

Student's Book

David Spencer
with Monika Cichmińska

Checkpoint



Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. (Dz.U. 2018 poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. hab. Andrzeja Diniejki, dr Moniki Stawickiej, mgr Ewy Zajdel

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1 Study helpline

Vocabulary

Studying at university

- 1a Work with a partner. How many of these subjects do you know?

business studies • dentistry
engineering • geology • law
medicine • nursing • philosophy
politics • psychology • sociology
veterinary medicine

- 1b What other university subjects can you think of? Make a list in your notebook.

- 1c Work in groups of three. Which of the subjects in 1a and 1b interest you and why?

- 2 Work with a partner. Read part of an email and decide if the words in **yellow** are nouns or verbs. What do you think they mean?



Most of the students I've met so far are **undergraduates**. But there are others who've already **graduated** and are studying to get a second **degree** or a **master's**. On my **course** I have about 12 hours of **lectures** a week and I attend a couple of **tutorials**, too. Throughout the **term**, there's **continuous assessment** of our **coursework** and **assignments** – my **tutor** gives me a **grade** or **mark** for each piece of work. There are usually exams too, so, of course, I need to keep my **notes** up-to-date and **revise**. In some cases, if you **fail** an exam, you can **resit** it. But don't worry, that won't happen to me – I'm sure I'll pass!! What about you? How is life going at your university?

- 3 Now use a dictionary to check any words in 2 that you are not sure about. When using a dictionary, remember that many English words have more than one meaning and can have more than one form (e.g. they can be a noun *and* a verb).

- 4 1.01 Listen to the vocabulary quiz. Answer the eight questions with words from 1 and 2.

Life at university

- 5 In your notebook, complete the sentences with words a–g.

- 1 Some people don't want to study in their country. They want to study ...
- 2 At university it's usually easy to make new ...
- 3 When you live away from home, you become more ...
- 4 Students who don't live at home often live in a hall of ...
- 5 If you haven't got enough money to pay for your studies you can apply for a student ...
- 6 At university, there are lots of clubs that organise extracurricular ...
- 7 Universities have gyms, libraries, language centres and other ...

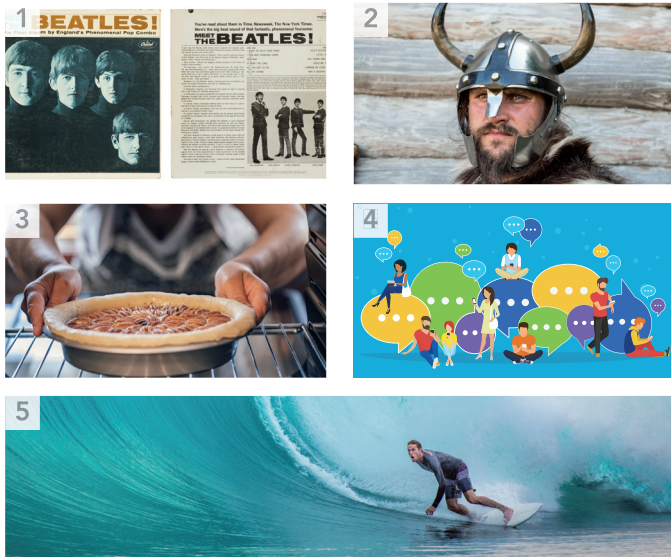
- | | |
|--------------|---------------|
| a abroad | e independent |
| b activities | f friends |
| c residence | g facilities |
| d loan | |



- 6a In your notebook, complete the questions with the words a–g in 5.

- 1 Do you do any extracurricular ?
- 2 What special for students are there in your school?
- 3 Do you find it easy to make new ?
- 4 Have you become more in the way you study? How?
- 5 Would you like to study , in the UK or the US, for example?
- 6 Would you prefer to live at home or in a hall of ?
- 7 Is it easy to get a student in your country if you don't have enough money to study?

- 6b Use the questions to interview your partner.



1 **Work with a partner. Do you think you can study the things in pictures 1–5 at university? Why?/Why not?**

2 **Read the comments (a–e) from an Internet forum and match them to pictures 1–5. Write the answers in your notebook.**

a b c d e

3 **Match the people (a–e) with the questions below. Write the answers in your notebook.**

Which person ...

- is excited about going to a particular place for their course? 1
- is confident about their future thanks to their course? 2
- thinks it's as valid to study modern culture as older culture? 3
- believes that people think their subject is all practice and no theory? 4
- thinks other people would like to study their course? 5
- clearly prefers the practical side of their course? 6

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Are these subjects too specialised, in your opinion?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

6 **What about you?**

Which of these subjects would you most like to study? Why?

BUZZWORD

micro learning – an educational approach that is focused on small learning units or short-term learning activities

My tutor is experimenting with micro learning – I get assignments in the form of podcasts, infographics or micro-lectures.

Student CHAT ROOM

The best place for help with university life

Home News Chat Profile Log in Register Search

You are here: Home > Forums > **Uni courses**

UNUSUAL DEGREES

28th October

a **Kat** 19.10 Like
I'm having a brilliant time at uni at the moment. The only problem is that I'm not studying a typical subject like engineering or business studies. I'm doing baking technology management.

Some people think that all I do is bake bread and cakes. But there is a lot more to it than that. It's true that on Wednesdays and Fridays we always do practical assignments, but on the other days we do essays and exam preparation like everybody else. There's another thing that drives me mad. People are forever asking me to make them their favourite cake!

b **Jsm95** 19.25 Like
My first degree course wasn't very unusual. I did sociology. But now I'm in the middle of a master's course entitled 'The Beatles, Popular music and Society'. When I tell people, usually they'll start

singing an old Beatles tune. Then they'll ask me why I'm wasting my time studying pop music. I don't see why they think it's OK to study classical music or literature but not the music and words of a group that changed the modern world. Anyway, what somebody studies is always a very personal choice.

c **Brad** 19.40 Like
I'm doing a degree that's relatively new, Digital and Social Media. People think that I spend all day on social media networks. Of course, I enjoy using social media, but the degree goes into the whole

area in great depth. We even study things like the philosophical and ethical implications of social media. But for me the best thing about the course is that it's very hands-on. For example, we get 12 weeks of work experience in a digital agency. Maybe that's why 91% of students who study this course find a job as soon as they graduate.

d **MikeyS** 19.50 Like
You guys have it easy! People never stop asking me where my helmet is when I tell them that I'm doing Viking studies. I suppose that it does seem a strange thing to study, but I've always been

fascinated by the Vikings. That's why I decided to specialise. People usually think that, because it's so specialised, there isn't much to do. It's just the opposite! We study Scandinavian languages, and learn about contemporary Danish and Icelandic culture. Undergraduates spend their third year in a Scandinavian university, which I'm looking forward to. And no, we don't need to wear Viking helmets when we're there.

e **Kooks** 20.10 Like
People are usually really jealous when I tell them that I'm studying surf science and technology. It's only a two-year course, but we do a whole variety of subjects, including the history of surfing,

sports psychology, and practical work creating a dynamic surfboard. What I really like about the course are the other students. We all share the same passion for surfing, so it means we all get on really well and work together as a team.

Present simple, present continuous and present habits

1a Look at the verbs in these sentences and name the tenses.

- On Wednesdays and Fridays we always **do** practical assignments.
- I'm **having** a brilliant time at the moment.
- People **study** better when they're interested in the subject.
- People **are** forever **asking** me to make them a cake.
- They **think** that there isn't much to do.

1b Read the explanations and match them with the sentences in 1a. Write the answers in your notebook..

- We use the **present simple** for routines and habits. 
- We use the **present simple** for things that are generally or always true. 
- We use the **present simple**, not the present continuous, for verbs that describe states and situations, not actions. 
- We use the **present continuous** for actions that are happening at or around the moment of speaking. 
- We can use the **present continuous** with *always*, *constantly*, *continually* or *forever* for habits that annoy or irritate us. 

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2 Choose the correct alternative. Write the answers in your notebook.

- Thanks to you, I understand/am understanding now.
- The Moon goes/is going round the Earth.
- Listen! Somebody comes/is coming.
- Temperatures get/are getting higher each year.
- My brother usually walks/is usually walking to the university, but this week he goes/is going by bus.
- Do you wear/Are you wearing a uniform at your school?
- I don't agree/am not agreeing that it's better to study at home.
- That course sounds/is sounding really interesting.

3a 1.02 Listen to the sentences and mark the word which the speaker stresses most. Write the answers in your notebook.

- They're constantly arriving late.
- You're always saying that.
- She's forever complaining.
- He's continually talking about football.

3b Practise saying the sentences with the stress on the correct words.

4a In your notebook, complete the dialogues with the present simple or present continuous form of these verbs. Add other words if necessary.

coach • leave • play • say • study

- A: What's the matter?
B: It's my brother. He  music loud.
- A: Why isn't your sister here?
B: She's at the Language Academy. She  Italian on Wednesdays.
- A: You're angry with me, aren't you?
B: Yes, I am. You  your dirty plates on the table.
- A: Why don't you like this TV presenter?
B: He  the same things.
- A: Are you coming on the trip on Saturday?
B: I can't. I  the junior basketball team and there are matches every Saturday.

4b Work with a partner. Practise saying the dialogues using the correct word stress.

5 Work in groups of three. Talk about things people do that annoy you.

Present perfect simple and present perfect continuous

6a Match sentences 1–4 with the explanations of their uses a–d. Write the answers in your notebook.

- We've **been** here for four weeks.
 - I've **met** lots of interesting people.
 - I've **just realised** something.
 - I've **made** a timetable. It's on my wall.
- an action which started in the past and continues in the present
 - an action that happened at an unspecified moment in the past
 - a past action which has a result in the present
 - an action which finished very recently

6b Look at these sentences. Which is present perfect simple and which is present perfect continuous? How do we form these tenses?

- I've **been studying** here for a month.
- I've **joined** three clubs.

6c Which tense gives more importance to ...

- the completion and result of an action?
- the process and duration of an action?
- how many times an action happens?
- an action that is incomplete or has finished recently?

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- 7 Work with a partner. These words often go with the present perfect simple or present perfect continuous. Talk about why and how we use the words.

- | | |
|---------|-----------|
| 1 for | 5 just |
| 2 since | 6 already |
| 3 ever | 7 yet |
| 4 never | |

- 8 In your notebook, rewrite the sentences using the correct tense. Correct the words in bold.

- 1 She's **been failing** six exams.
- 2 I've lived here **for** 2012.
- 3 We've **been** to that city in 2008.
- 4 I've **done** this assignment for two weeks, but I haven't finished yet.
- 5 My friend **has been having** an accident.
- 6 That artist **has been painting** more than a hundred paintings.
- 7 They've been revising for that exam **since** five hours.
- 8 Oh no! My keys and my wallet! I lost them.
- 9 I **haven't been doing** this exercise yet.
- 10 I've **waited here** for a bus for 20 minutes.



- 9a In your notebook, complete the questions with the present perfect simple or present perfect continuous.

- 1 How long have you ...?
- 2 How long have you been ...?
- 3 Have you ever ...?
- 4 How many times have you ...?
- 5 What have you been ...?
- 6 Have you just ...?

- 9b Interview your partner with the completed questions. Then tell the class one interesting thing you found out about your partner.

do and make

- 1 Look at these words. Do they usually go with **do** or with **make**? Make two lists in your notebook.

a cake • a course • a decision • an assignment
an exam • a noise • chores • friends • homework
the dinner • the shopping • the washing • well

- 2 In your notebook, complete the rules with **do** or **make**.

- 1 We usually use with work at school or university.
- 2 We usually use with work around the house.
- 3 We usually use with things we produce, create or construct.
- 4 We usually use when we talk about activities in general.
- 5 We use with these words: a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion.
- 6 We use with these words: your best, a favour, business, sport, your hair.

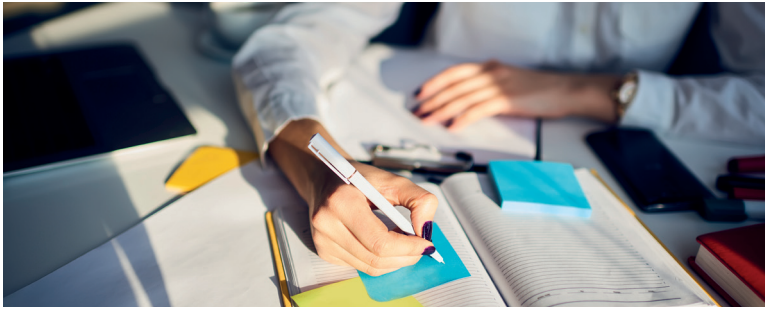
- 3 Complete the text with the correct form of **do** or **make**. Write the answers in your notebook.

Last year a good university (a) my brother an offer to study electronic engineering there. He (b) the decision to accept their offer. He has to (c) a lot of work, but his tutors say that he (d) very well at the moment and that he (e) a lot of progress. He has to (f) a lot of theoretical exercises, but he also has to (g) practical assignments. Right now, for example, they (h) a simple computer from old parts. The only problem is that my brother is becoming unhealthy because he never has time to (i) sports and he always eats out because he doesn't have time to (j) the shopping or (k) lunch or dinner. My mum says he needs to (l) an effort to (m) those simple chores, but I understand that it's hard. There isn't time to (n) everything!

- 4a Choose three expressions with **do** and three with **make**. Use the expressions to write questions in your notebook to ask other people in your class.

*What do you think is the best way to make new friends?
How do you feel when you make mistakes speaking English?
What course would you like to do at university?*

- 4b Interview as many people as possible with your questions.



1 **Work in groups of three. Look at these statements made by students about revising for exams. Which ones do you think are a good idea?**

- 1 Reading your notes again and again is useful.
- 2 It's good to revise with other students.
- 3 I always go to the library to revise.
- 4 I revise by reading my notes and then asking somebody to test me.
- 5 I can't stand revising so I leave all my revision to the last week before the exams.
- 6 I feel stressed when I revise so I go running or swimming regularly to help me relax.
- 7 My revision strategy involves drinking lots of coffee and going to bed late.
- 8 I always need to take a break after 45 or 50 minutes of study.
- 9 The last thing I do before the real exam is do a practice exam.
- 10 I avoid revising everything. I just revise some of the topics and hope they come up in the exam.

2 **1.03 Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam or not?**

3 **1.03 Listen again and choose the best answer. Write the answers in your notebook.**

- 1 Last night the boy ...
 - a didn't sleep at all.
 - b didn't sleep much.
 - c slept badly because of nerves.
- 2 The students found out about the exam ...
 - a four weeks ago.
 - b yesterday.
 - c four days ago.
- 3 On Fridays the boy ...
 - a goes out.
 - b does sport.
 - c revises.
- 4 The boy ...
 - a doesn't understand all the exam topics.
 - b doesn't like some of the exam topics.
 - c hasn't got notes for all the topics.
- 5 The boy thinks he isn't going to pass the exam as ...
 - a he needs to answer all the questions.
 - b he's studied the wrong topics.
 - c he's studied last year's exam.

4 **What about you?**

- 1 Have you ever had a bad experience in a test or exam? What happened? Was it because you didn't prepare?
- 2 What is your top tip for doing well in exams? Why?

Gerunds and infinitives – 1

1 In your notebook, match statements 1–10 in Listening exercise 1 with these rules.

We use the **gerund**

- a as the subject/object of a sentence. 1
- b with go to talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

We use the **infinitive**

- f to explain why somebody does something.
- g immediately after adjectives.
- h after *too*, *enough*, *the first*, *the last*.
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *decide*, *expect*, *forget*, *help*, *learn*, *manage*, *need*, *promise*, *try*, *want*.

GRAMMAR REFERENCE ► PAGE 136



 BUZZWORD

binge learning – when you learn a lot shortly before an exam and you forget it all soon after

No wonder he's so tired. He was up binge learning for his finals until 2 am.

2a Choose the correct alternative. Write the answers in your notebook.

TWO UNUSUAL REVISION TECHNIQUES

It's amazing (a) thinking/to think how much revision we do while we're at school or university. The problem is that (b) revising/to revise can quickly become boring and repetitive. It's important (c) using/to use a variety of different revision techniques for (d) keeping/keep revision as effective as possible. Instead of (e) doing/to do the same old things, here are two unusual techniques that might work for you.

1 (f) Leaving/To leave revision cards all around your house can help (g) checking/to check what you've learnt. Put cards in the bathroom, kitchen, living room ... everywhere. The idea is that you can revise and learn something even when you go to the kitchen cupboard (h) getting/to get a biscuit! But remember that it's essential (i) having/to have a real break from time to time.

2 Most people enjoy (j) singing/to sing, even if they don't actually sing very well. Some experts suggest (k) singing/sing your revision notes to the tune of a song that you like. You can sing your notes all day



long, even when you walk to school, go (l) cycling/to cycle, or do sport. Basically, music appears (m) helping/to help us to remember more. But don't forget (n) keeping/to keep your voice down in the exam when you're singing your notes to yourself! And check that people in your family don't mind (o) listening/to listen to you revising at home all weekend!



2b **Work with a partner. Would you use either of these techniques? Why?/Why not?**

3 Is the gerund or infinitive used correctly in each sentence? If not, rewrite it in your notebook.

- I've been studying hard so I expect passing the exam.
- She suggested to study together that evening.

- We arranged to meet in the library.
- My friends appeared finding the exam easy.
- I was happy because I managed passing the exam with 90%.
- Please promise not to cheat again!
- You risk to fail if you don't start studying soon.
- Have you ever considered to study another language?

4 Complete this exam advice with the gerund or infinitive form of the verbs given. Write the answers in your notebook.

- Plan your time at the start to make sure that you have enough time (finish) the exam.
- (Start) the exam before you have read all the questions can be a bad idea.
- We suggest (take) more than one pen or pencil to the exam.
- Don't write too fast or carelessly to avoid (create) a bad impression.
- Think about (leave) yourself time (check) your work at the end.
- Check that you know how many questions you need (complete) because sometimes not all questions are obligatory.
- Try (answer) all the questions that are obligatory.

5a Work with a partner. Complete these questions with the gerund or infinitive form of an appropriate verb. Write the answers in your notebook.

- Do you enjoy in the evening?
- When you sleep, do you ever dream of ?
- Have you ever thought of ?
- Do you find it difficult ?
- Have you ever considered ?
- Do you think that you are brave enough ?
- Would you like to be the first person ?
- Are you interested in ?
- At the weekend, do you ever go ?
- Next year do you want ?

5b **Interview other students using your questions in 5a. Tell the class some of the things you discovered.**

Giving personal information – preferences

1 Read questions 1–6 and match each one with one of the categories a–d. Write the answers in your notebook.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like going to parties?
- 6 Are you happier doing mental or physical work?

- a your home and family
- b your interests
- c your studies/work
- d your plans for the future



2 1.04 Listen to six students answering the questions in 1. Match each student to one of the questions.

- | | |
|-----------|-----------|
| Student A | Student D |
| Student B | Student E |
| Student C | Student F |

3 1.04 Listen again. Does each student give a reason or any personal details to support their answer? Is it a good idea to give reasons and/or personal details? Why?/Why not?

4 Work with a partner. Take turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Look at the different ways of expressing preferences in the Speaking bank and then do exercise 6.

SPEAKING BANK

Expressing preferences

prefer

- I prefer to work alone.
- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator (than a musician).
- I'd prefer not to study music.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.

6 Put the verbs in the correct form. Write the answers in your notebook.

- 1 I prefer (play) football to (do) homework.
- 2 I'd rather (go) by bus than (walk).
- 3 She'd prefer (not stay) in at the weekend.
- 4 She prefers (write) essays by hand.
- 5 He'd rather (write) a project than (do) an exam.
- 6 I'd prefer (go) by train than (fly).

Practice makes perfect

7a Work with a partner. Ask and answer the questions. Remember to give reasons and personal details and to use expressions from the Speaking bank.

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have an end-of-year school trip this year or would you prefer to go somewhere with your family?

Student B: Ask these questions.

- 1 Would you prefer to study in your country or abroad?
- 2 Do you prefer studying with books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

7b Change partners and repeat.

An informal email replying to a request for information



- 1 Read this email from a British girl called Amy to a friend who lives in Italy. In the email, find the four main pieces of information that Amy asks for.**

✉

Hi!

Sorry I haven't written for a long time, but I've been revising hard for exams. I've finished them all now ☺ I hope I've passed! What about you? What have you been doing recently?

I've got some great news! I spoke to my parents about your invitation to take part in an exchange programme this summer, and they say that I can! Which month do you think is better, July or August?

By the way, I'd really like to learn more of your language when I'm there. What do you think is the best way for me to do that?

Then after I've spent some time with you in Italy, you'll come back with me and visit my family here in England. Please let me know what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. I'll tell you all about it in my next email. Write back soon!

Best wishes,
Amy

- 2 Look at the style of the email in 1. What things in it are typical of informal emails?**

exclamation marks

- 3 Look at the Writing bank. Match these topics with the groups of expressions. Write the answers in your notebook. Can you add any other expressions?**

- 1 Changing topic
- 2 Signing off
- 3 Greetings
- 4 Opening remarks
- 5 Asking about someone's health and activities

WRITING BANK

Useful expressions in informal emails

- Hi, Dear ... (a)
- Thanks for your last email, It was great to hear from you, Sorry I haven't written for a long time, I'm writing to tell you about ... (b)
- What about you? How are you? How are things? Are you doing exams/on holiday at the moment? What have you been doing? (c)
- By the way, Anyway, (d)
- Write back soon, That's all for now, Bye for now, Best wishes, All the best, (e)

- 4 Work with a partner. Imagine that you have received Amy's email. In your notebook, make notes about the information she wants.**

What have you been doing recently? – assignments at school, went away with family last weekend, started going to the gym ...

- 5 You are going to write a reply to Amy. With your partner, make a paragraph plan in your notebook. Decide what information to include in each paragraph.**

Paragraph 1 – Thank Amy for her letter. Tell her what you've been doing.

Practice makes perfect

- 6 Write your reply to Amy. Use your notes and paragraph plan to help you. Make sure that you include all of the information she needs. Write between 120 and 150 words.**

WRITING BANK ➤ PAGE 158

1 Work in groups of three. Which of the social causes would you volunteer to help and why? Does your school support any volunteer programmes?

- helping the elderly with the housework / providing company for the elderly
- helping children from underprivileged families to study and assisting them with their homework
- providing children from underprivileged families with opportunities to spend their free time in a fun and active way
- organising activities for children in hospital
- taking care of animals in shelters

2 Read an advertisement for a voluntary service organisation and answer the questions below. Write the answers in your notebook.

VOLUNTEERING FOR PEACE – WHY NOT?

Have you ever wondered if there is anything you could do to help build international peace? If you have, we've got the very project for you. We are Service Civil International, a voluntary non-profit organisation, founded in 1920 by Pierre Cérésiole, a Swiss engineer. His aim – to promote a culture of peace after World War I – remains our goal. Every year, we help thousands of volunteers, of all ages (18+) and from many different backgrounds, to take part in various community projects.

We believe that international peace is only possible if people from different cultures meet in order to understand each other better. This is why we bring people from different countries together to give them the opportunity to live and work together for a period of two to three weeks. These short-term projects – called workcamps – are organised in different local communities all around the world – from Belgium, Finland and Turkey, to Palestine, Indonesia or Iceland.

Why are the projects called workcamps? Because their primary aim is to work for the local community, for example, working with refugees, helping disadvantaged or disabled children, teaching English in a youth club, planting trees, helping locals develop more eco-friendly farms, or helping to preserve local traditions and festivals. However, the most important goal is to break down barriers and learn about other cultures in order to become more tolerant and open-minded. At the same time, you will also learn how to become more independent, as well as make a lot of new friends! To find out more about our workcamps, check our website. We look forward to hearing from you!

A Are the sentences true (T) or false (F)? If they are false, correct them in your notebook.

- Service Civil International makes a huge profit every year.
- A Swiss engineer founded SCI in order to try prevent the start of the First World War.
- The aim of SCI is to promote tolerance and a more open-minded attitude.
- There is an upper age limit for volunteers.
- Workcamps last a couple of weeks.
- Participants of workcamps are required to do some physical work.

B What is the style of the advertisement: formal, informal, informative, critical, encouraging?

3 1.05 Listen to the recording and answer the questions below. Write the answers in your notebook.

- What's the topic of the programme?
- Why are Paulina and Peter in England?
- What voluntary organisations have they worked for?
- Why does Peter recommend doing voluntary work?

4 1.05 Listen again. Which of the following is stated in the recording as a fact? Which is the opinion of the speaker? Write the answers in your notebook.

- The Academy of the Future has been helping children in Poland for 15 years.
- A child meets his/her mentor on a weekly basis.
- Mentors make friends with the children in their care.
- One of the aims of Peter's workcamp was to help organise free time for refugee children.
- The activities managed to help the children to forget about their present situation.

5 In your notebook, complete the email with the information from the advertisement in 2 and the recording.

Od:	Kasia	Do:	Jasiek
Temat:	Wolontariat		

Cześć Jasiek!

Przeczytałam artykuł o SCI, który mi przesłałeś. Podoba mi się cel ich działania – czyli (1) na świecie. Podoba mi się też to, że na „workcampie” mogą się spotkać ludzie z (2) .

Nie jestem jednak pewna, czy chciałabym wyjechać zagranicę na taki „workcamp”. Wolęłabym zrobić coś tu, w naszym mieście, i dlatego bardziej podoba mi się idea Akademii Przyszłości, w której jeden mentor opiekuje się jednym dzieckiem. Fajne jest też to, że dzieci (3) kontrakt, który podpisują i są traktowane po partnersku, oraz to, że organizatorzy zapewniają bogaty program (4) . Z drugiej strony, można zorganizować taki „workcamp” SCI w Polsce – słyszałam o projekcie w Belgii, gdzie wolontariusze zajmowali się przez tydzień (5) , uczyli ich angielskiego i organizowali im zabawy i gry. Może moglibyśmy coś podobnego zorganizować u nas?

Pa,
Kasia

6 Work in pairs. Discuss the following questions.

- Do you think it's a good idea to do voluntary work? Why?/Why not?
- Should schools encourage and support their students in any voluntary activities? Why?/Why not?
- Some people think that we should help people in need in our home country first, rather than help people in other countries. To what extent do you agree?

7 For the next class, with a partner, prepare a short presentation on a voluntary organisation aimed at teenagers (either Polish or international), which you consider to be worthwhile. Include the following information:

- the name and location of the organisation;
- its main activities;
- who can participate;
- the reason(s) why you find it worthwhile.

EDUKACJA

Uczenie się, oceny szkolne

assignment (n)	/ə'sainmənt/	praca domowa
cheat (v)	/tʃi:t/	ściągać
continuous assessment (n)	/kən'tinjuəs ə'sesmənt/	ocena na podstawie całorocznej pracy
course (n)	/kɔ:s/	kurs, zajęcia
coursework (n)	/'kɔ:s,wɜ:k/	praca okresowa
degree (n)	/di'ɡri:/	stopień naukowy
fail (v)	/feil/	nie zdać, oblać
grade (n)	/ɡreid/	ocena, stopień
graduate (v)	/'ɡrædʒueit/	ukończyć szkołę
lecture (n)	/'lektʃə(r)/	wykład
mark (n)	/mɑ:k/	ocena, stopień
master's (n)	/'mɑ:stəz/	stopień magistra
notes (n pl)	/nəʊts/	notatki
pass (v)	/pɑ:s/	zdać
resit (v)	/'ri:'sit/	zdawać ponownie
revise (v)	/'ri'vaiz/	powtarzać
term (n)	/tɜ:m/	semestr
tutor (n)	/'tju:tə(r)/	nauczyciel, adiunkt
tutorial (n)	/'tju:'tɔ:riəl/	ćwiczenia, seminarium
undergraduate (n)	/'ʌndə'ɡrædʒʊət/	student na studiach licencjackich

Życie szkoły

become independent (v phr)	/bi'kʌm indi'pendənt/	usamodzielić się
extracurricular activities (n phr)	/'ekstrəkə'rikjələr æk'tɪvətɪz/	zajęcia ponadprogramowe
hall of residence (n)	/'hɔ:l əv 'rezɪd(ə)ns/	akademik
make new friends (v phr)	/'meik ,nju: 'frendz/	zawierać nowe przyjaźnie
student facilities (n phr)	/'stju:d(ə)nt fə'sɪlətɪz/	udogodnienia
student loan (n phr)	/'stju:d(ə)nt 'ləʊn/	kredyt studencki
study abroad (v phr)	/'stʌdi ə'brɔ:d/	studiować za granicą

CZŁOWIEK

Spółeczny system wartości

assist (v)	/ə'sɪst/	pomagać
break down barriers (v phr)	/'breɪk 'daʊn 'bæriəz/	przełamywać bariery
community project (n)	/kə'mju:nəti ,prɒdʒekt/	projekt społeczny
disabled (adj)	/dɪs'eɪb(ə)ld/	niepełnosprawny
disadvantaged (adj)	/'dɪsəd'vɑ:ntɪdʒd/	pokrzywdzony przez los
mentor (n)	/'mentɔ:(r)/	mentor, opiekun
non-profit organisation (n)	/'nɒn'prɒfɪt ɔ:ˌɡənə'zeɪʃ(ə)n/	organizacja non-profit
preserve (v)	/'pri:'zɜ:v/	zachowywać
refugee (n)	/'refju:'dʒi:/	uchodźca
shelter (n)	/'ʃeltə(r)/	schronisko
underprivileged (adj)	/'ʌndə'prɪvəlɪdʒd/	uposzczony społecznie
volunteer (v)	/'vɒlənt'ɪə(r)/	podejmować się czegoś dobrowolnie
voluntary work (n)	/'vɒlənt(ə)ri ,wɜ:k/	wolontariat

KOLOKACJE Z DO I MAKE

make a cake (v phr)	/'meɪk ə 'keɪk/	robić ciasto
make a decision (v phr)	/'meɪk ə dɪ'sɪʒ(ə)n/	podejmować decyzję
make a noise (v phr)	/'meɪk ə 'nɔɪz/	hałasować
make friends (v phr)	/'meɪk 'frendz/	zawierać przyjaźnie
make the dinner (v phr)	/'meɪk ðə 'dɪnə(r)/	robić obiad
do a course (v phr)	/'du: ə 'kɔ:s/	robić kurs
do an assignment (v phr)	/'du: ən ə'sainmənt/	robić pracę domową

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

do an exam (v phr)	/'du: ən ɪɡ'zæm/	zdawać egzamin
do chores (v phr)	/'du: 'tʃɔ:z/	wykonywać obowiązki domowe
do homework (v phr)	/'du: 'həʊm,wɜ:k/	robić pracę domową
do the shopping (v phr)	/'du: ðə 'ʃɒpɪŋ/	robić zakupy
do the washing (v phr)	/'du: ðə 'wɒʃɪŋ/	robić pranie
do well (v phr)	/'du: 'wel/	dobrze sobie radzić

INNE

academic (adj)	/'ækəd'emɪk/	naukowy, akademicki
ages (n pl)	/'eɪdʒɪz/	całe wieki
already (adv)	/'ɔ:l'redi/	już
annoy (v)	/'ə'noɪ/	irytować
anyway (adv)	/'eni'weɪ/	w każdym razie
arrange (v)	/'ə'reɪndʒ/	umawiać się / postanawiać (coś zrobić)
avoid (v)	/'ə'vɔɪd/	unikać
brave (adj)	/'breɪv/	dzielny, odważny
break (n)	/'breɪk/	przerwa
by the way (prep phr)	/'baɪ ðə 'wei/	przy okazji
can't stand (v phr)	/'kɑ:nt 'stænd/	nie znosić
choice (n)	/'tʃɔɪs/	wyбір
chore (n)	/'tʃɔ:(r)/	obowiązek, praca domowa
come up (v phr)	/'kʌm 'ʌp/	pojawiać się
complain (v)	/'kəm'pleɪn/	skarżyć się, narzekać
don't mind (v phr)	/'dɒnt 'maɪnd/	nie mieć nic przeciwko
duration (n)	/'djʊ'reɪʃ(ə)n/	czas trwania
encourage (v)	/'ɪn'kʌrɪdʒ/	zachęcać
ever (adv)	/'evə(r)/	kiedykolwiek
expect (v)	/'ɪk'spekt/	oczekiwać
experience (n)	/'ɪk'spiəriəns/	doświadczenie
find out about (v phr)	/'faɪnd 'aʊt ə'baʊt/	dowiedzieć się (o czymś)
hand in (v phr)	/'hænd 'ɪn/	wręczać, oddawać
helpline (n)	/'help,lʌɪn/	infolinia
improve (v)	/'ɪm'pru:v/	poprawiać
instead of (adv)	/'ɪn'sted əv/	zamiast (czegoś/kogoś)
just (adv)	/'dʒʌst/	właśnie, dopiero co
look forward to (v phr)	/'lʊk 'fɔ:wəd tə/	z niecierpliwością oczekiwać
manage (v)	/'mænɪdʒ/	zdołać, móc, dać radę
never (adv)	/'nevə(r)/	nigdy
personal details (n pl)	/'pɜ:s(ə)nəl 'di:teɪlz/	dane osobowe/ personalne
practical (adj)	/'præktɪk(ə)l/	praktyczny
realise (v)	/'riəlaɪz/	uświadomić sobie
relatively (adv)	/'relatɪvli/	stosunkowo
research (v)	/'ri:sɜ:tʃ/	przewodzić badania
research (n)	/'ri:sɜ:tʃ/	badania
risk (v)	/'rɪsk/	ryzykować
since (adv)	/'sɪns/	odkąd, od kiedy
take your mind off something (v phr)	/'teɪk jə'maɪnd ɒf 'sʌmθɪŋ/	odwrócić uwagę od czegoś
theoretical (adj)	/'θiə'retɪk(ə)l/	teoretyczny
topic (n)	/'tɒpɪk/	temat
uni (n)	/'ju:ni/	uniwersytet
unspecified (adj)	/'ʌn'spesɪfaɪd/	nieokreślony
valid (adj)	/'vælɪd/	ważny, obowiązujący
wallet (n)	/'wɒlɪt/	portfel



Rozumienie ze słuchu

- 1 ★ 1.06 Usłyszysz dwukrotnie fragment programu radiowego. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Dr Anderson and his team are studying how people (1) things. They have recently discovered that, in some cases, making a guess might improve the process of (2) information. When people are asked to make a guess which is based on the (3) two words, it might have benefits for their memory. The same is true when people have to guess a word and are told (4) the word belongs to, as they tend to remember the words better and for a longer period of time. In such cases, people are forced (5) and to process the information. However, making (6) might not improve the process of remembering but rather have a negative effect on the way people retain new information.

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty związane ze studiowaniem. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszycie literę A, B albo C.

DO YOU EVER WONDER WHAT IT WOULD BE LIKE TO STUDY ABROAD?

- » Are you interested in a degree in business studies, engineering or sociology?
- » Would you like to become more independent and make new friends abroad?
- » Would you like to practise your language skills?
- » Are your grades excellent?

If you want to learn more about:

- » What undergraduate courses you can do in Britain;
- » What coursework and assessment look like at British universities;
- » What student facilities are available;
- » How to apply for a student loan

Come to a meeting with Paula Delaney of the British Embassy

**FRIDAY, 4 P.M.,
SCHOOL ASSEMBLY HALL**

- 1 The aim of the meeting is to
- A encourage teenagers to study in Britain.
 - B practise language skills.
 - C provide information about studying in Britain.



Please tell Kate I can't go to the cinema with you tonight. I've failed an important exam in psychology and I need to study this evening because my tutor has allowed me to retake it tomorrow. I promise I'll join you next time. Kisses



Bob, did you attend the course in international law with Professor McDonald? I was wondering if you still have notes from his classes. I'm having an exam with him in a few weeks, and your notes would help me a lot, cause I've been absent a lot this term. Please?

- 2 Both texts are about

- A exam grades.
- B taking exams.
- C university teachers.

From: To: Subject:

Uncle Jack,

- 1 There are some things I don't understand as I've been ill for a few weeks.
- 2 I would be really grateful – I'm trying to do my best to get a good final grade.
- 3 I want to ask you a favour – I've got a big test in biology this week and I need to revise a lot of material.
- 4 Could you help me with it?

Thanks a lot,
Robert

- 3 The correct order of the sentences in the message is
- A 4-3-1-2
 - B 3-1-4-2
 - C 2-3-1-4

Znajomość środków językowych

- 3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów. Trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- 1 My younger brother is so annoying – he (always / listen) loud music when I'm trying to study.
- 2 I (do / course) in directing since September as, one day, I'd like to be able to make my own films.
- 3 I (prefer / study) psychology rather than engineering after I've graduated from secondary school.
- 4 My sister (not / make) friends at her new college yet.
- 5 If you revise everything the night before an exam, you (risk / forget) most of the material.

4 ★ Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie literę A, B, C albo D.

If you're a secondary school student, you've probably heard more than once that choosing what to study is a tough decision. Unfortunately, it is true. It is one of the most difficult decisions you will ever have to (1) and one which will have enormous impact on your future life. My son Jack (2) computer games, and so he decided to study game design. He was convinced it would help him to construct his own game, which would bring immediate financial rewards. However, much to his surprise, he (3) for almost two years now, but he hasn't designed a game yet. He has always been good at drawing and graphic design, so he doesn't have to make (4) in these subjects. However, he has been working really hard to learn programming. He's also been learning how (5) all the assignments on time as he has never been too fond of sticking to deadlines. Even though studying game design involves (6) really hard, Jack is satisfied: he is doing what he has always dreamt of. So, the moral of the story is: choose wisely.

- | | |
|--|--|
| 1 A do
B perform
C make
D make up | 4 A any effort
B his best
C homework
D chores |
| 2 A always loved
B always intended
C has always loved
D has always wanted | 5 A doing
B making
C to do
D to make |
| 3 A studied
B is studying
C studies
D has been studying | 6 A to work
B working
C that he will work
D him to work |

Wypowiedź pisemna

5 Napisz e-mail do znajomego, który studiuje za granicą. W treści e-maila:

- wyjaśnisz, że też chciałbyś/chciałabyś studiować zagranicą;
- napiszesz, czym się interesujesz i co chciałbyś/chciałabyś studiować;
- zapytasz o dobre i złe strony studiowania za granicą;
- poprosisz o sugestie dotyczące kosztów związanych ze studiowaniem za granicą i pożyczek studenckich.

✕

From:
To:
Subject:

Hello Mark,
I'm sorry I haven't written to you for so long.

I hope you don't mind me asking so many questions.
Cheers,
XYZ

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

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

Chciałbyś/Chciałabyś dowiedzieć się, jak uczyć się szybciej i bardziej efektywnie. Masz do wyboru trzy formy zdobywania nowej wiedzy.

- Wybierz formę zdobywania wiedzy, która byłaby dla Ciebie najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 To what extent is it possible to change your learning habits?
- 2 Some people say that the realities of today's world mean it's necessary to learn new skills throughout one's life. Do you agree? Why?/Why not?

Uczeń B

- 1 What can you learn best from books: knowledge or skills? Why?
- 2 To what extent do you agree with the opinion that we learn best in groups with other people/from other people? Justify your opinion.

✓ SELF-ASSESSMENT UNIT 1

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about present situations, routines and actions.
- b I can understand written and spoken texts about studying and university life.
- c I can express preferences.
- d I can reply to informal emails and include relevant information.
- e I can give a presentation on a voluntary organisation.

2 Nine to five

Vocabulary

Work conditions and responsibilities

- 1 Work with a partner. Try to think of one job for each letter of the alphabet.

A – architect B – builder C – chef

- 2 Read the job descriptions. What are the jobs?

- a You don't need special **qualifications** to do my job, except for a driving licence. I **deal with** the public. I'm **responsible for** getting them where they want to go. It's quite a **stressful** job because of the traffic and because my passengers are often in a hurry. I work **outdoors**, but because I'm inside my car I work in quite **good conditions**. I'm **self-employed**, not an **employee** in a company. I don't **earn** an enormous **salary**.
- b I work in **dangerous conditions**. One day I'd just like to work **indoors** in an office and **do paperwork**, or maybe even **manual work**. I'm not very **well-paid** considering the amount of work I do. It's a **skilled** job because you need special **training** to do it. For example, you need to learn to control a big crowd of people. But really, it's **experience** that teaches you to deal with criminals.

- 3 Look again at the expressions in **yellow**. Check that you understand what they mean. Use a dictionary if necessary.

- 4 1.07 Listen to four people describing their jobs. Match each person to one of these jobs. Write the answers in your notebook.

architect • bank manager • construction worker
head teacher • office worker
personal assistant (PA) • physiotherapist
school caretaker • software engineer • vet

- 1 3
2 4

- 5 Work in groups of three. Describe a job using the expressions in **yellow** in 2. Can your partners guess the job?

BUZZWORD

gamification – the process of adding game-like elements to activities, in order to encourage people to take part and increase success or profits

Our company is using gamification in employee training and it's really exciting.

Working life

- 6 In your notebook, match the definitions 1–5 with the expressions a–g. There are two extra expressions.

- | | |
|---|--------------------------|
| 1 You have flexible working hours. | a work long hours |
| 2 You sometimes work during the day and sometimes at night. | b do shift work |
| 3 You work extra hours. | c work from nine to five |
| 4 You spend a long time working. | d work full-time |
| 5 You don't work all day. | e be on flexitime |
| | f work part-time |
| | g work overtime |

- 7 Work with a partner. In which jobs or situations do you think it is common to work ...

- 1 from nine to five? 2 long hours? 3 overtime?

- 8a In your notebook, put these different events in a logical order.

apply for a job • be offered a job
get a promotion • look for a job • sign a contract

1 – look for a job

- 8b 1.08 Listen and check.

- 9 Match the expressions 1–5 with their meanings a–e. Use a dictionary if necessary. Write the answers in your notebook.

- | | |
|--|----------|
| 1 become unemployed | 4 retire |
| 2 be made redundant | 5 resign |
| 3 be sacked/fired/dismissed | |
| a general expression for when you lose your job | |
| b state formally that you are leaving a job permanently | |
| c stop working, usually because you are officially too old to work | |
| d lose your job, usually for doing something wrong | |
| e lose your job because it is no longer necessary | |

- 10 Work with a partner. Talk about your work plans.

I'd like to find a job as a software engineer, designing games. I'd prefer ...

1 Work with a partner. Look at the photos of two people with unusual jobs. Where do you think they work?

2 Read the articles and check your answer in 1.

WORKING LIFE

Sliding into a dream job

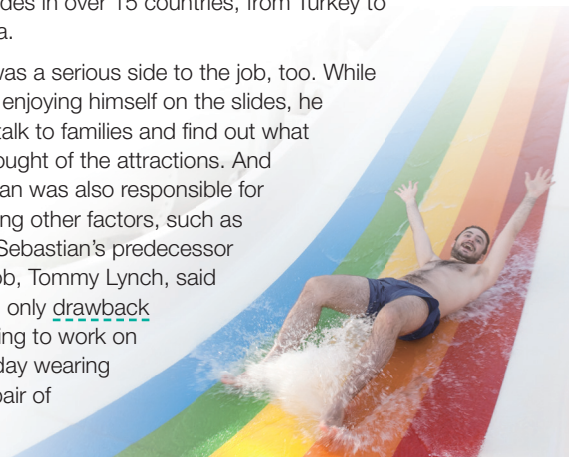
While 22-year-old student Sebastian Smith was doing his final university assignment, he heard an advert on the radio asking people to apply for 'the best job in the world'.

5 The job was to evaluate waterslides around the world. Sebastian spent the rest of the day dreaming about it and just knew that he had to apply. Meanwhile, 2,000 other people were thinking exactly the same. In the end, five lucky people got to the final selection event, which took place at a holiday resort in Egypt. After a number of trials, Sebastian convinced the judges that he was the best candidate.

Sebastian finished his degree course in design, graduated and then walked straight into his new job. It came with a good annual salary and all his travel expenses paid. Unfortunately, the job was only for six months, but it included a seven-night, all-inclusive holiday.

Sebastian felt that the job was a dream come true. There used to be a waterslide close to where he lived as a young child and he would beg his mother to take him. Sadly, the waterslide closed before he could visit it. But now he has tried waterslides in over 15 countries, from Turkey to Jamaica.

There was a serious side to the job, too. While he was enjoying himself on the slides, he had to talk to families and find out what they thought of the attractions. And Sebastian was also responsible for evaluating other factors, such as safety. Sebastian's predecessor in the job, Tommy Lynch, said that the only drawback was going to work on a cold day wearing only a pair of shorts!



This job is a nightmare!

When you see them on the street, you really don't think of it as a full-time job. But for eight hours a day, five days a week, Paul Edmeades works as a living statue.

Some time ago, Paul made a special metal structure and attached it to a heavy base. He hid the structure in his gold-painted suit and learnt to sit back with just one foot on the ground and make it look as if he was defying gravity. Paul became one of the thousands of living statues working in the UK.

These statues have to put up with children and adults coming up to them and touching them to see if they are real. And standing still for hours can bring serious health problems. Matt Walters has been a living statue for over 30 years. He used to be able to stand completely still for three hours at a time. But the pain became too much. The cold certainly doesn't help. Paul wears four pairs of trousers and three pairs of socks. And there are other, even worse dangers. Members of the public sometimes hit Paul, insult him, or even steal the money he makes. Once when he was working in Trafalgar Square, a gang suddenly appeared and started kicking him. Luckily he escaped, but that was all because he was working in somebody else's spot.

So, what about promotion or a pay rise? Is it possible to get ahead in this profession? Paul says that living statues are currently very popular in the United Arab Emirates and the pay there is good. But the problem is the heat, which, for a living statue, is even worse than the cold!



Living statues have to stand still for hours

3 Read the articles again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.

- Sebastian was an undergraduate when he first heard about this special job. T/F/NM
- At first, Sebastian wasn't very interested in the job. T/F/NM
- Sebastian's mother thought waterslides were too dangerous for children. T/F/NM
- Part of Sebastian's job was to see if any waterslides were dangerous. T/F/NM
- It's important that people can't see the mechanism that Paul built. T/F/NM
- One problem that living statues have is that people are not sure if they are real statues. T/F/NM
- The worst problem for a living statue is the cold. T/F/NM
- The psychological pressure of being a living statue is difficult to bear. T/F/NM

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think 'dream jobs' really exist? Why/Why not?
- What factors do you think could make a job a dream job?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

Would either of the jobs in the articles be your idea of a dream job? Why/Why not?

BUZZWORD

vibe manager – a person who is responsible for planning office parties, staff outings, etc. in order to make sure people are enjoying their time at work

As a vibe manager Kate is involved in promoting healthy office activities, such as lunchtime yoga.

Past simple and past continuous

1a Look at these sentences. Which verbs are past simple and which are past continuous?

- Paul **became** one of the thousands of living statues in the UK.
- He **was working** in somebody else's spot.
- Sebastian **finished** his degree course, **graduated** and then **walked** into his new job.
- While he **was doing** his assignment, he **heard** an advert.
- Once when he **was working** in Trafalgar Square, a gang suddenly **appeared**.

1b Look at the rules. Is each rule for the past simple (PS) or the past continuous (PC)?

- We use it to say that one thing happened after another.
- We use it to talk about an activity in progress at a moment in the past.
- We use it to describe scenes in a story or description.
- We use it to talk about finished actions or situations in the past.
- We use it to talk about an activity in progress in the past that was interrupted by another action.

1c Is it more common to use the words *while* and *as* with the past simple or the past continuous?

GRAMMAR REFERENCE ► PAGE 138

2a How do we spell the -ed form of these verbs? Write the answers in your notebook.

cry • develop • happen • hate • mention
occur • plan • prefer • step • stop • study
travel • try • visit

2b 1.09 How do we pronounce the -ed form of the verbs in 2a: /d/, /t/, /id/? Listen and check your answers.

3 Are the underlined verbs in the correct tense? If not, rewrite them correctly in your notebook.

- When I got home, I was making the dinner.
- As we were walking home, we helped an old lady to cross the road.
- When I looked out of the window, I saw that it rained.
- Last year, I was spending my holidays in the US.
- When the phone rang, I stopped what I did and answered it immediately.
- I was unlucky because I walked in the park when it started to rain.
- I asked her why she cried.

4a In your notebook, make the correct questions for these answers.

- I had a snack when I got home after school yesterday.
- No, I wasn't watching TV at 9 o'clock last night.
- My parents were working yesterday at 10 am.
- I went to Ireland last summer.
- Yes, I was listening to music while I was doing my homework yesterday.
- I ate out last Saturday.
- I was sleeping at 6 o'clock this morning.

4b Now interview your partner using the questions in 4a.

Past habits

5a Look at these sentences and answer the questions.

- There **used to** be a waterslide close to his home.
- He **didn't use to** go on waterslides.
- He **would** beg his mother to take him.
- The final **took** place at a holiday resort in Egypt.

- Which events in a–d are things that happened regularly?
- What happened just once?

5b Read rules 1–5 and complete 1–3 with *used to*, *would* or *the past simple*. Write the answers in your notebook.

- We use used to and would to talk about past habits.
He would arrive late, NOT He would be late.
He used to like his job, NOT He would like his job.
- We use used to to talk about single events in the past.
- We use would with past actions but not past states.
He didn't use to go to bed early.
NOT He wouldn't go to bed early.
- We do not usually use *wouldn't* to talk about past habits.
He used to live on an island. He lived on the island for six months, NOT He used to live on the island for six months.
- When we give a period of time, we use the past simple, not *used to*.

GRAMMAR REFERENCE ► PAGE 138

6 Choose the best alternative. If you think both alternatives are correct, choose both. Write the answers in your notebook.

- When I was small, I used to/would have a skateboard.
- My brother lived/used to live in France for a month.
- We didn't use to/wouldn't walk to school, but now we do.
- When I was ten, I used to/would play computer games for hours.
- Once my friend met/would meet a famous actor.
- At primary school, I used to/would go home for lunch.
- In the past, everything used to/would be cheaper.

7 Complete this text with *used to*, *would* or the past simple. When both *used to* or *would* are possible, use *would*. Write the answers in your notebook.



A few years ago, Ben Southall had a dream job. He (a) (live) in a luxurious house on a tropical island, to promote tourism in Australia. He (b) (not have) much time for just relaxing because he (c) (work) up to 19 hours, seven days a week. Each day he (d) (do) lots of promotional events and press conferences. At the end of the day, he (e) (write) his blog before going to sleep. Above all, he (f) (love) the excitement of surfing, sailing and flying. There was one dangerous moment though. In the last week of the job, he (g) (jump) into the sea and he nearly (h) (die) because of a jellyfish sting! Luckily, a local doctor (i) (save) his life.

8a Complete these sentences in your notebook. Make some of them true for you and some false.

- I used to in the evenings.
- I didn't use to at the weekends, but now I do.
- When I was at primary school, I would .
- Once when I was at primary school, I .

8b Work in groups of three. Read out your sentences. Can your partners say which ones are true and which are false?

Phrasal verbs connected with work

1 Match the phrasal verbs in yellow with their meanings (a–h). Write the answers in your notebook.

- If you want to **get ahead**, you need to work hard.
 - He applied for a job in an international company, but they **turned** him **down**.
 - She **took over** the project last year. It's hers now.
 - They're going to **set up** a new office in Tokyo.
 - This new job is really hard, but I'm going to **keep at** it.
 - We're **working on** a new product to get it just right.
 - To apply for the job, you need to **fill in** this form.
 - I'm so busy at work that I can't **keep up with** it all.
- a spend time producing or improving something
b start (a business, an organisation, etc.)
c continue doing something even if you want to stop
d be more successful, or progress faster
e go at the same speed as something or someone
f add information to a document, e.g. your name/address
g not accept an offer, request or application
h take control of something

2 In your notebook, complete the sentences with the correct form of the phrasal verbs in 1.

- Don't stop trying! it!
- I'm ambitious. I want to and get to the top of the company.
- Don't forget to this section of the questionnaire with your email address.
- They offered me a promotion, but I it because it wasn't well-paid.
- You need a lot of money and original ideas to a new business.
- We need to work faster if we want to our competitors.
- Let's this project first and when we finish we can look at something else.
- We used to be independent, but a big company us last year.

3a In your notebook, complete the questions with the correct preposition or adverb.

- Are you working any school assignments?
- Do you find it easy or difficult to keep all of your homework?
- What qualities do you think you must possess to get in a job?
- Would you like to set your own business one day? What type of business?

3b Work with a partner. Take it in turns to ask and answer the questions in 3a.



Past perfect simple

1a Look at the sentence and then decide which action happened first.

When I **had finished** school, I **bought** a ticket to travel round the world.

- a I finished school.
- b I bought a ticket.

1b Choose the correct alternative. Write the answers in your notebook.

We use the past perfect simple to talk about actions that happened after/before another action in the past.

1c How do we form the past perfect simple?

GRAMMAR REFERENCE ► PAGE 138

1 Work in groups of three. Read this definition of a gap year. Do you think gap years sound interesting? Why/Why not?

gap year (n) /gæp jɪə(r)/

A year, usually between finishing school and starting university, when you travel or work.

2 **1.10** Listen to five people talking about their gap year experiences. Match each statement (A–F) with the correct speaker. Use the letters only once. There is one extra letter. Write the answers in your notebook.

- A I didn't work at any moment during my gap year.
- B I learnt two languages during my gap year.
- C My gap year prepared me to study hard.
- D I was fired from my gap year job because I didn't enjoy it.
- E I enjoyed being close to nature during my gap year.
- F Although my gap year experience was difficult, it is going to influence my choice of a career.

Speaker 1:

Speaker 4:

Speaker 2:

Speaker 5:

Speaker 3:

3 What about you?

- 1 Which of these gap years do you like the most? Why?
- 2 What would be your perfect plan for a gap year?

2 Complete the sentences with the past simple or past perfect simple form of the verbs given. Write the answers in your notebook.

- 1 When she (write) her letter of application, she sent it.
- 2 The teacher didn't let her do the exam because when she arrived, the exam (start).
- 3 He unlocked the door and (step) inside.
- 4 Before today's conversation, I (not speak) to the boss.
- 5 When the wind (blow), the leaves on the trees shook.
- 6 They didn't want to see the film again because they (see) it twice already.
- 7 They weren't hungry because they (eat).

3 In your notebook, complete the sentences in a logical way using a verb in the past perfect simple and the words in bold.

- 1 We couldn't get into the room because ... **lock**
- 2 They gave her the job because ... **questions**
- 3 I couldn't go out last Saturday because ... **homework**
- 4 She arrived late for work because ... **bus**
- 5 My little brother was crying because ... **ice cream**
- 6 People on the beach were frightened because ... **shark**
- 7 He didn't feel well because ... **pizza**
- 8 They got wet because ... **umbrella**



Past perfect continuous

4a Do these sentences contain verbs in the past perfect simple or the past perfect continuous?

- 1 I'd **been working** for almost 12 months when I had an idea.
- 2 When I'd **earned** enough money, I decided to go skiing in France.
- 3 I'd **been organising** my gap year for a long time.
- 4 When I'd **finished** that job, I worked as a volunteer in Madagascar.

4b Which sentences give more importance to the duration of the action? Which give more importance to the completion of the action?

4c How do we form the past perfect continuous?

GRAMMAR REFERENCE ► PAGE 138

5 Choose the best alternative. Write the answers in your notebook.

- 1 We had waited/been waiting for an hour when finally the director arrived.
- 2 They were tired because they have/had been running for more than an hour.
- 3 By the time we got there, they had eaten/been eating all the food.
- 4 He had written/been writing three novels by the time he was 25.
- 5 She couldn't open the door because she had lost/been losing the key.
- 6 When I saw her face, I knew she had cried/been crying for a long time.
- 7 The teacher was angry because the boys had talked/been talking all through the lesson.

6 In your notebook, make sentences in the past perfect simple or continuous to explain the situations.

- 1 Why was the little girl upset?
somebody steal sweets
Somebody had stolen her sweets.
- 2 Why were his parents angry with him?
not study hard enough
- 3 Why were her hands dirty?
work all morning in the garden
- 4 Why did she feel really sleepy?
study for hours
- 5 Why didn't he want to read the book?
read it twice before
- 6 Why did he fail his final exam?
not pay attention to his teacher all year

7a Read the story of Yu Youzhen. What did she do and why? Ignore the gaps at the moment.



A few years ago, a Chinese woman called Yu Youzhen became a millionaire. Before becoming a millionaire, she had (a) working hard for nearly 40 years. She (b) been a farmer, cook and even a lorry driver. Then she applied (c) the job of street cleaner. One day the government gave her money for her land. She used the money to set (d) her own business. After a few years, she had made about £1 million by buying apartments. But she decided she (e) want to stay at home doing nothing. So she (f) the decision to continue keeping the streets clean. She wanted to be a good example to her children. She wasn't happy with them because they (g) just sitting at home all day. They hadn't been (h) anything for years. And even though she had already (i) enough money to live well without doing anything at all, she put on her orange jacket and went to work six days a week. It worked! Now her children (j) started working!

7b Read the text again and think of the word which best fits each gap. Use only one word in each gap. Write the answers in your notebook.

7c Work with a partner. What do you think of the story of Yu Youzhen?

Negotiating and collaborating – 1



1 Work in groups of three. Look at the jobs in the diagram. Would you like to do any of these jobs? Why/Why not?

2 1.11 Listen to two students doing a listening task and answer these questions.

- 1 What does the examiner ask them to talk about?
- 2 What second question does the examiner ask them?
- 3 What is the students' final answer to that question?
- 4 Do you agree with their answer? Why/Why not?

3 1.11 Listen again and answer these questions in your notebook.

- 1 Do the two students talk about all of the jobs?
- 2 Do they listen to each other and respond to each other's comments?
- 3 Does one student speak much more than the other?
- 4 Do they ask each other's opinions?
- 5 Do they fail to come to a decision at the end of the conversation?

4 Look at the expressions in the Speaking bank. What are the three different categories?

SPEAKING BANK

Negotiating and collaborating – 1

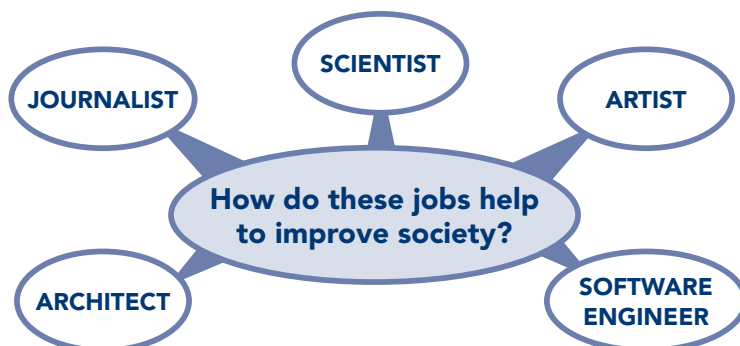
- 1 What do you think? ■ What do you think about (architects)?
What about you? ■ What about (bank managers)?
Do you agree? ■ Don't you think so?
- 2 Yes, I agree. ■ Yes, you're right. ■ Sure. ■ OK.
I think you're right. ■ That's true. ■ I agree with you.
I see what you mean. ■ That's a good idea.
- 3 I see what you mean, but ... ■ I suppose so, but ...
I'm not sure. ■ Maybe, but ... ■ I agree up to a point, but ...

5 Work with a partner. Practise doing the task in 2 giving your own opinions.

Practice makes perfect

6 Work with a partner and do this task. Use expressions from the Speaking bank.

- 1 Here are some different jobs. Talk to each other about how these jobs help to improve society.
- 2 You have a minute to decide which job you think helps society the most.



An opinion essay – 1

- 1 **Work with a partner. Read this writing task. Do you agree or disagree with the statement? Write notes with your main ideas.**

“It’s a bad idea for teenagers to do part-time work while they are still studying.”

- 2 **With your partner, copy and complete this plan with your ideas.**

Paragraph 1:

Introduction with general statement on the topic and your opinion

Paragraph 2:

First and most important reason for your opinion

Paragraph 3:

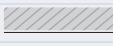
One or two other reasons for your opinion OR other people’s arguments against your opinion and why you don’t agree with them

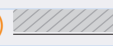
Paragraph 4:

Summary and conclusion restating your opinion

- 3 **Read this essay, ignoring the gaps. Does it follow the paragraph plan in 2? Is the opinion of the writer similar to your opinion?**

In some countries, the US for instance, many teenagers work while they are still studying at school or at university. (a) , this is a bad idea.

(b) , studying at school or university is a full-time occupation. Students need time to take notes, revise, do assignments and research topics. In my opinion, students who work in the evenings or at the weekends do not have time to do these things properly. (c) , young people often work in bad conditions or late at night. This means that after work they find it difficult to pay attention and concentrate.

(d) , some people say that work experience can help to make you more independent and responsible. (e)  up to a point. However, there is time for students to gain this experience when they finish their studies.

(f) , I believe that a student’s real responsibility is to learn as much as possible. They can only do this if they study full-time, with no other distractions.



- 4 **Complete the essay with these phrases. Write the answers in your notebook.**

As far as I’m concerned • Furthermore
I agree with this • On the other hand
To begin with • To sum up

- 5 **Put the expressions in 4 in the correct place in the Writing bank. Write the answers in your notebook.**

WRITING BANK

Useful words and expressions in opinion essays

- Expressing opinions

Personally, I think ...



In my opinion,



I believe that ...

- Adding opinions and putting them in order

Firstly, 

Secondly, In addition, , What is more,

Finally, Lastly,

- Contrasting opinions

However, Nevertheless, 

- Concluding

In conclusion, , All things considered,

Practice makes perfect

- 6a **Work with a partner. Look at this task. Write notes with your ideas and then complete the plan in 2 for this topic.**

‘School does not prepare students for the world of work.’ Do you agree?

- 6b **Use the plan in 6a and words and expressions from the Writing bank to write your essay.**

- 1 Imagine you are looking for a part-time job. Read the job offers below. In pairs, discuss which job(s) you would/wouldn't like to do, and why.

Part-time/summer household jobs wanted

Working in private homes, doing a range of household chores. Flexible working hours. No previous experience necessary. Working hours per week: 4–32.

Summer sports coach

Planning and running activities for children at an international sports camp. Interest/experience in a variety of sports and a very good command of English required. Full board and accommodation. Working hours per week: 38–40.

Internship at a local newspaper office

Doing paperwork. Answering emails and letters. Flexible working hours. Full-time contract/promotion prospects. Working hours per week: 16–38.

- 2 Read the forum entries and answer the questions. Write the answers in your notebook.

ARE YOU A POTENTIAL JOB SEEKER?

Share your hopes, expectations, ambitions and fears
4 comments • 5 hours ago



Chris

NEW

My parents keep telling me that I shouldn't expect to have a job for life, as my grandparents did. My mum has been working as a secondary school teacher for 20 years, but, in that time, she has changed schools three times. She says she's always wanted a new challenge; now she's a deputy headteacher. My dad, however, is self-employed, but he always seems to be under a lot of pressure or in a hurry. I'm wondering whether their level of commitment is something I'd like to take on.

5 minutes ago



Ellen

NEW

I've been thinking a lot about what I want to do in the future, but there are so many options available. I'm actually considering consulting a careers adviser – has anyone here used this kind of support? Will someone really be able to tell me what my strong points are? Please help.

10 minutes ago



Meghan

My older sister, Karen, has been looking for a job for two months now. She's sent off a lot of applications and has attended four or five job interviews, but she still hasn't found anything suitable. In fact, she has been offered a job more than once, but she is so fussy! Either the hours are too long, or the salary is not high enough, or there is too much paperwork involved. If there are more graduates like Karen, no wonder employers are beginning to complain!

4 hours ago



Noah

I've already made some plans. I'm going to look for a job in a big corporation, work there for a few years to get the necessary experience, training and contacts, and then I'd like to start my own company. There are a lot of courses now on how to launch your own company, how to write a business plan, how to get the finances – I'm sure I can succeed!

5 hours ago



Which person

- 1 thinks some young people's expectations are too high?
- 2 has already got an idea about their future?
- 3 is unsure about following in their parents' footsteps?
- 4 is asking for advice?
- 5 has been given advice by their parents?
- 6 would like to be self-employed?

- 3 1.12 Listen to the recording and answer the questions below. Write the answers in your notebook.

- 1 Where is the talk being given?
- 2 What is the aim of the talk?
- 3 How would you describe the style of the talk: formal, informal, informative, entertaining, motivating?

- 4 In your notebook, complete your notes, using information from the recording.

Notes from the meeting

Employers' expectations:

- Bachelor's degree (minimum)
- Work experience (Voluntary work? Part-time job? Finding (1) for the summer?)
- Employability skills (e.g. interpersonal skills, being able to work in (2) , problem solving, to get (3) new situations)

Career advisers:

- Help find your (4) after you complete a (5) (sounds interesting!)
- Help find a career (6) the skills and abilities you have

- 5 Work with a partner. Discuss the following questions.

- 1 Would you like to get advice from a careers adviser? Why/Why not?
- 2 Do you think it would be a good idea to take a skills assessment test to discover more about your strengths and weaknesses? Why/Why not?
- 3 Which of the employability skills do you think you've got?
- 4 Do you think schools should encourage their students to get advice from careers advisers, as well as organising employability skills courses for students? Why/Why not?

- 6 For the next class, prepare a short presentation about opportunities for career counselling for secondary, college and university students in your area / in Poland. Include the following information:

- what institutions (public and private) deal with career counselling,
- where you can find them,
- what kind of services they offer,
- who might use their services.

PRACA

Warunki pracy i zatrudnienia, obowiązki

bad conditions (n phr)	/ˈbæd kənˈdɪʃ(ə)nz/	złe warunki
be on flexitime (v phr)	/ˈbiː ɒn ˈfleksɪˌtaɪm/	mieć ruchomy czas pracy
be responsible for (v phr)	/ˈbiː nɪˈspɒnsəb(ə)l fə/	odpowiadać za
dangerous conditions (n phr)	/ˈdeɪndʒərəs kənˈdɪʃ(ə)nz/	niebezpieczne warunki
deal with (v phr)	/ˈdiːl wɪð/	zajmować się
do shift work (v phr)	/ˈduː ˈʃɪft ˌwɜːk/	pracować na zmiany
earn (v)	/ɜːn/	zarabiać
employee (n)	/ɪmˈplɔɪ/	pracownik
experience (n)	/ɪkˈspɪəriəns/	doświadczenie
from nine to five (prep phr)	/frɒm ˈnaɪn tə ˈfaɪv/	od 9.00 do 17.00
full-time (adj)	/ˈfʊlˌtaɪm/	na pełny etat
good conditions (n phr)	/ˈɡʊd kənˈdɪʃ(ə)nz/	dobre warunki
indoors (adv)	/ˌɪnˈdɔːz/	wewnątrz
long hours (n phr)	/ˌlɒŋ ˈaʊəz/	długo
manual (adj)	/ˈmænjʊəl/	fizyczny, ręczny
outdoors (adv)	/ˌaʊtˈdɔːz/	na zewnątrz
overtime (adv)	/ˈəʊvəˌtaɪm/	w godzinach nadliczbowych
paperwork (n)	/ˈpeɪpəˌwɜːk/	papierkowa robota
part-time (adj)	/ˈpɑːtˌtaɪm/	w niepełnym wymiarze godzin
qualifications (n pl)	/ˌkwɒlɪfɪˈkeɪʃ(ə)nz/	kwalifikacja
salary (n)	/ˈsæləri/	pensja
self-employed (adj)	/ˌselfɪmˈplɔɪd/	samozatrudniony
skilled (adj)	/skɪld/	wymagający kwalifikacji, wykwalifikowany
stressful (adj)	/ˈstresf(ə)l/	stresujący
training (n)	/ˈtreɪnɪŋ/	szkolenie
well-paid (adj)	/ˌwelˈpeɪd/	dobrze płatny, dobrze opłacany

Rynek pracy

apply for a job (v phr)	/əˈplaɪ fər ə ˈdʒɒb/	ubiegać się o pracę
become unemployed (v phr)	/bɪˈkʌm ˌʌnɪmˈplɔɪd/	stać się bezrobotnym
be dismissed (v phr)	/bi dɪsˈmɪst/	zostać zwolnionym
be fired (v phr)	/bi ˈfaɪə(r)d/	zostać zwolnionym
be made redundant (v phr)	/bi ˈmeɪd rɪˈdʌndənt/	zostać zwolnionym
be offered a job (v phr)	/bi ˈɒfəd ə ˈdʒɒb/	otrzymać ofertę pracy
be sacked (v phr)	/bi ˈsækt/	zostać zwolnionym
get a promotion (v phr)	/ˈget ə prəˈməʊʃ(ə)n/	otrzymać awans
look for a job (v phr)	/ˈlʊk fər ə ˈdʒɒb/	szukać pracy
resign (v)	/rɪˈzaɪn/	zrezygnować
retire (v)	/rɪˈtaɪə(r)/	przejsć na emeryturę
sign a contract (v phr)	/ˈsaɪn ə ˈkɒntrækt/	podpisać umowę

Mobilność zawodowa

careers adviser (n)	/kəˈrɪəz ədˈvaɪzə(r)/	doradca zawodowy
career change (n)	/kəˈrɪə ˌtʃeɪndʒ/	zmiana zawodu
career path (n)	/kəˈrɪə ˌpɑːθ/	ścieżka kariery
employability skills (n pl)	/ɪmˌplɔɪəˌbɪləti ˌskɪlz/	umiejętności dające szansę na rynku pracy
internship (n)	/ˈɪntɜːnʃɪp/	staż
interpersonal skills (n pl)	/ˌɪntəˈpɜːs(ə)nəl ˌskɪlz/	umiejętności interpersonalne
job for life (n)	/ˈdʒɒb fə ˈlaɪf/	praca na całe życie
job market (n)	/ˌdʒɒb ˈmɑːkɪt/	rynek pracy
job seeker (n)	/ˌdʒɒb ˈsiːkə(r)/	osoba poszukująca pracy

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

strengths (n pl)	/ˈstreŋθs/	mocne strony
skills assessment test (n)	/ˌskɪlz əˈsesmənt ˌtest/	test umiejętności
teamwork (n)	/ˈtiːmˌwɜːk/	praca zespołowa
vocational training (n)	/ˌvəʊˈkeɪʃ(ə)nəl ˈtreɪnɪŋ/	szkolenie zawodowe
weaknesses (n pl)	/ˈwiːknəsɪz/	słabe strony

CZASOWNIKI FRAZOWE ZWIĄZANE Z PRACĄ

fill in (v phr)	/ˌfɪl ˈɪn/	wypełniać
get ahead (v phr)	/ˌget əˈhed/	posuwać się do przodu
keep at it (v phr)	/ˈkiːp ət ɪt/	nie szczędzić wysiłków
keep up with (v phr)	/ˌkiːp ˈʌp wɪð/	nadążać za
set up (v phr)	/ˌset ˈʌp/	otwierać interes
take over (v phr)	/ˌteɪk ˈəʊvə(r)/	przejmować
turn down (v phr)	/ˌtɜːn ˈdaʊn/	odrzucać
work on (v phr)	/ˈwɜːk ɒn/	pracować nad

INNE

all things considered (phr)	/ˌɔːl ˌθɪŋz kənˈsɪdəd/	biorąc wszystko pod uwagę
apply to (v phr)	/əˈplaɪ tə/	stosować się do (czegoś)
attach (v)	/əˈtætʃ/	przyczepiać do (czegoś); dołączać
beg (v)	/beg/	błagać, prosić o (coś)
bus fare (n)	/ˈbʌs ˌfeə(r)/	opłata za przejazd autobusem
caretaker (n)	/ˈkeəˌteɪkə(r)/	dozorca, dozorczyń
distraction (n)	/dɪˈstrækʃ(ə)n/	rozproszenie uwagi
driving licence (n)	/ˈdraɪvɪŋ ˌlaɪs(ə)ns/	prawo jazdy
flexible (adj)	/ˈfleksəb(ə)l/	elastyczny
for instance (conj phr)	/fər ˈɪnstəns/	na przykład
furthermore (adv)	/ˈfɜːðəˌmɔː(r)/	co więcej, ponadto
gap year (n)	/ˈɡæp ˌjɪə(r)/	rok przerwy przed pójściem na studia
gravity (n)	/ˈɡrævɪti/	ciężkość, ciążenie
ground (n)	/ɡraʊnd/	ziemia
however (conj)	/ˌhaʊˈevə(r)/	jednakże
hurry (n)	/ˈhʌrɪ/	pośpiech
in addition (conj phr)	/ɪn əˈdɪʃ(ə)n/	w dodatku
interrupt (v)	/ˌɪntəˈrʌpt/	przerywać
jellyfish (n)	/ˈdʒeliˌfɪʃ/	meduza
luxurious (adj)	/lʌɡˈʒʊəriəs/	luksusowy
nevertheless (adv)	/ˌnevəðəˈles/	niemniej jednak
personal assistant (n)	/ˌpɜːs(ə)nəl əˈsɪst(ə)nt/	asystent
press conference (n)	/ˈpres ˌkɒnf(ə)rəns/	konferencja prasowa
promote (v)	/prəˈməʊt/	promować
promotional (adj)	/prəˈməʊʃ(ə)nəl/	promocyjny
properly (adv)	/ˈprɒpəli/	odpowiednio
share (v)	/ʃeə(r)/	dzielić się
single (adj)	/ˈsɪŋɡ(ə)l/	pojedynczy
software engineer (n)	/ˈsɒf(t)weər ˌendʒɪˈniə(r)/	inżynier oprogramowania
sting (n, v)	/stɪŋ/	ukłucie, ukłuć
straight away (adv phr)	/ˌstreɪt əˈweɪ/	od razu, z miejsca
sum up (v phr)	/ˌsʌm ˈʌp/	podsumować
unlock (v)	/ˌʌnˈlɒk/	otwierać
volunteer (n)	/ˌvɒlənˈtiə(r)/	wolontariusz, wolontariuszka
what is more (phr)	/ˌwɒt ɪz ˈmɔː(r)/	co więcej



Rozumienie ze słuchu

- 1 ★ 1.13 Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B, C albo D.

- The man is
 - a candidate applying for a job.
 - a client of the woman's company.
 - a journalist preparing an article.
 - an employer looking for employees.
- The aim of the announcement is to
 - ask students for help in organising a careers fair.
 - encourage students to take part in a careers fair.
 - explain what a careers fair is.
 - provide information on a range of different professions.
- Which of the following is stated in the text as a fact, not as an opinion?
 - Post-millennials will bring new attitudes into the workplace.
 - Finding a financially stable job with career prospects won't be easy.
 - Gen Z will expect to receive praise on social media.
 - 25% of post-millennials already do some form of voluntary work in their free time.

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj tekst, z którego usunięto cztery zdania. Zapisz w zeszycie litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

CAREER CHANGE: A NECESSITY OR A WHIM?

Have you ever watched the film *Up in the Air* in which George Clooney (or rather Ryan Bingham) tells people that they have been fired? In case you were wondering, Clooney plays a 'career transition counsellor': this is someone who works for a management consulting company, which is hired whenever another company wants to make some of its employees redundant, usually because of a difficult situation it is experiencing.

(1) They also give advice on how to look for a new job, but hardly anyone wants to listen as the unlucky employee is often too shocked, angry or sad to process what is being said to them.

The role of a career transition counsellor, or a career coach, is not just to offer advice to people who are about to be laid off. (2) The services of career coaches or counsellors are used by many other groups, from college graduates to young mothers returning to work, or people who change jobs for personal reasons. Young employees unhappy with their current positions, who are perhaps looking for positions with more learning and promotion opportunities, might also

benefit from counselling. Sometimes, employees are told that their company is changing its profile, and they can stay in it only if they are able to adjust by getting new qualifications, enrolling in a course or learning a new skill.

(3) However, it may also turn out to be a new beginning: on the one hand, a good career counsellor can help a person re-evaluate their skills, needs and expectations, and, as a result, help them to consider a new career path. On the other hand, as data show, young people rarely hesitate to leave a job they do not see as being worth their while, preferring to consider multiple opportunities as a way to finding the job or career of their dreams. (4) So, do we really need a job for life? Does losing a job have to be a traumatic experience? Maybe it is worth consulting a career coach, after all.

- They will not turn down offers of part-time or temporary jobs, as these might give them some idea of what the work involves.
- Being fired may seem like the end of the world.
- So, in the film, people like Ryan Bingham fly around the US and inform employees they are out of work.
- Losing a job always involves sending out countless applications and waiting for a job interview.
- There are a lot of other situations in which people of all ages seek guidance and help when they are looking for a new job – or have a job but are considering a change.

Znajomość środków językowych

- 3 Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszycie w języku angielskim.

- X: Why didn't you answer the phone? I called you about 3 p.m.
Y: Sorry. I on an important task.
- X: I think the most important thing about a job is the money you earn. What's your opinion?
Y: up to a point. However, in my opinion, job satisfaction is as important as the salary.
- X: Wow! You looked so much different when you were in primary school.
Y: I know. wear glasses but now I wear contact lenses.
- X: I didn't know you could dive so well.
Y: I learnt when my parents and I Australia for a year.
- X: I'm so angry with Alice! She's so unreliable!
Y: Oh, come on. She phoned you to say she couldn't come.
X: Yes, she did, but only after I for her for an hour.

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga:** nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.

- 1 My grandfather would never go to bed after midnight, he was always an early bird. **USE**
My grandfather to bed after midnight, he was always an early bird.
- 2 After graduating from university, Chris found a full-time job as an engineer.
GRADUATED
Chris found a full-time job as an engineer after from university.
- 3 Joe applied for a job as a chef in a French restaurant but he was not accepted. **DOWN**
Joe applied for a job as a chef in a French restaurant, but they .
- 4 To sum up, I think that earning your own money makes you more independent.
CONSIDERED
 , I think that earning your own money makes you more independent.
- 5 I was feeling really bored after having done a lot of paperwork. **BECAUSE**
I was feeling really bored a lot of paperwork.

Wypowiedź pisemna

- 5 ★ Niektórzy ludzie uważają, że w życiu trzeba kilkakrotnie zmienić miejsce pracy, aby nie wpaść w nudę i/lub rutynę. Napisz rozprawkę na ten temat, w której przedstawisz argumenty wspierające ten punkt widzenia, oraz argumenty, które mu przeczą.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 🗨️ Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Szukasz pracy na wakacje. Masz do wyboru trzy oferty.

- Wybierz ofertę, która najbardziej by Ci odpowiadała, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Would you prefer to have a holiday job in Poland or abroad?
- 2 Some people say that teenagers should relax during the holidays and not work. To what extent do you agree with this opinion?

Uczeń B

- 1 What are the advantages and disadvantages of having a summer job?
- 2 Would you prefer to work a few hours a day for two months during the summer, or have a full-time job for one month? Why?

✓ SELF-ASSESSMENT UNIT 2

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

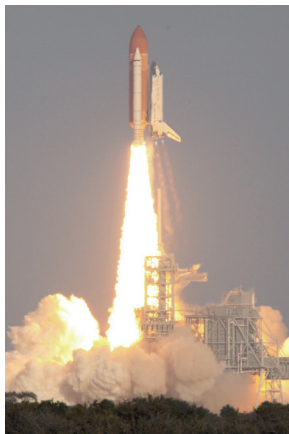
- a I can talk about past events, situations and habits.
- b I can understand written and spoken texts related to the world of work.
- c I can negotiate and collaborate in conversations.
- d I can write texts expressing my opinion on topics related to school and work.
- e I can give a presentation on opportunities for career counselling for secondary, college and university students in my area.

LANGUAGE CHECKPOINT ► PAGE 139

3 On the move

Vocabulary

Words connected with transport and travel



- 1 **Work with a partner. Talk about the photos using these words.**

astronaut • board (v) • crew • flight • gate
get in/off/on/out • high-speed train • land (v) • launch (n, v)
motorway • orbit (n, v) • passenger • platform • rocket
spacecraft • space station • take off
the Underground/subway/tube • traffic jam

- 2 **Match some of the words in 1 with these definitions. Write the answers in your notebook.**

- the people who work on a ship, plane, etc.
- a line of cars waiting to move
- a public transport system where trains travel in tunnels
- a general word for something that travels in space
- what a plane does when it begins its journey
- what a plane does when it finishes its journey
- the place at an airport where people board a plane

- 3 **1.14 Listen to six short travel announcements. Choose the correct alternative. Write the answers in your notebook.**

- Passengers on Platform 3 should get on the next train/stand away from the edge of the platform.
- Passengers for Newbury should/shouldn't get on this train.
- Passengers should/shouldn't get on the train as soon as the doors open.
- There is a/no problem for passengers who want to get off at East/West Kensington station.
- If you are on flight Jet 325 to Manchester, you need/don't need to go to gate D34 quickly.
- Passengers shouldn't leave their tickets/bags unattended.

journey, travel, trip, voyage

- 4 **Read the dictionary entries. Then choose the correct alternative.**

journey (n)

an occasion when you travel from one place to another, especially when there is a long distance between the places: *We had a long journey ahead of us.*

travel (n)

the activity of travelling: *Foreign travel never really appealed to him until he retired. Our agency deals mostly with business travel.*

trip (n)

an occasion when you go somewhere and come back again: *a fishing/camping/sightseeing trip*

voyage (n)

a long journey, especially by boat or into space: *the long voyage home*

- Last year we went on a school journey/trip to York.
- It was a long and difficult trip/voyage for Columbus and his crew.
- Journey/Travel teaches you a lot about the world.
- Marco Polo's journey/travel took many years.
- My parents sometimes have to go away on business journeys/trips.
- One day spacecraft will go on incredible trips/voyages that will take years and years.
- We spend a lot of money on foreign journey/travel.
- The trip/voyage to my village takes just 20 minutes.

- 5 **Work in groups of three. Ask and answer these questions.**

- Do you ever travel abroad in the holidays? What are your favourite destinations?
- How important is travel for you? Why?
- Where is a good place to go on a day trip from your town or city? Give reasons.
- Do you like going on sightseeing trips? Why/Why not?
- What type of transport do you prefer for short trips? And for long journeys? Give reasons.
- What is the longest journey you've been on? Give details.

1 Work with a partner. What do you think the photo in the article shows?

2 Read the article quickly and answer the questions.

- 1 What is the name for this type of transport?
- 2 Which other types of transport are mentioned?

A JOURNEY INTO THE FUTURE

Our world is on the move. (1) But there is also more and more pollution, there are more and more accidents, and transport seems to be going slower than before, not faster. So shouldn't we be thinking of ways to revolutionise the world of transport?

American millionaire Elon Musk is quite clearly a man who wants to help bring about this revolution. With his Tesla Motors company he has managed to reinvent the electric car, producing a popular all-electric sports car. (2) But his boldest plan for future transport is the Hyperloop, a plan which looks and sounds like pure science fiction.

If everything goes according to plan, the Hyperloop will be a system of long tubes set on top of towers which will run next to motorways. Inside the tubes people will travel inside capsules: about six passengers plus their luggage per capsule. (3) With no friction, Musk believes they will be able to travel at speeds of up to 1,220kph, nearly the speed of sound! It will take just half an hour to travel from Los Angeles to San Francisco. Currently the journey takes seven hours. The attraction of the Hyperloop is that it is much faster

than a high-speed train, and, unlike planes, there will be no time wasted in taking off and landing.

Nevertheless, for journeys over 1,600 kilometres, Elon Musk believes that supersonic air travel will be preferable. In the last 50 years, there has been a sharp increase in the number of people travelling by air. (4) With this in mind, the company Airbus has already made plans for how they are going to make flying more attractive.

The engineers at Airbus think that in 2050, with new construction techniques and materials, planes will have transparent sections allowing you panoramic views from your seat. Seats will change size and shape to give you a more comfortable flight. And passengers will be able to choose between different zones in the plane such as an Interactive zone, where you'll be able to meet people and play electronic games, and a Relaxation zone, where special seats will give you a massage!

For shorter journeys, experts predict that cars will probably remain the most common means of transport. Of course, soon the self-driving car will be the norm, hopefully limiting the number of road accidents. But it probably won't be too long before we start seeing flying cars in our skies. (5) Soon, when you look up, you'll see hundreds of drones carrying

everything from pizzas to heavy packages. A group of experts is meeting again next month to talk about the impact of drones on air traffic. But imagine when cars take to the skies, too. A major challenge will be how to produce flying cars that do not create terrible air and noise pollution, or serious collisions.

(6) Maybe that's one of the reasons why Japanese engineers are drawing up plans to put tourists into space using a massive elevator that will travel more than 35,000 kilometres into orbit. Thirty passengers and their small crew will spend a week travelling a quarter of the way to the Moon at speeds of up to 190kph. At the end of the journey, they'll reach a space station where they'll be able to get an astronaut's view of the Earth, with little or no training beforehand. The only problems at the moment are the cost of the elevator's construction (roughly estimated at \$6 billion), and the fact that it could take 40 years to build!

3 Read the text again. Complete the gaps with sentences a–f. Write the answers in your notebook.

- a All the evidence suggests that this trend is going to continue.
- b Meanwhile, another of his companies, SpaceX, produces and launches various spacecraft and rockets.
- c There are more and more people using public transport, driving their own cars, and flying around the world.
- d Talking of accidents, it is often said that the safest form of transport is the elevator.
- e Indeed, one of the biggest changes in the future will be the number of vehicles in the sky.
- f The capsules will create a cushion of air underneath them.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Are these future transport projects useful? Why/Why not?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

Which of the different types of transport mentioned in the article would you most like to try? Why?

BUZZWORD

last-chance tourism – visiting sites or destinations that are in danger of disappearing or being transformed radically

Last-chance tourism has been on the rise – people are flocking to see places such as the Great Barrier Reef before they're gone due to climate change.

Future forms

1a Look at the sentences. What tenses are the verbs in blue?

- All the evidence suggests that that trend **is going to** continue.
- A group of experts **is meeting** again next month to talk about that question.
- Airbus has already made plans for how they **are going to** make flying more attractive.
- The engineers think that planes **will** have transparent sections.
- When you **look** up, you'll see hundreds of drones.

1b In your notebook, complete the rules with **will**, **be going to**, **the present simple** or **the present continuous**.

We use:

- for predictions based on evidence.
- for plans and intentions.
- for predictions based on thoughts, opinions and expectations.
- for confirmed plans and arrangements.
- after time expressions like *when*, *before*, *after*, *by the time*, *until*, *as soon as*.

1c Look at sentences a–c below and complete the rules with **will** or **the present simple**. Write the answers in your notebook.

- This year it **will** be the 120th anniversary of the first transatlantic flight.
- I've just missed the bus. I know! **I'll** get a taxi.
- Their flight **leaves** tomorrow morning.

We use:

- for decisions made at the moment of speaking.
- for future facts.
- for events that are part of a timetable or routine.

GRAMMAR REFERENCE ► PAGE 140

2 Look at these sentences. Work with a partner. Explain why **will** is used in each sentence.

- Tomorrow **will** be the last day of the holidays.
- That looks heavy. **I'll** carry it for you.
- Scientists believe that the Hyperloop **won't** be easy to build.
- Who do you think **will** win the competition?
- My friend **will** be 18 next week.
- Are you leaving now? **I'll** come with you.

3 Is the underlined part of the sentence correct? If not, rewrite it in your notebook.

- As soon as the class will start, I'll take my books out.
- Don't worry. I'm going to answer the door.
- The weather forecast says it's raining next weekend.
- Some scientists predict that there will be a new ice age.
- The concert takes place next July.
- That's it! I've got my tickets. My friends and I will go to the cinema tonight.
- What are your plans? What do you do next weekend?
- I've already decided that next year I'm eating healthier food.
- Next year February will have 29 days.
- Look at that waiter! He'll drop all those plates.

4a In your notebook, complete the sentences with an appropriate future form of the verbs given.

- I think humans (land) on Mars before I (be) 50.
- Next Sunday it (be) my birthday.
- Kate and I (meet) at 9 o'clock tonight.
- What you (do) next summer?
- Do you think it (snow) next week?
- Alice is pregnant. She (have) a baby.
- A:** It's too hot in here. **B:** Don't worry. I (open) the window for you.
- As soon as I (get) home tonight, I (switch) the TV on.
- I (see) the doctor tomorrow. The appointment is for half past ten.
- Take an umbrella. It (rain).

4b Work with a partner. Compare your answers in 4a. Be ready to explain your choice.

I think number one is 'will land'.

Why?

Because it's a prediction based on a thought or belief.

I agree.



5 Read the text and choose the correct alternative. Write the answers in your notebook.

Two British inventors (a) *are/have* created a flying bicycle, called the Paravelo. It seems clear to everybody that traffic problems (b) *become/are going to become* worse in the future. John Foden and Yannick Read believe that their bike could be a solution. When you (c) *are/will be* in a traffic jam, you (d) *are/will be* able to start up the bike's fan and simply take (e) *off/up!* They calculate that the cost of the flying bike (f) *is being/will be* £10,000. That isn't expensive when you compare it with the price of a helicopter. Another advantage is that you (g) *will/won't* need a pilot's licence to fly it – anyone can do it! In the next few weeks, the two inventors (h) *are talking/talk* to different companies to see how they can get their plans off the ground.

6a In your notebook, complete the Yes/No questions about the future with your own ideas.

- 1 before you go home?
- 2 tonight?
- 3 next weekend?
- 4 when the summer comes?
- 5 when you finish school?
- 6 in 2030?
- 7 when you're 70 years old?

Are you going to do your homework before you go home?

6b Predict your partner's answers. Write your predictions in your notebook.

6c Ask your partner your questions. How many predictions did you get right?

Prefixes

1 Each of these words contains a prefix. Find the prefixes and match them with the meanings below. Write the answers in your notebook.

cooperate • discomfort • interactive • miscalculate
overpopulated • postgraduate • reinvent • subway
supersonic • underestimate

- | | |
|---|--|
| 1 wrong, incorrect <input type="text"/> | 6 the opposite, not <input type="text"/> |
| 2 after <input type="text"/> | 7 again <input type="text"/> |
| 3 not enough <input type="text"/> | 8 with, together <input type="text"/> |
| 4 too much <input type="text"/> | 9 below <input type="text"/> |
| 5 between <input type="text"/> | 10 more, bigger, better <input type="text"/> |

2 Complete the sentences by adding the correct prefix to the words. Write the answers in your notebook.

dis • mis • over • re
sub- • super • under

appeared • booked • human
paid • understood • write • zero

- 1 She saw a strange object in the sky, but it suddenly and she couldn't see it anymore.
- 2 Most people think they're . They think they should get more money.
- 3 Sorry. I you. I thought you said 'no'.
- 4 It's so cold there in the winter. They have temperatures!
- 5 This essay has got a lot of mistakes. I'd like you to it.
- 6 The flight was . There were too many passengers.
- 7 It took strength to lift the wheel.

3a Make the negative form of these words. Use the prefixes dis, il, im, in, ir or un. Write the answers in your notebook.

advantage • agree • believable • capable • complete
expected • likely • logical • necessary • obey • patient
possible • regular • responsible • successful • visible

3b 1.15 Listen and check your answers.

3c 1.15 Underline the stress in the negative form of the words in 3a. Listen, check and repeat.

disadvantage disagree

4a In your notebook, make three sentences using negative words from 3a.

'Go' is a common irregular verb.

4b Read out your sentences without saying the negative word. Can anybody guess the word?

'Go' is a common verb.



Future continuous, future perfect simple and future perfect continuous

1a Look at these sentences. What tenses are the verbs in **blue**? Explain how we form the tenses.

- 1 Soon we'll **be seeing** UAVs flying over the heads of football players.
- 2 In 2025 thousands of normal people **will be using** them.
- 3 By 2025 UAVs **will have become** incredibly big business.
- 4 In five or ten years the price **will have dropped**.
- 5 By February next year, the US Army **will have been using** drones for 42 years already.

1b In your notebook, complete the rules with **future continuous, future perfect simple or future perfect continuous**.

- 1 We use the to talk about activities that will be finished by a certain time in the future.
- 2 We use the to talk about activities in progress at a particular moment in the future.
- 3 We use the to talk about how long an activity has been in progress before a particular moment in the future.
- 4 We often use *by* with the and the .

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1  **Work with a partner. Look at the photo of a drone. What could it be used for? Make a list in your notebook.**

You could use it to deliver parcels.

2  **1.16 Listen to a radio programme about drones. Tick (✓) any of the ideas in your list that they mention.**

3  **1.16 Listen again and choose the correct alternative.**

- 1 UAV means Unmanned Aerial/Automatic Vehicle.
- 2 Many people prefer the name UAV because the word 'drone' has a scientifically imprecise/negative meaning.
- 3 In a park in Namibia they use UAVs to observe/stop rhino hunters.
- 4 Film directors will be able to use UAVs to film aerial images/action movies.
- 5 Filming sports events with UAVs is too expensive/offers us new reporting possibilities.
- 6 Scott thinks it will be quite possible/too difficult for the general public to buy a UAV in 2025.
- 7 Scott thinks/doesn't think there should be limits on the use of UAVs.

4 **What are some of the positive points of UAVs according to Scott and Kim? Do they mention any possible negative points? If so, what?**

5  **What about you?**

Do you think UAVs will change the world in a good or bad way? Explain your opinion.

2 **Explain the difference between the sentences in each pair.**

- 1a At 7 o'clock I'll be seeing the doctor.
- 1b At 7 o'clock I'll have seen the doctor.
- 2a She's giving the talk in half an hour.
- 2b She'll have given the talk in half an hour.
- 3a In 2050 humans will have gone to the Moon again.
- 3b In 2050 humans will go to the Moon again.
- 4a I'm going to have lunch with my friends at 1 pm tomorrow.
- 4b I'll be having lunch with my friends at 1pm tomorrow.



- 3a** Read Sarah's schedule for tomorrow and complete the sentences with the future continuous, future perfect simple or future perfect continuous form of the verbs given. Write the answers in your notebook.

YOU ARE INVITED TO ...



SPACE CENTRE GUIDED TOUR

LAUNCH DAY SPECIAL – SCHEDULE

9 am	Breakfast in hotel
10 am	Bus ride to the Space Centre
10.30 am	Visit the Rocket Garden
11.30 am	See the Astronaut Hall of Fame
12.15 pm	Lunch with an astronaut, with the chance to ask questions
1.30 pm	Special film showing previous space launches
3 pm	See the launch of a Delta IV rocket live!
5 pm	Visit our full-size model of the International Spaceship
6 pm	Bus back to hotel
7.30 pm	Dinner at hotel

- At 9.30 she _____ (have) breakfast at the hotel.
- At 10 she _____ (eat) breakfast.
- At 10.35 she _____ (arrive) at the Space Centre.
- By 11.25 she _____ (go) round the Rocket Garden for nearly an hour.
- At 1.00 she _____ (have) lunch with an astronaut.
- By 3.00 she _____ (see) a film about space launches.
- At 3.10, she _____ (watch) the rocket launch.
- By 4.30 pm, she _____ (watch) the rocket launch for one and a half hours.

- 3b** In your notebook, write four questions about the schedule, two using the future continuous and two using the future perfect.

What will she be doing at quarter past five?

- 3c**  Ask your partner your questions.

Flipped classroom: watch the grammar presentation video.

- 4** Put the verbs in the correct form of the future continuous or future perfect simple. Write the answers in your notebook.

'The future is a mystery. What

(a) _____ I _____ (do) when I'm 30? Will I be unemployed or (b) _____ I _____ (work)? I know that I (c) _____ (finish) school, and I imagine I (d) _____ (leave) university because not many people continue studying at the age of 30. One thing I do know is that I (e) _____ (not live) in this town because I want to leave here when I go to university. I'm sure I (f) _____ (learn) to drive by the time I'm 30 because that's one of the first things I want to do when I'm 18. I don't think I (g) _____ (buy) a car because they're really expensive, but I imagine I (h) _____ (save) up my money each month to buy one. The future's a mystery, but I know it's going to be interesting.'

- 5a** In your notebook, write predictions about yourself in the year 2040. Use the future continuous, future perfect simple or future perfect continuous.

The future me!

- | | |
|-------------------------------|--------------------------|
| 1 live in this city | 6 speak English |
| 2 live with my parents | 7 work in an office |
| 3 stop playing computer games | 8 learn Chinese |
| 4 become famous | 9 appear on TV |
| 5 get married | 10 do exercise regularly |

I won't be living in this city./I will have been living in this city for 30 years.

- 5b**  Work in small groups. Compare your sentences and ask questions to find out what your partners have written. Are any answers particularly common?

Will you be living in this city?

Yes, I think so. That means I'll have been living here for 30 years. What about you, Eva?

No, I won't. I think I'll be living in another country, maybe England or Ireland. And you, Ana?

- 5c** Tell the class any common answers.

Most of us don't think we'll be living in this city in 2040.

Talking about photos – 1



- 1 Work with a partner. Look at the photos. Think of similarities and differences between them. Write the answers in your notebook.

Similarities	Differences

- 2 1.17 Read the task below. Listen to a student doing this task and answer the questions.

Compare the photos and say what problems you think people have travelling around the city in these ways.

- Does the student mention any of your ideas?
- Does she describe each photo in detail?
- Does she do both parts of the task?

- 3 1.17 Complete what the student said with phrases from the Speaking bank. Listen again if necessary. Write the answers in your notebook.

- (a) people travelling in a city.
 (b) the people are using the Underground,
 (c) in the second photo the woman is cycling in the road. (d) the first photo shows a big crowd of people waiting on the platform
 (e) in the second one the woman seems to be alone and is on the move. (f) the cyclist the people in the station seem unhappy – maybe they're impatient to get home. (g) is that in the Underground there can't be much fresh air, while the cyclist is outdoors and so the air is probably better.
 (h) is that there are problems with both ways of travelling around the city. In the Underground you don't have much space and it's probably quite difficult to sit down when it's busy. But I think it can be very dangerous cycling in a big city. At least the woman in the photo is wearing a helmet though. Also, when it rains it isn't nice to be cycling.

SPEAKING BANK

Useful expressions to compare and contrast photos

- Both photos show ...
- In both photos,
- One similarity is that ...
- In the first/second photo,
- One big difference between the photos is that ...
- Another important difference ...
- Compared with ...
- The first photo shows ... whereas/while the second photo shows ...

- 4 Work with a partner. Use the phrases in the Speaking bank to talk about the similarities and differences between the photos in 1.

Practice makes perfect

- 5a Work with a partner. Student A, look at the photos below. Student B, look at the photos on page 156. Think about the similarities and differences between your two photos.

- 5b Student A, do the task below. Student B, listen to your partner.

Compare the photos and say how you think the people feel in these situations.

- 5c Now change roles. Student B, your task is on page 156.



A story

- 1 Work with a partner. Read the task and think of some ideas for a story.



We want stories for our new international magazine for teenagers. Your story must begin with this sentence:

I was both excited and nervous as I stood there waiting at the airport.

Your story must include:

- a surprise
- a journey

- 2 Read this story. Are there any similarities with your ideas?

I was both excited and nervous as I stood there waiting at the airport. It wasn't the first time that I had flown, but it was the first time I was travelling on my own. I had been waiting for this trip for a long time.

Four months ago, I had applied for a place at an astronomy summer camp near Florence, Italy. Astronomy became my main hobby at the age of eight after receiving a small telescope as a present from my parents. So it was a brilliant surprise when I learnt that they had given me a place at the camp!

Luckily, my plane took off on time. It was a short flight and we were soon preparing for landing. Having collected my luggage, I immediately saw a sign with my name on it. A small group of students from the camp were there waiting for me.

The camp was an amazing experience. There were students from all over the world, all with the same interest in astronomy. Every night we would observe the stars using different telescopes, helped by expert teachers. The camp was away from the city and the skies were clear so visibility was perfect. But, apart from learning more about astronomy, I also made some great friends.

It was a trip that I'll never forget.



- 3 Would this type of trip interest you? Why/Why not?

- 4 Put the events of the story (a–g) in order. Write the answers in your notebook.

- | | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |
| 7 | | |

- a The narrator applied for a place at an astronomy camp.
- b The narrator had an amazing time at the camp.
- c The narrator went to the airport.
- d The narrator became interested in astronomy.
- e Some people from the astronomy camp went to meet the narrator.
- f The narrator got a telescope.
- g The narrator had a brilliant surprise.

- 5 Look at the advice in the Writing bank. Find examples in the story in 2 for each one.

Variety of past tenses – past continuous: we were soon preparing for landing.

WRITING BANK

Useful expressions in informal emails

- Use a variety of past tenses: the past simple, past continuous, past perfect simple and continuous, and used to/ would.
- Use participle clauses:
Looking up, she saw ...
After looking up, she saw ...
Having looked up, she saw ...
- Use linkers of time and sequence:
Last weekend, Three years ago, On Friday ...
At first, Next, Then, After that, Finally, In the end ...
- Use adjectives and adverbs to make the story more descriptive.

Practice makes perfect

- 6a Look again at the task in 1 and plan your own story. Think about the main events, the background and any important scenes.
- 6b Write your story. Remember to follow the advice in the Writing bank.

WRITING BANK ► PAGE 160

⚡ BUZZWORD

bubble hotel – accommodation in large glass or plastic bubbles that are entirely see-through

In Iceland, they offer accommodation in bubble hotels, from which people can observe the Northern Lights and the starry sky.

1 Work in pairs. Rank the following travel mishaps according to how serious you consider them to be. Have you ever experienced any of them?

- losing your passport/ID/mobile phone/money
- deleting all the photos you have taken
- getting lost
- injuring yourself
- risking your safety/health for the perfect picture
- missing a train/coach/plane
- having your luggage put on the wrong plane
- feeling carsick/seasick

2 Read the forum entries. Discuss the questions below with a partner.

TELL US YOUR STORY!

Experiencing mishaps or minor accidents while travelling is difficult to avoid. Share your stories and, possibly, some advice.

Kate (@kate)

 70  14

I reckon the worst thing that can happen while abroad is ending up in hospital. Last year, on a school trip to Spain, half of us went down with food poisoning! Our teacher assumed we had eaten some unwashed fruit but, to tell the truth, I really don't know what caused it. Luckily, he speaks fluent Spanish, so he was a big help when dealing with the doctors and nurses. Next time I go abroad, I'll be much more careful about what I eat.

Tomek (@Tom94)

 32  6

Last year, my sister Ania and I flew to England because she was going to run in the London Marathon. She was really excited until she discovered that her bag was missing – it had been sent to Australia by mistake! Her running gear, including her shoes, was in that bag. She was really desperate and kept saying that she would never be able to run the whole distance in a new pair of shoes. Luckily, the bag was returned to her a few hours before the race started. She still says that she was extremely lucky, but since then she always packs her running shoes in her cabin luggage!

Jim (@Jimjam92)

 23  4

Some accidents, especially when travelling abroad, are simply impossible to prevent. A few years ago, my friend Mike and I went on a trekking trip around Asia and, when we were in Vietnam, Mike contracted malaria. It was really bad – he had a really high fever and was shivering uncontrollably. Luckily, there was a town nearby, so he was given some medicine immediately. He's OK now, but it was so serious that he refuses to ever go to Asia again. If you check the guidelines for travellers to Vietnam, however, it does warn against malaria.

Julie (@juli3_NY)

 52  18

I had a really silly accident on my last holiday. I wanted to take a selfie alongside a beautiful sea view. So, there I was, standing on the terrace of my holiday apartment, leaning against the handrail, when, all of a sudden, it broke ... and I fell off! Luckily, I landed on the roof of the veranda below and, except for a few bruises, I escaped unhurt. I hadn't spotted the note saying the handrail was broken and needed fixing. So, if you ask me, some people stupidly risk their lives when they try to take a selfie. ☺

- 1 Would you say it is better not to eat the local food when travelling in order to avoid food poisoning? Why/Why not?
- 2 Do you think it is necessary to get vaccinated against certain diseases before going to certain countries? Why/Why not?
- 3 What is your opinion on people who take risks in order to get the 'perfect' selfie?

3 Which of the following is stated in the text as a fact and which is an opinion? Write the answers in your notebook.

- 1 There is nothing as bad as having to go to hospital while travelling.
- 2 Kate and her friends were sick because they had eaten unwashed fruit.
- 3 Ania's bag did not reach its intended destination.
- 4 You can find out in advance about some of the serious health risks in Vietnam.
- 5 Some people don't consider the potentially dangerous consequences when taking a selfie.

4 1.18 Listen to the recording. Complete the sentences so that they are true according to the information in the conversation. Write the answers in your notebook.

- 1 The road trip around Scotland took place shortly before .
- 2 There were  people on the trip.
- 3 They realised they were driving on the wrong side of the road soon after they .
- 4 The other car belonged to .
- 5 The goodbye was funny because of the way the boy's father used the word .

5 Work with a partner. Discuss the following questions.

- 1 Would you call yourself an adventurous person? Why/Why not?
- 2 Do you think you are always prepared for emergencies when you travel?
- 3 To what extent do you agree with the opinion that accidents and mishaps are unavoidable when you travel?
- 4 What kind of accidents are foreign tourists more or less likely to have when they visit Poland?

6 For the next class, prepare a short presentation about a funny or unusual accident that happened to someone who was travelling. You can use your own story or a story of someone you know, or find a story on the Internet. Include the following information:

- where and when the accident happened,
- what happened,
- what were the consequences,
- what can be done to avoid similar accidents.



PODRÓŻOWANIE I TURYSTYKA

Środki transportu i korzystanie z nich, podróżowanie

astronaut (n)	/ˈæstrəˌnɔ:t/	astronauta
board (v)	/bɔ:d/	wchodzić na pokład (czegoś)
crew (n)	/kru:/	załoga
flight (n)	/flaɪt/	lot
gate (n)	/geɪt/	wyjscie, bramka
get in (v phr)	/ˌget ˈɪn/	wsiadać, wchodzić
get off (v phr)	/ˌget ˈɒf/	wysiadać
get on (v phr)	/ˌget ˈɒn/	wsiadać
get out (v phr)	/ˌget ˈaʊt/	wysiadać, wychodzić
high-speed train (n phr)	/ˈhaɪˈspi:d ˈtreɪn/	pociąg szybkobieżny
land (v)	/lənd/	lądować
landing (n)	/ˈlændɪŋ/	lądowanie
launch (n, v)	/lə:ntʃ/	wystrzelenie, wyrzucić (w kosmos)
motorway (n)	/ˈməʊtəˌweɪ/	autostrada
orbit (n, v)	/ˈɔ:bit/	orbita; krążyć po orbicie
passenger (n)	/ˈpæsɪndʒə(r)/	pasażer
platform (n)	/ˈplætfɔ:m/	peron
rocket (n)	/ˈrɒkɪt/	rakieta
spacecraft (n)	/ˈspeɪsˌkrɑ:ft/	statek kosmiczny
space station (n)	/ˈspeɪs ˌsteɪʃ(ə)n/	stacja kosmiczna
take off (v phr)	/ˌteɪk ˈɒf/	startować (np. o samolocie)
the subway (n)	/ðə ˈsʌbˌweɪ/	US metro, UK przejście podziemne
the tube (n)	/ðə ˈtju:b/	UK metro (londyńskie)
the Underground (n)	/ði: ˈʌndəˌgraʊnd/	UK metro, kolej podziemna
traffic jam (n)	/ˈtræfɪk ˌdʒæm/	korek

Awarie i wypadki w podróży, bezpieczeństwo w podróży

adventurous (adj)	/ədˈventʃ(ə)rəs/	śmiały
contract (v)	/kənˈtrækt/	zarazić się (czymś)
emergency (n)	/ɪˈmɜ:dʒ(ə)nsi/	nagły wypadek
end up in hospital (v phr)	/ˌend ˈʌp ɪn ˈhɒspɪt(ə)l/	trafić do szpitala
escape unhurt (v phr)	/ɪˈskeɪp ʌnˈhɜ:t/	wyjscie (z czegoś) bez szwanku
feel carsick (v phr)	/ˈfi:l ˈkɑ:sɪk/	cierpieć na chorobę lokomocyjną
feel seasick (v phr)	/ˈfi:l ˈsi:sɪk/	cierpieć na chorobę morską
food poisoning (n)	/ˈfu:d ˌpɔɪz(ə)nɪŋ/	zatrucie pokarmowe
get lost (v phr)	/ˌget ˈlɒst/	zgubić się
get vaccinated against (v phr)	/ˌget ˈvæksɪneɪtɪd əˌgeɪnst/	szczepić się (przeciwko czemuś)
health risk (n)	/ˈhelθ ˌrɪsk/	zagrożenie dla zdrowia
injure (v)	/ˈɪndʒə(r)/	ranić
minor accident (n)	/ˌmaɪnər ˈæksɪd(ə)nt/	mniej poważny wypadek
mishap (n)	/ˈmɪsˌhæp/	niefortunny wypadek
prevent (v)	/prɪˈvent/	zapobiegać
risk one's life (v phr)	/ˈrɪsk ˌwʌnz ˈlaɪf/	ryzykować życiem
safety (n)	/ˈseɪfti/	bezpieczeństwo

PRZEDROSTKI

cooperate (v)	/ˌkəʊˈɒpəreɪt/	współpracować
disadvantage (n)	/ˌdɪsədˈvɑ:ntɪdʒ/	wada, ujemna strona
disagree (v)	/ˌdɪsəˈɡri:/	nie zgadzać się
disappear (v)	/ˌdɪsəˈpiə(r)/	zniknąć
discomfort (n)	/ˌdɪsˈkʌmfət/	niewygoda

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

disobey (v)	/ˌdɪsəˈbeɪ/	być nieposłusznym
illogical (adj)	/ɪˈlɒdʒɪk(ə)l/	nielogiczny
impatient (adj)	/ɪmˈpeɪʃ(ə)nt/	niecierpliwy
impossible (adj)	/ɪmˈpɒsəb(ə)l/	niemożliwy
incapable (adj)	/ɪŋˈkeɪpəb(ə)l/	niezdolny
incomplete (adj)	/ˌɪnkəmˈpli:t/	niekompletny
interactive (adj)	/ˌɪntərˈæktɪv/	interaktywny, współdziałający
irregular (adj)	/ɪˈregjələ(r)/	nieregularny
irresponsible (adj)	/ˌɪrɪˈspɒnsɪb(ə)l/	nieodpowiedzialny
miscalculate (v)	/ˌmɪsˈkælkjəleɪt/	błędnie obliczyć
misunderstand (v)	/ˌmɪsˌʌndəˈstænd/	źle zrozumieć
overbook (v)	/ˌəʊvəˈbʊk/	sprzedawać więcej biletów, niż jest miejsc
overpopulated (adj)	/ˌəʊvəˈpɒpjəˌleɪtɪd/	przeludniony
postgraduate (n)	/ˌpɒs(t)ˈɡrædʒuət/	magistrant, doktorant
reinvent (v)	/ˌri:ɪnˈvent/	wymyślić ponownie
rewrite (v)	/ˌri:ˈraɪt/	przepisać
subway (n)	/ˈsʌbˌweɪ/	US metro, UK przejście podziemne
sub-zero (adj)	/ˌsʌbˈziərəʊ/	ujemny, poniżej zera
superhuman (adj)	/ˌsu:pəˈhju:mən/	nadludzki
supersonic (adj)	/ˌsu:pəˈsɒnɪk/	ponaddźwiękowy
unbelievable (adj)	/ˌʌnbɪˈli:vəb(ə)l/	niewiarygodny
underestimate (v)	/ˌʌndərˈestɪmeɪt/	nie doceniać
underpaid (adj)	/ˌʌndəˈpeɪd/	niedostatecznie wynagrodzony
unexpected (adj)	/ˌʌnɪkˈspektɪd/	nieoczekiwany
unlikely (adj)	/ʌnˈlaɪkli/	nieprawdopodobny
unnecessary (adj)	/ʌnˈnesəs(ə)ri/	niepotrzebny
unsuccessful (adj)	/ˌʌnsəkˈsesf(ə)l/	zakończony niepowodzeniem
unusual (adj)	/ʌnˈju:ʒʊəl/	niezwykły

INNE

appointment (n)	/əˈpɔɪntmənt/	spotkanie, wizyta
be on board (v phr)	/bi ɒn ˈbɔ:d/	być na pokładzie
bold (adj)	/bəʊld/	śmiały, odważny
collision (n)	/kəˈlɪʒ(ə)n/	zderzenie, kolizja
ice age (n)	/ˈaɪs ˌeɪdʒ/	epoka lodowcowa
impact (n)	/ˈɪmpækt/	wpływ
last (v)	/lɑ:st/	trwać
look up (v phr)	/ˌlʊk ˈʌp/	patrzeć w górę
manned (adj)	/mænd/	załogowy
model (n)	/ˈmɒd(ə)l/	makieta, model
nervous (adj)	/ˈnɜ:vəs/	zdenewrowany, spięty
parcel (n)	/ˈpɑ:s(ə)l/	paczka
pregnant (adj)	/ˈpregnənt/	w ciąży
roughly (adv)	/ˈrʌfli/	z grubsza, mniej więcej
save up (v phr)	/ˌseɪv ˈʌp/	oszczędzać
telescope (n)	/ˈtelɪˌskəʊp/	teleskop

Rozumienie ze słuchu

- 1 ★  1.19 Usłyszysz dwukrotnie cztery wypowiedzi na temat podróżowania. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A believes the best way to get to know a city is to explore it as a pedestrian.
- B appreciates travelling solo.
- C enjoys spending time with their family while travelling.
- D is an experienced travel writer.
- E feels that business travel is not as enjoyable as it used to be.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.

GOING GREEN – OR HOW TO BE A RESPONSIBLE TRAVELLER



Can we really make a difference when it comes to the effect our travel habits have on the environment? After all, it is highly improbable that people will suddenly decide to stop travelling. The truth is, however, that if we all started making more conscious choices, they would contribute significantly to environment protection. First of all, think twice before booking a ticket, as it may turn out that your trip is actually unnecessary as more and more things can be managed via the Internet – Skype or any of the other means of digital communication. Also, bear in mind that air travel has the biggest environmental impact, so, if you have more time, travel by train, bus or ship instead. The journey itself may take longer, but

you will have a chance to admire the sights along the way. If you're travelling with family or friends and you've decided to go on a road trip, you can try renting either an electric or a hybrid car, as they are far more eco-friendly. If, however, you do need to travel by plane, choose a direct flight if possible, as these have a far less negative impact on the environment than repeated takeoffs and landings. So, choose wisely – and you'll succeed in becoming a much more responsible traveller.

- 1 What, according to the author, is unlikely to ever happen?
- 2 In what kind of situations might people reconsider taking a trip?
- 3 What are the advantages of going by train or car?
- 4 Why should we choose direct flights when travelling by plane?

Znajomość środków językowych

- 3 ★ Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Odpowiedzi zapisz w zeszycie. **Uwaga:** dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

agree • capable • estimate • importance • mass
pay • responsible

It is a common belief that tourism is always good for the local economy, as it is often an (1)  source of income. It also creates jobs for the resident population and may even encourage younger locals not to search for work elsewhere. In many cases, the positive impact of tourism is (2)  as it also results in better roads, hotels, and lots of other facilities. However, there are usually two sides to every story. Some specialists (3)  with the opinion that tourism always brings financial benefits to a country. First of all, often the really big profits are made by big corporations, which are not local at all. Secondly, jobs in the tourist sector are often (4)  and usually seasonal. To sum up, sometimes tourism can do more harm than good, especially if the people responsible for it are (5)  of organising the tourist industry in a sensible and considerate manner.

- 4 ★ **Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów. Zapisz odpowiedzi w zeszytach.**

- 1 This time next week (będę lecieć) to London – I can't wait!
- 2 You should take a waterproof jacket – (wygląda na to, że będzie padać) later.
- 3 My grandpa hopes he (odwiedzi Australię) by the time he is 70.
- 4 We need to have a break – by 1 p.m. I (będę prowadzić) non-stop for four hours.
- 5 My mum has just booked tickets for our summer holidays: from Paris to the south of France (jedziemy) by high-speed train – I hope it'll be exciting!

Wypowiedź pisemna

- 5 **Wziąłeś/Wzięłaś udział w szkolnej wycieczce, w trakcie której miał miejsce niespodziewany wypadek. Chcesz podzielić się swoimi wrażeniami na blogu internetowym. Napisz wpis, w którym:**

- krótko opisz trasę i środki transportu,
- napiszesz, jaki przebieg miała wycieczka,
- wyjaśnisz, jaki wypadek miał miejsce w trakcie wycieczki,
- zaproponujesz, co można zrobić, aby zapobiegać podobnym wypadkom.

✕

Hello everybody!

I've just come back from a school trip, and you'll never believe what happened.

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6 **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

Uczeń A



- 1 Where is the person and why are they there?
- 2 Why do some people prefer to travel alone?
- 3 Tell us about a long trip you have taken.

Uczeń B



- 1 How are the people feeling, and why are they feeling that way?
- 2 What are some of the disadvantages of travelling with a group of friends?
- 3 Tell us about the last time you went on a really unusual/surprising journey.

✓ SELF-ASSESSMENT UNIT 3

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about future plans, intentions, arrangements and predictions.
- b I can talk about transport and travel.
- c I can compare and contrast photos.
- d I can write stories.
- e I can talk about travel mishaps.

LANGUAGE CHECKPOINT ► PAGE 141

4 Extraordinary talents

Vocabulary

Personality adjectives

- 1 Work with a partner. Think of possible opposites for these words. Do you know any synonyms for the words?

clever • friendly • hard-working • patient
polite • quiet • reliable • serious • tidy

clever – *opposites: slow, silly*
synonyms: bright, intelligent

- 2 Read this description of a teenager called Luke. Do you think you would like him? Why/Why not?

Luke is one of my best friends, but we're very different. He's usually quite **shy** and **reserved**. When you go out with him to a party, he doesn't usually talk to many people, especially if he's never met them before. He's a very **sensitive** and **tactful** person. He does his best not to hurt anyone's feelings. In that sense, he's quite **mature**. He's really **gifted** and **talented**, too. He can play three instruments really well. But because he's so **modest** and **down-to-earth**, only his good friends know just how talented he is. His favourite type of music is classical, but he's quite **broad-minded**, musically

speaking. He'll listen to any type of music as long as it's good.

I don't want to give the idea that Luke is perfect though.

He can be very **insecure** at times, especially when he starts worrying about how he's going to do in exams. And he can also be a bit **bad-tempered**, getting angry for no good reason. He's still a great friend though.

⚡ BUZZWORD

***basic** (*inf.*) – used to describe someone who is only interested in popular, mainstream things

Omg, Tim's new girlfriend is so basic. Forget about talking to her about alternative music or indie films.

*slang

- 3 In your notebook, match the words in **yellow** in the text with their opposites. Which two words in the text do not have an opposite in the box? What do they mean?

big-headed (2 words) • good-natured/easygoing
immature • narrow-minded • outgoing (2 words)
self-confident • tactless (2 words)

- 4 From each pair of adjectives, choose the one that describes you the best. You can qualify the adjective with **very**, **quite** or **a little bit**.

insecure/self-confident – I'm a little bit insecure.

- 5 Work with a partner. Talk about the adjectives you chose in 4 and why.

- 6 Decide which adjective in each pair has a positive meaning and which has a negative meaning. Use a dictionary if necessary.

- | | |
|---------------------------|-----------------------|
| 1 ambitious/pushy | 4 frank/brusque |
| 2 self-confident/arrogant | 5 stubborn/determined |
| 3 bossy/assertive | |

- 7 1.20 Listen to descriptions of three people. In your notebook, write down two adjectives from this page to describe each one.

- | | | |
|---|--|--|
| 1 | | |
| 2 | | |
| 3 | | |

- 8a Work with a partner. Decide what type of personality you need to do these jobs. Give reasons for your answers.

- a professional musician
- the director of an international bank
- the President
- a Formula 1 driver
- a TV presenter

- 8b Discuss your ideas with the rest of the class.



- 1  Work with a partner. Look at the photos in the article and describe what you can see.

- 2 Read the article. Did the person in the photo have an easy childhood? Why/Why not?

THE INCREDIBLE RISE OF DYNAMO

He's the British illusionist who walks on water and has hundreds of celebrity fans and friends. But he started doing tricks to stop his bullies at school.

Steven 'Dynamo' Frayne is no ordinary illusionist. During our interview a pack of cards appears to levitate from the table and land in his hand before disappearing. He continues talking, stops for a second, then takes the cards from his mouth.

As he explains to me, it's his job and his life's mission to amaze people. He believes that, as we get older, we all want to feel young again and that tricks and illusions can give us that feeling. Dynamo's shows certainly do that.

Steven grew up in one of the most dangerous areas in Bradford. Since his childhood, he has had a serious stomach illness. That meant that as a child he wasn't as strong as his classmates. Weak and shy, he was a target for bullies. When he was 11, his mum used to send him to school with two older kids, but they didn't look after him. One day he told his great-grandfather about it, who taught him a few tricks. From then on, Dynamo's life changed.

He demonstrates to me one of the tricks he

learnt to stop the bullying. He asks me to pick him up, which I do easily. Then he looks at me for less than a second and tells me to do it again. Impossible! I try harder but can no longer lift him! Once he started doing tricks like this on the bullies, they left him alone. But their fear of him meant that nobody wanted to be near him. So he spent his time in his bedroom practising. The longer you practise, the better you get!

Thanks to that dedication and hard work, Dynamo is one of the most famous illusionists in the world today, but he's possibly the most modest, down-to-earth person you'll ever meet. He remembers how his career really started. When he had to spend six months in hospital because of his stomach illness, it was one of the worst times in his life. He started wondering how people would remember him if he died. This motivated him to make something of his life. He started doing tricks in the street. He talked his way backstage at concerts and did tricks for famous artists such as Snoop Dogg, One Direction and Coldplay. Soon he had a massive following on social media networks, with tens of millions of people worldwide watching his videos. Then came his own TV series which he has since sold to more than 190 countries, attracting 250 million viewers.

His ability to get attention was evident in 2011 when he amazed people by walking on the River Thames in London. At first, there were just 50 people watching, but soon there were thousands. He had walked halfway across the river when the police stopped him. So, how did he do it?

Was there transparent plastic under the surface of the water? Even when you look more closely at the images, it's impossible to know.

'I can honestly say that if I started explaining it all,' Dynamo says, 'you'd be so bored you'd be begging me to stop after a minute.' After all, as he says, intrigue is the most powerful part of it.

Dynamo's illness has never gone away. But he finds that when he's working his stomach hurts him the least. 'The best distraction is an audience. My stomach hurts the least when I'm performing. Adrenaline stops me feeling any pain.' There can't be many people in the world who are so calm and easygoing about walking through windows or levitating above the tallest building in London. But Dynamo is no ordinary person.



"The best distraction is an audience."



- 3 Read the text again and choose the best answers. Write them in your notebook.

- 1 Dynamo thinks that ...
 - a doing tricks and illusions keeps him young.
 - b illusions can remind us of when we were young.
 - c people are less happy when they get older.
- 2 Other children used to bully Steven because ...
 - a of his personality and build.
 - b he had a strange appearance.
 - c he had more money than them.
- 3 Dynamo got better at illusionism because ...
 - a he needed new tricks to beat the bullies.
 - b he wanted people to be frightened of him.
 - c he had a lot of free time alone.
- 4 At the start of his career ...
 - a famous people asked to see his tricks.
 - b he made his own TV series.
 - c he did his tricks outside on strangers.

- 5 Dynamo thinks people ...
 - a wouldn't understand if he explained his illusions.
 - b are more impressed as they can't explain his tricks.
 - c don't like it when he explains his tricks.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think Dynamo is so successful?

- 5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

- 6  What about you?

Do you like watching illusionists? Why/Why not?

Comparative and superlative adjectives and adverbs

1a Look at the sentences. Which contain comparative forms and which contain superlative forms?

- I try **harder** but can no longer lift him.
- He grew up in one of the **most dangerous** areas in Bradford.
- Even when you look **more closely**, it's impossible to know.
- He is **better** than the rest.
- My stomach hurts the **least** when I'm performing.
- He practises the **longest**.
- It's **easier** for him to do a trick than explain it.

1b Look at the sentences again. Which contain adjectives and which contain adverbs?

GRAMMAR REFERENCE ► PAGE 142

2 Work with a partner. In your notebook, complete the table below and then explain the rules for the different groups of adjectives.

Adjective	Comparative	Superlative
long slow		
big thin		
friendly tidy		
ambitious hard-working		
good bad far little (determiner)	<i>less</i>	<i>the farthest/the furthest</i>

For one-syllable adjectives, add -er to make the comparative.

3a Match the rules and examples for comparative and superlative adverbs. Write the answers in your notebook.

- We usually make comparative and superlative adverbs with *more* and *the most*.
 - With some irregular adverbs we add -er and *the* -est.
 - Some comparative and superlative adverbs are irregular.
- a *well, bad, little*
b *carefully, quietly, easily, beautifully, often*
c *fast, hard, early, late, long, soon, near*

3b In your notebook, make the comparative form of the adverbs in 3a (a–c).

4 In your notebook, rewrite the sentences using the correct comparative and superlative form.

- In my opinion, Caleb is the friendlier person in this class.
- I think Emma is slightly taller than Claire.
- That is definitely the most silly thing I've heard today!
- You can write much quicker on a computer than by hand.
- Sorry I couldn't come more soon.
- Is it much more further to your house?
- You need to try more hardy if you want to be a professional illusionist.
- Houdini was one of the more famous illusionists in the world.
- That film was terrible! It's the less interesting film I've ever seen.
- She did more well than me in the test.

5a Work with a partner. Decide who in your class ...

- talks the fastest.
- shouts the loudest.
- speaks the most quietly.
- draws the best.
- runs the furthest.
- arrives the earliest.
- writes the most neatly.
- laughs the most often.

5b Say one of the names you chose in 5a. Can your classmates guess the description?

6 Look at the sentences and answer the questions a–c.

- I tried **as** hard **as** the others.
 - He was **not as/so** big **as** his classmates.
 - When he works, his stomach is **less** painful **than** when he rests.
 - We get **older and older**.
 - The longer** you practise, **the better** you get.
 - The earlier** you start, **the easier** it is.
- a When do we use *as ... as*?
b When do we use *not as ... as*, *not so ... as*, or *less ... than*?
c How do you say 4–6 in your language?

GRAMMAR REFERENCE ► PAGE 142

7 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 Liam enjoys surfing the Net as much as playing computer games.

ENJOYABLE

For Liam, surfing the Net computer games.

- 2 Eating fruit and vegetables is healthier than eating fast food.

LESS

Eating fast food eating fruit and vegetables.

- 3 When you walk at a higher speed, you get more tired.

FASTER

The more tired you get.

- 4 Dylan thinks judo is better than karate.

NOT

For Dylan, karate judo.

- 5 Olivia is quick when she writes, and so is Amy.

AS

Amy writes Olivia.

- 6 Chinese is much harder to write than English.

DIFFICULT

English is than Chinese.

- 7 Basketball becomes easier depending on your height.

TALLER

The basketball becomes.

- 8 She's getting increasingly good at maths.

AND

She's getting at maths.

8 Work with a partner. In your notebook, match the halves of these common expressions. Check that you understand what they mean and then think of a situation when you might use them.

- | | |
|--------------------------|-------------------------|
| 1 The sooner | a than done. |
| 2 Better late | b to worse. |
| 3 Easier said | c than never. |
| 4 Better to be safe | d the harder they fall. |
| 5 The more | e the merrier. |
| 6 This is going from bad | f the better. |
| 7 The bigger they are | g than sorry. |

The sooner the better. You use it when you want something to happen as soon as possible, for example the start of the holidays.

Noun suffixes

1 Look at these words. Each one contains a noun suffix. Which of the nouns are for a person?

ability • actor • artist • difference • direction
enjoyment • illness • performance
politician • writer

2 In your notebook, make nouns from these words using the suffixes in 1. You may need to change the spelling. Sometimes you can make more than one noun from each word.

act • appear • confident • create • different
educate • electric • employ • happy • improve
invent • investigate • mad • music
relevant • science

3 Complete the text below with the correct form of the words given. Write the answers in your notebook.

Sometimes you can get the impression that (a) (science) today spend all their time just improving high tech toys and phones. But just think of the (b) (important) of some of the biggest inventions of the past. Take (c) (electric), for example, or, more specifically, the electric light bulb. The (d) (create) of the light bulb is one of the key moments in human progress. Its (e) (invent) was the extraordinarily talented Thomas Edison. Edison's biggest skill was to take another person's idea and make (f) (improve) to it. Electric light bulbs meant the (g) (appear) of unsafe gas lighting. Before electric lights, people couldn't do much when it got dark at night. Edison gave people the (h) (able) to see at night. What a (i) (different) that made!





Free climbing in the mountains

1 **Work with a partner. Look at the photo and answer these questions.**

- 1 Would you like to be in this situation? Why/Why not?
- 2 What type of people do you think normally do this type of activity?
- 3 How much training do you think you need to do this?

2 **1.21 Listen to two people talking about a new TV series. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.**

- 1 For Sue Wilson, there wasn't much competition for best programme of the week. T/F/NM
- 2 She had the wrong idea about the programme *Hidden Talent* at first. T/F/NM
- 3 To make this programme, they invited people with special talents to do tests. T/F/NM
- 4 Maggie Reenan had always wanted to try rock climbing. T/F/NM
- 5 Being a nurse was possibly an advantage for Maggie when rock climbing. T/F/NM
- 6 Being able to detect lies is quite a common ability. T/F/NM
- 7 With the FBI, Brenda Chamberlain watched videos of suspects again and again. T/F/NM
- 8 Sue thinks that Maggie never knew about her talent before because she never had time for herself. T/F/NM

3 **1.21 Listen again and answer the questions.**

- 1 How many people did the tests for *Hidden Talent*?
- 2 How many tests did they do?
- 3 What do you know about Maggie's family situation?
- 4 How high was the rock she climbed?
- 5 What often makes the rock more difficult to climb?
- 6 How many people do they say have a strong ability for detecting lies?
- 7 What two things did the FBI teach Brenda?
- 8 What did the programme make Sue think?

4 **What about you?**

- 1 Would you like to watch this TV series? Why/Why not?
- 2 Would you like to do tests to see if you have a hidden talent? Why/Why not?

Articles

1 Read these sentences.

- 1 There was **a** programme that stood out.
- 2 **The** programme was **the** first in **the** series.
- 3 **[-]** Nurses treat **[-]** patients in **[-]** emergencies.
- 4 You could be **the** best diver in **the** world.

2 In your notebook, match the sentence halves to make rules. Find an example of each rule in a sentence in 1.

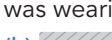
- | | |
|--------------------------|-------------------------|
| 1 We use a/an ... | 4 We use the ... |
| 2 We use the ... | 5 We use no article ... |
| 3 We use the ... | |
- a to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
 - b to talk about a specific person or thing or a person or thing mentioned before.
 - c to talk about things in general in the plural.
 - d to talk about someone or something that is unique.
 - e with superlative adjectives, adverbs, *first* and *last*.

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3 Choose the correct alternative. Write the answers in your notebook.

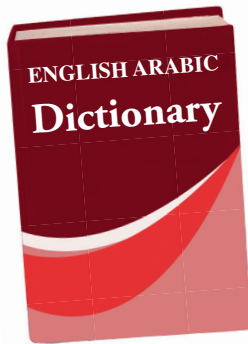
- 1 In general, I think the/- teachers can help the/- young people to develop their talents.
- 2 Last night I saw a/- programme about a/the young girl who has a/the really good voice.
- 3 Did you read a/the book I gave you yesterday about the/- science?
- 4 I reckon she's the/- better than most TV presenters.
- 5 A/The biggest problem with a/the world today is that we are all too busy.
- 6 I've got a/the friend who trains the/- animals to appear in the/- films.
- 7 Last week I read an/the article about the/- first episode of a/the new comedy series.
- 8 I think the/- rock climbers do the/- most amazing things.

4 Complete the text with a, an, the or - . Write the answers in your notebook.

I've got (a)  friend who has (b)  amazing talent. She has (c)  incredible memory. She's really good at remembering (d)  faces. She once met (e)  man for just a few seconds. When she saw (f)  man again six months later, she recognised him immediately, even though (g)  clothes he was wearing were completely different and now he had (h)  beard. I'm exactly the opposite. I think I have (i)  worst memory in (j)  world!

5 Read the text and correct seven mistakes in the use of articles. Write the answers in your notebook.

One of the most interesting episodes of *Hidden Talent* was about a boy called James Whinnery. He was only 19. They discovered that the boy had a special talent for the languages. He learnt the Arabic in just 19 weeks. After learning Turkish for a week, he did a test working in Turkish restaurant for a day, talking to the waiters. Then, for his training, they say he learnt the new words – one hundred words each day! At the end of the episode, he travelled to Jordan and they interviewed him in Arabic on a special programme. Of course, nobody can really learn new language in just 19 weeks. But James learnt a lot of things in that time. It seems that sometimes the TV programmes can have positive effect on people and their lives.



so, such, too, enough

6 Look at these sentences and complete the rules below with so, such, too or enough. Write the answers in your notebook.

- The weather is usually **so** bad that it can be a scary experience.
 - She did it **so** well.
 - It's **such** a difficult climb that you usually need many years of experience.
 - It's **such** a pity.
 - She's always been **too** busy to find the time.
 - She was(n't) good **enough** to do it.
- We use to say if something is or isn't excessive. It comes before an adjective or adverb.
 - We use to say if something is or isn't sufficient. It comes after an adjective or adverb.
 - We use to intensify a noun (with or without an adjective). If the noun is singular we use *a/an* before the noun.
 - We use to intensify an adjective or adverb.
 - We use *to + infinitive* after and .
 - We use *that* after and .

GRAMMAR REFERENCE ► PAGE 142

7 In your notebook, complete the sentences with these words. You can use the words more than once. If no word is necessary, put – .

a • enough • so • such • to • too

- I'm 15, so I'm young to vote in a general election.
- It's such beautiful day today.
- She isn't tall to get the book off the top shelf.
- It's too late say that you're sorry.
- I have such good memories of living by the sea.
- The film was exciting I watched it twice.
- When you're 18, you're old to drive in most countries.
- Rebecca and Christine are good friends that they seem like sisters.
- I love that band. Their music is good!

8 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

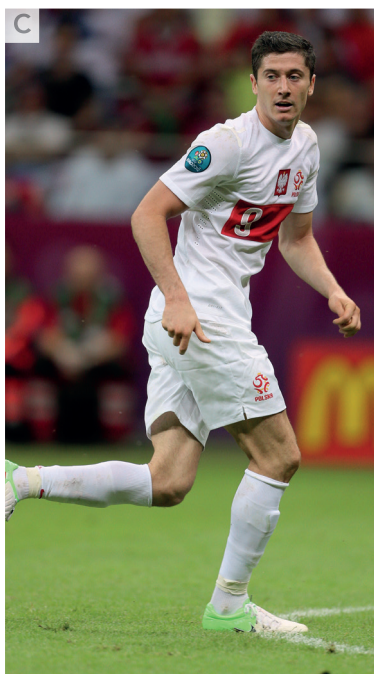
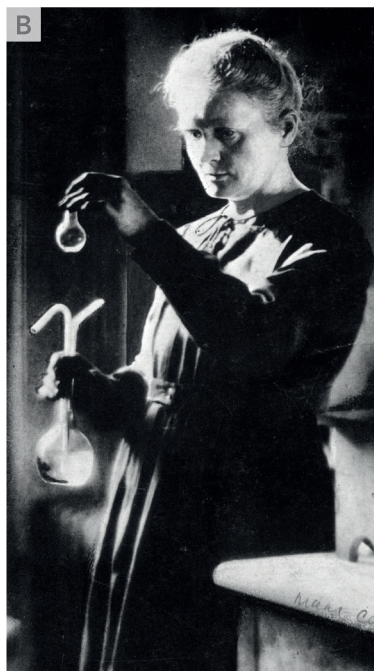
- That artist does such good pictures that everyone copies her. **SO**
That artist's pictures copies her.
- The water was so cold we couldn't swim. **TOO**
The water was swim.
- Her paintings are so good you could sell them. **ENOUGH**
Her paintings sell.
- It was so cold that day that they stayed at home. **SUCH**
It was they stayed at home.
- He's so insecure that he'll never be a good leader. **SELF-CONFIDENT**
He be a good leader.
- Kate doesn't sing very well so she won't become a professional singer. **ENOUGH**
Kate doesn't to become a professional singer.

9a Use your imagination to complete these sentences. Write the answers in your notebook.

- They've got such a big house that ...
- There was a woman who was so rich ...
- My friend is so quiet ...
- I knew somebody who was too lazy to ...
- We aren't fit enough to ...
- I'm such a good student that ...
- My friend is so clever ...

9b Work in small groups. Compare your sentences in 9a. Choose the best ones and tell them to the rest of the class.

Presentations – 1



- 1 Work with a partner. Talk about the people in the photos. Who are they and why are they famous?
- 2 How would you define a 'hero'? Would you call any of the people in 1 heroes? Why/Why not?
- 3 Work with a partner. Look at the presentation topic and discuss if you agree or disagree with the statement. In your notebook, make notes of your ideas. Think of arguments to justify and explain your opinions.

'There are no heroes in today's world, just celebrities.'
Do you agree? Why/Why not?

- 4 1.22 Listen to a student giving a presentation on this topic. What is their opinion? Do they mention any of your ideas in 3?
- 5 1.22 Listen again and in your notebook write down the expressions in the Speaking bank that you hear.

SPEAKING BANK

Useful expressions to structure a presentation

Beginning your presentation

- I'd like to begin by saying ...
- To start with ...
- The first thing I'd like to say is ...
- I'm going to talk about ...

Ordering your arguments

- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What's more,
- It's important to remember that ...
- It's also true that ...

Concluding your presentation

- In conclusion,
- Finally,
- To sum up,
- Last but not least,
- The point I'm trying to make is ...
- In short,

- 6 Organise your notes from 3 in a logical order, with an introduction and a conclusion.

- 7 Work with a partner. Take it in turns to give a presentation with your opinion. Remember to use expressions from the Speaking bank. When you finish, discuss how well you did your presentations.

Practice makes perfect

- 8a Prepare a presentation about somebody that you admire. Give reasons why you admire them. It can be a famous person or someone in your life, for example a friend or relative.

- 8b Give your presentation to the class.

An article – 1

- 1  **Work with a partner. Read this announcement and talk about people that you could write about and what talents they have.**

Young journalist

Articles wanted

Extraordinary talents!

We want to know who you think are the most talented people in the 21st century!

Write about one famous person who you think has extraordinary talents. Describe them and what they do. It could be an actor, singer, musician, writer, artist ... anyone with an amazing talent!

Send us your articles ... now!

- 2 **Read an article written about the singer Ed Sheeran. What talents does the writer of the article say that Ed Sheeran has? Make a list in your notebook.**

Ed Sheeran

A How many good singers are there today? Hundreds, maybe? But how many can write great songs? And how many can perform a whole concert on their own, without any other musicians? In my opinion, there's only one, and his name is Ed Sheeran.

B Apart from his red hair, Ed Sheeran doesn't look very special. Maybe that's also because he tends to wear normal clothes like jeans and T-shirts. But when he starts to sing, you can tell that he is in fact incredibly special. As for his personality, what I love about him is that he's modest, funny and friendly.

C One of Ed Sheeran's most important talents is that he can play and sing in lots of different styles. For example, he has some very romantic songs, but he also raps sometimes. Another of his great talents is being able to write lyrics. He usually writes about down-to-earth things that young people understand. He also makes brilliant videos. In one video, he shows that he's a talented dancer, too!

D Ed Sheeran is already a great singer and performer. But the most exciting thing is that he's still very young. Just watch how he gets better and better!



- 3 **Match the paragraphs A–D to these topics. Write the answers in your notebook.**

- Brief conclusion
- The person's name/introductory information about them
- The person's main talent(s)
- The person's appearance and personality

- 4 **Read the Writing bank and find examples in the article in 2.**

WRITING BANK

Useful language in descriptions

- He/She seems ...
- He/She looks ...
- He/She is very/really/extremely + 'normal' adjectives (*good, big ...*)
- He/She is completely/totally/absolutely/ really + 'extreme' adjectives (*fantastic, huge ...*)
- He/She is quite/rather + 'normal' adjectives
- He/She can be ...
- He/She tends to ...
- He/She has a ... side.
- He/She shows that ...
- What I like (most) about him/her is ...

- 5  **Use expressions in the Writing bank to talk about the people you chose in 1.**

What I like most about Daniel Radcliffe is his sense of humour.



Practice makes perfect

- 6a **Choose one person and write your article. Follow the paragraph plan in 3 and use expressions from the Writing bank.**
- 6b **When you finish writing your article, check it carefully. Have you included the relevant information? Is it easy to understand the ideas and information? Are there any grammar or spelling mistakes?**

WRITING BANK > PAGE 161

BUZZWORD

all-rounder – a person who has many different types of skills and abilities

At secondary school she was an academic and sporting all-rounder.

- 1 **Work in pairs. Talk about what factors make a professional sports person a role model. Use the ideas below or your own ideas.**

- determination and hard work
- sports achievements
- showing fair play
- keeping up a good relationship with fans and supporters
- taking part in the life of the local community
- supporting charities
- displaying positive character traits and faultless behaviour

- 2 **Read the article and answer the questions below.**

CAN ATHLETES BE GOOD ROLE MODELS FOR YOUNG PEOPLE?

A lot of kids and teenagers look up to professional athletes and believe that they are the most extraordinary people in the world. They follow their sport heroes' performances in the confidence that whoever is the fastest, the strongest, the most ambitious and the most talented – is someone they should admire and imitate. However, it seems that sometimes such admiration may leave young people disappointed or lost – especially when it turns out that their idol has turned to performance-enhancing drugs or became involved in some kind of scandal or even criminal activity.

Can a professional athlete be considered a good role model, after all? Of course, but judging by more than just their sports achievements, I reckon. Just because someone is able to perform better than other athletes does not mean that they should be treated with respect and admiration in all areas of life. Particularly that there have been times in history when young people did not choose to follow sportspeople's examples but had role models such as politicians, scientists, or writers – i.e. people who often fought to make a significant change in society. Nowadays, athletes get as much admiration and respect as people who were responsible for social and political reforms, medical discoveries and scientific inventions, people with creativity and vision.

It does not mean that sportspeople do not deserve to become role models, but I strongly believe it's crucial they represent moral values, show enthusiasm for sport and play fair, work for charities, or devote their time to local communities. There are quite a few sportspeople like that, and if young people want to follow such examples, it's only for the best. However, parents who are concerned that their child's choice of idols may not be the best, can stop worrying. According to social scientists, there is little evidence that young people actually follow their sport role models' behaviour. They may want to look like their idols and play a sport like them, but that does not mean that they will engage in anti-social or criminal activities.

- 1 Which of the factors in exercise 1 are mentioned in the text when referring to role models?
- 2 What is the general tone of the article: formal, informal, informative, critical?
- 3 What advice does the author give to parents whose children chose sportspeople as role models?

- 3 **Which of the following is stated in the text as a fact and which is the opinion of the author? Write the answers in your notebook.**

- 1 Young people feel disappointment and a sense of loss when their role model turns out to be involved in a scandal or criminal activity.

- 2 Sportspeople should not be admired only for their achievements in sport.
- 3 In the past, sportspeople were less common role models.
- 4 If a professional athlete is involved in charity or community work and displays moral behaviour, they deserve to be treated as role models.
- 5 When a child wants to imitate their idols' sport achievements or appearance, it does not mean they will behave like them.

- 4 **1.23 Listen to a discussion about some of the authorities in sport. Choose the best answers and write them in your notebook.**

- 1 The discussion is taking place
 - A as part of a radio programme.
 - B during a lecture.
 - C at a meeting with students.
- 2 Both Michael Phelps and Roger Federer are mentioned as examples of athletes who
 - A have shown true grit.
 - B possess qualities such as fairplay.
 - C are still active in sports.
- 3 Robert Kubica is admired by one of the speakers for
 - A his achievements to date.
 - B his fight with a disease.
 - C his determination to return to racing.
- 4 The correct order of events in Maria Sharapova's career is (1: She wasn't allowed to play professional tennis; 2: The substance she had been taking was placed on the banned substance list; 3: She was experiencing health problems):
 - A 2 – 3 – 1
 - B 3 – 2 – 1
 - C 3 – 1 – 2
- 5 Paul Rudd felt devastated about Armstrong's doping scandal because
 - A he felt cheated.
 - B he felt sorry for Armstrong.
 - C he knew sport would never be the same without Armstrong.

- 5 **Work in groups of three. Discuss the opinions below with your partners. To what extent do you agree with them?**

- 1 An athlete's character and their personal opinions are as important as their sporting achievements if they are to become role models.
- 2 The level of professional sport is so high nowadays that it is impossible to break records without taking performance-enhancing drugs.
- 3 Whenever there are large sums of money combined with sport, bribes and illegal betting are inevitable.
- 4 In some sports, famous athletes are more like celebrities than role models.
- 5 Parents should pay attention to what athletes their children choose as role models.

- 6 **For the next class, prepare a short presentation about a Polish athlete – past or present – who is considered a role model. Include the following information:**

- who the person is and what their sports career is/was like,
- what sporting achievements they have,
- what other achievements/attributes they are well-known for,
- why are they considered a role model.

CZŁOWIEK

Cechy charakteru

ambitious (adj)	/æm'biʃəs/	ambitny
arrogant (adj)	/ˈærəɡənt/	arogancki
assertive (adj)	/ə'sɜːtɪv/	asertywny
bad-tempered (adj)	/ˌbæd'tempəd/	wybuchowy
big-headed (adj)	/ˌbɪɡ'hedɪd/	zarozumiały
bossy (adj)	/ˈbɒsi/	apodyktyczny
broad-minded (adj)	/ˌbrɔːd'maɪndɪd/	tolerancyjny
brusque (adj)	/bruːsk/	szorstki, opryskliwy
determined (adj)	/dɪ'tɜːmɪnd/	zdecydowany
down-to-earth (adj)	/ˌdaʊntəʊ'ɜːθ/	praktyczny
easygoing (adj)	/ˌiːzi'ɡəʊɪŋ/	wyrozumiały, spokojny
frank (adj)	/fræŋk/	szczerzy
gifted (adj)	/ˈɡɪftɪd/	utalentowany
good-natured (adj)	/ˌɡʊd'neɪtʃəd/	dobroduszny
immature (adj)	/ˌɪmə'tjʊə(r)/	niedojrzały
insecure (adj)	/ˌɪnsɪ'kjʊə(r)/	niepewny
mature (adj)	/mə'tjʊə(r)/	dojrzały
modest (adj)	/ˈmɒdɪst/	skromny
narrow-minded (adj)	/ˌnærəʊ'maɪndɪd/	ograniczony
outgoing (adj)	/ˈaʊtˌɡəʊɪŋ/	otwarty, towarzyski
pushy (adj)	/ˈpʊʃi/	nachalny, natrętny
reserved (adj)	/rɪ'zɜːvd/	powściągliwy
self-confident (adj)	/ˌself'kɒnfɪd(ə)nt/	pewny siebie
sensitive (adj)	/ˈsensɪtɪv/	wrażliwy
shy (adj)	/ʃaɪ/	nieśmiały
slow (adj)	/sləʊ/	mało pojętny
stubborn (adj)	/ˈstʌbən/	uparty
tactful (adj)	/ˈtæk(t)f(ə)l/	taktowny
tactless (adj)	/ˈtæk(t)ləs/	nietaktowny
talented (adj)	/ˈtæləntɪd/	utalentowany

SPORT

Problemy współczesnego sportu

ban (n, v)	/bæn/	zakaz, zakazywać
bribe (n)	/braɪb/	łapówka
betting (n)	/ˈbetɪŋ/	zakłady
cheat (v)	/tʃiːt/	oszukiwać
doping (n)	/ˈdɒpɪŋ/	doping
fair play (n)	/ˌfeə'pleɪ/	czysta gra
foul play (n)	/ˌfaʊl'pleɪ/	nieczysta gra
penalise (v)	/ˈpiːnəlaɪz/	karzać
performance-enhancing drugs (n phr)	/ˌpɜːfɔːməns ɪnˌhɑːnsɪŋ 'drʌɡz/	środki dopingujące

PRZYROSTKI

ability (n)	/ə'biləti/	zdolność, umiejętność
action (n)	/ˈækʃ(ə)n/	działanie
activity (n)	/æk'tɪvəti/	aktywność, działalność
actor (n)	/ˈæktə(r)/	aktor
appearance (n)	/ə'piərəns/	wygląd
artist (n)	/ˈɑːtɪst/	artysta
confidence (n)	/ˈkɒnfɪd(ə)ns/	pewność siebie
creation (n)	/ˌkriː'eɪʃ(ə)n/	tworzenie
creativity (n)	/ˌkriː'eɪ'tɪvəti/	kreatywność
creator (n)	/ˌkriː'eɪtə(r)/	twórca
darkness (n)	/ˈdɑːknəs/	ciemność
difference (n)	/ˈdɪfrəns/	różnica
direction (n)	/daɪ'rekʃ(ə)n/	kierunek
education (n)	/ˌedjʊ'keɪʃ(ə)n/	edukacja
educator (n)	/ˌedjʊ'keɪtə(r)/	pedagog
electrician (n)	/ˌɪlek'trɪʃ(ə)n/	elektryk

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

electricity (n)	/ˌɪlek'trɪsɪti/	elektryczność
employer (n)	/ɪm'plɔɪə(r)/	pracodawca
employment (n)	/ɪm'plɔɪmənt/	zatrudnienie
enjoyment (n)	/ɪn'dʒɔɪmənt/	przyjemność
happiness (n)	/ˈhæpɪnəs/	szczęście
illness (n)	/ˈɪlnəs/	choroba
importance (n)	/ɪm'pɔːt(ə)ns/	znaczenie
improvement (n)	/ɪm'pruːvmənt/	poprawa
invention (n)	/ɪn'venʃ(ə)n/	wynalazek
inventor (n)	/ɪn'ventə(r)/	wynalazca
investigation (n)	/ɪnˌvestɪ'ɡeɪʃ(ə)n/	badanie, dochodzenie
investigator (n)	/ɪnˌvestɪˌgeɪtə(r)/	badacz, oficer śledczy
madness (n)	/ˈmædnəs/	szaleństwo
musician (n)	/mjuːʒɪʃ(ə)n/	muzyk
performance (n)	/pɜːfɔːməns/	przedstawienie, występ
politician (n)	/ˌpɒlɪ'tɪʃ(ə)n/	polityk
relevance (n)	/ˈreləv(ə)ns/	znaczenie, związek
scientist (n)	/ˈsaɪəntɪst/	naukowiec
writer (n)	/ˈraɪtə(r)/	pisarz

INNE

bottom (adj)	/ˈbɒtəm/	ostatnie miejsce
bully (n, v)	/ˈbʊli/	znęcający się nad słabszymi, zastraszać
calm (adj)	/kɑːm/	spokojny, opanowany
character traits (n)	/ˈkærɪktə 'treɪts/	cechy charakteru
demonstrate (v)	/ˈdemən'streɪt/	zaprezentować
display (v)	/dɪ'spleɪ/	przejawiać
equal (adj)	/ˈiːkwəl/	równy
faultless behaviour (n)	/ˌfɔːltləs bi'heɪvjə(r)/	nienaganne zachowanie
get on somebody's nerves (v phr)	/ˈget ɒn ˌsəmbədɪz 'nɜːvz/	działać komuś na nerwy
humility (n)	/ˈhjuː'mɪlɪti/	pokora
make a point (v phr)	/ˈmeɪk ə 'pɔɪnt/	udowadniać coś
mission (n)	/ˈmɪʃ(ə)n/	misja, zadanie
pack (n)	/pæk/	talia (kart)
painful (adj)	/ˈpeɪnf(ə)l/	bolesny
respect (n)	/rɪ'spekt/	szacunek
role model (n)	/ˈrəʊl ˌmɒdəl/	wzór do naśladowania
shock (n, v)	/ʃɒk/	szok, szokować
surface (n)	/ˈsɜːfɪs/	powierzchnia
true grit (n)	/ˌtruː ˈgrɪt/	prawdziwe męstwo



Rozumienie ze słuchu

- 1 ★ 1.24 Usłyszysz dwukrotnie fragment wykładu na temat cech osobowości. Na podstawie informacji zawartych w nagraniu uzupełnij odpowiedzi na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 Personality traits are defined as patterns of human .
- 2 Everyone can be placed somewhere on the scale between extreme .
- 3 The speaker  the fact that our personality changes as we grow older.
- 4 An individual's personality can be affected by certain social roles, such as .
- 5 According to the text, although personality traits are fairly , they may alter somewhat according to circumstances.

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj dwa teksty na temat cech osobowości. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszycie literę A, B, C albo D.

Tekst 1.

SISTERS

When my younger sister Kate was born, I was 16. I was a bit surprised when my parents told me I was going to have a sister. I was used to being an only child and, in many ways, I enjoyed the way it felt. To tell the truth, I don't think I fell into the stereotype of an only child – I wasn't spoiled or egocentric. On the contrary, my parents had me when they were still very young, so my grandmother often took care of me. She was quite strict and did not tolerate any exhibitions of bad-temper or arrogance. When I was older, my dad had a serious illness, so my family's life focused on his recovery rather than upon the 'difficulties' of my adolescence. Consequently, I grew up to be hard-working and quite mature for my age, but also sensitive and not very confident.

As soon as Kate entered the home, I felt an inexplicable wave of sisterly love towards her. I think I felt as responsible for her as my parents did. The most surprising thing, however, was my parents' attitude towards her: she quickly became the centre of their attention. Kate grew up to be a confident and outgoing, but also a rather big-headed child.

Now that we are both adults, I really appreciate not being an only child any more, but we had a few nasty moments, especially when Kate was going through adolescence – she could be really stubborn and bossy at times. She also accused our parents of treating me better, with some justification as, unlike her, I was always a good student and never caused my parents any problems. It seemed funny to me at the time, especially when I remembered being jealous of the attention they gave her. When we talk about it now, we often wonder why we have such different personalities – of course, some of it must be inherited, but we're sure that the fact that I was born first, and she came second must have had a big influence on the way we are now.

- 1 When the narrator talks about her childhood, she explains why
 - A she liked being an only child.
 - B she grew up to be selfish and self-centred.
 - C she didn't have the stereotypical characteristics of an only child.
 - D her grandmother gave her a strict upbringing.

- 2 Which of the following is stated in the text as a fact, not as an opinion?
 - A The narrator did not illustrate the stereotypical features of an only child.
 - B The father had health problems before Kate was born.
 - C The parents treated Kate worse than the narrator.
 - D The order of birth had a big influence on the sisters' personality.

Tekst 2.

DOES YOUR BIRTH ORDER DETERMINE YOUR PERSONALITY?

Have you ever wondered how the order of birth in the family influences what you are like? If you haven't, perhaps it's time you did. According to numerous studies, being a firstborn, a middle child, or the last child has a powerful impact on your personality and behaviour.

To be more specific, the first child in a family is a kind of an 'experiment' for the parents. They are often insecure about their new role, so I suppose they might be caring but also strict about rules and principles, even to the point of seeming slightly neurotic. As a result, firstborns enjoy all of their parents' attention, and will do anything to get their approval. As children, they usually get on well with adults, sometimes even better than with children their own age. They grow up to be ambitious and hard-working, and are usually determined to be the best at what they do. They are often high achievers, but the downside is that they also tend to be bossy and controlling.

It's obvious that middle children are neither the oldest nor the youngest, and so they grow up without as much attention as their brothers or sisters. As a result, they feel a need to leave their mark in the family. They are often the most rebellious, and hate being told what to do, as they place stress on greater freedom and independence. Surprisingly, they usually grow up to be extremely outgoing, tending to avoid conflict situations.

Those who are last on our list are, in a way, the luckiest, as their parents are usually far less strict and more tolerant while bringing them up. As a result, they love being the centre of attention, and may actually become self-centred and big-headed. I reckon they may also be manipulative, especially when they are children, in order to get what they feel they deserve. On the other hand, they are outgoing and not very complicated. They don't usually grow up to be determined or focused on achievement – on the contrary, they enjoy life's simple pleasures.

Of course, there are many exceptions to this pattern; events such as divorce, adoption or disease may have a large impact on a family. However, there is one thing that psychologists agree about: it's the parents who influence their children's personality most, as this is largely in place by the age of five. The good news though, is this can sometimes be modified, at least to some extent. So, if you are a firstborn, like me, you can still learn how to slow down and chill out a bit.

- 3 People who are born first
 - A work hard to achieve what they want.
 - B are treated as an experiment by their parents.
 - C often disagree with their peers as children.
 - D always have neurotic parents.
- 4 One of the reasons why the youngest child is lucky is that
 - A they are always the centre of attention.
 - B their parents are more easygoing and less strict.
 - C they are good at manipulating people.
 - D they always get what they deserve.

- 5 In the last paragraph, the author
- A is encouraging readers to change their personalities.
 - B is making readers aware that a child's personality is never stable.
 - C is expressing doubts as to whether a personality can be changed.
 - D is explaining why a personality becomes fixed by the age of five.

Znajomość środków językowych

- 3 1.25 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Odpowiedzi zapisz w zeszyte. Uwaga: jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A Why don't you try going to bed earlier rather than staying up late?
- B Not really. I think you're wrong about him.
- C Yes, she has always been rather serious.
- D Adventures in space are much more interesting than teenage problems, if you ask me.
- E I totally agree with you – talent is often overestimated.

- 4 ★ Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszyte.

- 1 Creativity is (important/for/scientist) as it is for a musician.
- 2 Some employers think that young people are (get/and/assertive).
- 3 My sister is so stubborn: the more difficult a task is for her, (hard/she/work) to get it done.
- 4 Stephen King is (talented/writer) that he is admired by both critics and readers.
- 5 I'm not (technical/understand) how this invention works.

Wypowiedź pisemna

- 5 ★ Niektórzy specjaliści uważają, że we współczesnych szkołach kładzie się zbyt duży nacisk na przedmioty ścisłe i języki, a zbyt mało na przedmioty artystyczne (np.: muzykę, taniec, plastykę, itp.). Napisz artykuł, w którym przedstawisz swoją opinię na ten temat.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 Pracujcie w parach. Popatrzcie na zdjęcia A–C i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Bierzesz udział w dyskusji samorządu szkolnego na temat tego, jakie popołudniowe zajęcia w ramach Akademii Młodych Talentów byłyby najbardziej interesujące dla dzieci z sąsiedztwa.

- Wybierz propozycję, która według Ciebie byłaby najbardziej atrakcyjna, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Which factor is more important when you want to achieve something: to be talented or to be determined? Why?
- 2 "Everybody has some talent, but some talents remain undiscovered." To what extent do you agree with this opinion?

Uczeń B

- 1 Are there any hobbies or sports for which you need a special talent? What are they?
- 2 Do you think it is still possible to discover a talent and/or develop a special skill when you are middle-aged or older?

✓ SELF-ASSESSMENT UNIT 4

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can compare different people, things and actions.
- b I can understand written and spoken texts about people with special talents.
- c I can give structured presentations on different topics.
- d I can write articles giving detailed personal descriptions.
- e I can talk about characteristics of a person I consider an authority.

5 Money matters

Vocabulary

Buying and selling

- 1 **Work with a partner. How many different types of shops can you name in two minutes?**
- 2 **Complete the text with these words. Use a dictionary if necessary. Write the answers in your notebook.**

afford • bargain • cash • change • discount
receipt • refund • sale • value for money • waste



SOPHIE'S BLOG

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Pop Shop, in the Westgate shopping centre, are having a big weekend sale. I don't often buy clothes there because I can't (a) it, it's just too expensive for me. But yesterday they had a special (b) there and everything was cheaper than usual. They had a (c) of between 20% and 50% on most of the things there. I found a real (d) – a jacket that cost just £35 instead of £120! That's great (e) because it's really cheap for a jacket made by a top designer. I paid with the (f) that my parents gave me for my birthday. I gave the shop assistant a £50 note and they gave me £15 (g) . I asked for the (h) because if you have problems afterwards you need to have proof that you bought it in that particular shop. Once I bought a coat, but then I decided I didn't like it. I didn't want to (i) my money so I took it back and, luckily, they gave me a (j) .

Anyway, all bargain-hunters go down to Pop Shop! The sale ends at 5 pm today.

- 3 **Work with a partner. Ask and answer these questions.**
 - 1 Do you usually carry some change in your pocket?
 - 2 How do your parents usually pay in shops?
 - 3 Do you or your family usually buy things in the sales? What types of things?
 - 4 Do you usually keep the receipt when you buy something? Why/Why not?
 - 5 Have you or your family ever asked for a refund?
 - 6 Do students get special discounts in your country?
 - 7 Have you ever wasted your money? When?
 - 8 What have you bought recently that was good value for money?

Money and banking

- 4 **In your notebook, match these words and phrases with the definitions. Use a dictionary if necessary.**

ATM/cashpoint • bank charges/fees • bill
current account • get into debt • interest
lend money/give somebody a loan • overdraft
savings account • withdraw money

- 1 an agreement with your bank that allows you to spend money when there is no money in your account
- 2 a bank account that you use to keep and save money
- 3 give money to somebody for a period of time, after which they give it back
- 4 amount of money you have to pay a bank for the services that they give you
- 5 a bank account that you can take money out of when you want
- 6 take money from a bank account
- 7 money you get from a bank for keeping your money there, or money that you pay to a bank when you borrow money from them
- 8 a written statement saying how much money you owe for goods or services you have received
- 9 machine that gives you money when you put a bank card in it
- 10 start to owe money

- 5 **1.26 Listen and answer the eight questions in your notebook. You will hear each question twice.**

- | | |
|------------------------|------------------------|
| 1 <input type="text"/> | 5 <input type="text"/> |
| 2 <input type="text"/> | 6 <input type="text"/> |
| 3 <input type="text"/> | 7 <input type="text"/> |
| 4 <input type="text"/> | 8 <input type="text"/> |

- 6a **How do you say these words? What do they all have in common?**

answer • business • climb • debt • doubt
eight • half • honest • knowledge • listen • litre
psychological • receipt • talk • through • written

- 6b **1.27 Listen to the words and correct your pronunciation if necessary.**



1 **Work with a partner. Look at the photos in the article and answer the questions.**

- 1 How are they connected with the title of the article?
- 2 Do you think all the objects could be used as money? Why/Why not?

2 **Read the article and check your answers in 1.**

Money: A brief history

Whether we like it or not, money plays a central role in society today. We all use it, more or less every day. Because of the importance of money, we probably all ought to have a clear idea of the history of money, and how money works.

A world without money ...

Perhaps the easiest way to think about the role of money is to consider a world without it. We would have to barter for everything. In a barter economy, we need to exchange every item we want for something that we can provide. For example, a person who specialises in fixing cars and needs to trade for food must find a farmer with a broken car. But what if the farmer doesn't need to have his car fixed? Or what if the farmer only



has eggs, more eggs than the mechanic can possibly use? The difficulty with this system is finding the right person to barter with.

The advantage of money is that you don't have to find 'the right person'. You just need to go to a market to sell your goods or services.

You exchange these for a common medium of exchange – that is, money. You can then use that money to buy what you need from others who also accept the same medium of exchange.

Chocolate money?

Many different things have been used as money over the years, including cocoa beans, salt and cows. At first, the value of money was fixed by its alternative uses. For example, you could use the cocoa beans to make chocolate, or the salt to make food taste better. These



uses give them a basic value. On the other hand, many people may want strawberries and be happy to trade for them, but they make poor money because they last for such a short time. There is also the problem that not everything of value is easy to divide, and standardising each unit is also hard. For example, not every strawberry has the same size or quality. So it is not easy to establish the value of strawberries.

Properties of money

So, money should be something that maintains its value over time, can be easily translated into prices, and be widely accepted. Precious metals such as gold and silver seem to serve all three needs. They are hard to obtain. There is a finite supply of them in the world. It is easy to divide them into standardised coins and they do not lose value over time or when made into smaller units.

Until relatively recently, the coins that people used were mainly made of gold and silver. But gold and silver are heavy. People had to carry their precious metals around all the time to exchange them for goods. Over time, people realised they needn't carry their gold and silver around with them. They could leave them at a bank and buy and sell using a note from the bank. But when they wanted their gold or silver again, they could go to the bank with their note and withdraw it.



Worthless notes

Eventually, the paper note or receipt was separated from the actual metal. And they stopped making coins with precious metals. When those links were broken, 'fiat money' was born and that is the money we use today. Fiat money, the cash we carry around with us, is materially worthless. But it has value simply because a nation collectively agrees to give a value to it. In theory, governments could print as much money as they liked. But they mustn't do this because it leads to higher prices and money loses its value. To ensure that governments don't just print money when they like, most countries today have given the task of deciding how much money to print to independent central banks.

3 **Read the text again and answer the questions in your notebook.**

- 1 What happens in a 'barter economy'?
- 2 What does the story of the mechanic and the farmer demonstrate?
- 3 What is the first advantage of a system that uses money, not bartering?
- 4 Why did some people use cocoa beans or salt as money in the past?
- 5 Why are strawberries unsuitable for use as money?
- 6 Why were precious metals used as money?
- 7 What was the disadvantage of silver and gold?
- 8 What was the first 'paper money' like?
- 9 What is 'fiat money'?
- 10 Why can't governments print money when they like?

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- How do you think money will evolve over time?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

6 **What about you?**

Do you think our society gives too much importance to having money? Why/Why not?

BUZZWORD

reverse vending – the activity of putting empty plastic bottles into a machine so that they can be recycled, and getting a small amount of money back for each one

Reverse vending machines that reward you for recycling are appearing in more and more cities in Poland.

Modal verbs of obligation, prohibition and advice – present

1a Look at the sentences and answer the questions below.

- We **ought to** have a clear idea about money.
- It **should** be something that maintains its value.
- You **don't have to** find 'the right person'.
- The mechanic **must** find a farmer to get food.
- We all **have to** use money.
- Governments **mustn't** do that.
- You'd **better** keep your money in your pocket.
- They **aren't allowed to** print money when they like.
- People **need to** trade for food.
- You **needn't** carry it all with you.
- He **doesn't need to** have his car fixed.
- They **can't** do what they like.

Which grammatical structure(s) do we use to ...

- express obligation or necessity?
- say there is no obligation or necessity?
- say something is prohibited or not possible?
- give advice or recommendations?

1b Answer these questions.

- Which structures need to + infinitive? Which need the infinitive without to?
- How do you make sentence e into a question?
- How do you make sentences b and g negative?
- How do you make sentence j affirmative?
- Is 'd short for *had* or *would* in sentence g?

GRAMMAR REFERENCE ► PAGE 144

2 Correct these sentences in your notebook.

- You don't have to give false information when you open a bank account.
- Have you to sign your name on your credit card?
- You needn't to open a bank account if you don't want to.
- She would better get a credit card because it isn't safe to take lots of cash everywhere.
- We ought ask for advice because we don't know much about banking.
- Students don't need have a bank account, but it's a good idea to have one.

3 Complete the sentences with some of these words. Write the answers in your notebook.

are • aren't • had • has • have • must • mustn't
needn't • needs • ought

- You better hurry or you'll miss the bus.
- My dad to wear a uniform because he's a firefighter.
- We've just eaten. I think we to have a rest before we swim again.
- 14-year-olds allowed to drive.
- You buy me a present for my birthday. I don't really want anything.
- Parents always tell their children that they lie to them.

4 Work with a partner. A British student is coming to study for one month at your school. Think of useful information to give them. In your notebook, write one sentence with each of these modal verbs.

are allowed to • can't • don't have to • had better not
must • mustn't • needn't • ought to

In some classes we are allowed to use our mobile phones.

5a Look at the sentences and answer the questions below.

- People **had to** carry their precious metals everywhere.
- With banks, people **didn't have to** take their silver and gold with them.
- They **needn't have carried** their silver and gold for so many years.
- They **weren't allowed to** print more money.
- They **needed to** find more suitable money.
- They **should/ought to have** used something that lasted longer.
- They **shouldn't have made** that decision.
- They **didn't need to** take all their coins.
- He **couldn't** find the right person.

Which grammatical structure(s) do we use to:

- express obligation and necessity in the past?
- say that something happened but it was not necessary?
- say that something was not necessary and maybe it happened or maybe it didn't?
- say something was prohibited or not possible?
- criticise a past action or say that it was a mistake?

5b Complete the structure in your notebook.

should/shouldn't/ought to/needn't

+ +

GRAMMAR REFERENCE ► PAGE 144

6 In your notebook, write these sentences in the past.

- 1 You should ask them for advice.
- 2 She must arrive on time every morning.
- 3 Do you have to go to the meeting?
- 4 We mustn't wear jeans and T-shirts.
- 5 I don't need to get up early. (but I did)
- 6 She doesn't need to wear a uniform. (so she didn't)
- 7 We ought to work as a team.

7 In your notebook, rewrite these sentences. Use each of these expressions once.

didn't have to • had to • needed to
needn't have • ought to have
shouldn't have • wasn't/weren't allowed to

- 1 I did the exercises last night because they were obligatory.
I .
- 2 Taking food to the party was optional for us, but we took some.
We .
- 3 She didn't revise for the exam and that was a big mistake.
She .
- 4 They didn't have permission to go into the office.
They .
- 5 It was necessary for the plane to land.
The plane .
- 6 It wasn't necessary to show my receipt to the shop assistant, so I didn't.
I .
- 7 I got angry with you yesterday and that was a silly thing to do.
I .

8a Think about when you were at primary school. In your notebook, write sentences about things that were obligatory, not obligatory, prohibited, and that you should/shouldn't have done. Use the structures in 5a.

In some classes we had to sit on the floor.

8b Compare sentences in small groups. Were your experiences similar?



Phrasal verbs connected with money and shopping

1 Look at the phrasal verbs used in these sentences and match them with the definitions. Write the answers in your notebook.

- 1 If you want to buy a tablet, you should **set** some money **aside** each week.
 - 2 The government say that they aren't going to **cut back** on education.
 - 3 She lent me some money last week, but next week I have to **pay it back**.
 - 4 The bill **comes to** £43.50.
 - 5 He doesn't earn much, but it's enough for him to **get by**.
 - 6 I **picked up** some amazing bargains in the sales.
 - 7 I couldn't buy that new game because they'd already **sold out**.
 - 8 She's going to **splash out** and buy that designer jacket.
- a give someone the same amount of money they lent you
 - b save money from a larger amount to use it later
 - c reduce the amount of money you spend
 - d buy
 - e buy something expensive
 - f have just enough money so that you can do what you need to
 - g reach a total when you add all the parts together
 - h stop selling a product because there are no more available



2 In your notebook, rewrite each sentence using one of the phrasal verbs above.

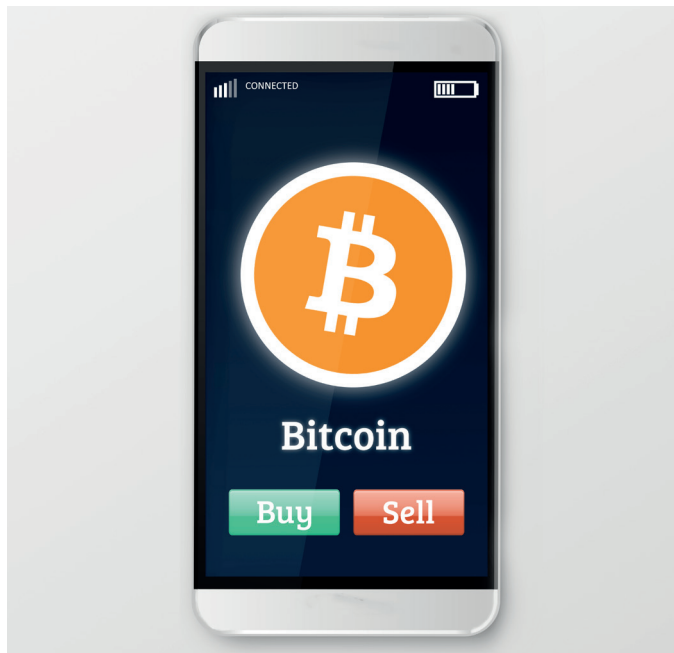
- 1 Can you buy some milk on the way home?
- 2 That coat is expensive, but I'm going to buy it.
- 3 We need to reduce the amount we spend on luxury items.
- 4 We haven't got much money, but we're surviving.
- 5 I can't go to the concert because I need money for the summer holidays.
- 6 You should buy the game now because they're disappearing fast.
- 7 I'll give you the money you lent me tomorrow.
- 8 The book was £10 and the magazine was £2.50 so the total was £12.50.

3 Choose the correct alternative. Write the answers in your notebook.

- 1 Do you set any money apart/aside each week or month? What for?
- 2 Does anybody need to pay you back/up at the moment? Why?
- 3 Have you or your family ever splashed away/out on something? What was it?
- 4 Have you ever gone to buy something and found that they had already sold out/up? What was it?
- 5 Do you usually have enough money to get across/by each week?
- 6 Have you ever picked away/up a bargain in the sales? What was it?



4 Work in pairs. Ask your partner the questions in 3. If they answer 'yes', ask questions to find out more information.



1 Work with a partner. Look at the photo. What do you think it represents?

2 Read the text, ignoring the gaps. Do you think Bitcoins are good or bad? Why?

Bitcoins are completely (a) . They only exist as (b) which you keep in your smartphone or computer. There are three ways to get Bitcoins. You can buy them with (c) money. You can sell things and let people pay for them with Bitcoins. Or you can actually create Bitcoins through a process called (d) . To make your own Bitcoins, your computer has to solve a complicated mathematical problem. These problems are becoming increasingly more (e) . Bitcoins are not controlled by banks or (f) . One consequence of this is that the value can change (g) . Another consequence is that it appears that some (h) use them. The creator of Bitcoins used the name Satoshi Nakamoto. Journalists found a man with this name in (i) , but he was (j) and suffering from an illness. The creator of Bitcoins obviously didn't want people to know details about his (k) . His collection of Bitcoins might be worth more than a (l) dollars.

3 Work with a partner. Predict what words or types of word could go in each gap.

4 1.28 Listen to an interview with an expert on Bitcoins. Complete the text in 2 with one word or number in each gap. Write the answers in your notebook.

5 What about you?

Would you buy or use Bitcoins? Why/Why not?

Modal verbs of speculation and deduction – present and future

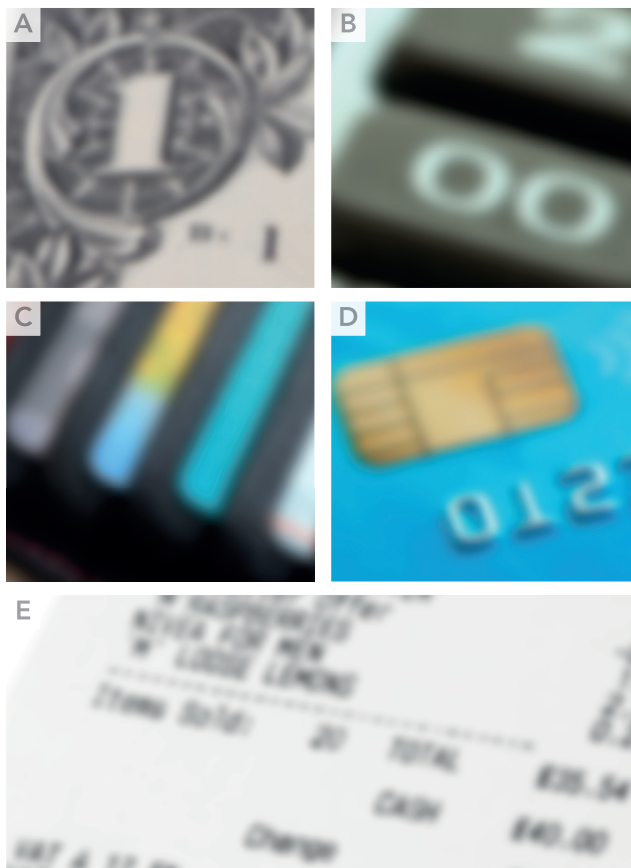
1 Look at these sentences and complete the rules below with the verbs in blue. Write the answers in your notebook.

- a A cyber-criminal **might** steal or destroy your money.
- b It **must** be easy to become a millionaire if you can make your own money!
- c This **may** or **may not** be true.
- d Bitcoins **might not** be such a good idea.
- e It **can't** be long before physical money disappears.
- f It **could** take years to get just one Bitcoin.

- 1 We use and when there is a 50% possibility that something is or will be true. The negative forms are and . We cannot use the negative form of when there is a 50% possibility that something isn't true.
- 2 We use when we are 90% certain that something is true.
- 3 We use when we are 90% certain that something isn't true.
- 4 When we are speculating and making deductions, the opposite of *must* is .

GRAMMAR REFERENCE ► PAGE 144

2 Look at these things. What do you think they may, must or can't be? Explain why.



3 In your notebook, complete the sentences with *must*, *can't*, *may* or *might* (not).

- 1 That be Jack's wallet because his is brown and this one's black.
- 2 He's seen that film ten times. He love it.
- 3 It's unusual that Beth hasn't come to school yet. She be well, or perhaps her bus is just late.
- 4 I go to the party tomorrow, but I'm not sure. I hope my parents let me.
- 5 She have a lot of money because she spends a fortune on clothes.
- 6 He play the guitar very well because nobody wants to listen to him.
- 7 It be hard to become a millionaire because not many people manage it.
- 8 My parents lend me some money or they . I don't really know because I've never asked them before.

Modal verbs of speculation and deduction – past

4 Look at these sentences and, in your notebook, complete the rules below with the verbs in blue.

- a He **must have made** a lot of money from Bitcoins.
 - b It **can't have been** him because he didn't know what Bitcoins were!
 - c He **may/might/could have used** a Japanese pseudonym.
 - d He **mightn't/may not have been** the inventor.
- 1 We use , and when there is a 50% possibility that something was true, but we cannot use in the negative form with this meaning.
 - 2 We use when we are 90% certain that something was true.
 - 3 We use when we are 90% certain that something wasn't true.

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5 In your notebook, correct the mistakes in these sentences.

- 1 It's only lunchtime and you look terrible. You must have a bad morning.
- 2 Somebody's unlocked the door. It must have been Mike because he hasn't got a key.
- 3 I think Josh might sent me an email last night.
- 4 Emma hasn't replied to my email. She mightn't has received it.
- 5 William isn't here. He must have went already.
- 6 Let's not buy her that DVD. I'm not sure, but I think she might buy it already.
- 7 You can't be read that book already! It's 600 pages long and you only started yesterday!
- 8 It mustn't have rained last night because all the streets are dry.

6 Complete the text with past modal verbs of speculation and the verbs given. Write the answers in your notebook.

Something very mysterious happened in Tokyo a number of years ago. For a few weeks many civil servants who went to the toilet found a 10,000 yen note (around £50) waiting for them. Nobody knows who left the notes, but it (a) (be) the same person because they left handwritten messages with the notes and the writing was always the same. They are quite sure that a woman (b) (leave) the notes because they always appeared in the men's toilet. More than 425 people found notes, so the man (c) (have) a lot of money. He always left the message 'Please be happy' with the money. This suggests that the man (d) (be) happy himself, but, of course, we can't be sure. Again, nobody can be sure, but other people think that the man (e) (work) as a civil servant himself once and he gave the money away to make other civil servants happy. One thing is clear, he (f) (move) quickly because in one morning he left 18 ¥10,000 notes in 18 different toilets in Tokyo. The man's handwriting was getting worse and worse and so people think he (g) (have) a serious illness.

That probably explains why he was giving away all his money.



7a Work with a partner. Look at these situations and, in your notebook, write at least two sentences with *must have*, *might have* and *can't have* to explain them.

- 1 My uncle didn't use to be rich, but now he's a millionaire.
- 2 Susan always passes her exams, but last week she failed an exam.
- 3 Ben can usually go out with his friends at the weekend, but last weekend his parents didn't let him.
- 4 Justin is a very careful driver, but yesterday he had an accident.
- 5 Gemma usually beats everybody at tennis, but last weekend she lost.
- 6 Jamie loves watching football matches, but he was really angry the last time he saw a match.
- 7 Sarah used to be really unhealthy, but now she's really fit.
- 8 The last time I saw my cousin she couldn't speak a word of English, but now she's fluent.

7b Compare your ideas with the rest of the class.

Talking about photos – 2

- 1 Work with a partner. What words and expressions can we use to talk about similarities and differences between photos? Make a list in your notebook.

Both photos show ..., In this photo there is X whereas in the other photo there is Y ...

- 2 Use the words and expressions in 1 to talk about the two photos.



- 3 1.29 Listen to a student talking about the photos and answer the questions.

- Which of the things that you mentioned in 2 does the student talk about?
- Does the student talk about each photo in detail?
- Apart from comparing and contrasting the photos, what question do you think the examiner asked the student?

- 4 Look at the lists of words and expressions in the Speaking bank. Match a title to each list. Write the answers in your notebook. When is each list of expressions useful in a speaking exam?

- | | |
|---------------|-------------------|
| 1 Describing | 4 Giving opinions |
| 2 Speculating | 5 Using fillers |
| 3 Comparing | |

SPEAKING BANK

Useful language to talk about photos

- : must (have), may (have), might (have), could (have), can't (have)
- : more ... than, (not) as ... as, less ... than
- : I'm not sure but ..., I imagine ..., It looks/seems like/as if ..., Let me think ..., I mean ...
- : In the background, At the top, In the middle
- : Personally, In my opinion, I think ...

- 5 Work with a partner. Use each expression in 4 to talk about the photos in 2.

Practice makes perfect

- 6a Work with a partner. Student A, look at the photos below and do the task. Student B, listen to your partner.

Compare the photos and say why you think people enjoy meeting in these different ways.



- 6b Now change roles. Student B, your task is on page 156.

A formal letter/email of complaint



- 1 **Read the instructions on how to use a cashpoint to withdraw money. In your notebook, put the steps in the correct order.**
 - a Select Cash and select or enter the amount to withdraw.
 - b Choose whether you want a receipt and select Yes or No.
 - c Don't wait more than 30 seconds to take your card out of the machine or it will swallow the card so that nobody can steal it.
 - d Insert your card into the machine.
 - e Enter your PIN (Personal Identification Number) and press Enter.
 - f Wait while the machine processes your transaction. When the machine beeps, take your card and money (and receipt if you asked for one).
- 2 **Work with a partner. Explain the different steps in 1 using *must*, *shouldn't*, etc.**
- 3 **Read this email and answer the questions.**
 - 1 Why is the person writing?
 - 2 What solution do they want?
 - 3 What will they do if there is no solution?

Dear Sir or Madam,

- 1 I am writing to complain about an incident that took place last week at your cashpoint on Anderson Street. The incident has left me without my debit card and has caused me a great deal of inconvenience.
 - 2 On the evening of Sunday 21st December I inserted my debit card into your bank's cashpoint in order to withdraw £40. I selected the amount that I wished to withdraw, but the machine immediately told me that it had retained my card.
 - 3 I contacted my bank the next day and they informed me that they could see no reason why the machine had swallowed the card as there was sufficient money in my account. They then informed me that they had to cancel my card and send me another one. This will take between 7 and 10 days.
 - 4 I am very disappointed with the treatment I have received from your bank. I now have no easy access to cash, through no fault of my own. I expect you to send my new card urgently. I would also like assurance that you will charge me no bank fees for issuing me with a new card. If I do not hear from you in the next 14 days I shall be forced to consider moving my current account to another bank.
- I look forward to hearing from you very soon.
- Yours faithfully,
Jonathan Squire

BUZZWORD

shrinkflation – the practice of reducing a product's size while selling it at exactly the same price

Shrinkflation causes customers getting less for their money.

- 4 **Find the formal equivalents of these words and expressions in the letter.**
 - 1 something happened (Paragraph 1)
an incident took place
 - 2 made a lot of trouble for me (Paragraph 1)
 - 3 chose (Paragraph 2)
 - 4 wanted (Paragraph 2)
 - 5 enough (Paragraph 3)
 - 6 told (Paragraph 3)
 - 7 I'll have to (Paragraph 4)

- 5 **Work with a partner. Find examples of the characteristics in the Writing bank in the email in 3.**

WRITING BANK

Characteristics of formal letters/emails

- If we don't know the name of the person we are writing to, we begin *Dear Sir or Madam*. We finish *Yours faithfully*.
- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and their surname. We finish *Yours sincerely*.
- We do not use contractions.
- We use longer, more formal words and expressions.
- We do not use many phrasal verbs.
- We write complete sentences.
- We do not usually use abbreviations.
- We use formulaic expressions to begin and end the letter.

Practice makes perfect

- 6a **Look at this task. In your notebook, write notes and add your own details.**

Last week you were at a train station. In the station there was a vending machine selling books. You wanted a book to read on the train so you put money in, but it didn't give you the book or any change. Write a letter of complaint to the company that is responsible for the vending machine and demand a solution.

Plan

Paragraph 1: Why are you writing?
Paragraphs 2 and 3: What happened? What are the facts?
Paragraph 4: What solution do you demand? What will you do if there is no solution?

WRITING BANK > PAGE 162

- 6b **Write your letter. Use your notes and the information in the Writing bank.**

1 **Work in small groups. Discuss the possible reasons why people might take out the following insurance policies.**

- life insurance
- unemployment insurance
- health insurance
- car insurance
- home insurance (building/contents)
- pet insurance
- travel insurance

2 **1.30 Listen to a radio programme. Work in pairs. Discuss the answers to the following questions.**

- 1 How many less conventional types of insurance were mentioned in the recording? What were they exactly?
- 2 Which of these do you consider to be the most unusual?
- 3 Would you be interested in taking out any of the insurance policies mentioned in the recording? Why/Why not?

3 **Listen again. Which of the following is stated in the recording as a fact and which is the opinion of the speaker? Write the answers in your notebook.**

- 1 Three out of every four homeowners in Great Britain insure their home contents.
- 2 Insurance in Great Britain is a very profitable business.
- 3 An event insurance policy is advisable when you are organising a big event, e.g. a wedding.
- 4 There is a special disability insurance policy aimed at signers who risk damaging or losing their voice.
- 5 Hundreds of tourists are kidnapped in order to be ransomed every year.
- 6 Stealing people's identities is a serious problem nowadays.
- 7 You're wasting your money if you decide to buy an alien abduction policy.

4 **In your notebook, complete the following email with information from the recording in 2.**

Cześć Kasiu, właśnie dowiedziałam się, że w Stanach Zjednoczonych można się ubezpieczyć od (1) _____, wyobrażasz sobie? Jakaś firma ubezpieczeniowa z Florydy sprzedała ponad (2) _____ takich polis! Ciekawe, jak można to udowodnić: trzeba mieć pieczętkę z Marsa 😊? Z drugiej strony, warto się ubezpieczyć przeciwko (3) _____, kiedy jedzie się do Meksyku albo Indii. Może coś źle zrozumiałam, ale tylko w ciągu (4) _____ 2018 roku w Meksyku porwano ok. 400 osób. Warto też wykupić ubezpieczenie na wypadek, gdyby ktoś (5) _____ i wykorzystał ją np. żeby wziąć kredyt w banku na Twoje dane. Aha, informacja o możliwości ubezpieczenia wesela też była ciekawa – co by się stało, gdyby para zaplanowała wszystko, a potem zmieniła zdanie i wesele (6) _____? Kto by za to zapłacił? Może któryś z tych przykładów wykorzystamy do naszego projektu? Tomek

5 **Read a fragment from an article. Then work in pairs and talk about the kind of insurance that the article mentions and whether you think the insurance claims were successful or not.**

If you ever take out insurance only to find that something wrong or unexpected has happened, it is likely that you will make a claim. Before you contact your insurer and fill in a claim form, however, make sure that you are covered for what you are going to claim for. Read the small print to make sure that nothing in the terms or conditions might prevent you from filing a claim. It is also important not to exaggerate your claim; otherwise, it may end up being rejected.

Here are some examples of unusual or funny claims. Do you think they were satisfied?

- 1 "My family and I were camping in Wales when a paratrooper, who was taking part in a military exercise, landed on our tent and broke all our camping equipment."
- 2 "We were on holiday in Malaysia. One day, after we had got back to our cabin, we found that a group of monkeys had stolen all our clothes and scattered them around the rainforest!"
- 3 "An invisible car came out of nowhere, hit my car and vanished."
- 4 "My child spilt cola over my laptop and then tried to dry it with a hair-dryer. As a result, the keys melted."
- 5 "I locked a badger in my shed by accident. It made a hole in the wall of the shed to escape."

6 **Work in groups of three. Discuss the following questions.**

- 1 Do your parents have a home and contents insurance policy? Have they ever made a claim?
- 2 Do you/your parents take out insurance when you travel abroad? Have you/they ever made a claim?
- 3 Have you ever heard about any other unusual insurance policies that people have taken out?
- 4 Do you think you will take out insurance when you start living on your own? Why/Why not?
- 5 Some people think that paying for insurance is a waste of money. To what extent would you agree with this statement?

7 **For the next class, with a partner prepare a proposal of an unusual or funny insurance policy. Include the following information:**

- what type of insurance it is,
- who the potential clients might be,
- what the policy will cover,
- which claims will be accepted and which claims will be rejected.





ZAKUPY I USŁUGI

Sprzedawanie i kupowanie, środki płatnicze

afford (v)	/ə'fɔ:d/	móc sobie pozwolić na coś
bargain (n)	/'bɑ:ɡɪn/	okazja
cash (n)	/kæʃ/	gotówka
change (n)	/tʃeɪndʒ/	reszta
coin (n)	/kɔɪn/	moneta
discount (n)	/'dɪs,kaʊnt/	rabat
note (n)	/nəʊt/	banknot
receipt (n)	/'ri:si:t/	paragon
refund (n)	/'ri:fʌnd/	zwrot pieniędzy
sale (n)	/seɪl/	wyprzedaż
value for money (phr)	/'vælju: fə 'mʌni/	wart swojej ceny
waste (v)	/weɪst/	marnować

Korzystanie z usług bankowych, finanse

ATM (n)	/,ei,ti:'em/	(US) bankomat
bank charges (n phr)	/'bæŋk,tʃɑ:dʒɪz/	opłaty za usługi bankowe
bank fees (n phr)	/'bæŋk,'fi:z/	opłaty za usługi bankowe
bill (n)	/bɪl/	rachunek
cashpoint (n)	/'kæʃ,pɔɪnt/	(UK) bankomat
current account (n)	/'kʌrənt ə,kəʊnt/	rachunek bieżący
get into debt (phr)	/'get,ɪntə 'det/	wpaść w długi
give somebody a loan (phr)	/'ɡɪv,sʌmbədi ə 'ləʊn/	pożyczyć komuś pieniądze
interest (n)	/'ɪntrəst/	odsetki
lend money (v phr)	/'lend 'mʌni/	pożyczyć komuś pieniądze
overdraft (n)	/'əʊvə,drɑ:ft/	przekroczenie stanu konta, debet
savings account (n)	/'seɪvɪŋz ə,kəʊnt/	konto oszczędnościowe
withdraw money (v phr)	/'wɪð'drɔ: 'mʌni/	wypłacać pieniądze

Ubezpieczenia, reklamacja, prawa konsumenta

health insurance (n phr)	/'helθ ɪn,ʃʊərəns/	ubezpieczenie zdrowotne
home contents insurance (n phr)	/'həʊm,kontents ɪn,ʃʊərəns/	ubezpieczenie mienia
life insurance (n phr)	/'laɪf ɪn,ʃʊərəns/	ubezpieczenie na życie
cover (v)	/'kʌvə(r)/	pokrywać
file a claim (v phr)	/'faɪl ə 'kleɪm/	złożyć wniosek o odszkodowanie
insurance policy (n phr)	/'ɪn,ʃʊərəns ,pɒlɪsi/	polisa ubezpieczeniowa
reject (v)	/'ri:dʒekt/	odrzucać
satisfy (v)	/'sætɪsfai/	satysfakcjonować
small print (n)	/'smɔ:l ,prɪnt/	drobny druk
take out insurance (v phr)	/'teɪk 'aʊt ɪn,ʃʊərəns/	ubezpieczyć się od czegoś
unemployment insurance (n phr)	/'ʌnɪm'plɔɪmənt ɪn,ʃʊərəns/	ubezpieczenie od utraty pracy

CZASOWNIKI FRAZOWE (PIENIĄDZE, KUPOWANIE)

come to (v phr)	/'kʌm tə/	wynosić
cut back (v phr)	/'kʌt 'bæk/	ograniczać coś
get by (v phr)	/'get 'baɪ/	wyżyć z
pay back (v phr)	/'peɪ 'bæk/	zwracać, spłacać
pick up (v phr)	/'pɪk 'ʌp/	zdobywać, zgarniać (coś)
sell out (v phr)	/'sel 'aʊt/	wyprzedać
set aside (v phr)	/'set ə'saɪd/	odkładać
splash out (v phr)	/'splæʃ 'aʊt/	zaszaleć, szarpnąć się (na coś) infml

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

INNE

abbreviation (n)	/ə,bri:'vi'eɪʃ(ə)n/	skrót
abduct (v)	/æb'dʌkt/	uprowadzić
a great deal of (n phr)	/ə ,ɡreɪt 'di:l əv/	dużo (czegoś)
assurance (n)	/ə'ʃʊ:rəns/	zapewnienie
be worth (v)	/'bi 'wɜ:θ/	być wartym
bleep (v)	/'bli:p/	wydawać sygnał dźwiękowy
civil servant (n)	/'sɪv(ə)l 'sɜ:v(ə)nt/	urzędnik/urzędniczka służby cywilnej
demand (v)	/'di'mɑ:nd/	domagać się (czegoś)
designer (n)	/'di:zainə(r)/	projektant, projektantka
destroy (v)	/'di'strɔɪ/	niszczyć
doubt (n)	/'daʊt/	wątpliwość
force (v)	/'fɔ:s/	zmuszać
fortune (n)	/'fɔ:tʃən/	fortuna, majątek
handwriting (n)	/'hænd,raɪtɪŋ/	charakter pisma
incident (n)	/'ɪnsɪd(ə)nt/	incydent
insert (v)	/'ɪn'sɜ:t/	wkładać (w coś / do czegoś)
kidnap (v)	/'kɪdnæp/	porwać
luxury (adj)	/'lʌkjəri/	luksusowy
optional (adj)	/'ɒpʃ(ə)nəl/	nieobowiązkowy
print (v)	/'prɪnt/	drukować
profitable (adj)	/'prɒfɪtəb(ə)l/	rentowny, dochodowy
proof (n)	/'pru:f/	dowód (czegoś)
ransom (n)	/'ræns(ə)m/	okup
reach (v)	/'ri:tʃ/	osiągać
reduce (v)	/'ri:dju:s/	obniżać, redukować
retain (v)	/'ri:teɪn/	zatrzymać
sign (v)	/'saɪn/	podpisywać
swallow (v)	/'swɒləʊ/	połknąć
transaction (n)	/'træn'zækʃ(ə)n/	transakcja
unattended (adj)	/'ʌnə'tendɪd/	niepilnowany
vending machine (n)	/'vendɪŋ mə'ʃi:n/	automat (np. z napojami)
whereas (conj)	/'weə'ræz/	podczas gdy



Rozumienie ze słuchu

- 1 ★ 🎧 1.31 Usłyszysz dwukrotnie fragment programu radiowego. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyście luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Mum, remember how you always complain about the nearest cashpoint being out of order? Well, I've just heard on the radio that you don't have to worry about security while (1) _____. It's really fast and (2) _____ than using cash or cards. You don't even need to carry your card with you – the bank data is (3) _____. When you pay for things, you simply hold your phone close to the terminal – they don't actually have to (4) _____ other. It's safer than a card because the app doesn't use your (5) _____, but special tokens, or numbers which would be useless to anyone who (6) _____. I'm sure it'd make your life much easier! If you decide to install the app, I'll be happy to show you how to use it.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Zapisz odpowiedzi w zeszyście. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A TRAIN YOUR BRAIN
B OLD HABITS NEVER DIE
C THE NEED FOR FINANCIAL STABILITY
D THE PLEASURE OF BUYING
E THE MORE, THE BETTER
F A NATION WITHOUT ANY SAVINGS

Znajomość środków językowych

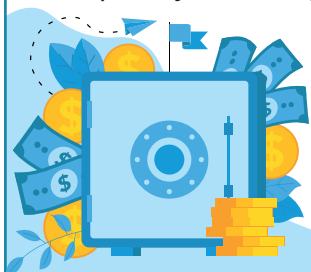
- 3 W parach zdań 1–6 wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zapisz w zeszyście literę A, B albo C.

- I don't usually carry any _____ in my pocket. I think I need to _____ my mind about saving and start setting something aside for my future.
A banknotes B change C make
- I hardly ever know how much _____ I have in my wallet. This laptop cost quite a lot, but it was good value for _____.
A cash B price C money
- I think I often _____ money on buying things I don't really need. Going around shops looking for bargains is a _____ of time.
A spend B waste C loss
- The government says they have to cut _____ on healthcare. It may be necessary to pay _____ your loan before the bank gives you another one.
A back B off C down
- I found a leather jacket for sale online, but they were sold _____ before I decided that I wanted to buy one. My grandparents have recently splashed _____ on a new plasma TV.
A off B up C out
- Don't buy this game just yet – it _____ cost less after Christmas. She is overdrawn at the moment – she _____ have forgotten when the payment was due.
A can B may C should

THE SCIENCE BEHIND SPENDING AND SAVING MONEY

- Have you ever found it difficult to set aside some money? If you have, you are in good company. According to the latest data, 78% of Americans that work full time live from pay day to pay day, sometimes barely getting by. What is more, 71% are in debt – and 56% find it difficult or even impossible to save as little as \$100 a month. Is it really THAT difficult to manage your money by cutting back on expenses a little?
- First of all, society nowadays promotes the idea of excessive consumerism. Some reports say that Americans are buying twice as many consumer goods as 50 years ago. There are many reasons for this: we are easily tempted by advertising and believe that our life will be better if we buy a certain product or service. We also hope that our possessions will help make our lives more secure and stable. And, of course, we want to impress others with our possessions.

- What is more, our own brains may actually be our worst enemy. As current research in neuroscience shows, they fail to equate credit card payments with spending money. Studies have shown that when people imagine paying for something with cash, both the pleasure zone in the brain and the zone associated with the pain of losing money are stimulated. When people visualise paying for something with a credit card, however, only the pleasure zone is active.
- But can you retrain your brain so that you spend less? The good news is that you can, although it may not be easy because it will involve changing your spending habits. First of all, you need to stop using credit cards – some studies show that you can reduce your expenses by 20–28 per cent if you only pay with cash: it actually makes your brain think twice as to whether a given purchase is really necessary. Also, it may be a good idea to begin setting aside a small amount of money regularly for unavoidable expenses such as holidays, bills and insurance.



4 ★ Przetłumacz na język angielski podane wypowiedzi, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych zdań. Odpowiedzi zapisz w zeszyte.

- 1 Niepotrzebnie zamawiałam tę książkę w Internecie – jest dostępna w księgarni obok mojej szkoły.
- 2 Powinnam była wyciągnąć więcej pieniędzy z bankomatu.
- 3 Nie mogę sobie pozwolić na nowy telefon, bo muszę odłożyć trochę pieniędzy na wakacje.
- 4 Tomek nie jest zbyt punktualny – na pewno zaspał.
- 5 Nie pozwalano mi na posiadanie własnej karty kredytowej dopóki nie skończyłam 18 lat.

Wypowiedź pisemna

5 ★ Ostatnio kupiłeś/kupiłaś książki obcojęzyczne w sklepie internetowym. Po otrzymaniu wyciągu z banku okazało się, że sklep podwójnie pobrał opłatę za zakupy. W liście z reklamacją do sklepu:

- wyjaśnij, dlaczego piszesz list z reklamacją,
- opisz, co i kiedy kupiłeś/kupiłaś w sklepie,
- napisz, jak dokonałeś/dokonałaś płatności i jak zauważyłeś/zauważyłaś problem,
- poproś o wyjaśnienie sytuacji i zwrot pieniędzy.

Dear Sir or Madam,

I am writing to complain about a situation that occurred while I was buying books from your online shop.

Długość wypowiedzi powinna wynosić od 200 do 250 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 🗣️ Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Podczas pobytu w Szkocji zamówiłeś/zamówiłaś dostęp do Internetu, który miał zostać włączony w ciągu 24 godzin od zakupu. Składasz reklamację w sklepie, ponieważ po dwóch dniach usługa nadal nie została aktywowana. Rozmawiasz z pracownikiem sklepu. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Przedmiot i okoliczności zakupu

Powód reklamacji

Konieczność pilnego rozwiązania problemu

Twoje oczekiwania wobec sklepu

Uczeń B

Jesteś pracownikiem/pracownicą w punkcie sprzedaży usług telekomunikacyjnych i internetowych. Klient/Klientka zgłasza reklamację usługi wykupionej w waszej sieci.

W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze wyjaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejny argument,
- zgódź się z uczniem A, że usługa internetowa powinna zostać uruchomiona w określonym czasie,
- zaproponuj uczniowi A inne rozwiązanie od tego, które przedstawił,
- wyjaśnij uczniowi A, że jeśli nie jest zadowolony/zadowolona z przedstawionego rozwiązania, musi napisać list z reklamacją.

✓ SELF-ASSESSMENT UNIT 5

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about obligation, prohibition and advice in the present and past.
- b I can make speculations and deductions about the present, past and future.
- c I can understand written and spoken texts on topics related to money.
- d I can make present and past speculations about photos.
- e I can write a formal letter/email of complaint.
- f I can talk about insurance policies.

6 Healthy living

Vocabulary

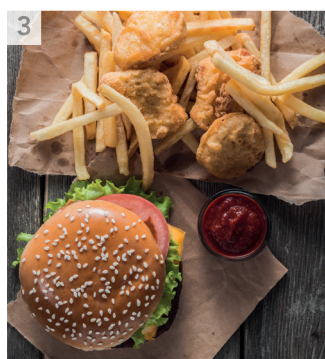
Parts of the body

- 1 Work with a partner to identify where the following parts of your body are.

ankle • bone • brain • chest • chin • forehead
heart • heel • hip • kidney • liver • lungs • skin
thigh • throat • toe • tongue
veins and arteries • wrist

Words connected with health

- 2 Work with a partner. Take it in turns to talk about the photos.



- 3 Read the texts, ignoring the gaps. Match each text to the correct photo.

A I think that generally I have quite a healthy lifestyle. I take regular exercise. I **work out** in a gym three or four times a week. I also have a (a) diet, including fresh fruit and vegetables. I go to the doctor's for a **check-up** every six months and I take my **blood pressure** regularly, too. The only problem I have is that I'm (b) to pollen, but I have a special **injection** from time to time and it **relieves** all the **symptoms**.

B Last year the doctor told me to stop eating so much **fatty food** and **processed food** that's **high in** salt and sugar. I was (c) a lot of weight and the doctor said I was **in danger of** becoming **obese**. My diet was **increasing the risk of heart disease**.

To be honest, I think I was becoming (d) to junk food because I was eating it all the time, but I was able to stop and now I'm back to my ideal weight.

C Last week I picked up some sort of throat (e) . I had a **temperature** and felt **dizzy** all the time. I couldn't stop **shivering** either. My doctor **treated** me for the illness. He gave me a (f) which I took to the chemist's. As soon as I started taking the medicine, I **got over** the illness.

D Last month I fell down the stairs and **injured myself** quite badly. I **twisted** my ankle, **sprained** my wrist and (g) my shoulder. The only good news was that I didn't **fracture** or **break** any bones and I didn't need an **operation** or anything. But it was still really (h) , as you can imagine.

- 4a Complete the texts in 3 with these words. Write the answers in your notebook.

addicted • allergic • balanced • dislocated
infection • painful • prescription • putting on

- 4b 2.01 Listen and check your answers. Then look again at the words in **yellow** and check that you understand what they mean. Use a dictionary if necessary.

- 5a Where does the stress go in the words in 4a?

- 5b 2.02 Listen and check your answers. Practise saying the words with the correct stress.

- 6 Work with a partner. Ask and answer these questions. Give details.

- Do you take regular exercise, for example working out in the gym?
- Are you allergic to anything?
- Have you ever injured yourself playing sport?
- Are you afraid of injections?
- Do you feel dizzy when you see blood?

1 **Work with a partner. Do you think these things are good or bad for us? Why?**

- 1 watching action films
- 2 eating ice cream quickly
- 3 drinking eight glasses of water a day
- 4 feeling pain

2 **Read the four articles from a health website and check your answers.**

Health news

search...



Home News About Top stories Health A-Z Videos Nutrition

A We've heard it a million times. If you drink eight glasses (or two to three litres) of water a day, you'll have better skin, fewer headaches, healthier kidneys ... People think that as long as they drink water all day they'll be much healthier. But is it actually true? Of course, we all know that if you don't drink, you die. But the truth is that, apart from extreme situations, the body adjusts very well to drinking either too much or too little water. It's also true that the water we need each day can be contained in other drinks such as coffee, tea or juice, or even in food. It certainly does not have to be mineral water. So where does this myth come from? When you look more closely at some 'scientific' articles, you realise that they are sponsored by mineral water manufacturers. What appears to be scientific research can sometimes be pure marketing.



B If you sit at home watching TV all the time the lack of exercise could increase your risk of heart disease. But new research has discovered that the type of programme you watch also makes a difference to your health. A team at Cornell University had three groups of volunteers. Some watched an action film, others watched the same action film but without sound, and the third group watched a talk show. Some had healthy snacks in front of them, and others had snacks high in salt and sugar. The result? The volunteers watching the action film with sound ate 98% more than those watching the talk show. Even those watching the action film without sound ate 36% more! It seems that faster programmes make you eat faster and pay less attention to how much food you're eating. Interestingly, the viewers who had healthy snacks also ate more. So next time you watch an action film, put away the snacks!



C If you dropped a heavy object on your big toe, you probably wouldn't enjoy the sensation. Pain is not something most of us like feeling. But the alternative, not feeling any pain, is much, much worse. Steven Pete was born with a rare genetic disorder which means he cannot feel pain. When he was a boy he broke his leg while roller skating. He only found out when somebody saw him and told him. The problem is that unless we sense pain, we don't pay attention to our body and what hurts us. Pain prevents us from injuring a body part even more. If it didn't hurt to walk on a broken leg or a sprained ankle, we would keep using it and cause more damage. If your throat is really sore, you'll probably go to the doctor, who can treat the infection before it becomes serious. As an adult, Steven Pete will have to have regular check-ups in case he becomes dangerously ill without knowing it. So, the next time you go 'ouch', just remember how lucky you are.



D The scientific term is 'sphenopalatine ganglioneuralgia', but we usually just call it 'brain freeze'. Brain freeze is when you eat ice cream too quickly and you get a short, sharp pain in your forehead. There is a rapid change of temperature at the back of your throat, close to two important arteries which feed blood to the brain. The brain doesn't like things to change. Brain freeze is a mechanism to prevent that from happening. The brain can't actually feel pain despite its billions of neurons. But the pain associated with brain freeze is sensed by receptors where the two arteries meet. Analysing brain freeze may seem like silly science to some, but it can help neuroscientists understand other types of headaches. And the cure for brain freeze? Provided you don't eat your ice cream quickly, you'll be fine. You can also put your tongue up to the roof of your mouth or drink something neither hot nor cold to normalise the temperature in your mouth.



3 **Read the articles again. Are the sentences True (T) or False (F)? Write the answers in your notebook.**

- 1 The eight glasses we consume each day should be water, not juice, coffee or tea. **T/F**
- 2 Some companies that produce mineral water publish scientific magazines. **T/F**
- 3 When you watch an action film without sound, you eat less than when you watch it with sound. **T/F**
- 4 When you watch something exciting on TV, you don't think about how much you're eating. **T/F**
- 5 Pain helps you to stop making an injury worse. **T/F**
- 6 To stop brain freeze, you need to make your mouth warmer again. **T/F**

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Do you believe everything you read in health articles? Why/Why not?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

6 **What about you?**

Which information from the articles could make a difference to you and your health?

BUZZWORD

hangry – the feeling of being tense and angry when you are hungry

We've been waiting for ages for the pizza we ordered. I'm starting to feel hangry!

Zero, first and second conditionals

1a Look at the sentences. Which type of conditional does each one use?

- 1 If you **don't drink**, you **die**.
- 2 If you **dropped** a heavy object on your big toe, you **wouldn't enjoy** it.
- 3 If you **drink** eight glasses of water a day, you'll **have** better skin.

1b Read the rules. Which type of conditional does each rule apply to?

- 1 It describes an improbable or imaginary situation in the present or future and its consequence.
- 2 It describes a possible situation in the present or future and its consequence.
- 3 It describes something that is generally true.
- 4 We use the **present simple** in the half of the sentence with **if**, and **will/won't + infinitive** in the other half.
- 5 We use the **present simple** in both halves of the sentence.
- 6 We use the **past simple** in the half of the sentence with **if**, and **would/wouldn't + infinitive** in the other half.

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2 In your notebook, complete each sentence to make a general statement using the zero conditional.

- 1 If you drink too much coffee, _____.
- 2 If you never do any exercise, _____.
- 3 If you only sleep a few hours a night, _____.
- 4 If you eat a lot of junk food, _____.
- 5 If you sit in front of a computer all day, _____.



3 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook.

- 1 If I am the prime minister, I would ban junk food.
- 2 We'll go to the concert if the tickets weren't too expensive.
- 3 I wouldn't do that if I were you.
- 4 What would you do if it rains all day tomorrow?
- 5 If I had a million pounds, I travelled around the world.
- 6 If you mix blue and yellow, you would get green.
- 7 If you don't water a plant, it dies.
- 8 What will you do if you lost the match?

4 Complete the questions with the correct form of the verbs given. Write the answers in your notebook.

- 1 Which country _____ you _____ (live) in if you could choose any country in the world?
- 2 If you _____ (have) the powers of a superhero, what powers would you like to have?
- 3 If you _____ (go) out this weekend, where will you go?
- 4 If you were a journalist and could interview any famous person, who _____ you _____ (meet) and why?

5a Work with a partner. Ask and answer the questions in 4.

5b Tell the class something interesting you discovered about your partner.

unless, as long as, provided/providing (that), in case

6 Look at the sentences and match the words in blue with the expressions a–c. Write the answers in your notebook.

- 1 **Unless** we sense pain, we don't pay attention to our bodies.
 - 2 Why don't you take some sun cream **in case** there isn't any shade?
 - 3 **Provided/Providing (that)** you stop eating quickly, you'll be fine.
 - 4 **As long as** you drink water, you'll be much healthier.
- a if ... not, except if: _____
- b if, only if: _____, _____
- c because, maybe: _____

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7 Choose the correct alternative. Write the answers in your notebook.

- 1 Don't forget to take a snack in case/providing that you're hungry.
- 2 She'll eat anything as long as/unless it's fresh and healthy.
- 3 I wouldn't speak to him provided that/unless he said he was sorry.
- 4 He'll work this weekend as long as/unless they pay him a bonus.
- 5 You can play that game all morning in case/providing you study in the afternoon.
- 6 I'll give you a key as long as/in case there's no one at home when you get back.
- 7 I don't care about money as long as/unless I'm fit and healthy.

8 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and five words, including the word given. Write the answers in your notebook.

- 1 If you don't want to lose weight, don't go on a diet. **UNLESS**

Don't go on a diet weight.

- 2 Bring something to eat and you can come to the party. **PROVIDED**

You can come to the party something to eat.

- 3 I want to be a professional basketball player, but I'm not tall enough. **IF**

I would play basketball professionally enough.

- 4 It's obvious that it won't work unless you switch it on. **IF**

It's obvious that on, it won't work.

- 5 I'll only come if you promise to help me. **LONG**

I'll come to help me.

- 6 I wouldn't say it if I didn't mean it. **UNLESS**

I wouldn't say it it.

- 7 I'm not you, but I think you should go.

I you. **WOULD**

- 8 Take an umbrella because it might rain. **CASE**

Take an umbrella rains.

9 In your notebook, complete these sentences in a logical way.

- You should always make a copy of your computer files in case ...
- She'll go out with her friends this week providing ...
- Don't make any noise in case ...
- You can get into that club provided that ...
- I can go on holiday with my friends this year as long as ...
- I can't do my homework unless ...

Idioms connected with health and illness



1a Match the pictures to two of the idioms in yellow. Write the answers in your notebook.

- I think I'm **coming down with** a cold or something.
- Phil has got a cold and he's feeling a bit **under the weather**.
- I work out in the gym to **keep in shape**.
- A: Are you sure you're OK?
B: Yes, I'm feeling **on top of the world**.
- She's really dizzy. I think she's going to **black out**.
- It's only a cold. You'll soon **be back on your feet**.
- It was a bad accident, but he's going to **pull through**.

1b Match the idioms in 1a with the explanations a–g. Write the answers in your notebook.

- lose consciousness
- keep fit, in good physical condition
- catch an illness, become sick with something
- recover from a serious illness or injury
- very healthy
- recover after an illness
- not feel very well

2 In your notebook, correct the mistakes in these sentences.

- Once you take this medicine you'll be back on your legs straight away.
- My neighbour is 50, but he keeps in the weather by running every morning.
- Our dog is really ill, but I'm sure he's going to pull over.
- I don't feel well. I think I'm going to black down.
- Are you feeling OK? You look a bit under the rain.

3 In your notebook, complete the questions with the correct word and then interview your partner.

- How do you in shape?
- Have you ever blacked ?
- What do you do when you start coming with a cold?
- Do you know anybody who's the weather at the moment?

4 In your notebook, draw a cartoon to represent one of the idioms. Can your partner guess the idiom?



1 **Work with a partner. Look at these sports. Have you ever tried them? If not, would you like to? Why/Why not?**

2 **2.03 Listen to five people talking about sport. Which sport does each person do? Write the answers in your notebook.**

Speaker	Sport	Statement (A-F)
1		
2		
3		
4		
5		

3 **2.03 Listen again. Match the statements A-F with each speaker. Write the answers in your notebook. There is one extra statement.**

- A You have to learn theory and practice before you can do this sport.
- B I want to get better at my favourite sport so that I can win matches.
- C I couldn't start my favourite sport when I was younger.
- D To do my favourite sport well I should have started earlier.
- E My favourite sport is more tiring than it looks.
- F In the past I took my favourite sport too seriously.

4 **What about you?**

- 1 What sport(s) do you do?
- 2 How tiring/expensive/difficult is it to learn?
- 3 How seriously do you take it? Why?

BUZZWORD

fitness snacking – doing short periods of exercise throughout the day

I don't have the time to work out regularly, so I take brisk walks outdoors at lunchtime – you know, fitness snacking.

Third conditional

1 **Look at these sentences and answer the questions.**

- a If I'd lived closer to the sea, I would have begun surfing much earlier.
- b If I hadn't passed my exams, they wouldn't have let me do the course.

- 1 In third conditional sentences, what tense is the verb in the half of the sentence containing *if*?
- 2 What verb form do we use in the other half of the sentence?
- 3 Do we use the third conditional for imaginary situations in the present or the past?

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2 **Complete the sentences with the correct form of the verb given. Write the answers in your notebook.**

- 1 I would have played better if I (practise) more.
- 2 She (become) ill if she hadn't taken the medicine.
- 3 If I (be) able to buy tickets, I would have gone to the match.
- 4 We (get) wet yesterday if it had rained.
- 5 If you (not explain) the rules, I wouldn't have known how to play.
- 6 If he hadn't lived near the mountains as a child, he (not learn) to ski.
- 7 If she (injure) herself, she wouldn't have finished the race.

3 **In your notebook, make sentences about these past situations using the third conditional.**

- 1 She/not catch a cold/if/she/not go running in the rain.
She .
- 2 If/I/know how to play tennis properly/I/not injure/myself last week.
If I .
- 3 The stadium/be full/if/the match/be important.
The stadium .
- 4 She/win the race/if/she/not twist her ankle.
She .
- 5 If/we/drink water before the race/we/not be so thirsty.
If .
- 6 If/the sun/shone/we/swim in the sea.
If .
- 7 If/he/need extra vitamins/he/take them.
If .



4 Look at the situations and write third conditional sentences in your notebook.

- She won the race because she had trained hard.
If she hadn't trained hard, she wouldn't have won the race.
- He didn't do sport because he didn't have enough time yesterday.
- She missed the bus because she got up late.
- I didn't swim because the water was cold.
- We didn't play because we didn't have rackets.
- I didn't sunbathe because I didn't have any sun cream.
- He didn't learn to surf because he was afraid of water.
- She didn't go for a run because her knee hurt.

I wish/If only

5 Look at these sentences and answer the questions.

- I wish/If only I'd learnt** to swim properly when I was a kid.
 - I wish/If only I was** taller.
 - I wish/If only** people **wouldn't** make fun of my favourite sport.
- What tense appears after **I wish/If only** in sentence a?
 - Does this sentence talk about a present or past situation that we would like to be different?
 - What tense appears after **I wish/If only** in sentence b?
 - Does this sentence talk about an imaginary wish for a present or past situation?
 - What verb form appears after **I wish/If only** in sentence c?
 - Do we use sentence c to talk about habitual behaviour that we like, or we want to change?

6 Complete the sentences with the correct form of the verb given. Write the answers in your notebook.

- I wish I (go) to Spain for my holidays last summer, but I went to France.
- I wish you (listen) to me when I'm talking!
- If only I (know) how to surf! I'd spend every day in the sea!
- If only he (make) less noise. I can't concentrate when he plays the guitar.
- I wish we (see) the match yesterday. They say it was brilliant.
- If only I (have) more free time. I'm always busy.

7 Complete the text with one word for each space. Write the answers in your notebook.

'If (a) I was fitter! The thing is that I work really long hours in my new job. Sometimes I wish I (b) accepted the job. Basically, I took it because I really needed the money. If I hadn't needed the money, I (c) have taken it. One thing is clear though. (d) I find more time to do sport, I'll soon become very unfit. Another problem is my diet. If only I (e) like fast food so much, but I love it! But as (f) as I only eat it from time to time, I'll be OK. At work, some people bring cakes and sweets to share. I wish they (g) because I always end up eating them and I know I shouldn't. Anyway, like I say, provided that I (h) up a new sport like running or cycling, I'll get fit again in no time!'



8 In your notebook, rewrite the incorrect sentences.

- I wish I'm on a beach right now.
- I wish you didn't interrupt me when I'm talking.
- If only I studied more last night.
- If only I'd won that competition last week.
- I wish today was Saturday.
- If only I can pass my exams without studying.

9a In your notebook, write three true sentences with I wish. Use each of the tenses/situations in 5.

9b Compare your sentences in small groups. Ask follow-up questions to find out more information.

I wish it was 7 o'clock.

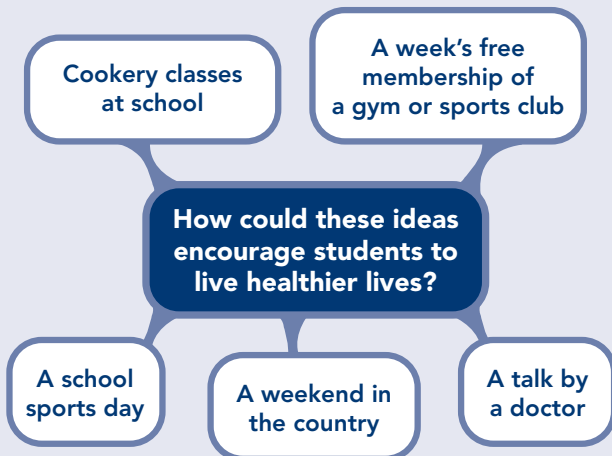
Why?

Because I've got basketball practice and I'm really looking forward to it.

Negotiating and collaborating – 2

- 1 **Work with a partner. Look at both parts of the task. Make a list of advice on how to do this type of task.**

Your school wants to encourage students to live healthier lives. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas could encourage students to live healthier lives.



Now you have a minute to decide which two ideas you think are the best.



- 2 **Do both parts of the task with your partner.**

- 3 2.04 **Listen to two students doing the task. Do you think they do the task well? Why/Why not? How do you think you did in comparison?**

- 4a **Complete the expressions in section 4 of the Speaking bank with these words. Write the answers in your notebook.**

best • better • choice • choose • let's

- 4b **Work with a partner. In your notebook, make a list of expressions for sections 1–3 of the Speaking bank. Compare your answers with the Speaking bank on page 24.**

SPEAKING BANK

Useful expressions for negotiating and collaborating – 2

- 1 Asking your partner's opinion
- 2 Agreeing
- 3 Disagreeing
- 4 Making choices
 - *I think this is a good (a)*
 - *I think we should (b) ...*
 - *I think the (c) option is ...*
 - *In my opinion, ... is a (d) option than ...*
 - *(e) choose ...*

Practice makes perfect

- 5 **Work with a partner and do this task together. Remember to use expressions from the Speaking bank.**

I'd like you to imagine that your teachers want to introduce some new ideas at school to help young people to beat stress. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas could help students to beat stress.



Now you have a minute to decide which two ideas you think are the best.



A for-and-against essay

- 1  Work with a partner. Describe what you can see in the photo. What does it say about modern life?



- 2 Read this essay title. With your partner, make notes with your ideas in your notebook.

'Life today is unhealthier than 50 years ago.' Write an essay giving arguments for and against this statement.

Ideas for	Ideas against

- 3 Read this essay. Are any of your ideas in it? Do you agree with the writer and their conclusion? Why/Why not?

In the last 50 years or so, new technology has made massive changes to the world. Mobile phones, computers and the Internet have all made the world faster, and so have cars and other types of transport. But not everybody agrees on whether these changes have had a positive or negative effect on our health.

Our health has certainly improved in some ways. Firstly, medical science has improved, which means that doctors are better at curing and preventing illnesses now than in the past. What is more, new technology has made our lives easier, for example by making it less necessary to use physical strength.

On the other hand, technology has possibly made our lives too easy. For example, some people go everywhere by car and so they never get any exercise. Furthermore, today's diet has changed greatly. Nowadays, people eat a lot of processed food whereas in the past they ate fresh, natural ingredients. In addition, today's lifestyle is very stressful because of work and faster communication. As a result, the risk of heart problems is greater now.

All in all, I think that, despite the advantages that modern technology has brought, today's world is unhealthier than in the past. However, it is up to us as individuals to be aware of the dangers and to take measures to make sure our own lives are as healthy as possible, by eating well and getting sufficient exercise.

- 4 Look again at the essay and answer the questions.

- What is the purpose of each paragraph?
- How are for-and-against essays different from opinion essays?

- 5 Put the underlined words in the essay in the correct place in the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful expressions in for-and-against essays

- Introducing and sequencing arguments



Secondly,

Lastly,

- Adding arguments







not only ... but also

- Making contrasts

On the one hand,



In contrast,



In spite of (+ noun/gerund/the fact that ...)



- Expressing consequences

Therefore,

and so



- Expressing opinions

In my opinion,

Personally, 

As far as I'm concerned

- Concluding

In conclusion,



To sum up

- 6 Work with a partner and read the essay task. In your notebook, make a paragraph plan and write down notes with ideas for each paragraph.

'We should not use animals for testing new medical products.' Write an essay giving arguments for and against this statement.

Practice makes perfect

- 7 Write your essay. Use your notes and the expressions in the Writing bank.

WRITING BANK ► PAGE 163

1 **Work in pairs. Discuss which of the following problems teenagers might feel hesitant to talk about but would be interested in getting more expert information on.**

- dealing with school stress / peer pressure
- distorted body image
- body weight / obesity
- giving in to / giving up addictions
- difficulty in making / keeping up social relations
- overusing social media

2 **Read the advertisement and answer the questions below.**

2nd - 8th March

Join us for an in-school

EATING DISORDERS AWARENESS WEEK

Take part in an international event whose aims are:

- » to challenge the myths surrounding eating disorders
- » to explain the differences between anorexia, bulimia and binge eating
- » to offer advice and support to individuals suffering from eating disorders

Did you know ...?

It used to be a common belief that eating disorders are not serious illnesses, and sufferers were often told to stop fussing and gain control of their eating habits.

The truth is that eating disorders are primarily mental illnesses, which have nothing to do with food, but rather with feelings and emotions.

They are generally thought to affect young girls, but, according to the data, anyone can suffer from them, regardless of age and gender, and they may develop at any age.

The good news is – they are treatable! However, on average, almost 150 weeks pass before anyone who thinks they may be suffering from eating disorders turns to someone for help.

That's why one of the themes of this year's campaign is:
DON'T WAIT!

How can you get involved?

- » attend the event or help organise it
- » use social media to spread awareness – rely on facts and figures, or post positive messages
- » share your story of recovery – or encourage someone you know to do it
- » share posters and infographics locally: in your school, local shops, library, sports venues, etc.

Most importantly, take good care of yourself and pay attention to those around you.

- 1 Do you think eating disorders are a common problem in your school/area/country?
- 2 Do you think that organising an Eating Disorders Awareness Week is a good idea? Why/Why not?
- 3 Do you know of any other public awareness campaign that focuses on a disease or health-related problem? Give some details.
- 4 Would you like to learn more about the campaign / eating disorders? Why/Why not?

3 **Which of the following is stated in the text as a fact and which is an opinion? Write the answers in your notebook.**

- 1 A sufferer has some control over their eating disorder.
- 2 Eating disorders affect both mind and body.
- 3 The majority of sufferers are young females.

- 4 People can be affected by eating disorders whatever their age.
- 5 Sufferers often wait for years before they look for help.
- 6 Eating Disorders Awareness Week is organised annually.

4 **2.05 Listen to the recording and choose all the correct answers. Write them in your notebook.**

In the recording, Dr Paul Macmillan

- A is stressing the importance of reacting appropriately to what may be an eating disorder.
- B is praising the aims of the Eating Disorders Awareness Week campaign.
- C is explaining some of the risk factors concerning eating disorders.
- D is inviting listeners to phone in with any problems related to the issue.
- E is mentioning a variety of symptoms not related to food consumption.
- F is giving information on the treatment of eating disorders.

5 **Complete the email using the information from 2 and 4. Write the answers in your notebook.**

✕

✉

From:
To:
Subject:

Hi Emily,

I'm writing because I'd like to encourage you to get involved in a campaign called Eating Disorders Awareness Week. It's organised to raise awareness on the problem and to convince people that (1) if they notice that someone they know is displaying any of the symptoms. I never knew that some of those symptoms aren't necessarily (2) : you may feel dizzy or cold, for example, or you may have dry skin, or problems with concentrating. The problem is that people sometimes don't (3) and think that someone is simply making a fuss, and that they don't need any professional help. But these disorders have to do with how people (4) and how they view their bodies, not just about the food they'll eat or refuse to eat. I would really like to join the campaign – I thought we might (5) up on the school notice board, and maybe in some shop windows, too. We might also help organise an event at our school and invite parents and students. What do you think?

Kisses,
Ann

6 **For the next class, prepare a short proposal in small groups.**

Imagine that you want to organise an event at your school as part of Eating Disorders Awareness Week. Brainstorm ideas in your group. Include the following information:

- what kind of event you would like to organise;
- what activities/talks/workshops you would like to include;
- who you would like to take part;
- where and how you would advertise it.



ZDROWIE

Części ciała

ankle (n)	/ˈæŋk(ə)l/	kostka
artery (n)	/ˈɑːtəri/	tętnica
bone (n)	/bəʊn/	kość
brain (n)	/breɪn/	mózg
chest (n)	/tʃest/	klatka piersiowa
chin (n)	/tʃɪn/	podbródek
forehead (n)	/ˈfɒrɪd/, /ˈfɔːhed/	czoło
heart (n)	/hɑːt/	serce
heel (n)	/hiːl/	pięta
hip (n)	/hɪp/	biodro
kidney (n)	/ˈkɪdni/	nerka
liver (n)	/ˈlɪvə(r)/	wątroba
lung (n)	/lʌŋ/	płuco
skin (n)	/skɪn/	skóra
thigh (n)	/θaɪ/	udo
throat (n)	/θrəʊt/	gardło
toe (n)	/təʊ/	palec u nogi
tongue (n)	/tʌŋ/	język
vein (n)	/veɪn/	żyła
wrist (n)	/rɪst/	nadgarstek

Tryb życia; Choroby, ich objawy i leczenie

be allergic to (v phr)	/bi əˈlɜːdʒɪk tə/	być uczulonym na coś
be addicted to (v phr)	/bi əˈdɪktɪd tə/	być uzależnionym od czegoś
be in danger of (v phr)	/bi ɪn ˈdeɪndʒər ɒv/	być zagrożonym czymś
be obese (v phr)	/bi əʊˈbiːs/	być otyłym
be painful (v phr)	/bi ˈpeɪnf(ə)l/	być bolesnym
become addicted to (v phr)	/biˈkʌm əˈdɪktɪd tə/	uzależnić się od czegoś
become obese (v phr)	/biˈkʌm əʊˈbiːs/	stać się otyłym
break (v)	/breɪk/	złamać
catch an infection (v phr)	/ˈkætʃ ən ɪnˈfekʃ(ə)n/	złapać infekcję
dislocate (v)	/ˈdɪsləkeɪt/	zwichnąć
eat fatty food (v phr)	/iːt ˈfæti ˈfuːd/	jeść tłusto
eat food high in salt (v phr)	/iːt ˈfuːd ˌhaɪ ɪn ˈsɔːlt/	jeść jedzenie o wysokiej zawartości soli
feel dizzy (v phr)	/ˈfiːl ˈdɪzi/	mieć zawroty głowy
fracture (v)	/ˈfræktʃə(r)/	złamać
get an infection (v phr)	/ˈget ən ɪnˈfekʃ(ə)n/	dostać infekcji
get a prescription (v phr)	/ˈget ə prɪˈskrɪpʃ(ə)n/	dostać receptę
get over an illness (v phr)	/ˌget əˈʊvər ən ˈɪlnəs/	wyzdrowieć
give a prescription (v phr)	/ˈgɪv ə prɪˈskrɪpʃ(ə)n/	wypisać receptę
give an injection (v phr)	/ˈgɪv ən ɪnˈdʒekʃ(ə)n/	dawać zastrzyk
go for a check-up (v phr)	/ˈgəʊ fər əˈtʃekʌp/	iść na kontrolę
have a balanced diet (v phr)	/ˈhæv ə ˈbælənst ˈdaɪət/	mieć zbilansowaną dietę
have an operation (v phr)	/ˈhæv ən ɒpəˈreɪʃ(ə)n/	mieć operację
have a temperature (v phr)	/ˈhæv ə ˈtemprɪtʃə(r)/	mieć temperaturę
have an injection (v phr)	/ˈhæv ən ɪnˈdʒekʃ(ə)n/	dostać zastrzyk
increase the risk of (v phr)	/ɪnˈkriːs ðə ˈrɪsk ɒv/	zwiększać ryzyko czegoś
injure yourself (v phr)	/ˈɪndʒə jəˈself/	zranić się
lose weight (v phr)	/ˈluːz ˈweɪt/	chudnąć
processed food (n)	/ˈprəʊsest ˈfuːd/	żywność przetworzona
put on weight (v phr)	/ˌpʊt ɒn ˈweɪt/	tyć
relieve symptoms (v phr)	/rɪˈliːv ˈsɪmptəmz/	łagodzić objawy
shiver (v)	/ˈʃɪvə(r)/	dygotać, trząść się
sprain (v)	/spreɪn/	skręcić, nadwerężyć

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

suffer from heart disease (v phr)	/ˈsʌfə frəm ˈhɑːt dɪˌziːz/	cierpieć na chorobę serca
take your blood pressure (v phr)	/ˈteɪk jə ˈblʌd ˌprefə(r)/	mierzyć ciśnienie
treat somebody (for) (v phr)	/ˈtriːt ˈsʌmbədi fə/	leczyć kogoś na coś
twist (v)	/twɪst/	skręcić
work out (v phr)	/ˌwɜːk ˈaʊt/	ćwiczyć

Zaburzenia odżywiania

anorexia (n)	/ˌænəˈreksɪə/	anoreksja
binge eating disorder (n phr)	/ˈbɪndʒ ɪˌtiŋ dɪsˌɔːdə(r)/	zespół napadowego objadania się
body weight (n)	/ˈbɒdi ˌweɪt/	masa ciała
bulimia (n)	/ˈbjuːˈlɪmiə/	bulimia
compulsive (adj)	/kəmˈpʌlsɪv/	kompulsywny
distorted body image (n phr)	/dɪˌstɔːtɪd ˈbɒdi ˌɪmɪdʒ/	zaburzony obraz własnego ciała
eating disorder (n)	/iːtɪŋ dɪsˌɔːdə(r)/	zaburzenie odżywiania
excessive (adj)	/ɪkˈsesɪv/	nadmierny
overcome (v)	/ˌəʊvəˈkʌm/	pokonać
sufferer (n)	/ˈsʌfərə(r)/	osoba cierpiąca na coś

IDIOMY ZWIĄZANE ZE ZDROWIEM

be back on your feet (v phr)	/bi ˈbæk ɒn jə ˈfiːt/	stanąć na nogi
be on top of the world (v phr)	/bi ɒn ˈtɒp əv ðə ˈwɜːld/	czuć się świetnie
be under the weather (v phr)	/bi ˌʌndə ðə ˈweðə(r)/	nie najlepiej się czuć
black out (v phr)	/ˌblæk ˈaʊt/	stracić przytomność
come down with (v phr)	/ˌkʌm ˈdaʊn wɪð/	zachorować na coś
feel on top of the world (v phr)	/ˈfiːl ɒn ˈtɒp əv ðə ˈwɜːld/	czuć się świetnie
feel under the weather (v phr)	/ˈfiːl ˌʌndə ðə ˈweðə(r)/	nie najlepiej się czuć
keep in shape (v phr)	/ˌkiːp ɪn ˈʃeɪp/	trzymać formę
pull through (v phr)	/ˌpʊl ˈθruː/	wyzdrowieć

INNE

as long as (conj phr)	/əz ˈlɒŋ əz/	tak długo jak
ban (v)	/bæn/	zakazywać
beat (v)	/biːt/	pokonać
despite (prep)	/dɪˈspaɪt/	pomimo (czegoś)
dive (v)	/daɪv/	nurkować
encourage (v)	/ɪnˈkʌrɪdʒ/	zachęcać
follow-up (adj)	/ˈfɒləʊˌʌp/	dalszy
in case (adv)	/ɪn ˈkeɪs/	jeśli, jeżeli
in spite of (prep phr)	/ɪn ˈspaɪt əv/	pomimo (czegoś)
lack (n, v)	/læk/	brak, cierpieć na brak (czegoś)
multiply (v)	/ˈmʌltɪplaɪ/	mnożyć
pollen (n)	/ˈpɒlən/	pyłek kwiatowy
provided (conj)	/prəˈvaɪdɪd/	pod warunkiem, że
purpose (n)	/ˈpɜːpəs/	cel
regret (v)	/rɪˈɡret/	żałować (czegoś)
sensation (n)	/senˈseɪʃ(ə)n/	uczucie
strength (n)	/streŋθ/	siła
therefore (adv)	/ˈðeəfɔː(r)/	dlatego
unless (conj)	/ənˈles/	chyba że

Rozumienie ze słuchu

- 1 ★  2.06 Usłyszysz dwukrotnie fragment wykładu na temat niezdrowego trybu życia nastolatków. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Common health problems among teenagers:

Psychological – resulting from overuse of the Internet and social media

- (1)  social media and the Internet
- poor social skills, e.g. how to (2) 

Physical – resulting from (3) 

- suffering (4)  pain from an early age
- high risk of (5)  or having high blood pressure / heart disease
- more likely (6)  metabolic syndrome in their forties

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj tekst. Uzupełnij zdania 1–5 zgodnie z treścią tekstu. Zdania należy uzupełnić w zeszyte w języku angielskim.

DIETS

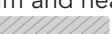
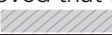
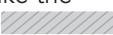
*real needs **or** passing fads?*

With the amount of focus that modern society puts on looking fit and keeping in shape, it is no wonder people continue to look for novel and trendy diets – especially if they promise a speedy and painless result, i.e. losing weight without too much physical effort. Are these fad diets ever effective or are they more likely to pose a health risk?

In actual fact, some fad diets already have a bad reputation: not only are their effects short-term, but they might also increase the risk of developing a serious disease. To give one example, people are advised to avoid certain foods that ‘disagree’ with their blood type – which may result in an imbalanced diet, as there is no evidence that your blood type can actually influence your body weight in any way. Similarly, diets based on a few basic ingredients – like the cabbage soup or grapefruit diet – may help us to lose weight, but they lack proteins and should not be followed long term.

On the other hand, there are quite a few diets which used to be thought of as fads, but which have since turned out to be effective, proving to have positive effects on our health. A vegan diet, if well-balanced, not only leads to weight loss but may also have benefits for the heart. It is also popular because of its moral and ethical values. Another example is the South Beach diet, which reduces the consumption of carbohydrates and fats while encouraging the consumption of protein. This also leads to weight loss and decreases the risk of heart disease.

All in all, people will always be on the lookout for new diets. It is important, however, to remember that one miracle diet does not exist. Even if a diet does work, we should always check if it is well-balanced and beneficial in the long run – so that we can follow it without running any risks.

- 1 People want to look slim and healthy nowadays because of .
- 2 It has not been proved that our body weight is affected .
- 3 Some fad diets have positive effects on our health, for example, they .
- 4 People will always pursue a new diet if it helps them lose weight .
- 5 The aim of the article is to make the readers aware that there is no .

Znajomość środków językowych

- 3 W zdaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zapisz w zeszyte literę A, B albo C.

- 1 You will feel dizzy **if you drink too little water on a hot day.**
 - A as long as you drink enough water on a hot day.
 - B unless you drink enough water on a hot day.
 - C as soon as you drink more water on a hot day.
- 2 If I hadn't got wet through, **I wouldn't have caught a cold.**
 - A I wouldn't have got over a cold.
 - B I wouldn't have come down with a cold.
 - C I wouldn't feel under the weather.
- 3 **I wish I hadn't eaten so much** during the Christmas break.
 - A I regret I ate so much.
 - B I regret I didn't eat more.
 - C If only I hadn't eaten so much.
- 4 X: If I want to lose weight, should I eat less or do more exercise?
Y: **I think you should do both.**
 - A If I were you, I would do both.
 - B In my opinion, it's a good idea.
 - C I wish you would eat less.
- 5 It took him six months **to recover** after the car accident in which he'd fractured his spine.
 - A to get back on his feet
 - B to feel under the weather
 - C to pull through

- 4 ★ **Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

X: So, have you been to the doctor's?

Y: Yes, I have. She said that I was feeling weak and tired because of my lifestyle.

X: Well, I'm not surprised. If I were you, (1) (change) quite a lot of things.

Y: The doctor is worried that I (2) (lost) recently and thinks I may have anaemia. If so, then I should eat more vegetables and red meat. But I hate red meat!

X: You don't need to eat red meat (3) (long) a well-balanced diet. My sister is a vegetarian and she is in perfect health.

Y: I should also do more exercise. If (4) (feel) so tired all the time!

X: You could just go for a daily walk. I think it's important to spend some time outdoors every day, especially in green areas.

Y: Maybe you're right. I wish I (5) (decided) to take my Matura exam in biology – I'm spending hours studying in a library!

X: Why don't you try studying in a park instead?

Wypowiedź pisemna

- 5 ★ **Niektórzy ludzie uważają, że aktywnego i zdrowego trybu życia dzieci uczą się od rodziców/opiekunów. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat.**

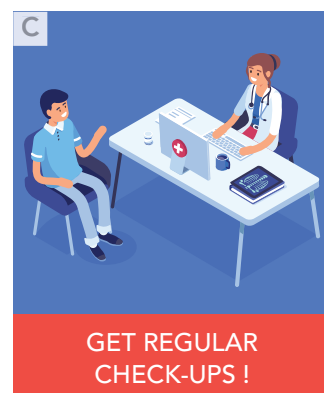
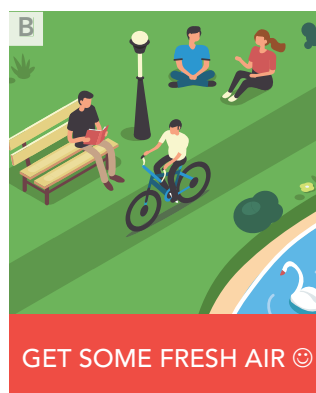
Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Wspólnie z grupą kolegów/koleżanek z klasy przygotowujecie kampanię mającą na celu promocję zdrowego stylu życia wśród uczniów szkoły. Wyraż swoje zdanie na temat poniższych projektów plakatów do kampanii.

- Wybierz tę propozycję, która według Ciebie byłaby najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 What is more important for your health: following a balanced diet or having a regular sleep pattern?
- 2 Some specialists think obesity in young people is not caused by an imbalanced diet but by lack of exercise. What's the situation in your country?

Uczeń B

- 1 What do young people in your country get addicted to most? Why do you think this is the case?
- 2 Can the mass media and social media help people learn more about diseases and how to prevent them? Can you think of an example?

✓ SELF-ASSESSMENT UNIT 6

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about possible, imaginary and impossible situations and their consequences.
- b I can talk about wishes for the present, past and future.
- c I can talk about the body and health using a range of vocabulary and idioms.
- d I can collaborate with a partner using different expressions to agree, disagree and make choices.
- e I can express opinions, contrasts and consequences in for-and-against essays.
- f I can give a presentation on a health-related event proposal.

7 Creative arts

Vocabulary

Music and film

- 1 In your notebook, write down different types of music. Compare your answers with a partner. Now do the same with different types of films.
- 2 Complete the blog texts with the words. Use a dictionary if necessary. Write the answers in your notebook.

acting • crowd • gig • lighting • live (adv) • lyrics
performance • plot • recorded • role • scene • soundtrack
stage • starred • tracks



Posted 26th April About Updates Follow me

I love music, especially rock and pop. Last summer I went to a brilliant (a) by Imagine Dragons. I knew all their songs, but I hadn't seen them play (b) before. When they appeared on (c) , the (d) went wild. They'd just (e) a brand-new album with 12 (f) on it, so they had lots of new songs to perform. The (g) was spectacular – you could see them really well from a distance. The sound was brilliant, too. You could hear all the words really clearly. That's important because I love their (h) .

The film we saw last Saturday was amazing. It (i) Anne Hathaway in the (j) of an astronaut. Hathaway's (k) was brilliant. She was really convincing. In general, the (l) was really good. What I liked the most was the (m) because I think a good film should tell an interesting story. I remember that there was one (n) that was really emotional where the characters realise the consequences of their journey through space. The (o) was great too – the music went perfectly with the images.



- 3 2.07 Listen to the definitions. In your notebook, write the correct form of the words in 2 that match them. Change the tense of verbs if necessary.

- | | |
|------------------------|------------------------|
| 1 <input type="text"/> | 5 <input type="text"/> |
| 2 <input type="text"/> | 6 <input type="text"/> |
| 3 <input type="text"/> | 7 <input type="text"/> |
| 4 <input type="text"/> | 8 <input type="text"/> |

Media habits

- 4 Match words or expressions in yellow in the questionnaire below with these definitions. Write the answers in your notebook.
- 1 move information from the Internet to your computer
- 2 watch or listen to something from the Internet without needing to put it in your computer
- 3 images or sounds that you can see and hear on your computer at the same time as they are happening
- 4 a phone, tablet or other small computer that you can hold in your hand
- 5 buy/pay money for
- 6 places on the Net where they distribute digitally stored information
- 7 going from one person's computer to another without any central controller
- 8 move music, information or images from one object or place to another

MEDIA HABITS QUESTIONNAIRE

HOW OFTEN DO YOU ...

- 1 purchase DVDs or CDs?
- 2 watch films or listen to music on a mobile device?
- 3 stream films or music?
- 4 watch live streams of gigs or other events?
- 5 download films or music that you have paid for or that are legally free?
- 6 transfer films or music from one device to another?
- 7 use peer-to-peer or other online file-sharing sites?

- 5 Work with a partner. Take it in turns to ask and answer the questions in the questionnaire.

1 Work with a partner and answer this question.

Do you like using streaming music services? Why/Why not?

2 Read the article. What is the author complaining about and why?

► MY VIEW

ALOE BLACC

If songwriters can't afford to make music then who will?



At our core, **songwriters are creators**. We challenge ourselves and others to reflect on the world around us. And the work we produce has power – power to capture people's emotions and imaginations like few other art forms, power to transcend traditional barriers of age, language and culture, and power to generate positive social change.

But does our work as songwriters have value? Coming from someone who has spent his life working hard to master his craft in order to touch the lives of others, that may seem like an absurd question. But in today's rapidly changing music marketplace, the answer is increasingly unclear. Just this week, Taylor Swift removed her music from Spotify – not because she doesn't want you to stream her songs, but because she wants to be **compensated fairly** for her work. She wants Spotify to treat her work as though it has value. This problem ought to cause anyone who cares about the **future of music** – professionals and fans alike – to stand up and take note.

First, unlike most people in creative industries, songwriters seem to have less control over our work than ever before. If you copy a handbag design from a high-end fashion house or use a sports team's logo in your new T-shirt line, you can soon expect problems

I am many things ... But above all, I am a songwriter.

with the law. And just try copying a big tech company's patented innovation. You need express permission from the original creators to use or copy their work before you resell it. That's how they **protect the value** of their work.

But the world doesn't work that way for songwriters. We have no power to protect the value of the music we create. The ridiculously low rates songwriters are paid by streaming services are yet another indication our work is being devalued in today's marketplace.

Consider the fact that it takes roughly one million spins on Pandora for a songwriter to earn just \$90. Avicii's release *Wake Me Up!* that I co-wrote and sing, for example, was the most streamed song in Spotify history and the 13th most played song on Pandora since its release in 2013, with more than 168 million streams in the US. And yet, that made only \$12,359 in Pandora domestic royalties – which were then divided between three songwriters and our publishers. If that's what's now considered a streaming 'success story', is it any wonder that so many songwriters are now **struggling to get by**?

The reality is that purchasing and downloading songs have given way to streaming, and as a result, the money that songwriters depended on for years to make a living is now drying up.

But the irony of the situation is that our music is actually being enjoyed by more people in more places than ever before. Our work clearly does have value, of course, or else it would not be in such high demand. So why aren't songwriters compensated more fairly in the marketplace?

I, for one, can no longer stand and just watch as songwriters are left out in the cold, while streaming company executives build their fortunes thanks to our hard work. Songwriting is truly a **labour of love**, one that often does not result in wealth. But I know the work we create has real value. And I believe people will one day recognise that a system that allows digital streaming services to enjoy enormous profits while music creators struggle is imbalanced and broken.

You can also do your part to protect the music you love by **buying albums** and encouraging streaming services to respect the value of songwriting. After all, if songwriters can't afford to make music, then who will?



3 Read the article again and answer the questions.

- 1 According to Blacc, what different types of power does a songwriter's work have?
- 2 Why did Taylor Swift remove her music from Spotify?
- 3 How are important fashion or technology companies different from songwriters?
- 4 In what way was Avicii's song *Wake Me Up!* a success?
- 5 Why does Blacc think that today's system is 'imbalanced and broken'?
- 6 What does Blacc want fans to do and what does he think will happen if they don't do it?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you agree with Blacc's arguments? Why/Why not?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

6 **What about you?**

Where and how do you prefer to listen to music?

Reported speech – statements

1 Read the sentences and answer the questions below.

- 1a He said: 'I **am** many things.'
- 1b He said that he **was** many things.
- 2a He told them: 'I **believe** people will one day recognise that the system **is** broken.'
- 2b He told them **he believed** people would one day recognise that the system **was** broken.
- 3a He said: 'Just **this** week, Taylor Swift **removed** her music from Spotify.'
- 3b He said that just **that** week Taylor Swift **had removed** her music from Spotify.

- 1 How do tenses change when we go from direct to reported speech?
- 2 Do you think tenses change when the reporting verb is in the present or present perfect (e.g. *He says, He has said*)?
- 3 What happens to the pronoun **I** when we put sentence 1a into reported speech?
- 4 What is the difference between **say** and **tell**?
- 5 Do we always need to use **that** after **say** or **tell**?

GRAMMAR REFERENCE ► PAGE 148

2 How do these tenses change when they go into reported speech? Do they all change? Write the answers in your notebook.

Direct speech	Reported speech
present simple →	<i>past simple</i>
present continuous →	1
past simple →	2
past continuous →	3
present perfect →	4
past perfect →	5
will →	6
would →	7
can →	8
may →	9
must/have to →	10

3 How do these words change when they go into reported speech? Write the answers in your notebook.

Direct speech	Reported speech
this/these	<i>that/those</i>
here	1
today	2
yesterday	3
tomorrow	4
tonight	5
next (week/month/year)	6
last (week/month/year)	7
a (week/month/year) ago	8

4 Complete the sentences with **said** or **told**. Write the answers in your notebook.

- 1 She she hadn't downloaded any songs the day before.
- 2 They their computer was slower than ours.
- 3 We Josh that we'd meet him at the cinema that night.
- 4 He her the concert was the following day.
- 5 He he was sorry for what he'd done.
- 6 I you couldn't speak Russian.

5 In your notebook, put the sentences in direct speech into reported speech.

- 1 'I never buy DVDs.'
Steve says .
- 2 'We must leave if we want to get to the cinema on time.'
Sam told .
- 3 'These books are mine.'
Emma said .
- 4 'I'm going to record a new album.'
Alicia said .
- 5 'The crowd were screaming throughout the concert.'
Juliet said .
- 6 'I'll see you tomorrow, Simon.'
Dave told .

Reported speech – questions

6 Read the sentences and answer questions 1–5 below.

- 1a 'Why **aren't** songwriters compensated more fairly?'
- 1b He asked his readers why songwriters **weren't** compensated more fairly.
- 2a 'Does our work **have** value?'
- 2b He wondered whether their work **had** value.
- 3a 'Is it any wonder that songwriters **are struggling**?'
- 3b He asked us if it was any wonder that songwriters **were struggling**.

- 1 Do tenses and pronouns change in reported questions in the same way as in reported statements?
- 2 Do we use the auxiliary verb *do* in reported questions?
- 3 Do we put the subject before the verb in reported questions?
- 4 Do we use question marks in reported questions?
- 5 What words do we use when we report questions that do not begin with a question word?

GRAMMAR REFERENCE ► PAGE 148



Compound nouns and adjectives

1 Look at these compounds. Which are compound nouns and which are compound adjectives?

brand-new • download • fast-moving • file-sharing
marketplace • songwriter • soundtrack • thought-provoking

2  **2.08** Listen to the words. Where is the stress in the compound nouns – on the first word, the last word or both? And in the compound adjectives?

3 Match the compound nouns 1–8 with their definitions a–h. Write the answers in your notebook.

- | | |
|---------------|---|
| 1 screenplay | a a book that is very interesting or exciting |
| 2 blockbuster | b a film or show that is very successful |
| 3 box office | c a story that someone writes for a film |
| 4 drawback | d the final result of a process or a meeting |
| 5 feedback | e the number of people who come to an event |
| 6 turnout | f comments about how well or badly someone is doing something |
| 7 outcome | g the place in a theatre where you buy tickets, or the number of tickets a film sells |
| 8 page-turner | h a disadvantage |

7 In your notebook, report the conversation using *said*, *told*, *asked* and *wanted to know*.

- Olivia:** Have you ever been to a music festival?
Tom: Yes, I have. I went to one last year.
Olivia: Who was the best band?
Tom: I really enjoyed the Foo Fighters. I'm going to see them again later this year.
Olivia: I may go if it's not too expensive. When are they playing?
Tom: I think the concert will be in July. Are you going to be here in July?
Olivia: I think so. I've been saving up money to go to the US, but I still haven't got enough.
Tom: When do you think you'll be able to go?
Olivia: I'm probably going to go next year. I'd love to go to a festival there.

4 Complete the sentences with the compound nouns in 3. Write the answers in your notebook.

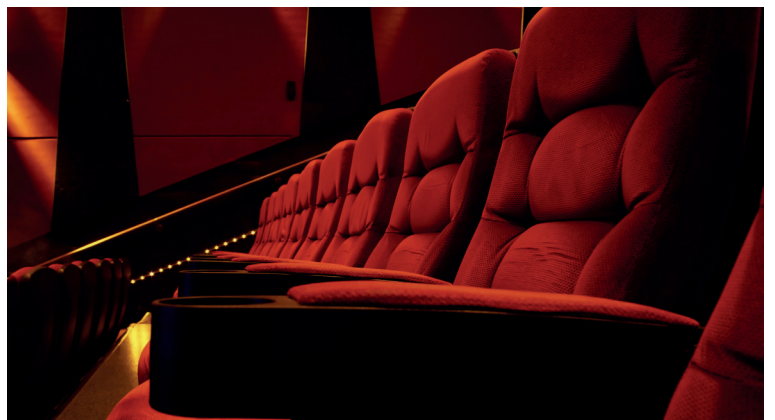
- It's a typical Hollywood  with lots of special effects but not very good acting.
- The  of the report was that they decided not to invest in the Internet.
- I can't put this book down – it's a real .
- One  of downloading films is that often the quality is terrible.
- We'd like your  on our website so we can make it perfect for you!
- The critics loved the film, but it wasn't a success at the .
- Two thousand people is a big  for a new band.
- When the director read the original , she knew it would make a great film.

8a In your notebook, write five questions to ask people in your class about music.

8b  Ask as many people your questions as possible and make a note of their answers.

8c In your notebook, write a report about some of the questions you asked and the answers people gave.

I asked people whether they listened to music while they were doing their homework. Three people told me they did, but the rest said they couldn't concentrate with music.





1 **Work with a partner. Who and what can you see in the photo? What do you think a 'superfan' is?**

2 **2.09 Listen to a radio programme about superfans and answer the questions.**

- 1 What are 'superfans'?
- 2 How important are superfans to the creative industries?
- 3 Who is the world's most famous superfan?

3 **2.09 Listen again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.**

- 1 Ahmed bin Fahad only collects Super Mario computer games. T/F/NM
- 2 Ahmed has to spend more money to have games in his collection that have never been played. T/F/NM
- 3 Katie Aiani began her collection at a younger age than Ahmed. T/F/NM
- 4 Katie's sister helped to make her a superfan of Harry Potter. T/F/NM
- 5 Katie's parents didn't want her to become a Harry Potter superfan. T/F/NM
- 6 A key to Sarah M's success with celebrities is not insisting on taking their photo. T/F/NM
- 7 Sarah M moved home to be closer to the places where celebrities meet up and go out. T/F/NM
- 8 Usually Sarah M meets famous people by coincidence. T/F/NM
- 9 Sarah M doesn't only take photos with A-list celebrities. T/F/NM
- 10 Sarah M enjoys her own fame. T/F/NM

4 **What about you?**

- 1 What or who are you a fan of?
- 2 Do you think you could ever become a superfan? Why/Why not?

Reported speech – other reporting verbs

1a Look at the sentences. Which reporting verbs have a person (like *told*) and which don't (like *said*)?

- 1a 'Superfans start young. Ahmed started at the age of five.'
- 1b He **explained** that superfans started young. He added that Ahmed had started at the age of five.
- 2a 'You have to be polite and respectful.'
- 2b She **warned** them that they had to be polite and respectful.
- 3a 'Don't forget collectors often buy two copies of each game.'
- 3b He **reminded** her that Ahmed needed to buy two copies of each game.
- 4a 'Sarah's become famous.'
- 4b He **claimed** that Sarah had become famous.

1b What is the meaning of these reporting verbs?

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2a Choose the best alternative. Write the answers in your notebook.

NEWS

At a press conference yesterday, Hollywood actor Jimmy Deep (a) added/announced that he was going to quit acting. He (b) claimed/warned that critics had destroyed his career with such negative reviews of his latest films. Deep (c) agreed/complained that he deserved criticism for his last film. He (d) admitted/promised not putting much effort into the role and (e) added/announced that it had been made too quickly. But Deep (f) agreed/complained that critics had been making personal insults about him in their reviews. He (g) added/warned them that he would do something if they continued. He (h) complained/promised that he would take legal action against them.

2b In your notebook, rewrite the sentences in 2a in direct speech.

'I'm going to quit acting.'

3 In your notebook, rewrite the sentences in reported speech using these verbs.

admit • announce • claim • complain • promise
remind • warn

- 1 **Tom:** 'The film was too short.'
- 2 **Andy:** 'I'm not very good at remembering film titles.'
- 3 **Danny:** 'I'll remember to give you your DVD back.'
- 4 **The Prime Minister:** 'The government is going to spend more money on the arts.'
- 5 **Jack:** 'I didn't know it was illegal to download that film.'
- 6 **Kate:** 'Josh, it's dangerous to sit too close to the screen.'
- 7 **Jamie:** 'Dave, don't forget. The match starts at 7 pm.'

Reported speech – other reporting structures

4a Check that you understand the reporting verbs and match them with the correct list (1–5) below. Write the answers in your notebook.

- She **suggested** seeing a Harry Potter film.
- She **apologised** for disturbing the actor.
- I **asked** him to show me his collection of games.
- He **refused** to let me take his photo.
- They **criticised** him for not signing autographs.

- verb + infinitive:** _____, agree, claim, offer, promise
- verb + object + infinitive:** _____, advise, instruct, tell, order, invite, remind, warn, recommend
- verb + gerund:** _____, admit, advise, deny, regret, recommend
- verb + preposition + gerund:** _____, insist on, object to, confess to
- verb + object + preposition + gerund:** _____, congratulate somebody on, accuse somebody of, warn somebody against

4b Check that you understand the other reporting verbs in lists 1–5 above.

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5 Choose the correct alternative. Write the answers in your notebook.

- My friend suggested to see/seeing a science fiction film.
- They apologised for arrive/arriving late.
- They criticised me to watch/for watching too many films.
- We agreed to go/going at 8 o'clock.
- She promised to not tell/not to tell me the end of the film.
- I admitted to like/liking Harry Potter.
- They refused to buy/buying the tickets.
- She accused me of not know/knowing who the actor was.



6 Rewrite the sentences in your notebook.

- 'I'm sorry I didn't wait for you, Emma.'
Connor apologised _____.
- 'Don't come this way, Ashley, because it's dangerous.'
She warned _____.
- 'Ella took the book from the library.'
She accused _____.
- 'I'll tell you exactly what happened, Mum.'
Elizabeth promised _____.
- 'I didn't take the CD.'
Taylor denied _____.
- 'Don't go out with your friends this weekend, William.'
William's dad told _____.
- 'OK, we'll help you with your homework tomorrow, Lara.'
Cathy and Lucas agreed _____.
- 'No, I won't let them take my photo.'
The actor refused _____.

7 In your notebook, complete the sentences with information about yourself. You must use a verb.

- Once somebody accused me _____.
- I once refused _____.
- When I was small, my parents insisted on _____.
- Once I promised _____.
- If you want to take up a new hobby, I suggest _____.
- Somebody once congratulated me on _____.
- My parents have always warned me _____.
- At school, they always tell you _____.

8 Work with a partner. Compare your sentences. Are any similar or the same?

Discussions – 1

- 1 **Work with a partner. Look at the posters. Can you think of any other films where the star is female?**
- 2 **Read this website article. Does the information surprise you? Why/Why not?**



CHANGING THE WAY WE RATE FILMS

The Swedish cinema industry wants us to look at films in a different way. Four cinemas in the country have started using a simple test to evaluate films and other types of fiction. The test simply asks if there are at least two women in a film or a work of fiction who talk to each other about subjects other than men. If the film passes the test, it is given an 'A' rating. The problem is that apparently many famous films, including all the original *Star Wars* movies and all except one of the *Harry Potter* movies, fail the test.

That doesn't mean that those films are bad, but the objective is to encourage more female stories and perspectives in the cinema. One Swedish TV channel had an 'A' rated Super Sunday when it only played films which pass the test, including *The Hunger Games* and the 2013 blockbuster *Gravity*, which stars Sandra Bullock. *Gravity* is unusual in having a female star. Recent research in the US showed that women only make up 33% of the characters in films, and only 11% of the main characters. Furthermore, the number of women appearing in films decreased in the previous five years.



- 3 **2.10 Listen to two teenagers discussing the newspaper article and answer the questions.**
 - 1 What is each person's opinion?
 - 2 What examples do they give to support their arguments?
- 4 **2.10 Listen again and, in your notebook, write down the expressions from the Speaking bank that you hear.**

SPEAKING BANK

Presenting a solid argument

Giving emphasis

- You have to remember that ...
- Don't forget that ...
- There's no doubt in my mind that ...
- I really do think that ...
- I'm totally convinced that ...
- You can't deny that ...

Giving examples

- For instance,
- Take ..., for example
- What about the case of ...?
- Look at ...
- You only have to think of ...
- ... such as ...
- A good example of that is ...
- Just to give you an idea ...

- 1 **Work in groups of three. Discuss your own opinions about the article in 2. Give examples.**

Practice makes perfect

- 6a **Look at these discussion topics. Decide what your opinion is for each one and make a note of your arguments and examples.**

- 1 Most video games are made for boys, not girls.
- 2 Violent films and video games create violent teenagers.
- 3 Sales of video games are now higher than sales of DVDs because they don't make good films anymore.

- 6b **Work in groups of three. Discuss the different topics. Remember to use expressions from the Speaking bank.**

- 6c **Share your ideas with the whole class. Do you have similar opinions or not?**

⚡ BUZZWORD

hate-watching – watching a TV programme that you hate simply to criticise it or complain about it

Every dedicated TV fan has a hate-watching habit or two – a show that they truly dislike, but cannot stop watching.

A review

- 1 Work with a partner. Look at this notice on a website. Which book(s) would you recommend and why?

from
BOOKREVIEWS

REVIEWS WANTED

We are always looking for reviews of great books for teenagers!

Which book would you recommend to readers of your age? Write a review telling us what happens in the book and explain why you think it's a good book for teenagers.



- 2 Read this review of a book for teenagers. Would you want to read this book after reading the review? Why/Why not?

BOOKREVIEWS.COM

SEARCH

HOME GENRE NEWS WIN! SUBSCRIBE TO OUR NEWSLETTER

Legend

by Marie Lu

★★★★★



1 Legend is a really good book for teenagers written by an American writer called Marie Lu. It's a fantasy novel set in a dystopian future. The book first appeared in 2011. It's the first part of a trilogy.

2 The plot of the story is very good because you're never really sure what is going to happen next. The two main characters are both 15. One is a girl called June and the other is a boy called Day. June works for the Republic as a type of police officer. But Day is a rebel who is fighting against the Republic. June has to find and capture Day, but when she meets him, she realises the truth about the Republic. One good thing about the book is both June and Day are narrators, so you know exactly what each of them thinks. There are some good scenes where June and Day's feelings for each other change and the plot takes lots of good turns that you don't expect.

3 In my opinion, this book is really good for teenagers because there is action and romance, but it also makes good points about loyalty to family, friends and your country. I also like the good descriptions of how our world might be in the future.

4 All things considered, this is a great book for teenagers because it's both exciting and thought-provoking. If you're a fan of stories that combine action, good characters and good descriptions, you'll love Legend.

- 3 Read the review again and decide what the purpose of each paragraph is. Write the answers in your notebook.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

- 4 What do you think of the use of adjectives in the book review? Why?

- 5a Work with a partner. Look at the adjectives in the Writing bank. Which ones do you know? Use a dictionary to check the meaning of any you don't know.

- 5b Which adjectives do you think are positive and which are negative?

WRITING BANK

Using adjectives in reviews

amazing • amusing • appealing • awful
brilliant • clever • clichéd • convincing
credible • deep • fascinating • fast-moving
gripping • hilarious • incredible • inspiring
intricate • intriguing • lively • moving
mysterious • perceptive • predictable
realistic • relaxing • scary • sensitive
spectacular • stunning • stupid • terrible
thought-provoking • thrilling
unconvincing • uninspiring • vivid
well-produced

- 6 Use adjectives from the Writing bank to replace the adjective good in the review in 2.

Practice makes perfect

- 7a In your notebook, make notes about one of the books you thought about in 1. Organise your notes into paragraphs. Follow the paragraph plan in 3.

- 7b Write your review.

- 7c Exchange reviews with other students. Which of the books do you want to read?

WRITING BANK > PAGE 164

⚡ BUZZWORD

BookTuber – a person who posts videos of book reviews on YouTube

She's my favourite BookTuber, as she makes videos about everything bookish, from her favourite authors and series to her most beloved book covers.

- 1 Which of these would you consider to be a breach of copyright laws? Discuss each case in small groups.
- 1 You copy parts of Mozart's compositions from the Internet.
 - 2 You use an image found on the Internet to advertise your vlog.
 - 3 You use an image found on the Internet for a school presentation.
 - 4 You use song lyrics for a research project at school.
 - 5 You write a book about a young wizard – very similar to *Harry Potter*.
 - 6 You make your own music video clip using fragments of previously published songs and post it on YouTube.
 - 7 You post yourself covering a song on social media.

- 2 Read the following forum entries. Which situations in 1 are not mentioned in the entries?

COPYRIGHT LAWS: ARE YOU FOR OR AGAINST?

Alex wrote:

2 hours ago

For me as a composer, copyright laws DO matter. If I write a piece of music, it's my intellectual property and nobody should steal it. It's that simple, but not everybody sees it this way. In a different context, however, it makes sense: when someone buys a car, it becomes their property and you shouldn't steal it, should you? But many people seem to think they can use my music for their own purposes. Let's say that someone has written a song and they are making a video clip for it. If they want to reuse some scenes from the video clip that accompanied my song, they should at least have the decency to give me, the band and the film makers credit for our work, shouldn't they? If they called us and asked us for permission, we would probably agree, providing it was a small fragment. I suppose the worst situation is when someone uses my song for some political or social awareness campaign, for example, to promote a person or an idea – without my permission. After all, I might not even agree with the idea, so why should my name and my work be associated with it?

114 20

BarrytheEnglishteacher wrote:

51 minutes ago

As a teacher of English, I often use films, series, video clips, song lyrics, or memes in my classroom. The students love using the real-life resources, and I think it really boosts their learning. When my students are preparing projects or presentations, I let them use such resources, too, but they are only allowed to use material obtained legally and which is accessible to the public for free – like downloading an image or a film which is not protected by copyright. I think it's all right when cultural works are used for educational rather than commercial purposes, such as advertising or selling something. I do encourage my students to always cite their sources, though.

78 13

Katetheblogger wrote:

4 minutes ago

I'm totally convinced that we should all have unlimited access to culture. I believe that museums should display all their exhibits on their websites, and classical music scores or tabs for more popular music should be freely available, too. I know that's already the case for works of art whose authors have passed away – in the UK, for example, every piece of art enters the public domain, that is it can be used freely by anyone, 70 years after the artist's death. This is slightly ridiculous, however. Let's take a pop song as an example. Once the song is released, there are a lot of websites where you can find the notes, tabs or lyrics for it. So why not publish it for everyone for free? If I took a great photo, why shouldn't everyone be allowed to use it? The creators get paid for their work anyway, so they should be happy to have their work of art seen, watched or sung by as many people as possible, shouldn't they?

10 3

- 3 Read the sentences below and decide whose opinion they are referring to. In your notebook, write A (Alex), B (Barry) or K (Kate).

- 1 All works of art should be made available for educational purposes.
- 2 Using someone's work without permission is a form of theft.
- 3 People should have unrestricted access to works of art.
- 4 The creators of artworks should appreciate public interest in their work.
- 5 Students should always cite the source of material they use for their school assignments.
- 6 Art should not be used for political or social campaigns without the creators' agreement.

- 4 Work in pairs. Ask and answer the following questions.

- 1 Which of the opinions expressed in the reading text do you agree with most? Why?
- 2 Should students and scientists have unlimited access to Internet resources for educational and research purposes?
- 3 Do you agree that anything published publicly, for example a photo or a meme, should automatically be protected by copyright laws?
- 4 How far do you agree with Alex's opinion that songwriters should be allowed to decide on how their songs are used?

- 5 2.11 Listen to the recording to find the answers to points 5 and 6 in exercise 1.

- 6 Which of the following is stated in the recording as a fact? Which is the opinion of the speaker? Write the answers in your notebook.

- 1 Cover songs cannot be posted on YouTube without the original author's permission, as they are protected by copyright laws.
- 2 You can perform a cover song at a 'School's Got Talent' event.
- 3 You can only post a cover song publicly 70 years after the songwriter has passed away.
- 4 Literary works are protected by copyright laws.
- 5 Lisa's book violated copyright laws.

- 7 For the next class, in small groups, prepare a short presentation on current copyright laws in Poland. Choose three of the situations in exercise 1 and find out the laws governing each case.

KULTURA

Dziedziny kultury / Twórcy i ich dzieła

acting (n)	/ˈæktɪŋ/	gra aktorska
gig (n)	/gɪg/	występ
live (adv)	/ˈlaɪv/	na żywo
lyrics (n pl)	/ˈlɪrɪks/	tekst (piosenki)
performance (n)	/pəˈfɔːməns/	występ
plot (n)	/plɒt/	fabuła
record (v)	/rɪˈkɔːd/	nagrywać
role (n)	/rəʊl/	rola
scene (n)	/siːn/	scena
soundtrack (n)	/ˈsaʊnd(ɪ)ˌtræk/	ścieżka dźwiękowa
stage (n)	/steɪdʒ/	scena (miejsce)
star (v)	/stɑː(r)/	grać główną rolę
track (n)	/træk/	utwór

Media / Uczestnictwo w kulturze

download films (v phr)	/ˈdaʊn,ləʊd ˈfɪlmz/	ściągać/pobierać filmy
file-sharing site (n phr)	/ˈfaɪlˌʃeərɪŋ ˈsaɪt/	strona służąca do udostępniania plików
live stream (n)	/ˌlaɪv ˈstriːm/	transmisja na żywo
make purchases on the Net (v phr)	/ˈmeɪk ˈpɜːtʃəsɪz ɒn ðə ˈnet/	robić zakupy przez Internet
mobile device (n phr)	/ˈməʊbaɪl diˈvaɪs/	urządzenie mobilne
stream (v)	/striːm/	udostępniać na żywo w Internecie
transfer music (v phr)	/ˈtrænsˈfɜː ˈmjuːzɪk/	przesyłać pliki muzyczne

Ochrona praw autorskich

breach (n)	/briːtʃ/	naruszenie (czegoś)
cite sources (v phr)	/ˈsaɪt ˈsoːsɪz/	podawać źródła
copyright holder (n)	/ˈkɒpiˌraɪt ˌhəʊldə(r)/	właściciel praw autorskich
copyright law (n)	/ˈkɒpiˌraɪt ˌlɔː/	prawo autorskie
creator (n)	/kriˈeɪtə(r)/	twórca
give credit (v phr)	/ˌɡɪv ˈkredit/	docenić kogoś za coś/zrobienie czegoś
intellectual property (n)	/ˌɪntəˈlektʃuəl ˈprɒpəti/	własność intelektualna
permission (n)	/pəˈmɪʃ(ə)n/	zezwoleństwo, zgoda
public domain (n)	/ˌpʌblɪk dɒmˈmeɪn/	domena publiczna
purpose (n)	/ˈpɜːpəs/	cel
royalties (n pl)	/ˈrɔɪəltɪz/	tantiemy
unrestricted access (n phr)	/ˌʌnrɪˈstrɪktɪd ˈækses/	nieograniczony dostęp
violate (v)	/ˈvaɪəleɪt/	naruszać

RZECZOWNIKI ZŁOŻONE

blockbuster (n)	/ˈblɒkˌbʌstə(r)/	przebój
box office (n)	/ˈbɒks ˌɒfɪs/	kasa biletowa
download (n)	/ˈdaʊn,ləʊd/	pobierać, ściągać
drawback (n)	/ˈdrɔːˌbæk/	wada, minus
feedback (n)	/ˈfiːdˌbæk/	reakcja, opinia
marketplace (n)	/ˈmɑːkɪtˌpleɪs/	rynek
outcome (n)	/ˈaʊtˌkʌm/	wynik, rezultat
page-turner (n)	/ˈpeɪdʒˌtɜːnə(r)/	wciągająca książka
screenplay (n)	/ˈskriːnˌpleɪ/	scenariusz
songwriter (n)	/ˈsɒŋˌraɪtə(r)/	tekściarz
turnout (n)	/ˈtɜːnˌaʊt/	frekwencja

PRZYMIOTNIKI ZŁOŻONE

brand-new (adj phr)	/ˌbrænd ˈnjuː/	zupełnie nowy
fast-moving (adj)	/ˌfɑːstˈmuːvɪŋ/	szybki
thought-provoking (adj)	/ˈθɔːtˌprəˌvəʊkɪŋ/	skłaniający do refleksji

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

INNE

accuse (v)	/əˈkjuːz/	oskarżać
admit (v)	/ədˈmɪt/	przyznawać (się)
advise (v)	/ədˈvaɪz/	radzić
agree (v)	/əˈɡriː/	zgadzać się
amusing (adj)	/əˈmjuzɪŋ/	zabawny
announce (v)	/əˈnaʊns/	ogłaszać
apologise for (v)	/əˈpɒlədʒaɪz fɔː(r)/	przepraszać za
appealing (adj)	/əˈpiːlɪŋ/	interesujący
awful (adj)	/ˈɔːf(ə)l/	okropny, wstrętny
brilliant (adj)	/ˈbrɪljənt/	znakomity
channel (n)	/ˈtʃænl(ə)l/	kanal, program
character (n)	/ˈkærɪktə(r)/	postać
claim (v)	/kleɪm/	twierdzić
clichéd (adj)	/ˈkliːʃeɪd/	oklepany, banalny
congratulate (v)	/kənˈɡrætʃəleɪt/	gratulować
convincing (adj)	/kənˈvɪnsɪŋ/	przekonujący
credible (adj)	/ˈkredɪb(ə)l/	wiarygodny
deep (adj)	/diːp/	głęboki
deny (v)	/dɪˈnaɪ/	zaprzeczać
display (v)	/dɪˈspleɪ/	wystawiać
disturb (v)	/dɪˈstɜːb/	przeszkadzać
gripping (adj)	/ˈɡrɪpɪŋ/	porywający
hilarious (adj)	/hɪˈleəriəs/	komiczny
incredible (adj)	/ɪnˈkredɪb(ə)l/	niewiarygodny, niesamowity
inspiring (adj)	/ɪnˈspaɪərɪŋ/	inspirujący
instruct (v)	/ɪnˈstrʌkt/	instruować
intricate (adj)	/ɪnˈtrɪkət/	zawiły, złożony
intriguing (adj)	/ɪnˈtriːɡɪŋ/	intrygujący
lighting (n)	/ˈlaɪtɪŋ/	oświetlenie
lively (adj)	/ˈlaɪvli/	żywy, energiczny
moving (adj)	/ˈmuːvɪŋ/	poruszający
mysterious (adj)	/mɪˈstɪəriəs/	tajemniczy
object to (v phr)	/əbˈdʒekt tə/	odmawiać zrobienia czegoś
order (v)	/ˈɔːdə(r)/	rozkazywać
peer-to-peer (adj)	/ˌpiəˈtəˌpiə(r)/	wzajemny
perceptive (adj)	/pəˈseptɪv/	spostzegawczy
perform (v)	/pəˈfɔːm/	wykonywać
predictable (adj)	/prɪˈdɪktəb(ə)l/	przewidywalny
profit (n, v)	/ˈprɒfɪt/	zysk, przynosić zysk
promise (v)	/ˈprɒmɪs/	obietcywać
purchase (v)	/ˈpɜːtʃəs/	kupować
realistic (adj)	/ˌriˈəlɪstɪk/	realistyczny
regret (v)	/rɪˈɡret/	żałować
release (n)	/rɪˈliːs/	wydanie (np. płyty)
remind (v)	/rɪˈmaɪnd/	przypominać
screen (n)	/skriːn/	ekran
spectacular (adj)	/spekˈtækjələ(r)/	spektakularny
store (v)	/stɔː(r)/	przechowywać
stunning (adj)	/ˈstʌnɪŋ/	oszałamiający
terrible (adj)	/ˈterɪb(ə)l/	straszny, okropny
thrilling (adj)	/ˈθrɪlɪŋ/	pasjonujący
unconvincing (adj)	/ˌʌnkənˈvɪnsɪŋ/	nieprzekonujący
uninspiring (adj)	/ˌʌnɪnˈspaɪərɪŋ/	bez wyrazu
vivid (adj)	/ˈvɪvɪd/	żywy, barwny
warn (v)	/wɔːn/	ostrzegać
well-produced (adj)	/ˌwelprəˈdjuːst/	starannie wydany



Rozumienie ze słuchu

1 2.12 Usłyszysz dwukrotnie fragment wypowiedzi na temat filmów i seriali. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 What does the speaker suspect about data concerning TV series?
- 2 What example of a thought-provoking theme does the speaker give?
- 3 Why can the characters in series be good role models?
- 4 Why does the speaker prefer TV series to films?
- 5 What do TV series and Hollywood blockbusters have in common?

Rozumienie tekstów pisanych

2 ★ Przeczytaj tekst. Uzupełnij luki 1–5 w e-mailu zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

SO, YOU WOULD LIKE TO WRITE A BEST-SELLER

If you are dreaming of writing a BIG novel, the kind of page-turner which will become a best-seller, it may be a good idea to take some advice from authors who have already succeeded.

First, you should read, read and read. This is what J.K. Rowling says to children who ask her how to become a writer. Once you have got an idea for a book, put it down in writing. Sketch the main points of the plot, from the beginning to the end, the setting and time frame, and the main characters' outline.

Secondly, you need to stick to your story – and your characters. Novelists, screenwriters and critics alike often disagree about what is more important: the plot or the characters – but the truth is, one couldn't exist without the other. It is important to put some thinking into how the story develops and work out the plot, but the characters need to be credible and realistic to engage readers. J.R.R. Tolkien suggested that it was a good idea to rely on some of the characteristics and features of real people to make good, full-blooded characters.

Finally, you need to sit down and keep writing until you have finished. Best-selling British writer Sophie Kinsella says that every writer gets bored with their story and characters now and again. She advises future writers to keep writing till the very end – even if you won't be happy with the outcome of your efforts, at least you will have something you can get some feedback on.

From:	To:	Subject:
Hi Ella,		
I've just read a thought-provoking article about how to write a best-selling novel. You ought to begin by (1) of the whole book. It is crucial to devote equal attention to both (2) as neither is more important than the other. On the one hand, the way the (3) should be well-thought out. On the other, you want your characters to engage readers, so they need to be credible – they could (4) or possess some of their characteristic features. Finally, you can't give up on your writing, Ella! I know you were a bit put off after people's comments during our last creative writing class, but keep going. Once you've finished, you can let me read the manuscript so I can (5) on it and maybe offer some advice. I honestly think you're very talented!		
Kisses,		
Luke		

Znajomość środków językowych

3 Przeczytaj tekst. Uzupełnij w zeszycie każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I used to feel guilty that I (1) not passed on my passion for books to my daughter. She liked being read to as a child, but she was never an avid reader herself. She said it (2) boring, and she became lost to the world of reading as soon as she discovered gaming. I tried to convince her that computer games did not develop the imagination, but she kept saying that I just didn't understand.

One day, when she was 15, I (3) her to tell me what she saw in gaming. She said that reading was a passive activity, while role playing games were not. She also (4) that as a player you actually take on the role of a character and begin to act out their difficulties in your head. You'll never believe it, but she was right. Once in a while, we play together, and, finally, I (5) agree that RPGs develop your imagination, too.

- 4 ★ **Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5 tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszytach. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.**

- 1 The writer admitted that he [] (pisze nową książkę) which would be as thought-provoking as his previous best-seller.
- 2 A journalist asked the lead singer [] (czy kiedykolwiek występował) in Poland before.
- 3 [] (Jestem całkowicie przekonana) that this film will be a huge box-office success.
- 4 The musician [] (zaprzeczył, że użył) someone else's song when writing the soundtrack.
- 5 The music critics wanted to know how long [] (zespół pracuje) on their new album.

Wypowiedź pisemna

- 5 **Byłeś/Byłaś ostatnio na festiwalu muzycznym, który zrobił na Tobie duże wrażenie. Napisz recenzję festiwalu na blogu.**

- Podaj szczegóły dotyczące festiwalu: gdzie się odbywał, jak długo trwał, ile osób w nim uczestniczyło, ile kosztowały bilety/karnety;
- Opisz, jakiego rodzaju muzyki można było posłuchać i w jakich innych rozrywkach można było wziąć udział;
- Napisz, co Ci się podobało w festiwalu, a co nie, i dlaczego zrobił na Tobie wrażenie;
- Wyjaśnij, czy poleciłbyś/poleciłabyś udział w festiwalu i napisz, czy zamierzasz w nim wziąć udział w kolejnym roku.

15 July 2019

Dear Sam,

Guess where I was last weekend? If you like music festivals, keep reading.

Let me know if you went to the festival, too, and share your experiences.

Yours,
XYZ

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6 **Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna Uczeń A.**

Uczeń A

W Twoim sąsiedztwie zamieszkała na pół roku studentka programu Erasmus. Rozmawiasz z nią na temat możliwości korzystania z kultury w Waszym mieście. Poniżej podane są cztery kwestie, które musisz omówić w uczniem B.

Instytucje kulturalne

Ceny i dostępność biletów

Wydarzenia artystyczne
w najbliższym czasie

Pomoc / wspólne wyjście /
wyjazd na koncert/festiwal
muzyczny

Uczeń B

Jesteś studentem/studentką Erasmus, który/która będzie przez pół roku mieszkać w Polsce. Rozmawiasz z osobą z sąsiedztwa na temat instytucji kulturalnych i wydarzeń artystycznych w okolicy, w której będziesz teraz mieszkać. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii;
- dowiedz się od ucznia A, gdzie można posłuchać muzyki lokalnych zespołów;
- grzecznie odmów uczniowi A, tak, aby musiał podać kolejne propozycje;
- wyraż wątpliwość, czy jako obcokrajowiec będziesz mógł/mogła skorzystać z ulgi studenckiej;
- zapytaj o możliwość zakupu biletów na lokalne wydarzenia kulturalne w Internecie.

✓ SELF-ASSESSMENT UNIT 7

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can report what other people have said or asked.
- b I can talk about music, film and media habits.
- c I can present solid arguments in discussions.
- d I can write reviews using a wide variety of adjectives.
- e I can discuss some aspects of copyright laws.

LANGUAGE CHECKPOINT ► PAGE 149

8 Surviving disaster

Vocabulary

Natural disasters

1a Match the photos to these words. There are five extra words. Write the answers in your notebook.

avalanche • drought • earthquake
epidemic • flood • forest fire • hurricane
landslide • tsunami • volcanic eruption



1b Match the extra words in 1a with these definitions. Write the answers in your notebook.

- a situation in which a disease spreads very quickly and infects many people
- a very large wave or series of waves caused when something such as an earthquake happens underwater
- a large amount of snow and ice that suddenly falls down a mountain
- a situation in which a large area with trees burns
- a violent storm with extremely strong winds and heavy rain

2 **2.13** Where does the stress go in the words in 1a? Listen and check your answers.

3 Work with a partner. Which parts of the world do you associate with the natural disasters in 1a? Which ones could happen in your country?

Words connected with natural disasters

4 Work in groups of three. Each person reads one of the texts A–C. Check the words in yellow in a dictionary if necessary. Explain the words to the others in your group.

- A There are hundreds of **casualties** after last night's earthquake and its **aftershock**. Many of the **victims** are young or elderly. The **survivors** of the earthquake are camping out in the street because it is safer than being indoors. Many **injuries** have been caused by **collapsing** walls since the earthquake has caused terrible damage to many buildings in the city. Firefighters have been working hard to **put out** fires caused by the **tremors**.
- B First the volcano threw up a cloud of **ash**. Then **molten lava** started to come down the side of the mountain. Right now, the lava is **heading towards** the most populated village on the island. **Panic** had already been **spreading** through the village over the past few weeks. The neighbouring island has already set up camps for the hundreds of **refugees** who are arriving.
- C The **torrential** rain that has **swept across** the country in the last few days has caused terrible floods. Three major rivers have **burst their banks**. Many people have been **evacuated** from their homes. **Mud** and water have destroyed many houses. The **destruction** has been much worse in western areas where the rain has been heavier.

5 Complete the sentences with the correct form of some of the words in 4. Write the answers in your notebook.

- We need to the area immediately.
- A hurricane is quickly across the ocean.
- Experts think the hurricane is towards land.
- The disease is quickly. Doctors fear that thousands more people will catch it in the next few weeks.
- Nothing was left after the fire, only .
- The of the earthquake are being offered food, drink and blankets at the town hall.

6 **2.14** Listen to three short reports on natural disasters and complete the notes in your notebook.

	1	2	3
Type of disaster			
Where			
Casualties			
Damage			

7 Work with a partner. Talk about a natural disaster that has happened recently or that was widely discussed.

1  **Work with a partner. Look at the photo at the bottom of the page and discuss what it could be.**

2  **Read the article and answer the questions.**

- 1 What is the name of the object in the photo?
- 2 What exactly is it for?

3 **Read again and choose the best answer. Write the answers in your notebook.**

- 1 Julian Sharpe thinks the problem in Japan in 2011 was that people ...
 - a had made no plans for a natural disaster.
 - b were not ready for the size of this disaster.
 - c didn't know where to go to be evacuated.
- 2 Sharpe had his idea when he ...
 - a was in Indonesia during the 2004 tsunami.
 - b saw a sphere floating in the water.
 - c realised that with long, gradual slopes it isn't easy to get away from a tsunami.
- 3 The company has designed ...
 - a different models of the Survival Capsule for different types of disaster.
 - b just one model of the Survival Capsule but in varying sizes.
 - c only capsules that have the most basic survival facilities.
- 4 The capsule ...
 - a needs to be rescued by helicopter when the tsunami eventually ends.
 - b starts off tied to the ground.
 - c could be trapped under deep water.
- 5 The article says that ...
 - a they haven't made any capsules yet.
 - b the cost of the spheres is too high.
 - c the cost is OK if they save lives.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think this is a useful, practical invention? Why/Why not?

5 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

6  **What about you?**

What can we do to prepare for such events?
Do you know any security procedures?

BUZZWORD

Hothouse Earth – a situation where it will no longer be possible to control climate change

People are beginning to realise that our planet is heading towards a 'Hothouse Earth' state.

TSUNAMI!

A 21st century survival solution

The 2011 Tohoku earthquake and the tsunami that followed count as one of the worst natural disasters of the 21st century.

When the earthquake struck with a force of magnitude 9, it was the most powerful ever to hit Japan and its consequences were catastrophic. In anticipation of a similar disaster, an American company called Survival Capsules LCC turned their design for a sphere to protect people from both fire and flood into reality.

“... the tsunami was a terrible learning experience for the Japanese.”

According to Julian Sharpe, president of Survival Capsules LCC, the tsunami was a terrible learning experience for the

Japanese. The different regions had evacuation towers and the local population knew what to do in case of a tsunami. But in the end the evacuation towers that they relied on for survival turned out to be far too low. The tsunami was much higher than expected, with a maximum height of just over 40 metres. It resulted in nearly 16,000 deaths, over 6,000 casualties, and more than 2,500 people missing.

Sharpe says he came up with the initial concept for the Survival Capsule while on holiday with his family in a coastal town in Oregon in the US in 2004. While he was there, he couldn't help thinking about the tsunami that had just swept across the Indian Ocean and the East Indies. He noticed that many coastal areas with beaches have a similar landscape, with long, gradual slopes. Even when residents are given a tsunami alert, it's impossible to get to sufficiently high ground fast enough.

That was when Sharpe came up with the idea of something more flexible. He thought of capsules that could float above the approaching wave. According to Sharpe, his personal safety system (PSS) is designed to protect survivors not only in tsunamis, but also in hurricanes, earthquakes and tornadoes. It was designed by aircraft engineers in consultation with tsunami experts.

There are currently five versions of the capsule. They range in size from a basic two-person model with a diameter of 1.4m to one capable of holding ten adults. The capsules have been built for use in homes, businesses, schools and airports. The brightly-painted spherical capsule is built to survive impacts, and the shape allows it to roll out from beneath the debris of collapsed buildings. The capsules can also be made with one or two windows.

“Mobile phone use is possible, to communicate with the outside world.”

Access to the capsule is by a round door that can be opened from inside or outside. Inside, there are seats, water containers, GPS equipment, storage facilities for food and 60 minutes of oxygen. Mobile phone use is possible, to communicate with the outside world. The capsule weighs only about 136kg, so it's easy to move. It has a handle so that it can be recovered by a crane or helicopter. Optional extras are also offered, including a toilet, a music system and solar panels.

The idea is for capsules to be placed along coastlines. If the sea rises, the line tying the capsule to the ground gets longer. When the water recedes, the capsule floats back to the ground. If the water gets too deep, the line disconnects and the capsule floats to the surface.

The current cost of the spheres is between \$13,000 and \$20,000. This is a small price to pay if, as Sharpe hopes, the Survival Capsules increase people's chances of surviving the next tsunami.



The passive

1a Look at the sentences and answer the questions below.

- It **was designed** by aircraft engineers.
- It **can be recovered** by a crane or helicopter.
- Optional extras **are** also **offered**.
- The capsules **have been built** for use in private homes.

- Are all the sentences in the passive?
- What tense is each sentence?
- How do we form the passive?
- What does *by* introduce?

1b Are these statements True (T) or False (F)? Write the answers in your notebook.

- We use the passive when we are interested mainly in an action, not the person who does the action. T/F
- We use the passive when we don't know the person who does the action. T/F
- We use the passive when it is obvious who does the action. T/F

GRAMMAR REFERENCE ► PAGE 150

2 Complete the sentences with the correct passive form of the verbs given. Write the answers in your notebook.

- New Orleans (hit) by Hurricane Katrina in 2005.
- Throughout history, a number of cities (destroy) by volcanoes.
- Some experts think the weather (control) by humans one day.
- Some forest fires can (see) from space.
- The strength of earthquakes (measure) using the Richter Scale.
- In areas where earthquakes are common, houses and flats should (build) in a special way so that they don't collapse easily.
- When the tsunami hit Indonesia in 2004, people (not warn) of the possible danger.

3 Find the mistakes in these sentences and rewrite them correctly in your notebook.

- Some areas of Africa have being affected by a terrible drought.
- Twenty people were save in the mountains by a rescue team yesterday.
- A huge landslide was hit a small town in Peru last week.
- Some people think that one day the Earth will be destroyed for a big meteorite.
- Our house was been damaged by torrential rain last year.
- More hurricanes have predicted for this summer.
- Have been any people injured in the fire?
- In rescue situations I think children must helped first.

The passive – verbs with two objects

4a Look at the sentences and read the explanation below.

- They give residents a tsunami alert.
- 2a A tsunami alert **is given** to residents.
- 2b Residents **are given** a tsunami alert.

Some verbs are followed by two objects, one usually a thing and the other a person. When this happens, we can make two different **passive** sentences (2a/2b).

4b Is it more common to use the thing (2a) or the person (2b) as the subject?

4c These verbs can be followed by two objects. Check their meanings in a dictionary if necessary.

bring • buy • lend • offer • owe • pay
promise • refuse • send • show • teach • tell

GRAMMAR REFERENCE ► PAGE 150

5 Which sentence in each pair is more natural?

- The survivors were given water.
- Water was given to the survivors.
- Help was promised to them.
- They were promised help.
- I was taught first aid by my grandmother.
- First aid was taught to me by my grandmother.
- The president was sent an urgent message.
- An urgent message was sent to the president.
- A prize was given to Taylor Swift for her charity work.
- Taylor Swift was given a prize for her charity work.

Flooding in New Orleans, 2005





6 In your notebook, rewrite the sentences using the passive. Use the person or people as the subject.

- The government has sent food and medicine to the victims of the earthquake.
The victims of the earthquake have been sent food and medicine by the government.
- They paid the president of the company \$40,000 for two Survival Capsules.
- They're offering the survivors financial aid.
- My teacher has given me information about surviving earthquakes.
- Perhaps they'll offer the casualties medical help.
- They told her the news when she arrived.
- They are not going to refuse the refugees entrance into the country.
- The government has promised the scientists money for research.

7 Find somebody in your class for each of the squares and write their name in your notebook. Do not write the same person twice. Ignore the 'details' section.

Find someone who has been ...

<i>given a prize</i> Name: Details:	<i>given a special present</i> Name: Details:
<i>taught to do something by a member of their family</i> Name: Details:	<i>offered a job or a special responsibility</i> Name: Details:
<i>sent an important email</i> Name: Details:	<i>told a secret</i> Name: Details:
<i>paid for doing something</i> Name: Details:	<i>owed money</i> Name: Details:

8 Now ask questions to find out more details about each activity.

Why were you given a prize?
What were you taught?

Prepositional phrases with verbs

1 Look at the verbs in these sentences. Which prepositions do they need?

- People **relied** evacuation towers for survival.
- The capsule **protects** people fire and flood.

2 Complete the sentences with these prepositions. Write the answers in your notebook.

about • for • for • in • of • on • on • to
to • with

- Residents **listened** the experts.
- Most people **agree** my theory.
- People used to **believe** supernatural causes for natural disasters.
- The strength of a volcano **depends** different factors.
- The experts **apologised** not warning people about the possibilities of a tsunami.
- The residents **complained** not being informed.
- Nobody **dreamt** something so big as a 40-metre wave.
- The government **waited** a team of experts to send their report.
- Nobody knew who the dog **belonged** .
- You can **spend** money optional extras.

3 In your notebook, complete the sentences so they are true for you. Use a preposition.

- I occasionally spend money ...
- I hate waiting ...
- For the future, I dream ...
- I know I can rely ...
- I never listen ...
- Once I had to apologise ...
- I nearly always agree ...
- I don't usually complain ...

4 Work in small groups. Compare your sentences in 3. Tell the class any sentences that you have in common.



The tsunami survivor who is an example to us all

1 **Work with a partner. Look at the photo and caption.**

Why do you think the woman in the photo might be an example to others?

2 **2.15 Listen to a radio programme about the woman in the photo and check your predictions in 1.**

3 **2.15 Listen again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.**

- 1 Petra's friend did not survive the tsunami. **T/F/NM**
- 2 Petra's organisation builds brand-new schools around the world. **T/F/NM**
- 3 Tilly Smith was a hero of the 2004 tsunami. **T/F/NM**
- 4 Petra has met Tilly Smith in person. **T/F/NM**
- 5 Petra keeps her job and her charity work completely separate. **T/F/NM**
- 6 Petra finds it very painful to talk about her survival story. **T/F/NM**
- 7 The aim of Petra's organisation is not to offer aid in the first few days after a natural disaster. **T/F/NM**
- 8 Petra would like to make more of an impact by becoming a politician one day. **T/F/NM**

4 **What about you?**

What do you think of the story of Petra Němcová?

The passive with say, know, believe, etc. – 1

1a Look at the sentences and answer the questions below.

- a It **was reported that** she saved people thanks to a geography lesson.
 - b It **is thought that** Tilly saved around 100 lives.
 - c It **has been claimed that** more than 280,000 people died.
 - d It's **believed that** children are the worst victims.
- 1 What is the subject in the first part of these sentences?
 - 2 Why do we use the passive in the first part of these sentences?
 - 3 Why are different tenses used in the first part of the sentences?

1b Here is a list of verbs which are frequently used in this way. Check their meaning in a dictionary if necessary.

believe • claim • expect • know • report • say • think

GRAMMAR REFERENCE ► PAGE 150

2 In your notebook, make complete sentences with the structures in 1.

- 1 'The Sun goes round the Earth.' – past belief
It was believed that the Sun went round the Earth.
- 2 'The Earth is flat.' – past thought
It was thought that the Earth was flat.
- 3 'Natural disasters are becoming more frequent.' – present claim
It is claimed that natural disasters are becoming more frequent.
- 4 'An asteroid will destroy the world one day.' – something people have said
It is said that an asteroid will destroy the world one day.
- 5 'A big volcano will erupt in Iceland soon.' – present expectation
It is expected that a big volcano will erupt in Iceland soon.
- 6 'Volcanic ash can have a terrible effect on planes.' – present knowledge
It is known that volcanic ash can have a terrible effect on planes.
- 7 'People heard the eruption of Krakatoa over 3,000 km away.' – past report
It was reported that people heard the eruption of Krakatoa over 3,000 km away.
- 8 'One day an enormous earthquake will strike Los Angeles.' – something people say
It is said that one day an enormous earthquake will strike Los Angeles.

The passive with say, know, believe, etc. – 2

3 Look at the sentences and decide if the statements below are True (T) or False (F). Write the answers in your notebook.

- Each school **is said to cost** around £110,000.
 - Petra **is known to have been** impressed by the story.
 - At first, she **was thought to have died**, but then they found her.
 - Twelve thousand children **are said to be** benefitting from the project.
 - Animals **are said to know** when a natural disaster is coming.
- In each sentence, the subject of the first part of the sentence is the subject of the rest of the second verb. **T/F**
 - After the verbs *reported, known, believed, etc.* we use *to + infinitive* to talk about things in the present, or things that are always true. **T/F**
 - After the verbs *reported, known, believed, etc.* we use *to have + past participle* to talk about past events. **T/F**
 - We use *is/are believed/thought, etc.* to talk about present beliefs and thoughts. **T/F**
 - We use *was/were believed/thought, etc.* to talk about past beliefs and thoughts. **T/F**

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4 Rewrite the sentences in your notebook.

- They say that toads sense earthquakes.
Toads _____.
- They know that bees are very important for the environment.
Bees _____.
- People claim that global warming is responsible for many natural disasters.
Global warming _____.
- They reported that many people had gone missing after the eruption.
Many people _____.
- People believed that the Titanic was unsinkable.
The Titanic _____.
- People didn't know Everest was the highest mountain until 1852.
Everest _____.
- It is said that Pompeii is one of the most popular tourist attractions in Italy.
Pompeii _____.
- It's believed that a meteorite caused the extinction of dinosaurs.
A meteorite _____.

5 Read the text and choose the correct alternative. Write the answers in your notebook.

ANIMAL SENSES

Very few animals were reported to (a) die/have died in the tsunami in December 2004. For example, in an area of Sri Lanka that was hit by the disaster, there is a very popular national park called Yala National Park. It has hundreds of wild animals, including elephants, leopards and monkeys. But (b) it was/they were said that the only animals that died that day were two or three water buffalos. Flamingos are (c) reporting/reported to have flown to higher ground. Bats were seen flying away, too. Three wild elephants were seen running away from a beach before any humans knew anything about the coming tsunami. Unfortunately, the animals' warning had no effect on the people watching. How did all these animals know what was going to happen? It is (d) think/thought that animals have a sixth sense. (e) It is known/Some animals are known to be able to hear things that humans cannot hear, and this may be one way that several different types of animal may spot danger before we can. It is also believed (f) animals to be/that animals are much more sensitive to vibrations of the Earth than humans. For example, it (g) is/was thought that even large elephants can detect minor movements. It has been (h) claimed/known by some people that humans used to possess the same highly developed senses that animals have, but that over time we have lost our 'sixth sense'.



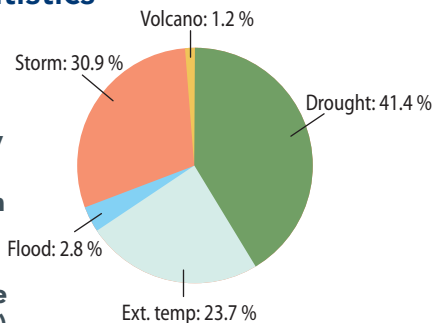
6 In your notebook, complete the sentences in a logical way.

- People from my country are said ...
- It's well known ...
- In the past, it was believed ...
- Last week in the news it was reported ...
- Students are expected ...
- Sometimes I'm known ...

7 Compare sentences with a partner. Do you agree with your partner's sentences?

Talking about statistics

- 1** Look at the pie chart. It shows the percentage of people affected by different disasters in Oceania between 1980 and 2008. According to the pie chart, are these statements True (T) or False (F)? Write the answers in your notebook.



- Over one-third of people were affected by drought.
- Just under one-fifth of people were affected by extreme temperatures.
- Fewer people were affected by extreme temperatures than by storms.
- Only about one in a hundred people were affected by volcanoes.
- Just over a quarter of people were affected by extreme temperatures and floods combined.
- The majority of people were affected by drought.

T/F

T/F

T/F

T/F

T/F

T/F

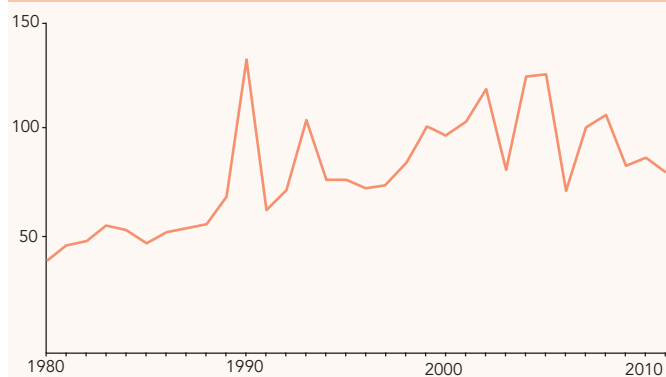
- 2a** Express the fractions as percentages and vice versa. Write the answers in your notebook.

- | | | |
|-------------------|-----------|-------------------|
| 1 $\frac{1}{4} =$ | 3 10% = | 5 $\frac{1}{2} =$ |
| 2 20% = | 4 66.6% = | 6 80% = |

- 2b** 2.16 Listen and check. Then practise saying the fractions and percentages.

- 3** Look at this graph. It shows the number of storms around the world between 1980 and 2011. Read the text below and check that you understand the words in bold.

Number of storms around the world between 1980 and 2011



The number of storms around the world **rose gradually** between 1980 and 1988. There was **a sharp increase** in the number of storms between 1988 and 1990. Between 1980 and 1990 the number more than **tripled**. However, the number of storms **fell sharply** the year after. Between 1996 and 1998 there was only **a slight increase**. The number of storms then **fluctuated** between 2000 and 2011. It rarely **stayed the same**. There was **a dramatic rise** in numbers in 2004, but in 2006 there was **a significant decrease**.

- 4** Find a word or words in the Speaking bank which mean ...

- go up.
- go from 20,000 to 40,000, for example.
- go from 40,000 to 20,000, for example.
- one in three.
- slowly and in small amounts.
- important.
- in a sudden and surprising way.
- most of the people or things in a group.

SPEAKING BANK

Talking about statistics

Numbers and proportions

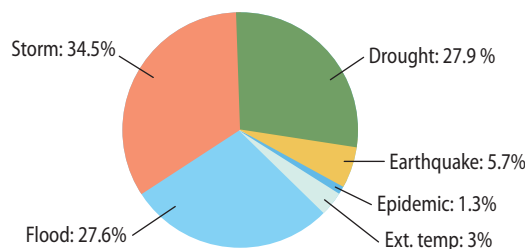
- a half/third/quarter/fifth/sixth, etc.
- one in two/three/five/ten, etc.
- the majority

Trends

- rise/fall (n, v)
- increase/decrease (n, v)
- stay the same/change little (adj/adv)
- slow(ly)/gradual(ly)/slight(ly) (adj/adv)
- steady (adj), steadily (adv)
- significant(ly)/sharp(ly)/dramatic(ally) (adj/adv)
- double/triple/half (n), halve (v)

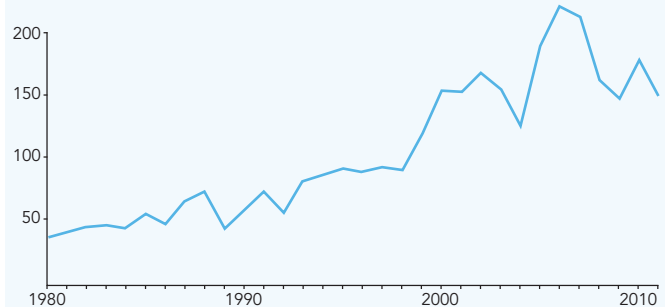
Practice makes perfect

- 5a** Work with a partner. Student A, describe the pie chart using words and expressions in the Speaking bank.



- 5b** Student B, describe the graph using words and expressions in the Speaking bank.

Number of floods around the world between 1980 and 2011



- 5c** Work together. Compare the two pie charts on this page. Then compare the two graphs. What information do you find surprising, interesting or worrying?

An opinion essay – 2

- 1  Work with a partner. Look at the task. In your notebook, complete point 3 and discuss two ideas for each of the points 1–3.

At school you have been talking about climate change and extreme weather. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

How can we help to save the planet?

Notes

Write about: 1 recycling 2 saving energy

3  (your own idea)

- 2 Read this essay. Does it include any of your ideas in 1?

Each year there are more and more storms and floods, and temperatures are changing dramatically. In my opinion, this is partly because of the effect that humans are having on the planet. I believe that we all can and should do something about this.

The first point to make is that if we all recycled more, we could make a big difference to the environment. By recycling paper, for example, we could protect our forests. What is more, if we reused items such as plastic bags and bottles, we could also save precious natural resources. However, not enough people do this.

Another thing to bear in mind is that people use energy unnecessarily. For instance, they forget to switch computers or lights off and make their houses too warm in the winter even though by saving some of this energy, we could reduce environmental damage.

Although many students live near school, their parents take them by car each day. If we all walked, cycled or used public transport, we could help to minimise the pollution caused by exhaust fumes. Furthermore, walking or cycling would help to keep us healthy.

In conclusion, some people say that there is nothing that we can do to save the planet. I disagree. If we all take small steps to change simple daily habits, those millions of small actions can have a major impact on the planet.

- 3 Read the essay again. What is the purpose of each paragraph?

- 4 Put the underlined words and expressions in the text in the correct list. Write the answers in your notebook.

Expressing opinions: 

Adding ideas: 

Putting ideas in order: 

Contrasting ideas: 

Concluding: 

- 5 Look at how *although*, *even though* and *however* are used in the text. Which words join two halves of a sentence? Which words introduce a new sentence? Read the information in the Writing bank and check that you understand the meaning of all the linkers.

WRITING BANK

Using linkers correctly

- Some linkers join two halves of a sentence. They can go at the start of the sentence or in the middle of the sentence.

Although the country is a long way away, we must help it.

We must help the country although it is a long way away.

Linkers which join two halves of a sentence: *although, and, and so, because, despite, even though, since, so that, when, whereas, while*

- Other linkers introduce a new sentence which refers to the previous sentence. These words are usually followed by commas.

The country is a long way away. However, we must help it.

Linkers which join two sentences: *all things considered, as a result, as far as I am concerned, consequently, finally, firstly, furthermore, however, in addition, in conclusion, in my opinion, in the end, meanwhile, moreover, nevertheless, on the one hand, on the other hand, personally, secondly, therefore, to sum up, what is more*

Practice makes perfect

- 6a Work with a partner. Look at the task and think about ideas and information that you could include.

At school you have been talking about problems facing the world in the 21st century. Now your English teacher has asked you to write an essay for homework.

Write your essay using all the notes and giving reasons for your point of view.

What are the biggest problems facing the world in the 21st century?

Notes

Write about:

1 epidemics

2 changing weather conditions

3  (your own idea)

WRITING BANK ► PAGE 159

- 6b Write your essay. Include linkers and remember to use the Writing bank to help you.

BUZZWORD

plastic footprint – the amount of plastic that someone uses

Environmental organisations suggest a number of small changes people can make to reduce their plastic footprint.

1 Work in small groups. Discuss possible answers to the following questions.

- Why do you think there are more natural disasters nowadays than 50 years ago?
- Do you think that they have natural causes or are a result of human activity?
- Do you know of any humanitarian aid organisations/agencies? Have you ever been involved in any of their campaigns/projects?
- How might the media influence people's reactions to natural disasters?

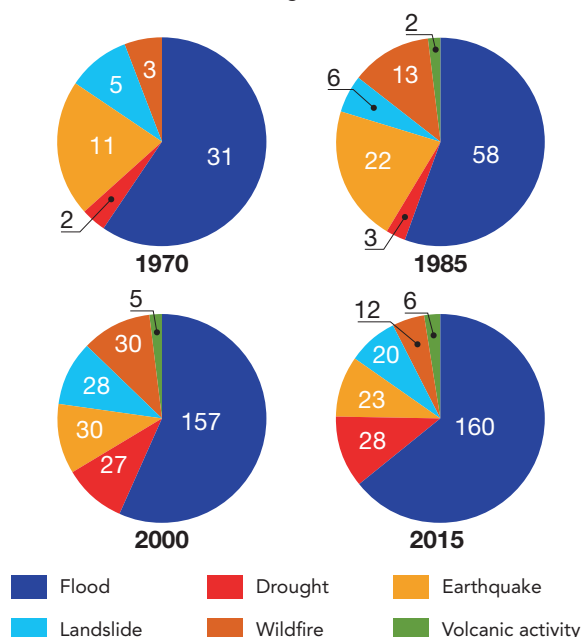
2 Use the information from the following website entry and the chart to complete the notes below for your Polish class project. Write the answers in your notebook.

DANGEROUS WORLD, DANGEROUS PEOPLE?

According to EM-DAT, the International Disaster Database, the number of natural disasters has been on the increase since the 1970s: from 78 in 1970 to yearly average of 348 between 2008 and 2017. A natural disaster is categorised as such if there are 10 or more casualties, or if at least 100 people are injured, made homeless or need to be evacuated. While the number of geological disasters, such as earthquakes, volcanic eruptions or landslides has remained relatively unchanged over the years, a significant increase has been noticed in the number of hydro-meteorological disasters, among which are phenomena like droughts, floods, extreme winds and tsunamis. This increase has been partly caused by human activity. Global warming and urbanisation (and the corresponding rise in areas likely to be flooded) are definitely to blame.

On the other hand, the increase may also be a result of better communications and media coverage: there may have been disasters in the past which were not included in the data, because they were simply not recorded. Another factor is that more and more organisations have been collecting data on natural disasters since the 1980s.

There is some positive news, however, which is that, although they are leaving more people injured, homeless or otherwise affected, disasters are causing fewer and fewer deaths.



Możliwe przyczyny wzrostu liczby katastrof:

- szkodliwa działalność człowieka: (1) []
- urbanizacja terenów powodziowych

Większa liczba danych – możliwe powody:

- lepsze (2) [] oraz informowanie opinii publicznej
- bardziej aktywne (3) []

Ciekawe dane:

- względnie (4) [] katastrof naturalnych (niespowodowanych przez działalność człowieka):
- zarejestrowane trzęsienia ziemi: 1970 – 11, 1985 – (5) [], 2000 – 30, 2015 – 23
- znaczny wzrost przypadków (6) []:
1970 – 31, 1985 – 58, 2000 – 157, 2015 – 160

3 Work in pairs. Talk about which of the responses in the table you think are the most effective following a natural disaster in a foreign country.

Individuals	Governments
Donate money	Send rescue teams and dogs
Send clothes/blankets	Send medical personnel / temporary facilities
Send medicines and medical equipment	Send medicines / vaccines / medical equipment
Donate blood	Offer financial support to help with reconstruction work
Share information via social media	
Volunteer to help in repairs	

4 2.17 Listen to a conversation and choose the correct answer A–E. Write the answer in your notebook.

The main point Fiona Miller makes is that

- individual people cannot do too much to help in disaster relief.
- every country affected by a disaster is able to handle it itself.
- the only people from abroad whose help may be needed are rescue teams.
- you can only help in disaster relief by donating money.
- we can help out in disaster relief only after we have got sufficient information about what is needed.

5 Work in pairs. Look again at the responses listed in 3. Would you answer the question in the same way now, after having listened to the recording in 4?

6 For the next class, in groups of three, prepare a short presentation about a natural disaster that happened anywhere in the world and one of the Polish humanitarian agencies/organisations which helped with relief work. Find information about:

- the nature of the disaster;
- when and where the disaster happened;
- what the agency/organisation was called;
- what exactly the agency/organisation did to help.

ŚWIAT PRZYRODY

Kłęski żywiołowe

avalanche (n)	/ˈævəˌlɑːntʃ/	lawina
drought (n)	/draʊt/	susza
earthquake (n)	/ˈɜːθˌkweɪk/	trzęsienie ziemi
epidemic (n)	/ˌepɪˈdemɪk/	epidemia
flood (n)	/flʌd/	powódź
forest fire (n phr)	/ˈfɒrɪst ˈfaɪə(r)/	pożar lasu
hurricane (n)	/ˈhʌrɪkən/	huragan
landslide (n)	/ˈlænd(ɪ)ˌslaɪd/	osunięcie się ziemi
tsunami (n)	/tsuːˈnɑːmi/	tsunami
volcanic eruption (n phr)	/vɒlˈkænɪk ɪˈrʌpʃ(ə)n/	wybuch wulkanu

SŁOWNICTWO ZWIĄZANE Z KLĘSKAMI ŻYWIOŁOWYMI

aftershock (n)	/ˈɑːftəˌʃɒk/	wstrząs następczy
ash (n)	/æʃ/	popiół
bank (of a river) (n)	/ˈbæŋk əv ə ˈrɪvə(r)/	brzeg (rzeki)
burst the banks (phr)	/ˌbɜːst ðə ˈbæŋks/	wystąpić z brzegów
casualty (n)	/ˈkæʒuəlti/	ofiara
collapse (v)	/kəˈlæps/	zawalić się
damage (n, v)	/ˈdæmɪdʒ/	zniszczenie, niszczyć
destruction (n)	/dɪˈstrʌkʃ(ə)n/	zniszczenie
evacuate (v)	/ɪˈvækjueɪt/	ewakuować
head towards (v phr)	/ˈhed təˈwɔːdz/	zmierzać w kierunku
injury (n)	/ˈɪndʒəri/	obrażenie
molten lava (n phr)	/ˈmɒlt(ə)n ˈlɑːvə/	roztopiona lawa
mud (n)	/mʌd/	błoto
panic (n, v)	/ˈpænɪk/	panika, panikować
put out (v phr)	/ˌpʊt ˈaʊt/	gasić, zduśzać
refugee (n)	/ˌrefjuːˈdʒiː/	uchodźca
spread (v)	/spred/	rozprzestrzeniać się
survivor (n)	/səˈvaɪvə(r)/	ocalały
sweep across (v phr)	/ˌswiːp əˈkrɒs/	rozprzestrzeniać się szybko
torrential rain (n phr)	/təˈrenʃ(ə)l ˈreɪn/	ulewny deszcz
tremor (n)	/ˈtremə(r)/	wstrząs
victim (n)	/ˈvɪktɪm/	ofiara

PAŃSTWO I SPOŁECZEŃSTWO

Organizacje społeczne i międzynarodowe (pomoc humanitarna)

affected area (n phr)	/əˈfektɪd ˈeəriə/	obszar zagrożony
donate blood (v phr)	/dəʊˈneɪt ˈblʌd/	oddawać krew
disaster relief (n phr)	/dɪˈzɑːstə ˈrɪliːf/	pomoc ofiarom klęsk żywiołowych
financial support (n phr)	/faɪˈnænʃ(ə)l səˈpɔːt/	wsparcie finansowe
healthcare programme (n phr)	/ˈhelθˌkeə ˌprəʊɡræm/	program opieki zdrowotnej
humanitarian aid (n phr)	/ˈhjuːˌmæniˈteəriən ˈeɪd/	pomoc humanitarna
immediate help (n phr)	/ɪˈmiːdiət ˈhelp/	natychmiastowa pomoc
reconstruction (n)	/ˌriːkənˈstrʌkʃ(ə)n/	odbudowa
rescue team (n)	/ˈreskjʊː ˌtiːm/	ekipa ratunkowa
supplies (n pl)	/səˈplaɪz/	prowiand
volunteer (v)	/ˌvɒlənˈtiə(r)/	zgłosić się na ochotnika

CZASOWNIKI Z PRZYIMKAMI

agree with (v phr)	/əˈɡriː wɪð/	zgodzać się z
apologise for (v phr)	/əˈpɒlədʒaɪz fə(r)/	przepraszać za coś
believe in (v phr)	/bɪˈliːv ɪn/	wierzyć w
belong to (v phr)	/bɪˈlɒŋ tə/	należać do

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

complain about (v phr)	/kəmˈpleɪn əˌbaʊt/	narzekać na
depend on (v phr)	/dɪˈpend ɒn/	zależać od
dream of (v phr)	/ˈdriːm əv/	marzyć o
listen to (v phr)	/ˈlɪs(ə)n tə/	śluchać czegoś
protect (somebody) from (v phr)	/prəˈtekt (ˌsʌmbədɪ) frəm/	chronić kogoś przed kimś/czymś
rely on (v phr)	/rɪˈlaɪ ɒn/	polegać na
spend on (v phr)	/ˈspend ɒn/	wydawać (pieniądze) na
wait for (v phr)	/ˈweɪt fə(r)/	czekać na

INNE

a sixth (n)	/ə ˈsɪksθ/	jedna szóstą
asteroid (n)	/ˈæstəˌrɔɪd/	asteroida
bee (n)	/biː/	pszczoła
burn (v)	/bɜːn/	palić się
catastrophic (adj)	/ˌkætəˈstrɒfɪk/	katastrofalny
debris (n)	/ˈdeɪbriː/	szczątki, ruiny
decrease (n)	/ˈdiːkriːs/	spadek
decrease (v)	/dɪˈkriːs/	spadać
double (n, v)	/ˈdʌb(ə)l/	podwojenie, podwajanie
dramatic (adj)	/drəˈmætɪk/	znaczący, dramatyczny
elderly (adj)	/ˈeldəli/	starszy
equipment (n)	/ɪˈkwɪpmənt/	sprzęt
first aid (n)	/ˌfɜːst ˈeɪd/	pierwsza pomoc
fumes (n pl)	/fjuːmz/	wyzywy, opary
go missing (v phr)	/ˌɡəʊ ˈmɪsɪŋ/	zaginać
gradual (adj)	/ˈɡrædʒuəl/	stopniowy
impact (n)	/ˈɪmpækt/	wpływ
increase (n)	/ˈɪŋkriːs/	wzrost
increase (v)	/ɪnˈkriːs/	wzrastać
meteorite (n)	/ˈmiːtiəriːt/	meteoryt
oxygen (n)	/ˈɒksɪdʒ(ə)n/	tlen
pie chart (n)	/ˈpaɪ ˌtʃɑːt/	diagram kołowy
powder (n)	/ˈpaʊdə(r)/	proszek
proportion (n)	/prəˈpɔːʃ(ə)n/	stosunek, proporcja
rise (n, v)	/raɪz/	wzrost, rosnać
sharp (adj)	/ʃɑːp/	nagły, gwałtowny
significant (adj)	/sɪɡˈnɪfɪkənt/	znaczny
slight (adj)	/slaɪt/	drobny, niewielki
spot (v)	/spɒt/	dostrzegać
steadily (adv)	/ˈstedɪli/	stałe, miarowo
steady (adj)	/ˈstedɪ/	stały
storm (n)	/stɔːm/	burza
triple (n, v)	/ˈtrɪp(ə)l/	potrójna ilość, potrajać
unsinkable (adj)	/ʌnˈsɪŋkəb(ə)l/	niezatapialny
wave (n)	/weɪv/	fala



Rozumienie ze słuchu

- 1 ★ 🎧 2.18 Usłyszysz dwukrotnie tekst na temat Błękitnego Patrolu. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D. Odpowiedzi zapisz w zeszycie.

- 1 When the speaker and her friends were walking on the beach, they suddenly noticed
 - A two police officers standing next to a seal.
 - B a small group of people standing around some police lines.
 - C a small seal resting on the beach.
 - D two women in uniforms watching something.
- 2 Which is NOT mentioned by the speaker as one of the Blue Patrol's activities?
 - A Providing veterinary care to injured animals.
 - B Protecting resting animals from the public.
 - C Responding to reports concerning animals.
 - D Monitoring the beaches in search of animals.
- 3 The text is about
 - A a foreigner spending her holidays in Poland.
 - B a group of volunteers helping to preserve nature in Poland.
 - C an international organisation which is active worldwide.
 - D public concern for maritime animals.
- 4 Which of the following is stated in the text as an opinion, not as a fact?
 - A People often contact the Blue Patrol when they find injured or dead animals.
 - B When the Blue Patrol first started, there were about 40 volunteers involved.
 - C The Blue Patrol consists of volunteers who live at the seaside.
 - D Public opinion pays more attention to negative news.
- 5 In the recording, the speaker
 - A is explaining why she is joining the Blue Patrol.
 - B is encouraging others to join the Blue Patrol.
 - C is expressing her appreciation for the Blue Patrol's activities.
 - D is criticising people who disturb wild animals on the beach.

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj teksty na temat katastrof naturalnych w czterech krajach (A–D) oraz zdania 1–5. Do każdego zdania dopasuj właściwy tekst. Uwaga: jeden tekst pasuje do dwóch zdań. Odpowiedzi zapisz w zeszycie.

LATEST NEWS

A

The Midwest has experienced the wettest 12 weeks in the history of the US. Heavy rainfall and storms have turned large areas of farmland into big lakes. Three major rivers have flooded local communities in many states. In Iowa, for example, lying as it does between two of the biggest American rivers (the Missouri and the Mississippi), some small towns have remained flooded for weeks, and it looks as if many residents will find that their houses have become uninhabitable.

B

Flights to the island of Bali, Indonesia, have been cancelled as a result of the eruption of Mount Agung volcano – a cloud of volcanic ash is still visible above the island. The eruption lasted over four minutes, during which lava and rocks covered an area as much as three kilometres away from the actual crater. Thick ash has fallen on nine villages, but there have been no casualties so far. No warning concerning further possible eruptions has been issued yet by the Indonesian authorities.

C

In 2017 and 2018, California experienced some of the fiercest and deadliest fires in its history. A huge fire almost swallowed up the entire town of Paradise, killing 85 people in the process. The fire spread rapidly, killing senior citizens, people with disabilities and other unfortunate individuals who were trapped in their homes. Further deaths were reported later as a result of smoke inhalation or stress.

D

'Afghanistan is facing a humanitarian tragedy,' a UNICEF representative has recently claimed. As a result of poverty, military conflict and the worst drought in ten years, millions of people are suffering from severe malnutrition. It is estimated that about 13.5 million people have to survive on less than one meal a day. The only country where the situation is more severe is Yemen. When the Afghani government declared a state of emergency in April 2018 as a result of the drought, about 260,000 people were forced to leave their homes and flee to the refugee camps located in towns like Herat. However, not everyone has managed to find a safe place to stay, and, consequently, food shortages and poor healthcare are affecting thousands of survivors.

This news item

- 1 is warning that people might die as a result of a drought.
- 2 mentions a housing crisis that is affecting a large area.
- 3 is informing listeners about travel disruptions following a natural disaster.
- 4 names two countries where people are dying of famine.
- 5 is informing listeners about deaths that occurred sometime after a disaster had struck.

Znajomość środków językowych

- 3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszytcie.

- 1 The 1906 San Francisco earthquake is (say/to/be) one of the worst earthquakes in American history.
- 2 There were no victims from tsunamis because local residents (give) a tsunami alert in time for them to be evacuated.
- 3 Sandbags (place/along) the river banks right now to reduce the risk of flooding.
- 4 Animals (believe/have) a sixth sense when it comes to escaping in time before a natural disaster strikes.
- 5 Large areas in southern Europe (affect/drought) last year.

- 4 ★ **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszytcie odpowiedź A, B, C albo D.**

CALIFORNIA EXPECTED TO SHAKE

If you live in California, you're likely (1) by an earthquake at some time in your life. The truth is that California has not experienced a truly major earthquake since 1918. However, judging by its location and history, another one (2) to strike any time in the future. There are many reasons for this. First of all, California is situated on the boundaries between tectonic plates, places where earthquakes happen most often. Secondly, its history is rich in big quakes: between 1830 and 1906 fourteen (of a magnitude of 6 or greater) were recorded. The biggest of them (3) in 1906 and had a magnitude of 7.9. As a result of this earthquake, about 3,000 people died and 80% of the city was destroyed. Surprisingly, most of the damage (4) the fires that continued burning for the following three days, and not by the earthquake itself. However, since then, only three major events have affected the area, which worries seismologists, who are warning that another big quake might strike at any moment.

- | | |
|------------------------|---------------------|
| 1 A to affect | B will be affected |
| C be affected | D to be affected |
| 2 A predicts | B is predicted |
| C was predicted | D will predict |
| 3 A was said to strike | B was struck |
| C struck | D is said to strike |
| 4 A caused by | B caused |
| C was caused | D was caused by |

Wypowiedź pisemna

- 5 ★ Niektórzy ludzie uważają, że zmiany klimatyczne to odpowiedzialność, którą ponoszą rządy państw, i że działania pojedynczych osób nic nie zmienia. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 ... **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

Uczeń A



- 1 What are the people wearing and where are they?
- 2 How can people accidentally start a forest fire?
- 3 Have you ever witnessed a forest fire or another natural disaster?

Uczeń B



- 1 Who are the people and where are they?
- 2 Some people say that rescuing animals is not as important as rescuing people's possessions. How far do you agree with this opinion?
- 3 Tell us about the last time you or someone you know helped an animal/animals.

✓ SELF-ASSESSMENT UNIT 8

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can say what people say, know or believe.
- b I can understand written and spoken texts about natural disasters.
- c I can use different words and expressions to talk about statistics.
- d I can use a variety of linkers in opinion essays.

9 Digital world



Vocabulary

Everyday technology

- 1 **Work with a partner. Match the words in the columns to make everyday items. Write the answers in your notebook. What do you use each thing for?**

- | | |
|------------|-------------|
| 1 dish- | a control |
| 2 washing | b processor |
| 3 web- | c wave |
| 4 remote | d board |
| 5 head- | e phones |
| 6 flash | f washer |
| 7 micro- | g cleaner |
| 8 vacuum | h nav |
| 9 food | i camera |
| 10 digital | j machine |
| 11 sat- | k drive |
| 12 key- | l cam |

- 2 **Match the words with the definitions. Write the answers in your notebook.**

broadband • charger • coverage • device
drop-down menu • glitch • network • plug
touch screen • wireless

- a machine or piece of equipment that does a particular thing
- when a set of similar things are connected to each other, for example computers or phones
- a screen on a computer, tablet or phone that you touch in order to choose what you want to do next
- a piece of equipment used for giving power to a battery
- a type of connection to the Internet that allows you to receive or send a lot of information very quickly
- this technology communicates using electronic signals, not with wires
- the strength of the signal to your phone from your network
- a list of options that appears on a screen when you press it
- a small and sudden problem especially with technology
- an object used to connect a piece of equipment to an electricity supply

Verbs connected with technology

- 3 **In each sentence, choose the correct alternative and then say what the other word means. In two sentences, both alternatives are correct. Write the answers in your notebook.**

- You switch the phone on by pushing/pressing the ON button.
- Oh no! My battery has recharged/gone dead!
- I'm not surprised you can't see the film. You've forgotten to insert/plug in the DVD into the machine!
- My computer is really old. It keeps crashing/freezing.
- I need to install/upgrade my phone so that I can do more with it.
- Can you help me to set/delete the alarm on my phone so that I wake up early tomorrow?
- You need to select/adjust this option from the drop-down menu.
- You can make the image bigger or smaller by pinching/swiping it.
- When your phone is fully charged, you should connect/disconnect it.
- To switch the phone off you should press and hold/tap this button for a second or two.

- 4 **2.19 Listen to somebody giving instructions. What exactly are the instructions for?**

- 5 **Imagine that your mobile is switched off and the battery is dead. What do you need to do to be able to call a friend? Write the complete instructions in your notebook.**

Plug in the charger and connect the phone. Or insert a USB cable into the phone and connect the phone to a computer via the USB port ...

- 6 **Work with a partner. Read your instructions to your partner and compare them. Are they similar?**

- 7 **With your partner, think of something that you typically do with your phone or tablet (e.g. take a photo or send a message). In your notebook, write instructions to describe the process. Read out your instructions to the class. Can they identify what the action is?**

BUZZWORD

pocket-call – to call someone accidentally by pressing their number when your phone is in your pocket or bag

I answered my phone, but only heard her talking in the background. She must have pocket-called me.

1a  **Work with a partner. What can you see in the photo? Look at the title of the article. What do you think a 'screenager' is?**

1b  **Read the text, ignoring the gaps. Check your answer in 1a.**



GEN Z

A generation of 'screenagers'

Look around you. Are there any people of your age about? **1**  They'll almost certainly be busy swiping, pinching or tapping some type of screen.

You only have to look at some of the statistics for this generation of 'screenagers'. It's said that 36% of children use electronic devices during family meals. Forty-nine per cent of 14 and 15-year-olds feel that they are addicted to the Internet and 77% take a phone or computer to bed. Their greatest fears? Not being able to pick up a wi-fi signal, a glitch with their latest app or their battery unexpectedly running out.

Technology is clearly at the heart of Generation Z, or Gen Z, the generation which is made up of the youngsters born between 1995 and 2010. It's the first generation to have grown up with the touch screen as the norm. Some say that Gen Z doesn't just represent the future. **2** 

Is there a positive side to this generation of connected teenagers? The answer is yes. Take Ann Makosinski. She was just 16 when she came up with an ingenious device – a flashlight which is charged and powered by the heat of a human hand. **3**  It was the fact that Makosinski, who was born in Canada, took her inspiration from the difficulties of a friend in the Philippines

who had failed her school exams because she had no electricity to study at night.

An advertising agency called Sparks & Honey, which is based in New York, has been investigating Gen Z and has come up with some interesting findings. On the whole, perhaps surprisingly, the overall picture is quite optimistic and positive. In fact, it has been claimed that, thanks to technology, Gen Z is possibly the smartest and most sophisticated generation in history. **4**  They are bright thinkers like Ann Makosinski. Other examples include Jack Andraka, who at the age of just 15 created a cheap device to detect pancreatic cancer, or Angela Zhang, who helped to improve cancer detection when she was just 17.

Meanwhile, people of older generations tend to warn of the negative effects of computers and technology. **5**  They also say that touch screens and keyboards, which teenagers use all the time, are responsible for students gradually losing the ability to write. Certainly, statistics seem to justify another claim: that young people cannot concentrate for long periods. Sparks & Honey state that the average attention span of American teenagers in 2014 was just 8 seconds, down from 12 seconds in 2000.

But, while some of these concerns do seem valid, it is also true that Gen Z

appears to be acquiring new skills to replace those skills which they are losing. Today's teens are totally at ease switching from screen to screen and adjusting from task to task within seconds. **6** 

Of course, any generation reflects the society that it has grown up in. Gen Z has not had it easy. Its members are very aware of the impact of global warming, for example. And the economic recession has also had an impact. **7** 

According to Sparks & Honey, nine out of ten feel optimistic about their own future. Instead of depending on other people to offer them a job or waiting for opportunities to appear, Gen Z makes things happen. Rather than wanting to work for a big company, 71% want to start their own business.

Although it can be worrying to see teenagers burying their heads in screens, paradoxically it would appear that modern technology is creating more communication and solidarity between people around the world. Sparks & Honey claim that 78% are concerned about world hunger and 77% are concerned about children around the world dying of preventable diseases. Meanwhile, 26% would need to fly to visit most of the friends they've made through social networking. Technology has made Gen Z a truly connected, worldwide phenomenon.

“Gen Z is possibly the smartest and most sophisticated generation in history.”



2 **Read the text again. Complete with A–G. Write the answers in your notebook.**

- A Some claim that, because of easy access to information on the Internet, young people are no longer exercising their memories.
- B But it wasn't just the invention that was impressive.
- C In fact, this generation is actively creating it.
- D However, adversity has not made this generation negative.
- E If there are, they probably aren't talking to one another.
- F Their stars are not teen singers and actors.
- G This is something which previous generations find more difficult.

3  **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Do you agree with the description of Gen Z? Why/Why not?

4 **Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.**

5  **What about you?**

- 1 How long do you spend looking at a screen per day?
- 2 What device do you use the most, and for what?

Relative clauses

1 Look at the sentences and answer the questions below.

- She invented a torch **which** is powered by the heat of your hand.
 - Makosinki, **who** was born in Canada, invented the device for a friend.
 - This is something **which** other generations find difficult.
 - She had a friend **who** failed her exams because she had no electricity.
 - The agency, **which** is based in New York, has been investigating Gen Z.
 - Touch screens, **which** teenagers use all the time, may be responsible for students gradually losing the ability to write.
- Which **relative clauses** are **defining**, giving us essential information about someone or something? Do they have commas?
 - Which **relative clauses** are **non-defining**, giving us extra, non-essential information about someone or something? Do they have commas?
 - When do we use the **relative pronoun which** and when do we use **who**?
 - When do we use **whose**, **when**, **where** or **why**?
 - Can we replace **which** with **that** in sentences a or c?
 - Can we replace **which** with **that** in sentences e or f? Why/Why not?
 - Can we omit the **relative pronoun** in sentences b, e or f? Why/Why not?
 - Can we omit the **relative pronouns** in sentences a or d? Why/Why not?
 - Can we omit the **relative pronoun** in sentence c? Why/Why not?

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2 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook.

- My tablet, that I bought last week, is already broken!
- I think that's the phone that I saw it.
- Here is the room that we study in.
- She's the person who I spoke to on the phone.
- They're the two people who's invention became really popular.
- I've got a new phone that takes great pictures.
- I've downloaded the app that you recommended.
- This is the friend which I told you about.

3 Omit the relative pronouns where possible. Write the answers in your notebook.

It sounds like something (a) **that** James Bond would use or (b) **that** would appear in spy movies like *Mission Impossible*. It's a new smartphone (c) **which** self-destructs when somebody tries to use it without permission. The customers (d) **who** they are designing the phone for are mainly people (e) **who** work for government agencies. The self-destruct is being designed by two companies. One of them is BlackBerry and the other is Boeing, (f) **whose** main business is manufacturing planes. John Chen, (g) **who** is the CEO of BlackBerry, announced the existence of the phone but wanted to keep the details secret. However, we do know that the phone (h) **which** they are developing does not actually explode or catch fire. But if somebody tries to open the case (i) **that** covers the phone, all of the data and software (j) **which** is inside will be deleted. At the moment, these phones are only for people (k) **who** have very special safety needs. But experts predict that one day all phones may use the technology (l) **which** the two companies are developing.

4 In your notebook, rewrite the sentences as one sentence using a non-defining relative clause.

- The inventor of the remote control didn't like watching TV. His name was Robert Adler.
- Remote controls were originally called 'space commands'. They first appeared in 1956.
- Robert Adler went to university in Vienna. He was born there.
- Adler was a brilliant physicist. He invented more than 180 different things.
- Adler was especially proud of his work on touch screens. His most successful invention was the remote control.
- His remote control used ultrasonic frequencies. It was replaced by infrared systems in the 1980s.
- In 2007 Robert Adler died. He was ninety-three.
- Adler wasn't very interested in his own invention. It changed the way we live.



- 5 Read the text about Adam Cudworth. What did he do? What was so surprising about what he did?



At the age of just 19, Adam Cudworth sent a camera (1) he had bought for just £30 up into space. The camera, (2) went up to a height of over 33,000 metres, took amazing photos of the Earth. A two metre balloon carried the box (3) he had placed the camera. The other things he put in the box were a satnav, radio, video camera and microprocessor. The amazing thing is that the photos that Adam took look like they could be images from NASA. But Adam, (4) scientific qualifications only consisted of a physics A level at the time, spent a total of just £200 (5) his photos. NASA, (6) the other hand, depend (7) expensive satellites for their photos, spending millions of pounds for similar results to Adam's. Adam, (8) went on to study engineering at university, said that he had just wanted to set himself a challenge. He himself was amazed at the quality of the photos that he managed to take. (9), he wasn't the only one who was impressed. Since then, he has appeared in newspapers, magazines and TV programmes all round the world. It is said (10) he is currently working on a new experiment to make his photos even better.

- 6 Read the text again. Choose which answer (A, B, C or D) best fits each gap. Write the answers in your notebook.

- | | | | |
|-------------|------------|---------|-----------|
| 1 A what | B – | C where | D when |
| 2 A what | B which | C that | D – |
| 3 A in | B – | C which | D where |
| 4 A who | B whose | C his | D that |
| 5 A in | B on | C at | D with |
| 6 A in | B for | C on | D with |
| 7 A of | B on | C for | D to |
| 8 A that | B – | C who | D which |
| 9 A However | B Although | C Even | D Despite |
| 10 A to | B that | C what | D which |

Phrasal verbs connected with technology and computers

- 1 Look at the sentences. Match the phrasal verbs in yellow with their meanings a–j. Write the answers in your notebook.

- I'll have to call you back later because my battery's **running out**.
 - My phone isn't **picking up** a signal.
 - Don't forget to **back up** all your documents.
 - An alarm **goes off** when you press this button.
 - Can you **print out** a copy for me?
 - This device **runs on** batteries.
 - To buy this app, you have to **set up** an account.
 - The image is really small so you need to **zoom in**.
 - Use the mouse to **scroll up, down** or **across**.
 - A box suddenly **popped up** on the screen.
- make something appear bigger and closer
 - receive
 - use something for power or energy
 - produce a copy of a document from a printer
 - make a copy of information that is on your computer
 - move information on a screen in order to read it
 - use all of something and have nothing left
 - start making a noise
 - appear very quickly
 - start, create

- 2 Work with a partner. Look at the pictures and answer the questions using a phrasal verb.



- Why would you click on this icon?
- And this one?
- What happens if you have an image and you click here?
- What's the problem with the mobile phone?
- What's the problem with the battery?
- What's happening with the alarm?



- 1 Work with a partner. What is the problem in each picture a–d? What could or should you do in each case?
- 2 2.20 Listen and match the problems a–d to speakers 1–4. Write the answers in your notebook. Are any of the ideas similar to yours?

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

- 3 2.20 Listen again. Which problem do the statements refer to? Write the answers in your notebook.

- | | |
|---|---------|
| 1 You need a type of food to solve the problem. | a/b/c/d |
| 2 You need a change in temperature to solve the problem. | a/b/c/d |
| 3 You should quickly disconnect the device from an electrical source. | a/b/c/d |
| 4 You need to make something to solve the problem. | a/b/c/d |
| 5 Warmth is not helpful in this situation. | a/b/c/d |
| 6 This problem is extremely common and happened to the speaker. | a/b/c/d |
| 7 The speaker warns us not to touch parts of the device directly because it can make the situation worse. | a/b/c/d |
| 8 You should wait at least two days to make the situation better. | a/b/c/d |
| 9 You may not be able to solve the problem completely on your own. | a/b/c/d |
| 10 The solution was suggested by someone close to the speaker. | a/b/c/d |

- 4 2.20 Work in groups. In your notebook, make notes about one of the problems. Then explain it to the rest of the class. Does everybody agree that the information is correct? Listen again to check if necessary.

- 5 What about you?

- Have any of these things happened to you? What did you do?
- Do you have any tips about what to do when you have a problem with a device?

Gerunds and infinitives – 2

- 1a Read the pairs of sentences. In which pair do the two sentences have the same meaning?

- I stopped **to use** my phone.
- I stopped **using** my phone.
- It started **to vibrate**.
- It started **vibrating**.
- I remember **to switch** it off.
- I remember **switching** it off.
- I forgot **to do** it.
- I forgot **doing** it.
- I like **to read** tech blogs.
- I like **reading** tech blogs.

- 1b Match the verbs + gerund/infinitive with the correct meaning (a or b). Write the answers in your notebook.

- | | |
|---|--|
| 1 stop to do | |
| 2 stop doing | |
| a you stop one activity because you want or need to do another activity | |
| b you are doing something and then you stop | |
| 3 remember to do | |
| 4 remember doing | |
| a you do something and then you remember it later | |
| b you remember you need to do something and then you do it | |
| 5 forget to do | |
| 6 forget doing | |
| a you don't do something that you intended to do | |
| b you did something, but now you don't remember it | |
| 7 like to do | |
| 8 like doing | |
| a you do something because you enjoy doing it | |
| b you do something because you think it's a good idea | |

GRAMMAR REFERENCE ► PAGE 152

2 Choose the correct alternative. Write the answers in your notebook.

- 1 I remember to play/playing with a tablet when I was young.
- 2 The teacher's angry because I forgot to do/doing my homework.
- 3 I like to go/going to the dentist twice a year.
- 4 We stopped to eat/eating because we were hungry.
- 5 Did you forget to bring/bringing a pen? Don't worry. I've got a spare one.
- 6 Can you remember to give/giving this to Dan when you see him tomorrow?
- 7 You look really healthy now that you've stopped to eat/eating junk food.
- 8 My dad likes to get/getting up early because that means he can finish work early, too.

3 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 1 I didn't send that email yesterday because I didn't remember.

FORGOT

I _____ yesterday.

- 2 He thinks it's important to wear a tie for interviews.

LIKES

He _____ for interviews.

- 3 You always interrupt me when I'm on the phone. Please don't!

STOP

Please _____ when I'm on the phone!

- 4 Don't worry. I sent the message. I didn't forget.

REMEMBERED

Don't worry. _____ the message.

- 5 I think making videos is really good fun.

LIKE

I _____ videos.

- 6 My mum stopped work and had a coffee.

TO

My mum stopped _____ a coffee.

- 7 I lost my first mobile phone. I'll never forget.

REMEMBER

I _____ my first mobile phone.

- 8 Meet me after school. Please don't forget!

REMEMBER

Please _____ after school.

- 9 I became silent when the film started.

STOPPED

I _____ when the film started.

- 10 I spilt orange juice on my laptop. I'll always remember it.

FORGET

I'll _____ on my laptop.

4 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook.

- 1 I have to go back home because I forgot switching the oven off.
- 2 Can you remember bringing me my book tomorrow because I need it?
- 3 I think it's time to start to revise for the exam.
- 4 Stop to play that song because it's awful.
- 5 I like getting up early when I have an exam.
- 6 Don't worry. I won't forget to send you emails when you're away.
- 7 I'll always remember to meet you for the first time last summer.
- 8 I love video games so much that I don't think I'll ever stop playing them.

5 In your notebook, write complete sentences about these things.

- 1 something unusual you remember doing when you were young
- 2 something that you remembered to do last week
- 3 something important that you once forgot to do
- 4 something that you like doing
- 5 something that you like to do because you think it's a good idea
- 6 something that you did when you were younger but that you stopped
- 7 something that you were doing yesterday and then you stopped to do something else

6 Work with a partner. Compare your sentences. Ask follow-up questions.

I remember playing with remote control cars when I was young.

Who did you play with?

I usually played with my dad.



Discussions – 2



1 Work with a partner. Compare and contrast the two photos.

2a With your partner, make two lists in your notebook – one with arguments in favour of using smartphones in the classroom and one with arguments against.

For	Against

2b Do you have more arguments for or against smartphones in the classroom? Overall, do you think it is a good idea or a bad idea?

3 2.21 Listen to two people discussing whether students should be allowed to take mobile phones into class. What is each person's opinion?

4 Look at the expressions in the Speaking bank. Complete the headings with the uses a–b below. Write the answers in your notebook.

- a asking someone to clarify something
- b checking someone has understood you

SPEAKING BANK

Clarifying and checking understanding

Useful expressions for:

1

- Do you see what I mean?
- Do you get what I'm saying?
- Are you following me?
- Are you with me?
- What I mean/meant is/was ...
- Yes, that's exactly what I mean/meant.
- No, that's not quite what I mean/meant.

Useful expressions for:

2

- Are you saying that ...?
- If I understand you correctly, ...
- In other words ...
- What do you mean when you say ...?
- I'm not sure what you mean by ...
- Could you go over that again?
- Sorry, I'm not with you.
- I don't understand what you're getting at.

5a Look at the first sentence from the Speaking bank. What do you think the circles represent?

Do you see what I mean?

5b Where does the stress go in the other sentences in the Speaking bank?

5c 2.22 Listen and check.

5d 2.22 Listen again and repeat. Pay attention to the stress and intonation.

Practice makes perfect

6 Look at this statement. Prepare some notes, giving your opinion and arguments to support it.

Many young people today spend over ten hours a day in front of a screen. There should be a limit to young people's screen time because too much of it could create serious physical and psychological problems in the future.

7 Work in a small group. Discuss the statement. Remember to use expressions from the Speaking bank.

BUZZWORD

digital detox – a period during which someone deliberately avoids using electronic devices such as computers, mobile phones, or tablets

Our teacher suggested a digital detox to improve creativity and concentration.

A report

1 Work with a partner and answer these questions.

- Does your school have a website? If so, what can you find on the website? Do you like it? Why/Why not?
- If your school doesn't have a website, imagine that it is going to have one in the future. What would be good to have on the website? How could you make it attractive?

2 Read this writing task. What style do you think you should use to do this task – formal or informal?

Your school has a website, but not many people visit it. The head of your school has asked you to speak to as many students as possible and then write a report saying:

- why the current website is not very popular
- how the website could be improved to attract more visitors in the future

Write your **report**.

3 Read this student's report. What style is it written in? Does the student mention any of the things you talked about in 1?

Improvements to the school website

Introduction

The aim of this report is to outline our opinion of the current school website and to suggest how we could improve the school website in order to attract more visitors in the future.

The current website

At the moment, the website has a very old, traditional design which is not very attractive or dynamic. Furthermore, nearly all the students that we interviewed said that they found it difficult to navigate. Another problem with the current website is that not all of the information there is up-to-date, which a large number of people feel is a major problem.

Suggested improvements

Nearly all the students we spoke to suggested a new, brighter design for the website. There should be a section for school news, including news about trips, concerts and sports events. This section should be updated every week, so that people revisit the website regularly. A few people suggested that the website could also include a blog written by students. This could be attractive to both students and parents.

Conclusion

In conclusion, most of the students we spoke to think the website has to be both more attractive and more informative. We also believe that the key to a popular website is making sure that the information there is fresh and frequently updated.

4 Are the words in **orange** used correctly? In your notebook, rewrite the incorrect sentences. Use the information in the Writing bank to help you.

- Each** students think that it is important.
- All of** the students are happy with the website.
- None** students wanted to visit the website.
- Every** student in the class was interested in writing a blog.
- A good website needs **a large number of** time and effort.
- No** students visited the website.
- We update the website **every** day.
- Most of** the people in our class finds the website boring.

WRITING BANK

Using determiners and quantifiers

- a (large/small) number of (+ plural countable nouns)
- all, all of (+ singular countable, plural countable and uncountable nouns)
- most, most of (+ singular countable, plural countable and uncountable nouns)
- each, every (+ singular countable nouns)
- each of, every one of (+ plural countable nouns)
- no (+ singular countable, plural countable and uncountable nouns)
- none (without of this is a pronoun and cannot go with another noun)
- none of (+ plural countable and uncountable nouns)

Remember also: some, any, (a) few, (a) little, many, much, a lot (of), lots (of)

Practice makes perfect

5 Read the task below and write your report. Remember to use words and expressions from the Writing bank.

An international company wants to know which websites are popular with teenagers in your country. You have been asked to write a report about:

- which websites you and your friends like
- what it is that you like about them

Write your **report**.

WRITING BANK ► PAGE 165

1 Work in groups of three. Discuss possible answers to the questions below.

- How often do you check your mobile phone during the day?
- How often do you check your social media accounts during the day?
- Do you think that your parents spend too much time on their mobile devices in their free time?
- Do you think using technology has any impact on:
 - how well and how long you sleep? / your concentration? / your social relations? / your feeling of confidence?
- Do you ever feel that you should cut down on your use of the Internet, social media and your phone?
- How long do you think you could live without the Internet, social media and the mobile phone?

2 2.23 Listen to the recording. For each point 1–4, choose the correct answer A–D. Write the answers in your notebook.

- In the recording, Dr Adrian Stern
 - quotes the findings of some research on online gambling.
 - agrees that parents are to blame for their children's addictions.
 - expresses concern over the effects of technology on children's brains.
 - admits to playing games himself.
- Which fact was NOT mentioned during the conversation?
 - Almost 70% of British children think their parents overuse their computers / mobile devices.
 - Over 50% of school-age students feel less confident about their appearance.
 - Adults spend less time in front of the screens than children and teens combined.
 - The average user spends over two hours logged onto one of their social media accounts.
- The discussion is taking place
 - on the radio.
 - in a television studio.
 - at a university.
 - in a parent-teacher meeting at a school.
- The tone of the discussion could be best described as
 - informative and passionate.
 - semi-formal and pessimistic.
 - formal and controversial.
 - informative and casual.

3 Read the text and discuss these questions in pairs.

- Do you think a digital detox summer camp is a good idea? Why/Why not?
- Do you know anyone who might benefit from going to a camp like this?
- Which camp, in your opinion, would be more effective: a family or a youth-orientated camp? Why?

DIGITAL DETOX SUMMER CAMPS FOR TEENS AND FAMILIES

Do you or your children:

- > sleep next to the phone and check it upon waking up?
- > spend time in front of a screen before going to bed?
- > keep checking social media/emails every few minutes, even when in class, over dinner, etc.?
- > get impatient or restless when the WiFi breaks down or there is no Internet connection?
- > feel anxious about what's happening when being offline?
- > feel angry at spending a lot of time online and then having no time for anything else?
- > rarely read an article from the beginning to the end?
- > have a problem making decisions?
- > make comparisons to other people on social media?

If you answered YES to all or most of the questions, a digital detox might be necessary.

Spend time at one of our camps with your family – or send your child to one.

What do we offer?

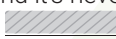
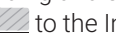
- > full board and accommodation;
- > daily exercise (cycling, hiking, swimming, yoga, etc.);
- > arts, crafts and writing workshops;
- > peace and quiet.

What are our rules?

NO phones. NO digital devices. NO Internet. NO television.
Check a range of offers on our website.

4 Complete the email on the basis of the conversation in 2 and the text in 3. Write the answers in your notebook.

Hello Tom,

Have you heard of a digital detox? I started wondering if I shouldn't start cutting down on using the Internet when I heard that social media are truly addictive because your brain produces (1)  when someone likes your post or image. They might also make you feel bad about (2)  or your life in general. It's true, isn't it? I often check what people in social media (3)  and I usually end up comparing myself to them, and it's never in my favour. I also find it really difficult to (4)  something, like reading and studying, and I get frustrated when I (5)  to the Internet. On the other hand, I don't think I could go to one of those camps where NOTHING is allowed, no phone or other devices and no Internet. I'm sure your parents would have a problem with it, too! I heard that quite a lot of kids (6)  their parents spending too much time on their phones or tablets at home, so you're not alone. I'll give it a try and see how long I can go on without my phone ...

Cheers,
Alice

5 Work in pairs. Look again at the questions in 1. Do you think you might need a 'digital detox'? Why/Why not?

6 For the next class, prepare a meme or a gif encouraging young people to use digital media and mobile devices more consciously, or to cut down on their use.



NAUKA I TECHNIKA

Urządzenia techniczne

broadband (n)	/ˈbrɔːdˌbænd/	łącze szerokopasmowe
charger (n)	/ˈtʃɑːdʒə(r)/	ładowarka
coverage (n)	/ˈkʌv(ə)rɪdʒ/	zasięg
device (n)	/dɪˈvaɪs/	urządzenie
digital camera (n)	/ˌdɪdʒɪt(ə)l ˈkæm(ə)rə/	aparat cyfrowy
dishwasher (n)	/ˈdɪʃˌwɒʃə(r)/	zmywarka
drop-down menu (n)	/ˈdrɒpˌdaʊn ˈmenjuː/	rozwijane menu
flash drive (n)	/ˈflæʃ ˌdraɪv/	pamięć przenośna
food processor (n)	/ˈfuːd ˌprəʊsesə(r)/	robot kuchenny
glitch (n)	/ˈɡlɪtʃ/	usterka
headphones (n pl)	/ˈhedˌfəʊnz/	sluchawki
keyboard (n)	/ˈkiːˌbɔːd/	klawiatura
microwave (n)	/ˈmaɪkrəˌweɪv/	kuchenka mikrofalowa
network (n)	/ˈnetˌwɜːk/	sieć
plug (n)	/plʌɡ/	wtyczka
remote control (n)	/rɪˌməʊt kənˈtrəʊl/	pilot do telewizora
satnav (n)	/ˈsætˌnæv/	nawigacja satelitarna
touch screen (n)	/ˈtʌtʃ ˌskriːn/	ekran dotykowy
vacuum cleaner (n)	/ˈvækjuːm ˌkliːnə(r)/	odkurzacz
washing machine (n)	/ˈwɒʃɪŋ məˌʃiːn/	pralka
webcam (n)	/ˈwebˌkæm/	kamera internetowa
wireless (adj)	/ˈwaɪələs/	beprzewodowy

Obsługa i korzystanie z podstawowych urządzeń technicznych

adjust (v)	/əˈdʒʌst/	dostosowywać
connect (v)	/kəˈnekt/	łączyć, podłączać
crash (v)	/kræʃ/	sięgać (np. o komputerze)
delete (v)	/dɪˈliːt/	kasować
disconnect (v)	/ˌdɪskəˈnekt/	odłączać, rozłączać
freeze (v)	/friːz/	zawiesić się
go dead (v phr)	/ˌgəʊ ˈded/	rozładować się
hold (v)	/həʊld/	trzymać, przyciskać
insert (v)	/ɪnˈsɜːt/	wkładać
install (v)	/ɪnˈstɔːl/	instalować
pinch (v)	/pɪntʃ/	przytrzymać palcami i rozciągnąć (obrazek na ekranie)
plug in (v phr)	/ˌplʌɡ ˈɪn/	włączać do kontaktu
press (v)	/pres/	naciskać, przyciskać
push (v)	/pʊʃ/	naciskać, pchać
recharge (v)	/riːˈtʃɑːdʒ/	doładowywać
select (v)	/sɪˈlekt/	wybierać
set (v)	/set/	nastawiać
swipe (v)	/swaɪp/	przesuwać, przeciągać
tap (v)	/tæp/	stukać, dotykać
upgrade (v)	/ˌʌpˈɡreɪd/	wprowadzać nową wersję

Korzystanie z technologii informacyjno-komunikacyjnych oraz zagrożenia z tym związane

be offline (v phr)	/bi ˌɒfˈlaɪn/	być poza siecią
digital detox (n phr)	/ˌdɪdʒɪt(ə)l ˈdiːtɒks/	cyfrowy detoks
excessive use of (n phr)	/ɪkˌsesɪv ˈjuːs əv/	nadużywanie, nadmierne użycie
in front of the screen (adv phr)	/ɪn ˌfrʌnt əv ðə ˈskriːn/	przed ekranem
Internet connection (n phr)	/ˈɪntəˌnet kəˈnekʃ(ə)n/	połączenie internetowe
information highway (n phr)	/ˌɪnfəˈmeɪʃ(ə)n ˈhaɪˌweɪ/	infostrada
mobile device (n)	/ˌməʊbaɪl dɪˈvaɪs/	urządzenie mobilne
social media (n pl)	/ˌsəʊʃ(ə)l ˈmiːdiə/	media społecznościowe

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

CZASOWNIKI FRAZOWE

back up (v phr)	/ˌbæk ˈʌp/	robić kopię zapasową
go off (v phr)	/ˌgəʊ ˈɒf/	włączyć się
pick up a signal (phr)	/ˌpɪk ʌp ə ˈsɪɡn(əl)/	odbierać sygnał
pop up (v phr)	/ˌpɒp ˈʌp/	pojawiać się
print out (v phr)	/ˌprɪnt ˈaʊt/	wydrukować
run out (v phr)	/ˌrʌn ˈaʊt/	wyczerpać/rozładować się
scroll across (v phr)	/ˌskrɔːl əˌkrɒs/	przewijać
scroll down (v phr)	/ˌskrɔːl ˈdaʊn/	przewijać w dół
scroll up (v phr)	/ˌskrɔːl ˈʌp/	przewijać w górę
set up (v phr)	/ˌset ˈʌp/	ustawiać
zoom in (v phr)	/ˌzuːm ˈɪn/	robić najazd/zbliżenie

INNE

access (n)	/ˈækses/	dostęp
acquire (v)	/əˈkwaɪə(r)/	zdobywać
backpack (n)	/ˈbækˌpæk/	plecak
battery (n)	/ˈbæt(ə)ri/	bateria
cable (n)	/ˈkeɪb(əl)/	kabel, przewód
experiment (n)	/ɪkˈsperɪmənt/	doświadczenie
foil (n)	/fɔɪl/	folia
key (n)	/kiː/	klawisz
outline (v)	/ˌaʊtˈlaɪn/	przedstawić w skrócie
overall (adj)	/ˌəʊvərˈɔːl/	całkowity, ogólny
physicist (n)	/ˈfɪzɪsɪst/	fizyk
proud (adj)	/praʊd/	dumny
replace (v)	/rɪˈpleɪs/	zastąpić
router (n)	/ˈruːtə(r)/	router
short circuit (n)	/ˌʃɔːt ˈsɜːkɪt/	spięcie, zwarcie
source (n)	/sɔːs/	źródło
spare (adj)	/speə(r)/	zapasowy
supply (n)	/səˈplaɪ/	źródło zaopatrzenia
tie (n)	/taɪ/	krawat
upside down (adv)	/ˌʌpsaɪd ˈdaʊn/	do góry nogami
wire (n)	/ˈwaɪə(r)/	przewód
youngster (n)	/ˈjʌŋstə(r)/	młody chłopak / młoda dziewczyna

Rozumienie ze słuchu

- 1 ★  2.24 Usłyszysz dwukrotnie cztery wypowiedzi związane z wykorzystaniem nowych technologii w nauczaniu. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A does not believe that AI (artificial intelligence) will take over teachers' jobs.
- B believes that AI and technology pose a risk to both teachers and students.
- C is convinced that the technology which teenagers use does not help develop critical thinking skills.
- D talks about one of the disadvantages of using technology in the classroom.
- E is unenthusiastic about using technology in the foreign language classroom.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Uzupełnij luki w e-mailu poniżej zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

TECH TEEN SUMMER SCHOOL

If you already know how to set up and upgrade your laptop, how to install software and what to do when your computer freezes ... take part in one of our camps:

- # one-week camps for teenagers aged 13–18
- # situated in the city centre, easily accessible by public transport
- # hours: 9.00–17.00 (6 hours of class instruction and creation plus lunch and two breaks), from Monday to Friday
- # course price includes lunch, snacks and drinks
- # class size: 8–12 participants
- # experienced teaching team, trained to work with beginners
- # no need for your own equipment – unlimited access to our lab with broadband Internet – just bring your own flash drive to back up your work
- # our most recommended camps: BASIC CODING, CREATE YOUR OWN MOBILE APP and ANIMATION WIZARD
- # recommended for beginners: BASIC CODING

BASIC CODING

What can you learn?	# Using Python, one of the most common coding languages in the world # Terminology used in programming # Learning and implementing functions, events and much more # Game design # Making graphics # Learning game logic
How does the course end?	# Designing your own game # Chance to practise on your own after class
More info:	# No programming knowledge or experience required # Good understanding of mathematics recommended

Special 10 % discount for brothers/sisters or multi-camp participants!

✕

To:
Subject:

Dear Mum,

I would really like to take part in a one-week summer course so I could learn how (1) game! It's a five-day course where I will learn coding (2) a day. The good news is that you won't have to worry about meals, as lunch and snacks (3) the price. The course is suitable for people like me (4) anything about programming – they just have to be good at maths. One more thing – if Jamie wanted to come with me, it costs less because there's a special deal if (5) take part.

Please think about it, Mum ❤️

Love you,
Kit

Znajomość środków językowych

- 3 ★ Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie odpowiedź A, B, C albo D.

GOODBYE, HANDWRITING?

It would seem that the future of handwriting is uncertain. Both the US and Finland have replaced courses of hand-writing with typing. The question is whether handwriting is really necessary when children nowadays swipe and (1) smartphones and tablets from a very early age? After all, once they are adults, they will mostly write on a computer. A lot of teachers already prefer it if their students print (2) their writing assignments.

On the other hand, research shows there are quite a lot of benefits attached to handwriting, such as developing fine motor skills. It also boosts memory retention and visual recognition. Take my own experience as an example: if my wife asks me to buy something on the way from work, I never (3) it if I write it down. So, will the day come when people (4) by hand completely? It's highly unlikely; there will always be a need for an occasional signature or a doodle while listening to a boring lecture.

- | | |
|-----------------------|--------------------|
| 1 A connect to | C plug in |
| B adjust to | D tap on |
| 2 A off | C out |
| B up | D over |
| 3 A forget to do | C forget that I do |
| B forget doing | D forgot to do |
| 4 A stop from writing | C stop to write |
| B stop writing | D stop as to write |

4 Przeczytaj dialog. Uzupełnij każdą lukę (1–6) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Luki należy uzupełnić w zeszycie w języku angielskim.

- X: Hi Paul, you look upset. What's up?
Y: Hi. I think my tablet has (1) dead.
X: Oh no! What's wrong?
Y: Look! I'll tap, swipe and scroll up and down, but it's not responding. It's (2) .
X: Have you tried restarting it?
Y: Yes, I have. It seemed OK, but after a few minutes it stopped (3) again.
X: Hold on! Do you remember what you were using when it got stuck?
Y: Yes, I was using a football app, you know, the one you told me about. I (4) it, and it was working fine, until today.
X: Right. It's probably the app. Have you checked it for any (5) recently?
Y: I never (6) to do that. I usually switch off all notifications and I never check them. Thanks a lot. I'll do it now.
X: No problem.

Wypowiedź pisemna

5 ★ Zauważyłeś/Zauważyłaś, że niektórzy rodzice dają bardzo małym dzieciom tablety i telefony komórkowe, aby je czymś zająć lub je uspokoić, i pozwalają im ich używać przez dłuższy czas. Napisz artykuł, w którym przedstawisz swoją opinię na temat takiego postępowania.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

6 🗨️ Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- 1 How does the boy feel? Give reasons for your answers.
- 2 Some people think that teachers can only make teenagers interested in learning by using technology. To what extent do you agree with this opinion?
- 3 Tell us about the last time you felt that there was too much technology in your life.

Uczeń B



- 1 What are the children using their mobile phones for?
- 2 Some people think that children nowadays don't develop social skills because they rely too much on technology to communicate. To what extent do you agree with this statement?
- 3 Tell us about the last time you preferred to talk to someone in person rather than use the phone or a message.

✓ SELF-ASSESSMENT UNIT 9

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can describe or give extra information about people, things or places.
- b I can talk about everyday technology using a wide variety of words, expressions and phrasal verbs.
- c I can understand written and spoken texts about the pros and cons of everyday technology.
- d I can clarify and check understanding when discussing topics.
- e I can write reports.

LANGUAGE CHECKPOINT ► PAGE 153

10 News feed

Vocabulary

News sections

- 1 **Work with a partner. Look at different sections that often appear on a news website or in a newspaper. Discuss what you think each one is. Group any that you think are similar.**

arts • business • comment • editor's blog
entertainment • features • finance • gossip
have your say • health • life and style • obituaries
opinion • showbiz • sport
weather forecast • world news

- 2 **Work with a partner and discuss these questions.**

- 1 What stories are in the news at the moment? In which section would you expect to read about them?
- 2 Which sections in 1 do you prefer to look at? Why?

News headlines

- 3 **News headlines need to catch people's attention quickly using little space. Look at how they do this.**

Grammar

Articles and auxiliary verbs are omitted.

Man arrested in busy supermarket

The present simple is used for current or recent events.

Prince opens high tech school

The infinitive is used for future events.

Britain to help Mali

The headlines are not usually complete sentences. Nouns are used as adjectives and are often put one after another.

Volcano eruption fear

Direct speech can be used without inverted commas.

I'm not quitting, says United boss

Vocabulary

Headlines use words that are short and dramatic. Look at this list of frequently used words. Many of the words can be nouns and verbs.

aid = help	hit = affect badly
axe = cut	key = important, essential
back = support	link = connection
ban = make illegal	move = step towards a goal
blast = explosion	plea = request
blaze = fire	pledge = promise
boost = increase, encourage	PM = Prime Minister
boss/head = manager, director	probe = investigation
clash = disagree violently	quit = leave, resign
cut = reduce	riddle = mystery
drama = tense situation	spark = cause
	wed = marry

- 4 **Match the headlines 1–4 with the topics a–d. Write the answers in your notebook.**

- | | |
|---------------------------------|-----------------------------------|
| 1 PM pledges flood aid | a A promise made by a politician |
| 2 Bank boss to wed in style | b A tragic fire |
| 3 Phone company axes 1,000 jobs | c A future marriage |
| 4 Hospital blaze kills 10 | d Bad news for a group of workers |

- 5 **Work with a partner. Explain what these newspaper stories are about.**

- a Government plan backed by universities
- b I quit, says football star following clash with boss
- c New virus sparks safety fears
- d Police probe corruption claims
- e Spy riddle behind city centre blast
- f Government moves for fast food advertising ban
- g Key politician in plane drama

- 6 **2.25 Listen to three stories. Match each story to a headline in 5.**

1 2 3

- 7 **Work with a partner. Invent a headline using the grammar and vocabulary in 3. Then write a short explanation of your news story in your notebook. Read it to another pair. Can they guess the headline?**

The Prime Minister asked the public to support him.

PM pleas for public backing

1 Work with a partner. Look at the headlines. What do you think each news story will be about?

2 Read the news stories. Are they similar to your predictions?

NEWS 24/7

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University zoos spark debate

There's nothing like chasing farm animals around to take a person's mind off their problems.

That probably explains the recent trend for universities to set up petting zoos for their students just around exam time. At Australia's University of Canberra, goats, kittens, rabbits, lambs, puppies, chickens and more are all available to students for a week before the exam period, and the students take full advantage of it. The petting zoo programme is part of the University of Canberra's 'stress less week', which includes a barbecue, music, free breakfast and other activities.

However, the animal rights group People for the Ethical Treatment of Animals (PETA) have contacted students unions to make them aware of the poor treatment of animals in petting zoos, and the potential health risks to students. They believe that if students knew the facts, these zoos wouldn't have become so popular on campuses.

PETA argue that although students may get rid of their stress with a petting zoo, these zoos actually cause stress for the animals in them. PETA's Dan Howe said: 'Petting zoos are a bad bet for students and for animals. Travel, confinement to small cages and rough handling cause animals intense stress.'

Stirling University in Scotland was about to set up a petting zoo for their exam period. But after hearing PETA's arguments, they decided that they were going to try different methods to de-stress. Instead of animals, the student union has decided to go for bouncy castles, film nights and massages!



Students in their petting zoo

Have your say (221)

I think the animals in these zoos are happy. I wish we had a petting zoo at our school!

Kat

Students solve sofa cash riddle

When a trio of New York college students bought a smelly, second-hand sofa from a charity store for \$20, they had no idea what secrets it held.

One evening, flatmates Reese Werkhoven, Gally Guasti and Lara Russo decided to stay home and watch a movie. That was when they realised that they could feel something inside the couch. They had a look and found three envelopes full of cash. The students got excited. Reese already had plans – he was going to buy a car for his mum, and a boat!

However, the students' excitement was to turn to a moral dilemma when they found that one of the envelopes had a woman's name on it. The students knew that they hadn't earned the money, so the hunt for the real owner began, with the help of the students' parents.

Werkhoven's mother eventually found the woman in a phone book and the young man called her up. As soon as he told the woman that they had her sofa, she told him that she had left a lot of money in it. She kept the money there for 30 years, until she recently had a back operation. While she was in hospital, her doctors recommended her children replace the old sofa to aid her back pain. And that's how it ended up in the second-hand shop.

'We almost didn't pick that ugly couch,' Russo said 'but it was the only one with the right dimensions for our living room.'

If the three students hadn't found the woman's name, they would certainly be richer today. But the students didn't go home empty-handed. The woman gave them a thousand dollars to share between them as a reward.

Comments (319)

Their parents should be very proud. We need more honest people like these kids.

Aunt Sarah

3 Read the news stories again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.

- The University of Canberra was the first university to organise a petting zoo. T/F /NM
- PETA argues that petting zoos are not effective for students. T/F /NM
- PETA thinks the problem is that students are not given all the facts about petting zoos. T/F /NM
- PETA claims that animals in petting zoos are often treated badly. T/F /NM
- The three students were initially unhappy about finding the envelopes. T/F /NM
- The students felt that they hadn't done anything to deserve the money. T/F /NM
- The woman who owned the money did not want any publicity. T/F /NM

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do the writers of these articles judge people's actions? Give examples.

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

What comment would you add for each story?

BUZZWORD

clicktivist – someone who is involved in political action only by using the Internet and social media, for example by creating or signing online petitions

Protests on the streets are not really my kind of thing, I'm more of a clicktivist who shares politically engaged posts on social media.

Future activities in the past

1 Sometimes when we are talking about the past, we want to talk about something that was in the future at that time, something which had not happened yet (and perhaps never did happen). Look at the sentences and find the structures used to talk about future activities in the past.

- 1 They were about to discover something amazing.
- 2 He was going to buy a car for his mum.
- 3 Their excitement was to turn to a moral dilemma.
- 4 Thanks to the envelopes, she would have enough money to live off.
- 5 The rector of the university was opening the zoo the next day.

GRAMMAR REFERENCE ► PAGE 154

2 Complete the text with these words and expressions. Write the answers in your notebook.

about • going to • playing • to • were • would
would survive

School baseball team in rescue drama

On Tuesday, a high school baseball team was doing training as usual. The next day they were (a) their last game of the season. Meanwhile, in the school car park, next to the baseball field, a mother was (b) to leave her daughter at school. She was (c) do an extracurricular activity. The girl got out of the car and walked behind it. She had no idea what (d) happen next. The mother accidentally put the car in reverse and knocked her daughter over. The team heard the accident and ran to the car park. They were (e) get a terrible shock. The girl was trapped under the back wheel of the car. Between 10 and 15 players immediately lifted the car up together, and the team coach pulled the girl out from under it. The girl (f) thanks to the boys' teamwork. Although the team (g) to lose their last match the following day, their coach said that they played one of their best games ever.



Many US teens play baseball

3 Decide if the sentences are correct. Rewrite the incorrect sentences in your notebook..

- 1 The sky went black and it looked like it was about rain very soon.
- 2 She couldn't go to school the next morning because she was seeing the doctor.
- 3 They were to getting an incredible surprise the day after.
- 4 They thought it was snowing the next day, but it didn't.
- 5 He had no idea that he would win his next race.
- 6 They went to bed early because the next day was to be very busy.

4a Use your imagination to complete these sentences in your notebook..

- 1 I knew it was going to be a great day because ...
- 2 I was going to do my homework when ...
- 3 I never thought it would happen, but one day ...
- 4 I was meeting my friends the next day, but ...
- 5 I was going to call my parents when ...
- 6 The car was about to hit the dog when ...

4b Compare your sentences in groups. Choose the best sentence for each situation.

Mixed conditionals

5 Look at these sentences and answer the questions.

- a If the students **hadn't found** the woman's name, they **would be** richer today.
 - b If I **liked** animals, I **would have gone** with you to the petting zoo yesterday.
- 1 Are mixed conditionals a mixture of first and second conditionals, or second and third conditionals?
 - 2 Which sentence describes an imaginary past situation and its present consequence?
 - 3 Which sentence describes an imaginary present situation and its past consequence?

GRAMMAR REFERENCE ► PAGE 154



6 Which sentence endings are possible? How is the meaning of each sentence different? Write the answers in your notebook.

- If I'd studied photography ...
 - I take photos for a newspaper.
 - I would take photos for a newspaper.
 - I would have taken photos for a newspaper.
- I would have gone to the cinema if ...
 - I like science fiction movies.
 - I liked science fiction movies.
 - I had liked science fiction movies.
- She would be ill now if ...
 - she doesn't take the medicine.
 - she didn't take the medicine.
 - she hadn't taken the medicine.
- If penicillin didn't exist ...
 - many people will die.
 - many people would die.
 - many people would have died.
- I wouldn't be happy if ...
 - you lie to me.
 - you lied to me.
 - you had lied to me.

7 Look at the situations and complete the sentences using mixed conditionals. Write the answers in your notebook.

- Jenna loves taking photos so she joined a camera club.
If Jenna didn't love taking photos, _____.
- Sam spent lots of time studying and now he's a journalist.
If Sam _____.
- Their new film is great because they spent years making it.
If they _____.
- They don't know where the key is. That's why they haven't opened the door.
If they _____.
- They didn't interview the actor because they can't speak English.
If they _____.
- I haven't got anything for you to eat because I didn't know you were coming.
If I _____.
- Liam has a new phone because he lost his old one.
He _____.
- I have to do my homework now because I didn't remember to do it yesterday.
If I _____.

Collocations connected with the news

1 Work with a partner. What do you think the expressions in yellow mean?

- This new band is starting to **make the headlines** all over the world!
- Read about the dog that became **front-page news**!
- The PM has decided to **hold a press conference**.
- The next **news item** is great news for drivers but terrible news for cyclists.
- We **keep you informed** 24-hours a day!
- There has been a very surprising **turn of events** in the peace talks.
- Our website is the best for **breaking news**, bringing you **news updates** every moment of every day.
- We're interrupting this programme for an important **newsflash**.



2 Match the expressions in yellow in 1 with their meanings a-i. Write the answers in your notebook.

- piece of news, individual story or article
- organise a meeting where journalists get information and ask questions about a particular piece of news
- become famous by being reported in the news
- reports containing all the latest news
- news that is appearing for the first time
- become important enough to appear on the first page of a newspaper
- a short broadcast of an important piece of news in the middle of a TV or radio programme
- an unexpected change in a situation
- tell you all the essential information

3a Complete the sentences with the words in the box. Write the answers in your notebook.

breaking • front- • headlines • informed • items
newsflash • press

- How do you keep _____?
- In your country, what type of news is important enough to get a _____ and interrupt normal programmes?
- Has your favourite actor, singer, sports person ever held a _____ conference? Why?
- What events became _____ page news last week?
- Which famous people are making the _____?
- Are there any funny or silly _____ of news at the moment?
- How do you think you would first find out about any important _____ news?

3b Work with a partner. Discuss the questions.

- 1 Work with a partner. Read this headline. What questions would you ask the teenager to find out the full story of what happened? Make a list in your notebook.

**TRAIN PASSENGER GIVES ARTWORK
'WORTH £20,000' TO HELPFUL TEENAGER**

Who was the mystery passenger?

- 2 2.26 Listen to two journalists interviewing the teenager. Tick (✓) any of your questions which they ask.

- 3 2.26 Listen again and choose the correct answers. Write them in your notebook.

- 1 The thing that stuck in the boy's memory was that ...
 - a the man on the train was quite old.
 - b not all of the man's clothes were the right size.
 - c the man had obviously just been painting.
- 2 The man gave the boy ...
 - a one of his most famous paintings.
 - b a copy of one of his works which he added things to.
 - c an unusual, signed drawing of some flowers.
- 3 The boy searched the Internet because ...
 - a he wanted to know the real value of the picture that he'd been given.
 - b he suspected that he'd just met somebody famous.
 - c the name Arthur Street was new to him, but the name Bootsy sounded familiar.
- 4 The boy's immediate plan is to ...
 - a find out more about the picture.
 - b sell the picture and spend the cash.
 - c keep the picture for the moment and maybe sell it for a higher price later on.
- 5 One of the reporters thinks that ...
 - a Bootsy gave the boy the picture to confuse everybody.
 - b it's good to see people getting a reward for doing something good.
 - c people should be kinder more often.

- 4 What about you?

What would you do if this happened to you? Would you keep the picture or sell it?

Indirect questions

- 1a Look at these sentences. They are all indirect questions. Write the direct questions in your notebook.

- a I'd like to ask you what the man looked like.
- b I wonder if you could tell us what he did then.
- c I wonder what your reaction was when you found out.
- d Have you got any idea why he gave you the picture?
- e Do you know if you'd sell it?
- f Can I ask what you'd do with the money?

- 1b Answer these questions in your notebook.

- 1 In the underlined part of each sentence, does the subject come *before* the verb (like in a statement) or *after* the verb (like in a question)? Why?
- 2 Sentences a to c do not have a question mark at the end of the sentence, but sentences d to f do. Why?
- 3 Are indirect questions usually more formal and polite than direct questions or less formal and polite?

GRAMMAR REFERENCE ► PAGE 154

- 2 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 How long did you take to discover his identity? **TOOK**
Can you tell me how to discover his identity?
- 2 Was he talking to a friend? **WHETHER**
I'd like to to a friend.
- 3 Why doesn't he want people to know his identity? **IDEA**
Have you want people to know his identity?
- 4 What do other artists think of incidents like this? **WONDER**
I of incidents like this.
- 5 Is it the first time this has happened? **IF**
Do you know first time this has happened?
- 6 Why did you decide to give the picture to an expert? **WHY**
Can I ask the picture to an expert?
- 7 How many paintings does he do each year? **DOES**
I'd like to know how many paintings .

- 3 In your notebook, write indirect questions using the words given.

- 1 How long have you lived in this area? **I'd like to know ...**
- 2 What do you think of graffiti? **Can you tell me ...**
- 3 What are you going to do this summer? **Have you any idea ...**
- 4 How often do you watch the news on TV? **Can I ask ...**
- 5 Are you interested in sport? **I wonder if you could tell me ...**
- 6 How many people read showbiz news? **Do you know ...**
- 7 Have you ever met somebody famous? **I'd like to ask ...**

- 4 Work with a partner. Take it in turns to ask and answer the indirect questions in 3.

- 5a Look at this news headline. Work with a partner. You are reporters. In your notebook, write six indirect questions to ask the teenager.



- 5b One of you is the reporter and the other is the teenager from the story. Role-play your conversation for the class.

Question tags

- 6 Look at these sentences and the question tags they contain. Decide if the statements below are True (T) or False (F). Write the answers in your notebook.

- You were on a train, **weren't you?**
- He told you his name, **didn't he?**
- You'd never heard that name before, **had you?**
- You haven't seen any of his paintings, **have you?**
- This type of thing can't happen often, **can it?**
- I'm right in saying that, **aren't I?**
- Nobody is sure about his identity, **are they?**

- We use question tags when we want somebody to confirm what we are saying.
- We use subject pronouns at the end of question tags.
- We use auxiliary or modal in question tags, not main verbs.
- Usually the question tag in an affirmative sentence is negative and the question tag in a negative sentence is affirmative.
- In sentences with *I am* the question tag is *am not I?*
- In sentences with *nobody*, *somebody*, *everybody*, we use the pronoun *they*.

T/F

T/F

T/F

T/F

T/F

T/F

- 7 Match sentences 1–8 with the correct question tags a–h. Write the answers in your notebook.

- | | |
|--------------------------------------|---------------|
| 1 You love art, | a have you? |
| 2 You aren't interested in the news, | b are you? |
| 3 You haven't appeared on the news, | c had you? |
| 4 You will help me tomorrow, | d can't you? |
| 5 You told me that story, | e didn't you? |
| 6 You hadn't thought about that, | f did you? |
| 7 You didn't try to stop him, | g won't you? |
| 8 You can call an expert, | h don't you? |

- 8 Complete the sentences with question tags. Write the answers in your notebook.

- Everybody likes the summer, _____?
- I'm right, _____?
- We should use question tags, _____?
- The news will be on soon, _____?
- We're going to be on TV one day, _____?
- You read the news yesterday, _____?
- She never comes late, _____?
- We've got homework tonight, _____?

- 9 2.27 Listen and check your answers.

- 10a 2.28 Listen to this sentence twice. What is the difference in pronunciation? In which case does the speaker seem very certain that they know the answer to their question?

Everybody likes football, don't they?

- 10b 2.27 Listen to the sentences in 8 again. Does the intonation go up or down? Write ↗ or ↘.

- 10c 2.27 Listen again and repeat. Pay special attention to the intonation.

- 11a In your notebook, write three sentences about your partner that you know or think you know, and three things that you aren't sure about.

You love watching sci-fi films.

- 11b Add a question tag to each sentence.

You love watching sci-fi films, don't you?

- 11c Now ask your partner your questions. Remember to use falling intonation when you are quite certain of your partner's answer and rising intonation when you aren't so sure.

Presentations – 2



1 **Work with a partner and discuss these questions.**

- 1 Do you ever read stories about famous people? Why/Why not?
- 2 Why do you think so many people are interested in the private lives of celebrities?

2 **Look at this statement. Work with a partner and think of arguments for and against it.**

“ Celebrities do not deserve privacy. They use the press to become famous, so it's normal that the press continues to follow them around when they are famous. **”**

3 **2.29 Listen to somebody giving a presentation on this topic. Do you agree with what they say? Why/Why not?**

4 **2.29 Listen again and complete the expressions in the Speaking bank. Write the answers in your notebook.**

SPEAKING BANK

Giving your point of view

Presenting opposing points of view

- It is true that ...
- You can't deny that ...
- There's no that ...
- You can't with the fact that ...
- I accept that ...

Responding to opposing points of view

- But that doesn't mean that ...
- However, ...
- Let's not that ...
- I would still say that ...
- Even so, I still believe that ...
- Having that,
- That doesn't alter my opinion that ...

5 **Choose one of these statements. Think of arguments for and against. Then decide what your opinion is.**

“ If you don't read the newspaper, you are uninformed. If you do read the newspaper, you are misinformed. **”**
(Mark Twain)

“ The press should always be free to write what they like. **”**

“ Famous politicians, scientists or writers have more right to privacy than famous actors or singers. **”**

6 **In your notebook, make notes for a presentation. Follow this guide.**

- 1 Introduction: state your opinion.
- 2 Make your main points and justify them.
- 3 Present one or two opposing points.
- 4 Respond to the opposing point(s).
- 5 Conclusion: restate your opinion.

7 **Think of expressions that are useful at each stage of your presentation and note them down.**

Practice makes perfect

8 **Give your presentation to the class. Remember to use expressions from the Speaking bank and 7.**

BUZZWORD

sadfishing – writing about one's unhappiness or emotional problems on social media in order to attract attention and sympathetic responses

Some celebrities turn to sadfishing in order to get more likes on social media.

An article – 2

- 1a**  **Work in groups. Brainstorm any people, stories or events that teenagers in your country are talking about right now.**
- 1b** **Compare answers with the rest of the class. Have you chosen similar things?**
- 2** **Look at this writing task. Find the key information that you need to include in your article.**

Articles wanted Trending topics

Write an article telling us who or what, in your opinion, people are talking about right now. Tell us why you think people are talking about them and give us your own opinion on these trending topics.

Write your article and send it to us today!

- 3** **Read this article. Does it include all the necessary information?**

TRENDING TOPICS

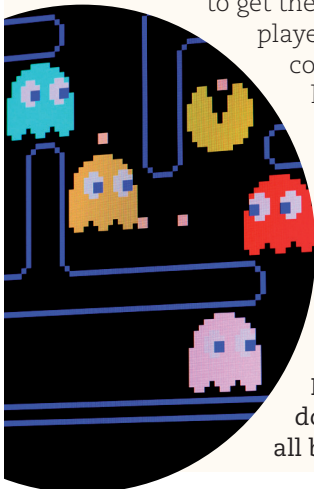
Nowadays, we are used to hearing about the latest news from social media networks. Trending topics change quickly and constantly. I am going to talk about just two topics that are very popular right now.

(a) *Despite/Despite the fact that* she has been acting for a while, one person who everybody is talking about right now is the American actress Emma Stone. She co-starred the great musical *La La Land* and won an Oscar for her performance.

(b) *Firstly/At first*, I was not particularly interested in Emma Stone (c) *since/whereas* most of the films she had made before did not really appeal to me. (d) *However/Although*, I have just seen this new film and I have to say that I was very impressed.

The other topic that many of my friends are talking about right now is retrogaming. It used to be difficult and expensive to get the old, original games that people played in the 1980s. But some of the big companies have just started creating less expensive new editions of some of these games (e) *as/therefore* they have become so popular recently. (f) *As far as I am concerned/ Nevertheless*, this is great news (g) *as/and so* I think the old games are really fun to play!

So, these are just two things that people are talking about right now. But everything changes so fast, doesn't it? Who knows what we will all be talking about tomorrow?!



- 4** **Look again at the article and choose the correct alternative. Write the answers in your notebook. Think about the meaning of the words and how they function in a sentence.**
- 5** **Put these titles in the correct places in the Writing bank. Write the answers in your notebook.**
- a Addition
 - b Consequence
 - c Opinion
 - d Sequencing arguments
 - e Reason
 - f Contrast

WRITING BANK

Linkers – a review

- 1 d
firstly, secondly, lastly
- 2
however, nevertheless, although, despite, whereas, on the other hand
- 3
what's more, furthermore, moreover, in addition, not only ... but also
- 4
therefore, and so, as a result, consequently
- 5
because, as, since
- 6
as far as I'm concerned, personally, in my opinion

- 6** **Work with a partner. In your notebook, put these stages of writing a text in order.**
- a Organise your notes into logical paragraphs.
 - b Make notes.
 - c Check your text for mistakes, edit it, and check that you have answered the task.
 - d Write the first version of your text.
 - e Brainstorm ideas.
 - f Write the final version of your text.

1 – e

Practice makes perfect

- 7** **Write your article for the task in 2. Remember to use linkers from the Writing bank and follow the correct procedure in 6.**

WRITING BANK ► PAGE 161

- 1 **Work with a partner. Look at the list of terms in the box and talk about how they might influence our everyday lives.**

supply and demand • free-market economy
inflation • public debt • unemployment

- 2 **2.30 Listen to a conversation between two teachers and decide which of the following opinions is NOT expressed by either of them. Write the answers in your notebook.**

- Young people do not read newspapers or watch the news on television.
- Young people get their news from social media.
- Young people aren't interested in their country's economic situation.
- Young people care about the environment.
- Young people understand the impact of the economy on climate change.
- Young people should be taught to think more about how the economy influences their own lives.

- 3 **Work in small groups. Talk about how much you agree with the opinions in 2.**

- 4 **Complete the summary below using information from the text and the diagram. Write the answers in your notebook.**

- 5 **Work in small groups. Discuss the following questions.**

- How true would the data in exercise 4 be about Polish teenagers?
- Would you prefer to have your own company or to be someone's employee?
- Do you think going to college or university is the only way to get a good education?
- What social, historical and economic factors have shaped your generation most?

- 6 **For the next class, in small groups, prepare a short survey on one of the topics below. Then conduct the survey in class and prepare a short presentation about the results.**

Group A: your peers' attitude to higher education;

Group B: your peers' attitude to alternative learning methods (e.g. homeschooling, online learning);

Group C: your peers' expectations of the world of work;

Group D: your peers' aspirations for the future;

Group E: your peers' interest in current affairs.

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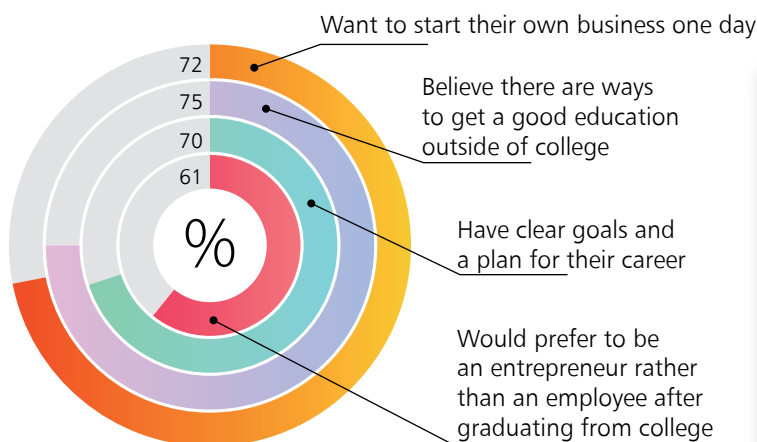
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YOU READ

GEN Z – THE GENERATION OF FUTURE ENTREPRENEURS

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Each generation is different, largely because it grows up in a different environment, influenced by a different set of values, different historical and social circumstances, but also a different economic situation. Brought up in a world characterised by a lack of economic stability, rapid social change and digital innovation, Generation Z (those born after 1995) is now beginning to enter the world of work. As some studies show, they place emphasis on entrepreneurial skills and independence, evident in an unwillingness to follow the traditional route of going to college or university, and looking for a job afterwards. Here is our data on high school students in the US.



Wpływ na każde pokolenie ma wiele różnych czynników: (1) i ekonomicznych. Pokolenie Z, czyli (2) roku, dorastało w czasach zmian oraz (3) ekonomicznej. Badania pokazują, że będzie to pokolenie ludzi niezależnych i (4) : ponad 70% uczniów szkół średnich w USA chce (5) . Prawie tyle samo osób ma jasno (6) na swoje życie zawodowe. Co ciekawe, nie wszystkie amerykańskie nastolatki chcą iść na studia: (7) wierzy, że dobre wykształcenie można zdobyć poza uczelnią wyższą.



KULTURA

Media

arts (n pl)	/ɑ:ts/	kultura
business (n)	/ˈbiznəs/	biznes
comment (n, v)	/ˈkɒment/	komentarz, wypowiadać się
editor's blog (n phr)	/ˈeditəz ˈblog/	blog redaktora
entertainment (n)	/ˌentəˈteɪnmənt/	rozrywka
features (n pl)	/ˈfi:tʃəz/	artykuły
finance (n)	/ˈfaɪnæns/	finanse
gossip (n)	/ˈɡɒsɪp/	plotki
have your say (v phr)	/ˈhæv jə ˈseɪ/	powiedzieć, co się myśli
health (n)	/helθ/	zdrowie
life and style (n)	/ˌlaɪf ən(d) ˈstɑɪl/	życie i styl
obituaries (n pl)	/əˈbɪtʃuəriəz/	nekrologi
opinion (n)	/əˈpɪnjən/	opinia
showbiz (n)	/ˈʃəʊbɪz/	przemysł rozrywkowy
sport (n)	/spɔ:t/	sport
weather forecast (n)	/ˈweðə ˌfɔ:kə:st/	prognoza pogody
world news (n phr)	/ˈwɜ:ld ˈnju:z/	wiadomości ze świata

Z NAGŁÓWKÓW WIADOMOŚCI

aid (v)	/eid/	pomagać
axe (v)	/æks/	redukować
back (v)	/bæk/	wspierać
ban (v)	/bæn/	zakazywać
blast (n)	/blɑ:st/	wybuch
blaze (n)	/bleɪz/	pożar
boost (v)	/bu:st/	pobudzać
boss (n)	/bɒs/	szeł
clash (v)	/klæʃ/	kłócić się, spierać się
cut (v)	/kʌt/	ograniczać, redukować
drama (n)	/ˈdrɑ:mə/	dramat, tragedia
head (n)	/hed/	szeł, dyrektor
hit (v)	/hɪt/	ogarniać, uderzać
key (adj)	/ki:/	kluczowy
link (n)	/lɪŋk/	połączenie
move (v)	/mu:v/	poruszać
plea (n)	/pli:/	apel, prośba
pledge (n)	/pledʒ/	przrzeczenie, przysięga
PM (n)	/ˌpi: ˈem/	premier
probe (n)	/prəʊb/	śledztwo
quit (v)	/kwɪt/	odejść, zrezygnować
riddle (n)	/ˈrɪd(ə)l/	zagadka, tajemnica
spark (v)	/spa:k/	wywołać
wed (v)	/wed/	brać ślub

KOLOKACJE (MEDIA)

breaking news (n phr)	/ˈbreɪkɪŋ ˈnju:z/	wiadomości z ostatniej chwili
front-page news (n phr)	/ˈfrʌnt ˌpeɪdʒ ˈnju:z/	wiadomości z pierwszych stron
hold a press conference (v phr)	/ˈhəʊld ə ˈpres ˌkɒnf(ə)rəns/	zwołać konferencję prasową
keep somebody informed (v phr)	/ˈki:p ˌsʌmbədi ɪnˈfɔ:md/	informować kogoś na bieżąco
make the headlines (v phr)	/ˈmeɪk ðə ˈhedlaɪnz/	trafić na czołówki gazet
newsflash (n)	/ˈnju:z ˌflæʃ/	skrót wiadomości
news item (n phr)	/ˈnju:z ˈaɪtəm/	wiadomość
news update (n phr)	/ˈnju:z ˈʌpdeɪt/	wiadomości z ostatniej chwili
turn of events (n phr)	/ˈtɜ:n əv ˈi:vents/	zwrot wydarzeń

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik
(np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

PAŃSTWO I SPOŁECZEŃSTWO

Gospodarka

demand (n)	/dɪˈma:nd/	popyt, zapotrzebowanie
economy (n)	/ˈkɒnəmi/	gospodarka
entrepreneur (n)	/ˌɒntrəprəˈnɜ:(r)/	przedsiębiorca
free-market economy (n phr)	/ˌfri:ˈmɑ:kit ɪˈkɒnəmi/	gospodarka wolnorynkowa
inflation (n)	/ɪnˈfleɪʃ(ə)n/	inflacja
public debt (n)	/ˌpʌblɪk ˈdet/	dług publiczny
supply (n)	/səˈplaɪ/	podaż, zapas
unemployment (n)	/ˌʌnɪmˈplɔɪmənt/	bezrobocie

INNE

alter (v)	/ˈɔ:lteɪ(r)/	zmieniać, wpływać
argue (v)	/ˈɑ:gju/	utrzymywać, twierdzić
as (conj)	/æz/	jak
broadcast (n)	/ˈbrɔ:dˌkɑ:st/	program, audycja
empty-handed (adj)	/ˌemptiˈhændɪd/	z pustymi rękami
headline (n)	/ˈhedˌlaɪn/	nagłówki
moreover (adv)	/ˌmɔ:ˈrəʊvə(r)/	ponadto, poza tym
nevertheless (adv)	/ˌnevəðəˈles/	jednakże
paparazzi (n)	/ˌpæpəˈrætsi/	paparazzi
privacy (n)	/ˈprɪvəsi/	prywatność
publish (v)	/ˈpʌblɪʃ/	wydawać, publikować
season (n)	/ˈsi:z(ə)n/	sezon
since (conj)	/sɪns/	ponieważ, skoro
spokesperson (n)	/ˈspəʊksˌpɜ:s(ə)n/	rzecznik

Rozumienie ze słuchu

- 1  2.31 Usłyszysz dwukrotnie fragment wykładu na temat fake newsów. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–5 w poniższym dialogu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszyte.

Harry: Have you heard the podcast about the fake Obama video?

Jimmy: You mean the one about the video in which he (1)  but says things he's never actually said?

Harry: Yes, that's the one! They say that artificial intelligence can turn any (2)  into mouth movements and then somehow put them onto the real footage of a person, in order to produce a fake video.

Jimmy: Oh, yes, I actually saw it. It was unbelievable, wasn't it? So realistic. But I think it's worrying, too, as this technology could be used (3)  and tell them something that is not true.

Harry: Exactly! If (4)  to doing something illegal, for example, would public opinion accept it as true or not?

Jimmy: If they did, I'm sure that would be the end of the world of news as we know it, because people wouldn't know whether (5)  see.

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj tekst. Uzupełnij luki 1–5 w streszczeniu zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszyte.

THE DUMBEST GENERATION?

'The Dumbest Generation' is a book by Professor Mark Bauerlein, which was considered quite provocative when it first came out. Was it intentionally provocative in order to make the headlines, or did it say something more important about teens' apparent lack of interest in reading and general knowledge? And, more importantly, is it still up to date? According to the statistics that Bauerlein quotes, Americans aged 18–34 know much less about current affairs than the older generation, especially when it comes to international affairs. In Bauerlein's opinion, teenagers and young adults seem to care only about what is happening with their generation, and they have absolutely no interest in current affairs. Thanks to social media, however, they have instant access to the latest information about their peers, but this keeps them from learning anything meaningful about the world.

Can anything be done about the situation? According to Bauerlein, responsibility lies with parents and teachers, who must somehow disconnect their teenage children and students from social media – for a set amount of time every day. To fill the space this would create, young people need to be exposed to the real world around them, to keep up with the latest news, to become broad-minded and knowledgeable and to form their own opinions. Baurelein gives some advice on how to make young people interested in the outside world. He asks them to imagine that they have met the girl or boy of their dreams, but have nothing to say when the girl's/boy's father asks for their opinion on some historical facts or current events. That would be awkward, wouldn't it?

In his book, Professor Mark Bauerlein (1)  concerning the level of general knowledge among young Americans. It would seem that the older generation knows much more about (2)  than people aged 18–34. In his opinion, the younger generation has (3)  information thanks to social media, but it only focuses on its peer group. Parents and teachers should make sure that teenagers get enough (4)  the latest news about the world, as it's important that young people are able to form their own opinions. General knowledge about the world might also help (5)  any potentially embarrassing situations in their personal lives.

Znajomość środków językowych

- 3 ★ Uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego. W każdą lukę można wpisać od trzech do pięciu wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszyte.

- The dog is only alive because it was saved by a rescue team.
The dog wouldn't be alive if a rescue team .
- How many interviews does the reporter do every year?
I wonder how many interviews .
- I wasn't able to ask for directions to the railway station because I can't speak Russian.
I would have asked for directions to the railway station .
- I'm sure everyone has heard the news already, right?
Everyone has heard the news already, .
- How do you keep informed, I wonder?
Could you tell me .

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. **Uwaga:** nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.

- It looked as if the falling tree would hit a little boy, but luckily someone saw it and grabbed him. **ABOUT**
The tree a little boy, but luckily someone saw it and grabbed him.
- The man who started the forest fire is in prison now. **BE**
If the man hadn't started the forest fire, he now.
- Is there going to be a press conference about supplying humanitarian aid to the survivors? **WHETHER**
Could you please tell me be a press conference about supplying humanitarian aid to the survivors?
- The TV reporter was not carried away by the current because he is a good swimmer. **NOT**
If the TV reporter , he would have been carried away by the current.
- Everyone agrees that Pep Guardiola is a great football coach. **NO**
There Pep Guardiola is a great football coach.

Wypowiedź pisemna

- 5 ★ Wielu dorosłych uważa, że nastolatków nie interesuje to, co się dzieje na świecie. Napisz artykuł, w którym wyrazisz swoją opinię na temat słuszności tego przekonania i na temat możliwych przyczyn tego zjawiska.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 Pracujcie w parach. Opiszcie zdjęcia, następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



- Where are the people and what are they doing?
- Would you like to run your own blog/vlog? What would it be about?
- Tell us about the last time you came across a website that showed news items from the world of entertainment / life and style / sport in an interesting or unusual way.

Uczeń B



- Who is the person and what is she doing?
- Would you like to work as a news reporter? Why/Why not?
- Talk about a news item which really caught your attention recently.

✓ SELF-ASSESSMENT UNIT 10

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- I can talk about the future in the past.
- I can ask questions in a polite way.
- I can understand written and spoken news stories.
- I can present and respond to opposing views when giving oral presentations.
- I can write structured magazine articles.

Learning and studying

1 Match verbs 1–6 with words/phrases a–f to make expressions. Then match the expressions with definitions A–F. Write the answers in your notebook.

- | | |
|-----------|----------------------------------|
| 1 disrupt | a out a student loan |
| 2 enrol | b for a scholarship |
| 3 apply | c a (Bachelor's/Master's) degree |
| 4 pay | d on a course |
| 5 receive | e lectures |
| 6 take | f tuition fees |

- A add your name on an official list of people who want to take part in a course
 B pay the required sum of money to attend lessons in a college, university or school
 C prevent lectures from continuing
 D borrow the required sum of money from a bank to pay for higher education, e.g. tuition, books, accommodation
 E request an amount of money from a college/university to pay for further studies as a result of your good grades
 F get a qualification after you have completed your studies

2 Which is the odd one out in every line? Write the answers in your notebook. Compare your answers with a partner.

- tuition loan assignment scholarship
- facility coursework library hall of residence
- schedule mark grade assessment
- pass fail resit disrupt
- apprenticeship internship scholarship training

3 Work in pairs. Complete the sentences with a preposition from the box if required. Write the answers in your notebook. Then ask and answer the questions.

behind • down • on • to • up

- Do you do any course(s) or extracurricular activities outside school? What are they?
- What other course(s) would you like to enrol if you had more time?
- When is the best time of day for you to get to work?
- Is getting schedule and missing deadlines penalised in any way at your school?
- Do you pick new words in foreign languages quickly?
- Why do some people find it difficult to stick deadlines?
- Have you made a decision about what you want to do after finishing school?

4 Work with a partner. Explain the difference between the following pairs of words.

- careers adviser / student council representative
- Bachelor's degree / Master's degree
- pay attention / disrupt lectures
- stick to deadlines / get behind schedule
- take out a student loan / apply for a scholarship

Confusing words

5 Complete the sentences with the word pairs listed below. Write the answers in your notebook.

degree/marks • deadline/schedule
 assignment/homework • do/make
 scholarship/student loan • experience/internship

- I'm never behind with my school assignments, and so I will not miss tomorrow's to hand in my essay.
- My brother has to work part-time to pay off his because, unfortunately, he didn't get a.
- She got great in her final exams and will soon receive a in engineering.
- I would like to more progress with my French. I am not having much success, however, although I'm trying to my best.
- I'm sorry but I can't go to the cinema with you – I've got a lot of for tomorrow and a writing due on Friday.
- My brother did an unpaid for an online magazine as he needed some before finding work as a journalist.

6 In your notebook, complete the sentences with the word beginning with the letter given. Then work in groups of three. Talk about how far you agree with the statements.

- It's better to consult a professional c adviser than ask your friends or family if you don't know what to do in the future.
- You need to study away from your home town if you want to become truly i.
- Few people like to s to deadlines because most people are lazy by nature.
- The best way to r before a test or exam is to go through the material with a friend.
- If you want to apply for a s, you need to have very good grades.
- It's easier to get a job after graduation if you have done an i during or after your studies.

The world of work

1 Choose the correct option to complete the definitions. Write the answers in your notebook.

- 1 If you **take a week off**,
 - a you take a break from work for a week.
 - b you get a doctor's note stating that you are ill.
- 2 If you **procrastinate**,
 - a you delay doing something until later.
 - b you do something as soon as possible.
- 3 A **colleague** is someone
 - a who is the same age as you are.
 - b who works in the same organisation as you.
- 4 If you are **out of work**,
 - a you are on holiday.
 - b you are unemployed.
- 5 If you **work under pressure**,
 - a you are doing difficult physical work.
 - b you need to work fast and be able to handle stress.
- 6 A **secure** job
 - a is a reliable job, which you're not likely to lose.
 - b is a job in which you are safe from harm or danger.
- 7 To **work your way up** is
 - a to make progress in an organisation thanks to hard work.
 - b to find a satisfactory way of doing something.

2 Complete the text with the verbs in the box. You will need to use some verbs twice. Write the answers in your notebook.

deal • do • have • meet • resign • work • take

My sister Karen used to work as an architect in a big company that designed office buildings. But the job was stressful and she didn't like having to (1) under pressure or (2) with her boss's mood swings. When she learned about eco-friendly houses, she finally realised what she wanted to (3) for a living. She decided to (4) and now she runs her own company. She can (5) from home and can choose how many new projects she is able to (6) on, which means she can always (7) deadlines. She also doesn't have to ask anyone for permission to (8) time off if she wants to. The job is not as well-paid as the previous one, but she can finally (9) the perfect work-life balance.

3 Work with a partner. Decide if the following words/expressions have a similar or a different meaning. If the meaning is different, explain the difference.

- a take a day off / be on sick leave
- b put things off / procrastinate
- c be out of work / be unemployed
- d get a promotion / work your way up
- e a permanent job / a secure job
- f have a temporary job / work part-time
- g colleagues / employees

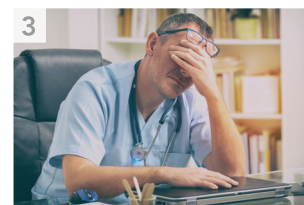
4 Work in pairs. Take turns to ask and answer the questions. Justify your opinions.

- 1 What is more important: job security or good career prospects?
- 2 Would you prefer to have a well-paid job that you don't find fulfilling or a low-paid job which, nevertheless, gives you a lot of satisfaction?
- 3 Would you prefer to have friendly colleagues or a supportive boss?
- 4 Would you prefer to have a permanent job with regular hours or to be self-employed and work long hours?
- 5 Do you prefer to take your time on a project, or do you procrastinate and do it last minute?

5 Work with a partner. Make up a short story, using as many of the expressions below as you can. Write your story in your notebook.

apply for a job • be fired • be offered a job
be out of work • do something for a living
fail to meet deadlines • find a work-life balance
look for a job • put things off
take on new challenges • work under pressure

6 Work in pairs. Describe the photos (1–3). Use as many words and expressions in exercises 1–5 as possible.



7 In your notebook, complete the sentences with a word beginning with the given letters. Then work in pairs. Talk about how far you agree with the statements.

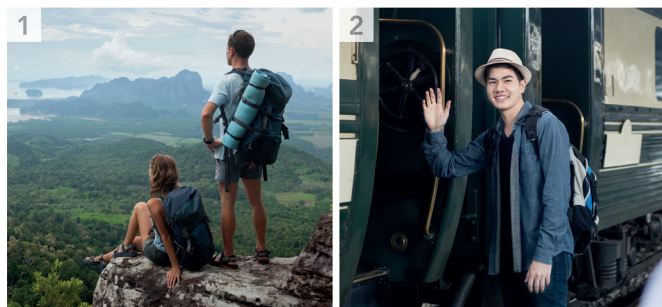
- 1 P is a common thing as people are lazy by nature.
- 2 Finding a work-life b is more important than w your way to the top.
- 3 Some people are more efficient when they work under p .
- 4 A good salary does not motivate people as much as having career p or job s .
- 5 Some people have got a stressful time at work because they t on too many responsibilities.

Travel idioms

1 Choose the correct alternative to complete the definitions. Write the answers in your notebook.

- If you *have itchy feet/knees/legs*, you want to travel to different places.
- If you *see someone away/off/out*, you accompany them e.g. to the station or the airport to say goodbye to them.
- If you *give someone a drive/drop/lift*, you take them somewhere by car.
- If you are somewhere *off the beaten road/track/lane*, you are far away from popular tourist destinations.
- If you *beat/hit/jump the road*, you begin a journey.
- If you *travel on a low/little/tight budget*, you have very little money to spend.
- If you are *all set/put/hit for* a trip, you are ready to leave.
- If you *drop/pick/take someone up*, you've arranged to meet them in order to take them somewhere in your vehicle.

2 Work in pairs. Describe the pictures below. Use three of the expressions from exercise 1 to describe each picture.

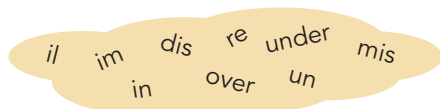


3 Work in pairs. Put the actions in the order in which they might occur during a journey. Then make up a story, using as many of them as you can.

get on/off a bus/coach/train, give someone a lift, have a narrow escape, hit the road, land, see someone off, take off, travel on a tight budget

Word formation

4 Complete the words with an appropriate prefix from the cloud. There are more prefixes than you need.



- Copacabana in Brazil is one of the most crowded beaches in the world. It's always packed with tourists.
- It has become practical to go on a voyage by ship nowadays since it's much easier to fly and, consequently, save time.
- It may be legal to travel with certain products and animals (e.g. endangered species) when visiting other countries.
- Tourism is an important source of income in developed countries, such as Cambodia or Thailand.
- Travelling light has a lot of advantages, but also some serious advantages.

- I understood the directions I'd been given and that's why I missed my train.
- One member of the crew seemed totally qualified for the job – he couldn't answer any of our questions during the flight!

5 Complete the sentences with the correct word from the word pairs below in your notebook.

crowded / overcrowded • legal / illegal
practical / impractical • advantage / disadvantage
understood / misunderstood
underbooked / overbooked

- It's to have a lot of luggage if you're backpacking.
- The train was so that there wasn't enough space to even sit on the floor.
- The biggest of travelling by air is that it's often rather expensive.
- It is to drive without a valid driving licence.
- I the announcement at the station and got on the wrong train.
- The plane was , so I was offered a seat in business class on the next flight to London.

6 Read the email below. Some of the underlined words have been used incorrectly. In your notebook, correct the mistakes.

✕

Hi Ania,

I'm writing this while on a fishing (1) journey somewhere in Sweden. You know I've always had (2) itchy fingers, so I'm constantly ready to (3) hit the road. That's why I'm here, (4) in the middle of nowhere. The whole (5) voyage took us two days: first we had to drive a whole day from Stockholm, and then get out and walk. The place may be off the (6) beaten road, but it's got some unbelievable views over the surrounding mountains and lakes. We had to carry everything we needed, so I had to (7) travel light. That's OK with me – the only (8) advantage is that we have to keep all our food away from our "stuga" (Swedish for "hut") in case bears come looking for food!

Kisses,
Luke

7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Have you ever had i feet?
- Do you prefer to travel l , or do you always end up taking a lot of things?
- What place in your area would you recommend for a one-day e ?
- Would you like to take a short break in an exclusive hotel or would you prefer to travel on a t budget for a longer period of time? Why?
- Would you like to take part in an e to a remote or unusual place? Why/Why not?

Adjectives describing personality

1 All of the adjectives in bold are in the wrong definitions. In your notebook, match each definition with the correct adjective. Check in a dictionary.

- If you are **agreeable**, you work really hard and are careful to do things well.
- If you are **laid-back**, you fail to pay sufficient attention when doing things.
- If you are **pigheaded**, you continue to do something in a determined way.
- If you are **argumentative**, you know a lot about one or more subjects.
- If you are **conscientious**, you often argue or disagree with people.
- If you are **clingy**, you have a pleasant personality and are always trying to please people.
- If you are **knowledgeable**, you are honest, direct and you don't hide your feelings.
- If you are **straightforward**, you are calm and relaxed.
- If you are **negligent**, you don't want to change your opinions or intentions, even when it's clear that they are not right.
- If you are **persistent**, you want to be with another person to the extent that it becomes annoying.

2 Put the adjectives from the cloud and from exercise 1 into the correct column. Write the answers in your notebook.

reserved self-confident arrogant
modest broad-minded good-natured assertive

	SYNONYM	ANTONYM
determined		
stubborn		
easy-going		
		bad-tempered
big-headed		
		insecure

3 Work in pairs. For each adjective in exercise 1 decide to what extent it describes you, and how other people see you, for example:

I think I'm quite conscientious when it comes to the subjects I like, but my parents think I'm rather negligent in all the other subjects.

Personality idioms

4 Choose the correct alternative to complete the sentences. Write the answers in your notebook. Then think of Polish equivalents for the idiomatic expressions.

- Don't be such a *sofa/couch* potato – let's go jogging or cycling!
- My sister is a real pain in the *back/neck* – she's always annoying me!
- Don't trust him with any secrets – he's such a big *mouth/tongue*.
- It's great to be in Sarah's company – she's always a *big/good* laugh.
- I hope uncle John isn't coming to the wedding – he's such a *dry/wet* blanket and always ends up spoiling the fun.
- I wish I was more like Kitty. She's so good around people and always full of energy – she's the life and *soul/spirit* of the party.

5 Read the email below. Complete the gaps with the idiomatic expressions from exercise 4. Write the answers in your notebook.

Dear Wendy,

Thanks for the invitation to your birthday party. As you know, I'm not exactly the 1 , but I wouldn't miss it for the world! I hope your brother Jim will be there: he is such a 2 . Everyone is always smiling when he's in the room. Is Chloe coming? She can be such a 3 – do you remember my birthday party when she complained about every little thing?! I hope she will prefer to stay home and watch TV – she's a real 4 . I also hope you didn't invite my brother Harry – he's a 5 and is always telling our parents about all of the parties we go to. It's not that I don't love him, but he can be such a 6 .

6 Work in pairs. Tell each other about some fictional characters who illustrate the idioms in exercise 4, for example:

I think Sheldon from The Big Bang Theory is a pain in the neck – he is so big-headed and immature.

7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Who, in your opinion, is the most c student in your class? Why?
- What is more useful nowadays: having experience and being k or having good interpersonal skills?
- Do you regard yourself as rather l or do you tend to worry about things?
- What kind of people do you think are a p in the neck? Why?
- Why are some people p and refuse to change their opinions, even if they are clearly wrong?

Material world

1 Choose the correct answer (a or b) for each of the following sentences and write them in your notebook. Then work in pairs and find Polish equivalents for the idioms and phrases connected to money.

- 1 I didn't decide to buy that leather jacket in the end because
 - a it cost an arm and a leg.
 - b it was a real bargain.
- 2 My aunt Gina has just splashed out on a new car –
 - a she is rather tight-fisted.
 - b she is a real spendthrift.
- 3 I can't spend any more money this week or
 - a I will go into the red.
 - b I will save for a rainy day.
- 4 Every January, after all the Christmas shopping, I'm always short of cash, so
 - a I usually need to tighten my belt.
 - b I usually need to give friends a loan.
- 5 When you are a student and live away from your parents, it may be difficult to
 - a get into debt.
 - b make ends meet.

2 Complete the sentences with the correct preposition. Some prepositions are used more than once. Write the answers in your notebook. Then work in pairs and talk about how true the sentences are for you.

aside • in • into • off • out • up

- 1 I think it's better to dip your savings rather than get a bank loan.
- 2 My parents have to cough for my phone bill this month but they're not very pleased about the fact.
- 3 I'm afraid I'll have to take a mortgage if I want to buy my own flat.
- 4 If I had a credit card, I would pay it every month so as not to get into debt.
- 5 I've never been ripped because I always spend a lot of time deciding on where's best to buy something.
- 6 Every month I set some money for my summer holidays.
- 7 My friends and I usually chip to buy a present if one of us has a birthday.
- 8 I often run of my pocket money long before the end of every month.

3 Work with a partner. Decide if the following expressions mean the same, whether they are similar or whether they are opposites. If it is the latter, try to explain the difference. Then write four questions to ask another pair, using some of the expressions.

- a cost next to nothing / be a real bargain
- b go into the red / get into debt

- c save for a rainy day / set aside some money
- d make ends meet / get by on your salary
- e cough up / rip off
- f pay back / pay off
- g withdraw / take out

4 Read the following texts and decide which describes an individual who is careful or careless with their money. Some of the words/expressions in bold are incorrect. Correct them in your notebook. Then discuss the questions below with a partner.

Buyer2003:

32 minutes ago

I buy most things online. However, I usually buy more stuff than I need, even when I can't **(1) afford** it. The problem is that you can find real **(2) charges**, especially during the sales, so I often **(3) cough up** on something, only to realise I've got no money left for my everyday living expenses. I often end up asking my parents for a **(4) discount**. Maybe it would be easier for me to spend less if I used cash instead of credit cards? My mum tells me to **(5) sell out my savings**, but the thing is, I don't have any, as I'm not the kind of person who would **(6) save for a rainy day**.

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HappyTom:

1 hour ago

I've never **(7) run into the red** because I always plan carefully how to spend my student allowance so I don't end up having to **(8) make ends meet**. If I have to use my credit card, I always try to **(9) cut it back** as soon as possible. I don't buy anything on impulse – I wait for the sales or special offers instead. A product may **(10) cost an arm and a leg**, but come at a much lower price at some other date. Some of my friends call me **(11) a spendthrift**, but I don't like to **(12) take out debt**.

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Do you know anyone who fits either of the descriptions? What are their spending habits?

5 In your notebook, complete the sentences with a word beginning with the given letter. Then work in pairs. Talk about how much you agree with the statements.

- 1 It's better to be a s and buy whatever you want rather than to be tight-fisted and have no pleasures in life.
- 2 Most young people nowadays refuse to save money for a r day.
- 3 People should t their belts rather than take out a loan in order to buy something.
- 4 If you want a high quality product, don't expect it to c next to nothing.
- 5 Most big corporations, such as airlines, communications services or banks regularly r off their customers.

Disabilities

1 The words and phrases in **bold** are in the wrong definitions. In your notebook, match each word or phrase with the correct definition. Check in a dictionary.

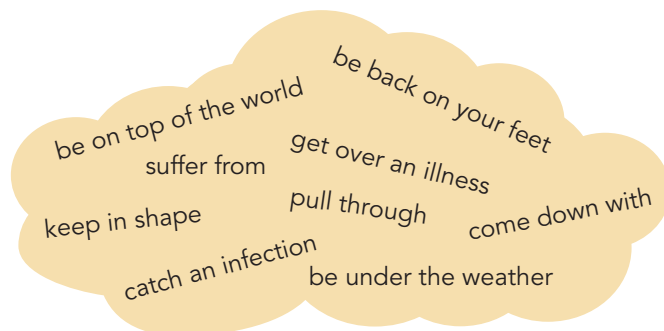
- If you are **visually impaired**, there is a temporary/permanent problem with your speaking.
- A **carer** is someone who treats a speech disorder.
- Sign language** is a piece of equipment used by people who can't walk in order to help them be more mobile.
- When you are **speech impaired**, you have a temporary/permanent condition that limits what you can do with your body.
- A **hearing aid** accompanies people with sight-related problems.
- If you are **hearing impaired**, there is a temporary/permanent problem with your sight.
- When you are **disabled**, there is a temporary/permanent problem with your hearing.
- A **guide dog** is used by people who can't speak/hear and uses gestures instead of words.
- A **wheelchair** is a small piece of equipment worn in the ear when you can't hear well.
- A **speech therapist** is someone who looks after a person who is ill and/or unable to look after themselves.

2  **Work in pairs. Describe the photos. Talk about who the people are, where they are and what they are doing. Use as many words and expressions from 1 as you can.**



4  **Put the expressions from the cloud and from 3 in the correct columns. Then work in pairs. Ask and answers the questions below.**

be in good health / in a good mood	be ill / feel unwell	recover from an illness



- When was the last time you were on top of the world? What was the reason?
- What do you do to keep in shape?
- When was the last time you were on your last legs? What had happened?
- How often do you catch an infection?
- How easily do you get over illnesses?

5  **In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask each other the questions.**

- What kind of problems do d people face in your country?
- Is there easy access for w users to the facilities in your neighbourhood? Why/Why not?
- What features must a g dog have, in your opinion? Can any dog be trained to become one?
- What individuals might need the help of a s therapist?
- Are you usually the p of health? Why/Why not?
- What do you do when you are off c: go to see a doctor, stay in bed, or ignore it and hope it'll go away?

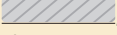
Health idioms

3 Match 1–6 with a–f in order to make idiomatic expressions. Then match the idioms with their definitions A–F. Write the answers in your notebook.

- | | | |
|---------------------|----------|---|
| 1 be out of | a about | A feel slightly ill |
| 2 be off | b health | B be very lively and full of energy |
| 3 be on your last | c shape | C be out of bed, e.g. after an illness, and leading an independent life again |
| 4 be up and | d beans | D look very healthy |
| 5 be full of | e legs | E be in bad physical condition |
| 6 be the picture of | f colour | F be very ill or extremely tired |

Idioms connected with art

1 In your notebook, write the word (a–c) which completes the definitions in both sentences (A and B).

- 1 A  to one's ears is something that is pleasing to hear, e.g. good news.
B If you face the , you accept the criticism or punishment for something you've done wrong.
a lyrics b melody c music
- 2 A When you make a  and dance about something, you complain a lot about something in an annoying and unnecessary way.
B When you sing a different , you suddenly change your opinion, attitude or behaviour.
a melody b song c tune
- 3 A If you say: 'don't judge a  by its cover', you mean that one shouldn't base one's opinions on someone's/ something's appearance.
B If something/someone is an open , he/she/it is easy to understand because they have no secrets.
a plot b book c page-turner
- 4 A If you steal the , you attract more attention and praise than others in a given situation.
B If someone runs the , they are in charge or in control.
a show b stage c limelight
- 5 A If you see the big , you see the whole or entire situation, including all the things that are affected.
B If you get the , you understand what is really happening in a situation.
a image b scene c picture

2  Complete the questions with the missing words. Then, in pairs, take turns to ask and answer the questions.

- 1 Do you find it easy to face the  when you've done something silly or wrong?
- 2 Do you ever make a song and  about something? What is it?
- 3 Who usually stole the  in your family when you were a child?
- 4 Would you describe yourself as an open ? Why/Why not?
- 5 Do you like to run the  when a group of people is organising something?

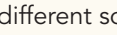
3 Work in pairs. Match 1–6 with A–E to make mini-dialogues.

- 1 The band manager is furious with me. I shouldn't have forgotten the lyrics during the gig.
 - 2 Could you tell me who the director is? I'd like to talk to him about the lighting.
 - 3 Have you read the latest best-seller by Sarah Maas?
 - 4 I think the soundtrack in *Umbrella Academy* is fantastic.
 - 5 What did you think of the performance? I thought it was a great concert.
 - 6 The songwriter seems a really nice guy.
- A Yes, I have. It's a real page-turner. I love fantasy books!
B Don't judge a book by its cover. He is so fussy – he always makes trouble for anybody who plays or records his songs.
C Well, you'll have to face the music now.
D Yes, I agree. I think the acting was great, too, although the plot was a bit weird.
E It's the tall guy on the stage, Ian Roy – he runs the show.
F The singer was OK, but I think the guitarist stole the show. He was amazing!

4 Choose the correct alternative in the following mini-dialogues. Use a dictionary if necessary. Write the answers in your notebook. Then work in pairs and write a mini-dialogue of your own, putting one of the idioms from 1 or 4 in context.

- 1 A: What shall we do? The actress who was to play Juliet has broken her leg!
B: We'll find a replacement if necessary. The show must go/keep on!
- 2 A: A Mr Spielberg phoned. Do you know who he is?
B: I'm not sure, but the name calls/rings a bell.
- 3 A: I think we're ready with the project.
B: Great! It's time to put up/raise the curtain.
- 4 A: There's something wrong with uncle Henry, though he says he's fine.
B: I agree. Reading/Seeing between the lines, I would say he feels lonely.
- 5 A: Did you see the fuss the singer made when she fell over on the stage? She accused everybody of playing a joke on her.
B: Oh, yes. She is a such a drama/musical queen!

5  In your notebook, complete the sentences with a word beginning with the given letter. Then work in pairs. Talk about how much you agree with the statements.

- 1 It's always m to your ears when a teacher gives you positive feedback.
- 2 Teenagers are usually not all that keen on doing the household chores, but they s a different song when they get pocket money in return.
- 3 Women are usually better at reading between the l than men.
- 4 It's important not to lose sight of the big p whenever you need to make an important decision.
- 5 Appearances can be deceptive, so don't judge a book by its c.

Environmental protection

1 In your notebook, match the words (1–8) with the correct option (a–c) to make collocations.

- | | | | |
|-----------------|-------------|--------------|---------------|
| 1 endangered | a species | b earthquake | c waste |
| 2 fossil | a ashes | b fuels | c victims |
| 3 exhaust | a mud | b fog | c fumes |
| 4 natural | a footprint | b habitat | c tremors |
| 5 acid | a rain | b drought | c avalanche |
| 6 toxic | a epidemic | b lava | c waste |
| 7 environmental | a landslide | b footprint | c survivors |
| 8 renewable | a rain | b energy | c destruction |

2 In your notebook, complete the definitions with some of the words in the box. Then use a dictionary to check your answers.

creative • biodegradable • conservationist • drought
famine • extinction • landfill site • landslide • overpopulation
pesticides • epidemic • toxic • uninhabitable • destruction

- The European bison, which lives in Poland, is in danger of .
- Someone who works to protect the environment is called a .
- Since 2010, Africa has been seriously affected by , with 20 million people lacking essential nutrition.
- After the flood, they had to evacuate the whole town because there was a risk of an as the flood water was carrying a lot of waste.
- is the name for the location where waste is buried in the ground in large amounts.
- Some people are worried that is a serious problem for the future, while others say that the number of people on Earth is not as important as the lifestyle we lead.
- There is evidence that some chemicals in the used in farming can be harmful to our health.
- As a result of climate change, some parts of the world may become as it will be too hot or too dry to live there.
- carrier bags decay naturally and can be thrown away without causing long-term pollution.
- The California forest fire caused habitat and many wild animals were forced into new lands.

3 The words in bold are in the wrong questions. In your notebook, put them in the correct questions. Then ask and answer the questions in pairs.

- Have you ever seen a wild animal in its natural **fossil**? Which animal have you seen?
- Do you know any **renewable** species of animals that live in Poland? What are they?
- Which **uninhabitable** fuels can be found in Poland: oil, coal or natural gas?
- What sources of **biodegradable** energy are used in Poland: wind, solar, hydropower, etc.?
- Have you heard about any places in the world which are **pesticides** for whatever reason?
- Do you think it's possible to grow crops without using **habitat**?
- Do you use any **endangered** packaging, such as reusable bags?

4 In your notebook, complete the sentences with words made from the words in brackets.

- Poland needs to reduce the use of coal in order to decrease its footprint. (ENVIRONMENT)
- Hydro-power is the world's most important source of energy. (NEW)
- Some specialists claim that we are already facing human on Earth. (POPULATION)
- It takes three to six months for plastics to decompose fully. (DEGRADE)
- The Danakil Desert in Ethiopia, otherwise known as "the cruellest place on Earth," is one of the most places in the world. (INHABIT)

5  Work in pairs. Describe the pictures, using as many words and phrases from 1 and 2 as possible.



6 In your notebook, complete the sentences with a word beginning with the given letter. Then work in groups of three and discuss if you agree with the statements or not.

- Factories which burn f fuels should be closed down.
- We should all switch to a vegetarian diet if we want to decrease our environmental f .
- Only b packaging should be allowed in shops.
- We should all become c and fight to protect our planet's natural resources.
- Governments should do everything to support the use of r energy.

1 For each pair of sentences (A and B), choose the correct preposition (a–c). Write the answers in your notebook.

- | | |
|--|--------|
| 1 A I've run out <input type="text"/> space on my laptop – I need to transfer some files. | a off |
| B I don't know how to get rid <input type="text"/> the pop-ups on my computer. | b of |
| | c at |
| 2 A Someone has hacked <input type="text"/> my dad's computer – he is so angry! | a to |
| B I can't log <input type="text"/> my account – I keep forgetting my password. | b up |
| | c into |
| 3 A I need to key <input type="text"/> the data immediately. | a at |
| B If you zoom <input type="text"/> on the flower, you'll be able to see individual petals. | b in |
| | c up |
| 4 A Did you remember to back <input type="text"/> your science project? | a up |
| B If you sign <input type="text"/> to our newsletter, you'll receive the latest information on product upgrades. | b in |
| | c down |
| 5 A I haven't got my charger with me – I'll only be able to use my phone until the battery runs <input type="text"/> . | a off |
| B If you want to sell your computer, you'd better wipe <input type="text"/> your hard drive. | b out |
| | c away |
| 6 A Could you please help set <input type="text"/> grandma's new PC? | a on |
| B My computer is really slow – it takes a few minutes to boot <input type="text"/> . | b off |
| | c up |

2 Complete the questions with the correct form of one of the verbs from the box. Write the answers in your notebook. Then work in pairs and take turns to ask and answer the questions.

back • hack • get • run • set • sign

- Do you ever out of space on your computer/laptop?
- Has anyone ever into your social media account, email account, etc.?
- Do you always remember to up your files? Why/Why not?
- Do you usually up to newsletters for shops and services? Why/Why not?
- Are you always able to up a new device (phone, tablet, laptop, printer, etc.)?
- Do you ever feel the need to off the Internet? Why/Why not?

3 Work in pairs. In your notebook, write a dialogue between a customer and a helpdesk assistant, using as many phrasal verbs from 1 and 2 as possible. The beginning is given.

T: Good morning, MC Computing helpdesk. How can I help you?

C: Hello. I bought a laptop in your shop yesterday and I can't set it up.

4 The words in bold are in the wrong definitions. In your notebook, put them in the correct definitions. Check in a dictionary if necessary.

- If someone pulls the **buttons** on something, they stop an activity by no longer supplying the necessary money.
- If you are on the same **wheel**, you understand the way another person thinks.
- If you reinvent the **button**, you've wasted time and effort trying to invent something that can't be improved upon.
- If two people get their **wavelength** crossed, they become confused because they each think the other one is talking about something else.
- If you hit the panic **wires**, you react irrationally rather than think calmly about a situation.
- If you push someone's **plug**, you deliberately say something that will make them upset or angry.
- If you say that something is not **machine** science, you don't consider it at all difficult to do.
- A well-oiled **rocket** is a system or organisation that works without any problems.

5 Complete the mini-dialogues with some of the idioms from 4 in the correct form. Write the answers in your notebook.

- A: He shouldn't have said that girls are hopeless at gaming. You got really angry with him as a result.
B: Oh, yes. He really .
- A: I can't set up my new mobile phone. Can you take a look?
B: Oh, come on! It's not .
- A: You seem to get on really well with the new student, Jack, don't you? And she joined us only last week.
B: Yes, that's right, we .
- A: I'm sorry, I don't understand what you're getting at. Are you sure we're talking about the same person?
B: Oops. It seems we have .

6 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Do you hit the panic **b** easily?
- Who are you on the same **w** with?
- Who can easily **p** your buttons? How do they do it?
- Have you ever been a member of a sports team which functioned like a well-oiled **m**? What was it?
- Is there a school subject that seems like **r** science to you? Why/Why not?

In the news

- 1 Complete the definitions with the words in the box. There are more words than you need. Write the answers in your notebook.

broadcast • comment • coverage • feature
gossip • headline • information • item
newsfeed • release • scoop • story
subscription

- 1 A is an exciting or important news story that is published or broadcast before appearing anywhere else.
- 2 A press is an official statement or report given to journalists by an organisation.
- 3 A is a web page or screen which is updated regularly and shows the latest news, information, etc.
- 4 A is a radio or television programme.
- 5 The is the way a newspaper, television programme, etc. reports on an event or subject.
- 6 A is a newspaper/magazine article, or a part of a television/radio broadcast, which focuses on a particular subject.
- 7 A lead is the news item given most attention in a newspaper or news broadcast.
- 8 You take out a in order to regularly receive a newspaper, magazine or broadcasting service.

- 2 Match 1–6 with A–F to make mini-dialogues. Write the answers in your notebook. Then work in pairs and make your own mini-dialogues, using the idioms in bold.

- 1 Have you heard the latest gossip about local politicians stealing public money?
 - 2 What do you have against Simon?
 - 3 I've heard you're going on a date with Susan.
 - 4 Why do you keep writing features about environment protection? Do people still want to read about it?
 - 5 Have you heard anything from the hospital? Is Grandpa OK?
 - 6 I'm sorry to hear your story didn't make the headlines. You're such a good journalist.
- A He is **bad news** for our team. He shouldn't do business features as he used to work in showbiz.
- B No, I haven't, but I suppose **no news is good news**.
- C How did you know about that? I guess **bad news travel fast**.
- D Oh, come on. This is clearly **fake news**. You can't believe everything you hear.
- E I don't think the ecology is **yesterday's news** – people should be reminded about it more often.
- F Really? This **is news to** me. I don't even fancy her.

Confusing words

- 3 Work in pairs. Decide if the following words/expressions are similar or different. If the meaning is different, explain the difference. Then ask each other the questions below.

- a breaking news / scoop
- b coverage / news update
- c newsfeed / subscription
- d lead story / front-page news
- e feature / news item
- f yesterday's news / fake news
- g press release / press conference

- 1 Have you ever heard a piece of fake news?
- 2 What front-page news have you seen in the newspapers recently?
- 3 Have you got any yearly subscriptions?
- 4 How do you feel about your social media newsfeed?
- 5 Do you ever pay attention to news coverage when you browse the Internet?

- 4 Find and correct six mistakes in the text. Write the answers in your notebook.

Welcome to www.nms.com!

Get the latest breaking news and follow live coverage of the lead events. We aim to keep you informed about what is happening in the world, but you will find no world news on our website – only information from trusted sources. We have a news upgrade as soon as a news item writes the headlines. Sign up for our release to receive a daily newsletter and don't miss out on our best features. Don't rely on yesterday's news – in today's world news moves really fast, so make sure you keep up to date.

- 5 Work in pairs. Describe the photos, using as many words and phrases from 1 to 3 as possible.



- 6 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs and ask each other the questions.

- 1 Do you think it's easy to distinguish between f and real news? Why/Why not?
- 2 When was the last time you followed live c of an event? What was the event?
- 3 When you read a newspaper/magazine/website, do you usually read the l story first, or do you tend to look at the headlines?
- 4 Do you watch any news b in particular? Why/Why not?
- 5 Why does every reporter want to find a news item which would turn out to be a s ?

Present habits

- We use the present simple to talk about current routines and habits.

I often listen to music.

- We use the present continuous with *always, constantly, forever, continually* for habits that annoy or irritate us.

My brother and sister are always fighting.

Present perfect simple

We use the **present perfect simple** to talk about:

- 1 an action that happened at an unspecified moment in the past. What is significant is the actual experience, not when it happened.

I've seen Beyoncé in concert.

- 2 recent events which have a result in the present.

She's lost her bag. (= She hasn't got it now.)

- 3 actions that finished very recently.

They've just had an accident.

- 4 actions or situations which started in the past and continue in the present.

Mark's lived here for ten years. (= Mark started to live here ten years ago and he still lives here now.)

If we want to emphasise the completion and result of an action, or how many times an action happened, we can use the **present perfect simple**.

I've painted my bedroom. (It's finished).

I've seen that film three times. ~~I've been seeing that film three times.~~

Present perfect continuous

The **present perfect continuous** has a similar meaning to the present perfect simple. However, we use the continuous when we want to emphasise the process and duration of an action.

I've been studying in this school for five months.

For that reason, if an action is very short, we don't use the continuous form. *~~I've been breaking the window.~~*

We also use the continuous to emphasise that an action finished very recently or is incomplete.

I've been washing the dishes ... and my hands are wet.

Gerunds and infinitives – 1

We use the gerund:
as the subject/object of a sentence. <i>Studying is hard but interesting.</i>
after prepositions . <i>I'm interested in studying history.</i>
after verbs of liking or disliking , e.g. <i>like, love, enjoy, can't stand, don't mind, hate</i> . <i>I enjoy watching TV.</i>
with go to talk about physical activities. <i>go running, swimming, cycling, shopping, swimming</i>
after certain verbs like <i>admit, avoid, consider, risk, suggest</i> . <i>I suggest reading this book.</i>

We use the infinitive:
to explain why somebody does something. <i>Why did he go to university?</i> <i>To study languages.</i>
immediately after adjectives . <i>It's good to revise with other people.</i>
after expressions with <i>too, enough, the first, the last</i> . <i>It's too cold to go out.</i>
after certain verbs like <i>want, learn, agree, decide, expect, forget, hope, seem, try, would like, appear, arrange, ask, try, manage, help, need, promise</i> . <i>I want to work for a newspaper.</i>

Present simple, present continuous and present habits

1 Complete the sentences with an appropriate word. Write the answers in your notebook.

- Normally I like classical music, but this piece is beautiful.
- This year my best friend and his brother studying abroad.
- In most universities, they the first term with special activities for new students.
- My parents are telling me to get my hair cut. It's so annoying.
- My little brother is shouting! Day after day! It drives me mad.
- Why are you always me for help with your homework?

☐ 6

Present perfect simple and continuous

2 Choose the correct alternative. Write the answers in your notebook.

- Have you switched/been switching the TV off?
- We've been here for/since two hours.
- My feet ache. I've stood/been standing here for ages.
- I love this film! I've seen/been seeing it six times.
- This is my American friend. She's stayed/been staying in my house, but she's leaving tomorrow.
- My eyes are tired. I've read/been reading without the light on.
- That's it! I've finished/been finishing my work.

☐ 7

Gerunds and infinitives

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words. Write the answers in your notebook.

- Don't do that as there's a chance you'll fail. **RISK**
Don't do that because you .
- He loves to ride his bike at the weekend. **GO**
He loves to at the weekend.
- I think it's terrible to get up early. **STAND**
I early.
- Please think about joining our club. **CONSIDER**
Please our club.
- I think it's essential to have a valid passport. **PASSPORT**
I think is essential.
- Nobody finished the exam before Sarah. **FIRST**
Sarah was the exam.
- It would be great to see him in concert next week. **LOVE**
I him in concert next week.

☐ 7

Studying at university

4 In your notebook, complete the sentences with these words. There are two extra words.

degree • grades • lecture • notes • pass
resit • tutor • tutorial • undergraduate

- I hope I don't fail. I don't want to the exam next month.
- I got an A+ and a B for my last two pieces of work. What did you get?
- Can I borrow the you took in yesterday's history class, when I was ill?
- I need to speak to my because I'm having some problems with my studies.
- My brother graduated last year. His was in economics.
- This course is only for students, people studying at university for the first time.
- The professor gave a really interesting . There were 200 people there.

☐ 7

Life at university

5 Complete the sentences in your notebook.

- Some people study instead of studying in their own country.
- I need to apply for a student .
- This university has got great , such as the science laboratories.
- It's good to be and to do things for yourself.
- I live with other students in a of residence.
- activities can help to take your mind off your studies.

☐ 6

Do and make

6 Choose the correct alternative.

- do/make a course
- do/make a decision
- do/make a favour
- do/make a suggestion
- do/make progress
- do/make lunch
- do/make the shopping

☐ 7

Total: ☐ 40

Past simple

We use the **past simple** to:

- 1 describe finished actions or situations in the past.
I went to Ireland last year.
- 2 say that one thing happened after another.
When the teacher came in, we took out our books.

Past continuous

We use the **past continuous** to:

- 1 talk about activities in progress at a moment in the past.
At 4 o'clock this afternoon I was watching TV.
- 2 describe scenes in a story or description.
They were all wearing coats because it was bitterly cold.
- 3 talk about an activity in progress in the past that was interrupted by another activity.
I was listening to music when my father suddenly ran into the room.

Past habits

Form

Used to

My grandfather used to work as a postman.
He didn't use to have much free time.
Did your grandmother use to work?
Yes, she did./No, she didn't.

Would

They would work eight hours a day.

Use

- We use **used to** and **would** to talk about past habits, things we did regularly in the past but don't do now. We cannot use **used to** and **would** to talk about single events in the past. In this case, we use the past simple.

- We use **would** with past actions but not past states.
He would come and visit us on Sundays.
~~*NOT He would have a bike.*~~
- We do not usually use **wouldn't** to talk about past habits.
He didn't use to give us presents. ~~*NOT He wouldn't give us presents.*~~
- When we give a period of time, we use the past simple, not **used to**.
She used to work in a factory. She worked there for five years. ~~*NOT She used to work in a factory for five years.*~~

Past perfect simple

Form

To make the **past perfect simple**, we use *had* + past participle.

Use

We use the **past perfect simple** to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity.
When the interview had finished, I left.

Past perfect continuous

Form

To make the **past perfect continuous**, we use *had* + *been* + verb-ing.

Use

We use the **past perfect continuous** to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity.
I was tired because I had been studying all night.

Past simple and past continuous

- 1 Put the verbs in the correct form of the past simple or past continuous. Write the answers in your notebook.

She (a) (get) up and (b) (look) out of the window. The sun (c) (shine) and there wasn't a cloud in the sky. While she (d) (look) out of the window, she (e) (see) something strange. Two boys (f) (play) football in her garden.

☐ 6

Past habits

- 2 Choose the correct alternative. Write the answers in your notebook. In one sentence, both alternatives are correct. Which one?

- When he was small, he used to/would be really shy.
- I used to study/studied in Ireland for two months.
- I use to/usually go to the cinema at the weekend.
- Last year my brother had/used to have a big party to welcome his American friend.
- Did you use/used to have a pet?
- Children used to/would work in factories in Britain in the 19th century.
- They didn't use to/wouldn't go out on Friday evenings, but now they do.

☐ 7

Past perfect simple and past perfect continuous

- 3 Is the underlined part of the sentence correct? If not, rewrite it in your notebook.

- I have been waiting for an hour when the film finally started.
- He was tired because he had painted all day.
- She had been writing seven emails.
- Everything was white because it had been snowing.
- When they ate their dinner, they washed the dishes.
- They heard a loud noise and thought that somebody had fallen over.
- When they had been finishing their homework, they turned the TV on.

☐ 7

Work conditions and responsibilities

- 4 In your notebook, complete the sentences with these words.

dealing • earn • employee • for • overtime
qualifications • shift • skilled

- I'm responsible helping customers.
- My job involves with all the paperwork.
- This company isn't mine. I'm just an .
- I quite a good salary.
- This is a job. It requires a lot of training.
- I do work. Sometimes I work at night.
- He often arrives home late as he works .
- Have you got any ? A university degree, for example?

☐ 8

Phrasal verbs connected with work

- 5 Match the parts of the phrasal verbs with their definitions. Write the answers in your notebook.

Verb	Particle	Definition
1 set	ahead	not accept an offer, request or application
2 get	on	start a new business, office, etc.
3 turn	up	progress faster than other people
4 work	in	add information on a document
5 fill	over	spend time working or improving something
6 take	down	take control of something

☐ 6

Working life

- 6 Complete the text. Write the answers in your notebook.

When Rose finished her degree she started to (a) for a job. She found an interesting post in a multinational company and so she (b) for it. She got the job, but soon after the company told Rose that they didn't need her anymore. She was made (c) and became (d) . Luckily, another company contacted her soon afterwards. An employee at the company had just been (e) because he was always late. Rose went for an interview. They really liked her and she was (f) the job. She accepted, of course!

☐ 6

Total: ☐ 40

be going to, will, present continuous and present simple for future

- 1 We use **be going to** to talk about plans and arrangements for the future, i.e. things that we have already decided to do in the future.
They've decided that they're going to fly to Dublin.
- 2 We can also use **be going to** to make predictions about the future, particularly when we have evidence for the prediction.
The sun is up already. I think it's going to be hot today.
- 3 We use **will** and **won't** to make general predictions about the future. We often use *think, hope, expect, imagine*, etc. with **will** and **won't** to show that our prediction is based on thoughts, opinions and expectations.
I think humans will land on Mars one day.
- 4 We also use **will** and **won't** for decisions made at the moment of speaking, for example when we suddenly offer to do something for someone.

*A: I can't answer the phone. My hands are wet.
B: I'll get it for you.*

- 5 We use **will** and **won't** to talk about the future when we consider it to be a future fact.
Next week it will be my birthday.
- 6 We use the **present continuous** to talk about plans and arrangements that have been confirmed.
Tomorrow I'm having my first job interview. They called me for the interview last week.
- 7 We use the **present simple** with time expressions like *when, as soon as, by the time, until, after* and *before*. We cannot use *will* with these time expressions.
When I go to university, I'll study chemistry.
- 8 We can also use the **present simple** to talk about the future when the action is part of a timetable or routine.
Tomorrow I have my English class at 2 o'clock.

Future continuous

Form

- We form the **future continuous** with *will/won't + be + verb-ing*.

Use

- We use the **future continuous** to talk about activities in progress at a particular moment in the future. The activities are in progress and so they are unfinished.
At this time tomorrow, he'll be flying to the US.

Future perfect simple

Form

- We form the **future perfect simple** with *will/won't + have + the past participle*.

Use

- We use the **future perfect simple** to talk about activities that will be finished by a certain time in the future. We often use the preposition *by* with the future perfect simple. It means 'some time before'.
I will have gone to bed by midnight.

Future perfect continuous

Form

- We form the **future perfect continuous** with *will/won't + have been + verb-ing*.

Use

- We use the **future perfect continuous** to talk about how long an activity has been in progress before a particular moment in the future. We often use the preposition *by* with the future perfect continuous. It means 'at that point'.
By 8 pm I'll have been revising history for five hours!

Future forms

1 Make the correct future form of the verbs. Use will, be going to or the present simple/continuous. Write the answers in your notebook.

- | | |
|--|--|
| 1 Get your books ready before the teacher  (come). | 4 Mark and Jenny  (get) married next Saturday. |
| 2 A: I can't do this! B: I  (help) you. | 5 I think computers  (take) over the world one day. |
| 3 Last week I took a decision. Next year I  (do) more exercise. | 6 The coach  (leave) at 8.10 tonight. |

 6

2 Which sentence in 1 ...

- | | |
|---|--|
| a is a confirmed plan or arrangement? | d is a plan or intention? |
| b is a prediction based on an opinion? | e is a decision taken at the moment of speaking? |
| c is an event that is part of a timetable or routine? | f has a special tense after a time expression? |

 6

Future continuous, future perfect simple, future perfect continuous

3 Are these sentences correct or not? If not, correct them in your notebook.

- | | |
|---|--|
| 1 I can't go out at 7 o'clock because I'll have done my homework then. | 5 At 5 o'clock next Saturday I'll have been playing basketball. |
| 2 She started driving home at 3 pm. By 6 pm she'll have been driving for three hours. | 6 I can't give you my assignment tomorrow because I won't be finishing it. |
| 3 Don't call me at 9 o'clock as I'll be watching a film. | 7 I'll be wearing my new jacket when I go to Paul's party tomorrow. |
| 4 I can write a summary of the book tomorrow because I'll be reading it by then. | 8 When I'm 20, I'll have finished school. |

 8

Words connected with travel and transport

4 Complete the sentences with the correct word. Write the answers in your notebook.

- Which p  does our train leave from?
- I work on this ship. I'm part of the c .
- The plane I  on time despite the storm.
- You rarely find a t  j  on the motorway.
- We need to get to the g . Our plane's about to leave.
- Let's take the h -s  train. If not, we'll be late.
- I think six astronauts live in the s  s .
- They're going to l  the rocket tomorrow.

 8

5 Complete the sentences with journey, travel, trip or voyage. Write the answers in your notebook.

- We went on a school  to London.
- I think  is a great way to learn more.
- Will astronauts make the long  to Mars one day?
- We were tired because the  by plane and coach had lasted 18 hours!
- Last year we went on a day  to Brighton.

 5

Prefixes

6 Complete the sentences with prefixes added to the words in capitals. Write the answers in your notebook.

- Please don't  me. I wasn't being serious, it was just a joke.
UNDERSTAND
- It was such a lovely surprise! Totally , thank you.
EXPECT
- I can't do it. I'm totally . **CAPABLE**
- I'm sorry, but there's no space on this flight. It's already .
BOOKED
- I don't know why you did that. In my opinion, it was .
NECESSARY
- Do what she says. Don't  her. **OBEY**
- She already has a degree in architecture. Now she's doing a  course. **GRADUATE**

 7

Total:  40

Making comparisons

- We usually make **comparative and superlative adverbs** with **more** and **the most**.
carefully → more carefully, the most carefully
- With these adverbs we add **-er** and the **-est**:
fast → faster, the fastest
late, long, soon, near, hard, early
- These adverbs are irregular:
well → better, the best
badly → worse, the worst
little (determiner) → less, the least
- **Less** is the opposite of **more**.
Animals are less intelligent than humans.
(= Humans are more intelligent than animals.)
- We use **as ... as** to say two things are the same.
Dogs are as clever as cats.
- We use **not as ... as** or **not so ... as** to say that the second person or thing is more ... than the first one.
Animals aren't as intelligent as humans.
(= Humans are more intelligent than animals.)
- We use **The + comparative, the + comparative** to talk about two things that happen together.
The faster I run, the more tired I feel.
The harder you study, the better your results.
- We use **comparative and comparative** to talk about situations that are increasing.
Things are getting better and better.

Articles

a/an

- We use **a/an** with singular countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of people or things.
I've got a computer. It's a laptop.
- We use **a/an** to say what somebody's profession is.
He's a scientist.

the

- We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
I've got a computer. The computer's really fast.

- We also use **the** to talk about specific things or people.
The computer I bought was quite cheap.
- We use **the** to talk about something unique, that there is only one of.
the Sun, the government, the floor, the world
- We use **the** with superlative adjectives and adverbs, and with *first* and *last*.

No article

- We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.
Scientists say that animals have complex brains.

so, such, too, enough

- We use **so** to intensify an adjective or adverb.
She's so hard-working. She works so hard.
- We use **such** to intensify a noun, with or without an adjective. We use **a/an** after **such** with a singular countable noun, but not with uncountable or plural nouns.
It's such a pity. He asks such difficult questions.
- In sentences with a **so** or **such** clause we can continue the sentence with **that**.
His theory is so complicated that I don't understand it.
She's such a good boss that everybody loves her.
- We use **too** to say that something is excessive. It is not the same as **very** because it has a negative meaning. **Too** comes before the adjective/adverb.
A: He's very clever. (= positive)
B: Yes, but sometimes he's too clever. (= negative)
- We use **enough** to say that something is sufficient and **not enough** to say that something is insufficient. It comes after adjectives/adverbs. We use **to + infinitive** after **too/enough**.
He's gifted enough to win a Nobel Prize. I'm not patient enough to wait.

Making comparisons

1 Choose the correct alternative. Write the answers in your notebook.

- 1 She doesn't work as hard/hardly as me.
- 2 My classmates are a lot less hard-working than/as me.
- 3 The sunnier it is, it gets hotter/the hotter it gets.
- 4 She speaks faster/more fast than anybody else I know.
- 5 The Theory of Relativity is not as/so difficult as people imagine.
- 6 They're the most/more confident people I know.
- 7 The sooner she finishes her work, the earlier/earliest she can get home.
- 8 When you rewrite your essay, do it more careful/carefully this time.

8

Articles

2 There are no articles in these sentences. Add seven articles in the correct places. Write the answers in your notebook.

- 1 I met friend yesterday in city centre.
- 2 Most important thing in life are good friends.
- 3 Experts say government is having problems.
- 4 When I'm bored I pick up book and read.
- 5 I like listening to actors and things they say about life in Hollywood.
- 6 Programmes I watch are all on late at night.

7

so, such, too, enough

3 In your notebook, match the sentence halves and complete the sentences with so, such, too or enough.

- 1 The test was long
- 2 My uncle was serious
- 3 My friend wasn't patient
- 4 He arrived late
- 5 It was a long film
- 6 He was strong
- 7 His assignment was bad
- 8 We stayed in a beautiful hotel
- a to see the start of the film.
- b that we didn't stay to see the end.
- c that we've decided to go there again next year.
- d to carry all the dictionaries.
- e to wait for me.
- f that he never laughed.
- g that the teacher gave it a 0.
- h to finish in just one lesson.

8

Personality

4 In your notebook, complete the sentences with an appropriate adjective of personality.

- 1 A person is someone who is not very careful in the way they speak and behave.
- 2 He's very famous, but he's still modest and .
- 3 A person is someone who accepts many different types of behaviour and is not easily shocked.
- 4 Being is the opposite of being self-confident.
- 5 If someone is ambitious but in a negative way, they are .
- 6 His friends say he's determined, but other people say he's .
- 7 She's 25, but she's quite because she acts like she's still a child.
- 8 A student is one who has an impressive natural ability.
- 9 Please be and tell me what you think.

9

Noun suffixes

5 Put the words in the correct noun form. Write the answers in your notebook.

- 1 One day she'd like to become a professional (MUSIC).
- 2 What an (IMPROVE). Your work is much better now.
- 3 Playing a sport well is often a question of (CONFIDENT).
- 4 They're spending more and more money on health and (EDUCATE).
- 5 There was no light, just (DARK) everywhere.
- 6 Who was the (CREATE) of Facebook?
- 7 The lights aren't working. We need to call an (ELECTRIC).
- 8 Your (APPEAR) is important in creating a good impression.

8

Total: 40

Modal verbs of obligation, prohibition and advice – present

Use

- We use **have to** to talk about things which are obligatory or necessary, often imposed on us by other people and authorities.
- We use **don't have to** to talk about things which are not obligatory or necessary.
- We use **must** to talk about rules, regulations and obligations, that often come from ourselves.
- We use **mustn't** to talk about prohibitions.
- We use **need to** to talk about things which are obligatory or necessary.
- We use **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With **needn't** we do not use **to** before the infinitive.
- We use **are/aren't allowed to** to talk about things that are prohibited.
- We use **can't** to refuse permission.
- We use **should, shouldn't, ought to, had ('d) better** to give and ask for advice and recommendations. **Had better** is especially for when we think we should do something because it's a good idea. **Ought to** and **had ('d) better** are slightly less common in negative and question form.

Modal verbs of obligation, prohibition and advice – past

Use

- We use **had to** to talk about things which were obligatory or necessary.
- We use **didn't have to** to talk about things which were not obligatory or necessary.
- We use **needed to** to talk about things which were obligatory or necessary.
- We use **didn't need to** to talk about things which were not obligatory or necessary. Maybe we did them or maybe we didn't.
- We use **needn't have + past participle** to talk about things that were not obligatory or necessary, but we did them.
- We use **wasn't/weren't allowed to** to talk about past prohibitions.
- We use **couldn't** to talk about things that were prohibited or not possible.
- We use **should/ought to have + past participle** or **shouldn't have + past participle** to criticise past actions or to say that they were a mistake.

Modal verbs of speculation and deduction – present and future

Use

- We use **must** when we are 90% certain that something is true.
- We use **may, might, could, may not, mightn't** when there is a 50% possibility that something is true (or not).
- We use **can't** when we are 90% certain that something is not true.

Modal verbs of speculation and deduction – past

Use

- We use **must have** when we are 90% certain that something was true.
- We use **may have, might have, could have, may not have, mightn't have + past participle** when there is a 50% possibility that something was true (or not).
- We use **can't have** when we are 90% certain that something was not true.

Modal verbs of obligation, prohibition and advice – present

1 Choose the correct alternative. Write the answers in your notebook. In two sentences, both alternatives are correct.

- You needn't/don't need come to class tomorrow.
- You mustn't/aren't allowed to take your own food into a restaurant.
- Usually at university you mustn't/don't have to go to classes all day.
- You d better not/shouldn't hand in your work late.
- Should/Ought we leave at 6 o'clock?
- You don't have to/mustn't leave your bags unattended at an airport.

6

Modals of obligation, prohibition and advice

2 In your notebook, make sentences with the correct form of the modal and verbs given.

- Yesterday I (talk) to the bank manager.
HAVE TO
- I spent all night worrying about the exam, but I (worry) because it was easy. **NEED**
- Students (write) their exam answers in red pen. **MUST**
- I (read) the instructions, but I didn't and I got the whole exercise wrong. **OUGHT TO**
- I'm sorry. I (lie) to you. **SHOULD**
- She (get) up early this morning so she stayed in bed. **NEED**
- We (write) the essay this week, we can do it next week if we want. **HAVE TO**

7

Modals of speculation and deduction

3 Match the pairs of sentences. Write the answers in your notebook.

- He looks exhausted.
- Somebody is knocking at the door.
- His lips are blue and he's shivering.
- Somebody's taken my red pen.
- My friend climbed a really high mountain.
- I don't know when the cup final is.
- Mike hasn't replied to my email.
- a He must be really cold.
- b He must have run all the way here.
- c It can't be the postman because he's already been.
- d It may be next week.
- e That can't have been easy!
- f He may not have received it.
- g It might have been Jack because he lost his.

7

Buying and selling

4 Match these words with the definitions.

afford • bargain • change • receipt
refund • sale • value for money

- Money that you get back when you return something you have paid for.
- A document that you get from someone showing that you have paid money.
- The money you get back when you pay more than something costs.
- Something that is of very good quality but relatively inexpensive.
- A period of time when a shop reduces the price of some things it sells.
- Something you buy that costs much less than normal.
- Have enough money to buy something.

7

Money and banking

5 Match the words or parts of a word.

- | | |
|-----------------|-----------|
| 1 current | a point |
| 2 with | b a loan |
| 3 over | c bill |
| 4 cash | d debt |
| 5 give somebody | e draft |
| 6 get into | f draw |
| 7 pay a | g account |

7

Phrasal verbs: money and shopping

6 In your notebook, rewrite these sentences without the phrasal verb.

- Last week we **splashed out** on lunch in a restaurant.
- They **get by** on £500 a month.
- People are **cutting back** on holidays abroad this year.
- The bill **comes to** £24.
- I couldn't get that new game because it had **sold out**.
- I need to **pick up** something for dinner tonight.

6

Total: 40

Zero, first, second and third conditionals

We use the **zero conditional** to talk about situations that are generally or always true.

If + **present simple**, ... **present simple**

If you don't water plants, they die.

We use the **first conditional** to talk about possible and probable situations in the future, and their consequences.

If + **present simple**, ... **will** + infinitive

If you eat junk food, you will put on weight.

We use the **second conditional** to talk about imaginary or improbable situations in the present or future and their consequences.

If + **past simple**, ... **would/wouldn't** + infinitive

If I had a beard, I'd look older.

We use the **third conditional** to talk about imaginary or impossible situations in the past and their consequences. The situations are impossible because we cannot change them now that they have happened.

If + **past perfect**, ... **would/wouldn't have** + past participle

If I had studied, I would have passed the exam.

unless, as long as, provided/providing (that), in case

Unless = if ... not, except if

We won't be able to swim unless the swimming pool is open.

As long as, provided/providing (that) = if, only if

We'll be able to swim as long as/provided the swimming pool is open.

In case = because maybe

We'll take our swimming costumes in case the swimming pool is open.

I wish/If only

We use **I wish/If only** + **the past simple** to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.

I wish I was on the beach right now.

We use **I wish/If only** + **the past perfect** to talk about past situations that we would have liked to be different. It expresses regrets.

If only I hadn't spent all my money last weekend.

We use **I wish/If only** with **would/wouldn't + infinitive** to talk about somebody's habitual behaviour that we want to criticise and change.

My dad smokes. I wish he wouldn't do it.

Conditionals

1 Put the verbs in the correct form. Write the answers in your notebook. Which type of conditional is each sentence?

- If I were you, I (not eat) that!
- I would've prepared something special for dinner, if I (know) you were coming.
- If she had told me your number, I (call) you last night.
- If you multiply two by five, the answer (be) ten.
- you (give) Matt this message if you see him tomorrow?
- I would have had a good time if I (go) out last night.
- If you find it, you (tell) me?
- I (get) some food if I had any money.

8

unless, as long as, provided/providing (that), in case

2 In your notebook, rewrite the sentences using the words given.

- They'll let you in, but only if you have your ID card. **PROVIDING THAT**
They .
- Take your mobile phone because you may need to call me. **IN CASE**
Take .
- We will win the match if we do our best. **PROVIDED**
We .
- They wouldn't need Danny in the team except if someone was ill. **UNLESS**
They .
- We'll be able to make sandwiches if Kate remembers to bring the bread. **AS LONG AS**
We .
- You won't finish in time if you don't hurry. **UNLESS**
You .

6

I wish/If only

3 In your notebook, make sentences with I wish or If only for these situations.

- You aren't fit but you would like to be.
I wish .
- Your sister always takes a long time in the bathroom.
I wish my sister .
- You didn't buy tickets for a concert yesterday and now they're sold out.
If only .
- Your parents don't let you have parties at home and you're not happy about it.
If only my parents .
- You ate a big lunch and now you regret it.
I wish .
- You're allergic to cats but you really like them.
I wish .

6

Parts of the body

4 Reorder the letters to make parts of the body. Write the answers in your notebook.

- phi
- gnusl
- ghiht
- nidkye
- nirba
- reedhofa
- notuge

7

Words connected with health

5 Complete the sentences with words connected with health. Write the answers in your notebook.

- His head was spinning. He felt really .
- She's to gluten so she can't eat bread.
- The doctor gave me a for some tablets.
- She's got very high blood .
- He didn't completely break his arm. He it.
- She had flu but she's starting to get it.
- If you take this medicine, it will the symptoms.

7

Idioms: health and illness

6 Complete the idioms with the correct word. Write the answers in your notebook.

- My dog was ill, but he through and is OK now.
- I've been feeling a little under the recently.
- I walk to school to keep in .
- I'm fine. I'm on of the world.
- I'm hot. I think I'm coming with something.
- He isn't well now, but I hope he'll be back on his soon.

6

Total: 40

Reported speech – statements

When the reporting verb (e.g. **say**, **tell**) is in the past, the tense of the verb in reported speech usually changes, going one tense 'back'. Some tenses cannot go any further back and so stay the same.

Could, **would**, **should** and **might** do not change from direct to reported speech.

When the reporting verb is in the present simple or present perfect, the tense of the verb in reported speech usually stays the same.

'I enjoy watching films.' → *He says he enjoys watching films.*

When the reporting verb is in the past but the statement is something which is still true, or is and will always be true, the tense of the verb in reported speech usually stays the same.

'I'm American.' → *Hayden said he's American.*

'They make lots of films in India.' → *The guide told us that they make lots of films in India.*

In reported speech, pronouns and possessive adjectives also change.

'I love your smile.' → *Brad said he loved her smile.*

With **say** you do not need to use a personal object to say who you are talking to.

He said it was going to be a great film.

~~*He said me it was going to be a great film.*~~

With **tell** you use a personal object to say who you are talking to.

He told me it was going to be a great film.

~~*He told that it was going to be a great film.*~~

Reported speech – questions

The same changes occur with tenses, pronouns and other words as with reported statements.

We do not use the auxiliary verb **do** in reported questions.

'Do you like rap music?' → *She asked me if I liked rap music.*

There is no inversion of subject and verb in reported questions.

'Where are you?' → *He asked me where I was.*

Reported questions are not real questions so they do not need question marks.

~~*She asked me what I needed?*~~

When there is no question word (*who*, *what*, *how*, *why*, etc.), we use **if** or **whether**.

'Can you do it?' → *They asked me if I could do it.*

Reported speech – other reporting verbs

- **add**, **admit**, **agree**, **announce**, **claim**, **complain**, **explain**, **promise**

These work like **say** – you do not need to use a personal object with them.

- **remind**, **warn**

These work like **tell** – you need to use a personal object with them.

Reported speech – other reporting structures

- verb + infinitive: **agree**, **claim**, **offer**, **promise**, **refuse**
He agreed to go with them.
- verb + object + infinitive: **advise**, **ask**, **instruct**, **invite**, **order**, **recommend**, **remind**, **tell**, **warn**
She advised him to buy tickets in advance.
- verb + gerund: **admit**, **advise**, **deny**, **recommend**, **regret**, **suggest**
They admitted stealing the watch.

- verb + preposition + gerund: **apologise for**, **confess to**, **insist on**, **object to**
We apologised for arriving late.
- verb + object + preposition + gerund: **accuse somebody of**, **congratulate somebody on**, **criticise somebody for**, **warn somebody against**
They accused him of cheating in the exam.

Reported speech – statements

1 Complete the second sentence so that it has a similar meaning to the first. Use between two and five words, including the word given. Write the answers in your notebook.

- 'I can't do this exercise,' Ethan said. **ABLE**
Ethan said [] do that exercise.
- 'You must bring your ID,' the teacher said to me. **TO**
The teacher told [] bring my ID.
- 'It's on TV tonight on Channel 4,' said Ava. **THAT**
Ava explained it [] on Channel 4.
- 'I failed the exam,' said Daniel. **PASSED**
Daniel admitted [] the exam.
- 'I'm sure these are our seats,' said Chloe. **WAS**
Chloe claimed she [] seats.
- 'We might have made a mistake,' Ben said. **MAYBE**
Ben warned them that [] a mistake.

[] 6

Reported speech – questions

2 In your notebook, complete the sentences with reported speech.

- 'Where have you just been?' Charlie asked Holly.
Charlie asked [].
- 'Do you want to go out tonight, Jo?' he asked her.
He asked Jo [].
- 'Can you speak English?' Lucy asked the boy.
Lucy asked [].
- 'Will it rain next week?' wondered Dave.
Dave wondered [].
- 'How did they do that stunt?' Sophie wanted to know.
Sophie wanted to know [].
- 'Are you going to buy a car?' Grace asked Jack.
Grace asked [].
- 'What have you been doing this morning?' Mum asked us.
Mum asked [].

[] 7

Reported speech – other reporting structures

3 Complete the text with the correct form of the verbs given. Add prepositions if necessary. Write the answers in your notebook.

Last year the police (a) [] (promise/do) something about people downloading films illegally. They (b) [] (accuse/one man/make) hundreds of illegal copies of a recent Hollywood blockbuster. They arrested him, but he (c) [] (refuse/answer) any of their questions. In the end, he (d) [] (admit/do) it. He (e) [] (confess/copy) nearly 1,000 films. He (f) [] (apologise/cause) any problems. The police (g) [] (tell/him/not do) it again.

[] 7

Music and film

4 Complete the sentences with the correct words. Write the answers in your notebook.

- Their albums are good, but I prefer hearing them [].
- I thought the film was good, but the last s[] was too long.
- I like the music in this song, but I don't understand any of the l[].
- He's appeared as a minor character in lots of films, but this is the first time he's s[] in one.
- He loves recording, but he's so shy he hates getting up on s[].
- He usually plays the r[] of a criminal.

[] 6

Compound nouns/adjectives

5 In your notebook, match the words in the two columns. Is each word an adjective or a noun?

1 block	a new
2 box	b moving
3 brand-	c buster
4 draw	d come
5 fast-	e out
6 turn	f office
7 out	g back

[] 7

Media habits

6 Reorder the letters in the words in yellow. Write the answers in your notebook.

- I'm going to watch a **evil meatrs** of the match.
- I usually listen to music on a **bileom cedive**.
- I sometimes **fernarsrt** songs from my laptop to my MP3 player so that I have them on both.
- I couldn't **tremas** the song or **oldwodna** a film because the connection was so slow.
- To **rushpace** things on the Net use a credit card.
- Not all the music **life-granish isset** are illegal.

[] 7 Total: [] 40

The passive

Form

subject + **be** + **past participle** (+ **by** + agent)

*Warnings **are given**.* (present simple)

*The hospital **has been built** **by the government**.*
(present perfect)

*This programme **is being watched** **by millions of people**.*
(present continuous)

*Volcanoes **weren't understood** **in the middle ages**.*
(past simple)

*New types of energy **will be used** **in the future**.* (will)

We make the passive with the appropriate tense and form of the verb **to be** and the past participle of the verb.

To make questions in the passive, we put the first auxiliary verb before the subject.

*Is the news **being given** on TV?*

*Has the earthquake **been shown** on TV?*

We use the preposition **by** to introduce the agent, that is, the person or thing doing the action.

Use

We use the passive when:

- 1 we are more interested in the action than who or what does the action.

*The city **was destroyed** **in 1755**.*

- 2 we do not know who exactly does the action.

*Many objects **have been stolen**.*

- 3 it is obvious or understood who did the action.

*The patient **was cured**.*

The passive – verbs with two objects

Form

Some verbs are followed by two objects, one usually a thing and the other a person. *They **told me the truth**.*

When this happens, we can make two different passive sentences.

*I **was told the truth**.*

*The truth **was told to me**.*

It is more common to make passive sentences with the **person** or **people** as the subject.

Here is a list of common verbs which are followed by two objects:

bring, buy, give, lend, offer, owe, pay, promise, refuse, send, show, teach, tell

The passive with say, know, believe, etc.

Form

It + **be** + **past participle** (of believe, claim, expect, know, report, say, think) + **that**

*It **is said that** dolphins can communicate.*

*It **was claimed that** the president knew about the situation.*

We use the present of **to be** to talk about present beliefs and thoughts.

We use the past of **to be** to talk about past beliefs and thoughts.

Instead of using the impersonal pronoun **it**, we can use this structure:

Subject + **be** + **past participle** (of believe, claim, expect, know, report, say, think) + **to** + **infinitive/have** + **past participle**

*Dolphins **are said to be able to** communicate.*

*The president **was claimed to have known** about the situation.*

With this structure, we use **to** + infinitive to talk about things in the present, or things that are always true.

We use **to have** + past participle to talk about past events.

Use

We use these structures to talk about what people in general say, think or believe about something.

The passive

1 In your notebook, rewrite the sentences. Change the form from active to passive or passive to active.

- 1 A boat rescued the boy and girl.
- 2 A Japanese company is going to rebuild the damaged towers.
- 3 The airport had been designed by a famous architect.
- 4 The waves won't have destroyed the port.
- 5 Petra Němcová is presenting the awards tonight.
- 6 They should have written a report about the catastrophe.
- 7 The school might be opened by a local politician.

7

The passive – verbs with two objects

2 Put the words in the correct order. Then make the sentences active. Write the answers in your notebook.

- 1 will sent be an email You important
You will be sent an important email.
We will send you an important email.
- 2 was a birthday camera given for I my
- 3 disasters They being shown a are about natural film
- 4 parents stories children Young often are told their by
- 5 has million been a actor dollars The paid
- 6 sister lent I by money was some my
- 7 We taught mathematics a were teacher by new
- 8 a job He has offered government been the by

7

The passive with say, know, believe, etc.

3 Find the mistakes in these sentences and rewrite them correctly in your notebook.

- 1 It is often claimed Paris to be one of the most beautiful cities in the world.
- 2 Galileo Galilei is said to invent the telescope.
- 3 It was reported to have started the fire an accident.
- 4 Avalanches are said that they are caused by loud noises.
- 5 A long time ago the Moon is believed to be made of cheese.
- 6 The eruption of Krakatoa is thought to turn the skies orange in 1883.

6

Natural disasters

4 In your notebook, make simple definitions or explanations for these words.

- 1 flood
- 2 epidemic
- 3 landslide
- 4 drought
- 5 forest fire

5

Words connected with natural disasters

5 Match the definitions to words on page 90.

- 1 very strong and heavy, talking about rain
- 2 someone who is injured or killed in an accident
- 3 make a fire stop
- 4 gradually cover or affect a larger area
- 5 move in the direction of something or someone
- 6 leave a place because it is dangerous
- 7 when something does this it breaks suddenly because of the pressure of water or air
- 8 grey powder left after something has burnt

8

Prepositional phrases with verbs

6 Match the verbs and prepositions. Write the answers in your notebook.

Verb	Preposition
1 apologise	a about
2 belong	b to
3 rely	c with
4 complain	d on
5 dream	e for
6 agree	f of
7 spend	g on

7

Total: 40

Defining relative clauses

Form

*William Gilbert was the first person **who/that** investigated electricity scientifically.*

We use **who** and **that** for people, **which** and **that** for things, **whose** for possessions, **where** for places, **when** for times and **why** for reasons.

In defining **relative clauses** we can omit **who**, **which** or **that** when followed immediately by a noun or pronoun.
*That's the device **that** she invented. = That's the device she invented.*

*That's the device **which** I use the most. = That's the device I use the most.*

but

*That's the device **that** is popular. NOT ~~That's the device is popular.~~*

*That's the device **that** helps me the most. NOT ~~That's the device helps me the most.~~*

Instead of **when** or **where** we can use **which/that ...**

*That's the year **when** I was born.*

*That's the year **which** I was born in.*

*That's the city **where** I was born.*

*That's the city **that** I was born in.*

We do not use commas in defining relative clauses.

Use

We use **defining relative clauses** to give essential information about the person, thing, place, time or reason in the other half of the sentence.

Non-defining relative clauses

Form

*William Gilbert, **who** was born in 1544, investigated electricity scientifically.*

We use **who** for people, **which** for things, **whose** for possessions, **where** for places and **when** for times.

We do not use **that** in **non-defining relative clauses**.

In non-defining relative clauses we cannot omit the relative pronoun or adverb.

~~That device, she invented ten years ago, is really useful.~~

We always use commas in non-defining relative clauses.

We can use **which** to refer back to the whole of the sentence.

*People spend all their money on mobile phones, **which** I think is ridiculous.*

Use

We use **non-defining relative clauses** to give extra, non-essential information about the person, thing, place or time in the first half of the sentence. The commas work in a similar way to parentheses, showing that the information is not vital to the sentence.

Gerunds and infinitives – 2

Some verbs go with the **gerund** or the **infinitive** and there is no difference in meaning.

*She started **to work** there in 2014. = She started **working** there in 2014.*

Other verbs: *begin, can't bear, can't stand, continue, hate, love, prefer*

Some verbs go with the gerund or the infinitive, but there is an important difference in meaning, e.g.

stop to do: you stop one activity because you want or need to do another activity

stop doing: you are doing something and then you stop

remember to do: you remember you need to do something and then you do it

remember doing: you do something and then you remember it later

forget to do: you don't do something that you intended to do

forget doing: you did something, but now you don't remember it

like to do: you do something because you think it's a good idea

like doing: you do something because you enjoy doing it

Relative clauses

1 Choose the correct alternative. If you think both are possible, you must choose both. Write the answers in your notebook.

- | | |
|---|--|
| 1 The man <u>who/-</u> came to fix the TV knew about computers, too. | 4 This unusual invention, <u>that/which</u> comes from Japan, could be really popular one day. |
| 2 The other day, <u>when/which</u> I saw you in the shopping centre, I bought a new DVD. | 5 The blog <u>that/-</u> she writes is really interesting. |
| 3 The classroom <u>where/which</u> we leave our bags in is only used by the English department. | 6 Does anybody know <u>who's/whose</u> pen this is? |

6

2 In your notebook, write definitions with defining relative clauses for these people, places, times or things.

- | | |
|--------------------------------|-----------------------------------|
| 1 Argentina is a country ... | 5 Marie Curie was a scientist ... |
| 2 2014 was the year ... | 6 Tea is a drink ... |
| 3 Caviar is a type of food ... | 7 Glass is a material which ... |
| 4 Ice hockey is a sport ... | |

7

Gerunds and infinitives – 2

3 Put the verbs in the correct form. Write the answers in your notebook.

- | | |
|--|--|
| 1 Can you remember (switch) off the light when you leave? | 5 I know Harry was at school yesterday because I remember (see) him. |
| 2 She really likes (paint). It's her favourite hobby. | 6 I like (do) homework on Friday evening so that I'm free at the weekend. |
| 3 We stopped (write) when the exam finished. | 7 The musicians stopped (play) because they'd already been playing for two hours. |
| 4 Don't forget (go) to the meeting tomorrow. | |

7

Everyday technology

4 Complete the words in your notebook.

- | | |
|----------------|---------|
| 1 net | 4 head |
| 2 drop - menu | 5 broad |
| 3 web | 6 wire |

6

Verbs connected with technology

5 Match these words with the definitions. There are four extra words. Write the answers in your notebook.

adjust • delete • freeze • hold • insert • pinch
press • recharge • swipe • tap • upgrade

- keep your finger on a button for a few seconds
- use your fingers to make an image bigger or smaller
- put something into something else
- when a computer stops working
- change or move something slightly so that it's better
- remove information stored in a computer
- give power back to a battery

7

Phrasal verbs connected with technology and computers

6 Choose the correct alternative. Write the answers in your notebook.

- He backed off/up the files on a flash drive in case he lost them.
- It's strange that my mobile can't pick/run up a signal here because there must be coverage.
- Can you print out/up a copy of those lyrics so I can keep them?
- An advert suddenly popped/set up on the screen.
- All cars will run on/up electricity one day.
- You need to zoom in/up to see the image more clearly.
- That sound is the alarm on my mobile. Why is it going off/out if I didn't set it?

7

Total: 40

Future activities in the past

Form

I **was going to** speak to him, but he ran away.
My American friend **was arriving** the next day.
I knew it **would** be a good day.
I **was about to** go out when my mum called.
The meeting **was to** take place on Tuesday.

Use

- We use **was/were** to when there was an arrangement for something to happen. It is usually formal.
- We use **was/were about to** for things that were going to happen very soon after.
- We use the past continuous for confirmed plans.

Mixed conditional

Form

If + **past simple**, ... **would/wouldn't have** + past participle
If I wanted a coffee, I would have asked for one.
If + **past perfect**, ... **would/wouldn't** + infinitive
If I had passed my driving test, I'd drive to university.

Use

Mixed conditionals are a mixture of the second and third conditional. They can describe an imaginary present situation and its past consequence.
If I liked that group I would have gone to see them in concert.
Or they can describe an imaginary past situation and its present consequence. *If I'd had breakfast, I wouldn't be hungry now.*

Indirect questions

Form

I'd like to know why you came.
I wonder what you prefer.
Do you know whether they won?
Could/Can you tell me what the problem is?

In the second part of these sentences we do not put the verb before the subject.
I wonder if you could tell us what you thought of the show.

We use question marks when the first part of the sentence is a question. *Have you any idea what time he's coming?*
When there is no question word (who, what, etc.), we use **if/whether**. *I'd like to know whether you agree.*

Use

We use **indirect questions** in more formal situations and to be more polite. We can also use indirect questions to ask a big favour from someone we know well.
Dad, I was wondering if I could take the car tonight.

Question tags

Form

*I'm late, **aren't I**? I'm not late, **am I**?*
*You like rock music, **don't you**?*
*You don't like classical music, **do you**?*
*She could do the exercise, **couldn't she**?*
*They enjoyed the party, **didn't they**?*
*Everybody likes going to the cinema, **don't they**?*

In **question tags** we use pronouns, not nouns.
We make question tags with auxiliary or modal verbs. If there is no auxiliary or modal verb, we use the auxiliary **do**.
In affirmative sentences, the question tag is negative.
In negative sentences, the question tag is affirmative.

With everybody, nobody and somebody, we use **they**.
We reply using the auxiliary or modal verb.
You don't like classical music, do you? No, I don't./Yes, I do.

Use

We use **question tags** to change a statement into a question. The question is to confirm what we are saying. When we are very certain of the answer that somebody is going to give us, the intonation falls in the question tag.

*You're Mike's sister, **aren't you**?*

When we aren't so sure of the answer, the intonation rises in the question tag.

*The film has just started, **hasn't it**?*

Future activities in the past

- 1 Complete the sentences with these words. Write the answers in your notebook.**

going • to • to • was • would

- He thought the sun shine the next day, but it was really cloudy.
- They ran to catch the train because it was to leave at that moment.
- The interview was start at 10 am, but she was late.
- They thought the party starting at 9 pm, but they were wrong.
- He was laughing so hard he was about cry.

5

Mixed conditionals

- 2 Put the verbs in the correct form. Write the answers in your notebook.**

- I (be) tired now if I'd gone to bed late last night.
- Dylan would be studying at university if he (pass) his exam last June.
- If I knew your number, I (call) you last night.
- If they (win) the lottery last week, they'd all be millionaires.
- I (finish) my assignment last week if I were more organised.

5

Indirect questions

- 3 In your notebook, put the words in the correct order and add question marks at the end of the sentence if necessary.**

- you can me tell want what you
- are t to would know how like you
- know you what is time it do
- you idea coffee any whether have he drinks
- to how know want you t did that

Can

I

Do

Have

I

5

Question tags

- 4 Choose the correct alternative. Write the answers in your notebook.**

- Nobody knows how to do it, does he/do they?
- You never arrive on time, do/don't you?
- He's made a lot of mistakes, hasn't/isn't he?
- I'm not ready to do the exam, am/aren't I?
- There's a lot of good news in the paper today, isn't it/there?

5

News sections

- 5 Which news section would you look at if you want to ... Write the answers in your notebook.**

- read about somebody who has just died? o
- read about the private life of a famous actor? g
- find out if it will rain later? w f
- find out about a new TV series? e
- add comments on a news story? h
- read a longer article that gives more detail? f

6

Newspaper headlines

- 6 Match the words. Write the answers in your notebook.**

- | | | | |
|-----------|------------------------|--------|---------|
| 1 axe | 2 key | 3 plea | 4 clash |
| 5 wed | 6 quit | 7 back | 8 blaze |
| a marry | e important, essential | | |
| b support | f cut | | |
| c request | g leave, resign | | |
| d fire | h disagree violently | | |

8

Collocations connected with the news

- 7 Choose the correct alternative. Write the answers in your notebook.**

- Tomorrow they're going to hold a headline/press conference about the increase in organised crime.
- There has been an interesting turn of events/news in the negotiations.
- We have an interesting article/news item coming up now.
- You can get news front-pages/updates on your phone.
- We'll keep you aware/informed of any new developments in the situation.
- Because of one stupid mistake he has become front-page/headline news.

6

Total: 40

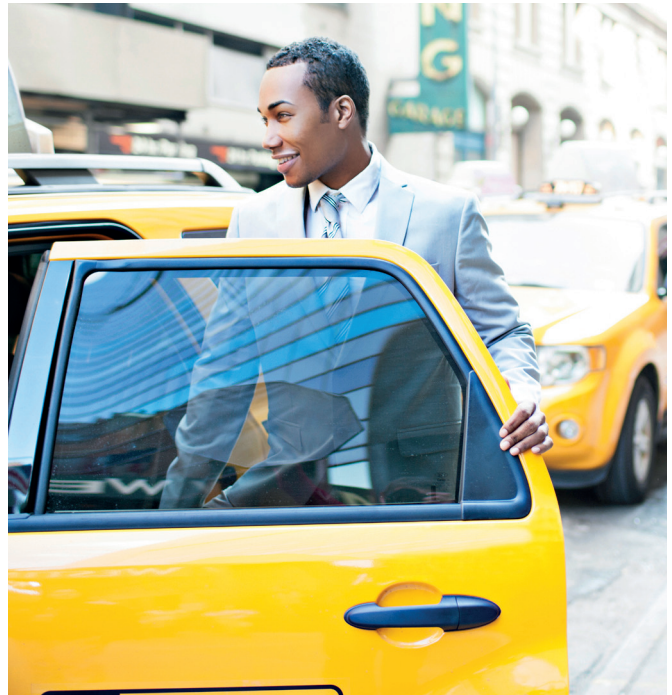
Unit 3

Developing speaking

Exercises 5a–c, p36

Student B:

Compare the photos and say why people travel in these different ways.



Unit 5

Developing speaking

exercise 6b, p60

Student B:

Compare the photos and say why you think people like receiving these different things.



Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

Unit 1

Informal emails and letters

p13

Example question

Write an email to a friend. Tell them some recent news, talk about your plans and ask them for some advice.

Start with *Hi* or *Dear* and the name (not surname) of the person you are writing to.

Use contractions and the short form of words (e.g. *I'm*, not *I am*).

Use *By the way* or *Anyway* to change the subject.

Use interjections like *Oh* and *Well*.

 MODEL TEXT

Hi Sandra,

Thanks for your last email. Sorry it's taken me a while to reply but, I was ill all last week with flu. Luckily, I'm feeling better now.

My big piece of news is that I'm going to the US at the end of August! Our school is doing an exchange programme, so we're going to a high school in Michigan for three weeks and then, at Easter, the American students come here and stay with us. I'm really looking forward to going.

When we go, we're staying in Chicago for two or three days. You've been to Chicago, haven't you? Can you give me some tips about where to go and what to see?

Anyway, what about you? What are your plans for August? Are you going to work in that supermarket, like last year?

Write back soon! Oh, and don't forget to tell me about Chicago!

Best wishes,

Ed

Begin with introductory phrases like *Thanks for your last letter*, *It was great to hear from you*, *Sorry I haven't written for a long time* or *I'm writing to tell you about ...*

Use exclamation marks.

Ask questions like *How are you?* *How are things?* *Are you doing exams/ on holiday at the moment?* *What about you?*

End with phrases like *Write back soon*, *That's all for now*, *All the best*, *Bye for now*, *Best wishes*.

Suggested paragraph plan:

Paragraph 1: Introductory phrases and salutations.

Paragraph 2: Saying why you are writing the email. Giving news.

Paragraph 3: Any additional information. Questions, etc.

Paragraph 4: Concluding phrases.

Units 2 and 8

Opinion essays

p25 (Unit 2) and p97 (Unit 8)

Example question

'Teenage years are the best years of your life.' Do you agree?

The style is formal. Do not use contractions. To put opinions and ideas in order, use <i>Firstly, To begin with, Secondly, Next, Finally, Lastly.</i> Explain and justify your opinions with <i>This is because, The reason is ..., For instance, For example.</i> To give a conclusion, use <i>To sum up, In conclusion, All things considered.</i>	 MODEL TEXT In my opinion, each different stage of life has good and bad moments and so it is difficult to say which is the 'best' period in life. Personally, I think that being a teenager is a good time of life as I will explain. The first point to make is that when you are a teenager you have more time to enjoy life. Although you have to study a lot, you also have a lot of time to be with your friends and you don't need to take care of basic chores like cooking, shopping or doing all the housework. Another thing to bear in mind is that, despite the fact that life for teenagers can be stressful, I think it is less stressful than life for adults. This is because when you are an adult you have more duties and responsibilities such as paying bills and being on top of financial matters. Furthermore, if you are a parent, you have the responsibility of looking after your children. To sum up, I believe that being a teenager isn't perfect because teenagers often lose sleep over things like school, friends, family and the future. However, it is an exciting time when you start preparing for new challenges, experiences and opportunities.	Use linkers to join two halves of a sentence. To contrast ideas and opinions, use <i>However, Nevertheless, On the one hand, On the other hand, although, despite, whereas.</i> To add opinions and ideas, use <i>Furthermore, What's more, In addition.</i> Give your opinion with expressions like <i>Personally, I think, As far as I'm concerned, In my opinion, I agree/disagree with ..., I believe that ...</i>
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Suggested paragraph plan:

Paragraph 1: Introduction. General statement on the topic and state your opinion.

Paragraph 2: First and most important reason for your opinion.

Paragraph 3: One or two other reasons for your opinion OR other people's arguments against your opinion and why you don't agree with them.

Paragraph 4: Summary and conclusion. Restate your opinion.

Unit 3

Stories

p37

Example question

You have decided to enter a short story competition in an international magazine. The story must **begin** with the following words:

It was not going to be easy, but I knew I had to do it.

Your story must include:

- a difficult or scary situation
- a happy ending

MODEL TEXT

It was not going to be easy, but I knew I had to do it. I had never liked heights, but here I was, standing on a platform in the middle of a forest, looking down at the ground 20 metres below. How had I got myself into this situation?

My little brother had been bored. That's how it had all started. Two weeks ago, Neil and I were in the middle of our summer holidays and we were both getting tired of watching TV and playing computer games all day long.

At first, we'd been enjoying doing nothing, but after a while we got tired of it, and so we started to look for something different to do. That was when we saw an advert for a place called Gorilla Park. It was an amazing adventure centre where you could climb up trees and do a series of cool activities getting past obstacles. There were two courses, one easy and the other 20 metres high. Being afraid of heights, I agreed to take Neil as long as he let me do the easy course.

However, having got there, we discovered Neil was too young to do the big course on his own. Someone had to accompany him, and, of course, that someone was me. That was why I was now in the middle of the course, about to swing from one terrifyingly high tree platform to another. I shouted to the monitor to tell him that I couldn't do it. But the monitor told me that there was no other way down. Finally, I held onto the rope with all my strength, I closed my eyes and jumped off the platform. The next thing I remember were strong arms pulling me safely onto the next platform. I'd done it! But I promised myself that I would never get into that situation again.

Explain the sequence of events, use *At first, First of all, Next, Then, After that, Later, Suddenly, Finally, In the end.*

Use a variety of tenses.

Use participle clauses to describe actions happening at the same time or in sequence.

Say when things happened, use: *Last weekend, Two weeks ago, On Friday, On Saturday night.*

Use adjectives and adverbs to make the story more descriptive.

Useful grammar: Narrative tenses and participle clauses

- 1 Past simple. We use it to tell the main events and actions in the story.
- 2 Past continuous. We use it to describe scenes, to say what activity was in progress when another interrupted it.
- 3 Past perfect. We use it for the background of the story, to talk about actions that happened before other actions in the past.

- 4 Past perfect continuous. We use it for the background of a story, particularly when the duration of an activity is important.
- 5 *used to*. We use it to talk about past habits.
- 6 *must/may/might/can't have*. We use these to make speculations or deductions about what happened.
- 7 *was going to, was doing, would*. We use these to talk about future activities in the past.

- 8 Participle clauses. These describe two actions happening at the same time, or in sequence.

Suggested paragraph plan:

First paragraph: Explain where and when the story began. Introduce the characters.

Middle paragraphs: Explain the main events in the story, and the background to these events.

Final paragraph: Explain how the story ended and what the consequences were.

Units 4 and 10

Articles

p49 (Unit 4) and p121 (Unit 10)

Example question

You see this announcement in an international magazine.

Articles wanted NO TV FOR A WEEK!

Could you live without television for a week? Would living without TV change your life? Write an article telling us how difficult life would be with no TV. Send us your article today!

MODEL TEXT

You can give your article a title.

A week without TV – is it mission impossible?

When you got home yesterday after school, did you switch the TV on, or was it already on? Did you have dinner watching TV? Let's imagine for a second that there was no TV. Could you survive?

It can be very effective to begin with questions to involve the reader.

Magazine articles should not be very formal or informal.

Whether we like it or not, we would all probably have to admit that television is part of our daily lives. Personally, I don't have time to watch much TV. Nevertheless, there are certain programmes that I enjoy watching each day, and they help me to relax, especially when I have just arrived home after school. If I couldn't watch those programmes, I would do something else to help me relax, for example read a book or listen to music. Maybe those activities would be better for me than watching TV.

State opinions with phrases like *As far as I'm concerned, Personally, In my opinion.*

Make contrasts with phrases like *However, Nevertheless, Although, Despite, Whereas, On the other hand.*

However, TV is not just about relaxing. At dinnertime in my house we often watch the news. If I had to live without TV for a week, I'm sure I would know less about what is happening in my country and in the world. Television is a window that allows us to see what is going on anywhere at any time.

Conclude with phrases like *In conclusion, To sum up, All in all.*

All in all, I am sure that I could live without TV for a week, but some of the consequences of this would be positive and some negative. What's more, as far as I'm concerned, it would be much more difficult today to live without a computer and the Internet than to live without TV.

Add arguments with phrases like *What's more, Furthermore, Moreover, In addition, Not only ... but also.*

Suggested paragraph plan:

Paragraph 1: Introduction saying what your article is about.

Paragraph 2: Main point.

Paragraph 3: Additional points.

Paragraph 4: Conclusion – restate the most important points and your opinion(s).

Unit 5

A formal letter/email of complaint

p61

Example question

You ordered a DVD from an online store, but there were problems with your order. Write a letter to complain and demand a solution.

MODEL TEXT

Dear Sir or Madam,

I am writing to complain about a DVD that I ordered from your online shop two months ago (order number 844XC01). When I ordered the DVD, your store guaranteed that you would send the DVD within three days. This was a key factor in deciding to purchase the DVD from your store since other stores made it clear that the DVD would take two to three weeks to dispatch.

Use linkers.

However, despite your guarantee, the DVD was not sent until one month after making the order. When I tried to contact you before this date in order to cancel my order, all my emails were ignored.

To make matters worse, the DVD arrived in a terrible state. The box was completely crushed and when I inserted the DVD into my player, it made a highly unusual noise and would not work.

I am very disappointed with the treatment I have received from your store. I demand that you send me a replacement copy of the DVD as soon as possible. If this is not possible, I expect you to refund me the full cost of the DVD immediately. If I do not hear from you promptly, I shall take my complaint to a Consumer Advice Centre.

Yours faithfully,
Joanne Howe

When you know the name of the person you are writing to, end with *Yours sincerely*. When you don't know the name of the person you are writing to, end with *Yours faithfully*.

Write *Dear Mr (Smith)* (for a man), *Dear Mrs (Smith)* (for a married woman), or *Dear Ms (Smith)* (when we make no distinction if a woman is married or not). When you do not know the name of the person you are writing to, write *Dear Sir or Madam*.

Do not use contractions.

Use formal expressions.

Useful expressions in letters of complaint:

I am writing to complain about ...

I demand (a refund/replacement/apology)

If I do not hear from you (in the next two weeks), I will take my complaint to a Consumer Advice Centre.

I believe (instead of I think)

I would be very grateful (instead of I'd like)

I look forward to receiving your reply.

I look forward to hearing from you.

Useful linkers:

Consequence: *Therefore, and so, As a result*

Time and sequence: *Firstly, Next, Then, In the end*

Contrast: *but, although, However, Nevertheless*

Reason: *because, as, since*

Addition: *In addition, What is more, Furthermore*

Suggested paragraph plan:

First paragraph: Explain why you are writing.

Middle paragraphs: Give details of the complaint. Say where and when the problem began.

Final paragraph: Demand a solution. Say what action you will take if there is no solution.

Unit 6

For-and-against essays

p73

Example question

'The best way to learn a language is to go and live in a country where they speak it.' Write arguments for and against this statement.

For-and-against essays are normally formal. Do not use contractions.

Make contrasts with phrases like *On the one hand ...*, *On the other hand ...*, *In contrast*, *However*, *But*, *Although*, *Despite/In spite of* (+ noun/gerund/ the fact that ...), *Nevertheless*.

Conclude with phrases like *In conclusion*, *To sum up*, *All in all*.

 **MODEL TEXT**

Nowadays, more and more people are learning languages, perhaps as a result of the growth of global communication and business. The problem is that there are different ways to learn a language, and not everybody agrees on the best way. On one hand, by going to live in a new country and speaking the language 24 hours a day every day, you can learn the real language and you can learn it very fast and intensively. Every time you speak to somebody, watch TV, or even just read signs in the street, you are picking up new vocabulary and expressions and you can become more fluent.

On the other hand, if you are a shy person you might find it very difficult to speak to people at first. What is more, if you have a very low level of language when you arrive, even basic communication is difficult and you may find that you understand so little that you make very slow progress.

All in all, I think that going abroad is a great way to learn a language, but it is certainly not the only way. In your own country, you can learn lots by taking classes and by reading and listening to the language, especially on the Internet. In my opinion, this is the best way for a beginner to learn. At a later date you can travel to the country to perfect your knowledge of the language.

Use linkers of consequence such as *Therefore*, *and so*, *As a result*.

Add arguments with phrases like *Furthermore*, *What is more*, *In addition*, *Not only ... but also*.

Give your own opinion with phrases like *Personally*, *I think ...*, *As far as I'm concerned*.

Useful vocabulary:

advantage, disadvantage

Useful linkers:

Introducing and sequencing arguments: *Firstly*, *Secondly*, *Finally*
Reason: *because*, *as*, *since*

Suggested paragraph plan:

Paragraph 1: State the topic of the composition using general statements.

Paragraph 2: Make points for (or against).

Paragraph 3: Make points against (or for).

Paragraph 4: Conclusion – restate the most important arguments and give your own opinion.

Unit 7

Reviews

p85

Example question

You recently saw this notice in an international magazine.

Reviews needed!

We'd like you to send us a review of the latest book that you've read. In your review, tell us what happens in the book, your opinion of it, and who you would recommend it to.

Write your review.

MODEL TEXT

Use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, use *very*, *extremely* and *really* to make 'normal' adjectives (e.g. *good*, *bad*) stronger. Use *totally*, *absolutely*, *really* and *completely* to make 'extreme' adjectives (e.g. *fantastic*, *awful*) stronger. Use *quite* and *rather* to make 'normal' adjectives a little softer.

Across the Nightingale Floor is the title of the latest book that I've read. It is written by an Australian author called Lian Hearn. It's a gripping historical novel set in Japan, but there are also elements of fantasy and romance in the story.

The plot of the story is fascinating because you're never really sure what is going to happen next. The main character is a teenage boy called Tomasu, who lives in a quiet farming village with his mother and stepfather. One night there is a terrible attack on the village and everybody is killed, except Tomasu. An important nobleman called Lord Otori rescues him and takes him to his palace. He gives him a new name, Takeo, and a new life. There is an extremely good scene where we find that Takeo has amazing skills such as invisibility and the ability to be in two places at the same time. The plot takes another intriguing turn when Takeo falls in love with a kind girl called Kaede.

In my opinion, this book is very thought-provoking because it makes you wonder about different themes like loyalty, revenge and the fight between good and evil. Lian Hearn is very perceptive when she describes her characters, making them imperfect and therefore real. Among the things that I liked the most were the vivid descriptions. They really helped me to feel what it was like to live in Japan in this period.

All things considered, if you're a fan of stories that combine fast-moving action, inspiring characters and lively descriptions, you'll love this book. And the great news is that there are more books in the series!

Use a variety of adjectives and adverbs.

Explain and justify your opinions with phrases like *This is because*, *For example*, *For instance*, *That is why ...*

Explain what you like/dislike with phrases like *The best/worst part*, *The ... was amazing/terrible*, *What I like most about ...*

Make a recommendation with phrases like *I would/wouldn't recommend you to see/buy/play this because ...*

Useful expressions:

To give your opinions: *Personally*, *I think*, *As far as I'm concerned*, *In my opinion*, *I agree/disagree with ...*

To give a conclusion: *To sum up*, *In conclusion*

Useful vocabulary:

amazing • amusing • appealing
awful • brilliant • clever • clichéd
convincing • credible • deep
fascinating • fast-moving • gripping
hilarious • incredible • inspiring
intricate • intriguing • lively
moving • mysterious • perceptive
predictable • realistic • relaxing
scary • sensitive • spectacular
stunning • stupid • terrible
thought-provoking • thrilling
unconvincing • uninspiring • vivid
well-produced

Suggested paragraph plan:

Paragraph 1: Basic information about what you are reviewing.

Paragraph 2: More detailed information.

Paragraph 3: Your opinion and justification(s) for it.

Paragraph 4: Your recommendation.

Unit 9

Reports

p109

Example question

The local council wants to know what teenagers think about sports and recreational facilities for teenagers where you live. You have been asked to write a report saying:

- what the present facilities are
- your opinion of them
- your recommendations about how they can be improved

Write your report.

Separate the report into sections and give each one a suitable heading.

Style: Reports are formal when you write them for an organisation or people that you do not know personally.

To give a conclusion, use *To sum up, In conclusion, All in all.*

Make recommendations with phrases like *I recommend that X should ..., I would/ wouldn't ..., It would be a good idea (for X) to (+ infinitive), I suggest that X should ...*

 **MODEL TEXT**

Report on sports and recreational facilities for teenagers in this area

Introduction

The aim of this report is to explain what sports and recreational facilities exist at the moment in our area and to outline our opinion of them and our recommendations for the future.

Current facilities

At the moment, the main centre for sports activities is the sports pavilion in Franklin Park. Local teams are based in this pavilion, and there are courses in different indoor sports such as badminton and volleyball. For outdoor sports, the only local facility is the park itself, but there are no organised sports activities there.

Our opinion of the current facilities

The sports pavilion in Franklin Park is now in poor condition. It was built in 1960 and has had no work done to it since that date. Moreover, there are very few places on the courses that are given there, probably due to the fact that there are so few instructors employed. The park has no special areas prepared for sports, apart from one football pitch.

Recommendations

In conclusion, we believe that the sports pavilion in Franklin Park could be greatly improved if the floor was repaired and if more instructors were employed to give lessons in sports such as gymnastics, judo and taekwondo. We suggest that the park itself needs special tracks and other areas prepared for training in different athletics events for both boys and girls. These changes are needed urgently since in the area where we live there are no alternative activities on offer for teenagers.

Give your report a title.

Explain and justify your opinion with phrases like *This is because, For example, Due to the fact, For instance.*

To give your opinion, use *Personally, I think, As far as I'm concerned, In my opinion, I believe, I agree/disagree with ...*

Suggested paragraph plan:

Paragraph 1: Introduction stating the aim of the report.

Paragraph 2: Main point.

Paragraph 3: Additional points.

Paragraph 4: Conclusion restating your opinion(s) and making a recommendation if asked for.

EDITING YOUR WRITING

Check for and take away:

- unnecessary repetition of words or ideas in the text
- irrelevant information
- confusing examples or details

CHECKING YOUR WRITING

Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb (e.g. He go. He goes)
- style
- content

Unit 1

1.01

- 1 What subject do you study at university if you want to take care of animals?
- 2 Where are there more students, in a lecture or in a tutorial?
- 3 Which word is similar to *grade*: *note* or *mark*?
- 4 What is the name of a student who doesn't already have a degree?
- 5 What is the name of a person who teaches students?
- 6 What is a name for a piece of work you do as part of your course?
- 7 Which university subject studies the human mind?
- 8 What can you sometimes do if you fail an exam at university?

1.02

- 1 They're constantly arriving late.
- 2 You're always saying that.
- 3 She's forever complaining.
- 4 He's continually talking about football.

1.03

Boy: Hi, Scott. Are you OK? You don't look very well.

Scott: I'm not brilliant, no. I was up late last night studying for the history exam we've got this afternoon. I probably drank about five cups of coffee and didn't go to sleep until half three.

Boy: I can't do that. It just makes me too tired to think on the day of the exam.

Scott: The problem is that I only started studying for the exam yesterday.

Boy: Why? Scott, we've known about it for a month!

Scott: I know, but I hate revising. I prefer to leave revision to the last minute.

Boy: Really? I remember more if I study for short periods every day.

Scott: The problem is that I never have time to study. I've got basketball practice three times a week so I don't have time to study at all on Mondays, Wednesdays and Fridays. And I always have a match on Saturday. And then I often play football on Sundays.

Boy: Well, last night did you have time to revise all of the seven different topics that come up in the exam?

Scott: Seven? I thought there were only five! Anyway, I only studied three of the topics, because I haven't got any notes for some of them. I don't know if I've lost them or if I just didn't write anything down in the first place. Anyway, there are only three questions in today's exam, aren't there?

Boy: Yes, but what if the questions are about the topics you haven't studied?

Scott: I looked at last year's exam and chose the topics that didn't come up last year. Anyway, if I do two questions really well, I can pass.

Boy: But Scott! Didn't you hear what the teacher said? He said that in this exam you have to answer everything.

Scott: Did he? I don't remember that! Oh dear, I'm going to fail, aren't I?

Boy: Look, the exam's after lunch. You can study some of the other topics during the lunch break.

Scott: Yes, in theory, I could. But Mum brought me to school in her car this morning because I was so tired and I left my books and papers in the car. She goes home for lunch, but it'd take too long to go home and come back again.

Boy: Listen, Scott, the only good thing is that this is the first exam of the term. There are lots of exams this year so you can try to get a higher mark next time.

1.04

Student A: I need to think about this question at the moment because this is my last year at school. I really like studying languages. I study English and French at school and I also study German outside school. I think I'd like to study languages at university. My parents would rather I studied music because I play the piano really well. But I'd prefer to be a translator or an interpreter than a musician.

Student B: I enjoy doing sport. I don't have much time during the week, but on Saturday or Sunday I play football or basketball. I'm in a youth football team, so it's important I practise a lot. Sometimes I watch movies at home, you know, sci-fi movies, they're my favourite.

Student C: Yes, I do. I like books ... Yes, I like reading.

Student D: It depends. I like doing projects and things like that with other people. But when I have exams, I prefer revising alone because I find it easier to concentrate when I'm on my own. You have a good time when you work with other people, but sometimes you don't do much work.

Student E: I prefer doing mental work. That's because I'm not very strong, and I don't really like sport. My parents would prefer me to do more exercise because they say I'm always reading or playing computer games. The thing is I don't mind spending hours reading at the weekend. But when my mum makes me do chores I get bored really quickly.

Student F:

Hmm. It's quite a small place and so I like being able to walk everywhere. For example, I can walk to school; I don't need to catch a bus or anything. But it can be a bit boring too because there aren't many places to go. At least we live quite close to a big city so we can go there quite easily, at the weekend for example. But personally I think I'd rather not live in a small town, I'd rather live in a city.

1.05

Harry: Welcome to our weekly programme 'Young People Across the Borders.' I'm Harry West and with us today in the studio we have Paulina from Poland and Peter from Belgium, who are both studying here in Exeter as part of their student exchange programme. Today, we're talking about voluntary work, not only in one's own country, but also abroad. We'll start with Paulina. I know that you've already done some voluntary work back in Poland.

Paulina: Yes, I was a mentor in a voluntary organisation called the Academy of the Future. It tries to help children achieve their goals and follow their dreams. These children usually have difficulties with learning or experience conflict situations with peers. Furthermore, they often come from families facing a variety of problems.

Harry: So, what does the role of mentor involve?

Paulina: Well, I mentored a girl aged 12. We met once a week and I helped her to learn Polish and English. But it's not just about learning, it's also about giving these kids confidence, making them believe more in themselves and offering them support and advice. It's true that I was her mentor, but I also became a bit of an older friend, as I suppose often happens.

Harry: Did you get much support?

Paulina: Of course I did. All volunteers have some basic training at the beginning and we also meet the project leader regularly in order to discuss any problems we may have encountered. It's a really well-designed project which has been running in Poland for the last 15 years. I liked it because I believe it makes a real difference to a child's life. Every child is treated like an equal partner – we both need to sign a contract, but the child has some say on its terms. They also take part in lots of different social events: they go to cinemas, universities, the opera house, or meetings with successful artists, sports personalities or businesspeople.

Harry: Well, it's obvious that it means a lot to you. How about you, Peter? You would like to say something about a workcamp that you've taken part in, right?

Peter: Hi. Yes, but I also helped organise it. The workcamp was a project of Service Civil International, another voluntary organisation. We had a group of 12 people from different countries: the Czech Republic, Spain and Croatia, and there was one person from Poland, too. They came for a week to help integrate children from a refugee camp in Belgium into their new surroundings.

Harry: So what did you, the volunteers, do exactly?

Peter: Well, we gave the children some lessons in English, we taught them about Belgium and what it's like to live there and we also organised some free time activities. It wasn't easy for them, as some were traumatised by their experiences or were missing their families, but I believe we did something to keep their minds off these issues.

Harry: So, would you recommend doing some voluntary work?

Peter: Definitely. In my case, it gives me the opportunity to meet a lot of people from all over the world, as well as helping me become more tolerant of other cultures.

Harry: Thank you. We'll be back right after the break ...

1.06

Journalist: Dr Anderson, let's talk about an article you have written in which you discuss the process of making guesses while learning. Could you tell us more about your research?

Dr Anderson: Yes, of course. My team and I are interested in how we memorise and recall things, and the factors that may facilitate – or disturb – these processes. We've recently made an interesting discovery. It turns out that when we are trying to learn something by guessing, it may, in some cases, actually boost the process of remembering.

Journalist: Can you be a little more precise?

Dr Anderson: Certainly. Let's say, for example, that you're learning German and you're trying to guess the meaning of some new words, possibly *Katze* and *Pferd*. If you guess, correctly, that *Katze* is the same as cat in English, you will probably remember it better and for a longer period of time. But if you guess – incorrectly – that *Pferd* is a dog, not a horse, you won't remember it as well.

Journalist: But *Katze* and cat are relatively similar words, aren't they? So it's not exactly a wild guess, is it?

Dr Anderson: That's true, but to answer that question we came up with another experiment. This time the participants were asked to guess what word we were thinking about on the basis of some clues we gave them. These comprised the first letter and a specific category, for example, the letter T and the category 'flower'. The people who guessed correctly that it was a tulip, remembered the word much longer.

Journalist: So, what exactly happens when we're trying to make a guess in this way?

Dr Anderson: We are making an effort. We are thinking harder to process the information and, as a consequence, this improves our memory. If we make a wild guess, however, there is hardly any mental effort, and it doesn't improve the process of remembering in any way – on the contrary, it might actually have a negative impact on our memory.

Journalist: So, would you suggest more guessing activities in classrooms?

Dr Anderson: Yes, but only if they really make your students think.

Unit 2

1.07

Speaker 1:

I work indoors. My job is not very stressful. I deal with students but also with all the people who work here. It's mostly manual work. I'm responsible for fixing things that are broken. Sometimes I do photocopies. I also check who comes into the school building. Really I do a variety of things.

Speaker 2:

My job can be quite stressful. You need special qualifications and training to do it. I'm responsible for designing special computer systems for my customers. Sometimes I work for banks or big offices. The salary isn't bad when you work for big companies.

Speaker 3:

Well, my boss says I'm a really important employee. Without me, she says, she couldn't survive. I'm responsible for arranging meetings, taking calls, writing letters. I deal with all my boss's paperwork and with the people who want to speak to her.

Speaker 4:

I help people who've had injuries. I get them moving again using special physical exercises. My salary isn't the same as a doctor's, but it isn't bad. And it's very satisfying to help somebody walk or run again.

1.08

- 1 look for a job
- 2 apply for a job
- 3 be offered a job
- 4 sign a contract
- 5 get a promotion

1.09

cried	developed
happened	hated
mentioned	occurred
planned	preferred
stepped	stopped
studied	travelled
tried	visited

1.10

Speaker 1:

I needed money to help me to pay for university so I looked for a job in my home town. It's a small town and the only work I could find was in a restaurant. I'd never worked in a restaurant before and I didn't enjoy it much. But in some ways that was a good thing. I realised that I never wanted to do a job like that again. It motivated me to study hard at university, so that I could get ahead. It's really difficult to get interesting, creative jobs nowadays, but now I know what the alternative is. Also, the other plus side was that I'd been working really hard for almost 11 months when I had an idea: as I'd saved up a lot of money, I decided to use a small amount to pay for a holiday. When I'd finished my job at the restaurant, I went to Japan for a month.

Speaker 2:

I didn't plan my gap year at all. First, I worked in a supermarket to make some money. I didn't really know where I wanted to go, but I knew I wanted to travel. When I'd earned enough money I decided to go skiing in France. I found a job working in a restaurant there and spent six months skiing, learning French and making friends. After all that snow I wanted to see the sun so I went to Spain. I learnt basic Spanish and travelled around the country. When my gap year finished I'd learnt how to become independent.

Speaker 3:

For my gap year I wanted to experience something totally new. I contacted an organisation that works in India, helping poor children who live on the streets. It was hard work because of the problems that these children had to face. But the children we were helping lived in such terrible conditions, so we just kept at it. Now, when I'm studying at university and I have a problem, I think about those children and remember how lucky

I am. The work I'd been doing in my gap year really made a difference to them. I decided then that when I finish uni, I want to do a job where I can help others.

Speaker 4:

My gap year had two very different parts. For the first six months I worked as a waitress to make some money, doing overtime most weeks. When I'd done that I found an organisation that does scientific research in Madagascar. I applied and was offered the job. The whole experience was amazing. We were living in a tent for three months and conditions were quite basic, but I loved the bush life. I saw species of plants and animals that you just can't see anywhere else in the world. I worked with people from totally different places. That trip was the start of a new life for me. I'm seriously considering a career in development work abroad when I graduate.

Speaker 5:

I knew exactly what I wanted to do in my gap year. I'd been dreaming about it for years. When I'd finished school, I bought a ticket to travel round the world. It cost £1,800 and included all the various flights and train and bus fares ... There were so many highlights! Riding an elephant in Thailand, swimming with dolphins in Australia, doing adventure sports in New Zealand! I went to places that everybody wants to visit one day, but they start university and then work and they never find the time.

1.11

Examiner: Hello. I would like you to discuss how dangerous the jobs on the diagram are.

Girl: OK. What do you think about being a pilot?

Boy: Well, I think it's quite a dangerous job because, of course, you can have an accident, and air accidents are always serious.

Girl: Maybe, but I don't think they are very common. I think flying is usually a very safe thing to do.

Boy: What about firefighters?

Girl: I think that's a very dangerous job. They always work in very difficult situations and they could easily have an accident when there's a big fire.

Boy: Yes, I agree. What about police officers?

Girl: I think it depends. Their job can be very dangerous at times, but I don't think they're dealing with dangerous criminals every day. Do you agree?

Boy: Yes, I think you're right. Sometimes they just do paperwork or stop non-violent crimes.

Girl: And what about construction workers?

Boy: I think they do a lot of hard, manual work. But I don't think it's a very dangerous job, really.

Girl: Yes, but they often work high up, and accidents are quite common. You know, in some countries people don't have to wear helmets, so that's very dangerous.

Boy: I see what you mean. And Formula 1 drivers?

Girl: I think that's a really dangerous job, too. There's lots of technology to prevent accidents, but accidents still happen when you travel so fast.

Examiner: Now you have a minute to decide which of those jobs you think is the most dangerous.

Boy: I think being a Formula 1 driver is the most dangerous. In the last few years there have been some terrible accidents in races.

Girl: I agree up to a point, but firefighters have to take risks nearly every day, not just from time to time in a race.

Boy: That's true. And being a firefighter is definitely more dangerous than being a construction worker or a police officer.

Girl: Yes, because normally those jobs aren't particularly dangerous, only once in a while. And we said that plane accidents aren't so common.

Boy: OK, so why don't we choose the firefighter?

Girl: Sure, let's do that.

1.12

School headteacher: Hello, everybody. Welcome to this year's school Careers Day. Our first guest is Mr Henry Parker, a careers adviser, who is going to talk to you about current job market trends before giving you some professional advice.

Parker: Good morning. Well, I will start with stating the obvious: the world of work is changing. We know that technology and AI will take over a lot of jobs, such as many manual or routine jobs, relatively soon. However, not all jobs can be done by machines and, luckily, jobs that require creativity, complex thinking or human interaction will NOT be disappearing. Not too soon, anyway. Our data show that most of these jobs will – at the very minimum – require a bachelor's degree or some other higher qualification. What's more, we know that employers want their new employees to have some previous experience. It might be a good idea, therefore, to consider doing some voluntary work, getting a part-time job while you learn or study, or finding an

internship for the summer. However, that's not all. It may sound tough, but welcome to the world of work. More and more employers are putting less emphasis on technical skills and more on employability skills. What are these? Well, there's quite a few. First of all, there's something called interpersonal skills, teamwork and communication skills. Then there's creativity, problem solving and critical thinking. There's also the ability to adapt, adjust and cope with new situations, and, finally, the ability to be reliable. All these skills should help you in a fast-changing job market whenever you need to change your job – or even your career! Here's where my colleagues and I can help. First, we can give you a skills assessment test in order to discover your strengths and weaknesses so we can suggest the kind of higher education or vocational training that would fit your abilities and skills best. We can also help you find a career which will be compatible not only with your strengths, but also with your interests and ambitions. As for improving employability skills, they can be developed by attending one of a number of courses organised for young people. If you have any further questions, you can either ask them now, or email me later. Are there any questions?

1.13

1

Man: So, what are the working hours for this position?

Woman: Well, it's not a typical nine-to-five job. I mean, there are some companies that would expect you to work regular hours, but being a software application developer is a job that requires quite a lot of creativity, so it's difficult to say exactly.

Man: Is it possible to work flexitime?

Woman: Sure, as long as the work gets done.

Man: Is it necessary to come into the office every day?

Woman: Not really. In the past, employers would expect you to sit at your desk in the office. Now you can easily do your job from your home, a co-working space, or a café.

Man: Do you offer any training programmes for students to get more experience?

Woman: Yes, of course. They usually work under the supervision of the senior developers.

Man: Thank you. That seems to be everything. The next issue of our magazine comes out next week, so

I'll call you if I think of any additional questions.

Woman: Sure. No problem.

2

Hello, this is Ross McDonald from the student council. I'd like to remind you that we're organising a school careers fair on Saturday. We've sent out invitations to various local and nationwide employers and organisations, and more than 20 have confirmed that they will be attending, which means we'll have at least 20 helpdesks for representatives from a range of different professions. You'll have an opportunity to walk around and ask them about the necessary qualifications for working in their company and the kind of courses it would be best to study at college. You will also be able to learn more about part-time, full-time, flexitime or shift work opportunities, as well as what kind of salary you can expect and what the promotion prospects are. Don't miss out on this opportunity – it's a great chance to get some valuable first-hand information! Saturday, 10 am to 4 pm.

3

DJ: And now onto our weekly comment on job market news and current trends from Dr Kelly Donovan.

Dr Kelly Donovan: If you belong to the millennial generation, you no doubt enjoy the reputation for being impatient, disengaged and unable to keep a job for long. However, I'm convinced that when Generation Z – or post-millennials – born in the mid-1990s and early 2000s, enters the job market, employers will in fact see some very different viewpoints, attitudes and expectations. First of all, it is the first generation which grew up digitally connected to the world. What might this mean for their priorities in the workplace? Money, and a quick path to success seem to be the obvious answer. According to our data, the biggest aspiration for Gen Z after finishing college is to be financially stable, and 41% of them want a job with career prospects in which they will be able to develop. I don't think it'll be easy to achieve. I'm sure they will also appreciate being praised and appreciated for their effort in the workplace on social media. Interestingly, 60% of post-millennials want to have some impact on the world around them. Maybe it's not that surprising, considering that one-fourth of them already volunteer in their free time. What kind of employees are they going to make? Only time will tell.

Unit 3

1.14

1 The train now approaching Platform 3 does not stop here. Will passengers please stand well away from the edge of Platform 3? Thank you.

2 The next train at Platform 5 is the 17.40 service to Newcastle, calling at Oxford, Birmingham New Street, York and Newcastle. At Platform 5, the 17.40 service to Newcastle.

3 Will passengers on the platform please let people get off the train before trying to board the train? Please let passengers get off the train before boarding. Thank you.

4 Due to engineering work, this train will not be stopping at West Kensington. We repeat, the train will not be stopping at West Kensington due to engineering works. We apologise for any inconvenience.

5 Last call for passengers on flight Jet 325 to Manchester. Please proceed urgently to gate number D34. Flight Jet 325 now boarding from gate number D34.

6 Passengers are reminded not to leave luggage unattended. Please do not leave luggage unattended.

1.15

disadvantage

unbelievable

incomplete

unlikely

unnecessary

impatient

irregular

unsuccessful

disagree

incapable

unexpected

illogical

disobey

impossible

irresponsible

invisible

1.16

Kim: Hello and welcome to Future World, the programme that looks at new technology and how it's changing our world. Today we're looking at something that is already starting to have a great impact on our lives – drones. With us is our expert Scott Wilson. Scott, you've just come back from an annual 'drone conference' in Washington in the US. What can you tell us about the latest developments, and where drones are going next?

Scott: Hi Kim. Well, the first thing I discovered is that the industry doesn't like calling them drones. At the conference people usually talk about UAVs.

Kim: UAV? What do those letters stand for?

Scott: Unmanned, or Unpiloted, Aerial Vehicle. So, anything that flies without an actual human being on board. The thing is that when people think of drones they usually think of war and missiles. In fact,

by February next year, the US army will have been using drones for 42 years already. But in the future UAVs will be doing millions of different jobs, and many of those jobs will be helping the world, not destroying it.

Kim: Can you give me an example?

Scott: Sure. In a big national park in Namibia they're using UAVs to patrol the park, to protect rhinos there.

Kim: Really? How do they protect them?

Scott: Well, if a UAV finds any hunters, a team is immediately sent to that area to stop them.

Kim: So UAVs can actually help to protect wild animals?

Scott: That's right. And then, take natural disasters. Very soon, it will have become normal for rescue services to send UAVs to the sites of natural disasters, like earthquakes, floods or tsunamis.

Kim: OK, but what will the UAVs do there? They won't be able to help anyone, will they?

Scott: Yes, they will. They'll be able to examine the site and get a detailed idea of the situation. And they'll also be able to take medicine, water or food to the victims. That'll be particularly important in remote areas, or areas that are difficult to get to for one reason or another.

Kim: I've heard that some film studios are using UAVs to make movies.

Scott: That's right. It's easy to send a camera up on a UAV, and you can get spectacular images from the air.

Kim: In the 2014 Winter Olympics the TV companies started using UAVs to film skiing and other events, didn't they?

Scott: Yes. I think soon we'll be seeing UAVs flying over the heads of football players or at tennis matches. We'll be able to have really spectacular reporting of sports events.

Kim: Isn't that expensive, though?

Scott: Well, at the moment, one company sells UAVs to film studios for \$30,000. But in five or ten years the price will have dropped as more and more people buy them. By 2025 the world of the UAV will have become incredibly big business. The world will be spending billions of dollars on UAVs. And thousands of normal people will be using them.

Kim: But, of course, a big problem with that is privacy, isn't it? What happens when people start using drones to film normal people at home, or use them to spy on you and find out what you're doing or where you're going?

Scott: Yes. That is a very important question. I think governments will need to think hard about new laws for why,

how and when we can use UAVs. Many people are already completely against them.

Kim: Hmm, there's certainly a lot to think about as far as UAVs are concerned. Scott, thanks for coming in and telling us about them.

1.17

Both photos show people travelling in a city. In the first photo, the people are using the Underground, whereas in the second photo the woman is cycling in the road. One big difference between the photos is that the first photo shows a big crowd of people waiting on the platform, while in the second one the woman seems to be alone and is on the move. Compared with the cyclist, the people in the station seem unhappy – maybe they're impatient to get home. Another important difference is that in the Underground there can't be much fresh air, while the cyclist is outdoors and so the air is probably better. One similarity is that there are problems with both ways of travelling around the city. In the Underground, you don't have much space and it's probably quite difficult to sit down when it's busy. But I think it can be very dangerous cycling in a big city. At least the woman in the photo is wearing a helmet, though. Also, when it rains it isn't nice to be cycling.

1.18

Teacher: So, who would like to share a story about a travel mishap? OK. Let's start with Kuba.

Kuba: It's a story I heard from my mum. So, just before I was born, my parents, my uncle Jacek and his girlfriend set off for a road trip around Scotland. They were going to visit some of the castles and lochs – the local word for the lakes – as well as some of the biggest cities in Scotland. They were also going to go up into the mountains.

Teacher: Sounds like a great trip.

Kuba: Yes, they still say that all the places they visited on the trip were great, and they also liked the people and the B&Bs they stayed in. Anyway, two people were driving the car: my uncle Jacek and my dad. It was the first time ever they had driven on the left. It was OK when they were driving on motorways or main roads, but once, after having visited Loch Lomond, my uncle was leaving the car park and no one noticed that he was driving on the right side of the road. You know, as we do here in Poland.

Teacher: What happened? Did they have an accident?

Kuba: Fortunately, they didn't. But they suddenly realised that there was a car

driving straight towards them. My mum said she was really scared for a second: it was a narrow mountain road, with little space. My uncle swerved to avoid hitting the other car, but the other driver reacted in the same way, and, unluckily, hit the wall at the side of the road.

Teacher: Oh no! Did anyone get hurt?

Kuba: No, nobody got hurt, but the other car was damaged. It turned out that the driver was a young boy who had been taking his mum's new car for a drive ... When his father came, he was furious with the boy, but also with my uncle. Of course, the cost of the car repairs was covered by my uncle's insurance, so everyone was happy in the end.

Teacher: I guess that that boy wasn't allowed to drive his mum's car for a long time after that.

Kuba: That's probably true. However, the funniest thing is, when his father was saying goodbye to the group of Poles, he said: 'remember, when you're on this island, always drive on the right side of the road!'

Teacher: Thanks, Kuba. Some English words can be quite misleading, can't they?

1.19

1

I don't really enjoy guided tours. Ever since my sister and I were little, my parents have always organised road trips: at first around our own country, and then – for the last couple of years – abroad. Last year, we travelled around Norway and it was absolutely amazing. The idea behind these trips is that we all have a chance to decide on the places we would like to visit, and we can also stop whenever and wherever we want – sometimes we stay in motels or hostels, and sometimes we put up a tent. It's great because of the sense of freedom, the quality time we have together and, of course, the views we can admire from the car window.

2

I think everybody should go somewhere on their own once in a while. Every year, I hop on a train with my backpack and go to the mountains. I usually stay there for a few days, either in a hostel or a bed and breakfast, and I go for long walks. Once I'm up on a peak, I just sit there, read a book or write my blog. I like to get away from the noise of the city but also from the people that I'm surrounded by every day at college and at work.

3

I travel a lot for work. I used to enjoy going from one city to another: sipping coffee while waiting to take off and the

excitement of a busy airport. I looked forward to seeing the view through the window and landing in a completely different country and culture. However, there are a great many disadvantages to this lifestyle. I've recently realised that I hardly ever get to see the actual cities – I usually spend the day in an office and the evenings in a hotel. So, whenever I make holiday plans, I much prefer to travel by car or bike – I'm fed up with flying!

4

I believe the real fun is in trying to be as much like the locals when travelling. So, when I went to the Netherlands, I bought a cheap bike and cycled everywhere. I loved it as it was both time-saving and economical. However, in some European cities cycling may not be the best option because of high levels of pollution. What's more, getting from one district to another may take a while, so if you easily get impatient, it's probably best to use public transport instead. But, to tell you the truth, once you've reached your destination, the best idea is to get about on foot – I usually spend hours walking around, observing people's day-to-day lives – and that's what I like to describe most in my blog.

Unit 4

1.20

Speaker 1:

I like working with Joe, but not everybody does. The thing is, he likes being in control. He tells everybody what they need to do. Some people get annoyed, but I think he's efficient because everybody knows where they are. He's definitely the boss, but I think that's OK because when you work in a group, somebody needs to be the boss. The other good thing about Joe is that he believes in himself. He knows he can do the job, and he knows that he can do it well. You know, you don't want the leader of the group to be insecure and worried all the time, do you?

Speaker 2:

You know, I was really angry with Lily last week. When she saw me, do you know what the first thing was that she said to me? She said, 'Oh, you look terrible. Where did you get those jeans? They don't look good on you.' I couldn't believe it! I mean, I know that she thinks she's just perfect and that her clothes are the best and she's the only person whose opinions are important, but she needs to be a bit more modest because one day she's going to end up with no friends.

Speaker 3:

You know, sometimes Matthew really gets on my nerves. Once he makes a decision it's impossible to get him to change his mind. Last week, he had an argument with Oliver and now he won't speak to him. He says *nothing* can make him change his mind. The thing is that they argued about a maths exercise. You know that Oliver is a really gifted mathematician. He explained the exercise five times to Matthew and Matthew just couldn't understand. The thing is, the exercise wasn't difficult, but, well, you know, Matthew is bottom of the class in maths. He finds it really difficult.

 1.21

Presenter: And now it's time to look at the world of TV. Sue Wilson is here to tell us about her programme of the week. Hi Sue. What do you have for us this week?

Sue: Well, it hasn't exactly been a brilliant week for TV to be honest. There was just one programme that stood out for me. The programme was the first in a new series on Channel 4 called *Hidden Talent*.

Presenter: *Hidden Talent*? Is that another one of those talent programmes with pop singers and bands?

Sue: No, no, but that's what I thought too, at first. It's much more original than that. The basic idea of the programme is that many people have a special talent, but they don't know what it is. So they invited 900 normal people to do nine different tests, and then they looked at who did the tests well. The programme then shows how they train those people to develop their talents.

Presenter: What sort of talents are we talking about?

Sue: Well, in the first programme on Wednesday night, the two talents were rock climbing and lie detecting.

Presenter: And did they find anybody with those talents?

Sue: They certainly did. For rock climbing, they discovered a nurse in her forties called Maggie Reenan, who had never climbed before in her life! They gave her a really difficult task.

Presenter: What was it?

Sue: It was to climb a 60-metre rock surrounded by water, off the coast of Scotland. It's hard enough to climb it in good weather conditions, but this place is known for being extremely windy and rainy, and it can be quite a scary experience. In fact, it's such a difficult climb that you usually need many years of experience to try it. But Maggie had just 18 days of training! She was

so calm about it, too. When she was climbing, her heartbeat was slower than the person who was monitoring her heartbeat! Maybe her work experience helped her because when nurses treat patients in emergencies, they need to stay calm.

Presenter: Amazing! And did she do it in the end?

Sue: Yes! She did it so well! She was brilliant!

Presenter: And what about lie detecting?

Sue: That was interesting, too. They say that only one in 400 people is good at identifying liars. But in the first test, a 63-year-old woman called Brenda Chamberlain identified 16 out of 20 lies. She was much better than the rest.

Presenter: So how did they train her?

Sue: She did a course with some experts from the FBI. They taught her to watch body language carefully, for example. And to notice the typical things we say when we're nervous.

Presenter: What was her final task?

Sue: One person out of a group of five took some money and she had to identify who it was by asking them questions.

Presenter: And was she good enough to do it?

Sue: Yes, she was!

Presenter: So these really are just normal people with hidden talents?

Sue: Yes. The programme really made me think ... It's such a pity that we can spend our lives without realising we have a special talent. Maybe you could be the best diver in the world, for example, and never know it. Take Maggie Reenan, the rock climber. As a grandmother, she'd always been too busy with her family to be able to do something like this. So it was inspiring to watch her perform something amazing that she never knew she could do.

Presenter: Thanks, Sue! I'll be sure to watch out for *Hidden Talent* next week!

 1.22

I'd like to begin by saying that I disagree with the statement that there are no heroes in today's world and I'm going to give you some reasons why I disagree. First of all, I believe that it is true that nowadays people use the word *hero* too often. Some newspapers talk about the hero in a football match just because they scored a goal. Or maybe a teenager says that a new pop star or actor is their hero because they really like their songs or films. But I think a hero is much more than just an entertainer or a sportsperson.

In my opinion, a real hero is somebody who makes a sacrifice to help others, somebody who makes a big difference to other people's lives in difficult situations. So, for example, I believe that doctors or firefighters are heroes when they put themselves at risk to try to save somebody's life. Doctors or firefighters don't do this to become famous or rich. They do it because they believe that we should help others. What's more, people like this are true heroes because they may save lives not just once or twice but perhaps many times.

It's also true that there are some celebrities who can be called heroes because they inspire people and help make the world a better place. One person who I think is a real hero is the actress Emma Watson. She is young and famous, but she has always worked closely with different charities, particularly to help children and young people. Furthermore, she has worked as a Goodwill Ambassador for the United Nations for a number of years and has made very inspiring speeches asking boys and men to do more to achieve equal rights for women around the world.

To sum up, I think that we should be careful when we use the word *hero*. A hero is not just somebody who does something funny, entertaining or exciting. I believe that a hero is somebody who does something extraordinary to save lives or to help and inspire others. In short, in the past there have always been people prepared to do heroic things in difficult situations, and I believe that today is no different.

 1.23

Stella: As part of this year's International Sports Day at our university, we would like to introduce our guests, who are all experts in the world of sport. Please welcome Judy Evans, a sports commentator, and Dr Paul Rudd, a sports psychologist. Paul, what do you think is the most important factor in helping an athlete become a role model: their sporting achievements or some other?

Paul: To become any kind of authority, you need to have achieved something remarkable or unique. Take Michael Phelps, for instance, the American swimmer. Not only did he win 28 Olympic medals in the sport, he is also the most decorated Olympian of all time and holds numerous records.

Judy: Roger Federer is another example. He has won 20 Grand Slams and is still playing tennis despite his age. Some sport commentators, including myself,

believe that he's currently playing his best tennis ever. So, yes, I would agree with Paul that achievements are essential. Sometimes, however, the number of achievements is not as important as true grit and the determination that an athlete shows, for example, it took the Polish racing driver Robert Kubica nine years to fully recover from a terrible car accident and return to Formula 1 racing. How can you not admire this kind of spirit in a sports personality?

Paul: I totally agree with Judy. Now, moving on to some of the other qualities that make a good sportsperson – you know, things like playing fair and showing respect to your opponents. Can a role model cheat in any way, for example, take certain performance-enhancing substances in order to boost their performance? Did Maria Sharapova cheat her fans in this way? I feel very strongly on this issue. To my mind, this kind of behaviour is simply not acceptable if you want to be treated with respect and admiration.

Stella: But wasn't Sharapova penalised for doping?

Judy: Yes, she was. Initially, she was banned from playing professional tennis for two years, but the ban was reduced to 15 months. It turned out that she had been taking medicine for 10 years, a result of a long-term health problem, without being aware that one of the substances it contained had been added to the list of banned substances. Anyway, the ban has since been lifted, and she's back to playing tennis.

Stella: Do you think the public will ever forgive her?

Paul: I'm sure that a lot of her fans never doubted her in the first place, but many more will now be on her side as she was clearly unaware that she had been taking a banned substance.

Stella: What about Lance Armstrong? I remember supporting him when he was fighting cancer and wearing a yellow LIVESTRONG wristband. The foundation that he started – whose aim was to help other cancer victims – was a tremendous achievement. After all, if he could beat cancer, why couldn't others?

Paul: Yes, he was an inspiring role model and I remember feeling devastated when it turned out that he had been cheating for many years. It turned out that he had been taking performance-enhancing drugs throughout his career, from 1995 to 2012. He was stripped of all the titles he had won from 1998 to 2012, including seven *Tour de France* titles. He was also banned for life from

all other sports in which there is an anti-doping policy. I don't think sport has ever been the same after Armstrong's doping scandal.

Stella: But his foundation is still active, isn't it?

Paul: Yes, it is, Armstrong resigned in 2012, but it's still called the LIVESTRONG Foundation.

Stella: Let's finish our discussion with one more question before our students have a chance to ask you their own questions. Is it essential for sporting role models to be involved in charity work of some kind?

1.24

Hello, and welcome back after the break. We've just been talking about what personality traits are, and agreed that they are stable and consistent patterns of how people think, feel and behave. So, if you know someone who is consistently late, it's highly likely that they will be late next time you arrange to meet them.

Most psychologists now agree that there are the so-called Big Five personality dimensions. By dimensions I mean that everyone can be placed at some point on a scale. For example, when we talk about Extroversion – which is one of the Big Five traits – you can be extremely extroverted, that is outgoing and assertive, or extremely introverted, that is shy and reserved, but most people fall somewhere on a line between these two extremes. Is that clear? OK, the other four dimensions illustrate how good-natured, broad-minded, hard-working, and emotionally stable and calm you are as an individual. The question is, however, can your personality change? Well, apparently, it can! First of all, our personality changes as we grow older, and usually for the better! Isn't that good news? We tend to become more emotionally stable, more good-natured and more hard-working, as we mature.

Secondly, social roles may have a long-lasting influence on the personality. For example, if you are offered a job that you really want, in which you need to be responsible and hard-working, or more good-natured or broad-minded, you may make efforts to adjust your natural tendencies, which may in turn change your personality for good. The same is true about becoming a parent, for example. Finally, some people may make a conscious decision to change their personality. For instance, if they are constantly worrying about things and are prone to depressive thought patterns and mood swings, they may look for treatment, such as attending mindfulness classes and, as a result, change some

aspect of their personality. Have you got any questions before we go on?

1.25

1 Your sister Sarah is quite mature for her age.

2 Which type of series do you prefer: science fiction or a teenage drama?

3 I think determination and hard work are more important than innate skills.

4 I don't get it – the longer I sleep, the more tired I am.

Unit 5

1.26

1 If a jacket originally costs £50 and there is a ten per cent discount, how much does it cost now?

2 You want to buy a CD that costs £13 and you pay with a £20 note. How much change do they give you?

3 You have seen a pair of jeans that cost £55, but now they cost £60. Is that a bargain?

4 You usually buy one-litre bottles of orange juice that cost £1.20. Now there is a special two-litre bottle that costs £2. Is that good value for money?

5 You want to buy two books that cost £12. You have £30 with you. Can you afford the books?

6 You have £200 in a savings account. The bank gives you two per cent interest each year. How much interest do you have after one year?

7 You have £250 in your current account. You have to pay three bills, one for £70, one for £120 and another for £80. Are you going to get into debt?

8 You have £10,000 in your bank account and you want to buy a car that costs £8,000. Do you need an overdraft?

1.27

answer • business • climb • debt • doubt • eight • half • honest • knowledge • listen • litre • psychological • receipt • talk • through • written

1.28

Presenter: In the past, all sorts of objects have been used as money – cows, cocoa beans, and, of course, coins made from precious metals. But there are some experts who say that it can't be long before physical forms of money disappear completely. That may or may not be true. But there's already one type of virtual money that more and more people are talking about ... and using. It's called the Bitcoin and here to tell us about it is Sarah Gould. Sarah, what is Bitcoin exactly?

Sarah: Bitcoin is a new type of money which is 100% digital. In fact, you do

sometimes see physical Bitcoins, but they're actually worthless without the private codes printed inside them.

Presenter: So, if there are no physical Bitcoins, how do they exist?

Sarah: Each Bitcoin is basically a file which you keep in your smartphone or computer.

Presenter: And how do you get Bitcoins?

Sarah: There are three different ways. Firstly, you can buy them with 'real' money. Or you can sell things and let people pay for them with Bitcoins. Or you can actually create your own with a computer.

Presenter: Really? It must be easy to become a millionaire if you can make money yourself.

Sarah: No, no, it's actually quite complicated. There's a process called mining. To mine Bitcoins, your computer has to do incredibly difficult mathematical problems. When your computer finally solves the problem, they give you a Bitcoin. But the problems are becoming more and more difficult because they don't want too many Bitcoins to exist.

Presenter: So it could take years to get just one Bitcoin?

Sarah: That's right. Some people have actually built special computers to generate Bitcoins. But you have to remember that they would lose their value if there were lots and lots of them.

Presenter: Not everybody's happy about Bitcoins, though. There are some people who think that they might not be such a good idea, aren't there? What are some of the problems with them?

Sarah: No bank or government controls the Bitcoin. With no central control, the value of Bitcoins often changes dramatically. It could be worth a lot today but almost nothing tomorrow.

Presenter: I've heard that criminals use Bitcoins, too. Is that true?

Sarah: Yes, that's quite worrying. Because there's no government control, and because it's difficult to know who exactly is sending and receiving money, some people are able to use Bitcoins for illegal operations.

Presenter: Now, one of the curious things about Bitcoins is that nobody knows exactly who created them, do they?

Sarah: Well, we know that he used the name Satoshi Nakamoto, so, logically, you would think that it must be a Japanese man. But a lot of people think he might have used a Japanese pseudonym, just to confuse people.

Presenter: Have they ever found someone with that name?

Sarah: Yes, journalists found a man called Satoshi Nakamoto in California. At first, they thought he may have been the inventor because he knew about computer programming. But this Satoshi was 64 and he claimed it can't have been him because he'd been suffering from an illness and didn't even know what Bitcoins were until his son told him! What's clear is that, right from the beginning, their inventor must have wanted to remain anonymous because he was careful never to give away any information about his identity. Anyway, he must have made a lot of money from Bitcoins. Some people calculate that he has billions of dollars worth of Bitcoins.

Presenter: Wow! Not bad!

1.29

Let me think. Both photos show people shopping, but in the first photo the people are at a second-hand sale outside in the country, because there are lots of trees in the background. There's a table in the foreground covered in lots of things, whereas in the second photo there's a real shop, a clothes shop, with shelves and lights in the background. In both photos the people seem as if they're happy and enjoying themselves. But one big difference is that in the second photo we know what they're interested in buying because we can see all the different T-shirts in the foreground on the left. But in the first photo they're looking at a model plane and a hat, but they may be looking for something completely different – you don't know what they're going to buy in the end! I think people like shopping in these different ways because they both have some advantages. I mean, in a clothes shop it's fun because you can try the clothes on and you can see what they look like on you. I think it's better to buy clothes like this because you know exactly what you're buying. On the other hand, it's interesting to walk round a second-hand sale because you don't know what you'll find and you might come across something really unusual. The other advantage of shopping at a second-hand sale is that nothing costs too much money and you could find a bargain, whereas the shop in the second photo looks quite trendy and the clothes are probably expensive. Also, in my opinion, shopping in a real shop is more tiring and stressful than wandering round an outdoor sale, as in most real shops there are usually big crowds of people, especially at the weekend, and sometimes you might queue for a long time to pay. Personally, I enjoy both

ways of shopping, but above all I think it depends on what you want to buy.

1.30

Good evening everyone, this is Jack White with this week's *The Funny Side of Money*. Today I'm going to talk about ... insurance. In Great Britain, almost 80% of homes are insured, while about 75% of homeowners have additional home contents insurance, that is, they insure their personal belongings and other items. In total, it must be a huge amount of money that we're talking about. I think we'd all agree that home or car insurance policies are important, but today we're going to be looking at some of the less common items that people insure – some of them might sound crazy, but others may not be such a bad idea.

Let's take weddings. Most couples take months to plan a wedding – but what happens if it is cancelled, or if there is an accident? Someone has to cover the costs, right? Luckily, there is a special event insurance policy which might be worth taking out if you're planning such an important event. The same goes for birthday parties which are organised outside the home – you can take out special insurance for these, too.

How about protecting your identity? Well, we know from police data that identity theft is a serious problem nowadays as your personal data can be used to take out a loan in your name or to withdraw money from your current account – so, you might consider buying some identity theft insurance. You can also insure your voice if you work as a singer or an entertainer. As a result, a special disability insurance will replace your income if you happen to lose your voice or develop a condition which prevents you from performing. It's sensible to take out travel insurance when travelling abroad, but it might also be a good idea to purchase a kidnapping policy. You may not be aware that kidnapping tourists in order to demand a ransom is quite common in countries such as Mexico, India or Colombia. Between January and March 2018, almost 400 people were kidnapped in Mexico alone. If I were to go backpacking around Mexico, I would certainly consider taking out this policy. To finish on a slightly less serious note, how about protecting yourself from alien abduction? You can take out a policy from an insurance company based in Florida which will pay out 100 million dollars in the event of visitors from outer space kidnapping you. It sounds like

a waste of money to me, but the company has sold over 6000 policies to date. So, if you've ever wondered whether it is possible to take out a more unconventional insurance policy – the chances are that someone has already come up with the idea.

1.31

Sheila: Today in our show, we're going to talk about mobile phone payments with our expert Daniel Lewis. I've noticed recently that more and more young people are no longer using cash or credit cards, but are paying with their mobile phones instead. Could you try and explain this phenomenon to our listeners?

Daniel: Sure. A lot of people prefer mobile payments because it is fast, convenient and secure. Rather than looking for a cashpoint and withdrawing cash from your current account, it's simpler to use your smartphone.

Sheila: And how does it work exactly?

Daniel: First, you'll need a special app which allows you to store your bank details on your phone. If you want to pay for your shopping at the supermarket checkout, for example, you'll need to hold your phone close to the terminal. As there is no actual physical contact between the phone and the terminal, such payments are called contactless payments. If the amount you have to pay is above a certain amount, you'll also need to use a PIN number, just as you would with a regular debit or credit card.

Sheila: But is it really safe? I suppose the security aspect is what would worry most people.

Daniel: It's actually much safer than shopping online or swiping your card in a shop. While in-store card terminals use your credit card information for transactions, mobile apps don't – they generate tokens instead. A token is a series of numbers which works like a credit card number, but it is useless if stolen. So now all you need to do is just keep an eye on your mobile phone.

Unit 6

2.01

A I think that, generally I have quite a healthy lifestyle. I take regular exercise. I work out in a gym three or four times a week. I also have a balanced diet, including fresh fruit and vegetables. I go to the doctor's for a check-up every six months and I take my blood pressure regularly, too. The only problem I have is that I'm allergic to pollen, but I have

a special injection from time to time and it relieves all the symptoms.

B Last year the doctor told me to stop eating so much fatty food and processed food that's high in salt and sugar. I was putting on a lot of weight and the doctor said I was in danger of becoming obese. My diet was increasing the risk of heart disease. To be honest, I think I was becoming addicted to junk food because I was eating it all the time, but I was able to stop and now I'm back to my ideal weight.

C Last week I picked up some sort of throat infection. I had a temperature and felt dizzy all the time. I couldn't stop shivering either. My doctor treated me for the illness. He wrote me a prescription which I took to the chemist's. As soon as I started taking the medicine, I got over the illness.

D Last month I fell down the stairs and injured myself quite badly. I twisted my ankle, sprained my wrist and dislocated my shoulder. The only good news was that I didn't fracture or break any bones and I didn't need an operation or anything. But it was still really painful, as you can imagine.

2.02

addicted • allergic • balanced • dislocated • infection • painful • prescription • putting on

2.03

Speaker 1:

I only started swimming seriously last year. The thing is, I used to run five times a week, but my knee started giving me problems. My doctor told me I shouldn't run so much because the impact was bad for me. He recommended swimming. I wasn't mad about the idea at first, but I found that I really enjoyed it. The only thing is, I wish I'd learnt to swim properly when I was a kid because it's difficult to change bad habits when you're older. If I'd started to swim when I was younger, I'd be a much better swimmer now. But at least when I swim I know that I'm exercising my whole body – arms, legs, chest, stomach. It's really complete and very tiring.

Speaker 2:

When I was eight, I started playing basketball at school, in a team. I found that I was quite good. I got better and better and became the captain of the team. I played most days of the week and only ever thought about basketball. The only problem is that I wasn't very tall. In fact, I'm still not very tall. I wish I was taller. It makes a big difference in basketball. When I got older, I was still good with the ball, but I couldn't get

past the defence because they were all taller than me. But that's when I realised that I didn't care anymore about being the best or about winning matches. I just wanted to play to keep fit and be with my friends. Now, I wish I had just played for enjoyment when I was younger. I still play in a team now but just for fun.

Speaker 3:

I love water sports, even though I'm not actually a very good swimmer. I love doing sport on the water rather than in it. Surfing and windsurfing are my favourite sports. Just that feeling of being free and in touch with nature, it's magic. It takes me two hours to get to the sea from where I live. That's why I only started surfing and windsurfing when I was 16. If I'd lived closer to the sea, I would have begun much earlier, I'm sure. But I soon learnt and people say I'm really good at it. It's quite an expensive sport because you need to buy all the equipment and to pay for accommodation and actually getting to the coast.

Speaker 4:

My favourite sport is called pilates. I saw a TV programme about it once and thought it looked interesting. Maybe people don't take it seriously because you use big rubber balls and bands and do a lot of exercises on mats on the floor. The idea is that it improves strength and flexibility by controlling your breathing. You don't sweat much, but you use muscles you didn't know you had! I wish people wouldn't make fun of pilates. People ask me why I do it. Obviously, the main reason is I enjoy it. If I didn't like it, I would have stopped a long time ago. And you aren't just sitting around doing nothing. You don't seem to be making much effort, but you are, believe me!

Speaker 5:

One year, my parents gave me a special present. They paid for me to do a diving course because I'd passed all my exams and got really good marks. If I hadn't passed, they wouldn't have let me do it, I'm sure. In fact, I was the only teenager on the course, the rest were all between 25 and 50. You can't just go and dive in the sea straight away. You have to study some theory first, to know how to calculate how much oxygen you have and how much time you can stay underwater. Then we went to a swimming pool where we were only one metre under the water, but some people got really nervous. I was just the opposite. Anyway, after five pool dives, we finally went into the sea and did four dives there. On the last dive we went 20 metres down. I loved every minute

of it and was really proud to get my certificate.

2.04

Examiner: I'd like you to imagine that your school wants to encourage students to live healthier lives. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas could encourage students to live healthier lives.

Girl: OK. What do you think about cookery classes?

Boy: Well, I think they could be really useful because they could help us to prepare healthy meals.

Girl: I agree. We'd have a better idea about which food and ingredients are good or bad for us. And if we cooked our own meals, we wouldn't eat so much junk food.

Boy: Yes. What about the idea of having a school sports day?

Girl: It depends what that means exactly. I suppose if everybody took part, it would help them to get some exercise.

Boy: That's true. And maybe some people would realise that they aren't as fit as they should be, and that might encourage them to do more sport, which is really important for a healthy life.

Girl: Yes ... I think that a talk by a doctor could be useful too, because a doctor can explain how your body works and what happens when you don't eat a balanced diet or take exercise.

Boy: Yes, I think you're right. Maybe they could explain about the risks of heart disease and things like that. And what about a weekend in the country?

Girl: I'm not sure. I suppose it could be useful because it's quite relaxing and it's good to get fresh air.

Boy: Yes, as long as the idea is to spend the time outdoors, walking or doing sport. And what about the last one, free membership of a gym or sports club?

Girl: That could be really useful because you could try out different sports or exercises and see what activities you like.

Boy: Yes, and if you enjoy doing that, you can carry on afterwards. I think that would definitely encourage you to have a healthy lifestyle.

Examiner: And now you have a minute to decide which two ideas you think are the best.

Girl: I think we should choose a talk by a doctor. I think that would be really useful because doctors are experts in anything connected with your health.

Boy: I see what you mean but some students might not find it interesting enough. It might be too technical or

scientific. In my opinion, cookery classes might be a better choice because they're really practical and it would be different from our usual classes.

Girl: Yes, you're right. I think another good choice is the free membership to a gym or sports club. That would give everybody a chance to try out a sport. What do you think?

Boy: Yes, that's a great idea. That way we'd have one choice that helps with diet and another that helps with exercise and sport.

Girl: Yes, because a lot of people already go to the country for the weekend. And a week's free membership of a sports club is better than just one day of sport at school.

Boy: OK, let's choose the cookery classes and membership of a gym.

Girl: Sure.

Examiner: Thank you.

2.05

Radio presenter: Today in our programme, which is devoted to Eating Disorders Awareness Week, we're talking to Dr Paul Macmillan, a psychiatrist and researcher specialising in eating disorders. Paul, we learnt yesterday that a lot of people who are showing symptoms connected to eating disorders often wait some time before they look for professional help. That can't be good, can it?

Paul: No, not at all. The sooner a person suffering from an eating disorder is diagnosed and begins to receive treatment, the better. It's far more likely that they will make a full recovery. Unfortunately, however, certain eating disorders may return or evolve into a similar disorder later in life, so it's crucial that the disease is recognised and treated as soon as possible. That's why this campaign is such a good idea because it might help people recognise their symptoms at the early stage. This applies not only to the sufferers, but also to those around them: parents, brothers and sisters, teachers, or friends.

Radio presenter: We know that eating disorders are classified as a mental health problem, so does that mean that there are two kinds of symptoms – psychological and physical ones?

Paul: Exactly. Every parent would easily spot some of the classic symptoms that their child may be manifesting, such as eating very small amounts, checking their weight all the time, or even exercising excessively in an attempt to lose weight. But, there is a whole variety of symptoms which would

appear to have nothing in common with food, such as being cold all the time, feeling dizzy, having dry skin or thinning hair, an irregular sleep pattern or even problems with concentration. These might all be a sign that an eating disorder is developing – or has already developed. As for the psychological symptoms, a sufferer might experience mood swings; alternatively, they might be calm and almost without emotion – or hyperactive and unable to sit still. If left untreated, depression or acute anxiety may develop. However, I must stress that eating disorders are treatable, but they can still have serious consequences, so I'll say it again and again and again – if you observe any symptoms which give reason for concern, don't wait but consult a professional immediately.

Radio presenter: Thanks, Paul, that's the message we've been attempting to communicate this week. One final question. We all know now that eating disorders are strongly connected with a culture that promotes being thin, fit and healthy – a culture very much like our own. But how about personality traits or other illnesses that typically go together?

Paul: Well... if there is a family history of depression, anxiety or addiction, or if another member of the family is suffering from an eating disorder, the likelihood of others in the family being affected is higher. This is also true if the person has had or is suffering from depression, anxiety or addiction themselves. As for personality traits, it seems that perfectionists, in other words, people who are inflexible or those who may have trouble regulating their emotions, or engage in compulsive or obsessive behaviours are more likely to develop an eating disorder. This is often because when they regulate what they eat and how much they eat, it gives them a feeling of control over some aspect of their lives.

Radio presenter: Thank you, Paul. We'll be returning to this issue tomorrow.

2.06

I'm sure you've all heard how dangerous excessive use of cyberspace is for both children and teenagers, and how easily they can become addicted to using the Internet and social media. Research shows that teenagers show symptoms similar to drug withdrawal whenever they are not connected. Excessive use of the Internet and social media may actually result in a feeling of inadequacy or even depression. It may also delay the development of social skills, such as

face-to-face communication. However, I'd like to point out that an inactive lifestyle: one which involves a lot of sitting and little or no exercise, also has a negative influence on a child's or teenager's physical well-being. There's no difference between sitting on the couch, binge-watching a series, or spending hours in front of the computer, playing games, socialising online or surfing the web – these are all passive activities. First of all, it causes back pain – more and more children and teenagers are suffering from it nowadays, and it's all linked to the long hours they spend simply sitting: first at school, and then at home. What is more, an inactive lifestyle is usually combined with an unbalanced diet and too little sleep. When this is the case, they may increase the risk of serious illnesses later in life, illnesses like obesity, high blood pressure, and heart disease. Research shows that lack of exercise at the age of 16, along with too many passive leisure time activities, increases the risk of developing metabolic syndrome, which, in turn, may result in diabetes, a stroke or a heart attack in one's early forties. It seems then that it is absolutely essential to fight a passive lifestyle among children and teens, and to encourage them to do physical exercise and spend more time outdoors, especially with their peers.

Unit 7

2.07

- 1 It's where you can watch and listen to music being played.
- 2 These are the words to a song.
- 3 This word means that you hear the musicians at the actual moment that they're playing.
- 4 This is a group of people watching a performance, or a film.
- 5 This is another word for the different songs on a CD, for example.
- 6 This is a moment in a film where the events all happen in the same place.
- 7 This is what a musician does with new songs or music in a studio to make a CD.
- 8 This is a word for the music in a film or a CD of that music.

2.08

brand-new • download • fast-moving • file-sharing • marketplace • songwriter • soundtrack • thought-provoking

2.09

Presenter: The worlds of art, culture and entertainment would be nothing if it wasn't for the passion of the fans who

follow them. Today on *Media Watch*, instead of looking at singers, writers or artists, we're looking at their fans, or rather, superfans, people who love something so much that they dedicate most of their time, thought, and often money, to their passion. Here to tell us about three unusual superfans is Andrew Lloyd. Andrew, what sort of things can turn normal people into superfans?

Andrew: It can be anything, really. For example, in the case of Ahmed bin Fahad, a police employee from Dubai, it's computer games.

Presenter: A lot of people love computer games.

Andrew: Yes, I know, but Ahmed is a fan of computer games made by one company.

Presenter: Oh? Which one?

Andrew: Nintendo. He's in the Guinness Book of Records for his massive collection of Nintendo games. Would you believe, he's got every edition of Super Mario ever made, as well as many other games made by Nintendo.

Presenter: Wow! How old is he? Has he been collecting for a long time?

Andrew: He's 33 or 34. Actually, one thing I've discovered about superfans is that they usually start young. In the case of Ahmed, he started when he was just five, when his parents gave him a console as a gift.

Presenter: How expensive is it to collect old computer games?

Andrew: Very expensive. Just imagine. He has about 8,000 items in his collection. And don't forget that collectors often buy two copies of each game – one for playing and the other for their collection.

Presenter: You said superfans usually start young. Could you give us another example?

Andrew: There's a Harry Potter superfan who's spent £40,000 on her Harry Potter collection. Her name's Katie Aiani and she started when she was just 11.

Presenter: Oh, so Katie started her collection much later than Ahmed. But that's the usual age to start reading the Harry Potter books, I suppose.

Andrew: Yes, although the unusual thing is that at first she made fun of her sister for reading the first Harry Potter book. But then her sister forced her to read it. She finished the whole book in one night and then became a superfan.

Presenter: What's the most unusual object in her collection?

Andrew: Probably a personal letter that the author JK Rowling wrote to her. She actually tattooed some of the words from the letter onto her arm!

Presenter: That's the thing with superfans, isn't it? They're so passionate they sometimes do crazy things.

Andrew: Yes, like Sarah M.

Presenter: Sarah M? Who's she?

Andrew: They say that Sarah M is the world's most famous superfan. She takes photos with famous people – actors, singers ... She has over 6,000 photos with different celebrities.

Presenter: That's a lot of famous people! Who does she appear with?

Andrew: Basically anybody and everybody who's famous. Lady Gaga, Harry Styles, Miley Cyrus ... There are lots of famous people who know her really well by now.

Presenter: How old is she?

Andrew: Eighteen, I think. And she started young too, when she was 12.

Presenter: So, how does she do it? Usually stars don't like fans coming up and asking for photos.

Andrew: People always ask her that. And she tells them that you have to be polite and respectful. She always asks the celebrity first if they're happy for her to take the photo. If they say no, she immediately leaves them alone. She never tries to force them.

Presenter: That's good.

Andrew: Yes. Another thing she does is say positive things about famous people, you know, she doesn't spend her time criticising them. Also, she never tries to sell her photos. She just likes collecting them.

Presenter: But how does she know where the famous people are going to be?

Andrew: Well, she lives in Los Angeles, which helps. She knows the city and area well, so she knows where all the famous people stay and hang out. And she's also friends with lots of professional photographers. But she works hard. For example, if a British singer comes to LA, she finds out what time the plane arrives, what time the concert is, which hotel they're going to stay at ... so it isn't just a question of luck. Another thing about her is that she finds out about lots of young actors and singers who aren't incredibly famous yet, and then gets photos before they become mega-famous.

Presenter: Oh, I suppose that's what you have to do if you want to be the world's biggest superfan.

Andrew: Yeah. The strange thing is that by appearing in so many photos with so many different people, she's become famous herself! Lots of teenagers ask her for photos and autographs!

2.10

Boy: So what do you think about this article, then?

Girl: Personally, I'm totally convinced that most films don't give enough importance to women. For instance, right now in the cinema there are only one or two films that star women.

Boy: I agree. You only have to think of superhero movies or action films. There are always a lot more male heroes than female ones. But you can't deny that the situation is changing. Take *The Hunger Games*, for example.

Girl: Yes, that's true. But don't forget that *The Hunger Games* books were written by a woman. Maybe that's what the movie business needs, more female writers and directors.

Boy: I'm not sure that makes much difference. What about the case of Harry Potter? Those books were written by a female writer.

Girl: Yeah ...

Boy: Anyway, maybe there are more male stars such as George Clooney and Brad Pitt because people just expect the star to be male, because it's always been that way.

Girl: But there's no doubt in my mind that female stars can be just as popular and successful as male stars. Look at Sandra Bullock in *Gravity* and Anne Hathaway in *Interstellar*.

Boy: I agree. I really do think it's time that the situation changed. I think they should use the test to evaluate a new film when they're writing the screenplay.

Girl: Yes. That way they could make sure that there are enough female characters and that there are more female stars.

2.11

Karen: So, what are you going to present during the *School's Got Talent* week, Tom? You're probably going to sing something, aren't you?

Tom: Yes, I'm preparing a cover song, but it's a surprise. It's a very well-known song, which I've actually seen the band perform live.

Sheila: Please, tell us!

Tom: No, I won't. After the competition's over, I'm going to record it and upload it onto YouTube.

Karen: Are you sure that's a good idea? Remember the lesson on copyright laws with Mr Grant? I remember him saying something about cover songs ...

Sheila: Yes, you can't post a cover song without getting permission from the copyright holder first.

Tom: But if the original song is over a certain age, you can use it, right?

Sheila: Wait a minute ... I'm checking it now ... It says here that published songs only become the public domain 70 years after the songwriter's death, that is,

anyone can use it. It is also stated that some songwriters don't mind if people post covers of their songs, but some do and, if this is the case, YouTube may remove your video or even close down your channel. You'd better check on this song, then.

Tom: Thanks, I'll do that. But I can still perform it at school, right?

Sheila: Well, I suppose you can.

Karen: What about you, Sheila? Are you still going to perform that parody of Hamlet's famous speech?

Sheila: Yes, I am. At least I don't have to worry about copyright.

Karen: That's true. What about Lisa? Is she going to read out some of her work?

Sheila: I think she is. She was devastated last year when she learnt she shouldn't send her book for anyone to read or publish.

Tom: Why not? Was it so bad?

Sheila: No, it was quite good – she let me read it. But it was so similar to *The Divergent*, you know, the book by Veronica Roth, that one of the teachers advised her not to, as copyright laws protect literary work, too. That's the law. Lisa is really talented, but her book was just too close to the original, I reckon.

Tom: So, has she written anything new?

Sheila: Yes, I think it's a story of a young witch growing up in your average high school.

Tom: Is *that* an original idea?

Karen: But copyright laws don't protect ideas, they only protect how these ideas are expressed.

2.12

Someone asked me recently why I prefer television series to films nowadays.

Well, for one thing, series usually have more interesting female roles than films. You've probably heard the statistics that women only comprise 11 per cent of the main characters in films. I suspect that the statistics for TV series would be much higher. Just to give you an idea how, think of all the superhero series, like the *Runaways* or *Cloak and Dagger*, in which one of or some of the main characters are female. They all have very good plots, well-written dialogues and some thought-provoking themes, such as what it means to be a hero – or a heroine. Another example might be a science fiction series like *Star Trek: Discovery*, in which at least half of the main characters are female, and they are really strong characters, too. They know how to fight, how to be strong and how to cope with all kinds of difficulties. They can be really good role models not just for girls, but for anyone! Apart

from that, recently produced TV series also have some really good acting, and soundtracks, too. So, what else can you ask for? The only drawback for me is that the plots are really fast-moving, but isn't that also the case with Hollywood blockbusters?

Unit 8

2.13

avalanche • drought • earthquake • epidemic • flood • forest fire • hurricane • landslide • tsunami • volcanic eruption

2.14

1

Torrential rain has caused a new landslide in the north-east of Peru. At least 28 people have died, but 25 more are missing. Fifty people have received injuries. The landslide has also damaged 120 houses.

2

The high temperatures and strong winds have made conditions particularly favourable for forest fires in Spain at the moment. Right now, there are 25 separate fires all burning in different points of the country. In one of the fires, four firefighters have died, but so far there have been no civilian victims. However, thousands of people have been evacuated and there has been serious damage to many houses.

3

A massive earthquake off the South Pacific island nation of Samoa has caused a terrible tsunami, forcing the population to evacuate the coast and head for higher ground. Waves have been as high as three metres. Luckily, there have been no victims thanks to the early warning, and no material damage. The inhabitants of Samoa are used to training for disasters of this type, since the island is very low and in an area where earthquakes are common.

2.15

Presenter: Next month is the anniversary of the terrible tsunami that hit Thailand in 2004. More than 280,000 people are believed to have died as a consequence of this natural disaster. But today we're looking at one famous survivor who has used her experience to help thousands of others. Her name is Petra Němcová, and here to tell us about her is Amy Sinclair. Amy, first of all, who exactly is Petra Němcová and how did she survive the tsunami?

Amy: Petra is a top model who was born in the Czech Republic. She was on holiday on a beautiful island in Thailand

at the time of the tsunami. She was actually with a friend of hers, who was a fashion photographer. They were inside the hotel when the first wave hit them. The water carried them both away. Petra suffered terrible injuries but managed to hold onto a tree. She was found and rescued eight hours later. Her friend's body was only found three months later.

Presenter: Oh dear. That's awful.

Amy: Yes. But after suffering this tragic experience, Petra decided to do something positive to help areas affected by natural disasters. She'd always wanted to work with children, and it's believed that children are often the worst affected victims of natural disasters. So she began a charity called the 'Happy Hearts Fund'. The idea of this organisation is to rebuild schools in areas around the world affected by tsunamis, floods, earthquakes and so on.

Presenter: How many schools has she helped to rebuild?

Amy: In the first ten years after the tsunami, they'd already rebuilt 107 schools! And in many different countries – Thailand, of course, but also Colombia, Peru, Haiti, the US, for example in New Orleans after Hurricane Katrina.

Presenter: Why is Petra so interested in education?

Amy: Well, one of the inspirations for the idea was the British girl Tilly Smith. Tilly was ten at the time of the tsunami. She was on a beach in Thailand with her family. It was reported that when she saw the water disappear from the beach, she remembered a geography lesson where her teacher had explained that this is what happens just before a tsunami. She screamed at her family and other people on the beach to get off the beach and to get to high ground. It's thought that Tilly saved around a hundred lives, all thanks to the education she received at school! Petra's known to have been very impressed by this.

Presenter: Wow, amazing! So tell us about the schools that the Happy Hearts Fund helps to create.

Amy: The new school buildings are claimed to be strong enough to survive another disaster. And they also have computer labs with new software and hardware. The idea is to give the students what they need to be able to look to the future with hope after everything that's happened to them. At the moment, over 12,000 children are believed to be benefitting from the project.

Presenter: How does she manage to find the money for the Happy Hearts Fund?

Amy: Good point. Each school is said to cost around £110,000. So Petra has to work incredibly hard to raise the money. She uses her status as a supermodel to get support from big companies that work in the world of beauty and fashion. And she has connections with famous people who help out, and she organises events to raise money. And, of course, local politicians and governments help out, too. Of course, the fact that Petra is known to have survived a natural disaster means that people take extra interest in her charity work.

Presenter: People must be so grateful for her work.

Amy: Yes, particularly because her organisation has become a specialist in helping out two or three months after a disaster strikes. Usually, when there's a flood or earthquake, there are lots of people helping immediately after. But then they leave the area. And at this stage, local governments aren't usually ready yet to rebuild essential buildings. So the help from the Happy Hearts Fund is vital.

Presenter: So, Petra's gone from suffering a major impact in her life to making a major impact on other survivors' lives.

Amy: Yes. She has an amazing amount of energy. She never stops travelling ... Above all, she loves what she does and really believes in it. As she says, when you make a child happy, you make yourself happy, too.

Presenter: Amy, thanks for telling us all about Petra Němcová, an example to us all.

2.16

- 1 one-quarter equals 25 per cent
- 2 20 per cent equals one-fifth
- 3 10 per cent equals one-tenth
- 4 66.6 per cent equals two-thirds
- 5 one-half equals 50 per cent
- 6 80 per cent equals four-fifths

2.17

Susan: This is Susan Jones with *Yes, We Can Help*. Today our guest is Fiona Miller from the humanitarian agency *Save the World*. Fiona, could you please tell us more about some of the myths connected with disaster relief?

Fiona: Of course. In fact, there are quite a number of mistaken assumptions about the links between natural disasters and humanitarian aid. One, for example, is that after every disaster the local community needs immediate help, whatever form that help may take.

Susan: But isn't that true?

Fiona: In most cases, it's not. In fact, local specialist agencies or organisations should assess the situation first, before

asking for more coordinated help, such as assistance from international rescue groups, which can help by looking for survivors after a major earthquake or landslide. In the majority of cases, however, the local medical services will be able to deal with the situation, and they should seek help only if necessary.

Susan: What about individuals, who may see media coverage of a flood, tsunami or forest fire, and want to help the victims? Is there anything we should avoid doing?

Fiona: Thanks to social media and media coverage, we now get information about disasters much faster than we used to; there's also more of it. This is usually a good thing. But there's no point in collecting food, clothes, blankets or tents unless there is an official request for such things. The same is true about blood: our data shows that blood from donors in the area affected by the disaster is usually adequate.

Susan: So, what can we do?

Fiona: Donate money and cash instead, it's as simple as that. But make sure that you do it through trusted national agencies or organisations. Apart from paying for items to help deal with the victims' immediate needs, the money can also be spent on longer-term projects aimed at preventing epidemics or more general healthcare programmes.

Susan: Is there really nothing we can do, apart from sending money?

Fiona: Well, the effects of disasters do not simply disappear after a few days. In fact, in most cases it takes weeks or months for a community to get back on its feet, so you can volunteer and go to the affected area to help clean up the place, to distribute supplies or food to the people affected, or help repair any damaged houses – some of you might have heard of Rafael Nadal helping to clean up parts of Mallorca after a flood. So, of course, you can help – but only if such help is needed, otherwise you will just be adding to the chaos.

Susan: Well, thanks, Fiona, that was interesting and I'm sure it was quite a revelation to our listeners.

Fiona: Thank you.

2.18

My Polish friend once invited me to go to the Polish seaside for a weekend. One afternoon, we were walking along the beach in Krynica Morska when, suddenly, we saw a group of people standing around something that looked like police lines. Feeling a little worried, we came closer ... and it turned out that the lines were protecting a small seal, which was

lying on the sand, from a small crowd of onlookers. There were also two women there, dressed in some kind of uniform. We asked them what was happening, and it turned out that this particular seal called Celebrity (Celebrytka in Polish) regularly lays on the beach to rest. They went on to say that the seal is occasionally disturbed by people getting too close to it, taking pictures alongside it, or even trying to touch or caress it. So, members of the Blue Patrol make sure that the seal is able to rest in relative peace.

We read in the booklet that they gave us that the Blue Patrol is a group of volunteers who work at the Polish seaside and who are involved in rescue work. It was founded in 2010 with just 42 volunteers as part of a project supported by the World Wide Fund for Nature (WWF) Poland. Its aim is to help protect the Baltic Sea, in particular, to preserve its marine mammals and birds. Members of the Blue Patrol monitor their particular sector of the Baltic coast, looking for mammals and rare species of birds. They also help when needed, for example, in situations like the one I witnessed. The volunteers all live near the coast and they are well known by members of their community, so whenever someone notices an animal on the beach, they usually call a volunteer of the Blue Patrol. If the animal is healthy – like the seal we saw resting on the beach – they simply protect it from tourists and passers-by. When an animal looks sick or needs help, however, they stay with it and call the local vet.

In most cases, the Blue Patrol receives phone calls concerning seals, and thanks to their help, eight seal pups have been treated and released back into the sea, their natural environment. Unfortunately, sometimes the patrol also has to deal with dead animals, such as seals or even whales. I read in the leaflet that since 2013 it has been informed about three dead whales, the last occasion being in 2018.

To tell the truth, I was deeply moved when I talked to the two women on the beach and when I later read about the Blue Patrol's activities. They often remain unnoticed, as we tend to pay more attention to the bad things that we see in the media, things like the victims of natural disasters. We cheer all the emergency services that spend day and night helping the survivors, rescuing people from flooded areas or burning houses. However, personally, I think that volunteers from groups like the Polish Blue Patrol, who devote their free time protecting nature, are just as worthy of

our respect. If I were Polish and living in the area, I would certainly volunteer in order to try and make a difference.

Unit 9

2.19

OK, first make sure the computer is plugged in and then switch it on. On my computer you have to press a button on the right. You don't need to keep pressing, just press once. Wait for the computer to start up. Mine usually takes a couple of minutes. Then click on the bottom right corner of the screen, where you can see the time and date. Just click once. Click the right button, not the left. Then you can see a calendar and a clock. It shows you where to change the day and time and you click there. It's really easy. Once you've got the day, date and time you want, just press 'accept'. Or you can click in the right corner again and the window on the screen closes. And that's all you have to do!

2.20

Radio presenter:

So, all this week we've been asking you, the listeners, to ring in with your tips for solving those typical everyday problems that we suffer with technology. And, as always, we've chosen the four best tips. So have a listen and see what you think.

Speaker 1:

Well, this may sound really stupid, but once I fell into a river. I was wearing all my clothes and had a backpack and everything. Anyway, when I got out of the water, suddenly my smartphone started to go crazy! It started vibrating because of the water. But last week I found out that I'm not the only one to get my phone wet. I read that 31% of people in Britain have damaged their smartphone because of water or other liquids! But there is something you can do when your phone gets wet. Take out the battery first. The problem is that there could be a short circuit if the battery stays in the mobile. Don't press any keys because that will just help the water to get right inside the phone. Then put the mobile phone in a bowl of dry rice, you know, straight from the packet. What happens is that the rice draws all of the water out of the device. You should leave the phone for between 24 and 48 hours. A simple trick, and cheap. Much cheaper than buying a new phone!

Speaker 2:

I like to follow tech blogs because they often have practical tips. I remember discovering a great tip a while ago on

one of them. It might sound a bit strange, but believe me, it works. If you've got wi-fi in your house but the signal from the router isn't very strong, there's something you can do to make the signal much stronger. All you do is cover a piece of cardboard with silver foil, you know, the aluminium foil that you use to cover sandwiches and stuff. Then make it into the shape of a dish. Put the dish next to your router and remember to point it in the direction that you want the signal to go in. Our router at home isn't very good, but this dish has made it much easier to pick up a good signal.

Speaker 3:

I remember staying at a friend's house once. I'd forgotten to bring a charger for my mobile with me, and my friend had a different charger. The battery was running out and I really wanted to be able to use my mobile on the journey back home, so that I could call my parents. I didn't know what to do. But then my friend gave me this great tip for when you really need a few more hours of life from your mobile battery. First of all, take the mobile out of your pocket. Body heat makes the chemical reactions in the battery go faster, so it uses it up more quickly. What you do then is take the battery out of the phone and put it in the fridge. It sounds unusual, but it's logical. The colder the battery is, the slower it'll use up all its energy.

Speaker 4:

I'm sure you're like me and you all like having a juice or a coffee or something while you're using a laptop. But have you ever stopped to think how dangerous it can be? Suddenly your hand slips or your cat knocks over your glass, and the drink goes all over the keyboard. What should you do in that situation? Well, the first thing to do is to stop using the laptop, obviously. Unplug it and take the battery out. At the very least, switch the laptop off. Then you should turn the laptop upside down, with the screen down, and leave it in that position. Don't forget to put a towel under it. Anyway, leave the laptop like that for 48 hours or more. It's essential that the laptop is upside down. It helps to get as much liquid out as possible. After a day or two, it should be dry. Then you'll probably need to take it somewhere where a professional can check how bad the damage is. But by switching everything off quickly and putting the laptop upside down, you may have saved it!

Radio presenter:

So there you have it, four of the best tech tips. Tune in again next week for more *Top Tips!*

2.21

Man: Well, it sounds quite sensible to me that students should be allowed to take smartphones into class. They're a part of daily life now, after all. We take them everywhere. Why shouldn't kids take them into the classroom?

Woman: I'm not sure. I mean, yes, they're a part of daily life, but so are video games and I don't see why students should be playing computer games in class time. They can do that at the weekend.

Man: But you can learn to become an autonomous learner with a smartphone.

Woman: I'm not sure what you mean by that.

Man: What I mean is that you can learn how to find out information by yourself. You don't have to depend on the teacher to explain it to you. For example, you could connect to the Internet and use your phone as a dictionary in English lessons. Or you could connect to a map if you're studying geography. Do you see what I mean?

Woman: Mmm, yes. But take the example of the student using his phone to take a photo instead of copying the information down. I think that's just being lazy. In the end, students will forget how to write.

Man: Well, I think that's OK, if that's what they would do outside the classroom ...

Woman: Are you saying that students don't need to learn to write?

Man: No, that's not what I meant. I just think that a smartphone today is like a pen. It's an instrument that you can use for learning.

Woman: Yes, but the problem is that some students will do things with their phone that they shouldn't, like take photos or video teachers, or other students. Or... they may use them to cheat in exams.

Man: In other words, you wouldn't trust the students to use their phones responsibly.

Woman: I'd trust most students, but you know what it's like. There's always somebody who does something they shouldn't.

2.22

- Do you see what I mean?
- Do you get what I'm saying?
- Are you following me?
- Are you with me?
- What I mean is ...
- Yes, that's exactly what I mean.
- No, that's not quite what I mean.

- Are you saying that ...?
- If I understand you correctly, ...
- In other words,
- What do you mean when you say ...?
- I'm not sure what you mean by ...
- Could you go over that again?
- Sorry, I'm not with you.
- I don't understand what you're getting at.

2.23

Monica: Welcome to this week's edition of *World of Teens*. I'm Monica Field, and today we're talking about the effects of technology on teenagers. With me in the studio are a cognitive scientist Dr Adrian Stern and a psychologist Rebecca Burnham. Please give a warm welcome to our guests. Adrian, I know how strongly you feel about children and teens using technology, would you like to start?

Adrian: Good evening. Of course I feel strongly about technology because we are only just beginning to realise how much damage it does to young brains – if it is overused, that is. But recent data clearly show that excessive usage of the Internet, mobile devices, social media, and such like, is a fact...

Monica: Excessive meaning ... ?

Adrian: Well, according to the research, children and teens in the UK spend six and a half hours in front of the screen every day. Most people would consider that excessive, wouldn't they? It can have various effects. First of all, it seriously affects the ability to concentrate and think, as the brain is constantly switching on and off between whatever one is doing and what one's smartphone is showing. Secondly, social media are cleverly designed to make us dependent on them 24/7, as every time someone likes one of our images or posts, we get a shot of dopamine. This usually leads to a highly addictive habit forming, which is really difficult to get rid of. Being addicted to social media or phenomena like online gambling are genuine problems, and some steps should be taken to give children 'time out' from the information highway.

Rebecca: I completely agree with you, Adrian, but the truth is that we, as adults, are often to blame. In the same study, 69% of British children say that their parents spend too much of their free time on mobile devices, and over 20% admit that their parents do not listen to them because they're constantly checking their smartphones. I wonder how many parents who accuse their teenage children of excessive Internet use, actually use the Internet excessively themselves.

Adrian: If I understand you correctly, Rebecca, you're saying that it's the parents who are to blame.

Rebecca: No, they are not necessarily to blame, but I think we, as adults, need to stop being hypocritical and admit that we all have a problem. Research shows that adults in the UK spend about 8 hours and 40 minutes every day in front of a screen. What kind of example does this set to their children?

Monica: Are you saying that there is a problem with excessive use of technology across the generations?

Rebecca: Yes, there is, and it should be the parents taking action first, for example, by limiting the use of mobile devices and the Internet, not just for their children, but also for themselves.

Adrian: I would agree with Rebecca on that point, but modern technology seems to be affecting the younger generation to a greater extent. For example, over 50% of school-age students say that social media make them feel less confident about how they look and how good they feel about life in general. I don't think we would see a similar state of mind among adults. By that, I mean people like me, and I'm in my forties, not people who have just left college and who are already regular Internet users.

Rebecca: You've raised a serious point, Adrian. Is it any surprise that people feel so negative when the average user spends over two hours on social media alone?

Adrian: Exactly. And what about gaming addiction, which I mentioned earlier, which is now listed as a mental health condition – in the UK we've seen a huge increase in the number of young players becoming addicted. However, I do know of quite a few adult gamers who can spend hours playing games, but it does not appear to have as serious an effect on their day-to-day lives.

Monica: So, assuming that you both agree that we are facing a problem, we are going to talk about the idea of a digital detox after the break ...

2.24

1

Well, personally I like using technology in the classroom. I think it's essential nowadays. After all, you can't escape progress – I really believe that's true – and that's why I encourage my students to use their mobile devices and the Internet during classes. The only problem is that very often things simply don't go as planned. For example, a student prepares a presentation and

the overhead projector refuses to connect with the laptop. Or the Internet works too slowly and the webcam freezes. There's always something. It's never going to be as reliable as the old-fashioned board and chalk or a marker.

2

I'm studying to become a teacher of mathematics. I've always wanted to teach this subject as I find it fascinating. Do I believe that artificial intelligence will end up replacing real teachers? Will students of the future simply plug in their headphones, set up their webcam, select a subject and connect to their robot teacher? I don't think so. My future students might want to watch a lecture on the Internet given by a cyborg teacher, but it's unlikely that a robot will ever be able to decide how to help students who have a problem with logical thinking, or how to motivate them. So, no, I'm not worried that teachers will be replaced by a cyborg in the classroom, at least, not in my lifetime.

3

I think technology in the classroom is useful, but it's just another tool, like any of the others I've been using over the years. As a teacher of English, I've used all kinds of equipment to play songs and karaoke videos, from a tape-recorder to a mobile device. I also play different interactive games with the use of the Internet, an interactive board and the students' mobiles. But a lesson cannot be organised solely around activities on an interactive board. Children need to listen to stories told by a teacher in order to develop their imagination, sit and play together on the floor in order to develop social skills, and they also need to develop their manual skills by writing or drawing. Sure, they love tapping and scrolling images on the board, but my impression is that they enjoy moving around a lot more.

4

I'm absolutely against technology being used in the classroom by my students. If a teacher finds it useful to show a lecture or a short film on the Internet – fine. But I don't allow my students to use any mobile devices in my classroom. They already overuse them in their free time anyway, so it's difficult for me to make them stay focused. I always try to give my students some quiet time to think and reflect on what they are doing, because it's so hard for them to concentrate. And that's what my job is about, too – to teach my teenage students how to think critically, not just swipe a screen, read whatever comes up and accept it as true.

Unit 10

2.25

Speaker 1:

Tomorrow is Friday the 13th and computer experts are warning people to be extra careful about protecting their PCs as from midnight. A particularly dangerous worm has already infected millions of computers worldwide, but experts think that the hackers will try to create more damage on Friday the 13th. The worm, called Conficker G, gets into your computer when you are online or via a USB connection. The aim of the worm is a mystery, but it is thought that it may be asked to take information about credit cards.

Speaker 2:

John Kitson is in the news again today, but this time his fans won't be so happy. At the weekend, Kitson got two goals and helped his team to win the semifinal of the Carlton Cup. But today, the controversial striker says that that is going to be his last match for current team Melchester United. The reason for this sudden decision seems to be a dramatic argument which the player had in training with Melchester manager Roy Hutchinson. Hutchinson refused to make any comment about the incident, or about Kitson's threat.

Speaker 3:

A 52-year-old man was arrested yesterday following police investigations into the construction industry. The man arrested is thought to have offered money to officials in exchange for permission to build a shopping centre on park land near the city centre. In the last few months, the police have received information about various illegal operations in the building sector where officials have given permission to build houses and flats in protected areas after receiving large quantities of money from anonymous sources.

2.26

Reporter 1: Hi. We're from *West Country News*. I wonder if you could tell us exactly what happened. You were on a train in Cornwall, weren't you?

Boy: Yes, I was. And there was this man opposite me. He was just sitting here reading a book most of the time. But then he opened his bag and all these pencils fell out.

Reporter 1: Were they just normal pencils?

Boy: Yeah, but I saw that he also had spray paints in his bag. The ones that graffiti artists use. Anyway, I just picked the pencils up for him and gave them back to him.

Reporter 2: I'd like to ask you what the man looked like.

Boy: Erm, he had long, fair hair and blue eyes. He wasn't young. I'd say he was in his 40s. His clothes certainly weren't very smart. I specially remember that his jacket was small and didn't go over his arms. And he had paint on his jeans. Oh, and he had a blue baseball cap that looked really old and dirty, too.

Reporter 1: He told you that his name is Arthur Street, didn't he?

Boy: That's right. He actually asked me if I knew who Arthur Street was.

Reporter 2: But you'd never heard that name before, had you? You didn't know that Arthur Street is the name that the famous artist Bootsy sometimes uses. In fact, you'd never heard of Bootsy either, had you? I am right in saying that, aren't I?

Boy: It was only when I got home that I found out. I looked him up on the Internet.

Reporter 2: I wonder what your reaction was when you found out how famous Bootsy is!

Boy: It was quite a shock actually, especially thinking about what he'd given me.

Reporter 1: Could you tell us exactly what that was?

Boy: Yeah, it was a print, a picture of a superhero with a paintbrush in his hand. I think it's one of his most famous pictures, but I don't know where the original is.

Reporter 2: He signed the print, didn't he?

Boy: Yeah. He signed it and put the date. And then he added some flowers in different colours at the top. He actually said to me 'This will be worth about £20,000.' I didn't really believe that at first, which is why I looked him up on the Internet when I got home.

Reporter 1: Have you got any idea why he gave you the picture?

Boy: Just because I helped him to pick up his pencils, I think.

Reporter 2: Nobody is sure who Bootsy really is, are they? He keeps his real identity a mystery. Do you believe that it really was him, and that the picture is authentic?

Boy: I've just been reading different stories and theories about Bootsy – that he's a construction worker, or that he was a rich student from Oxford. Another story I heard is that even his parents don't know what he does. They just think he's a successful decorator. There's even a story that Bootsy isn't one person – it's a group of artists who work together. Who knows? Maybe that's true. The man I met was definitely an artist – maybe he is one of a team of artists. But what we've decided to do now is ... my dad

is going to take the picture and get some experts to examine it, and see what they say.

Reporter 1: Let's imagine that the experts say it really is a work by Bootsy. Do you know what you'd do? Would you sell it or keep it?

Boy: I suppose the value would go up in the future. But I wouldn't mind selling it. I mean, I think maybe he gave it to me so that I could get some money for it, you know, as a way of saying thank you.

Reporter 2: If you did sell it, can I ask what you'd do with the money?

Boy: That's easy. I'd probably spend about a thousand pounds and get a new laptop. And then I'd save the rest, I reckon.

Reporter 2: And if it isn't authentic? I have just heard that a spokesperson for Bootsy says that it wasn't him on the train. But, of course, everything Bootsy does seems mysterious so maybe he's saying it wasn't him just to confuse us all.

Boy: I don't know. Anyway, I didn't help the man on the train because I wanted something or expected a reward, so it wouldn't really change anything.

Reporter 1: Well, personally, I hope it is authentic and that you get the money. It's great to see somebody getting an immediate reward for a simple act of kindness. That isn't the sort of thing that happens every day, is it?

Boy: No, I suppose not.

2.27

1 Everybody likes the summer, don't they?

2 I'm right, aren't I?

3 We should use question tags, shouldn't we?

4 The news will be on soon, won't it?

5 We're going to be on TV one day, aren't we?

6 You read the news yesterday, didn't you?

7 She never comes late, does she?

8 We've got homework tonight, haven't we?

2.28

Everybody likes football, don't they?

2.29

I'd like to begin by saying that I agree with the statement. Let me explain why.

Firstly, when celebrities start out, they desperately want to be famous so that people love them and go to see their films or buy their records. They often

do shocking things so that the whole world talks about them. However, when they become rich and famous, when they have their mansions and their sports cars, suddenly they don't want attention from the press. There's no denying that it must be very annoying to have paparazzi following you all day long. But let's not forget that at the start of many celebrities' careers, it's the celebrity who is begging the press to come and take photos of them. You can't argue with the fact that a famous person's life isn't always fun because of the pressure from newspapers and magazines looking for stories. Having said that, celebrities are luckier than most people because they make lots of money and can live like kings. To sum up, in my opinion, being followed by photographers when you go out is a small price to pay for all the fame and money that most celebrities receive.

2.30

Sylwia: Tell me, Paul, are American teens as uninterested in the news as they seem to be here in Poland?

Paul: Well, it's difficult to say, really. I wouldn't say they take no notice of the news at all, but that they are only interested in particular subjects.

Sylwia: Really? I was talking to my students yesterday and not a single one of them said they watch the news on TV or read newspapers.

Paul: That's probably because they get all their news from the Internet. Some of my students get everything they know from social media.

Sylwia: Aren't you worried that they are being exposed to fake news on the Internet?

Paul: A little, but I guess they are exposed to fake news everywhere.

Sylwia: That's true. Still, it really worries me that they aren't really aware of what is going on in the world, or even in their own country. I wonder how many of them know anything about inflation, public debt or the general economic situation.

Paul: Oh come on! Did you really pay any attention to these things when you were 18? Before I came to Poland last year, I remember talking to my students a lot about the situation in the country, as well as in the world in general. It turned out that there are quite a lot of things they are aware of, like acceptance of diversity, climate change, and so on.

Sylwia: Well, many of my students

care about those things, too. It's just that they don't seem to understand how much it is all influenced by the world economy.

Paul: Maybe they don't know it because they aren't taught to think that way. Why don't we have an English lesson on the impact of the economy on climate change?

Sylwia: How about the impact of the economy on their own individual lives?

Paul: Sounds thought-provoking. I could tell them about the student loans which you have to take out if you decide to study in the US. Although, more and more of my students are saying that they won't go to college, but will work instead or maybe study online.

Sylwia: Half of my students are dreaming of starting their own businesses rather than working for someone else.

Paul: See? It is still part of the economy, isn't it?

2.31

Have you seen the famous Barack Obama speech which turned out to be fake? The one that was produced by the University of Washington in 2017? If you haven't – believe me when I say that it is so realistic that you would be convinced that it is Obama himself giving the speech. This particular video was produced with the help of artificial intelligence which takes audio files, converts them into mouth movements and then combines those movements with existing video files. In the case of the Obama video, AI needed 17 hours of footage with the ex-president speaking in order to get it right. Now, the video itself has made the headlines all over the world, and there's no denying that the effects are amazing. But if we stop and think about it, this kind of technology is a powerful tool in the hands of people who might want to use it to trick others, either to sell ideas to them, or simply to lie to them! It would be really easy to manipulate the news with fake videos like this one. I'm sure a lot of them would become front-page news, especially if they depicted politicians admitting to doing something wrong, such as stealing public money or cheating in elections. Would public opinion believe such fake news items? Some individuals certainly would, but others might have doubts. Whatever, the story would probably stick, and who would believe the news anymore?

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