

MY PERSPECTIVES

3

Student's Book

Podręcznik dla liceów i techników

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Dbajmy o środowisko, zróbmy to dla młodych pokoleń.

5 Vocabulary: sports, benefits and drawbacks, sport equipment, places and events Grammar: past simple and present perfect, present perfect simple and continuous p. 8	6 Vocabulary: food, preparing meals, eating habits, places to eat, diets Grammar: future plans, intentions and arrangements, future continuous and perfect, making predictions p. 9	7 Vocabulary: buying and selling goods, types of shops, payment, services, finance, advertising Grammar: the passive, <i>have/get something done</i> p. 10	8 Vocabulary: emergency and first aid, disability, injuries, physical challenges Grammar: zero and first conditional, second conditional, <i>I wish, If only</i> p. 11		
READING		GRAMMAR 2	SPEAKING	WRITING	SKILLS REVIEW
<i>A real-life, crime-fighting superpower!</i> Vocabulary building: Verbs expressing ways of seeing Critical thinking: Exaggerating pp. 16–17	Present and past modal verbs: <i>must/have to/had to, can/can't/could, should/shouldn't, mustn't</i> pp. 18–19	Job interviews p. 20	A formal letter of application Writing tips: Emphasis p. 21	Znajomość środków językowych Rozumienie ze słuchu: wybór wielokrotny Wypowiedź ustna: rozmowa z odgrywaniem roli Wypowiedź pisemna: list pp. 22–23	
<i>An experiment in intercultural communication</i> Vocabulary building: Prefixes <i>-un, -im, -in, -ir</i> Critical thinking: Using direct speech pp. 32–33	Reported speech: verb patterns with reporting verbs pp. 34–35	Showing understanding, disagreeing politely, responding sympathetically p. 38	A formal letter – an email of complaint Writing tips: Using formal linkers p. 39	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: opis ilustracji Wypowiedź pisemna: list formalny pp. 40–41	
CELESTE HEADLEE Idea worth spreading: When we talk and listen with genuine interest in the other person, we will learn amazing things. Authentic listening skills: Understanding fast speech Critical thinking: Investigating opinions					
<i>Making a splash</i> Vocabulary building: Expressions with <i>make</i> pp. 50–51	Defining and non-defining relative clauses pp. 52–53	Asking for and making recommendations p. 54	An article describing a place and its culture Writing tips: Paragraphing p. 55	Znajomość środków językowych Rozumienie ze słuchu: dobieranie Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: artykuł pp. 56–57	
<i>John Harrison: the clockmaker who changed the world</i> Vocabulary building: Expressions with time Critical thinking: Drawing conclusions pp. 66–67	Modal verbs: past speculation, deduction and regret <i>could, may, might, should, would + have done</i> pp. 68–69	Explaining causes and reasons p. 72	A for and against essay Writing tips: Using discourse markers p. 73	Znajomość środków językowych Rozumienie tekstów pisanych: wybór wielokrotny Wypowiedź ustna: rozmowa z odgrywaniem roli Wypowiedź pisemna: rozprawka pp. 74–75	
TIM URBAN Idea worth spreading: Procrastination can keep us from chasing our dreams, and we're all affected by it. Authentic listening skills: Guessing the meaning of new words					
<i>Hitchhiking</i> Vocabulary building: Phrasal verbs Critical thinking: Evaluating ideas pp. 84–85	<i>Used to and would</i> pp. 86–87	Advice, making suggestions and recommendations p. 88	An article – review Writing tips: Adding comments p. 89	Znajomość środków językowych Rozumienie ze słuchu: wybór wielokrotny Wypowiedź ustna: opis ilustracji Wypowiedź pisemna: artykuł pp. 90–91	
<i>Online crime</i> Vocabulary building: Adjective and noun collocations Critical thinking: Interpreting data pp. 100–101	Gerund and infinitive; objects before <i>-ing</i> and <i>to</i> ; verbs with two objects pp. 102–103	Persuading p. 106	A persuasive article Writing tips: Getting people's attention p. 107	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: rozmowa na podstawie materiału stymulującego Wypowiedź pisemna: artykuł pp. 108–109	
JAMES VEITCH Idea worth spreading: Spam email can lead us to some surprising, bizarre and often hilarious exchanges with others. Authentic listening skills: Intonation and pitch					
<i>Olympic gold</i> Vocabulary building: Synonyms in texts Critical thinking: Supporting arguments pp. 118–119	Comparative and superlative structures with adjectives, adverbs and nouns pp. 120–121	Reporting findings, introducing main findings, introducing other points p. 122	An article – survey Writing tips: Describing statistics p. 123	Znajomość środków językowych Rozumienie ze słuchu: dobieranie Wypowiedź ustna: rozmowa z odgrywaniem roli Wypowiedź pisemna: artykuł z elementami sprawozdania pp. 124–125	
<i>A system that's leading the way</i> Vocabulary building: Adjective and noun collocations Critical thinking: Understanding and evaluating ideas pp. 134–135	Future forms: future perfect simple and continuous pp. 136–137	Making suggestions, rejecting suggestions, suggesting alternatives p. 140	A for and against essay Writing tips: Introducing arguments p. 141	Znajomość środków językowych Rozumienie tekstów pisanych: dobieranie Wypowiedź ustna: opis ilustracji Wypowiedź pisemna: rozprawka pp. 142–143	
ROBERT HAMMOND Idea worth spreading: We can work together to turn abandoned and neglected parts of our cities into vibrant community spaces. Authentic listening skills: Recognising words you know					

Starter 1

- feelings and emotions
- personal values
- films, film reviews
- suffixes -ment, -ness, -ion, -ed, -ous, -ly
- subject/object questions
- present simple
- present continuous
- present perfect

1 Complete the sentences with the words in the box.

annoyed confused embarrassed lonely relaxed



- 1 You feel quite ... when you live in the suburbs and there are no neighbours your age around.
- 2 The girl felt really ... when she realised she was wearing two different socks.
- 3 Some of the traffic signs were damaged, which made me ... as I had no idea which way to go.
- 4 It's hard to stay ... if you have an important exam the next day and you feel you haven't revised enough for it.
- 5 The teacher shouted at us for not completing the project on time. I'd never seen her so ... before!

2 Listen to four speakers. Match each speaker (1–4) with the emotion they express (a–e). There is one that you do not need. 2

- | | |
|--------------------|-------------|
| 1 Speaker 1 is ... | a delighted |
| 2 Speaker 2 is ... | b surprised |
| 3 Speaker 3 is ... | c scared |
| 4 Speaker 4 is ... | d bored |
| | e angry |

3 For each sentence (1–3), write two questions about the underlined parts.

- 1 Jamie felt really upset about his exam results.
- 2 Shy people often hide their emotions.
- 3 Classical music can cheer you up when you're depressed.

4 Complete the sentences with the correct form of the word in capitals.

- 1 His feelings of ... in the new place finally passed when he made friends with Jackie and Steve.
LONELY
- 2 The little girl couldn't hide her ... when she saw all the presents under the Christmas tree.
EXCITE
- 3 Each of the two teachers gave us completely different instructions, which caused quite a lot of ...
CONFUSE
- 4 The man came to us with a ... smile on his face.
FRIEND
- 5 Alice felt really It was the first serious exam in her life.
NERVE

5 Choose the correct option to complete each sentence.

- 1 Look at Ann. Why ... ? What's wrong?
a is she crying
b has she cried
c does she cry
- 2 Peter has a little problem. His hamster ... from the cage and he cannot find it anywhere.
a is escaping
b has escaped
c escapes
- 3 Mary can't hide her feelings. Her face always ... if she's excited, bored or upset.
a is showing
b has shown
c shows
- 4 Our lives ... more stressful since we were small kids.
a are becoming
b have become
c become
- 5 You're absolutely right, Peter. I ... that we should sometimes hide our emotions.
a am agreeing
b have agreed
c agree

6 Work in pairs. Think of a film you have seen, a book you have read or a game you have played recently. Tell your partner the most important information about it.

- 1 Who's the author?
- 2 What is it about?
- 3 When was it released/published/created?
- 4 What makes it worth watching/reading/playing?
- 5 Are there any aspects you don't enjoy about it?

Starter 2

- travelling
- means of transport
- accommodation
- sightseeing
- trips and excursions
- compound nouns
- adjectives ending in -ed and -ing
- past simple
- past continuous
- past perfect
- used to

1 Choose the correct option to complete each sentence.

- 1 The *cruise / flight / expedition* was fantastic. We sailed along the coast for over a week.
- 2 My neighbour works in the city centre and he often gives me a *trip / route / lift* when I need to get there.
- 3 It took us more than six hours before we reached our *route / destination / voyage*.
- 4 My dad finishes work at 3 pm, but it takes him over an hour to *voyage / lift / commute* home.
- 5 In the 19th century, the *voyage / flight / excursion* from Europe to America took over a month.

2 Listen to five people. Match each speaker (1–5) with the correct response (a–g). There are two sentences you do not need. 3

- a So, you should take a taxi instead.
- b Yes! Take three stops from here and get off near the cathedral.
- c She left home too late in the morning and missed her bus.
- d But she got home before her mother came.
- e She's afraid she may get lost there.
- f I'm always on time if I catch the 7.40 bus.
- g Great idea! It's a good way to get to know the city.

- 1 Speaker 1: ...
- 2 Speaker 2: ...
- 3 Speaker 3: ...
- 4 Speaker 4: ...
- 5 Speaker 5: ...

3 Match the words (A and B) to make compound nouns and complete the sentences (1–5).

A	amusement	railway	sky	urban	view
B	exploration	park	point	scraper	station

- 1 We got to the ... just two minutes late and we had to wait an hour for the next train.
- 2 The kids had a fantastic time at the They liked the waterslides most.
- 3 They're building a ... in my city. This will be the highest building in the south of the country.
- 4 The platform on the hill made a perfect You could see all the small villages in the valley.
- 5 These old factory buildings could be a great place for those who like

4 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past continuous.

- 1 I ... (meet) Jackie yesterday. She ... (sit) on bus 35.
- 2 They ... (explore) the old tower when suddenly Michael ... (find) some old documents.
- 3 The 1990s were a happy time for my parents. They ... (enjoy) university life at that time and they ... (have) lots of crazy ideas.
- 4 Jamie ... (try) to organise the expedition for some time, but he finally ... (give) up because he couldn't find any sponsors.
- 5 It's really annoying that Jane ... (not / come) to the meeting point on time again. How long ... (you / wait) for her this time?

5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 It wasn't typical in my family to go to church when I was a small kid.
USE
My family ... to church when I was a small kid.
- 2 It was my third visit to the Caribbean.
HAD
I ... twice before.
- 3 Carla and Danny first met during their studies in Barcelona.
WHILE
Carla and Danny first met ... in Barcelona.
- 4 I called Sandra to tell her the news, but she already knew from someone else.
HAD
Someone ... the news before I called her.
- 5 There was a time when Linda practised the piano, but now she only plays the guitar.
USED
Linda ... , but now she only plays the guitar.

6 Work in pairs. Give each other instructions on how to get to different places near your school. Use the phrases in the box.

go straight on until you get to ...
turn left/right at the traffic lights
go past a ...
the ... is on your left/right
take the first/second turn on the left/right

How do I get from school to the cinema?

Go straight on until you get to the grocery shop, then turn ...

Starter 3

- jobs
- skills
- place of work
- choosing a career
- job market
- dependent prepositions: for, from, on, to, with
- past perfect
- reported speech

1 Match the problems (1–5) with the people (a–e) who can help you.

Who will you turn to if you ...

- 1 need a computer programme made especially for your company?
- 2 get a toothache too often?
- 3 want to give an interview about your activities to a local magazine?
- 4 want to make sure your company's financial reports are correct?
- 5 are not sure how to interpret legal regulations?

- a lawyer
- b dentist
- c journalist
- d software developer
- e accountant

2 Complete the text with the correct prepositions.

I'm in Grade 2 of my high school and it is still really hard for me to decide (1) ... a job I want to do in the future. I generally agree (2) ... my parents, who claim that I should go to university. It's obvious that my career depends (3) ... my education. But I still have two options to choose from: engineering or biotechnology. I know I will have to make up my mind before I graduate (4) ... high school, but for now, both options seem equally attractive. All I know is that I will surely apply (5) ... a place at one of the most prestigious universities in Poland.

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple or the past perfect.

- 1 Jeremy ... (show) me a few gadgets he and his team ... (invent) in their laboratory.
- 2 Sandra ... (spend) a few weeks getting ready before she ... (start) the project.
- 3 Mike ... (not / get) a job as a photographer because he ... (not / work) for a photo agency before.

- 4 The explorers ... (discover) a rare species of monkey that ... (live) on the island for thousands of years.
- 5 Where ... (you / train) martial arts before you ... (come) to teach karate at our school?

4 Rewrite the sentences using reported speech.

- 1 'These sportsmen are really fit,' said John.
John said that ...
- 2 'I'm trying to find a more challenging job,' said Mark.
Mark said ...
- 3 'My lawyer didn't send the documents on time,' said Jimmy.
Jimmy said ...
- 4 'I want to become a professional sailing instructor,' said Andrew.
Andrew said ...
- 5 'Our local factory has closed down,' said Gina.
Gina said ...

5 Listen to Maria talking about her relationship with her dad. Complete the dialogue with the missing words.



- Maria: Dad, I (1) ... jeans.
Dad: But your old (2) ... OK.
Maria: Yes, but (3) ... too long.
Dad: Sorry, Maria. (4) ... money.
Maria: Well, in that situation (5) ... new jeans!

6 Think of a job. Make up questions about the job using the clues below.

- 1 where / work?
- 2 how much / training / need?
- 3 skills / have to / learn?
- 4 be / well-paid?
- 5 you / enjoy / do / this job?

7 Work in pairs. Ask each other and answer the questions you wrote in exercise 6. Change them into indirect questions starting with 'I'd like to know ...', 'Could you tell me ...' or 'Do you know ...'.

I'd like to know where a teacher usually works.

*A teacher usually works at a school or university.
Could you tell me ...*

Starter 4

- technology
- inventions and scientific discoveries
- use of information and communication technology
- word families
- the passive

1 Complete the text with the words in the box. There are two words you do not need.

control	digital	inventions	progress
research		switch	tool

You cannot stop the technological (1) ... of the 21st century. The internet has become so widespread that it is present in almost every aspect of our lives. For many, it is a basic (2) ... at work, without which most projects or tasks would be impossible to complete. Many things have become (3) ... – newspapers and books are available online, CDs gave way to music files and camera film has been replaced with SD cards. These (4) ... have changed the world and new ones will surely appear in the years to come, but one thing is certain: it's not the end of technological development and we rely on machines so much that it is no longer possible to (5) ... them all off and live without technology.

2 Match the sentences (1–6) with the methods of communication they describe (a–c).

- 1 It has a touchscreen.
- 2 It uses addresses like: user AT server DOT com.
- 3 There's an operating system installed on it.
- 4 You often use abbreviations like W8 4 me (=wait for me) in it.
- 5 It's perfect when you need to send really short info to a friend.
- 6 It's way faster than a paper letter because it's sent in electronic form.

- a text message
- b smartphone
- c email

3 Rewrite the sentences in the passive.

- 1 They sell two million copies of the programme every month.
Two million copies of the programme ...
- 2 They presented the new model of the phone in August.
The new model of the phone ...
- 3 Someone sent this message to all the institutions in our town.
This message ...
- 4 People use smartphones for shopping, education and entertainment.
Smartphones ...
- 5 I'm sorry, we cannot repair this device.
I'm sorry, this device ...

4 Translate the Polish fragments of the sentences into English.

- 1 Alex (zaoferowano) ... a job at a telecommunications company, but he didn't accept it.
- 2 When (wysłano tę wiadomość) ... ? Before or after the meeting yesterday?
- 3 A strange signal (otrzymano) ... in our space laboratory last week.
- 4 Every year, lots of new phones (jest projektowanych i reklamowanych) ...
- 5 This model of phone (jest często wybierany) ...

5 Complete the sentences with the correct form of the words in capitals.

- 1 He works for our company as a ... of new applications. **DEVELOP**
- 2 Video games are a popular form of ... among young people. **ENTERTAIN**
- 3 I'm often ... with the quality of sound on my mobile phone. **DISAPPOINT**
- 4 Some scientists warn that artificial ... might become dangerous for humans one day. **INTELLIGENT**
- 5 The laboratory was ... with powerful computers that analyse gigantic amounts of data. **EQUIPMENT**

6 Listen to the interview about a new application that helps to learn languages. Then write the man's answers using a passive voice and *by*.  **5**

- 1 The app / develop / IT specialists.
- 2 The modern look / design / graffiti artist.
- 3 The app / can / use / students of Spanish or French.
- 4 It / not / use / beginners.
- 5 It / sell / educational website.

7 Work in pairs. Discuss the topics below. Use the phrases in the box.

On the one/other hand, ...
While I understand that ..., I think ...
One good/bad thing about ... is ...
I can see that but ..., but ...

- 1 How important are smartphones for young people?
- 2 Will Artificial Intelligence control the world soon?
- 3 How dangerous are self-driving cars?

One good thing about smartphones is that you can call for help whenever you are in danger.

I can see that they might be helpful, but most young people are simply addicted to smartphones.

Starter 5

- sports
- benefits and drawbacks
- sport equipment
- places and events
- phrasal verbs
- past simple
- present perfect, simple and continuous

1 Choose the correct option to complete each sentence. There are more sets of words than you need.

- 1 The goalkeeper waited for the ...'s signal and then ... the ball.
- 2 The defender managed to stop the ball and ... it to the player on the other half of the ...
- 3 Hundreds of ... watched the ice-skaters' race on the ...
- 4 The ... gave Mark some instructions on how to ... the ball correctly.
- 5 The ... across the ... was set too high; we had to lower it a bit before we started the game.

- a referee, kicked
- b throw, track
- c coach, bounce
- d net, court
- e pass, pitch
- f opponent, sailing
- g spectators, rink

2 Choose the correct option to complete each sentence.

- 1 My team has *won / scored / achieved* another match in the league.
- 2 James *scored / trained / encouraged* hard before the tournament.
- 3 He's a champion, Mark. You'll never *beat / encourage / win* him – accept it.
- 4 Coach Mike chose five girls to *win / go / represent* our school at the local gymnastics competition.
- 5 At first, I didn't want to run in the marathon, but my teachers *represented / encouraged / did* me to take part.

3 Translate the Polish fragments of the sentences into English.

- 1 I (*nie grałem w tenisa*) ... since my injury.
- 2 He (*rozpoczął*) ... his sports career in 2015.
- 3 Kite surfing (*stał się*) ... very popular recently.
- 4 (*Czy kiedykolwiek uprawiałeś*) ... any extreme sports?
- 5 The players began playing better when the coach (*dał*) ... them some instructions.

4 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or present perfect continuous.

- 1 This athlete ... (*represent*) his country in the world championships for over 12 years.
- 2 Look! I ... (*buy*) new running shoes. I'm going to do some jogging every morning.
- 3 How long ... (*you / surf*) as a professional kite-surfer?
- 4 I ... (*get*) ready for the marathon for the past few months. I really hope to win it.
- 5 The football association ... (*not / announce*) the hosts of the next World Cup yet.

5 Complete the sentences with the correct prepositions.

- 1 How often does her husband work ... at the gym?
- 2 When did she decide to take ... fitness?
- 3 Which activities did she decide to take part ... ?
- 4 How long did it take her to warm ... ?
- 5 Why did she give ... going to the club?

6 Listen to the woman talking about her experience with fitness classes. Answer the questions in exercise 5.



7 Work in pairs. Discuss the topics below. Use the phrases in the box.

I totally agree with you.
That's a good point.
Maybe, but ...
I'm not sure I agree.
I understand what you mean, but ...

- 1 The sport that should be practised in your school.
- 2 Some sports are definitely overpaid.
- 3 Are sports always healthy?

It would be great to have a chance to play rugby at our school.

Maybe, but we don't have a rugby pitch. We could think of discus throw instead.

Starter 6

- food, preparing meals
- eating habits, places to eat (restaurants, bars, street food stalls)
- alternative food, diets
- compound adjectives
- future plans, intentions and arrangements: will, may/might, going to, present simple, present continuous
- future continuous
- future perfect

- 1 Complete the text with the words in the box. There are two words you do not need.

balanced	cooked	delicious	disgusting
processed		tasty	vegetarian

I'm very careful about the quality of the food I eat. I try to keep a (1) ... diet, which means I eat every type of food. I do not eat too much meat, but I'm not a (2) ..., either. I just make sure my chicken or fish is (3) ... rather than fried. Generally, I avoid highly-(4) ... food; the ready-made frozen meals that you only have to warm up in the microwave are definitely not for me. And I never visit fast food restaurants. What they serve there is simply (5) Yuck!

- 2 Choose the correct option to complete each sentence.

- Check the TV guide, Ron. I've forgotten what time my favourite culinary programme ... tonight.
a may start b will start c starts
- I hope people ... more about healthy food soon.
a are caring b may care c will care
- Oh, so we've run out of milk? I ... some when I go to the shop in the afternoon.
a will buy b am buying c buy
- As soon as you ... work, call the restaurant and book a table for Saturday.
a are going to finish b finish c will finish
- Sue has just started a cooking course. She ... as a chef in the future.
a is going to work b may work c is working

- 3 Match the halves of the sentences.

- Betty took a box of home-
 - Alina sent me some recipes for oven-
 - Jerry and Alicia went out for dinner to an old-
 - These large meat-
 - Honey is a sweet-
- a baked dishes that were easy to prepare.
b tasting healthy product.
c fashioned restaurant that served traditional Polish dishes.
d filled peppers are a traditional dish in this region.
e made cookies with her on the trip.

- 4 Listen to five people. Match each speaker (1–5) with the sentence (a–e) that best describes what they say.



This speaker is talking about ...

- | | | |
|-------------|-----|--------------------------|
| 1 Speaker 1 | ... | a a spicy meal |
| 2 Speaker 2 | ... | b ingredients for a dish |
| 3 Speaker 3 | ... | c fresh vegetables |
| 4 Speaker 4 | ... | d unhealthy food |
| 5 Speaker 5 | ... | e food containing wheat |

- 5 Choose the correct option to complete each sentence.

- You have to come earlier than 1 pm. Lunch *is going to begin / will have begun* by then.
- Don't call me between 8 and 9 tonight. I *may eat / will be eating* out with Sam.
- This dish smells terrible! I *won't have eaten / am not going to eat* it!
- With the world's population growing so fast, scientists *may need / will have needed* to find some new sources of food.
- Will we all have become / Will we all be becoming* vegetarians by 2050?

- 6 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- This restaurant has really beautiful decor!
WHAT
... decor this restaurant has!
- We were still hungry when we left the restaurant. That's because the portions were really small.
SO
The portions ... we were still hungry when we left the restaurant.
- One of my ambitions is to learn to cook some Mexican dishes.
AIMING
... to cook some Mexican dishes.
- Jessica cannot wait to open her café.
FORWARD
Jessica ... her café.

- 7 Work in pairs. Talk about your plans and hopes for the future. Use the phrases in the box.

I expect I will ...	I'm looking forward to -ing ...
I'm thinking of -ing ...	I'd really like to ...

I expect I will lose a bit of weight when I'm on diet.

*I'm thinking of going on a diet, too.
I'd really like to lose some weight.*

Starter 7

- *buying, selling, shops*
- *payment, services, finance*
- *advertising, sales*
- *adverbs*
- *the passive*
- *have/get something done*

1 Choose the most logical ending for each sentence.

- This jacket was a real ...
a bargain; I only paid fifteen pounds for it.
b sale; there were lots of cheap clothes.
- The book cost 12 pounds but I needed it, so I decided to ...
a pay off part of my debt.
b borrow a few pounds from a friend.
- The Wilsons are quite rich. They can easily ...
a get a refund for things they bought.
b give away some money to charity.
- You can take 15 pounds with you, but please, don't ...
a waste it all on sweets.
b borrow it from other students.
- There were several books left after the sale. The bookstore ...
a took them back and got the refund.
b donated them to a local primary school.

2 Listen to Erica talking about a day when she went shopping. Then decide if the sentences are true (T) or false (F). 8

- Erica earned some money as a cook.
- She went shopping for clothes.
- Erica is not interested in popular brands.
- She bought a pair of high-heeled shoes.
- She didn't have enough of her own money to buy trainers.

3 Write the second sentence so that it means the same as the first. Use adverbs instead of the adjectives in bold and add necessary words.

- The delivery of the clothes was pretty **quick**.
They delivered ...
- My interest in the new products was **similar** to Jack's interest.
Both Jack and I ... in the new products.
- They closed the online shop, but they said it was only a **temporary** situation.
The online shop ...
- The company solved the problem. They did it in a **professional** manner.
The company ...
- How **good** are you at dancing?
How ... dance?

4 Read the letter below. Make it more official by changing the sentences in bold into passive.

Dear Mr Johnson,

(1) **The postman delivered your letter on September 24th.** Thank you very much for your information.

(2) **We will use it to improve the quality of our service.** I'm really sorry to hear that the laptop you bought from us is broken. However, (3) **you cannot blame our company for this problem.** If I understand correctly, (4) **someone had dropped the laptop onto the ground** before it stopped working. That means that we are not responsible for the damage. (5) **Our technicians repair this kind of damage,** but this is a paid service. If you are interested in this kind of support, let us know.

Yours,

James Brown

MaxiLaptop LTD

5 Complete the questions (1–4) with the active or passive form of the verbs in brackets. Then, match them with the answers (a–d).

- Where ... gunpowder ... (*invent*)?
 - Who ... Emma Watson ... (*star*) in the Harry Potter series?
 - Where will the World Cup 2026 ... (*hold*)?
 - When can a rainbow ... (*see*) in the sky?
- a** after the rain
b in China
c Hermione Granger
d in Canada, Mexico and the US

6 Complete the sentences with the correct form of *have something done*.

- Something's wrong with the engine of my car.
I need to ... (*it / check*) at the garage.
- It's quite a recent photo of me. I ... (*it / take*) a month ago.
- Have you ever ... (*your hair / dye*)? What did it look like?
- Every time we go on holidays, we ... (*the plants / water*) by our neighbour.
- During the conference tomorrow, we ... (*a meal / serve*) by a catering company.

7 Work with a partner. Student A wants to buy something in a clothing shop. Student B is a shop assistant. Include the following issues while talking:

- the size is wrong
- the colour is wrong
- the choice of patterns or styles

Hello. Have you got these sweaters in blue?

Only in light blue, nothing darker. What size are you?

Starter 8

- human body, emergency and first aid
- disability, injuries, physical challenges
- verbs describing ability
- zero and first conditional
- second conditional
- I wish, If only

- 1 Complete the sentence with the words in the box. Make five such sentences.

A(n) ... is a part of a(n) ...

arm	bone	brain	digestive system	elbow
head	knee	leg	skeleton	stomach

- 2 Choose the correct option to complete each sentence.

- 1 There's something wrong with my *heart / lungs / brain*. It's beating too fast.
- 2 You can donate up to 350 millilitres of *vessels / blood / brain* at a time.
- 3 When you quit smoking, your *lungs / bones / muscles* need a few years before they can clean out the toxins.
- 4 There are five *organs / vessels / senses*: sight, hearing, smell, taste and touch.
- 5 This nasty cough and your runny nose suggest that you've got *blood vessels / blood cells / an infection*.

- 3 Choose the correct option to complete the text.

I used to be an active football player some time ago, but a car accident made it (1) ... for me to play anymore. My broken legs stopped me (2) ... walking at all for a few weeks. My family organised a wheelchair for me, which (3) ... me to move around the house. It took a lot of time before I could finally walk on my own and I still have to use a walking stick, which (4) ... me keep my balance, but I know now that the injury has (5) ... me from playing football forever. That's life!

- | | | |
|-----------------|--------------|-----------|
| 1 a unnecessary | b impossible | c unable |
| 2 a from | b to | c about |
| 3 a saved | b let | c enabled |
| 4 a helps | b allows | c stops |
| 5 a prevented | b let | c saved |

- 4 Match the halves of the sentences.

- | | |
|---|---|
| 1 If you tell the doctor about your symptoms, | a if you feel too tired to continue. |
| 2 An illness starts | b when the body cannot fight a virus. |
| 3 You'll go on putting on weight | c your heart rate increases. |
| 4 If you run a long distance, | d he will surely find out what's wrong. |
| 5 Stop working out at the gym | e unless you go on a diet. |

- 5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 I don't like the fact that I get ill so often.
ONLY
If ... so often!
- 2 My friend often phones me late at night. It's annoying.
WISH
I ... me late at night.
- 3 Imagine you see an accident. What would you do?
IF
What would you do ...?
- 4 I'm quite fit thanks to my fitness instructor.
FOR
If it ..., I wouldn't be so fit.

- 6 Complete the sentences with the correct form of the verbs in brackets. Use zero, first or second conditional.

- 1 Will you sign up if our school ... (look) for more volunteers this year?
- 2 This red lamp ... (light) up when there is an emergency in the building.
- 3 If it wasn't for my previous experience, they ... (not / let) me attend the lifeguard 4 training course.
- 4 If only Mick finally ... (complete) this course for caretakers! He could go on a trip with us then.
- 5 I wish my school ... (organise) more events like Life Rescue Day!

- 7 Work in pairs. Describe the picture to your partner. Use the phrases in the box.

This one shows ...
In the middle/background/foreground, there's ...
They seem/look ...
It looks as if ...
It's some/a sort of ...



Student A

This one shows two people trying to help a child. It's some sort of emergency. The child seems ...

Student B

It's a sort of first-aid training. In the middle, there's ...

1 Work



IN THIS UNIT YOU LEARN

VOCABULARY

- jobs
- working life
- types of work
- working and employment conditions
- looking for a job

GRAMMAR

- verb patterns: verb + *-ing* or infinitive with *to*
- present and past modal verbs

SKILLS

Listening

- the world of work
- career paths
- multiple choice, matching

Reading

- unusual job
- ways of seeing
- multiple choice, matching

Speaking

- job interviews

Writing

- a formal letter of application

CRITICAL THINKING

- exaggerating

1A Vocabulary

Work

Talking about jobs and working life

- 1 What skills, abilities and personal qualities do people need to work successfully in the 21st century? Is it more than just qualifications?
- 2 Work in pairs. Think of a job:
 - 1 which is popular, so the job market is **competitive**.
 - 2 in which you need to be **flexible** – able to adapt to changing situations.
 - 3 that's **well-paid** – you get a good salary.
 - 4 **in the construction industry**.
 - 5 where employees **work long hours** – 50 hours a week or more.
 - 6 that you would find quite **stressful**.
 - 7 which has good **career prospects**.
 - 8 in which you would be **in charge of** many people – responsible for them.
 - 9 that is physically **demanding**, so you need to be healthy.
 - 10 that needs **creative** people with new ideas and new ways of doing things.

- 3 Use the words and phrases in bold in exercise 2 to complete the paragraph.

A survey about the reasons people leave their jobs shows some surprising results. You might think that people want more money, so they move to jobs that are (1) ..., or prefer an easy life, but in fact this is not always the case. Many employees are happy to (2) ... in (3) ... jobs, where they are (4) ... large teams, working with important clients. In return, they want exciting (5) ... in their chosen (6) Work only becomes (7) ... if employers refuse to listen to their workers' needs or don't trust them with responsibility. For example, employees with a long commute may want more (8) ... working hours. The lesson for business? To keep good employees, you need to trust them and listen to them.

- 4 Put the lines (a–i) in the correct order. Sentence *a* is the first line, sentence *i* is the last one.

- a I've always wanted to **work in**
- b **charge of** the boys' football teams. It wasn't a very **well-paid**
- c **for** organising a football tournament. Since that job, I've never been **out**
- d **work** at the sports centre, where I was **in**
- e **job** as a coach. I'm currently **working**
- f **job**, but it was quite satisfying – I was **responsible**
- g **of** work. Now I've got a **full-time**
- h **the sports industry**. I qualified as a personal trainer and got **part-time**
- i **on** a fitness programme for one of my clients who is a professional athlete.

- 5 Work in pairs. Discuss the difference between the terms.

- 1 *part-time* and *temporary* work?
- 2 to *work in* something and to *work on* something?
- 3 to have a *full-time job* and to *work long hours*?

- 6 Work in pairs. You are discussing possible career paths with a friend. Talk about the jobs you would like to do. Discuss the following aspects:

- working hours
- salary
- responsibilities
- people you would like to work with

A painter working on a colourful underpass in Munich, Germany.

1B Listening

Listening to people talking about the world of work

- 1** Work in pairs. Imagine you are a company manager. Which of these ideas would make your employees most productive? Put them in order – 1 is the best idea.
- a Give employees a share of the company.
 - b Give everyone a day every month to volunteer for a charity.
 - c Let workers choose what time to start and finish each day.
 - d Let everyone decide if they want to work from home or in the office.
 - e Let each person decide when to take holidays.
- 2** Listen to a podcast about the world of work. Which of the ideas in exercise 1 are mentioned? Which employer uses them, Hamdi Ulukaya or Jenny Biggam?  9
- 3** Listen again. Complete each extract with the missing verbs.  9
- 1 Ulukaya started the business a few years ago and it has ... to become a multi-billion-dollar company.
 - 2 Does he just ... to be nice, or is this actually good management?
 - 3 He ... feeling grateful to his workers for helping him start the business.
 - 4 Do you think he might ... giving so much of the company away?
 - 5 Jenny Biggam decided to ... treating her workers like children.
 - 6 They are ... to make coming to work a happier experience.
 - 7 What kind of boss would you like? Don't ... to phone in and tell us!
- 4** Listen to four people talking about their career paths. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need.  10
- This speaker:
- a is not particularly satisfied with their job.
 - b does a completely different job than they originally wanted to.
 - c is bored with the tasks they deal with at work.
 - d helps others decide what to do in the future.
 - e is not working at the moment.
- 1 Speaker 1: ...
 - 2 Speaker 2: ...
 - 3 Speaker 3: ...
 - 4 Speaker 4: ...
- 5** Listen to the recording again. Choose the correct option to complete each sentence.  10
- 1 Speaker 1 ...
 - a successfully combines two jobs at the same time.
 - b wants to become an accountant.
 - c changed her hobby into a steady job.
 - 2 Speaker 2 ...
 - a likes to deal with murders most.
 - b feels he does a prestigious job.
 - c feels safe at work.
 - 3 Speaker 3 ...
 - a gives advice to people who have problems at work.
 - b works at a school.
 - c has just started working with teenagers.
 - 4 Speaker 4 ...
 - a was responsible for a group of workers at his last job.
 - b feels he doesn't have enough skills for his job.
 - c lost his job because he had made a mistake.



A worker checks her smartphone sitting on a swing in the offices of PT Tokopedia in Indonesia.

1C Grammar 1

Verb patterns: verb + *-ing* or infinitive with *to*
Talking about life experiences using -ing or infinitive with to

1 Look at the completed sentences in exercise 3 on page 14.

Verb patterns: verb + *-ing* or infinitive with *to*

- a Do you think other companies will **go on treating** their workers the same?
- b Making work enjoyable **means creating** a more productive company.
- c Some managers **remember to show** their employees how much they appreciate their work.
- d I **regret to inform** you that we can't afford to employ you any more. I'm so sorry.
- e I **stopped to buy** a coffee on the way to work.
- f If it's taking so long to get to the office, **try working** from home for a few days.
- g Hamdi Ulukaya will never **forget making** his first million dollars.

More explanation in Grammar reference on p. 24.

2 Work in pairs. Look at the verbs in bold in the Grammar box. Compare them with the sentences in exercise 3 on page 14. Discuss how their meanings change.

go on + infinitive with to means 'to do something after doing something else'

go on + -ing means 'to continue'

More exercises in Grammar practice on p. 25.

Do exercise 1.

3 Complete the paragraph with the correct form of the verbs in brackets.

Sometimes being a good boss means (1) ... (*give up*) important personal things. I remember (2) ... (*hear*) about a company that lost a lot of money. If they wanted the company to go on (3) ... (*do*) business, they had to stop (4) ... (*employ*) some of the workers. But the director didn't want to say: 'I regret (5) ... (*tell*) you that we have to let you go.' He meant (6) ... (*keep*) everyone employed and motivated. So, he tried (7) ... (*talk*) to the workers. Together, they decided to reduce their salaries. He didn't forget (8) ... (*include*) himself in the cuts. In fact, he remembered (9) ... (*lead*) by example and took the biggest salary cut of all. The company went on (10) ... (*survive*) the bad times and is now doing very well.

4 Complete the topics with the correct form of the verbs in brackets. Discuss in pairs.

- 1 something you meant ... (*do*) this morning
- 2 a mistake you regret ... (*make*)
- 3 the job you'll go on ... (*do*) in the future
- 4 an item of clothing you've tried ... (*wear*)
- 5 a bad habit you've stopped ... (*do*)

5 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

1 I gave up my previous job and now I think it was a mistake.

REGRET

I ... my previous job.

2 Patrick didn't remember to send the documents to his boss.

FORGOT

Patrick ... the documents to his boss.

3 The boss took the report; then he started describing the new project.

WENT

The boss took the report and ... the new project.

4 As a result of being promoted, you usually take on more responsibility.

MEANS

Being promoted usually ... more responsibility.

5 At one moment, the lecturer took a break and asked if everything was clear.

STOPPED

At one moment, the lecturer ... if everything was clear.

6 Work in pairs. Describe the photo, then answer the questions.



- 1 Are these people working for a small company or a large corporation? Why do you think so?
- 2 Would you prefer to have a job you do with or without a computer? Why?
- 3 Tell your partner about a time when someone you know was looking for, or found, a job.

7 MY PERSPECTIVE – SPEAKING

Work in pairs. What hopes do you have about the places you will work at in the future?

A real-life, crime-fighting superpower!

VOCABULARY BUILDING Ways of seeing

1 Read the sentences (1–7). Find a verb related to seeing. Then match the verbs with their definitions (a–g).

- 1 The police spotted him leaving the car park in a van.
- 2 She stole from three different shops and they caught her on security camera each time.
- 3 He only glanced at the woman but he knew who she was immediately.
- 4 I waved at her but I don't think she noticed me because she didn't stop to say hello.
- 5 The person in the photo has been identified as Adam Blackmore.
- 6 Officers observed people leaving and entering the building entrance throughout the night.
- 7 I recognised an old friend at the train station, even though we hadn't been in touch for years.

- a became aware of someone or something
- b looked quickly at something
- c saw someone and was able to say who they were
- d knew who the person was because you had seen them before
- e saw someone doing something wrong
- f saw someone or something because you were looking for them
- g watched someone or something carefully in order to learn information

2 Rewrite the sentences replacing all the words in bold with the correct form of the verbs in exercise 1.

- 1 I didn't **know it was** Christophe at first – he's grown a beard since the last time I saw him.
- 2 I only need to **look** at a phone number **briefly** and I can remember it.
- 3 How many of these people can you **put a name to**?
- 4 I looked for you at the park but I didn't **see** you. Where were you?
- 5 If my parents **see** me playing games when I should be doing homework, they take my laptop away.
- 6 He learnt the job by **watching and studying** what the other members of staff did.
- 7 I **saw** that the window was open when I heard a loud noise outside.

READING

Understanding an article about an unusual job

3 Work in pairs. Discuss the questions.

- 1 Do you find it easy to recognise people you have only met once?
- 2 Who do you think super-recognisers are and where do they work?

4 Read the article. Work in pairs. Discuss the questions.

- 1 Were you right in your answer about super-recognisers in exercise 3?
- 2 What skills do you need to have to become a super-recogniser?
- 3 Who do super-recognisers mostly work for?

11 You are being watched.

Next time you're in a busy city centre, look up. Chances are there will be a CCTV * camera somewhere nearby. Many large cities have thousands of security cameras: on buildings, next to roads, even in public buses and trains. (1) No matter how many cameras are in place to catch people breaking the law, criminals can't always be identified. For one thing, the police can only put a name to a face if they have a file on that person. Also, even if the criminal is known to the police, the CCTV image is often so poor that it is impossible to recognise them.

Impossible for most people, that is, but not if you're a super-recogniser. These are people with the amazing ability to remember thousands of faces and pick them out on a crowded street, even if they only see them for a moment. (2) At football matches, for example, the police must spot troublemakers immediately, before they start fighting, and this means acting fast. The 152 super-recognisers employed by the London police can do this, and they get results.

The police didn't need to worry, for example, when there was trouble in the streets in 2011. (3)

Instead, officers sat in CCTV control centres, observing the scenes on TV and picking out known criminals for

their colleagues on the ground. Just one member of the team, Gary Collins, was able to identify a total of 190 troublemakers! The police later arrested many of them; others weren't allowed to go back on the streets.

You might think that with a memory this good, super-recognisers must be good at remembering lots of things, but Collins admits he can't even remember a shopping list. 'I have to write that down,' he says. Scientists believe that the ability to recognise faces is different from other kinds of memory, and uses a special part of the brain. Damage to that area of the brain can cause 'face blindness,' where people can't recognise faces at all. (4) We are even able to identify people we know from the backs of their heads and from the way they walk, something computers are unlikely to do in the near future. However, we can't all do it as well as professionals like Gary Collins, who do it better than 99% of the population.

You might also be in the top one percent and not even know it. So, if you're looking for a job where you are allowed to watch TV all day, you should find out whether you're a super-recogniser and join the police! (5)

CCTV closed-circuit television – a camera system used for observing and recording activity in some places

5 Read the text. Match the sentences (a–e) with the gaps (1–5) in the text. Listen and check your answers.

- a If your superpower proves to be effective, you'll certainly make your contribution to the safety of society.
- b It would be impossible to spot the most aggressive individuals right when they were rioting.
- c And in most cases, time is a key factor in successful identification.
- d They are supposed to prevent crime, but there is a problem.
- e Having said that, most of us are really good at recognising faces.

6 Read the article again. Choose the correct option for each question.

- 1 What makes super-recognisers so effective at work?
 - a They can easily recognise a troublemaker after a short talk.
 - b They only need a short moment to match a face they see with a person they saw before.
 - c They know everybody.
- 2 If you are as good at recognising faces as Gary Collins, what else might be true about you?
 - a Your memory is good for other things, too.
 - b You probably suffered damage to a particular area in your brain.
 - c Only one person in a hundred has similar skills to yours.
- 3 What is one suggestion that the author makes?
 - a The reader might consider working for the police if they have some particular skills.

- b Computers are getting better and better at recognising people's faces.
- c The reader should avoid some places that are generally considered more dangerous than others.

CRITICAL THINKING Exaggerating

Sometimes writers exaggerate (describe things so that they seem a lot better/worse, more important, etc. than they really are) to make their point. It's important to be able to recognise when the author is exaggerating and when they are stating facts. For example, to say that there were lots of people at a party, you might say that there were *hundreds* of people, when in fact, there were not that many.

7 Work in groups. Decide which of the extracts are probably exaggerating facts. Why?

- 1 You are being watched.
- 2 Many large cities have thousands of security cameras.
- 3 Collins was able to identify a total of 190 troublemakers.
- 4 Collins admits he can't even remember a shopping list.

8 Work in pairs. Discuss the questions.

- 1 Would you like to be a super-recogniser? Why?/Why not?
- 2 Think again about the job you would like to do. Write three sentences to exaggerate it. Tell your partner. Whose job sounds most interesting?



1E Grammar 2

Present and past modal verbs

Talking about job evolution using present and past modal verbs

1 Work in pairs. Discuss the questions.

- 1 Super-recognisers did not exist a few years ago. What other new jobs can you think of? Make a list.
- 2 What jobs from the past no longer exist, or are disappearing? Make another list.
- 3 Look at your lists. What do you think 'job evolution' means?

2 Look at the sentences in the Grammar box. Which sentences (a–h) describe:

- | | |
|------------------|------------------------------|
| 1 obligation? | 5 ability or possibility? |
| 2 no obligation? | 6 no ability or possibility? |
| 3 permission? | 7 advice? |
| 4 prohibition? | 8 deduction or speculation? |

Present and past modal verbs

- a At football matches the police **must** spot troublemakers immediately.
- b Gary Collins **was able to** identify 190 troublemakers.
- c If you're looking for a job where you **are allowed to** watch TV all day ...
- d ... you **should** find out whether you're a super-recogniser.
- e ... others **weren't allowed to** go back on the streets.
- f 'Face blindness' ... where people **can't** recognise faces at all.
- g The police **didn't need to** worry when there was trouble in the streets.
- h ... super-recognisers **must** be good at remembering ...

More explanation in Grammar reference on pp. 24–25.

3 Look at the Grammar box again. Which sentences refer to the present and which refer to the past?

4 Complete the table with the words in bold in the Grammar box from the sentences that refer to the present.

Meaning	Present
obligation	<i>have to, (1) ..., need to</i>
no obligation	<i>don't have to, don't need to, needn't</i>
permission	<i>can, (2) ...</i>
prohibition	<i>mustn't, can't, isn't/aren't allowed to</i>
ability or possibility	<i>can, is/are able to</i>
no ability or possibility	<i>(3) ..., isn't/aren't able to</i>
advice	<i>(4) ..., ought to</i>
deduction or speculation	<i>(5) ..., may, might, can't</i>

5 Translate the Polish fragments of the sentences into English. Use the words and phrases in the box.

manage	may	need	not have to	ought
--------	-----	------	-------------	-------

- 1 At most jobs nowadays, you (potrzebujesz znać) ... foreign languages.
- 2 (Nie musisz pracować) ... non-stop in our company – breaks are allowed any time you feel you need to relax a bit.

- 3 With so much data to process, I believe (*powinniśmy zakupić*) ... more powerful computers than the ones we're using now.
- 4 I'm afraid this salary (*może być*) ... too low for this specialist to accept our offer.
- 5 He needed more money than planned, but (*zdołał ukończyć*) ... the project on time.

More exercises in Grammar practice on p. 25.
Do exercises 2–5.

6 Complete the text about jobs that no longer exist with the words in the box.

can	can't	couldn't	don't have to
had to	have to	needed	shouldn't

They say that the world is changing faster now than at any time in history. We (1) ... do things that were unimaginable just a few years ago. Twenty years ago, you (2) ... send photos from your phone, for example, and you (3) ... carry a map before GPS existed. These changes affect everything. Smartphones mean people (4) ... buy cameras any more, so camera companies (5) ... survive and employees (6) ... find new jobs. Technology is changing the way we live, but also the way we work.

Many professions are changing or disappearing entirely due to technology, but you (7) ... think that job evolution is a recent thing. Many old jobs you have probably never heard of (8) ... to make way for new ones because of advances in technology.

7 Work in pairs. Look at the photos. What jobs do you think the people are doing?

8 Read the text about two jobs from the past. Choose the correct option to complete each gap.

Ice men and ice women (1) ... deliver heavy blocks of ice to wealthy families who (2) ... afford to buy it to keep their food cold. This was before every home had a fridge. If you (3) ... buy the ice, you (4) ... find another way to keep your food fresh.

If you (5) ... wake up early, you (6) ... pay a knocker-up. Their job was to wake people up by tapping on bedroom windows with a long stick. The knocker-up (7) ... leave until they were sure their customers were awake. But why is it that the knocker-up (8) ... be woken up?

- | | | |
|-------------------|----------------------|-------------|
| 1 a had to | b weren't allowed to | c may |
| 2 a are able to | b could | c shouldn't |
| 3 a mustn't | b didn't need to | c couldn't |
| 4 a didn't manage | b needn't | c had to |
| 5 a needed to | b were allowed to | c must |
| 6 a ought to | b are able to | c could |
| 7 a didn't manage | b wasn't allowed to | c may not |
| 8 a couldn't | b didn't have to | c shouldn't |

9 Complete the text with one word in each gap.

Until very recently, there were many jobs you (1) ... do, that we're all (2) ... to do nowadays thanks to computers. Travel agents still exist of course, but there (3) ... be many people who still book their holidays the old-fashioned way. The internet means we (4) ... pay a professional to book our airline tickets or hotels.

Is it possible that some very common jobs may soon disappear? Companies like Google have shown that driverless vehicles (5) ... work, but at the moment the law says that automated cars and buses aren't (6) ... to drive on most public roads. However, if technology can make them safe, they (7) ... be allowed on the roads. In fact, some people think that we (8) ... to replace all drivers, for safety reasons. Perhaps one day we will look back and wonder how we (9) ... to drive safely without robots at the wheel!

10 CHOOSE

- Work in groups. Play a game. Think of a job. Let the other people in the group take turns to ask ten yes/no questions to guess the job.
A: *Do you need to travel long distances?* B: *Yes.*
A: *Are you a pilot?* B: *No, but I do have ...*
- Work in pairs. Together, choose a job. Then, on your own, write as many sentences as you can in two minutes about things that you have to do in this job. Compare lists. Score one point for each obligation that you both wrote. Score two points for obligations that your partner doesn't have.
- Find out about another job that has disappeared. Write a paragraph about it.



1F Speaking

SANTA CRUZ FRUITS –

summer workers needed

Would you like to work outdoors as part of our friendly team? Are you hard-working and want to keep fit? Join this family-run fruit farm during our busy summer season. Good rates of pay, and free fruit every day!

Part-time catering staff

Water park looking for enthusiastic staff to serve visitors at our restaurant. No waiter experience needed, but applicants must be polite and smartly dressed. Must speak English. Hours 11.30 am–4.00 pm, Tuesday–Sunday. Vacancies from now until September. Free access to water park for family and friends.

Personal care assistant

50-year-old wheelchair user looking for a reliable care assistant during the summer holidays. The right person will be happy to help with household tasks, such as cleaning and cooking, as well as going to the shops, etc. Must be relaxed and have a sense of humour. About five hours' work each day, with plenty of free time.

Useful language

Talking about skills and personality

I'd say I was quite a ...

I'm willing to ...

I'm usually quite good at ...

I like to think I'm not afraid to ...

I've had lots of experience ...

I'm working on ...

Being positive about the job

I've always wanted to ...

I think this job would give me ...

Asking about the job

What does the job involve?

I was just wondering if ...

Are we allowed to ... ?

Talking about jobs and applying for jobs

1 Look at the photo. In some countries students have part-time jobs like this while they are at school, and some work in the holidays. Is this the same in your country?

2 Work in pairs. You're looking for a summer job. Look at the job offers on the left. Choose one that suits you best. Give reasons for your choice, then explain why you reject the other options.

Answer the questions.

1 What are typical part-time job offers for students in Poland?

2 Many people say that job satisfaction is more important than money for your work. Do you agree? Why?/Why not?

3 Listen to three people – Roberta, Sandra and Peter – talking about the jobs on the left. Match each speaker (1–3) with the correct sentence (a–f).  12

This speaker ...

a already worked in the same place before.

b will live away from home while doing the summer job.

c will work for just one person.

d may use foreign languages at work.

e doesn't want to work on one of the weekdays.

f will have an opportunity to meet many new people at work.

1 Speaker 1: ...

2 Speaker 2: ...

3 Speaker 3: ...

4 Work in pairs. Take turns interviewing each other for one of the jobs advertised on the left. Use the phrases in the Useful language box. Discuss the topics:

- reasons for applying
- experience so far
- required skills
- expected salary



1G Writing

A formal letter of application

Writing a job application letter

1 Read the letter of application. What information (1–6) does Martina include?

- 1 details of when she is available to work
- 2 experience she has that is relevant to the job
- 3 her interests
- 4 personal qualities she thinks are relevant to the job
- 5 her reasons for wanting the job
- 6 her reason for writing the letter

Dear Sir or Madam,

I am writing to apply for the job of personal care assistant, which I saw advertised on summerwork.com. As I am currently looking for a summer job and I meet the requirements, I believe I am a good candidate for the job. Although I have not worked as a carer before, what I already have some experience in is helping my father, who uses a wheelchair. I regularly help him get in and out of the car. Also, I have had a basic course in disability care at school, which I believe may prove useful in this situation. What is more, I am not a bad cook and would be happy cleaning the house. Vacuuming and dusting is what I particularly enjoy doing around the house, but I would say I am willing to do any other chores that are necessary.

I like to think that I am a friendly person who gets on well with most people. I would say I am a hard-working and enthusiastic student and I am sure that I would bring these qualities to the job. What I am especially proud of is the fact that I am a fast learner. This is what makes me a suitable candidate for the job.

I complete my school exams on the 22nd of June and would be able to start then. I can continue until the beginning of September.

I look forward to hearing from you soon.

Yours faithfully,
Martina Swindon

2 WRITING TIPS Emphasis

When you want to draw the reader's attention to a particular piece of information, you can use emphasis.

I like **working in a team** most.

What I like most is **working in a team**.

a Find sentences in Martina's letter which mean:

- 1 I already have some experience in helping my father.
- 2 I particularly enjoy vacuuming and dusting.
- 3 I'm especially proud of the fact that I'm a fast learner.

b Rewrite the sentences using emphasis.

- 1 Good relations with workmates help me a lot. What ...
- 2 They offered me a pay rise in return for changing my workplace. It was a pay rise ...
- 3 Jamie lacks organisational skills. What ...

3 Read two job offers. Write a letter of application for one of the jobs or a job of your choice. Use the letter in exercise 1 as a model. Include your qualifications and experience at this kind of job. Also, mention your personal qualities that make you a good candidate. Write between 200 and 250 words.

- a We are looking for two teenagers to write articles for an online magazine for young people. Good writing skills will be an asset; we'll also appreciate if you have already done a similar job. Your task will be to write 5–8 articles a month, on various topics, especially fashion or cars. Can work from home, but must come to our office twice a month for consultations.
- b Pizza delivery people needed! Our fast-growing restaurant needs two people who can spend afternoons (including weekends) delivering pizza in the neighbourhood. Must have your own bike or motorbike. No special skills required, but you must know the city well. Also, some communication skills might be useful (not every customer is polite, but a pizza delivery person **MUST** be!). If you have some experience cooking, you can also help in the kitchen in your spare time.

More about writing a letter of application in Writing guide on p. 150.

Writing strategies

Applying for a job

Paragraph 1:

- State clearly what job you're applying for

I'm interested in working as a/an ...

- Say how you learnt about the job

I saw your job advert on ... Your job offer displayed on ... caught my eye.

Paragraphs 2 and 3: Mention your experience and skills

I have worked in a ... before.

This would (not) be my first experience as a/an ...

I am quite skilled at ...

I know how to ..., which may be useful at this job.

Paragraph 4: Mention your expectations

I am looking forward to hearing from you ...

I would like to meet you to discuss ...

Skills Review 1

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Harry is a real People from our department avoid his company. TROUBLE
- 2 Jerry solved the problem at work ... and got the promotion a week later. IMMEDIATE
- 3 Brenda is such a ... person that very few people want to work with her. She always wants to be the best. COMPETE
- 4 ... Dan and Robert are very much alike, but they have different personalities. PHYSICAL
- 5 If Lucy were more ... , she could design her own clothing collection. CREATE
- 6 You can get this job, but first you must bring references from your previous EMPLOY
- 7 It was my ... to prepare invitations for the conference. RESPONSIBLE

Parafrazy zdań

2 Spośród podanych propozycji wybierz tę, która najlepiej zastąpi zaznaczony fragment zdania.

- 1 As I have no family obligations at the moment, I can take up a job with *flexible* working hours.
a regular
b long
c elastic
- 2 My father is a manager in a large company. *He is in charge of* almost one hundred people.
a He is responsible for
b He employs
c He has to interview
- 3 The manager asked us a lot of questions, but finally he *gave us permission* to work longer on Monday.
a forbade us
b encouraged us
c allowed us
- 4 I'd like to find a job that is *demanding*.
a well-paid
b challenging
c regular
- 5 Andrew *glanced at his watch* and immediately knew he was late for work.
a looked at his watch quickly
b observed his watch carefully
c noticed his watch accidentally

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 I spent two fabulous weeks in the Bahamas. I'll never forget it.
FORGET
I'll never ... two fabulous weeks in the Bahamas.
- 2 It's fantastic you got this job, but you'll have to get up early to avoid heavy traffic.
TO
Getting this job will mean ... early to avoid heavy traffic.
- 3 First, the professor showed a few slides. Then he started answering the questions.
ON
After showing a few slides, the professor went ... the questions.
- 4 I called him lazybones and now I'm sorry for that.
HIM
I regret ... lazybones.
- 5 The manager didn't let us have a coffee break because we were behind in our work.
TO
We were ... a coffee break because we were behind in our work.

Uzupełnianie zdań

4 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 If you want to stay on the job, you ... to cooperate with other workers.
a ought
b should
c must
- 2 When Brenda worked in a local shop, she sometimes dealt ... unpleasant customers.
a from
b with
c for
- 3 I was not sure if I had switched off the computer in my office, so I had to go ... and check it.
a in
b back
c along

- 4 It's easy for me to say a lot about people I've never met from the ... they dress.
a fashion
b method
c way
- 5 At the last meeting, my boss gave ... some prizes to the best workers.
a away
b in
c up

5 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Valerie, ... (you / remember / post) the letters as I asked yesterday?
- 2 If you want to get a promotion, ... (try / work) harder. Your boss will notice it.
- 3 The politician ... (go / on / talk), although nobody was listening to him.
- 4 Richard ... (stop / buy) something to eat as he was very hungry.
- 5 The security guards ... (have / observe / man) carefully because he was behaving strangely.
- 6 Let everybody decide when they ... (want / take / day) off.

Uzupełnianie luk

6 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 My brother has been ... of work for six months, but he hopes to find a good job soon.
- 2 There have been new trends ... the construction industry in recent years.
- 3 Are you still working ... improving the system of rewarding the workers in the company?
- 4 The new boss recognises people's faces in the company, but he cannot put a ... to all of them.
- 5 Linda finished law school last year. That's why I'm surprised she works ... a waitress in her brother's restaurant.

LISTENING

7 Usłyszysz dwukrotnie rozmowę z Derekiem na temat pracy. Z podanych możliwości wybierz właściwą, zgodną z treścią nagrania.  13

- 1 Derek decided to take the job of a food taster because
a his professor encouraged him to do so.
b he badly needed extra money.
c the job seemed interesting to him.
- 2 During training, the panelists had to
a describe the taste of food to each other.
b decide together where to place each food item on the scale.
c rate the food alone to compare the results of their work later.
- 3 What was the biggest problem for Derek?
a having to swallow the food
b numbering the food accurately
c long working hours
- 4 Derek did not stay at the job because he
a wasn't offered a pay raise.
b felt ignored by the company he worked for.
c started having health problems.
- 5 In the interview, Derek
a expresses his opinion on eating frozen foods.
b gives an account of his experience with a rare job.
c recommends the job to those who want to try a new job.

SPEAKING

8 Rozmawiasz z kolegą/koleżanką na temat nowego szefa, który wkrótce rozpoczyna pracę w waszej firmie. Poniżej podane są cztery kwestie, które musisz omówić:

- organizacja spotkania z nowym szefem,
- nowy podział obowiązków w firmie,
- szanse wprowadzenia zmian na lepsze,
- zagrożenia dla pracowników.

WRITING

9 Ubiegasz się o wakacyjną pracę w Wielkiej Brytanii. Napisz list motywacyjny, w którym przedstawisz swoje dotychczasowe doświadczenie oraz uzasadnisz, dlaczego chcesz podjąć pracę w tym miejscu. Wypowiedź powinna liczyć od 200 do 250 wyrazów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Grammar reference 1

GRAMMAR 1 Verb patterns: verb + -ing or infinitive with to

Dopełnienie czasownika (czasownik z końcówką -ing lub bezokolicznik z to)

Po niektórych czasownikach możemy użyć zarówno czasownika z końcówką -ing, jak i bezokolicznika z to. W zależności od użytej formy zmienia się znaczenie zdania:

- **forget + -ing** – zapomnieć, co się zrobiło w przeszłości:
*I'll never **forget receiving** my first job offer. I was so excited.*
- **forget + bezokolicznik z to** – zapomnieć o zrobieniu czegoś w przyszłości:
*Don't **forget to send** me a text when you arrive.*
- **go on + -ing** – kontynuować robienie czegoś:
*They **went on talking** after the meeting had finished.*
- **go on + bezokolicznik z to** – zakończyć jedną czynność i przejść do kolejnej:
*After university, she **went on to become** a lawyer.*
- **mean + -ing** – oznaczać coś (być konsekwencją czegoś):
*I can't be late again! It would **mean losing** my job this time!*
- **mean + bezokolicznik z to** – mieć zamiar coś zrobić:
*Sorry, I **meant to call** you earlier.*
- **regret + -ing** – żałować, że się coś zrobiło:
*I **regret not taking** that job.*
- **regret + bezokolicznik z to** – z przykrością (informować, zawiadamiać itd.):
*I **regret to say** that you didn't get the job.*
- **remember + -ing** – pamiętać, że coś się zrobiło:
*I clearly **remember leaving** the letter on your desk.*
- **remember + bezokolicznik z to** – pamiętać, żeby coś zrobić:
*Do you **remember to buy** some stamps?*
- **stop + -ing** – przestać coś robić:
*The camera **stopped working** after I dropped it.*
- **stop + bezokolicznik z to** – zatrzymać się, żeby coś zrobić:
*They **stopped to look** at the view.*
- **try + -ing** – próbować coś zrobić na zasadzie eksperymentu, żeby rozwiązać problem:
*Isn't it working? Have you **tried restarting** it?*
- **try + bezokolicznik z to** – starać się coś zrobić:
*She **tried to fix** it, but it was impossible.*

Ćwiczenie 1

GRAMMAR 2 Present and past modal verbs

Nakaz, przymus lub konieczność

Do wyrażania nakazów używamy czasowników *must* lub *have to*:

- konstrukcji „*must* + bezokolicznik (bez *to*)” używamy do wyrażania nakazów wynikających z przymusu wewnętrznego:
*I really **must clean** my desk. I can't find anything!*
- konstrukcji *have to do sth* używamy do wyrażania poleceń wydawanych przez innych lub nakazów wynikających z przymusu zewnętrznego (np. z prawa):
*My boss says I **have to clean** my desk.*

W pytaniach stosujemy *have to* (nie: *must*):

*Do you **have to do** that now?*

W czasie przeszłym zamiast *must* używamy *had to*:

*I **had to walk** to work because the buses weren't running.*

Brak konieczności lub przymusu

Brak konieczności lub przymusu zrobienia czegoś wyrażamy za pomocą *don't have to*, *don't need to* albo *needn't* (nie: *mustn't*):

*I **don't have to wear** a uniform at this job.*

*He **needn't worry** about it. Everything will be fine.*

Formy czasu przeszłego to *didn't have to* i *didn't need to*:

*I **didn't have to wear** a uniform at my last job.*

Must służy także do wyrażania przypuszczenia graniczącego z pewnością, sformułowanego na podstawie istniejących dowodów:

*She **must be** the boss. She's wearing a suit.*

Zakaz

Zakazy wyrażamy za pomocą konstrukcji: „*mustn't* + bezokolicznik”, „*can't* + bezokolicznik” lub *not allowed to*:

*You **mustn't ask** questions. = You're **not allowed to ask** questions. = You **can't ask** questions until the end of the presentation.*

W czasie przeszłym używamy *couldn't* oraz *wasn't/weren't allowed to*:

*I **couldn't wear** jeans yesterday because I had an interview.*

*I **wasn't allowed to touch** my sister's computer.*

Możliwość oraz umiejętność

Do mówienia o możliwościach i umiejętnościach używamy czasownika *can* lub konstrukcji *be able to*:

*Robots **can serve** food but they **can't eat**.*

Pozwolenie

Do wyrażania pozwolenia używamy czasownika *can* lub konstrukcji *be allowed to*:

*They **can start** and **finish** work when they want.*

*Are you **allowed to take** three weeks off?*

W czasie przeszłym stosujemy formy: *could*, mówiąc ogólnie o możliwościach oraz *was/were able to* i *manage to do*, mówiąc o konkretnych sytuacjach:

*My computer stopped working, but I **was able to save** my work. I **couldn't finish** the document, though.*

Can't (nie: *can*) służy także do wyrażania przekonania: „nie może być, na pewno nie jest”:

*It **can't be** lunchtime already. I've only just had breakfast.*

Rada

Rad udzielamy, stosując *should* i *shouldn't* oraz *ought to*:

***Should** I wear a suit to the interview?*

*You **ought to** see a careers advisor.*

Ćwiczenia 2–5

Grammar practice

- 1 Complete the sentences with the pairs of verbs in the box. Change the form of the verbs where necessary.

go on + chat	go on + win	regret + do
regret + inform	remember + put	remember + set
stop + do	stop + look	try + open
try + talk		

- I know she's angry, but you haven't even ... to her yet. I'm sure she'd listen.
- He ... the door, but the key got stuck in the lock.
- I ... my mobile phone charger in my bag, but it isn't there now.
- Can you ... your alarm for 7.30 tomorrow morning, please?
- The team started badly, but they ... the match.
- It was late, but they ... into the night.
- Can you ... that? It's really annoying!
- I ... in the window of the new shop in the high street.
- We ... you that you will not be accepted for a place at the college.
- It was a stupid thing to do, but I don't ... it because it was such good fun.

- 2 Choose the correct option to complete each sentence.

- Do I *must* / *have to* answer this email?
- I have a good typing speed now, but I *couldn't* / *shouldn't* type very well when I started.

- My boss says I *should* / *ought* go to the conference.
- Receptionists *mustn't* often / *don't* often have to work after the office closes.
- The old stars of silent films *didn't need to* / *needn't* have good voices.
- We *can't* / *aren't* allowed to talk to our colleagues. The boss thinks we're wasting time!

- 3 Complete the sentences with *must* or *can't*.

- A: It's eight o'clock. Is Paco still at work?
B: Yes. He ... love his job!
- A: Oh, no! The printer's broken again!
B: It ... be. It was working ten minutes ago.
- A: Oh, that's your phone.
B: It ... be Shona – she said she would call.
- A: You know Kristina's leaving?
B: Really? That ... be true. She told me she likes her job.

- 4 Complete the second sentence so that it means the same as the first sentence. Use a form of *can*, *could*, *have to* or *must*.

- I really think it is important for me to eat less sugar. I really ... less sugar.
- They weren't allowed to take breaks during work hours. They ... during work hours.
- Is it obligatory to wear a helmet when you ride a bicycle in your country? ... when you ride a bicycle in your country?
- It isn't possible to use the printer because there isn't any paper. You ... because there isn't any paper.
- It wasn't necessary for him to buy a new phone. He ... a new phone.
- Smoking was permitted in the building until last year. You ... in the building until last year.
- The manager says that it is necessary to arrive at the shop half an hour before it opens. We ... at the shop half an hour before it opens.

- 5 Translate the Polish fragments of the sentences into English.

- When I was younger (*nie wolno mi było*) ... to touch my parents' computer.
- When (*musimy powiedzieć*) ... the teacher if we can't go on the school trip?
- Working with criminals (*nie może być*) ... an easy job for police officers.
- We (*nie musieliśmy kończyć*) ... the project yesterday, so we had some free time.
- Luckily, he (*zdołał przyjechać*) ... on time.

Wordlist Unit 1 14

VOCABULARY p. 13

career path (n) /kə'riə ,pɑ:θ/ ścieżka kariery
career prospects (n) /kə'riə ,prɒspekts/ perspektywy zawodowe
commute (n) /kəm'ju:t/ dojazd (do pracy)
competitive (adj) /kəm'petətɪv/ konkurencyjny
demanding (adj) /dɪ'mɑ:ndɪŋ/ wymagający
employee (n) /ɪm'plɔɪi:/ pracownik/ pracownica
employer (n) /ɪm'plɔɪə/ pracodawca
flexible (adj) /'fleksəbl/ elastyczny
full-time (adj) /'fʊl'taɪm/ na cały etat
in charge of (phr) /ɪn 'tʃɑ:dʒ əv/ odpowiedzialny za
industry (n) /'ɪndəstri/ przemysł
job market (n) /'dʒɒb ,mɑ:kɪt/ rynek pracy
out of work (phr) /,aʊt əv 'wɜ:k/ bez pracy
part-time (adj) /,pɑ:t'taɪm/ na część etatu
qualifications (n) /,kwɒlɪfɪ'keɪʃnz/ kwalifikacje
qualify (v) /'kwɒlɪfaɪ/ zakwalifikować (się)
responsibility (n) /rɪ'spɒnsə'bɪləti/ odpowiedzialność, obowiązek
responsible for (adj) /rɪ'spɒnsəbl fə/ odpowiedzialny za
salary (n) /'sæləri/ wynagrodzenie
successfully (adv) /sək'sesfəli/ z powodzeniem, skutecznie
temporary (adj) /'tempərəri/ tymczasowy
underpass (n) /'ʌndəpɑ:s/ przejście podziemne
well-paid job (n) /,welpeɪd 'dʒɒb/ dobrze płatna praca
work in the construction industry (phr) /,wɜ:k ɪn ðə kən'strʌkʃn ,ɪndəstri/ pracować w przemyśle budowlanym
work long hours (phr) /,wɜ:k ,lɒŋ 'aʊəz/ pracować przez wiele godzin (dziennie)
working hours (n) /'wɜ:kɪŋ ,aʊəz/ godziny pracy

LISTENING p. 14

accountant (n) /ə'kaʊntənt/ księgowy/ księgowa
appreciate (v) /ə'pri:ʃiət/ doceniać
by accident (adv) /baɪ 'æksɪdnt/ przypadkiem
combine (v) /kəm'baɪn/ łączyć
committed to (adj) /kəmɪ'tɪd tə/ oddany czemuś, zaangażowany
company (n) /'kʌmpəni/ firma, przedsiębiorstwo
competences (n) /'kɒmpɪtənsɪz/ kompetencje
crisis (n) /'kraɪsɪs/ kryzys
deal with (phr v) /'di:l wɪð/ zajmować się
department (n) /dɪ'pɑ:tmənt/ departament, dział
give away (phr v) /,gɪv ə'weɪ/ rozdawać
go on to (phr) /,gəʊ 'ɒn tə/ przejść do
grateful (adj) /'ɡreɪtfl/ wdzięczny
job prospects (n) /'dʒɒb ,prɒspekts/ perspektywy zawodowe
keen on (adj) /'ki:n ɒn/ entuzjastycznie nastawiony do
originally (adv) /ə'ɪrɪdʒənəli/ pierwotnie, na początku

own (v) /əʊn/ posiadać
particularly (adv) /pə'tɪkju:ləli/ szczególnie
prestigious (adj) /pre'stɪdʒəs/ prestiżowy
productive (adj) /prə'dʌktɪv/ wydajny
professional life (n) /prə'feʃnəl ,laɪf/ życie zawodowe
quit (v) /kwɪt/ rzucać, rezygnować z
run your own business (phr) /,rʌn jɔ: r əʊn 'bɪznəs/ prowadzić własną firmę
satisfied with (adj) /'sætɪsfɑɪd wɪð/ zadowolony z
share (n) /ʃeə/ udział (w firmie)
skills for the job (phr) /,skɪlz fə ðə 'dʒɒb/ umiejętności potrzebne do pracy
start one's own business (phr) /,stɑ:t wʌnz əʊn 'bɪznəs/ założyć firmę
steady job (n) /,stedɪ 'dʒɒb/ stała praca
strong mentally (adj) /,strɒŋ 'mentəli/ silny psychicznie
volunteer for a charity (phr) /,vɒlən'tɪə fər ə 'tʃærəti/ udzielać się w organizacji dobroczynnej
work from home (phr) /,wɜ:k frəm 'həʊm/ pracować z domu
work in the office (phr) /,wɜ:k ɪn ði 'ɒfɪs/ pracować w biurze
working conditions (n) /'wɜ:kɪŋ kən,dɪʃnz/ warunki pracy

GRAMMAR 1 p. 15

give up (phr v) /,gɪv 'ʌp/ zrezygnować
holiday pay (n) /'hɒlədeɪ ,peɪ/ wynagrodzenie za urlop
include (v) /ɪn'klu:d/ włączać (do)
job application (n) /'dʒɒb æplɪ'keɪʃn/ podanie o pracę
lecturer (n) /'lektʃərə/ wykładowca
let sb go (phr) /,let sʌmbədi 'gəʊ/ zwolnić kogoś
previous (adj) /'pri:vɪəs/ poprzedni
reduce (v) /rɪ'dju:s/ zmniejszać
regret (v) /rɪ'ɡret/ żałować
reject (v) /rɪ'dʒekt/ odrzucać, rezygnować
salary cut (n) /'sæləri ,kʌt/ cięcie wynagrodzenia
take a break (phr) /,teɪk ə 'breɪk/ zrobić przerwę
take on (phr v) /,teɪk 'ɒn/ brać, wziąć (np. odpowiedzialność); przyjąć do pracy

READING pp. 16–17

act (v) /ækt/ działać
admit (v) /əd'mɪt/ przyznać
briefly (adv) /'bri:flɪ/ pobieżnie; krótko
CCTV (n) /,si: si: ti: 'vi:/ telewizja przemysłowa
consider (v) /kən'sɪdə/ rozważać
crime (n) /kraɪm/ przestępczość
crime-fight (adj) /'kraɪm,fait/ zwalczający przestępczość
criminal (n) /'krɪmɪnl/ przestępca
damage (n) /'dæmɪdʒ/ uszkodzenie
exaggerate (v) /ɪg'zædʒəreɪt/ przesadzać, wyolbrzymiać
face blindness (n) /'feɪs ,blaɪndnəs/ zaburzenie polegające na nierozpoznawaniu twarzy
file (n) /faɪl/ kartoteka; plik; teczka
glance (v) /ɡlɑ:ns/ zerkać

grow a beard (phr) /,grəʊ ə 'biəd/ zapuszczać brodę
identify (v) /aɪ'dentɪfaɪ/ rozpoznać
immediately (adv) /ɪ'mi:diətli/ natychmiast
join (v) /dʒɔɪn/ wstąpić do, przyłączyć się do
key factor (n) /,ki: 'fæktə/ istotny czynnik
make contribution to (phr) /,meɪk ,kɒntrɪ'bju:ʃn tə/ mieć wkład w
mention (v) /'menʃn/ wspominać o
notice (v) /'nəʊtɪs/ zauważać
observe (v) /əb'zɜ:v/ obserwować
on the ground (adv) /ɒn ðə 'ɡraʊnd/ na miejscu
pick out (phr v) /,pɪk 'aʊt/ wyłapywać
prevent (v) /prɪ'vent/ zapobiegać
put a name to (phr) /,put ə 'neɪm tə/ ustalić personalia
recognise (v) /'rekəɡnaɪz/ rozpoznawać
regarding (conj) /rɪ'ɡɑ:dɪŋ/ jeśli chodzi o
riot (v) /'raɪət/ wywoływać zamieszki
security camera (n) /sɪ'kjʊərəti ,kæmrə/ kamera monitoringu
society (n) /sə'saɪəti/ społeczeństwo
spot (v) /spɒt/ zauważyć, zlokalizować
state facts (phr) /,steɪt 'fæktz/ stwierdzać fakty
super-recogniser (n) /,su:pə'rekəɡnaɪzə/ osoba zajmująca się rozpoznawaniem przestępców na ulicy
troublemaker (n) /'trʌblmeɪkə/ awanturnik

GRAMMAR 2 pp. 18–19

accept (v) /ək'sept/ przyjąć, zaakceptować
affect (v) /ə'fekt/ wpływać na
at the wheel (adv) /ət ðə 'wi:l/ za kółkiem
common (adj) /'kɒmən/ powszechny
driverless (adj) /'draɪvələs/ automatyczny, bezzałogowy
iceman, icewoman (n) /'aɪsmæn/ 'aɪswʊmən/ dostawca lodu
knock (v) /nɒk/ pukać (do drzwi)
knocker-up (n) /,nɒkər'ʌp/ domokrążca, dawniej: osoba budząca innych na zamówienie
obligation (n) /,ɒblɪ'geɪʃn/ obowiązek
old-fashioned (adj) /,əʊld'fæʃnd/ staromodny
permission (n) /pə'mɪʃn/ zgoda
prohibition (n) /,prəʊɪ'bɪʃn/ zakaz
stick (n) /stɪk/ patyk, kij
tap (v) /tæp/ wystukiwać, uderzać palcami
unimaginable (adj) /,ʌnɪ'mædʒɪnəbl/ niewyobrażalny
vehicle (n) /'vi:ɪkl/ pojazd

SPEAKING p. 20

access (n) /'ækses/ dostęp
accommodation (n) /ə,kɒmə'deɪʃn/ zakwaterowanie
applicant (n) /'æplɪkənt/ kandydat
apply for a job (phr) /ə,plai fər ə 'dʒɒb/ ubiegać się o pracę
at a camp (phr) /ət ə 'kæmp/ na obozie
carer (n) /'keərə/ opiekun/opiekunka
catering (n) /'keɪtərɪŋ/ catering
challenging (adj) /'tʃælɪndʒɪŋ/ wymagający
duty (n) /'dju:ti/ obowiązek

get on with (phr v) /,get 'ɒn wɪð/ mieć z kimś dobre relacje
get stuck (phr) /,get 'stʌk/ utknąć
household chores (n) /,haʊshəʊld 'tʃɔːz/ obowiązki domowe
in particular (adv) /ɪn pə'tɪkjʊlə/ w szczególności, zwłaszcza
involve (v) /ɪn'vɒlv/ być związanym z
reliable (adj) /rɪ'laɪəbl/ wiarygodny
take turns (phr) /,teɪk 'tɜːnz/ robić coś na zmianę
uniform (n) /'juːnɪfɔːm/ strój służbowy
vacancy (n) /'veɪkənsi/ wakat
wage (n) /weɪdʒ/ płaca (tygodniowa, za godzinę)
wheelchair (n) /'wiːltʃeə/ wózek inwalidzki
willing to (adj) /'wɪlɪŋ tə/ chętny do

WRITING p. 21

advert (n) /'ædvɜːt/ ogłoszenie, reklama
asset (n) /'æset/ atut, zaleta
catch one's eye (phr) /,kætʃ wʌnz 'aɪ/ przyciągać wzrok
deadline (n) /'dedlaɪn/ ostateczny termin
display (v) /dɪ'spleɪ/ wyświetlać (się)
dust (v) /dʌst/ wycierać kurz
emphasis (n) /'emfəˌsɪs/ nacisk, akcent
hire (v) /'haɪə/ wynajmować, zatrudniać
job interview (n) /'dʒɒp ɪntəvjuː/ rozmowa kwalifikacyjna

lack skills (phr) /,læk 'skɪlz/ nie mieć umiejętności
meet the requirements (phr) /,miːt ðə rɪ'kwaɪəmənts/ spełniać wymagania
pay rise (n) /'peɪ ,raɪz/ podwyżka płacy
prove useful (phr) /,pruːv 'juːsfl/ przydać się
relevant (adj) /'reləvənt/ odpowiedni
rely on (phr v) /rɪ'laɪ ɒn/ polegać na
respect (n) /rɪ'spekt/ szacunek
skilled at (adj) /'skɪld ət/ wprawiony w
strict (adj) /strɪkt/ bezwzględny, rygorystyczny
vacuum (v) /'vækjuːm/ odkurzać
work in a team (phr) /,wɜːk ɪn ə 'tiːm/ pracować w zespole
workmate (n) /'wɜːkmeɪt/ kolega/koleżanka z pracy
workplace (n) /'wɜːkpleɪs/ miejsce pracy

SKILLS REVIEW pp. 22–23

account (n) /ə'kaʊnt/ relacja
accurately (adv) /'ækjərətli/ dokładnie
assess (v) /ə'ses/ oceniać
be fed up with (phr) / biː ,fed 'ʌp wɪð/ mieć dość
behave (v) /bɪ'heɪv/ zachowywać się
belong (v) /bɪ'lɒŋ/ pasować, należeć
board (n) /bɔːd/ tablica
distinguish (v) /dɪ'stɪŋɡwɪʃ/ rozróżniać

feature (n) /'fiːtʃə/ cecha
freelance (adj) /'friːlɑːns/ pracujący na własny rachunek
go back (phr v) /,gəʊ 'bæk/ wracać
increase (n) /'ɪŋkriːs/ wzrost (np. płacy)
lazybones (n) /'leɪzɪbəʊnz/ leń
panellist (n) /'pænəlɪst/ uczestnik dyskusji
physically (adv) /'fɪzɪkli/ fizycznie
promotion (n) /prə'məʊʃn/ awans
provide (v) /prə'vaɪd/ zapewniać, dostarczać
rare (adj) /reə/ rzadki
renew (v) /rɪ'njuː/ wznowić, przedłużyć
reward (v) /rɪ'wɔːd/ nagradzać
sadly (adv) /'sædli/ niestety
sensory (adj) /'sensəri/ czuciowy
swallow (v) /'swɒləʊ/ połykać
way (n) /weɪ/ sposób

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Choose the correct option to complete each sentence.

- My manager suggested a career ... that I have always wanted to follow.
a prospect **b** path **c** underpass
- They were such ... workers that they should have got a pay rise.
a productive **b** grateful **c** relevant
- Although he was strong ..., he did not want tell us about his illness.
a successfully **b** briefly **c** mentally
- Nobody knew how to face the ... we had caused.
a crisis **b** commute **c** competence
- When you ... your own business, you are responsible for its development.
a combine **b** reject **c** run

2 Complete each sentence with the word that best fits the gap.

- Who is ... charge of this project?
- You should have solved that problem ... the ground.
- They went to the same job interview ... accident.
- He regretted saying he was fed ... with the system.
- Fortunately, they did not have to take ... another engineer.

3 Use the word in capitals to form a word that fits in the gap.

- What ... does she need to become a lecturer?
QUALIFY
- Their methods resulted in ... chaos. Nobody had predicted it before.
IMAGINE
- All new ... wanted to get on with other workers.
EMPLOY
- If you are ... at accounting, you should get a well-paid job.
SKILL
- Ms Gordon met only some of the ... the employer expected.
REQUIRE

4 Translate the Polish fragments of the sentences into English.

- Our department went on to investigate all the (konkurencyjne rynki pracy)
- (Elastyczne godziny pracy) ... can be beneficial for parents with young children.
- Find (wiarygodnego kolegę z pracy) ... to prepare this report with.
- Those who (nie doceniają ostatniej podwyżki płacy) ... will need to look for another job.
- When they stop (rozróżniać obowiązki od zezwoleń) ... , they will get into trouble.

2 Effective communication

IN THIS UNIT YOU LEARN

VOCABULARY

- effective intercultural communication
- differences and stereotypes
- sense of identity

GRAMMAR

- reported speech
- verb patterns with reporting verbs

SKILLS

Listening

- how an astronaut communicated
- conversations on the phone
- matching

Reading

- experiment in intercultural communication
- negative prefixes
- multiple choice

Speaking

- showing understanding
- disagreeing politely
- responding sympathetically

Writing

- a formal letter of complaint

TED TALK

- ways to have a better conversation

CRITICAL THINKING

- investigating opinions
- using direct speech





A group of young men
chatting in the Sarawat
Mountains, Saudi Arabia.

2A Vocabulary

Effective communication

Talking about communication

1 Work in pairs. Discuss the questions.

- 1 Do you use your hands much when you speak?
- 2 What do you talk about with your friends? And with your parents?

2 Work in pairs. Describe the picture, then answer the questions.

- 1 Do you think it is a formal or an informal meeting? Why do you think so?
- 2 Do you find it easier to talk to people face-to-face, text them or talk to them on the phone? Why?
- 3 Tell your partner about a time when you joined a discussion on social media.

3 Match words in column A with words in column B to make expressions about communication.

A	B
1 get	a connections
2 interpersonal	b photos
3 make	c skills
4 pay	d distracted
5 share	e attention
6 connect	f my message out
7 get	g with
8 post	h texts
9 respond	i on social media
10 send	j to texts

4 Complete the sentences with expressions in exercise 3. Which comments are about communicating using technology?

- 1 If I want to make a point, I prefer face-to-face conversations. I don't find it easy to ... people if I'm not in the same room as them.
- 2 I know I can't ... if I'm looking at my mobile. I get distracted.
- 3 I think I have good My friends say I'm a good listener.
- 4 I probably ... about ten times a day and I respond to my friends' messages straight away. It's rude to make them wait.
- 5 If I want to share a message or photo, I
- 6 I join in on a lot of online forums. It's a great way to ... and get my message out.

5 Work in pairs. Are the comments in exercise 4 true for you? Change them to make them true and tell your partner.

I find phone conversations just as easy as speaking face to face, except with my grandfather – he's terrible on the phone!

6 What's the difference between the words?

an argument	a chat	a conversation	a debate	a discussion
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7 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Who do you find it easy to have a chat with?
- 2 When was the last time you had a bad argument? Is there anything you could have said to avoid the argument or make it less emotional?
- 3 Have you ever taken part in a debate? What was the topic?

2B Listening

Listening to texts about ways people communicate

1 Work in pairs. Discuss the questions.

- How do you think astronauts on the International Space Station (ISS) communicate with:
 - the mission controllers?
 - their families?
 - the public?
- How do you communicate with people who live far away?

2 Listen to a conversation between two friends about how Chris Hadfield communicated with people on Earth while he was on the ISS. Match the ways of communicating (1–4) with the ways he used them (a–f). 15

- YouTube
- video conferencing
- Twitter
- online chat forums
- to post photos of Earth
- to send messages to his followers
- to share music videos
- to show experiments in space
- to talk to schools
- to take part in question-and-answer sessions with the public

3 Listen again. Complete the notes with one or two words or a number. 15

- David Saint-Jacques and Chris Hadfield are astronauts from ...
- Hadfield's ... managed his social media accounts for him.
- He did experiments to show what happens to ... in zero gravity.
- He has ... million followers on Twitter.
- People loved talking to him while he was ...

Astronaut Chris Hadfield plays his guitar on the International Space Station.

4 Listen to four people talking on the phone. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need. 16

This speaker is ...

- advertising something.
- persuading someone.
- complaining about something.
- warning somebody.
- speculating about something.

1 Speaker 1: ...

3 Speaker 3: ...

2 Speaker 2: ...

4 Speaker 4: ...

5 Which of these responses could the callers hear? Match the responses (a–h) with conversations (1–4). Then listen to check your answers. 17

- No, I don't want to see you crying again, with a broken nose or twisted ankle.
- But he's actually got a girlfriend already.
- But I just feel I should tell him; we're good mates after all.
- This is not going to happen. Timmy told me the news and I trust him like no one else. It must be true.
- Is there a website where I could buy them with free delivery?
- There must be some source of energy inside, I guess.
- I bought you new headphones last month and now you want money again.
- Why don't you just go and talk to him about it? He'll tell you the truth and maybe you will learn some more details about their relationship.

6 MY PERSPECTIVE – SPEAKING

Discuss the questions.

- Is it easy or hard to tell an unpleasant truth to your friend? How often does it happen to you?
- What are the three main questions you might ask at a store before you buy some electronics?
- What are the things your parents usually refuse to buy for you when you ask them?



2C Grammar 1

Reported speech (1)

Using reported speech for statements and questions

1 Read some questions (1–7) Chris Hadfield was asked. Match them with his responses (a–g).

- 1** 'You'll be away from Earth for five months. Will you get lonely?'
- 2** 'What does it feel like to look down at Earth during a spacewalk?'
- 3** 'Did you take a guitar to space?'
- 4** 'I want to be an astronaut. I'm seven years old. What do I need to do?'
- 5** 'What is it like to sleep without gravity?'
- 6** 'I'm wondering – how often do you hit your head each day?'
- 7** 'Which part of the world looks the coolest from space?'
- a** 'It is beautiful. The colours and textures, the global view, the chance to have Everest and the Himalayas under your feet.'
- b** 'There was already one waiting for me! It's been up here since 2001.'
- c** 'The most beautiful to me are the Bahamas – you can see every shade of blue there. But honestly, it's difficult to have one favourite place.'
- d** 'About once a day!'
- e** 'No! On the ISS there are people on the radio, family are just a phone call away, and I have the other team members to chat with.'
- f** 'It is wonderful – you can relax every part of your body.'
- g** 'You must be healthy (eat your vegetables and do some exercise) and smart (do your homework).'

Reported statements and questions

'What is it like to sleep without gravity?' → Someone asked Chris what it was like to sleep without gravity.
 'Will you get lonely?' → Someone asked him if he would get lonely.
 'Did you take your guitar to space?' → One person asked whether he had taken his guitar to space.
 'A guitar has been up here since 2001.' → Chris said that a guitar had been up there since 2001.

More explanation in Grammar reference on p. 42.

2 Read the Grammar box and answer the questions.

- 1** When we report statements and questions, verbs usually *stay the same / change to a past tense*.
- 2** Pronouns and time expressions (*you, my, now, this*) often / never change.
- 3** When we report questions with a question word / yes/no questions, we use *if* or *whether*.
- 4** At the end of reported questions, there is a *question mark / full stop*.

- 5** In reported questions the subject is *before / after* the auxiliary verb.
- 6** In reported questions the auxiliary verb *do, does, did* is *necessary / not necessary*.

More exercises in Grammar practice on p. 43.

Do exercises 1–4.

3 Complete the reported speech with the words.

could felt had had was was

- 1** 'What does it feel like to look down at Earth during a spacewalk?' 'It is beautiful.'
One person **asked** what it ... like to look down at Earth. Chris **replied** that it was beautiful.
- 2** 'I have hit my head about once a day!' Chris **admitted** he ... hit his head about once a day.
- 3** 'Honestly, it's difficult to have one favourite place.' He **complained** that it ... difficult to have a favourite place.
- 4** 'Sleeping without gravity is wonderful – you can totally relax.'
He **claimed** that sleeping without gravity ... wonderful. He **added** that you ... totally relax.
- 5** 'To be an astronaut you must be healthy and smart.' He **explained** that you ... to be healthy and smart.

4 Look at the verbs in bold in exercise 3. Match six of the verbs with the definitions.

- 1** say something in answer to someone else
- 2** say something more
- 3** say something so the listener understands it clearly
- 4** say that something is true, especially when you are unhappy or sorry about it
- 5** say that you are not happy about something
- 6** say that something is true, even when it is not certain

5 Use the prompts to report more statements and questions about the ISS mission.

- 1** 'Do you do experiments every day?' Tim asked Chris.
DID
Tim asked Chris ... every day.
- 2** 'I do, but I don't do many experiments on Saturdays or Sundays,' replied Chris.
DIDN'T
Chris replied that he ... on Saturdays and Sundays.
- 3** Chris explained: 'I can help to educate the public about space exploration through social media.'
HE
Chris explained ... about space exploration through social media.
- 4** 'I'm still learning!' admitted Chris.
HE
Chris ...

2D Reading

Understanding a text about an experiment in intercultural communication

- 1 Work in pairs. There is a group of students from Asia coming to your school and you will spend a few days with them. Discuss the following aspects:
 - attractions to show them
 - questions to ask about their culture
 - the main information about your school
 - languages to use
- 2 Read the article. Match the headings (a–f) with the paragraphs (1–5). There is one heading you do not need.
 - a Let's get together
 - b A two-way thing
 - c Body language
 - d Communication styles
 - e Communicating without words
 - f Accurate opinions?
- 3 Read the article again. Choose the correct option.
 - 1 What was the aim of the experiment?
 - a to compare Moroccan and Chinese communication skills.
 - b to prove that some nations are unable to understand each other.
 - c to understand interactions between people of different cultures speaking different languages.
 - 2 What was Fatima's general opinion about Americans before she met them?
 - a She couldn't imagine what they might be like at all.
 - b She had some stereotypical ideas about Americans, which didn't prove correct.
 - c She knew what kind of people she was going to meet, so nothing surprised her.
 - 3 Why was Hyan Yu annoyed?
 - a Because Eleni wasn't listening to him.
 - b Because the way she spoke was hard for him to understand.
 - c Because he misunderstood some of her non-verbal signals.
 - 4 Which group was the most direct in their interactions?
 - a the Americans
 - b the Chinese
 - c the Moroccans
 - 5 What does the author suggest as a result of the experiment?
 - a The students learnt that you can communicate with anyone you wish if you only want to.
 - b The students learnt that it is easier to communicate if you understand intercultural differences and body language.
 - c The students understood that the most valuable communication is only possible within one culture.

- 4 Match the words from the article (1–6) with the definitions (a–f).

- | | |
|--------------------------|---|
| 1 urgent (line 11) | a the culture and family |
| 2 background (line 16) | someone comes from |
| 3 stereotype (line 24) | b set ideas about people or nationalities, often not true |
| 4 fluent (line 30) | c with emotion |
| 5 direct (line 49) | d important, high-priority |
| 6 passionately (line 52) | e clear and honest |
| | f able to speak a foreign language well |

CRITICAL THINKING Using direct speech

- 5 The author uses direct speech in the article. Find four quotes. Why is direct speech used?
- 6 Match the quotes in the article with the points (1–4). It is important to:
 - 1 be aware of your own culture and be able to explain it.
 - 2 understand why miscommunication happens.
 - 3 recognise how all types of communication can help understanding.
 - 4 be curious about other cultures.

VOCABULARY BUILDING Negative prefixes

We can make adjectives negative by adding the prefixes *un-*, *im-*, *in-* or *ir-*.

comfortable → *uncomfortable* *polite* → *impolite*
correct → *incorrect* *responsible* → *irresponsible*

- 7 Add the correct prefixes to make the adjectives negative.

1 ...patient	4 ...formal	7 ...possible
2 ...aware	5 ...personal	8 ...relevant
3 ...direct	6 ...regular	9 ...true
- 8 Choose the correct option to complete each sentence.
 - 1 This intercultural experiment was quite *usual* / *unusual*.
 - 2 The Americans were surprised at how *personal* / *impersonal* and friendly the Moroccans were.
 - 3 The Moroccans realised their ideas about stereotypes were *true* / *untrue*.
 - 4 Eleni was *aware* / *unaware* she was annoying Hyan Yu.

9 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- 1 Does 'international' mean the same as 'intercultural'? What are the differences?
- 2 What are the best ways to increase intercultural understanding between people from different countries? Which is the most effective?



AN EXPERIMENT IN

Rochd and David discuss stereotypes and communication styles.

INTERCULTURAL COMMUNICATION

18

(1) ...

We think about communication as someone sending a message and another person receiving it.

However, this view suggests that communication is a simple one-way process, when in fact it is very interactive, with many messages being passed in both directions at the same time. These messages are sent and received not just in the words used, but also in more emotional nonverbal forms such as facial expressions, tone of voice and body language.

In an increasingly interconnected world, the need to understand other cultures is more urgent than ever. So what happens when people from different cultures, who speak different languages, meet?

(2) ...

This is what documentary makers Crossing Borders Films wanted to find out. Could young people from different backgrounds develop their intercultural understanding by coming together face to face?

Two of their films examine interactions between American, Moroccan and Chinese students. So what did they learn about each other, and themselves?

(3) ...

Before the Moroccans and Americans met, both sides were feeling uncomfortable. What would they think of each other? Both nationalities already had some ideas about stereotypes of the other in their heads. One of the Moroccan students, Fatima, explained, 'I need to find out if the images I have of other nationalities are correct.' However, when the groups got together, they found that their stereotypes were immediately replaced by the individual personalities of the group members.

(4) ...

Not everyone was fluent in English, and sometimes in discussions people felt frustrated that they couldn't express themselves clearly. But misunderstandings were not only caused by language errors. One of the American students who went to China, Eleni, noticed that Hyan Yu always seemed annoyed when he spoke to her. Eleni explained, 'My sound to show I'm listening is *'Hm'*. And for Hyan Yu, *'Hm'* is a sign of disrespect.' On the other hand, some of the differences in nonverbal communication helped the students to get on better with each other. Rochd, one of the Moroccan students, demonstrated friendship in a Moroccan way by putting his arm around one of the visitors – Americans don't usually do this except with close friends. By spending time together, both sides became more aware of differences and learnt to accept them. One of the Moroccan students said, 'Maybe we're not communicating a lot of information, but we're connecting.'

(5) ...

One of the Chinese group was surprised by how direct the Americans were. Compared to the Moroccans, however, the Americans seemed less direct.

The Moroccans were able to argue passionately one minute and laugh together the next. Rochd puts it clearly: 'If we didn't speak with emotion, that wouldn't be a Moroccan discussion.' Again, simply by understanding that certain ways of interacting seem rude to other cultures, the groups were able to get on better. The young people learnt a variety of intercultural communication skills and showed how friendships can give a personal face to a stereotype.



2E Grammar 2

Reported speech (2)

Using verb patterns with reporting verbs

1 Work in pairs. Discuss the questions.

- 1 What apps do you know that can help people learn languages? What do they do?
- 2 How will computers help us learn languages in the future?
- 3 How could computer technology help if you didn't know how to explain what you wanted in English?

2 Listen to an interview with Nick, who has developed a language learning app. Put the questions the interviewer asks in the order you hear them. 🔊 19

- a Did the users know the app's secret?
- b How does the app work?
- c What do users need to do if they want to use the app?
- d Where does the idea come from?
- e What does your company do?
- f Will the app be available for English learners soon?

3 Work in pairs. Listen again, then discuss the answers to the questions in exercise 2. 🔊 19

4 Work in pairs. Who says these things? Match each speaker (1–5) with the comment (a–j). Then listen again to check. 🔊 19

- | | |
|---|-------------------------|
| 1 the interviewer | 4 anyone with an iPhone |
| 2 Nick | 5 Javier |
| 3 the app website | |
| a 'Yes, of course!' | |
| b 'Can you tell me a bit about the app?' | |
| c 'Siri, find a good restaurant near here!' | |
| d 'We should use texting as the way people communicate with the app.' | |
| e 'Text me and I'll help!' | |
| f 'If you want to use the app, add this number to your phone contacts.' | |
| g 'Let's look at an example.' | |
| h 'It isn't actually a chat bot, it's me.' | |
| i 'I really think you should try this app. It's great.' | |
| j 'Remember to come back in five years' time, because computers will keep on learning.' | |

Verb patterns with reporting verbs

- a The interviewer **asked** Nick to explain where the idea came from.
- b He **told** Siri to find a good restaurant near there.
- c Nick **agreed** to talk about his new project.
- d Nick **suggested** using texting as the way to communicate with the app.

More explanation in Grammar reference on p. 42.

5 Reporting verbs are sometimes followed by other verbs. Match the verbs in bold in the Grammar box with the structures.

- 1 Some reporting verbs are followed by *to* + infinitive, e.g.
- 2 Some reporting verbs are followed by *someone* + *to* + infinitive, e.g. ... ,
- 3 Some reporting verbs are followed by the *-ing* form, e.g.

More exercises in Grammar practice on p. 43. Do exercises 5–6.

6 Match the two parts of the sentences.

- 1 The app **promises**
- 2 The website **invited** people
- 3 Nick **offered**
- 4 Nick **admitted**
- 5 The first user **recommended**
- 6 Nick **reminds** us
- a being the app.
- b to help.
- c to add the app's number to their contacts.
- d to show how the app works with an example.
- e to come back in five years' time.
- f using Nick's app to others on Facebook.

7 Choose the correct options to complete the review.

A friend (1) *told / suggested* me to download a new app to help me learn vocabulary. He (2) *explained / admitted* not using it himself, but he (3) *offered / suggested* trying it for a few days. It (4) *promises / reminds* to teach you ten new words every day. The premium version is \$5, but if you (5) *invite / suggest* a friend to sign up for it, you get \$3 off. (You can also (6) *promise / ask* your parents to pay for it – tell them it's for study!) It's quite good fun because it turns learning English into a game. Sometimes I (7) *invite / agree* to let my little sister play it. I (8) *offered / told* to show my English teacher how it works. She thought that some of the vocabulary it teaches isn't very useful. She (9) *reminded / promised* me to do my homework as well, and not to only study with the app. I think she's right – I'd (10) *ask / recommend* spending ten minutes a day on the app, but no more.

8 Work in pairs. Read about the Turing test. Then read items 1–7 and decide which are the best ones to find out if you are speaking to a human or a bot.

The Turing test is a competition for computer 'bots' – programs that try to speak in the way humans do. The person taking the test 'chats' via text message and interacts with either the bot or with a human. The bot wins if the tester believes they are interacting with a human. But what can you do in a Turing test to find out whether you are talking to a human or a computer? Here are some ideas.

- 1 Could you give me your definition of love, please?
- 2 Would you like to ask me anything?
- 3 Why don't we play chess?
- 4 Are there any problems in your life you would like to talk about? I'd be happy to listen.
- 5 Do this sum: $34,789 + 74,203$.
- 6 Actually, I'm also a computer. How does that make you feel?
- 7 I think you should use more emoticons. It will make you seem more human.

9 Translate the Polish fragments of the sentences into English.

- 1 The famous Youtuber (*zaprosił swoich fanów, żeby obejrzeli*) ... his new video clip.
- 2 Many teachers (*nie zalecają oglądania*) ... voiceover films to language learners. They say subtitles are more useful.
- 3 After exchanging a few remarks, the man (*przyznał, że nie mówi po angielsku*) ... too fluently.
- 4 Our teachers often (*przypominają nam, żebyśmy używali*) ... polite phrases like 'Thank you' or 'I'm sorry.'
- 5 (*Zaoferowałem, że przetłumaczę*) ... the boy's words into Polish for her, but she said she understood Polish a little.

10 Complete the second sentence so that it means the same as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 I didn't understand her language so I said we should speak English.
SUGGESTED
I didn't understand her language so I
- 2 Peter offered to pass my message to Sarah.
CAN
'... message to Sarah if you want,' said Peter.
- 3 The task wasn't easy but Jimmy said he would help me.
PROMISED
The task wasn't easy but
- 4 'No way, I won't talk to Mrs Townsend about your exams,' said Frank.
AGREE
Frank ... to Mrs Townsend about my exams.
- 5 Peter never tells the teachers that he doesn't have his homework.
ADMITS
Peter never ... homework.

11 Work in pairs. Write questions you would ask to find out if you are chatting to a human or a computer. Work with a different partner. Ask and answer your questions.

12 CHOOSE

- 1 Report the best questions and answers in exercise 11 to your group.
- 2 Write a summary of the best questions and answers in exercise 11. Use reported speech.
My partner asked me to tell her a joke. I said I didn't know any jokes in English.
- 3 Search online for a chat bot and have a conversation with it. Tell a partner about your conversation. Decide which chat bot was the best and why.

“Go out, talk to people, listen to people, and, most importantly, be prepared to be amazed.”

CELESTE HEADLEE

AUTHENTIC LISTENING SKILLS

Understanding authentic speakers and different accents

Understanding fast speech

Some people speak very fast. Some groups of words can sound like one long word. To deal with this, you can:

- listen for words you *do* understand.
- try to get the main idea.

- 1 Read the Authentic listening skills box. Listen to the first sentence of the TED talk. Write down the words you hear. What does Celeste want the audience to do?

🔊 20

BEFORE YOU LISTEN

- 2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

stick to	polarised	divided	overlooked	skill
in advance	walk somebody through	pontificate		
pundit	assume	set aside	claim	equate

- 3 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. 🔊 2.0

host	competence	a compromise	brief	offensive
------	------------	--------------	-------	-----------

- 4 Work in pairs. Discuss the questions.

- 1 When you talk to people you don't know very well, what are 'safe' topics to talk about?
- 2 Which topics should you definitely avoid?

WHILE YOU LISTEN

- 5 Listen to part 1 of the talk. According to Celeste, are the sentences true (T) or false (F)? 🔊 TED 2.1

- 1 Even the weather and your health aren't safe topics of conversation any more.
- 2 Smartphones are helping kids improve their interpersonal skills.
- 3 Celeste agrees with the advice everyone has heard about how to show that you are paying attention.

- 6 Listen to part 2 of the talk. Complete Celeste's ten tips for having a better conversation. Use ten of the words. 🔊 TED 2.2

brief	details	experience	flow	know	learn
listen	multitask	open-ended	quiet	repeat	talk

- 1 Don't
- 2 Enter every conversation assuming that you have something to
- 3 Use ... questions. Start questions with *who, what, when, where, why* or *how*.
- 4 Go with the Thoughts will come into your mind and you need to let them go out of your mind.
- 5 If you don't ... , say that you don't know.
- 6 Don't equate your ... with theirs.
- 7 Try not to ... yourself.
- 8 Leave out the
- 9 It's the number one most important skill that you can develop.
- 10 Be



7 Choose the correct option to complete each sentence. Then listen to part 2 of the talk again to check. 🔊 TED 2.2

- 1 Be *present* / *available*. Be in that moment.
- 2 If you want to state your opinion, write *an email* / *a blog*.
- 3 Because then they might have to stop for a moment and think about it, and you're going to get a much more *complete* / *interesting* response.
- 4 Don't stop listening when *information* / *stories* and ideas come to you. Let them come and let them go.
- 5 Be careful about what you claim to be *an expert* / *a listener* in and know for sure.
- 6 It's not about who is *right* / *you*.
- 7 We have a point to make, so we just keep *rephrasing* / *repeating* it over and over. Don't do that.
- 8 People care about you, not the names and *addresses* / *dates*.
- 9 If your mouth is open, you're not *learning* / *listening*.
- 10 In short: be interested in *everything* / *other people*.

8 Listen to part 3 of the talk. Celeste says that 'everyone has some hidden, amazing thing about them'. What is your hidden, amazing thing? Tell a partner. 🔊 TED 2.3

9 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box.

🔊 TED 2.4

avoid	due to	make one's living	nod
have a point to make		don't care about	

10 Work in pairs. Discuss the questions.

- 1 If you want to *avoid* someone, what can you do?
- 2 What conversations do you enjoy most? Is this *due* to the people you're speaking to, the topic you're talking about, or something else? What?
- 3 In which professions is good speaking and listening important to *make a living*? How will you make a living?
- 4 What do you *care about* most in your life?

AFTER YOU LISTEN

CRITICAL THINKING Investigating opinions

11 Work in pairs. Read the comments (1–2). Discuss how Celeste would respond to them.*

- 1 'Celeste says that people are spending so much time on their phones that they don't develop their interpersonal skills. But if you are messaging people, you are talking to people, just not face to face.'
- 2 'Celeste says we shouldn't compare other people's experiences with our own, but I've always thought that this shows good listening skills – it shows that you really understand how the other person is feeling.'

*The comments were created for this activity.

12 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- 1 Which of Celeste's suggestions are going to be most difficult for you to do? Why?
- 2 She says that just making one change is a good start. Which tip will you work on? Why?
- 3 How are you going to put your good intentions into practice?



2F Speaking

Showing understanding, disagreeing politely, responding sympathetically

- 1** Listen to conversations in which speakers want changes in their situations. Match the conversation (1–3) with the speaker who wants: 21

- a a second chance to do something ...
- b to get some money back ...
- c to replace something that isn't right ...

- 2** Choose the correct option to complete each dialogue.

1 A: Let's meet again tomorrow. We'll finish the project then.

B: ... my uncle is coming tomorrow, so I won't have a chance to come to you.

A: Oh, I see. Thursday then?

- a That's a shame, but ...
- b Unfortunately, ...
- c I'm sorry to hear that. You see, ...

2 A: Peter left school earlier yesterday. Didn't he let you know earlier?

B: No, I had no idea about it! I wasted so much time waiting for him!

A: ... he didn't act very politely.

- a I understand, but ...
- b Yes, that is frustrating, ...
- c I see ...

3 A: Diane's parents are getting divorced.

B: ... this will be a hard time for Diane.

A: Yes, I guess we'll need to support her as much as possible.

- a That's a pity, ...
- b I understand, but ...
- c I hear what you are saying, but ...

- 3** Work in pairs. One of you is a guest at a hotel who complains about one of the services. The other is a receptionist. Discuss the following aspects. Use the phrases from the Useful language box in your discussion.

- details of the complaint
- reasons why the problem occurred
- consequences of the problem
- possible ways to fix the problem

- 4** Work in pairs. Choose two of the situations (1–4). Roleplay them with your partner, using expressions from the Useful language box. Take turns to be the sympathetic listener.

- 1** A friend lost a 1,000-word essay. He turned the computer off before he saved it.
- 2** A teammate can't play in the basketball final because they aren't good enough. You are the team captain.
- 3** A teacher failed a classmate in an exam because they saw them using their mobile phone. They say they were only turning the sound off, but you are the teacher and you know they were texting someone.
- 4** You forgot to lock the garage door last night. Your sister's motorbike was stolen.

- 5** Work in pairs. Decide which of the situations presented in exercise 4 would be the most serious problem for you. Give reasons for your choice. Also, explain why the other three are less serious. Then, answer the questions.

- 1** Is it easy to be a sympathetic listener?
- 2** What are typical situations in which young people face unexpected problems and have to turn for help to others?

Useful language

Showing understanding

I'm sorry to hear that.

Yes, that is frustrating.

That's (such) a shame/pity.

What a pity.

I see.

Disagreeing politely

I hear/see what you're saying, but ...

I understand, but ...

Preparing the listener for bad news

You see, the thing is ...

It's just that ...

Unfortunately, ...

I'm afraid that ...

I'm sorry to say ...



2G Writing

A formal letter of complaint

Writing a letter of complaint

- 1 Work in pairs. Tell your partner about any problems you have had buying tickets, clothes, online services, etc.
- 2 Read the email and answer the questions.
 - 1 What did Diane Truman want to buy?
 - 2 What problem did she have paying for it?
 - 3 Was her phone call to the company successful? Why?/Why not?
 - 4 What three things does she want the company to do?

Email Message

Dear Sir/Madam,

I am writing to complain about the poor customer service I received from Strand Records recently. On April 23rd, I bought an album online (order number YH6398X). I tried to use a ten-pound voucher I had been given for my birthday. Unfortunately, your website did not accept it. Consequently, I had to pay for the album by credit card. When I listened to the album, I discovered that the wrong file had been downloaded. Although the artist was correct, it was an old album, which I already have. I phoned your helpline, but despite your company's good reputation for customer service, the man I spoke to was not very helpful. He suggested entering the voucher code again, but when I explained that I had already done this, he said it was company policy not to give new codes. What is more, he suggested I was trying to get a free album, which was very rude.

I'm really dissatisfied with my experience with Strand Records. Nevertheless, I am sure that you can make the situation right. I would like a refund for the money I spent on the old album as well as a new voucher code so that I can spend my birthday gift. Also, I expect an apology from your helpline for the trouble you have caused. I am attaching a copy of the voucher with the code that didn't work.

I look forward to hearing from you soon.

Yours faithfully,
Diane Truman

Useful language

Expressing contrast

in spite of, even though, while, however, even so

Expressing result

as a result, because of this, therefore

Expressing addition

in addition, as well as this, moreover, furthermore

- 3 **WRITING TIPS** Using formal linkers
 - a Look at the Useful language box. Find the words and phrases in Diane's email. Which heading in the Useful language box could you put them under?

although consequently despite nevertheless
what is more
- b Complete the sentences in a way that makes sense.
 - 1 I had to wait to be served for twenty minutes.
As a result, ...
 - 2 In my experience, customer service in your shop is usually good. However, ...
 - 3 The phone was not the right colour. As well as this, ...
 - 4 Even though the menu didn't look very exciting, ...
 - 5 It took us more than an hour to buy tickets for the concert. In spite of this, ...
- 4 Put the features of an email or letter of complaint in the order that they appear in Diane's email.
 - a a clear demand for a solution
 - b a description of what happened
 - c a formal closing
 - d a formal opening
 - e details of any attachments
 - f the reason for writing
- 5 Choose one item/service and write a letter of complaint in which you describe the details of your purchase and the problems that occurred, as well as your suggestions regarding how the problem should be solved.

Write between 200 and 250 words. Use linkers to help you organise your writing.

More about a letter of complaint in Writing guide on p. 151.
- 6 Swap your letter with a classmate. Decide how sympathetic your response should be, then write a reply to your classmate's letter.

Skills Review 2

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 When I'm talking with Sue, she always tells me ... things that have nothing to do with us. **RELEVANT**
- 2 Finally, he admitted that he was lying and that the whole story was ... **TRUE**
- 3 The shop assistant mustn't be ... to customers even if she's tired after working for the whole day. **POLITE**
- 4 We have to continue this ... in private. I don't want anybody to hear what we're talking about. **DISCUSS**
- 5 There's an interesting ... on dead languages on channel 5 tonight. **DOCUMENT**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 We should talk face-...-face because nobody can know about our secret.
- 2 Our new headteacher's end-of-the-school-year speech could be compared ... our previous head's talk.
- 3 I looked at my brother's face and got the ... that I shouldn't say a word about our family's problem.
- 4 The reason ... writing a letter of complaint to the travel agency was the low standard of service that we received on holiday.
- 5 Please, ... attention to the other speakers!

Parafrazy zdań

3 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów.

- 1 'I will show you how to download the new application,' she said.
She said (that) ... how to download the new application.
- 2 'I argued with my best friend,' he said.
He said (that) ... with his best friend.
- 3 'Have you ever shared photos on the internet?' my classmate asked.
My classmate asked me ... photos on the internet.
- 4 'My facial expression usually shows my emotions,' said a famous actor.
A famous actor said (that) ... his emotions.
- 5 'Could you prepare a speech about interpersonal skills?' the teacher asked the students.
The teacher asked the students ... a speech about interpersonal skills.

Uzupełnianie zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 At the last conference, the Prime Minister ... (suggest / increase) intercultural understanding between nations.
- 2 Yesterday, the journalist ... (admit / share) the actress's private video on social media.
- 3 The producer ... (recommend / spend) less than two hours on the app daily.
- 4 Yesterday, the IT teacher ... (promise / show / I) how to search for a chatbot.
- 5 Before the professor started his lecture, he ... (remind / we / not / text) as it was disturbing him.

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 The customer ... in my local shop is excellent. The salespeople communicate very well with their customers.
a duty **b** service **c** work
- 2 Cindy didn't understand most of the lecture due ... the fact that she couldn't focus on what the professor was saying.
a to **b** for **c** in
- 3 There were too many people at the meeting talking at the same time. As a result, I ... distracted.
a got **b** went **c** turned
- 4 Let's get ... this evening. We have to talk about our winter holidays.
a along **b** forward **c** together
- 5 It didn't take long for me to ... connections between the pieces of information I got from the two different groups of students.
a join **b** make **c** link

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 The website (zaprosiła ludzi, żeby porozmawiali) ... about friendship.
- 2 (Wyjaśnił mi) ... how to use the new version of my favourite computer game.
- 3 Ann (narzekała, że trudno zrozumieć) ... the body language of some people.
- 4 He (odpowiedział, że jest świadomy) ... his own culture.
- 5 Jane called her mum to say she would be home late and (dodała, że jest) ... tired.

READING

- 7** Przeczytaj tekst. Dobierz właściwy nagłówek (a–f) do każdej części tekstu (1–4).

Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnego akapitu.

- a** EMPLOY NONVERBAL COMMUNICATION
- b** A QUESTION OF MAINTAINING BALANCE
- c** USE THE APPROPRIATE REGISTER
- d** POTENTIAL BREAKDOWNS IN COMMUNICATION
- e** DIFFERENT WAYS OF COMMUNICATION CAN'T BE SEPARATED
- f** A GRADUALLY ACQUIRED ABILITY

The Peculiarities of Communication

1 ...

Did you know that Winston Churchill spent one hour practising for every minute that he spoke? He always claimed that practice made perfect. He knew that being a good speaker didn't mean that you had to be born with this ability. In fact, effective communication is a skill that can be learnt, despite what many people may think.

2 ...

Experts on communication say that you need to be a good talker but also a good listener to make a connection with someone else. This requires listening actively, which means making sure that whoever you are communicating with understands what you are saying. That may involve asking questions, letting them ask questions, or repeating the important points of your message.

3 ...

Whether it is a face-to-face talk or a speech in front of an audience, it is important to make a connection with the listener. It's not only about what you say, but how you say it and how you move your body. Psychologists say that this is even more important than the words we use. Body language is so powerful that we can tell exactly what people are feeling just by how they move.

4 ...

Being an effective communicator means using your body and words to interact with other people. Any time we are giving a speech or even just having a conversation, we should be mindful of making sure our spoken language and body language match each other. People with good interpersonal skills have mastered this. With some practice, you can also become fluent in this art!

SPEAKING

- 8** Opisz ilustrację i odpowiedz na pytania.



- 1** Do you think the people in the photo can communicate well?
- 2** Which do you prefer: verbal or written communication? Explain why.
- 3** Tell me about a situation when you had to communicate with someone who didn't speak your language.

WRITING

- 9** Napisz list do dyrektora firmy, w której pracowałeś/ pracowałaś podczas wakacji. Opisz w nim, w jaki sposób zła komunikacja między pracownikami wpływała na pracę firmy, oraz zasugeruj, jak można poprawić tę sytuację.

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

Grammar reference 2

GRAMMAR 1 Reported Speech

Mowa zależna to przytoczenie czyichś (lub własnych) słów. Daną wypowiedź możemy przytoczyć:

- dosłownie, w cudzysłowie:
'I've been here before.' → **She said**, 'I've been here before.'
- niedosłownie, za pomocą zdania podrzędnego dopełnieniowego (tzw. *that clause*). W takich zdaniach możemy zazwyczaj opuścić słowo *that*:
'I've been here before.' → **She said (that)** she had been there before.

Say, tell, ask

Say, *tell* i *ask* to najczęściej spotykane czasowniki wprowadzające w mowie zależnej, przy czym *ask* używamy do pytań oraz prośb, natomiast *say* i *tell* wprowadzają zdania twierdzące i przeczące. Czasowniki *tell* i *ask* (w przeciwieństwie do czasownika *say*) wymagają dopełnienia bliższego:

- 'The weather has been good.'
→ He **said** that the weather had been good.
→ He **told us** that the weather had been good.
'Where do you live?'
→ He **asked the man** where he lived.

Zasada następstwa czasów

Kiedy przytaczamy czyjąś/własną wypowiedź za pomocą zdania podrzędnego dopełnieniowego, konieczne jest zastosowanie tzw. zasady następstwa czasów.

- *Present simple* zamieniamy na *past simple*:
'I **speak** French.' → She said she **spoke** French.
- *Past simple* zamieniamy na *past perfect*:
'We **didn't do** it.' → They said they **hadn't done** it.
- *Present perfect* zamieniamy na *past perfect*:
'**Have** you eaten?' → He asked me if I **had eaten**.
- *Present continuous* zamieniamy na *past continuous*:
'I'm **seeing** the mechanic tomorrow.' → She said that she **was seeing** the mechanic the next day.
- *Past perfect* nie zmienia się:
'They **had already read** that book.' → I told him that they **had already read** that book.
- *Will* i *shall* zamieniamy na *would*:
'I **won't** call you until tomorrow.' → He said that he **wouldn't** call me until the next day.
- *Must* zamieniamy na *had to*:
'I **must** phone my sister!' → She said that she **had to** phone her sister.
- *Can* zamieniamy na *could*:
'**Can** I drive?' → He asked me if he **could** drive.

Zasada następstwa czasów

Kiedy przytaczamy czyjeś/własne pytanie, stosujemy szyk zdania twierdzącego, nie pytającego. Na końcu takich zdań nie stawiamy znaku zapytania:

'Where **have** you been?' → She asked me where I **had** been. ~~where had I been?~~

Kiedy przytaczamy pytanie typu tak/nie, stosujemy spójnik *if* lub *whether* jako odpowiednik polskiego słowa „czy”:

'Do you own a phone?' → He asked **if** I owned a phone.
'Is this your first time in Seoul?' → They asked me **whether** it was my first time in Seoul.

Inne zmiany

Często zmianie ulegają zaimki oraz określenia czasu (*you*, *my*, *now*, *this*, *tomorrow* itd.):

'We love **you**.' → They said they loved **her**.
'We're going shopping later **today**.' → They told her they were going shopping later **that day**.
'We lived **here** many years ago, in **this** house.' → She said that they had lived **there** many years ago, in **that** house.

Ćwiczenia 1–4

Czasowniki wprowadzające

Oprócz *tell*, *say* oraz *ask* istnieje szereg innych czasowników, których możemy użyć, przytaczając daną wypowiedź, w zależności od jej charakteru (np.: *explain*, *suggest*, *apologise* itd. – wyjaśnienie, sugestia, przeprosiny itd.):

'What did you see?' → The policeman **asked** Jenny to tell him what she had seen.
'You need to clean your bedroom before you can go out.'
→ My father told me to clean my bedroom.
'Yes, sure, I'll come with you.' → I **agreed** to go with them.
'Why don't you get a cleaner?' → She **suggested** getting a cleaner.

Czasowniki wprowadzające można podzielić na grupy ze względu na sposób ich użycia w zdaniu:

- **Czasownik + *that clause*:**
add, *admit*, *complain*, *claim*, *explain*, *reply*
They **complained** that they didn't have time.
- **Czasownik + bezokolicznik *z to*:**
agree, *claim*, *offer*, *promise*
She **promised** to give the book back.
- **Czasownik + osoba + bezokolicznik *z to*:**
ask, *invite*, *remind*, *tell*
They **invited** me to join them on the walk.
- **Czasownik + *-ing*:**
admit, *recommend*, *suggest*
I had to **admit** being a little frightened.

Ćwiczenia 5–6

Grammar practice

1 Complete the reported speech with the correct form of *say, tell or ask*.

- 1 Did you ... that you wanted a cheese sandwich?
- 2 I ... you the hotel didn't have a swimming pool.
- 3 They ... that they didn't want to see the film because it started too late.
- 4 He ... me what the time was because he didn't have a watch.
- 5 Can I ... you where you bought that dress? It's very beautiful.
- 6 It wasn't easy to ... the audience that the show had been cancelled.

2 Complete the reported speech sentences.

- 1 'I go there every Saturday.' → She said that she ... there every Saturday.
- 2 'I didn't enjoy that meal at all.' → He told me that he ... the meal at all.
- 3 'They're starting at the new school in two weeks.' → He said they ... at the new school in two weeks.
- 4 'We'll find out the winner next week.' → He said that they ... the winner the following week.
- 5 'I can't see the whiteboard.' → He told the teacher that he ... the whiteboard.
- 6 'I visited the museum after I'd studied Egyptian history.' → He told me he ... the museum after he ... Egyptian history.
- 7 'It's alright, everyone. I've found my phone.' → She said that she ... her phone.
- 8 'While you're here, you must visit the castle.' → I told them that while they ... there, they ... the castle.

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

- 1 'I've been in Antarctica with my team for six months.' She told the reporter that ...
- 2 'I'm studying small fish that live here.' She explained ...
- 3 'I arrived last November, at the beginning of summer.' She said ...
- 4 'The temperature is -25° today.' She told him that the temperature ...
- 5 'I don't want to leave this magical place.' She said that ...
- 6 'But I can't stay. I must catch the plane to New Zealand tomorrow.' But she explained that ...

4 Report the questions. Use *He asked her ...*

- 1 'What kind of camera do you use for your videos?'
- 2 'How many videos have you posted on YouTube?'
- 3 'Are you happy with the number of people who watch your videos?'
- 4 'Do you post videos every day?'
- 5 'Have you ever made a video that people didn't like?'
- 6 'Will you ever stop posting on YouTube?'

5 Complete the reported speech using these verbs in the correct form and three more words. Contractions count as one word.

add	admit	ask	claim
complain	explain	reply	tell

- 1 Jerry: 'Oh, no! This is terrible. We've run out of chocolate.'
Jerry ... run out of chocolate.
- 2 Jerry: 'Paulo, did you eat it?'
He ... had eaten it.
- 3 Paulo: 'No, it wasn't me.'
Paulo ... been him.
- 4 Paulo: 'And anyway, I'm not eating chocolate at the moment.'
He ... eating chocolate at that time.
- 5 Paulo: 'You see, I'm on a diet.'
He ... on a diet.
- 6 Jerry: 'But I saw you eating chocolate this morning!'
Jerry ... seen him eating chocolate that morning.
- 7 Paulo: 'OK, it was me. I ate it.'
Finally, Paulo ... eaten it.
- 8 Jerry: 'Well, you must buy some more next time you're at the shops.'
Jerry ... some more.

6 Match the two parts of the sentences.

- | | |
|-------------------------|--|
| 1 The doctor recommends | a give me a lift. |
| 2 He suggested | b me to buy Michaela a present. |
| 3 He's invited | c me to have dinner at his house. |
| 4 I told | d playing a game while we waited. |
| 5 One student admitted | e staying in bed for a few days. |
| 6 She asked me | f to buy some bread when I went shopping. |
| 7 She offered to | g cheating in an exam. |
| 8 Thanks for reminding | h you to stay in the classroom while I was gone. |

VOCABULARY p. 29

argument (n) /'ɑ:gjəmənt/ sprzeczka
chat (n) /tʃæt/ pogawędka
connect with (phr) /kə'nekt wɪð/ łączyć się z
conversation (n) /,kɒnvə'seɪʃn/ rozmowa
debate (n) /dr'beɪt/ debata
discussion (n) /dɪ'skʌʃn/ dyskusja
face to face (adj, adv) /,feɪs tə 'feɪs/ bezpośredni/o, twarzą w twarz
find sth easy (phr) /,faɪnd sʌmθɪŋ 'i:zi/ uznać coś za łatwe
get a message out (phr) /,get ə'mesɪdʒ ,aʊt/ opowiedzieć o czymś całemu światu
get distracted (phr) /,get dɪ'stræktɪd/ zdekoncentrować się
interpersonal skills (n) /ɪntə'pɜ:snəl ,skɪlz/ umiejętności interpersonalne
join in on a forum (phr) /,dʒɔɪn 'ɪn ɒn ə 'fɔ:rəm/ dołączyć do forum
make a point (phr) /,meɪk ə 'pɔɪnt/ wyrazić swoją opinię
make connections (phr) /,meɪk kə'nektʃnz/ nawiązywać relacje
pay attention to (phr) /,peɪ ə'tenʃn tə/ zwracać uwagę na
post on social media (phr) /'pəʊst ɒn ,səʊʃl 'mi:diə/ publikować w mediach społecznościowych
respond to texts (phr) /rɪ'spɒnd tə 'teksts/ odpowiadać na SMS-y
send texts (phr) /,send 'teksts/ wysyłać SMS-y
share photos (phr) /,ʃeə 'fəʊtəʊz/ udostępniać zdjęcia
topic (n) /'tɒpɪk/ temat

LISTENING p. 30

advertise (v) /'ædvətaɪz/ reklamować
blame for (v) /'bleɪm fə/ obwiniać za
charge (n, v) /tʃɑ:dʒ/ ładowanie (np. baterii); ładować
complain about (v) /kəm'pleɪn ə,baut/ narzekać na
doubt (n) /daʊt/ wątpliwość
fault (n) /fɔ:lt/ wina, usterka
follower (n) /'fɒləʊə/ zwolennik/ zwolenniczka
ground control (n) /'graʊnd kən'trəʊl/ kontrola naziemna
hits (n) /hɪts/ wyświetlenia (na YouTube)
International Space Station (n) /ɪntə'næʃnəl 'speɪs steɪʃn/ Międzynarodowa Stacja Kosmiczna
manage one's social media account (phr) /'mænɪdʒ wʌnz ,səʊʃl 'mi:diə ə,kəʊnt/ prowadzić konto w mediach społecznościowych
mission controller (n) /'mɪʃn kən'trəʊlə/ kontroler misji
not on speaking terms (phr) /,nɒt ɒn 'spi:kɪŋ ,tɜ:mz/ nie rozmawiać ze sobą
on board (adv) /ɒn 'bɔ:d/ na pokładzie
persuade (v) /pə'sweɪd/ przekonywać
public (n) /'pʌblɪk/ opinia publiczna
source of energy (n) /,sɔ:s əv 'enədʒi/ źródło energii
update (n) /'ʌpdeɪt/ kolejny wpis, aktualizacja
zero gravity (n) /,ziərəʊ 'grævəti/ nieważkość

GRAMMAR 1 p. 31

add (v) /æd/ dodawać, dorzucać
capsule (n) /'kæpsju:l/ kapsuła
claim (v) /kleɪm/ twierdzić
discourage (v) /dɪs'kʌrɪdʒ/ zniechęcać
explain (v) /ɪk'spleɪn/ wyjaśniać
launch (v) /lɔ:ntʃ/ wystrzelić
reply (v) /rɪ'plaɪ/ odpowiadać
spacewalk (n) /'speɪswɔ:k/ spacer w kosmosie

READING pp. 32–33

accurate (adj) /'ækjərət/ dokładny, poprawny
appear (v) /ə'piə/ wydawać się
background (n) /'bækgraʊnd/ pochodzenie
body language (n) /'bɒdi ,læŋgwɪdʒ/ mowa ciała
clearly (adv) /'kliəli/ jasno, wyraźnie
compared to (phr) /kəm'peəd tə/ w porównaniu z
cross borders (phr) /,krɒs 'bɔ:dəz/ przekraczać granice
curious (adj) /'kjʊəriəs/ ciekawy, ciekawski
direct (adj) /daɪ'rekt/ bezpośredni
disrespect (n) /,dɪsrɪ'spekt/ brak szacunku
documentary maker (n) /,dɒkjə'mentəri ,meɪkə/ twórca filmu dokumentalnego
examine (v) /ɪg'zæmɪn/ badać, sprawdzać
except (conj) /ɪk'sept/ z wyjątkiem
express oneself (phr) /ɪk'spres wʌnsɛlf/ wyrażać swoje poglądy
facial expression (n) /,feɪʃl ɪk'spreʃn/ wyraz twarzy, mimika
feel uncomfortable (phr) /,fi:l ʌn'kʌmfɪtəbl/ czuć się niezręcznie
fluent in (adj) /'flu:ənt ɪn/ biegły w
get together (phr v) /,get tə'geðə/ spotykać się
image (n) /'ɪmɪdʒ/ wyobrażenie
impatient (adj) /ɪm'peɪʃnt/ niecierpliwy
impersonal (adj) /ɪm'pɜ:snəl/ nieosobisty, bezosobowy
impolite (adj) /ɪmpə'laɪt/ niegrzeczny, nieuprzejmy
impossible (adj) /ɪm'pɒsəbl/ niemożliwy
increasingly (adv) /ɪn'kri:sɪŋli/ coraz bardziej, coraz mocniej
indirect (adj) /ɪndaɪ'rekt/ pośredni
informal (adj) /ɪn'fɔ:ml/ nieformalny
interaction (n) /,ɪntər'ækʃn/ wzajemne oddziaływanie
interconnected (adj) /,ɪntəkə'nektɪd/ powiązany (wzajemnie powiązane)
intercultural (adj) /,ɪntə'kʌltʃrəl/ międzykulturowy
international (adj) /,ɪntə'næʃnəl/ międzynarodowy
irregular (adj) /ɪ'regjʊlə/ nieregularny
irrelevant (adj) /ɪ'reləvənt/ nieistotny
miscommunication (n) /,mɪskə,mju:nɪ'keɪʃn/ błędy w komunikacji
misunderstand (v) /,mɪsʌndə'stænd/ źle zrozumieć
misunderstanding (n) /,mɪsʌndə'stændɪŋ/ nieporozumienie
nonverbal (adj) /,nɒn'vɜ:bl/ niewerbalny, bez słów
one-way (adj) /,wʌn'weɪ/ jednokierunkowy

pass (v) /pɑ:s/ podawać, przekazywać
passionately (adv) /'pæʃənətli/ z pasją
receive (v) /rɪ'si:v/ otrzymywać
stereotype (n) /'steriətaɪp/ stereotyp
tone of voice (n) /,təʊn əv 'vɔɪs/ ton głosu
two-way (adj) /,tu:'weɪ/ dwustronny/ dwukierunkowy
unaware (adj) /ʌnə'weə/ nieświadomy
understanding (n) /ʌndə'stændɪŋ/ zrozumienie
untrue (adj) /ʌn'tru:/ nieprawdziwy
unusual (adj) /ʌn'ju:ʒʊəl/ niezwykły
urgent (adj) /'ɜ:dʒnt/ pilny
variety (n) /və'reɪəti/ różnorodność

GRAMMAR 2 pp. 34–35

chatbot (n) /'tʃætbot/ wirtualny asystent
computer bot (n) /kəm'pjʊ:tə ,bɒt/ bot komputerowy (rodzaj programu komputerowego)
invite (v) /ɪn'vaɪt/ zapraszać
promise (v) /'prɒmɪs/ obiecywać
recommend (v) /,rekə'mend/ polecać
remark (n) /rɪ'mɑ:k/ uwaga
remind (v) /rɪ'maɪnd/ przypominać
sign up for (phr v) /,saɪn 'ʌp fə/ zapisać się na
subtitles (n) /'sʌb,tartɪlz/ napisy dialogowe w filmie
suggest (v) /sə'dʒest/ sugerować
text (v) /tekst/ pisać SMS
turn sth into (phr) /'tɜ:n sʌmθɪŋ ,ɪntə/ zamieniać coś w
voiceover film (n) /'vɔɪsəʊvə ,fɪlm/ film z lektorem

TED TALK pp. 36–37

bolster (v) /'bəʊlstə/ podnieść (np. morale)
brief (adj) /bri:f/ zwięzły
childcare (n) /'tʃaɪldkeə/ opieka nad dzieckiem
come up with sth (phr v) /,kʌm 'ʌp wɪð ,sʌmθɪŋ/ wpasć na coś
condescending (adj) /,kɒndɪ'sendɪŋ/ protekcyjny
conversationalist (n) /,kɒnvə'seɪʃnəlɪst/ rozmówca/rozmówczyni
devolve into (phr) /dr'vɒlv ɪntə/ przejść w
follow (v) /'fɒləʊ/ posłuchać (np. rady)
due to (prep) /'dju: tə/ z powodu
equate (v) /ɪ'kweɪt/ stawiać znak równości
frankly (adv) /'fræŋkli/ szczerze
go with the flow (phr) /,gəʊ wɪð ðə 'fləʊ/ dosłownie: iść z nurtem; robić to, co inni
have in common (phr) /,hæv ɪn 'kɒmən/ mieć coś wspólnego
hone (v) /həʊn/ doskonalić
issue (n) /'ɪʃu:/ zagadnienie
make a living (phr) /,meɪk ə'lɪvɪŋ/ zarabiać na życie
multitask (v) /'mʌltɪtɑ:sk/ wykonywać wiele zadań jednocześnie
not care about (phr) /nɒt 'keər ə,baut/ nie dbać o
offensive (adj) /ə'fensɪv/ obraźliwy
open-ended question (n) /'əʊpən,ɛndɪd 'kwestʃən/ pytanie otwarte
overlooked (adj) /,əʊvə'lʊkt/ przeoczony
polarised (adj) /'pəʊləraɪzd/ podzielony, o przeciwstawnych opiniach

pontificate (v) /pɒn'tɪfɪkeɪt/ wypowiadać się autorytatywnie
pundit (n) /'pʌndɪt/ ekspert
pushback (n) /'pʊʃbæk/ negatywna reakcja
rephrase (v) /,ri:'freɪz/ przeformułować
set aside (phr v) /,set ə'saɪd/ odłożyć (na bok)
set down (phr v) /,set 'daʊn/ odłożyć
state one's opinion (phr) /,steɪt wʌnz ə'pɪnjən/ wyrazić swoją opinię
stay out of the weeds (phr) /,steɪ 'aʊt əv ðə 'wi:dz/ skupiać się na tym, co ważne
struggle (v) /'strʌɡl/ zмагаć się
take a cue from sb (phr) /,teɪk ə 'kju: frəm ,sʌmbədi/ postępować według czyichś wskazówek
tip (n) /tɪp/ wskazówka
trivial (adj) /'trɪvɪəl/ nieistotny; trywialny
unfriend (v) /,ʌn'frend/ wykluczyć z grupy przyjaciół (w mediach społecznościowych)
walk sb through (phr) /'wɔ:k ,sʌmbədi 'θru:/ przeprowadzać kogoś przez

SPEAKING p. 38

fix a problem (phr) /,fɪks ə'prɒbləm/ rozwiązać problem
I see. (phr) /aɪ 'si:/ Rozumiem.

such a shame/pity (phr) /,sʌtʃ ə 'ʃeɪm/ 'pɪti/ taka szkoda
sympathetic (adj) /,sɪmpə'θetɪk/ współczujący; życzliwy
turn for help to (phr) /,tɜ:n fə 'help tə/ zwracać się o pomoc do

WRITING p. 39

apology (n) /ə'pɒlədʒi/ przeprosiny
attach (v) /ə'tætʃ/ dołączać (plik)
attachment (n) /ə'tætʃmənt/ załącznik
bunch of flowers (n) /,bʌntʃ əv 'flaʊəz/ bukiet kwiatów
company policy (n) /,kʌmpəni 'pɒləsi/ polityka firmy
complaint (n) /kəm'pleɪnt/ skarga, zażalenie, reklamacja
demand (n) /dɪ'mɑ:nd/ żądanie
enter a code (phr) /,entər ə 'kəʊd/ wpisać/ wprowadzić kod
purchase (n) /'pɜ:tʃəs/ zakup
reason for (n) /'ri:zn fə/ przyczyna czegoś
refund for the money (n) /,ri:fʌnd fə ðə 'mʌni/ zwrot pieniędzy
swap (v) /swɒp/ wymieniać się
ten-pound voucher (n) /'ten.paʊnd 'vaʊtʃə/ 10-funtowy kupon

SKILLS REVIEW pp. 40–41

appropriate (adj) /ə'prəʊpriət/ właściwy, odpowiedni
breakdown (n) /'breɪkdaʊn/ załamanie
customer service (n) /'kʌstəmə ,sɜ:vɪs/ obsługa klienta
gradually acquired (adj) /,grædʒuəli ə'kwɑɪəd/ stopniowo nabywany
in private (adv) /ɪn 'praɪvət/ na osobności
maintain balance (phr) /meɪn'teɪn 'bæləns/ utrzymywać równowagę
master (v) /'mɑ:stə/ doskonalić
mindful (adj) /'maɪndfl/ świadomy
practice makes perfect (phr) /,præktɪs meɪks 'pɜ:fɪkt/ praktyka czyni mistrza
verbally (adv) /'vɜ:bəli/ werbalnie, słownie

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- She regretted that she (*nie przekonała swoich zwolenników*) ... to support that idea.
- He answered that (*nieregularne ładowanie baterii*) ... hadn't caused that defect.
- My boss promised that (*dołączy swoje przeprosiny*) ... to his next email.
- I knew that the customer (*nie wprowadziła kodu*) ... of her gift voucher correctly.
- They wanted to know (*kto prowadzi moje konto w mediach społecznościowych*) ...

2 Choose the correct option to complete each sentence.

- When you write to a friend, it is usually an ... letter or email.
a impersonal **b** informal **c** indirect
- What is the reason ... such a company policy?
a in **b** of **c** for
- Their client expected a ... for the money he had paid.
a demand **b** refund **c** register
- He did not want to ... that he was wrong.
a admit **b** appear **c** act
- They had to hurry up, so they made a/an ... decision.
a accurate **b** direct **c** urgent

3 Complete each sentence with the word that best fits the gap.

- Pilots and astronauts are often fluent ... foreign languages.
- If she needs to get her message out, she should join in ... a forum.
- The tone ... her voice and body language showed how annoyed she was.
- Sam prefers voiceover films, ... musicals, where he chooses subtitles.
- If you have a problem, turn for help ... a sympathetic and energetic person.

4 Use the word in capitals to form a word that fits in the gap.

- Experts claim that frequent ... can affect relationships. **ARGUE**
- They tried to help carry her bag but she ... their intentions. **UNDERSTAND**
- He said that those ... were rude and showed disrespect. **COMPLAIN**
- The debate members were getting ... impatient when one man didn't let them speak. **INCREASE**
- When you get among people from different cultures, you can feel a bit ... **COMFORT**

3 Unexpected entertainment



IN THIS UNIT YOU LEARN

VOCABULARY

- art, music, cinema, theatre
- artists
- works of art, exhibitions, performances, concerts

GRAMMAR

- defining and non-defining relative clauses

SKILLS

Listening

- types of entertainment
- music festival
- matching, multiple choice

Reading

- two artists who are making a splash
- expressions with *make*
- matching, multiple choice

Speaking

- asking for and making recommendations

Writing

- an article describing a place and its culture



Actors from a theatre group taking part in the Edinburgh Festival Fringe, Scotland.

3A Vocabulary

Creative arts

Talking about arts

1 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Look at the photo and read the caption. Is this something you would enjoy watching? Have you seen similar performances?
- 2 What forms of entertainment do you particularly enjoy? Are there any that don't interest you at all?

2 Work in groups. Discuss the questions.

- 1 Where can you see art and live entertainment in your area?
- 2 What are the advantages of watching live performances (theatre, music, sports, etc.) over watching at home? What disadvantages are there?
- 3 Which school events involve special costumes, masks or make-up?

3 Which is the odd one out in each group? Why? Use a dictionary if necessary.

- 1 broadcast / edit / produce / TV programme
- 2 audience / characters / listeners / viewers
- 3 a theatre / a musical / a performance / a play / a production
- 4 a drawing / a mural / a portrait / a sculpture
- 5 stadium / exhibition / gallery / studio / venue
- 6 concert / lyrics / tune / verse

4 Put the words in exercise 3 into the categories. Add more words in each category. Then add one new category of entertainment of your choice.

Art	Music	Theatre	TV/Radio
-----	-------	---------	----------

5 Which option is more likely? Why?

- 1 I love the *lyrics* / *verses* of this song because they say what I'm feeling.
- 2 She's planning a large *mural* / *sculpture* to decorate the side of the new children's hospital.
- 3 The president made a ten-minute *broadcast* / *production* to explain the economic situation.
- 4 More than five million *listeners* / *viewers* watched last night's programme.
- 5 She works in a small *gallery* / *studio* in her garden.

6 Complete the sentences with the pairs of words.

broadcast + viewers	mural + portrait	play + theatre
stadium + concerts	tune + lyrics	venues + audience

- 1 For me, a good song is something you can dance to, with a catchy ... and memorable ...
- 2 If I had some art in my bedroom, I'd prefer a bright ... to a ... of someone.
- 3 There's a ... on at our local ... at the moment about a murder on a train.
- 4 I prefer going to shows in small ... like clubs and halls, where the ... is close to the stage. That's a magic feeling.
- 5 There's a football ... near where I live where they sometimes put on classical music ...
- 6 *Ranczo* is a popular TV show in my country. It is ... to millions of ... around the country.

7 Use five of the expressions in bold in exercise 6 to make sentences that are true for you.

3B Listening

Listening to texts about various types of entertainment

- 1 Listen to four conversations. What form of entertainment is each one about?  23

	1	2	3	4
Form of entertainment	...	...	...	...

- 2 Listen again. Which of the things that are described:

 23

- a are in a venue?
- b can be enjoyed at home?
- c are recommended by one of the speakers?
- d are known by both speakers already?
- e are about things that are true?

- 3 Listen again. Make notes about two more pieces of information for each of the forms of entertainment.

 23

1 – The artist is Italian.

- 4 Work in pairs. Which of the forms of entertainment described in the conversations would you most enjoy? Why?

- 5 Listen about the Przystanek Woodstock Festival, then choose the correct answer to each question.  24

- 1 Which event was included in *Rolling Stone* magazine's list of most important moments in the history of rock and roll?
 - a The original event: Woodstock Festival in 1969
 - b The anniversary event: Woodstock Festival in 1994
 - c The Polish edition of Woodstock Festival in 1995
- 2 How did Jurek Owsiak invent the name for the festival?
 - a He copied the name of the original festival.
 - b He copied the name of another Polish charity event.
 - c He combined two different names: one of a music event, the other of a TV series.

- 3 What did we learn about the first Przystanek Woodstock?

- a It took two days and it was free for all.
- b It was organised 25 years after the Woodstock Festival in the USA.
- c The performers mainly played reggae and punk music.

- 4 What was the reason the festival changed its name in 2018?

- a Because the festival is organised in a completely different form now.
- b Because it is organised by someone else now.
- c To keep the festival free for participants.

- 5 Which information is NOT included in the recording?

- a Why the festival is organised.
- b What the costs of organising the event are.
- c What Przystanek Woodstock and The Great Orchestra of Christmas Charity have in common.

- 6 Are the sentences true (T) or false (F)? Listen again to check your answers.  24

- 1 The festival is always organised in the same place.
- 2 The name Pol'and'Rock was first used in 2014.
- 3 The first Przystanek Woodstock gathered 30,000 people.
- 4 The tickets are cheaper for volunteers of Owsiak's charity.
- 5 Someone else, rather than Jurek Owsiak, has the right to use the name Woodstock Festival.

7 MY PERSPECTIVE – SPEAKING

Work in groups and discuss.

- 1 Have you ever been to an open-air music festival? If you have, what was it like? If not, would you like to go to one?
- 2 Why do you think festivals like Pol'and'Rock are so popular?
- 3 Are Polish singers and bands as good as foreign ones? Justify your opinion.



Angelfish by Johannes Stötter.

3C Grammar 1

Defining relative clauses

Using defining relative clauses to give more information

1 Match the two parts of the sentences.

- 1 He's an Italian artist
- 2 *Come From Away* is the new show
- 3 There are some well-written songs
- 4 If you could recommend just one podcast
- 5 They were the first band
- a I saw live.
- b which opened last night on Toronto's Broadway.
- c the audience really enjoyed.
- d who paints people to look like animals.
- e that I should listen to, which would it be?

2 Look at the sentences in the Grammar box. Which word in bold:

- 1 could be replaced by *who*? Which one could be replaced by *which*?
- 2 is the subject of the verb in the relative clause? Which is the object?
- 3 could be omitted?

Defining relative clauses

- a *It's a show **that** is on every week.*
- b *He's a singer **that** I can listen to all day long.*

More explanation in Grammar reference on p. 58.

3 Combine the sentences into one. Use the relative clause and omit relative pronouns if possible.

- 1 The play wasn't very good. I saw it last week.
The play ... very good.
- 2 The Shakespeare production sold only 100 tickets.
It closed after only two weeks.
The Shakespeare production, ... 100 tickets.
- 3 The book has become a bestseller. He wrote it in 2018 and published it in French.
The book ... a bestseller.
- 4 The actress has been given a pay raise.
She demanded the same salary as her male colleagues.
The actress ... a pay raise.
- 5 The character was played by Mara Wilson.
She spoiled the story for me.
The character ... the story for me.
- 6 You're talking about that documentary on New York, aren't you? We saw it together last night.
You're talking about ... last night, aren't you?

More exercises in Grammar practice on p. 59.

Do exercises 1–3.

4 Complete the paragraph about body painters with the information in sentences (1–8). Use relative clauses.

- 1 Johannes Stötter uses human models to make art.
- 2 You cannot see the people because they are covered in paint.
- 3 The images have made him famous.
- 4 The painting became popular in 2013.
- 5 He made the video to show how the image was created.
- 6 Art cleverly tricks the eye in this way.
- 7 These artists use the human body as their canvas*.
- 8 The best international artists compete in the bodypainting championships each year.

Johannes Stötter is an Italian artist (1) He creates images of animals and plants with people (2) The images (3) ... are sculptures and they can take up to eight hours to complete. He painted a tropical frog (4) ... , then a video (5) ... went viral. We seem to love any art (6) Johannes Stötter is one of a number of artists (7) ... , but he is perhaps the best known. In fact, a few years ago, he won the bodypainting championships (8)

canvas cloth used by painters to paint on

5 Put the lines of the blog entry in the correct order.

Hi guys,

- a they were moving to was so lively and dynamic that many of the viewers
- b that I recorded is available on my Facebook profile. Write in the comments about the shows
- c who stopped to watch the show started dancing along with the artist! This was the best show
- d I want to tell you about a fascinating performance
- e I saw a few days ago in my city. There was a group of street dancers
- f who presented several Latino dances for the audience. The music that
- g I had seen for years! A short video of the show
- h that you found amazing!

6 Work in groups. Complete the sentences to make a quiz. Read your sentences to other students to guess the answers.

- 1 He's an actor ... starred in
- 2 The book ... tells the story of
- 3 The singer ... gave a concert
- 4 The song ... has the line ' ... ' in the chorus.
- 5 The director ... won an Academy Award for
- 6 An artist ... uses ... in his work.

3D Reading

Reading Makes You Grow
mural in Argentina by Artez.



VOCABULARY BUILDING

Expressions with *make*

- 1 Look at the box and read the example sentences. What do the phrases in bold mean?

Some verbs in English don't mean very much on their own. They mean different things depending on the expressions they are used in.
*I never **make my bed** after I get up.*
*If you don't **make a decision** soon, I'm leaving.*
*So **30 times 17 makes**, er, ... I **make** that 510. Right?*
*You're worried that you won't **make friends** with...*

- 2 Match the expressions with *make* (1–8) with the meaning (a–h).

- 1 Nobody goes into art to **make a good living**.
- 2 We wanted to **make the most of** our trip to Moscow by visiting as many museums as possible.
- 3 Older artists should **make way** for the younger generation.
- 4 A lot of his work **doesn't make much sense** to me.
- 5 Her exhibition is going to **make quite a splash**.
- 6 I can't **make up my mind** whether I like this painting.
- 7 Can art **make a difference** in people's lives?
- 8 Her paintings **make a big impression** on me every time I see them.

- a be memorable and affect someone
- b give an opportunity to
- c decide

- d be noticed by a lot of people and be popular
- e be difficult to understand
- f earn enough money to live comfortably
- g change things in an important way
- h take advantage of something while it lasts

- 3 Work in pairs. Tell your partner about three or four of the following:

- a time in your life when you found it hard to *make up your mind* about something
- someone who has *made a big impression* on you
- someone you admire who *makes a good living*
- an opportunity you have had that you didn't *make the most of*
- an artist whose work doesn't *make sense* to you
- a possession that has *made a big difference* to you

READING

Understanding a text about artists who are making a splash

- 4 Read about two young artists, Artez and Sophie-chan. Choose the correct answer to each question.

- 1 What can be said about the style Artez presents?
 - a It's a combination of two different kinds of art.
 - b It concentrates mainly on drawing tags.
 - c It mostly appeals to people under thirty.
 - d Many manga artists are influenced by this style.

25 The art world is an exciting place for young artists these days. Old ways of making it professionally as an artist, such as art college and gallery exhibitions, are making way for new paths to success. Art is changing fast, with new ways to create, find success and promote your work. Here are two young artists who are making a splash, each in their own way.

Artez is a Serbian street artist living in Belgrade, (1) When he was a child he practised making his own tags, or names written in graffiti, in his notebooks at school. Since then his graffiti has developed into public art on a large scale. Artez's style, which he describes as mixing photorealism* with illustration, is influenced by other artists such as the Maclaim crew, (2) Now, even though he is only in his early thirties, Artez is gaining popularity abroad. Among other places, he has worked in India, Brazil and Greece.

Sophie-chan has made a name as one of YouTube's leading manga* artists. Born in Iraq in 1990, in the middle of a war, Sophie had to change schools several times as her family moved around. It was difficult for her to make friends but she enjoyed drawing, (3) Influenced by Japanese anime* cartoons on TV, she taught herself to draw her first manga drawings when she

was thirteen. After seeing Marc Crilley, (4) ... , Sophie was inspired to upload her first painting video in 2008. Since then, she has produced many more, showing her art as well as offering tutorials and advice on how to draw.

Both artists make the most of social media to promote their work. Sophie's popularity on YouTube means that she makes money from it. Her channel is monetised, (5) However, she doesn't earn a lot of money that way. After graduating, she worked as an engineer to save the money she needed to self-publish *The Ocean of Secrets*, her first book, (6) Her online popularity means that she already has lots of followers who may buy the book.

Artez has active Facebook, Instagram and Pinterest profiles, of course, but he is also part of a group of artists who support each other. He says that 'healthy competition and an exchange of ideas can really motivate people to produce more, better and faster. I was lucky to start my painting career on the streets of Belgrade and to become a part of such a lively community of artists!'

photorealism *a style of painting – the paintings look like photographs*

manga *Japanese style of comic book; anime* *refers to animated cartoons*

2 Where did Sophie-chan gain her popularity?

- a On Japanese TV
- b In Iraq during the war
- c On the internet, especially on YouTube
- d At one of the schools she went to

3 Which of the following statements could be said about both of the artists?

- a They both grew up during wartime.
- b They both specialise in the same techniques.
- c They both published a book.
- d They both use social media a lot.

4 What is the best summary of the article?

- a Not everything you do can be called art.
- b Young people are successful in new forms of artistic expression.
- c Women gain more popularity as artists than men.
- d New forms of art are a great way of making a fortune.

5 Complete the gaps in the text with the relative clauses (a–f).

- a where some of his murals can be seen
- b which came out in 2015
- c which kept her busy
- d which means that she is paid a very small amount each time a viewer clicks on an advert shown on her videos
- e who is one of the original YouTube manga artists
- f who were some of the first people to create murals which almost look like photos

6 Work in pairs. Which of the ways of becoming a professional artist are the most and least effective, in your opinion?

- start practising at a young age
- study other artists' work
- work with other artists
- show videos of you doing your work
- upload examples of your work to social media
- study art at college
- choose a popular style of art that is easy to understand
- prepare for a different job in case you don't succeed as an artist

7 MY PERSPECTIVE – SPEAKING

Work in groups. Discuss the questions.

- 1 Have you seen any good graffiti art or manga? Where?
- 2 Do you think graffiti and manga are really art forms? Why?/Why not?
- 3 What other things that you enjoy watching/listening to, etc. do you consider art, e.g. comedy, flash mobs, animations, rap, ...?

The Great Pyramid of Giza, Egypt, is one of the seven wonders of the Ancient World.



3E Grammar 2

Defining and non-defining relative clauses

Using relative clauses to give more information

1 Work in pairs. Describe the photo, then answer the questions.

- 1 Why do you think the woman is more interested in her phone than the pyramid?
- 2 Is it justified to ban using mobile phones in some places? Why?/Why not?
- 3 Tell your partner about a time when you used your phone to quickly find information you needed.

2 Choose three aspects of culture from the list below that you enjoy most and three that you enjoy least. Tell your partner why and discuss how much time you spend doing these things.

art, e.g. art websites, exhibitions	classical music	films at the cinema
funny videos	live music	plays at the theatre
pop music and videos	short films or animations	poems and short stories
other people's social media sites	TV or radio shows and podcasts	talks, e.g. TED Talks

3 Look at the sentences in the Grammar box. Try reading them without the relative clauses in bold. Which relative clause contains information which completes the meaning of the sentence (defining relative clause)?

Defining and non-defining relative clauses

- a *Artez's style, **which he describes as mixing photorealism with illustration**, is influenced by other artists.*
- b *The Maclaim crew were some of the first people to create murals **which almost look like photos**.*
- c *After seeing Marc Crilley, **who is one of the original YouTube manga artists**, Sophie was inspired to upload her first painting video in 2008.*
- d *She was able to self-publish *The Ocean of Secrets*, her first book, **which came out in 2015**.*

More explanation in Grammar reference on p. 58.

4 Look at the sentences in the Grammar box again. Answer the questions.

- 1 Which relative pronoun can be replaced by *that*?
- 2 Can any of the relative pronouns be omitted?
- 3 What do you notice about the punctuation in these sentences?

More exercises in Grammar practice on p. 59. Do exercises 4–7.

5 Listen to a radio show about FOMO. What is it? Do you ever get it? 26

6 Complete the sentence beginnings (1–5) with the relative clauses (a–e). Add *which* or *who* if the clause is non-defining, and *that* if it is defining. Use commas where necessary. Then listen again to check. 26

- 1 Perhaps you stay up late just to play the video game
 - 2 It's the last night they're showing *The Last Jedi*
 - 3 It's the final episode of the show
 - 4 You know that tomorrow you're going to find out what happens from your friends
 - 5 And this creates a worry
- | | |
|------------------------------|--|
| a everyone is talking about. | d will be watching it right now. |
| b everyone's watching. | e you've been meaning to see for ages. |
| c won't go away. | |

7 Combine the sentences to make one sentence containing a non-defining relative clause.

1 FOMO is the secret disease that we all suffer from.
It can affect anyone with easy access to the internet.

FOMO, which can ...

- 2** The people it affects run to their phone when they hear it 'ping'. They are worried that they might be missing something important.
- 3** Most notifications are really not worth looking at. They might be about funny cat videos.
- 4** Some young people spend up to eighteen hours a day reading or watching things. They check Facebook while answering texts and watching TV.
- 5** Studies have shown that we sleep less because of our devices. These include smartphones and tablets.

8 Work in pairs. Add at least three relative clauses to this paragraph to make it more informative.

There are many ways of fighting FOMO in your life. Sophie Kleeman, *who is a journalist*, has some advice for us about spending less time on our devices. First of all, phone settings can be changed to stop them interrupting you. Phones can be a problem at night. Don't keep your phone in your bedroom even if it is on vibrate. Buy an alarm clock instead. Consider your social media and decide honestly whether you need 24-hour access to it. Could you just have it on your laptop? Another idea is to play Shame with friends. The first person to use their phone has to buy the coffees!

9 Read the text about another approach to online activities: JOMO. Use the extra information (a–f) to complete the gaps (1–6) with the missing relative clauses.

- a** I met twelve people there.
- b** New notifications appear on the screen every few seconds.

- c** It's particularly impolite to use a mobile during family parties.
- d** Some people decide to minimise the use of their phones.
- e** My friend had just turned eighteen.
- f** JOMO stands for 'Joy of Missing Out.'

Last Saturday evening, I was invited to a party by my best friend, (1) And you wouldn't believe it, but none of the twelve people (2) ... had their mobile phones with them! We're all trying to promote the idea of JOMO, (3) Generally, the idea behind JOMO is to enjoy the real life in the real world, without constantly looking at the screen of your phone, (4) People (5) ... soon discover dozens of other ways to spend time enjoyably. You should try the JOMO approach, for example during family parties, (6) Believe me, the world will not collapse if you ignore the news from your friends for a few hours!

10 Work in pairs. You're talking about a friend who seems to be suffering from FOMO recently. You'd like to help him/her. Discuss the following aspects of the situation:

- how FOMO shows in your friend
- possible dangers of FOMO for him/her
- how to help him/her
- how serious the problem is among your friends

11 MY PERSPECTIVE – SPEAKING

Work in pairs. Talk to your partner about a time when you have experienced FOMO. What advice can you offer each other?

12 Write about a young artist from your country and include information about the type of work they do and how they use social media. Use relative clauses.

Some studies show that the woman without the phone will probably have a better memory of the film premiere.



3F Speaking

Useful language

Asking for recommendations

*Is it worth watching/seeing/
visiting/reading?
What did you think (about ...)?
Is it any good?*

Making recommendations

*You must go!
I'll send you the link.
You won't want to miss this.
It's worth watching.
I highly recommend it.
... is well worth seeing.
... is a must-see.*

Showing reservation

*It was OK/alright, I suppose.
I wouldn't bother if I were you.
I didn't think it was great.
You might like it if you've got
nothing else to do.
If you enjoyed ..., you'll love ...
It'll appeal to anyone who enjoys ...
I don't normally like ..., but ...
I would recommend it to people
who ...*

Asking for and making recommendations

- 1 Work in pairs. Whose recommendations do you trust most for things like books, restaurants and tourist attractions? Put the following in order (1–5) where 1 is the most trustworthy. Do you use recommendations from anyone else?
 - reviews in newspapers and magazines
 - online comments by members of the public
 - friends and family
 - the tourist information office
 - famous people
- 2 Listen to people talking about the same tourist attraction. What do they agree about? What do they disagree about?  27
- 3 Look at the Useful language box. Are the expressions more likely to be said by a friend (F), a TV presenter (TV) or both (B)?
- 4 Listen again. Which expressions in the Useful language box do you hear?  27
- 5 For each category below, write the names of one example that you would recommend and one that you wouldn't recommend.

an art work	a book	a film
an online video clip	a theatre production	a TV show

- 6 Work in pairs. Look at your partner's list. Ask and answer questions about your recommendations and reservations.
- 7 You are at a tourist information office and you need some information about the city. Discuss the topics. Use phrases in the Useful language box.

- best way to move around
- historic places to visit
- entertainment
- possible dangers

**Pyramid of the Feathered Serpent,
from Teotihuacan, in the National
Museum of Anthropology, Mexico City.**



3G Writing

An article describing a place and its culture

Writing an article describing a place

- 1 Work in pairs. What are some of the cultural attractions in your area, town or city? Which would you recommend to a visitor? Why?
- 2 Read an internet article written by Macarena, who lives in Valparaíso in Chile. What things does she recommend to her readers about her city?
- 3 Relative clauses are a good way of adding extra information. Read the article again. Where could these relative clauses go in the article?
 - a , which is why I think artists love the place so much
 - b , where you will find the cheapest fish, fruit and vegetables,
 - c , who was a famous Chilean poet
 - d , which I'm not,
 - e , which is our fishing harbour,
- 4 **WRITING TIPS** Paragraphing
The article contains four paragraphs. Read the Writing strategies box. What is the topic of each paragraph?
- 5 Plan an internet article describing where you live. Include information about typical tourist attractions as well as some less popular, alternative ways of spending time and enjoying the place. Use your ideas from exercise 1 to make notes and plan the paragraphs. Then write your article.
Write between 200 and 250 words.

More about writing an article in Writing guide on p. 152.

- 6 Read your classmates' articles. Are they well-organised? Do you agree with their recommendations about the best attractions where you live?

Valparaíso – how about a visit to my home town?

Thanks for all your messages in response to my last article – it was a pleasure to read about your home towns; they are definitely inspiring cities to live in! I promised to tell you about Valparaíso in return, so here we go!

The thing my city is most famous for is the museum dedicated to Pablo Neruda (1) The museum is OK, but unless you are a poetry fan (2) ... I would not bother paying to go in. The views over the city are fantastic, though (and free!). What the city can also be proud of is its setting. It is so mountainous, and next to the sea. I love taking the *ascensores*, which are like very small trains on the steep hills. Also, have a look at the paintings that decorate the streets and buildings. There is colour everywhere (3) ... !

If you are not into typical sightseeing, consider spending a day at the beach. La Caleta Portales (4) ... is a wonderful place to relax and watch the fishermen and market traders. The food market itself (5) ... is an unforgettable spot to visit – it might be too loud, too crowded and too chaotic, yet still you will consider it a cheerful and inspiring experience!

I hope some of you will have the chance to visit my home town one day. If you do, make sure to let me know – it would be awesome to meet some of my readers offline!

Writing strategy

Paragraphing

- Paragraphs are groups of sentences which share a common topic. They help the reader follow the text. Start a new paragraph when you change topic.
- Before you start writing anything, make notes, then organise your notes into paragraphs.
- Finally, decide on the best order for the paragraphs.



Skills Review 3

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 The 212 bronze and granite ... in Vigeland Park in Oslo are amazing. **SCULPT**
- 2 The ... by Leonardo da Vinci, 'Vitruvian Man' shows a man in two positions, with his arms and legs apart inscribed in a circle and square. **DRAW**
- 3 Some artists enjoy great ..., but does it mean they are good artists? **POPULAR**
- 4 What are, in your opinion, the ten most popular cultural ... in the world? **ATTRACT**
- 5 After the show, the magician engaged in a ... talk with the audience. **LIVE**
- 6 At school, I had to read ... and then discuss it, which was rather difficult for me. **POET**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 ... me, a meeting with a writer is a chance to talk about literature.
- 2 Learning the ... of English songs is an effective way of remembering new words.
- 3 The stage-manager chose a city park as a place for the opera ...
- 4 A live TV ... from the Oscar Award Ceremony gathered millions of people in front of TV screens.
- 5 The ... gave a standing ovation to the actors when the play ended.

Parafrazy zdań

3 Uzupełnij drugie zdanie tak, żeby zachować sens zdania wyjściowego.

- 1 Amateur actors prepared an avant-garde performance. It was broadcast live.
Amateur actors prepared an avant-garde ... live.
- 2 I often talk with one of my neighbours. He is an actor in the local theatre.
I often talk with one of my ... in the local theatre.
- 3 Instagram is a social networking service. It was created 10 years ago.
Instagram, ... 10 years ago, is a social networking service.
- 4 My younger sister is only 5 years old. She already knows how to upload a video.
My younger sister, ... years old, already knows how to upload a video.

5 Johnny Depp is a famous actor and musician. He was born in the USA.

Johnny Depp, ... the USA, is a famous actor and musician.

Tłumaczenie fragmentów zdań

4 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 (*Emily woli czytać*) ... detective stories to romances.
- 2 It (*nie ma sensu*) ... to study at art college if you aren't going to become an artist.
- 3 A visit to the National Gallery in London (*zrobiła duże wrażenie*) ... on me.
- 4 (*Nie zawracałbym sobie głowy*) ... if I knew you could solve this problem yourself.
- 5 Does it (*robi jakąś różnicę*) ... for you in which art gallery your paintings will be shown?

Uzupełnianie zdań

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 To make ... of talent, a future artist must practise a lot.
a most
b much
c the most
- 2 I had a painter make portraits of my family members. However, my brother doesn't ... himself.
a look like
b strike as
c act like
- 3 The leader of the popular band made quite a ... by saying he was leaving the group.
a splash
b catch
c hit
- 4 By advising young students on how to draw and paint, my friend ... a good living.
a has
b makes
c gets
- 5 One of the elderly actors in the theatre decided to retire to make ... for a younger one.
a road
b path
c way

- 6** Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

animate	entertain	illustrate	lead
perform	view	watch	

- 1 My dream is to visit a(n) ... films studio.
- 2 The film about the life and work of Leonardo da Vinci is really worth ...
- 3 I'm going to read a book on the lives of Hollywood's ... actors.
- 4 Theatre used to be a much more popular form of ... than it is now.
- 5 A TV programme with a popular manga artist attracts lots of ... on the day of its show.

LISTENING

- 7** Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dopasuj odpowiadające jej zdanie (a–e).

Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.  28

Which speaker ...

- a makes people laugh?
- b pretends to be a fictitious character?
- c wishes more people would share his hobby?
- d expresses their admiration for certain abilities?
- e boasts about wearing special clothes?

1	2	3	4
...	...	...	...

WRITING

- 9** Podczas zagranicznej podróży wakacyjnej odwiedziłeś/odwiedziłaś ciekawe miejsce. Napisz do gazetki szkolnej artykuł, w którym je opiszesz i wyjaśnisz, jak poznanie kultury lokalnych mieszkańców wpłynęło na twoje postrzeganie świata. Wypowiedź powinna liczyć od 200 do 250 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

SPEAKING

- 8** Popatrz na zdjęcia. Rozważasz zaproszenie na lekcję języka angielskiego osoby zajmującej się sztuką. Masz do wyboru trzy propozycje.

- Wybierz propozycję, która jest, twoim zdaniem, najlepsza i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 What is the purpose of art?
- 2 Do you think there should be greater or less censorship of the Arts?
- 3 Why are some art forms so controversial?
- 4 What makes an artist famous?

Grammar reference 3

GRAMMAR 1 Defining relative clauses

Zdania względne (podrzędne) dostarczają dodatkowych informacji na temat podmiotu lub dopełnienia w zdaniu głównym.

Pełnią podobną funkcję co przymiotnik lub wyrażenie przymiolkowe:

*the **late** programme (an adjective)*

*the programme **at ten o'clock** (a prepositional phrase)*

*the programme **that's after this one** (a relative clause)*

Defining relative clauses (zdania względne definiujące)

Zdania względne definiujące opisują podmiot lub dopełnienie, czyli zawierają informację niezbędną do zrozumienia, o kim lub o czym jest mowa. Nie oddzielamy ich przecinkami od zdania głównego:

A: *That's the show.*

B: *Which one?*

A: *The show **I was telling you about**.* (Zawarta w zdaniu względnym informacja jest kluczowa – dzięki niej wiemy, które przedstawienie ma na myśli rozmówca).

Relative pronouns (zaimki względne)

W zdaniach względnych występują najczęściej następujące zaimki względne:

- *who* – odnoszące się do ludzi:

*It wasn't Mike Leigh **who** directed the film. It was Ken Loach.*

- *which* – odnoszące się do rzeczy:

*The film **which** I enjoyed most last year was Rogue One.*

- *that*, które w zdaniach względnych definiujących może zastąpić *who* i *which*:

*It wasn't Mike Leigh **that** directed the film. It was Ken Loach.*

*The film **that** I enjoyed most last year was Rogue One.*

W zdaniach względnych można też używać *when* do mówienia o czasie oraz *where* do mówienia o miejscu:

*The day **when** we first performed live was absolutely special.*

*The club **where** the band gave their last concert has closed down.*

Zaimek *which* może również dotyczyć całego zdania – wówczas zawsze stawiamy przed nim przecinek. W tego typu zdaniach tłumaczymy go zazwyczaj jako „co”, nie jako „który”:

*They have just released a new album, **which** means they will on a big tour soon.* (Właśnie wydali nowy album, co oznacza, że pojadą w dużą trasę koncertową).

W zdaniach względnych definiujących:

- można opuścić zaimek względny *who*, *which*, *that*, jeśli odnosi się on do dopełnienia:

That's the show ~~which/that~~ I was telling you about.

- nie można opuścić zaimka względnego, jeśli opisuje on podmiot:

*This is the channel **which** only shows reality TV programmes.*

Ćwiczenia 1–3

GRAMMAR 2 Defining and non-defining relative clauses

Informacje zawarte w zdaniach względnych definiujących są kluczowe, bez nich wypowiedź nie jest zrozumiała:

*The film **which/that I'm going to see** is called The Bachelors.*

Bez informacji *which/that I'm going to see* nie wiedzielibyśmy, o który film chodzi:

A: *The film is called The Bachelors.*

B: *Which one?*

A: *The one **I'm going to see**.*

Non-defining relative clauses (zdania względne niedefiniujące)

Zdań względnych niedefiniujących używamy, kiedy chcemy uzupełnić wypowiedź o dodatkowe szczegóły, które nie są konieczne do zrozumienia, o kim lub o czym jest mowa. Bez tych informacji wypowiedź jest nadal komunikatywna. Zdania względne niedefiniujące oddzielamy przecinkami od zdania głównego:

*Gravity, **which won seven Oscars**, was directed by Alfonso Cuarón.* (Bez informacji *which won several Oscars* nadal wiemy, o który film chodzi).

Gravity was directed by Alfonso Cuarón.

W zdaniach względnych niedefiniujących:

- nie można opuścić zaimków:

*The main character, **who** I thought was brilliant, is played by Olivia Coleman.*

- zaimków *who* i *which* nie można zastąpić zaimkiem *that*:

*The painting, ~~that~~ **which** is worth over \$10 million, has been removed for cleaning.*

Ćwiczenia 4–7

Grammar practice

1 Complete the sentences with relative pronouns *who* or *which* where necessary.

- 1 It was my dad ... bought the tickets.
- 2 Isn't that the same actor ... you saw last week in that play about the war?
- 3 Is it right that Hollywood produces the movies ... make the most money around the world?
- 4 There aren't many movie sequels ... I enjoy, to be honest.
- 5 The last portrait ... she painted was in 1932.
- 6 *Super Size Me* was the first documentary ... talked about the dangers of fast food.
- 7 The first thing ... we have to do is advertise.

2 Join the two sentences using a relative clause.

- 1 My sister is the one. She told me about the exhibition.
- 2 This is the book. I read it when I was on holiday.
- 3 This is the song. It won the award for best R&B track.
- 4 That's the architect. He went on to design the new library.
- 5 She's the dancer. I spoke to her after the performance.

3 Use the prompts to write one sentence. Use a defining relative clause.

- 1 All the galleries / they're taking part in this year's art festival / they can be found on the website.
- 2 Every picture is made of old glass / the artists found it in rubbish bins and recycling centres.
- 3 Older programmes / they were made before 2005 / they won't be available online until 2019.
- 4 Please show tickets / they were bought online / show them at the main theatre box office.
- 5 Viewers / they want to vote for the best singer / they need to call this number.

4 Join these sentences using a non-defining relative clause.

- 1 I was born in 2001. That was the year the animated movie *Shrek* came out.
- 2 My favourite author is Marguerite Abouet. She wrote the AYA graphic novels.
- 3 The only musical I've ever seen is *Les Misérables*. It's been playing in the capital for years.
- 4 *She's Just A Shadow* stars Tao Okamoto. She is one of several new successful Japanese actors.
- 5 Have a look at his Facebook page. It has a photo of his new baby nephew.

5 Add commas to these sentences where necessary.

- 1 A silent disco is an event where the music comes from headphones instead of loud speakers.
- 2 To anyone who is not wearing headphones, it looks as if a crowd of people is dancing in silence.
- 3 The music which is played by a DJ is broadcast by radio to the dancers' headphones.
- 4 Often two or three DJs work at the same time which means that dancers can choose the type of music they want to dance to.
- 5 Silent discos are sometimes organised by nightclub owners who are not allowed to play loud music late at night.

6 Delete *who* or *which* where possible. Replace *who* or *which* with *that* where possible.

- 1 Her poetry, which is suitable for radio, is meant to be read out loud.
- 2 Her self-portraits, which were all she painted, were always colourful.
- 3 Beyoncé is a singer who I really want to see live before she retires.
- 4 People who want to listen to the podcast can subscribe to the newsletter.
- 5 The ballet which will be performed next is the annual production of *The Nutcracker*.
- 6 The director, who spent ten years as a mountaineer, also wrote the script.
- 7 The member of the band who I thought really made the show special was the drummer.
- 8 This play is set in a city which is based on the writer's home town.

7 Use the prompts to write sentences with relative clauses.

- 1 Her fourth novel / published last year / earned her many fans / around the world.
- 2 The sketch / I'm drawing / part of my art project.
- 3 The tickets / I bought / outside the venue / were really expensive.
- 4 The woman / is speaking / at the moment / the writer Han Kang.
- 5 She's / the opera singer / is singing / at the Opera House / tonight.
- 6 The exhibition / is part of the summer festival / goes on until 15th September.
- 7 The week / we visited Paris / was fantastic.
- 8 The theatre / the concert will take place / has really good acoustics.

Wordlist Unit 3 29

VOCABULARY p. 47

a TV production (n) /ˈti: ˈvi: prəˌdʌkʃn/ produkcja telewizyjna
art (n) /ɑ:t/ sztuka
audience (n) /ˈɔ:diəns/ publiczność
be on (phr v) /ˌbi: ˈɒn/ być granym (w kinie, teatrze)
broadcast (n, v) /ˈbrɔ:dkɑ:st/ audycja, transmisja; transmitować
catchy (adj) /ˈkætʃi/ chwytliwy
character (n) /ˈkærəktə/ bohater/bohaterka, postać
drawing (n) /ˈdrɔ:ɪŋ/ rysunek, szkic
edit (v) /ˈedit/ wydawać; edytować
entertain sb (v) /ˌentəˈteɪn ˌsʌmbədi/ dostarczać komuś rozrywki, zabawiać
entertainment (n) /ˌentəˈteɪnmənt/ rozrywka
exhibition (n) /ˌeksɪˈbɪʃn/ wystawa
gallery (n) /ˈgæləri/ galeria sztuki
live (adj, adv) /laɪv/ na żywo
lyrics (n) /ˈlɪrɪks/ tekst piosenki
memorable (adj) /ˈmemərəbl/ zapadający w pamięć
mural (n) /ˈmjʊərəl/ malowidło ściennie
performance (n) /ˈpəːfɔ:məns/ przedstawienie; wykonanie
play (n) /pleɪ/ sztuka, przedstawienie
portrait (n) /ˈpɔ:trɪt/ portret
prefer (v) /ˈprɪfə:/ woleć, preferować
produce (v) /prəˈdju:s/ produkować
put on (phr v) /ˌput ˈɒn/ wystawiać (np. sztukę)
sculpture (n) /ˈskʌlptʃə/ rzeźba
show (n) /ʃəʊ/ spektakl, pokaz, seans; serial
stage (n) /steɪdʒ/ scena
studio (n) /ˈstju:diəʊ/ pracownia (artysty)
tune (n) /tju:n/ melodia, ton
venue (n) /ˈvenju:/ lokal, miejsce (koncertu)
verse (n) /vɜ:s/ wers
viewer (n) /ˈvjʊə/ widz

LISTENING p. 48

angelfish (n) /ˈeɪndʒlfɪʃ/ skalar (ryba)
anniversary (adj) /ˌæniˈvɜ:səri/ rocznicowy
attract (v) /əˈtrækt/ przyciągać (uwagę)
band (n) /bænd/ zespół, kapela
charity event (n) /ˈtʃærəti ɪˌvent/ impreza dobroczynna
come alive (phr) /ˌkʌm əˈlaɪv/ ożyć
commemorate (v) /kəˈmeməreɪt/ upamiętniać
community spirit (n) /kəˌmjʊ:nəti ˈspɪrɪt/ poczucie wspólnoty
evolve (v) /ɪˈvɒlv/ rozwijać się, ewoluować
form of entertainment (n) /ˌfɔ:m əv entəˈteɪnmənt/ forma rozrywki
gather (v) /ˈgæðə/ gromadzić
host (n) /həʊst/ gospodarz/gospodyni
impact (n) /ˈɪmpækt/ wpływ
invisible (adj) /ɪnˈvɪzəbl/ niewidzialny
last (v) /lɑ:st/ trwać
moving (adj) /ˈmu:vɪŋ/ poruszający
on sale (phr) /ɒn ˈseɪl/ w sprzedaży
perform (v) /pəˈfɔ:m/ występować
performer (n) /pəˈfɔ:mə/ artysta/artystka
photo exhibit (n) /ˈfəʊtəʊ ɪɡˌzɪbɪt/ wystawa fotografii
piece of information (n) /ˌpi:s əv ɪnfəˈmeɪʃn/ pojedyncza informacja

podcast (n) /ˈpɒdkɑ:st/ audycja w internecie
reflect (v) /rɪˈflekt/ odzwierciedlać
volunteer (n) /ˌvɒləntɪə/ ochotnik/ ochotniczka

GRAMMAR 1 p. 49

canvas (n) /ˈkænvəs/ płótno, kanwa
chorus (n) /ˈkɔ:ʀəs/ refren
colleague (n) /ˈkɒli:ɡ/ kolega/koleżanka z pracy
compete (v) /kəmˈpi:t/ konkurować, współzawodniczyć
director (n) /dɪˈrektə/ reżyser
go viral (phr) /ˌɡəʊ ˈvaɪrəl/ rozprzestrzeniać się w sieci
look like (phr) /ˈlʊk laɪk/ wyglądać jak
publish (v) /ˈpʌblɪʃ/ wydać, opublikować
spoil (v) /spɔɪl/ zepsuć, zmarnować
star (v) /stɑ:/ grać główną rolę
take up (phr v) /ˌteɪk ˈʌp/ zabierać, zajmować czas
trick (v) /trɪk/ oszukiwać, nabierać
win an Academy Award (phr) /ˌwɪn ən əˈkædəmi əˌwɔ:d/ zdobyć Nagrodę Akademii Filmowej

READING pp. 50–51

30 times 17 makes (phr) /θɜ:ti taɪmz sevənˈti:n meɪks/ 30 razy 17 równa się
animated (adj) /ˈænɪmeɪtɪd/ animowany
appeal to (v) /əˈpi:l tə/ przemawiać do; podobać się
be noticed (phr) /bi: ˈnəʊtɪst/ zostać zauważonym
come out (phr v) /ˌkʌm ˈaʊt/ wyjść, ukazać się
comic strip (n) /ˈkɒmɪk ˌstri:p/ historyjka obrazkowa (komiks)
decorative (adj) /ˈdekəreɪtɪv/ dekoracyjny, ozdobny
flash mob (n) /ˈflæʃ mɒb/ grupa osób, która spontanicznie się zebrała w jakimś celu za pośrednictwem mediów społecznościowych
gain (v) /geɪn/ uzyskać, zdobyć
give an opportunity to (phr) /ˌɡɪv ən ˌɒpəˈtju:nəti tə/ dać szansę, stworzyć okazję
go into (phr v) /ˌɡəʊ ˈɪntə/ brać się do
grow up (phr v) /ˌɡrəʊ ˈʌp/ dorastać
in case (conj) /ɪn ˈkeɪs/ na wypadek gdyby
influenced by (adj) /ˈɪnfluənst baɪ/ pod wpływem, zainspirowany przez
leading (adj) /ˈli:ɪŋ/ czołowy, wybitny
lively (adj) /ˈlaɪvli/ żwawy, pełen energii
make a big impression on (phr) /ˌmeɪk ə bɪɡ ɪmˈpreʃn ɒn/ robić duże wrażenie na
make a decision (phr) /ˌmeɪk ə dɪˈsɪʒn/ podjąć decyzję
make a difference (phr) /ˌmeɪk ə ˈdɪfrəns/ robić różnicę; być istotnym
make a fortune (phr) /ˌmeɪk ə ˈfɔ:tʃən/ zbić majątek
make a good living (phr) /ˌmeɪk ə ɡʊd ˈlɪvɪŋ/ zarabiać na dostatnie życie
make a name as (phr) /ˌmeɪk ə ˈneɪm əz/ zyskać sławę
make a splash (phr) /ˌmeɪk ə ˈsplæʃ/ odnieść sukces
make friends (phr) /ˌmeɪk ˈfrendz/ zaprzyjaźniać się

make one's bed (phr) /ˌmeɪk wʌnz ˈbed/ ścielić łóżko
make the most of (phr) /ˌmeɪk ðə ˈməʊst əv/ wykorzystać okazję
make up one's mind (phr) /ˌmeɪk ˈʌp wʌnz ˈmaɪnd/ zdecydować się
make way for (phr) /ˌmeɪk ˈweɪ fə/ ustępować miejsca, oddawać pole
manga (n) /ˈmæŋɡə/ japoński styl komiksowy
monetised (adj) /ˈmɒnɪtaɪzd/ spieniężony
move around (phr v) /ˌmu:v əˈraʊnd/ przemieszczać się
not make much sense to sb (phr) /ˈnɒt meɪk mʌtʃ ˈsens tə ˌsʌmbədi/ coś nie ma dla kogoś sensu
on a large scale (phr) /ɒn ə ˌlɑ:dʒ ˈskeɪl/ na wielką skalę
photorealism (n) /ˌfəʊtəʊˈrɪəlɪzəm/ fotorealizm
popularity (n) /ˌpɒpjəˈlærəti/ popularność
self-publish a book (phr) /ˌselfˈpʌblɪʃ ə ˌbʊk/ samodzielnie wydać książkę
tag (n) /tæg/ tag (podpis graficariusza)
take advantage (phr) /ˌteɪk ədˈvɑ:ntɪdʒ/ czerpać korzyści, skorzystać
tutorial (n) /tju:ˈtɔ:riəl/ indywidualna konsultacja, korepetycja

GRAMMAR 2 pp. 52–53

a film premiere (n) /ə ˌfɪlm ˈpremiə/ premiera filmu
Ancient World (n) /ˌeɪnfənt ˈwɜ:ld/ starożytność
approach to (n) /əˈprəʊtʃ tə/ podejście, stosunek do
ban (v) /bæn/ zakazywać
collapse (v) /kəˈlæps/ zawalić się
enjoyably (adv) /ɪnˈdʒɔɪəbli/ miło
FOMO (Fear Of Missing Out) (n) /ˈfəʊməʊ (fɪər əv ˌmɪsɪŋ ˈaʊt)/ obawa, że się przeoczy coś ważnego
go away (phr v) /ˌɡəʊ əˈweɪ/ opuszczać, zniknąć
JOMO (Joy of Missing Out) (n) /dʒəʊməʊ (dʒɔɪ əv ˌmɪsɪŋ ˈaʊt)/ radość z omijania niektórych rzeczy
justified (adj) /ˈdʒʌstɪfaɪd/ uzasadniony
memory (n) /ˈmeməri/ wspomnienie
minimise (v) /ˈmɪnɪmaɪz/ minimalizować
modern disease (n) /ˌmɒdn dɪˈzi:z/ współczesna choroba
on vibrate (adv) /ɒn ˈvaɪbreɪt/ w trybie wibracji
reminder (n) /rɪˈmaɪndə/ przypomnienie
stand for (phr v) /ˈstænd fɔ:/ znaczyć coś
stay up late (phr) /steɪ ˈʌp ˌleɪt/ być do późna na nogach
turn eighteen (v) /ˌtɜ:n eɪˈti:n/ skończyć osiemnaście lat
wonder (n) /ˈwʌndə/ cud

SPEAKING p. 54
bother (v) /ˈbɒðə/ kłopotać (się); zawracać (sobie) głowę
charge (v) /tʃɑ:dʒ/ wycenić, policzyć
keep one's fingers crossed for (phr) /ˌki:p wʌnz ˈfɪŋɡəz ˌkrɒst fə/ trzymać kciuki za
must-see (n) /ˌmʌst ˈsi:/ coś, co trzeba zobaczyć

outdoor space (n) /ˌaʊtɔː 'speɪs/ miejsce na zewnątrz
tour guide (n) /ˈtuə ˌgaɪd/ pilot, przewodnik
trustworthy (adj) /ˈtrʌst,wɜːði/ godny zaufania
video clip (n) /ˈvɪdiəʊ ˌklɪp/ teledysk
well worth seeing (adj) /wel wɜːθ 'siːɪŋ/ warty zobaczenia

WRITING p. 55

be into (phr v) /ˌbiː 'ɪntə/ być zainteresowanym
crowded (adj) /ˈkraʊdɪd/ zatłoczony
dedicated to (adj) /ˈdedɪkeɪtɪd tə/ poświęcony (komuś/czemuś)
fishing harbour (n) /ˈfɪʃɪŋ ˌhɑːbə/ port rybacki
hill (n) /hɪl/ wzgórze
home town (n) /ˌhəʊm 'taʊn/ miasto rodzinne
market trader (n) /ˈmɑːkɪt ˌtreɪdə/ sprzedawca na targu

mountainous (adj) /ˈmaʊntɪnəs/ górzysty
setting (n) /ˈsetɪŋ/ usytuowanie; otoczenie
sightseeing (n) /ˈsaɪtˌsiːɪŋ/ zwiedzanie
spot (n) /spɒt/ miejsce
tourist attraction (n) /ˈtuərɪst əˈtrækʃn/ atrakcja turystyczna
unforgettable (adj) /ˌʌnfəˈgetəbl/ niezapomniany

SKILLS REVIEW pp. 56–67

admiration (n) /ˌædmə'reɪʃn/ podziw
amateur actor (n) /ˌæmətər 'æktər/ aktor amator / aktorka amatorka
boast about (phr v) /ˈbəʊst ə ˌbaʊt/ chęcić się
carve (v) /kɑːv/ rzeźbić
censorship (n) /ˈsensəʃɪp/ cenzura
creature (n) /ˈkriːtʃə/ stworzenie, istota
fancy (adj) /ˈfænsi/ elegancki (np. strój)
fictitious (adj) /fɪk'tɪʃəs/ fikcyjny

give a standing ovation (phr) /ˌɡɪv ə ˌstændɪŋ əʊ'veɪʃn/ nagrodzić owacją na stojąco
inscribed (adj) /ɪn'skraɪbd/ wpisany
make up for (phr v) /ˌmeɪk 'ʌp fə/ rekompensować
mime (n) /maɪm/ mim
outfit (n) /ˈaʊtfɪt/ strój, kreacja
parallel (adj) /ˈpærəlel/ równoległy
retire (v) /rɪ'taɪə/ przejść na emeryturę

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- Some viewers would like (*zobaczyć to przedstawienie na żywo*) ... , not on TV.
- Your colleague (*musi podjąć decyzję*) ... as soon as possible.
- A new animated film (*jest grany w tym lokalu*) ... this week.
- We need (*tylko jednej informacji na temat*) ... that well-known director.
- I can't remember the name of (*tego artysty, który napisał tekst tej piosenki*)

2 Complete each sentence with the word that best fits the gap.

- She feels terribly lonely but she cannot ... friends easily.
- The band was great that night and people gave them a ... ovation.
- He likes coming back to his home ... , and visiting his old schoolmates.
- You'd better keep your ... crossed for the play's premiere!
- His monotonous voice came ... when he heard the audience's reaction.

3 Choose the correct option to complete the sentences.

- Actors must stay ... late when they play in a theatre.
a in **b** up **c** on
- Her latest novel was ... to her tutors who affected her writing.
a dedicated **b** justified **c** influenced

3 Its tune was so ... that everyone recognised the piece.

- a** informative **b** decorative **c** catchy

4 The whole team ... advantage of the production that they created.

- a** did **b** made **c** took

5 This open-air festival can ... the attention of numerous media.

- a** last **b** gather **c** attract

4 Complete each sentence with the word that best fits the gap.

- Nobody will like it if you boast ... your success.
- People who are ... art visit exhibitions from time to time.
- His video clips were shot ... a large scale and became memorable.
- Both murals and graffiti appeal ... me if they are placed well.
- Her book of poetry may come ... with a little delay.

5 Use the word in capitals to form a word that fits in the gap.

- What was the most ... film you've ever seen? **MOVE**
- Aren't reindeer the nicest ... that accompany Christmas? **CREATE**
- Fans demonstrate their ... when they send their idols gifts and letters. **ADMIRE**
- Meeting the main characters of my favourite show left ... memories. **FORGET**
- Cinema lovers attend different film marathons ... even if they last eight hours. **ENJOY**



4

Time

IN THIS UNIT YOU LEARN

VOCABULARY

- forms of spending time
- personal system of values
- time management
- phrasal verbs about time

GRAMMAR

- third conditional
- modal verbs: past speculation, deduction and regret

SKILLS

Listening

- older people offer advice
- episodes in one's life
- matching, multiple choice

Reading

- a clockmaker
- expressions with time
- matching, multiple choice

Speaking

- explaining causes and reasons

Writing

- a for and against essay

TED TALK

- procrastinators

CRITICAL THINKING

- drawing conclusions



Churchgate Railway Station, Mumbai, India.

4A Vocabulary

Phrasal verbs about time

Talking about time

1 Work in pairs. Describe the photo, then answer the questions.

- 1 How are the people sitting on the bench feeling? Why do you think that?
- 2 Do you like to do things under pressure? Why?/Why not?
- 3 Tell your partner about a time when you had too little time and had to rush around.

2 Read these common problems. Choose 0–3 for each one (0 if you never experience the problem, and 3 if you often experience it). Work in pairs and compare your answers.

- 1 My parents want me to **get down to** my homework as soon as I'm back from school, but I prefer doing it later in the evening.
- 2 There are lots of things I'd like to do for fun in my spare time, but I can't **fit them in** with all this school work.
- 3 I **hang out** with my friends most weekends but we never do anything interesting together.
- 4 I was once ill for a few days and I **fell behind** at school. It took ages to **catch up** with the class.
- 5 I usually **put off** revising until the night before an exam, and sometimes I **run out of** time.
- 6 We haven't had a holiday for ages because my dad can't **take time off** work.
- 7 I'm really **looking forward to** being on holiday – I'm desperate! I just need to **hold on** for a few more weeks.
- 8 I'm not an expert in modern technology so it's hard for me to **keep up with** all the modern trends in smartphones.
- 10 I sometimes get the feeling that time is **slipping away** too fast, especially when an important test is **coming up**.

3 Complete the sentences with the correct form of the phrasal verbs in bold in exercise 2.

- 1 If they can't come to the party in May, let's ... it ... until April.
- 2 Haven't you done the washing-up yet? When are you going to ... doing it?
- 3 We didn't lose the game – we ... time.
- 4 The last episode isn't until Friday. I can't ... that long!
- 5 The expedition cannot start until the team leader manages to ... the whole month ... work.
- 6 There's nothing on at the cinema, so we could just ... at the café.
- 7 Monday afternoon seems the best time for our IT club. Most students can ... it ... with their schedule then.
- 8 Oh, another test ...! I won't have enough time to revise for it.

4 Put the words in the correct order to make questions. Then listen and check your answers. 🎧 30

- 1 do / like / hanging / out / Who / with / you / ?
- 2 holiday / is / coming / is / up / that / What / the nearest / ?
- 3 are / doing / forward / next holiday / looking / for the / to / What / you / ?
- 4 always / do / for as long as possible / off / put / What / you / ?
- 5 do / even when you are busy / fit / in / to / try / What / you / ?
- 6 What / to / do / your / time / get / down / you / homework / ?

5 Work in pairs. Ask and answer the questions in exercise 4.

4B Listening

Listening to people talking about their lives

- 1 Work in groups. Make a list of things your older relatives might say about the things if they were asked the question 'What advice would you give to young people?'

attitude to life dreams and ambitions health
money and possessions relationships work and free time

- 2 Listen to the advice of eight older people. How many of your ideas in exercise 1 did you hear? 31
- 3 Work in pairs. Can you remember the advice? Complete each sentence with no more than six words. Then listen again and check your answers. 31

Speaker 1 There's no point worrying about ... yet.
Speaker 2 Don't accept anything without first ... it.
Speaker 3 You're going to say: 'I wish I had ... myself'.
Speaker 4 Don't wake up and realise you haven't ... doing.
Speaker 5 Don't hold on to material ..., hold on to ... instead.
Speaker 6 If only someone had told me earlier not to prioritise ... friends.
Speaker 7 Brush
Speaker 8 Basically, my advice is:

- 4 Work in pairs. Which is the best piece of advice? Why?
- 5 Listen to a man talking about various episodes in his life. Choose the correct answer to each question. 32
- 1 Why did the man study medicine?
a He wasn't accepted as a soldier.
b He decided on medicine at the end of high school.
c He had thought about it for a few years.
- 2 How did his attitude to physical exercise change after he had gone to work?
a He started training more than before.
b He didn't train as much as he had trained before.
c He gave up one sport but took up another one.

- 3 How did he meet his future wife?
a They had a workshop together.
b When he was on holiday with his family.
c When he went out for a walk after a workshop.
- 4 What does he regret doing in the past?
a moving to another city
b accusing his friend of things he hadn't done
c not telling the truth about his friend
- 5 Which is true about the man?
a He used to be a quiet person as a young man.
b He used to do some risky sports.
c He gave up doing risky sports after an accident that had happened to him.

- 6 Listen again. Match the situations in the man's life (1–5) with the effect it had (a–e). 32

- 1 He worked hard in high school.
2 He didn't take care of his physical condition.
3 He went for a walk in Prague.
4 He didn't have the courage to say what he knew.
5 He didn't do bungee-jumping or other dangerous sports.
- a He managed to do well in his medical studies.
b He doesn't know the feeling of an adrenaline rush.
c His friend lost his job and moved away.
d He had problems with weight and blood pressure.
e He met a girl, who later became his wife.

7 MY PERSPECTIVE – SPEAKING

Work in groups and discuss.

- 1 Make a list of six situations when young people do or say things they later regret. Think about situations related to school, family or friends.
- 2 Why do people usually regret saying or doing the things? What are the consequences?
- 3 Think about two important decisions that you had to make in your life. Why were they so important? What were their effects?



4C Grammar 1

Third conditional

Using third conditional to talk about an imaginary past

- 1 Look at the sentences in the Grammar box. Answer the questions (1–6).

Third conditional

- a *If I had looked after my teeth, I would have saved a lot of money.*
- b *If someone had told me earlier not to prioritise work, I wouldn't have wasted so much time.*
- c *I wish I had taken better care of myself in my youth.*
- d *If only I hadn't worked so much.*

- 1 (Sentence a) Did she look after her teeth? Did she save a lot of money?
- 2 (Sentences a and b) Can the speakers change these situations?
- 3 What form of the verb is used in the if-clause? What form of the verb is used in the result clause?
- 4 (Sentences c and d) You learnt about *I wish* and *If only*. What time are they expressing in these sentences? What emotion is being expressed?
- 5 What structure is used with *I wish* and *If only* here?
- 6 (All sentences) Are the sentences describing real events or imaginary ones?

More explanation in Grammar reference on p. 76.

- 2 Complete the secrets to a long life with the correct form of the verbs.

Most hundred-year-olds have few regrets. If they didn't have such a positive view of life, they probably wouldn't have survived so long. Here are some of their secrets:

- 1 Jiroemon Kimura (Japan) lived all the way to 116. He said he ... (not / live) so long if he ... (eat) big meals. He always had small portions.
- 2 Jeanne Louise Calment (France) is the only person to have lived to 122. She thought that if she ... (worry) about her health, she ... (die) much earlier.
- 3 Fred Hale (United States) believes he ... (not / surf) for the first time at 95 years old if he ... (not / eat) honey all his life.
- 4 Emma Morano (Italy) was the last person alive to be born in the 1800s. If she ... (not / live) as a single woman for most of her life, she ... (be) a lot less healthy, she thought.
- 5 In a survey, a third of the hundred-year-olds questioned said they wished they ... (spend) more time with loved ones.
- 6 A quarter of them said: 'If only I ... (save) more money when I was younger.'

More exercises in Grammar practice on p. 77.

Do exercises 1–3.



Mexican painter Frida Kahlo (1910–1954).

- 3 Work in pairs. Read the story, then make sentences in the third conditional using the given clues.

Sometimes sad events can lead to rewarding lives.

Frida Kahlo was an artist who was famous for painting self-portraits. When she was six, she got polio.

Her father also had a disability, and he paid her lots of attention and taught her about art.

She wanted to be a doctor, but she nearly died in an accident when she was eighteen. She spent months in bed painting. Her family placed a mirror above her so she was able to paint herself. Frida never fully recovered from her injuries, but she became famous because of her self-portraits.

- 1 sad events / not / happen, Frida / not / have / rewarding life
- 2 her father / not / have / disability, he / not / teach her about art
- 3 she / not / have / accident, maybe / she / become / doctor
- 4 her family / not / place / mirror / above, she / not / able / paint herself
- 5 she / fully / recover / injuries, she / not / become famous

- 4 Imagine you could give some advice to yourself at the age of seven. Write three things about your life that you have been happy about and three things that you wish had been different. Then write a letter to your younger self. Use the third conditional, including *If only* and *I wish*.

Dear Me!

It's great to talk to you from the future ☺. Please don't worry – you have great life ahead of you. There are just a few things that I wish had been different. First, ...

4D Reading

VOCABULARY BUILDING

Expressions with time

- 1 Read about frequent words in English. Which of the expressions with *time* do you already use?

The most frequent words in English

English has thousands of words but you don't need to know all of them! Some words are much more frequent than others. In fact, the 700 most frequent words make up about 70% of all the English you hear and read, and you already know many more than that. Here are some expressions with the word *time*, the 55th most common word:

3/4/5 <i>times</i>	<i>a full-time job</i>	<i>a great time</i>
<i>a long time</i>	<i>all the time</i>	<i>in my spare time</i>
<i>on time</i>	<i>once upon a time</i>	<i>find the time</i>

- 2 Work in pairs and explain the meaning of phrases in the box. Then use the expressions to complete the sentences.

ahead of their time	at one time	from time to time
in time	in two days' time	it's time
on time	pass the time	

- His designs were years Even now, some of them seem advanced.
 - I get strange messages from my brother Does he send them to you sometimes, too?
 - I hope the plane takes off I don't want to have to wait at the airport for hours.
 - I want to get there ... for the start of the show.
 - In the past, life at sea was extremely dangerous. ... , sailors would be lucky to survive past the age of forty.
 - While we waited for the train, we decided to ... playing cards.
 - It's my birthday ... !
 - ... to find out the results! Let's see who this year's winner is.
- 3 Work in pairs. Use expressions in exercise 2 to write five sentences that you think are true about your partner. Read your sentences to your partner. Were your sentences true?

READING

Understanding a text about a famous clockmaker

- 4 Look at the photo and read the encyclopaedia entry and the biography quickly. What is the 'Longitude Problem' and how did John Harrison solve it?

- 5 Read the text. Match each paragraph (1–5) with the most appropriate heading (a–f). There is one heading that you do not need.

- The real reasons for sea tragedies
- Great solution appreciated at last
- Long years of improving the clock
- Fame and recognition for centuries
- Encouraging people to find a solution
- What the Longitude Problem is about

- 6 Find words and phrases in the article which mean the same as the expressions.

- | | |
|-----------------------------|--------------------------|
| 1 many times (box) | 4 in no time (para 2) |
| 2 at the same time (para 2) | 5 stay accurate (para 2) |
| 3 before (para 2) | 6 at the time (para 4) |

CRITICAL THINKING Drawing conclusions

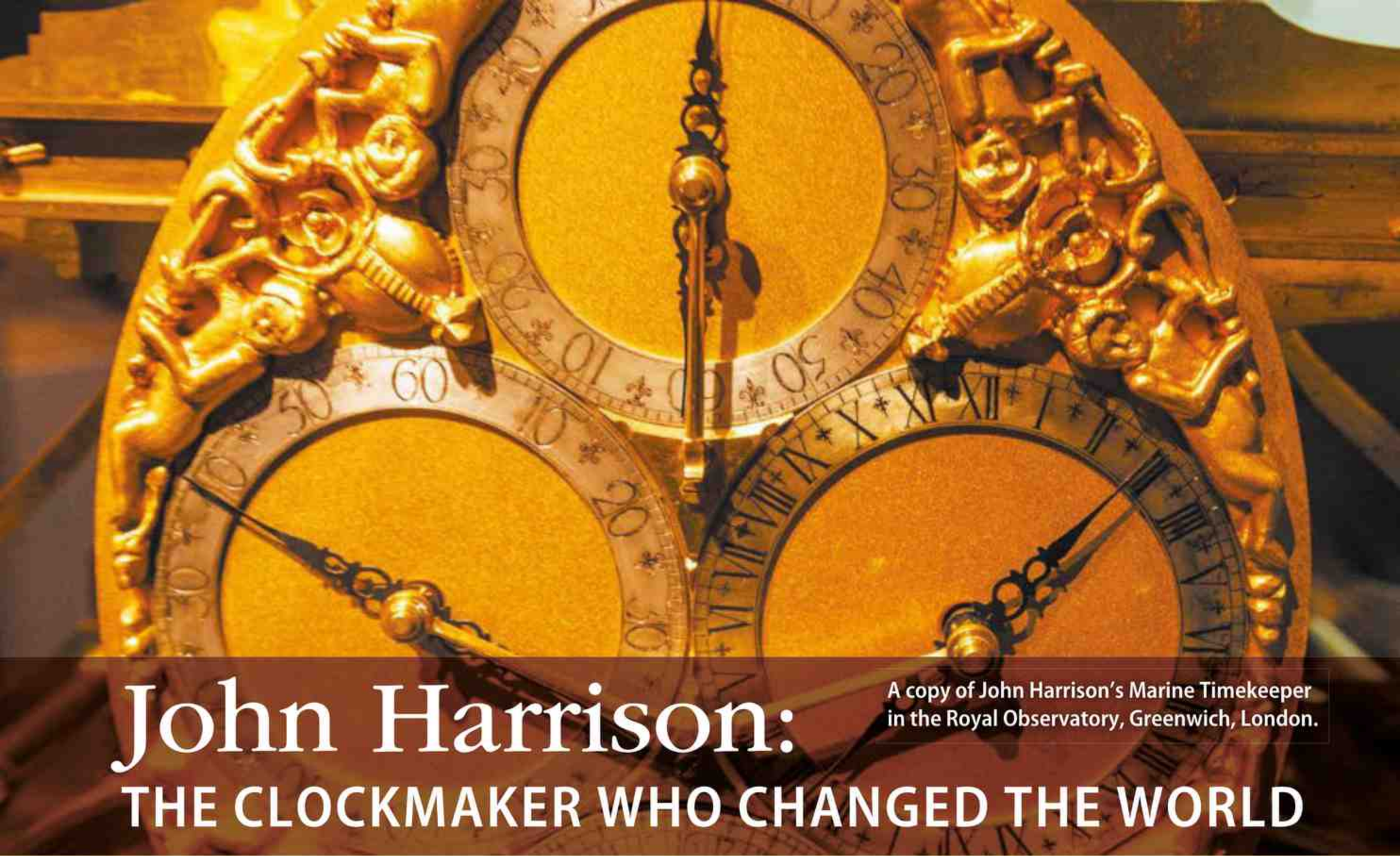
- 7 Work in pairs. Read the Critical thinking box. Then look at the statements below. Discuss whether you think they are true or false. Why do you think so?

We can use the information we read in texts to draw conclusions of our own. For example, from this sentence, what conclusions do you draw about the boy?

The boy kicked the dog.

You might conclude that the boy is cruel or violent, even though the text says nothing about his personality. Do you change your mind if you read *The boy kicked the dog by accident* or *The boy kicked the dog to protect his brother*?

- In 1707, four ships were lost and 1,500 sailors died because sailors lacked basic skills.
 - The Board's Prize was Harrison's main motivation to develop his clocks.
 - Harrison's clocks would be considered accurate today.
- 8 Discuss the questions about the Board of Longitude.
- What conclusions can you draw from the article about the Board of Longitude?
 - What information do you have that helped you draw these conclusions?
 - What information would you need to confirm your conclusions?
- 9 Work in groups. Make a list of History's Three Greatest Inventors. Find out more about each one and present them to the class. Explain why the people were the greatest. Take a class vote on the greatest of them all.



John Harrison:

THE CLOCKMAKER WHO CHANGED THE WORLD

A copy of John Harrison's Marine Timekeeper in the Royal Observatory, Greenwich, London.

33 (1) ...

GPS technology allows you to know exactly where you are on Earth, to within a few metres. It is available to anyone with a smartphone or GPS watch. But at one time it wasn't this easy. Before the eighteenth century, sailors could calculate how far north or south they were (their latitude) by measuring the height of the sun in the sky, but they couldn't know their position east or west (their longitude) accurately. Because the Earth rotates once every 24 hours, you had to know the exact time in order to navigate well. Good timekeeping on land was difficult, and almost impossible at sea. Time and again, ships got lost or crashed against the rocks, and thousands of sailors died each year.



(2) ... In 1707, four ships were lost and 1,500 sailors died when ships from the British navy ran against rocks after getting lost in fog. Although this was a terrible tragedy, it was a common story in the eighteenth century because there was no way for ships to navigate accurately. In 1714 a prize of £20,000 (about £2.8 million today) was promised to anyone who could solve the 'Longitude Problem'. A group of experts, the Board of Longitude, was set up to judge proposals, which had to be accurate to within about 50 kilometres. It included important politicians and scientists, who all believed the answer would be found in the stars.

(3) ... Meanwhile, in the north of England, miles from the centre of politics and science, the son of

a carpenter was learning how to build clocks. By the time he was twenty, John Harrison had built his first pendulum* clock, and it wasn't long before he was building some of the most accurate clocks in the world. But Harrison knew that pendulums didn't work on a moving ship, and he wanted to win the Longitude Prize. Over the next 30 years, he invented mechanisms* that allowed clocks to keep the correct time, no matter how the sea was moving or how the temperature changed.

(4) ... He presented a series of clocks and watches to the Board between 1735 and 1765. On three sea voyages they proved successful, but each time the Board ruled that the results could just have been good luck and refused to give him the prize. Harrison, now an old man, decided to speak to the king about the matter. Finally, in 1773, he was given a reward that he should have received a long time before. It wasn't the full prize, but it did mean he was rich for the last three years of his life.

(5) ... In their day, Harrison's sea watches were way ahead of their time in terms of engineering and accuracy; it must have been like seeing a driverless car today. They were incredibly expensive to begin with, but very quickly it would have been unthinkable to go to sea without one. Explorers were able to map the world more accurately, and thousands of lives were saved. These days, Harrison is remembered as one of history's greatest inventors.

pendulum a bar with a weight at one end that moves from side to side to keep a clock working
mechanisms parts of a machine



4E Grammar 2

Modal verbs: past speculation, deduction and regret

Using modal verbs to talk about the consequences of imaginary past events

1 Read the text. Discuss the questions.

- 1 What examples of people taking exams seriously are mentioned?
- 2 How serious are end-of-school exams in your country and your school?
- 3 Do you have a serious attitude to exam preparation? What sort of things do you do?

It's that time of year when young people around the world are preparing for exams. If you think people where you live take it extremely seriously, consider South Korea, where university entrance is so important that aeroplanes aren't allowed to take off during the country's main language listening test. Or Brazil, where as many as 8.6 million students take the Enem exam each year, competing for a place at university. Or China, where questions from the Gaokao university entrance exams are discussed in great detail on popular radio shows. Sure, it's a stressful time, but there's a lot you can do to make the experience as stress-free as possible. Let's hear from the best people to offer advice – recent graduates who've been through it all before.

2 Listen to eight people giving advice about exams. Which speakers (1–8) give advice about:  34

- a the time before an exam?
- b the day of the exam?
- c the time after the exam?

3 Listen again. Note the three best pieces of advice.  34

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Which advice is the most useful? What advice would you add?

5 Look at the Grammar box. Which group of sentences (1 or 2) describes:

- a real past situations that were possibly true?
- b imaginary past situations that didn't happen?

Modal verbs: past speculation, deduction and regret

Group 1 – speculation and regret

*If I had passed, who knows? I **may not have chosen** this path.*

*If I'd studied at the library, I **could have avoided** that.*

*I **should have given** myself more time to revise.*

Group 2 – deduction

*My friends **must have been** very stressed.*

*My hair started to fall out, which **might have been** the stress.*

*She **can't have prioritised** the questions correctly.*

More explanation in Grammar reference on p. 76.

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

- 1 I don't think I did the right thing when I lied about my friend.

SHOULDN'T

I ... about my friend.

- 2 There is a chance they didn't know about the delay.

MIGHT

They ... about the delay.

- 3** I'm glad you found the keys. You risked spending all night outside.
COULD
I'm glad you found the keys. You ... all night outside.
- 4** The presentation is excellent! I'm sure it took her at least a week to make it.
MUST
The presentation is excellent! It ... her at least a week to make it.
- 5** This drawing is too good to have been made by Jane.
CAN'T
Jane ... this drawing. It's too good.

More exercises in Grammar practice on p. 77.
Do exercises 4–5.

- 7** Choose the correct options to complete the conversation. Then listen and check your answers.  35

- A: They (1) *can't / might / shouldn't* have put the results on the website by now. They said they would be announced by the end of the day.
- B: It's only three o'clock. I'd be surprised if they were ready yet. Anyway, I don't want to know.
- A: Why not? You're clever. You (2) *can't / must / would* have done badly. If you did badly, then I (3) *can / must / should* have done even worse!
- B: I'm not so sure. You're good at Geography. Oh look, here they are. I got a B.
- A: Oh, no! I'm sorry.
- B: No, it's fine. I knew I (4) *may / must / should* have revised more. Anyway, a B is fine. Look, you got an A. Well done!
- A: Wow! On a different day I (5) *might / should / wouldn't* have failed, because everything I revised the night before came up in the exam. I was just lucky.
- B: Luck has nothing to do with it. You (6) *could / must / would* have decided not to study at all, but you didn't.

- 8** Translate the Polish fragments of the sentences into English.

- 1 My last exam was a failure. (*Nie powinienem był zmarnować*) ... so much time playing video games.
- 2 Don't worry. Your brother (*być może spóźnił się*) ... for the 8.20 bus. I'm sure he'll arrive on the next bus.
- 3 Why did you touch the oven? (*Mogłeś poparzyć*) ... your fingers!
- 4 Sheila (*na pewno wróciła*) ... from the trip by now. I'm sure she's already at home.
- 5 (*Powinniśmy byli zapytać*) ... the receptionist before we invited all those people to our room.

- 9** Work in pairs. Look at the situations. Discuss possible explanations for them.

- 1 Your mobile phone bill is much higher than usual.
- 2 When you arrive home, there are things all over the floor.
- 3 Your teacher wants to talk to your parents.
- 4 You texted a friend last night but she didn't reply.
- 5 You waited for a bus for more than half an hour. Buses normally arrive every five minutes.

- 10 CHOOSE**

- 1 Write a situation similar to those in exercise 9. Your classmates must come up with possible explanations.
- 2 Work in groups. Choose a photo from anywhere in this book. Make as many sentences as you can about it using modal verbs.
- 3 Write about a time when you either passed or failed an exam. Write about the reasons for your success or failure, the consequences, and what you learnt from the experience.

Students posing for photos with the expression 'release your stress, let your dream fly' before college entrance exams in Hebei province, China.



TED TALKS Inside the mind of a master procrastinator

“I think all of you are procrastinators.”

TIM URBAN

AUTHENTIC LISTENING SKILLS

Understanding new words

Guessing the meaning of new words

When we're listening, we often hear words and expressions that we aren't familiar with. However, we can often guess their meaning from the other words around them (their context) or what we already know about them. For example, you may not know the adjective *rewarding*, but if you recognise the verb *reward*, it may help you work out its meaning.

- 1 Look at the Authentic listening skills box. Read and listen to the first sentences of Tim's talk. Try to work out the meaning of the words in bold.  36

So in college, I was a government **major**, which means I had to write a lot of **papers**. Now, when a normal student writes a paper, they might **spread** the work out a little like this.

BEFORE YOU LISTEN

- 2 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

workflow	start off light	bump it up
kick it up into high gear	revised	all-nighter
procrastination	guardian angel	dormant
mayhem	entrepreneurial	sneaky

WHILE YOU LISTEN

- 3 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box.  TED 4.0

self-starter thesis deadline rational instant gratification

- 4 For each statement, decide which answer is most true for you.

- I often end up doing things days after I had meant to do them.
a Like me b Sometimes like me c Not like me
- If I don't do something straight away, I forget to do it.
a Like me b Sometimes like me c Not like me
- I usually have to hurry to finish tasks on time.
a Like me b Sometimes like me c Not like me
- I get distracted and do fun things instead of work.
a Like me b Sometimes like me c Not like me
- I often say to myself: 'I'll do it tomorrow'.
a Like me b Sometimes like me c Not like me

- 5 Listen to part 1 of the talk. Complete the text with one word in each gap.  TED 4.1

I thought that was the end of (1) But a week later I get a call, and it's the (2) And they say, 'Is this Tim Urban?' And I say, 'Yeah.' And they say, 'We need to talk about your (3)' And I say, 'OK.' And they say, 'It's the (4) ... one we've ever seen.'

That did (5) ... happen. It was a very, very (6) ... thesis. I just wanted to enjoy that one moment when all of you thought, 'This guy is (7) ... !' No, no, it was very, very (8)

- 6 Listen to part 2 of the talk. What three things does Tim say he does when he gets distracted?  TED 4.2

- He draws pictures on a piece of paper.
- He keeps checking his emails.
- He looks in the fridge.
- He plays video games.



5 He reads interesting Wikipedia pages.

6 He watches videos on *YouTube*.

- 7 Listen to part 3 of the talk. Match the events (a–c) with periods of time (1–2). Use one of the periods twice.

TED 4.3

a The TED organisers invite Tim to do a talk.

b Tim starts working on his TED talk.

c Tim's photo is put on the TED website.

1 one month

2 six months

- 8 Listen to part 4 of the talk. Which statement is not true according to Tim? TED 4.4

1 Self-starters are people who stop themselves procrastinating.

2 It is difficult to stop procrastinating when there are no deadlines.

3 Procrastinating stops many people from achieving their dreams.

9 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 4.5

big deal	on one's mind	stare	lose one's mind
long-term	aware		

- 10 Think of examples of the following things. Then work in pairs and compare your examples.

1 Things that people make a *big deal* about but which aren't that important in your opinion.

2 Things you've had *on your mind* recently.

3 Reasons why people sometimes *stare*.

4 Any *long-term* plans or goals you have.

5 Things you might not be *aware* of if you are wearing headphones and listening to music in the street.

AFTER YOU LISTEN

11 MY PERSPECTIVE – SPEAKING

Work in groups. Look at the different things that people do to stop procrastinating and getting distracted. Which tips would help you? Discuss.

1 Break jobs into small steps. Give yourself mini-deadlines for each step. Tick the deadlines that you meet on time. Reward yourself with ten minutes to do fun things.

2 Download an app on your computer that stops you visiting your favourite websites.

3 Plan your next week by writing a list of things to do each day.

CHALLENGE

Work in pairs. Tim believes that 'everyone is procrastinating on something in life'. Tell your partner what you are procrastinating about and why.

4F Speaking

Explaining causes and reasons

- 1 Work in pairs. Discuss how old you have to be to do the things in Poland. What other legal age restrictions do you know about?

• vote • leave school • drive

- 2 Listen to Alper from Turkey and Jimena from Colombia. How old do you have to be in the countries to do the things in exercise 1?  37

- 3 Listen again. Make notes about the reasons the speakers give for the opinions (1–3).  37

- 1 Why does Alper think the driving age should be higher?
- 2 Why does Jimena think a lower driving age is OK?
- 3 Why do they both believe the voting age should be lower?

- 4 Match the sentence halves. Add one word to each item. Use the Useful language box to help you.

- 1 I sent him a text ...
- 2 Many birds in the northern hemisphere fly south in the winter ...
- 3 The city has a lot of roads for cyclists. That's ...
- 4 The only reason you should beep your car horn is ...
- 5 The number of seats in the theatre has been reduced. ...,
- 6 The whole point of providing free university courses ...
- 7 Air pollution and traffic jams are caused ...
- 8 I went to school by car because ...

- a the heavy rain.
- b it's now harder to get tickets.
- c the increase in privately owned cars.
- d warn other road users that you are there.
- e order to find food.
- f that he would understand why I'm angry.
- g to give people from poorer families access to education.
- h there are so few road accidents.

- 5 Work in pairs. Have a conversation between a manager of a local charity and a volunteer who wants to join in. Include the following aspects:

- reasons for joining
- requirements to be met by volunteers
- planned activities
- goal of charity actions

- 6 Work in groups, A and B. Imagine that the government in your country wants to change the legal age for one of the things in exercise 1. Group A, make a list of reasons in favour of this proposal. Group B, make a list of reasons why it might not be a good idea.

- 7 Work in pairs, one from group A and one from group B. Explain your side of the argument in exercise 6. Try to persuade your partner to agree with you. Use the phrases from the Useful language box.

Useful language

Explaining causes and reasons

That's why ...

That's the reason ...

The purpose of -ing is to ...

The point of -ing something is to ...

One of the main reasons is that/to ...

Consequently, ...

Therefore, ...

... in order to ...

... because of ...

... so that ...

... is caused by ...



4G Writing

A for and against essay

Writing a for and against essay

- 1** Read the instruction below. How old do you think you will be when you leave home? Why?

In your English class you have been discussing the pros and cons of different ages to leave home. One of the opinions says that young people should leave home as soon as they finish school. For homework, your teacher has asked you to write an essay in which you present the advantages and disadvantages of this approach. Write your essay.

- 2** Work in pairs. Write three pros (reasons for) for leaving home when you finish school and three cons (reasons against).
- 3** Read the for and against essay below. Which of the pros and cons you wrote about in exercise 2 are mentioned? Where does the writer give their own opinion? Is the writer for or against leaving home soon?

Sooner or later, everybody leaves their home and starts living on their own. It is often said that young people should move out as soon as they finish school, but others claim that it is better to stay at home with your family as long as possible. Let us look at the pros and cons of leaving home at an early age.

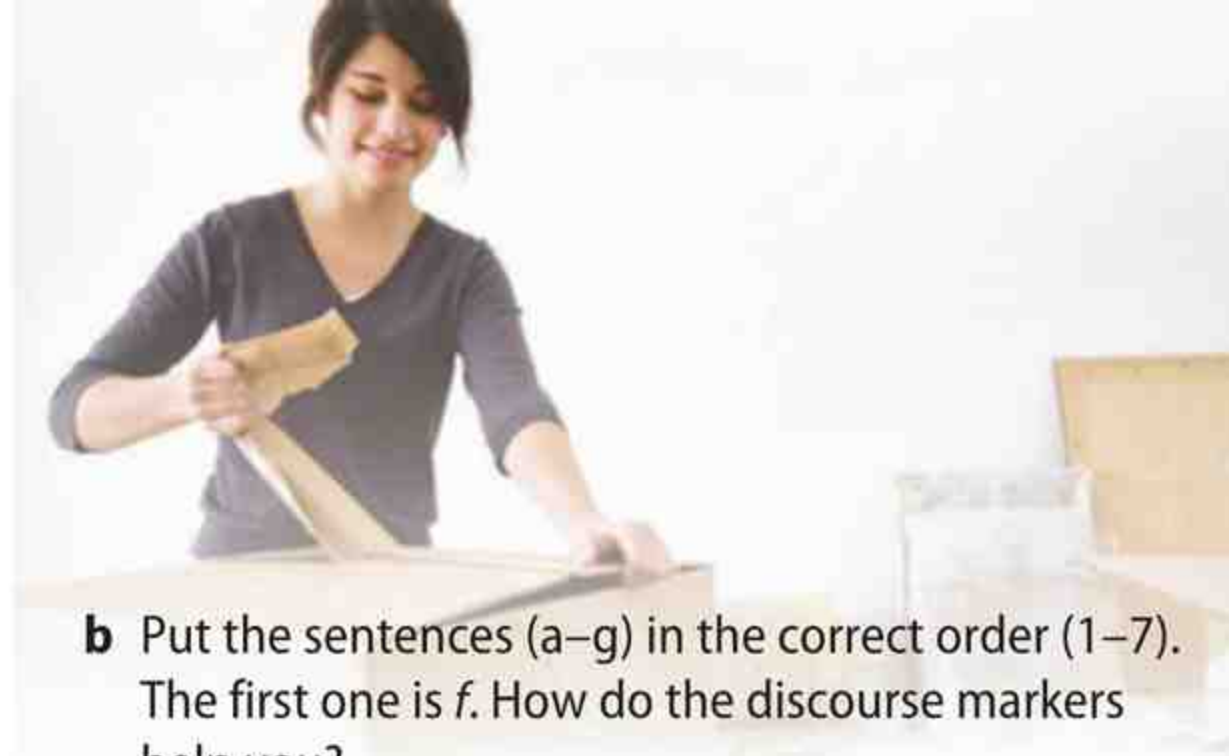
There are a number of reasons why leaving home when you finish school might be a good idea. Firstly, it is a chance to learn important life skills, such as how to earn and manage your own money. Young adults can also learn how to be responsible for themselves as soon as possible. The more responsibility you have, the more freedom you get. Sometimes, people just have to move in order to go to university in a different city.

However, living away from your family means paying for your own accommodation and food, which could be expensive. What is more, there are many boring things that you have to start doing, like cooking and cleaning. Not only that, but you will have less contact with your family. Consequently, your relations with your family may suffer and you may often feel lonely.

In summary, leaving home soon has some advantages, but there are a few issues that may make you decide to stay with your family longer. Personally, I believe leaving home straight after school is too expensive. That is why I would rather not move out too soon.

- 4 WRITING TIPS** Using discourse markers

- a** Read the essay again. Find the words that help the reader follow the argument. Use the Useful language box to help you.



- b** Put the sentences (a–g) in the correct order (1–7). The first one is *f*. How do the discourse markers help you?

- a** Also, if your friends are going to university, you may want to share similar experiences with them.
- b** Finally, if you start university sooner, you finish sooner, so you can start earning money.
- c** Firstly, you don't want to forget the things you learnt at school.
- d** On the other hand, the time before university is perfect for doing things that it might be harder to do later in life, such as travelling.
- e** Overall, I think that you should only take time off before university if you have a clear idea of what you want to do in that time.
- f** There are several reasons why it is a good idea to go straight from school to university without taking time off in between.
- g** What's more, some courses prefer their students to have had some life experience before they start.

- 5** Write a for and against essay. Choose one of these statements to write about. Use expressions from the Useful language box to make your arguments clear. Write between 200 and 250 words.

- A university education doesn't help prepare people for most jobs. Work experience is much more valuable.
- The legal age for driving is too low and should be raised.
- Young people do better by staying in their home town rather than moving to a new city.
- It is better to work to deadlines that other people set than to set them yourself.

More about a for and against essay in Writing guide on p. 153.

- 6** Work in pairs with someone who has written the same essay as you. Did you draw the same conclusions?

Useful language

Discourse markers

Sequencing arguments

Firstly, Secondly, ...

First of all, ...

Finally, .../Lastly, ...

Summing up,

Adding arguments for

Furthermore, ...

What's more, ...

Not only that, but ...,

Introducing arguments against

On the other hand, ...

However, ...

Even so, ...

Concluding

In conclusion, ...

Overall, ...

Personally, I believe that ...

Skills Review 4

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 Have you ever wondered what the good sides of being a ... are? **POLITICS**
- 2 Most of my schoolmates are planning to take ... at college. **ENGINEER**
- 3 The watch I got for my birthday is not only ..., but it's also got many functions. **ACCURACY**
- 4 It took Robert a long time to learn to live with his **DISABLE**
- 5 Julia has a ... nature, but there's no bitter rivalry between us. **COMPETE**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 Jack tends to ... off doing things until it's too late to do them.
- 2 Laura fell ... at work because she was on a sick leave for a few days.
- 3 If you take action ... of time, you'll avoid serious problems later on.
- 4 We're really looking ... to getting the results of the test.
- 5 Fortunately, the bus came ... time, so we got to school earlier than usual.

Parafrazy zdań

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienniczej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 Mr Jackson didn't die because the ambulance took him to hospital immediately.
HAD
If the ... Mr Jackson to hospital immediately, he would have died.
- 2 It's a shame my brother wasted so much time before his exams.
WASTED
If only ... so much time before his exams.
- 3 I'm sure he didn't check what time the next bus arrived.
HAVE
He ... what time the next bus arrived.

4 It was a mistake not to set the alarm clock to wake you up in the morning.

SHOULD

You ... the alarm clock to wake you up in the morning.

5 We're sure childhood was the most important time in Jim's life.

MUST

Childhood ... the most important time in Jim's life.

Uzupełnianie zdań

4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 If only you ... (*send / I / invitation*) to your wedding earlier! It's too late for me to change my arrangements now.
- 2 It ... (*may / be*) Joan I saw the other day.
- 3 I wish I ... (*take / gap year*) after college, as did some of my friends.
- 4 Sandra ... (*should / not / waste*) so much time trying to catch up with the class.
- 5 If Jerry had told you there was heavy traffic on Park Road, you ... (*might / arrive*) at your office much earlier.

5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

be full have pass personal vote young

- 1 The results of a survey show that most people are against lowering the ... age.
- 2 I wish I ... enough time to learn another foreign language.
- 3 ..., I find the idea of making a sun clock on the main street of the city great.
- 4 If I ... you, I'd buy a more accurate clock.
- 5 I wish I had started learning another foreign language in my

Tłumaczenie fragmentów zdań

6 Przetłumacz fragmenty zdań podane w nawiasach na język angielski.

- 1 (*Praca na pełny etat*) ... is too much for her at the moment since she's busy taking care of her three children.
- 2 How many times do I have to tell you (*abyś znalazł czas*) ... to have an annual medical exam?
- 3 (*Nie mam ochoty czekać*) ... for him to come late as usual.
- 4 (*Musiał chyba zapomnieć*) ... to inform us about his change of plans.
- 5 My cousins from the USA are coming (*za dwa dni*)

READING

7 Przeczytaj trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu.

Text 1

Time became something that people began to think about 12 to 15 thousand years ago. It was then that hunters and gatherers noticed they could take grains and plant them and later harvest them. They needed to predict the exact moment that certain tasks had to be carried out to be able to successfully grow these crops. Knowing the time, therefore, became important knowledge and the concept became a part of ancient cultures. Before farming, there was no concept of mealtime or bedtime. Hunters and gatherers simply slept when it was dark. They often didn't eat for long periods of time and certainly didn't worry about when they'd have lunch!

- 1 Which of the sentences is true in relation to the distant past?
 - a People used to stick to having regular meal times.
 - b People adapted their daily activities to the time of day.
 - c People began cultivating the land using their knowledge about the seasons.

Text 2

If I had a time machine, yesterday would have looked a lot different. This is what I would have done if I could have done things differently: If I hadn't turned off my phone when the alarm went off, I wouldn't have been late for school. If I hadn't been late for school, I would have been on time for my engineering test. If I had been on time for my engineering test, I would have calculated the last question. If I had done that, I would have passed my exam. But since I don't have a time

machine, I failed and will have to take the class again. What a bummer!

- 2 The author of this text intends to
 - a explain how one action causes a series of other unplanned actions.
 - b prove that a failure to do one thing during the day doesn't cause a chain reaction.
 - c advise how to break a sequence of unwanted events that seem to be unstoppable.

Text 3

If we could see everything going on in our bodies, we would realise that our bodies know almost exactly what time it is at any given moment. This is because of our circadian rhythm, or 24-hour cycle. One of the most important signals our bodies use to keep track of time is light. We produce all sorts of hormones based on what kind of sunlight we take in. Light also affects our brain waves, body temperature and the condition of our cells. If you deprived someone of sunlight, they would eventually develop all sorts of health problems.

- 3 The text is about
 - a disorders in absorbing light by a human body.
 - b processes in humans caused by time zone changes.
 - c the impact of time and light on a human body.

SPEAKING

8 Rozmawiasz z kolegą ze Szwecji na temat egzaminu końcowego z języka angielskiego w szkole językowej, do której uczęszczacie. Poniżej podane są cztery kwestie, które musicie omówić:

- plan powtórzeń,
- indywidualna nauka,
- wspólna nauka,
- konsultacje z nauczycielem.

WRITING

9 Wielu ekonomistów dowodzi, że należy wprowadzić krótszy tydzień pracy. Napisz rozprawkę, w której przedstawisz dobre i złe strony takiego rozwiązania. Wypowiedź powinna liczyć od 200 do 250 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Grammar reference 4

GRAMMAR 1 Third Conditional

Trzeci tryb warunkowy

Trzeciego trybu warunkowego używamy do opisywania przeszłości, kiedy:

- mówimy o sytuacjach, które mogły się zdarzyć, ale się nie zdarzyły:

*If humans had lived at the same time as dinosaurs, the dinosaurs would have died out more quickly.
(Humans didn't live at the same time as dinosaurs.
The dinosaurs didn't die out more quickly).*

- chcemy wyrazić żal z powodu (nie)zaistnienia jakiejś sytuacji:

If I had understood the importance of education, I wouldn't have left school when I was fifteen.

Trzeci tryb warunkowy tworzymy w następujący sposób:

zdanie podrzędne – warunek	zdanie nadrzędne – skutek
<i>If + had/hadn't + past participle</i>	<i>would/wouldn't have + past participle</i>

*If you **hadn't arrived** so late, we **would have caught** the train.*

Człon z *if* może występować na początku zdania lub w jego drugiej części.

Jeśli rozpoczynamy zdanie od *if*, obie części zdania oddzielamy od siebie przecinkiem:

*If she **hadn't driven** fast, she **would have missed** the meeting.*

Jeśli człon z *if* jest drugi, nie oddzielamy go przecinkiem od pierwszej części zdania:

*She **would have missed** the meeting **if** she **hadn't driven** fast.*

If only, I wish

Konstrukcje *If only* oraz *I wish* użyte do opisywania przeszłości są zbliżone pod względem formy i znaczenia do trzeciego trybu warunkowego: używamy ich po to, żeby wyrazić nasze pragnienie, by dana sytuacja z przeszłości miała inny przebieg. Różnią się one od trzeciego trybu warunkowego tym, że za ich pomocą wyrażamy sam warunek. Skutek pozostaje w domyśle.

***If only** I had remembered to take my camera.
(If I had remembered my camera, I could have taken a picture of this wonderful view now.)*

***I wish** you had been there with me.
(If you had been there, I wouldn't have felt scared.)*

***If only** the journey hadn't been so long...
(We would have had more time there.)*

Ćwiczenia 1–3

GRAMMAR 2 Past speculation, deduction and regret

Czasowniki modalne: spekulacje, dedukcje, żal (w odniesieniu do przeszłości)

Konstrukcji „czasownik modalny *could, may, might, would* + *have done*” możemy użyć, kiedy:

- spekulujemy na temat możliwych konsekwencji sytuacji, które wystąpiły w przeszłości:

*You didn't wear your helmet? You **might have had** an accident!*

(Mogłeś mieć wypadek).

*If the alarm had worked, I **may have woken** up on time.
(Być może obudziłbym się na czas).*

- chcemy wyrazić żal, że dane wydarzenia nie potoczyły się inaczej:

You can't come? I've already bought the tickets!

*I **could have saved** \$50!*

(Mogłem zaoszczędzić 50 dolarów, ale tego nie zrobiłem, bo kupiłem bilety).

If only someone had warned us about the weather.

*We **might not have got** so wet.*

(Być może nie zmoklibyśmy tak, jak zmokliśmy).

I knew it was his birthday and I forgot to tell you.

*I **should have let** you know. I'm sorry.*

(Powinienem (był) ci powiedzieć, ale tego nie zrobiłem).

Aby wyrazić nasze przypuszczenia/przekonania dotyczące sytuacji z przeszłości, stosujemy:

- konstrukcję „*must + have done*” (kiedy mamy pewność, że dana sytuacja miała miejsce):

*Jerry isn't here. He **must have gone** out. (= I'm sure he's gone out.)*

- *might/may/could* (kiedy chcemy wyrazić przypuszczenie, że dana sytuacja miała miejsce):

*He **may have decided** to go upstairs to sleep.*

*He **could have gone** to visit Michael. I know he was planning to go over to his house.*

*He **might have gone** shopping. The fridge is empty.
(= It's possible he went upstairs, but I'm not sure.)*

- *can't have done* (kiedy mamy pewność, że dana sytuacja nie miała miejsca):

*No, he **can't have done** that. Look, his wallet is here.
(= I'm sure he hasn't done that.)*

Ćwiczenia 4–5

Grammar practice

1 Choose the correct option to complete the sentences.

- 1 If *I'd gone* / *I went* to university, I wouldn't have started a successful business when I was twenty.
- 2 I wouldn't *learn* / *have learnt* so much when I was young if I hadn't listened to older people.
- 3 I wish I *had taken* / *took* good care of myself when I was younger.
- 4 *If* / *If only* I had travelled more when I was young.
- 5 I *would* / *wouldn't* have been able to buy such a big house if I *didn't work* / *hadn't worked* hard as a young man.
- 6 I wish *I'd spent* / *I spent* more time with my friends last summer.
- 7 If *I'd* / *I would have* known the test was going to be so easy, I *would* / *wouldn't* have spent all weekend studying!

2 Read the paragraphs. Then complete the sentences (1–6) with the correct form of the verbs in brackets.

Before the 19th century, every town in the USA kept its own time. This was not a problem until the railways were built because people travelled slowly and couldn't communicate quickly. In a large country like the USA, there were more than 300 local times for train companies to choose from, which was confusing for passengers. The American railroads reduced the number of time zones to four in 1883, even though other countries' railways had been using standard time for more than 30 years.

During the two World Wars, a system of 'daylight saving' was introduced to save energy in winter. However, there was no national law, so individual states and cities could choose whether or not to put their clocks back an hour. In some areas, it was not unusual to have to change your watch several times during a short trip. Bus drivers working on a route in West Virginia and Ohio had to change their watches seven times over just 35 miles! Finally, in 1966, the Uniform Time Act solved the problem.

- 1 If towns ... (be able) to communicate quickly, they ... (keep) the same time.
- 2 Time differences ... (be) a problem if people ... (travel) faster.
- 3 If there ... (be) fewer time zones, passengers ... (get) confused.
- 4 The USA ... (solve) the problem much earlier if they ... (follow) other countries.
- 5 Bus drivers in West Virginia and Ohio probably wished there ... (be) a national law!
- 6 If the government ... (pass) the Uniform Time Act in 1966, it's possible they ... (continue) to live with this situation for many years.

3 Use the word in capitals to complete the second sentence so it means the same as the first sentence.

- 1 Do you ever regret not going to university?
WISH
Do ... to university?
- 2 I feel sick now because I ate that burger.
ONLY
If ... I feel sick!
- 3 I bought an expensive jacket so I didn't have enough money for a pair of jeans.
HADN'T
If ... for a pair of jeans.
- 4 He needed to go back to the shop because he left his wallet there.
REMEMBERED
He ... to pick up his wallet.
- 5 The journey was so slow! I should have taken the train.
QUICKER
The journey ... the train.

4 Complete the sentences using *must*, *might*, *should*, *shouldn't* or *can't*.

- 1 There was a knock at the door. It ... have been Ana and I didn't want to speak to her.
- 2 If I had studied Chinese when I was at school, I ... have understood what he was saying.
- 3 Jack said he would definitely be here by 3.00. It's 3.30, so he ... have been delayed.
- 4 She didn't say hello. She ... have seen me.
- 5 Weren't you cold at the match? I was freezing! I ... have brought a jumper.
- 6 The mountaineers ... have survived, but sadly, the rock fell when they were under it.
- 7 You ... have left your purse in the car because it's not there now. I've looked.
- 8 I ... have told him my password because now he keeps changing my profile picture.

5 Translate the Polish fragments of the sentences into English.

- 1 A: That's your brother over there.
B: No, that (*nie może być*) ... him. He's at home because he's got a cold.
- 2 A: Are you happy with third place in the race?
B: Not really. I (*mógłbym wypaść*) ... much better if I had had more sleep last night.
- 3 A: Are you going for a run today?
B: No, I haven't got time. I (*powinienem pójść*) ... yesterday when I had more time.
- 4 A: You (*mogłeś powiedzieć*) ... me you'd gone to the shopping centre. I'd have come too.
B: I did tell you. Didn't you get my text?
- 5 A: She was really angry with me. I didn't do anything wrong.
B: Well, you (*musiałeś zrobić*) ... something to upset her.

VOCABULARY p. 63

bench (n) /bentʃ/ ławka
catch up with (phr v) /,kætʃ 'ʌp wið/ doganiać kogoś/coś; nadrabiać
come up (phr v) /,kʌm 'ʌp/ nadchodzić, nadciągać
fall behind (phr v) /,fɔ:l bi'haɪnd/ zostawać w tyle
fit sth in with (phr v) /,fɪt sʌmθɪŋ 'ɪn wið/ dopasować coś do, pogodzić coś z
get down to (phr v) /,get 'daʊn tə/ zabrać się do
hang out with (phr v) /,hæŋ 'aʊt wið/ spotykać się z
hold on (phr v) /,həʊld 'ɒn/ czekać
keep up with (phr v) /,ki:p 'ʌp wið/ być na bieżąco
look forward to (phr v) /,lʊk 'fɔ:wəd tə/ oczekiwać z niecierpliwością
put off (phr v) /,pʊt 'ɒf/ odkładać (na później)
run out of (phr v) /,rʌn 'aʊt əv/ wyczerpać
rush around (phr v) /,rʌʃ ə'raʊnd/ być zabieganym
schedule (n) /'ʃedju:l/ terminarz, harmonogram
slip away (phr v) /,slɪp ə'weɪ/ uciekać, wymykać się
take time off (phr v) /,teɪk taɪm 'ɒf/ wziąć wolne
under pressure (adv) /,ʌndə 'preʃə/ pod presją
wisely (adv) /'waɪzli/ mądrze

LISTENING p. 64

accusation (n) /,ækju:'zeɪʃn/ oskarżenie
accuse (v) /ə'kju:z/ oskarżać
adrenaline rush (n) /ə'drenəlɪn ,rʌʃ/ zastrzyk adrenaliny
attitude to (n) /'ætɪtju:d tə/ stosunek do
blood pressure (n) /'blʌd ,preʃə/ ciśnienie krwi
deserve (v) /dɪ'zɜ:v/ zasługiwać
get over sth (phr v) /,get əʊvə ,sʌmθɪŋ/ pokonać, przetrwać coś
go places (phr) /'gəʊ ,pleɪsɪz/ jeździć w różne miejsca
hold on to (phr v) /,həʊld 'ɒn tə/ być przywiązanym do
in one's youth (adv) /ɪn wʌnz 'ju:θ/ w czasach młodości
keep doing sth (phr) /,ki:p 'du:ɪŋ ,sʌmθɪŋ/ cały czas coś robić
make good use of (phr) /,meɪk ,ɡʊd 'ju:s əv/ robić dobry użytek z
owe the bank (v) /'əʊ ðə 'bæŋk/ być dłużnym bankowi
parachuting (n) /'pærəʃu:ɪŋ/ skok ze spadochronem
stamina (n) /'stæmɪnə/ kondycja fizyczna
There's no point worrying. (phr) /ðəz 'nəʊ ,pɔɪnt 'wʌrɪŋ/ Nie ma sensu się martwić.

GRAMMAR 1 p. 65

a hundred-year-old (n) /ə 'hʌndrədjiə əʊld/ stulecie
disability (n) /,dɪsə'bɪləti/ niepełnosprawność
place (v) /pleɪs/ umieszczać
quarter (n) /'kwɔ:tə/ ćwierć, 25%

rewarding (adj) /rɪ'wɔ:dɪŋ/ satysfakcjonujący, zadowalający
self-portrait (n) /,self'pɔ:trɪt/ autoportret
survey (n) /'sɜ:veɪ/ badanie, ankieta, sondaż
wish (v) /wɪʃ/ żałować, życzyć sobie, żeby

READING pp. 66–67

3 times (adv) /,θri: 'taɪmz/ trzy razy
a long time (adv) /ə ,lɒŋ 'taɪm/ długo
accuracy (n) /'ækjʊrəsi/ dokładność
ahead of one's time (phr) /ə,hed əv wʌnz 'taɪm/ wyprzedzając swoją epokę
all the time (adv) /ɔ:l ðə 'taɪm/ cały czas
at last (adv) /ət 'lɑ:st/ w końcu
at one time (adv) /ət 'wʌn ,taɪm/ niegdyś
at the same time (adv) /ət ðə ,seɪm 'taɪm/ w tym samym czasie
at the time (adv) /ət ðə 'taɪm/ w tamtym momencie
Board of Longitude (n) /,bɔ:d əv 'lɒŋɡɪtju:d/ Komisja Długości Geograficznej
carpenter (n) /'kɑ:pɪntə/ stolarz, cieśla
clockmaker (n) /'klɒk,meɪkə/ zegarmistrz
draw conclusions (phr) /,drɔ: kən'klu:ʒnz/ wyciągać wnioski
engineering (n) /,endʒɪ'nɪərɪŋ/ inżynieria
find the time (phr) /,faɪnd ðə 'taɪm/ znaleźć czas
from time to time (adv) /frəm ,taɪm tə 'taɪm/ od czasu do czasu
full-time (adj) /,fʊl 'taɪm/ na pełny etat
have a great time (phr) /'hæv ə ,ɡreɪt 'taɪm/ dobrze się bawić
in two days' time (phr) /ɪn ,tu: deɪz 'taɪm/ za dwa dni
in no time (adv) /ɪn ,nəʊ 'taɪm/ bardzo szybko, błyskawicznie
in one's spare time (phr) /ɪn wʌnz ,speə 'taɪm/ w wolnym czasie
in terms of (adv) /ɪn 'tɜ:mz əv/ pod względem
in time (adv) /ɪn 'taɪm/ na czas (przed czasem)
it's time (phr) /ɪts 'taɪm/ już czas, już pora
latitude (n) /'lætɪtju:d/ szerokość geograficzna
longitude (n) /'lɒŋɡɪtju:d/ długość geograficzna
make up (phr v) /,meɪk 'ʌp/ stanowić
on time (adv) /ɒn 'taɪm/ na czas (punktualnie)
once upon a time (adv) /'wʌnz ə,pʌn ə 'taɪm/ dawno, dawno temu
pass the time (phr) /,pɑ:s ðə 'taɪm/ spędzać czas; zabijać czas
pendulum (n) /'pendjʊləm/ wahadło
politician (n) /,pɒlə'tɪʃn/ polityk
recognition (n) /,rekəg'nɪʃn/ uznanie
rotate (v) /rəʊ'teɪt/ obracać się wokół osi
rule (v) /ru:l/ twierdzić, orzekać
run against (phr v) /,rʌn ə'geɪnst/ wpaść na kogoś
stay accurate (phr) /,steɪ 'ækjʊrət/ być dokładnym (np. o zegarze)
time and again (adv) /,taɪm ənd ə'gen/ raz po raz
timekeeping (n) /'taɪm,ki:pɪŋ/ mierzenie czasu

GRAMMAR 2 pp. 68–69

allow time for (phr) /ə,laʊ 'taɪm fə/ pozostawić odpowiednią ilość czasu na
announce (v) /ə'naʊns/ ogłaszać
do a degree (phr) /,du: ə dɪ'ɡri:/ być studentem, studiować
end-of-school exam (n) /,end əv 'sku:l ɪɡ,zæm/ egzamin końcowy
graduate (n) /'ɡrædʒuət/ absolwent/ absolwentka (uczelnia)
have nothing to do with (phr) /,hæv ,nʌθɪŋ tə 'du: wið/ nie mieć nic wspólnego z
imaginary (adj) /ɪ'mædʒɪnəri/ wymyślony
in great detail (adv) /ɪn ,ɡreɪt 'di:teɪl/ bardzo szczegółowo
university/college entrance exam (n) /,ju:nɪ'vɜ:səti/,kɒlɪdʒ 'entrəns ɪɡ,zæm/ egzamin wstępny na studia

TED TALK pp. 70–71

a senior thesis (n) /,si:nɪə 'θi:sɪs/ praca magisterska
bump it up (phr v) /,bʌmp ɪt 'ʌp/ pracować coraz ciężiej
contained (adj) /kən'teɪnd/ opanowany, poskromiony, ogarnięty
dormant (adj) /'dɔ:mənt/ uśpiony, nieaktywny
entrepreneurial (adj) /,ɒntrəprə'nɜ:riəl/ związany z przedsiębiorczością, przedsiębiorczy
familiar with (adj) /fə'mɪliə wið/ obeznany, zaznajomiony z
get some momentum (phr) /,get səm məʊ'mentəm/ nabrać rozpędu, impetu
guardian angel (n) /,ɡɑ:diən 'eɪndʒl/ anioł stróż
in mayhem (adv) /ɪn 'meɪhem/ w chaosie, zamęcie
in slow motion (adv) /ɪn ,sləʊ 'məʊʃn/ w zwolnionym tempie
instant gratification (n) /,ɪnstənt ,ɡrætɪfɪ'keɪʃn/ natychmiastowa zapłata, nagroda
kick sth up into high gear (phr) /,kɪk sʌmθɪŋ 'ʌp ɪntə haɪ 'ɡiə/ rozkręcić się
long-term plan (n) /,lɒŋ tɜ:m 'plæn/ długoterminowy plan
major (n) /'meɪdʒə/ kierunek studiów
meet a deadline (phr) /,mi:t ə 'dedlaɪn/ dotrzymać terminu
PhD student (n) /,pi: eɪtʃ 'di: ,stju:dnt/ doktorant
procrastinate on sth (v) /prə'kræstɪneɪt ɒn ,sʌmθɪŋ/ odkładać coś na później
procrastinator (n) /prə'kræstɪneɪtə/ prokrastynator, osoba odkładająca coś na później
pull two all-nighters (phr) /,pʊl tu: ɔ:l'nʌɪtəz/ zarwać dwie noce
reach out to sb (phr v) /,ri:tʃ 'aʊt tə ,sʌmbədi/ zwracać się do kogoś, dotrzeć
self-starter (n) /,self'stɑ:tə/ osoba przedsiębiorcza
sneaky (adj) /'sni:ki/ podstępny
spread the work out (phr v) /,spred ðə 'wɜ:k aʊt/ przeciągać pracę w czasie

start off (phr v) /ˌstɑ:t 'ɒf/ zacząć
stay civil (phr) /ˌsteɪ 'sɪvl/ być w porządku, być w normie
take the wheel (phr) /ˌteɪk ðə 'wi:l/ przejmować stery
time management (n) /ˌtaɪm 'mænɪdʒmənt/ zarządzanie czasem
work out (phr v) /ˌwɜ:k 'aʊt/ ustalać
workflow (n) /ˌwɜ:kfləʊ/ sposób, styl pracy

SPEAKING p. 72

beep a car horn (phr) /ˌbi:p ə 'kɑ: hɔ:n/ używać klaksonu
consequently (adv) /ˌkɒnsɪkwəntli/ wskutek czegoś
hemisphere (n) /ˈhemɪsfɪə/ półkula
legal age restrictions (n) /ˌli:gl ˌeɪdʒ rɪ'strɪkʃnz/ ograniczenia prawne dotyczące wieku
pick up (phr v) /ˌpɪk 'ʌp/ przyswoić, podłapać
voting/driving age (n) /ˌvəʊtɪŋ/'draɪvɪŋ ˌeɪdʒ/ wiek uprawniający do głosowania / prowadzenia auta

WRITING p. 73

in conclusion (adv) /ɪn kən'klu:ʒn/ na zakończenie
on the other hand (phr) /ɒn ði 'ʌðə ˌhænd/ z drugiej strony
overall (adv) /ˌəʊvərɔ:l/ ogólnie rzecz biorąc
personally (adv) /ˈpɜ:sənəli/ osobiście
valuable (adj) /ˈvæljuəbl/ wartościowy

SKILLS REVIEW pp. 74–75

bitter rivalry (n) /ˌbɪtə 'raɪvləri/ zacięta rywalizacja
bummer (n) /ˈbʌmə/ pech; wtopa (potocznie)
chain reaction (n) /ˌtʃeɪn ri'ækʃn/ reakcja łańcuchowa
circadian rhythm (n) /sɜ:ˌkeɪdɪən 'rɪðəm/ rytm okołodobowy
cultivate the land (phr) /ˌkʌltɪveɪt ðə 'lænd/ uprawiać ziemię
deprive sb of sth (v) /dɪ'praɪv ˌsʌmbədi əv 'sʌmθɪŋ/ pozbawiać kogoś czegoś
disabled (adj) /ˌdɪs'eɪblɪd/ niepełnosprawny
disorder (n) /ˌdɪs'ɔ:də/ zakłócenie, zaburzenie, zamęt

gap year (n) /ˈgæp jɪə/ rok przerwy przed pójściem na studia
gatherer (n) /ˈgæðərə/ zbieracz/zbieraczka
go off (phr v) /ˌgəʊ 'ɒf/ zadzwonić (o budziku)
grow crops (phr) /ˌgrəʊ 'krɒps/ uprawiać (ziemię)
harvest (v) /ˈhɑ:vɪst/ zbierać plony
hunter (n) /ˈhʌntə/ myśliwy
keep track of time (phr) /ˌki:p 'træk əv 'taɪm/ kontrolować czas
on sick leave (phr) /ɒn 'sɪk ˌli:v/ na zwolnieniu lekarskim
time machine (n) /ˌtaɪm mə'ʃi:n/ wehikuł czasu

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- If you (*będziesz cały czas próbowała*) ... to stay accurate, you will succeed.
- She thinks that (*nie ma sensu umieszczać*) ... her name on this list.
- Why don't you (*podejdiesz do tych egzaminów wstępnych*) ... one more time?
- He should have (*zapytać jakiegoś stulatkę o jego poglądy*) ... on modern life.
- I suppose he discourages her (*znalezienia sobie nowego hobby*) ... in her spare time.

2 Choose the correct option to complete the sentences.

- Every ... should be able to make and repair wooden objects.
a clockmaker **b** carpenter **c** sailor
- Don't rush ... so much if you feel tired.
a around **b** above **c** against
- If he hadn't been in hospital for a long time, he wouldn't have had to ... with all the school material.
a hang out **b** keep up **c** catch up
- He should have known how to ... our admiration.
a deserve **b** deprive **c** introduce
- You won't believe it. ..., we've taken a week off to go places.
a In time **b** At last **c** At one time

3 Complete each sentence with the word that best fits the gap.

- Everybody should ... conclusions from their mistakes.
- They must have left in time, but on the ... hand, it was during rush hour.
- If she had been able to make good ... of that device, she wouldn't have spoiled it.
- The children would have listened to you if you had started your story with '... upon a time.'
- She had the flu and spent a week on ... leave.

4 Use the word in capitals to form a word that fits in the gap.

- His unfair ... are not taken seriously by anybody. **ACCUSE**
- They announced their plans and ... asked for our support. **CONSEQUENT**
- That reporter should have gained more ... information. **VALUE**
- As an extremely strict person, this manager notices any ... in the company. **ORDER**
- He gathered a lot of ... stories and wrote an amazing film script. **IMAGINE**

5 Travel, trust and tourism

IN THIS UNIT YOU LEARN

VOCABULARY

- forms of travelling
- means of transport
- trips, excursions, sightseeing
- safety and accidents

GRAMMAR

- present and past forms
- *used to* and *would*

SKILLS

Listening

- study-abroad programmes
- matching, multiple choice

Reading

- hitchhiking
- phrasal verbs
- multiple choice

Speaking

- making suggestions and recommendations

Writing

- an article – a review

CRITICAL THINKING

- evaluating ideas



Jemaa el-Fnaa is a square and a market place in Marrakesh, Morocco. Every evening, food stalls and entertainers attract local people and tourists to the main square of the city.

5A Vocabulary

Experiences abroad

Talking about travelling

1 Work in pairs. Discuss the questions.

- 1 What do you normally do during the holidays?
- 2 Have you been abroad? If yes, where? If no, would you like to? Why?/Why not?
- 3 What do you know about student exchanges and study-abroad programmes?

2 Check you understand the words and phrases in **bold**. Use a dictionary if necessary. Then tell your partner which experiences you think are good and which are bad. Give your reasons.

- | | |
|--|---|
| 1 be left to your own devices | 8 go hiking in the mountains |
| 2 find people very welcoming | 9 hang out with local people |
| 3 get a bit of a culture shock | 10 lie around a house all day |
| 4 get a real feel for the place | 11 see all the sights |
| 5 get food poisoning | 12 stay in a B&B |
| 6 get off the beaten track | 13 stay with a host family |
| 7 get robbed | 14 take a while to get used to the food |

3 Work in groups. Look at the words and phrases in exercise 2. Discuss the questions.

- 1 Which of the things have you done or have happened to you? When?
- 2 Which three do you most want to remember and use? Why?
- 3 What can you do to avoid bad experiences?
- 4 What can you do to make sure good ones happen to you?

4 Work in pairs. Describe the photo, then answer the questions.

- 1 How is this market different from markets in Poland?
- 2 How would you feel visiting a place like this? Why?
- 3 Tell your partner about a time when you visited an unusual market, sale or shop.

5 Complete the description with words and phrases in exercise 2.

In the past, it was very common for teenagers to do student exchanges where they would go abroad and stay in each other's homes. The idea was not only to learn a new language but to (1) ... with the local teenagers, even go to their school and get a (2) ... the place and culture. Sometimes the (3) ... was very welcoming and students got on well with the people in the home, but other times the (4) ... was too much because they couldn't (5) ... the food and ended up being left to their (6) Maybe that's why these days it is more common for teenagers to go on a group trip abroad where everyone stays in a (7) ... or hostel together. During the trip, students go and see (8) ... and only briefly meet up with a group from a local school. This way teenagers don't (9) ... a foreign house all day and there is no awkwardness. The worst that could happen might be a case of (10) ... from a bad prawn and some sore feet from walking around the town.

6 Work in pairs. Which of the two programmes described in exercise 5 do you think is better? Why?

5B Listening

Listening to texts about study-abroad programmes

- 1 Listen to the first part of a podcast about study-abroad programmes. Find out:  39

- 1 who can do these programmes.
- 2 how long people can go abroad and study.
- 3 when the system started.
- 4 what the possible benefits are.

- 2 Listen to Kenji, Catalina, Ania, and Maja talking about the exchange programmes they took part in. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence you do not need.  40

This speaker:

- a was encouraged to go by their friend's experience.
- b used the exchange to learn their relative's language.
- c is still in touch with the family they stayed with.
- d got involved in a relationship during their stay abroad.
- e decided to stay abroad after the exchange programme.

- 1 Speaker 1 
- 2 Speaker 2 
- 3 Speaker 3 
- 4 Speaker 4 

- 3 Listen again. Choose the correct option to complete each sentence.  40

- 1 Before the trip to Germany, Kenji
 - a was nervous and felt it was not his best decision.
 - b was happy because his dream was coming true.
 - c felt really mature because of making such a serious decision.
- 2 When Catalina landed in Palermo,
 - a she already spoke fluent Italian.
 - b she was going to meet all the friends she had made there before.
 - c it was something she had wanted to do for a long time.

- 3 During her stay in the USA, Ania
 - a attended a local school.
 - b was advised to find a job by her parents.
 - c saw no cultural differences between Poland and the USA.
- 4 Maja decided to go to Romania
 - a after a successful stay in the USA.
 - b and now regrets her decision.
 - c for a much shorter time than her friend had been abroad.

4 MY PERSPECTIVE – SPEAKING

Work in pairs. Think of two more benefits and three possible issues students might face when doing a study-abroad programme. Then discuss the questions.

- 1 What do you think the biggest benefit is? Why?
- 2 What do you think the biggest issue is? Why?

- 5 Listen to a dialogue between a student and a student exchange programme agent. Then choose the correct option to complete each sentence.  41

- 1 Piotr decides to go abroad for *four / six / eight* months.
- 2 He cannot go to Ireland because *it's too expensive / he's too young / he doesn't have a visa*.
- 3 All hosting families in Stockholm *have children / have no children / pay for exchange students' school activities*.
- 4 The Stockholm programme starts *at the end of this month / in October / in four months*.
- 5 The agent requires that the student's parents should *contact her / sign up on the agent's website / sign the student's application form*.

- 6 Work in pairs. Discuss the questions.

- 1 Would you be interested in the offer presented in the dialogue? Why?/Why not?
- 2 What other questions would you want to ask the exchange programme agent if you called her about the Stockholm programme. What answers would you expect in order to accept the programme?

Some study-abroad programmes allow students to visit countries like China where they can go to places like the Great Wall.

5C Grammar 1

Present and past forms

Using present and past tenses

1 Look at the sentences in the Grammar box. Decide:

- 1 which two are about the present.
- 2 which four are about the past.
- 3 which two describe actions that happened before something else in the past.
- 4 which three use simple forms.
- 5 which three use continuous forms.

Present and past forms

- a *I was actually thinking about cancelling my trip.*
- b *I'd been longing to go there for ages.*
- c *We're talking about study-abroad programmes.*
- d *I'd never left Argentina!*
- e *I spent six months in Germany last year.*
- f *I miss my host family.*

More explanation in Grammar reference on p. 92.

2 Match the rules (1–6) with the examples (a–f) in the Grammar box.

- 1 We use the present simple to talk about habits, permanent states and things that are generally true.
- 2 We use the present continuous to talk about actions we see as temporary, in progress and unfinished.
- 3 We use the past simple to describe finished actions in the past, especially when there is one finished action after another.
- 4 We use the past continuous to emphasise an action in progress around a time in the past.
- 5 We use the past perfect simple to emphasise that one thing happened before a particular point in the past.
- 6 We use the past perfect continuous to talk about an action that was in progress over a period of time up to or before a particular point in the past.

More exercises in Grammar practice on p. 93.

Do exercises 1–2.

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

I (1) ... (love) travelling. It's probably the most important thing in my life. I'm 17 now, and I (2) ... (plan) to spend the summer on a National Geographic Student Expedition! I actually (3) ... (go) on my first adventure trip a couple of years ago when I (4) ... (spend) two months in China. It was the first time I (5) ... (ever / go) abroad, and I (6) ... (love) every minute of it! While we (7) ... (stay) in Beijing, we (8) ... (visit) the Great Wall of China which was something I (9) ... (dream) of doing ever since I was a child. Just amazing! I (10) ... (hope) to do an expedition to Iceland next year and stay somewhere really off the beaten track.

4 Choose the correct words to complete the text.

Our agency, StudentWorld, offers student exchanges in Europe. We (1) ... to start this kind of service in 2015. Before then, we (2) ... as a regular travel agency for almost ten years, but one day, while we (3) ... an offer for your people, we thought we could combine travelling and studying. We contacted several schools which (4) ... exchange programmes before and began advertising our services. We (5) ... with over 30 schools all over Europe now and the number (6) ... continuously. This year, we are introducing a completely new programme for high school students – six months in two different places in the UK – three months in London and another three in Edinburgh.

- | | |
|-------------------|------------------------|
| 1 a decide | c were deciding |
| b decided | d had decided |
| 2 a are operating | c operated |
| b operate | d had been operating |
| 3 a prepare | c were preparing |
| b are preparing | d had prepared |
| 4 a run | c ran |
| b are running | d had run |
| 5 a cooperate | c were cooperating |
| b cooperated | d had been cooperating |
| 6 a grows | c was growing |
| b is growing | d had grown |

5 Translate the Polish fragments of the sentences into English. Use the correct simple form in one sentence and the correct continuous form in the other.

- 1a This weekend my parents (*jadą*) ... hiking in the mountains with some friends.
- 1b Are there any coaches that (*jadą*) ... to Zakopane at weekends?
- 2a I (*czytałem*) ... an interesting article about exchange programmes while I was in Scotland.
- 2b Somebody stole my suitcase while I (*czytałem*) ... the timetable at the train station in Glasgow.
- 3a Gina (*próbowała*) ... to learn French for a few months before she went to Quebec, but she still couldn't understand the locals for the first few weeks.
- 3b Alicia felt comfortable on the slope because she (*próbowała*) ... snowboarding a few times before.

6 You are going to tell a story. Choose one of the situations below. Then plan what you want to say about where you were and when – and what happened during your time there. Think about how to use all four past forms at least once.

- a Something that happened while you were on holiday
- b A time you stayed with other people
- c A place you have visited

7 Work in pairs. Tell each other your stories.

5D Reading

VOCABULARY BUILDING Phrasal verbs

We often use phrasal verbs in conversation instead of more formal words. They are very common in English. The meaning of a verb often changes when it is used in a phrasal verb.

- 1 Rewrite the phrases in italics using the correct form of the phrasal verbs in the box.

break down	come down to	pick up
pull up	queue up	turn out

- 1 They offered to give me a lift to the airport and *collected me* from the hotel at eight o'clock.
- 2 The bus *stopped working* on the way there so we were five hours late.
- 3 It was the New Year holiday, so I had to *wait in a line* for hours to get a train ticket.
- 4 I think the changes *are basically because of* two things: wealth and technology.
- 5 A car *stopped by the side of the road* and the driver asked us for directions.
- 6 I was worried because I'd never been abroad before, but everything *was great* in the end.

- 2 Check the meaning of the phrasal verbs in the questions below. Then, answer the questions.

- 1 What are the best places to *hang out with* friends?
- 2 How often do you have a chance to *lie around*?
- 3 Who usually *looked after* you when you were a kid and your parents were not at home?
- 4 When was the last time your school principal *stepped out* and made a speech to the students?

- 3 Work in pairs. Describe the photo on page 85, then answer the questions.

- 1 How do you think the robot communicates with drivers?
- 2 Would hitchhiking be fun for you? Why?/Why not?
- 3 Tell your partner about a time when the means of transport you were travelling on broke down.

READING

Understanding a text about hitchhiking

- 4 Read about hitchhiking and match the headings with the paragraphs (1–6).

- a Fear
- b More wealth
- c New needs and opportunities
- d Legal restrictions
- e Low-cost flights
- f Greater access to cars

- 5 Choose the best option to answer the questions.

- 1 What do we learn about the author's hitchhiking experience?
 - a He used to hitchhike a lot with his daughter.
 - b He was too scared to try.
 - c Hitchhiking was a popular way of travelling for him when he was young.
 - d He gave up hitchhiking because there were always too many people waiting for a lift.
- 2 What does the author suggest as one of the reasons for the falling popularity of hitchhiking?
 - a Robberies involving hitchhikers
 - b Tripping and falling
 - c Cases of hitchhikers murdered by psychotic drivers
 - d Horror movies and mass media
- 3 Why is the example of a city in Virginia given?
 - a It's a solution that can reduce traffic.
 - b To show that freeways are badly-organised.
 - c It's a solution that increases the comfort of driving.
 - d It's a solution used in 80% of American states.

- 6 Work in pairs. Imagine you are standing at the side of a road trying to hitchhike. Tell your story.

- where you are going
- what happens next
- why you are hitchhiking
- how the story ends
- how you are feeling

- 7 Tell your stories to other people in your class. Vote on the best one. Explain why it is the best story.

CRITICAL THINKING Evaluating ideas

Evaluating ideas and judging them against other perspectives helps to develop your own point of view.

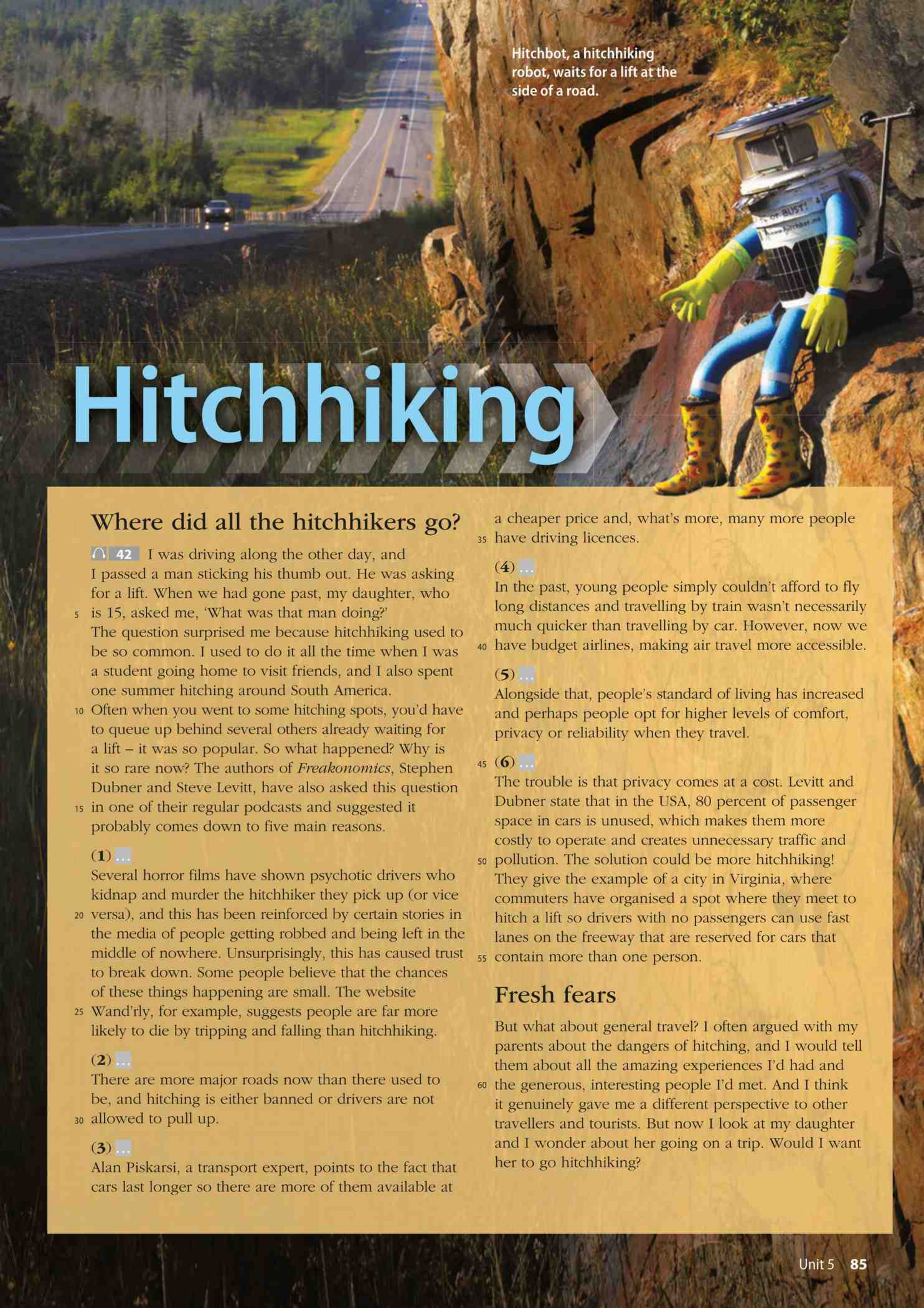
- 8 Work in groups. Discuss the questions.

- 1 What comparison does the author provide from the website Wand'rly? Do you think it is a fair comparison? Why?/Why not?
- 2 Why do you think the author says he got a different perspective to other tourists? Is it true? Do you think his perspective was better? Why?/Why not?

9 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Do you think more hitchhiking is a good idea? What other reasons could there be for doing it?
- 2 How could you make hitchhiking safer?



Hitchbot, a hitchhiking robot, waits for a lift at the side of a road.

Hitchhiking

Where did all the hitchhikers go?

42 I was driving along the other day, and I passed a man sticking his thumb out. He was asking for a lift. When we had gone past, my daughter, who is 15, asked me, 'What was that man doing?' The question surprised me because hitchhiking used to be so common. I used to do it all the time when I was a student going home to visit friends, and I also spent one summer hitching around South America. Often when you went to some hitching spots, you'd have to queue up behind several others already waiting for a lift – it was so popular. So what happened? Why is it so rare now? The authors of *Freakonomics*, Stephen Dubner and Steve Levitt, have also asked this question in one of their regular podcasts and suggested it probably comes down to five main reasons.

(1) ... Several horror films have shown psychotic drivers who kidnap and murder the hitchhiker they pick up (or vice versa), and this has been reinforced by certain stories in the media of people getting robbed and being left in the middle of nowhere. Unsurprisingly, this has caused trust to break down. Some people believe that the chances of these things happening are small. The website Wand'rly, for example, suggests people are far more likely to die by tripping and falling than hitchhiking.

(2) ... There are more major roads now than there used to be, and hitching is either banned or drivers are not allowed to pull up.

(3) ... Alan Piskarsi, a transport expert, points to the fact that cars last longer so there are more of them available at

a cheaper price and, what's more, many more people have driving licences.

(4) ... In the past, young people simply couldn't afford to fly long distances and travelling by train wasn't necessarily much quicker than travelling by car. However, now we have budget airlines, making air travel more accessible.

(5) ... Alongside that, people's standard of living has increased and perhaps people opt for higher levels of comfort, privacy or reliability when they travel.

(6) ... The trouble is that privacy comes at a cost. Levitt and Dubner state that in the USA, 80 percent of passenger space in cars is unused, which makes them more costly to operate and creates unnecessary traffic and pollution. The solution could be more hitchhiking! They give the example of a city in Virginia, where commuters have organised a spot where they meet to hitch a lift so drivers with no passengers can use fast lanes on the freeway that are reserved for cars that contain more than one person.

Fresh fears

But what about general travel? I often argued with my parents about the dangers of hitching, and I would tell them about all the amazing experiences I'd had and the generous, interesting people I'd met. And I think it genuinely gave me a different perspective to other travellers and tourists. But now I look at my daughter and I wonder about her going on a trip. Would I want her to go hitchhiking?

Andrew Skurka's longest 'Grand Tour' was 7,775 miles.

5E Grammar 2

Used to and would

Talking about habits, regular actions or events in the past

1 Look at the Grammar box. Match the structures (1–3) with the uses (a–c).

- | | |
|---|---|
| 1 past simple | a to describe a past state over a period of time |
| 2 <i>used to, would,</i>
past simple | b to describe individual past events and situations |
| 3 <i>used to or</i>
past simple | c to describe a habit or regular action in the past |

Used to and would

Hitchhiking *used to be* so common. I *used to do it* all the time when I *was* a student going home to visit friends, and I also *spent* one summer hitchhiking around South America. Often when you went to some hitchhiking spots, *you'd have to queue up* behind several others already waiting for a lift – it was so popular. I *often argued* with my parents about the dangers of hitchhiking, and I *would tell them about* all the amazing experiences I'd had.

More explanation in Grammar reference on p. 92.

2 Read about Grand Tours. Complete the sentences with the verbs in brackets. Where possible, use *would* or *used to*. Otherwise, use the past simple.

Humans have always been travellers, moving out of Africa to all parts of the world in search of space, food, and resources. But actually, the idea of guided tourism for leisure and education (1) ... (*not / start*) until the 17th century, when the Grand Tour began to be established. Young aristocrats* from different parts of the world (2) ... (*enjoy*) travelling for several months around important sights in Europe after they had finished university. The Tour often (3) ... (*start*) in the Netherlands, where the tourists (4) ... (*hire*) a coach, servants, and a tutor to show them the sights and teach them about what they saw. From the Netherlands, they went to Paris, where they (5) ... (*can*) take a French language course before moving on to Switzerland and then crossing the Alps to Italy. After an extensive tour of Italy, they (6) ... (*go*) home directly or return to the Netherlands via Austria and Germany. Those who (7) ... (*not / have*) enough of travelling would carry on south to Greece.

The Grand Tour played an important role in education and in the spreading of culture. The tourists (8) ... (*bring*) back paintings and books that influenced artists in their own country. The Venezuelan Francisco de Miranda even saw the beginnings of the French Revolution on his Grand Tour, which led him to fight for independence for his country.

aristocrat person belonging to a high class

3 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1 Do you think anyone does Grand Tours today? How are they similar to/ different from the Grand Tours you read about in exercise 2?
- 2 Where would you go if you could do a Grand Tour over a few months? Why? Think about:
 - the sights you would visit
 - the food you would eat
 - the people you would meet

- 4 Complete the text with the phrases in the box.
There are more phrases than you need.

changed didn't use to see get depressed spent
used to change used to freeze used to go
used to hate used to spend would get very wet

Andrew Skurka is an ultra-hiker. Every year, he (1) ... on hikes that are thousands of miles long, walking between 25 and 40 miles a day. One of his most amazing journeys was circling the Arctic in 176 days. His boots (2) ... for 156 of those days and they (3) ... overnight. He (4) ... that feeling when he had to force his feet into the icy boots each morning.

Unsurprisingly, he (5) ... many people during his trips and once, he (6) ... 24 days completely on his own. He'd sometimes (7) ... and cry, but one day he came across a herd of caribou and it (8) ... his perspective. He realised he was very similar – just one more creature on Earth like them.

More exercises in Grammar practice on p. 93.
Do exercises 3–5.

- 5 Translate the Polish fragments of the sentences into English. Use *used to* or *would* where possible.

- 1 I (*przejechałem*) ... over 100,000 kilometres in my previous car.
- 2 (*Jadaliśmy*) ... in restaurants more often where we lived before. There aren't many good places to eat out here.
- 3 Before Mick started high school, he (*nie podróżował*) ... a lot.

- 4 Maria (*bała się latać*) ..., but when she got on a plane for the first time, it wasn't as bad as she feared.
- 5 During his tour around Asia, Samuel (*miał*) ... an opportunity to try lots of exotic dishes.

6 CHOOSE

Think about what your parents or grandparents did during their holidays when they were growing up. Write any similarities and differences compared to what you do during your holidays.

- 7 Work in groups. Discuss how travelling is different now from what it used to be like in the past. Think about popular destinations, ways of travelling, and typical activities. Make a list of six differences – you can write about facts you know for sure, but you can also make your guesses about the past.

Most people travel in their own cars now, but in the past they used to go by train or coach.

- 8 Work in pairs. Tell your partner about two of the following.

- Something you used to believe and why you changed your mind.
- Something you used to like doing and why you don't like it or do it now.
- Something you do now that you never used to do and why.
- Someone you used to spend a lot of time with and what you would do.



In the past, only young aristocrats were able to visit classical sites such as the Pantheon in Rome, Italy.

5F Speaking

Useful language

Making suggestions

*If sports/sightseeing is their thing,
then the best place to go is ...
If they want to experience a genuine
local night out, I'd suggest trying ...
If they're only staying here for a short
while, they should probably ...
If you ask me, the one place they
really have to go to is ...*

Reacting to suggestions

*If they'd rather try something
different, ... might be worth a go.
I wouldn't bother going to ... ,
personally.
They'd be best (off) going to ...*

Making suggestions and recommendations

- 1** Work in pairs. Make a list of three places close to where you live that you would recommend to each of the groups of people. Think about places to stay, places to eat, places to shop, places to visit, etc.

a couple in their 50s or 60s
a group of teenage friends

a father with a young teenage son
a young married couple with a child

- 2** Compare your list with another pair of students. Make suggestions for the best places for each group of people. Use the Useful language box to help you.

- 3** Put the sentences in the correct order to make a conversation between a local person and a guest. Then listen and check your answers.  43

- a** Well, there's a great steak place down by the river.
- b** I'm thinking of seeing some sights today. Can you recommend anywhere?
- c** In that case, you'd be best off going to Madragora – a nice little vegetarian place near the park.
- d** OK. Well, I'll check that out this morning, then. And do you know anywhere good to have lunch?
- e** Great. Thanks for the tip.
- f** Oh, right. Well, actually, I don't eat meat, so ...
- g** Well, the old town is well worth a visit. There are some amazing buildings there.

- 4** Work in pairs. There's a group of students from the UK who are visiting Poland and they are coming to your school for a day or two. You're discussing the most important information about Poland you should share with the visitors. In your discussion, include the following aspects:

- main holiday resorts
- type and length of holidays in Poland
- ways of spending free time
- some interesting cultural facts

Tourists walk across the Perito Moreno Glacier in Santa Cruz Province, Argentina.



5G Writing

An article

Writing an article – a review

- 1 Read the article below. Make a list of things the writer liked about the place and things he didn't like.

(1) ... It was my son's tenth birthday last week, and my wife and I thought that a visit to an amusement park would be the best present for him. We made a family trip to KidsCountry last weekend. Now that I think of it, we could have made a better choice.

(2) ... I can't complain about the place as a whole. The rides there were enjoyable, which kept the kids satisfied, but given that the price for a family of four for the day was \$195, it's just not worth it. Not when you realise that Fantasyland is cheaper. What's more, the queues are longer than at Fantasyland, as it is packed with locals. If it hadn't been as full and we'd actually got to go on more than three rides in seven hours – and it was less expensive – it might have been worth it. As it is, though, I'd give it a miss and go to Fantasyland instead.

(3) ... The management of KidsCountry really has a lot of room for improvement. Firstly, they could adjust the price of a family ticket so as to make it more affordable. Some more rides are also necessary, which could reduce the queues.

(4) ... These are minimum steps that should be taken to improve the situation. As long as the situation remains as it is, I'm definitely not taking my kids there again. I also suggest you look for another place to spend time with kids.

- 2 Work in pairs. Match the paragraphs (1–4) with the information the reviewer gives (a–e). Use one of the paragraphs twice.

- a What suggestions the reviewer makes.
- b What the reviewer liked about the place.
- c The reviewer's conclusions and recommendations.
- d The whereabouts of the reviewer's visit.
- e What the reviewer didn't enjoy.

- 3 **WRITING TIPS** Adding comments

Here is some more information about KidsCountry. Match the two parts of the sentences.

- 1 The operator of one of the rides decided that my son was too short to have a ride,
 - 2 There was no place where we could buy a warm meal,
 - 3 We often take our two children to amusement parks,
 - 4 My younger son ate tons of candy floss,
- a which are their favourite attraction.
 - b which was particularly tasty at the park.
 - c which resulted in us leaving the park earlier to find a restaurant.
 - d which disappointed the boy greatly.

- 4 Choose one of the places below and make a plan for your article.

- holiday destination
- local tourist attraction
- local café or restaurant
- place you have stayed

Make notes about the following:

- the whereabouts of your visit
- good and bad aspects of your visit
- what might be improved

- 5 Write an article about the place you chose in exercise 4. In your article, review the quality of the place and suggest some steps that could be taken to improve its attractiveness. Use your notes from exercise 4 and some of the phrases suggested in the Useful language box. Add comments as in exercise 3. Write between 200 and 250 words.

More about an article in Writing guide on p. 154.

Writing strategies

Writing reviews

In reviews, it's quite common to use a relative clause starting with *which* to add a comment about a whole sentence.

I was a bit far from my school, which wasn't ideal.

It does great breakfasts, lunches and snacks, which is perfect if you're feeling hungry.

Useful language

Introducing follow-up comments

On top of that, ...

What's more, ...

One other thing was the fact that ...

Recommending – and not recommending

I can't recommend it enough.

It's well worth a visit.

It's just not worth it.

I'd give it a miss (if I were you).

Giving tips and advice

They could (renovate the hall).

(New chairs) are necessary.

It would help if you (reduced the price).

They should consider (changing the style).

Skills Review 5

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 During my holidays I had to visit a doctor because of food POISON
- 2 At the camp, I had no ... as I shared the room with five other boys. PRIVATE
- 3 We chose this car because it is known for its RELY
- 4 Some new travel ... are going to be introduced in this city at the end of the year. RESTRICT
- 5 The place I live in, and people in general here in north London, are rather WELCOME

Uzupełnianie luk

- 2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 The hotel was good but it took us a while to get used ... spicy Mexican food.
- 2 I am opting ... a 5-star hotel as I want some luxury.
- 3 During our journey we visited some little villages off the ... track.
- 4 It turned ... that our plane was delayed and we had to wait.
- 5 While Barbara was spending her holidays on a small south Pacific island, she came ... a woman who spoke Polish.

Parafrazy zdań

- 3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 He offered to drive me to the airport.
LIFT
He offered ... to the airport.
- 2 The number of hitchhikers has increased considerably within the last five years.
FAR
There are ... now than five years ago.
- 3 It is said that driving is more dangerous than air travel.
AS
It is said that driving is not ... air travel.
- 4 Many more people travel by air nowadays.
COMPARED
Nowadays, more people travel ... the past.

- 5 He used to tell us stories about his expeditions to the Amazon.

WOULD

He ... about his expeditions to the Amazon.

Tłumaczenie fragmentów zdań

- 4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 When I was travelling by train to Colchester, I (zostałem obrabowany)
- 2 He (prowadził samochód) ... for five hours when suddenly he lost control and hit a tree.
- 3 This time last week my friends and I (chodziliśmy) ... in the mountains.
- 4 Their car (zepsuł się) ... two days earlier so they came by train.
- 5 By the time we got to the station, our bus (już odjechał)
- 6 My brother (zawsze marzył) ... seeing Manhattan. I hope he'll go to the States soon.

Uzupełnianie zdań

- 5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 He would like to stay in China for a year to get a real ... for the country and its culture.
a image
b feel
c perspective
- 2 After walking around the old town for five hours, I had ... feet.
a sore
b painless
c ached
- 3 Look at the sign. You mustn't ... up here. We need to look for a parking space elsewhere.
a stop
b pull
c pick
- 4 Locals and tourists ... out on the beach and eat ice cream cones on the promenade when it is hot.
a hang
b move
c spend

- 5 People know they shouldn't lie ... on the beach all day long without sun cream on, yet they do it.
a about
b along
c around
- 6 My friend ... a French language course before he moved to Paris.
a had taken
b was taking
c takes
- 7 They ... another lane on this freeway last year only for coaches and trucks.
a built
b have built
c had built

- 2 Tracy went to South America because she ...
a needed no visa to travel there.
b considered it to be a wonderful place.
c chose this trip for financial reasons.
- 3 Tracy can afford to travel because she ...
a works abroad as an English teacher.
b comes from quite a wealthy family.
c writes about travelling on the internet.
- 4 When talking about her impressions of South America, Tracy emphasises ...
a teenagers' openness to foreigners.
b the stressful atmosphere in schools.
c the astonishing cultural differences.

Uzupełnianie zdań

- 6 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

cancel	contain	crash	establish
fly	hire	rob	

- 1 To organise the trip we had to pay for ... a coach for 40 students.
- 2 We'll travel to Paris by train, as we can't afford ... there. The air tickets are too expensive for us.
- 3 Watch out for your wallets. The number of ... has increased in Venice recently.
- 4 See the World is a well ... travel agency, one of the oldest in our town.
- 5 While we were having breakfast at the hotel, our guide ... our visit to the Museum of Science due to some renovation there.

LISTENING

- 7 Usłyszysz dwukrotnie wywiad z Tracy Weaver na temat podróżowania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.  44

- 1 Tracy was inspired to travel the world by ...
a her teacher.
b other travellers.
c her family.

SPEAKING

- 8 Opisz zdjęcie.



- 1 Who do you think caused the accident?
- 2 Do you enjoy travelling by car? Why?/Why not?
- 3 Tell us about an accident you, or someone you know, once witnessed.

WRITING

- 9 Napisz do gazetki szkolnej artykuł, w którym uzasadnisz, dlaczego warto podróżować, oraz zrecenzujesz wycieczkę zorganizowaną przez biuro podróży.

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

Grammar reference 5

GRAMMAR 1 Present and past forms

Present simple (czas teraźniejszy prosty)

Czasu present simple używamy do opisywania:

- czynności i nawyków powtarzających się w teraźniejszości, mających charakter stały oraz będących ogólnymi prawdami:
*I **miss** my host family.*
- czynności/wydarzeń, które nastąpią w określonym momencie w przyszłości zgodnie z harmonogramem:
*We **arrive** at seven in the morning and then leave the following evening.*

Present continuous (czas teraźniejszy ciągły)

Czasu present continuous używamy do opisywania:

- czynności, które odbywają się w chwili mówienia lub w szerzej rozumianej teraźniejszości, oraz czynności o charakterze tymczasowym:
*We're **talking** about study-abroad programmes.*
- zaplanowanej, niedalekiej przyszłości:
*I'm **meeting** some friends on Sunday.*

Past simple (czas przeszły prosty)

Czasu past simple używamy do opisywania czynności (w tym także następujących po sobie zdarzeń), które rozpoczęły się i zakończyły w przeszłości:

*I **spent** six months in Berlin in 2015. Then I **came** home.*

Past continuous (czas przeszły ciągły)

Czasu past continuous używamy do opisywania czynności, które wystąpiły w określonym momencie w przeszłości lub w trakcie których nastąpiła inna czynność:

*I **was thinking** about cancelling my trip when my friend suggested going together.*

Past perfect simple (czas zaprzeczony)

Czasu past perfect simple używamy do opisywania czynności, która poprzedziła inne wydarzenie w przeszłości, oraz kiedy chcemy podkreślić, że dana czynność trwała do określonego momentu w przeszłości:

*By 2015, he **had visited** ten countries.*

Past perfect continuous (czas zaprzeczony ciągły)

Czasu past perfect continuous (had been + -ing) używamy, aby podkreślić, że dana czynność rozpoczęła się w przeszłości i trwała do określonego momentu, który również nastąpił w przeszłości:

*I **had been saving** for five years before I went to Argentina.*

W wielu przypadkach czasów *past perfect* i *past perfect continuous* można używać zamiennie, ale należy pamiętać, że czasowniki statyczne nie występują w formach ciągłych (z końcówką -ing):

*I **had known** Greg for five years before he left for Australia.*

Ćwiczenia 1–2

GRAMMAR 2 Used to and would

Used to i would

Used to i *would* stosujemy do opisywania zwyczajów oraz regularnie powtarzających się czynności, które były wykonywane w przeszłości, ale już się zakończyły. W takich zdaniach możemy również użyć czasu *past simple*:

*I **used to** do it all the time when I was a student and was going home to visit friends ... Often, when you went to hitching spots, you'd have to queue up behind several others already waiting for a lift ... I often **argued** with my parents about the dangers of hitching a lift and I **would** tell them about all the amazing experiences I'd had.*

Stany, które trwały w przeszłości, ale już minęły, opisujemy za pomocą *used to* lub *past simple* (nie: *would*):

*Hitchhiking **used to be**/was ~~would be~~ so common when I was a student.*

Pojedyncze wydarzenia i sytuacje, które nastąpiły w przeszłości, opisujemy za pomocą *past simple*:

*I also **spent**/used to spend/would spend one summer hitching lifts around South America.*

Zdania przeczące tworzymy za pomocą *didn't use to* lub *never used to*:

*People **didn't use to** worry about sharing their space.*

*People **never used to** worry about sharing their space.*

Pytania tworzymy za pomocą *did ... use to*:

***Did you use to** go there?*

Ćwiczenia 3–5

Grammar practice

1 Choose the correct options.

I (1) *was going / went* on a French exchange recently.
I (2) *was staying / stayed* with a French boy named Olivier and his family for three weeks over Easter.
I (3) *had / was having* an amazing time out there.
They (4) *were taking / took* me skiing for ten days, which was incredible! I (5) *didn't go / hadn't been* before, but (6) *I'd been having / I was having* lessons on an artificial slope to get myself ready, so I wasn't completely useless when I got there. Over the next few weeks, both my skiing and my French (7) *had improved / improved*. The only bad thing about the trip was that while we (8) *had been staying / were staying* in the mountains, I got really ill. I don't know if it was food poisoning or what, but I (9) *felt / had felt* really bad. Olivier (10) *has been coming / is coming* here in July. I'm a bit worried because I can't take him to do exciting things like skiing! Most of the time here, (11) *I just hang out / I'm just hanging out* with my friends. (12) *I still look / I'm still looking* forward to seeing him, though.

2 Complete the sentences. Use the past perfect continuous form of the verb if appropriate. If not, use the past perfect simple.

- 1 My sister ... (talk) about doing a student exchange for years, so it's great that she finally went.
- 2 We ... (know) each other for years before we decided to go travelling together.
- 3 I got really badly sunburnt. I ... (lie) around on the beach all day and just forgot to put sun cream on!
- 4 I ... (see) quite a lot of the country during my time there, but that was my first time in the capital.
- 5 This was my third time in the city. I ... (enjoy) it the other two times but didn't have much of a feel for it yet.
- 6 They were so kind. We ... (stay) in a B&B, but they said we could sleep at their place.

3 Complete the text about HitchBot with *would*, *used to* or the past simple in each gap.

HitchBot was a special robot designed by scientists at two Canadian universities as an experiment to see how humans react to robots. They (1) ... send the robot on hitchhiking trips with instructions to try and visit certain places along the way. They (2) ... leave the robot at the side of the road and when someone pulled up to see what it (3) ..., the robot (4) ... read a message explaining what it wanted to do. The driver then had to pick up the robot, put it in their car and then leave it by the side of another road to be picked up by someone else. The vast majority of people (5) ... the robot well and it (6) ... four trips in Canada, Holland, Germany and the USA.

4 Rewrite each sentence using *used to* or *would* and the verb in capitals.

- 1 My grandparents usually came on holiday with us when I was younger.
COME
My grandparents ... on holiday with us when I was younger.
- 2 In the past, most workers only had one day a week as a holiday.
WORK
In the past, most workers ... six days a week.
- 3 In the 19th century, women usually travelled with someone.
TRAVEL
Women ... on their own in the 19th century.
- 4 My hair's a lot longer now.
HAVE
I ... shorter hair.
- 5 My dad gave up playing football professionally because he got injured.
BE
My dad ... a professional footballer until he got injured.

5 Complete each pair of sentences with the correct form of the verb in bold and a pronoun. Use the adverb in brackets, if given. Put one sentence in a past form and the other in a present form.

leave

- 1a When I went to Mexico in 2016, it was the first time ... my country. (ever)
- 1b ... ? You've hardly seen the city. (already)

get used to

- 2a I was in the UK for almost nine months, but I can't say I ... the food. (ever)
- 2b It's taken a while, but ... speaking in Spanish. Hopefully, I'll be fluent by the time we leave. (slowly)

stay

- 3a I was a bit worried because ... with a host family before, but it was fine. (never)
- 3b Where ... on your study-abroad trip next year?

get

- 4a We took a wrong turn back there. ... very off the beaten track.
- 4b We went to seven cities in four days, so ... a feel for the places. (hardly)

Wordlist Unit 5 45

VOCABULARY p. 81

awkwardness (n) /'ɔ:kwəd nə s/ niezręczność; skrępowanie
B&B (bed and breakfast) (n) /,bi: ən 'bi: (bed ən 'brekfəst)/ zakwaterowanie ze śniadaniem
culture shock (n) /'kʌltʃə ʃɒk/ szok kulturowy
food poisoning (n) /'fu:d ,pɔɪzənɪŋ/ zatrucie pokarmowe
get a real feel for (phr) /,get ə riəl 'fi:l fə/ poczuć, zrozumieć
get robbed (phr) /,get 'rɒbd/ zostać okradzionym
get used to (phr) /,get 'ju:st tə/ przyzwyczajać się do
go hiking (phr) /,gəʊ 'haɪkɪŋ/ wybrać się na wędrowkę
hang out (phr v) /,hæŋ 'aʊt/ spędzać razem czas
left to your own devices (phr) /,left tə jɔ: r ,əʊn dɪ'vaɪsɪz/ zdany tylko na siebie
lie around (phr v) /,laɪ ə'raʊnd/ wylegiwać się
off the beaten track (phr) /,ɒf ðə ,bi:tn 'træk/ z dala od uczęszczanego szlaku, na uboczu
see the sights (phr) /,si: ðə 'saɪts/ podziwiać widoki
sore feet (n) /,sɔ: 'fi:t/ bolące nogi
stay with a host family (phr) /,steɪ wɪð ə ,həʊst 'fæməli/ mieszkać u rodziny goszczącej
student exchange (n) /,stju:dnt ɪks'tʃeɪndʒ/ wymiana studencka
study-abroad programme (n) /,stʌdi ə'brɔ:d ,prəʊgræm/ program wymiany studenckiej
trust (n) /trʌst/ zaufanie
welcoming (adj) /'welkəmɪŋ/ ciepły, serdeczny

LISTENING p. 82

application form (n) /æplɪ'keɪʃn ,fɔ:m/ formularz aplikacyjny, podanie
be in touch with (phr) /,bi: ɪn 'tʌtʃ wɪð/ mieć kontakt z
benefit (from) (n,v) /'benɪfɪt frəm/ korzyść; skorzystać z
break up (phr v) /,breɪk 'ʌp/ zerwać (z kimś)
cancel (v) /'kænsəl/ odwołać
come true (phr) /,kʌm 'tru:/ spełniać się
date back to (phr) /,deɪt 'bæk tə/ sięgać do, datować
entry fee (n) /'entri fi:/ opłata za wjazd/ wejście
get by (phr v) /,get 'baɪ/ dawać radę, przetrwać
get involved (v) /,get ɪn'vɒlvd/ zaangażować się
give sth a go (phr) /,gɪv ,sʌmθɪŋ ə 'gəʊ/ dać czemuś szansę, spróbować
keen to do sth (phr) /,ki:n tə 'du: ,sʌmθɪŋ/ chętny do zrobienia czegoś
long to do sth (phr) /,lɒŋ tə 'du: ,sʌmθɪŋ/ pragnąć coś zrobić
mature (v, adj) /mə'tʃʊə/ dojrzewać; dojrzały, dorosły
open-mindedness (n) /əʊpən'maɪndɪdnəs/ otwartość umysłu, brak uprzedzeń
overseas (phr) /,əʊvə'si:z/ za granicą

step off the plane (phr) /,step 'ɒf ðə 'pleɪn/ wysiadać z samolotu
submit an application (phr) /səb,mɪt ən æplɪ'keɪʃn/ złożyć wniosek, podanie

GRAMMAR 1 p. 83

continuously (adv) /kən'tɪnjuəsli/ ciągle
cooperate (v) /kəʊ'pəreɪt/ współpracować
do an expedition (phr) /,du: ən ,ekspe'dɪʃn/ wyruszyć na wyprawę, ekspedycję
hire a coach (phr) /,haɪər ə 'kəʊtʃ/ wynajmować autokar
locals (n) /'ləʊklz/ miejscowi
operate (v) /'ɒpəreɪt/ działać, pracować
permanent (adj) /'pɜ:mənənt/ stały
slope (n) /sləʊp/ stok
suitcase (n) /'su:tkeɪs/ walizka
timetable (n) /'taɪm,teɪbl/ rozkład jazdy
travel agency (n) /'trævl ,eɪdʒənsi/ biuro podróży

READING pp. 84–85

a fast lane (n) /ə 'fɑ:st ,leɪn/ pas szybkiego ruchu
accessible (adj) /æk'sesəbl/ dostępny
ask for a lift (phr) /,ɑ:sk fər ə 'lɪft/ prosić o podwiezienie
ask for directions (phr) /,ɑ:sk fə dɪ'rekʃnz/ pytać o drogę
banned (adj) /bænd/ zakazany
basically (adv) /'beɪsɪkli/ zasadniczo, z gruntu
break down (phr v) /,breɪk 'daʊn/ zepsuć się
collect sb from (phr) /kə'lekt sʌmbədi frəm/ odebrać kogoś z
come at a cost (phr) /,kʌm ət ə 'kɒst/ wiązać się z kosztami
come down to (phr v) /,kʌm 'daʊn tə/ coś sprowadza się do czegoś
costly (adj) /'kɒstli/ kosztowny
decline (n) /dɪ'klaɪn/ spadek, schyłek
freeway (n) /'fri:weɪ/ autostrada
genuinely (adv) /'dʒenjuɪnli/ rzeczywiście
give sb a lift (phr) /,gɪv ,sʌmbədi ə 'lɪft/ podwieźć kogoś
hitchbot (n) /'hɪtʃbɒt/ robot do łapania okazji
hitchhiker (n) /'hɪtʃhaɪkə/ autostopowicz/ autostopowiczka
hitchhiking (n) /'hɪtʃhaɪkɪŋ/ podróżowanie autostopem
hitching spot (n) /'hɪtʃɪŋ spɒt/ miejsce dogodne do łapania okazji
in the middle of nowhere (phr) /ɪn ðə ,mɪdl əv 'nəʊweə/ na odludziu, na końcu świata
kidnap (v) /'kɪdnæp/ porwać, uprowadzić (człowieka)
low-cost flight (n) /'ləʊ,kɒst 'flaɪt/ tani lot
means of transport (n) /,mi:nz əv 'trænspɔ:t/ środek/środki transportu
opt for (phr v) /'ɒpt fə/ optować za, wybierać
pass (v) /pɑ:s/ mijać
perspective (n) /pə'spektɪv/ opinia; wyobrażenie
pick up (phr v) /,pɪk 'ʌp/ podwozić
point to (phr v) /,pɔɪnt 'tu/ wskazywać na

privacy (n) /'prɪvəsi/ prywatność
psychotic (adj) /saɪ'kɒtɪk/ psychotyczny; chory psychicznie
pull up (phr v) /,pʊl 'ʌp/ zatrzymać się
queue up (phr v) /,kju: 'ʌp/ stać w kolejce
reinforce (v) /,ri:ɪn'fɔ:s/ wzmacniać
reliability (n) /rɪ,laɪə'bɪləti/ niezawodność
restriction (n) /rɪ'strɪkʃn/ ograniczenie
robbery (n) /'rɒbəri/ rabunek, kradzież
step out (phr v) /,step 'aʊt/ pokazywać się publicznie
stick one's thumb out (phr) /,stɪk wʌnz 'θʌm aʊt/ wystawić kciuk do góry
trip (v) /trɪp/ potknąć się
turn out (phr v) /,tɜ:n 'aʊt/ okazywać się
unsurprisingly (adv) /ʌnsə'praɪzɪŋli/ jak można było się spodziewać
wait in a line (phr) /,weɪt ɪn ə 'laɪn/ czekać w kolejce

GRAMMAR 2 pp. 86–87

caribou (n) /'kærəbu:/ karibu, północnoamerykański renifer
carry on (phr v) /,kæri 'ɒn/ kontynuować
circle (v) /'sɜ:kl/ okrążyć
come across (phr v) /,kʌm ə'krɒs/ natknąć się na
cross (v) /krɒs/ przecinać, przechodzić przez
establish (v) /ɪ'stæblɪʃ/ tworzyć; zakładać
guided tourism (n) /,gaɪdɪd 'tʊərɪzəm/ turystyka zorganizowana
herd (n) /hɜ:d/ stado
icy (adj) /'aɪsi/ lodowaty
in search of (phr) /ɪn 'sɜ:tʃ əv/ w poszukiwaniu
play an important role in (phr) /'pleɪ ən ɪm,pɔ:tnt 'rəʊl ɪn/ odgrywać istotną rolę w
resources (n) /rɪ'zɔ:sɪz/ zasoby naturalne
servant (n) /'sɜ:vnt/ służący
site (n) /saɪt/ miejsce
take a course (phr) /,teɪk ə 'kɔ:s/ odbyć kurs
tutor (n) /'tju:tə/ osoba ucząca, asystent/ asystentka
ultra-hiker (n) /,ʌltrə'haɪkə/ turysta ekstremalny/turystka ekstremalna

SPEAKING p. 88

for a short while (phr) /fər ə ʃɔ:t 'waɪl/ przez chwilę
glacier (n) /'glæsiə/ lodowiec
make a suggestion (phr) /,merk ə sə'dʒestʃn/ zaproponować coś
married couple (n) /,mæɪrɪd 'kʌpl/ para małżeńska
province (n) /'prɒvɪns/ prowincja; województwo
react to (v) /rɪ'ækt tə/ reagować na
steak place (n) /'steɪk pleɪs/ miejsce, gdzie podają steki
you'd be best off going (phr) /ju:d bi: ,best 'ɒf 'gəʊɪŋ/ najlepiej zrobisz, jadąc

WRITING p. 89

adjust (v) /ə'dʒʌst/ dostosować
affordable (adj) /ə'fɔ:dəbl/ przystępny cenowo, taki, na który można sobie pozwolić
amusement park (n) /ə'mju:zmənt ,pɑ:k/ park rozrywki
as a whole (adv) /əz ə 'həʊl/ w całości

as long as (conj) /əz 'lɒŋ əz/ o ile; tak długo jak
candy floss (n) /'kændi flɒs/ wata cukrowa
give sth a miss (phr) /'ɡɪv ,sʌmθɪŋ ə 'mɪs/ darować, odpuścić sobie coś
improvement (n) /ɪm'pru:vmənt/ poprawa
on top of that (phr) /ɒn 'tɒp əv ,ðæt/ poza tym, w dodatku
packed with (adj) /'pækt wɪð/ wypełniony (np. ludźmi)
renovate (v) /'renəveɪt/ odnowić, odrestaurować
result in doing sth (v) /rɪ,zʌlt ɪn 'du:ɪŋ ,sʌmθɪŋ/ zaowocować zrobieniem czegoś
reviewer (n) /rɪ'vju:ə/ recenzent
ride (n) /raɪd/ atrakcja w wesołym miasteczku
whereabouts (n) /'weəəbəʊts/ miejsce pobytu

SKILLS REVIEW pp. 90–91

ache (v) /eɪk/ boleć
astonishing (adj) /ə'stɒnɪʃɪŋ/ zadziwiający
considerably (adv) /kən'sɪdərəbli/ znacząco
delayed (adj) /dɪ'leɪd/ opóźniony
emphasise (v) /'emfəsaɪz/ podkreślać, kłaść nacisk
freely (adv) /'fri:li/ swobodnie
hug (v) /hʌg/ przytulać
ice cream cone (n) /'aɪs kri:m ,kəʊn/ wafelek do lodów w kształcie rożka
luxury (n) /'lʌkʃəri/ luksus
painless (adj) /'peɪnləs/ bezbolesny
promenade (n) /,prɒmə'neɪd/ deptak, promenada

tense (adj) /tens/ spięty
transform into (phr v) /træns'fɔ:m ɪntə/ zmienić w
witness (v) /'wɪtnəs/ być świadkiem

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- 1 My grandma is always keen (*podziwiać widoki i rozmawiać z miejscowymi*) ... when abroad.
- 2 When I took part in a student exchange, (*miałem zwyczaj mieszkać u rodziny goszczącej*) ... and it was fantastic.
- 3 They didn't have to (*przyzwyczajać się do czekania w kolejkach*) ... , as they lived in the USA.
- 4 My friend (*nigdy z nikim nie zerwał*) ... because he hasn't had a girlfriend yet.
- 5 She (*złożyła podanie o pracę na czas*) ... , but they turned it down.

2 Choose the correct option to complete each sentence.

- 1 When they refused to help me I felt I was left ... my own devices.
a to **b** up **c** on
- 2 An elderly man was trying to ... a busy street but he gave up.
a cross **b** pass **c** adjust
- 3 There was a surprising ... in camera production.
a trust **b** decline **c** search
- 4 He drove in the bus ... and didn't care.
a freeway **b** lane **c** promenade
- 5 He claimed that ... tourism had become popular many years before.
a banned **b** delayed **c** guided

3 Choose one of the options that best reflects the meaning of the highlighted sentence or its fragment.

- 1 A young woman *was sticking her thumb out* by the side of the road.
a was asking for a lift
b was giving a lift
c was offering a lift

2 Their new idea *came at a cost* so they held off on it.

- a** was not expensive
- b** involved money
- c** appeared too late

3 *You'd be best off* renovating your grandparents' cottage.

- a** No one would be into
- b** You would succeed in
- c** I strongly recommend

4 Many hours spent on that project *resulted in* winning the first prize.

- a** confirmed
- b** emphasised
- c** caused

5 That hiker *carried on* with the expedition despite terrible weather conditions.

- a** cancelled
- b** continued
- c** shared

4 Complete each sentence with the word that best fits the gap.

- 1 How many times have your wishes ... true?
- 2 We had the trip arranged by a ... agency.
- 3 Before visiting this museum we found out about the ... fees.
- 4 Our car broke down in the ... of nowhere.
- 5 Which ... of transport do you find the most reliable?

5 Use the word in capitals to form a word that fits in the gap.

- 1 I have never worn such a ... watch! **COST**
- 2 His recent ... were actually acceptable. **SUGGEST**
- 3 Children love going to ... parks. **AMUSE**
- 4 We will buy a new house here when we find an ... one. **AFFORD**
- 5 He couldn't stand the ... when he had to start a conversation. **AWKWARD**

6 The business of technology

IN THIS UNIT YOU LEARN

VOCABULARY

- social issues and events
- online crime
- responsibility in using social media
- skills necessary for success in business
- economy

GRAMMAR

- present perfect forms and past simple
- gerund and infinitive: objects before *-ing* and *to*
- verbs with two objects

SKILLS

Listening

- young entrepreneurs
- matching, multiple choice

Reading

- online crimes
- adjectives and noun collocations
- matching

Speaking

- making suggestions and recommendations

Writing

- a persuasive article

TED TALK

- scam emails

CRITICAL THINKING

- interpreting data



A man stands inside a virtual cave at the Gdansk University of Technology in Poland. Virtual caves can be used by architects, doctors and firefighters to simulate real-world scenarios.

6A Vocabulary

Setting up a new business

Talking about social issues

1 Work in pairs. Describe the photo, then answer the questions.

- 1 What kind of image might the man have in front of his eyes right now? Why do you think so?
- 2 Would you like a job that makes use of virtual reality? Why?/Why not?
- 3 Tell your partner about a time when you used an advanced device or technology for the first time.

2 Work as a class. Discuss the questions.

- 1 What is the difference between an **entrepreneur** and a **businessperson**?
- 2 What qualities and skills do you think you need to be an entrepreneur?
- 3 How easy is it for young people to become businesspeople or entrepreneurs?
- 4 Can you think of any young entrepreneurs? Who was the youngest? What was his or her business?

3 Work in pairs. Discuss the questions.

- 1 How do people **raise money** for a business or a charity?
- 2 Who might businesspeople **negotiate with**? What about?
- 3 In what ways do businesses **market products**?
- 4 What might a business or a person **recover from**?
- 5 What are good and bad ways of **handling pressure**?

4 What may be important to start a new business? Choose the correct option.

- | | | | |
|---|-------------|--------------|----------------|
| 1 ... something new | a negotiate | b invent | c redesign |
| 2 ... money from investors | a raise | b lend | c ask |
| 3 ... with suppliers to get the best deal | a handle | b manage | c negotiate |
| 4 find partners to ... the product in different countries | a send | b distribute | c deal |
| 5 have the confidence to ... from failure | a recover | b repair | c accept |
| 6 be good at ... your product to increase sales | a meeting | b networking | c marketing |
| 7 be capable of ... stress and pressure | a preparing | b holding | c handling |
| 8 be able to ... a diverse range of people | a deal with | b talk | c get on |
| 9 ... a team of people | a apply for | b figure | c put together |
| 10 ... in an impressive office | a live | b be based | c show |

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Decide on the three most important skills in exercise 4 that make a new business a success. Can you think of any other skills?

6 Explain your choices in exercise 5 to another pair of students. Do they agree? Why?/Why not?

6B Listening

Listening to texts about young entrepreneurs

1 Listen to a woman talking about entrepreneurs. Think about the questions and take notes.  46

- 1 How is being an entrepreneur changing?
- 2 According to the speaker, what is the most important aspect of being an entrepreneur?

2 Listen again. Choose the correct option.  46

- 1 What is the most important factor to set up a successful company nowadays?
 - a It has to have a lot of workers.
 - b It has to use modern technology.
 - c Its office must be an impressive place.
- 2 How did Nick D'Aloisio become a millionaire?
 - a He was given 30 million dollars.
 - b He sold various articles to Yahoo!
 - c He developed an application.
- 3 What was Amanda's key to success?
 - a She sold her thrillers in the form of e-books.
 - b She found a dynamic publisher who sold millions of copies of her books.
 - c One of her books became a bestseller.
- 4 How do crowdfunding websites help young entrepreneurs?
 - a They make contacts with banks easier.
 - b They make it possible to collect money from lots of smaller or larger investors.
 - c They make it possible for companies to send gifts and say thanks to their customers.
- 5 Which of these statements about young entrepreneurs is true?
 - a They often go through some failures before they finally succeed.
 - b If they use Kickstarter, the chances of success grow by 50%.
 - c The most successful business nowadays is book publishing.

- 6** What is the general recipe for success according to the article?
- a Money from banks, a young age, and position on the market.
 - b Passion, patience after failure, and new technologies.
 - c Corporate leadership, investments, and useful applications.

3 Work in pairs. Discuss the questions.

- 1 How has the internet changed entrepreneurship?
- 2 Do you think Kickstarter is a good idea? What might be the benefits and risks of raising money this way?
- 3 What do you think might be good or bad about being an entrepreneur?

4 Listen to four people talking about their experiences collecting money on Kickstarter for their new businesses. Match each speaker (1–4) with the correct sentence (a–e). There is one sentence that you do not need.  47

This speaker:

- a has already financed a few projects from Kickstarter.
- b has been unsuccessful so far in collecting money.
- c hasn't said what their project is.
- d wants to start production of a device that might be useful at parties.
- e has already achieved their goal on Kickstarter.

- 1 Speaker 1: 
- 2 Speaker 2: 
- 3 Speaker 3: 
- 4 Speaker 4: 

5 Work in pairs. Discuss the questions

- 1 What kind of businesses have the largest chances of being successful on Kickstarter? Why?
- 2 Would you decide to support an entrepreneur by donating some money to a crowdfunded project? Why?/Why not?

Topher White attaches a Rainforest Connection listening device to a tree in the Amazon Rainforest in Brazil to help stop illegal logging.

6C Grammar 1

Present perfect forms and past simple

Using present perfect forms and past simple

- 1 Look at the Grammar box. Read the sentences (a–c). Then answer the questions.

- Which tense is each of the verb forms in bold?
- Why do you think the different forms are used?

Present perfect forms and past simple

- a D'Aloisio's first investor **contacted** him by email from Hong Kong.
b Kickstarter **has been running** for several years now.
c Most successful entrepreneurs **have failed** at least once.

More explanation in Grammar reference on p. 110.

- 2 Based on your ideas in exercise 1, complete the summary using each of the forms.

The number of entrepreneurs (1) ... (grow) ever since the arrival of new technology and online services. This new technology (2) ... (reduce) the barriers that previously (3) ... (discourage) people from setting up a business.

More exercises in Grammar practice on p. 111.
Do exercises 1–3.

- 3 Choose the correct option to complete the text.

Topher White is a young entrepreneur. At university he trained as a physicist, but since 2012 he (1) ... a nonprofit company, Rainforest Connection, to help prevent the illegal practice of logging*. He (2) ... a system using old mobile phones and solar power to hear the sound of saws and vehicles that illegal loggers use. The phones then send a warning to guards so they can stop the activity before it does too much damage. Topher first (3) ... the system in Borneo, and in 2014, his Kickstarter campaign (4) ... almost \$170,000 to expand the company. Since then he has been active with groups such as the Tembe tribe in South America as well as with people in Africa. He (5) ... on adaptation of the system in Indonesia for several months now. They have successfully detected a lot of illegal activity. The work Topher is doing is important because in some parts of the world they (6) ... ten percent of forest cover this century, and deforestation is one of the biggest contributors to climate change.

logging cutting down trees

- | | | |
|--------------|----------------|----------------------|
| 1 a ran | b has run | c has been running |
| 2 a invented | b has invented | c has been inventing |
| 3 a tested | b has tested | c has been testing |
| 4 a raised | b has raised | c has been raising |
| 5 a worked | b has worked | c has been working |
| 6 a lost | b have lost | c have been losing |

- 4 Complete the sentences so they are true for you.

- I haven't ... since ...
- ... has been doing a lot better since ...
- I ... over the last five years.
- I ... for the first time last year.
- The number of ... has grown a lot over the last few years.

- 5 Complete the text with the correct form of the verbs in the box. Use the past simple and the present perfect (continuous).

appear	be	become	practise
publish	run	set up	visit
			win

Anna Lewandowska used to be a sportswoman, but is now recognised as a successful entrepreneur. She started her sports career at the age of 13. She (1) ... karate and soon (2) ... so good at it that she started representing Poland in many European and international championships. She (3) ... over 30 medals and she ended her sports career in 2014.

In 2016, Anna (4) ... her own blog called Healthy Plan by Ann. She gives advice regarding physical workouts and diets there. She (5) ... hundreds of useful posts there (and a few books as well) and thousands of fans (6) ... her website regularly since then.

Since 2016, Anna Lewandowska (7) ... a company that specialises in the production and sales of healthy food. There are lots of different products that (8) ... in the company's portfolio so far, including smoothies, muesli, and kitchen accessories.

She's also known as wife of one of the best Polish footballers, Robert Lewandowski. They (9) ... married since 2013.

- 6 Work in groups. Try to convince other students that you would make the best entrepreneur. Use present perfect forms and the past simple.

I've been running our school debating team for the last two years, so I believe that I can negotiate well with other people.

I studied for nine exams last year, so I think I'm capable of handling stress and pressure.

- 7 Work in pairs. You're working on a new invention and you're planning to put your project on Kickstarter to gather money for its production. Discuss the following aspects:

- details of your invention
- amount of money needed
- what this money will pay for
- ways to promote the project

6D Reading

1 Complete the sentences with the pairs of words.

confirm + scam	deleted + permission
emails + filter	inbox + attached
infected + backups	profile + edit
social media + posting	store + USB stick

- 1 Some of my posts were ... without my ...
- 2 I can't believe how many ... manage to get through my spam ...
- 3 He's very active on He's always ... new updates and adding photos.
- 4 I keep my ... very private, and I often go back and ... things I've written.
- 5 This strange email just arrived in my ... with a file ... to it, so I deleted it.
- 6 When they asked me to ... my bank details, I started to think it must be a ...
- 7 I ... all my documents in the cloud now rather than use a ...
- 8 I got a virus that ... a lot of my files and I didn't have any ...

2 Work in pairs. How do you think the things in exercise 1 might happen? Why might people do some of them?

READING

Understanding a text about online crimes

3 Look at the infographic and read the stories. Answer the questions.

- 1 What mistake did each person make?
- 2 What was the result of each mistake?

4 Read the texts. Complete the sentences with the correct names. You can use some names more than once.

- 1 ... received something else than what he/she paid for.
- 2 ... received several emails from the same person.
- 3 ... realised the problem after talking to a friend.
- 4 ... responded quickly to avoid the problems that someone said had occurred.
- 5 ... accepts the blame for what happened.

5 MY PERSPECTIVE – SPEAKING

Make a list of the different ways you could protect yourself from the same kinds of online crimes that Laura, Bruno, Amelia and Janella encountered. Then work in pairs. Compare your lists.

VOCABULARY BUILDING Adjective and noun collocations 1

When you learn adjectives, it is a good idea to remember the nouns that they describe. Sometimes the adjective is next to the noun; however, sometimes it appears later in the sentence.
It's a very user-friendly website with lots of functions and it is also very secure.

6 Match the adjectives with the nouns they are used with in the stories on page 101.

- | | |
|-----------------|---------------|
| 1 the normal | a hotels |
| 2 a second-hand | b relative |
| 3 my personal | c PlayStation |
| 4 luxury | d documents |
| 5 common | e fees |
| 6 a distant | f price |
| 7 official | g sense |
| 8 legal | h details |

CRITICAL THINKING Interpreting data

You will often see visuals and charts in newspapers, books and web posts to add information and support a written text. You need to check that the statistics are from a reliable source and interpret the data for yourself.

7 Work in groups. Look at the cybercrime graphs on page 101. Discuss the questions.

- 1 Where does the data come from? Do you think this is a reliable source?
- 2 What's the most common crime? Why do you think that is?
- 3 Which age groups are least/most affected? Why do you think that is?
- 4 Do you think the statistics would be different for your country? Why? Do you know where to find them?

8 Work in groups. Discuss the questions.

- 1 Which of the mistakes do you think is the most/least serious? Why?
- 2 Why do you think each person acted as they did?
- 3 What do you think each person did after realising their mistake?

9 Work in pairs. You've been asked to organise a workshop for the local senior club to show the older citizens threats related to the internet. Discuss the following aspects:

- necessary materials to prepare
- most common crimes among older citizens
- ways to protect yourself from cybercrime
- real-life examples

Online crime

48 The world becomes better connected every day. It's now easier than ever to keep in touch with friends and family around the world. Online banking allows people to access their accounts from anywhere that has an internet connection. People don't even have to leave the house to go shopping! However, with greater connectivity comes greater risk. Every year, hundreds of thousands of people become victims of online crime. We asked our readers to share some of their terrible tech tales while we examine where the crimes originate.

Laura One day last year, I got a call from what I thought was my bank. They said someone was trying to take money from my account without my permission and that they needed to confirm my personal details to stop it. I'll be honest – I didn't really understand what was going on and wanted to stop anything bad from happening, so I gave them my name and address and date of birth. I didn't hear back, but a month later I got my credit card statement and found someone had spent over £11,000 on flights and luxury hotels!

Origin of crime: USA

Amelia A friend of mine once sent me a Facebook invite from a new account, claiming she had lost the password to her previous one. She had some photos there and a group of people I knew were in her friend list, so I accepted her and was glad to see she chatted with me even more often than before. However, after some time, the chats became a bit uncomfortable for me, as she started asking me about things I considered too personal to talk about. I decided to mention that when I met her at school and she said she had NOT set up a new account! It must have been someone who only pretended to be her. I blocked and reported the fake account at once.

Origin of crime: Poland

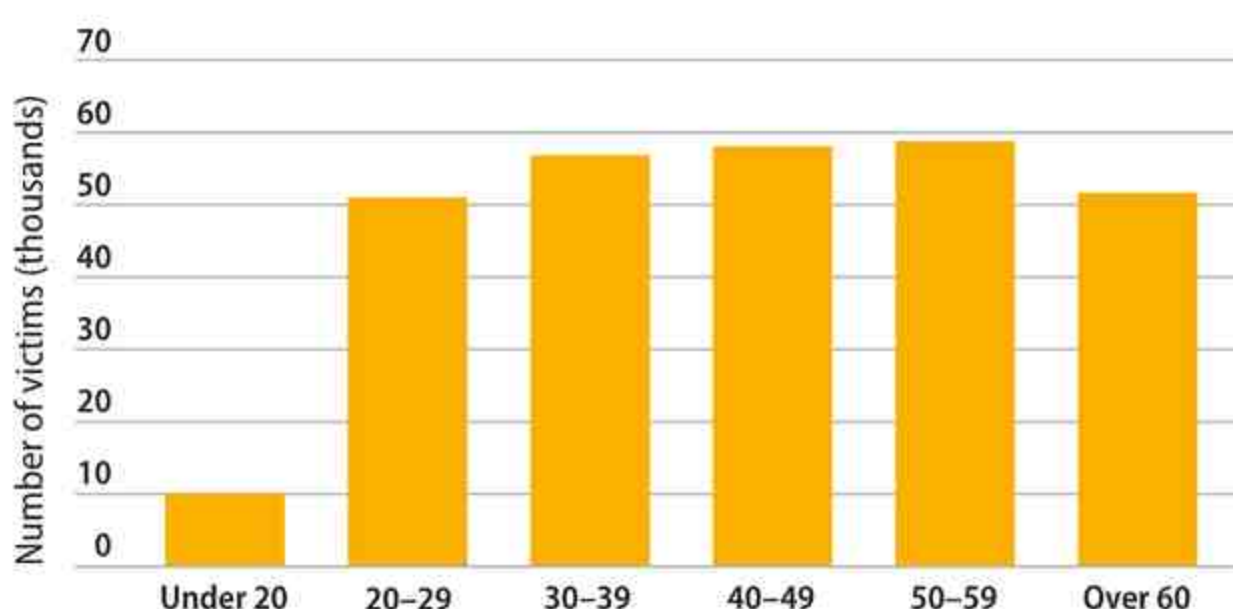
Janella Looking back, it was my own fault, but when I got an email saying a distant relative had died and left me millions of dollars, common sense went out of the window! It was from someone claiming to be a lawyer in West Africa. I know my dad's side of the family had connections there, so I thought it must be true. They attached documents that looked official and kept writing, so eventually I sent them \$8,000 to pay the legal fees. Of course, it was a scam and I never heard from them again ... or got my money back!

Origin of crime: West Africa

Bruno I was surfing the web one day when I found a site selling Xboxes and PlayStations. I couldn't believe how cheap they were. They had stuff on there for half the normal price! I clicked on one item and bought what was advertised as a 'PlayStation 4 original box and receipt'. I assumed it was second-hand and, as it was only €150, I bought it without checking the details. You can imagine how I felt a few days later when the postman brought me just the box and the receipt!

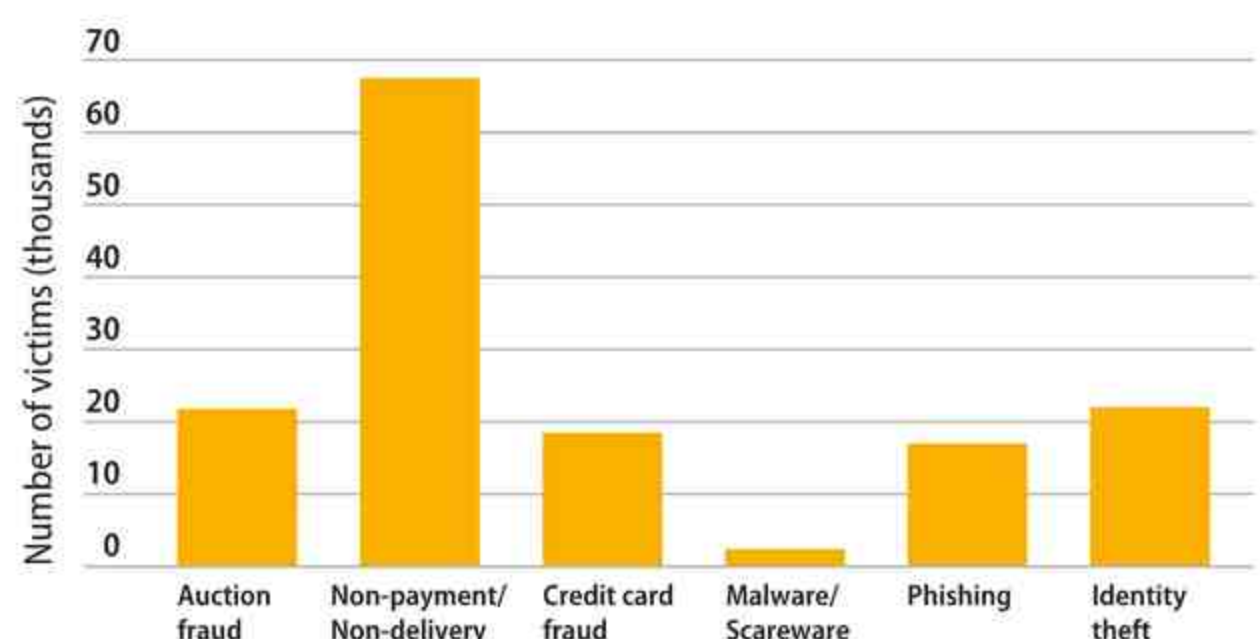
Origin of crime: Romania

Cybercrime by age (USA)



Source: U.S. Department of Justice / Federal Bureau of Investigation Statistics shown are for 2015.

Cybercrime by type (USA)





Do you enjoy posting on social media?



6E Grammar 2

Verb patterns *-ing* or infinitive with *to*

Using different verb patterns

- 1 Work in pairs. Look at the Grammar box. Which of the verbs can be followed by the *-ing* form? Which can be followed by the infinitive with *to*?

admit	agree	arrange	can't stand	consider	decide	delay
enjoy	expect	finish	hope	intend	mind	miss
offer	plan	practise	promise	recommend	refuse	

Verb patterns (*-ing* or infinitive with *to*)

When two verbs are used together, the second one often takes the *-ing* form or the infinitive with *to*.

*They attached documents that looked official and **kept writing**.*

*Websites such as Kickstarter allow entrepreneurs to **avoid selling** part of their business to an investor.*

*They **needed to confirm** my personal details.*

*Over half of the campaigns on Kickstarter don't receive any funding because they **fail to reach their set target**.*

More explanation in Grammar reference on p. 110.

- 2 Choose the correct options to complete the blog post.

If you're anything like most people, you probably enjoy (1) *posting / to post* on social media. Maybe you hope (2) *creating / to create* a particular kind of image of yourself, or intend (3) *showing / to show* others what good taste you have! You're probably not planning (4) *providing / to provide* information that could be used against you in the future, but every time you post online or 'like' something, you're agreeing (5) *sharing / to share* that personal information with the world! Most of us avoid (6) *revealing / to reveal* too much about ourselves face to face, but for some reason, we don't mind (7) *doing / to do* this online! Everything you decide (8) *making / to make* public on the internet helps to build a very detailed picture of who you are and what you believe – and we're failing (9) *understanding / to understand* that this helps companies guess your age, gender, education, political views ... and much more! Of course, most social media companies refuse (10) *guaranteeing / to guarantee* privacy for users. After all, we are their product. What they sell is the information we give them! Given this, I recommend (11) *using / to use* science to help us gain control over our data! Sites could warn us of the risks we are taking when we post certain kinds of information, for example. Failing that, of course, we could all just consider (12) *posting / to post* less!

- 3 You've just signed in on a new social networking site. The system displays three photos of people you might want to add to your friend list. Look at the photos and decide which of those people would be the best candidate to be added as your friend. Justify your opinion. Say why you reject the other two. Then, answer the questions.

- 1 What makes so many people write insulting and hateful comments on other people's profiles?
- 2 Some people say that young people lose their communication skills by mostly using photos and emojis in their posts. Do you agree with that statement? Why?/Why not?

4 Work in pairs. Discuss the questions.

- 1 How much do you think you reveal about yourself on social media? What do you post online? Why?
- 2 What do you think social media sites do with the personal information they gather? How does this make you feel?

5 Complete the comments with the correct form of the verbs.

be feel have hear post protect quit spend

Eric Wong

Posted 3 hours ago

I can't stand (1) ... like everything I do online is being used by someone. Really, we should all promise (2) ... social media! The only reason we don't is because we're too scared we'd miss (3) ... from friends!

Luisa Hernandez

Posted 2 weeks ago

If you use social media, you should expect (4) ... these experiences. Why should companies offer (5) ... our privacy? They already provide us with free services.

Back to The Future

Posted a month ago

The secret of being happy is to practise (6) ... more patient! Delay (7) ... until you're sure you really want the world to have access to what you write – and arrange (8) ... as much time offline as you can!

6 Work in groups. Do you agree with each of the comments in exercise 5? Why?/Why not?

7 Write your own short response to the blog post in exercise 2. Include verbs from exercise 1. Discuss.

More exercises in Grammar practice on p. 111.

Do exercise 4.

Objects before -ing and to

Some verbs always have an object before an -ing form or an infinitive with to.

When they **asked me to confirm** my bank details, I started to think it must be a scam.

8 Look at the Grammar box. Complete the sentences so that they are true for you. Discuss.

- 1 My parents always expected me ...
- 2 In a few years' time, I can see myself ...
- 3 If I could, I'd hire someone ...
- 4 We should do more to prevent people ...
- 5 I can still remember begging my parents ...

More exercises in Grammar practice on p. 111.

Do exercise 5.

Verbs with two objects

Some verbs can be followed by two objects.

The indirect object is usually a person and the second, direct object is usually a thing.

Can you email **me your essays**, please?

You can switch the positions of the direct and indirect object, adding *to/for* before the indirect object.

You don't have to **hand them to me** in class.

More explanation in Grammar reference on p. 110.

9 Look at the Grammar box. Choose correct pairs of objects in the box to complete the sentences. Use the objects in the same order as they are in the box, add *to* or *for* where necessary.

a loan / a person under 20	him / a laptop
an IT club / students	the remote control / me
anything / anyone	this cake / our parents
her / a position	them / permission

- 1 This programme is terrible. Let's see what else is on. Pass ...
- 2 It was my brother's birthday last week and Dad bought ...
- 3 It's difficult to find a bank that'll give ... to start a business.
- 4 By posting on their website, you're basically giving ... to use your data.
- 5 If I were you, I wouldn't tell It's better to keep it secret!
- 6 We baked It's their wedding anniversary.
- 7 Sheila quit her job last week. An internet company offered ... with fantastic financial conditions.
- 8 The school principal promised ... who are interested in computing.

More exercises in Grammar practice on p. 111.

Do exercise 6.

10 CHOOSE

- 1 Work in pairs. Write a blog post explaining best practices when it comes to using social media. Use as many of the phrases as you can.

If I were you, I'd avoid ...

I'd strongly recommend ...

It's best not to agree/arrange ...

Lots of people fail ...

You may want to prevent people ...

It's sometimes good to ask friends ...

Don't allow everyone ...

Think carefully before you tell ...

- 2 Write a short story about someone who started a new business. Use at least five verbs from pages 96–103.

TED TALKS This is what happens when you reply to spam email

“Crazy stuff happens when you start replying to scam emails.”

JAMES VEITCH

AUTHENTIC LISTENING SKILLS

Understanding authentic speakers, using intonation and pitch

Intonation and pitch

When we are surprised or shocked by what someone says, we often repeat a key word, phrase or short sentence with a high pitch and a questioning intonation. We may then add a comment with a falling tone.

- 1 Look at the Authentic listening skills box. Work in pairs. Try practising the short exchange.

A: We can start with 50 kilograms as a trial shipment.
B: 50 kilograms? There's no point doing this at all unless you're shipping at least a metric tonne.

- 2 Listen to James and compare your intonation with his.  49

BEFORE YOU LISTEN

- 3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

get through	hover	quantity	handle	capability
trial shipment	convince	chart	commission	
real estate	hummus	ridiculous	security	
consistent	on your behalf			

WHILE YOU LISTEN

- 4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box.

 TED 6.0

deleting	proposal	ship	bullion
----------	----------	------	---------

- 5 Listen to part 1 of the talk. Answer the question.

 TED 6.1

How was 'Solomon Odonkoh' trying to make money?

- 6 Work in pairs. Put the sentences in the correct order. Listen to part 1 again and check your answers.

 TED 6.1

- a I figured I had to knock it on the head.
- b On real estate, what about you?
- c Dude, you have to use the code!
- d I'm a hedge fund executive bank manager.
- e I have to go to bed now.
- f I could do what I think we've all always wanted to do.
- g If we're going to do it, let's go big.
- h I didn't hear back. I thought, 'I've gone too far.'



- 7** Work in groups. Discuss why you think James Veitch replies to spam. Which of the points is he trying to make?
- a** He replies to spam email when he is bored.
 - b** He suggests it is a good way to spend any spare time.
 - c** He replies to spam email to take up the time of the spammer. He suggests that this stops them from contacting other people.
 - d** He replies to spam email because he is interested in the financial benefits. He suggests that people can make money by doing business online.
- 8** Listen to part 2 of the talk. Check your ideas in exercise 7. How effective do you think James's approach is? Why? TED 6.2
- 9** Listen to part 3 of the talk. How are the emails James receives from 'Solomon Odonkoh' and the emails he receives this time similar? TED 6.3

10 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the phrases in the box.

TED 6.4

turn up	intrigue	a matter of	out of hand
knock it on the head		gone too far	

11 Work in pairs. Tell your partner about:

- something or someone who *turned up* unexpectedly.
- a situation that *got out of hand/went too far*.
- something or someone that/who *intrigues* you.
- something you had to *knock on the head*.

AFTER YOU LISTEN

12 MY PERSPECTIVE – SPEAKING

Work in pairs. Come up with five different ways to deal with internet scams. Then discuss which ones are most relevant to the groups of people. Explain your reasons.

- elderly people
- people who enjoy playing video games
- people who do a lot of online shopping

6F Speaking

Persuading

Speaking strategies

Persuading

When we are persuading people, we sometimes turn our own experiences and opinions into a negative question to challenge the other person's ideas.

I think it will lose money.

Don't you think it'll lose money?

I'd find it really useful.

Wouldn't you find it really useful?

I have sometimes had that problem.

Haven't you ever had that problem?

1 Work in groups. Discuss the questions.

- 1 Are there any TV programmes about business or selling products in your country? Do you watch them? Why?/Why not?
- 2 Would you be good at selling a product? Why?/Why not?
- 3 Have you ever had to present something in front of people? What did you present? Was the presentation successful? Why?/Why not?

2 Work in pairs. You have some spare money that you could invest in a promising business on Kickstarter. There are three projects on the right. Decide which one you would like to invest in. Give your partner the reasons for your choice. Also, say why you reject the other options. Then, answer the questions.

- 1 How can an entrepreneur convince potential investors that the project is really worth putting some money into?
- 2 Are all business ideas successful? What happens when some things go wrong in a business?

mXers was set up by high school student Bharat Pulgam. He has invented new earphones that allow you to easily replace different parts that break so you don't have to buy a whole new set. They also allow you to customise your earphones for an individual look. mXers needs money to develop the product and start production.

The Possible Project is an after-school programme that teaches teenagers, mainly from low-income families, the skills to be entrepreneurs. The project has been running for several years and has trained over 250 students. The team wants to raise money for a laser cutter so that students can make different products more quickly.

Hendrik Reimers is a German chocolate maker. He has set up a chocolate making company, Fairafric, in Ghana. By producing the chocolate bars in their own country rather than only exporting cocoa beans, people in Ghana can earn over 25 percent more – even compared to fair trade chocolate. The money raised will help fund production, packaging, shipping, and distribution.

3 Make negative questions from the sentences. Which negative questions could you use to support your reasons in exercise 2? Why?

- 1 It'd be good to have something like that.
- 2 I think it's a bad idea to give money to strangers online.
- 3 There's something similar to that already.
- 4 I have sometimes wished I could do that.
- 5 I would be happy to pay a bit extra to help.

4 Work in pairs. Try to persuade your partner that your choice in exercise 2 was a good idea. Also, persuade your partner that their choice was not the best one. Use negative questions.



A woman harvests cocoa in Ghana for Fairafric.

6G Writing

A persuasive article

Writing a persuasive article

1 Read the article below and decide whether the author does these things (Y) or not (N).

- 1** refers to the reader's experience
- 2** suggests a solution to a problem
- 3** describes the product
- 4** encourages the reader to make their own inventions
- 5** asks for some money to fund the project
- 6** invites the reader to contact the inventor directly

Young entrepreneur trying to turn a nightmare into a dream business

Have you ever spent hours working on a project only to lose it because your USB stick got lost and you hadn't thought of backing it up? Do you know that feeling when you have to explain it to your teacher or boss? Awful, isn't it? Well, thanks to the bright idea of a 16-year-old entrepreneur from Northern Ireland, the problem may soon be a thing of the past.

Mason Robinson has invented a piece of software that automatically backs up your work to the cloud when you save your work to a stick. As Mason says: 'It has a unique aspect in saving people's work twice!' He developed the i-save USB idea as part of a summer project at a local science park. Now, he is trying to raise two thousand dollars through a Kickstarter campaign to improve the product and distribute it.

So why don't you support Mason to make his business dreams a reality and, at the same time, end the nightmare of lost homework and research? Even small donations of five or ten dollars count! Alternatively, if you're still not convinced, you may at least spread the news about the new USB stick among your friends – we're sure some of them will find the concept worth its money.

Enjoy the new stick when it's finally on the market and don't forget to share your opinions when you get yours!

2 WRITING TIPS Getting people's attention

Work in pairs. Look at the article again and answer the questions.

- 1** How does the article grab your attention?
- 2** How does the article try to persuade you to continue reading?
- 3** Where does the factual information come from?
- 4** What is the purpose of the third paragraph and how does it relate to the introduction?
- 5** How does the author try to build a longer-lasting relation with the reader?

3 Would you invest in the i-save? Why?/Why not?

4 Think of a product you have heard about recently or something you have invented yourself. Write an article in which you present the benefits of the product and suggest ways in which the reader could support the inventor. Write between 200 and 250 words.

More about a persuasive article in Writing guide on p. 155.

Useful language

Getting people's attention

- *Have you ever wanted to ...?*
Well, now you could have the opportunity.
- *Have you ever wondered ...?*
Well, now scientists have discovered the answer.
- *Have you ever dreamt of ...?*
Well, that's exactly what happened to ...!
- *Have you ever ...? Well, all that could be a thing of the past thanks to ...*
- *Do you think ...? Well, think again!*

Persuading the reader to take action

Why don't you buy a few of our gadgets?
Alternatively, you may download the application from our website.
Don't forget to let your friends know about our services!



Skills Review 6

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- George's office is located on the top floor of a very ..., modern building. **IMPRESS**
- No one expected the ... of this business project. **FAIL**
- If we don't find an ... who will give us start-up money, we'll never set up our own business. **INVEST**
- He is a ... businessman who is expected to donate his money to charities. **WEALTH**
- A cousin of mine became a ... when he was 18. **MILLION**

Uzupełnianie luk

- 2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- It took a long time for the country's economy to recover ... the crisis.
- They were capable ... promoting their campaign in mass media.
- We are ... together our new marketing team now.
- The company is looking for someone who is really good ... finding new markets for their products.
- Sorry, I'm really busy now. I'll deal ... you later.

Parafrazy zdań

- 3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmienniej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- I can lend you my laptop if you need it.
MIND
I ... you my laptop if you need it.
- This new computer system will be impossible to introduce.
FAIL
They will ... this new computer system.
- 'Would you like me to help you with this experiment?' my friend asked.
OFFERED
My friend ... with this experiment.
- My laptop is outdated and I want to change it.
CONSIDERING
As my laptop is outdated, I ... it.
- 'Yes, I stole the money from one bank account,' the hacker said in court.
ADMITTED
The hacker ... the money from one bank account.

Uzupełnianie zdań

- 4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- Thanks to some modern solutions, his firm ... (make / profit) for two years now.
- When Tom was abroad, I ... (want / he / contact) me by email, not by phone.
- The number of online services offered by this company ... (already / grow).
- Is it true that ... (these people / run) this charity foundation since 2012?
- You should ... (avoid / reveal) your personal data on the internet.

Parafrazy fragmentów zdań

- 5 W następujących zdaniach spośród podanych propozycji wybierz tę, która może najlepiej zastąpić zaznaczony fragment.

- I was shocked when his investment turned out to be a scam.
a success **b** failure **c** deception
- Running a company is not so easy.
a Starting **b** Managing **c** Moving
- He got shocked when he saw the legal fees.
a consequences **b** demands **c** payments
- He assumed that the watch was a fake.
a supposed **b** claimed **c** complained
- The company had no right to gather personal information about its customers.
a share **b** collect **c** publish

Uzupełnianie zdań

- 6 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

distribute fault grab handle raise share site

- Thanks to people's generosity, we managed ... £8,000 in our TV charity campaign.
- The course was about different ways of ... stress and pressure at work.

- 3 This game ... to shops by the company called Net Gaming last week.
- 4 The investors stopped buying ... of this company because of its bad financial condition.
- 5 The advertisement for a new BMW ... the viewers' attention the moment they saw it.

READING

- 7 Przeczytaj tekst, z którego usunięto cztery fragmenty. Dopasuj do luk (1–4) litery, którymi oznaczono brakujące fragmenty (a–e), tak aby otrzymać logiczny i spójny tekst.
- Uwaga: jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

The story of Ben Pasternak is so impressive. It can really inspire you to try new things and not get discouraged. (1) ... If you don't know who he is, you should look him up. He has been described as someone who will change the world.

Pasternak became a businessperson when he was only 11 and he started uploading videos. (2) ... That's when his career as an entrepreneur really took off. You might know some of the apps he has created. He received funds from investors when he was just 15. At the moment, he is worth more than 5 million dollars. He doesn't think what he does is extraordinary and says that he is just getting started. He believes that his advantage is that he is young and therefore knows what young people want and how they think. (3) ... When he told them he wanted to move to America and try to raise money in Silicon Valley, his parents didn't believe he would achieve success. They tried to discourage him, but he wouldn't listen.

The 17-year-old that everyone is talking about often forgets to eat. When he does, it is usually pizza and doughnuts. He likes to ride a hoverboard and get haircuts to look like Justin Bieber. Also, he sleeps on a mattress on the floor and says he will never learn to drive. (4) ... He has business skills in his blood. His grandfather is a real estate executive worth hundreds of millions of dollars.

- a He now lives in New York on his own, while his family is in Australia.
- b It's no surprise that he is so good at what he does.
- c For this reason he believes the decision to set up his own business was the right one.
- d Within the next few years, the Australian began developing apps.
- e He certainly likes to do things his own way, rather than follow in someone else's footsteps.

SPEAKING

- 8 Twój znajomy zastanawia się, jaką firmę założyć po ukończeniu szkoły. Prosi cię o radę.
- Wybierz propozycję, która jest, twoim zdaniem, najlepsza i uzasadnij swój wybór.
 - Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 What are the disadvantages of being your own boss?
- 2 Do improvements in technology lead to greater job satisfaction? Justify your answer.
- 3 What sort of risks do business people face?
- 4 Do you agree that changing one's job every two or three years motivates people to work harder? Why?/Why not?

WRITING

- 9 W wielu szkołach realizowany jest projekt „Młodzieżowe miniprzedsiębiorstwo”. Napisz na stronę internetową artykuł, w którym opiszysz, na czym polega ten projekt, oraz przedstawisz korzyści z niego płynące. Wypowiedź powinna liczyć od 200 do 250 słów i spełniać wszystkie wymogi formy wskazanej w poleceniu.

Grammar reference 6

GRAMMAR 1 Present perfect forms and past simple

Present perfect simple

Czasu *present perfect simple* używamy, kiedy mówimy o:

- czynnościach oraz naszych lub cudzych doświadczeniach, które miały miejsce w nieokreślonej przeszłości, ale ich skutki są odczuwalne obecnie:
*My parents **have been** to Paris. (= They know Paris.)*
- czynnościach, które właśnie się zakończyły:
*Pete **has just finished** his homework.*
- czynnościach/stanach, które zaczęły się w przeszłości i nadal trwają:
*I **have known** Olga for ten years.*
- tym, ile razy dana czynność się powtórzyła:
*We **have phoned** them three times.*

Present perfect continuous

Czasu *present perfect continuous* używamy, kiedy mówimy o:

- czynnościach, które rozpoczęły się w przeszłości i nadal trwają lub powtarzają się regularnie aż do teraz:
*Kate **has been running** for several years now.*
- czynnościach, które trwały przez pewien czas i się zakończyły, ale ich skutki są odczuwalne obecnie:
*We're tired. We **have been learning** all day.*

W tym czasie często podkreślamy, od jak dawna trwa dana czynność:

*The number of restaurants **has been growing** over the last few years.*

Present perfect simple czy present perfect continuous

Zazwyczaj czasu *present perfect simple* używamy, kiedy mówimy o zakończonej czynności oraz o konkretnych ilościach i liczbach. Czas *present perfect continuous* stosujemy, żeby podkreślić proces:

*He's **started** ten different companies over the last fifteen years.
Since it started, Kickstarter **has been making** more and more of a profit every year.*

Past simple

Czasu *past simple* używamy, kiedy mówimy o:

- czynnościach z przeszłości, gdy wspominamy, kiedy one nastąpiły:
*D'Aloisio's first investor **contacted** him a few weeks ago.*
- czynnościach, które zakończyły się w przeszłości:
*She **wrote** for ten years without success.*
- następujących po sobie zdarzeniach z przeszłości:
*Mia **woke up** at 6. She **took** a shower and **had** breakfast.*

Ćwiczenia 1–3

GRAMMAR 2 Verb patterns (-ing or infinitive with to)

Czasownik z końcówką -ing

Czasownika z końcówką *-ing* używamy m.in. po czasownikach:

admit	avoid	can't stand	consider
delay	enjoy	finish	keep
mind	miss	practise	recommend

*They **enjoy** travelling.*

Bezokolicznik z to

Bezokolicznika z *to* używamy m.in. po czasownikach:

agree	arrange	decide	expect
fail	hope	intend	need
offer	plan	promise	refuse

*They **agreed to** meet at 6 pm.*

Ćwiczenie 4

Dopełnienia z czasownikami z -ing lub z to

Możliwe są następujące konstrukcje:

- czasownik + dopełnienie + czasownik z końcówką *-ing*, np.:

catch sb/sth -ing	discover sb/sth -ing	dislike sb/sth -ing
feel sb/sth -ing	find sb/sth -ing	hate sb/sth -ing
hear sb/sth -ing	imagine sb/sth -ing	leave sb/sth -ing
like sb/sth -ing	love sb/sth -ing	mind sb/sth -ing
miss sb/sth -ing	notice sb/sth -ing	remember sb/sth -ing
see sb/sth -ing	start sb/sth -ing	stop sb/sth -ing

*I **heard** Mark **singing** in the bathroom.*

- czasownik + dopełnienie + bezokolicznik z *to*, np.:

advise sb/sth to	allow sb/sth to	ask sb/sth to
beg sb/sth to	cause sb/sth to	challenge sb/sth to
convince sb/sth to	dare sb/sth to	expect sb/sth to
force sb/sth to	get sb/sth to	hire sb/sth to
invite sb/sth to	order sb/sth to	pay sb/sth to
permit sb/sth to	prepare sb/sth to	remind sb/sth to

*My teacher **advised** me **to** read that book.*

Ćwiczenie 5

Czasowniki, które występują z dwoma dopełnieniami

Następujące czasowniki mogą mieć dwa dopełnienia:

ask	book	bring	build	buy	cook
find	get	give	lend	make	owe
pass	save	show	tell		

*Can you show (1) **me** (2) **the report** today, please?*

Najczęściej jako pierwsze występuje dopełnienie odnoszące się do osoby, np. *me*. Dopełnienia możemy zamieniać kolejnością, jeśli jednak dopełnienie dotyczące osoby ma wystąpić jako drugie, musimy poprzedzić je przyimkiem *to* lub *for*:

*Can you show (2) **the report** (1) **to me**?*

Ćwiczenie 6

Grammar practice

1 Do the time phrases show a completed time (a), a time period that includes now (b) or both (ab)?

- a The company's profits rose ...
- b The company's profits have been rising ...
- 1 over the last five years
- 2 last year
- 3 in 2015
- 4 in the past few months
- 5 since they found a different distributor
- 6 when we did the marketing campaign
- 7 for a long time
- 8 over the last year

2 Complete the summary with one word in each gap.

Madison Forbes (1) ... always loved drawing and design and (2) ... 2010 she's been turning her designs into a successful business called Fishflops, which produces flip flops with Madison's cute sea characters on them. She came up with the name in 2006 (3) ... she was just eight years old and, with the help of her father, (4) ... up the business which now supplies clothing stores like Nordstrom as well as the Association of Zoos and Aquariums (AZA). Over the (5) ... few years, they have also started producing shoes and T-shirts and the company has (6) ... several million dollars in sales – not that Madison has been (7) ... a life of luxury with the profits: instead, she (8) ... saved most of the money to pay for university. The company also contributes to several charities and a portion of the AZA sales goes to protect endangered animals.

3 Choose the correct option.

- 1 In primary school Pat *has played / played* tennis for two years.
- 2 I *have spoken / have been speaking* to my teacher three times.
- 3 Over the last few months Paul *spent / has spent* all his savings.
- 4 The streets are wet. It *has been raining / has rained*.
- 5 We *have left / left* school and then we went straight home.
- 6 Jim *has done / has been doing* this task since noon.

4 Choose the correct option.

- 1 I need to practise *to give / giving* this presentation before class.
- 2 She offered *to help / helping* me with the homework.
- 3 Have you considered *paying / to pay* someone to do it?
- 4 I'm going to keep *to write / writing* to them until I get an answer!
- 5 He admitted *sending / to send* thousands of spam emails.
- 6 I'd recommend *to report / reporting* it. It doesn't look right.
- 7 I tried to get a better deal, but they basically refused *negotiating / to negotiate*.
- 8 We arranged *to meet / meeting* at 6.30.

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

- 1 I can't imagine him ... (*post*) something like that! It's so out of character.
- 2 I accidentally downloaded a virus and it caused the whole system ... (*crash*).
- 3 Our teacher always forces us ... (*speak*) in English in class.
- 4 I got some bad feedback on my project. It left me ... (*feel*) quite fed up.
- 5 We'd like to remind you ... (*change*) your password within the next two weeks.
- 6 Websites ... (*play*) music while they load is so annoying!
- 7 I can still remember begging my parents ... (*buy*) me my first Xbox!
- 8 They caught him ... (*try*) to access the school's online records.
- 9 If I could, I'd hire someone ... (*take*) my computing exam so I didn't have to revise for it.
- 10 I just can't see them ... (*win*). They've got too many players injured.

6 Complete the second sentence so that it has a similar meaning to the first by adding three words.

- 1 My parents didn't let me use social media until I was 16. My parents never allowed ... social media when I was younger.
- 2 That video really made me think. Online companies have so much power over us! That video really started ... how much power online companies have!
- 3 I warned her about sending her details, but she didn't listen! I begged ... send her personal details, but she didn't listen.
- 4 Every time you enter the site, they make you change your password. Every time you enter the site, they ... change your password.
- 5 That video is just amazing. How could anyone not like it? I can't imagine ... that video! It's so amazing!
- 6 Don't let me forget how terrible that site is! ... to use that site again! It's awful!
- 7 My brother writes software for a living, so I basically learnt from him. I'm lucky because my brother ... write my own software.
- 8 Stop checking your phone! Listen to me for a bit! Can't you stop checking your phone? I hate ... to me when I'm talking!

Wordlist Unit 6 50

VOCABULARY p. 97

advanced device (n) /ədˈvɑːnst dɪˈvaɪs/ wyspecjalizowane urządzenie
be capable of doing sth (phr) /biːˈkeɪpəbl əv ˈduːɪŋ ˌsʌmθɪŋ/ być w stanie coś zrobić
businessperson (n) /ˈbɪznəsˌpɜːsn/ osoba zajmująca się biznesem
confidence (n) /ˈkɒnfɪdəns/ pewność, przekonanie
distribute (v) /dɪˈstrɪbjʊːt/ dystrybuować, rozprowadzać
diverse range (n) /daɪˈvɜːs ˈreɪndʒ/ różnicowany zakres
entrepreneur (n) /ˌɒntrəprəˈnɜː/ przedsiębiorca
get the best deal (phr) /ˌget ðə ˈbest ˌdiːl/ zrobić dobry interes
handle pressure (phr) /ˌhændl ˈpreʃə/ radzić sobie z presją
impressive (adj) /ɪmˈpresɪv/ robiący wrażenie
investor (n) /ɪnˈvestə/ inwestor
market products (phr) /ˌmɑːkɪt ˈprɒdʌkts/ wprowadzać produkty na rynek
marketing (n) /ˈmɑːkɪtɪŋ/ promocja, marketing
negotiate with (phr) /nɪˈɡəʊʃieɪt wɪð/ negocjować z
networking (n) /ˈnetwɜːkɪŋ/ nawiązywanie kontaktów biznesowych, współpraca
put together (phr v) /ˌpʊt təˈgeðə/ zgromadzić, połączyć
quality (n) /ˈkwɒləti/ cecha charakteru
raise money (phr) /ˌreɪz ˈmʌni/ zbierać pieniądze
real-world scenario (n) /ˈriːlˌwɜːld səˈnɑːrɪəʊ/ scenariusz świata realnego
recover from (phr) /rɪˈkʌvə frəm/ wydobyć się z, dochodzić do siebie
redesign (v) /ˌriːdɪˈzaɪn/ zaprojektować na nowo
set up a business (phr) /ˌset ʌp ə ˈbɪznəs/ otworzyć firmę
simulate (v) /ˈsɪmjuleɪt/ symulować, naśladować, udawać
supplier (n) /səˈplaɪə/ dostawca
virtual cave (n) /ˈvɜːtʃuəl keɪv/ wirtualna jaskinia
virtual reality (n) /ˈvɜːtʃuəl riˈæləti/ wirtualna rzeczywistość

LISTENING p. 98

backpack (n) /ˈbækpæk/ plecak
built-in (adj) /ˌbɪltɪn/ wbudowany
collect money (v) /kəˌlekt ˈmʌni/ zbierać pieniądze
corporate leadership (n) /ˌkɔːpərət ˈliːdəʃɪp/ korporacyjne przywództwo, hierarchia
crowdfunding website (n) /ˌkraʊdfʌndɪŋ ˈwebsaɪt/ strona zajmująca się społeczną zbiórką pieniędzy
diverse (adj) /daɪˈvɜːs/ różnicowany
donate (v) /dəʊˈneɪt/ podarować, przekazać
eager to (adj) /ˈiːgə tə/ chętny do
entrepreneurship (n) /ˌɒntrəprəˈnɜːʃɪp/ przedsiębiorczość
factor (n) /ˈfæktə/ czynnik
failure (n) /ˈfeɪljə/ porażka

fund (v, n) /fʌnd/ zakładać, otwierać, fundusz
give sth one more try (phr) /ˌɡɪv ˌsʌmθɪŋ ˈwʌn mɔː ˌtraɪ/ dać czemuś jeszcze jedną szansę
grow by (phr) /ˈɡrəʊ baɪ/ wzrastać o
have an impact on (phr) /ˌhæv ən ˈɪmpækt ɒn/ mieć wpływ na
hi-tech (adj) /ˌhaɪˈtek/ nowoczesny
in advance (adv) /ɪn ədˈvɑːns/ z góry
in return for (phr) /ɪn rɪˈtʃɜːn fə/ w zamian za
key to success (n) /ˌkiː tə səksəs/ klucz do sukcesu
paperback/hardcover book (n) /ˈpeɪpəbæk/ˈhɑːdˌkʌvə ˌbʊk/ książka w miękkiej/twardej oprawie
patience (n) /ˈpeɪʃns/ cierpliwość
position on the market (n) /pəˌzɪʃn ɒn ðə ˈmɑːkɪt/ pozycja na rynku
press article (n) /ˈpres ˌɑːtɪkl/ artykuł prasowy
reach a target (phr) /ˌriːtʃ ə ˈtɑːɡɪt/ osiągać cel
recipe for success (n) /ˌresəpi fə səksəs/ przepis na sukces
series (n) /ˈsɪəriːz/ seria
share (n) /ʃeə/ udział
tracking system (n) /ˈtrækɪŋ ˌsɪstəm/ system śledzący
under-represented (adj) /ˌʌndəˌreprɪˈzentɪd/ niedostatecznie reprezentowany
working copy (n) /ˈwɜːkɪŋ ˌkɒpi/ działający egzemplarz

GRAMMAR 1 p. 99

contributor (n) /kənˈtrɪbjʊtə/ jedna z przyczyn
cover (v) /ˈkʌvə/ pokrywać
deforestation (n) /diːˌfɒrɪˈsteɪʃn/ wylesianie
logger (n) /ˈlɒɡə/ drwal
logging (n) /ˈlɒɡɪŋ/ wycinka drzew
physical workout (n) /ˌfɪzɪkl ˈwɜːkaʊt/ trening fizyczny
physicist (n) /ˈfɪzɪsɪst/ fizyk
saw (n) /sɔː/ piła
solar power (n) /ˌsəʊlə ˈpaʊə/ energia słoneczna
tribe (n) /traɪb/ szczep
vehicle (n) /ˈviːɪkl/ pojazd

READING pp. 100–101

access (v) /ˈækses/ mieć dostęp do
backups (n) /ˈbækʌps/ kopia zapasowa
bank details (n) /ˈbæŋk ˌdiːteɪls/ dane bankowe
bargain (n) /ˈbɑːɡɪn/ okazja, coś tańszego
chart (n) /tʃɑːt/ wykres
citizen (n) /ˈsɪtɪzən/ mieszkaniec
common sense (n) /ˌkɒmən ˈsens/ zdrowy rozsądek
credit card statement (n) /ˈkredɪt kɑːd ˈsteɪtmənt/ wyciąg z karty kredytowej
cybercrime (n) /ˈsaɪbəkraɪm/ cyberprzestępstwo
distant relative (n) /ˌdɪstənt ˈrelatɪv/ daleki krewny
encounter (v) /ɪnˈkaʊntə/ napotykać
eventually (adv) /ɪˈventʃuəli/ w końcu
fake account (n) /ˌfeɪk əˈkaʊnt/ fałszywe konto

fraud (n) /frɔːd/ oszustwo
graph (n) /ɡrɑːf/ graf, wykres
identity theft (n) /aɪˈdentɪti ˌθeft/ kradzież tożsamości
inbox (n) /ˈɪnbɒks/ skrzynka odbiorcza
item (n) /ˈaɪtəm/ sztuka, rzecz
legal fee (n) /ˌliːɡl ˈfiː/ opłata sądowa
malware (n) /ˈmælwɛə/ złośliwe oprogramowanie
non-delivery (n) /ˌnɒndɪˈlɪvəri/ brak dostawy
of unknown origin (phr) /əv ˌʌnnəʊn ˈbrɪdʒɪn/ nieznanego pochodzenia
password (n) /ˈpɑːswɜːd/ hasło
payment (n) /ˈpeɪmənt/ płatność
permission (n) /pəˈmɪʃn/ zgoda
phishing (n) /ˈfɪʃɪŋ/ wyludzanie danych
receipt (n) /rɪˈsiːt/ paragon
scam (n) /skæm/ przekręt
scareware (n) /ˈskeəwɛə/ fałszywe oprogramowanie antywirusowe
second-hand (adj) /ˌsekəndˈhænd/ używany
spam filter (n) /ˈspæm ˌfɪltə/ filtr chroniący przed niechcianymi mailami
store in the cloud (phr) /ˌstɔːr ɪn ðə ˈklaʊd/ przechowywać w chmurze
threat (n) /θret/ zagrożenie
USB stick (n) /juː es ˈbiː ˌstɪk/ pendrive, pamięć USB
victim (n) /ˈvɪktɪm/ ofiara
visual (n) /ˈvɪʒuəl/ materiał ilustracyjny

GRAMMAR 2 pp. 102–103

beg (v) /beg/ błagać
candidate (n) /ˈkændɪdɪt ˌkændɪdət/ kandydat/kandydatka
guarantee (v) /ˌɡærənˈtiː/ gwarantować
hand sth to sb (phr) /ˌhænd ˌsʌmθɪŋ tə ˈsʌmbədi/ wręczać coś komuś
hear from (phr) /ˈhɪə frəm/ mieć wiadomości od
insulting/hateful comment (n) /ɪnˌsʌltɪŋ ˌheɪtfl ˈkɒment/ obrażający/pelen nienawiści komentarz
IT club (n) /aɪ ˈtiː ˌklʌb/ informatyczne kółko zainteresowań
loan (n) /ləʊn/ kredyt, pożyczka
pass sth to sb (phr) /ˌpɑːs ˌsʌmθɪŋ tə ˈsʌmbədi/ podawać coś komuś
political view (n) /pəˈlɪtɪkl ˌvjuː/ pogląd polityczny
prevent sb from (v) /prɪˈvent ˌsʌmbədi frəm/ powstrzymać kogoś przed
provide sb with sth (phr) /prəˈvaɪd ˌsʌmbədi wɪð ˌsʌmθɪŋ/ dostarczyć komuś coś
remote control (n) /rɪˌməʊt kənˈtrəʊl/ pilot (do TV)
reveal (v) /rɪˈviːl/ ujawniać

TED TALK pp. 104–105

albeit (conj) /ɔːlˈbiːt/ aczkolwiek
backpedal (v) /ˌbækˈpedl/ wycofać się
be based (phr) /biː ˈbeɪst/ mieć siedzibę
bizarre (adj) /bɪˈzɑː/ dziwny
board meeting (n) /ˈbɔːd ˌmiːtɪŋ/ spotkanie zarządu
commission (n) /kəˈmɪʃn/ prowizja

concoct a plan (phr) /kən,kɒkt ə 'plæn/ wymyślać plan
consistent (adj) /kən'sɪstənt/ konsekwentny, stanowczy
deputy (n) /'depjuti/ zastępca
executive bank manager (n) /ɪg,zekjʊtɪv 'bæŋk ,mænɪdʒə/ wysokiej rangi menedżer w banku
fairly legitimate (adj) /,feəli lɪ'dʒɪtəmət/ całkiem uzasadniony
former (adj) /'fɔ:mə/ były, ex
get out of hand (phr) /,get aʊt əv 'hænd/ wymknąć się spod kontroli
hedge fund (n) /'hedʒ fʌnd/ fundusz hedgingowy
hilarious (adj) /hɪ'leəriəs/ zabawny
hitherto (adv) /,hɪðə'tu:/ dotychczas
hold tight (phr) /,həʊld 'taɪt/ mocno się trzymać
hover (n) /'hɒvə/ wahać się, unosić się nad
intrigue (v) /ɪn'tri:g/ intrygować
junk folder (n) /'dʒʌŋk ,fəʊldə/ folder ze śmieciami
knock sth on the head (phr) /'nɒk ,sʌmθɪŋ ɒn ðə 'hed/ zakończyć
let's go big (phr) /,lets gəʊ 'bɪg/ idźmy na całość
metric (adj) /'metrɪk/ miarowy, metryczny
on one's behalf (phr) /ɒn wʌnz bɪ'ha:f/ w czyimś imieniu
postal service (n) /'pəʊstl ,sɜ:vɪs/ usługa pocztowa
pseudonymous (adj) /sju:'dɒnɪməs/ pod pseudonimem
quantity (n) /'kwɒntəti/ ilość
raise the balance (phr) /,reɪz ðə 'bæləns/ podnosić saldo

real estate (n) /'ri:əl ɪ,steɪt/ nieruchomość
shipment (n) /'ʃɪpmənt/ przesyłka
the game was afoot (phr) /ðə ,geɪm wəz ə'fʊt/ gra toczyła się dalej
trial (adj) /'traɪəl/ próbny
tug one's heartstrings (phr) /,tʌg wʌnz 'hɑ:tstriŋz/ grać na emocjach
vulnerable (adj) /'vʌlnərəbl/ podatny na atak, bezbronny

SPEAKING p. 106

acknowledge (v) /ək'nɒlɪdʒ/ potwierdzać
admittedly (adv) /əd'mɪtɪdli/ wprawdzie
bar (n) /bɑ:/ batonik
cocoa bean (n) /'kəʊkəʊ ,bi:n/ ziarno kakaowca
customise (v) /'kʌstəmaɪz/ dostosowywać, dopasowywać
fair trade (n) /,feə 'treɪd/ sprawiedliwy, uczciwy handel
laser cutter (n) /'leɪzə ,kʌtə/ nóż laserowy
opposite view (n) /,ɒpəzɪt 'vju:/ pogląd przeciwny
profitable (adj) /'prɒfɪtəbl/ zyskowy
put some money into (phr) /,put səm 'mʌni ɪntə/ wkładać/inwestować pieniądze w
set (n) /set/ zestaw

WRITING p. 107

back up (phr v) /'bæk ,ʌp/ zrobić kopię zapasową (np. pliku)
bright (adj) /braɪt/ bystry, inteligentny
factual (adj) /'fæktʃʊəl/ oparty na faktach
grab one's attention (phr) /,græb wʌnz ə'tenʃn/ zwracać czyjąś uwagę
long-lasting (adj) /,lɒŋ'la:stɪŋ/ długotrwały

persuasive (adj) /pə'sweɪsɪv/ przekonujący
relate to (phr) /rɪ'leɪt tə/ odnosić się do
research (n) /rɪ'sɜ:tʃ/ badania
science park (n) /'saɪəns ,pɑ:k/ park nauki
software (n) /'sɒftweə/ oprogramowanie

SKILLS REVIEW pp. 108–109

deception (n) /dɪ'sepʃn/ podstęp, oszustwo
doughnut (n) /'dəʊnʌt/ pączek
follow in someone else's footsteps (phr) /'fɒləʊ ɪn 'sʌmwʌn elsz 'fʊtstɛps/ pójść w czyjeś ślady
haircut (n) /'heəkʌt/ fryzura, strzyżenie
have sth in one's blood (phr) /'hæv ,sʌmθɪŋ ɪn wʌnz 'blʌd/ mieć coś we krwi
hoverboard (n) /'hɒvəbɔ:d/ elektryczna, lewitująca deskorolka
in court (adv) /ɪn 'kɔ:t/ w sądzie
look sth up (phr v) /'lʊk ,sʌmθɪŋ 'ʌp/ sprawdzać coś (np. w internecie)
outdated (adj) /aʊt'detɪd/ przestarzały
Silicon Valley (n) /,sɪlɪkən'væli/ Dolina Krzemowa
start-up money (phr) /'stɑ:tʌp ,mʌni/ pieniądze na start

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- Our (*dostawcy już dostarczyli*) ... you with our new catalogues, haven't they?
- Why did you avoid (*podania swojego przepisu na sukces*) ... ?
- We have always hoped (*dostrzec jego zdrowy rozsądek*)
- He has downloaded (*wiadomość nieznanego pochodzenia*) ... and has infected his computer.
- That teenager promised (*że nie założy fałszywego konta*) ... any more.

2 Choose the correct option to complete each sentence.

- That advertisement did not ... my attention at all.
a pay **b** grab **c** get
- Could you ... me the charger from the desk?
a pass **b** prevent **c** protect
- Does he mind putting some money ... construction industry?
a into **b** from **c** at
- Mr Gordon was claimed to be the best ... for that office.
a customer **b** citizen **c** candidate

- We sent this order when your ... appeared in our account.
a delivery **b** payment **c** shipment

3 Complete each sentence with the word that best fits the gap.

- I recommend backing ... your files not to lose them.
- Their company had to recover ... a bad financial condition.
- This entrepreneur was capable ... investing more money than his rivals.
- Their manager found a key ... success and customised the production to the market.
- Her income has grown ... 10% since 2016.

4 Use the word in capitals to form a word that fits in the gap.

- That customer's ... has recently been worth rewarding. **PATIENT**
- What caused such a ... of that campaign? **FAIL**
- Everybody knew that their ... was out of question. **LEADER**
- Who has posted such ... comments under her article? **HATE**
- He admitted that his essay was not as ... as the previous one. **PERSUADE**

7 Faster, higher, stronger

IN THIS UNIT YOU LEARN

VOCABULARY

- sportspeople and sport events
- achievements, competitions
- benefits and drawbacks of doing sport
- problems of contemporary sport

GRAMMAR

- determiners: articles, demonstratives, possessives, quantifiers
- comparative and superlative structures

SKILLS

Listening

- famous sportspeople
- matching, multiple choice

Reading

- countries that host the Olympics
- synonyms in texts
- matching

Speaking

- reporting findings
- introducing main findings
- introducing other points

Writing

- an article – a survey

CRITICAL THINKING

- supporting arguments



Sports fans experience a range of emotions as they watch an event.

7A Vocabulary

Describing sportspeople

Talking about sportspeople and sport events

- 1 Work in groups and discuss.
 - 1 Which are the most popular sports in your country? Do you like them? Why?/Why not? Do you know any famous people who do them?
 - 2 Are there any less popular sports in which Polish athletes have had spectacular success?
 - 3 What matters in sports is participation itself, not victory. Do you agree with this statement? Why?/Why not?
- 2 Work in pairs. Describe the photo, then answer the questions.
 - 1 Which sport do you think they are watching? What makes you think so?
 - 2 How do you feel in a crowd like that? Why?
 - 3 Tell your partner about the most impressive sports achievement or the most enjoyable sports experience you've ever had.
- 3 Work in pairs. Identify the options which do not fit.
 - 1 He has ... *incredible awareness* / *very energetic* / *great technique* / *a real passion for the game*.
 - 2 She's ... *a very skilful player* / *a really great attitude* / *a forward* / *a positive role model*.
 - 3 She won ... *a great goal* / *silver at the Olympics* / *the world championship* / *a gold medal*.
 - 4 He scored ... *an average of 20 points a game* / *300 goals in his career* / *the most last season* / *the race*.
 - 5 *He set a new* / *He won the* / *He holds the* / *He smashed the old* ... world record.
 - 6 *She captained* / *She was the star of* / *She competed* / *She played a key role in* ... the team.
- 4 Complete the sentences with words in exercise 3.
 - 1 The whole team have a really great They always fight right to the end of the game.
 - 2 She still ... the world record she set 30 years ago.
 - 3 When I was younger, I won a gold ... in the 400 metres.
 - 4 He has incredible He can anticipate the other players' moves and create opportunities for scoring.
 - 5 He was a key player in their success, but he never ... the team.
 - 6 I've always had a real passion ... wrestling.
 - 7 She's ... in four Olympics and won two golds, one ... and one bronze.
 - 8 He scored the winning ... in the last World Cup final.
- 5 Choose five phrases in exercise 3 to describe a sports person, a friend or a family member. Then tell your partner about the people you thought of.

My favourite footballer is Pierre-Emerick Aubameyang. He has incredible awareness and scores some amazing goals.

I think my big sister is a positive role model for me. She has a great attitude and never gives up.
- 6 Work in pairs. You and your partner have to make a presentation on how sports have changed over time. In your conversation, include the following aspects:
 - celebrity status
 - achievements
 - equipment
 - rules

7B Listening

Listening to texts about sportspeople

- 1 Listen to four people explain why they admire certain sportspeople. As you listen:  51

- 1 find out where each sportsperson is/was from.
- 2 find an example of something each sportsperson won.

- 2 Listen to the four people again. Match each speaker (1–4) with two of the sentences (a–h).  51

This speaker talks about a person who:

- a does a sport the speaker also practises. ...
- b is a woman and has achieved more than any other man in a typically male sport. ...
- c has represented his/her country internationally numerous times. ...
- d has contributed greatly to the popularity of the sport he/she's doing. ...
- e had already played a sport before it was officially included in the Olympic Games. ...
- f performs an enjoyable show every time he/she wins a race. ...
- g has gone through some problems in his/her private life. ...
- h showed a lot of determination even when he/she had no chance to win. ...

- 3 Work in groups. Discuss which of the four sportspeople you think achieved the most. Explain your ideas.

- 4 Listen to a radio programme about the Polish mountaineer Andrzej Bargiel. Choose the correct option to complete each sentence.  52

- 1 The ride down K2 was Bargiel's
 - a fourth achievement of that kind in his career.
 - b fourth attempt to conquer that peak.
 - c easiest ride of all his challenges so far.

Valentino Rossi (left) attempts to overtake Maverick Vinales during a race at the Motorland Aragón Circuit in Alcañiz, Spain.

- 2 When Andrzej got to the top of K2,
 - a he was close to giving up his ride at one moment.
 - b the weather made him wait before he started his way down.
 - c he decided to ski down only to 8,000 m for safety reasons.
- 3 In his K2 expedition, Andrzej
 - a was supported by his two brothers.
 - b had his descent filmed by a drone.
 - c skied down the summit along with four other people.
- 4 The aim of the programme is to present
 - a the history of Polish mountaineering.
 - b the dangers of extreme sports.
 - c the accomplishments of an individual person.

- 5 Listen again. Choose the best heading (a–e) for each recording (1–4). There is one heading you do not need.  52

- a All his achievements so far
- b A completely different approach to a regular sport
- c Faster than anyone else
- d All the people around him
- e Details of the successful attempt

6 MY PERSPECTIVE – SPEAKING

Work in groups. Make a list of six different sports and discuss what kind of achievement would be considered an outstanding success in each of them. Do you know any athletes who have achieved that?

- 7 Work in pairs. Describe the photo below, then answer the questions.

- 1 What is each of the racers thinking at the moment? What makes you think so?
- 2 Which sports do you find the most demanding? Why?
- 3 Tell your partner about a time when you watched your favourite athlete or club in a sports competition (live or on TV).



7C Grammar 1

Determiners

Understanding and using determiners

- 1 Complete the information about the functions of determiners using the words in the box.

articles demonstratives possessives quantifiers

Determiners are words used before nouns. They have two main functions:

- They show which noun we mean, using (1) ... (*the, a[n]*), (2) ... (*this, that, these, those*) and (3) ... (*my, your, his, her, its, our, their*).
- They show how much/how many of something, using (4) ...

More explanation in Grammar reference on p. 126.

- 2 Look at the Grammar box. Identify the determiners in the sentences.

Determiners

- a *That year, Susi won the women's singles.*
- b *Ask any Indonesian of his generation.*
- c *He won many medals, including one gold.*
- d *Without him, fewer people would watch motorcycle road racing.*
- e *We'd never won any gold medals.*

More exercises in Grammar practice on p. 127.
Do exercises 1–3.

- 3 Work in pairs. Complete the sentences with determiners. Then discuss your choices.

- 1 She used to be ... forward in ... US women's football team.
- 2 She played for ... country 275 times and scored 150 goals. ... man has ever managed that!
- 3 Not ... people can claim to have made a sport popular more or less on ... own.
- 4 He has ... ego problems and ... great personality.
- 5 ... coach has shown me some videos of Joaquín when he was at ... best.
- 6 She always fought right to ... end, even when it seemed there was ... hope.

- 4 Choose the correct option to complete each gap.

- 1 I don't like ... sports.
a no b some c any
- 2 Hardly ... from my country have ever won an Olympic medal.
a many athletes b any athletes c no athlete
- 3 I'm pretty healthy. I eat very ... junk food.
a many b little c few

- 4 There aren't ... places near here where you can exercise outside.

a many b much c lot

- 5 A ... people I know are absolutely crazy about their favourite sports team.

a little b lot of c many

- 6 I don't think it's right that some athletes earn so ... money.

a few b many c much

- 5 Decide which sentences you agree with in exercise 4. Change the sentences that you do not agree with. Share your ideas in groups.

Number 1 isn't true for me. I like some sports. I'm really into basketball and baseball.

- 6 Complete the biography with one word in each gap.

Yao Ming is (1) ... retired professional basketball player. He stopped playing quite a (2) ... years ago, but he's still one of (3) ... most famous athletes in China. I have a (4) ... of great memories of watching him play. He spent (5) ... years playing in the NBA in North America, which was amazing because (6) ... Chinese player had ever done that before – and (7) hardly ... have done it since, either! (8) ..., if not all, Chinese people know him and are very proud of what he achieved. He's instantly recognisable because he's 2.29 metres tall. He made (9) ... other player in the NBA look small in comparison! In the end, though, he had a (10) ... of injuries that ended his career.

- 7 Choose the correct option to complete each dialogue.

- 1 Maria: How many people came to the performance?
Steve: ... We had to bring more chairs to sit everyone.
Maria: Your drama club is getting more popular!
a Not too many, actually.
b No unexpected guests.
c All those invited and even a few more.
- 2 Emily: ... for me?
Lucy: Not all of them. There are a few books for Sarah, too.
Emily: Oh, I see. Tell me which ones are mine then.
a Are these books
b Is that book
c How much of this collection is
- 3 Tom: We need to hand in our project in two days. ... time left.
Jack: I know, but it should be enough for us. Most of the project is ready.
a That's a lot of
b I don't know if we have many
c There's little



Fireworks explode at the opening ceremony of the London Olympic Games in 2012.

OLYMPIC GOLD

VOCABULARY BUILDING Synonyms in texts

Writers often use words or phrases with similar meanings to make their work more interesting and to avoid repetition.

Note that synonyms are never used in exactly the same way or with the same words.

Countries competing to **host the Olympics** will often spend huge amounts to **hold the 16-day event**.

- 1 Complete the sentences with the synonyms. Use a dictionary if necessary.

establish funding selected sums top

- 1 Hosts spend huge **amounts**.
Hosts invest large ... of money.
- 2 They have programmes for **elite** athletes.
They support ... competitors.
- 3 There is **money** to help develop successful athletes.
This ... is directly linked to success.
- 4 They helped to **set up** a programme that promotes excellence in sport.
They helped to ... a system that promotes excellence in sport.
- 5 Children are **chosen** as potential stars.
Children hope to be ... as potential stars.

- 2 Work in pairs. Rewrite the phrases using synonyms.

prove to have talent – *prove to have a natural ability*

- 1 achieve their targets
- 2 core principle
- 3 got its highest ranking
- 4 linked to success
- 5 tackle the challenges you face

READING

Understanding a text about countries that host Olympics

- 3 Work in groups. Which of the statements do you agree with? Can you think of any exceptions to your view?

- 1 The most important thing is not winning but taking part.
- 2 Hosting the Olympics is a waste of money.
- 3 In sport and life, you get what you pay for.
- 4 Increasing participation in sport at low levels could help tackle health and social challenges.

53 When Baron Pierre de Coubertin set up the first modern Olympics in Athens in 1896, he declared that 'The most important thing in the Olympic Games is not winning, but taking part; the essential thing in life is not conquering but fighting well.' Sometimes, these days it can seem that this core principle has been forgotten, **(1)** ...

The hosting countries spend huge amounts of money to hold the 16-day event. Many of the countries taking part invest huge sums in programmes for elite athletes. And that money is not spent to come fourth; the only thing that matters is having 'the best Games' and winning medals – preferably gold.

The figures are enormous! Depending on who you ask, China spent \$40 billion on the Beijing Olympics, Russia invested \$50 billion in Sochi; while Rio and London each cost between 14 and 18 billion dollars. In terms of money for athletes, the UK spent over \$400 million on supporting 1,300 top competitors. This funding is directly linked to success: those who fail to achieve their targets will have their funding cut and in some cases completely removed. **(2)** ...!

Similarly, some years ago, China established a system known as *Juguo Tizhi* ('whole country support for the elite sport system') for developing athletes. Children are identified as potential sports stars at the ages of six

to nine and are sent to special sports schools run by local government, **(3)** Those who prove to have talent move on to a semi-professional schedule of four to six hours a day, five or six days a week. After some years, the top performers then move on to provincial training centres. Students there live and breathe their sport and hope to be selected for their provincial team **(4)** There are around 400,000 young people in this system whose main purpose is to 'win glory for their nation' and, in the years before Beijing, it accounted for a very large percentage of all sports funding.

In both sport and life, you tend to get what you pay for; **(5)** China came first in Beijing, and Great Britain got its highest ranking for over 100 years in 2016. The question is whether this search for success at all costs comes at the expense of investing in something which is arguably more valuable: **(6)** Seeing your team win can obviously lift your spirits. However, this feeling is only temporary, while taking part in regular exercise and sport has been shown to have long-term psychological benefits, as well as having other advantages. Given this, surely spending more money on increasing sports participation from the lowest levels up would be a better way of tackling some of the health and social challenges that many countries face.

4 Read about the lengths some countries will go to in order to host the Olympics and do well. Complete the gaps (1–6) in the text with the phrases (a–f).

- a** the more money you spend, the better the results
- b** overtaken by the other motto de Coubertin is known for: 'faster, higher, stronger'
- c** local clubs and competitions; facilities for people to keep fit and play for fun
- d** and then to be full-time professional athletes representing their country
- e** where they train for up to 15 hours a week
- f** So much for the value of just 'taking part'

5 MY PERSPECTIVE – SPEAKING

Work in pairs. Discuss the questions.

- 1** Would you like to participate in a system like *Juguo Tizhi*? Why?/Why not?
- 2** Do you know any schools that specialise in sport? Do you think they are a good idea? Why?/Why not?
- 3** How much sport do you have to do at school? How much importance is given to winning?
- 4** Have you seen any great sporting events? How did they make you feel? Why?

CRITICAL THINKING Supporting arguments

Sometimes writers select information to support their point of view.

6 Work in pairs. Discuss whether you could use the facts to support an argument for spending money on the Olympics. Why?/Why not?

- 1** Six million dollars of the Beijing Olympics' costs went on sport. The rest included new subway lines, an airport terminal, a light railway and roads.
- 2** The majority of *Juguo Tizhi* athletes retire from their sport without formal educational qualifications.
- 3** According to the Chinese National Audit Office, the Beijing Olympics made a profit of \$146 million.
- 4** Montreal took over 30 years to pay off its debts from holding the Olympics.

7 Work in pairs. A city in Poland wants to host the Olympics. Discuss this idea, including the following aspects:

- benefits for the local community
- possible negative impact
- what would happen after the Olympics
- alternatives to hosting the Olympics

7E Grammar 2

Comparatives and superlatives

Using comparative and superlative structures with adjectives, adverbs and nouns

- 1 How far do you agree with this quote? Give examples to show how things are better or worse now than they were in the past.

'This is the best time to be alive – ever.' (TED Speaker Gareth Cliff)

Comparatives and superlatives

- a Bicycles have improved and become **far more aerodynamic**.
- b There are **many more people** training today.
- c Athletes are training **harder and more intelligently** than before.
- d The running tracks used in the 1930s were **not as fast as** the ones today.
- e The soft surface of old running tracks stole **much more energy** from athletes' legs compared to modern tracks.
- f Usain Bolt is **the fastest man** in history.
- g On average, shot-putters are now **two and a half inches taller and 130 pounds heavier** than they were in the 1920s.
- h The current hour record in cycling is **only slightly better** than it was over 40 years ago.
- i **The more money** governments spend on athletes, **the better** the results.

More explanation in Grammar reference on pp. 126–127.

- 2 Look at the Grammar box. Read the sentences about how sports and sportspeople have changed. Answer the questions.

- 1 Which sentences use a comparative form with:
 - an adjective?
 - an adverb?
 - a noun?
- 2 Which sentence uses a superlative adjective?
- 3 Which sentence emphasises that something is 'less than'?
- 4 Which of the words in bold show a small difference and which show a big difference?
- 5 Why do we say *many more people*, but *much more energy*? What is the opposite of both of them?
- 6 Which sentence shows how one change causes another change to happen at the same time?

More exercises in Grammar practice on p. 127. Do exercises 4–5.

- 3 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals.

- 1 The new gym in my area has a lot better equipment than the one I used to go to before.
MUCH
The new gym in my area is ... the one I used to go to before.
- 2 No other tournament has ever been as hard as last year's championship.
THE
Last year's championship was ... ever.
- 3 Our football team's performance was more spectacular last year than it is now.
AS
Our football team's performance isn't ... it was last year.
- 4 Tom found it easier to learn to play cricket than Ralph.
MORE
Tom learnt to play cricket ... Ralph.

Swimmers wear caps and body suits to help them move through the water faster than other competitors.

- 5 As I gain experience, the exercise I do at the gym becomes more intense.

THE

... I am, the more intense exercise I do at the gym.

- 6 We have hardly any motivation to play well in this match, while it's quite opposite in the case of our rivals.

FAR

Our rivals ... to play well in this match than we are.

- 4 Read about how small changes made a big difference for the British cycling team. How can small changes make big differences in your life?

Between the Olympics in 1908 and 2004, the British cycling team won just three gold medals. No British cyclist had even come close to winning (1) ... world's greatest cycle race, the Tour de France. Yet over the next 12 years, the British team won more than 25 gold medals and had two winners of the Tour. How could the team perform so (2) ... better?

The first thing was that cycling received a (3) ... more funding (4) ... it had had before and, thanks also to a new Olympic track in Manchester, the team could train (5) ... intensively. The coaches also began to focus on making small improvements in lots of areas. This was not just about training better and eating (6) ... healthily but also included things like teaching the cyclists to wash their hands properly and finding the (7) ... comfortable pillow for them to use at night! (8) ... cleaner their hands, the (9) ... colds and viruses the cyclists pick up, and the more training they can do. If they do not get as much sleep (10) ... they need, they may ride one percent (11) ... the next day. The more of these small improvements you can make, the (12) ... the difference compared (13) ... your competitors.

With the recent successes in British cycling, there are (14) ... more people cycling in the country than there used to be and having a much bigger pool of riders improves the chances of finding talented cyclists to continue that success.

There is a lesson here for all of us. We often set ourselves big goals which aren't so easy to achieve when perhaps we should focus on all the things we can do (15) ... better. Small changes can add up to a big difference.

- 5 Complete the summary in exercise 4 using one word in each gap. Compare your ideas with a partner.
- 6 Choose the correct option to complete each sentence.
- 1 At the penalty shootout, the goalkeeper is *more / much / most* concentrated than at any other moment of the match.
 - 2 Car races didn't use to be as spectacular *than / like / as* they are now.

- 3 Jumping sports take *far / many / the* more practice before a tournament than running sports.
- 4 The more effort you have to put in your sports career, *more / the / slightly* better paid you are.
- 5 The rules of baseball are *many / slightly / as* more complicated than the rules of volleyball.

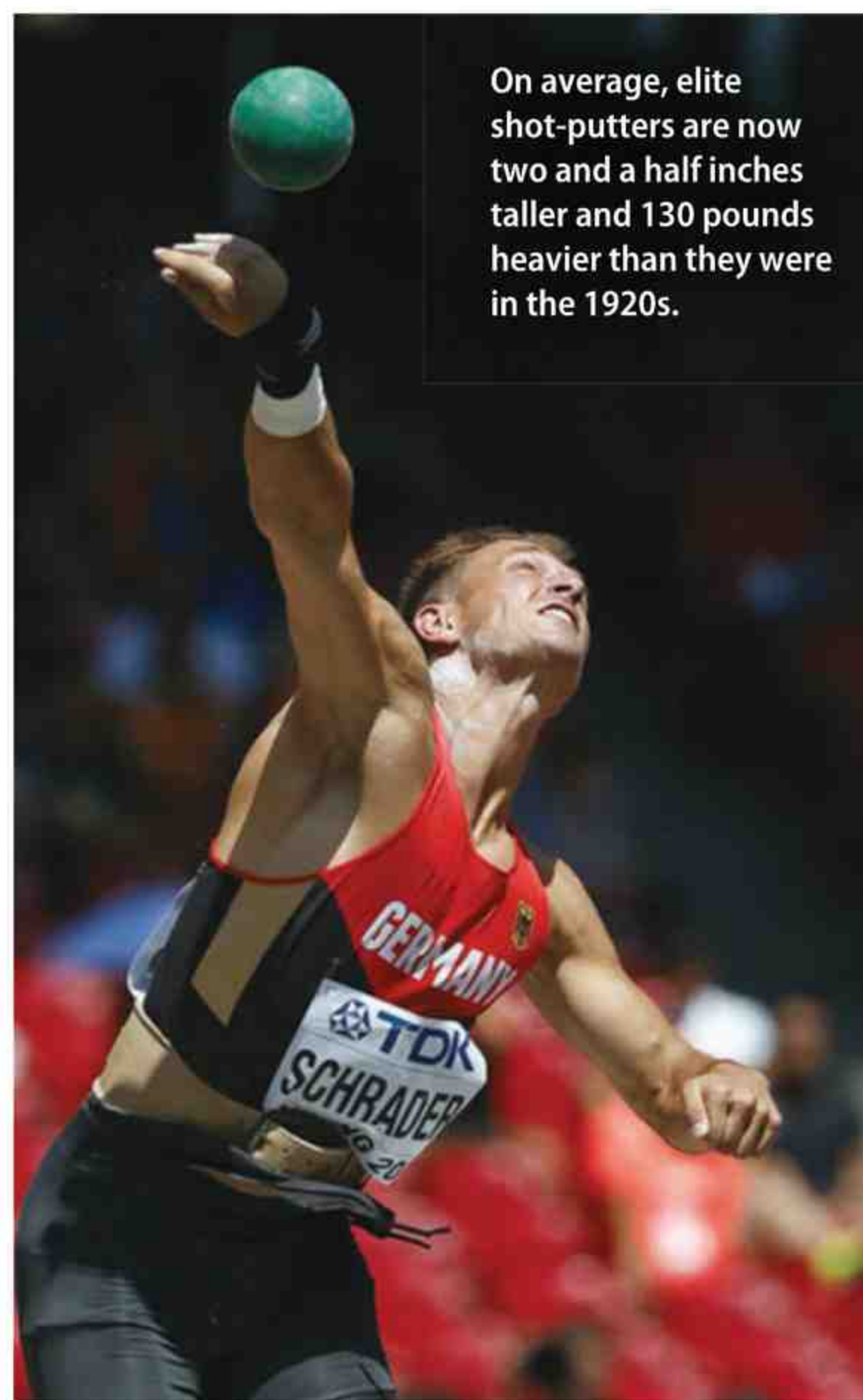
- 7 Work in pairs. Discuss if you agree with the statements in exercise 6.

8 CHOOSE

- 1 Write a short essay on the question in exercise 1. Use comparatives in your response.
- 2 Make a list of five things that are better compared to the past and five things that are worse compared to the past. Use comparatives to explain the differences.

- 9 Work in pairs. You are going to take part in a debate 'Small changes contribute to big improvements.' Before the debate, you are discussing what young people can do to improve the world they live in. In your discussion, include the following aspects:

- improving the performance of a school's sports team
- getting higher grades at school
- increasing people's life expectancy in your country
- stopping global warming



On average, elite shot-putters are now two and a half inches taller and 130 pounds heavier than they were in the 1920s.

7F Speaking

Useful language

Introducing main findings

The most surprising/interesting thing we found was that ...

You won't be surprised to hear that ... but one thing that was interesting was ...

The main thing we discovered was ...

(By far) the most popular ... was ...

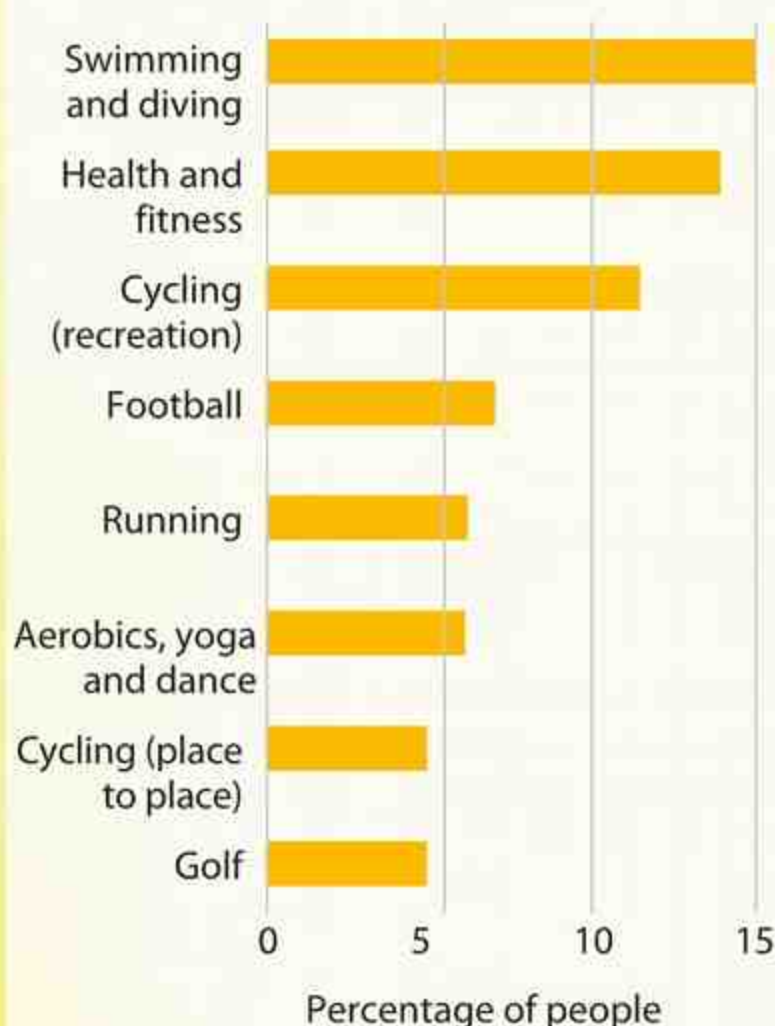
Introducing other points

Another thing that was interesting was ...

Apart from that, we found that ...

Some other things worth mentioning are ...

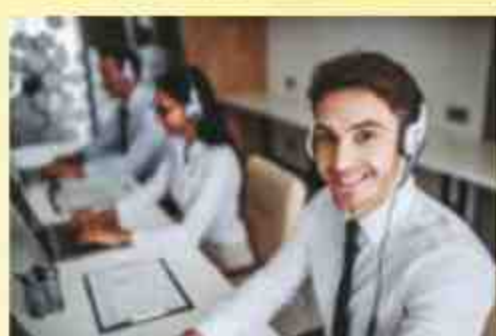
What sports have you participated in during the last month?



Source: UK Department for Culture, Media and Sport

Reporting findings, introducing main findings, introducing other points

- 1** Work in groups. The bar chart on this page shows the results of a survey into which sports people had done during the previous month. Discuss:
 - whether anything surprises you. If so, why?
 - why you think certain activities were more/less popular.
 - which results you would expect to be similar and different where you live.
- 2** Work in pairs. Discuss which claims are supported (S) and not supported (NS) by the data in the chart.
 - 1** One fifth of those questioned used a gym in the month before the survey.
 - 2** Swimming and diving are the most popular sports.
 - 3** One in 20 of those questioned played golf in the month before the survey.
 - 4** Just under five percent of those questioned cycle to and from work.
 - 5** The popularity of certain sports may change depending on the season.
- 3** Work in pairs. You are going to carry out a survey. Choose a question or think of one that interests you. Your survey should have at least six options.
 - What activities have you done in your free time during the last two weeks?
 - What is your favourite type of film to watch at the cinema?
 - What subjects do you want to study at university?
- 4** Interview as many students as you can and take notes. Discuss your notes with your partner and then present the findings to the whole class.
- 5** Work in pairs. For your school project, you need to carry out a survey about sports activities of the residents of your city. You can choose one of three surveying methods presented in the photos below.
 - Choose the method you like best. Justify your choice.
 - Say why you reject the other options.



Answer the questions.

- 1** Are survey results always trustworthy? What may affect their reliability?
- 2** What use can organisations or companies make of the results of surveys?
- 6** Work in pairs. You have carried out a survey among students in your school regarding their ways of spending free time. You are discussing the results now. In your discussion, include the following aspects:
 - some surprising results
 - how to present the results to students
 - the number of answers received
 - conclusions from the results

Beach football is a popular sport on Ipanema Beach in Rio de Janeiro.

7G Writing

An article

Writing an article – survey

- 1 Work in pairs. Read the website article below. Answer the questions.
 - 1 Which part of the description expresses the author's reaction to the results?
 - 2 What reaction does the author expect from the reader?

WHAT DO YOU DO TO LEAD A HEALTHY LIFE?

My favourite sports website, Go!, has recently published the results of a survey carried out on 50 people aged 13 to 55. The aim of the survey was to find out about levels of participation in sport in the four weeks before the interview.

As the results show, 68 percent of those interviewed walked for health and recreation, about one in six cycled and over half did some kind of sport within the month before. As can be seen from the chart, the most popular sport during this month was swimming and diving, with almost 15 percent of those questioned trying it at least once. This was followed closely by various health and fitness activities.

Among the people that did not take part in any sport during the month in question, the main reasons given for not participating were lack of time, expense and general poor health.

Generally, such results could be easily expected. Activities that do not require expensive equipment or intense practice are willingly picked up by people of all ages. What came as a surprise to me, though, was the low popularity of running. Several of my friends go jogging regularly. Thus, I'd expect running to be ranked a bit higher than that.

How about you? What sports have you done recently? Are you surprised with the results? Let me know in the comments!



Source: UK Department for Culture, Media and Sport

- 2 We often use passive forms in reports. Complete the sentences using the past participles of the verbs in brackets.

- 1 The chart shows the result of a survey ... (carry out) at our school last month.
- 2 Fifty pupils ... (age) 13 to 15 were ... (interview) about their reading habits.
- 3 As can be ... (see), only 20 percent of those ... (question) said they had read a novel in the previous six months.
- 4 The most popular author was J.R.R. Tolkien, ... (follow) by Anthony Horowitz.

- 3 **WRITING TIPS** Describing statistics

Replace the percentages in *italics* with the phrases.

Almost half	A significant majority
A tiny percentage	Just under three-quarters
Roughly a third	The vast majority

- 1 2% of those questioned spend more than an hour a day exercising.
 - 2 35% of those who responded play a team sport at least once a month.
 - 3 48% of those who responded prefer exercising alone.
 - 4 65% of those questioned would like to do more sport.
 - 5 74% of respondents do less sport now than they did five years ago.
 - 6 96% of the people I spoke to recognise the importance of exercise.
- 4 Work in pairs. Refer to the Writing strategies box and use the passive forms in exercise 2 to describe the statistics in this bar chart.
 - 5 A sports website has recently published a bar chart with the results of a survey showing the popularity of various sports by gender. Write an article for your school magazine, in which you will present what you have learnt from the bar chart and express your personal reaction to the results. Write between 200 and 250 words.

More about an article in Writing guide on p. 156.

Writing strategies

Describing statistics

When we are describing statistics, we sometimes use phrases or estimations instead of specific percentages. Instead of *10.3 percent cycled*, we might say *one in ten cycled*. We do this for variety or to emphasise a point. For example, *over half* may sound bigger than *52 percent*.

Skills Review 7

ENGLISH IN USE

Słownictwo

1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 This campaign is to raise people's ... of the problem of drugs in sports. **AWARE**
- 2 This is the third European ... for this experienced player. **CHAMPION**
- 3 The Olympic gold medal was won by an ... from Sweden. **ATHLETICS**
- 4 We want to take some exercise, ... in the fresh air. **PREFER**
- 5 He is the most ... footballer the world has ever seen. **SKILL**
- 6 His ... in the World Football Cup was cancelled. **PARTICIPATE**

Uzupełnianie luk

2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 My friend stood out as ... far the best basketball player in our school.
- 2 Harry has always had a real passion ... fishing.
- 3 It depends ... our coach whether we will have to train this weekend.
- 4 A survey was carried ... to check our students' sport preferences.
- 5 The run appeared to be easy as one ... ten participants managed to finish it within an hour.
- 6 ... from the last five minutes, the whole game was rather boring.

Parafrazy zdań

3 Uzupełnij drugie zdanie, używając podanego wyrazu w niezmiennionej formie tak, żeby zachować sens zdania wyjściowego. W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany.

- 1 He swam more slowly than he did in the last competition.
AS
He did ... he did in the last competition.
- 2 Last season their results were much better.
THAN
They are doing ... they did last season.

3 The organisers had expected more spectators to come to the match.

CAME

... to the match than the organisers had expected.

4 Newspapers did not publish much information about this competition.

WAS

Very ... published about this competition in newspapers.

5 They will organise a charity match at the national stadium.

HELD

A charity match ... at the national stadium.

6 When he practised martial arts, he did not eat any junk food.

NO

When he practised martial arts, ... junk food.

Tłumaczenie fragmentów zdań

4 Przetłumacz podane w nawiasach fragmenty zdań na język angielski.

- 1 (Mało ludzi) ... know the rules of cricket.
- 2 The more you train, (tym lepsze wyniki) ... you get.
- 3 The weights were (o pięć kilogramów cięższe) ... than earlier.
- 4 His current record for the 100 metres is only (trochę lepszy) ... than it was six months ago.
- 5 This competitor jumps (tak wysoko jak) ... the best ones in the world.
- 6 Our team won; although it was (ich najtrudniejszy) ... match in that volleyball competition.

Uzupełnianie zdań

5 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 Not only did he win the swimming competition, but he also ... the new world record.
a did
b set
c put
- 2 I love watching American football, but I don't know ... rules.
a no
b its
c it's

- 3 The better equipment we ... for our school, the more interesting our sports classes will be.
a buy
b are buying
c will buy
- 4 They do not have ... equipment in the gym; they need more weights, mattresses, and jumping ropes.
a many
b much
c a lot
- 5 My friend eventually ... his target of becoming a professional football player.
a received
b scored
c achieved
- 6 Winning 60 points at the beginning of the game lifted our players'
a happiness
b satisfaction
c spirits

Uzupełnianie zdań

- 6 Przeczytaj zdania. Uzupełnij każdą lukę wyrazami z ramki przekształconymi w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

account	achieve	happy	host
improve	retire	tackle	

- 1 Jack's sports ... are appreciated by the Ministry of Sport.
- 2 He ... from his sports career last year because of a serious neck injury.
- 3 ... the skills of our school basketball players is the priority now.
- 4 Have you ever thought about why bronze Olympic medalists are ... than silver medalists after winning the medal?
- 5 Collecting more money will be the best way of ... the problem with the sports equipment.

LISTENING

- 7 Usłyszysz dwukrotnie cztery wypowiedzi na temat uprawiania sportu (1–4). Do każdej z nich dopasuj odpowiadające jej zdanie (a–f).

Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej wypowiedzi.  54

Which speaker talks about:

- a** the people who were supportive while he/she was doing sports?
b his/her lack of experience that resulted in a serious accident?
c poor conditions he/she had for practising sports?
d the people who gave him/her useful tips about sports?
e the injuries which he/she had while practising sports?
f the ease with which he/she was able to practise sports?

1	2	3	4
...	...	...	...

SPEAKING

- 8 Rozmawiasz z kolegą/koleżanką na temat organizacji szkolnych zawodów sportowych w grach zespołowych. Poniżej podane są cztery kwestie, które musicie omówić:

- wybór dyscypliny sportowej,
- termin zawodów,
- pomoc nauczycieli,
- nagrody.

WRITING

- 9 Napisz artykuł, w którym omówisz wyniki ankiety dotyczącej powodów rezygnacji młodzieży z uczestnictwa w zajęciach wychowania fizycznego w szkole oraz przedstawisz propozycje rozwiązania tego problemu.

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

Grammar reference 7

GRAMMAR 1 Determiners

Determiners

Określniki to wyrazy poprzedzające rzeczownik. Wśród nich wyróżniamy *articles* – przedimki określone i nieokreślone oraz *quantifiers* – zaimki ilościowe.

Articles (przedimki określone i nieokreślone)

Przedimek nieokreślony *a/an* występuje:

- przed rzeczownikami policzalnymi w liczbie pojedynczej w ujęciu ogólnym (w znaczeniu „jeden z wielu”),
- kiedy mówimy o danej osobie/rzeczy po raz pierwszy,
- przed nazwami zawodów:

He is a professional basketball player.

Przedimek określony *the* występuje:

- przed rzeczownikami policzalnymi i niepoliczalnymi odnoszącymi się do konkretnej lub wcześniej wspomnianej osoby/rzeczy,
- przed przymiotnikami w stopniu najwyższym,
- jako element stałych wyrażen:

The Olympics are held in different countries. The hosting country spends huge amounts of money to hold the 16-day event.

Przedimek określony i nieokreślony nie występują:

- przed rzeczownikami niepoliczalnymi,
- przed rzeczownikami w liczbie mnogiej w ujęciu ogólnym,
- w wielu okolicznikach miejsca po przyminkach, np. *at school*,
- przed nazwami większości miast, państw i kontynentów oraz przed nazwami ulic, lotnisk i dworców, np. *Asia, London, Oxford Street, Chopin Airport, Victoria Station*:
People I know have no interest in football.

Quantifiers (zaimki ilościowe)

Wyrażenia te odpowiadają na pytania: „ile?”, „jak dużo?”. Niektóre z nich występują tylko z rzeczownikami niepoliczalnymi, a inne jedynie z rzeczownikami policzalnymi lub wyłącznie z rzeczownikami w liczbie mnogiej.

- *Both* stosujemy, mówiąc o dwóch osobach i/lub rzeczach:

Both Mark and his brother are top class athletes.

- *Either* i *neither* występują przed rzeczownikami w liczbie pojedynczej, kiedy mówimy o wyborze między dwiema możliwościami:

We could play either volleyball or squash. It's up to you.

Po wyrażeniu *neither* nie używamy *no* ani *not*:

In fact, neither team deserved victory.

- *Every* oraz *each* występują z rzeczownikami policzalnymi w liczbie pojedynczej. Bardzo często można ich używać zamiennie.

Each stosujemy, kiedy mamy na myśli poszczególne przedmioty/osoby w danej grupie:

Each athlete in our team is in great form this season.
(= każdy z nich z osobna)

Every stosujemy, kiedy mamy na myśli grupę jako całość:

Every professional athlete would like to win the Olympics.
(= wszyscy)

- *All* występuje przed rzeczownikami niepoliczalnymi oraz rzeczownikami w liczbie mnogiej, gdy mówimy o wszystkich przedmiotach/osobach w danej grupie:

All the medalists received monetary awards.

Any w zdaniach twierdzących stosujemy w znaczeniu „każdy, jakiegokolwiek”:

Ask any Indonesian of his generation.

- *Many* i *few* występują z rzeczownikami policzalnymi, natomiast *much* i *little* – z rzeczownikami niepoliczalnymi:

He won many medals, including one gold.

Ćwiczenia 1–3

GRAMMAR 2 Comparatives and superlatives

Formy porównawcze z użyciem przymiotników i przysłówków

- Aby powiedzieć, że dwie osoby lub rzeczy są w jakiś sposób (nie)podobne, używamy konstrukcji „(not) as + przymiotnik/przysłówek + as”:
Their training was not as hard as it is now.
- Do porównania osób/rzeczy, które znacznie się od siebie różnią, możemy wykorzystać wyrażenie *X is much/a lot/a great deal/far/miles better than Y*:

Bicycles have improved and become far more aerodynamic.

Możemy też podać konkretne liczby i miary:

On average, shot putters are now two and a half inches taller and 130 pounds heavier than they were in the past.

- Do porównania osób/rzeczy, które nieznacznie się od siebie różnią, możemy zastosować wyrażenie *X is a bit/ slightly (better) than Y*:
The current hour record in cycling is only slightly better than it was over 40 years ago.
- Możemy także zmodyfikować konstrukcję „not as ... as” za pomocą następujących wyrażen:

not nearly as fast as

not quite as good as

not nearly as many as

not quite as much

Haukenes was not nearly as fast as Yu in the 50km walk.

In the hammer throw, Pars was **not quite as good as** Lomnický.

- Kiedy chcemy powiedzieć, że „im więcej czegoś, tym...”, stosujemy konstrukcję „the + comparative ... , the + comparative ...”:

*The longer and thinner our legs are, **the** more energy-efficient they are to swing.*

- Do porównania obecnych sytuacji z tymi, które miały miejsce w przeszłości, stosujemy następujące konstrukcje:

*Athletes are training harder and more intelligently than they **used to/before/in the past/they did before**.*

*Elite shot-putters now are two and a half inches taller than they were **in the past/they used to be/40 years ago**.*

Ćwiczenia 4–5

Grammar practice

1 Choose the correct options.

- 1 Mia Hamm first started playing football when she was living in *the Italy / Italy*. Later, when she was at *the junior high school / junior high school*, she played in *the boys' team / boys' team*.
- 2 Hamm has done a lot to promote *a women's / the women's / women's* football.
- 3 To tell you *the truth / truth / a truth*, I'm not really interested in *motorbikes / the motorbikes*, but I admire Valentino Rossi. He has *charm / a charm / the charm* and *a lovely personality / lovely personality / the lovely personality*.
- 4 Jesse Owens was born in *the Alabama / Alabama* in 1913. He was *the youngest / youngest / a youngest* of ten children, and his father was *farmer / the farmer / a farmer*.
- 5 As *the teenager / teenager / a teenager*, Owens helped his family by delivering *the groceries / groceries* and working in *a shoe repair shop / shoe repair shop / the shoe repair shop*.
- 6 Susi Susanti now runs *company / the company / a company* selling *the badminton rackets / badminton rackets*. She imports *a material / the material* for *rackets / the rackets* from Japan and they're then produced in China.

2 Choose the correct options. Sometimes both answers are correct.

- 1 There's *not much / only a few* difference between the two teams.
- 2 I have *almost no / hardly* interest in sport, to be honest.
- 3 *Very few / Not many* talented young athletes actually become successful.
- 4 I've never really had *no / any* talent for sport.
- 5 I don't have *very much / very little* respect for many footballers.

- 6 *A lot of / Most* medals we win at the Olympics are in long-distance running.
- 7 When the World Cup is on, I usually try and watch *all / every* game.
- 8 I couldn't see much because there were *a lot of / so many* people in front of me.

3 Complete the sentences with the determiners.

all any both each either every neither no

- 1 I like the fact that you can play the game anywhere. special equipment is needed.
- 2 Mia Hamm was named FIFA's World Player of the Year in 2001 and 2002.
- 3 his school nor his family had the money to send Jesse Owens to the 1932 Olympics.
- 4 My brother can name player who has played for the team in the last ten years!
- 5 I admire athlete who works hard and has a good attitude.
- 6 It's a very close game. team could win, but I still think Brazil look stronger.
- 7 my friends are really into boxing, but I can't stand it!
- 8 There's a website that shows you how much player earns.

4 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 This season they have scored 65 goals and we've only scored 30.
This season they've scored we have.
MILES
- 2 Usain Bolt actually ran only slightly faster than Jesse Owens.
Jesse Owens as Usain Bolt.
FAST
- 3 I used to play basketball quite a lot, but I hardly ever play now.
I don't play basketball I used to.
MUCH
- 4 No-one has ever won as many gold medals in swimming for their country as her.
She is our ever.
SUCCESSFUL
- 5 If you continue to play, your injury will only get worse.
The worse your injury will get.
LONGER

5 Complete the comparatives using your own ideas.

- 1 I'm slightly than .
- 2 I'm nowhere near .
- 3 Young people these days are far more .
- 4 There as as there in the past.
- 5 I than I used to.
- 6 , the more successful you will be.

VOCABULARY p. 115

achievement (n) /ə'tʃi:vmənt/ osiągnięcie
anticipate (v) /æn'tɪsɪpeɪt/ przewidywać
average (adv, adj) /'ævərɪdʒ/ średnio, średni
awareness (n) /ə'weənəs/ świadomość
captain (v) /'kæptɪn/ być kapitanem
championship (n) /'tʃæmpɪənʃɪp/ mistrzostwa
claim (v) /kleɪm/ twierdzić
energetic (adj) /,enə'dʒetɪk/ energiczny
forward (n) /'fɔ:wəd/ napastnik
game (n) /geɪm/ gra, mecz
goal (n) /gəʊl/ gol
great attitude (n) /,greɪt 'ætɪ,tju:d/ świetne nastawienie
hold a record (phr) /,həʊld ə 'rekɔ:d/ mieć, utrzymywać rekord
key player (n) /,ki: 'pleɪə/ kluczowy, ważny gracz
move (n) /mu:v/ ruch
participation (n) /,pɑ:tsɪ'peɪʃn/ udział, uczestnictwo
passion for (n) /'pæʃn fə/ pasja do
play a key role (phr) /'pleɪ ə ,ki: 'rəʊl/ odgrywać kluczową rolę
race (n) /reɪs/ wyścig
right to the end (adv) /,raɪt tə ði 'end/ do samego końca
role model (n) /'rəʊl ,mɒdl/ autorytet
score (v) /sko: / zdobywać (punkty, bramki)
season (n) /'si:zn/ sezon
set a record (phr) /,set ə 'rekɔ:d/ ustanawiać rekord
skillful/skilled player (n) /,skɪlfl/skɪld 'pleɪə/ zręczny, sprawny gracz
smash the old world record (phr) /'smæʃ ði ,əʊld ,wɜ:ld 'rekɔ:d/ pobić stary rekord świata
sports fan (n) /'spɔ:ts ,fæn/ kibic
technique (n) /tek'ni:k/ technika
the Olympics (n) /ði ə'lɪmpɪks/ Olimpiada
victory (n) /'vɪktəri/ zwycięstwo
win silver/gold medal (phr) /'wɪn ,sɪlvə/ ,gəʊld 'medl/ zdobyć srebrny/złoty medal
World Cup (n) /,wɜ:ld 'kʌp/ Puchar Świata
wrestling (n) /'reslɪŋ/ zapasy

LISTENING p. 116

above sea level (phr) /ə,bʌv 'si: ,levl/ powyżej poziomu morza
accomplish (v) /ə'kʌmplɪʃ/ osiągać
accomplishment (n) /ə'kʌmplɪʃmənt/ osiągnięcie
athlete (n) /'æθli:t/ lekkoatleta, sportowiec
attempt (v, n) /ə'tempt/ podejmować próbę, próba
be at one's best (phr) /bi: æt wʌnz 'best/ być u szczytu formy
bore sb with sth (v) /'bɔ: ,sʌmbədi wɪð 'sʌmθɪŋ/ zanudzać kogoś czymś
compete (v) /kəm'pi:t/ konkurować
competitor (n) /kəm'petɪtə/ zawodnik/ zawodniczka
conquer (v) /'kɒŋkə/ zdobywać
descend (v) /dɪ'send/ schodzić, zjeżdżać
descent (n) /dɪ'sent/ zjazd, zejście w dół
determination (n) /dɪ,tɜ:mi'neɪʃn/ determinacja
dive (v) /daɪv/ nurkować

eight-thousander (n) /,eɪt'θaʊzəndə/ ośmiotysięcznik
feat (n) /fi:t/ wyczyn
float (v) /fləʊt/ unosić się (w powietrzu, na wodzie)
International Olympic Committee (n) /,ɪntə,næʃnəl ə'lɪmpɪk kə,mɪti/ MKOL
mountaineering (n) /,maʊntɪ'niəriŋ/ wspinaczka, alpinizm
operate a drone (phr) /,ɒpəreɪt ə 'drəʊn/ obsługiwać drona
out of the question (phr) /,aʊt əv ðə'kwɛstʃən/ wykluczone, poza dyskusją
outstanding (adj) /aʊt'stændɪŋ/ nadzwyczajny
overcome problems (phr) /,əʊvə,kʌm 'prɒbləmz/ przezwyciężać problemy
overtake (v) /,əʊvə'teɪk/ wyprzedzać
peak (n) /pi:k/ szczyt
racer (n) /'reɪsə/ kierowca wyścigowy
stamina (n) /'stæmɪnə/ kondycja
summit (n) /'sʌmɪt/ szczyt, wierzchołek

GRAMMAR 1 p. 117

concentration (n) /,kɒnsən'treɪʃn/ skupienie, koncentracja
have no interest in (phr) /,hæv ,nəʊ 'ɪntrəst ɪn/ nie wykazywać zainteresowania
in comparison (adv) /ɪn kəm'pærɪsən/ w porównaniu
injury (n) /'ɪndʒəri/ kontuzja
recognisable (adj) /'rekəɡnaɪzəbl/ rozpoznawalny
retired (adj) /rɪ'taɪəd/ emerytowany, na emeryturze
unexpected (adj) /,ʌnɪk'spektɪd/ nieoczekiwany

READING pp. 118–119

a 16-day event (phr) /ə ,sɪkstɪ:n dei ɪ'vent/ 16-dniowe wydarzenie
account for (phr v) /ə'kaʊnt fə/ stanowić
achieve one's targets (phr) /ə'tʃi:v wʌnz 'tɑ:gɪts/ osiągnąć swoje cele
airport terminal (n) /,eəpɔ:t 'tɜ:mɪnl/ terminal lotniska
alternative (n) /ɔ:l'tɜ:nətv/ alternatywa, inna opcja, możliwość
arguably (adv) /'ɑ:gjuəbli/ prawdopodobnie, zapewne
at all costs (phr) /æt ,ɔ:l 'kɒsts/ za wszelką cenę
come top (phr) /kʌm tɒp/ pojawić się na pierwszym miejscu listy
core principle (n) /,kɔ: 'prɪnsəpl/ podstawowa zasada
depending on (phr) /dɪ'pendɪŋ ɒn/ w zależności od
enormous (adj) /ɪ'nɔ:məs/ ogromny
excellence in sth (n) /'eksələns ɪn 'sʌmθɪŋ/ perfekcja w
exception (n) /ɪk'sepʃn/ wyjątek
facility (n) /fə'sɪləti/ udogodnienie, element infrastruktury
figure (n) /'fɪɡə/ liczba
formal educational qualifications (n) /'fɔ:ml edʒu,keɪʃnəl ,kwɒlɪfɪ'keɪʃnz/ formalne kwalifikacje pedagogiczne

host the Olympics (phr) /,həʊst ði ə'lɪmpɪks/ być gospodarzem Olimpiady
importance (n) /ɪm'pɔ:tns/ znaczenie, ważność
lift one's spirits (phr) /,lɪft wʌnz 'spɪrɪts/ podnieść kogoś na duchu
light railway (n) /,laɪt 'reɪlweɪ/ kolej pasażerska
linked to (adj) /'lɪŋkt tə/ połączony z
local community (n) /,ləʊkl kə'mju:nəti/ miejscowa wspólnota
local government (n) /,ləʊkl 'ɡʌvənmənt/ miejscowe władze
majority (n) /mə'dʒɔrəti/ większość
move on to (phr v) /,mu:v 'ɒn tə/ przechodzić na/do
nation (n) /'neɪʃn/ naród
negative impact (n) /,negətv 'ɪmpækt/ negatywny wpływ
obviously (adv) /'ɒbvɪəsli/ oczywiście, najwyraźniej
opening ceremony (n) /,əʊpənɪŋ 'serəməni/ ceremonia otwarcia
pay off debts (phr) /'peɪ ,ɒf 'dets/ spłacać długi
percentage (n) /pə'sentɪdʒ/ odsetek
preferably (adv) /'prefərəbli/ raczej, najchętniej
provincial training centre (n) /prə,vɪnʃl 'treɪnɪŋ ,sentə/ wojewódzkie centrum treningowe
ranking (n) /'ræŋkɪŋ/ ranking; miejsce na liście
remove (v) /rɪ'mu:v/ usuwać
represent (v) /,reprɪ'zent/ reprezentować
specialise in (phr) /'speʃəlaɪz ɪn/ specjalizować się w
sporting event (n) /'spɔ:tɪŋ ɪ'vent/ wydarzenie sportowe
subway line (n) /'sʌbweɪ ,laɪn/ linia metra
tackle a challenge (phr) /,tækl ə 'tʃæləndʒ/ poradzić sobie z wyzwaniem
win glory (phr) /,wɪn 'ɡlɔ:ri/ zyskać chwałę

GRAMMAR 2 pp. 120–121

add up to (phr v) /,æd 'ʌp tə/ przyczyniać się
be alive (phr) /bi: ə'laɪv/ być żywym
cycle race (n) /'saɪkl reɪs/ wyścig kolarski
gain experience (phr) /,geɪn ɪk'spɪəriəns/ zdobywać doświadczenie
global warming (n) /,ɡləʊbl 'wɔ:mɪŋ/ globalne ocieplenie
goalkeeper (n) /'gəʊl,ki:pə/ bramkarz
grade at school (n) /'greɪd ət 'sku:l/ ocena w szkole
inch (n) /ɪntʃ/ cal (2,54 cm)
life expectancy (n) /'laɪf ɪk'spektənsi/ średnia długość życia
on average (adv) /ɒn 'ævərɪdʒ/ średnio
penalty shootout (n) /,penltɪ 'fʊ:təʊt/ rzut karny
pick up viruses (phr) /pɪk ʌp 'vaɪərəsɪz/ łapać wirusy
pillow (n) /'pɪləʊ/ poduszka
pool of (n) /'pu:l əv/ pula, dostępne zasoby
pound (n) /paʊnd/ funt (0,454 kg)
properly (adv) /'prɒpəli/ właściwie
put effort into sth (phr) /,put 'efət ɪntə ,sʌmθɪŋ/ wkładać w coś wysiłek

quote (n) /kwəʊt/ cytat
running track (n) /'rʌnɪŋ træk/ bieżnia
set oneself a goal (phr) /'set wʌn, self ə 'gəʊl/ stawiać sobie za cel
shot-putter (n) /'ʃɒt, putə/ kulomiot
slightly (adv) /'slaɪtli/ niewiele, ledwie
tournament (n) /'tuənəmənt/ turniej

SPEAKING p. 122

activity (n) /æk'tɪvəti/ aktywność, działanie
apart from that (conj) /ə'pɑ:t frəm ðæt/ oprócz tego
bar chart (n) /'bɑ: tʃɑ:t/ wykres słupkowy
carry out a survey (phr v) /,kæri 'aʊt ə 'sɜ:veɪ/ przeprowadzać ankietę
data (n) /'deɪtə/ dane
introduce other points (phr) /,ɪntrə,dju:s 'ʌðə ,pɔɪnts/ przedstawiać inne opinie
introduce/present main findings (phr) /,ɪntrə,dju:s prɪ'zent meɪn 'faɪndɪŋz/ przedstawiać/prezentować główne odkrycia
one fifth (n) /,wʌn 'fɪfθ/ jedna piąta, 1/5
one in 20 (phr) /,wʌn ɪn 'twenti/ jeden z/na 20
questioned (adj) /'kwɛstʃənd/ ankietowany
recreation (n) /,rekri'eɪʃn/ rekreacja
resident (n) /'rezɪdnt/ mieszkaniec
surveying method (n) /,sə'veɪɪŋ 'meθəd/ metoda przeprowadzania ankiety
under five percent (phr) /,ʌndə ,faɪv pə'sent/ mniej niż pięć procent

WRITING p. 123

almost half (phr) /,ɔ:lməʊst 'hɑ:f/ prawie połowa
by gender (adv) /baɪ 'dʒendə/ według płci
come as a surprise (phr) /,kʌm əz ə sə'praɪz/ okazać się dla kogoś niespodzianką
describe statistics (phr) /dɪ'skraɪb stə'tɪstɪks/ opisywać dane statystyczne
estimation (n) /,estɪ'meɪʃn/ przybliżenie
in question (adj) /ɪn 'kwɛstʃən/ wspomniany, wymieniony
just under three-quarters (phr) /'dʒʌst ,ʌndə ,θri: 'kwɔ:təz/ nieco poniżej 3/4
roughly a third (phr) /,rʌfli ə 'θɜ:d/ w przybliżeniu 1/3
running route (n) /'rʌnɪŋ ,ru:t/ trasa biegu
such a high rank (phr) /,sʌtʃ ə ,haɪ 'ræŋk/ tak wysoka pozycja w rankingu
tiny percentage (n) /,taɪni pə'sentɪdʒ/ niewielki procent

SKILLS REVIEW pp. 124–125

bruise (n) /bru:z/ siniak
bump (n) /bʌmp/ wybój, nierówność
cheer sb on (phr v) /,tʃɪə ,sʌmbədi 'ɒn/ zagrzewać kogoś do walki
drop out (phr v) /,drɒp 'aʊt/ odpadać (np. z biegu)
exhaustion (n) /ɪg'zɔ:stʃən/ wyczerpanie

flair for skiing (phr) /,fleə fə 'ski:ɪŋ/ wrodzony talent, smykałka do nart
get out of pins and armlocks (phr) /,get 'aʊt əv,pɪnz ənd 'ɑ:mlɒks/ uwolnić się z chwytu judo
jumping rope (n) /'dʒʌmpɪŋ rəʊp/ skakanka
martial arts (n) /,mɑ:ʃl 'ɑ:ts/ sztuki walki
midpoint (n) /'mɪdpɔɪnt/ połowa dystansu
stand out (phr v) /,stænd 'aʊt/ wyróżniać się, odznaczać się
strength (n) /streŋθ/ siła
strike (n) /straɪk/ uderzenie
supportive (adj) /sə'pɔ:tɪv/ wspierający
weights (n) /weɪts/ ciężary, hantle
wound (n) /wu:nd/ rana

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- Journalists often mention (*świetne nastawienie polskich kibiców*) ... at volleyball tournaments.
- The captain of the team (*odgrywa kluczową rolę*) ... not only during a game.
- Disabled players have to (*przezwyćczać dużo więcej problemów*) ... than ordinary ones.
- Practising sport often (*wiąże się z siniakami i ranami*) ..., which you cannot avoid.
- (*Jedna na 20 ankietowanych osób*) ... could chase a bus effortlessly.

2 Choose the correct option to complete the sentences.

- We are going to ... main findings of our analytical team.
a discover **b** introduce **c** interview
- She decided to ... out a survey on her own.
a put **b** carry **c** run
- Is judo going to be one of your favourite martial ... ?
a fights **b** sports **c** arts
- Winning this competition won't be difficult with her ... for dancing.
a flair **b** strike **c** rhythm

5 All spectators were watching the goalkeeper before the ... shootout.

- a** priority **b** penalty **c** provincial

3 Complete each sentence with the word that best fits the gap.

- They were going to bore her ... their memories from football matches.
- When he won that Olympic medal he was ... his best.
- The vast majority of Poland is ... sea level.
- I would like to appreciate her excellence ... diving.
- The local government's hardest decision was ... of the question.

4 Use the word in capitals to form a word that fits in the gap.

- People that do sports are more ... than those who are not active. **ENERGY**
- His biggest ... gave him fame and well-being. **ACCOMPLISH**
- Do you think wrestling needs greater ... than judo? **CONCENTRATE**
- Her world record was the most ... feat. Everybody was amazed. **EXPECT**
- Sportspeople emphasise the ... of regular training. **IMPORTANT**

8 Cultural transformation



IN THIS UNIT YOU LEARN

VOCABULARY

- participation in cultural events
- customs and traditions

GRAMMAR

- future forms

SKILLS

Listening

- art projects
- multiple choice

Reading

- a new programme for teaching music
- adjective and noun collocations
- multiple choice

Speaking

- making suggestions
- rejecting suggestions
- suggesting alternatives

Writing

- a *for* and *against* essay

CRITICAL THINKING

- understanding and evaluating ideas

TED TALK

- a park in the sky

8A Vocabulary

Cultural events

Talking about cultural events, customs and traditions

- 1 Work in groups. Look at the cultural attractions and discuss the questions.

art gallery/museum	arts/music festival	cinema	comedy club
food festival	music venue	public art	theatre

- 1 Which of the cultural attractions do you have near where you live?
- 2 Do you go to any of them? Why?/Why not?
- 3 Would you like to have any of them near where you live? Why?/Why not?

- 2 Complete the first part of the summary with the words in brackets. Add any additional words, if necessary.

The Rio Carnival, one of the world's leading festivals, (1) ... (*held / February / year*) in Rio de Janeiro, Brazil. During the festival, organisers (2) ... (*put on / huge / number / parades*) and parties all over the city, which (3) ... (*attract / at least / million / tourists*). The festival (4) ... (*has / big / impact / city*) and on people's cultural lives. The carnival involves around 200 Samba schools, which try (5) ... (*present / best / costumes*), dance routines, and musical bands.

- 3 Read the second part of the summary. Complete the gaps with one word only. Then listen and check your answers.  56

It generates over \$750 million in income locally in Rio which comes (1) ... tourists (2) ... attend the four-day event and the Samba schools, which can sometimes spend over three million dollars (3) ... costumes and preparations. The festival boosts Brazil's broader economy as (4) But it's not just about money. There's wide support (5) ... the festival because it brings people together and helps create a sense (6) ... pride in the country. Many of the Samba schools are from (7) ... poorest neighbourhoods in the city, and the festival offers young people opportunities to take part in cultural activities and learn new skills. Owing to the festival, Rio (8) ... been recognised as a cosmopolitan city and cultural hotspot all over the world.

- 4 Complete the sentences with six different cultural attractions you know of. Then work in pairs and share your ideas.

- 1 ... is held every year.
- 2 ... attracts a lot of tourists to our area.
- 3 ... has had a big impact on our country.
- 4 ... brings people together.
- 5 ... has very wide support.
- 6 I'd like to get involved in

5 MY PERSPECTIVE – SPEAKING

Work as a class. Talk about the places and events you thought of in exercise 1. Use words and phrases from the summary in exercises 2 and 3.

We've got a music venue near where we live. The promoters put on a lot of small concerts and parties.

- 6 Work in pairs. You are discussing benefits related to cultural attractions and events organised in Poland. In your discussion, include the following aspects:

- your personal benefits
- traditional Polish events
- most beneficial types of events
- possible threats and dangers

Members of the Vila Isabel Samba School perform in a parade during the Rio Carnival.

8B Listening

Listening to texts about art

- 1 Work in groups. Look at the photo and discuss the questions.

- 1 Where do you think the photo was taken?
- 2 What has been done to the building? Why?
- 3 Do you like it? Why?/Why not?
- 4 Have you ever seen anything similar? Where?

- 2 Listen to a podcast about two big art projects. What are the plans for the places?  57

- 3 Choose the correct option to complete each sentence. Listen again and check your answers.  57

- 1 The Favela Painting Foundation
 - a has done a similar project before.
 - b is going to carry out the project in two places, Rio and Port-au-Prince, at the same time.
 - c had its Haiti project destroyed in a hurricane.
 - d collects money for the victims of the hurricane.
- 2 One benefit the Haiti project will bring is that
 - a local artists will have a job for some time.
 - b more artists will come to Port-au-Prince to help.
 - c it will encourage artists to invest in their own workplaces.
 - d it will protect the area from hurricanes and earthquakes.
- 3 The Birmingham project will require
 - a a large group of artists to design the cultural space.
 - b refreshing all areas in the city.
 - c a large sum of money at the beginning.
 - d creating a large map of cultural places in the neighbourhood.
- 4 Mark mentions a community arts festival
 - a to invite Holly to it.
 - b as a cheaper way to keep the community united.
 - c to ask the presenter to help him find volunteers.
 - d because he doesn't remember when it starts.
- 5 What can be said about both projects is that
 - a they are based on previous work.
 - b a part of the local community is critical about them.
 - c it may be difficult to keep the art in good condition.
 - d they are supposed to improve the local economy.

4 MY PERSPECTIVE – SPEAKING

Think about your community. What would you choose if you had to decide between the two public art projects and Mark's suggestion? Why?

- 5 Check if you understand the phrases in the box. Complete the questions with the phrases, then listen and check.

 58

breathtaking	even remotely as	go with
good care of	piece of art	thrilled by

- 1 What's the greatest ... you've ever seen?
- 2 Which colours do not usually ... one another?
- 3 What was the last view you were ... ?
- 4 In which subject aren't you ... good as your friend?
- 5 What place in your area have the authorities taken ... ?
- 6 What's the most ... performance you've seen this year?

- 6 Work in pairs. Answer the questions in exercise 5.

- 7 You will hear three recordings regarding a popular museum in Spain. Choose the correct option.  59

- 1 What is the aim of the speaker?
 - a To describe how the museum was built.
 - b To invite the listener to see the art inside.
 - c To suggest that there's a lot to see before you enter the museum.
- 2 Which is true about the speaker?
 - a She went to the museum to see art by Bill Viola.
 - b She describes the best piece of art she has seen so far.
 - c She enjoyed all the artwork she saw.
- 3 Which of these statements taken from the recording is an opinion rather than a fact?
 - a The Foundation is building another museum in Abu Dhabi soon.
 - b The website is a must-see, especially if you aren't going to visit the museums on your own.
 - c You will see short videos presenting each of the museum sites.

With the help of Haas and Hahn, members of a Caribbean community came together to transform a part of their neighbourhood.

8C Grammar 1

Future forms 1

Using future forms: plans, arrangements and predictions

- 1 Look at the Grammar box. Why do you think the forms in bold are used in each sentence?

Future forms

- a And in Haiti, the project **is certainly going to create** jobs, and it'll be employing local artists.
b I guess that work **won't last**, but I think the locals are hoping the project **will attract** interest in the area.
c The piece should be low maintenance, so they **won't be spending** thousands of pounds every year.
d What about once it's **been completed**?
e What'll happen when the paint **fades**?
f We're **about to put on** a community arts festival.
g We're **holding** various shows and events over a week.
h You can ... get information on Mark's festival which **starts** on the 24th.

More explanation in Grammar reference on p. 144.

- 2 Match each explanation of how to create future forms with an extract in the Grammar box. There are two extracts for one of the explanations.

- 1 The present simple is used to refer to a scheduled or regular event.
- 2 The present simple or present perfect is used because it follows a time word.
- 3 The present continuous is used because they are talking about an arrangement they have made.
- 4 Will + infinitive is used because they are making predictions about the future they are certain about.
- 5 The future continuous is used because they are talking about an ongoing/unfinished future action.
- 6 Be about to + verb is used to talk about something which is going to happen in the very near future.
- 7 Be going to + verb is used because they are making a prediction.

More exercises in Grammar practice on p. 145.
Do exercises 1–2.

- 3 Choose the correct options to complete the paragraph.

Our town (1) *holds / is going to hold* a festival next year for the total solar eclipse. There (2) *will be being / are going to be* some small events in the week before the eclipse (3) *takes / is taking* place – like talks and music. And then on the actual day, the eclipse is due quite early in the morning, so we (4) *are about to put on / are putting on* a concert with some local bands as the sun (5) *rises / will rise*. After the concert (6) *has finished / will finish*, we're going to have a huge breakfast barbecue to prepare for the big event. It should be great! A lot of people (7) *will be coming to / come to* the area next year to catch the eclipse so we (8) *will hopefully get / are*

hopefully getting a few visitors here in our town too, although that's not the main thing about putting on the event. We're really doing it because we want to bring people together, and it's not like we (9) *will be spending / spend* thousands of dollars on it. If (10) *it's going to be / it will be* a success, we'll need lots of volunteers.

- 4 Complete the second sentence so that it has the same meaning as the first. Use the word in capitals. Do not change the form of this word. You may use between two and five words in each gap.

- 1 After leaving the exhibition, we will go to a café. HAVE
When ..., we will go to a café.
- 2 The show will start in a moment. ABOUT
The show is ... in a moment.
- 3 What is the departure time of Bus 35? DEPART
What time ... ?
- 4 I'll be at the cinema at 5 pm on Saturday. The film starts at 4 and lasts for almost two hours. WATCHING
I ... at the cinema at 5 pm on Saturday.
- 5 What are your plans for next weekend? GOING
What ... next weekend?

- 5 How many times can you complete the sentences so that they are correct and true? Compare with a partner and see who got the most.

- 1 I'm ... next weekend.
- 2 I'm going to ... after ...
- 3 There's about to be ... in our town.
- 4 I will be ..., so I can ...
- 5 Next term, ...

- 6 Work in pairs. Make a list of at least four ideas for pieces of art/cultural events/festivals for your community.

- 7 Work with another pair of students. Compare your ideas. Discuss which you think would:

- be the most fun.
- do most to boost the local economy.
- have the longest lasting impact.
- be the most difficult to organise.

- 8 Work in the same groups. Choose one of your ideas. Discuss:

- the venue
- how long it will take to set up and how long it will last
- who will take part/organise it
- how much it will cost
- how you will raise the money
- any permission you will need
- how to get people to support the project

- 9 Present your ideas to the class. Vote on which one you like best.

A SYSTEM THAT'S LEADING THE WAY



VOCABULARY BUILDING Adjective and noun collocations 2

It is a good idea to notice and learn adjective-noun collocations. Think about:

- what verbs or phrases go with the collocation.
*give an **individual performance**/get a mark for your **individual performance***
- examples from real life.
*We have to work in groups, but we get a mark for our **individual performance**.*

- 1 Work in pairs. Take turns explaining what each collocation means. Use a dictionary if necessary.

diverse social backgrounds	driving ambition
hard work	innovative scheme
low-income	mixed results
straightforward process	strict set of rules
	leading orchestra
	private companies

- 2 Complete the sentences with the collocations in exercise 1.

- The management introduced a/an ... of promotion and motivation to stop workers from quitting.
- Several ... were interested in building the opera house, but only two offers had reasonable terms.

- The afternoon drama club in my city has successfully appealed to young people from
- The school management decided to work out a/an ... in order to prevent bullying and violence.
- The new method is not universal – it will bring ... depending on how motivated each student is.

READING

Understanding a text about a programme for teaching music

- 3 Read about *El Sistema*, a programme for teaching music. Put the sentences (a–g) in the correct places (1–6) in the article. There is one sentence that you do not need.
- It has also been credited with improving relations between different communities and saving many children from getting involved in gangs and violence.
 - Obviously, the resources that the Venezuelan government puts into *El Sistema* are important.
 - Central to *El Sistema* is a focus on discipline and commitment.
 - Abreu was also a politician and a minister in the government.
 - However, it seems there are always individuals whose lives are changed.

60 JOSE ANTONIO ABREU trained and worked as an economist for many years, but his dream was to have a life in music. He fulfilled that dream, firstly through individual performance, but more importantly through founding *El Sistema*. *El Sistema* is an innovative scheme for teaching music to children from diverse social backgrounds. It has been so successful that an orchestra which is part of the scheme – the Venezuelan National Youth Orchestra – has been named among the five leading orchestras in the world. (1) ...

When he first started the orchestra, Abreu had managed to get 50 music stands for the 100 children he was expecting to come and rehearse. In the end, only 11 turned up. What was he going to do? Give up or try and attract many more children to fill those spaces? In fact, he went several steps further and promised those 11 students that he would turn the orchestra into a world leader! So apart from this driving ambition, how did it happen?

(2) ... It pays for instruments and teaching for over 500,000 young musicians who are involved in the programme and also provides monthly grants to older pupils as a reward for their hard work. It also pays for performances and teaching younger children in the programme. Private companies often sponsor local groups and parents also raise funds for tours.

However, money is not the only factor in its success.

(3) ... New students can start from as young as three, but students and their parents must agree to a strict set of rules and attend classes and rehearsals for between one and four hours a day, up to six days a week. Teachers may visit parents to help them understand the hours required to improve and how to support their children.

While discipline is important, the musical training also emphasises fun, team spirit, physical expression and the value of performance. Students start in a choir and work on rhythm and percussion before moving on to playing the recorder and then finally choosing their instrument at the age of seven. (4) ...

El Sistema is seen by many people from low-income families as a way to stay in education and escape poverty. It can present opportunities to travel via tours within Venezuela and abroad. (5) ... No wonder many other countries have looked to copy the programme.

Setting up a 'sistema' is not a straightforward process and there have been mixed results. (6) ... As one parent from the Scottish Sistema put it, 'My son was struggling, and I was worried he was going to go off school and maybe end up getting in with the wrong kids. *El Sistema* has made a huge difference. He's gained confidence, learnt discipline and he's definitely back on track.'

f Yet, 40 years ago, such an idea seemed a long way off.

g Lessons are mainly conducted as a group, with all the class working towards performing a piece in front of an audience.

4 Read about *El Sistema* again. Chose the correct answer to each question.

- 1** Which is NOT the way *El Sistema* is funded?
 - a** Private companies support *El Sistema* locally.
 - b** Parents buy instruments that their children use.
 - c** There's a system of grants.
- 2** Apart from education in music, how is the programme beneficial to students?
 - a** It helps them overcome their disadvantaged social background.
 - b** They can set up their own *Sistemas* when they finish the programme.
 - c** They attend cultural events more often when they travel abroad.
- 3** What conclusion can be made from the text?
 - a** Everybody becomes professional in music if they practise and rehearse long enough.
 - b** The programme is now operating in two countries: Venezuela and Scotland.
 - c** The programme is well supported by the Venezuelan authorities.

5 Work in pairs. Discuss the questions.

- 1** Have you ever learnt how to play a musical instrument? How good were/are you?
- 2** What kind of music do you listen to? What do you like about it?

CRITICAL THINKING Understanding and evaluating ideas

If you want to copy a successful idea or make use of what you have learnt in a new context, you need to understand all the factors that made the idea a success and evaluate how far they can be applied in a new context.

6 Work in groups. Discuss the questions.

- 1** Which of the factors mentioned in the text do you think is the most important for *El Sistema's* success: money, discipline, commitment, other?
- 2** Is there a scheme similar to *El Sistema* in Poland? Describe its rules. If not, should there be one?

7 MY PERSPECTIVE – SPEAKING

Would you like to take part in a programme like *El Sistema*? Why?/Why not?

The Guggenheim Museum contributed to the 'Bilbao Effect'.

8E Grammar 2

Future forms 2

Using future in the past

- 1 Look at the Grammar box. Then look at the sentences (1–3) in each set. Which sentence in each set does not show the future in the past?

a *was/were going to*

- 1 Before the election, the mayor said he **was going to** make entry to all museums and galleries free.
- 2 I **was going to** enter a painting competition but didn't finish in time.
- 3 I fell asleep in the car when we **were going to** the gallery.

b *would*

- 1 I **would** really like to go to the Edinburgh Festival next year.
- 2 The government built the museum because it thought it **would** bring a lot of investment into the city.
- 3 If we did more cultural activities here, I'm sure we **would** attract more tourists.

c *was/were + present participle*

- 1 The show **was starting** in a matter of minutes, so we had to rush.
- 2 I couldn't hear the film because the people behind me **were talking**.
- 3 I only bought two tickets – I thought your brother **wasn't coming**.

The future in the past

- a** *My son was struggling, and I was worried he **was going to** go off school and maybe end up getting in with the wrong kids.*
- b** *He went several steps further and promised those 11 students that he **would** turn the orchestra into a world leader!*
- c** *Abreu had managed to get 50 music stands for the 100 children he thought **were coming** to rehearse.*

More explanation in Grammar reference on p. 144.

- 2 Complete the first parts of the sentences using *was/were going to* and the verbs in the box. Then match them with the second parts of the sentences.

buy cost get hold play rain stay watch

- 1 They said the building ... something like \$35 million,
 - 2 The forecast did say it ... a bit,
 - 3 We ... tickets for the concert next month,
 - 4 I (not) ... the movie any longer,
 - 5 They told us the band ... on stage around nine,
 - 6 Initially, they ... in a five-star hotel,
 - 7 I thought they ... all their hits,
 - 8 When they announced they ... the World Cup here,
- a** so I turned off the TV and left the living room.
b but they just played loads of new stuff. They were absolutely terrible.
c but it literally sold out in seconds. I couldn't believe it.
d loads of people were actually against it.
e but the construction was way more than that.
f but it was too expensive for them.
g but we had to wait for hours. It must've been midnight before they came on.
h but seriously, it just poured down all day.

More exercises in Grammar practice on p. 145. Do exercises 3–4.

- 3 Read about the Bilbao Effect. What is it? Choose the correct option to complete the text.

By the 1990s, the city of Bilbao in northern Spain was no longer the industrial centre it once was and the future looked bleak. It was hard to see how the authorities (1) ... new jobs or what could be done to make sure things (2) ... soon. The city decided to invest over \$1 billion in the hope that a new focus on culture would attract visitors. The money (3) ... on transport links, bridges, parks, libraries, and the remarkable Guggenheim Museum, designed by Frank Gehry. Once people saw what the building (4) ... like, excitement grew. When it opened, the authorities (5) ... around 300,000 visitors in the first year, but by the end of that year, it had attracted a million! The impact on the city has been tremendous, so it's no wonder other cities are now desperate to copy what has become known as the Bilbao Effect!

- | | |
|------------------------|-------------------------|
| 1 a is going to create | c will create |
| b were going to create | |
| 2 a are improving | c would improve |
| b were improving | |
| 3 a was spending | c was going to be spent |
| b was going to spend | |
| 4 a was going to look | c is going to look |
| b were going to look | |
| 5 a were expecting | c were going to expect |
| b would expect | |

4 MY PERSPECTIVE – SPEAKING

Think of three possible reasons why the 'Bilbao Effect' might not work in another city.

- 5 Listen to three people describing cultural events they went to. Match each speaker (1–3) with the correct sentence (a–c).  61

Which speaker watched something that:

- a has been popular for a long time? ...
b scared them more than they expected? ...
c disappointed them? ...

- 6 Think of places or cultural events you have been to that you could describe using this language. Share your experiences in groups.

*It was far/much/way ... than I thought it would be.
I wasn't expecting it to be very/quite ..., but it was ...
It was nowhere near as good as I was expecting.*

- 7 Work in pairs. Look at the Grammar box. Answer the questions.

- 1 What is the form of the future perfect simple? What is the form of the future perfect continuous?
- 2 Which form do we use to emphasise the duration of an activity before a certain point in the future?
- 3 Which form do we use to emphasise completed actions by a certain point?
- 4 Which word shows a point in the future?

The future perfect

We use the future perfect to show the time in the future by which something will be complete.

*It'll soon **have been running** for 70 years, and over 10 million people **will have seen** it.*

More exercises in Grammar practice on p. 145.
Do exercise 5.

- 8 Complete each sentence with the future perfect simple or future perfect continuous form of the verbs in brackets.

- 1 By the end of next year, the band ... (play) together for 30 years!
- 2 By the end of this course, I ... (study) English for ten whole years!
- 3 I'll call you after five. I ... (finish) school by then.
- 4 He's originally from Peru, but by June he ... (live) in Canada for ten years.
- 5 The Museum of Modern Art ... soon ... (be) open for a whole century.

9 CHOOSE

- 1 Find out about a new development in your town or country. Why was it built? Has it been a success?
- 2 Write a list of ten things that will have happened in your life by the time you are 30. Then work in pairs. Which are the most/least likely to come true?

The Zubizuri (Basque for 'white bridge') stretches across the Nervión River in Bilbao.



“... that’s the power that public space can have to transform how people experience their city and interact with each other.”

ROBERT HAMMOND

AUTHENTIC LISTENING SKILLS

Understanding words in fast speech

Recognising words you know

Sometimes you may not recognise words in fast speech because you expect to hear the full form. For example, in a dictionary *with* is shown as /wɪθ/, but in fast speech it may sound more like /wɪ/.

- 1 Look at the Authentic listening skills box. Then listen and complete the extracts from the TED talk. 62
 - 1 And by 1980, the last train rode. It was a train
 - 2 I first read about it in the *New York Times*, in an article ... demolished.
 - 3 And ... we were the only two people that were sort of interested in the project.
 - 4 And that’s really where we started ... the idea coalesced around ... let’s make this a park, and ... this wildscape.
- 2 Listen to the extracts again. Which of the missing words in each sentence were the most difficult to hear? 62

BEFORE YOU LISTEN

- 3 Work in pairs and explain the meaning of the words and phrases in the box. Use a dictionary if necessary.

rail line	freight line	demolish
community board meeting	tear something down	
steel structure	rusty industrial	relic
wildscape	supportive	estimate
tax revenue		

WHILE YOU LISTEN

- 4 Listen to the extract from the TED Talk about the speaker. Check if you know the words in the box. TED 8.0

 elevated freight abandoned opposition preserve

- 5 Listen to part 1 of the talk. Choose the correct option. TED 8.1
 - 1 In the old days, the freight line trains
 - a used cowboys to protect the goods they were carrying.
 - b were pulled by horses.
 - c caused several fatal accidents.
 - 2 As time went by,
 - a more freight started being transported by road.
 - b the line was mainly used to transport meat.
 - c people in the neighbourhood wanted it demolished.
 - 3 At the community board meeting, Robert
 - a offered to volunteer to help preserve the High Line.
 - b realised he was in a small minority.
 - c knew a writer from the *New York Times*.
 - 4 The main inspiration for the project came from
 - a the spectacular views of Manhattan.
 - b the industrial architecture of the line.
 - c the way nature had started reclaiming the abandoned space.



6 Listen to part 2 of the talk. Choose the correct option to complete each sentence. TED 8.2

- 1 Friends of the High Line thought the project would cost \$100 / \$150 million to build.
- 2 They estimated that over a 20-year period the High Line would generate \$200 / \$250 million.
- 3 The High Line will generate *half a billion* / *billion* dollars for the city in tax revenues.

7 Listen to part 3 of the talk. Are the sentences true (T) or false (F)? TED 8.3

- 1 Twice as many people as expected used the High Line last year.
- 2 Architects have taken inspiration from the High Line.
- 3 Some parts of the High Line have been elevated to a higher level.
- 4 Robert Hammond admits that he doesn't really love the design.
- 5 He believes the space encourages people to behave in ways they wouldn't normally.

8 VOCABULARY IN CONTEXT

Listen to the sentences from the TED Talk. Check if you know the meaning of the words and phrases in the box. TED 8.4

run over	assumed	figure out
relic	engagement	behind

9 Work in pairs. Discuss the questions.

- 1 What different ways of reducing the number of people who get *run over* can you think of?
- 2 What problems might arise if ancient *relics* are found in a construction area?
- 3 Who do you usually talk to if you need to *figure out* what to do about a problem? Why?
- 4 Which of the ideas do you think your town/city would really *get behind*? Why?
 - Free art gallery and museum entrance for everyone
 - Spending more money on public art
 - Official areas for young people to put up street art
 - Free art materials for all schoolchildren
 - Displaying work by local poets on public transport

AFTER YOU LISTEN

10 MY PERSPECTIVES – SPEAKING

Work in pairs. Discuss the questions.

- 1 Where you live, are there any old buildings, industrial places or pieces of land that are no longer used? Do you know when or why they stopped being used?
- 2 Do you know any old buildings or places that used to be used for one purpose but are now used for a different purpose? Have the changes been for the better or the worse?
- 3 What's your favourite public space? Why? How often do you go there? What for?

8F Speaking

Making and rejecting suggestions, suggesting alternatives

Useful language

Making suggestions

Do you feel like going to ...?

I was wondering if you'd like to go to ...?

Rejecting suggestions

To be honest, it's not really my kind of thing.

Doesn't really sound like my kind of thing, I'm afraid.

Suggesting alternatives

OK. Well, in that case, how about going to ...?

OK. Well, if you'd rather, we could always go to ...

1 Choose the option that is true for you. Then work in pairs and explain your choices.

- 1 I usually go out to meet friends four or five times a week / two or three times a week / maybe once a week – at the weekend.
- 2 I hardly ever / sometimes / quite often go out with my parents.
- 3 I prefer going out on my own / with one or two close friends / with a big group.
- 4 When it comes to deciding where and when to meet, I let other people decide / we generally try to reach a group decision / I basically like to take charge.
- 5 I mostly like going to the same place / different kinds of places.
- 6 When I go out with friends, I like to plan everything in advance / I'm happy to just go with the flow and see what happens.
- 7 I often / rarely / never go to cultural events like concerts or exhibitions.

2 Listen to two friends making plans. Answer the questions.  63

- 1 What different cultural events do they mention?
- 2 What do they decide to do in the end?
- 3 Why are the other ideas rejected?
- 4 Where and when do they arrange to meet? Why?

3 Listen to the two friends again. Complete the sentences by adding two or three words in each gap.  63

- 1 I was wondering. Do you ... somewhere with me tomorrow?
- 2 Where did you have ...? Anywhere in particular?
- 3 OK. What ... is it? I'm not really into art, so ...
- 4 It doesn't sound like my kind of thing, ...
- 5 How about ... this band that are playing in the park tomorrow night?
- 6 What about just going to see a film? Would you be ... that?
- 7 Let's ... the later one – but meet a little bit earlier.
- 8 I'll book tickets ... – just to ...

4 Work in pairs. You are arranging to go to one of cultural events happening in your area. Use language in exercise 3 and the Useful language box in your conversation, including the following aspects:

- which event to attend
- time and venue
- necessary arrangements
- what to do after the event

Some festivals and events that attract a lot of people like this colour run sometimes require a large clean-up operation.



8G Writing

A for and against essay

Writing a for and against essay

- 1** Work in pairs. Read the sentence below. Think of two reasons why the situation might be favourable for your area and two reasons why it might not be a good idea.

Your local authorities are thinking of building a new museum to boost tourism in the area and benefit the whole community.

- 2** Read the essay below. Answer the questions.

- 1 Were the author's arguments similar to yours?
- 2 Does the author include both positive and negative aspects of the situation?

Over recent years, tourism has been increasingly important to the local economy. In order to attract even greater numbers of tourists, it has recently been suggested that a new museum should be built that would boost visitor numbers. Undoubtedly, the idea has a lot of advantages, but there have also been voices against this plan.

One argument in favour of a big, new museum is that it would put the region on the map and draw visitors, who would then spend money on accommodation, transport, and food. Furthermore, it would create jobs – initially in construction and then within the building. Finally, museums are often seen as being good for the wider community as they help educate people. However, a museum would be expensive. It might be better to spend that money on other areas of the local community. Local schools and hospitals could be improved greatly if a similar sum of money were made available, and this would benefit a wider group of people. In addition, it is worth asking how many people would actually visit a new museum. There is already a small museum in town and it is almost always empty.

In conclusion, there will be both advantages and disadvantages of a new museum. Even though a new museum might bring limited benefits, other choices are worth considering, as these funds could contribute to a more skilled, healthier, and happier society.

- 3 WRITING TIPS** Introducing arguments

Work in pairs. Look at the essay above again. Answer the questions.

- 1 How does the writer stress the importance of the subject?
- 2 What phrase is used to introduce a series of arguments?
- 3 How does the writer signal that there might be different views?

Writing strategies

Opening paragraph of a for and against essay:

- Show the reader we know why the subject is relevant now.
- Present the current situation and the issue that raises controversies.
- Clearly state that there are arguments both for and against the presented situation.

Closing paragraph of a for and against essay:

- Sum up the discussion, referring to the arguments we gave in the essay.
- Present our point of view in a balanced way.

- 4** Complete the sentences with the words in the box. Then work in pairs and complete the second sentence.

believed claimed seen sometimes supposedly

- 1 It is ... said that art boosts tourism. However, ...
- 2 Creativity ... belongs to the world of the arts. Nevertheless, ...
- 3 It is widely ... that music can help to connect young people from different backgrounds. Additionally, ...
- 4 It is often ... that comedy works best when it's cruel. Moreover, ...
- 5 Museums are often ... as being of no interest to young people. Therefore, ...

- 5** Choose one of the topics below and write a for and against essay, in which you will discuss advantages and disadvantages of the presented situation. Follow the rules set in the Writing strategies box and use linking words from the Useful language box. Write between 200 and 250 words.

- a In order to boost the cultural life in your city, authorities have decided to build a new concert hall.
- b After some acts of vandalism and violence, there are plans to ban large open-air festivals in Poland.
- c More and more often, traditional forms of cultural art give way to 'low' entertainment related to new technologies.

More about a for and against essay in Writing guide on p. 157.

Useful language

Arguments

To start with ...
Additionally ...
What's more ...
Moreover ...
It is also claimed ...
Admittedly, ..., but ...
Nevertheless ...

Expressing result and consequences

Thus ...
Therefore ...
As a result ...
Consequently ...

Skills Review 8

ENGLISH IN USE

Słownictwo

- 1 Przekształć podane wyrazy tak, aby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 ... it was reported that the festival had cost \$700,000, however, the local government official later revealed they had spent twice as much. **INITIAL**
- 2 Thanks to his ... and hard work, Martin has become the president of a large company. **COMMIT**
- 3 It was Mrs Wilson who helped Mary grow her ... as a musician. **CONFIDENT**
- 4 Mr Williams was an excellent teacher who encouraged my artistic ... **CREATE**
- 5 Many cities set up a greenbelt between residential and ... areas. **INDUSTRY**

Uzupełnianie luk

- 2 Uzupełnij lukę w każdym zdaniu pasującym wyrazem.

- 1 When I was a child, my dream ... to see the 4th of July parade in New York.
- 2 Once the museum has ... completed, it will definitely attract tourists from all over the country.
- 3 Hurry up! The performance is ... to begin!
- 4 The candidate for mayor said in his speech that he was going ... finance a new arts festival.
- 5 During the rehearsal the director thought the play ... be a total fiasco, but it turned out to be a success.

Uzupełnianie zdań

- 3 Wybierz odpowiedź, która poprawnie uzupełnia zdanie.

- 1 Helen is what she is today because of her talent and ... ambition.
a riding b driving c going
- 2 We have to hurry up if we don't want to miss the first act. It ... in a matter of minutes.
a starts b started c has started
- 3 The city has a lot of attractions and many fascinating music ... famous artists often choose to perform at.
a places b locals c venues
- 4 I did my best to ... my dream of seeing the Nettles play live.
a fulfil b made c take
- 5 Jack will definitely be rewarded for his ... work.
a heavy b hard c huge

- 4 Uzupełnij zdania wyrazami w nawiasach w odpowiednich formach. Dodaj niezbędne elementy, żeby otrzymać logiczne i poprawne gramatycznie zdania.

- 1 ... (become / success / perform), you need both talent and luck.
- 2 I ... (not / enjoy / play), because the people behind me were talking and I couldn't hear the actors.
- 3 Ben ordered five cinema tickets hoping his ... (friend / join) him. Luckily, all of them turned up.
- 4 By the end of the month 200,000 visitors ... (see / exhibition) of James Castle's work.
- 5 This week, the Griffin Observatory ... (hold / various / event) for high school students.

- 5 Przeczytaj zdania. Uzupełnij każdą lukę, przekształcając jeden z wyrazów z ramki w taki sposób, aby powstało spójne i logiczne zdanie. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

exhibit finish lead rule set straight win

- 1 Installing new applications on your smartphone is usually a ... process.
- 2 I ... painting the portrait of my parents by the end of next week.
- 3 The New Orleans Jazz and Heritage Festival is one of the world's ... festivals.
- 4 You can play in the school orchestra on condition that you follow a strict set of ...
- 5 This mural looks fantastic. It ... the competition for the best mural in the city.

Tłumaczenie fragmentów zdań

- 6 Wybierz odpowiedź, która oznacza to samo co polskie fragmenty zdań podane w nawiasach.

- 1 What will happen if the meeting with the author (zostanie odwołane) ... ?
a is cancelled
b has cancelled
c will be cancelled
- 2 Once you (kupisz) ... the tickets, you cannot return them.
a will buy
b have bought
c are going to buy
- 3 (Mamy właśnie zdecydować) ... whom to ask to support our new cultural project.
a We are going to decide
b We will have decided
c We are about to decide

- 4 By the end of the day I (*nauczę się*) ... the lyrics to that song.
- a will have learnt
 - b will learn
 - c will have been learning
- 5 (*Zamierzamy zorganizować*) ... a new edition of the School Talent Competition next year.
- a We organise
 - b We are organising
 - c We are going to organise

READING

- 7 Przeczytaj teksty (a–c) oraz dotyczące ich zdania (1–4).
Do każdego zdania dopasuj właściwy tekst.
Uwaga: jeden tekst pasuje do dwóch zdań.

- 1 Technology enslaves us to a certain extent. ...
 - 2 Technology gives people the opportunity to select the jobs they want to do. ...
 - 3 Technology allows people to expand their working environment. ...
 - 4 Technology has made collaboration between employees more effective. ...
- a** Culture within the workplace has changed so dramatically over the past few decades that it is hard to keep up. Most of this is due to technology and its impact on how people function at the office. Computers and smartphones have replaced a lot of face-to-face communication. As with anything, there are positive and negative sides to this.
- First of all, working adults under 25 send around 110 text messages per day. While they might get distracted easily from whatever they are supposed to be doing, it also allows for technology to become a tool in the workplace. For example, there are some great apps that help workers to cooperate on projects, which allows for direct and quick feedback to be given.
- b** Technology has also transformed the work culture of 9 to 5. Many young people want to have flexible working hours and believe that as long as they get the job done, this is preferable. Many studies actually show that this approach makes teams more creative and is actually good for a company in the long-run. Also, flexibility can lead to a more diverse workforce and help to bridge the gap between the salaries of men and women that still exists, unfortunately.
- Despite all of the good things technology has done for office culture, there is definitely a feeling that one needs to be online all the time to succeed. Many companies are now imposing strict limits on how much time an employee is allowed to spend

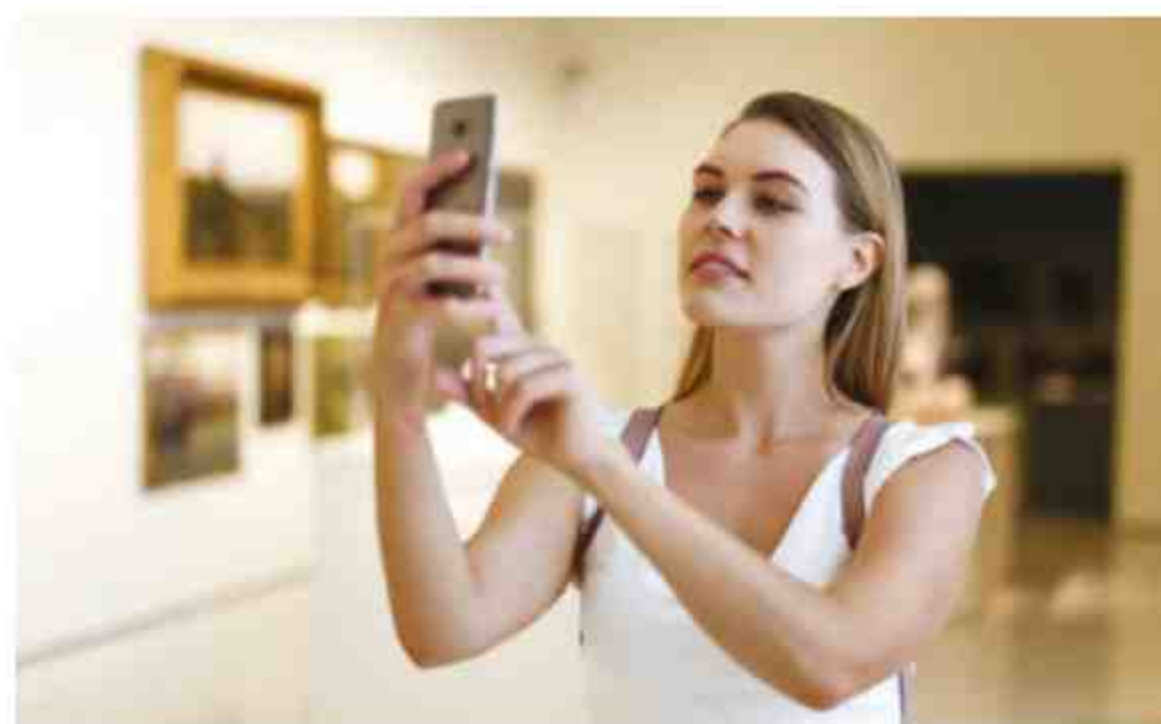
working. They are emphasising that people take breaks and disconnect regularly. Hopefully, this trend will continue and will drive positive change that will make people's lives easier.

- c** How will technology impact the work culture of the future? Experts say that Artificial Intelligence, or AI, will be a huge factor and that it will take over the repetitive and simple jobs. This will allow people to deal with more creative tasks. Many jobs will be lost due to technology in the workplace, but many others will also be created.

Certainly, workplaces are becoming more and more flexible. People are literally able to do their jobs from anywhere at any time. Also, technology will continue to allow companies to talk with their customers and react quickly to the market. While no one can predict the future, let's hope that technology at work will help create a culture that positively impacts our lives.

SPEAKING

- 8 Opisz zdjęcie.



- 1 Is the woman interested in the exhibition? Why do you think so?
- 2 Would you like to be an artist? Why?/Why not?
- 3 Tell me about your last visit to a museum.

WRITING

- 9 W wielu szkołach uczniowie biorą udział w zajęciach chóru szkolnego. Napisz rozprawkę, w której przedstawisz pozytywne i negatywne aspekty tej formy zajęć.

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

Grammar reference 8

GRAMMAR 1 Future forms

Wyrażanie przyszłości

Konstrukcji *be going to* używamy do:

- opisywania planów i zamierzeń dotyczących przyszłości:

They're going to build a new museum in our town.

I'm going to stay in tonight and study.

- przewidywania bliskiej przyszłości w oparciu o obecną sytuację lub istniejące dowody:

It's good they're building a new factory! It's going to create jobs.

Czasu *present continuous* używamy, mówiąc o zaplanowanej, niedalekiej przyszłości:

I'm meeting a friend of mine later to go and see that new exhibition at the gallery.

Konstrukcji z *will* używamy, mówiąc o:

- decyzjach podejmowanych spontanicznie, w chwili mówienia:

A: *What's your flight number?*

B: *I don't know. I'll check in a bit and I'll send you a text with it.*

- faktach:

The coach will arrive at nine and will take everyone to the museum where the tour will start at ten.

- obietnicach, groźbach, odmowach i prośbach.

Do przewidywania przyszłości możemy użyć zarówno *will*, jak i *be going to*. Po czasownikach takich, jak: *think, believe, be sure, expect* oraz wyrazach takich, jak: *probably, maybe* używamy konstrukcji z *will*:

It's good they're building a new factory. It's going to create jobs.

I think I will need to arrive a bit earlier.

Czasu *future continuous* używamy do opisywania czynności, które będą trwały, czyli nie zakończą się w określonym momencie w przyszłości:

What will we be doing this time next week?

W zdaniach czasowych (*time clauses*), mówiąc o przyszłości, po spójnikach takich, jak: *when, as soon as, as long as, after, before, until, once* nie stosujemy czasów przyszłych, lecz czasy teraźniejsze:

But what about once it's been completed!

Konstrukcji *be about to* używamy:

- do opisywania planów, ustaleń czy przewidywań dotyczących najbliższej przyszłości:

We're about to hold a community festival.

- żeby podkreślić, że dana czynność nastąpi za chwilę:

He's just about to leave, but if you rush you might catch him before he does.

Ćwiczenia 1–2

GRAMMAR 2 Future forms

Future in the past (czas przyszły w przeszłości)

Mówiąc o przyszłości widzianej z perspektywy przeszłości, możemy użyć:

- konstrukcji „*was/were going to*”:

My son was struggling and I was worried he was going to stop liking school and maybe end up getting in with the wrong kids.

- would* (formy przeszłej od czasownika *will*):

He went several steps further and promised those 11 students that he would turn the orchestra into the best in the world!

- czasu *past continuous*:

Abreu had managed to get 50 music stands for the 100 children he was expecting to come and rehearse.

Ćwiczenia 3–4

Future perfect i future perfect continuous

Czasu *future perfect* (*will/won't + have + past participle*) używamy do opisywania czynności, które zakończą się do określonego momentu w przyszłości:

I'll call you after six. I'll have finished work by then = already finished before six.

Czasu *future perfect continuous* (*will/won't + have been + -ing*) używamy do opisywania czynności, które trwają obecnie i będą trwać aż do konkretnego momentu w przyszłości:

By the end of this course, I will have been studying English for ten whole years!

Zazwyczaj w tych czasach występują określenia takie, jak: *before the weekend, by Thursday* itd. Często zdania zaczynają się od *by*, np.: *by the end of the week, by nine, by the time the building is finished, by then*, itd.

Ćwiczenie 5

Grammar practice

- 1** Complete the sentences using the two future forms in bold and the verbs in brackets. Decide which form is the best for each gap.

present continuous / be going to

The festival ... (be) great because some of my favourite bands ... (play).

The festival is going to be great because some of my favourite bands are playing.

1 present simple / will

What do you think you ... (do) after you ... (leave) school?

2 present simple / future continuous

Let's hope that when we ... (have) the concert outside, it ... (not / rain).

3 present perfect / going to

They ... (start) the project once they ... (raise) enough money.

4 present continuous / present perfect

We ... (go) on a school trip to Hong Kong after we ... (finish) all our exams.

5 will / present continuous

I ... (not / do) much at the weekend, so I ... (show) you around the city, if you like.

6 present perfect / be about to / will

I'm sorry, the film ... (start), I ... (call) you when it ... (finish).

- 2** Complete the second sentences using 3–5 words – including the words in capitals – so that they have the same meaning as the first sentences.

I'll come over to your house after I have finished my homework.

AM

I'll come over to your house but I am going to finish my homework first.

1 The tickets are going to sell out immediately.

SOON

The tickets will sell out almost ... gone on sale.

2 First they're going to repair the houses and then they'll paint them.

BEFORE

They're going to repair the houses ... them.

3 They need to raise a lot of money so they can complete the project.

TO

If ... the project, they have to raise a lot of money.

4 I don't think that the project will be a failure.

SHOULD

The project

5 I could meet you when I go shopping in town on Saturday.

BE

I ... in town on Saturday so I could meet you then.

- 3** Complete the summary with the words in the box.

expected going than wasn't were would

In many ways, Sheffield and Bilbao are similar. By the 1990s, both were post-industrial cities wondering how they were (1) ... to cope in the coming years. Like the Guggenheim, the National Centre for Popular Music was (2) ... to be a landmark building that (3) ... boost tourism in the city. Bosses at the Centre (4) ... hoping for 400,000 visitors a year, but numbers were far lower (5) ... expected, with only around 140,000 turning up in the first 12 months. People soon realised that the centre on its own (6) ... going to be enough to transform the city, and it closed down before even reaching its second birthday.

- 4** Complete the second sentences using the words in brackets and 1–3 additional words.

1 I had high hopes for it, but it was actually a bit of a letdown.

It wasn't as good as ... (thought) be.

2 I had high expectations, but it totally exceeded them.

It was even better than ... (expecting) to be.

3 They ended up with three million visitors – far more than initially expected.

They ... (hoping) to get around a million visitors, but ended up with three times that!

4 I'd arranged to go out and meet some friends, but in the end I was too tired.

I ... (going) to go out and meet some friends, but in the end I was too tired.

5 I hadn't planned to return yet, but I ran out of money.

I ... (stay) longer, but I ran out of money.

- 5** Complete the sentences by choosing the correct forms.

1 Hurry up! The film *will start / have started* by the time we get there, if we're not careful!

2 *I'm going / I will have gone* to a concert tomorrow night, so can we meet on Friday instead?

3 *I'm helping / I'll have helped* a friend with something tomorrow, but *I'll have finished / I'm finishing* by five, so I'll call you then.

4 *I'll have been living / I'm going to live* here for the last five years in July.

5 I read somewhere that by the time you're 60, you will have *been sleeping / slept* for twenty years!

VOCABULARY p. 131

art gallery (n) /'ɑ:t ˌgæləri/ galeria sztuki
arts festival (n) /,ɑ:ts 'festɪvl/ festiwal sztuki
boost economy (phr) /,bu:st ɪ'kɒnəmi/ pobudzać gospodarkę
bring together (phr v) /,brɪŋ tə'geðə/ jednoczyć, gromadzić
carnival (n) /'kɑ:nɪvl/ karnawał
comedy club (n) /'kɒmədi ˌklʌb/ klub komediowy
cosmopolitan (adj) /,kɒzmə'pɒlɪtən/ kosmopolityczny
cultural event (n) /,kʌltʃərəl ɪ'vent/ wydarzenie kulturalne
cultural life (n) /,kʌltʃərəl 'laɪf/ życie kulturalne
dance routine (n) /'dɑ:ns ru:ti:n/ układ taneczny
food festival (n) /,fu:d 'festɪvl/ festiwal kulinarny
generate 5 million in income (phr) /'dʒenəreɪt faɪv 'mɪljən ɪn 'ɪnkʌm/ generować 5 milionów dochodu
get involved (phr) /,get ɪn'vɒlvd/ zaangażować się
have a big impact on (phr) /'hæv ə ,bɪɡ 'ɪmpækt ɒn/ mieć duże znaczenie, wpływ
hotspot (n) /'hɒt spɒt/ często odwiedzane miejsce
involve (v) /ɪn'vɒlv/ angażować, wciągać
leading (adj) /'li:diŋ/ wiodący, wybitny
music festival (n) /,mju:zɪk 'festɪvl/ festiwal muzyczny
musical band (n) /,mju:zɪkl 'bænd/ zespół muzyczny
neighbourhood (n) /'neɪbəhʊd/ dzielnica, okolica
owe sth to (phr) /'əʊ ,sʌmθɪŋ tu:/ zawdzięczać coś (czemuś/komuś)
parade (n) /pə'reɪd/ parada
public art (n) /,pʌblɪk 'ɑ:t/ sztuka publiczna
put on (phr v) /,pʊt 'ɒn/ organizować
sense of pride (n) /,sens əv 'praɪd/ poczucie dumy
threat (n) /θret/ zagrożenie
venue (n) /'venju:/ miejsce, lokal

LISTENING p. 132

aim to (phr) /'eɪm tu:/ mieć na celu
artwork (n) /'ɑ:twɜ:k/ dzieło, praca artystyczna
breath-taking (adj) /'breθ,tetɪŋ/ zapierający dech w piersiach
bring in (phr v) /,brɪŋ 'ɪn/ napędzać, przynieść
catch the eye of (phr) /,kætʃ ði 'aɪ ɒv/ przyciągać czyjś wzrok
contemporary art (n) /kən'tempərəri ɑ:t/ sztuka współczesna
create jobs (phr) /kri:et 'dʒɒbs/ tworzyć miejsca pracy
curved (adj) /kɜ:vɪd/ zakrzywiony
destructive (adj) /dɪ'strʌktɪv/ niszczący
earthquake (n) /'ɜ:θkweɪk/ trzęsienie ziemi
exhibition (n) /,eksɪ'bɪʃn/ wystawa
fade (v) /feɪd/ blaknąć
go with (phr v) /'gəʊ wɪð/ pasować do (np. kolorem)

low maintenance (adj) /,ləʊ 'meɪntənəns/ tani w utrzymaniu
masterpiece (n) /'mɑ:stəpi:s/ arcydzieło
not even remotely as good as (phr) /'nɒt ,i:vən rɪ'məʊtli əz 'ɡʊd əz/ nawet w przybliżeniu nie tak dobry jak
piece of art (n) /,pi:s əv 'ɑ:t/ dzieło sztuki
redevelopment (n) /,ri:di'veləpmənt/ przebudowa
take a virtual tour (phr) /'teɪk ə,vɜ:tʃʊəl 'tʊə/ odbyć wirtualny spacer
take good care of (phr) /'teɪk ˌɡʊd 'keər ɒv/ zadbać, szanować
united (adj) /ju:'naɪtɪd/ zjednoczony
visual arts (n) /'vɪʒʊəl ,ɑ:ts/ plastyka, sztuki wizualne

GRAMMAR 1 p. 133

departure time (n) /dɪ'pɑ:tɪfə taɪm/ czas odjazdu
raise the money (phr) /,reɪz ðə 'mʌni/ zbierać pieniądze (na jakiś cel)
rise (v) /raɪz/ wschodzić (słońce)
total solar eclipse (n) /'təʊtl ,səʊləɪ 'ɪ'klɪps/ całkowite zaćmienie słońca
volunteer (n) /,vɒləntɪə/ ochotnik

READING pp. 134–135

appeal to (phr v) /ə'pi:l tu:/ podobać się (komuś)
bully (v) /'bʊli/ znęcać się nad słabszymi
choir (n) /kwaɪə/ chór
commitment (n) /kə'mɪtmənt/ zaangażowanie, oddanie
conduct a lesson (phr) /kən,dʌkt ə 'lesn/ prowadzić lekcję
diverse (adj) /daɪ'vɜ:s/ różnicowany
driving ambition (n) /,draɪvɪŋ æm'bɪʃn/ niepokonowana ambicja
economist (n) /ɪ'kɒnəmɪst/ ekonomista
escape poverty (phr) /ɪ,skeɪp 'pɒvəti/ uciec przed biedą
financial terms (n) /faɪ,nænʃl 'tɜ:mz/ warunki finansowe
fulfil dreams (phr) /fʊl,fɪl 'dri:mz/ spełniać marzenia
gain confidence (phr) /geɪn 'kɒnfɪdəns/ zyskać pewność siebie
go off school (phr) /,gəʊ 'ɒf sku:l/ odejść ze szkoły
go several steps further (phr) /,gəʊ 'sevrəl steps 'fɜ:ðə/ pójść kilka kroków dalej
individual (n/adj) /,ɪndɪ'vɪdʒʊəl/ jednostka, pojedyncza osoba, indywidualny
innovative scheme (n) /ɪ'nəvetɪv ,ski:m/ innowacyjny program, system
lead the way (phr) /,li:d ðə 'weɪ/ przewodzić, być liderem
low-income (adj) /ləʊ'ɪnkʌm/ o niskim dochodzie
mixed results (n) /,mɪkst rɪ'zʌltz/ mieszane efekty
music stand (n) /,mju:zɪk 'stænd/ statyw, stojak na nuty
on track (phr) /ɒn 'træk/ na dobrej drodze
opera house (n) /'ɒprə haʊs/ budynek opery
percussion (n) /pə'kʌʃn/ perkusja
piece of music (n) /,pi:s əv 'mju:zɪk/ utwór muzyczny

private company (n) /,praɪvət 'kʌmpəni/ firma prywatna
reasonable (adj) /'ri:zənəbl/ rozsądny
recorder (n) /rɪ'kɔ:də/ flet prosty
rehearsal (n) /rɪ'hɜ:sl/ próba
rehearse (v) /rɪ'hɜ:s/ robić próbę
rhythm (n) /'rɪðəm/ rytm
seem a long way off (phr) /'si:m ə ,lɒŋ weɪ 'ɒf/ wydawać się odległym
social background (n) /,səʊʃl 'bækgraʊnd/ środowisko społeczne
straightforward (adj) /,streɪt'fɔ:wəd/ prostoliniowy, prosty
strict set of rules (n) /'strikt ,set əv 'ru:lz/ zbiór surowych zasad
struggle (v) /'strʌgl/ starać się, zmagać się
team spirit (n) /,ti:m 'spɪrɪt/ poczucie przynależności do zespołu
turn up (phr v) /,tɜ:n 'ʌp/ pojawiać się, przybywać
violence (n) /'vaɪələns/ przemoc

GRAMMAR 2 pp. 136–137

authorities (n) /ɔ:'θɒrətɪz/ władze
bleak (adj) /bli:k/ smutny, niewesoły
desperate (adj) /'despəɪt/ zdesperowany
forecast (n) /'fɔ:kɑ:st/ prognoza (pogody)
free entry (n) /,fri:'entri/ wstęp wolny
industrial (adj) /ɪn'dʌstriəl/ przemysłowy
initially (adv) /ɪ'nɪʃəli/ początkowo
likely (adj) /'laɪkli/ prawdopodobny
literally (adv) /'lɪtərəli/ dosłownie
longest-running play (n) /'lɒŋgəst,rʌnɪŋ'pleɪ/ najdłużej grana sztuka
mayor (n) /meə/ mer, burmistrz
mouse trap (n) /'maʊs,treɪp/ pułapka na myszy
on the spur of the moment (phr) /ɒn ðə ,spɜ:r əv ðə 'məʊmənt/ pod wpływem chwili
pour down (phr v) /,pɔ: 'daʊn/ lać (deszcz)
remarkable (adj) /rɪ'mɑ:kəbl/ znaczący
sell out (phr v) /,sel'aʊt/ wyprzedzić
transport link (n) /'træns'pɔ:t ,lɪŋk/ połączenie komunikacyjne
tremendous (adj) /trə'mendəs/ ogromny

TED TALK pp. 138–139

abandoned (adj) /ə'bændənd/ porzucony
add value (phr) /,æd 'vælju:/ podnieść wartość
ancient relict (n) /,eɪnfənt 'relikt/ starożytny relikwiarz
arise (v) /ə'raɪz/ powstawać, zaistnieć (np. o problemie)
as time went by (phr) /əz ,taɪm went 'baɪ/ z upływem czasu
canopy of trees (n) /,kænəpi əv 'tri:z/ korony drzew
coalesce around (v) /,kəʊə'les ə,raʊnd/ skupiać się wokół
co-found (v) /,kəʊ'faʊnd/ zakładać wspólnie z kimś
come in office (phr) /,kʌm ɪn 'ɒfɪs/ objąć stanowisko, urząd
community board meeting (n) /kə,mju:nəti 'bɔ:d ,mi:tɪŋ/ zebranie rady mieszkańców
demolish (v) /dɪ'mɒlɪʃ/ burzyć, rozbierać (budynek)

economic sense (n) /i:kə,nɒmɪk 'sens/ ekonomiczny punkt widzenia
elevate (v) /'eləveɪt/ budować, wznosić
estimate (v) /'estɪmeɪt/ oszacować
fairly (adv) /'feəli/ całkiem
fast-forward (phr) /fɑːst'fɔːwəd/ przeskoczyć do przodu (np. w swojej wypowiedzi)
fatal accident (n) /'feɪtl' æksɪdnt/ wypadek śmiertelny
feasibility study (n) /'fiːzə'bɪləti ,stʌdi/ badanie możliwości zrealizowania
feature (n) /'fi:tʃə/ cecha, funkcja
figure out (phr v) /'fɪɡər 'aʊt/ wymyśleć
flyover (n) /'flaɪ,əʊvər/ wiadukt
freight (n) /freɪt/ ładunek, towar
get behind (phr v) /,get br'haɪnd/ poprzecz
get/be run over (phr v) /get/biː ,rʌn 'əʊvər/ zostać przejechanym
interact with each other (phr) /,ɪntər'ækt wɪð iːtʃ 'lðə/ odnosić się do siebie nawzajem
interstate trucking (n) /,ɪntə'steɪt 'trʌkɪŋ/ międzystanowy transport samochodowy
lawsuit (n) /'lɔːsuɪt/ proces sądowy
make a case (phr) /,meɪk ə 'keɪs/ przekonywać, udowadniać
meatpacking (n) /'miːt,pækɪŋ/ przetwórstwo mięsne
minority (n) /maɪ'nɒrəti/ mniejszość
preserve (v) /prɪ'zɜːv/ zachować, ocalić (przed zniszczeniem)
property value (n) /'prɒpəti ,væljuː/ wartość nieruchomości
public space (n) /,pʌblɪk 'speɪs/ przestrzeń publiczna
railroad (n) /'reɪlrəʊd/ kolej
reclaim (v) /rɪ'kleɪm/ przywracać stan pierwotny, odzyskiwać

rusty (adj) /'rʌsti/ zardzewiały
street art (n) /'stri:t ,ɑːt/ sztuka uliczna
tax revenues (n) /tæks 'revənjuːz/ wpływy z podatków
train line (n) /'treɪn ,laɪn/ linia kolejowa
wildscape (n) /'waɪldskeɪp/ dziki krajobraz

SPEAKING p. 140

be a bit stuck (phr) /,biː ə bɪt 'stʌk/ być w martwym punkcie
be up for (phr v) /,biː'ʌp fɔː/ być za
have in mind (phr) /,hæv ɪn 'maɪnd/ mieć na myśli
No worries. (phr) /,nəʊ 'wʌrɪz/ Nie ma zmartwienia.
one's kind of thing (phr) /,wʌnz ,kaɪnd əv 'θɪŋ/ w czymś stylu
reach a group decision (phr) /'riːtʃ ə ,gruːp dɪ'sɪʒn/ dojść do wspólnej decyzji
take charge (phr) /,teɪk 'tʃɑːdʒ/ wziąć sprawy w swoje ręce

WRITING p. 141

admittedly (adv) /əd'mɪtɪdli/ wprawdzie
creativity (n) /,kriː'eɪtɪvəti/ twórczość
dramatic increase/drop (n) /drə'mætɪk 'ɪŋkriːs/'drɒp/ gwałtowny wzrost/spadek
employable (adj) /ɪm'plɔɪəbl/ chętnie zatrudniany
in favour of (phr) /ɪn 'feɪvər ɒv/ przemawiający za
opposing argument (n) /ə'pəʊzɪŋ'ɑːgjumənt/ argument przeciwny
stress (v) /stres/ akcentować (np. wagę sprawy)

supposedly (adv) /sə'pəʊzɪdli/ podobno, rzekomo
undoubtedly (adv) /ʌn'daʊtɪdli/ bez wątplenia

SKILLS REVIEW pp. 142–143

Artificial Intelligence (AI) (n) /'ɑːtɪfɪʃl ɪn'telɪdʒəns (eɪ 'aɪ)/ sztuczna inteligencja
bridge the gap (phr) /,brɪdʒ ðə 'ɡæp/ zniwelować różnicę
enslave (v) /ɪn'sleɪv/ zniewalać
expand (v) /ɪk'spænd/ rozwijać, rozbudowywać
green belt (n) /'ɡriːn belt/ pas zieleni
impose strict limits (phr) /ɪm'pəʊz ,strikt 'lɪmɪts/ nakładać surowe ograniczenia
keep up (phr v) /,kiːp 'ʌp/ nadążać
repetitive job (adj) /rɪ'petətɪv dʒɒb/ powtarzalna, mechaniczna praca
residential area (n) /,rezɪ'denʃl ,eəriə/ dzielnica mieszkaniowa
take over (phr v) /,teɪk' əʊvər/ przejmować (np. obowiązki)
to a certain extent (phr) /tu ə ,sɜːtn ɪk'stent/ do pewnego stopnia
workforce (n) /'wɜːkfɔːs/ siła robocza, pracownicy

(n)	noun – rzeczownik
(v)	verb – czasownik
(adj)	adjective – przymiotnik
(adv)	adverb – przysłówek
(phr)	phrase – wyrażenie
(pron)	pronoun – zaimek
(phr v)	phrasal verb – czasownik złożony/frazowy
(conj)	conjunction – spójnik
(prep)	preposition – przyimek

LEXICAL EXERCISES

1 Translate the Polish fragments of the sentences into English.

- What was (*najgorszym wydarzeniem kulturalnym*) ... of the previous year?
- The authorities decided (*pójść kilka kroków dalej*) ... to support more citizens.
- He was going (*nauczyć się grać na perkusji lub flecie prostym*)
- Reviewers claimed that it was (*zapierający dech w piersiach występ*)
- (*Rodziny o niskim dochodzie*) ... will get special discounts for cultural life.

2 Choose the correct option to complete each sentence.

- How are they going to ... the money for their action?
a raise **b** race **c** rise
- According to these financial ... you should pay less.
a tracks **b** trends **c** terms
- When that musician turned ... on the stage, the audience applauded.
a down **b** up **c** out
- When you ... a virtual tour, you will see more in a shorter time.
a take **b** go **c** stop

- When we ... a group decision, we will sign up the documents.
a lead **b** create **c** reach

3 Complete each sentence with the word that best fits the gap.

- On Monday there is a ... entry to many museums.
- The mudslide brought the whole community ... , as people reached out to help each other.
- He bought a nice landscape in this ... gallery.
- This city needs many more ... links to travel faster.
- If you feel lost, why don't you take ... of your life?

4 Use the word in capitals to form a word that fits in the gap.

- They sold out ... the last picture painted by this master. **LITERAL**
- The whole inner city area needs ... so as to provide the best opportunities and conditions for its residents. **DEVELOP**
- Wind can become really ... strength. **DESTRUCT**
- Polish artists achieved a ... success at that festival. **REMARK**
- It is important to gain ... if you want to be an actor. **CONFIDENT**

My Talk 1

PRESENTATION TRICKS

- 1** Read the presentation tips in the box below. Then match the statements 1–5 with topics of presentations (a–g) they could be used with. There are two topics you do not need.

A good presentation should have a well-thought opening. Before you go on to present the topic in detail, make sure to:

- tell or show your audience the agenda (= a list of topics) of your presentation,
- get your audience interested in your presentation by presenting an unusual fact or asking a surprising question,
- set the objective of your presentation.

- 1** 'I'll start with definitions of some banking terms which we all should know.'
 - 2** 'I'd like you all to learn how you can become a volunteer in our city.'
 - 3** 'Have you ever travelled at over 1000 km ph? On land? Impossible, you might say? Well, let's see.'
 - 4** 'Later on, you will see examples of extreme sports.'
 - 5** 'I believe my presentation will help you understand how the war started.'
- a** Breaking the speed records
 - b** Political situation in Europe in the early 20th century
 - c** Microsoft, Google and Facebook – technological giants
 - d** Passions of young people
 - e** Help the others! Charity is easy.
 - f** A healthy diet – is it possible?
 - g** Financial markets and investments

- 2** Choose one of the two remaining topics. Think of five sentences which you could say as an opening to your presentation. Include the suggestions from the tips above.

- 3** What to do if you face technical or other problems during your presentation? Rank the following problems from 1 (least disturbing) to 5 (most disturbing).

- One or two important slides are missing in your presentation.
- There's a power cut in the middle of your presentation.
- There's an EXTRA slide which does not belong to your presentation.
- The information in your slide is obviously false (e.g. 'Warsaw is a popular seaside resort').
- You have to show a presentation prepared by someone else, which you haven't seen before.

What other disturbing situations may a presenter face?

- 4** Work in pairs. Write three sentences which you could say in each situation in exercise 3 to get over the problem.
- 5** Prepare a presentation for your classmates. Carefully plan the opening part, then follow your agenda.

My Talk 2

INTERACTION WITH THE AUDIENCE

1 Read the text below.

It is important to keep your audience interested in what you are saying or doing. During your presentation, you may try:

- asking the audience for their opinion,
- asking the listeners to guess the answer,
- involving them in interactions like 'Raise your hand if you ...',
- getting others to read some facts or figures from the slide aloud to others.

2 Work in pairs. With your partner, decide which of the tips above would make you most interested in a presentation.

3 Look at the slide. Think how you could make use of the tips in exercise 1. Check your ideas with the class to see how other students react to what you say.

Smartphones, smartphones everywhere!

• Use your headphones when in public!



smartphones worldwide:
2016: 1.6 bn
2017: 2.32 bn
2018: 2.53 bn

• Meal or chat? Phone netiquette.



• Alternative to traditional paper books.



4 Read the body language tips: DOs and DON'Ts in the table below. Then, match the effects (1–5) with the tips (a–h) which may lead to the effects.

DOs

- a** use your face muscles – show emotions like amusement, surprise, disbelief, etc.
- b** adjust your facial expression to the topic (e.g. show sadness when talking about misfortune, death)
- c** try to look at everybody and maintain eye contact
- d** adjust your posture to the type of presentation (more formal if you're in front of the management of your company, more relaxed if talking to schoolchildren)

DON'Ts

- e** don't look away (to the sides, the floor or the ceiling) while talking
- f** don't stare at one person all the time
- g** don't stay in one place all the time
- h** don't fidget with your fingers or other objects

- 1 The person in the audience will feel uncomfortable.
- 2 The listeners will wonder why you're being so nervous.
- 3 The audience will believe that what you tell them has also its impact on your feelings.
- 4 This may suggest that you're not telling the truth.
- 5 Everyone in the audience will feel they are important to you.

5 Wrap up your presentation with a call for action – tell the audience your expectations! Look at the statements. For each statement, think of a topic of a presentation you could use it in:

- 1 So, why don't you call your local office to check how you personally could help?
- 2 I believe that with my presentation, you will know exactly what to do in emergency.
- 3 If you would like to learn more about this topic, visit websites like ...
- 4 Don't wait! If you decide to buy today, you'll get 10% discount!

6 Prepare a presentation for your classmates. Present it to the class with as much interaction with the audience as possible.

List formalny: list motywacyjny

List motywacyjny to rodzaj formalnego listu lub e-maila, w którym autor odpowiada na ogłoszenie o pracę zamieszczone przez adresata.

Struktura listu motywacyjnego

1. Zwrot grzecznościowy.

2. Wstęp.

Akapit 1: Autor listu podaje cel swojego pisma oraz informuje, skąd wie o ofercie pracy.

3. Rozwinięcie.

Akapit 2: Rozwinięcie pierwszego elementu – autor listu zazwyczaj krótko opisuje swoje wykształcenie, doświadczenie zawodowe, cechy charakteru przydatne do wykonywania danej pracy itp.

Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj uzasadnia, dlaczego chce podjąć pracę u tego konkretnego pracodawcy oraz dlaczego uważa, że sprawdzi się na danym stanowisku.

4. Zakończenie.

Akapit 4: Autor listu dziękuje za rozpatrzenie jego kandydatury i prosi o odpowiedź.

5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Ubiegasz się o pracę nauczyciela/nauczycielki języka angielskiego. Napisz do szkoły językowej list, w którym (1) przedstawisz swoje dotychczasowe doświadczenie zawodowe oraz (2) uzasadnisz, dlaczego chcesz podjąć pracę w tym miejscu.

Dear Sir or Madam,

I am interested in applying for the job you posted for an English teacher in China. I found the job listing on www.gogapyear.com. I know I would be a good candidate for the position and feel I could offer a lot to your programme. I meet all of the requirements you list in your posting.

I am currently an English major at New York University. I have completed two years of my studies and decided to take a break to travel a little and get some new experience. While in high school and at university, I have given English as a Second Language lessons to children with disabilities in my area. Some of my students have made such progress that after one year, they no longer needed extracurricular English lessons!

I am very enthusiastic, outgoing, and open-minded. Teaching English in China would be a great experience for me, as I hope to become a teacher when I graduate from university. I also speak Mandarin because my father is from China, however I have never been there. I have always longed to return to my roots! Your English programme is highly regarded, so I couldn't think of a better company to do this with.

I can start any time after June 30th. I would love to tell you more about myself over the phone or Skype. Thank you for taking the time to consider my application.

Yours faithfully,

Mary Chen

Autor opisuje swoje doświadczenie zawodowe.

Elementy rozwinięcia:

*currently an English major
completed two years of my
studies
given English lessons
Some of my students have
made such progress that ...*

Autor uzasadnia, dlaczego chce podjąć pracę u tego pracodawcy.

Elementy rozwinięcia:

*would be a great experience
for me
I hope to become a teacher
when I graduate from
university
my father is from China
have always longed to return
to my roots
I couldn't think of a better
company*

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe

- Dear Sir/Madam,
- To Whom it May Concern,
- Dear Mr/Mrs/Ms,

Powód napisania listu

- I am interested in applying for the job
- I found your job listing on
- I knew I would be a good candidate

Rozwinięcie

- I have experience teaching English.
- I am very enthusiastic, outgoing, and open-minded.
- I would make a great addition to
- I am goal-oriented and a very hard worker.
- I am a team player and have a very unique set of skills.
- Your program is highly regarded.
- I have heard a lot about your company.
- I hope to become a teacher one day, so this position is a perfect fit.
- I couldn't imagine a better partner.

Zakończenie listu

- Thank you for taking the time to consider.
- I hope that you'll consider my application.
- I hope to hear from you soon.
- If you need any more information, please let me know.

Zwroty grzecznościowe kończące list

- Sincerely,
- Kind Regards,
- Best Regards,

List formalny: reklamacja

Reklamacja to rodzaj listu formalnego, w którym adresat wyraża swoje niezadowolenie z produktu lub usługi.

Struktura reklamacji

1. Zwrot grzecznościowy.
2. Wstęp.
Akapit 1: Autor listu podaje jego cel oraz powód, dla którego zwraca się do adresata z reklamacją.
3. Rozwinięcie.
Akapit 2: Rozwinięcie pierwszego elementu – autor listu szczegółowo opisuje problem oraz informuje, dlaczego produkt lub usługa nie spełniają jego oczekiwań; może też opisać, w jaki sposób próbował rozwiązać problem.
Akapit 3: Rozwinięcie drugiego elementu – autor listu zazwyczaj wyraża swoje oczekiwania wobec adresata, a także proponuje rozwiązania oraz usprawnienia.
4. Zakończenie.
Akapit 4: Autor listu dziękuje adresatowi za poświęcony czas i prosi o odpowiedź.
5. Zwrot grzecznościowy i podpis.

Modelowa wypowiedź

Wybrałeś/Wybrałaś się do parku rozrywki, jednak wycieczka okazała się nieudana.

Napisz do kierownika parku list, w którym (1) opisziesz swoje przykre doświadczenia oraz (2) zasugerujesz, co organizator mógłby zrobić, aby w przyszłości uniknąć takich sytuacji.

To Whom it May Concern,

I am writing regarding my most recent visit to your amusement park. I was extremely upset by my experience and will never be back.

It all started when we arrived at the parking lot. There were no spaces left, even though it was still very early. We had to park very far away and by the time we got to the ticket booth, there was a long line. After waiting for 2 hours to get in, there were so many people inside that every ride was completely packed. We only got to go on two rides. In addition to that, I got food poisoning from ice cream I ate while there! I ended up in hospital for two days following my visit. Not only will I not recommend your amusement park, but I am also now out of \$200!

It is sad, really, because I was hoping to have a very nice day and it was pretty much ruined. To top it off, my friend that went with me had her birthday that day. While I don't expect financial compensation, I hope you change your ice cream vendor and do something about the terrible lines as well as your tiny parking lot! Maybe you could also send my friend a free ticket? I shall await your reply. Thank you for your time.

Sincerely,

Donna Wimperton

Autor opisuje swoje doświadczenie związane z korzystaniem z usługi.

Elementy rozwinięcia:

*started when we arrived
no spaces left
had to park very far away
After waiting for 2 hours
only got to go on two rides
got food poisoning
ended up in hospital
will I never come back
now out of \$200*

Autor wyraża oczekiwania wobec adresata oraz sugeruje rozwiązania i usprawnienia.

Elementy rozwinięcia:

*While I don't expect financial compensation
I hope you ...
do something about ...*

Przydatne zwroty i wyrażenia

Zwroty grzecznościowe

- Dear Sir/Madam,
- To Whom it May Concern,
- Dear Mr/Mrs/Ms,

Powód napisania listu

- I am writing regarding my most recent visit.
- I am very disappointed with the service I received.
- I was extremely upset by my experience.
- I was very upset when I opened the box and saw it was broken.
- It wasn't what I ordered.
- The product looked completely different in the pictures on the website.

Rozwinięcie

- It all started when
- In addition to that
- While I don't expect financial compensation
- I hope you'll do something about
- If you had a better system of (checking packages)
- Maybe you could be more careful to make sure (the photos resemble the product).
- Mix-ups like this rarely happen nowadays as most companies have great customer service.

Zakończenie listu

- Thank you for taking the time.
- I hope you will consider my comments.
- I would appreciate it if you could exchange what I bought.
- I would like a refund.
- I would like a free ticket.
- I would like to get a discount.

Zwroty grzecznościowe kończące list

- Sincerely,
- Best Regards,

Artykuł z elementami opisu miejsca

Jest to artykuł, którego autor barwnym językiem opisuje miejsce i wyraża opinię na jego temat.

Struktura artykułu z elementami opisu miejsca

1. Intrygujący tytuł, przyciągający uwagę czytelnika.

2. Wstęp.

Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Może przywołać ciekawy fakt lub anegdotę, które zapoznają odbiorcę z tematem artykułu i zachęcą go do dalszej lektury.

3. Rozwinięcie.

Akapity 2 i 3: Autor w dwóch akapitach odnosi się do obydwu elementów polecenia, tj. opisuje miejsce, jego otoczenie i krajobraz oraz wyraża opinię na jego temat. Może też przedstawić wpływ opisywanego miejsca na swoje życie.

4. Zakończenie.

Akapit 4: Autor podsumowuje artykuł. Może zachęcić czytelnika do odwiedzenia opisywanego miejsca lub odradzić mu wizytę w nim.

Modelowa wypowiedź

Napisz artykuł do działu „Podróże” w angielskim tygodniku. (1) Opisz w nim miejsce, które wywarło na tobie duże wrażenie, i (2) zaproponuj, co zrobić, aby je spopularyzować.

San Diego – Living the American Dream!

From the moment I got off the plane in San Diego, California, I was in love with the city. So much so, that I ended up staying there for a year and working. I want as many people as possible to learn about it, so that's why I decided to write this article.

San Diego is much more relaxed than Northern California and you can really feel the Mexican cultural influences. My favourite place in the whole city is Balboa Park. It is one of the largest city parks in the world and has 16 museums and many other attractions! Make sure you go to the zoo, which many say is the best zoo in the world. Also, don't miss Coronado Beach, rated as one of America's best beaches. It is so breathtaking and the sand on it literally sparkles due to the unique sand. For a more surf experience, check out Ocean Beach or Pacific Beach, but remember those beaches will definitely be much more crowded.

I plan to organise work and travel trips for other students there in the future. Also, because I am a surfing instructor, I would like to get a group of people together a few times a year for surfing vacations. I could make some extra money doing that – at least enough for my plane ticket!

No matter what happens, I will definitely be back in San Diego one day soon and hope to move there at some point. In the meantime, I will continue to spread my love for the city and hope to inspire as many people as possible to visit!

Autor opisuje miejsce i pisze, dlaczego wywarło na nim wrażenie.

Elementy rozwinięcia:

My favourite place in the whole city is

It is one of the

Make sure you go to

one of ... best

It is so breathtaking

Autor proponuje, w jaki sposób można to miejsce spopularyzować.

Elementy rozwinięcia:

I plan to organise work and travel trips ...

I would like to get a group of people together a few times a year ...

Przydatne zwroty i wyrażenia

Tytuł

- Living the American Dream!
- The Best Place I Have Visited
- America's Finest City

Wstęp

- From the moment I got off the plane
- It was love at first sight

Powód napisania artykułu

- I want as many people as possible to learn about it
- I wanted to share this place with others because

Rozwinięcie

- It is one of the largest city parks.
- Make sure you go to the zoo.
- It is so breathtaking and

- Don't miss (Coronado Beach).
- Be sure to check out the amazing
- Try the delicious food when you go to
- I hope to inspire people to visit!
- I plan to organise work and travel trips.
- If you want to find the best spots, go to
- The place is known for ..., so make sure that you
- I wish more people knew about all this place has to offer.
- Go off the beaten path and make some great discoveries.
- The best way to get to know a place is to ask locals what to see.

Zakończenie

- I will definitely be back in
- I will continue to spread my love for
- ... hope to inspire as many people as possible

Rozprawka

Autor przedstawia dwa różne punkty widzenia dotyczące danego zagadnienia oraz podaje argumenty za jakimś stanowiskiem i przeciwko niemu wraz z krótkim uzasadnieniem.

Struktura rozprawki

1. Wstęp.

Akapit 1: Autor rozprawki przedstawia zagadnienie oraz wysuwa tezę. Zapowiada, że można na sprawę spojrzeć z dwóch stron, przedstawiając wady i zalety, dobre i złe strony itp.

2. Rozwinięcie.

Akapit 2: Autor podaje przynajmniej jeden argument popierający tezę. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.

Akapit 3: Autor podaje przynajmniej jeden argument przeciw wysuniętej tezie. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.

3. Zakończenie.

Akapit 4: Autor pisze krótkie podsumowanie, w którym nawiązuje do argumentów przytoczonych w rozwinięciu. Píše, które z nich wydają mu się bardziej przekonujące i na tej podstawie formułuje swoją opinię.

Modelowa wypowiedź

W dzisiejszych czasach pośpiechu wiele osób uważa, że należy zwolnić tempo życia. Napisz rozprawkę, w której przedstawisz korzyści i zagrożenia dla człowieka, wynikające z prób zwolnienia tempa życia.

Nowadays, people often have very little free time and this has an effect on their physical and mental health. As a result, many have started to make lifestyle changes to reverse some of the damage they have done to themselves, as well as learn to live life differently. I think that slowing down is very important, even though not everyone might agree.

There are many benefits to living more slowly, but some of the most important are better family relations, better physical health, and increased happiness. In fact, there is even an entire movement called the Slow Movement. Those who live slowly extend this idea to all aspects of their lives from the purchasing decisions they make, to the food they eat, to the way they decorate their homes.

Not everyone, however, thinks the Slow Movement is beneficial and they even go as far as to say that it has a negative side. They say that if everyone were to live slowly, technology, for example, would stop developing and many industries would suffer. They say the movement isn't really fit for the modern world and is hard to integrate into city living.

While those against the slow movement may have some good points, in my opinion, the health benefits of slow living cannot be overstated. Even if you don't completely adopt the Slow Movement, it is worth borrowing some of the principles to bring some more peace and serenity into your life! I definitely recommend this to achieve better health, increased happiness and many other benefits.

Autor stawia tezę:
I think that slowing down is very important

Autor prezentuje pierwsze stanowisko.
Argument za:
better family relations, better physical health, and increased happiness
Uzasadnienie/przykład:
Those who live slowly extend ...

Autor prezentuje drugie stanowisko.
Argument przeciwko:
if everyone were to live slowly, technology, for example, would stop developing and many industries would suffer
Uzasadnienie/przykład:
the movement isn't really fit ...

Autor podsumowuje oba stanowiska i sygnalizuje, które jest mu bliższe.
While those against ... it is worth ...

Przydatne zwroty i wyrażenia

Wyrażenie opinii

- I absolutely/slightly agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me

Argumenty za

- The benefits are
- The advantages are
- Another advantage is
- Experts claim
- I support
- It's a good idea to

Argumenty przeciw

- Not everyone thinks it is beneficial
- One of the disadvantages is
- One of the bad things about it is
- Experts claim

Uzasadnienie argumentów

- When it comes to
- As far as ... is/are concerned
- As for

Zakończenie

- While those against/for ... may have some good points,
- I think
- At the end of the day,
- In conclusion,

Artykuł z elementami recenzji

Jest to artykuł, którego autor pisze o książce, filmie lub innym utworze, jednak nie skupia się na streszczaniu go, tylko na ocenie dzieła. Przedmiotem recenzji może być też produkt lub usługa.

Struktura artykułu z elementami recenzji

1. Intrygujący tytuł, przyciągający uwagę czytelnika.
2. Wstęp.
Akapit 1: Autor artykułu zachęca czytelnika do przeczytania recenzji. Może przywołać ciekawą anegdotę, która naprowadzi czytelnika na tematykę artykułu.
3. Rozwinięcie.
Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu. Opisuje recenzowany utwór lub produkt i wyraża opinię na jego temat; może też pokazać, jak wpłynął na jego życie.
4. Zakończenie.
Akapit 4: Autor podsumowuje artykuł. Może zachęcić czytelnika do zapoznania się z przedmiotem recenzji lub zniechęcić go do jego poznania.

Modelowa wypowiedź

Wybrałeś/Wybrałaś się w daleką podróż samolotem. Napisz o tym artykuł. (1) Przedstaw swoje wrażenia z lotu (2) oraz opinię dotyczącą usług świadczonych przez przewoźnika.

Southeroo Airlines For the Win!

I've just got back from a trip to South Africa and took Southeroo Airlines. I was pretty worried about the trip because I am afraid to travel. However, the flight was the most enjoyable part of my whole vacation and if I could, I would have stayed in those friendly skies forever!

The plane boarded quickly and the staff at the gate was so friendly. They immediately made me feel calm. There was no turbulence for the entire flight and I basically spent eight hours getting pampered, watching movies and eating delicious snacks.

In addition to the flight being so great, from the moment I booked my ticket, Southeroo did everything it could to make my journey amazing. One day before my trip, they sent me a message that I had been upgraded to First Class and that a car would come to pick me up at home to take me to the airport the following day. On the plane, I got pajamas and a manicure and was able to lay down on a flat bed in my private cabin.

Before landing, I hopped in a hot shower!

Southeroo sets a completely different standard for airline travel than what is out there. I enjoyed flying with them so much, that I've decided I may try and get a job with them so that I can fly with them all the time and get a good discount while I'm at it!

Autor przedstawia swoje wrażenia z odbywanego lotu.

Elementy rozwinięcia:

*The flight was the most enjoyable part ...
The plane boarded quickly.
In addition to the flight being so great ...*

Autor wyraża swoją opinię.

Elementy rozwinięcia:

*did everything it could to make my journey amazing
they sent me a message
I got pajamas and a manicure*

Przydatne zwroty i wyrażenia

Wstęp

- I've just got back from
- The best part ... was
- I had so much fun ..., that I had to write about it
- Despite ..., this is
- My trip to ... was the trip of my life.
- Hopefully, my experience can make someone else's more enjoyable!
- I was pretty worried about the flight

Rozwinięcie

- ... did everything it could to
- I know I may be a bit biased, but
- ... sets a completely different standard
- I have to admit
- I am sure you would/wouldn't enjoy
- My first impression was
- It's well worth .../It's just not worth it.
- Any time you travel, you should first do some research.

Zakończenie

- I enjoyed
- I've decided
- Don't miss
- I would/wouldn't recommend
- All in all, this is
- It's a perfect choice.
- Next time you go to choose an airline/ travel agent/bus operator, ...

Artykuł

W artykule autor przedstawia jakieś zjawisko i wyraża opinię na jego temat. Artykuł może zawierać elementy opisu, sprawozdania lub recenzji. Autor może oceniać opisywane fakty i próbować wpłynąć na opinię czytelników.

Struktura artykułu

1. Intrygujący tytuł, przyciągający uwagę czytelnika.

2. Wstęp.

Akapit 1: Autor artykułu zachęca czytelnika do przeczytania tekstu. Przedstawia problem, który jest w nim poruszany. Może przywołać ciekawy fakt lub anegdotę, które naprowadzą czytelnika na tematykę artykułu. Wstęp może zawierać pytanie lub cytaty.

3. Rozwinięcie.

Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu i własną opinię.

4. Zakończenie.

Akapit 4: Autor podsumowuje artykuł. Może się odnieść do pytania zadanego we wstępie. Może też zadać pytania zachęcające czytelnika do dalszych rozważań dotyczących tematu poruszanego w tekście.

Modelowa wypowiedź

Nie jeden pomysł biznesowy zrodził się z powodu braku możliwości rozwiązania konkretnego problemu za pomocą powszechnie dostępnych produktów lub usług. Zdarza się, że młodzi przedsiębiorcy biorą sprawy we własne ręce i zmieniają rynek. Napisz artykuł na stronę internetową, w którym (1) opiszysz, w jaki sposób można odnieść tego typu sukces oraz (2) przedstawisz korzyści z prowadzenia własnego biznesu.

She turned trouble into triumph and made millions – you can too!

Have you ever wanted to start your own business but been too scared? Well, here is a good example that will motivate you. You have probably never heard of Siqi Mou, but you may have got some great advice from her company's chatbot. Mou was at university when her skin took a turn for the worst and she broke out in acne. She realised that there was no personalised skincare help that was easily available for young people like her. Also, she couldn't afford to buy expensive creams and visit doctor after doctor. Several years later, she is the owner of HelloAva that gives beauty consults through its chatbot. Clients send in selfies and fill out a questionnaire and the system will select products that are then confirmed by one of their employees. As a result, she literally changes the lives of many of her customers.

Mou sets a good example for other young professionals, showing that if you have a good idea, you can achieve success. She loves what she does – something that is so important and many people underestimate. When you have your own business, you often end up working long hours, but you can also set them according to your personal schedule. Not only that, you can find a niche on the market and, like Mou, build a business that is stable and set to see huge growth in the future.

Beauty tech companies are among the fast growing on the market and Mou is perfectly positioned to take advantage of this. Pay a visit to Mou's business and judge for yourself. May she be an example to anyone thinking about jumping into their own business – it can be scary but is definitely worth the attempt!

Autor opisuje, jak przykładowy przedsiębiorca wpadł na konkretny pomysł biznesowy.

Elementy rozwinięcia:

*there was no personalised skincare help that was easily available for young people like her
she is the owner of HelloAva that gives beauty consults through its chatbot
she literally changes the lives of many of her customers*

Autor przedstawia korzyści z prowadzenia własnego biznesu.

Elementy rozwinięcia:

*Mou sets a good example ...
If you have a good idea, you can achieve success.
When you have your own business, you end up ...
... you can find a niche on the market ...*

Przydatne zwroty i wyrażenia

Tytuł przykuwający uwagę

- She turned trouble into triumph
- Beauty tech company gets things right
- ... you can too!

Wstęp

- What is interesting
- Imagine
- Suppose
- By and large
- For starters,

Rozwinięcie

- She took matters into her own hands.
- ... is growing at a dramatic pace.
- What is more
- Not to mention that
- There is another side to this problem/issue/argument
- For this reason
- A perfect example of that is
- It shows that

Zakończenie

- To wrap up,
- ... visit ... to support this
- After all
- Never before
- Judging for yourself ...
- It's quite clear to me that
- To me
- May she be an example ...

Artykuł z elementami sprawozdania

Jest to artykuł, którego autor przytacza wyniki badań, np. socjologicznych, i na ich podstawie wyciąga własne wnioski. Autor ilustruje artykuł odpowiednimi przykładami.

Struktura artykułu z elementami sprawozdania

1. Intrygujący tytuł, przyciągający uwagę czytelnika.

2. Wstęp.

Akapit 1: Autor artykułu zachęca czytelnika do przeczytania swojego tekstu. Przytacza wyniki badań, które będzie w nim omawiał i umieszcza je w odpowiednim kontekście. Może przywołać ciekawy fakt lub anegdotę, które naprowadzą czytelnika na temat artykułu i zachęcą do dalszej lektury tekstu.

3. Rozwinięcie.

Akapity 2 i 3: Autor w dwóch akapitach przedstawia różne aspekty poruszanego tematu.

Analizuje poszczególne elementy badania oraz wyraża opinię na ich temat.

4. Zakończenie.

Akapit 4: Autor podsumowuje artykuł. Wyraża własną opinię na temat analizowanej ankiety.

Może zachęcić czytelnika do dalszych rozważań dotyczących tematu poruszanego w tekście.

Modelowa wypowiedź

Napisz artykuł (1) przedstawiający wyniki ankiety, której uczestnicy wskazują, że młodzi ludzie zaczynają uprawiać sport nie dla zdrowia, ale przede wszystkim po to, by się podobać rówieśnikom. Powołując się na wyniki badań, (2) wyraż swoją opinię na ten temat.

WHY DO PEOPLE DO SPORTS? THE ANSWERS COULD SURPRISE YOU

MoveMoveMove has recently published its newest annual survey in which it presents the answer to why teenagers actually take up a sport. The poll was partly funded by a government campaign to increase participation in sports.

The survey shows that a whopping 75% of people say that their most important reason for doing sports is to be more attractive. In second place, with 15%, was to be healthier. Only 9% of respondents said the main reason they moved about regularly was because it was fun. The remaining people said they didn't know why they like doing sports.

From my point of view, the most shocking thing about the survey was the fact that so many people care about what other people think. I would have rather expected health to be the most important motivator for taking up sports, but sadly this is not the case. However, now the government campaign will be able to focus on the popular motivators to better promote participation in sports.

In addition to a campaign on being more active, I would suggest that government officials also launch another one to improve body image so that people aren't so motivated by looks. It is sad to think that people believe that they are such an important factor in their relations with other people.

Autor przytacza wyniki ankiety.

Elementy rozwinięcia:

The survey shows that a whopping 75% of people say that their most important reason for doing sports is to be more attractive to the opposite sex. In second place, with 15%, was to be healthier. Only 9% of respondents said the main reason they moved about regularly was because it was fun.

Autor wyraża swoją opinię na temat wyników ankiety.

Elementy rozwinięcia:

The most shocking thing about the survey. I would have rather expected health to be the most important motivator ... sadly this is not the case.

Przydatne zwroty i wyrażenia

Tytuł przykuwający uwagę

- Why do people do sports? The answer could surprise you.

Wstęp

- ... has recently published its annual survey
- Newest data shows that
- Researchers looked into

Rozwinięcie

- The most shocking thing about the survey was
- I would have rather expected
- The results show
- Sadly, this is not the case.
- From my point of view
- It goes without saying that
- My own feeling on the subject is that
- It's my impression that

Zakończenie

- Based on this survey, I recommend
- I would suggest
- Next time, researchers might consider
- It is worth looking into

Rozprawka

Rozprawka – autor przedstawia dwa odmienne punkty widzenia dotyczące danego zagadnienia. Podaje argumenty *za* i *przeciw* wraz z krótkim uzasadnieniem.

Struktura rozprawki

1. Wstęp.

Akapit 1: Autor rozprawki przedstawia zagadnienie oraz wysuwa tezę. Zapowiada, że można na sprawę spojrzeć z dwóch stron, przedstawiając wady i zalety, dobre i złe strony itp.

2. Rozwinięcie.

Akapit 2: Autor podaje przynajmniej jeden argument popierający tezę. Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.

Akapit 3: Autor podaje przynajmniej jeden argument przeciw wysuniętej tezie.

Swoje stwierdzenia rozwija, tj. wyjaśnia i popiera przykładami.

3. Zakończenie.

Akapit 4: Autor pisze krótkie podsumowanie, w którym nawiązuje do argumentów przytoczonych w rozwinięciu. Pisz, które z nich wydają mu się bardziej przekonujące i na tej podstawie formułuje swoją opinię.

Modelowa wypowiedź

Wiele osób uważa, że lekcje muzyki powinny być wprowadzone w liceach jako obowiązkowy przedmiot nauczania. Napisz rozprawkę, w której przedstawisz dobre i złe strony podjęcia takiej decyzji.

Should Music be a Mandatory Subject in High School?

Whether or not music is included in required high school curriculum is a subject that provides for heated debate. I personally think it is one of the most important things that can be taught to teenagers, as I have experienced the positive effects of music first-hand.

Music works on certain parts of the brain that influence language, mathematics, creativity, and communication skills. People who take part in music programmes do better on tests in general and they are better listeners. As if that wasn't enough, they simply feel better about themselves and are less stressed. The students that take part in music programmes go on to be more successful and lead happier lives.

Despite all of the positive aspects of mandatory music in schools, many are against it. One of the most popular arguments is that it is expensive. Schools must invest in extra teachers equipment, as well as space. In addition, the opponents of music in high schools claim it distracts students from other subjects. Some of the other arguments include that it creates a competitive atmosphere.

If you ask me, the pros of music programmes in high schools outweigh the cons. In fact, music has shown to be so powerful in changing students' lives that I think we should rather shift our focus from IF music should be mandatory in high schools to HOW to make it exist in all schools. If money is an issue, let's get local governments involved and show decision makers just how much music can change a person's life.

Autor stawia tezę.
I personally think it is one of the most important things that can be taught to teenagers.

Autor prezentuje pierwsze stanowisko.
Argument za:
Music ... influences language, mathematics, creativity, and communication skills.
Uzasadnienie/przykład:
The students that take part in music programmes go on to be more successful and lead happier lives.

Autor prezentuje drugie stanowisko.
Argument przeciwko:
expensive, distracts students, creates a competitive atmosphere.

Autor podsumowuje oba stanowiska i sygnalizuje, które jest mu bliższe.
If you ask me, In fact ...

Przydatne zwroty i wyrażenia

Wyrażenie opinii

- I absolutely/slightly agree
- I must agree with
- It's true that
- I think that
- I believe
- I suppose
- In my opinion
- For me
- They must carefully weigh the pros and cons
- It might seem

Argumenty za

- The benefits are
- The advantages are
- Another advantage is
- Experts claim
- It's a good idea to
- The pros are

Argumenty przeciw

- One of the disadvantages is
- One of the bad things about it is
- Experts claim
- The cons are

Uzasadnienie argumentów

- When it comes to
- As far as ... is/are concerned
- As for

Podsumowanie

- While those against/for ... may have some good points
- I think
- At the end of the day,
- In conclusion,
- It's easy to understand why
- If you ask me,

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Meaning
be	was/were	been	być
beat	beat	beaten	bić; pokonać
become	became	become	stawać się
begin	began	begun	zaczynać
bite	bit	bitten	gryźć
blow	blew	blown	dmuchać; wiać
break	broke	broken	łamać; psuć się
bring	brought	brought	przynosić; przyprowadzać
broadcast	broadcast	broadcast	transmitować; nadawać
build	built	built	budować
burn	burnt	burnt	palić (się); płonąć
buy	bought	bought	kupować
can	could	–	móc; umieć; potrafić
catch	caught	caught	łapać, chwycić
choose	chose	chosen	wybierać
come	came	come	przychodzić, przyjeżdżać
cost	cost	cost	kosztować
cut	cut	cut	ciąć; rozcinać; przecinać
deal	dealt	dealt	dotyczyć; rozdawać
dig	dug	dug	kopać
do	did	done	robić, czynić
draw	drew	drawn	rysować
dream	dreamt	dreamt	śnić; marzyć
drink	drank	drunk	pić
drive	drove	driven	prowadzić (samochód); kierować
eat	ate	eaten	jeść
fall	fell	fallen	padać, spadać, upadać
feed	fed	fed	karmić
feel	felt	felt	czuć (się)
fight	fought	fought	walczyć
find	found	found	znaleźć
fly	flew	flown	latać
forecast	forecast	forecast	prognozować
forget	forgot	forgotten	zapominać
get	got	got/gotten	dostać, otrzymać
give	gave	given	dawać
go	went	gone	iść; jechać
grow	grew	grown	rosnąć
have	had	had	mieć
hear	heard	heard	słyszeć
hide	hid	hidden	chować, ukrywać
hit	hit	hit	uderzać
hold	held	held	trzymać
hurt	hurt	hurt	zranić; boleć
keep	kept	kept	trzymać; zachować
know	knew	known	wiedzieć, znać
lead	led	led	prowadzić; przewodzić
learn	learnt	learnt	uczyć się
leave	left	left	opuszczać, wyjeżdżać
lend	lent	lent	pożyczać (komuś)

Infinitive	Past simple	Past participle	Meaning
let	let	let	pozwalać
lie	lay	lain	leżeć
light	lit	lit	zapalać; oświetlać
lose	lost	lost	gubić; tracić
mean	meant	meant	mieć na myśli; znaczyć
make	made	made	robić
meet	met	met	spotykać
pay	paid	paid	płacić
prove	proved	proven	udowadniać, dowodzić
put	put	put	postawić, położyć
read	read	read	czytać
ride	rode	ridden	jeździć (np. na rowerze, konno)
ring	rang	rung	dzwonić
rise	rose	risen	rosnąć; wzrastać; wstawać
run	ran	run	biegać
say	said	said	powiedzieć, mówić
see	saw	seen	widzieć; rozumieć
sell	sold	sold	sprzedawać
send	sent	sent	wysyłać
shake	shook	shaken	potrząsać
shine	shone	shone	świecić
show	showed	shown	pokazywać
shoot	shot	shot	strzelać
shut	shut	shut	zamykać
sing	sang	sung	śpiewać
sink	sank	sunk	tonąć
sit	sat	sat	siedzieć
sleep	slept	slept	spać
smell	smelt	smelt	wąchać; pachnieć
speak	spoke	spoken	mówić
speed	sped	sped	pędzić, przyspieszać
spend	spent	spent	wydawać (pieniądze); spędzać (czas)
spill	spilt	spilt	rozlać, rozlewać (się)
stand	stood	stood	stać; postawić
steal	stole	stolen	kraść
stick	stuck	stuck	wbijać; wtykać; lepić; kleić
stink	stank	stunk	cuchnąć
sweep	swept	swept	zamiatać
swim	swam	swum	pływać
take	took	taken	brać, zabierać
teach	taught	taught	uczyć (kogoś), nauczać
tear	tore	torn	drzeć, rozdzierać
tell	told	told	mówić, powiedzieć
think	thought	thought	myśleć; sądzić
throw	threw	thrown	rzucić
understand	understood	understood	rozumieć
wake	woke	woken	budzić się; obudzić
wear	wore	worn	nosić (ubranie)
win	won	won	wygrywać
write	wrote	written	pisać

MY PERSPECTIVES

Podręcznik dopuszczony do użytku szkolnego przez ministra do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego:

	Rozporządzeniami Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół	Rozporządzeniami Ministra Edukacji Narodowej z dnia 30 stycznia 2018 w sprawie podstawy programowej wychowania przedszkolnego oraz kształcenia ogólnego w poszczególnych typach szkół
Rzecznawcy	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak	dr Anna Maria Kuzio, dr Łukasz Salski, mgr Teresa Kosyra-Cieślak
Poziom ESOKJ	B2	B2
Typ szkoły	ponadgimnazjalna	ponadpodstawowa
Etap edukacyjny	IV	III
Poziom zaawansowania określony w podstawie programowej	IV.1P IV.1R IV.2	III.1.P, III.1.R, III.DJ
Numer ewidencyjny w wykazie	980/3/2019	943/3/2019
Rok dopuszczenia	2019	2019

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My Perspectives 3

Student's Book

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Publisher: Sherrise Roehr.

Publishing Consultant: Karen Spiller.

Executive Editor: Sarah Kenney.

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Head of Strategic Marketing: Charlotte Ellis.

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Director of Content and Media Production: Michael Burggren.

Production Manager: Daisy Sosa.

Media Researcher: Leila Hishmeh.

Manufacturing Manager: Eyvett Davis.

Art Director: Brenda Carmichael.

Production Management, and Composition: 3CD.

Cover Image: Bernardo Galmarini/AlamyStock Photo.

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Andover, Hampshire

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ISBN 978-83-267-3530-1

Wydanie 2

Warszawa 2020

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Redaktor zarządzający: Beata Huczko.

Redaktor serii: Anna Skwarek.

Redaktor prowadzący: Katarzyna Pruska.

Redakcja językowa: Erika Oley-Trojanowska, Ewa Mazur.

Nadzór artystyczny: Kaia Pichler.

Skład i łamanie: Dorota Sameć.

Realizacja i montaż nagrań: Andrzej Rewak.

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Druk i oprawa: ArtDruk Kobyłka

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Wydawnictwo dołożyło wszelkich starań, aby odnaleźć posiadaczy praw autorskich do wszystkich utworów zamieszczonych w podręczniku.

Pozostałe osoby prosimy o kontakt z Wydawnictwem.

Acknowledgements

The publishers and the authors would like to thank the following teachers for their invaluable feedback and comments during the development of this coursebook:

Aleksandra Alfut, Anna Buchowska, Agnieszka Dończyk, Małgorzata Guzicka, Anna Kufel, Dariusz Kufel, Natalia Maćkowiak, Anna Milewska, Beata Polit, Michał Szkudlarek, Beata Tomaszewska

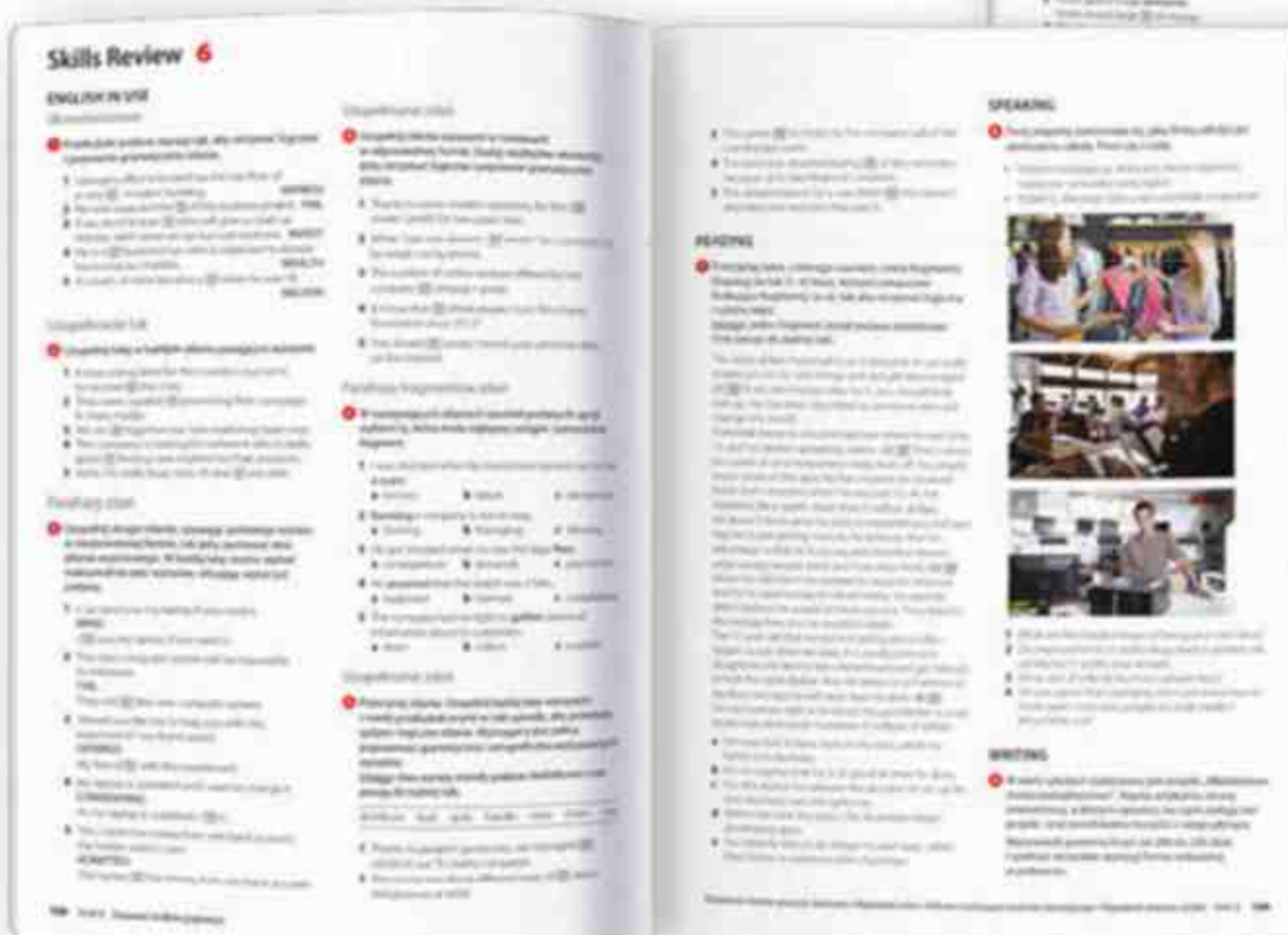
MY PERSPECTIVES

My Perspectives to nowa seria do nauczania języka angielskiego w liceach i technikach. Uczniowie i nauczyciele z pasją znajdą w niej inspirację do aktywnego poznawania świata i okazję do uczestnictwa w interesujących wydarzeniach kulturalnych i społecznych. Wyjątkowe, autentyczne materiały TED Talks umożliwiają uczniom poznanie nietuzinkowych ludzi i ich osiągnięć oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych, a także rozwijać kluczowe kompetencje XXI wieku, tzw. *Life Skills*. Bogactwo zadań typu maturalnego ułatwia przygotowanie do matury już od klasy 1.



Prezentacje TED Talks poszerzają wiedzę o świecie, skłaniają do refleksji oraz pomagają nauczyć się trudnej sztuki prezentacji i wystąpień publicznych.

Inspirujące teksty o ciekawych ludziach i ich osiągnięciach pozwalają spojrzeć na otaczający nas świat z innej perspektywy. Dają powód do analizy informacji i wyrażania własnej opinii.



MY PERSPECTIVES to skuteczne przygotowanie do egzaminu maturalnego. Podręcznik zawiera zadania typu maturalnego w poszczególnych lekcjach oraz w sekcjach powtórzeniowych *Skills Review*. Sekcja *Writing Guide* zawiera przykłady wypowiedzi pisemnych oraz listę przydatnych zwrotów i wyrażen.