic między Waszymi krajami.

🕒 3 minuty

Zadanie 2.

Rozmowa na podstawie ilustracji

3> Take turns to describe the picture and answer the three questions.



- 1 Why do you think these people have chosen to be food scientists?
- 2 How does technology improve your life?
- 3 Tell us about a recent situation where technology failed you.

🕒 5 minut

Zadanie 3.

Rozmowa na podstawie

materiału stymulującego

4> Work in pairs. Take turns to do the speaking task and answer the two questions.

Wraz z kolegami i koleżankami z klasy organizujecie kampanię zachęcającą uczniów Waszej szkoły do uczestnictwa w spotkaniach dyskusyjnego klubu książki, prowadzonych w języku angielskim. Wyraż swoje zdanie na temat wykorzystania w kampanii poniższych plakatów.

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



*We Lose Ourselves in Books,
We Find Ourselves There, Too!*

- 1 Should books be cheaper for students than for other people? Why?/Why not?
- 2 Why do fewer and fewer young people read books these days?

Unit 1

Discussing your strengths and weaknesses

Rozmawianie o swoich mocnych i słabych stronach

Do you consider yourself ...? Czy uważasz się za...?

Do you tend to ...? Czy masz tendencję do...?

How capable / aware of ... are you? Na ile jesteś zdolny / zdolna do / świadomy/świadoma...?

Is ... your strong point? Czy...jest twoją mocną stroną?

Do you come across as ...? Czy uchodzisz za...?

Would you call yourself ...? Czy określiłbyś/określiłabyś się jako...?

Expressing / Showing importance Wyrażanie istotności

Social intelligence is a key factor / of paramount importance when it comes to ... Inteligencja społeczna jest kluczowa / niezwykle istotna, jeśli chodzi o...

It seems essential / crucial / indispensable / fundamental in the case of ... To wydaje się podstawowe / niezbędne / zasadnicze w przypadku...

It comes in handy / is of great use when we deal with ... To jest przydatne / bardzo użyteczne w przypadku...

It determines / decides on the way people ... Od tego zależy, w jaki sposób ludzie...

It turns out to be particularly relevant / central to ... Okazuje się to szczególnie istotne / najważniejsze dla...

Unit 2

Describing a picture Opisywanie ilustracji

This image depicts / portrays / epitomises / showcases ... Ten obrazek przedstawia / ukazuje / jest odzwierciedleniem...

When I look at it, what springs / comes to mind is the idea of ... Gdy na niego patrzę, do głowy przychodzi mi...

This visual communicates / conveys / puts across the concept of ... Ten materiał przekazuje ideę... / jest wyrazem...

Expressing preferences, giving arguments and comparing Wyrażanie preferencji, argumentowanie i porównywanie

This one seems / appears / looks to be the most convincing of all. Ten wydaje się najbardziej przekonujący ze wszystkich.

It appeals to me / speaks to me / catches the eye because ... Podoba mi się / Przemawia do mnie / Przyciąga moją uwagę, ponieważ...

The one which may do the job / command people's attention is ... Najbardziej nada się / Najbardziej przyciągnie uwagę ten, który...

This image, by contrast, doesn't grab me at all / leaves me cold. Z kolei ten obrazek w ogóle nie przyciąga mojej uwagi / wcale mnie nie przekonuje.

The visual I'd like to put forward / submit would be ... Ja zaproponowałbym/zaproponowałabym / zgłosiłbym/zgłosiłabym ten obrazek, który...

Showing cause and effect Wyrażanie przyczyny i skutku

The situation may stem / result / arise from the fact that ... Ta sytuacja może wynikać z / być skutkiem tego, że...

It may be a natural consequence / a knock-on effect of ... To może być naturalna konsekwencja / skutek uboczny...

Doubtless, it has been brought about / triggered by ... Bez wątpienia stoi za tym...

What has led to / has given rise to / has engendered such a situation is the way ... Do tej sytuacji doprowadził sposób, w jaki... / Ta sytuacja zrodziła się ze sposobu, w jaki...

It has a significant bearing / a profound influence / a major impact on how people feel and see themselves. Ma to znaczący / ogromny wpływ na to, jak ludzie czują się sami ze sobą i co o sobie myślą.

It is an issue that could affect / influence / impact on the ... Ta sprawa może mieć wpływ na...

One / Another underlying reason / feasible justification for the choice could easily be ... Jedną z możliwych przyczyn / Jednym z możliwych wyjaśnień takiego wyboru jest to, że...

This is what may prompt / push people to bite off more than they can chew. To właśnie może doprowadzić / popchnąć ludzi do łapania dwóch srok za ogon.

Unit 3

Asking for / Stating opinion Pytanie o opinię i wyrażanie własnego zdania

What do you make of ...? Co sądzisz na temat...?

Wouldn't you say that's the case? Nie sądzisz, że tak jest?

Isn't it something you could go along with? Czy nie zgodziłbyś/zgodziłabyś się z tym?

Not sure I get the idea. What exactly are you trying to say? Nie jestem pewien/pewna, czy rozumiem. Co dokładnie chcesz przez to powiedzieć?

What's your take on this? Jakie jest twoje zdanie na ten temat?

As far as I'm concerned, ... Jeśli o mnie chodzi...

As far as I can tell ... Z tego, co wiem...

If you ask me, ... Jeśli o mnie chodzi...

I strongly / wholeheartedly believe that ... Głęboko wierzę w to, że...

If you are after my honest opinion ... Jeśli chcesz znać moje zdanie...

I'd venture a guess that ... Stawiałbym na to, że...

To my mind, ... Moim zdaniem...

Frankly, ... Szczerze mówiąc...

I reckon that ... Sądzę, że...

Agreeing and disagreeing Zgadanie i niezgadanie się

No doubt about it! Bez wątpienia!

You have a point there. Tu muszę przyznać ci rację.

I'm in favour of ... Ja jestem za...

I agree up to a point. W pewnym stopniu się zgadzam.

Not necessarily, ... Niekoniecznie...

I'm not that convinced that ... Nie jestem do końca przekonany/przekonana, czy...

I'm afraid I beg to differ. Pozwolę sobie nie zgodzić się.

I'd say the exact opposite. Wręcz przeciwnie.

We're going to have to agree to disagree. Raczej się nie zgadzamy.

I'm opposed to ... Nie zgadzam się z...

I'm with you on that. W tej kwestii się z tobą zgadzam.

Speculating Przypuszczanie

It could / might / must have (something) to do with ... To może mieć coś wspólnego z...

I bet / gather / presume it's connected to the idea of ... Założę się, że / Wnioskuje, że / Zakładam, że ma to związek z kwestią...

My guess / speculation / feeling would be that it's about ... Zgaduję / Przypuszczam / Coś czuję, że może chodzić o...

It may be a shot in the dark, but I'd say that it could refer to / concern / relate to ... Strzelam w ciemno, ale powiedziałbym, że może to mieć związek z...

What comes to my mind is the idea / notion / concept of ...
Do głowy przychodzi mi kwestia...
What it involves / entails / boils down to could be (the fact) that ... Może się to wiązać z / sprowadzać do tego, że...

Unit 4

Making predictions Przewidywanie i wyrażanie przypuszczeń na temat przyszłości

What the future has in store for us is far from predictable.
Trudno przewidzieć, co kryje przed nami przyszłość.
If we can foresee anything with any certainty, it's the fact that a lot is bound to change in this field. Jeśli potrafimy przewidzieć cokolwiek z jakąkolwiek dozą pewności, to fakt, że wiele się zmieni na tym polu.
The prospects of having one steady job with a golden handshake at the end of it are already pretty slim. Szansa na posiadanie jednej stabilnej pracy na całe życie z odprawą na pożegnanie jest raczej mała.
The chances are, our careers will be even more fragmented than they are now. Istnieje prawdopodobieństwo, że nasze kariery zawodowe będą jeszcze bardziej poszatkowane niż obecnie.
Lifelong learning and mobility are highly likely to remain the key words for the years to come. Jest wielce prawdopodobne, że ciągła edukacja i mobilność pozostaną w najbliższych latach kluczowymi pojęciami.
I'd say that the job market is pretty certain to undergo a revolution. Powiedziałbym/Powiedziałabym, że rynek pracy z pewnością przejdzie rewolucyjne zmiany.
There is every likelihood that jobs which can become automated will do so. Wedle wszelkiego prawdopodobieństwa zawody, które mogą zostać zautomatyzowane, zostaną zautomatyzowane.
The odds are that some jobs will get wiped out. Jest bardzo prawdopodobne, że niektóre zawody znikną.
Low-skilled and unskilled workers don't stand the chance of landing a decent job. Pracownicy posiadający niskie kwalifikacje nie mają szans na znalezienie porządnej pracy.
There is a strong possibility that some jobs will simply vanish. Jest duże prawdopodobieństwo, że niektóre zawody po prostu znikną.
We are expected to hanker for the past and go back to our roots. Można oczekiwać, że będziemy tęsknić za przeszłością i wracać do swoich korzeni.
All kinds of craftsmen and women are sure to reclaim their place on the job market. Wszelkiego rodzaju rzemieślnicy z pewnością odzyskają swoją pozycję na rynku pracy.

Unit 5

Congratulating and commiserating Gratulowanie i wyrażanie współczucia

A big well done to all of you. Świetna robota, brawo dla wszystkich.
I'm really happy for you. Naprawdę się cieszę twoim szczęściem.
You've really surpassed yourselves. Przeszliście samych siebie.
I'm truly impressed. Jestem naprawdę pod wrażeniem.
Good job everyone. Dobra robota, wszyscy świetnie się spisali.
I suppose congratulations are in order. Zasłużyliście na gratulacje.
What a pity! Jaka szkoda!

Don't let it get you down. Nie pozwól, żeby cię to zdolało.
Better luck next time. Powodzenia następnym razem.
Look on the bright side. Spójrz na to z drugiej strony.
Well, don't break your heart over it. Nie przejmuj się tym.
These things happen. Zdarza się.
What's done is done. Co się stało, to się nie odstanie.
Don't let it dampen your spirits. Nie pozwól, żeby popsuło ci to humor.
No use crying over spilt milk. Nie warto płakać nad rozlanym mlekiem.
Think of the upside! Spójrz na pozytywwy!

Talking about merits and benefits Mówienie o zasługach i korzyściach

This initiative would give / provide the people with the chance / opportunity to ... Ta inicjatywa dałaby / zapewniłaby ludziom okazję, żeby...
The undeniable / outstanding / exceptional merit is ... Niezaprzeczalną / Wyjątkową / Niezwykłą zaletą jest to, że...
Some of the substantial / long-term / considerable benefits of such a project could be ... Jedną z rzeczywistych / długofalowych / znaczących korzyści takiego projektu byłoby...
Should we opt for this idea, local people would be able to ... Jeśli postavimy na to rozwiązanie, lokalna społeczność będzie mogła...
The implementation of this initiative is likely to result in / lead to ... Bardzo możliwe, że wprowadzenie w życie tej inicjatywy doprowadzi do...
Among numerous strong points we should mention ... Spośród licznych zalet na szczególną uwagę zasługuje...
A further / additional / relative advantage may be ... Kolejną / Dodatkową / Względna zaletą może być też...
What deserves a particular merit is ... Na szczególne uznanie zasługuje...
To cap it all, this project beats the others because / since / as ... Podsumowując, ten projekt bije na głowę pozostałe, ponieważ...

Unit 6

Talking about influence and importance Mówienie o wpływie i wyrażanie istotności

Food labelling has a profound / powerful / decisive influence on us. Etykiety produktów mają na nas ogromny / decydujący wpływ.
The packaging influences us enormously / greatly / deeply / strongly. Opakowania mają na nas ogromny / wielki wpływ.
Manufacturers resort to all kinds of tricks to exert / maximise / enhance / increase the impact the package will make on the buyer. Producenci uciekają się do różnego rodzaju zabiegów, żeby zwiększyć wpływ opakowania na kupujących.
It's of paramount importance / immense value / considerable significance for us, the consumers, to read the labels! To niezwykle ważne / wyjątkowo cenne / bardzo znaczące dla nas, konsumentów, żeby zapoznawać się z treścią etykiet!
Food packaging and deceptive labelling mean next to nothing / carry no weight / cut no ice with me anymore. Opakowanie produktu i wprowadzające w błąd etykiety są bez znaczenia / nie wywierają już na mnie wpływu.
I wish I placed more importance to what the label says. Chciałabym przywiązywać większą wagę do treści etykiet.

Limiting this waste would have a significant / direct bearing on the environment. Ograniczenie odpadów miałoby znaczny / bezpośredni wpływ na środowisko.

Reporting the survey results

Przytaczanie wyników ankiet

Of the 20 students who were questioned / surveyed / interviewed, five / ten were of the opinion that ...
Spośród 20 ankietowanych studentów pięcioro/dziesięcioro było zdania, że...

Over one third / half / one in five felt that ... Ponad jedna trzecia / połowa / jedna piąta stwierdziła, że...

The majority / minority replied that ... Większość / Mniejszość odpowiedziała, że...

A significant percentage would rather ... Znaczny odsetek ankietowanych uznał, że wolalby...

A large / small proportion expressed their preference for ... Duża / Mała grupa respondentów wolała...

About one quarter responded positively to / commented favourably on the idea of ... Około jednej czwartej respondentów zgodziło się z ideą...

On the whole, most students approve of / would go for / are in favour of ... Ogólnie rzecz biorąc, większość studentów zgadza się z / popiera ideę...

It is generally felt / understood that ... Ogólnie sądzi się / uważa się, że...

What the survey implies / suggests / indicates is the fact that ... Wyniki ankiety wskazują na to, że...

Unit 7

Making narration more vivid Ubarwianie narracji

Phrases to begin the account

Wyrażenia rozpoczynające opowiadanie

It all started when / while ... Wszystko zaczęło się, kiedy...

Hardly had the day begun when ... Ledwie wstał dzień, kiedy...

You won't believe what happened to me! Nie uwierzysz, co mi się przydarzyło!

At the outset, it looked like nothing to worry about.
Na początku wydawało się, że nie ma się czym martwić.

Phrases to end the account

Wyrażenia kończące opowiadanie

In the end, we just ... Na koniec po prostu...

All's well that ends well, but ... Wszystko dobre, co się dobrze kończy, ale...

To cap it all, ... Podsumowując...

Last but not least, ... Co nie mniej ważne...

Unit 8

Persuading other people Przekonywanie innych

This event will be a perfect / golden opportunity for you to ...
To wydarzenie będzie dla ciebie doskonałą okazją, żeby...

What is guaranteed / can be taken as given during the show is ... Pewne jest, że w trakcie występu...

You will enjoy yourself immensely / have a whale of a time.
Będziesz się świetnie bawić.

You cannot miss such an event / pass up such an opportunity since it ... Nie możesz przegapić takiego wydarzenia, ponieważ...

The highlight / top attraction of the event will be ...
Gwiazdą / Najważniejszą atrakcją wieczoru będzie...

The tickets may be a bit on the expensive / pricey side, but ...
Może i bilety są trochę drogie, ale...

The event is worth going to / is an absolute must. Na to wydarzenie warto pójść. / Tego wydarzenia nie można sobie odpuścić.

Choosing and rejecting ideas

Wybieranie i odrzucanie propozycji

I'd go for the event with the DJ because ... Chciałbym/
Chciałabym iść na imprezę z didżejem, bo...

I'd decide on an open-air concert since ... Zdecydowałbym się raczej na koncert na świeżym powietrzu/pod gołym niebem, ponieważ...

This option appears to be the most appealing because ...
Ta opcja wydaje się najbardziej atrakcyjna, ponieważ...

My choice would certainly be ... Ja zdecydowanie wybrałbym...

Another reason why I consider this idea the most suitable is that ... Kolejnym powodem, dla którego uważam ten pomysł za najlepszy jest to, że...

I'd definitely reject the idea of ... Zdecydowanie odrzuciłbym pomysł...

I wouldn't contemplate / ponder the idea of going to an open-air concert because ... Nawet nie rozważałbym / nie brałbym pod uwagę sprawy pójścia na koncert pod gołym niebem, ponieważ...

Going to watch a musical wouldn't appeal to my friend.
Pomysł obejrzenia musicalu nie spodobałby się mojemu przyjacielowi.

This event would not be of interest to me as ...
To wydarzenie nie wzbudziłoby mojego zainteresowania, ponieważ...

Review 1 page 15, exercise 9

Decide if the following statements are true or false. Correct the false statements in your notebook. Then test your partner.

- 1 When you are **blown away** by someone, you are criticised by them.
- 2 *Durable* means 'long-lasting'.
- 3 When you say something **up front**, you say it loudly.
- 4 *Precede* means to 'happen before'.
- 5 If someone is **quick-witted**, they are impulsive.

Review 2 page 27, exercise 11

Answer the questions. Then test your partner.

- 1 What's the difference between a **scrape** and a **cut**?
- 2 Which word beginning with 'c' means 'zaraźliwy'?
- 3 If two ideas **mesh**, do they fit together or not?

Review 3 page 39, exercise 10

Give synonyms for the words below. Then ask your partner to make sentences with the original words.

soaring impromptu run down gobsmacked

Review 4 page 51, exercise 10

Make the following parts of speech from the words given. Then test your partner.

- 1 the adjective from *collaborate*
- 2 the adverb from *mark*
- 3 the noun from *expose*
- 4 the negative adjective from *deny*

Review 5 page 63, exercise 10

Make sentences with the following words or expressions. Then translate them into Polish. Show your partner your Polish sentences and ask him/her to translate the sentences back into English.

- 1 taunt
- 2 cheap shot
- 3 stance
- 4 lifeline
- 5 imposing

Review 6 page 75, exercise 10

Answer the questions. Then test your partner.

- 1 How do you say 'węglowodany', 'białka' and 'błonnik' in English?
- 2 What is **shelf life**?
- 3 What can you **chop** and **mince**?
- 4 What is the difference between a **hob** and an **oven**?
- 5 How do we use the verb *brown*?
- 6 What can the adjective *pungent* describe?

Review 7 page 87, exercise 10

Give an example for each category below. Then test your partner.

- 1 local amenities
- 2 bespoke furnishings
- 3 an object you can pass down
- 4 an activity which is a breeze for you
- 5 something that can get clogged

Review 8 page 99, exercise 10

Answer the questions. Then test your partner.

- 1 How do you spell the English word for 'kiczowaty'?
- 2 What do you do when you 'swallow' an idea?
- 3 What does 'haranguing' mean?
- 4 What could be the opposite of 'popular' in 'popular tastes'?
- 5 What do you when you 'embrace a problem'?

Rozprawka za i przeciw

Coraz więcej osób uważa, że używanie telefonów komórkowych w trakcie zajęć szkolnych może być uzasadnione, a czasem wręcz jest konieczne. Napisz **rozprawkę** przedstawiającą dobre i złe strony używania telefonów komórkowych w trakcie zajęć szkolnych.

Wypowiedź powinna zawierać 200–250 wyrazów.

The question as to whether mobile phones should be used in classrooms is a contentious one. While some people argue that phones have a number of uses during lessons, others insist that they have no place in an educational setting at all. I will lay out the arguments on both sides.

It is a fact that mobile phones can serve legitimate functions in a place of learning. For one thing, internet-connected phones can be accessed in order to check facts or find correct spellings, and may offer a practical addition to classroom activities. Furthermore, students who finish a task early can find an approved activity to productively occupy their time. For example, they can be given a quiz to complete or an article to read, keeping them engaged while others complete their work.

On the negative side, mobile phones are likely to present disturbances and distractions. While a teacher might approve certain online activities, there is no guarantee that students will not indulge in online games or chat with friends. Another downside is that mobile phone addiction is a real problem, and the more young people can get used to not interacting with their phones, the more self-control they will develop.

On the whole, I support the presence of phones in classrooms so long as the material accessed is well-monitored and has an educational purpose. I do believe, however, that mobile phone use without restrictions would be a disaster. As they say, moderation in all things – and that includes our electronic devices.

TEZA: Autor odnosi się do tematu rozprawki (używanie telefonów komórkowych w trakcie zajęć szkolnych) oraz sygnalizuje charakter wypowiedzi pisemnej – zaznacza, że omawiane będą zarówno zalety, jak i wady tego zjawiska.

ROZWINIĘCIE: Autor przedstawia oba elementy tematu: zalety oraz wady używania telefonów komórkowych na zajęciach szkolnych.

PODSUMOWANIE: Autor formułuje wnioski nawiązujące do przedstawionych wcześniej argumentów.

Rozprawka wyrażająca opinię

Ostatnio coraz częściej można usłyszeć głosy piętnujące zbyt duży nacisk na pamięciowe uczenie się mające na celu przygotowywanie do egzaminów oraz testów w szkołach, co według krytyków odbywa się kosztem rozwijania kreatywności i twórczego myślenia u uczniów. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat tego zjawiska, biorąc pod uwagę punkt widzenia zarówno nauczycieli, jak i uczniów.

Wypowiedź powinna zawierać 200–250 wyrazów.

I have definite opinions regarding learning facts and preparing for exams in schools. It may surprise you, considering that I am an artistic young person, but looking at the issue from both teachers' and students' viewpoints, I am very much in favour of a fact- and exam-based approach for the following reasons.

From a teacher's point of view, there are several obvious advantages. Firstly, with a framework of facts and reliable methods of testing, teachers can easily judge their students' progress. Another advantage is that lessons designed around sets of facts can be clearly organised, making for a more effective presentation. Finally, while some teachers argue that having to stick to facts and figures makes teaching less interesting, the best teachers find ways to infuse the driest topics with creativity.

From a student's perspective, there are many benefits of the facts-and-testing approach as well. By having set expectations and predictable testing methods, students can gauge their own achievements and adjust their study habits to get the best results. In addition, from the homework perspective, fact-based material can be logically organised into manageable chunks. Furthermore, even for a free-thinking student, focus on facts and exams gives the mind organisational abilities useful in creative pursuits.

All in all, I would say that even though fact-based and exam-focused learning may limit creativity and be less engaging, the framework it provides and the discipline it promotes are advantageous for teachers and students, and it is definitely the best approach.

TEZA: Kluczowym elementem tezy jest, oprócz nawiązania do tematu rozprawki (zjawisko nacisku na testy i pamięciowe uczenie się w szkołach), również wyrażenie opinii autora na ten temat.

ROZWINIĘCIE: Autor omawia temat, przedstawiając argumenty zgodne ze swoją opinią wyrażoną w tezie wypracowania. Zasadnicze przy tym jest uwzględnienie dwóch aspektów wskazanych w poleceniu (punkt widzenia nauczycieli oraz punkt widzenia uczniów).

PODSUMOWANIE: W zakończeniu autor powtarza swoją opinię wyrażoną w tezie, w zwięzły sposób wspiera ją najważniejszymi argumentami użytymi w treści wypracowania.

Artykuł

Czasopismo młodzieżowe poprosiło swoich czytelników o opisanie wybranej miejscowej tradycji wartę podtrzymania. Napisz **artykuł**, w którym opiszesz wybraną przez Ciebie tradycję i uzasadnisz, dlaczego warto ją zachować dla przyszłych pokoleń.

Wypowiedź powinna zawierać 200–250 wyrazów.

Jednym z elementów wyróżniających tę formę wypowiedzi pisemnej jest tytuł, który ma za zadanie przyciągnąć uwagę czytelnika i zachęcić go do lektury.

DROWNING WINTER, EMBRACING SPRING

The disappearance of ancient traditions often goes unnoticed. We fail to see the value of preserving old rituals, yet if we let them go, we risk losing the things that define our identity.

The ritual of the sacrificing of Marzanna on March 21st has a simple yet rich meaning: drowning a figure which represents the hardship of winter in order to hasten the coming of the season of warmth and plenty. It represents a deep connection to nature and its cycles, and acknowledges our connection to the earth. The Marzanna effigy is a female figure made of straw, wrapped in cloth and decorated with ribbons. It is carried through the streets, then either set on fire or thrown into a nearby body of water. Its disappearance is meant to guarantee the early arrival of spring.

This tradition is worth preserving for a number of reasons. First of all, making, parading and drowning the figure brings the community together in a common effort. Furthermore, the figure itself is a valuable example of traditional folk art skills which deserve to be preserved. Finally, all aspects of this ritual connect us to our cultural roots, to nature and to one another in a way which more modern events simply cannot do.

To conclude, I believe that every locality has traditions which need nurturing, and I do hope my generation will not be the one to drop the ball when it comes to the fascinating, unique and colourful practice of bidding a symbolic farewell to winter.

W pierwszym akapicie autor artykułu przedstawia ciekawe informacje, dane lub stawia śmiałe tezy, które, podobnie jak tytuł, mają zachęcić odbiorcę do przeczytania całego tekstu.

W kolejnych akapitach autor rozwija temat artykułu, odnosząc się do dwóch elementów polecenia (opis tradycji i powody, dla których warto ją zachować).

W zakończeniu autor podsumowuje wypowiedź w ścisłym odniesieniu do treści przedstawionej w poprzednich akapitach.

List formalny

Dowiedziałeś się/Dowiedziałaś się, że władze podjęły decyzję o przekazaniu terenu parku w Twojej okolicy pod budowę centrum handlowego. Napisz **list do redakcji** gazety, w którym opisziesz, w jaki sposób park jest wykorzystywany przez lokalną społeczność, oraz zaproponujesz alternatywę dla planowanej w tym miejscu inwestycji.

Wypowiedź powinna zawierać 200–250 wyrazów.

Autor listu rozpoczyna go oficjalnym zwrotem do adresata.

→ To the Editor:

It has recently come to my attention that our neighbourhood park, Green Meadows, has been approved by the city council as a building site for a new shopping mall. I would like to express my outrage at this misuse of public land and at the irresponsibility of those involved.

Green Meadows has been the centre of our community for more than fifty years. My parents played there, my family has picnicked there countless times, and members of the community of all ages walk, exercise, cycle and relax on its green lawns under ancient trees. This park provides a rare green space in an overbuilt vicinity, cleans the air we breathe and gives all of us a space free of noise, traffic and pollution.

It seems to me and many in my community that there are several other sites where a shopping mall could be located, which are both more accessible by main roads and more suitable for this type of development. For instance, the disused factory site in East Meadow and the abandoned race track on Caldon Road are places where a shopping mall would fit into the landscape and be welcomed by the residents, including those who use Green Meadows park.

I would like to urge the city council to reconsider this decision, and I must also point out to the developers that a large contingent of the community will never set foot in their mall if it is built on the site of our beloved park.

→ Yours faithfully,

XYZ

We wstępie autor wyjaśnia cel napisania listu.

W rozwinięciu autor omawia dwa elementy tematu (opis tego, w jaki sposób społeczność lokalna wykorzystuje park, oraz propozycja alternatywnej lokalizacji centrum handlowego).

W zakończeniu listu autor nawiązuje do zaproponowanych przez siebie rozwiązań oraz stanowczo apeluje do władz o uwzględnienie jego głosu.

List zawiera odpowiedni, formalny zwrot zamykający.

Time expressions / Narrating

Określenia czasu / Narracja

In the beginning, ... Originally, ... Initially, ... One day, ...
Na początku... Pierwotnie... Początkowo... Pewnego dnia...
Even before ... By the time ... Zanim jeszcze...
As soon as ... Jak tylko...
While ... Natomiast / Podczas gdy...
During ... W trakcie...
In no time ... Immediately after / following ...
Soon afterwards, ... Błyskawicznie... Natychmiast po tym,
jak... Niedługo potem...
By then ... Until that moment ... Till the time when ...
Dotąd... Do tej chwili... Do momentu, gdy...
Only when ... It was only when ... that ... Dopiero po tym,
jak...
Within days, ... Over the years, ... W ciągu paru dni...
Z biegiem lat...
Several weeks passed ... Minęło kilka tygodni, ...
On the Sunday of the third week ... W niedzielę trzy tygodnie
później...
In the end, ... Finally, ... Eventually, ... Ostatecznie...
W końcu...

Expressing and justifying opinions

Przedstawianie i uzasadnianie opinii

I am of the belief / opinion that ... I believe that ... Uważam,
że...
It is my belief / opinion / view / conviction that ... Uważam,
że... / W mojej opinii, ... / Moim zdaniem, ... / Jestem
przekonany/przekonana, że...
In my view / opinion / belief, ... Moim zdaniem, ... / W moim
przekonaniu, ...
My view is that ... Moje zdanie jest takie, że...
To my mind, ... The way I see it, ... Według mnie, ... Widzę
to tak, że...
I am firmly of the opinion that ... Jestem głęboko
przekonany/przekonana, że...
I firmly adhere to the view that ... Jestem zdania, że...
I am confident that ... Jestem pewien/pewna, że...
It seems to me ... As far as I can tell, ... Odnoszę wrażenie /
Wydaje mi się, ... O ile wiem, ...
Personally, I am confident that ... Osobiście jestem pewien/
pewna, że...
I am compelled to express my feelings. Czuję się zmuszony/
zmuszona wyrazić swoje uczucia.
I feel that I must make my voice heard. Czuję, że
powinienem/powinnam zabrać głos.
I feel very aggrieved / upset that ... I deeply resent the fact
that ... Jestem bardzo niezadowolony/niezadowolona
z powodu... Nie podoba mi się fakt, że...
I want to explain the logic behind my opinion that ... I would
like to lay out my reasons why ... Chciałbym/Chciałabym
objaśnić logikę stojącą za moją opinią, że... Chciałbym/
Chciałabym przedstawić powody, dla których...
The suggested alteration is an obvious tactic to ... /
The proposed change is a transparent ploy to ...
Zaproponowana zmiana jest bez wątpienia częścią taktyki
mającej na celu... / Zaproponowana zmiana jest oczywistym
wybiegiem mającym / oczywistą sztuczką mającą na celu...
Some use the objectionable explanation / employ the specious
and offensive argument that ... Niektórzy odwołują się do
wątpliwego wyjaśnienia... / używają pokretnego i obraźliwego
argumentu, że...
And this is completely incorrect. A to jest zupełnie
nieprawdliwe.

... which is simply erroneous. ..., co jest po prostu błędem.

... and research proves this / studies bear this out.

..., co potwierdzają badania.

My argument is a well-used one, but it remains valid. /

My point is a hackneyed one, but still worth making.

Argument, na który się powołuję, jest często używany,
ale zawsze warto o nim wspomnieć.

It appears obviously unfair / seems patently inequitable.

To wydaje się jawnie niesprawiedliwe.

Introducing an idea or topic

Przedstawianie koncepcji lub tematu

It is a well-known fact that ... Powszechnie wiadomo, że...

From the spectators' standpoint / From the competitors'
side, ... Z punktu widzenia widzów / zawodników...

It can be argued that ... Można powiedzieć, że...

It seems that ... Wygląda na to, że...

There are definitely two schools of thought. Istnieją dwie
szkoły. / Zdania na ten temat są podzielone.

One point / One of the main points is ... Jedną
z (najważniejszych) kwestii jest...

The question is / remains, ... Pytanie, czy... / Pozostaje
pytanie, czy...

More and more frequently, the question of ... comes up in
public debate. Coraz częściej kwestia ... poddawana jest
debacie publicznej.

Enumerating / Adding information

Wyliczanie / Podawanie dodatkowych informacji

Firstly, ... First of all, ... Po pierwsze, ... Przede wszystkim, ...

Furthermore, ... Moreover, ... What is more, ... Ponadto...,
Co więcej, ...

In addition, ... Additionally, ... Ponadto...

As well as ... Jak również...

Apart from this, ... Poza tym...

It is also true that ... Prawdą jest również, że...

Not to mention (the fact) that ... Nie mówiąc o tym, że...

Providing further evidence that ... Niech posłuży to za
dowód, że...

Beyond the simple fact that ... Poza samym faktem, że...

We should also not forget that ... Nie można zapominać
o tym, że...

Would it surprise you to know that ...? Czy to nie
zaskakujące, że...?

Take a moment to think about ... Zastanówmy się przez
chwilę nad...

Comparing / Contrasting Porównywanie

The same can be said of ... To samo można powiedzieć o...

However, ... Alternatively, ... Jednakże... Dla odmiany...

Although ..., Chociaż...

On the one hand, ... On the other hand, ... Z jednej strony,
... Z drugiej strony, ...

Others say ... Inni twierdzą, ...

In contrast to ... W przeciwieństwie do...

There is another side to the issue / question / argument of ...
Jest jeszcze druga strona sprawy / pytania / argumentu...

There are strong arguments to support opposing point of
view. Istnieją mocne argumenty na korzyść przeciwnego
punktu widzenia.

Beyond the simple fact that ..., Poza samym faktem, że...

Whereas ... may be true / While it is true that ..., it is also
a fact that... O ile... może być zgodne z prawdą, faktem jest
również to, że...

While many people express the view that ..., it strikes me that ... Choć wiele osób jest zdania, że..., wydaje mi się, że...
 Although many debates take place ..., when the issue ... is taken up by those most affected, then it ... Choć toczy się wiele dyskusji..., kiedy dopuścimy do głosu tych najbardziej dotkniętych / zainteresowanych, okazuje się, że...
 On the one hand, forceful opinions are put forth supporting ..., whilst my own experience points to ... Z jednej strony przytacza się śmiałe opinie na korzyść..., moje doświadczenie dowodzi jednak, że...

Introducing positive / negative arguments Podawanie argumentów za i przeciw

On the plus side, ... On the positive side, ... Plus jest taki, że...
 One outstanding advantage is ... Niezwykle istotną zaletą jest...
 The major disadvantage is that ... Największą wadą jest to, że...
 A substantial drawback could be ... Za największą wadę można uznać...
 There are several points in favour of ... Jest kilka argumentów przemawiających na korzyść...
 A further advantage / Another plus of ... is Kolejną zaletą / Kolejną korzyścią płynącą z... jest...

Explaining reasons / results Argumentowanie i podawanie wniosków

For the reason that ... Z powodu...
 As a consequence, ... W konsekwencji...
 Consequently, ... Dlatego...
 Therefore, ... As a result, ... Dlatego... W związku z tym...
 At the expense of ... Kosztem...
 Due to the fact that ... Ze względu na to, że...
 Since ... As ... Ponieważ... Jako że...

Summarising / Concluding / Generalising Podsumowywanie / Uogólnianie

On the whole, ... On balance, ... By and large, ... W sumie...
 W ostatecznym rozrachunku... Ogólnie rzecz biorąc, ...
 In a nutshell, ... Krótko mówiąc, ...
 Just to recap, ... Podsumowując, ...
 After considering both sides, ... Having considered both sides, ... All things considered, ... Po rozważeniu argumentów za i przeciw... Biorąc wszystko pod uwagę, ...
 All in all, ... To sum up, ... In conclusion, ... Reasumując, ...
 Podsumowując, ...
 To sum up, not every issue is as cut and dried as we might wish, but ... for the reason that ... Podsumowując, nie na wszystkie pytania znajdzie się jasna jak słońce odpowiedź, ale ja mocno wierzę ..., ponieważ ...
 There may be no simple answer to the question of ..., but ...
 Może i nie ma prostej odpowiedzi na pytanie o..., ale...

Making and explaining recommendations (formal / informal register) Polecanie i uzasadnianie rekomendacji

One memorable aspect, ... I can't forget how ... Tym, czego nie zapomnę, ...
 I have come up with this recommendation. Here's an idea ...
 Oto moja rekomendacja / propozycja...
 The single disadvantage ... The one catch ... Jedyny minus...
 It stood out to me that ... One thing that struck me was that ... Uderzyło mnie to, że...
 In addition to all of this, ... As if that isn't enough, ... Poza tym wszystkim... Jak gdyby tego było mało, ...
 I am basing this on personal experience. I'm judging by having a meal there ... Opieram to na swoim osobistym doświadczeniu. Oceniam po spożyciu w tym miejscu posiłku...
 In response to your request ... You asked me if I could recommend ... W odpowiedzi na waszą prośbę... Prosiłiście o polecenie wam...
 In all honesty ... To be up-front ... Zupełnie szczerze...
 I have no qualms about recommending the venue. You can't go wrong with this place! Mogę polecić to miejsce bez najmniejszych zastrzeżeń. Jeśli chodzi o to miejsce, nie ma szans na negatywne wrażenia!
 What convinced me ... The thing that really sold me ... To, co mnie przekonało / ujęło...

Review 1 page 15, exercise 9

Decide if the following statements are true or false. Correct the false statements in your notebook. Then test your partner.

- 1 A **cogent** argument is an unreasonable one.
- 2 *Stuck-up* means 'arrogant'.
- 3 When you **fret** about something, you worry about it.
- 4 *Out of hand* means 'without money'.
- 5 If you **wake up to a fact**, you realise something.

Review 2 page 27, exercise 11

Answer the questions. Then test your partner.

- 1 What is the difference between a **cramp** and a **spasm**?
- 2 Do **nausea** and **dizziness** mean the same?
- 3 Do you know three nouns which go with *overwhelming*?

Review 3 page 39, exercise 10

Give antonyms for the words below. Then ask your partner to make sentences with the original words.

diminish dystopian contentious stellar

Review 4 page 51, exercise 10

Make the following parts of speech from the words given. Then test your partner.

- 1 the noun from *willing*
- 2 the adjective from *stultify*
- 3 the adverb from *end*
- 4 the negative adjective from *inspire*

Review 5 page 63, exercise 10

Make sentences with the following words or expressions. Then translate them into Polish. Show your partner your Polish sentences and ask him/her to translate the sentences back into English.

- 1 clemency
- 2 overburden
- 3 up to your ears
- 4 toe the party line
- 5 accommodate

Review 6 page 75, exercise 10

Answer the questions. Then test your partner.

- 1 How do you say 'bułka tarta', 'przykrywka' and 'garnek' in English?
- 2 What are **crop yields**?
- 3 What can you **skin** and **bone**?
- 4 What's the difference between a **can** and a **tin**?
- 5 How do we use the verb *beset*?
- 6 Who can the adjective *squeamish* describe?

Review 7 page 87, exercise 10

Give an example for each category below. Then test your partner.

- 1 maintenance costs
- 2 a sink or swim situation
- 3 something you strive to do
- 4 shared facilities
- 5 something which may peel off

Review 8 page 99, exercise 10

Answer the questions. Then test your partner.

- 1 When do we use the phrase 'If you can't stand the heat, get out of the kitchen'?
- 2 Who or what might demand one's 'unwavering attention'?
- 3 What could strike you like 'a bolt from the blue'?
- 4 What happens when somebody 'deepens the divide'?
- 5 What do you do when you 'look something in the eye'?

Unit 1

Character, feelings and emotions /
Charakter, uczucia i emocje

affable /'æfəb(ə)l/ życzliwy, przyjazny
be blown away /bi 'bləʊn ə'wei/ być pod ogromnym wrażeniem
be not up to the mark /bi 'nɒt, ʌp tə ðə 'mɑ:(r)k/ być niewystarczająco dobrym
be taken aback /bi 'teɪkən ə'bæk/ być zaskoczonym
come out of one's shell /kʌm, əʊt əv wʌnz 'ʃel/ otwierać się
feel out of place /fi: l aʊt əv 'pleɪs/ czuć się nie na miejscu, obco
high-spirited /,haɪ'spɪrɪtɪd/ pełen życia, przepełniony energią
irascible /'ɪræsəb(ə)l/ drażliwy
meddle in sb's private business /,med(ə)l ɪn ,sʌmbədɪz,praɪvət 'bɪznəs/ wtrącać się w nie swoje sprawy
off-putting /,ɒf'pʊtɪŋ/ odpychający
out of touch with sth /,aʊt əv 'tʌtʃ wɪð ,sʌmθɪŋ/ zupełnie oderwany od czegoś, nieorientujący się w czymś
quick-witted /,kwɪk'wɪtɪd/ błyskotliwy
stuck-up /stʌk 'ʌp/ zarozumiały

Challenge!

be critical of sth /bi 'krɪtɪk(ə)l ɒv ,sʌmθɪŋ/ krytykować coś
confidence /'kɒnfɪdəns/ pewność siebie
confident /'kɒnfɪdənt/ pewny siebie
criticise /'krɪtɪsaɪz/ krytykować
deceitful /di 'si:tʃ(ə)l/ kłamliwy, oszukańczy
deceptive /di'septɪv/ zwodniczy, mylący
disinterested /dɪs'ɪntərəstɪd/ bezstronny
mate /meɪt/ kumpel
outspoken /,aʊt'spəʊkən/ bezpośredni, mówiący bez ogródek
outspokenness /,aʊt'spəʊkənəs/ bezpośredniość
peer /piə(r)/ rówieśnik
pushiness /'pʊʃɪnəs/ nachalność
pushy /'pʊʃi/ nachalny
reserved /rɪ'zɜ:(r)vɪd/ powściągliwy, zdystansowany
timid /'tɪmɪd/ nieśmiały
timidity /tɪ'mɪdəti/ nieśmiałość
uninterested /ʌn'ɪntərəstɪd/ niezainteresowany

Ethical problems in relationships / Problemy
etyczne w związkach międzyludzkich

accurate /'ækjʊrət/ pasujący, właściwy
come along /kʌm ə'lɒŋ/ pojawiać się
come down on sb /kʌm 'daʊn ɒn ,sʌmbədi/ rugać kogoś, bardzo kogoś krytykować
come down with sth /kʌm 'daʊn wɪð ,sʌmθɪŋ/ zachorować na coś
come forward as a donor /kʌm, fɔ:(r)wəd əd æz ə 'dɒnə(r)/ zgłosić się do bycia dawcą
come round /kʌm 'raʊnd/ zmienić zdanie, przekonać się do czegoś
come together with sb /kʌm tə'geðə(r) wɪð ,sʌmbədi/ spotykać się z kimś
come up empty /kʌm, ʌp 'empti/ nic nie znaleźć, zostać z pustymi rękami
come up with sth /kʌm 'ʌp wɪð ,sʌmθɪŋ/ wymyślić coś
compatible with sth /kəm'pætəb(ə)l wɪð ,sʌmθɪŋ/ pasujący do czegoś
complex /'kɒmpleks/ złożony, skomplikowany
consistent with sth /kən'sɪstənt wɪð ,sʌmθɪŋ/ spójny z czymś
definitive /dɪ'fɪnətɪv/ ostateczny

durable /'djʊərəb(ə)l/ trwały
implausible /ɪm'plə:zəb(ə)l/ nieprawdopodobny
inaccurate /ɪn'ækjʊrət/ niepasujący, niewłaściwy
incompatible with sth /,ɪnkəm'pætəb(ə)l wɪð ,sʌmθɪŋ/ niepasujący do czegoś
inconsistent with sth /,ɪnkən'sɪstənt wɪð ,sʌmθɪŋ/ niespójny z czymś
plausible /'plə:zəb(ə)l/ prawdopodobny
specialised /'speʃ(ə)laɪzd/ specjalistyczny

Real to virtual friendship crossover /
Od przyjaźni rzeczywistej do wirtualnej

alienate /'eɪliəneɪt/ wyobcować
bad intentions /,bæd ɪn'tenʃ(ə)nz/ złe intencje
be rife with sth /bi 'raɪf wɪð ,sʌmθɪŋ/ epatować, być pełnym czegoś
benign /bə'nəɪn/ łagodny, niegroźny
cogent argument /,kəʊdʒ(ə)nt 'ɑ:(r)ɡjʊmənt/ przekonujący argument
digital connectedness /,dɪdʒɪt(ə)l kə'nektɪdnəs/ łączność cyfrowa
evils /'i:v(ə)lz/ zgubne skutki
go ballistic /,ɡəʊ bə'listɪk/ dostawać szału
go without saying /,ɡəʊ wɪð,aʊt 'seɪŋ/ być oczywistym
portion of sth /'pɔ:(r)ʃ(ə)n əv ,sʌmθɪŋ/ część czegoś
not fret /,nɒt 'fret/ nie martwić się, nie gryźć się czymś
online connections /,ɒnlaɪn kə'nektɪ(ə)nz/ kontakty online
personal approach /,pɜ:(r)s(ə)nəl ə'prəʊtʃ/ indywidualne podejście
say sth up front /,seɪ ,sʌmθɪŋ ʌp'frʌnt/ powiedzieć coś wprost, bez ogródek
take sth with a pinch of salt /,teɪk ,sʌmθɪŋ wɪð ə ,pɪntʃ əv 'sɔ:lt/ odnosić się do czegoś z rezerwą
unfounded fears /ʌn,fəʊndɪd 'fiə(r)z/ bezzasadne obawy
vulnerable /'vʌln(ə)rəb(ə)l/ bezbronny, wrażliwy

Challenge!

be bone idle /bi ,bəʊn 'aɪd(ə)l/ być śmierzdzącym leniem
be a bone of contention /bi ə ,bəʊn əv kən'tenʃ(ə)n/ być kością niezgody
bone up on sth /bəʊn 'ʌp ɒn ,sʌmθɪŋ/ zakuwać, intensywnie się uczyć
cut to the bone /kʌt tə ðə 'bəʊn/ ugodzić do żywego
feel sth in your bones /fi:l ,sʌmθɪŋ ɪn jə(r) 'bəʊnz/ czuć coś w kościach
have a bone to pick with sb /hæv ə ,bəʊn tə 'pɪk wɪð ,sʌmbədi/ mieć z kimś na pieńku
make no bones about sth /,meɪk nəʊ 'bəʊnz ə,bəʊt ,sʌmθɪŋ/ nie ukrywać czegoś, stawiać sprawę jasno

Friends / Znajomi

addict /'ædɪkt/ osoba uzależniona
addicted /ə'dɪktɪd/ uzależniony
addiction /ə'dɪkʃ(ə)n/ uzależnienie
addictive /ə'dɪktɪv/ uzależniający
be a shoulder to cry on /bi ə 'ʃəʊldə(r) tə 'kraɪ ɒn/ stanowić dla kogoś oparcie
break it off /breɪk ɪt 'ɒf/ zerwać z kimś kontakt
collect /kə'lekt/ zbierać, kolekcjonować
collection /kə'lektʃ(ə)n/ kolekcja
collective /kə'lektɪv/ zbiorowy
collector /kə'lektə(r)/ kolekcjoner
compliment /'kɒmplɪmənt/ komplement; prawić komplementy

complimentary /,kɒmplɪ'ment(ə)rɪ/ pochlebny, bezpłatny
confront /kən'frʌnt/ konfrontować
confrontation /,kɒnfrən'teɪʃ(ə)n/ konfrontacja
confrontational /,kɒnfrən'teɪʃ(ə)nəl/ zaczepny, konfrontacyjny
counsel /'kaʊns(ə)l/ (po)rada, radzić
counselling /'kaʊns(ə)lɪŋ/ doradztwo, poradnictwo
counsellor /'kaʊns(ə)lə(r)/ doradca
cut sb off /kʌt ,sʌmbədi 'ɒf/ zerwać z kimś kontakt
differ /'dɪfə(r)/ różnić się
difference /'dɪfrəns/ różnica
different /'dɪfrənt/ inny, różniący się
dismiss /dɪs'mɪs/ odrzucać, zwalniać, lekceważyć
dismissal /dɪs'mɪs(ə)l/ zwolnienie, zlekceważenie
dismissive /dɪs'mɪsɪv/ lekceważący
do one's bit /,du: wʌnz 'bɪt/ robić swoje
get freaked out /get ,fri:kt 'aʊt/ przestraszyć się, spanikować
get on sb's nerves /,get ɒn ,sʌmbədiz 'nɜ:(r)vz/ dźwiałać komuś na nerwy
get on sb's case /,get ɒn ,sʌmbədiz 'keɪs/ czepiać się kogoś
give sb a leg up /,ɡɪv ,sʌmbədi ə 'leg ʌp/ wspierać kogoś
occupation /,ɒkjʊ'peɪʃ(ə)n/ zajęcie, zawód
occupational /,ɒkjʊ'peɪʃ(ə)nəl/ zawodowy
occupier /'ɒkjʊpaɪə(r)/ lokator
occupy /'ɒkjʊpaɪ/ zajmować
out of hand /,aʊt əv 'hænd/ natychmiast, od ręki
popular /'pɒpjələ(r)/ popularny, lubiany
popularise /'pɒpjələraɪz/ popularyzować
popularity /,pɒpjə'lærəti/ popularność
preoccupation /pri:,ɒkjə'peɪʃ(ə)n/ troska, zainteresowanie
spill one's guts /,spɪl wʌnz 'ɡʌts/ żalić się, wywnętrzać
two-way street /,tu:wei 'stri:t/ działanie w dwie strony
wake up to the fact /weɪk ʌp tə ðə 'fækt/ uświadomić sobie

Other words / Pozostałe wyrażenia

absent-minded /,æbs(ə)nt'maɪndɪd/ roztargniony
acquaintance /ə'kweɪntəns/ znajomy
adaptable /ə'dæptəb(ə)l/ elastyczny, łatwo się przystosowujący
affectionate /ə'fekʃ(ə)nət/ serdeczny, miły
be a devotee of sth /bi ə ,devəʊ'ti: ɒv ,sʌmθɪŋ/ być miłośnikiem czegoś
be a genius with (numbers) /bi ə 'dʒi:nɪəs wɪð 'nʌmbə(r)z/ mieć niebywały talent do (obliczeń)
be as sharp as a tack /bi əz 'ʃɑ:(r)p əz ə 'tæk/ być bardzo inteligentnym
be crushed /bi 'kræʃt/ być zdruzgotanym
be glued to sth /bi 'ɡlu:d tə ,sʌmθɪŋ/ być przyklejonym do czegoś, nie móc się od czegoś oderwać
be preoccupied with sth / doing sth /bi pri:'ɒkjʊpaɪd wɪð ,sʌmθɪŋ, du:ɪŋ ,sʌmθɪŋ/ zaprzętać sobie głowę czymś, robieniem czegoś
be up front /bi ʌp 'frʌnt/ być szczerym, bezpośrednim
be with it /bi 'wɪð ɪt/ być na czasie
be wrapped up in sth /bi ,ræpt 'ʌp ɪn ,sʌmθɪŋ/ być czymś bez reszty pochłoniętym

bone marrow transplant /ˌbəʊn məˈrəʊ ˈtrænsˌplɑːnt/ przeszczep szpiku kostnego
bubble with excitement /ˌbʌb(ə)l wɪθ ɪkˈsaɪtmənt/ tryskać entuzjazmem
chum /tʃʌm/ kumpel
considerate /kənˈsɪd(ə)rət/ taktowny, uprzejmy
count oneself lucky /ˌkaʊnt wʌnˌself ˈlʌki/ uważać się za szczęściarza
cutting-edge /ˌkʌtɪŋ ˈedʒ/ najnowocześniejszy
devastated /ˈdevəˌsteɪtɪd/ zdruzgotany
donor /ˈdɒnə(r)/ dawca
draw conclusions /drɔː kənˈkluːz(ə)nz/ wyciągać wnioski
drive sb crazy / mad /ˌdraɪv ˌsʌmbədi ˈkreɪziˌ ˈmæd/ doprowadzać kogoś do szafu
encounter /ɪnˈkaʊntə(r)/ spotkanie
encouraging /ɪnˈkʌrɪdʒɪŋ/ wspierający
facilitate /fəˈsɪləteɪt/ ułatwiać
fall for sth /ˈfɔːl fə(r) ˌsʌmθɪŋ/ nabrać się na coś
feel inferior /ˌfiːl ɪnˈfɪəriə(r)/ czuć się gorszym
flapper dress /ˈflæpə(r) ˌdres/ krótka sukienka z lat 20., często z frędzlami; uważana za odważną
follow one's own path /ˌfɒləʊ wʌnz ˌəʊn ˈpɑːθ/ iść własną drogą
geek /giːk/ pasjonat, maniak (np. komputerowy)
general anaesthesia /ˌdʒen(ə)rəl ˌænəsˈθiːziə/ znieczulenie ogólne, narkoza
give sth a go /ˌɡɪv ˌsʌmθɪŋ ə ˈɡəʊ/ spróbować czegoś
harvest blood cells /ˌhɑː(r)vɪst ˈblʌd selz/ pobierać krwinki
have too much on one's plate /hæv tuː ˌmʌtʃ ɒn wʌnz ˈpleɪt/ mieć za dużo rzeczy na głowie
inexplicably /ɪnˈɪksplɪkəb(ə)li/ niewytłumaczalnie, z niewiadomych powodów
inquisitive /ɪnˈkwɪzətɪv/ dociekliwy
intimidating /ɪnˈtɪmɪdeɪtɪŋ/ onieśmielający, przerażający
keep sb in stitches /kiːp ˌsʌmbədi ɪn ˈstɪtʃz/ rozśmieszać, powodować, że ktoś pęka ze śmiechu
laid-back /leɪd ˈbæk/ zrelaksowany, bez troski
lame /leɪm/ słaby, kiepski
leave off /liːv ˈɒf/ odstawić, odpuszczać
leukaemia /luːˈkiːmiə/ białaczka
lieutenant /lefˈtenənt/ porucznik
meet sb in person /miːt ˌsʌmbədi ɪn ˈpɜː(r)s(ə)n/ spotkać, poznać kogoś osobiście
nerd /nɜː(r)d/ maniak (np. komputerowy), osoba nieprzystosowana społecznie
outperform /ˌaʊtpə(r)ˈfɔː(r)m/ osiągać lepsze wyniki od kogoś, pozostawiać innych w tyle
precede /priˈsiːd/ poprzedzać
preconception /ˌpriːkənˈsep(ə)n/ z góry przyjęty osąd
predecessor /ˌpriːdiˌsesə(r)/ przodek
predicament /ˌpriːdɪkəmənt/ kłopotliwe położenie, trudna sytuacja
predict /priˈdɪkt/ przewidywać
predisposition /ˌpriːdispəˈzɪʃ(ə)n/ skłonność, predyspozycja
preliminary /priˈlɪmɪn(ə)ri/ wstępny
relationship compatibility /rɪˌleɪʃ(ə)nʃɪp kəmˌpæʔəˈbɪləti/ dopasowanie w związku
resent /riˈzent/ żywić urazę, mieć pretensje
rigid /ˈrɪdʒɪd/ sztywny, skostniały
see eye to eye with sb about sth /ˌsiː aɪ tə ˈaɪ wɪð ˌsʌmbədi əˌbaʊt ˌsʌmθɪŋ/ zgadzać się z kimś w jakiejś kwestii
self-reliant /ˌselfrɪˈlaɪənt/ samowystarczalny
shrug and let sth happen /ˌʃrʌɡ ənd ˌlet ˌsʌmθɪŋ ˈhæpən/ pozwolić, aby coś się wydarzyło
soul-searching /ˌsəʊl ˈsɜː(r)tʃɪŋ/ głęboki namysł, staranne rozważenie
steer clear of sb /stiə(r) ˈkliə(r) əv ˌsʌmbədi/ trzymać się z dala od kogoś

stem cells /ˈstem selz/ komórki macierzyste
strike up a conversation /straɪk ˌʌp ə ˌkɒnvə(r)ˈseɪʃ(ə)n/ rozpocząć konwersację, zagać rozmowę
tense /tens/ nerwowy, spięty
track and field /ˌtræk ənd ˈfiːld/ lekkoatletyka
well-to-do /welˈtəːduː/ dobrze sytuowany

Unit 2

Competing and achieving success in sports / Rywalizacja i osiąganie sukcesu w sporcie

brevity /ˈbreɪvɪti/ krótkotrwałość
change tack /ˌtʃeɪndʒ ˈtæk/ zmieniać podejście
drop the ball /ˌdrɒp ðə ˈbɔːl/ popełnić błąd, szczególnie przez nieuwagę, bezmyślność
feel like the underdog /ˌfiːl laɪk ðə ˈʌndə(r)ˌdɒɡ/ czuć się jak słabeusz
gauge /geɪdʒ/ mierzyć, oceniać
go the extra mile /ˌɡəʊ ðə ˌekˈstrə ˈmaɪl/ dokładać wszelkich starań
hit below the belt /hɪt biˌləʊ ðə ˈbelt/ zadać cios poniżej pasa
jump the gun /ˌdʒʌmp ðə ˈɡʌn/ zbyt szybko się pośpieszyć, zrobić falstart
make the cut /ˌmeɪk ðə ˈkʌt/ odnieść sukces
meteoric /miːtiˈɒnɪk/ błyskawiczny
overwhelming /ˌəʊvə(r)ˈwelmɪŋ/ ogromny, przytłaczający
pinnacle /ˈpɪnæk(ə)l/ szczyt
prodigy /ˈprɒdɪdʒi/ geniusz, osoba wyjątkowo utalentowana
punishing /ˈpʌnɪʃɪŋ/ morderczy, wyczerpujący
right out of the gate /raɪt aʊt əv ðə ˈgeɪt/ od samego początku
sobering /ˈsəʊbəɪŋ/ otreźwiający
stay ahead of the game /steɪ əˌhed əv ðə ˈɡeɪm/ utrzymywać się na czele
subsequent /ˈsʌbsɪkwənt/ późniejszy
the ball is in sb's court /ðə ˈbɔːl ɪz ɪn ˌsʌmbədɪz ˈkɔː(r)t/ kolejny ruch należy do kogoś
unrelenting /ˌʌnrɪˈlentɪŋ/ bezlitosny

Body parts / Części ciała

abdomen /ˈæbdəmən/ brzuch
ankle /ˈæŋk(ə)l/ kostka
arch /ɑː(r)tʃ/ podbicie
arm /ɑː(r)m/ ręka
back /bæk/ plecy
brain /breɪn/ mózg
calf /kɑːf/ łydka
cranium /ˈkreɪniəm/ mózgowiec
elbow /ˈelbəʊ/ łokieć
eyes /aɪz/ oczy
knee /niː/ kolano
rib /rɪb/ żebro
shin /ʃɪn/ piszczel
shoulder /ˈʃəʊldə(r)/ bark
skull /skʌl/ czaszka
spine /spaɪn/ kręgosłup
thigh /θaɪ/ udo
ulna /ˈʌlnə/ kość łokciowa
waist /weɪst/ talia
wrist /rɪst/ nadgarstek

Injuries and illnesses / Urazy i schorzenia

be / feel / get nauseous /biː ˌfiːl ˌget ˈnɔːziəs/ mieć nudności
bruise /bruːz/ siniak
burn /bɜː(r)n/ oparzenie
catch / come down with / get a cold /kætʃ ˌkʌm ˌdaʊn wɪθ ˌget ə ˈkəʊld/ przeziębienie, być przeziębionym
concussion /kənˈkʌʃ(ə)n/ wstrząs mózgu
cramp /kræmp/ skurcz
cut /kʌt/ skaleczenie

develop / get / have stiff muscles /dɪˌveləp ˌget ˌhæv ˌstɪf ˈmʌs(ə)lz/ mieć sztywne mięśnie, nabawić się napięć mięśniowych
dizziness /ˈdɪzɪnəs/ zawroty głowy
experience / get / suffer from dizziness /ɪkˌspɪəriəns ˌget ˌsʌfə(r) frəm ˈdɪzɪnəs/ mieć zawroty głowy
fracture /ˈfræktʃə(r)/ złamanie, pęknięcie
get / have / suffer from a fracture /get ˌhæv ˌsʌfə(r) frəm ə ˈfræktʃə(r)/ doznać złamania, pęknięcia
get / have / suffer from a headache /get ˌhæv ˌsʌfə(r) frəm ə ˈhedeɪk/ cierpieć na ból głowy
get / have / suffer from a sprain /get ˌhæv ˌsʌfə(r) frəm ə ˈspreɪn/ skręcić (np. nogę w kostce)
get / have / suffer from a strain /get ˌhæv ˌsʌfə(r) frəm ə ˈstreɪn/ naciągnąć, nadwyrężyć (np. mięśnie karku)
scrape /skreɪp/ otarcie
spasm /ˈspæz(ə)m/ skurcz
sprain /spreɪn/ skręcenie
stiff muscles /ˌstɪf ˈmʌs(ə)lz/ napięte, zeszywniałe mięśnie
(repetitive) strain /rɪˌpetətɪv ˈstreɪn/ (nawykowe, nawracające) naciągnięcie, nadwyrężenie
TBI /ˌtiː biː ˈaɪ/ urazowe uszkodzenie mózgu

Challenge!

acute / agonising / excruciating pain /əˈkjuːt ˌæɡənaɪzɪŋ ɪkˌskruːʃɪeɪtɪŋ ˈpeɪn/ nieznosny, potworny, przeszywający ból
acute / serious / severe food allergies /əˈkjuːt ˌsɪəriəs ˌsiːvə(r) ˈfuːd ˌælə(r)dʒɪz/ poważne alergie pokarmowe
bad / heavy / nasty cold /bæd ˌhevi ˌnɑːsti ˈkəʊld/ paskudne, poważne przeziębienie
bad / blinding / splitting headache /bæd ˌblaɪndɪŋ ˌsplɪtɪŋ ˈhedeɪk/ nieznosny ból głowy
be in blooming / excellent / perfect health /biː ɪn ˌbluːmɪŋ ˌeksələnt ˌpɜː(r)fɪkt ˈhelθ/ być w pełni zdrowym, w doskonałej kondycji
can't tell up from down /kɑːnt tel ˌʌp frəm ˈdaʊn/ być zdezorientowanym, skołowanym
catch / come down with / contract the flu /kætʃ ˌkʌm ˌdaʊn wɪθ ˌkɒnˈtrækt ðə ˈfluː/ zachorować na, złapać grypę
come back and bite sb /kʌm ˌbæk ənd ˈbaɪt ˌsʌmbədi/ wracać do kogoś (w formie kary lub zemsty)
do an about-turn /duː ən əˌbaʊt ˈtɜː(r)n/ wykonać obrót o 180 stopni
dead set on sth /ded ˈset ɒn ˌsʌmθɪŋ/ zdeterminowany, aby coś osiągnąć, zrobić
drop / lose / shed weight /drɒp ˌluːz ˌjed ˈweɪt/ zrzucić zbędne kilogramy
eat like a bird /iːt laɪk ə ˈbɜː(r)d/ jeść jak ptaszek
endure / take / tolerate the pain /ɪnˌdjʊə(r) ˌteɪk ˌtɒləreɪt ðə ˈpeɪn/ wytrzymywać, znosić ból
exercise like a fiend /ˌeksə(r)səɪz laɪk ə ˈfiːnd/ ćwiczyć jak opętany
feel as if one were run over by a lorry /ˌfiːl əz ɪf wʌn wɜː(r) rʌn ˌəʊvə(r) baɪ ə ˈlɒri/ czuć się jak przejechany przez walec drogowy
go out like a light /ɡəʊ ˌaʊt laɪk ə ˈlaɪt/ natychmiast zasnąć
hold sb back /həʊld ˌsʌmbədi ˈbæk/ powstrzymywać, spowalniać kogoś
jump in with both feet /ˌdʒʌmp ɪn wɪθ ˌbəʊθ ˈfiːt/ w pełni się (w coś) zaangażować
keep going back for more /ˌkiːp ɡəʊɪŋ ˈbæk fə(r) ˌmoː(r)/ wracać do czegoś jak bumerang
mild / low / slight fever /maɪld ˌləʊ ˌslaɪt ˈfiːvə(r)/ lekka gorączka
open sb's eyes to sth /əʊpən ˌsʌmbədɪz ˈaɪz tə ˌsʌmθɪŋ/ otworzyć komuś oczy na coś
par for the course /ˌpɑː(r) fə(r) ðə ˈkɔː(r)s/ do przewidzenia

Doing sport: risks and benefits / Uprawianie sportu: zagrożenia i korzyści

blind adherence /ˈblaɪnd ədˈhɪərəns/ ślepe posłuszeństwo
competitive sport /kəmˌpetətɪv 'spɔː(r)t/ sport oparty na rywalizacji
common goal /ˈkɒmən 'ɡəʊl/ wspólny cel
external / internal pressure /ɪkˌstɜː(r)n(ə)l, ɪnˌtɜː(r)n(ə)l 'preʃə(r)/ zewnętrzna, wewnętrzna presja
feel a sense of oppression /fiːl ə ,sens əv əˈpreʃ(ə)n/ czuć nacisk, presję
give-and-take /ˌɡɪv ənd 'teɪk/ kompromis, wzajemne ustępstwa
guiding impulse /ˌɡaɪdɪŋ 'ɪmpʌls/ impuls kierujący jakimś działaniem, decyzją
handle pressure /ˈhændl(ə)l 'preʃə(r)/ radzić sobie z presją
healthy rivalry /ˌhelθi 'raɪv(ə)lrɪ/ zdrowa rywalizacja
inevitable outcome /ɪnˌevɪtəb(ə)l 'aʊtˌkʌm/ nieuchronna konsekwencja
kick against the pricks /kɪk əˌɡenst ðə 'prɪk/ walić głową w mur
knit sb together around sth /nɪt ,səmbədi təˈɡeðə(r) əˌraʊnd ,səmtɪŋ/ zjednoczyć kogoś w jakimś celu
lagging academic achievement / results /ˌlæɡɪŋ ækəˌdemɪk əˈtʃiːvmənt, rɪˈzʌlt/ słabe osiągnięcia, wyniki w nauce
panacea for sth /ˌpænəˈsiːə fə(r) ,səmtɪŋ/ panaceum na coś
relentless / unrelenting pressure /rɪˌlentləs, ʌnrɪˌlentɪŋ 'preʃə(r)/ bezlitosna, niesłabnąca presja
root for sb /ˈruːt fə(r) ,səmbədi/ kibicować komuś
set sb's sights on sth /set ,səmbədɪz 'saɪtʃ ɒn ,səmtɪŋ/ postawić sobie coś za cel, nastawić się na coś
subpar social skills /sʌbˌpɑː(r) ,səʊʃ(ə)l 'skɪlz/ kompetencje społeczne poniżej przeciętnej
the flip side /ðə 'flɪp ,saɪd/ druga strona medalu
there's a lot to be said for sth /ðeə(r)z ə ,lɒt tə biː 'sed fə(r) ,səmtɪŋ/ coś ma wiele zalet
tout sth as sth /taʊt 'səmtɪŋ əz 'səmtɪŋ/ zachwalać coś jako coś
winner-takes-all attitude /ˌwɪnə(r)ˈteɪksˌɔːl 'ættɪtjuːd/ postawa oparta na przekonaniu, że zwycięzca bierze wszystko

Challenge!

adhere to sth /ədˈhɪə(r) tə ,səmtɪŋ/ przestrzegać czegoś, stosować się do czegoś
be beneficial for sb to do sth /bi ,benɪˈfɪʃ(ə)l fə(r) ,səmbədi tə duː ,səmtɪŋ/ być korzystnym dla kogoś, korzystnie na kogoś wpływać
be entitled to sth /bi ɪnˈtaɪt(ə)ld tə ,səmtɪŋ/ mieć do czegoś prawo
be good with sb /bi 'ɡʊd wɪθ ,səmbədi/ mieć z kimś dobry kontakt, dobre podejście do kogoś
be great / best at sth /bi 'ɡreɪt, 'best æt ,səmtɪŋ/ być świetnym, najlepszym w czymś
be mad at sb /bi 'mæd æt ,səmbədi/ być wściekłym na kogoś
be on the cards /bi ɒn ðə 'kɑː(r)dz/ być możliwym
be on the lookout for sb /bi ɒn ðə 'lʊkəʊt fə(r) ,səmbədi/ poszukiwać kogoś
be out of the question /bi ,aʊt əv ðə 'kwɛstʃ(ə)n/ nie wchodzić w grę
be a whiz at sth /bi ə 'wɪz æt ,səmtɪŋ/ być specem od czegoś
by nature /baɪ 'neɪtʃə(r)/ z natury
focus on sth /ˈfəʊkəs ɒn ,səmtɪŋ/ skupić się na czymś
hone in on sth /həʊn ɪn ɒn ,səmtɪŋ/ skupić całą swoją uwagę na czymś

in a ... way /ɪn ə ... 'weɪ/ w (np. przyjazny, nieprzyjemny) sposób
look at the possibility of sth /lʊk æt ðə ,pɒsəˈbɪləti əv ,səmtɪŋ/ liczyć się z czymś, rozważać możliwość czegoś
look like sth /lʊk laɪk ,səmtɪŋ/ wyglądać na coś, zdawać się czymś
look to sb for sth /lʊk tə 'səmbədi fə(r) ,səmtɪŋ/ liczyć na kogoś w czymś
look sth up /lʊk ,səmtɪŋ 'ʌp/ sprawdzać coś (np. w słowniku)
obsess over sth /əbˈses əʊvə(r) ,səmtɪŋ/ zamartwiać się czymś
obsess with sth /əbˈses wɪθ ,səmtɪŋ/ mieć obsesję na punkcie czegoś
on a regular basis /ɒn ə ,regjʊlə(r) 'beɪsɪs/ regularnie
on occasion /ɒn əˈkeɪʃ(ə)n/ od czasu do czasu, przy okazji
once in a blue moon /wʌnz ɪn ə ,bluː 'muːn/ bardzo rzadko, od wielkiego dzwonu
when it comes to sth /wen ɪt 'kʌmz tə ,səmtɪŋ/ jeśli chodzi o coś

Healthy habits / Zdrowe nawyki

be short of sth /bi 'ʃɔː(r)t əv ,səmtɪŋ/ posiadać coś w niewystarczającej ilości
contagious diseases /kənˌteɪdʒəs dɪˈziːzɪz/ choroby zakaźne
formative years /ˌfɔː(r)mətɪv 'jɪə(r)z/ okres kształtowania, formowania (osobowości)
get by on sth /get 'baɪ ɒn ,səmtɪŋ/ radzić sobie
go haywire /ɡəʊ 'heɪˌwaɪə(r)/ oszaleć
in stark contrast /ɪn ,stɑː(r)k 'kɒntrəːst/ w jaskrawej sprzeczności
pass sth off as sth /pɑːs ,səmtɪŋ 'ɒf əz ,səmtɪŋ/ podawać coś za coś innego
set in stone /set ɪn 'stəʊn/ utrwalać (o nawykach, przyzwyczajeniach)
struck by sth /ˈstrʌk baɪ ,səmtɪŋ/ być czymś zaskoczonym
there's the rub /ðeə(r)z ðə 'rʌb/ tu leży pies pogrzebany

Challenge!

be anything but ideal /bi ˈeniˌθɪŋ bʌt aɪˈdɪəl/ być dalekim od ideału
fall asleep as soon as one's head hits the pillow /fɔːl əˈsliːp əz suːn əz wʌnz ,hed ,hɪts ðə 'pɪləʊ/ momentalnie zasnąć
fixed bedtime /ˈfɪkst 'bedˌtaɪm/ ustalona pora snu
nod off /nɒd 'ɒf/ przysnąć
shaky /ˈʃeɪki/ kulawy, słaby (o wiedzy, umiejętnościach)
Tell me another one! /tel mi əˈnʌðə(r) wʌn/ Niemożliwe!
work sth out /ˌwɜː(r)k ,səmtɪŋ 'aʊt/ rozgryźć coś, rozpracować

Other words / Pozostałe wyrażenia

A&E /ˌeɪ ənd 'iː/ szpitalny oddział ratunkowy (SOR)
adversarial games /ædvɜː(r)ˌseəriəl 'ɡeɪmz/ gry zakładające rywalizację z przeciwnikiem
ambient /ˈæmbɪənt/ nastrojowy
amp up sth /æmp 'ʌp ,səmtɪŋ/ wzmacniać, wzbudzać (o uczuciu, przekonaniu)
badger somebody /ˈbædʒə(r) ,səmbədi/ zadrezczać kogoś
bags under one's eyes /ˌbægz ʌndə(r) wʌnz 'aɪz/ worki pod oczami
be ahead of the pack /bi əˌhed əv ðə 'pæk/ być na czele
be banned from sth for life /bi ,bænd frəm ,səmtɪŋ fə(r) 'laɪf/ zostać dożywotnio zdyskwalifikowanym

be bitten by the ... bug /bi ,bɪt(ə)n baɪ ðə ... 'bʌɡ/ polknąć bakcyla
be sick and tired of sth /bi ,sɪk ənd 'taɪə(r)d əv ,səmtɪŋ/ mieć czegoś dość
be on the point of sth /bi ɒn ðə 'pɔɪnt əv ,səmtɪŋ/ mieć właśnie coś zrobić
beverage /ˈbev(ə)rɪdʒ/ napój
bloodshot eyes /ˌblʌdʃɒt 'aɪz/ przekrwione oczy
cornerstone of sth /ˈkɔː(r)nə(r)ˌstəʊn əv ,səmtɪŋ/ kamień węgielny, podstawa czegoś
cut down /kʌt 'daʊn/ zmniejszyć, ograniczyć
depression /dɪˈpreʃ(ə)n/ depresja
discontented with sth /ˌdɪskənˈtendɪd wɪθ ,səmtɪŋ/ niepokieszony z powodu czegoś
dissatisfied with sth /dɪsˈsætɪsfaid wɪθ ,səmtɪŋ/ niezadowolony z czegoś
dream of sth /ˈdriːm əv ,səmtɪŋ/ marzyć o czymś
drip with perspiration /ˌdriːp wɪθ ,pɜː(r)spəˈreɪʃ(ə)n/ ociekać potem
dwel on sth /ˈdweɪl ɒn ,səmtɪŋ/ rozmyślać nad czymś, rozpamiętywać coś
extreme fatigue /ɪkˌstriːm fəˈtiːɡ/ skrajne wycieńczenie
fall from grace /fɔːl frəm 'ɡreɪs/ popadnięcie w niełaskę
fall into notoriety /fɔːl ɪntə ,nəʊtəˈraɪəti/ upadek, okrycie się złą sławą
fear of heights /ˌfiə(r) əv 'haɪts/ lęk wysokości
get on /get 'ɒn/ utrzymywać przyjacielskie stosunki
give somebody free rein /ˌɡɪv ,səmbədi ˈfriːˈreɪn/ zezwolić komuś na nieograniczoną swobodę
grandiose ambitions /ˌɡrændɪəs əmˈbɪʃ(ə)nz/ przesadne ambicje
guilty as charged /ˈɡɪlti əz 'tʃɑː(r)dʒd/ przyznać się bez bicia
hearsay /ˈhɪə(r)ˌseɪ/ pogłoski
hitch /hɪtʃ/ szkopuł
increased anxiety and irritability /ɪnˌkriːst æŋˈzaɪəti ənd ɪntəˈbɪləti/ zwiększony lęk i drażliwość
insomnia /ɪnˈsɒmniə/ bezsenność
keep a close eye on sth /kiːp ə ,klaʊs 'aɪ ɒn ,səmtɪŋ/ baczenie się czemuś przyglądać
keep track /kiːp 'træk/ prowadzić zapis, rejestr
lack of concentration /læk əv ,kɒns(ə)nˈtreɪʃ(ə)n/ brak koncentracji
mesh /meʃ/ zgrać się
meditate /ˈmedɪteɪt/ medytować
moan /məʊn/ jęczeć, narzekać, biadolić
nasty headache /ˌnɑːstiˈhedeɪk/ okropny ból głowy
neck stiffness /ˈnek ˌstɪfnəs/ zesztywnienie karku
obsess about sth /əbˈses əˌbaʊt ,səmtɪŋ/ mieć obsesję na punkcie czegoś
pep talk /ˈpep ˌtɔːk/ motywująca pogadanka
personality /ˌpɜː(r)səˈnæləti/ osobowość
physical demands /ˌfɪzɪk(ə)l dɪˈmɑːnds/ obciążenie fizyczne
problem-solving capacities /ˌprɒbləm ˌsɒlvɪŋ kəˈpæsətiːz/ zdolności do rozwiązywania problemów
pudgy /ˈpʌdʒi/ pyzaty, pulchny
pull an all-nighter /pʊl ən ˌɔːlˈnaɪtə(r)/ zarwać noc
pursue a career /pə(r)ˌsjuː ə kəˈrɪə(r)/ podążać ścieżką zawodową, rozwijać karierę
set realistic goals /set rɪəˌlɪstɪk 'ɡəʊlz/ wyznaczać realistyczne cele
shoot headers /ʃuːtˈhedə(r)z/ strzelać z główek
squash sth /ˈskwɒʃ ,səmtɪŋ/ stłumić coś
stare at sth /ˈsteə(r) æt ,səmtɪŋ/ gapić się na coś
strenuous /ˈstrenjuəs/ forsowny, wyczerpujący
sweat /swet/ pocić się
tutu /ˈtuːtuː/ tutu, sztywna spódnica baletnicy

uncompromising perfectionist /ʌn.kəm.pɹə.maɪ.zɪŋ.pə(r).fɛk.ʃən.ɪ.st/ bezkompromisowy perfekcjonista
unwelcome results /ʌn.wel.kəm.rɪˈzʌl.tz/ niepożądane rezultaty
weight loss / gain /ˈweɪt.lɒs, ɡeɪn/ spadek, wzrost wagi
wolf down sth /wɒlf ˈdaʊn ˌsʌm.θɪŋ/ pożreć coś, pochłoniąć

Unit 3

Environmental issues / Zagrożenia i ochrona środowiska naturalnego

airborne pollution /ˌeə(r).bɔː(r).n.pəˈluːʃ(ə)n/ zanieczyszczenie odpadami przenoszonymi drogą powietrzną
airborne waste /ˌeə(r).bɔː(r).n ˈweɪst/ odpady przenoszone drogą powietrzną
air-bound /ˈeə(r).baʊnd/ zapowietrzony
biodegradable /ˌbaɪ.ə.ɡreɪ.də.bəl/ biodegradowalny
carbon dioxide /ˈkɑː(r)bən daɪˈɒksaɪd/ dwutlenek węgla
close monitoring /kləʊs ˈmɒnɪ.tə(r)ɪŋ/ ścisła kontrola, ścisły nadzór
diminishing /dɪˈmɪn.ɪʃ.ɪŋ/ malejący
drought /draʊt/ susza
escaped radiation /ɪˌskeɪpt ˌreɪ.dɪˈeɪʃ(ə)n/ uwolnione promieniowanie
fossil fuel /ˈfɒs(ə)l ˌfjuːəl/ paliwo kopalne
greenhouse gases /ˌɡriːnhaʊs ˈɡæzɪz/ gazy cieplarniane
host country /ˌhɒst ˈkʌntri/ kraj, w którym dany gatunek występuje
hostile /ˈhɒstəl/ wrogi
ineffective /ɪnɪˈfektɪv/ nieskuteczny
ingestion /ɪnˈdʒes.tʃ(ə)n/ połykanie, przyjmowanie
inherently /ɪnˈher.ən.tli/ z natury, nieodłącznie
inundation /ɪˌnʌnˈdeɪʃ(ə)n/ zalewanie, podtapianie
invasive species /ɪnˌveɪsɪv ˈspiːʃiːz/ gatunki inwazyjne
jarring /ˈdʒɑːrɪŋ/ nieprzyjemny, wywołujący zgrzyt
jet stream /ˈdʒet striːm/ prąd strumieniowy
landfill (site) /ˈlænd(ɪ).fɪl ˌsaɪt/ wysypisko śmieci
leach /liːtʃ/ wypłukiwać
natural predators /ˌnætʃ(ə)rəl ˈpredətə(r)z/ naturalni wrogowie (drapieżniki będące w naturalnym środowisku zagrożeniem dla danego gatunku)
negligence /ˌneglɪdʒ(ə)ns/ zaniedbanie
nitrogen oxide /ˌnaɪtrədʒ(ə)n ˈɒksaɪd/ tlenek azotu
overseas /ˌəʊvə(r)ˈsiːz/ zagraniczny, zamorski
particulate pollution /pɑː(r).tɪk.jʊlət.pəˈluːʃ(ə)n/ zanieczyszczenia pyłowe
pollination /pɒliˈneɪʃ(ə)n/ zapylanie
pollution source /pəˌluːʃ(ə)n ˈsɔː(r)s/ źródło zanieczyszczenia
prevailing currents /priˌveɪlɪŋ ˈkʌrənts/ przeważające prądy
principal cause /ˌprɪnsəp(ə)l ˈkɔːz/ główna przyczyna
principle /ˈprɪnsəp(ə)l/ zasada, reguła
respiration /ˌrespəˈreɪʃ(ə)n/ oddychanie
respiratory illness /rɪˌspɪrət(ə)ri ˈɪlnəs/ choroba dróg oddechowych
scarcity /ˈskeə(r)səti/ niedostatek, brak
tackle the problem /ˌtæk(ə)l ðə ˈprɒbləm/ stawiać czoło problemowi
uninhabitable /ˌʌnɪnˈhæbɪtəb(ə)l/ nienadający się do zamieszkania

Challenge!

course of action /ˈkɔː(r)s əv ˈækʃ(ə)n/ sposób postępowania, przebieg działania
be (economic) in nature /bi ɪːkə.nəmɪk ɪn ˈneɪtʃ(ə)r/ mieć charakter (gospodarczy)

central reservation /ˌsentrəl rezə(r)ˈveɪʃ(ə)n/ pas oddzielający przeciwnie pasy ruchu
coach /kəʊtʃ/ autokar, karetta, trener
human nature /ˌhjuː.mən ˈneɪtʃ(ə)r/ ludzka natura
in due course /ɪn ˌdjuː ˈkɔː(r)s/ we właściwym czasie
in the course of sth /ɪn ðə ˈkɔː(r)s əv ˌsʌm.θɪŋ/ w trakcie czegoś
let nature take its course /let ˌneɪtʃ(ə)r ˌteɪk ɪts ˈkɔː(r)s/ pozostawiać coś naturalnemu biegowi rzeczy
make a reservation /meɪk ə rezə(r)ˈveɪʃ(ə)n/ robić rezerwację
mountain range /ˈmaʊntɪn ˌreɪndʒ/ łańcuch górski, pasmo górskie
out of range /aʊt əv ˌreɪndʒ/ poza zasięgiem
wide range of sth /waɪd ˌreɪndʒ əv ˌsʌm.θɪŋ/ szeroki wybór czegoś
without reservation /wɪð.aʊt rezə(r)ˈveɪʃ(ə)n/ bez zastrzeżeń

Travel and sightseeing / Podróżowanie i zwiedzanie

additional charge /ə.dɪʃ(ə)nəl ˈtʃɑː(r)dʒ/ dodatkowa opłata
be in deep water /bi ɪn ˌdiːp ˈwɔːtə(r)/ być w trudnej sytuacji, mieć poważne kłopoty
be up in the air /bi ʌp ɪn ðə ˈeə(r)/ stać pod znakiem zapytania, być niepewnym
can't see the wood for the trees /kɑːnt siː ðə ˈwʊd fɔ(r) ðə ˈtriːz/ nie widzieć czegoś oczywistego
dead in the water /ded ɪn ðə ˈwɔːtə(r)/ bez szans, na przegranej pozycji
down to earth /daʊn tə ˈɜː(r)θ/ praktyczny, twardo stąpający po ziemi
excess baggage /ˌekses ˈbæɡɪdʒ/ nadbagaż
favourable /ˈfeɪv(ə)rəb(ə)l/ korzystny
freewheeling /ˈfriːwiːlɪŋ/ bez troski
go with the flow /ɡəʊ wɪθ ðə ˈfləʊ/ poddawać się biegowi wydarzeń, płynąć z prądem
historic site /ˌhɪstɒrɪk ˈsaɪt/ miejsce pamięci, zabytek
itinerary /aɪˈtɪnəri/ plan podróży
lasting impression /ˌlɑːstɪŋ ɪmˈpreʃ(ə)n/ niezatarte wrażenie
map out /mæp ˈaʊt/ planować
miss out on sth /mɪs ˈaʊt ɒn ˌsʌm.θɪŋ/ przeoczyć coś, przegapić
must-see /ˈmʌstˈsiː/ wymagający zobaczenia/ obejrzenia
noteworthy /ˈnəʊt.wɜː(r)ði/ godny uwagi, interesujący
pore over sth /pɔː(r) ˈəʊvə(r) ˌsʌm.θɪŋ/ analizować coś szczegółowo, studiować
prearranged ride /priːəˌreɪndʒd ˈraɪd/ przewóz zorganizowany
preliminary /priˈlɪmɪn(ə)ri/ wstępny
settle in /ˌset(ə)l ɪn/ zadowolić się, rozgościć się
skyscraper /ˈskaɪ.skreɪpə(r)/ drapacz chmur
soaring /ˈsɔː(r)ɪŋ/ strzelisty
stellar /ˈstelə(r)/ wspaniały, wybitny
strict /ˈstrɪkt/ ścisły (np. plan podróży)
stunning /ˈstʌnɪŋ/ olśniewający
take sth away from sth /teɪk ˌsʌm.θɪŋ əˈweɪ frəm ˌsʌm.θɪŋ/ wynieść coś, doświadczyć czegoś, zabrać coś ze sobą (o wrażeniach, wspomnieniach)
trek /trek/ podróżować pieszo, wędrować

Holidays / Wakacje

be at the mercy of sth /bi ət ðə ˈmɜː(r)si əv ˌsʌm.θɪŋ/ być zdany na łaskę czegoś
be given to understand /bi ɡɪv(ə)n tə ʌndə(r)ˈstænd/ mieć dane do zrozumienia
beautifully appointed /ˌbjuː.tɪf(ə)li əˈpɔɪntɪd/ pięknie urządzony
charitable holiday /ˌtʃærɪtəb(ə)l ˈhɒlɪdeɪ/ wyjazd wakacyjny łączący wypoczynek z pracą charytatywną

cheap shot /ˈtʃiːp ˈʃɒt/ cios poniżej pasa
cook up sth /kʊk ʌp ˌsʌm.θɪŋ/ wymyślić coś
cultural tour /ˌkʌltʃ(ə)rəl ˈtʊə(r)/ wycieczka mająca na celu poznanie kultury danego regionu
do a bunk /duː ə ˈbʌŋk/ ulotnić się
eco-tour /ˈiːkəʊˌtʊə(r)/ wycieczka zorganizowana z poszanowaniem lokalnego środowiska naturalnego
endure sth /ɪnˈdjʊə(r) ˌsʌm.θɪŋ/ znosić, wytrzymywać coś
expand one's horizons /ɪkˌspænd wʌnz həˈraɪz(ə)nz/ poszerzać swoje horyzonty
foot the bill /fʊt ðə ˈbɪl/ zapłacić, pokryć rachunek
frenzy pace /ˌfrenzɪ ˈpeɪs/ szaleńczy pęd
give sth a shot /ɡɪv ˌsʌm.θɪŋ eɪ ˈʃɒt/ spróbować, dać czemuś szansę
have a penchant for sth /hæv ə ˈpɒʃən fɔː(r) ˌsʌm.θɪŋ/ mieć upodobanie, zamiłowanie do czegoś
ill-advised /ɪlədˈvaɪzd/ niewłaściwy, nieprzemysłany
illuminating /ɪˈluːmɪˌneɪtɪŋ/ objaśniający, pouczający
impromptu /ɪmˈprɒmptjuː/ spontaniczny
insularity /ɪnˌsjuːˈlærəti/ zaściankowość, odizolowanie
loll about /lɒl əˈbaʊt/ lenić się, obijać się
long shot /ˈlɒŋ ʃɒt/ działanie, które ma małe szanse powodzenia, strzał w ciemno
luxury holiday /ˌlʌkʃəri ˈhɒlɪdeɪ/ luksusowy wyjazd wakacyjny
newly minted /ˌnjuː.li ˈmɪntɪd/ świeżo upieczony
posh /pɒʃ/ ekskluzywny
rundown /ˈrʌndaʊn/ skróć, krótki opis
shake sth /ʃeɪk ˌsʌm.θɪŋ/ pozbyć się czegoś
shape up /ʃeɪp ʌp/ rozwijać się, nabierać kształtu
shoot for the stars /ʃuːt fɔ(r) ðə ˈstɑː(r)z/ sięgać gwiazd
shoot one's mouth off /ʃuːt wʌnz ˌmaʊθ ˈɒf/ przechwalać się
shoot oneself in the foot /ʃuːt wʌnz self ɪn ðə ˈfʊt/ strzelać sobie w stopę
shoot sth down /ʃuːt ˌsʌm.θɪŋ ˈdaʊn/ z miejsca coś odrzucić
shoot the messenger /ʃuːt ðə ˈmes(ə)ndʒə(r)/ strzelać do posłańca, wyładowywać złość na osobie przynoszącej niepomyślnie wieści
shot in the dark /ʃɒt ɪn ðə ˈdɑː(r)k/ decyzja podjęta w ciemno mimo braku istotnych informacji
sybaritic /ˌsɪbəˈrɪtɪk/ sybarycki, ceniący luksus i wygodę
unequalled /ʌnˈiːkwəld/ niezrównany, nie do pobicia
wrung out /rʌŋ ˈaʊt/ wyczerpany

Challenge!

activity / disastrous / foreign / package holiday /æk.tɪvəti, dɪˌzɑːstrəs, ˈfɒrɪn, ˌpækɪdʒ ˈhɒlɪdeɪ/ aktywny / nieudany / zagraniczny / zorganizowany wypoczynek
be blissfully ignorant /bi ˌblɪsfʊli ɪɡnərənt/ pozostawać w błogiej nieświadomości
bustling / coastal / holiday / mountain resort /ˌbʌs(ə)lɪŋ, ˌkəʊst(ə)l, ˌhɒlɪdeɪ, ˌmaʊntɪn ˈrɔː(r)t/ tętniący życiem / nadmorski / wakacyjny / górski kurort
stunning views /ˌstʌnɪŋ ˈvjuːz/ zachwycające, olśniewające widoki
brief / gruelling / outward / overnight journey /briːf, ɡruːəlɪŋ, ˌaʊtwa(r)d, əʊvə(r)ˌnaɪt ˈdʒɜː(r)ni/ krótka / wyczerpująca / w jedną stronę / całonocna podróż
decent food /ˈdiːs(ə)nt fuːd/ przyzwoite jedzenie

departure / high / peak / spare time /di'pɑ:(r) tʃə(r), 'haɪ, 'pi:k, 'speə(r), 'taɪm/ czas odlotu, odjazdu / najwyższy czas / godziny szczytu / czas wolny
extend / go on / make / take a trip /ɪk'stend, ɡəʊ ɒn, meɪk, teɪk ə 'trɪp/ przedłużać / wybierać się na wycieczkę
far-flung / holiday / tourist / ultimate destination /fɑ:(r)'flʌŋ, 'hɒlɪdeɪ, 'tʊərɪst, ʌl'tɪmət destɪ'neɪʃ(ə)n/ odległy / wakacyjny / turystyczny / ostateczny cel podróży
good company /ɡʊd 'kʌmp(ə)ni/ dobre towarzystwo
long-haul flight /lɒŋhɔ:l 'flaɪt/ lot długodystansowy
resort /rɪ'zɔ:(r)t/ ośrodek wypoczynkowy
too much to ask of sth /tu: 'mʌtʃ tə 'ɑ:sk əv 'sʌmθɪŋ/ zbyt dużo od czegoś wymagać
unspoilt landscape /ʌn'spɔɪlt 'lænd(ə)skeɪp/ nienaruszony krajobraz

Travel experiences / Doświadczenia związane z podróżowaniem

abject /'æbdʒekt/ skrajny
barrage on the senses /'bærɑ:ʒ ɒn ðə 'sensəz/ natłok doznań zmysłowych
be an open book to sb /bi ən 'əʊpən 'bʊk tə 'sʌmbədi/ nie mieć przed kimś tajemnic
be in flux /bi in 'flʌks/ podlegać zmianom, przechodzić zmiany
be old hat /bi 'əʊld 'hæt/ być staromodnym nudziarzem, nudziarstwem
be / get up in arms /bi, get ʌp in 'ɑ:(r)mz/ być czymś oburzoną
brainstorm /'breɪn'stɔ:(r)m/ olśnienie
change-averse /'tʃeɪndʒ ə'vɜ:(r)s/ przeciwny zmianom
cost an arm and a leg /kɒst ən 'ɑ:(r)m ənd ə 'leg/ kosztować krocie
diversity /daɪ'vɜ:(r)səti/ różnorodność
eye-opening /'aɪ,əʊp(ə)nɪŋ/ uświadamiający, otwierający oczy
fight tooth and nail /faɪt 'tu:θ ənd 'neɪl/ walczyć zapamiętane
give one's right arm for sth / to do sth /ɡɪv wʌnz 'raɪt 'ɑ:(r)m fə(r) 'sʌmθɪŋ, tə du: 'sʌmθɪŋ/ dać się pokroić za coś, żeby coś zrobić
gobsmacked /'ɡɒb,smækt/ oniemiały, zszokowany
indescribable /,ɪndɪ'skraɪbəb(ə)l/ nieopisany
jet-setter /'dʒet,seɪtə(r)/ światowiec, salonowiec (osoba znana, bogata, często podróżująca)
run-down /'rʌndaʊn/ zdewastowany
sense of adventure /sens əv əd'ventʃə(r)/ zamiłowanie do przygód

Phrasal verbs related to movement and traffic / Czasowniki frazowe związane z poruszaniem się i ruchem ulicznym

cut in on sb /kʌt 'ɪn ɒn 'sʌmbədi/ zajeżdżać komuś drogę
flag down sb / sth /flæɡ 'daʊn 'sʌmbədi, 'sʌmθɪŋ/ zatrzymać kogoś, coś (np. taksówkę)
knock sb over /nɒk 'sʌmbədi 'əʊvə(r)/ potraścić kogoś
pile into sth /'paɪl 'ɪntu: 'sʌmθɪŋ/ wpakować się do czegoś
pull up /pʊl 'ʌp/ zatrzymać się, zahamować
squash up /skwɒʃ 'ʌp/ ścieśniać się
stumble on sb / sth /'stʌmb(ə)l ɒn 'sʌmbədi, 'sʌmθɪŋ/ natknąć się na kogoś, na coś
trip over sth /trɪp 'əʊvə(r) 'sʌmθɪŋ/ potknąć się o coś

Other words / Pozostałe wyrażenia

alter /'ɔ:lɪə(r)/ zmieniać
at all costs /ət ɔ:l 'kɒsts/ za wszelką cenę
be / get bored stiff /bi, get 'bɔ:(r)d 'stɪf/ nudzić się śmiertelnie

be food for thought /bi 'fu:d fə(r) 'θɔ:t/ dawać do myślenia
be in bad shape /bi in 'bæd 'ʃeɪp/ być w złym stanie
be the lifeblood /bi ðə 'laɪf,blʌd/ być siłą napędową
blur of buildings /,blɜ:(r) əv 'bɪldɪŋz/ rozmyte plamy budynków, budynki widziane jak przez mgłę
catch on /kætʃ 'ɒn/ zyskać popularność
chore /tʃɔ:(r)/ uciążliwy, nudny obowiązek
dire reputation /,daɪə(r) repɪ'teɪʃ(ə)n/ zła reputacja
drift /drɪft/ dryfować, unosić się z prądem
dub /dʌb/ nazywać, określać mianem
embark on a journey /ɪm,bɑ:(r)k ɒn ə 'dʒɜ:(r)ni/ rozpocząć, wyruszyć w podróż
embrace sth /ɪm'breɪs 'sʌmθɪŋ/ przyjmować coś, korzystać z czegoś
excursion /ɪk'skɜ:(r)ʃ(ə)n/ wycieczka, wypad
focal point /'fəʊk(ə)l 'pɔɪnt/ główny punkt, punkt centralny
fully appointed spa /fʊli ə'pɔɪntɪd 'spɑ:/ w pełni, doskonale wyposażone spa
game plan /'ɡeɪm 'plæn/ plan działania, strategia
get on like a house on fire /get ɒn laɪk ə 'haʊs ɒn 'faɪə(r)/ szybko się zaprzyjaźnić, przypaść sobie do serca
get the most out of sth /get ðə 'məʊst əʊt əv 'sʌmθɪŋ/ jak najlepiej, w pełni coś wykorzystać
give sth a miss /ɡɪv 'sʌmθɪŋ ə 'mɪs/ odpuszczać coś sobie
go wild /ɡəʊ 'waɪld/ oszaleć
grumpy /'ɡrʌmpɪ/ zrzędlawy, gderliwy
gyre (circular current) /'dʒaɪə/ wir oceaniczny
have a ripple effect /hæv ə 'rɪp(ə)l ɪ'fekt/ wywoływać efekt domina
heaven forbid /'heɪv(ə)n fə(r)'bɪd/ broń Boże!
industrial waste /ɪn,dʌstriəl weɪst/ odpady przemysłowe
insulation /,ɪnsjə'leɪʃ(ə)n/ izolacja
jam /dʒæm/ upychać
landmark /'lænd(ə)mɑ:(r)k/ charakterystyczny obiekt
lay-by /'leɪbaɪ/ zatoczka (na skraju drogi)
lethal /'li:θl/ śmiertelny
like-minded people /laɪk'maɪndɪd 'pi:p(ə)l/ grupa ludzi o podobnych zapatrywaniach
local hangout /,ləʊk(ə)l 'hæŋɡaʊt/ lokalne miejsce spotkań
longboat /lɒŋ,bəʊt/ barka, długa łódź wiosłowa
meagre /'mi:gə(r)/ mizerny, skromny
mock sb / sth /mɒk 'sʌmbədi, 'sʌmθɪŋ/ drwić z kogoś, wyśmiewać coś
next to nothing /nekst tə 'nʌθɪŋ/ prawie nic
nondescript /'nɒndɪ'skrɪpt/ nijaki, bez wyrazu
passing fancy /,pɑ:sɪŋ 'fænsɪ/ chwilowy kaprys
pollination /,pɒlə'neɪʃ(ə)n/ zapylanie
pollinator /,pɒlə'neɪtə(r)/ zwierzę zapylające
read up on sth /ri:d 'ʌp ɒn 'sʌmθɪŋ/ zgłębiać temat, studiować, doczytywać
resource /rɪ'zɔ:(r)s/ zasób, bogactwo
row /raʊ/ awantura
savour /'seɪvə(r)/ delektować się, rozkoszować smakiem
shelter /'ʃeltə(r)/ schronisko
soak up sth /səʊk 'ʌp 'sʌmθɪŋ/ napawać się czymś
stay put /steɪ 'pʊt/ pozostawać bez ruchu, nie ruszać się
steer clear of sth / sb /stiə(r) 'kliə(r) əv 'sʌmθɪŋ, 'sʌmbədi/ trzymać się od czegoś, kogoś z daleka
supportive of sb /sə'pɔ:(r)tɪv əv 'sʌmbədi/ pomocny, oddany

take its toll /teɪk ɪts 'tɔ:l/ zebrać żniwo, mieć negatywne skutki
tourist dive /'tʊərɪst 'daɪv/ restauracja nastawiona na obsługę turystów
unanimous /ju:'nænɪməs/ jednogłośnie
upcycling /'ʌp,sɑɪklɪŋ/ upcykling (przekształcanie materiałów lub przedmiotów wyrzuconych na śmietnik w nowe produkty o wyższej wartości)
venture a guess /,ventʃə(r) ə 'ges/ zaryzykować przypuszczenie
what the future holds /wɒt ðə 'fju:tʃə(r) 'həʊldz/ co przyniesie przyszłość
win one's heart /,wɪn wʌnz 'hɑ:(r)t/ zdobywać czyjeś serce
yank sb out of sth /jæŋk 'sʌmbədi 'əʊt əv 'sʌmθɪŋ/ wyrwać, wyszarpywać kogoś z czegoś

Unit 4

Jobs and the job market / Zawody i rynek pracy

attention to detail /ə'tenʃ(ə)n tə 'di:teɪl/ dbałość o szczegóły
be cut out for sth /bi kʌt 'əʊt fə(r) 'sʌmθɪŋ/ być stworzonym do czegoś
be sold on sth /bi 'səʊld ɒn 'sʌmθɪŋ/ być do czegoś przekonanym
be shortlisted /bi 'ʃɔ:(r)tɪlɪstəd/ być wpisanym na listę kandydatów zakwalifikowanych do kolejnego etapu (rekrutacji, konkursu)
blow one's chances /,bləʊ wʌnz 'tʃɑ:nsəz/ zaprzepaścić swoje szanse
bright /braɪt/ bystry
broad range of skills /brɔ:d 'rɛɪndʒ əv 'skɪlz/ szeroki zakres umiejętności
business / computer savvy /'bɪznəs, kəm'pjʊ:tə(r) 'sævi/ znający się na biznesie, komputerach
clueless /'klu:ləs/ bez pojęcia, zielony (nieznający tematu)
collaborative workplace /kə,læb(ə)rətɪv 'wɜ:(r)kpleɪs/ miejsce pracy charakteryzujące się wysoką kulturą współpracy, w którym ceni się wartość pracy zespołowej
computer literate /kəm'pjʊ:tə(r) 'lɪt(ə)rət/ posiadający umiejętność obsługi komputera
do a job on sb /du: ə 'dʒɒb ɒn 'sʌmbədi/ ranić kogoś, niszczyć coś
do the job /du: ðə 'dʒɒb/ załatwić sprawę
drive to succeed /draɪv tə sək'si:d/ pragnienie osiągnięcia sukcesu
deep knowledge of computer applications /di:p 'nɒlɪdʒ əv kəm'pjʊ:tə(r) æplɪ'keɪʃ(ə)n/ rozległa wiedza na temat programów komputerowych
eager /'i:gə(r)/ wykonujący pracę z zapałem, gorliwy
fast-track career advancement /fɑ:st træk kə'riə(r) əd'vɑ:nsmənt/ szybka ścieżka rozwoju zawodowego
fit the bill /fɪt ðə 'bɪl/ pasować do profilu, odpowiadać wymaganiom
flexible attitude /'fleksəb(ə)l 'ætɪtju:d/ elastyczne podejście
flexitime schedule /'fleksɪtaɪm 'ʃedju:l/ elastyczny czas pracy
generous overtime remuneration /,dʒenərəs 'əʊvə(r)taɪm rɪ'mju:nə'reɪʃ(ə)n/ hojne wynagrodzenie za godziny nadliczbowe
get one's foot in the door /get wʌnz 'fʊt ɪn ðə 'dɔ:(r)/ załapać się, zaczepić się (w firmie, branży)
get worked up /get wɜ:(r)kt 'ʌp/ nakręcać się, emocjonować się
give sb leeway /ɡɪv 'sʌmbədi 'li:weɪ/ dawać komuś swobodę
great environment /greɪt ɪn'vaɪrənmənt/ sprzyjające środowisko, otoczenie

have a great rapport with sb /hæv ə ˈɡreɪt ræˈpɔː(r) wɪθ ˌsʌmbədi/ utrzymywać, mieć z kimś świetne relacje
have got what it takes /hæv ˈɡɒt wɒt ɪt ˈteɪkz/ mieć to coś, co jest potrzebne
high-powered business leaders /haɪˌpaʊəd(r) dɪˈzɪnəz/ dynamiczni liderzy biznesu
in-house training /ɪnˈhaʊs ˈtreɪnɪŋ/ szkolenie wewnętrzne
internship /ˈɪntəː(r)nʃɪp/ praktyka, staż
meet deadlines /miːt ˈdedlaɪnz/ dotrzymywać terminów wykonania zadania
on-site amenities /ɒnˌsaɪt əˈmɪːnətɪz/ udogodnienia w miejscu pracy
on-the-job exposure /ɒnðəˌdʒɒp ɪkˈspəʊʒə(r)/ doświadczenie zawodowe
open-plan offices /ˌəʊpən ˈplæn ˈɒfɪsɪz/ biura typu open space
paid sabbaticals /ˌpeɪd səˈbætɪk(ə)lɪz/ płatny urlop naukowy
perk /pɜː(r)k/ korzyść
put to work /pʊt tə ˈwɜː(r)k/ użyć, wykorzystać
resilience /rɪˈzɪliəns/ odporność
exercise sales prowess /ˌeksə(r)səɪz ˈseɪlz ˌpraʊəs/ przejawiać sprawność, efektywność w sprzedaży
sell oneself short /sel wʌnˌself ˈʃɔː(r)t/ mieć niskie mniemanie o sobie
solid grounding /ˌsɒlɪd ˈɡraʊndɪŋ/ solidne podstawy
strong creative bent /ˈstrɒŋ kriːtɪv ˈbent/ duże zdolności, zacięcie kreatywne
tenacity /təˈnæsəti/ wytrwałość
willingness to muck in /ˌwɪlɪŋnəs tə ˈmʌk ˈɪn/ chęć udzielenia pomocy
with an eye to sth /wɪð ən ˈaɪ tə ˌsʌmθɪŋ/ mając coś na uwadze
work out /wɜː(r)k ˈaʊt/ rozwiązywać
work sb into the ground /wɜː(r)k ˌsʌmbədi ɪntə ðə ˈɡraʊnd/ nadmiernie obciążać kogoś pracą
working knowledge /ˈwɜː(r)kɪŋ ˌnɒlɪdʒ/ wiedza praktyczna

Challenge!

applicant /ˈæplɪkənt/ kandydat
be on the dole /bi ɒn ðə ˈdəʊl/ być na zasiłku
disability living allowance /dɪsəˌbɪləti ˈlɪvɪŋ əˈləʊəns/ zasiłek dla osób niepełnosprawnych
get paid / work on commission /get ˌpeɪd ˌwɜː(r)k ɒn kəˈmɪʃ(ə)n/ zarabiać, pracować w systemie prowizyjnym
lay sb off /leɪ ˌsʌmbədi ˈɒf/ zwolnić kogoś w wyniku likwidacji stanowiska pracy
promotion /prəˈmɒʃ(ə)n/ awans
vacancy /ˈveɪkənsi/ wolne stanowisko

Employment and working conditions / Formy zatrudnienia i warunki pracy

battle of wills /ˌbætl(ə)l əv ˈwɪlz/ próba sił
battle cry /ˌbætl(ə)l kraɪ/ okrzyk bitewny, hasło
battle-ready /ˌbætl(ə)l ˈredi/ gotowy do działania
be a real slog /bi ə ˈriəl ˈslog/ być trudnym i mozolnym (o pracy, zadaniu do wykonania)
be paid on a per-job basis /bi ˌpeɪd ɒn ə pə(r)ˌdʒɒb ˈbeɪsɪs/ otrzymywać wynagrodzenie za wykonanie konkretnego zadania, bez stałej pensji
bonus /ˈbəʊnəs/ premia
call-centre worker /ˈkɔːl sentə(r) ˌwɜː(r)kə(r)/ pracownik call-centre
choose your battles wisely /tʃuːz jɔː(r) ˌbætl(ə)lɪz ˈwaɪzli/ zastanowić się, czy gra jest warta świeczki
ego-boosting /ˈiːɡəʊ ˌbuːstɪŋ/ dowartościowywać
fight a losing battle /faɪt ə ˌluːzɪŋ ˌbætl(ə)l/ robić coś z góry skazanego na porażkę
find the right fit /faɪnd ðə ˈraɪt ˈfɪt/ dobrze wybrać

freelance /ˈfriːləns/ wolny strzelec, freelancer
fulfilment /fʊlˈfɪlmənt/ spełnienie
gratifying /ˈɡrætiˌfaɪɪŋ/ przynoszący satysfakcję
gym owner /ˈdʒɪm ˌəʊnə(r)/ właściciel siłowni
half the battle /hɑːf ðə ˈbætl(ə)l/ połowa sukcesu
have / keep several balls in the air /hæv ˌkiːp ˌsev(ə)rəl ˌbɔːlɪz ɪn ðɪ ˈeə(r)/ wykonywać wiele zadań równocześnie
headhunter /ˈhed ˌhʌntə(r)/ rekruter, headhunter
hourly wage /ˌaʊə(r)li ˈweɪdʒ/ stawka godzinowa
mind-boggling array /ˌmaɪndbɒɡ(ə)lɪŋ əˈreɪ/ niewyobrażalna liczba
office manager /ˈɒfɪs ˌmænɪdʒə(r)/ kierownik biura
physically taxing /ˌfɪzɪkli ˈtæksɪŋ/ fizycznie wyczerpujący
plumber /ˈplʌmə(r)/ hydraulik
put out fires /pʊt ˌaʊt ˈfaɪə(r)z/ rozwiązywać sytuacje kryzysowe
rewarding /rɪˈwɔː(r)dɪŋ/ dający satysfakcję
salary /ˈsæləri/ płaca, pensja (pracownika umysłowego)
satisfaction /ˌsætɪsˈfæk(ə)n/ satysfakcja
stand out from the crowd /stænd ˌaʊt frəm ðə ˈkraʊd/ wyróżniać się z tłumu
uncanny knack /ʌnˌkæni ˈnæk/ niesamowity talent
uphill battle /ˌʌphɪl ˈbætl(ə)l/ trudne zadanie, żmudna praca

Career paths and working environments / Ścieżki kariery i środowisko pracy

bank on sth /ˈbæŋk ɒn ˌsʌmθɪŋ/ liczyć na coś
be in sb else's shoes /bi ɪn ˌsʌmbədi ˌelsəz ˈʃuːz/ być na czyimś miejscu, postawić się w czyjejś sytuacji
break the glass ceiling /breɪk ðə ˌɡlɑːs ˈsiːlɪŋ/ rozbijać szklany sufit
career path /ˌkæəriə(r) ˌpɑːθ/ ścieżka kariery
cautionary tale /ˌkɔːʃ(ə)nəri ˈteɪl/ przestroga
corporate life /ˌkɔː(r)p(ə)rət ˈlaɪf/ życie korporacyjne
dress code /ˈdres ˌkəʊd/ zasady, wymagania dotyczące ubioru
drive sb round the twist /draɪv ˌsʌmbədi raʊnd ðə ˈtwɪst/ doprowadzać kogoś do wściekłości
drudge /ˈdrʌdʒ/ wyrobnik
ease up the pressure /iːz ˌʌp ðə ˈpreʃə(r)/ łagodzić nacisk
forward-thinking /ˌfɔː(r)wəd(r)θ ˈθɪŋkɪŋ/ wybiegający myślami w przyszłość
heavy workload /ˌhevi ˈwɜː(r)kləʊd/ duże obciążenie pracą
high-profile /ˌhaɪˌprəʊfaɪl/ bardzo znany
hinder /ˈhɪndə(r)/ utrudniać
lifelong learning /ˌlaɪflɒŋ ˈlɜː(r)nɪŋ/ nauka przez całe życie
make it big /meɪk ɪt ˈbɪɡ/ odnieść sukces
make the most of one's potential /meɪk ðə ˌməʊst əv wʌnz pəˈtenʃ(ə)l/ jak najlepiej wykorzystywać swój potencjał
markedly /ˈmɑː(r)klɪdli/ widocznie
matter-of-fact /ˌmætə(r)əvˈfækt/ pragmatyczny
micromanager /ˌmaɪkrəʊˌmænɪdʒə(r)/ menedżer mający tendencję do przesadnego kontrolowania pracy podwładnych
mind-numbing /ˌmaɪnd ˌnʌmɪŋ/ otepiający
overblown aspirations /əʊvə(r)ˌbləʊn æspɪˈreɪʃ(ə)nz/ nadmiernie rozbudzone ambicje
overtime pay /əʊvə(r)ˌtaɪm ˈpeɪ/ wynagrodzenie za nadgodziny
paid leave /ˌpeɪd ˈliːv/ płatny urlop
red tape /ˌred ˈteɪp/ biurokracja
rigid timetable /ˌrɪdʒɪd ˈtaɪmteɪb(ə)l/ sztywny harmonogram

run sb ragged /rʌn ˌsʌmbədi ˈræɡɪd/ męczyć kogoś
self-employed /ˌself ɪmˈplɔɪd/ osoba prowadząca własną działalność gospodarczą
skyrocket /ˈskaɪˌrɒkɪt/ szybować w górę
throw up facts /θrəʊ ˌʌp ˈfæktz/ ujawniać fakty, informację
tight deadlines /taɪt ˈdedlaɪnz/ napięte, krótkie terminy realizacji zadań
work one's way up through the ranks /wɜː(r)k wʌnz ˌwei ˌʌp θruː ðə ˈræŋkz/ wspinać się po szczeblach kariery

Challenge!

aptitude /ˈæptɪˌtjuːd/ uzdolnienie
attitude /ˈætiˌtjuːd/ podejście
divergent /daɪˈvɜː(r)dʒ(ə)nt/ rozbieżny
diverse /daɪˈvɜː(r)s/ różnorodny
moral /ˈmɒrəl/ moralny
morale /məˈrɑːl/ morale
personal /ˈpɜː(r)s(ə)nəl/ osobisty
personnel /ˌpɜː(r)səˈnel/ personel
preventative /ˌpriˈventətɪv/ zapobiegawczy
repetitive /rɪˈpetətɪv/ monotony

Workplaces / Miejsca pracy

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

Other words / Pozostałe wyrażenia

aggravate /ˈæɡrəveɪt/ pogarszać
avalanche of sth /ˈævələːntʃ əv ˌsʌmθɪŋ/ natłok czegoś
back-biting /ˈbæk ˌbaɪtɪŋ/ obmawianie, obgadywanie
be on the hunt for sth /bi ɒn ðə ˈhʌnt fə(r) ˌsʌmθɪŋ/ polować na coś, szukać czegoś
bring forth /brɪŋ ˈfɔː(r)θ/ przedstawiać
chill out /tʃɪl ˈaʊt/ relaksować się, wyluzować się
claim for sth /kleɪm fə(r) ˌsʌmθɪŋ/ wnioskować o coś
cold-calling /ˈkəʊldˌkɔːlɪŋ/ telefony od akwizytora, mające na celu pozyskanie klientów
contribute /kənˈtrɪbjʊːt/ dokładać się, przyczyniać się, brać udział
cubicle /ˈkjuːbɪkl/ kabina, boks (np. w biurze typu open space)
curious /ˈkjʊəriəs/ ciekawy
distressed /dɪˈstrest/ zmartwiony
draconian /draˈkəʊniən/ drakoński
dubious /ˈdjuːbiəs/ niepewny
endless rounds of sth /ˌendləs ˈraʊndz əv ˌsʌmθɪŋ/ niekończące się serie (np. spotkań)
fit in with sth /fɪt ɪn wɪθ ˌsʌmθɪŋ/ dopasowywać się do czegoś
fulfilling /fʊlˈfɪlɪŋ/ dający spełnienie, satysfakcję
frantic /ˈfræntɪk/ gorączkowy, oszalały
get one's hand in /get wʌnz ˈhænd ɪn/ zaznajomić się
good head for sth /ɡʊd ˈhed fə(r) ˌsʌmθɪŋ/ mieć głowę do czegoś
great prospects /ɡreɪt ˈprospektz/ dobre perspektywy
high-end /ˌhaɪˈend/ luksusowy, z najwyższej półki
inquire /ɪnˈkwaɪə(r)/ dowiadywać się, pytać
job security /ˌdʒɒb sɪˌkjʊərəti/ bezpieczeństwo na rynku pracy

leading-edge /ˈliːdɪŋ ˈedʒ/ wiodący (np. producent)
lock sb in /lɒk ˌsʌmbədi ˈɪn/ ograniczać kogoś
multifaceted /ˌmʌltiˈfæstɪd/ wielopłaszczyznowy
opt for sth /ˈɒpt fɔr sth ˌsʌmθɪŋ/ wybrać, zdecydować się na coś
overly optimistic /ˌəʊvə(r)li ˌɒptɪˈmɪstɪk/ nadmiernie optymistyczny
pie-in-the-sky /ˌpaɪ ɪn ðə ˈskaɪ/ oderwany od rzeczywistości
possess /pəˈzes/ mieć, posiadać
scaremonger /ˈskeə(r)ˌmʌŋɡə(r)/ panikarz
self-expectation /ˌselfekspekˈteɪʃ(ə)n/ oczekiwania wobec samego siebie
set in /ˈset ɪn/ dawać o sobie znać, wkraczać
skill set /ˈskɪl ˌset/ posiadane kwalifikacje
stand up to sth /ˌstænd ˈʌp tə ˌsʌmθɪŋ/ znieść, przetrwać
star-struck /ˈstɑː(r) ˌstrʌk/ uwielbiający celebrytów, zafascynowany statusem celebryty
stick it out /stɪk ɪt ˈaʊt/ znosić, wytrzymywać coś
streamline /ˈstriːmˌlaɪn/ usprawniać
stultifying /ˈstʌltɪˌfaɪɪŋ/ ogłupiający
superior /sʊˈpiəriə(r)/ przełożony
takeover /ˈteɪk əʊvə(r)/ przejęcie
unruffled /ˌʌnˈrʌf(ə)ld/ niewzruszony
worry the life out of sb /wʌrɪ ðə ˈlaɪf aʊt əv ˌsʌmbədi/ bardzo kogoś martwić

Unit 5

Politics and politicians / Polityka i politycy

be eligible to serve /bi ˌelɪdʒəb(ə)l tə ˈsɜː(r)v/ mieć bierne prawo wyborcze, móc pełnić funkcję publiczną
brandish facts /ˈbrændɪʃ ˈfæktz/ zarzucać faktami
community oversight /kəˌmjuːnəti ˈəʊvə(r)ˌsaɪt/ nadzór społeczny
cover up /ˌkʌvə(r) ˈʌp/ ukrywać, tuszować
distrust /dɪsˈtrʌst/ nieufność
economical /ˌiːkəˈnɒmɪk(ə)l/ oszczędny
honour /ˈɒnə(r)/ honorować, dotrzymywać (obietnic)
hot air /hɒt ˈeə(r)/ czcza gadanina
meet halfway /miːt ˌhɑːfˈweɪ/ spotkać się w połowie drogi, osiągnąć kompromis
polling station /ˈpɒlɪŋ ˌsteɪʃ(ə)n/ lokal wyborczy
run for office /rʌn fɔr ˈɒfɪs/ ubiegać się o stanowisko, urząd
stand one's ground /ˌstænd wʌnz ˈɡraʊnd/ obstawać przy swoim
succumb /səˈkʌm/ ulegać, poddawać się
term of office /tɜː(r)m əv ˈɒfɪs/ kadencja
toe the party line /təʊ ðə ˈpɑː(r)tɪ ˌlaɪn/ postępować zgodnie z linią partii
tune out /tjuːn ˈaʊt/ wyłączyć się, przestać słuchać
validity /vəˈlɪdəti/ wiarygodność
weigh the circumstances /weɪ ðə ˈsɜː(r)kəmstənsɪz/ brać pod uwagę, rozważyć okoliczności
win sb over /wɪn ˌsʌmbədi ˈəʊvə(r)/ przekonać kogoś

Challenge!

carrot and stick approach /ˌkærət ənd ˈstɪk əˌprəʊtʃ/ metoda kija i marchewki
get a lot of stick for sth /get ə ˌlɒt əv ˈstɪk fɔr sth ˌsʌmθɪŋ/ być za coś ostro krytykowanym
get the short end of the stick /get ðə ʃɔː(r)t ˌend əv ðə ˈstɪk/ być stratnym, poszkodowanym
stick by sb /ˈstɪk baɪ ˌsʌmbədi/ stać u czyjegós boku, być komuś wiernym (mimo przeciwności)

stick to one's guns /ˌstɪk tə wʌnz ˈɡʌnz/ podtrzymywać swoje stanowisko, obstawać przy swoim
stick with sth /ˈstɪk wɪθ ˌsʌmθɪŋ/ kontynuować pracę nad czymś
sticking point /ˈstɪkɪŋ ˌpɔɪnt/ kwestia sporna
sticky-fingered /ˌstɪki ˈfɪŋɡə(r)d/ mający lepkie ręce (o złodzieju)
up sticks /ˌʌp ˈstɪks/ wyprowadzić się, przenieść się

Public affairs / Sprawy publiczne

barefaced lie /ˌbeə(r)ˌfeɪst ˈlaɪ/ wierutne kłamstwo
be up to one's ears in sth /bi ˌʌp tə wʌnz ˈiə(r)z ɪn ˌsʌmθɪŋ/ być w czymś zakopanym po uszy
blindingly obvious /ˌblaɪndɪŋli ˈɒbvɪəs/ w jaskrawo oczywisty sposób
canvassing /ˈkænvəsɪŋ/ agitacja
cast a vote /kɑːst ə ˈvəʊt/ oddawać głos
cheap shot /ˈtʃiːp ˈʃɒt/ tania zagrywka, cios poniżej pasa
constituency /kənˈstɪtjuːnsi/ okręg wyborczy
cut through the undergrowth /ˌkʌt θruː ðɪ ˈʌndə(r)ˌɡrəʊθ/ torować sobie drogę
dark horse /dɑː(r)k ˈhɔː(r)s/ czarny koń
debate /dɪˈbeɪt/ debata
do a rethink /duː ə ˈriːθɪŋk/ ponownie przemyśleć
do sb much good /duː ˌsʌmbədi mʌtʃ ˈɡʊd/ wychodzić komuś na dobre
gain ground /geɪn ˈɡraʊnd/ zyskiwać przewagę
hardened /ˈhɑː(r)d(ə)nd/ zatwardziały
like a bolt from the blue /laɪk ə ˌbəʊlt frəm ðə ˈbluː/ jak grom z jasnego nieba
majority /məˈdʒɔrəti/ większość
make a commitment /meɪk ə kəˈmɪtmənt/ zobowiązywać się
make a fuss about sth /meɪk ə ˈfʌs əˌbaʊt ˌsʌmθɪŋ/ robić o coś awanturę
make certain /meɪk ˈsɜː(r)t(ə)n/ upewniać się
make one's blood boil /meɪk wʌnz ˌblʌd ˈbɔɪl/ wzburzać w kimś krew, bulwersować
overburdened /ˌəʊvə(r)ˈbɜː(r)d(ə)nd/ przeciążony
patently false /ˌpeɪt(ə)ntli ˈfɔːls/ ewidentnie nieprawdziwy
pin one's hopes on sth /pɪn wʌnz ˈhəʊps ɒn ˌsʌmθɪŋ/ pokładać w czymś duże nadzieje
polls /pɒlz/ sondaż
political underworld /pəˌlɪtɪk(ə)l ˈʌndə(r)ˌwɜː(r)ld/ korupcyjny układ polityczny
put all one's eggs in one basket /pʊt ɔːl wʌnz ˌegz ɪn wʌn ˈbɑːskɪt/ stawiać wszystko na jedną kartę
put up a smokescreen /pʊt ˌʌp ə ˈsməʊkˌskriːn/ odwracać uwagę
spectrum /ˈspektrəm/ zakres, paleta, zbiór
stance /stɑːns/ stanowisko, opinia
undercurrent /ˈʌndə(r)ˌkʌrənt/ podtekst
underestimate /ˌʌndəˈestiːmeɪt/ nie doceniać
underhand / underhanded /ˌʌndə(r)ˈhænd/ podstępny
underline /ˌʌndə(r)ˌlaɪn/ uwypatniać, podkreślać
undermine /ˌʌndə(r)ˌmaɪn/ podkopywać, podważać
vastly overestimate /vɔːs(t)li ˌəʊvəˈestiːmeɪt/ ogromnie przeszacować, przeceniać

Challenge!

deleterious /ˌdelɪˈtəriəs/ szkodliwy
expediency /ɪkˈspiːdiənsi/ oportunizm
flip-flopper /ˈflɪp ˌflɒpə(r)/ chorągiewka na wietrze (o osobie)
impunity /ɪmˈpjʊːnəti/ bezkarność
meretricious /ˌmerəˈtriʃəs/ złudny, zwodniczy
scapegoat /ˈskeɪpˌɡəʊt/ kozioł ofiarny
subterfuge /ˈsʌbtə(r)ˌfjuːdʒ/ podstęp

Power, social order and justice / Władza, sprawiedliwość i ład społeczny

accommodate sb /əˈkɒmədeɪt ˌsʌmbədi/ wysłuchiwać kogoś przysługę, iść komuś na rękę
anathema /əˈnæθəmə/ anatema, klątwa
be functionally illiterate /bi ˌfʌŋkʃ(ə)nəli ɪˈlɪtəɪt/ być analfabetą funkcjonalnym
beyond the shadow of a doubt /biːjɒnd ðə ˌʃædəʊ əv ə ˈdaʊt/ bez cienia wątpliwości
clemency /ˈklemənsi/ łaska
conspirators /kənˈspɪrə(r)ɪz/ konspiratorzy, spiskowcy
defy the odds /dɪˌfaɪ ðɪ ˈɒdz/ pokonywać przeciwności losu
demeanour /diˈmiːnə(r)/ zachowanie, postawa, aparycja
dictatorship /dɪkˈteɪtə(r)ʃɪp/ dyktatura
do sb's bidding /duː ˌsʌmbədiˈbɪdɪŋ/ być komuś posłusznym
formidable /ˈfɔː(r)mɪdəb(ə)l/ onieśmielający, potężny
galling /ˈɡɔːlɪŋ/ irytujący
impenetrable /ɪmˈpenɪtrəb(ə)l/ nieprzenikniony
impertinence /ɪmˈpɜː(r)tɪnəns/ zuchwałość, arogancja, bezczelność
imposing /ɪmˈpəʊzɪŋ/ imponujący
incontrovertible /ˌɪnkɒntroˈvɜː(r)təb(ə)l/ niepodważalny, nieodparty, niezбитy
in lieu of sth /ɪn luː əv ˌsʌmθɪŋ/ zamiast czegoś, w miejsce czegoś
level sth against sb /ˌlev(ə)l ˌsʌmθɪŋ əˈɡenst ˌsʌmbədi/ wysuwać, kierować pod czymiś adresem (zarzuty, oskarżenia)
overthrow /ˌəʊvə(r)ˈθraʊ/ obalać
resurgence /rɪˈsɜː(r)dʒ(ə)ns/ odrodzenie, powrót
rule with an iron fist /ruːl wɪð ən ˌaɪə(r)n ˈfɪst/ rządzić żelazną ręką
sham /ʃæm/ lipa, oszustwo
slander /ˈslɑːndə(r)/ oszczerstwo, obmowa, potwarz
suppliant /ˌsʌplɪkənt/ osoba zwracająca się z pokorną prośbą, błagająca o coś
taunt /tɔːnt/ drwić
treason /ˈtriːz(ə)n/ zdrada
veracity /vəˈræəsəti/ prawdziwość

Challenge!

access /ˈækses/ dostęp
accessibility /əkˌsesəˈbɪləti/ dostępność
conspire /kənˈspaɪə(r)/ spiskować
fabricate /ˈfæbnɪkeɪt/ zmyślać, fabrykować
fabrication /ˌfæbnɪˈkeɪʃ(ə)n/ wymysł
ignominy /ɪɡnəˈmɪni/ upokorzenie, wstyd
ignominious /ɪɡnəˈmɪniəs/ sromotny
equity /ˈekwəti/ równość
inequitable /ɪnˈekwɪtəb(ə)l/ niesprawiedliwy, nierówny
prosper /ˈprɒspə(r)/ prosperować, zdrowo się rozwijać
prosperity /prɒˈsperəti/ dobrobyt
slandorous /ˈslɑːndə(r)əs/ oszczerczy
vestige /ˈvestɪdʒ/ ślad
vestigial /vesˈtɪdʒiəl/ śladowy

Prepositional phrases / Wyrażenia przyimkowe

all of a sudden /ɔːl əv ə ˈsʌd(ə)n/ nagle
as a matter of fact /əz ə ˌmætə(r) əv ˈfækt/ właściwie
be out of town /bi aʊt əv ˈtaʊn/ przebywać poza miejscem zamieszkania
by ambulance /baɪ ˌæmbjʊləns/ być zabranym, jechać karetą pogotowia
in a couple of days /ɪn ə ˌkʌp(ə)l əv ˈdeɪz/ w ciągu kilku dni
in a state /ɪn ə ˈsteɪt/ być zdenerwowanym, zaniepokojonym

not a chance /ˌnɒt ə ˈtʃɑːns/ nie ma szans
on the alert /ɒn ði ə ˈlɜː(r)t/ w stanie
 podwyższonej gotowości
on the way /ɒn ðə ˈweɪ/ w drodze
put sb / sth at risk /pʊt ˌsʌmbədi, ˌsʌmθɪŋ ət
 ˈrɪsk/ narazić kogoś, coś na ryzyko

Economy and social issues / Gospodarka i problemy społeczne

come up against sth /kʌm ˈʌp əˌɡenst ˌsʌmθɪŋ/
 musieć się z czymś zmierzyć, stawiać wobec
 czegoś
crowdfunding campaign /ˌkraʊdfʌndɪŋ
 kæmˈpeɪn/ kampania społecznościowej zbiórki
 pieniędzy
dearth of employment opportunities /dɜː(r)θ
 əv ɪmˌplɔɪmənt ɒpə(r)ˈtjuːnətiːz/ brak możliwości
 zatrudnienia
dovetail with sth /ˈdʌvˌteɪl wɪθ ˌsʌmθɪŋ/
 współgrać z czymś
enhance the physical environment /ɪnˌhɑːns
 ðə ˌfɪzɪk(ə)l ɪnˈvaɪrənmənt/ poprawiać warunki
 związane ze środowiskiem życia
hand-me-downs /hænd mi ˈdaʊnz/ ubrania
 z drugiej ręki
literally a lifeline /ˌlɪt(ə)rəli ə ˈlaɪfˌlaɪn/
 zbawienie, ratunek
marked upsurge /mɑː(r)kt ˈʌpˌsɜː(r)dʒ/ znaczący
 wzrost
pat oneself on the back /pæt wʌnˌself ɒn ðə
 ˈbæk/ gratulować samemu sobie, chlępić się
 czymś
pressing issue /ˌpresɪŋ ˈɪʃuː/ palący problem
self-esteem issue /selfˌɪstiːm ˈɪʃuː/ problem
 z samooceną
three-pronged approach /θriː ˌprɒŋd əˈprəʊtʃ/
 podejście do problemu z trzech stron
unimaginable challenges /ˌʌnɪˌmædʒɪnəb(ə)l
 ˈtʃæləndʒɪz/ niewyobrażalne przeszkody
viable business /ˌvaɪəb(ə)l ˈbɪznəs/ rentowne
 przedsiębiorstwo

Crime / Przestępczość

child abuse /tʃaɪld əˈbjuːs/ znęcanie się nad
 dziećmi
cruelty to animals /ˌkruːəlti tə ˈænim(ə)lz/
 znęcanie się nad zwierzętami
cybercrime /ˈsaɪbə(r)kraɪm/ cyberprzestępczość
domestic violence /dəˌmestɪk ˈvaɪələns/
 przemoc domowa
drink-driving /ˌdrɪŋkˈdraɪvɪŋ/ jazda w stanie
 nietrzeźwym
drug dealing /drʌŋ ˈdiːlɪŋ/ handel narkotykami
hate crime /ˈheit ˌkraɪm/ przestępstwo
 powodowane nienawiścią na tle rasowym,
 etnicznym, religijnym
human trafficking /ˌhjuːmən ˈtræfɪkɪŋ/ handel
 ludźmi
miscarriage of justice /ˌmɪskærɪdʒ əv ˈdʒʌstɪs/
 pomyłka sądowa
murder /ˈmɜː(r)də(r)/ morderstwo
organised crime /ˌɔː(r)ɡənəɪzd ˈkraɪm/
 przestępczość zorganizowana
piracy /ˈpaɪəri/ piractwo
tax evasion /tæks ɪˈveɪʒ(ə)n/ oszustwo podatkowe
theft /θeft/ kradzież
vandalism /ˈvændə,lɪz(ə)m/ wandalizm

Other words / Pozostałe wyrażenia

at the outset /ət ði ˈaʊtˌset/ na początku
be on the ballot /bi ɒn ðə ˈbælət/ startować
 w wyborach
be stripped of sth /bi ˈstript əv ˌsʌmθɪŋ/ być
 pozbawionym, odartym z czegoś (praw,
 medalu, tytułu)
black-clad /ˈblæk ˌkleɪd/ ubrany na czarno
black up /ˈblækðə(r)/ gadanie
card up one's sleeve /ˌkɑː(r)d ʌp wʌnz ˈsliːv/
 as w rękawie

central tenet /ˌsentrəl ˈtenɪt/ główna zasada,
 podstawa
CND sign /ˌsiː ən ˈdiː saɪn/ symbol pokoju, pacyfa
community /kəˈmjʊːnəti/ społeczność
conclave /ˈkɒnkleɪv/ konklawe
conspiracy theorist /kənˌspɪrəsi ˈθɪərɪst/
 zwolennik teorii spiskowych
CSR /ˌsiː es ˈɑː(r)/ społeczna odpowiedzialność
 biznesu
demagogue /ˈdeməɡɒɡ/ demagog
disenfranchisement /ˌdɪsɪnˈfræntʃaɪzmənt/
 pozbawienie praw obywatelskich
disillusionment /ˌdɪsɪˈluːʒ(ə)nmənt/
 rozczarowanie
dysentery /ˈdɪs(ə)ntri/ czerwotka
egregious /ɪˈɡriːdʒəs/ rażący
elation /ɪˈleɪʃ(ə)n/ radość
façade /fəˈsɑːd/ fasada
fake news /ˌfeɪk ˈnjuːz/ sfałszowane
 informacje
farm sb out /fɑː(r)m ˌsʌmbədi ˈaʊt/ wysyłać
 kogoś do pracy
grass roots activity /ɡrɑːs ˌruːts ækˈtɪvəti/
 inicjatywa oddolna, obywatelska
hackneyed /ˈhæknɪd/ wyświechtany, oklepany
have a say /hæv ə ˈseɪ/ mieć coś do
 powiedzenia
implicate sb /ɪmˌplɪkeɪt ˌsʌmbədi/ wmieszać
 kogoś
investments /ɪnˈves(t)mənts/ inwestycje
local authorities / borough /ˌlək(ə)l ɔː ˈθɒrətɪz,
 ˈbɒrə/ władze lokalne
obligatory /əˈblɪɡət(ə)rɪ/ obowiązkowy
participatory budget /pɑːˌtɪsɪpət(ə)rɪ ˈbʌdʒɪt/
 budżet partycypacyjny
partisan /ˌpɑː(r)tɪˈzæn/ stronnicy
ploy /plɔɪ/ wybieg, sztuczka
pollster /ˈpɒlstə(r)/ ankieter
ragged /ˈræɡɪd/ wynędzniały
raise /reɪz/ zbierać (np. fundusze)
representative democracy /reprɪˌzentətɪv
 dɪˈmɒkrəsi/ demokracja przedstawicielska
right a wrong /raɪt ə ˈrɒŋ/ naprawiać błąd,
 krzywdę
safeguard /ˈseɪfˌɡɑː(r)d/ zabezpieczenie
saving grace /ˌseɪvɪŋ ˈɡreɪs/ jedyna zaleta
speak one's mind /spiːk wʌnz ˈmaɪnd/
 otwarcie wypowiadać swoje zdanie
subsidise /ˌsʌbsɪdaɪz/ subwencjonować,
 dofinansowywać
submitted /səbˈmɪtɪd/ złożony
take sth on trust /teɪk ˌsʌmθɪŋ ɒn ˈtrʌst/
 przyjmować coś na wiarę
tax hike /tæks ˌhaɪk/ wzrost podatków
tell whoppers /tel ˈwɒpə(r)z/ opowiadać
 wierutne kłamstwa
undercut /ˌʌndə(r)ˈkʌt/ podkopywać
underrepresented /ˌʌndəreprɪˈzentɪd/
 niedostatecznie reprezentowany
up for grabs /ʌp fə(r) ˈɡreɪbz/ do wzięcia
usher inside /ˌʌʃə(r) ɪnˈsaɪd/ wprowadzać do
 środka
voter turnout /ˌvəʊtə(r) ˈtɜː(r)naʊt/ frekwencja
 w wyborach

Unit 6

Food and technology / Pożywienie i technologia

adopt /əˈdɒpt/ przyjmować (np. nowe zasady)
app /æp/ aplikacja
biotechnology /ˌbaɪəˈtɛkˈnɒlədʒi/
 biotechnologia
bring in /brɪŋ ˈɪn/ zbierać, zwozić
crop management /krɒp ˌmænɪdʒmənt/
 zarządzanie uprawą
crop yields /krɒp ˌjiːldz/ zbiory roślin uprawnych

delectable /diˈlektəb(ə)l/ smakowity, wyborny
develop /diˈveləp/ udoskonalać, rozwijać,
 opracowywać
discard /dɪsˈkɑː(r)d/ wyrzucać, pozbywać się
disseminate /dɪˈsemineɪt/ rozprzestrzeniać
distribute /dɪˈstrɪbjʊt/ rozdawać,
 rozprawdzać
double /ˈdʌb(ə)l/ podwajać
employ /ɪmˈplɔɪ/ stosować, wykorzystywać
examine /ɪɡˈzæmɪn/ sprawdzać, badać
exchange /ɪksˈtʃeɪndʒ/ wymieniać
food bank /ˈfuːd ˌbɑŋk/ bank żywności
food waste /ˈfuːd ˌweɪst/ marnotrawstwo
 żywności
genetic modification /dʒəˌnetɪk mɒdɪfɪˈkeɪʃ(ə)n/
 modyfikacja genetyczna
gluten-free diet /ˌɡluː(tə)n ˈfriː ˈdaɪət/ dieta
 bezglutenowa
GPS tracking /dʒɪː piː ˈes ˌtrækɪŋ/ monitoring,
 śledzenie GPS
immunity to sth /ɪˈmjʊːnəti tə ˌsʌmθɪŋ/
 odporność na coś
increase /ɪnˈkriːs/ zwiększać się, wzrastać
increased shelf life /ɪnˈkriːst ˈʃelf laɪf/
 wydłużona przydatność do spożycia
ingredient /ɪn ˈɡriːdɪənt/ składnik
introduce /ˌɪntrəˈdjuːs/ wprowadzać
livestock /ˈlaɪv ˌstɒk/ inwentarz
long-life meal /lɒŋlaɪf ˈmiːl/ danie o długiej
 przydatności do spożycia
manipulate plant genes /məˌnɪpjəleɪt ˈplɑːnt
 ˌdʒiːnz/ ingerować w kod genetyczny rośliny
maximise /ˌmæksɪmaɪz/ maksymalizować
meatless meat product /ˌmiːtles ˈmiːt ˌprɒdʌkt/
 produkt spożywczy z mięsa wytworzonego
 w laboratorium
order by popularity /ˌɔː(r)də(r) baɪ ˌpɒpjəˈlærəti/
 porządkować według kryterium popularności
paleo diet /ˈpeɪliə ˌdaɪət/ dieta człowieka
 pierwotnego
rank by popularity /ræŋk baɪ ˌpɒpjəˈlærəti/
 pozycjonować, umieszczać w rankingu
 według kryterium popularności
recipe-sharing website /ˌresəpi ˌʃeərɪŋ ˈwebˌsaɪt/
 strona internetowa służąca do dzielenia się
 przepisami kulinarnymi
regulate /ˈregjəleɪt/ regulować
resistance to sth /rɪˈzɪst(ə)ns tə ˌsʌmθɪŋ/
 odporność na coś
satellite imagery /ˈsætəlaɪt ɪˌmɪdʒəri/ obrazy,
 zdjęcia satelitarne
satellite-aided /ˈsætəlaɪt ˌeɪdɪd/ (uzyskane) za
 pomocą technologii satelitarnej
soil fertility /ˌsɔɪl ˈfɜː(r)tlɪti/ żyzność gleby
specialised diet /ˌspeʃəlaɪzd ˈdaɪət/
 specjalistyczna dieta
storage bin /ˈstɔːrɪdʒ ˌbɪn/ silos (do
 magazynowania zboża)
swap sth /swɒp ˌsʌmθɪŋ/ wymieniać się czymś
track destructive pests /træk dɪˌstrʌktɪv ˈpests/
 tropić, śledzić niszczące/niebezpieczne
 szkodniki
turn sb's head /tɜː(r)n ˌsʌmbədɪz ˈhed/
 przewrócić komuś w głowie
turn sth on its head /tɜː(r)n ˌsʌmθɪŋ ɒn ɪts ˈhed/
 postawić coś na głowie
up sth /ʌp ˌsʌmθɪŋ/ podnosić, zwiększać coś
vegan diet /ˈviːɡən ˌdaɪət/ dieta wegańska
Wi-Fi-connected sensor /ˌwaɪ faɪ kəˌnektɪd
 ˈsensə(r)/ czujnik podłączony do Wi-Fi

Cooking / Gotowanie

almonds /ˈɑːməndz/ migdały
asparagus /əˈspærəɡəs/ szparag
bagel /ˈbeɪɡ(ə)l/ bajgiel
baguette /bæˈɡet/ bagietka
baking dish /ˌbeɪkɪŋ ˈdɪʃ/ brytfanna, naczynie
 żaroodporne
beans /biːnz/ fasola

beef /bi:f/ wołowina
 beetroot /'bi:tru:t/ burak
 block of cheese /,blɒk əv 'tʃi:z/ kawałek sera
 żółtego
 boil /bɔil/ gotować
 bone /bəʊn/ filetować
 bread /bred/ chleb, pieczywo
 breadcrumbs /'bred,kɾəmz/ bułka tarta
 breast /brest/ pierś
 broad beans /brɔ:d bi:nz/ bób
 brown /braʊn/ zrumienić
 bun /bʌn/ słodka bułeczka, drożdżówka
 bunch /bʌntʃ/ pęczek
 can /kæn/ puszka
 carp /kɑ:(r)p/ karp
 celery root /'seləri ru:t/ seler
 chard /tʃɑ:(r)d/ botwina
 cashews /'kæʃu:z/ orzechy nerkowca
 cherry /'tʃeri/ wiśnia
 chestnuts /'tʃes,nʌts/ kasztany
 chicken drumstick /,tʃɪkən 'drʌm,stɪk/ podudzie
 z kurczaka (pałka)
 chickpeas /'tʃɪk,pɪ:z/ ciecierzycy
 chives /tʃaɪvz/ szczypiorek
 chop /tʃɒp/ siekać
 clove of garlic /kləʊv əv 'gɑ:(r)lɪk/ ząbek czosnku
 cod /kɒd/ dorsz
 container /kən'teɪnə(r)/ pojemnik
 coriander /,kɒri'ændə(r)/ kolendra
 crumble pie /'krʌmb(ə)l ,paɪ/ kruche ciasto
 z owocami
 cube /kju:b/ kroić w kostkę
 dessert /dɪ'zɜ:(r)t/ deser
 dill /dɪl/ koperek
 drain /dreɪn/ odsączać
 duck /dʌk/ kaczka
 fibre /'faɪbə(r)/ błonnik
 fish /fɪʃ/ ryby
 fruit /fru:t/ owoce
 frying pan /'fraɪɪŋ ,pæn/ patelnia
 ginger /'dʒɪndʒə(r)/ imbir
 goose /gu:s/ gęś
 grate /greɪt/ ścierać na tarce
 hazelnuts /'heɪz(ə)l,nʌts/ orzechy laskowe
 (cauliflower / cabbage) head /'kɒlɪflaʊə(r),
 'kæbɪdʒ ,hed/ główka (kalafiora, kapusty)
 heat /hi:t/ podgrzewać
 herbs /hɜ:(r)bz/ zioła
 herring /'herɪŋ/ śledź
 hob /hɒb/ płyta kuchenna, grzewcza
 kale /keɪl/ jarmuż
 knob of butter /nɒb əv 'bʌtə(r)/ kawałek,
 porcja masła
 lamb /læm/ jagnięcina
 leek /li:k/ por
 legumes /'legju:mz/ rośliny strączkowe
 lentils /'lentɪlz/ soczewica
 lid /lɪd/ pokrywka garnka
 lime wedge /'laɪm ,wedʒ/ częśćka limonki
 loaf of bread /ləʊf əv 'bred/ bochenek chleba
 lobster /'lɒbstə(r)/ homar
 macaron /,mæk(ə)'ron/ makaronik
 meringue /mə'reɪŋ/ beza
 mince /mɪns/ zemiść w maszynce
 muffin /'mʌfɪn/ muffinka
 mushrooms /'mʌʃru:mz/ grzyby
 mussels /'mʌs(ə)lz/ małże
 mutton /'mʌt(ə)n/ baranina
 nutmeg /'nʌtmeg/ gałka muszkatołowa
 nuts /nʌts/ orzechy
 oven /'ʌv(ə)n/ piekarnik
 oysters /'ɔɪstə(r)z/ ostrygi
 parsley /'pɑ:(r)sli/ natka pietruszki
 partridge /'pɑ:(r)trɪdʒ/ kuropatwa
 peach /pi:tʃ/ brzoskwinia
 peas /pi:z/ groszek
 pike /paɪk/ szczupak

pinch /pɪntʃ/ szczypta
 pineapple /'paɪn,æp(ə)l/ ananas
 pistachios /'pɪ'stɑ:ʃiəʊz/ pistacje
 pita /'pɪtə/ chleb pita
 plum /plʌm/ śliwka
 pork /pɔ:(r)k/ wieprzowina
 poultry /'pəʊltri/ drób
 prawns /prɔ:nz/ duże krewetki
 profiterole /prə'fɪtərəʊl/ ptyś
 quail /kweɪl/ przepiórka
 red meat /,red 'mi:t/ czerwone mięso
 roll /rɒl/ bułka
 rub /rʌb/ wcierać, rozcierać
 sage /seɪdʒ/ szalwia
 saucepan /'sɔ:spæn/ rondel
 seafood /'si:fu:d/ owoce morza
 soup spoon /,su:p 'spu:n/ łyżka stołowa
 shortbread /'ʃɔ:(r)t,bred/ herbatnik maślany
 shrimps /'ʃrɪmps/ małe krewetki
 skin /skɪn/ zdejmować skórę
 slow cooker /,sləʊ 'kɒkə(r)/ wolnowar
 smashed garlic /,smæʃt 'gɑ:(r)lɪk/ rozgnieciony
 czosnek
 soybeans /'sɔɪ,bi:nz/ nasiona soi
 sprinkle /'sprɪŋk(ə)l/ posypać, oprószyć
 squid /skwɪd/ kałamarnica
 (celery / rhubarb) stalk /'seləri, 'ru:bə:(r)b
 ,stɔ:k/ łodyga, nać (selera, rabarbaru)
 stew /stju:/ gulasz, potrawa duszona
 stir /stɜ:(r)/ mieszać
 sturgeon /'stɜ:(r)dʒ(ə)n/ jesiotr
 tablespoon /'teɪb(ə)l ,spu:n/ łyżka do
 serwowania
 tangerine /,tændʒə'ri:n/ mandarynka
 teaspoon /'ti:spu:n/ łyżeczka do herbaty
 thyme /taɪm/ tymianek
 tin /tɪn/ puszka
 trout /traʊt/ pstrąg
 trim /trɪm/ czyścić, dzielić na różyczki
 turkey /'tɜ:(r)ki/ indyk
 veal /vi:l/ cielęcina
 vegetable /'vedʒtəb(ə)l/ warzywo
 (chicken / vegetable) stock /'tʃɪkən, 'vedʒtəb(ə)l
 ,stɒk/ bulion (drobiowy, warzywny)
 venison /'venɪs(ə)n/ dziczyzna
 walnut /'wɔ:lˌnʌt/ orzech włoski
 watermelon /'wɔ:tə(r),melən/ arbuz
 wire whisk /'waɪə(r) wɪsk/ trzepaczka
 zing /zɪŋ/ smaczek

Challenge!

bulb /bʌlb/ główka, bulwa, cebulka
 core /kɔ:(r)/ głąb (kapuściany), ogryzek
 flesh /fleʃ/ miąższ
 leaf /li:f/ liść
 peel /pi:l/ skórka, łupina
 pip /pɪp/ mała pestka (np. w jabłku,
 pomarańczy, melonie)
 skin /skɪn/ skórka
 stone /stəʊn/ większa pestka (np. w śliwce,
 oliwce, awokado)

Diets and food-related problems / Diety i problemy związane z odżywianiem

be awash with sth /bi ə'wɒʃ wɪð ,sʌmθɪŋ/
 opływać w coś, tonąć w czymś
 be spoilt for choice /bi ,spɔɪlt fə(r) 'tʃɔɪs/
 mieć kłopot z podjęciem decyzji wobec
 ogromnego wyboru możliwości
 be willing to swallow sth /bi ,wɪlɪŋ tə 'swɒləʊ
 ,sʌmθɪŋ/ być skłonny do czegoś
 beset /bi'set/ nękać, dręczyć
 blanket demonisation /,blæŋkɪt 'di:mənaɪz(ə)ʃən/
 demonizowanie
 carbohydrates /,kɑ:(r)bəʊ'haidreɪts/
 węglowodany
 comestibles /kə'mestəb(ə)lz/ produkty
 spożywcze, wiktuały

digestive conditions /daɪ,dʒestɪv kən'dɪʃ(ə)nz/
 choroby układu pokarmowego
 emblazoned with sth /ɪm'bleɪz(ə)nd wɪð
 ,sʌmθɪŋ/ oklejony czymś, udekorowany
 eschew /ɪs'tʃu:/ wystrzegać się, wyrzekać się
 extol /ɪk'stəʊl/ wychwalać
 famine /'fæmɪn/ głód
 firm grounding /,fɜ:(r)m 'graʊndɪŋ/ solidne
 podstawy
 food insecurity /'fu:d ɪn'sɪkjʊrɪti/ brak
 bezpieczeństwa żywnościowego
 indiscriminately adopted /ɪndɪ'skrɪmɪnətli
 ə'dɒptɪd/ przyjmowane bezkrytycznie
 lactose-free diet /,læktəʊs ,fri: 'daɪət/ dieta
 bezlaktozowa
 lashings of sth /'læʃɪŋz əv ,sʌmθɪŋ/ obfite
 polanie, posmarowanie, posypanie
 low-carb diet /ləʊ,kɑ:(r)b 'daɪət/ dieta
 niskowęglowodanowa

Challenge!

be a tough nut to crack /bi ə ,tʌf nʌt tə 'kræk/
 stanowić twardy orzech do zgryzienia
 bring home the bacon /brɪŋ ,həʊm ðə 'beɪkən/
 być żywicielem rodziny
 butter sb up /bʌtə(r) ,sʌmbədɪ 'ʌp/ podlizywać
 się komuś, kadzić komuś
 give sb sth on a silver platter /gɪv ,sʌmbədɪ
 ,sʌmθɪŋ ɒn ə ,sɪlvə(r) 'plætə(r)/ podać coś komuś
 na tacy
 not for all the tea in China /nɒt fə(r) ɔ:l ðə ,ti:
 ɪn 'tʃaɪnə/ za żadne skarby
 spice things up /,spaɪs θɪŋz 'ʌp/ urozmaicić,
 dodać pikanterii, smaku
 the big cheese /ðə ,bɪg 'tʃi:z/ wielka szysza,
 gruba ryba
 the cream of the crop /ðə ,kri:m əv ðə 'krɒp/
 elita, czołówka, śmietanka

Food preferences and cooking / Preferencje dotyczące jedzenia i gotowania

be squeamish about sth /bi 'skwi:mɪʃ ə'baut
 ,sʌmθɪŋ/ być wrażliwym na widok czegoś, źle
 reagować na widok czegoś
 complexity /kəm'pleksəti/ złożoność
 culinary skills /,kʌlɪn(ə)rɪ 'skɪlz/ umiejętności
 kulinarne
 dab /dæb/ odrobina, szczypta
 do a major one-eighty /du: ə ,meɪdʒə(r)
 wʌn'eɪti/ wykonać zwrot o 180 stopni
 indulge in sth /ɪn'dʌldʒ ɪn ,sʌmθɪŋ/ pozwalać
 sobie na coś, dogadzać sobie
 pungent /'pʌndʒənt/ ostry (smak), gryzący
 (zapach)
 to save one's life /tə ,seɪv wʌnz 'laɪf/ bez
 względu na wszystko, za nic

Other words / Pozostałe wyrażenia

alleviate /ə'li:vɪet/ złagodzić, zmniejszyć
 be all set /bi ,ɔ:l 'set/ być w gotowości
 be on the ball /bi ɒn ðə 'bɔ:l/ być
 kompetentnym, mieć łeb na karku
 blubbery /'blʌbə(r)i/ tłusty, mięsisty
 concoction /kən'kɒkʃ(ə)n/ mikstura, mieszanina
 edible /'edɪb(ə)l/ jadalny, zjadliwy
 entail sth /ɪn'teɪl ,sʌmθɪŋ/ wiązać się z czymś,
 pociągać za sobą, wymagać czegoś
 fad /fæd/ kaprys, chwilowa moda
 gut instinct /gʌt ,ɪnstɪŋkt/ przeczucie
 have a real kick to it /hæv ə ,ri:l 'kɪk tə ɪt/
 ostre, pikantne (o daniu)
 leavening /'lev(ə)nɪŋ/ zaczyn, zakwas
 live up to the hype /lɪv ,ʌp tə ðə 'haɪp/
 zasługiwać na zainteresowanie
 nay-sayer /'neɪ,seɪə(r)/ malkontent
 not exactly a bargain /nɒt ɪg,zæk(ə)tli ə 'bɑ:(r)ɡɪn/
 niezbyt korzystny cenowo
 on the side /ɒn ðə 'saɪd/ dodatkowo, ponadto

packed to the gills /pækt tə ðə 'gɪlz/ przepelniony, zatłoczony
reiterate /riː 'ɪtəreɪt/ powtarzać
scarce /skeə(r)s/ niewystarczający, trudno dostępny
spoilage /'spɔɪlɪdʒ/ zepsucie się (o jedzeniu)
springy /'sprɪŋi/ sprężysty
squander /'skwɒndə(r)/ trwonić
tedious /'tiːdiəs/ uciążliwy
tick all the right boxes /tɪk ɔ:l ðə 'raɪt 'bɒksɪz/ spełniać wszelkie oczekiwania
totally epic /,təʊt(ə)li 'epɪk/ imponujący
ubiquitous /juː'bɪkwɪtəs/ powszechny, wszechobecny
up to snuff /ʌp tə 'snʌf/ satysfakcjonujący, wystarczająco dobry
whip up /wɪp 'ʌp/ upichcić, naprędcę przygotować
within arm's reach /wɪðɪn ɑː(r)mz 'riːtʃ/ w zasięgu ręki

Unit 7

Housing and living situations / Warunki mieszkaniowe

air con /,eə(r) 'kɒn/ klimatyzacja
bedsit /'bedsɪt/ kawalerka, wynajmowany pokój
bespoke furnishings /bɪ'spəʊk 'fɜː(r)nɪʃɪŋz/ wykończenia na zamówienie
close proximity to campuses /,kləʊz prɒ,ksɪməti tə 'kæmpəsɪz/ bliska odległość od kampusów
co-housing community /kəʊ,haʊzɪŋ kə'mjuːnəti/ mieszkaniowa kooperatywa sąsiedzka
communal amenities /,kɒmjənəl ə'miːnətɪz/ ogólnodostępne udogodnienia i atrakcje
communal kitchen /,kɒmjənəl 'kɪtʃən/ wspólna kuchnia
convenient rail and bus links /kən,viːniənt, reɪl ənd 'bʌs lɪŋks/ wygodne połączenia kolejowe i autobusowe
cultural activities /,kʌltʃ(ə)rəl æk'tɪvətɪz/ działalność kulturalna
customised layout /,kʌstəmaɪzd 'leɪaʊt/ dostosowany, spersonalizowany rozkład
daily or weekly rates /,deɪli ɔː(r) 'wiːkli 'reɪts/ opłaty, stawki dzienne lub tygodniowe
damp /dæmp/ wilgotny
dingy /'dɪndʒi/ obskurny
fixer-upper /,fɪksər 'ʌpə(r)/ dom, mieszkanie do remontu
flat-share /'flæt,ʃeə(r)/ mieszkanie wynajmowane z kimś
floor plan /'floː(r) ,plæn/ układ, rozkład mieszkania
fully equipped gym /,fʊli ɪ,kwɪpt 'gɪm/ w pełni wyposażona sala gimnastyczna
fully furnished /,fʊli 'fɜː(r)nɪʃt/ w pełni umeblowany
hall of residence /hɔːl əv 'rezɪd(ə)ns/ dom studencki, akademik
laundry service /,lɔːndri 'sɜː(r)vɪs/ pralnia
to let /tə let/ na wynajem
local amenities /,ləkəl ə'miːnətɪz/ okoliczne atrakcje i udogodnienia
maintenance /meɪntənəns/ konserwacja, utrzymanie
newly refurbished /,njuːli rɪ'fɜː(r)bɪʃt/ świeżo odnowiony
pay rates /peɪ 'reɪts/ płacić raty
plot /plɒt/ działka
put down a deposit /pʊt ,daʊn ə dɪ'pɒzɪt/ wpłacić zaliczkę
screening room /'skriːnɪŋ ,ruːm/ sala kinowa, pomieszczenie do wyświetlania filmów
self-catering /,self'keɪt(ə)rɪŋ/ z własnymżywieniem

self-sustaining /,selfsə'steɪnɪŋ/ samowystarczalny
setting /'setɪŋ/ sceneria
sewage and rubbish collection /,suːɪdʒ ənd ,rʌbɪʃ kə'leɪʃ(ə)n/ odprowadzanie ścieków i wywóz śmieci
shared facilities /,ʃeə(r)d fə'sɪlətɪz/ obiekty, pomieszczenia do użytku wspólnego
short-stay /'ʃɔːt,steɪ/ pokój, mieszkanie wynajmowane na krótki czas
site fees /'saɪt ,fiːz/ podatek gruntowy
square foot /,skweə(r) 'fʊt/ stopa kwadratowa, ok. 0,09 m²
terraced house /,terəst 'haʊs/ domek szeregowy
tiny house /,taɪni 'haʊs/ malutki domek, zwykle mobilny
to let /tə 'let/ na wynajem
two-storey block of flats /tuː,stoːri ,blɒk əv 'flæts/ dwupiętrowy blok mieszkalny
upkeep /'ʌpkiːp/ utrzymanie (kogoś lub czegoś w dobrej kondycji)
vibrant /'vaɪbrənt/ tętniący życiem
walkability /,wɔːkə'bɪləti/ dostępność dla pieszych
white goods /,waɪt 'ɡɒdz/ duże AGD

Challenge!

be home and dry /bi ,həʊm ənd 'draɪ/ być bezpiecznym, osiągnąć sukces
build castles in the air /bɪld ,kɑːs(ə)lz ɪn ði 'eə(r)/ fantazjować o rzeczach nieprawdopodobnych albo niemożliwych do spełnienia
home truths /,həʊm 'truːθs/ przykra, bolesna prawda usłyszana na swój temat
house of cards /,haʊs əv 'kɑː(r)dz/ domek z kart, niestabilna sytuacja
not give house room to sth /nɒt ,ɡɪv 'haʊsruːm tə ,sʌmθɪŋ/ nie lubić, nie chcieć czegoś
as safe as houses /æz ,seɪf æz 'haʊsɪz/ być chronionym, bezpiecznym

Housing problems and repairs / Problemy mieszkaniowe i usterki

appliance specialist /ə,plaiəns 'speʃəlɪst/ specjalista od napraw AGD
break /breɪk/ zepsuć się
clear out /kliə(r) 'aʊt/ wyrzucać niepotrzebne rzeczy
clog /klog/ zapychać się
come unstuck /kʌm ən'stʌk/ odkleić się, odpaść
crack /kræk/ pękać
decorator /'dekə,reɪtə(r)/ dekorator
disconnect /,dɪskə'nekt/ rozłączać się, odłączać
do sb in /duː ,sʌmb(ə)di 'ɪn/ wykończyć kogoś
do sth up /duː ,sʌmθɪŋ 'ʌp/ wyremontować, odnawiać
do out of sth /duː 'aʊt əv ,sʌmθɪŋ/ pozbawiać czegoś
drain /dreɪn/ odprowadzać wodę
drip /dɪp/ kapać
electrician /ɪ,lek'trɪʃ(ə)n/ elektryk
flooring installer /,floːrɪŋ ɪn'stɔːlə(r)/ parkieciarz
flush /flʌʃ/ spuszczać wodę
give in /ɡɪv 'ɪn/ ulegać, ustąpić, poddać się
glazier /'gleɪzɪə(r)/ szklarz
handyman /'hændi,mæn/ złota rączka
hang off /hæŋ 'ɒf/ wisieć, zwisać
heat /hiːt/ grzać
light /laɪt/ zapalać (się)
loose /luːz/ obluźzony
low pressure /ləʊ 'preʃə(r)/ niskie ciśnienie
move on /muːv 'ɒn/ dokonywać zmiany, ruszać w dalszą drogę
pass away /pɑːs ə'weɪ/ odejść (umrzeć)
pass down /pɑːs 'daʊn/ przekazywać, zostawiać w spadku

peel off /piːl 'ɒf/ łuszczyć się
plumber /'plʌmə(r)/ hydraulik
run /rʌn/ cieknać, płynąć, lecieć (o cieczy)
see to sth /'siː tə ,sʌmθɪŋ/ zająć się czymś, zadbać o coś, dopilnować
settle down /,set(ə)l 'daʊn/ osiąść gdzieś na stałe, osiedlić się
settle for sth /'set(ə)l fɔː(r) ,sʌmθɪŋ/ zadowolić się czymś
settle in /set(ə)l 'ɪn/ zadowolić się, przyzwyczaić
shut off /ʃʌt 'ɒf/ wyłączać się, odcinać się
stay put /'steɪ 'pʊt/ nie ruszać się z miejsca
stick /stɪk/ zacinać się
take out a loan /teɪk ,aʊt ə 'ləʊn/ wziąć kredyt, pożytczkę

Ways of learning / Sposoby uczenia się

be a breeze /bi ə 'briːz/ być bardzo prostym, łatwym
beat oneself up /biːt ,wʌnsɛlf 'ʌp/ obwiniać się
beat the odds /biːt ði 'ɒdz/ pokonać przeciwności
boost /buːst/ poprawiać, polepszać
break a barrier /breɪk ə 'bæriə(r)/ przełamywać barierę
commit to memory /kə,mɪt tə 'mem(ə)rɪ/ zapamiętać
common wisdom /,kɒmən 'wɪzdəm/ powszechny pogląd, popularna opinia
confront insurmountable obstacles /kən,frʌnt ɪnsə(r),məʊntəb(ə)l 'ɒbstəkl(ə)z/ mierzyć się z przeszkodami nie do pokonania
distinguishing factor /dɪ'stɪŋɡwɪʃɪŋ 'fæktə(r)/ czynnik odróżniający, wyróżniający
ensue /ɪn'sjuː/ następować, wynikać
every trick in the book /ev(ə)rɪ ,trɪk ɪn ðə 'bʊk/ każdy możliwy sposób
experiential /ɪk'spiəri'ɛnʃ(ə)l/ doświadczalny, oparty na doświadczeniu
facility /fə'sɪləti/ łatwość
fluency /'fluːənsi/ płynność
get over a hurdle /get ,əʊvə(r) ə 'hɜː(r)d(ə)l/ pokonywać przeszkodę
get stuck in a vicious cycle /get ,stʌk ɪn ə ,vɪʃəs 'saɪkl(ə)l/ wpadać w błędne koło
grapple /'ɡræp(ə)l/ zmagać się, borykać się
gratifying /'græti,faiɪŋ/ satysfakcjonujący
grey matter /,ɡreɪ 'mætə(r)/ substancja, istota szara
have a breakthrough /hæv ə 'breɪkθruː/ dokonywać przełomu
hit a brick wall /hɪt ə ,brɪk 'wɔːl/ napotykać przeszkodę
hit a road block /hɪt ə 'rəʊd ,blɒk/ napotykać przeszkodę
immersive learning /ɪ,mɜː(r)ʃ(ə)l 'lɜː(r)nɪŋ/ metoda intensywnej nauki języka polegająca na otaczaniu się nim nie tylko w trakcie zajęć, ale i w czasie wolnym
improve by leaps and bounds /ɪm,pruːv baɪ ,liːps ənd 'bəʊndz/ poprawiać (się) bardzo szybko i w znacznym stopniu
intensive training /ɪn,tensɪv 'treɪnɪŋ/ intensywny trening
language production /,læŋɡwɪdʒ prə'dʌkʃ(ə)n/ tworzenie wypowiedzi w danym języku
linguistic pattern /lɪŋ,gwɪstɪk 'pætə(r)n/ schemat językowy
meaningful conversation /,miːnɪŋf(ə)l ,kɒnvə(r)'seɪʃ(ə)n/ znacząca, pouczająca rozmowa na poważny temat
mode of communication /,məʊd əv kəmjuːnɪ'keɪʃən/ tryb, styl komunikacji
motivating factor /,məʊtɪveɪtɪŋ 'fæktə(r)/ czynnik motywujący
native speaker /,neɪtɪv 'spiːkə(r)/ rodzimy użytkownik języka

pick up /pɪk ʌp/ podłapać, załapać (język)
put on one's thinking cap /pʊt ɒn wʌnz ˈθɪŋkɪŋ ˈkæp/ poważnie coś przemyśleć
reach a dead end /ˌri:tʃ ə ˈded ˈend/ zabrnąć w ślepią uliczkę
sink or swim /ˌsɪŋk ə(r) ˈswɪm/ sprawa życia lub śmierci
spur /spɜː(r)/ zachęta
strive to learn /ˌstraɪv tə ˈlɜː(r)n/ usiłować się nauczyć
weather the storm /ˌweðə(r) ðə ˈstɔː(r)m/ dać sobie radę, przetrwać najgorsze

Boarding school life / Życie w szkole z internatem

be all ears /bi ɔːl ˈiə(r)z/ zamienić się w słuch
be in the same boat /bi ɪn ðə ˈseɪm ˈbəʊt/ jechać na tym samym wózku
bring up /brɪŋ ʌp/ poruszyć (np. temat)
deadly /dedli/ zabójczy
dispel a myth /ˌdɪspəl ə ˈmiθ/ obalać mit
eyewash /ˈaɪ,wɒʃ/ mydlenie oczu
fall on deaf ears /ˌfɔːl ɒn ˈdef ˈiə(r)z/ być ignorowanym (o pomysłach, prośbach)
get on top of sth /get ɒn ˈtɒp əv ˌsʌmθɪŋ/ zachowywać kontrolę nad czymś
give it one's best shot /ˌɡɪv ɪt wʌnz ˈbest ˈʃɒt/ pokazać, co się potrafi
give one's concerns an airing /ˌɡɪv wʌnz kənˈsɜː(r)nz ən ˈeərɪŋ/ wyrażać swoje obawy w otwartej dyskusji
go to great lengths /ˌɡəʊ tə ˌɡreɪt ˈleŋθ/ bardzo się starać coś osiągnąć
homesick /ˈhəʊm,sɪk/ tęsknota za domem, rodziną, bliskimi
keep sth under wraps /kiːp ˌsʌmθɪŋ ˌʌndə(r) ˈræps/ zachowywać coś w tajemnicy
let sth slip /let ˌsʌmθɪŋ ˈslɪp/ wygadać się, wyjawić coś przypadkiem
lord it over sb /ˌlɔː(r)d ɪt ˈəʊvə(r) ˌsʌmb(ə)di/ wywyższać się nad kims
nip sth in the bud /nɪp ˌsʌmθɪŋ ɪn ðə ˈbʌd/ zdusić w zarodku
over-the-top /ˌəʊvə(r) ðə ˈtɒp/ przesadzony, przesadny
put one's shoulder to the wheel /ˌpʊt wʌnz ˈʃəʊldə(r) tə ðə ˈwiːl/ pracować bardzo ciężko
stint /stɪnt/ epizod, okres

Emotions / Emocje

alert /ə ˈlɜː(r)t/ czujny
delighted /di ˈlaɪtəd/ zachwycony
elated /i ˈleɪtɪd/ rozradowany
fearful /ˈfiə(r)f(ə)l/ przestraszony
flabbergasted /ˈflæbə(r)ˌɡɑːstɪd/ osłupiały
fuming /ˈfjuːmɪŋ/ gotujący się ze złości
horrified /ˈhɒrɪfaɪd/ przerażony
jubilant /ˈdʒuːbɪlənt/ rozradowany
livid /ˈlɪvɪd/ wściekły
mad /mæd/ zły, wściekły
outraged /ˈaʊtˌreɪdʒd/ oburzony
overjoyed /ˌəʊvə(r) ˈdʒɔɪd/ niezmiernie uradowany
petrified /ˈpetrɪfaɪd/ zesztywniały ze strachu
speechless /ˈspiːtʃləs/ oniemiały
spooked /spuːkt/ wystraszony (np. przez ducha)
stunned /stʌnd/ wstrząśnięty, osłupiały
terror-stricken /ˈterə(r)ˈstrɪkən/ przerażony
thrilled /θrɪld/ zachwycony, podekscytowany
vigilant /ˈvɪdʒɪlənt/ czujny

Lexical emphasis / Wyrazy w funkcji emfaticznej

by no means /baɪ ˈnəʊ ˈmiːnz/ zupełnie nie
in the slightest /ɪn ðə ˈslaɪtəst/ w najmniejszym stopniu
indeed /ɪn ˈdiːd/ doprawdy, istotnie
sheer /ʃiə(r)/ czysty (np. czysta przyjemność)

the Ed Sheeran /ðiː ˌed ˈʃiːrən/ ten Ed Sheeran
the least bit /ðə ˈliːst ˈbɪt/ w najmniejszym stopniu
the very problem /ðə ˈveri ˈprɒbləm/ ten właśnie problem
utterly /ˈʌtə(r)li/ całkowicie
whatsoever /ˌwɒtsəʊˈevə(r)/ absolutnie (nie), wcale

Other words / Pozostałe wyrażenia

affordable /ə ˈfɔː(r)dəb(ə)l/ po przystępnej cenie, niedrogi
blurt out /blɜː(r)t ˈaʊt/ wyrzucić z siebie, wygadać się
brand new /ˈbrænd ˌnjuː/ nowutki
come about /kʌm ə ˈbəʊt/ powstawać, wydarzyć się, stać się
comfy /ˈkɒmfi/ wygodny
crystal clear /ˌkrɪst(ə)l ˈkliə(r)/ absolutnie jasny
dirt cheap /ˈdɜː(r)t ˈtʃiːp/ tani jak barszcz
fancy /ˈfænsi/ chcieć, mieć ochotę
fast / sound asleep /fɑːst ˌsaʊnd ə ˈsliːp/ w głębokim śnie, mocno śpiący
hasten to do sth /ˈheɪs(ə)n tə ðə ˌsʌmθɪŋ/ zrobić coś pośpiesznie
hog /hɒɡ/ okupować, blokować (np. łazienkę)
make sth of sb / sth /ˈmeɪk ˌsʌmθɪŋ əv ˌsʌmbədi ˌsʌmθɪŋ/ sądzić coś o kimś, czymś
pitch-black /ˌpɪtʃ ˈblæk/ czarny jak noc
prohibitive /prə ˈhɪbɪtɪv/ wygórowany, nie do przyjęcia
razor sharp /ˈreɪzə(r) ˌʃɑː(r)p/ ostry jak brzytwa
rent /rent/ wynajmować
snap decision /ˌsnæp dɪ ˈsɪʒ(ə)n/ szybka decyzja
spacious /ˈspeɪʃəs/ przestronny
toy with sth /ˈtɔɪ wɪð ˌsʌmθɪŋ/ myśleć o czymś, rozważać coś
ultimately /ˈʌltɪmətli/ ostatecznie
understandably so /ˌʌndə(r)ˈstændəbli ˌsəʊ/ zrozumiale, trudno się dziwić, nic dziwnego
wide awake /ˌwaɪd ə ˈweɪk/ rozbudzony

Unit 8

Aspects of culture / Kwestie kulturowe

accountability /ə ˌkaʊntə ˈbɪləti/ odpowiedzialność
beauty is in the eye of the beholder /ˌbiːti ɪz ɪn ði ˌaɪ əv ðə bi ˈhəʊldə(r)/ nie to ładne, co ładne, ale to, co się komu podoba
break with convention /ˌbreɪk wɪð kənˈvenʃ(ə)n/ przelamać konwencję
core truths /ˌkɔː(r) ˈtruːθs/ prawdy uniwersalne
cultured /ˈkʌltʃəd(r)/ kulturalny, ukulturalniony
divisive /dɪ ˈvaɪsɪv/ powodujący podziały
erase boundaries /ˌɪˌreɪz ˈbəʊndə(r)ɪz/ zatrzeć granice
get het up about sth /get ˌhet ʌp ə ˌbəʊt ˌsʌmθɪŋ/ zdenerwować się czymś, zbulwersować
grab sb /ɡræb ˌsʌmbədi/ przykuwać czyjąś uwagę
if you can't stand the heat, get out of the kitchen /ɪf jʊ ˌkɑːnt ˌstænd ðə ˈhiːt get ˌaʊt əv ðə ˈkɪtʃən/ jeśli nie możesz znieść presji, zrezygnuj
immutable /ɪ ˈmjuːtəb(ə)l/ stały, niezmienny
kitsch /kɪtʃ/ kicz, kiczowaty
legitimate /lɪ ˈdʒɪtɪmət/ słuszny, zasadny
look down on sb / sth /lʊk ˈdaʊn ɒn ˌsʌmbədi ˌsʌmθɪŋ/ patrzeć na kogoś, na coś z góry
popular tastes /ˌpɒpjələ(r) ˈteɪsts/ powszechne upodobania, gusta
progressive /prə ˈɡresɪv/ postępowy, postępujący
resonate with sb /ˌrezəneɪt wɪð ˌsʌmbədi/ poruszać kogoś

speak to sb /spiːk tə ˌsʌmbədi/ przemawiać do kogoś
stand the test of time /ˌstænd ðə ˌtest əv ˈtaɪm/ przetrwać próbę czasu
take sth into one's own hands /ˌteɪk ˌsʌmθɪŋ ˌɪntə ˌwʌnz əʊn ˈhændz/ brać coś w swoje ręce
unflattering /ʌn ˈflæt(ə)rɪŋ/ niepochebny
vehicle for sth /ˈviːk(ə)l fə(r) ˌsʌmθɪŋ/ narzędzie, środek do czegoś

Community activism / Działalność społeczna

bird's-eye view /bɜː(r)dz ˌaɪ ˈvjuː/ ogólna, szeroka perspektywa (widok z lotu ptaka)
fail to live up to its promise /feɪl tə lɪv ʌp tu ɪts ˈprɒmɪs/ nie spełniać oczekiwań
find common ground /faɪnd ˌkɒmən ˈɡraʊnd/ znaleźć wspólny język
heave into the view /hiːv ˌɪntə ðə ˈvjuː/ pojawić, ukazać się
in plain view /ɪn ˌpleɪn ˈvjuː/ na widoku
look askance at sb / sth /lʊk ə ˈskɑːns ət ˌsʌmbədi ˌsʌmθɪŋ/ krzywo patrzeć na kogoś, na coś
look good on paper /lʊk ˌɡʊd ɒn ˈpeɪpə(r)/ wyglądać dobrze na papierze (w teorii)
look past the differences /lʊk ˌpɑːst ðə ˈdɪfrənsɪz/ nie zwracać uwagi na różnice, wznieść się ponad podziały
look sth in the face /lʊk ˌsʌmθɪŋ ɪn ðə ˈfeɪs/ stanąć z czymś twarzą w twarz
lose sight of sb / sth /luːz ˈsaɪt əv ˌsʌmbədi ˌsʌmθɪŋ/ zapominać o czymś, tracić coś z oczu (np. cel)
see sb / sth in a bad light /siː ˌsʌmbədi ˌsʌmθɪŋ ɪn ə ˌbæd ˈlaɪt/ widzieć coś, kogoś w złym świetle
see the light about sth /siː ðə ˈlaɪt ə ˌbəʊt ˌsʌmθɪŋ/ doznać oświecenia
take a dim view of sth /teɪk ə ˌdɪm ˈvjuː əv ˌsʌmθɪŋ/ odnosić się z niechęcią, nie pochwałać

Challenge!

abstract /ˈæbstrækt/ abstrakcyjny
accept /æksept/ akceptować
acceptability /ækseptə ˈbɪləti/ dopuszczalność
acceptable /ækseptəb(ə)l/ akceptowalny, dopuszczalny
apolitical /ˌeɪpə ˈlɪtɪk(ə)l/ apolityczny
broad /brɔːd/ obszerny
cohesive /kəʊ ˈhiːsɪv/ spójny
concrete /ˈkɒŋkriːt/ konkretny, realny
conservative /kənˈsɜː(r)vətɪv/ konserwatywny
detailed /ˈdiːteɪld/ szczegółowy
diverse /daɪˈvɜː(r)s/ różnorodny
fair /feə(r)/ sprawiedliwy, uczciwy
fairness /ˈfeə(r)nəs/ sprawiedliwość, uczciwość
figurative /ˈfɪɡərətɪv/ przenośny, metaforyczny
flattery /ˈflætəri/ pochlebstwa
general /ˈdʒen(ə)rəl/ ogólny
homogeneous /ˌhəʊməʊˈdʒiːniəs/ jednorodny
humorous /ˈhjuːməəs/ humorystyczny, żartobliwy
illegitimate /ɪl ˈdʒɪtəmət/ niesłuszny, bezzasadny
important /ɪmˈpɔːtnt/ ważny
insecure /ɪnˈsjʊə(r)/ niepewny
insecurity /ɪnˈsjʊərəti/ niepewność
intense /ɪnˈtens/ intensywny, głęboki, poważny
legitimacy /lɪ ˈdʒɪtɪməsi/ słuszność, zasadność
legitimate /lɪ ˈdʒɪtəmət/ słuszny, zasadny
major /ˈmeɪdʒə(r)/ główny, znaczący
mild /maɪld/ łagodny, delikatny
minor /ˈmaɪnə(r)/ pomniejszy, drobny
narrow /ˈnærəʊ/ wąski
particular /pə ˈtɪkjələ/ konkretny, szczególny, wymagający

political /pəˈlɪtɪk(ə)l/ polityczny
politics /ˈpɒlətiks/ polityka
popular /ˈpɒpjələ(r)/ lubiany, popularny
popularity /ˌpɒpjəˈlærəti/ popularność (bycie powszechnie lubianym)
progressive /prəˈɡresɪv/ postępowy, nowoczesny
regressive /rɪˈɡresɪv/ wsteczny
secure /sɪˈkjʊə(r)/ pewny
security /sɪˈkjʊərəti/ pewność
serious /ˈsɪəriəs/ poważny
specific /spəˈsɪfɪk/ konkretny
traditional /trəˈdɪʃ(ə)nəl/ tradycyjny
unacceptability /ˌʌnəkseptəˈbɪləti/ niedopuszczalność
unacceptable /ˌʌnəkseptəb(ə)l/ nie do zaakceptowania, niedopuszczalny
undemanding /ˌʌndɪˈmɑːndɪŋ/ niewymagający wysiłku (np. intelektualnego)
unfair /ʌnˈfeə(r)/ niesprawiedliwy, nieuczciwy
unimportant /ˌʌnɪmˈpɔː(r)t(ə)nt/ nieważny
unpopular /ʌnˈpɒpjələ(r)/ nie lubiany, niepopularny
vague /veɪɡ/ niejasny, mglisty, mało konkretny

In the media / W świecie mediów

assault /əˈsɔːlt/ napaść, atak
barrage /ˈbærɑːʒ/ grad czegoś
be in thrall to sb / sth /bi ɪn ˈθrɔːl tə ˌsʌmbədi, ˌsʌmθɪŋ/ być poddanym, uległym komuś, czemuś
chock-a-block /ˌtʃɒkəˈblɒk/ pełny, zatłoczony, zakorkowany
embrace /ɪmˈbreɪs/ przyjmować, akceptować
flawlessness /ˈflɔːləsnəs/ nieskazitelność, perfekcyjność
harangue /həˈræŋ/ wygłaszać tyradę
have nothing on sb / sth /hæv ˈnʌθɪŋ ɒn ˌsʌmbədi, ˌsʌmθɪŋ/ nie umywać się do kogoś, do czegoś
hook, line, and sinker /hʊk ˌlaɪn ənd ˈsɪŋkə(r)/ zupełnie, całkowicie
intrusive /ɪnˈtruːsɪv/ natrączywy, wścibski
inured to sth /ɪˈnjʊə(r)d tə ˌsʌmθɪŋ/ przyzwyczajony do czegoś, odporny na coś
keep one's eyes glued to sth /kiːp wʌnz ˌaɪz ˈɡluːd tə ˌsʌmθɪŋ/ nie odrywać wzroku od czegoś
mould /məʊld/ forma, formować
on its surface /ɒn ɪts ˈsɜː(r)fɪs/ z pozoru
onslaught /ˈɒn.sleɪt/ atak
permeate /ˈpɜː(r)mieɪt/ przenikać, przesiąkać
siren call /ˌsaɪrən ˈkɔːl/ syreni śpiew
swallow /ˈswɒləʊ/ przełykać (też w przenośni)
unwavering /ʌnˈweɪv(ə)ŋ/ niezachwiany
with bated breath /wɪð ˌbeɪtɪd ˈbreθ/ z zapartym tchem

Challenge!

affront /əˈfrʌnt/ obraza, afront
affronted /əˈfrʌntɪd/ zdegustowany, zrażony
beguile /biˈɡaɪl/ urzekać, bawić, mamić
beguiling /biˈɡaɪlɪŋ/ zabawny, urzekający
captivate /ˈkæptɪveɪt/ urzekać
captivated /ˈkæptɪveɪtɪd/ urzeczony
dismay /dɪsˈmeɪ/ niezadowolenie, konsternacja, niepokój
dismayed /dɪsˈmeɪd/ zaniepokojony, niezadowolony
entice /ɪnˈtaɪs/ wabić, kusić
enticing /ɪnˈtaɪsɪŋ/ kuszący
put off /pʊt ˈɒf/ zbijać z tropu, zniechęcać
repulse /rɪˈpʌls/ napawać obrzydzeniem
repulsive /rɪˈpʌlsɪv/ odrażający, obrzydliwy
seduce /sɪˈdjuːs/ uwodzić, kusić
seductive /sɪˈdʌktɪv/ kuszący, nęcący

Art and (everyday) people / Sztuka i (zwykli) ludzie

awestruck /ˈɔːstrʌk/ pełen podziwu
converge /kənˈvɜː(r)dʒ/ zbiegać się, zbliżać się (do siebie)
derivative /dɪˈrɪvətɪv/ wtórny, naśladowczy
exposure to sth /ɪkˈspəʊʒə(r) tə ˌsʌmθɪŋ/ styczność, kontakt, ekspozycja
give sb a blank look /ɡɪv ˌsʌmbədi ə ˌblæŋk ˈlʊk/ spojrzeć na kogoś obojętnym wzrokiem
take off /teɪk ˈɒf/ stać się popularnym, zyskać rozgłos

Other words / Pozostałe wyrażenia

at one's core /æt ˌwʌnz ˈkɔː(r)/ w głębi duszy
at the expense of sth /æt ðɪ ɪkˈspens əv ˌsʌmθɪŋ/ kosztem czegoś
bank on sb /ˈbæŋk ɒn ˌsʌmbədi/ liczyć na kogoś
be displaced /bi ɪsˈpleɪst/ być wysiedlonym
be / feel marginalised /bi, fiːl ˈmɑː(r)dʒɪnəlaɪzd/ być, czuć się odsuniętym na margines
cultural interchange /ˌkʌltʃ(ə)rəl ˈɪntə(r)ˌtʃeɪndʒ/ wymiana kulturowa
demonise sb /ˈdiːmənaɪz ˌsʌmbədi/ demonizować kogoś
dire /ˈdaɪə(r)/ dramatyczny, skrajny
denigrate /ˈdenɪˌɡreɪt/ poniżać, uwłaczać
do sb a disservice /duː ˌsʌmbədi ə dɪˈsɜː(r)vɪs/ działać na czyjąś szkodę
echo chamber effect /ˌekəʊ ˌtʃeɪmbə(r) ɪˈfekt/ sytuacja, w której mówi się (np. media) ludziami tylko to, w co już wierzą i co sami sądzą
foment /fəʊˈment/ zaoğniać problemy
illusory /ɪˈluːsəri/ złudny
isolationism /ˌaɪsəˈleɪʃ(ə)n, ɪz(ə)m/ izolacjonizm
out in the open /aʊt ɪn ðɪ ˈəʊpən/ (wyjść) na światło dzienne
pundit /ˈpʌndɪt/ ekspert
sectarianism /sekˈteəriən, ɪz(ə)m/ sekciarstwo
slant /slaːnt/ nachylać się
thinly-disguised /ˌθɪnli dɪsˈɡaɪzd/ słabo zamaskowany

DEPENDENT PREPOSITIONS

about		
care about	troszczyć się o coś, dbać	Everyone should care about the environment.
laugh about	śmiać się z czegoś	Now I can laugh about that accident, but it didn't seem funny then.
obsess about sth	zamartwiać się czymś, mieć obsesję na punkcie czegoś	She used to obsess about her looks and had a really low self-esteem.
at		
at all costs	za wszelką cenę	She was determined to win at all costs .
at the outset	na początku	At the outset of the 21st century, internet access was not quite as common as nowadays.
be a whiz at sth	być specem od czegoś	I'll ask my uncle: he is a whiz at programming.
be great / best at sth	być świetnym, najlepszym w czymś	Why don't you take part in the new TV show? You are great at cooking!
be mad at sb	być wściekłym na kogoś	My boss is mad at me for missing the meeting.
put sb / sth at risk	narazić kogoś, coś na ryzyko	Our top athlete is capable of putting his health at risk if that's what it takes to succeed.
by		
be struck by sth	być czymś zaskoczonym	The first time I saw her, I was struck by her beauty.
by chance	przypadkiem	I have passed the exam by chance , I didn't revise the material at all.
by nature	z natury	Apes are curious by nature .
for		
be beneficial for sb to do sth	być korzystnym dla kogoś, korzystnie na kogoś wpływać	Doctors say it is beneficial for you to drink two litres of water a day.
claim for sth	wnioskować o coś	Dan claimed for a refund, and he eventually received it.
have a penchant for sth	mieć upodobanie, zamiłowanie do czegoś	My grandma has a penchant for opera music.
opt for sth	wybrać, zdecydować się na coś	After recent setbacks in the market, most people are now opting for low-risk investments.
from		
prevent sb from sth	powstrzymywać kogoś od zrobienia czegoś	Locks won't prevent a determined burglar from breaking into a house.
result from	wynikać z czegoś	The arrests resulted from an anonymous phone call.
save from	ocalić, uchronić przed	You can't save me from my own mistakes.
suffer from sth	cierpieć na coś	She suffered from depression for most of her adult life.
withdraw from	wycofać (się) z	He withdrew from the race after he twisted his ankle.
in		
in a ... way	w... (np. przyjazny, nieprzyjemny) sposób	His boss told him off in a very unpleasant way .
in due course	we właściwym czasie	'We will announce the results of our investigation in due course ', the police officer said.
in lieu of sth	zamiast czegoś, w miejsce czegoś	The CEO announced that he would hire a new IT specialist in lieu of promoting Henry Smith.
in person	osobiście	While in New York, I met my pen pal in person .
in stark contrast with	w jaskrawej sprzeczności	Our results are in stark contrast with what Annie claimed was true.
in the course of sth	w trakcie czegoś	In the course of the meeting, they informed me that I would be promoted.
meddle in sth	wtrącać się w nieswoje sprawy	My sister is always meddling in other people's business!
once in a blue moon	bardzo rzadko, od wielkiego dzwonu	I go to the cinema once in a blue moon , but whenever I go, I choose the least popular films.
of		
be critical of sth	krytykować coś	People have been critical of the way the mayor has handled the affair.
be on the point of sth	mieć właśnie coś zrobić	We were on the point of leaving when the phone rang.
be short of sth	posiadać coś w niewystarczającej ilości	I would have cereals for breakfast if we weren't short of milk.
be stripped of sth	być pozbawionym, odartym z czegoś (praw, medalu, tytułu)	The CEO warned my cousin that if he didn't obey the rules, he would be stripped of his rank.
dream of sth	marzyć o czymś	My parents have always dreamt of travelling to Africa, but they can't afford such a trip.
supportive of sb	pomocny, oddany	Anne's boyfriend is very supportive of her. She's so lucky!
on		
be on the alert	być w stanie podwyższonej gotowości	The police warned the citizens to be on the alert for pickpockets.
be on the dole	być na zasiłku	Stuart's parents are on the dole . That's why they can't afford the school trip.
be on the hunt for sb / sth	polować na coś, szukać kogoś, czegoś	A leading-edge tech company is on the hunt for an apprentice. Check it out.
be on the lookout for sb / sth	poszukiwać kogoś, czegoś	Manchester City is on the lookout for a new goalie.
be on the way	być w drodze	Don't panic, the ambulance is already on the way .

be sold on sth	być do czegoś przekonany	My sister is sold on the idea of going to Iraq on her own, and she won't follow my advice.
focus on sth	skupić się na czymś	I can't focus on the project with the kids around.
keep a close eye on sb / sth	bacznie się komuś, czemuś przyglądać	The policeman kept a close eye on the suspect.
on a regular basis	regularnie	My brother practises tennis on a regular basis .
on occasion	od czasu do czasu, przy okazji	He continues to work with us on occasion .
stumble on sb / sth	natknąć się na kogoś, coś	Emily stumbled on Johnny Depp during her trip to Saint Tropez.
take sth on trust	przyjmować coś na wiarę	I don't need any further evidence, I take what you've said on trust .
work on commission	zarabiać w systemie prowizyjnym	He works on commission , so there's a lot of pressure to stand.
to		
adhere to sth	przestrzegać czegoś, stosować się do czegoś	We must strictly adhere to the terms of the contract.
be entitled to sth	mieć do czegoś prawo	Each participant is entitled to vote against the project.
be glued to sth	być przyklejonym do czegoś, nie móc się od czegoś oderwać	My brother is glued to the computer screen and won't do anything else than playing video games.
pay attention to sth	zwracać uwagę na coś	Pay particular attention to the warnings printed on the label.
when it comes to sth	jeśli chodzi o coś	When it comes to healthy eating, my sister is an expert.
with an eye to sth	mając coś na celu	With an eye to his profit, he did business with those suspicious-looking individuals.
with		
be compatible with sb / sth	pasować do kogoś, czegoś	He seems completely incompatible with his current girlfriend.
be consistent with sth	być z czymś spójnym	These results are consistent with the findings of the previous study.
be a genius with sth	mieć niebywały talent do czegoś	My sister is a genius with music. Her piano concert last Friday was amazing!
be discontented with sth	być niepocieszonym z powodu czegoś	The workers were discontented with the salary they were offered.
be dissatisfied with sth	być niezadowolonym z czegoś	Mary is dissatisfied with her new flat and will soon be moving house again.
be good with sb	mieć z kimś dobry kontakt, dobre podejście do kogoś	Gina has always been good with animals.
be out of touch with sth	być zupełnie oderwanym od czegoś, nie orientować się w czymś	I've been abroad for a while, so I am a little out of touch with local politics.
be preoccupied with sth	zaprzątać sobie głowę czymś	Martin was too preoccupied with his own life to notice his daughter's problems.
be rife with sth	epatować, być pełnym czegoś	The investigation was rife with rumour and speculation.
have a great rapport with sb	utrzymywać, mieć z kimś świetne relacje	Madelaine's father has a great rapport with his employees.
obsess with sth	mieć obsesję na punkcie czegoś	He obsesses with healthy eating, and all his meals are meatless and gluten-free.
OTHER PREPOSITIONS		
be out of range	być poza zasięgiem	Fortunately, the soldiers were out of range of the enemy's missiles.
be out of town	przebywać poza miejscem zamieszkania	Kelly didn't make it to the party because she was out of town .
look like sb / sth	wyglądać jak ktoś, zdawać się być kimś, czymś	Look! This woman looks just like auntie Jane!
tout sth as sth	zachwalać coś jako coś	She's being touted as a possible challenger for the title.
PHRASAL VERBS		
amp up sth	wzmocniać, wzbudzać (o uczuciu, przekonaniu)	Hillary Clinton demanded that the US should amp up visa investigations.
bank on sb / sth	liczyć na kogoś, coś	They're banking on him to save the match.
be cut out for sth	być stworzonym do czegoś	Beth is definitely cut out for dancing. Her performance last night was outstanding.
be wrapped up in sth	być czymś bez reszty pochłoniętym	She's so wrapped up in her career that she rarely calls me.
beat oneself up over sth	obwiniać się o coś	It's time you stopped beating yourself up over this.
blow sb away	wywierać na kimś ogromne wrażenie	When I heard that song for the first time, it just blew me away .
blurt sth out	wyrzucić z siebie, wygadać się	She blurted out his name, then gasped as she realised what she'd done.
bone up on sth	zakuwać, intensywnie się uczyć	She boned up on the company before the interview.
break it off	zerwać z kimś kontakt	I've decided to break it off with Lisa.
bring sth forth	przedstawiać	Her letter to the paper brought forth a flood of supportive comments.
bring sth up	poruszyć (np. temat)	I hate to bring this up , but you still owe me £50.
catch on	zyskać popularność	Sports drinks have caught on as consumers have become more health-conscious.
chill out	relaksować się, wyluzować się	I need to chill out for a few hours before I go out.
come about	powstawać, wydarzyć się	She managed to recognise the burglar, but I don't know how it came about .
come along	pojawiać się	He told me to work hard and take every opportunity that comes along .
come down on sb	rugać kogoś, mocno kogoś krytykować	She came down on the kids for making a mess.
come down with sth	zachorować na coś	Our maths teacher came down with flu, so the class was cancelled.

come forward	zgłosić się do czegoś	<i>The National Blood Service is anxious for more donors to come forward.</i>
come round	zmienić zdanie, przekonać się do czegoś	<i>We were sure she'd come round in the end.</i>
come together with sb	spotykać się z kimś	<i>I used to come together with my best mate every day when we lived on the same street.</i>
come up against sth	musieć się z czymś zmierzyć, stawiać wobec	<i>In the first week, we came up against a pretty tricky problem.</i>
come up empty	nic nie znaleźć, zostać z pustymi rękoma	<i>It's unbelievable! Sue came up empty after spending six hours in the shopping centre.</i>
come up with sth	wymyślić coś	<i>The entire team felt helpless until Joe came up with this wonderful idea.</i>
cook up sth	wymyślić coś	<i>Between them they cooked up some story to tell their parents.</i>
cover sth up	ukrywać, tuszować	<i>It was a real scandal, but the company tried to cover the whole thing up.</i>
cut down (on)	zmniejszyć, ograniczyć	<i>These improvements will cut down on traffic noise.</i>
cut in on sb	zajechać komuś drogę	<i>The detective lost sight of the suspect when a lorry cut in on him.</i>
cut sb off	zerwać z kimś kontakt	<i>Why did all his friends suddenly cut him off?</i>
do out of sth	pozbawiać czegoś	<i>That guy at the garage did me out of £50 last night.</i>
do sb in	wykończyć kogoś	<i>I reckon someone did her in to get her money.</i>
do sth up	wyremontować, odnawiać	<i>It's a lovely cottage, but it needs doing up a bit.</i>
dovetail with sth	współgrać z czymś	<i>We have to dovetail our plans with their timetable if we want to work on it together.</i>
dwell on sth	rozmyślać nad (czymś), rozpamiętywać coś	<i>He tends to dwell on the negative aspects of his performance.</i>
ease sth up	łagodzić	<i>They waited nearly four hours for the storm to ease up.</i>
fall for sth	nabrać się na coś	<i>How could you fall for such an obvious trick?</i>
farm sb out	wysyłać kogoś do pracy w innym miejscu	<i>My dad was farmed out to BMB Electrics, and now he has to commute to work.</i>
fit in with sth	dopasowywać się do	<i>His explanation didn't fit in with what I saw.</i>
flag down sb / sth	zatrzymać kogoś, coś (np. taksówkę)	<i>I thought I would be late to the meeting, but fortunately, I managed to flag down a taxi.</i>
get by on sth	radzić sobie	<i>I couldn't possibly get by on £500 a month.</i>
get down to sth	zabrać się za coś	<i>After lunch, we got down to discussing the issue of pay.</i>
get on (with)	utrzymywać przyjacielskie stosunki	<i>Richard and his sister don't get on.</i>
get on top of sth	zachowywać kontrolę nad czymś	<i>In spite of some technical problems, Mark got on top of the situation.</i>
get worked up	nakręcać się, emocjonować się	<i>Don't get worked up until they announce the results!</i>
give in	ulegać, ustąpić, poddać się	<i>The government has said all along that it will never give in to terrorist threats.</i>
hold sb back	powstrzymywać kogoś	<i>Ollie had to hold Tom back to prevent him retaliating.</i>
hone in on sth	skupić całą swoją uwagę na czymś	<i>Henry honed in on the project in spite of the screaming children.</i>
knit sb together around sth	zjednoczyć kogoś w jakimś celu	<i>The charismatic mayor managed to knit the citizens together around the local football team.</i>
knock sb over	potrącić kogoś	<i>Over 100 people are knocked over on Britain's roads every day.</i>
lay sb off	zwolnić kogoś w wyniku likwidacji stanowiska pracy	<i>They've had to cut back production and lay off workers.</i>
leave sth off	odstawić, odpuszczać	<i>I wish he'd leave off moaning about everything!</i>
level sth against sb	wysuwać, kierować pod czymiś adresem (zarzuty, oskarżenia)	<i>Several criticisms have been levelled against the company's accountant.</i>
loll about	lenić się, objąć się	<i>I spent the day lolling about on the sofa watching TV.</i>
look sth up	sprawdzać coś (np. w słowniku)	<i>I didn't know what 'loquacious' meant and had to look it up in a dictionary.</i>
look to sb for sth	liczyć na kogoś w czymś	<i>Every time she doesn't know what to do, she looks to me for advice.</i>
lord it over sb	kierować kimś, kontrolować kogoś	<i>The chairman seems to enjoy lording it over the employees.</i>
map out	planować	<i>Have you already mapped out your dream journey to Peru?</i>
miss out on sth	przeoczyć coś, przegapić	<i>The police missed out on his fingerprints at the crime scene.</i>
move on	dokonywać zmiany, ruszać w dalszą drogę	<i>Public opinion has moved on a great deal since then.</i>
nod off	przysnąć	<i>I nodded off and missed my stop.</i>
pass away	odejść (umrzeć)	<i>He passed away in his sleep at the age of eighty-four.</i>
pass sth down	przekazywać, zostawiać w spadku	<i>These traditional stories have been passed down from parent to child over many generations.</i>
pass sth off as sth	podawać coś za coś innego	<i>He put on an old blue suit, intending to pass himself off as a businessman.</i>
pick sth up	podłapać coś	<i>She picked up a few German phrases while staying in Berlin.</i>
pile into sth	wpakować się do czegoś	<i>Four huge men piled into the back of the car.</i>
pore over sth	analizować coś szczegółowo, studiować	<i>Ben was poring over computer printouts with an engineer.</i>
pull up	zatrzymać się, zahamować	<i>Their taxi pulled up outside the church.</i>
read up on sth	zgłębiać temat, studiować, doczytywać	<i>Before the exam, I need to read up on World War II.</i>
root for sb	kibicować komuś	<i>I'm sure you'll win. Everyone's rooting for you.</i>
see to sth	zająć się czymś, zadbać o coś, dopilnować	<i>You try to get some sleep, I'll see to the children's breakfast.</i>

set in	dawać o sobie znać, wkraczać	Shortly after the business started, a long crisis set in .
settle down	ustatkwować się, przywyknąć	Are you ever going to settle down and get married?
settle for sth	zadowolić się czymś	Injuries and illness forced the team to settle for third place.
settle in	zadomowić się, rozgościć	She seems to have settled in quickly at her new company.
shape up	rozwijać się, nabierać kształtu	Education is shaping up as the hottest issue on the agenda.
shoot sth down	z miejsca coś odrzucić	I wanted to help her, but she shot down my offer.
shut off	wyłączać (się), odcinać (się)	Sally shut herself off from the rest of the team.
soak up sth	napawać się czymś	Visit the market to soak up the local atmosphere.
squash up	ścieśniać się	There were over 100 people in the church, so they had to squash up to let the bride pass.
stand out from sth	wyróżniać się spośród czegoś	Mark's commitment to work makes him stand out from the crowd.
stand up to sth	znieść, przetrwać coś	Unfortunately, the town did not stand up to the flood.
stay put	pozostawać bez ruchu, nie ruszać się	Stay put , or the dog will bite you.
stick by sb	stać u czyjegoś boku, pozostawać komuś wiernym (mimo przeciwności)	Marge Robin sticks by her son in spite of his being accused of murder.
stick out	znosić, wytrzymywać coś	It was a tough course, but we stuck it out .
stick with sth	trzymać się czegoś	They're going to stick with the same team as last Saturday.
strike sth up	rozpocząć, zainicjować	Anna struck up a conversation with a girl at the pool.
take sth away from sth	wynieść coś, doświadczyć czegoś, zabrać coś ze sobą (o wrażeniach, wspomnieniach)	What I took away from the lecture is that you should never underestimate your skills.
throw sth up	ujawniać	This system has thrown up a few problems.
toy with sth	myśleć o czymś, rozważać coś	I've been toying with the idea of starting my own business.
trip over sth	potknąć się o coś	The bride tripped over the carpet, but her father was there to help her.
tune out	wyłączyć się, przestać słuchać	Mr Martins asked me a question which I was unable to answer because I had tuned out .
win sb over	przekonać kogoś	We've finally won him over to our point of view.
wolf down sth	pożreć coś, pochłonąć	The boys wolfed down the pizza in minutes.
work sth out	rozwiązywać	The solution was difficult to work out , and I wasn't allowed to use a calculator, so my answer was incorrect.
yank sb out of sth	wyrywać, wyszarpywać kogoś z czegoś	He was yanked out of this posh school because of his poor results.

VERB PATTERNS

verb + -ing		
avoid	unikać	Kevin moved to the city centre to avoid commuting.
can't help	nie móc przestać, nie móc nic na coś poradzić	I can't help laughing at the thought of Bob in a Batman costume.
consider	brać pod uwagę	He's considering buying a used car.
deny	zaprzeczać	The defendant denied seeing the victim on the day of the murder.
enjoy	czerpać przyjemność	I don't enjoy going on holiday as much as I used to.
fancy	mieć na coś ochotę	Do you fancy going out for a walk?
feel like	mieć na coś ochotę	We all felt like getting a snack before the movie.
imagine	wyobrażać sobie	Imagine yourself sitting behind your big new desk.
keep	robić coś stale, kontynuować	My sister keeps telling the same old jokes.
miss	tęsknić	I'll miss going to the cinema with you.
practise	ćwiczyć	How often do you need to practise playing the piano?
put off	zniechęcać	All this rain really puts you off going out after work.
resent	odczuwać żal	It's obvious that he resents being dropped from the team.
risk	ryzykować	I wouldn't risk taking pictures in the rain.
spend your time	spędzać czas	John spends most of his time doing sports.
suggest	sugerować	I suggested printing more invitations.
verb + infinitive		
attempt	próbować	The book attempts to explain the origins of the war.
claim	twierdzić, utrzymywać	The organisation claims to represent more than 20,000 firms.
fail	nie zrobić czegoś	They have failed to come up with any practical solutions.
long	pragnąć	She longed to see him again.
manage	udawać się, powodzić się	I managed to escape by diving into the river.
offer	proponować	I do think you should have offered to help.
would like	chcieć	Jim would like to move to New York City, but he is unable to afford it.
agree	zgadzać się	My neighbour agreed to look after my dog while I was away.
aim	dążyć do, zmierzać	I aim to pass my driving test by the end of the year.
arrange	ustalać, uzgadniać	Tim and I arranged to meet after my horse-riding lesson.
happen	zrobić coś przypadkiem	I happen to know the best Italian restaurant in the city.
manage	zdołać coś zrobić	Olivia managed to find decent accommodation near the university.
pretend	udawać	Let's pretend to be tourists from Brazil.

seem	wydawać się	Monica seems to be rather upset about something.
tend	mieć w zwyczaju	Beginners tend to overestimate their skills.
volunteer	podjąć się zrobienia czegoś	My parents volunteered to help out with our school trip.
want	chcieć	I want to focus on my studies.
verb + bare infinitive		
must	musieć	You must stop at the red light.
should	powinien, powinna, powinno	You should eat more fresh fruit.
verb + object + bare infinitive		
help	pomagać	Can you help me find my glasses?
let	pozwalać	I stepped back and let him pass.
make	zmuszać, sprawiać	This film always makes me cry.
verb + object + infinitive		
advise	radzić	Her doctor advised her to rest.
enable	umożliwiać	This will enable users to conduct live video conversations.
encourage	zachęcać	Mum always encouraged us to discuss our problems.
expect	spodziewać się	I didn't really expect you to understand.
force	zmuszać	He claims that police officers forced him to sign a confession.
allow	pozwalać	Elise's parents won't allow her to go clubbing.
ask	prosić	Tom's wife asked him to take the dog to the vet.
cause	powodować	Volcano eruptions may have caused the dinosaurs to become extinct.
help	pomagać	I'm helping my younger brother to learn how to ride a bike.
invite	zapraszać	The host invited the audience to take part in the debate.
motivate	motywować	Sometimes, I find it hard to motivate myself to revise for my exam.
persuade	przekonywać	My teacher persuaded me to take the matura exam in German.
remind	przypominać	The teacher reminded us not to use dictionaries during the exam.
want	chcieć	I want you to know you can always count on me.
verb + infinitive or -ing (little or no change in meaning)		
bear	znosić	Sue can't bear to be parted / being parted from her baby daughter.
hate	nienawidzić	I hate to lose / losing any game.
like	lubić	I like to go out / going out to parties with friends or watching TV.
love	kochać, uwielbiać	Ben loves to play / playing the piano.
begin	zaczynać	We began to run / running when it started raining.
bother	fatygować się, sprawiać sobie kłopot	Why do I even bother to help / helping Jack when he doesn't appreciate it?
can't stand	nie cierpieć, nie znosić	Peter can't stand to be / being alone, and he is looking for a roommate.
continue	kontynuować	Will you continue to use / using this keyboard? If not, can I have it?
prefer	woleć	I prefer to study / studying in the library.
start	zaczynać	The snow started to fall / falling two days before Christmas.
verb + infinitive or -ing (with a difference in meaning)		
go on	przejsć do kontynuować	After the meeting, we went on to discuss the details. In spite of his failure during the competition, he went on practising.
mean	mieć zamiar być równoznacznym z	Whoops! I didn't mean to step on your toe. The new agreement means accepting lower wages.
regret	wyrażać ubolewanie żałować zdarzenia z przeszłości	I regret to inform you that you have not been selected for interview. I don't regret moving to York.
remember	pamiętać o zrobieniu czegoś w przyszłości pamiętać o zrobieniu czegoś w przeszłości	He never remembers to lock the door when he goes out. She remembers seeing him leave an hour ago.
stop	zatrzymać się, by coś zrobić przestać coś robić	I stopped to get a drink of water. I want to stop smoking.
try	próbować (w przyszłości, z szansą powodzenia) próbować (w przeszłości, bezskutecznie)	Just try to stay calm. She tried talking about it to Steve, but he wouldn't listen.
forget	zapomnieć, żeby coś zrobić zapomnieć, że się coś zrobiło	Please do not forget to lock the door. I'll never forget meeting my girlfriend for the first time.

TRANSCRIPT

Unit 1

CD 1.01

1

I guess I should count myself lucky, because the older people in my life are really easy to get on with. Even if we don't always see eye to eye about politics or cultural issues, they're all pretty open-minded and willing to listen to my point of view. I have to say I get on with my grandparents better than my parents, but I suspect that's just a matter of living under the same roof and being around each other all the time. I mean, we're bound to get on each other's nerves, right? My grandpa, Frank, is really with it. He's nearly eighty, but he's sharp as a tack and not at all out of touch with current issues. He's also very encouraging and supports me in everything I do, so he has a special place in my heart.

2

I have a really stellar relationship with one of my teachers, Ms Warner. She teaches English literature at my school, and as soon as she realised that I was interested in writing, she sort of took me under her wing. The odd thing about her is that she's a bit stiff in class, so a lot of students think she's stuck-up and looks down on younger people. I admit her manner is a bit off-putting at first, but if you get to know her, you find she's extremely open-hearted and wants the best for all her students. I honestly think she's a bit self-conscious, and that's why she seems somewhat rigid and old-fashioned in class.

3

I'm being raised by a single mum, and sometimes our relationship is a little tense. It's just the two of us, and she works extremely hard to give us a nice house and things, so sometimes she seems pretty absent-minded and distracted because she has so much on her plate. But when we spend time together, I'm blown away by how up-to-date and open-minded she is. Just watching her and how she copes with so many challenges has helped me feel more self-confident. When I get discouraged, I think about how well she copes and tell myself I can do it as well.

CD 1.02

1

I know a bit about my family history, but as a person of mixed race, I was curious to know more, so I paid for a genetic test to find out where my predecessors came from. There are so many preconceptions about mixed race people, mainly that we only come from two different races, but before the test my guess was that I was a mixture of more than two races, and I was right! I'm actually African, European, Asian, and Native American. I guess you can't get more mixed than that!

2

I'm a scientist who is very wrapped up in research, and I admit I've become a bit preoccupied with finding the right life partner because I don't get out much or meet many new people. I'd heard about genomic testing which predicts relationship compatibility, and I decided to give it a go. I wasn't expecting much, but I have met a couple of very nice people whose genes are supposedly compatible with mine.

3

A friend of mine was diagnosed with leukaemia, and part of her treatment was a bone marrow transplant, which got me thinking that I ought to get on a donor list in case I could help someone in the same predicament. There are several

preliminary steps before you can get on a donor list – filling out a health history form and getting your DNA tested for starters. I do hope I have the chance to help someone in need. I'll be very willing to donate when the time comes.

4

I was aware that there was a predisposition in my family to getting certain kinds of cancer, so I decided to get a genetic test to see what my risk level is. I admit that my getting tested was preceded by a lot of soul-searching. Did I really want to know the truth? In the end, I decided it was worth knowing, and I was relieved to learn that I don't have the highest risk factors. I know some people who didn't get such good news, though, and they're still wondering if it was the right thing to do.

CD 1.03

1

I've never actually met some of my best friends in person. We got to know each other on social media or gaming sites, and we're really close. I don't think you need to be physically present to be best friends, and sometimes it's easier to share personal stuff online.

2

I really believe kids are losing all sense of how to behave around others. My grandchildren are staring at their phones all the time when they're at my house, and it drives me crazy. When they come to visit, I'd really like to spend time with them, but it's as if they aren't even there!

3

When my friends and I meet up, all of us have our devices out, and half the time we're texting or looking at social media posts. I know this drives older people mad, but for us it's totally normal. We're still talking and relating to each other – there's just another layer of input included in our socialising.

4

I know my teenage kids are at risk when they go online, but it's hard to know what to do. Their mother and I talk to them all the time about not getting involved with strangers and being careful about not giving out private information or falling for scams. But they're 13 and 15 years old, and I know they're likely to get careless at some point. I just have to keep reminding them how dangerous the online world is, I suppose.

5

I'm naturally a shy person, so online relationships work better for me. My parents worry that I'll become one of those young people who never leave the house and live entirely online, so they encourage me to take part in various activities. I can't say I look forward to going out, but I've met some cool people in martial arts class, so I guess it is good for me.

6

I hate seeing very young children using tablets or even smartphones. Some parents just hand them over to their two-year-olds as if they're toys, but I can't think it's good for their development. I really think if you're with your children, you should really be with them. Of course, our kids watched TV a lot, so maybe it's not much different really ...

CD 1.04

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

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

CD 1.05

1

I have a close friend who became totally addicted to social media. I mean, my friends spend a lot of time on the sites, but she just couldn't leave off for more than a few minutes at a time. Even when we were doing stuff together, she'd be on her phone most of the time, and it got on everyone's nerves. I started getting really freaked out when I realised she wasn't even communicating much on social media, she was just making a huge collection of so-called friends. She actually had more than a thousand friends on one site, and she finally admitted that having her friend requests accepted made her feel better about herself, but only temporarily, and so it went on and on. She's doing better after talking to a counsellor, and now it's like we've got our old friend back.

2

I'm not really a confrontational sort of person. Actually, I tend to be pretty easy-going, but I really don't like being taken advantage of, and I've had to cut off a couple of friends because I felt like they were just using me. One friend was having problems at home, which I understood, but all she wanted was a shoulder to cry on and someone to get advice from ... which she then dismissed out of hand as useless! I really think friendship should be a two-way street, but she had no time at all for my concerns, so I had to break it off with her. Of course I felt bad about it, but you have to look after yourself as well, right?

3

Yeah, I guess I have a lot of friends, but I'm not sure I could explain what keeps us together. I mean, we have common interests like football or computer games, or we've worked on projects together at school or something, but it's not like we spill our guts to each other or anything. Actually, I'm pretty sure that girls and boys have different types of friendships. Girls seem to be more up front about their feelings, but boys just talk about everyday stuff, or else they do things together and don't talk much at all. I do have one friend I've known since we were six, and we do go a bit deeper into stuff,

but it's more like we're brothers because we've known each other so long, and we're both only children, so that's an immediate bond.

4
Generally, I get on really well with my family. They let me follow my own path, and they're cool about giving me plenty of space, even though they'd probably like me to hang out with them more. The only thing they really get on my case about is my little brother. He's eight years younger than me, so it's not like we have much in common, but they're always asking me to take him along to sports events or play games with him, or whatever. He's a great kid, don't get me wrong, and I like hanging out with him sometimes, but I just don't think it's up to me to keep him occupied all the time. I guess we'll work it all out in the end. In the meantime, I'm taking him to the science museum tomorrow, so I'm not only doing my bit, I'm actually looking forward to it.

5
When I was in high school, I was always trying to be one of the so-called 'cool' kids. I can see now I was pretty shameless with my flattery, always being complimentary to the popular girls about their looks and achievements, and all that. Really, I would have done anything just to get noticed by them, and it took me ages to wake up to the fact that the most popular kids don't always make the best friends. The truth is, they're always calculating how to keep their position, and they often choose friends who will give them a leg up in some way. To me, that's not the basis for a good friendship, so I've learned to stick to the people who really care about me.

CD 1.06

- 1**
addiction – addict – addictive – addicted
- 2**
collect – collection – collector – collective
- 3**
counsel – counselling – counsel – counsellor
- 4**
confront – confrontation – confrontational
- 5**
dismiss – dismissal – dismissive
- 6**
differ – difference – different
- 7**
occupy – occupation – preoccupation – occupier – occupational
- 8**
compliment – compliment – complimentary
- 9**
popularise – popularity – popular

CD 1.07

1
I don't really make friends easily, but once you're my friend you're a friend, for life. Actually, my best friend and I met in kindergarten, so we've known each other for more than ten years, which at our age is pretty remarkable. I was crushed when her family moved from our town to a big city, but the distance doesn't seem to have changed our relationship much at all. In fact, when she comes to visit or I go to her place, it's as if we haven't been apart at all. I have high hopes that we'll keep up our connection for the rest of our lives because there's nobody I trust more.

2
I grew up on a farm, quite a distance from the nearest town, so even though I had casual friends at school and had some chums on the teams I played on, I didn't have all that much chance to get close to other kids. By the time the summer holidays were over, and I'd been working on the farm for six weeks or so, it's like I had to start

all over with friendships. I guess that's why my brother is pretty much my best and closest friend. We're only a year apart in age, and we'll tell each other just about everything, so I don't think anyone can replace him as my best friend.

3
I was devastated when my family decided to move to the UK when I was thirteen. My best friend lived right next door to me, and we were together constantly, so you can imagine how hard it was when I knew I wouldn't see her for months at a time. We've tried really hard to keep in touch, but video chat just isn't the same as being together. Maybe when my family moves back to Japan, we can pick up where we left off, but I'm not sure our friendship will ever be the same.

4
I've always had a hard time getting to know people. I'm pretty shy, and I can never think of what to say, especially in big groups. I tend to just stay silent, and just nod and smile, which is pretty lame. Anyway, when I was in high school, I decided to join a couple of clubs in order to meet more people with interests like mine, and that really helped. Now, I have several really close friends thanks to the chess club and the debating society, and we've managed to stay close even though we're at different universities.

CD 1.08

Over the years, Steven had often wondered if he should try to contact Kellen. It was only when he got an email from a fellow student at their high school about a 15th class reunion that he saw his opportunity, noting down Kellen's email address. After missing their friendship for so long, and being on the verge of getting married, Steven felt the time might be right. But still he hesitated, remembering the bitterness of their disagreement and the fact that Kellen had sworn he never wanted to see or hear from him again. After nearly a week of hesitation, he carefully composed an email and sent it off. He not only apologised for how he had behaved all those years before, but he also suggested that they should get together and catch up. Several weeks passed without a reply, and he began to think that maybe he shouldn't have expected one. After all, friendships don't last forever, and theirs had been unusual from the start. But on the Sunday evening of the third week, Steven's phone rang, showing an unknown number. He answered and immediately recognised Kellen's voice. It turned out that they had been living in the same city for ten years and had somehow never crossed paths. 'I can't believe we haven't met,' Kellen said. 'I know,' Steven replied. 'It's been way too long.' They made arrangements to meet up the following week. 'It's amazing to hear your voice after so long,' Kellen said before ringing off, and Steven hung up feeling a mixture of relief and apprehension. He was glad to have renewed their contact, but had no idea how their meeting would turn out.

Unit 2

CD 1.09

1
At first, my interest in dance was pretty typical – I just wanted to wear a tutu and pretty shoes, you know? But by the time I was eight, I'd really been bitten by the ballet bug, and now – at nineteen – I'm determined that I'm going to be a soloist in a good company. There is a hitch, though – a couple of months ago, I started experiencing an intense pain in my left shin, right down to the ankle and up through my knee. At first, I thought it was shin splints, which is a common problem for dancers, especially when you have extremely

high arches like me. Just like sprains and strains, you massage it, ice it, and get over it. But it got to the point where I couldn't even point my foot, so I went to a doctor. The scans showed that I had several stress fractures in my shin bone, and the doctor said if I kept dancing, I could end up with a serious break, so she recommended surgery. Well, I'm having the surgery done next week, and though the doctor wouldn't say if I'll be able to dance again, I'm sure that I'm going to. And I can use the downtime to strengthen my arms and loosen my shoulders a bit, so it won't all be a waste.

2
My mum, who's in her forties, was starting to feel a bit stiff and out of shape generally, so I recommended that she come to the yoga class I attend. It's a big class, so you don't get a lot of individual attention, but the teacher explains things clearly and lets you know what to watch for, like pains around your spine or cramps in your thighs, that sort of thing. Anyhow, my mum doesn't know how to take things easy – it's all or nothing for her – so she really pushed herself during the first few classes. Then one morning, she simply couldn't get out of bed. She was having muscle spasms in her lower back, and she was in excruciating pain. She also had a severe pain around her ribs, which was really frightening because she said it felt like a heart attack. She's taken a break for a couple of weeks, and she's doing better, but she's coming back to class next week. The teacher has promised that he'll give her a talking-to about listening to her body and not overdoing things, so hopefully she'll be OK.

3
I started out in football very young, and I modelled my playing on some of the best, so of course I shot headers, knocked heads with other players, and all that. But then one day, when I was twelve, I slid across the wet pitch and came to a violent stop by knocking my skull against a metal fence post. At first, I was just a bit dizzy and disorientated, but then I started feeling nauseous, and my eyes were out of focus, so they took me to A&E. I had a really bad concussion. A specialist there explained to me that while the cranium is pretty strong, the brain can take a real beating from being moved around inside it. Not only that, a one-time hit may not be so bad, but traumatic brain injuries – or TBIs – are often cumulative, getting worse with every hit. I decided to give up football after I learned all the possible after-effects of this kind of injury, including memory loss and personality changes. It's worth keeping your brain in mind, if you know what I mean.

4
I was always a bit overweight as a child – not obese, mind you, but I had a round abdomen, a thick waist, pudgy upper arms, and big calves, and I didn't think I looked good in fashionable clothes. Anyhow, I started working out at a local gym with a friend, and I cut down on food at the same time. To cut a long story short, I became obsessed with the way my body looked, and all I could see were the flaws. I was spending every spare minute at the gym, eating next to nothing, and I still wasn't satisfied. I had no idea this could happen, but I had a diet and exercise addiction. I woke up every morning in agonising pain from repetitive strain injuries in my wrists, elbows, knees ... I even got a fracture of the ulna from overworking my arms! Finally, one of the trainers there sat me down and said she thought I had a problem and should see a doctor. Thank goodness for her! I'm much healthier now, and I may not look like a model, but I'm happy with my appearance!

CD 1.10

1
I've been eating SO badly this holiday! I think I'll have had fried food five days in a row by the end of our stay. I'm definitely going to change my ways when we get home. I'll be eating lots of salads and fresh fruit, and I definitely won't be eating any more desserts for a while. I'm about to expire from eating too much cake as it is!

2
Last week, my kids reminded me that if I don't go on holiday this year, I'll have missed my summer holiday three years running. As a result, they are on the verge of rebelling, and I'll admit that my health is suffering from never having a break. Well, that is soon to change. I've been looking at cycling tours in France and Italy, and I'm pretty sure my wife and kids will really enjoy that. And I've promised them that I'll keep my word, so I'm going to go online right now, show the family all the options, and we'll make our decision. But whatever they choose, we'll leave on the fifteenth of August, and that's final – I've already booked the flights!

3
I'm due to sit my final exams next week, and I'm exhausted. I'll have been revising non-stop for a couple of months by the time the exams start, and I really haven't been taking care of myself. As soon as the exams are over, I'm determined to do two things: I'm going to get eight hours of sleep every night, and I'm going to work out at the gym five days a week. Actually, I'm on the point of renewing my gym membership, and then I won't have any excuse not to go. Oh, wait, there's more, my friends and I have decided to have a weekend away. We're leaving for the Norfolk coast as soon as exams finish. The whole thing's arranged, and I'm sure we'll have a great time.

CD 1.11

Interviewer Welcome to Talk Time on Radio 8. In the studio today, we have Dr Kelly Weston, an expert on health and lifestyle. She's published several popular books and articles about the effects of conscious lifestyle choices, and the unconscious influences on those choices, as they relate to stress, chronic illnesses, and other health issues. Her latest book, coming out tomorrow, is called 'Many Roads to Health'. Welcome, Dr Weston.

Kelly Thanks. And call me Kelly, please. When I hear Dr Weston, I still think someone is speaking to my mother! She's a surgeon, you know, and I've never got used to being the other doctor in the family!

Interviewer Right ... Kelly it is. And first of all, I found your book fascinating. As the father of two teenagers, I was particularly struck by the focus you put on teen health issues. Why did you decide to go in that direction?

Kelly Well, for one thing, I have a teenager of my own, a fourteen-year-old. From watching him, his friends, and classmates, it's become extremely clear to me that the health issues we have later in life are really set in stone during our formative years, when we start making our own lifestyle and health choices. And I also became fascinated by the focus on exercise and healthy living as it's displayed in the teen-focused media, and the stark contrast this makes to some of the questionable decisions that teenagers make in everyday life. That all of us make, I should say, but that are often set up as habits during the teen years.

Interviewer I've noticed that you devote several chapters of the book to sleep issues – sleep deprivation, quality of sleep, and so on. What led you to focus on this area?

Kelly Well, the more current research I read, the more I realised that sleep is one of the cornerstones of good health, and one that most of us don't really think about all that much in relation to health issues. Many of us are chronically short of sleep, and we may grumble if we've had a bad night or had to get up earlier than usual in order to take care of some errands. Unfortunately, most of us tend to pass off lack of sleep as a minor annoyance. We tend not to connect it to what might seem to be unrelated health issues.

Interviewer Such as?

Kelly Oh, contagious diseases, mood problems, poor concentration, energy levels, obesity ...

Interviewer Obesity? Does lack of sleep really have something to do with weight issues?

Kelly Absolutely. In the first place, when you have a sleep deficit, many parts of the body don't function properly. The metabolism in particular – which controls your weight and other bodily functions – goes haywire, and you tend to gain more weight. That's not the only connection to weight gain, though. Think about what any of us tend to do when we're feeling sleepy. We reach for a nice, creamy hot drink, a sugary soda, or a sweet snack to get us through a few more hours. Those sorts of empty calories can add up, and before you know it, you've put on extra pounds. Lastly, there's the issue that sleep deficit leaves us lethargic and lacking in energy. If you've only had five hours of sleep the night before, are you going to go to the gym or sit down in front of the television for a few hours?

Interviewer Guilty as charged! Actually, I can recognise all of those signs. So, how much is a healthy amount of sleep for a young person?

Kelly Believe it or not, experts recommend nine hours a night for teens. Tell me the last young person you met who sleeps that much on a regular basis! It's especially true in secondary school, where kids are prepping for exams, working on projects, doing private lessons, or being tutored on the side, and then having to stay up late to study for the next day's classes. I've met students who've tried to get by on two or three hours a night for long stretches, to the point that they simply stopped functioning. They couldn't remember appointments or assignments, had to search for common words, and were basically operating on the same level as a not very healthy person in their nineties. To my mind, lack of sleep is also partly the fault of school timetables. Teens are naturally programmed to both stay up and wake up later, yet we ask them to start school at eight, and where's the sense in that?

Interviewer That's a bit frightening. What about the other negative effects of sleep deficit?

Kelly Well, there are emotional and behavioural issues. People who have a serious lack of sleep tend to get depressed and also to lose their temper more easily. All in all, not getting enough sleep can be one of the most damaging problems for people of all ages.

Interviewer So what's the solution?

Kelly Well, there's the rub, as they say. So long as people have as many demands on their time and energy as they do, they are likely to deprive themselves of sufficient sleep. But I do have one piece of advice. Staying up all night to study – or to text with your friends while you're thinking about studying – is one of the least productive things you can do. Your mind and memory work much, much better after a good night's sleep, so just keep that in mind the next time you think about pulling an all-nighter.

Interviewer Well, thank you so much for coming in. I've learnt a lot, and I'm sure our listeners have as well. Once again, the book is called ...

CD 1.12

Hi, all! Casey here, and this my weekly video blog. I know I normally talk about music, fashion, and other issues of great concern to all of us, but I'm changing tack a bit this week and I'm going to talk about sleep. Boring, right? Well, not really, and I'll tell you why. I've only just learnt that nearly all of us teenagers get by on far less sleep than we should. Nine hours is the recommended amount for people of our age. Nine hours. Tell me another one! I might be able to get that much sleep if every day was double the length, but as it is – well, I've been keeping track by way of a sleep diary, and my average is about five and a half hours. In case your maths is a bit shaky, that's near enough to half of what's recommended. And I've been wondering why I'm so sleepy and low-energy all the time? Getting half of the recommended amount of sleep should clear that up. Anyway, I'm sick and tired of feeling so lethargic all the time. I've even nodded off in a couple of my classes recently, and you can just imagine how humiliating that is, especially for an image-conscious person like me. So ... after doing a bit of research and talking to a couple of people, I'm changing a few of my habits. First off, I'm deciding on a fixed bedtime, and I'm sticking to it, but only on weekdays. I've decided that half past eleven is a reasonable lights out time. I normally get up at 6.30, so that gives me seven hours of snooze time, which is anything but ideal, but has got to be healthier than five and a half, right? Next, no screen time before bed. Research shows that chatting on your device or scrolling through social media is just the opposite of what you need to get a good night's sleep. It stimulates your nerves and makes nodding off more difficult as a result ... so text away, but I won't be answering. If I want something to help me calm down, I'll read a book, on paper. And no, not a school book – a book I've chosen purely for pleasure. Trying to study last thing at night can start those wheels in your brain spinning when they should be slowing down. Another thing I didn't realise is that exercising late in the evening can keep you awake, so I'm not going running or to the gym after 7 p.m. in future. Last thing – and probably the hardest – is to try not to worry about relationships, conflicts, upcoming exams, or late homework once your head hits the pillow. I know it's like telling you to stop breathing, since we all worry about stuff all the time, but if you can focus on something calming and neutral when you close your eyes, you'll have a much better night. And what's the reward for all this effort and sacrifice? More energy, clearer skin, a better chance of controlling your weight, and improved memory and concentration. So really, what's not to like? I know, your friends badgering you because you've stopped answering their late-night texts and social media posts. But just share this blog with them, and they'll work it out soon enough. OK, thanks for listening, and bye till next time! I'm getting ready for bed now ...

Unit 3

CD 1.13

My parents are what I like to call 'tourists with a purpose'. They go far beyond just having a game plan or putting together a wish list of things to do and see. No detail is left to chance, and no decision remains up in the air. When they decide to visit a place, they do loads of preliminary research in order to identify the must-see features, including churches, museums, monuments, geographical wonders, cultural attractions, and the most stunning views available. (I tease them that they do this out of a competitive fear that they might miss out on something spectacular that

their acquaintances have seen and appreciated.) Then they pore over all the travel websites to find the most favourable transportation and accommodation deals out there – ‘favourable’ meaning that they will get the best value for money while still enjoying a degree of comfort and convenience. The next phase is to create a strict itinerary, which to a more freewheeling traveller tends to resemble the minute-by-minute plan of attack of a major military campaign. As the date of departure approaches, they enter the Packing and Preparation phase, which is nearly as carefully mapped out as the previous steps. Checklists of clothing, toiletries, and emergency supplies are printed out, items are ticked off, and everything is jammed into the smallest possible suitcases known to exist. (Heaven forbid they should have to pay an additional charge for excess baggage!) Departure day involves re-checking everything one last time, doing an online flight check-in, waiting anxiously for the prearranged ride to the airport or train station, and finally settling in for a week or ten days of regimented relaxation. Now, it may sound as if I’m mocking their highly-organised, battle-ready approach to travel, but that is not my intention. Throughout my childhood and adolescence, I’ve experienced some of the most memorable, educational, and enjoyable holidays you can imagine. We have trekked through the spectacular peaks and valleys of the Alps, done a longboat trip through the waterways of France, taken in the soaring skyscrapers and stellar museums of New York, and visited every noteworthy historic site in Athens and the surrounding areas. It’s just that now that I’m in my late teens, I’ve been realising that I’d much rather go with the flow than follow a strict schedule. Why not spend a week drifting from place to place in the Greek islands with no particular goal in mind? Why not give a museum or monument a miss, in favour of having a leisurely breakfast or lunch at an outdoor café? My parents certainly get the most out of their holidays, but sometimes I think they can’t see the wood for the trees. If you ask them what lasting impressions they took away from Spain or Greece, they can tell you everything they saw and did, but they won’t mention the slower pace of life, the warmth of the people, or the way the light changes as evening comes, and these are the kinds of memories I’d love to come home with.

CD 1.14

1 My first really independent holiday happened when I was eighteen, with a couple of school mates of mine. We decided to go cycling around the south of France, thinking it would be good fun and that we’d meet a lot of other young people on our travels. The first week included two broken bikes, a stolen backpack, horrendous weather, a sprained wrist, and some of the worst rows I’ve ever taken part in. I really should have got to know my travelling companions a bit better before agreeing to go with them ... though it’s true that travel brings out aspects of people’s personalities that might not appear in other circumstances, so possibly there was no way to predict what was going to happen.

2 When my parents booked me into a summer arts camp for two weeks, I can honestly say I was horrified. Two weeks with a pack of snobby, pretentious kids who thought they were the next Picasso or Cumberbatch? I don’t think so. But I’ve never been so wrong in my life, because most of the other kids and I got on like a house on fire, the teachers and team leaders were stellar, and I discovered I had a hidden talent for musical theatre. I’m afraid I wasted the first two days

being grumpy and uncooperative, and now I wish I’d gone in with a more open mind.

3 Family holidays have always been a huge part of my growing up – and I don’t mean just immediate family, but including aunts, uncles, cousins, the lot. Especially in the summers, when we rent a big house in some out-of-the-way place in Spain or Italy, and all get together over several weeks, it’s always just amazing fun. Several things went wrong this past summer, though, as only a fraction of the usual crowd turned up. For part of the time it was just my brother, my parents and I. I’m not saying it wasn’t enjoyable, and maybe it felt different partly because I’m not a kid any longer, but I guess I shouldn’t go into things with such high expectations because that makes the feeling of disappointment even worse.

CD 1.15

Tara Both of us seem to have travelled a lot for people our age. How is it you’ve been such a jet-setter?

Michael Well, both of my parents work for an international chemical firm, so we’ve hopped around a lot. They’d never openly admit it, but I have a suspicion that they chose their careers because it would give them an opportunity to actually live in other countries. I’m not sure I have the same sense of adventure that motivated them, though. I mean, I think I take it a bit for granted that the whole world is an open book, so it’s not like I get really excited about going to new places. Of course I appreciate having grown up abroad. It’s well documented that kids like us grow up to be better problem-solvers and to be much more adaptable in general, and that has to be a good thing! How about you? How have you got to go to so many places?

Tara My situation’s a bit similar to yours. My mum and dad are teachers, and when I was about eleven, my dad suddenly had this brainstorm that he wanted to work abroad, and my mum thought it was a cool idea, so they both applied for jobs with an international school. I can tell you, I felt I was being strong-armed into accepting the idea, and I fought tooth and nail against it, but there was no stopping them, so off we went. They kept quoting all this research data about how great living abroad is for kids, but I wasn’t easily convinced. Anyhow, we started with two years in Morocco, then two in mainland China, then three years in Brazil. We’re sort of in flux right now – well, they are, because I’m starting university here in the UK in the autumn, so I’ll be staying put for a while.

Michael Do you remember why you were so dead set against the idea of living abroad? I mean there must have been something about the idea to have got you up in arms to that extent.

Tara I suppose in a way it was just being an eleven-year-old kid. I had my group of best friends, I liked my school, and I was involved in skating and other activities. I was in my comfort zone, you know, and I just didn’t know what was going to happen when they yanked me out of it. I know children are often considered to be flexible and adventurous, and all that, but as far as I can see, pre-teens are extremely change-averse. I imagine it’s because they are going through scary changes inside themselves, so external change looks like a real threat.

Michael That makes a lot of sense. So, what place have you visited that made the biggest impression on you?

Tara Gosh, if I had to choose, I’d say India. We spent a month there when I was fifteen, and it was really an eye-opening experience in so many ways. I’m a very visually-orientated person, so I was just gobsmacked by the look of the place –

all the bright colours and ornate designs, and the light there is so amazing. And of course there are the sounds, the smells – it’s an absolute barrage on the senses. The other thing about India that really changed my perspective was how visible poverty seems to be. I know homelessness exists in most countries, but it’s everywhere you look in India, and in fact it has the second biggest homeless population on earth. I hadn’t really ever seen that kind of abject poverty before, with so many run-down buildings and people living in just indescribable conditions, and it really made me start thinking about privilege, inequality, and all that. Not to mention environmental issues. What about you? What place stands out most in your mind?

Michael I know I asked the question first, but when I think about it, I’m not sure I can come up with a good answer! I do know the place I’d give my right arm to live in for a while, though, and that’s New York City. I just love the energy and speed of life there, and the fact that there’s so much to see and do. And the diversity of the population is just staggering. New York public school studies have recorded 176 different languages in the schools, but some experts estimate that residents speak as many as 800 languages. Actually, a number of surveys prove that New Yorkers are more accepting of other cultures and ideas than people in most other cities. It just has a feeling like no other place on earth. I’m actually hoping to get into Columbia University so I can spend a few years there. Unfortunately, studying in the States costs an arm and a leg – they’ve got close to the most expensive tuition in the world – but maybe there’s some way I can manage it!

CD 1.16

1 Will customers travelling to Edinburgh and points north please note that platform three is currently closed for maintenance and repairs. Please check the electronic noticeboards for temporary departure points and for any expected delays. These changes will remain in effect until further notice. Frequently departing coaches are also available to these destinations, as well as to the international airport, from the stops outside. I repeat: platform three is currently not in use. Please check the electronic noticeboards for all changes. Thank you.

2 You don’t have to leave the country to leave your cares behind. Bonamy Lodge, situated on the shores of Lake Windermere and surrounded by serene parkland and stunning views, will make you feel as if you’ve been transported to another place and time! Enjoy our four-star restaurant, fully-appointed spa, organised sports and excursions – or simply lie back, soak up the atmosphere, and begin to feel like a new you! Bonamy Lodge – where renewal happens!

3 Before I begin, I want to thank my esteemed colleagues for agreeing to attend this forum, which I’m sure will provide plenty of food for thought, and I look forward to hearing well-considered viewpoints from all sides of this often violently-contested issue. My own argument begins with the fact that we as a country are being misled by those who would keep immigrants from crossing our borders. When well regulated, immigration is the life-blood of a vibrant, youthful culture, and arguments to the contrary gloss over the fact that some of our brightest minds in technology, medicine, and other fields have come to us from other countries.

I know package tours have a pretty dire reputation, but I had high hopes for the one I took to Italy, which was very effectively promoted, by the way. Unfortunately, it was not at all as advertised. The accommodation was gruesome, they dragged us into the worst sort of tourist dives for meals, and the sightseeing was so rushed I had no idea what I was looking at. Ironically enough, the company is called Stellar Tours, but 'stellar' isn't the word I'd choose! Steer clear of them at all costs!

CD 1.17

... so to recap on the idea of slow living, it's a kind of lifestyle which articulates the need for a less hurried approach to various aspects of our everyday routines and decisions. Basically, it's about taking a step back and leading a far less hectic existence, living closer to nature, having time to savour the moment. Just to remind you, the slow movement originally emerged and developed in Italy in the 1980s and 1990s as a strong reaction to omnipresent fast food outlets. The people behind the initiative stressed the importance of more traditional food production processes as more eco-friendly, healthier, and more supportive of local economies. These days the notion of 'slow' has permeated through different spheres of our life and has embraced areas such as travel, city living, and fashion. These will be the focal point of my next lecture. Any questions, anyone, at this stage? Fire away!

CD 1.18

Patrick So, what do you make of this business of slow living? If you ask me, in theory it sounds admirable, but I'm not really convinced that it'd work in practice. For a start, it runs counter to what we might call a mainstream kind of lifestyle in which people like to live fast, cram lots of activities into the day, live off fast food, and all that! Frankly, I don't think it will appeal to young people who seem to enjoy a fast-paced life. Wouldn't you say that's the case?

Ellie Not necessarily. Young people these days are far more aware of what constitutes a healthy and green lifestyle than any other generation before them. I'd even venture a guess that once people realise how slow living impacts on their own lives and the environment around them, they often take the plunge and revamp their lives. That's how I became a slow traveller. In the past, I would just rush from one monument to the next, take tons of selfies in front of it, post them on Facebook, and enjoy the feeling of 'been there, done that'. Now I see less but experience more, if you know what I mean.

Patrick Not sure I get the idea. What exactly are you trying to say?

Ellie Well, in a nutshell, I skip popular tourist attractions. Instead, I go in search of local events, get to know a particular culture and people, share meals with them, that kind of stuff. Quality over quantity. Isn't it something you could go along with?

Patrick If you're after my honest opinion, I'd get bored stiff on a holiday like that. I love seeing all the main attractions, so wandering somewhere off the beaten track isn't really my cup of tea. What's more, as far as I can tell, most young people would rather visit all the top landmarks than some nondescript local hangout.

Ellie I'm afraid I beg to differ. Slow travelling has caught on, and it's mainly young people who are into it. You're just not up to date with the latest trends, are you?

Patrick You have a point there. I'm not, because I don't follow fads. Slow travelling, like the whole

idea of slow living, is just a passing fancy. It'll just fade away.

Ellie I'd say the exact opposite. The slow movement is winning people's hearts around the globe and it encourages them to think green, to live a more fulfilling life.

Patrick I reckon that we're going to have to agree to disagree.

CD 1.19

1

Man Gosh, look at all the recycling this school produces! The bins are packed! Can you imagine that they used to put all of this into a landfill? There must be next to nothing that has to go there now.

Woman I know. It gives you a good feeling, doesn't it? We know we're doing a small part in reducing all the waste in the world. Still, I worry about all the foam plastic packaging. I wish they could recycle some of that!

Man You're right. It's not perfect, but it's certainly a step in the right direction!

2

Woman What do you do with the jeans you don't wear anymore? I'd hate to put my old ones in the rubbish, but some of them are in such bad shape that I don't think a charity shop would want them either.

Man Funny you should ask, because I've just been reading an online article about what can be done with old denim. One cool thing that's happening is that they can be recycled to make insulation for houses, but there're also loads of people who use old clothing for crafts, like making handbags and other useful objects. Here's the article – and they even suggest places where you can donate.

3

Man I am so fed up with sorting and separating all this recycling stuff! Surely there's a more efficient way to do it? I keep wondering what the point is anyway – I've heard that half of it never gets recycled at all, but ends up in the landfills.

Woman I don't know about that, but I've heard recently that they're upgrading the recycling system so you can put everything into one bin. That will make it loads easier. And as far as I can see, even if only part of the material gets recycled, it's still better than nothing, right?

Man I suppose so. I just wish it was less of a chore now!

Unit 4

CD 1.20

Bill Hey, Kelly. How's it going?

Kelly Oh, hi Bill. I'm doing well. How about you?

Bill Great, thanks. I've just been looking over some adverts to get an impression of the kinds of jobs that are out there. I still haven't worked out what to focus on at university, and I thought maybe looking at the job demand might give me an idea as to what to go in for. Worrying about it is really doing a job on me!

Kelly Aren't you getting worked up about nothing? I mean, you might study computer science or engineering, but I don't suppose it locks you in to a very specific kind of job, does it? So many workplaces nowadays are multifaceted, and they're on the lookout for people with a broad range of skills and backgrounds.

Bill I'm not totally sold on that argument. Sure, computer skills can be put to work almost anywhere, but what if I decide to study fine art, or even teaching? That won't give me much leeway, will it?

Kelly Oh, I don't know. I mean, take a look at this posting. It talks about being tech-savvy and

creative, so it's possible just about any skill-set could fit the bill.

Bill I suppose so. But then I see an advert like this one, for plumbers and electricians, and I think maybe I should try for an apprenticeship. There's plenty of work for people with high-demand skills like that, and you even have a chance of being able to set up your own company later on. I'm not sure I'm cut out for the sales part of it, but it's a great field to be in.

Kelly True. Anyhow, I think I've already made a decision about my future. I'm going into biotechnology with an eye to getting my foot in the door in medical research. It's got great prospects, and talk about job security! We'll never run out of diseases to help cure, will we?

Bill In that case, why don't you study medicine? I'm sure you've got what it takes to become a doctor.

Kelly I don't know. I'm not sure I could stand up to the pressures. You know they work med students into the ground, right? And with my strong personality, could I really fit in with the hierarchical structure of a hospital or clinic? I don't want to blow my chances of advancement by getting into a row with a superior!

Bill I think you're selling yourself short! Anyway, I know I need some help deciding what to do, so this mentoring programme might just do the job. You can get on-the-job exposure to a variety of careers, so I'd get a good working knowledge of what they involve. I think I'll get in touch with them and see what I can find out.

Kelly And I'm going to check up on my application for a summer internship. There's a medical laboratory that's looking for student interns, and I'm one of the shortlisted candidates. I think it would be a great way to get my hand in.

CD 1.21

1

This is Janis Moore at Bell Solutions. I spoke to you on Friday morning and asked you to send us a temporary receptionist who could start this Monday morning at 9. I have just spoken to your assistant who explained that you were out of the office and denied knowing anything about this arrangement. My boss has already complained about there being no one at the front desk. I told him that I had arranged for a temp to fill the post the previous week, but he made it clear that he would hold me responsible if no one had turned up by lunch time. Could you please contact your assistant and instruct her to send someone straight away? I recommend that you send us someone immediately, or I will urge my company not to do business with your agency in the future.

2

Hey, Melania, it's Dean. I need your help! I told you last week that I would be giving a presentation about the new advertising campaign today, and you asked if you could have a look at the slides. I was glad I sent them to you, by the way, because your comments were really useful. Anyhow, I instructed my assistant to get the presentation set up this morning. A few minutes later, she came into my office extremely upset. I asked her what the problem was, and she explained that my memory stick had been wiped! The tech guy I called claimed not to know how it could have happened. I begged that he should try to recover the files, but he swore that they were not recoverable. In a nutshell, I'm asking you to forward the files back to me right away. I've always said that you were the best friend in the world, but if you can do this, I'll tell everyone that you saved my career!

CD 1.22

Interviewer As part of our workplace forum, today we're talking to Bernard Ransom, a sociologist, author, and design enthusiast who has been fascinated by the idea of workplace quality for decades. Bernard will be joining our panel discussion later, but first he'll give us some one-on-one input. Thanks for being here.

Bernard It's a pleasure, I'm happy to contribute.

Interviewer Great. First of all, I wanted to ask you for your perspective on how the workplace is changing, and how it needs to adapt further in the future.

Bernard First off, let's be clear that when we talk about the 'workplace' in this context, we usually mean an office-based work environment. There are so many other places where people work – classrooms, factories, shops, and so on – which don't get nearly as much public consideration when it comes to comfort and functionality. Another point is that the fundamental needs of businesses should always be the first concern, rather than whether or not your workplace is keeping up with the times. I'm the last person to say that cubicles, for example, are absolutely a bad idea. Much as people dislike them, and claim that workers are being herded like cattle in their stalls, there is definitely a justification for the semi-private yet connected function which cubicles provide.

Interviewer So you're a fan of the traditional cubicled workplace, then ...?

Bernard No, not at all. I'm just saying that they have their place in certain work environments. I'm arguing for melding form and function, and not just following fashions, or trying to create a trendy workspace when it doesn't work well for your goals.

Interviewer Yes, that makes a lot of sense. So, what would you consider an absolutely vital part of a well-functioning office environment?

Bernard One word – ergonomics. Most office workers spend inordinate amounts of time sitting, and most of them are using a keyboard and staring at a screen. It's the very least we can ask that the workplace not aggravate spine or joint problems, not cause eye strain, and minimise repetitive injuries such as carpal tunnel syndrome. I truly believe that if you've addressed these issues, you already have a decent and productive work environment, and that a lot of the other considerations are the icing on the cake, so to speak.

Interviewer So, once a business owner has addressed that basic need, what other things are worth considering?

Bernard There is a concept called the well-being approach to office design, and I do think they have taken into account the aspects that elevate a workplace from merely functional to an environment which actually improves the quality of the worker's life at work. Some of the basic considerations are: light, air temperature and quality, the level of noise in the workplace, the ability to interact with others, and the effects of colour.

Interviewer Which leads to my last question. What about these modern offices where nobody has their own desk, games and food are on offer, the décor is bright and cheerful, and to an outsider it looks like all fun and games? Is this just a way to attract new employees to a company?

Bernard Not necessarily. This approach suits businesses which depend on collaboration and creativity, and which also demand huge amounts of time from their employees. If you create an environment where people enjoy hanging out, they are likely to stick around longer and also to feel more comfortable and more appreciated. This

approach obviously doesn't work for every type of business, but it seems to be very effective in places that do advertising, software design, and the like. I'm all for experimentation, and I think these new workplaces are throwing up all sorts of interesting ideas, whether they succeed or fail.

Interviewer Well, that's all we have time for. And now ...

CD 1.23

1 People imagine that working in a semiconductor factory must be really cool, because it looks so futuristic. Actually, working inside a clean room is not great. The materials are very, very sensitive, so everything has to be kept immaculate, which means noisy air filters going all the time, echoing raised floors, and everyone dressed in sterile suits, disposable slippers, with hair covering, face masks, and goggles. It's pretty uncomfortable, especially if you're a bit claustrophobic. The lights in the fab are really bright, too, and in places they use yellow lights that give people headaches. I compare it to working in a hospital operating room, but without the stress. Occasionally, something goes seriously wrong and everyone goes a bit crazy, but I think that's because it's normally so predictable that we need a bit of a release.

2 As an ER nurse, I can't say my life is very predictable or that my workplace is very pleasant. There isn't much consideration for comfort – everything in the ER exists because it's practical or easy to keep clean. To be honest, we don't notice the surroundings much, because we're dealing with life-threatening situations all the time. People ask me how I cope with it, and I think I just get into a kind of a zone where I do what's needed and shut off my emotions. When your shift is over, if it's been particularly tough, it can get to you at times. I do think if they could find a way to make the ER a bit less intimidating, it would be better for the patients. It's scary enough without feeling like you're stuck in the middle of a big, brightly-lit machine. A little colour in the patient cubicles wouldn't hurt, for instance, but I suppose it's not a priority.

3 I got into advertising almost by accident, through talking to the friend of a friend, but I have to say it's a job that suits me. Our offices are very cutting-edge – all open-plan, communal work spaces, not a cubicle in sight, bright colours, and lots of plants and natural light. Since advertising is such a creative pursuit, they reckon we should have an inspiring atmosphere to work in. Of course there are no dress codes or any strict rules about schedules, but it's a given that if you're involved in a current project, you'll be available 24/7. Putting out fires is a normal part of the routine. If there wasn't at least one disaster per day, whether a missing photographer or lost proofs – we wouldn't know what to do with ourselves!

4 I work in a high-end women's clothing shop, so obviously everything in my workplace is about visual and sensory appeal. Colour, finishes, and presentation are paramount, and we have very well-heeled customers, so comfort is vital as well. Since I'm studying fashion design, it's an ideal place to work. I'm always getting ideas from handling and displaying the stock. One thing that drives me round the twist is having customers come right behind you, undoing all the meticulous folding and stacking you've just finished. The break room for the assistants is a real eye-opener – instead of comfort and luxury, we have hard plastic chairs, bare concrete floors, and harsh lighting. Still, the job suits me for now, and the only disasters we

ever have are deliveries being a bit late which, face it, isn't the end of the world.

CD 1.24

1 I tend to think that what the future has in store for us is far from predictable. If we can foresee anything with any certainty, it's the fact that a lot is bound to change in this field. The prospects of having one steady job with a golden handshake at the end of it are already pretty slim. In all probability, our careers will be even more fragmented than they are now. So if we want to meet the demands of the volatile job market, we'll be swapping jobs and retraining all the time. Lifelong learning and mobility are highly likely to remain the key words for the years to come. My parents say it's a bit unnerving to know that there won't be much job stability, but let's look on the bright side, I believe my generation is up to it. I'd rather be on the move all the time than stuck in a rut!

2 The way the things are going, I'd say that the job market is pretty certain to undergo a revolution. There's every likelihood that jobs which can become automated will become so. The odds are that some jobs will simply get wiped out, the example being supermarket cashiers, bank clerks, telemarketers, waiters, or travel agents. I truly believe that they may well be replaced by machines, robots or online applications sooner than we think. Another thing is that jobs will become way more specialised, so inevitably low-skilled or unskilled workers stand little chance of landing a decent job. Personally, I have my misgivings about a world like this. Will everybody have to be super trained to have a life?

3 There's a lot of scaremongering about the future, so I'm eager to see what it'll bring. There is a strong possibility that some jobs will simply vanish, but doubtless, some new employment opportunities will emerge too to cater for the needs of the 21st century citizen. On the one hand, there will appear professions to do with the progress in technology, like a personal digital curator, a person responsible for managing one's online professional profile, or a digital detox therapist to aid those addicted to technology. On the other hand, futurists predict, we are expected to hanker after the past and want to go back to our roots, and anything hand-made or home-made will come back into fashion. As a result, all kinds of craftsmen and women, like smiths, carpenters, tailors etc. are sure to reclaim their place on the job market, at least to some extent. Wealthy people will be on the lookout for something unique to distance themselves from those of us who buy things in regular chain shops. So I wonder if anything hand-made will be the new luxury! Time will tell.

CD 1.25

Mark Hi, Kelly. How are your exams going?

Kelly Oh, hey, Mark! I think I'm doing well. Of course you never know until the results come out, but I feel pretty confident. How about you?

Mark I sit the last one today. Now I'm planning to follow up on the applications I sent out for summer internships. I'm interested in going into advertising, so I'm looking for a place in an advertising firm. A couple of them are actually paid internships, which would be great, so I'm going after those first.

Kelly You know, my uncle David runs a small ad company, and he mentioned the other day that he wanted to take on a full-time intern. He said he was having trouble finding a suitable candidate, but you might just fit the bill.

Mark Wow, that would be great! Do you think I should get in touch with him directly, or send him a letter, or what?

Kelly Listen, why don't you send me an email with a run-down of your interests, education, and all that, and then I can give him a ring and tell him about you? It doesn't have to be anything formal – just a brief description of your skills, what you're interested in learning on the job ... that sort of thing.

Mark OK, I'll do that. I'll send it to you this evening. I'd really like to get something in place soon, and working for your uncle would be cool. I met him once at your house, remember? I thought he was really interesting and super easy to talk to.

Kelly He really is great. Oops. Have to run! I'll look for your email this evening, and I'll be in touch in a couple of days.

Unit 5

CD 1.26

1

Ben Hey, Cathy. Are you planning to take part in the 'get out the vote' campaign? I've already signed up to do some neighbourhood canvassing.

Cathy I haven't made up my mind. I find it hard to make a commitment to any particular political stance, and I think I'd be letting the side down if I'm not really a wholehearted supporter.

Ben But this isn't a partisan issue! We're not making a case for voting for a particular party or candidate, we just want to make certain that people in our constituency are registered and cast their votes.

Cathy How does that make any sense? I mean, if you support liberal causes, why would you want to encourage more conservative people to vote?

Ben Because when there's low voter participation, the outcome doesn't really represent the will of the majority. People who always go to the polls tend to be the most hardened supporters of certain causes or candidates. The more people who vote, the more equitable the results are.

Cathy That makes sense. Anyhow, I'll let you know if I can help out. I'm up to my ears in revision right now, so I may not have the time.

2

Chloe Have you read this, Tim? This politician really makes my blood boil. I mean, he comes up with so-called facts out of thin air, and then he makes a huge fuss when anyone questions his veracity.

Tim Yeah, I know. He's way down in the polls, and I think he's trying to put up a smokescreen by talking a good game. I wouldn't pay him much mind if I were you. He's bound to make a pretty poor showing on election day.

Chloe I wonder. I mean, maybe he's a dark horse? He may be telling bald faced lies about his rally numbers, but he's definitely gaining supporters, at least according to this poll. I think his country-first platform is appealing to a lot of people.

Tim I think you do the voters a disservice by thinking they'll turn out for him. Sure, he makes people sit up and take notice by telling whoppers and saying outlandish things, but really he's just a demagogue and totally lacking in real substance. I don't think all his blather will do him a bit of good in the end. He's a total reactionary, after all, and I think most people's views are more on the moderate or even liberal end of the political spectrum.

3

Man For years we've had an implicit belief in the dependability of political polls and surveys, but Smithson's win was like a bolt from the blue. As a pollster yourself, do you think we're wrong to put our faith in polls at this point?

Woman We definitely need to do a rethink of how polling is done. Traditionally, we've put all our eggs in one basket by polling people via their landline telephones. But now it's pretty obvious we've got the wrong end of the stick, because we're missing out a whole demographic – younger people or really any of the millions of people who only use mobiles.

Man So what would be a better way to actually paint a clear picture of how voters are leaning before an election?

Woman I'm afraid that is still up for debate. My feeling is that we need to combine a number of different methods – phone, online, person-to-person polling, for example – in order to make the case that polling can still produce an accurate overview of voting trends.

CD 1.27

Official 1 My Lords, Emma Dalton Bowen, to address the Prime Council.

Official 2 My child, this is most irregular. I do not know by what means you gained admission to the Chamber, nor what you hope to gain by speaking here. As you know, we have many important matters to attend to. You have three minutes.

Emma My Lords, I'm here to ask for clemency for my father, Emick Dalton. You know who he is, of course. He was a respected member of the Lower Chamber, and I know you had many dealings with him. The unjust and unjustified accusations levelled against him ended his career in the Chamber and virtually ended his life as a citizen of this country. My father is a trustworthy, honest, and dedicated man whose only purpose was to give all citizens a chance to thrive and prosper. His only failing was in questioning the workings of the government as it is now organised and in suggesting ways to make it more equitable, more just, and more accessible to all. These are not crimes, and he should not have been punished for supporting such views. I and many others believe that he is ...

Official 3 Your father, my child, was convicted of treason ... TREASON. His treachery was proved beyond the shadow of a doubt by means of video evidence of himself and his co-conspirators plotting ways to overthrow the entire social order. How can you argue with such incontrovertible facts? You most certainly cannot DISPROVE them.

Emma With all due respect, sir ... With all due respect, you are mistaken. The video evidence you refer to was fabricated. Someone in your government, or in the security forces altered the face and voice of one man in your so-called evidence in order to implicate my father. I have been given a copy of the original, which I would like to submit to you as mitigating evidence.

Official 2 Are you suggesting that your father was framed? By US? This is an outrage! We value our honesty and integrity far more than your father ever did, and if any evidence was fabricated, it must be the recording you have with you. Your dangerous impertinence may land you in prison as well if you're not ... Clave will soon have every vestige of power and wealth, and he will have no use for any of us. He must be overthrown by any means possible, and it must be done soon or ... How did you get that up on the monitor? Shut it off, now! This is a vile slander! How can any of you believe I would plot against our ...

Emma It is the truth. Forensic tests will prove its veracity. You, my lords, have been plotting to take over the government from its actual leader, a leader only a select few even know about, let alone recognise as a ruling power. But I am willing to make a deal with you in exchange for my father's release from prison and his full pardon. If you let my father go, I will not release this video on the

public web. I will destroy this and all copies. But I will NOT negotiate. You must agree to my terms, or your careers will end in shame and ignominy.

Official 3 You DARE to try and cut a deal with US? You insignificant little girl, you will soon be very ...

Emma Thank you for receiving me. The video will be posted on every public and underground website in the nation by this evening. Thank you for your time, and I am sorry you could not accommodate my request ...

Official 2 Wait! Wait! We can talk. I'm sure we can work out a deal ...

CD 2.01

Kelly Hi, Darrell! Well, election day is coming soon. You know, unless you had spurred me on, I wouldn't be on the ballot for the city council now.

Darrel And I wouldn't be supporting you if you hadn't had so many great ideas, Kelly! Do you know, if Calvin hadn't run for a seat two years ago, you would be the youngest candidate in council history.

Kelly Are you saying I'm too young to win? If people were concerned about my age, they wouldn't have chosen me to run.

Darrel That's not what I meant! If you hadn't decided to run as a teenager, supporters wouldn't be so enthusiastic. They really want some new ideas.

Kelly I certainly hope so. My dad said that if I wasn't such a good candidate, he would have decided to run. Fortunately he didn't! If we had both been on the ballot, I'd be really apprehensive right now!

CD 2.02

all of a sudden
as a matter of fact
be out of town
on the way
by ambulance
on the alert
in a state
not a chance
in a couple of days
put something at risk

CD 2.03

1

I didn't have any thoughts of starting a business at the outset. I was fifteen, and I got involved in a tutoring programme for homeless youth. I'd also been messing about with custom T-shirts – I'd do the designs, and a friend's dad would print them at his business. A lot of the homeless kids had pretty miserable clothes, so I did a crowdfunding campaign to subsidise producing a hundred tees in different designs, and I gifted them to the shelter. Suddenly, everybody was asking where to get them, they were sharing photos on social media, and it took off from there. We're a registered non-profit now, and every shirt we sell pays for one we donate. My friend's dad manages the production side, but I oversee the design and distribution. It's pretty mind-boggling trying to finish school, run a business, volunteer, and have a social life. Turns out I don't need much sleep, which is the saving grace in my situation.

2

The lack of clean water is one of the most pressing issues of our time. In some parts of the world, getting a few gallons of clean water means a miles-long slog, so it's not just a physical burden, it eats up time that could be devoted to education or improving living standards. Not to mention that outbreaks of diseases like dysentery are linked to tainted water. So when I learned that my school's inventors' club was trying to come up with a simple

and economical water purification device, I made a mad dash to join up. Water is literally a lifeline for people in many parts of the world, and it would be great to help lift up people who are already dealing with unimaginable challenges.

3 I happened to read about all the backpack projects being done. I was already painfully aware that a number of primary school kids go without one or two meals a day, not to mention wearing hand-me-downs and not having proper school supplies. I wrote up a mission statement, then started collecting donations, and ended up putting together 80 backpacks with healthy snacks, writing implements, and an article of clothing. We plan to refill the backpacks monthly with necessities for kids who don't have access to the most basic stuff, and at the same time, we connect their families with a local food bank and other services. It was amazing to see the elation on kids' faces when we handed out the first round of packs. I'm off to university soon, but we're currently setting up infrastructure to support the effort year-round. We do need ongoing support, so please fill out a donation form or visit our web page where you can find ways to help. Thanks!

4 I planned my first party when I was four. Of course grown-ups assumed I wanted a princess do with pink dresses and glitter, but that wasn't my thing at all, so I put together a ninja party, and it was a huge success. It just snowballed from there, with parents asking me to plan their kids' parties, and we eventually set it up as a not-for-profit business. The thing is, I live in a pretty mixed area, and there were a lot of kids in my school whose parents were struggling, so I cooked up the idea that for every two parties someone paid for I'd donate one to a kid who couldn't afford it. I've caught some flack for acting like I'm saving the world through parties. But really, for kids it's a huge self-esteem issue, and I think adding some uplift to people's lives is definitely a worthwhile goal.

CD 2.04

Mark I'm Mark Waterson, founder of C-energy, and this is my colleague Laura Caplin, CEO of CR Consulting, and we're here to talk about what corporate social responsibility means both now and in the future. So, we've both been involved in the field for quite some time, Laura, and I think you'll agree that even now – after several decades of discussion, implementation, and even controversy – a majority of non-corporate people don't know exactly what's meant when we bring up the issue of CSR. How would you explain it to a layperson?

Laura Well, I've tried out a multitude of explanations, and the best I've come up with is this. Some company heads believe that their sole responsibility is to increase profits and value for shareholders. I call this non-CSR. Alternatively, the objectives of a pro-CSR company go far beyond the boardroom and reach out into the community in a three-pronged approach.

Mark The three prongs being ...?

Laura First, ecological. The company chooses to reduce waste and pollution, supports others' efforts to do the same, and may even take positive steps to enhance the physical environment by developing parkland, for example, or cleaning up a waterway. Secondly, companies endeavour to grow educational and social programmes in the community. And the third goal – which dovetails with non-CSR companies' targets – is to make adequate money to satisfy stakeholders and support employees with fair pay and benefits.

Mark In other words, the third goal is to remain a viable business?

Laura Exactly. Because a bankrupt firm does nothing for the community, and closing a business may in fact have extremely deleterious effects in an area where there is a dearth of employment opportunities.

Mark OK, so in a nutshell, CSR is a way for companies to benefit the communities they are a part of. But one of the objections I've come up against from CEOs is that companies have always done this in various ways – by sponsoring parades and local sports teams, funding community resources and the like. They feel they're already doing their part, so why do they need CSR input for their company? How do you convince them?

Laura Well, as you know, sometimes we *don't* convince them. Some corporations opt for doing as little as possible and then patting themselves on the back for their outstanding altruism. But the world is changing, corporations are growing into colossal mega-powers, and workers are losing ground both financially and socially at an alarming rate. I try to convince CEOs that their community contributions are not fancy extras any longer, but that they are necessary to maintain the social order and to allow access to the human resources they need.

Mark I think it's worth adding that when we talk about 'community' nowadays, we don't only mean the local schools and the Women's Institute. We're talking about the entire human population. Very few large companies are strictly local, and doing business means maintaining a vast web of contacts and resources worldwide, which has led to the marked upsurge in corporate concern about the stability of the world. Think about this. When I bring up the term 'peace movement', it usually conjures up visions of protesters waving CND signs or staging sit-ins. But something called the United Nations Global Compact, and studies related to it, have made large businesses realise that global peace is definitely a business concern. The proof of a positive correlation between commerce, peace and global engagement has woken companies up to the fact that their efforts towards maintaining peace and stability in the world can benefit their bottom line. It may incidentally give them a moral boost, but that's not the driving factor.

Laura Absolutely. And since we know that inequality and disaffection breed violence, every effort corporations make towards improving the lives of their local communities will be a boon in the end.

Mark And now, we're up for any questions from the audience. Yes, the man in the ...

CD 2.05

Participatory Budgeting is a mechanism that allows citizens to decide what local projects to finance out of the public budget. The idea was first conceived in 1989, in the Brazilian city of Porto Alegre, the largest city and capital of the state of Rio Grande do Sul, with a population of 1.2 million. It came to Poland in 2011, and the first city to implement it was Sopot. Local governments in Poland allocate from 0.5 to almost 4% of their total budget to PB, with the southern town of Kęty sharing over 3.5 to 4 % of their money! The vote takes place once a year on different days in different parts of the country, and you can cast your vote both in person and online.

CD 2.06

Tomek A big well done to you and your school mates, Paula. Your school has done tremendously well third time round! Last year you were allocated the money for your new gym, the year before that for a state-of-the-art multimedia library, and now

a cutting edge computer lab. I'm truly impressed. How do you do it?

Paula It's a concerted effort. Everyone pulls their weight from the students to teachers and school management to parents. We advertise everywhere around the neighbourhood, we post ads on social media sites, we are like politicians canvassing for votes. When we are really in the thick of it, we hardly do anything else! I guess that's how we pulled it off again.

Tomek I think this year you've surpassed yourselves, and I'm really happy for you. We got nothing, and everyone at my school is down in the mouth. We really could do with a new outside gym ...

Paula What a pity! These things happen, you know, but don't let it dampen your spirits, will you? There's always next year. You just need to get everyone you know on board, come up with a campaign to promote your cause, and be loud about it. Go round and explain to people that without their votes you wouldn't have anywhere to do your PE outside, and ...

Tomek Easier said than done! We've done all that, but to no avail it seems. Perhaps, there were fewer of us, and obviously, our campaign wasn't a patch on yours.

Paula No use crying over spilt milk. What's done is done. Think of the upside – it was your first time, wasn't it? You've gained some experience, so it'll be easier next time.

Tomek I guess so. Anyway, good job, everyone!

Paula Thanks, and better luck next time!

CD 2.07

1

Greg Hi, Deb. Listen, some friends and I are launching a political action campaign, and I wondered if you'd like to join.

Debbie I'm not sure. What sorts of issues are you focusing on?

Greg Our main goal right now is persuading people to vote. Voter turnout is shockingly low, and we think everyone should make their voices heard.

Debbie I certainly agree with that! What do you think about this proposed law that would make voting obligatory?

Greg I admit I have mixed feelings about it. I mean, freedom of choice is a central tenet of democracy, right? I'm not sure people should be forced to vote.

Debbie Maybe you're right. Listen, I have to run. Text me the details of your meeting and maybe I'll turn up.

2

Anne I am SO sick of seeing all of this political stuff on social media! Honestly, I go on social media to relax and share stuff with friends, not to have to think about what a mess the country is in.

Paul I get your point. Still, I think it's a good thing that you can stay informed, and it might even light a fire under you to be more politically active.

Anna I suppose. I've always had the idea that politics is for other people, but with the way things are, maybe I should try to get involved. I'm voting for the first time this year, and I feel guilty that I'm not very well up on all the issues and candidates.

Paul Well, you can learn a lot online. Just remember, there's a lot of fake news out there, so it's worth fact-checking articles rather than taking everything you read on trust.

3

Harry I've just read this article that says some of the ministers have proposed raising the voting age to twenty one. Can you believe it?

Jo I know. It's outrageous. It's also pretty transparent why they're proposing it, since young people tend to be more liberal, and they want all

the conservative votes they can get. I'm actually thinking about joining a protest. If we could get all the 17 and 18 year olds to march, it would make a real statement.

Harry I don't know. You know how protests turn out ... fighting, destroying property, and all that. I realise it's just a few people causing the problems, but it makes everyone look bad.

Jo But if we don't speak our minds and stand up for what's right, we'll be stripped of all our rights. Anyhow, I'm meeting with some people this evening to work out a strategy. Why don't you come along and see what you think?

Unit 6

CD 2.08

1

Ah, comfort food! No matter how diet-conscious we are, there's something about a hot, cheesy, savoury dish straight from the oven that's simply irresistible on a chilly day. Now this is a traditional English dish with a small difference. You'll need one large head of cauliflower, a clove of garlic, a block of aged cheddar cheese of about 220 grams, 300 millilitres of milk, 3 tablespoons of plain flour, a large knob of butter, 25 grams of fresh breadcrumbs, half a teaspoon of dried English mustard, salt, black pepper, and nutmeg. First off, trim the cauliflower and break it into small florets, then steam or boil it until it's just tender, about ten to fifteen minutes. While it's cooking you can grate the cheese. After draining the cauliflower, put the milk, flour, and butter into a heavy saucepan and stir with a wire whisk over low heat until the mixture is smooth and thick, then let it simmer for another two minutes. Add three quarters of the grated cheese, the mustard, a pinch of nutmeg, and salt and pepper, then stir over the heat until it's smooth. Before putting the cauliflower into your oven-proof dish, butter the dish generously, and then rub it all over with the smashed clove of garlic. Add the cauliflower, pour over the sauce, mix the cheese and breadcrumbs, and sprinkle over the top. I add a sprinkle of nutmeg and some red chilli flakes both for colour and a bit of kick. Bake in the oven at 225 degrees until it's bubbling and golden brown.

2

A flatmate of mine taught me to make this wonderful Tunisian dish, and it's been a favourite ever since. At the time, it was a real money-saver as well, and despite the long list of ingredients, it's very simple to make. So, you'll need a tin of small red beans, drained, one large chopped onion, two large red bell peppers, three cloves of garlic, minced, two tablespoons of fresh minced ginger, a kilo of yams, peeled and chopped, three cups of vegetable stock, a tin of chopped tomatoes, between one and three jalapeno peppers – depending on how much heat you want – half a teaspoon each of salt, cumin and coriander, a quarter of a teaspoon of cinnamon and black pepper, a quarter of a cup of peanut butter, and a quarter of a cup of roasted peanuts. Phew, right? But here's the easy part. Pour a bit of oil into a heavy pan over a medium heat and add the garlic, ginger, and all the spices – except for the salt, of course. Just brown it a bit, then add the onion, peppers, and yams, and keep stirring while they get a bit of brown on them. Finally, add the beans, tomatoes, liquid, and the salt and let the mixture simmer for about an hour. Just before serving, mix a bit of the stew liquid with the peanut butter until it's smooth, then stir it back into the pot. I like to serve this over couscous, but your favourite type of rice is a good option. Have the chopped peanuts and some lime wedges handy to add a bit of zing.

3

Man This is one of those dishes that people assume can't be delicious because it's fairly low fat and packed with vitamins and fibre.

Woman That's right, but don't be fooled. You don't need fatty beef to make a satisfying winter dish, and here's our proof. Here's what you'll need to serve eight people. Four chicken breasts, boned and skinned. About a hundred grams of wholewheat flour, with salt and pepper mixed in. One large yellow onion, a bunch of baby carrots, half a kilo of mushrooms, three stalks of celery, about six medium potatoes, two cups of chicken stock, and a sachet of Provencal herbs.

Man Otherwise known as a bouquet garni, if you want to be fancy. Now, cut the chicken into cubes, dredge them in the flour mixture and fry in a couple of tablespoons of olive oil, stirring all the while. Let them get good and brown, then add the other vegetables apart from the mushrooms, washed and chopped mind you, turn up the heat and keep stirring until the onions are slightly golden. Add the mushrooms, put the lid on, and let it cook for about 10 minutes until there's a good layer of liquid at the bottom. Toss in the sachet, and let it cook for about 45 minutes.

Woman The flour on the chicken will act as a thickener, so add some of the stock, and keep checking as it cooks so it doesn't get too thick. Test for salt and pepper before you serve. This dish is great all on its own, or serve with a salad and a bit of pasta.

CD 2.09

Food insecurity has recently been identified as one of the most pressing problems of our times. With this in mind, a new website will be launched soon to help better pinpoint 'food deserts' – areas where residents are currently forced to eat nutritionally inadequate meals because of a lack of access to nutritious food. The project, which was conceived two years ago by a group of nutritionists and social workers, long before any funding had been secured, is definitely an ambitious one. 'It will give city leaders and social workers a clearer picture of the issues that are being dealt with at this juncture by our residents,' says one city official. 'The only way the problem can be solved is with knowledge. We knew from the beginning that the data would be used to help improve people's lives, and that's a great thing.'

CD 2.10

Lisa Hey David. I have to do some research about a famous chef from the past for my cooking course, but I don't know where to start. Do you have any ideas?

David How about Julia Child? She's known to have been one of the most knowledgeable cooks of her time, and it's also said that she was a very interesting character.

Lisa How do you know about her?

David Haven't you seen the film *Julie and Julia*? It's about the life of Julia Child, and also about a modern-day blogger named Julie who decides to try out every recipe in Child's famous cookbook. It was considered to be one of the better films of 2009, though some viewers find it to be a bit annoying at times. Anyhow, it paints a great picture of what a determined and enthusiastic cook Child was.

Lisa So what's her story?

David Well, she was married to an American diplomat, and they ended up living in Paris. She was assumed to be satisfied with her rather idle life, but actually she was desperate for a fulfilling occupation. Because she loved to eat and was fascinated by French food, she managed to enrol in the famous Cordon Bleu school. It is thought

that she had plenty of failures as a cook, but she became engrossed in the ingredients and techniques of classic French cuisine. In the end, she was thought to have known more about French cooking than almost anyone in the world. After returning to America and publishing a monumental cookbook, she even became a television personality. You really ought to watch some of the videos. She seems to be a bit awkward on camera at times, but at the same time, she's absolutely hilarious and very informative too.

Lisa Well, thanks David! I'll do some research on her and see what I come up with.

CD 2.11

1

My great-grandmother grew up in Russia in a German community, and her cooking was a reflection of those influences. I don't remember her all that clearly, but I do remember her amazing culinary skills, and the delectable and complex dishes she made. A particular favourite was a fruit soup with sweet dumplings, which had a pungent, spicy flavour. I also remember her knife skills. She used to cut homemade noodles so fast you could barely see the knife, which was absolutely mesmerising, if a bit scary, and the cooked noodles were tender and slippery – just perfect. Oddly, my mum and my gran never learnt any of my great-grandmother's recipes, partly because they didn't see the appeal of her style of cuisine, and partly because there WERE no recipes. When asked how to make something, Great Gran used to say, 'Just a pinch of this, a little dab of that, then mix for a while ...' I love to cook, and since then I've tried to reproduce some of her dishes, but my attempts never seem quite up to snuff – though maybe that's just nostalgia at work. I could eat soup or pasta every day and never get bored, and I think that's Great Gran's influence.

2

I grew up in a household with a single working mum, and though she wasn't a bad cook, she never really had the time or energy to whip up gourmet meals for the three of us kids – not that we cared much. We indulged in ready meals, takeaways, and – my guilty pleasure – instant noodles, with doses of crisps and other snacks in between. But then my first serious relationship was with a trainee chef, and my whole attitude to food did a major one-eighty. He introduced me to the complexity of French cuisine, the delightful simplicity of well-prepared Italian dishes, and even some pretty exotic and flavourful Asian concoctions. Not that I'm much of a cook – I took a couple of classes while we were dating, but it didn't really take. The one thing I can't live without is baked goods, especially homemade bread. Fortunately, I have a good metabolism, and no gluten sensitivity or any of that, but I may have to cut back at some point.

3

I'm first-generation British, my parents having come here from China a couple of years before I was born. Living in London, we were always within arms-reach of other Chinese immigrants, and in my family China has always been the main focus, especially when it comes to food. Before I went to school, I didn't realise there was anything unusual about eating chicken feet, or fish heads, blubbery chunks of fat or really pungent things like black eggs – it was just part of our diet, and we thought British food was tragically bland and uninteresting. Actually, I think Westerners are particularly squeamish when it comes to food, partly because everything comes pre-packaged. I enjoy all sorts of food now, but I admit I couldn't live without crispy, quick-cooked vegetables and Asian-style noodles, which to me are totally

different to the Western versions. And I have a real aversion to British sausages and meat pies, otherwise known as Mystery Meat products. We Chinese might eat some seemingly disgusting things, but at least we know what's in them!

4 My grandparents owned a bakery in a town on the South Coast, and since both my parents were full-time teachers, I spent plenty of time hanging out there after school, watching how the loaves, buns, and sweet pastries were made. Their pies were the best – flaky without being too crumbly, and their brown bread was springy and firm without feeling fake like commercial bread does. Theirs was anything but a high-tech operation. There were a lot of things that could have been automated, but they weren't having it – and when I was eventually allowed to help out, I was taught to do nearly everything by hand. I became fascinated with how yeast and other leavenings worked, how different qualities of flour and fat interacted, all the more scientific parts of it, and so now I've decided to study food chemistry at university. One good habit I have is making a batch of homemade bread every week. There's nothing like the intoxicating smell of baking! I confess, though, I can't make pie pastry to save my life, but I don't think there's a scientific explanation for that. I just don't have the patience!

CD 2.12

Now, many courses on twentieth century history – or any period of history, come to that – tend to skip over one very important aspect of historical change, and that is on the domestic front. I'm not sure why this is generally considered insignificant, since the way we live in our homes is one of the most direct and fundamental aspects of how we experience change. Shifts of government, conflicts between nations, outbreaks of disease – all of these can have a powerful impact on our daily lives. But it seems to me that the smaller, everyday changes in domestic practices have an equally deep and far-reaching effect. So, I will focus today on some of the inventions of the twentieth century which have made it possible for us to live the way we do now.

In Victorian times, the kitchen was the scene of some not inconsiderable physical labour. Because everything had to be done by hand, any family that could afford to, employed a kitchen maid, and those with more substantial wealth would have a cook, an under-cook, and several maids to carry out all of the laborious chores that feeding a family entailed. It wasn't just preparing, measuring, and mixing, but keeping the cooker fed with fuel, protecting food from spoilage, bringing in fresh produce on a daily basis – all labour-intensive and time-consuming.

One of the first labour-saving innovations was the gas-fired cooker, followed by the electric cooker. Though these were introduced from the mid-19th century, they were slow to be adopted because so few houses had gas or electricity. It wasn't until the period around the First World War that more homes began to have these services laid on, and the tedious business of managing a solid-fuel cooker was eventually eliminated.

Refrigeration was another innovation which, in the US and UK, began to come into homes in the twenties and shortly before, again along with electricity. I imagine ice boxes – which relied on regular deliveries of blocks of ice to keep them cool – were very useful, but it seems to me that the reliability of a fridge could alleviate a number of worries. Consider that, around this time, domestic labour was becoming increasingly scarce due to the better-paying jobs freed up for women during

the Great War, and it becomes evident why these innovations were embraced so enthusiastically.

Another, though less vital, addition to the domestic kitchen was the electric mixer. Remember that most full-time homemakers were under pressure – some would say unreasonable pressure – not just to produce substantial meals, but also to create elaborate cakes and other treats which required a good deal of tedious and tiring hand mixing. The mixer sped up and simplified this process, and much later – in the 1960s and 70s – food processors, which can mix, chop and shred, added to the ease of creating complex dishes in the home kitchen. The result was more impressive food and more free time for the home cook.

One of the most dramatic changes in the home kitchen to my mind was the microwave oven. This stands out because it not only altered how we prepare food, I believe it actually changed how we eat. The first microwaves for home use appeared in 1967, and they were viewed with suspicion by many because of the fact that they heated food using waves rather than direct heat. After all of the radiation fears of the 1950s and 60s, anything remotely related to this kind of technology was difficult to trust. Despite the nay-sayers, however, microwave ovens became a necessity in most kitchens in a very short period of time, and they engendered an explosion of new types of pre-prepared meals which could be ready to eat in minutes. The savings of time and energy were striking, and we have never looked back at pre-microwave times with anything approaching nostalgia.

CD 2.13

Interviewer ... Most of us believe that we are savvy consumers, never swayed by marketing ploys, but that's not exactly the case, is it?

Natasha Definitely not. We fall victim to all kinds of marketing tricks, and two of the most notorious examples are food packaging and food labelling. They have a profound influence on us, which we don't even realise. Take the example of a chocolate bar which is sold in fancy-looking wrapping, with gold or silver writing on it, and usually with the image of succulent-looking fruit to give the impression that it's a luxury item and a healthy snack at the same time. So, in a sense, the packaging talks you into buying the chocolate! To reiterate, it influences us enormously.

Interviewer So, basically, we just get taken in by the way a food is wrapped or what it is called rather than going by the actual nutritional value of the product.

Natasha Oh, yes. We're led to believe that what we buy is something different than what it is. The same goes for so-called health foods. Manufacturers resort to all kinds of tricks to maximise the impact the packaging will make on the buyer. Pretty much anything you see on the front of the packet is marketing hype. By way of illustration: manufacturers add minuscule amounts of things like vitamins, or antioxidants so they can stick it on the front and trick you into thinking it's a healthy product. Other examples are products rich in fibre that we are tempted to buy. The only snag is that many of these products are stuffed with fake fibre made from chicory root, maltodextrin, and polydextrose. Also, don't get fooled by the product names which imply the presence of particular ingredients. I once bought some guacamole dip that had no avocado in it! Instead, it was made with hydrogenated soya beans and artificial green colouring chemicals. Oh, I could go on forever! Anyhow, it's of paramount importance for us, the consumers, to read the labels! If I could learn to do it, so can anyone else! Food packaging and deceptive labelling cut no ice

with me anymore. And I suggest consumers place a high value on nutritional information rather than on the packaging.

Interviewer Easier said than done. I wish I attached more importance to what the label says. That aside, how do you feel about supermarkets getting rid of all carrier bags? Customers will have to bring their own – is this ever likely to materialise?

Natasha I've heard of such initiatives. In some countries, food shops want the customers to bring their own containers for food as well. So, if you need to buy some mineral water, you should have your own bottle. Sounds a little far-fetched, doesn't it? But who knows? If truth be told, we discard billions of plastic bottles a year, so limiting this waste would have a significant bearing on the environment. I'm just not sure how practicable such an idea would be.

Interviewer Exactly! Thank you Natasha. And now we're moving to the topic ...

CD 2.14

1 As a nutritionist and diet counsellor, I am often asked by clients if they should simply forgo eating out in favour of preparing healthier meals at home. Until now I've been quite ambivalent, knowing that most restaurants cut corners when it comes to nutritional quality and freshness of ingredients, but since discovering Garden Table I have reconsidered my stance. This new restaurant offers only the freshest ingredients, all guaranteed antibiotic- and additive-free, and all the meals are not only nutritionally balanced but delicious as well. I am giving Garden Table my wholehearted endorsement and, as a scientific expert and a lover of good food, I urge you to give it a try.

2 ... Yeah, we did go to that new Moroccan restaurant last night. You know, it was OK, but it didn't blow my mind or anything. First off, there was what felt like an endless wait to get a table because they don't take bookings. Then a waiter came and gave us our menus, and disappeared for about twenty minutes, so we couldn't even order anything to drink. When the food eventually arrived, it was a bit bland and – I don't know – kind of soggy, like everything had been frozen and then heated in a microwave. The place was super noisy, too, like eating in a train station or something. And it's no bargain, for sure. No, I wouldn't really recommend it. There are way better places to spend your hard-earned cash.

3 Good morning, everyone. This is Delia Jerome, your food sleuth. Now, I'm not a vegan, or even a vegetarian, but I am always intrigued to discover how new restaurants deal with the challenge of creating mouth-watering meat-free dishes. I have to say that Wheat – which has only been open for a few weeks – has really risen to the challenge. The atmosphere is simple and serene, and the sound level is perfect. The staff are attentive without being pushy, and our waiter was knowledgeable about all their offerings. Everything I tried was beautifully presented, and the flavours were spectacular. I highly recommend the galette, the spring vegetable stew, and the supreme summer pudding. Do book in advance, though – with only about twenty tables, it fills up fast!

Unit 7

CD 2.15

1 **Woman** Are you still trying to finalise the sale of your flat?

Man No, we're home and dry now. The money has been paid over, and there shouldn't be any more problems.

2

Man Stacey says she's planning to buy a cottage in the countryside and start her own nursery.

Woman Oh, she's always building castles in the air! There's no way she can afford to do that!

3

Woman Are you sure I won't lose money if I invest in this building scheme?

Man Your money will be as safe as houses! There's no way you can lose with this investment.

4

Woman I'm thinking about buying a quarter of a shared ownership flat in London. What do you think?

Man Personally, I wouldn't give housework to the idea. You only get to use it three months of the year, you don't know what state the other owners will leave it in, and it will cost you a fortune.

5

Man Do you think their hotel business is doing well?

Woman As far as I can see, it's a house of cards. They are losing money every month, and I'm afraid they'll be bankrupt soon.

6

Woman I think Ken is risking a lot by buying that cottage. It seems to me it's almost beyond saving.

Man I don't think he has a clue what he's getting into, but he'll learn some home truths once he realises how much it's going to cost to make it habitable.

CD 2.16

Man So, how do you think we're doing with the campaign to save Waterdale School?

Woman I do believe we're making progress. It's certainly an uphill battle, though. People tend to think our arguments are mostly based on sentiment, not in any way on practical considerations.

Man It's only reluctantly that I agree with the other side, but I am beginning to think they have a point. I mean, the local councillor did present some very convincing statistics. It's more resources and opportunities our children need, you know. What they want is a chance to do well, and maybe going to a bigger school is how they'll get that chance.

Woman So you're changing sides now? I did think you'd stick with the campaign to the end. It's more support we want, and now you're backing down? We've worked and worked on this together after all!

Man No, I'm not in any way backing down. All I'm saying is that the councillor's obviously given the matter a lot of thought, and her reasons for shutting down the school were not at all without merit.

Woman All right, I do admit that they have right on their side in some ways. It's how she says things that gets on my nerves. She talks and talks about money, but really, it's the spirit of the village we're fighting for. We've already lost our skatepark after all.

Man Of course I'm standing behind you. I do think we need to be realistic, though. There are only twelve students at our school, and as usual it's funding that's lacking. Some local people have suggested turning the school into a community centre, and it's not as if we haven't talked about it ourselves. Perhaps what we should focus on are the things we really can accomplish.

Woman Oh, all right. Let's look at their proposal and see what's what. As you know, I'm not entirely opposed to some sort of compromise.

CD 2.17

Interviewer Welcome to Radio One. I'm Malcolm Radley, and today we have two guests who are here to dispel some of the myths about boarding schools. Katherine Morris and David Atwood have recently finished their stints at boarding school and are on their way to university. How long were you at boarding school and how do you feel about it now? Katherine?

Katherine I was only at my school for three years. I'd started out at a local comprehensive, but it just wasn't challenging – so several teachers suggested I try for a boarding school, and I won a full scholarship. It was truly phenomenal – it allowed me to grow academically and in all sorts of other ways.

Interviewer And David? What was your experience?

David I was a boarder for seven years, from year 6 through sixth form at 18. Both my parents work in the oil industry, so they travel a lot, and it seemed like the best option for stability and a good education. I won't claim it was perfect, but on the whole it was fairly positive.

Interviewer What do you think the most prevalent myths about boarding schools are? And do any of them have some basis in fact?

Katherine Gosh, where to start? A lot of people assume it's like Hogwarts – lots of over-the-top teachers, and deadly rivalries between groups of students. I've even had people ask me if we wear those flowy gowns! My school doesn't even have uniforms! Of course if the media told the plain truth about boarding schools, which even they admit they don't, no one would be interested!

David I think the biggest myth is that boarding school students feel let down by their families. That is total eyewash, especially now when it's so easy to keep in touch. I suppose in the past when you had to rely on the post to communicate it was a bit different, but now you can just Skype or Facetime and always feel connected.

Katherine That's true. I did feel homesick at first, but I think I was just missing my daily home life – and being able to have a nice leisurely bath! Now that's a myth that has some truth to it ... not that you have to wash from a bucket of freezing water like in *Jane Eyre*, but you do learn Olympic-speed grooming! Five minutes and I'm ready to go.

David Absolutely! I did want to go back to the rivalry myth you mentioned, though. Of course boarding schools are rife with groups and cliques, no more or less than other schools, and that's been well documented, but what stands out for me are the amazing friendships you form there. You're all in the same boat after all, so you're bound to get really close. It's almost like having a load of brothers and sisters, but ones that you actually get on with.

Interviewer Do you agree with that, Katherine?

Katherine I do, yes. I've made some wonderful friends, and I'm pretty sure we'll stay connected for life. I will say, though, that there's a LOT of gossip at boarding school. It's a small, closed community after all – a bit like a village – so it's almost impossible to keep anything under wraps.

Interviewer I think one of the most prevalent myths about boarding school is that everyone is from a wealthy, upper-crust family and that there's very little diversity. What do you think?

David That's so far from the truth! We had an amazing mix of rich and poor, and so many different nationalities and backgrounds – the diversity is way beyond a small town state school. Of course statistics show it's more diverse in big city schools. And in my experience very few people ever bring up money or wealth.

Katherine That's true for the most part. I mean, it's pretty obvious who's rich when they let slip

about their Swiss skiing holiday or island yacht tour. I don't believe they're trying to lord it over anyone – it's just a fact of life.

Interviewer One last question. Is there anything regrettable about your boarding school that you'd like to give an airing to?

David Beds! I never had a decent bed the entire time I was at school. I'm unusually tall, but you shouldn't have to sleep with your feet hanging off the end, should you? I mean, you'd think they'd consider the fact that students come in all shapes and sizes before fitting out the rooms.

Katherine I'll reveal a dirty little secret about all boarding schools – head lice. I don't know how many times I had to treat my scalp for the little monsters, and I'm still constantly on the lookout. I suppose it's inevitable, with everyone living in such close proximity, but really ... there must be some way to get on top of it!

CD 2.18

1

May I have your attention? As headmaster, I have to express my deep concern at the increasing number of bullying incidents that have been reported to me recently. Every place of education should be a safe and secure environment where everyone is encouraged to reach their full potential without fear or interference. I would much prefer not to threaten offenders with suspension or expulsion, and I suspect that lectures and exhortations will fall on deaf ears. For this reason, we are instituting a series of Respect and Reconciliation workshops. All students will attend, and teachers will be asked to conduct follow-up discussions. We must nip this trend in the bud, and there is no time like the present to do so.

2

Part of my time in secondary school was really challenging, but mainly because my mum, my sister, and I had no place to live for a while. I mean, we weren't on the street – we had a single room in a hostel – but it was cramped and really depressing, and I had to do all my homework at school or the library because there simply wasn't the space. Plus I was desperate with fear in case my friends discovered our situation. But when one of them did find out, she and her family went to endless lengths to help, and all I can say is that I'll never forget their kindness, and I know now not to underestimate those around you.

3

Hello everyone. It is obvious that our children are not getting the education they deserve, and the government thinks it can get away with treating us as second-class citizens just because many of us work minimum wage jobs and may not have had the best education ourselves. Our schools should be as good as those in well-off neighbourhoods, and we are here to make sure that happens. Our council representatives and school board members will be arriving shortly, and I'm sure you'll be all ears when it comes to their proposals, but first I want to agree on our agenda, beginning with demands for structural and staffing improvements to our schools. Yes, a question ...

4

In local news, secondary science teacher Lydia Donne has been named National Teacher of the Year by the Educational Science Foundation. Lydia, who is so modest she barely realises how popular she is at Edmonds Comprehensive, says that all she does is try to spark an interest in science careers in her students. 'Of course not everyone is interested, but I give it my best shot,' she says. 'I'm convinced some of our greatest innovators could come out of neighbourhoods like Barton ... they just need to be given a chance to

discover their potential.' A five thousand pound prize will be presented to her school next week.

CD 2.19

Let me tell you how it all came about. So, Tim and I were in our last year at uni at the time, renting a bungalow with a bunch of our friends on the outskirts of the city. We were not eligible for a place on the campus anymore as only the first year students were guaranteed student accommodation. The bungalow was, admittedly, spacious enough, but the price of the rent was prohibitive even though we had part-time jobs. That's why, unsurprisingly so, there had to be eight of us there sharing the costs and the space ... Not only was there very little privacy, but the bathroom was always being hogged by someone, and the kitchen was such a mess that you wouldn't want to eat there. The more the merrier attitude was beginning to wear thin. And then one day, out of the blue, over a cup of coffee we were having on the patio, Tim admitted he had been toying with the idea of buying a van and moving into it, and wanted to know what I made of the idea. To be honest, I was so flabbergasted at first that it took me a while to respond. 'Me? Living in a van? I can't quite see it,' I stuttered eventually.

CD 2.20

However, Tim kept going on and on about how much more affordable it was, and how much more freedom we would have, and how comfy these vans could be made. He explained that vans like those were built like mobile homes, maximising the space and lowering the floor as much as possible so that people could easily stand up inside them. On top of that, he added, we could do it up the way we fancied, and travel in it as well as the weekends to visit all the places we had been dying to see for ages. In the meantime, while Tim was drawing up his vision of our new life, a couple of our flatmates got into another squabble over something or other, and that was it for me! At that very moment, with no hesitation, I blurted out 'Yes! Yes! Yes! Let's get going and buy a van.' Never ever had I expected to make such a snap decision.

CD 2.21

I've been homeschooled for the past four years, and I have to say it's been great. Most people have a fairly limited idea of what homeschooling entails. I mean, they think it's just a parent sitting with their kid and going over various lessons, but in my case it's been way more varied. I do some of my lessons online through an accredited programme, I meet regularly with other homeschooled kids to work on projects or have discussions, and now I'm attending classes at a local college, so I don't feel at all isolated or left out. I attended a state primary school, and it gave me a very good grounding, but I really prefer homeschooling. I'm not saying that it's for everyone, though. I think some people would miss the constant social contact and group activities. Homeschooling works for me because I'm very self-motivated. I can challenge myself in the subjects that really grab me, plus I'm free to experiment with different ways of studying to get the optimal results.

2

I go to a pretty big urban secondary school – there are about two thousand students – and I'm not going to say it's ideal. I mean, there really isn't space for all of us, and when the classrooms are really packed, it doesn't make for a great learning environment. A lot depends on the teachers, though. The ones who are really committed and good at communicating can grab most people's attention, but you can tell when a teacher just

isn't putting their heart into it. Another problem is the school itself. It's in fairly poor condition. Some classrooms don't even have enough desks, and it's generally a pretty demoralising atmosphere. Having a great group of friends at school helps, for sure. A few kids I know got so discouraged they opted for homeschooling, but that's not for me because I appreciate the social opportunities school provides. A few of my wealthier neighbours attend public schools, and they seem to like it, but from what they say it sounds a bit isolated from real life, and it costs far more than my parents could afford. Anyway, I'm determined to do well where I am, and I know a lot of it's up to me and how much responsibility I take for my own success.

3

I was homeschooled for the first six years of my education, and I can say it was a mixed experience. I did learn a lot, and I was actually ahead of my friends who were at state or even private schools, but socially it was a real challenge. I know school isn't mainly about social life, but it's certainly a big part of it, and there were things I really would like to have been a part of, like drama performances and the dance team. I think part of the problem was that there isn't much of a homeschooling network where I live. It's better if you can meet regularly with other kids of your own age and get involved in activities. I eventually had a long talk with my parents, and they agreed that I should attend the local comprehensive school. Mostly it's been great – it's one of the best schools in the county – though I admit I could do without the bullying and social manoeuvring I've seen. I've heard it's even worse in private schools, though, so I can't complain.

4

I'm a day student at an excellent public school, and I feel pretty fortunate to be there. My family isn't wealthy, but I won a full scholarship, and I just have to keep my marks up in order to maintain it. We have great facilities, including science labs and a fantastic theatre, and class sizes are fairly small so every student gets the attention they need. My parents and I considered homeschooling, but both of them are really busy with their own business, so it didn't seem practical ... plus I like being around people, and I'm really into sports, and it's a lot harder to participate when you're outside of the school network. I've made some good friends, too, though sometimes I feel a bit out of things because I don't get the Swiss skiing holidays and expensive gadgets that wealthier students have. I guess social pressure is a problem even at state schools, though, and I feel like I'm getting the best of all worlds – school life and great teaching, plus I only have to suffer through one school meal a day, unlike the boarders!

Unit 8

CD 2.22

Interviewer Today I have two extraordinary young people on the show. They are both engaged in trying to heal the cultural rifts they experience daily in their communities by taking direct action, though in very different ways. Welcome, Stella and Mohamed.

Stella Thank you. And gosh, what a very flattering introduction!

Mohamed Absolutely. You make us sound like culture warriors or something.

Interviewer Which I believe you are, in many ways. Stella, can you explain your particular situation?

Stella Well, I live in a very diverse area of London. When I was younger, everything seemed fine, mainly because I think children are less hide-bound and have a more open view of the world, so

the religious and racial tensions didn't really come to my attention much. But in secondary school, a lot of anger and dissatisfaction hove into view, and I just wasn't able to ignore it after a while. I started reading more about cultural tensions in the UK, and developed a sort of bird's-eye view of the situation – which made me want to do something about it.

Interviewer How about you, Mohamed?

Mohamed My situation's a bit different. I grew up as a dark-skinned Muslim in a majority white community, and – similarly to Stella – I didn't really sense much of a difference until I got a bit older, and I realised that people in the community were looking askance at me, almost as if I'd done something unacceptable. And when I started secondary school, I suddenly saw the light. I hadn't done anything, I was simply different, and as a result I was ostracised to a certain extent. People saw me in a bad light, unfairly of course, because of events around the world, and what's being said about Muslims in general.

Interviewer So you were experiencing prejudice and religious intolerance?

Mohamed I'd call it racism, actually. I mean, if it looks like a duck and quacks like a duck, it IS a duck, right?

Stella Exactly. People try to explain away their biased attitudes in all sorts of ways, and in the end they lose sight of the basic problem, which is that they carry preconceptions about people who look or behave differently in some way. If we can't recognise our common humanity, and if we can't look our prejudices in the face and try to deal with them, then we're really in trouble.

Interviewer So, I understand that each of you has started an organisation in your community to help combat these divisive forces. Mohamed, tell us about your efforts.

Mohamed Well, I talked to my parents and siblings about the situation, and we came up with the idea of organising enjoyable events that could bring everyone into contact in a casual way. We didn't want to be too confrontational or political about it, partly because most people in our community will deny categorically that they have any prejudices, and although it looks good on paper compared to other places, the underlying divisions are pretty entrenched. Anyway, we started with a community sports day, then a picnic, and now we have an event of some kind every month, and more and more people are coming. It's great to see Sikhs, Muslims, Christians, Jews, black, brown and white people all just having a good time ... and hopefully learning to look past their differences.

Interviewer And Stella?

Stella I'm afraid our situation was a bit more intense. There was some serious bullying going on in the high school, in plain view no less, and there was a lot of tension in the community at large. I started out by forming a sort of United Nations of students in the school, with representatives of every country and culture, and we had weekly meetings to discuss the problems and possible solutions. Even some of the administrators took a dim view of it at first – they were afraid they'd end up with a war on their hands. But it's amazing the way people have come together, and by taking a long look at themselves have come to see where the root of the problem lies. Now we have a load of multicultural events, including performances and art exhibits, and things are a far sight better than they were.

Interviewer And what have you learnt?

Stella To my mind, it's an issue of looking out for number one. If you only think about your own needs, you're bound to trample on others. We need to take a broader view and recognise that we are all in this together.

Mohamed I agree, absolutely. I think if everyone kept in sight the idea that we are all basically the same, and acted on that idea, we'd all be a lot better off.

Interviewer Well, thank you both for being here, and for your efforts as well. And now, ...

CD 2.23

Interviewer Today I'm interviewing two very committed young people whose mission is to expand the perspectives of their peers through art ... a mission that I can imagine is very challenging indeed. Welcome, Julie and Damon.

Julie Thank you. It's great to be here.

Damon Yes, it is.

Interviewer So, I understand that you started out on separate tracks and converged at a later point. Julie, tell me about it.

Julie Well, my mum is an artist – she paints large abstracts – so naturally I've been constantly exposed to some truly diverse and fascinating work, and I paint as well. But I realised that every time I tried to talk about visual arts to my peers or schoolmates, they'd just give me a blank look and change the subject. But when I showed them photos of what I was talking about on my phone, they were totally intrigued. I learned later that around 65% of people are visual learners, so often things simply don't have a meaning until people can SEE them. So I decided to try and open up people's minds to different kinds of art through visual presentation, gallery tours and the like.

Interviewer How about you, Damon?

Damon It was quite different for me. I don't come from an artistic background, but I've always been deeply interested in comics and graphic novels, and some friends and I got into the habit of sharing our own attempts with each other. But I soon realised that our work was completely derivative, and we were basically copying styles from other artists. I knew that if we wanted to be truly original, we needed a lot more exposure to other kinds of art – classical, abstract, all of it. So I encouraged my friends to go to museums and galleries with me, and then I tried organising events at school.

Interviewer So how did you two come together?

Julie Actually, we both live in the same area, though we attend different schools, and we heard about these multicultural events that were being organised. Our area of London is extremely ethnically diverse. And because my dad is Muslim, but I wasn't really brought up in the traditions – like a lot of my mixed-race friends – I wanted to meet more people from that background. It's a sad fact that when you're bi-racial, you're a bit cut off from everyone else, and I needed to change that.

Damon And my parents are Pakistani, though they're second generation British, so I had the same impulse – to mix more with other people from this amazingly diverse area. Anyhow, we were both looking at an exhibition of Islamic art at the community centre, and we got to talking about our reactions, and how it might apply to our own radically different kinds of work. Then we started talking about what we could do to expose our peers to more real art, and it just seemed to take off from there.

Interviewer Do you mean the art shows you're organising in the schools?

Damon Yes, exactly. And I have to say, it was a massively difficult undertaking, because we wanted to focus not just on a really wide variety of art styles, but also all the different regional and ethnic traditions that exist in our area.

Julie And it struck us like a bolt from the blue that the art world itself is anything BUT diverse. We went to different galleries and museums, and we weren't exactly impressed with what they showed. I mean, less than half of the population of London

is white and ethnically British, and yet a pretty big majority of the artists were exactly that. Honestly, upward of 80 per cent of the visitors to galleries and museums are white as well, which is pretty dire if you ask me. Anyhow, our original idea was to see if we could get galleries to help out by having special tours for students, or even lending work for our own shows, but what was the point when there was so little variety?

Interviewer So how did you get over that hurdle?

Damon In a word, Open Studios. There are several weekends where artists can open their personal studios to the public, and I have to say we were totally awestruck. Suddenly we found this amazing wealth of art with influences from all over, and by meeting the artists we were able to get them involved.

Julie Yes, they've been incredibly generous. Some artists have come to our schools to give talks about their work, and pretty soon we're going to have some in-school art workshops for interested students. Quite a few have even loaned examples of their work to the school. And we're organising shows of student work as well, because once we started talking about art openly, suddenly a number of super talented kids have come out of hiding. It's as if art was some sort of shameful secret – but now it's out in the open, and we can all share our passion for the visual world.

Interviewer Well, thank you both for being here, and for your efforts as well. And now, ...

CD 2.24

1

I'm convinced that basic human insecurities lead to conflict, and that most of the purported justifications for these conflicts are really just empty excuses. It's well documented that people who feel marginalised build up their own self-importance by looking down on other groups, whether based on religion, race, creed, political bent or even family affiliation. By denigrating others they pump up their own self-esteem. I don't agree that we live in the most divisive time ever, though. It seems to me that popular culture has brought people around the world closer together, and by enjoying the same music and films, for example, we come closer to understanding and accepting one another. I also think that by studying history, we can see that so-called differences are illusory, and that at our core we are all equal.

2

I agree that we live in very divisive times, and I think the media is largely responsible for the divisions in our society. They seem to foment dissatisfaction and discontent. Comparative studies show that a lot of news outlets slant news stories towards particular points of view. Actually, it seems to me a lot of the 'news' is actually nothing more than thinly-disguised propaganda which supports certain viewpoints at the expense of the truth. It's a proven fact that this echo chamber effect, where we are only told what we already believe, simply deepens the divides between people. I also think celebrities do us and themselves a disservice by giving opinions about things they don't know much about. I'm all for using your art form to spread a message, but just don't try to be a politician.

3

We've always lived in a world of haves and have-nots, of established ideas and those who combat the establishment. Sad to say, I'm fatalistic enough to believe that this is a part of human nature. I honestly don't think it's any worse now than it's ever been – but studies show that through constantly being exposed to disaster and tragedy on the Internet and the 24 hour news we get the impression that the world is a constant war

zone. I mean, even entertainment is packed with violence and conflict, so we all start to think it's normal. I do think that politicians and pundits who promote isolationism and sectarianism are making the situation worse, though. If we used our empathy instead of fear, and opened our arms to those who are different instead of demonising them, we could probably change the trajectory of human history. But it's certainly easier said than done.

4

I think it's a very confusing situation right now. I mean, the political divisions seem to get worse all the time, but at the same time it seems to me that there's a lot more cultural interchange between different countries and cultures via social media. I mean, you see it every day when someone from, say, Africa or the Middle East posts a cool video, and people from all over the world comment on it. I'm an art student, and I exchange ideas and work via social media with people from Dubai, South Africa, Poland, the US – all over. I've been in touch with a film maker from Syria who was displaced by the conflicts there, and the work she's done in refugee camps and small towns where refugees have ended up is just astonishing. Psychological studies have shown that seeing families similar to our own struggling to survive yet keeping their spirits up despite all the adversity is the best way to elicit empathy, and nobody can do that better than real-life film makers. I do believe that art of all kinds can inspire and unite us, and I'm banking on artists, not politicians, to save the world.

CD 2.25

Well, I'd go for the event with the DJ presented in picture two. This option appears to be the most appealing because my friend hasn't had such an experience before, so it could be something of a surprise for him. I also seem to remember him saying that he wanted to learn how to make music, so it would allow him to see how it is done by professionals. Another reason why I consider this idea the most suitable is that he enjoys dancing, which means you could kill two birds with one stone. As for the other options, I would definitely reject the idea of a musical as my friend isn't too keen on theatre. I wouldn't consider the idea of going to an open-air concert – that just isn't his cup of tea since he prefers smaller events, while a jazz concert, even though it's a live event, wouldn't appeal to him as he'd rather listen to club music. Consequently, a ticket to a famous DJ-run event seems like a perfect present.

CD 2.26

1

I grew up in the UK, and when I moved to the States to study, I was amazed by the friendly, open demeanour of the people who serve you in public places. Nearly everyone in shops, restaurants and even government offices seems to want to make a personal connection. They might ask how your day is going, or just say something complimentary about your clothes, your handwriting or – in my case – my accent. I think because the US has always been a melting-pot and because there isn't a single definition of American cultural heritage, people are truly curious about others' lives and backgrounds. I do find it interesting that when you go to a really upscale restaurant or shop, the people who serve you seem to think it's more sophisticated and cosmopolitan to be stand-offish and even a bit rude. I suppose they model their behaviour on the world-weary Europeans they see in films. But to me, what's special about the States is the open-heartedness and acceptance of outsiders, and when I go back to Europe I find the

condescending and sometimes rude behaviour of public servants a bit hard to deal with.

2

I was born in Poland, but I've lived in the UK from the age of 12, and I have to say that being a relative outsider has made me really appreciate many of the traditions of British culture. I don't mean all the pomp of royalty or the formal garden-party sort of thing, but just simple, everyday things that you don't find in Poland. I mean, on a sunny day here you see people picnicking on the lawns in public parks, or playing impromptu games, and just taking full advantage of the lovely green spaces. In Poland, if you tried to set up a picnic in a public park you'd be ordered to get off the grass in no uncertain terms. Even here in London, with its parks, lush squares, and beautiful flowers in even the tiniest front gardens, you can always feel an appreciation for nature, and the sense that nature belongs to everyone. The British may not always be the most gregarious or hospitable people, but when you get them out into a garden or green space, you can feel a shared appreciation that is really unique.

3

I was fifteen when my family relocated from London to São Paulo, Brazil. Having lived in two very disparate places really makes me appreciate the people and culture here. It's not just that the people are very warm, welcoming and friendly, but it's their real fervour for all aspects of their art and culture that stands out. Life is pretty tough here – the hardship and deprivation you see everywhere and the class divisions are quite abhorrent, to be honest – but when it comes to music, dance, food and visual arts, everyone shows the same gusto for the unique mix of cultures that defines Brazil. Over time, I've realised that in the UK, art and music are a bit exclusive – but here, celebration is in the blood, and you can find live music and dance almost everywhere you go. I just mean that culture seems to be shared in a way you don't find in the UK. I do think this is partly to do with the climate – people seem more open in warmer countries – and of course the Latin and African roots of many of the people here have an influence as well.

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Password Reset – pięciopoziomowa seria podręczników, następca doskonałego kursu **Password** uwielbianego zarówno przez uczniów, jak i nauczycieli. Oto ich opinie:

- „Rewelacja!”
- „Mnóstwo słownictwa, super ciekawe teksty, świetne przygotowanie do matury.”
- „Uwielbiam Panią Martę Rosińską i jej książki.”
- „Podręcznik, w którym jest absolutnie wszystko. Uczeń nie ma czasu na nudę - nauczyciel szczęśliwy.”
- „Password – I love it!”
- „Najlepsza książka, z jaką miałam okazję pracować.”

Password Reset – w pełni dostosowany do **nowej podstawy** programowej, **nowego cyklu** nauczania w szkołach ponadpodstawowych i **nowej matury** 2023 na poziomie podstawowym i rozszerzonym.