FOCUS 5

SECOND EDITION

B2+/C1

TEACHER'S BOOK

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Pearson

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Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of the Matura exam – for instance: a renewed focus on Use of English tasks – as well as important new Ministry requirements concerning student book recycling.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximizing language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows Ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected documentary video. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new *Focus on words* sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less*. This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan

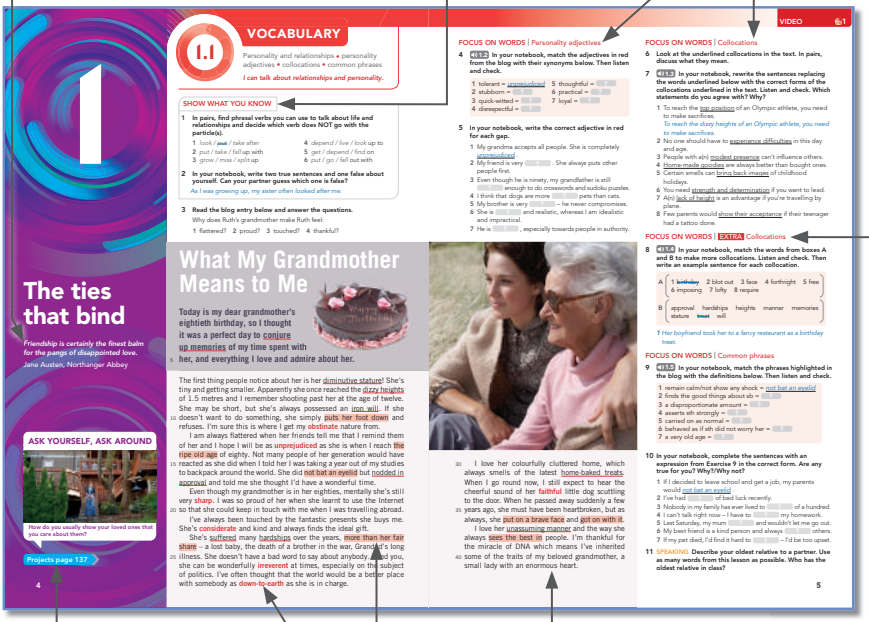
Focus 5 Unit walkthrough

VOCABULARY LESSONS

Inspiring quotations

SHOW WHAT YOU KNOW revising vocabulary students should already know, thus enabling all the students in the class to start on the same level

A variety of exercises in WORD STORE sections to practise the form and the meaning of the vocabulary items from the lesson. All the words have been recorded so that students can learn how to pronounce them.



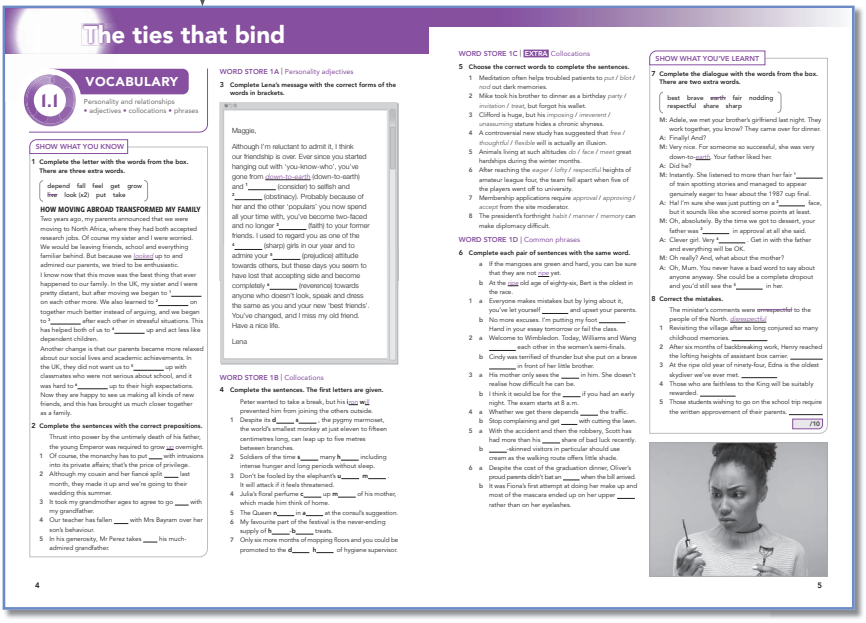
WORD STORE EXTRA to further expand learners' vocabulary, e.g. introduce more collocations for the words from the lesson

Inspiring projects encouraging group work

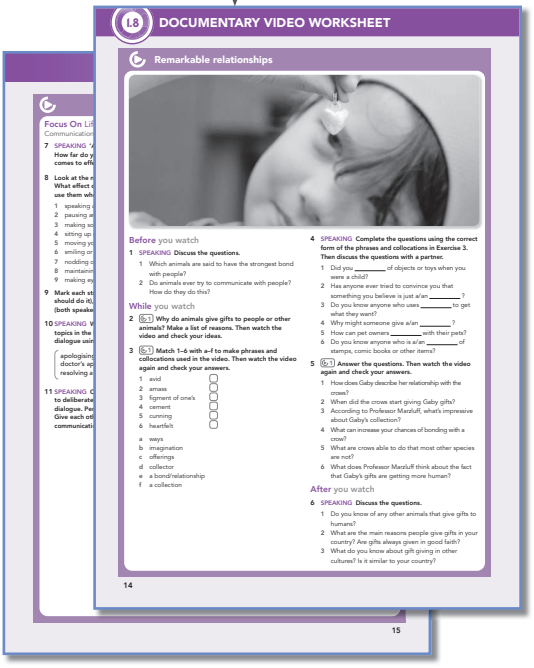
Highlighted target vocabulary items

Contextualised vocabulary presentation (listening or reading tasks)

A corresponding vocabulary lesson in the Workbook



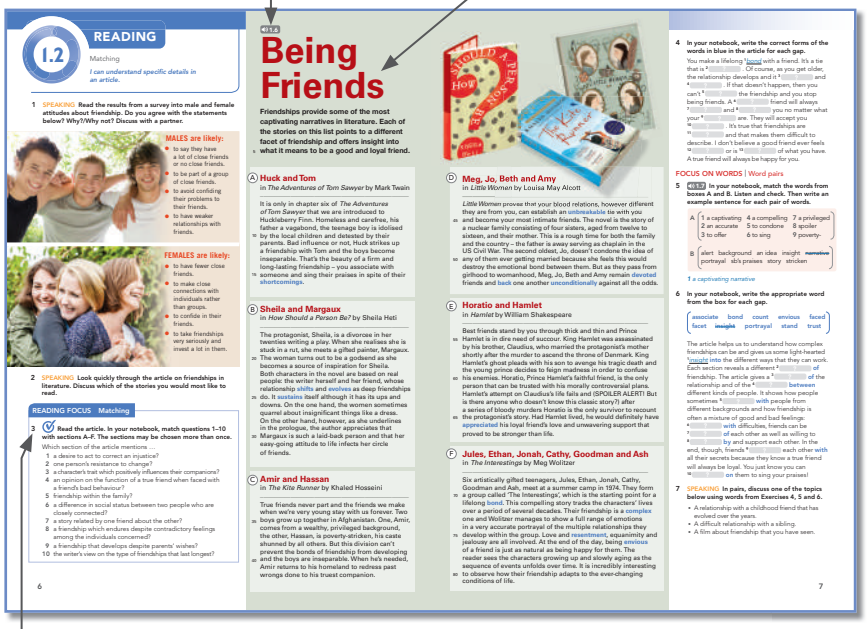
A video worksheet with extra exercises related to the documentary video in the Workbook



READING LESSONS

Audio files accompany each text, allowing additional listening practice to support reading.

A variety of texts appealing to teenagers



1.2 READING

Matching

I can understand specific details in an article.

1 SPEAKING Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.

MALES are likely:
- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.

FEMALES are likely:
- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

2 SPEAKING Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.

READING FOCUS Matching

3 Read the article. In your notebook, match questions 1–10 with sections A–F. The sections may be chosen more than once.

Which section of the article mentions ...
1 a desire to act to correct an injustice?
2 one person's resistance to change?
3 a character's trait wholly positively influences their companions?
4 an opinion on the function of a true friend when faced with a friend's bad behavior?
5 friendship within the family?
6 a difference in social status between two people who are closely connected?
7 a story related by one friend about the other?
8 a friendship which endures despite contradictory feelings among the individuals concerned?
9 a friendship that develops despite parents' wishes?
10 the writer's view on the type of friendships that last longest?

6

4.1.6

Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

A Huck and Tom
in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn, Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their shortcomings.

B Sheila and Margaux
in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut, she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship shifts and evolves as deep friendships do. It sustains itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

C Amir and Hassan
in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.

D Meg, Jo, Beth and Amy
in *Little Women* by Louisa May Alcott

Little Women proves that your blood relations, however different they are from you, can establish an unbreakable tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain devoted friends and back one another unconditionally against all the odds.

E Horatio and Hamlet
in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT) But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have appreciated his loyal friend's love and unwavering support that proved to be stronger than life.

F Jules, Ethan, Jonah, Cathy, Goodman and Ash
in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong bond. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a complex one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and resentment, equanimity and jealousy are all involved. At the end of the day, being envious of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

4 In your notebook, write the correct forms of the words in blue in the article for each gap.

You make a lifelong 1bond with a friend. It's a tie that is 2_____. Of course, as you get older, the relationship develops and it 3_____ and 4_____. If that doesn't happen, then you can't 5_____ the friendship and you stop being friends. A 6_____ friend will always 7_____ and 8_____ you no matter what your 9_____ are. They will accept you 10_____. It's true that friendships are 11_____ and that makes them difficult to describe. I don't believe a good friend ever feels 12_____ or is 13_____ of what you have. A true friend will always be happy for you.

FOCUS ON WORDS | Word pairs

5 4.1.7 In your notebook, match the words from boxes A and B. Listen and check. Then write an example sentence for each pair of words.

A
1 a captivating 2 an accurate 3 to offer
4 a compelling 5 to condone 6 to sing
7 a privileged 8 spoiler 9 poverty-

B
alert background an idea insight narrative portrayal sb's praises story stricken

1 *a captivating narrative*

6 In your notebook, write the appropriate word from the box for each gap.

associate bond count envious faced facet ~~insight~~ portrayal stand trust

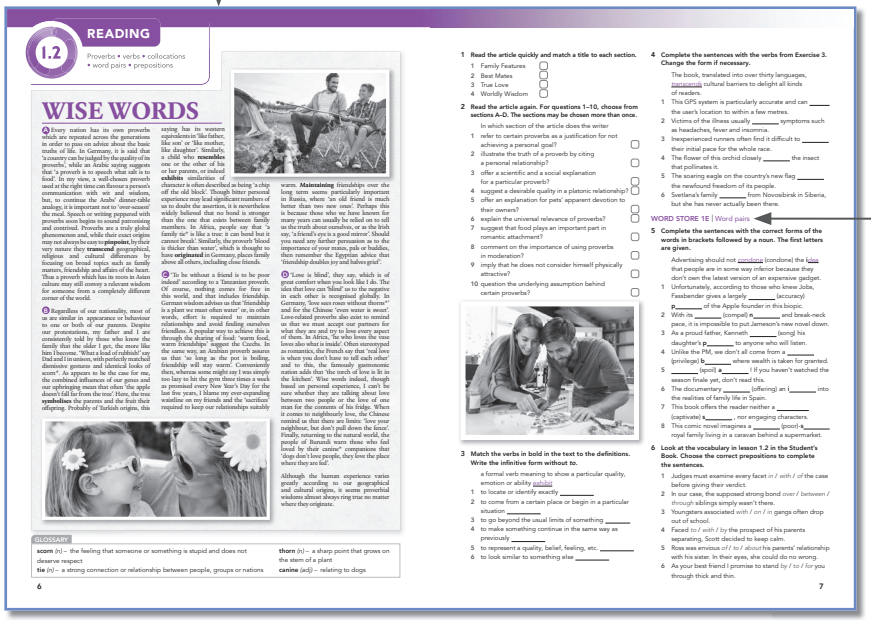
The article helps us to understand how complex friendships can be and gives us some light-hearted 1insight into the different ways that they can work. Each section reveals a different 2_____ of friendship. The article gives a 3_____ of the relationship and of the 4_____ between different kinds of people. It shows how people sometimes 5_____ with people from different backgrounds and how friendship is often a mixture of good and bad feelings: 6_____ with difficulties, friends can be 7_____ of each other as well as willing to 8_____ by and support each other. In the end, though, friends 9_____ each other with all their secrets because they know a true friend will always be loyal. You just know you can 10_____ on them to sing your praises!

7 SPEAKING In pairs, discuss one of the topics below using words from Exercises 4, 5 and 6.
- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.

7

Matura-like reading tasks in READING FOCUS

Additional reading lessons in the Workbook



1.2 READING

Proverbs • verbs • collocations • word pairs • prepositions

WISE WORDS

A Every nation has its own proverbs which are repeated across the generations in order to pass on advice about the basic truths of life. In Germany, it is said that 'a country can be judged by the quality of its proverbs', while an Arabic saying suggests that 'a proverb is to speech what salt is to food'. In my view, a well-chosen proverb used at the right time can flavour a person's communication with wit and wisdom, but, to continue the Arabic dinner-table analogy, it is important not to 'over-season' the meal. Speech or writing peppered with proverbs soon begins to sound patronising and contrived. Proverbs are a truly global phenomenon and, while their exact origins may not always be easy to pinpoint, by their very nature they transcend geographical, religious and cultural differences by focusing on broad topics such as family matters, friendship and affairs of the heart. Thus a proverb which has its roots in Asian culture may still convey a relevant wisdom for someone from a completely different corner of the world.

B Regardless of our nationality, most of us are similar in appearance or behaviour to one or both of our parents. Despite our protestations, my father and I are consistently told by those who know the family that the older I get, the more like him I become. 'What a load of rubbish!' say Dad and I in unison, with perfectly matched dismissive gestures and identical looks of scorn". As appears to be the case for me, the combined influence of our genes and our upbringing mean that often 'the apple doesn't fall far from the tree'. Here, the tree **symbolises** the parents and the fruit their offspring. Probably of Turkish origins, this saying has its western equivalents in 'like father, like son' or 'like mother, like daughter'. Similarly, a child who **resembles** one or the other of his or her parents, or indeed **exhibits** similarities of character is often described as being 'a chip off the old block'. Though bitter personal experience may lead significant numbers of us to doubt the assertion, it is nevertheless widely believed that no bond is stronger than the one that exists between family members. In Africa, people say that 'a family tie' is like a tree: it can bend but it cannot break'. Similarly, the proverb 'blood is thicker than water', which is thought to have **originated** in Germany, places family above all others, including close friends.

C "To be without a friend is to be poor indeed" according to a Tanzanian proverb. Of course, nothing comes for free in this world, and that includes friendship. German wisdom advises us that 'friendship is a plant we must often water' or, in other words, effort is required to maintain relationships and avoid finding ourselves friendless. A popular way to achieve this is through the dearing of food: 'warm food, warm friendships' suggest the Czechs. In the same way, an Arabian proverb assures us that 'so long as the pot is boiling, friendship will stay warm'. Conveniently then, whereas some might say I was simply too lazy to hit the gym three times a week as promised every New Year's Day for the last five years, I blame my ever-expanding waistline on my friends and the 'sacrifices' required to keep our relationships suitably warm. **Maintaining** friendships over the long term seems particularly important in Russia, where 'an old friend is much better than two new ones'. Perhaps this is because those who we have known for many years can usually be relied on to tell us the truth about ourselves, or as the Irish say, 'a friend's eye is a good mirror'. Should you need any further persuasion as to the importance of your mates, pals or buddies, then remember the Egyptian advice that 'friendship doubles joy and halves grief'.

D "Love is blind', they say, which is of great comfort when you look like I do. The idea that love can 'blind' us to the negative in each other is recognised globally. In Germany, 'love sees roses without thorns'" and for the Chinese 'even water is sweet'. Love-related proverbs also exist to remind us that we must accept our partners for what they are and try to love every aspect of them. In Africa, 'he who loves the tree loves also what is inside'. Often stereotyped as romantics, the Finns say that 'real love is when you don't have to tell each other' and to this, the famously pragmatic nation adds that 'the torch of love is lit in the kitchen'. Wise words indeed, though based on personal experience, I can't be sure whether they are talking about love between two people or the love of one man for the contents of his fridge. When it comes to neighbourly love, the Chinese remind us that there are limits: 'love your neighbour, but don't pull down the fence'. Finally, returning to the natural world, the people of Burundi warn those who feel loved by their canine" companions that 'dogs don't love people, they love the place where they are fed'.

Although the human experience varies greatly according to our geographical and cultural origins, it seems proverbial wisdom almost always ring true no matter where they originate.

GLOSSARY

scorn (n) – the feeling that someone or something is stupid and does not deserve respect
tie (n) – a strong connection or relationship between people, groups or nations
thorn (n) – a sharp point that grows on the stem of a plant
canine (adj) – relating to dogs

6

1 Read the article quickly and match a title to each section.
1 Family Features
2 Best Mates
3 True Love
4 Worldly Wisdom

2 Read the article again. For questions 1–10, choose from sections A–D. The sections may be chosen more than once.

In which section of the article does the writer
1 refer to certain proverbs as a justification for not achieving a personal goal?
2 illustrate the truth of a proverb by citing a personal relationship?
3 offer a scientific and a social explanation for a particular proverb?
4 suggest a desirable quality in a platonic relationship?
5 offer an explanation for pets' apparent devotion to their owners?
6 explain the universal relevance of proverbs?
7 suggest that food plays an important part in romantic attachment?
8 comment on the importance of using proverbs in moderation?
9 imply that he does not consider himself physically attractive?
10 question the underlying assumption behind certain proverbs?

3 Match the verbs in bold in the text to the definitions. Write the infinitive form without to.

a formal verb meaning to show a particular quality, emotion or ability exhibit
1 to locate or identify exactly _____
2 to come from a certain place or begin in a particular situation _____
3 to go beyond the usual limits of something _____
4 to make something continue in the same way as previously _____
5 to represent a quality, belief, feeling, etc. _____
6 to look similar to something else _____

4 Complete the sentences with the verbs from Exercise 3. Change the form if necessary.

The book, translated into over thirty languages, transcends cultural barriers to delight all kinds of readers.
1 This GPS system is particularly accurate and can _____ the user's location to within a few metres.
2 Victims of the illness usually _____ symptoms such as headaches, fever and insomnia.
3 Inexperienced runners often find it difficult to _____ their initial pace for the whole race.
4 The flower of this orchid closely _____ the insect that pollinates it.
5 The soaring eagle on the country's new flag _____ the newfound freedom of its people.
6 Svetlana's family _____ from Novosibirsk in Siberia, but she has never actually been there.

WORD STORE 1E | Word pairs

5 Complete the sentences with the correct forms of the words in brackets followed by a noun. The first letters are given.

Advertising should not condone (condone) the **l**_____ that people are in some way inferior because they don't own the latest version of an expensive gadget.
1 Unfortunately, according to those who knew Jobs, Fassbender gives a largely _____ (accuse) **P**_____ of the Apple founder in this biopic.
2 With its _____ (compel) **n**_____ and break-neck pace, it is impossible to put Jameson's new novel down.
3 As a proud father, Kenneth _____ (song) his daughter's **p**_____ to anyone who will listen.
4 Unlike the PM, we don't all come from a _____ (privilege) **b**_____ where wealth is taken for granted.
5 _____ (spoil) **a**_____ ! If you haven't watched the season finale yet, don't read this.
6 The documentary _____ (offering) an **i**_____ into the realities of family life in Spain.
7 This book offers the reader neither a _____ (captivate) **s**_____ , nor engaging characters.
8 This comic novel imagines a _____ (poor) **s**_____ royal family living in a caravan behind a supermarket.

6 Look at the vocabulary in lesson 1.2 in the Student's Book. Choose the correct prepositions to complete the sentences.
1 Judges must examine every facet *in / with / of* the case before giving their verdict.
2 In our case, the supposed strong bond *over / between / through* siblings simply wasn't there.
3 Youngsters associated *with / on / in* gangs often drop out of school.
4 Faced *to / with / by* the prospect of his parents separating, Scott decided to keep calm.
5 Ross was envious *of / to / about* his parents' relationship with his sister. In their eyes, she could do no wrong.
6 As your best friend I promise to stand *by / to / for* you through thick and thin.

7

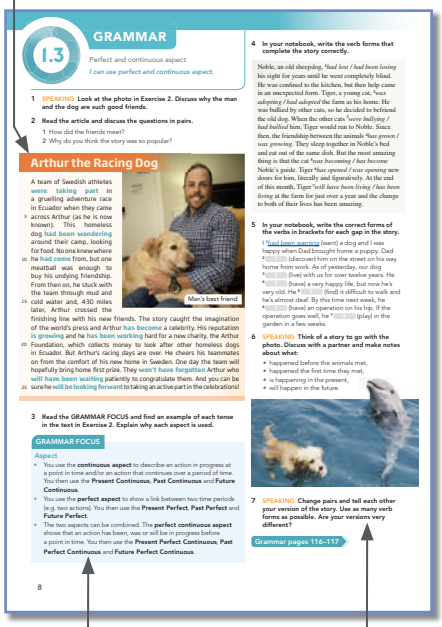
More practice of the vocabulary sets from the lesson in the Student's Book

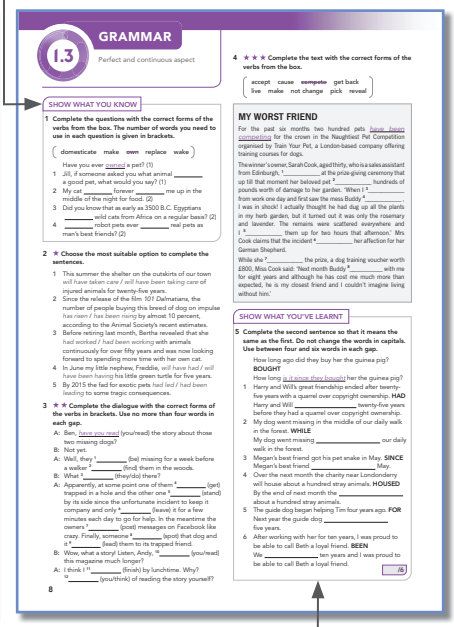
GRAMMAR LESSONS

Highlighted structures given in context

The SHOW WHAT YOU KNOW tasks serving as a warm-up and to revise the grammar students should already know

The GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE with detailed explanation of the grammar structures and additional practice exercises can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice.





GRAMMAR FOCUS with rules and structures

Personalised grammar activities

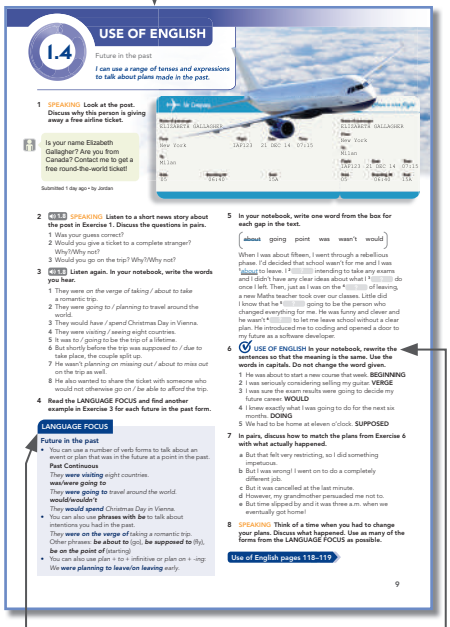
The SHOW WHAT YOU'VE LEARNT tasks help students to check their progress and be aware of what they've learnt.

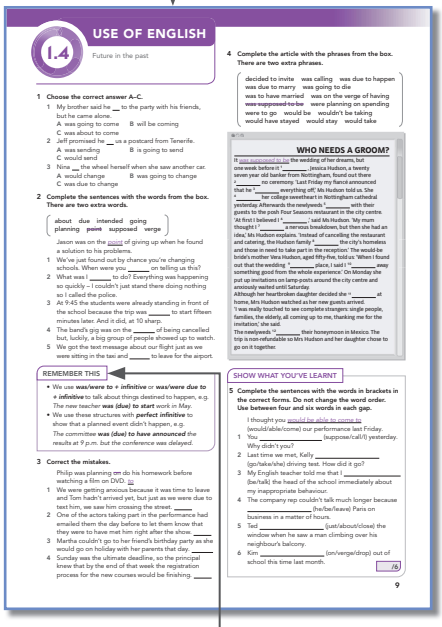
USE OF ENGLISH LESSONS

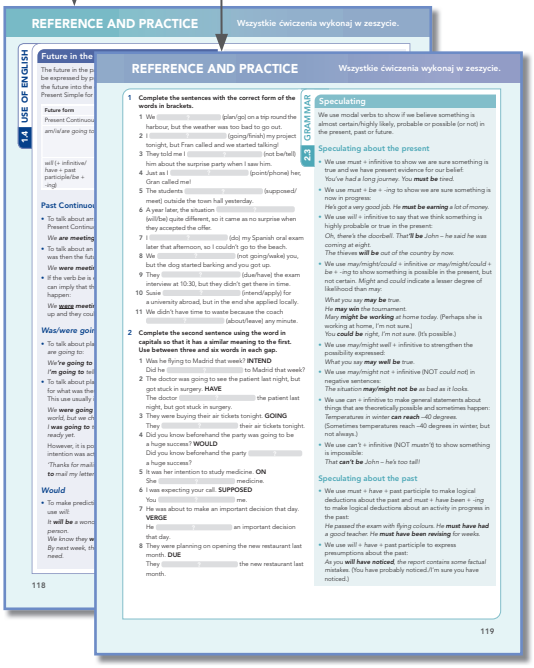
The Use of English lessons help students to analyse meanings of language and structures

Extra Use of English practice in the Workbook

Use of English rules with extra practice at the back of the book







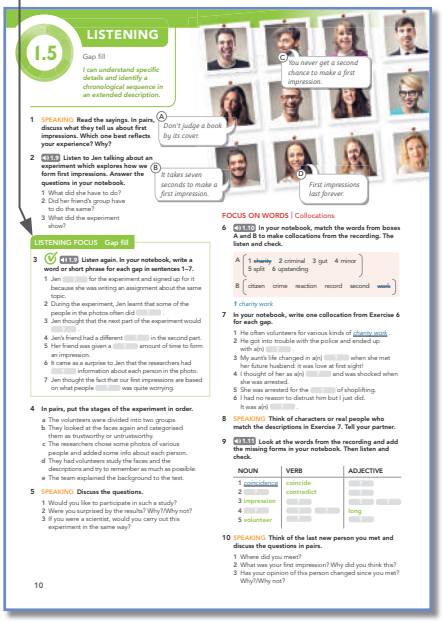
LANGUAGE FOCUS with usage rules and structures

Target structure practice in context

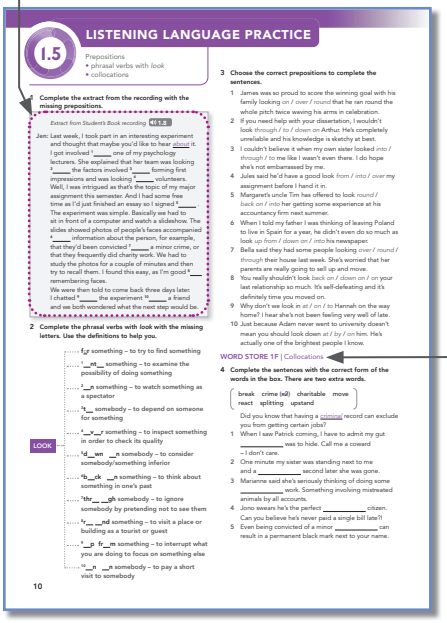
REMEMBER THIS boxes drawing attention to tricky language

LISTENING LESSONS

Matura-like listening tasks in LISTENING FOCUS



Audioscripts from the lesson used in the Workbook to practise vocabulary

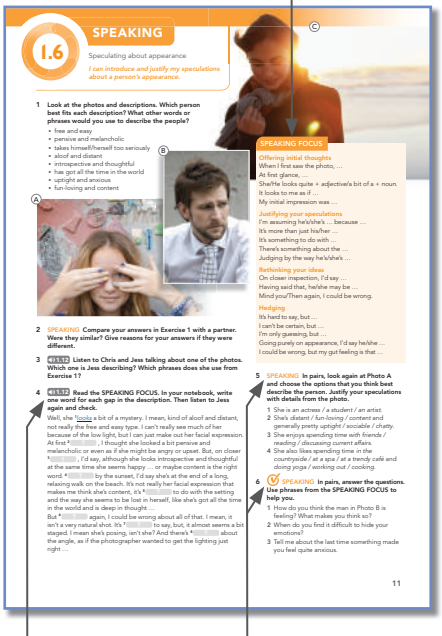


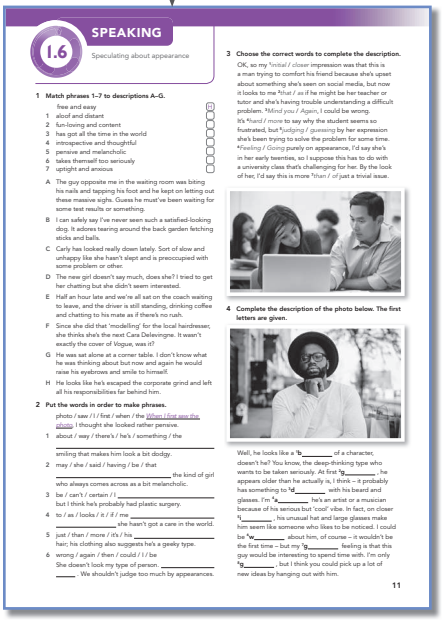
More practice of the vocabulary sets from the lesson in the Student's Book

SPEAKING LESSONS

Useful phrases in SPEAKING FOCUS

Extra practice in the Workbook



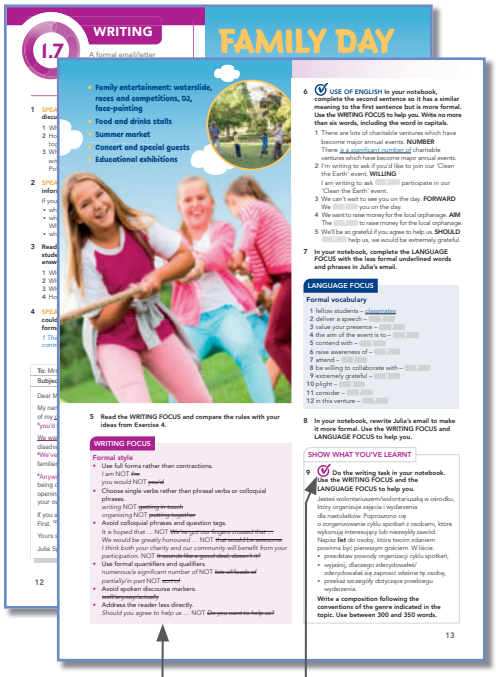


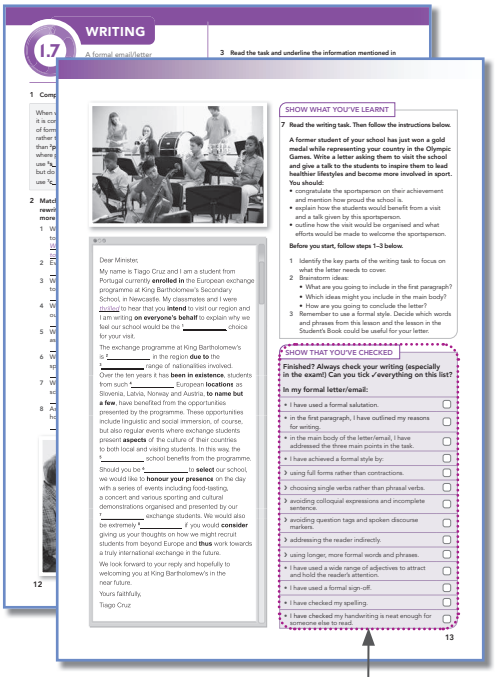
Useful phrases given in context

Interesting pairwork speaking activities designed to practise functional language from the lesson

Focus 5 Unit walkthrough

WRITING LESSONS





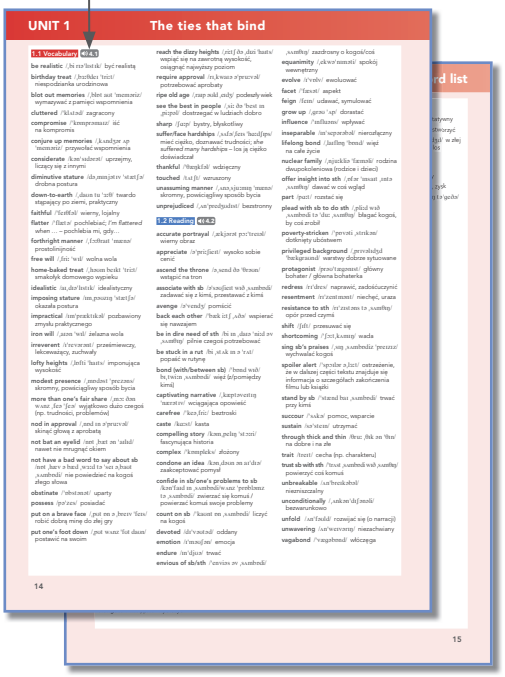
Useful phrases in WRITING FOCUS

Matura-like writing tasks

SHOW THAT YOU'VE CHECKED in the Workbook helping students to avoid potential errors in the writing part of the Matura exam

WORD LISTS

Downloadable students' MP3 recordings specially designed to practise vocabulary



Glossary of vocabulary items from the unit with pronunciation and translation

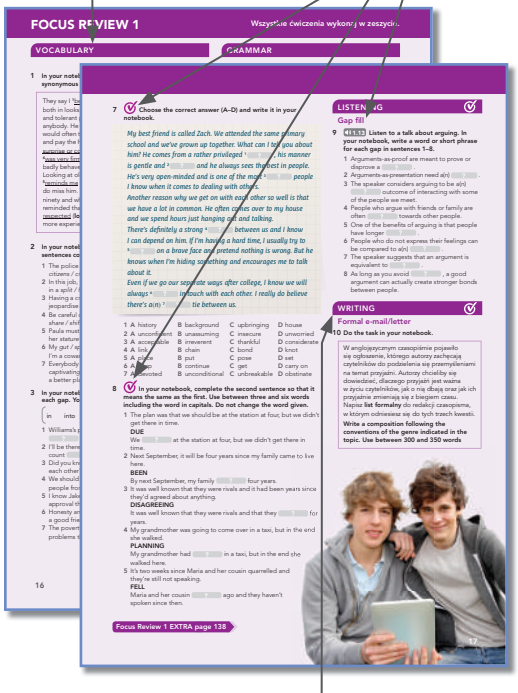
FOCUS REVIEW

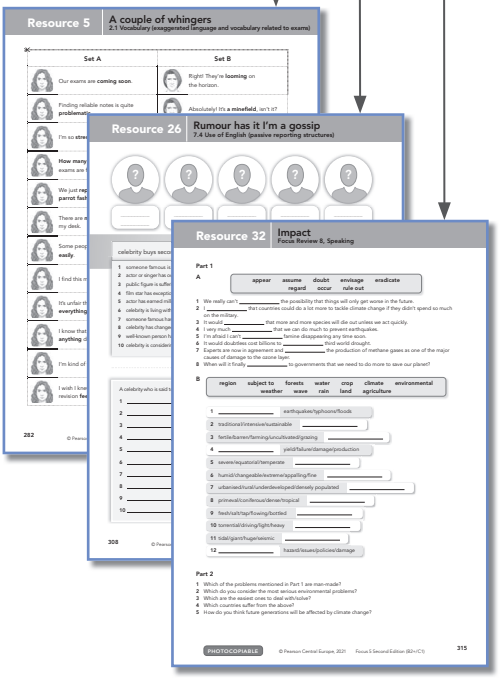
Revision of vocabulary and grammar from the unit

Typical Use of English and Listening Matura tasks

Additional Use of English practice in the Focus Review Extra section

Photocopiable Vocabulary, Grammar, Use of English, Writing and Speaking activities in the Teacher's Book preparing students to do Matura tasks





Typical Speaking or Writing Matura tasks

Focus 5 Component overview

STUDENT'S BOOK

- 8 topic-based units divided into 7 main teaching lessons: Vocabulary, Reading, Grammar, Use of English, Listening, Speaking and Writing
- Documentary video in every unit – see references in the Teacher's Book at the top of the page
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in Matura exam format
- Wordlist at the end of each unit
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Grammar Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- Lists of prepositional phrases, phrasal verbs, idioms, prefixes and suffixes as well as irregular verbs

WORKBOOK

- Mirrors the Student's Book's unit structure and pagination
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Documentary video worksheets
- Additional Use of English practice exercises
- Speaking tasks for every unit in the Polish bilingual Matura format
- Writing Bank with phrases for the written part of the Matura exams
- Speaking Bank with phrases for the speaking part of the Matura exams
- REMEMBER THIS boxes drawing attention to tricky language

TEACHER'S BOOK

- Unit-by-unit Student's Book pages with overprinted answer key
- References to additional resources and the Testing Programme
- Teacher's Book pagination mirrors Student's Book pagination
- Reduced Workbook pages with overprinted answer key
- Culture notes
- Audioscripts and videoscripts
- 32 photocopiable resources with instructions and key

TESTING PROGRAMME

The Testing Programme is more than just a collection of tests. It offers a coherent system of evaluation and grading which covers a wide range of test types delivered **in PDF and editable formats**.

The Testing Programme includes:

- A & B Vocabulary quizzes for each vocabulary lesson;
- A & B Grammar quizzes for each grammar lesson;
- A & B Use of English quizzes for each Use of English lesson;
- A & B Unit tests (checking vocabulary, grammar and Use of English);
- four A & B Cumulative tests (units 1–2, 1–4, 1–6, 1–8);
- End-of-year test (in the form of a sample Matura test);
- answer keys and audioscripts.

DIGITAL COMPONENTS

For information about digital components go to pearson.pl/focus2

Videos and teaching with projects

USING VIDEOS IN THE CLASSROOM

Documentaries are short (3–6 minutes) video clips. As an extension of the topics covered in the units, the authentic, natural-language documentaries give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to lesson 8 in each unit in the Workbook. Students are also prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the documentaries at the beginning or at any other time in the unit.

No. of videos: 8 (1 per unit)

HOW TO TEACH WITH PROJECTS

The benefits of teaching with projects

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

How to extend *Focus* projects

There is a project for each Vocabulary lesson in the Student's Book. For projects, go to page 137. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 5 Second Edition*:

> Do some research online into gift-giving customs in different cultures. For example, find out about typical gifts for special occasions (such as weddings, graduation ceremonies, coming-of-age parties), gift-giving taboos or the etiquette of presenting and receiving gifts. Prepare a digital presentation and present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
Homework: Each student researches a gift-giving custom.

2 **In class:** Students share their research with their partners. Groups then select the customs they are most interested in.
Homework: Students go away and do more research on the customs they have selected. They take notes. They plan a presentation about them.

4 **In class:** Groups work together and give each other oral feedback and suggestions on their plans.
Homework: Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on their favourite gift-giving custom and discuss why.

Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

1 Mediating a text consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practiced whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

2 Mediating concepts involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

3 Mediating communication facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

Where is Mediation in *Focus Second Edition*?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

	VOCABULARY	READING	GRAMMAR
1 The ties that bind DOCUMENTARY 1	**pp. 4–5 Focus on Words:** Personality adjectives; collocations; common phrases **Reading:** A blog post about a grandmother **pp. 14–15** Word list	**pp. 6–7** An article about friendships in literature **Reading Focus:** Matching **Focus on Words:** Word pairs **Vocabulary:** Collocations; prepositions	**p. 8** Perfect and continuous aspect
2 Learning for life DOCUMENTARY 2	**pp. 18–19 Focus on Words:** Exaggerated synonyms; phrasal verbs; phrases – relaxed/stressed **Reading:** An article about exam preparation techniques **pp. 28–29** Word list	**pp. 20–21** An article about studying abroad **Reading Focus:** Gapped text **Focus on Words:** Collocations **Vocabulary:** Adjectives and adverbs; phrases	**p. 22** Speculating
3 The new thing DOCUMENTARY 3	**pp. 32–33 Focus on Words:** Compounds; phrases – success and failure; forming nouns from adjectives **Reading:** An infographic of the history of recorded music **pp. 42–43** Word list	**pp. 48–49** Four short articles about technology in sport **Reading Focus:** Matching **Focus on Words:** Collocations **Vocabulary:** Words and phrases; word families	**p. 36** Infinitives
4 All in a day's work DOCUMENTARY 4	**pp. 46–47 Focus on Words:** Phrasal verbs – work; colloquial phrases; collocations – work and money **Reading:** An article about interns' experiences **pp. 56–57** Word list	**pp. 48–49** An article about young entrepreneurs **Reading Focus:** Matching **Focus on Words:** Collocations **Vocabulary:** Word building	**p. 50** *-ing* forms
5 Journeys DOCUMENTARY 5	**pp. 60–61 Focus on Words:** Phrasal verbs; suffixes – forming adjectives; colloquial phrases **Reading:** An article about travelling for the first time **pp. 70–71** Word list	**pp. 62–63** An article about a train journey in the Namib Desert **Reading Focus:** Gapped text **Focus on Words:** Descriptive verbs/ adjectives **Vocabulary:** Verbs of movement; words and phrases	**p. 64** Advanced comparative structures
6 Express yourself DOCUMENTARY 6	**pp. 74–75 Focus on Words:** Exaggerated synonyms; theatre words; compound adjectives **Reading:** A review of a musical **pp. 84–85** Word list	**pp. 76–77** An article about the poet Kate Tempest **Reading Focus:** Multiple choice **Focus on Words:** Collocations **Vocabulary:** Word families	**p. 78** Advanced conditionals
7 Text me! DOCUMENTARY 7	**pp. 88–89 Focus on Words:** Prefixes; verb–noun collocations; phrases with *mind* **Reading:** An interview with the author of *The Organized Mind* **pp. 98–99** Word list	**pp. 90–91** An article about a fitness mobile game **Reading Focus:** Multiple choice **Focus on Words:** Phrases **Vocabulary:** Synonyms	**p. 92** Reporting verb patterns
8 Future generations DOCUMENTARY 8	**pp. 102–103 Focus on Words:** Synonyms; environmental problems; animal idioms **Reading:** An article about meat consumption and global warming **pp. 112–113** Word list	**pp. 104–105** An article about UN celebrity ambassadors **Reading Focus:** Gapped text; gap fill **Focus on Words:** Collocations **Vocabulary:** Phrases; prefixes	**p. 106** Inversion after adverbials

pp. 116–136 Grammar and Use of English reference and practice **p. 137 Projects** **pp. 138–139 Focus Review EXTRA**

USE OF ENGLISH	LISTENING	SPEAKING	WRITING	FOCUS REVIEW
p. 9 Future in the past	**p. 10** A talk about first impressions **Listening Focus:** Gap fill **Focus on Words:** Collocations **Vocabulary:** Word families	**p. 11** Speculating about appearance	**pp. 12–13** A formal email/letter **Language Focus:** Formal vocabulary	**pp. 16–17** Vocabulary Grammar Use of English Listening Writing
p. 23 Accuracy with articles	**p. 24** Dialogues about different types of informal learning **Listening Focus:** Multiple choice **Focus on Words:** Phrases	**p. 25** Giving supporting examples	**pp. 26–27** An article	**pp. 30–31** Vocabulary Grammar Use of English Listening Speaking
p. 37 Sentence modifiers	**p. 38** Dialogues about technology **Listening Focus:** Multiple choice **Focus on Words:** Verbs	**p. 39** Agreeing and disagreeing	**pp. 40–41** A review of a product **Language Focus:** Clauses of purpose	**pp. 44–45** Vocabulary Grammar Use of English Listening Speaking
p. 51 Prepositional phrases	**p. 52** A radio programme about job interviews **Listening Focus:** Multiple choice **Focus on Words:** Word building	**p. 53** Buying time	**pp. 54–55** An essay **Language Focus:** Writing cohesive texts	**pp. 58–59** Vocabulary Grammar Use of English Listening Writing
p. 65 Words and phrases with *ever*	**p. 66** Monologues about different travel experiences **Listening Focus:** Matching **Focs on Words:** Phrases	**p. 67** Comparing photos	**pp. 68–69** A report **Language Focus:** Vocabulary used in reports	**pp. 72–73** Vocabulary Grammar Use of English Listening Speaking
p. 79 Phrases with *if*	**p. 80** Dialogues about the redevelopment of a skatepark **Listening Focus:** Multiple choice **Focus on Words:** Collocations	**p. 81** Discussing advantages and disadvantages	**pp. 82–84** A review of a book/ film **Language Focus:** Intensifying adverbs	**pp. 86–87** Vocabulary Grammar Use of English Listening Writing
p. 93 Passive reporting structures	**p. 94** A radio programme about amateur journalists **Listening Focus:** Multiple choice **Focus on Words:** Collocations	**p. 95** Adding emphasis	**pp. 96–97** A formal email/letter **Language Focus:** Formal vocabulary	**pp. 100–101** Vocabulary Grammar Use of English Listening Speaking
p. 107 Extra *it*	**p. 108** A talk about an environmental project **Listening Focus:** Gap fill **Focus on Words:** Verbs	**p. 109** Speculating about photos	**pp. 110–111** Essay introductions **Language Focus:** Linkers: review	**pp. 114–115** Vocabulary Grammar Use of English Listening Speaking

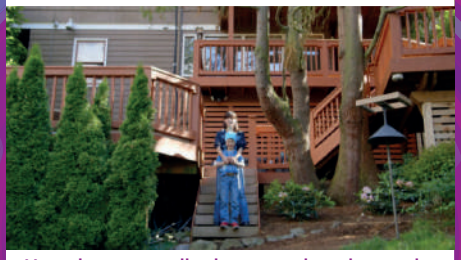
pp. 140–144 Prepositions **pp. 145–149 Phrasal verbs** **p. 150 Idioms** **p. 151 Wordbuilding** **p. 152 Irregular verbs**

1

The ties that bind

Friendship is certainly the finest balm for the pangs of disappointed love.
Jane Austen, Northanger Abbey

ASK YOURSELF, ASK AROUND



How do you usually show your loved ones that you care about them?

Projects page 137

VIDEO

Documentary
Remarkable relationships 1

Exercise 3

1 Her friends think she is similar to her grandmother.
2 Her grandmother wanted to learn how to use the Internet despite her age.
3 Her grandmother is so thoughtful and always gets Ruth the ideal gift.
4 She shares some of the DNA with her grandmother.

1.1 VOCABULARY

Personality and relationships • personality adjectives • collocations • common phrases

I can talk about relationships and personality.

SHOW WHAT YOU KNOW

1 **In pairs, find phrasal verbs you can use to talk about life and relationships and decide which verb does NOT go with the particle(s).**

1 *look / ~~put~~ / take* after
2 *put / take / ~~fall~~* up with
3 *grow / ~~miss~~ / split* up
4 *~~depend~~ / live / look* up to
5 *get / depend / ~~find~~* on
6 *~~put~~ / go / fall* out with

2 **In your notebook, write two true sentences and one false about yourself. Can your partner guess which one is false?**

As I was growing up, my sister often looked after me.

3 **Read the blog entry below and answer the questions.**

Why does Ruth's grandmother make Ruth feel:

1 flattered? 2 proud? 3 touched? 4 thankful?

What My Grandmother Means to Me

Today is my dear grandmother's eightieth birthday, so I thought it was a perfect day to conjure up memories of my time spent with her, and everything I love and admire about her.

The first thing people notice about her is her diminutive stature! She's tiny and getting smaller. Apparently she once reached the dizzy heights of 1.5 metres and I remember shooting past her at the age of twelve. She may be short, but she's always possessed an iron will. If she doesn't want to do something, she simply puts her foot down and refuses. I'm sure this is where I get my **obstinate** nature from.

I am always flattered when her friends tell me that I remind them of her and I hope I will be as **unprejudiced** as she is when I reach the ripe old age of eighty. Not many people of her generation would have reacted as she did when I told her I was taking a year out of my studies to backpack around the world. She did not bat an eyelid but nodded in approval and told me she thought I'd have a wonderful time.

Even though my grandmother is in her eighties, mentally she's still very **sharp**. I was so proud of her when she learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.

I've always been touched by the fantastic presents she buys me. She's **considerate** and kind and always finds the ideal gift.

She's suffered many hardships over the years, more than her fair share – a lost baby, the death of a brother in the war, Grandad's long illness. She doesn't have a bad word to say about anybody. Mind you, she can be wonderfully **irreverent** at times, especially on the subject of politics. I've often thought that the world would be a better place with somebody as **down-to-earth** as she is in charge.

REFERENCES

Culture notes **p. 226**
Videoscript **p. 255**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

• Documentary video. Video worksheet 1.8 in the WB, pp. 14–15.
• Photocopiable resource 1 *Family legend has it my grandma was a daredevil* (15 min.) pp. 263, 276–277
• Extra digital activities: Vocabulary Checkpoint

WORKBOOK

pp. 4–5, including *Show What You've Learnt*

4

FOCUS ON WORDS | Personality adjectives

4 1.2 **In your notebook, match the adjectives in red from the blog with their synonyms below. Then listen and check.**

1 tolerant = *unprejudiced*
2 stubborn = obstinate
3 quick-witted = sharp
4 disrespectful = irreverent
5 thoughtful = considerate
6 practical = down-to-earth
7 loyal = faithful

5 In your notebook, write the correct adjective in red for each gap.

1 My grandma accepts all people. She is completely *unprejudiced* .
2 My friend is very considerate . She always puts other people first.
3 Even though he is ninety, my grandfather is still sharp enough to do crosswords and sudoku puzzles.
4 I think that dogs are more faithful pets than cats.
5 My brother is very obstinate – he never compromises.
6 She is down-to-earth and realistic, whereas I am idealistic and impractical.
7 He is irreverent , especially towards people in authority.

I love her colourfully cluttered home, which always smells of the latest home-baked treats. When I go round now, I still expect to hear the cheerful sound of her **faithful** little dog scuttling to the door. When he passed away suddenly a few years ago, she must have been heartbroken, but as always, she put on a brave face and got on with it.

I love her unassuming manner and the way she always sees the best in people. I'm thankful for the miracle of DNA which means I've inherited some of the traits of my beloved grandmother, a small lady with an enormous heart.

FOCUS ON WORDS | Collocations

6 Look at the underlined collocations in the text. In pairs, discuss what they mean.

7 1.3 **In your notebook, rewrite the sentences replacing the words underlined below with the correct forms of the collocations underlined in the text. Listen and check. Which statements do you agree with? Why?**

1 To reach the top position of an Olympic athlete, you need to make sacrifices.
To reach the dizzy heights of an Olympic athlete, you need to make sacrifices.
2 No one should have to experience difficulties in this day and age. suffer hardships
3 People with a(n) modest presence can't influence others. unassuming manner
4 Home-made goodies are always better than bought ones. Home-baked treats
5 Certain smells can bring back images of childhood holidays. conjure up memories
6 You need strength and determination if you want to lead. an iron will
7 A(n) lack of height is an advantage if you're travelling by plane. diminutive stature
8 Few parents would show their acceptance if their teenager had a tattoo done. nod in approval

FOCUS ON WORDS | EXTRA Collocations

8 1.4 **In your notebook, match the words from boxes A and B to make more collocations. Listen and check. Then write an example sentence for each collocation.**

A: 1 ~~birthday~~ 2 blot out 3 face 4 forthright 5 free 6 imposing 7 lofty 8 require

B: approval hardships heights manner memories stature ~~treat~~ will

1 Her boyfriend took her to a fancy restaurant as a birthday treat.

Exercise 8
2 blot out memories
3 face hardships
4 forthright manner
5 free will
6 imposing stature
7 lofty heights
8 require approval

FOCUS ON WORDS | Common phrases

9 1.5 **In your notebook, match the phrases highlighted in the blog with the definitions below. Then listen and check.**

1 remain calm/not show any shock = *not bat an eyelid*
2 finds the good things about sb = sees the best in sb
3 a disproportionate amount = more than her fair share
4 asserts sth strongly = puts her foot down
5 carried on as normal = got on with it
6 behaved as if sth did not worry her = put on a brave face
7 a very old age = the ripe old age

10 In your notebook, complete the sentences with an expression from Exercise 9 in the correct form. Are any true for you? Why?/Why not?

1 If I decided to leave school and get a job, my parents would *not bat an eyelid* .
2 I've had _____ of bad luck recently.
3 Nobody in my family has ever lived to _____ of a hundred.
4 I can't talk right now – I have to _____ my homework.
5 Last Saturday, my mum _____ and wouldn't let me go out.
6 My best friend is a kind person and always _____ others.
7 If my pet died, I'd find it hard to _____ – I'd be too upset.

Exercise 10
2 more than my fair share
3 the ripe old age
4 get on with
5 put her foot down
6 sees the best in
7 put on a brave face

11 SPEAKING Describe your oldest relative to a partner. Use as many words from this lesson as possible. Who has the oldest relative in class?

5

NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.

1.2 READING

Matching

I can understand specific details in an article.

1 SPEAKING **Read the results from a survey into male and female attitudes about friendship. Do you agree with the statements below? Why?/Why not? Discuss with a partner.**

MALES are likely:

- to say they have a lot of close friends or no close friends.
- to be part of a group of close friends.
- to avoid confiding their problems to their friends.
- to have weaker relationships with friends.

FEMALES are likely:

- to have fewer close friends.
- to make close connections with individuals rather than groups.
- to confide in their friends.
- to take friendships very seriously and invest a lot in them.

2 SPEAKING **Look quickly through the article on friendships in literature. Discuss which of the stories you would most like to read.**

READING FOCUS Matching

3 **Read the article. In your notebook, match questions 1–10 with sections A–F. The sections may be chosen more than once.**

Which section of the article mentions …

1 a desire to act to correct an injustice? C
2 one person's resistance to change? D
3 a character's trait which positively influences their companions? B
4 an opinion on the function of a true friend when faced with a friend's bad behaviour? E
5 friendship within the family? D
6 a difference in social status between two people who are closely connected? C
7 a story related by one friend about the other? E
8 a friendship which endures despite contradictory feelings among the individuals concerned? F
9 a friendship that develops despite parents' wishes? A
10 the writer's view on the type of friendships that last longest? C

1.6

Being Friends

Friendships provide some of the most captivating narratives in literature. Each of the stories on this list points to a different facet of friendship and offers insight into what it means to be a good and loyal friend.

A Huck and Tom

in *The Adventures of Tom Sawyer* by Mark Twain

It is only in chapter six of *The Adventures of Tom Sawyer* that we are introduced to Huckleberry Finn. Homeless and carefree, his father a vagabond, the teenage boy is idolised by the local children and detested by their parents. Bad influence or not, Huck strikes up a friendship with Tom and the boys become inseparable. That's the beauty of a firm and long-lasting friendship – you associate with someone and sing their praises in spite of their **shortcomings**.

B Sheila and Margaux

in *How Should a Person Be?* by Sheila Heti

The protagonist, Sheila, is a divorcee in her twenties writing a play. When she realises she is stuck in a rut, she meets a gifted painter, Margaux. The woman turns out to be a godsend as she becomes a source of inspiration for Sheila. Both characters in the novel are based on real people: the writer herself and her friend, whose relationship **shifts** and **evolves** as deep friendships do. It **sustains** itself although it has its ups and downs. On the one hand, the women sometimes quarrel about insignificant things like a dress. On the other hand, however, as she underlines in the prologue, the author appreciates that Margaux is such a laid-back person and that her easy-going attitude to life infects her circle of friends.

C Amir and Hassan

in *The Kite Runner* by Khaled Hosseini

True friends never part and the friends we make when we're very young stay with us forever. Two boys grow up together in Afghanistan. One, Amir, comes from a wealthy, privileged background, the other, Hassan, is poverty-stricken, his caste shunned by all others. But this division can't prevent the bonds of friendship from developing and the boys are inseparable. When he's needed, Amir returns to his homeland to redress past wrongs done to his truest companion.

REFERENCES
Culture notes **p. 226**

WORKBOOK
pp. 6–7

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 8.

D Meg, Jo, Beth and Amy

in *Little Women* by Louisa May Alcott

Little Women proves that your blood relations, however different they are from you, can establish an **unbreakable** tie with you and become your most intimate friends. The novel is the story of a nuclear family consisting of four sisters, aged from twelve to sixteen, and their mother. This is a rough time for both the family and the country – the father is away serving as chaplain in the US Civil War. The second oldest, Jo, doesn't condone the idea of any of them ever getting married because she feels this would destroy the emotional bond between them. But as they pass from girlhood to womanhood, Meg, Jo, Beth and Amy remain **devoted** friends and **back** one another **unconditionally** against all the odds.

E Horatio and Hamlet

in *Hamlet* by William Shakespeare

Best friends stand by you through thick and thin and Prince Hamlet is in dire need of succour. King Hamlet was assassinated by his brother, Claudius, who married the protagonist's mother shortly after the murder to ascend the throne of Denmark. King Hamlet's ghost pleads with his son to avenge his tragic death and the young prince decides to feign madness in order to confuse his enemies. Horatio, Prince Hamlet's faithful friend, is the only person that can be trusted with his morally controversial plans. Hamlet's attempt on Claudius's life fails and (SPOILER ALERT! But is there anyone who doesn't know this classic story?) after a series of bloody murders Horatio is the only survivor to recount the protagonist's story. Had Hamlet lived, he would definitely have **appreciated** his loyal friend's love and unwavering support that proved to be stronger than life.

F Jules, Ethan, Jonah, Cathy, Goodman and Ash

in *The Interestings* by Meg Wolitzer

Six artistically gifted teenagers, Jules, Ethan, Jonah, Cathy, Goodman and Ash, meet at a summer camp in 1974. They form a group called 'The Interestings', which is the starting point for a lifelong **bond**. This compelling story tracks the characters' lives over a period of several decades. Their friendship is a **complex** one and Wolitzer manages to show a full range of emotions in a very accurate portrayal of the multiple relationships they develop within the group. Love and **resentment**, equanimity and jealousy are all involved. At the end of the day, being **envious** of a friend is just as natural as being happy for them. The reader sees the characters growing up and slowly aging as the sequence of events unfolds over time. It is incredibly interesting to observe how their friendship adapts to the ever-changing conditions of life.

4 In your notebook, write the correct forms of the words in blue in the article for each gap.

You make a lifelong [1]*bond* with a friend. It's a tie that is [2]unbreakable . Of course, as you get older, the relationship develops and it [3]shifts and [4]evolves . If that doesn't happen, then you can't [5]sustain the friendship and you stop being friends. A [6]devoted friend will always [7]back and [8]appreciate you no matter what your [9]shortcomings are. They will accept you [10]unconditionally . It's true that friendships are [11]complex and that makes them difficult to describe. I don't believe a good friend ever feels [12]resentment or is [13]envious of what you have. A true friend will always be happy for you.

FOCUS ON WORDS | Word pairs

5 1.7 In your notebook, match the words from boxes A and B. Listen and check. Then write an example sentence for each pair of words.

A

1 a captivating	4 a compelling	7 a privileged
2 an accurate	5 to condone	8 spoiler
3 to offer	6 to sing	9 poverty-

B

alert background an idea insight ~~narrative~~
portrayal sb's praises story stricken

1 a captivating narrative
2 an accurate portrayal 3 to offer insight
4 a compelling story 5 to condone an idea
6 to sing sb's praises 7 a privileged background
8 spoiler alert 9 poverty-stricken

6 In your notebook, write the appropriate word from the box for each gap.

associate bond count envious faced facet ~~insight~~ portrayal stand trust

The article helps us to understand how complex friendships can be and gives us some light-hearted [1]*insight* **into** the different ways that they can work. Each section reveals a different [2] facet **of** friendship. The article gives a [3] portrayal **of** the relationship and of the [4] bond **between** different kinds of people. It shows how people sometimes [5] associate **with** people from different backgrounds and how friendship is often a mixture of good and bad feelings: [6] faced **with** difficulties, friends can be [7] envious **of** each other as well as willing to [8] stand **by** and support each other. In the end, though, friends [9] trust each other **with** all their secrets because they know a true friend will always be loyal. You just know you can [10] count **on** them to sing your praises!

7 SPEAKING In pairs, discuss one of the topics below using words from Exercises 4, 5 and 6.

- A relationship with a childhood friend that has evolved over the years.
- A difficult relationship with a sibling.
- A film about friendship that you have seen.

7

1.3 GRAMMAR

Perfect and continuous aspect

I can use perfect and continuous aspect.

1 SPEAKING **Look at the photo in Exercise 2. Discuss why the man and the dog are such good friends.**

2 **Read the article and discuss the questions in pairs.**

1 How did the friends meet? They met during an adventure race in Ecuador.
2 Why do you think the story was so popular?

Arthur the Racing Dog

Man's best friend

A team of Swedish athletes **were taking part** in a gruelling adventure race in Ecuador when they came across Arthur (as he is now known). This homeless dog **had been wandering** around their camp, looking for food. No one knew where he **had come** from, but one meatball was enough to buy his undying friendship. From then on, he stuck with the team through mud and cold water and, 430 miles later, Arthur crossed the finishing line with his new friends. The story caught the imagination of the world's press and Arthur **has become** a celebrity. His reputation **is growing** and he **has been working** hard for a new charity, the Arthur Foundation, which collects money to look after other homeless dogs in Ecuador. But Arthur's racing days are over. He cheers his teammates on from the comfort of his new home in Sweden. One day the team will hopefully bring home first prize. They **won't have forgotten** Arthur who **will have been waiting** patiently to congratulate them. And you can be sure he **will be looking forward** to taking an active part in the celebrations!

3 **Read the GRAMMAR FOCUS and find an example of each tense in the text in Exercise 2. Explain why each aspect is used.**

GRAMMAR FOCUS

Aspect

- You use the **continuous aspect** to describe an action in progress at a point in time and/or an action that continues over a period of time. You then use the **Present Continuous**, **Past Continuous** and **Future Continuous**.
- You use the **perfect aspect** to show a link between two time periods (e.g. two actions). You then use the **Present Perfect**, **Past Perfect** and **Future Perfect**.
- The two aspects can be combined. The **perfect continuous aspect** shows that an action has been, was or will be in progress before a point in time. You then use the **Present Perfect Continuous**, **Past Perfect Continuous** and **Future Perfect Continuous**.

4 **In your notebook, write the verb forms that complete the story correctly.**

Noble, an old sheepdog, [1]*had lost* / *had been losing* his sight for years until he went completely blind. He was confined to the kitchen, but then help came in an unexpected form. Tiger, a young cat, [2]*was adopting* / *had adopted* the farm as his home. He was bullied by other cats, so he decided to befriend the old dog. When the other cats [3]*were bullying* / *had bullied* him, Tiger would run to Noble. Since then, the friendship between the animals [4]*has grown* / *was growing*. They sleep together in Noble's bed and eat out of the same dish. But the most amazing thing is that the cat [5]*was becoming* / *has become* Noble's guide. Tiger [6]*has opened* / *was opening* new doors for him, literally and figuratively. At the end of this month, Tiger [7]*will have been living* / *has been living* at the farm for just over a year and the change to both of their lives has been amazing.

5 **In your notebook, write the correct forms of the verbs in brackets for each gap in the story.**

I [1]*had been wanting* (want) a dog and I was happy when Dad brought home a puppy. Dad [2]had discovered (discover) him on the street on his way home from work. As of yesterday, our dog [3]has been living (live) with us for over twelve years. He [4]has had (have) a very happy life, but now he's very old. He [5]is finding (find) it difficult to walk and he's almost deaf. By this time next week, he [6]will have had (have) an operation on his hip. If the operation goes well, he [7]will be playing (play) in the garden in a few weeks.

6 SPEAKING **Think of a story to go with the photo. Discuss with a partner and make notes about what:**

- happened before the animals met,
- happened the first time they met,
- is happening in the present,
- will happen in the future.

7 SPEAKING **Change pairs and tell each other your version of the story. Use as many verb forms as possible. Are your versions very different?**

Grammar pages 116–117

Exercise 3

1 were taking part – in progress in the past
2 had been wandering – in progress before a moment in the past
3 had come – happened before a moment in the past
4 has become – happened before the present moment
5 is growing – in progress now
6 has been working – in progress before the current moment (and continuing into the present)
7 won't have forgotten – won't have happened before a moment in the future
8 will have been waiting – in progress before a moment in the future
9 will be looking forward – will be in progress in the future

EXTRA ACTIVITIES
Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 8, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 1.3, Grammar.

1.4 USE OF ENGLISH

Future in the past

I can use a range of tenses and expressions to talk about plans made in the past.

1 SPEAKING **Look at the post. Discuss why this person is giving away a free airline ticket.**

Is your name Elizabeth Gallagher? Are you from Canada? Contact me to get a free round-the-world ticket!

Submitted 1 day ago • by Jordan

2 1.8 SPEAKING **Listen to a short news story about the post in Exercise 1. Discuss the questions in pairs.**

1 Was your guess correct?
2 Would you give a ticket to a complete stranger? Why?/Why not?
3 Would you go on the trip? Why?/Why not?

3 1.8 **Listen again. In your notebook, write the words you hear.**

1 They were *on the verge of taking* / *about to take* a romantic trip.
2 They were *going to* / *planning to* travel around the world.
3 They would *have* / *spend* Christmas Day in Vienna.
4 They were *visiting* / *seeing* eight countries.
5 It was *to* / *going to* be the trip of a lifetime.
6 But shortly before the trip was *supposed to* / *due to* take place, the couple split up.
7 He wasn't *planning on missing out* / *about to miss out* on the trip as well.
8 He also wanted to share the ticket with someone who would not otherwise *go on* / *be able to afford* the trip.

4 **Read the LANGUAGE FOCUS and find another example in Exercise 3 for each future in the past form.**

LANGUAGE FOCUS

Future in the past

- You can use a number of verb forms to talk about an event or plan that was in the future at a point in the past.
  Past Continuous
  *They **were visiting** eight countries.*
  was/were going to
  *They **were going to** travel around the world.*
  would/wouldn't
  *They **would spend** Christmas Day in Vienna.*
- You can also use **phrases with *be*** to talk about intentions you had in the past.
  *They **were on the verge of** taking a romantic trip.*
  Other phrases: ***be about to*** (go), ***be supposed to*** (fly), ***be on the point of*** (starting)
- You can also use *plan + to + infinitive* or *plan on + -ing*: *We **were planning to leave/on leaving** early.*

5 **In your notebook, write one word from the box for each gap in the text.**

~~about~ going point was wasn't would

When I was about fifteen, I went through a rebellious phase. I'd decided that school wasn't for me and I was [1] *about* to leave. I [2] *wasn't* intending to take any exams and I didn't have any clear ideas about what I [3] *would* do once I left. Then, just as I was on the [4] *point* of leaving, a new Maths teacher took over our classes. Little did I know that he [5] *was* going to be the person who changed everything for me. He was funny and clever and he wasn't [6] *going* to let me leave school without a clear plan. He introduced me to coding and opened a door to my future as a software developer.

6 USE OF ENGLISH **In your notebook, rewrite the sentences so that the meaning is the same. Use the words in capitals. Do not change the word given.**

1 He was about to start a new course that week. **BEGINNING**
2 I was seriously considering selling my guitar. **VERGE**
3 I was sure the exam results were going to decide my future career. **WOULD**
4 I knew exactly what I was going to do for the next six months. **DOING**
5 We had to be home at eleven o'clock. **SUPPOSED**

7 **In pairs, discuss how to match the plans from Exercise 6 with what actually happened.**

a But that felt very restricting, so I did something impetuous. 4
b But I was wrong! I went on to do a completely different job. 3
c But it was cancelled at the last minute. 1
d However, my grandmother persuaded me not to. 2
e But time slipped by and it was three a.m. when we eventually got home! 5

8 SPEAKING **Think of a time when you had to change your plans. Discuss what happened. Use as many of the forms from the LANGUAGE FOCUS as possible.**

Use of English pages 118–119

Exercise 4

It was going to be the trip of a lifetime.

He wasn't planning on missing out on the trip as well.

He also wanted to share the ticket with someone who would not otherwise be able to afford the trip.

Exercise 6

1 He was beginning a new course that week.
2 I was on the verge of selling my guitar.
3 I was sure the exam results would decide my future career.
4 I knew exactly what I was doing for the next six months.
5 We were supposed to be home at eleven o'clock.

REFERENCES

Audioscript **p. 235**

EXTRA ACTIVITIES

Photocopiable resource 2 *Would you have done the same?* (15 min.) pp. 263, 278–279

WORKBOOK

p. 9, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.4, Use of English.

1.5 LISTENING

Gap fill

I can understand specific details and identify a chronological sequence in an extended description.

1 SPEAKING **Read the sayings. In pairs, discuss what they tell us about first impressions. Which one best reflects your experience? Why?**

2 1.9 **Listen to Jen talking about an experiment which explores how we form first impressions. Answer the questions in your notebook.**

1 What did she have to do? She had to look at some photos of people, read short info about them and remember the faces. Three days later, she had to look at them again for less than a second and categorise them as trustworthy or untrustworthy.
2 Did her friend's group have to do the same? They had to do the same, but were given much more time to complete the experiment.
3 What did the experiment show? The experiment showed that when we have very little time we judge people by appearances but when we have more time, we judge them by other facts/information.

Exercise 6
2 criminal record
3 gut reaction
4 minor crime
5 split second
6 upstanding citizen

LISTENING FOCUS Gap fill

3 1.9 **Listen again. In your notebook, write a word or short phrase for each gap in sentences 1–7.**

1 Jen volunteered for the experiment and signed up for it because she was writing an assignment about the same topic.
2 During the experiment, Jen learnt that some of the people in the photos often did charity work .
3 Jen thought that the next part of the experiment would test (participants'/their) memory/be a memory test .
4 Jen's friend had a different experience in the second part.
5 Her friend was given a longer amount of time to form an impression.
6 It came as a surprise to Jen that the researchers had made up/invented information about each person in the photo.
7 Jen thought the fact that our first impressions are based on what people look like was quite worrying.

4 **In pairs, put the stages of the experiment in order.**

a The volunteers were divided into two groups. 3
b They looked at the faces again and categorised them as trustworthy or untrustworthy. 4
c The researchers chose some photos of various people and added some info about each person. 1
d They had volunteers study the faces and the descriptions and try to remember as much as possible. 2
e The team explained the background to the test. 5

5 SPEAKING **Discuss the questions.**

1 Would you like to participate in such a study?
2 Were you surprised by the results? Why?/Why not?
3 If you were a scientist, would you carry out this experiment in the same way?

FOCUS ON WORDS | Collocations

6 1.10 **In your notebook, match the words from boxes A and B to make collocations from the recording. The listen and check.**

A: 1 ~~charity~~ 2 criminal 3 gut 4 minor 5 split 6 upstanding

B: citizen crime reaction record second ~~work~~

1 charity work

7 **In your notebook, write one collocation from Exercise 6 for each gap.**

1 He often volunteers for various kinds of *charity work* .
2 He got into trouble with the police and ended up with a(n) criminal record .
3 My aunt's life changed in a(n) split second when she met her future husband: it was love at first sight!
4 I thought of her as a(n) upstanding citizen and was shocked when she was arrested.
5 She was arrested for the minor crime of shoplifting.
6 I had no reason to distrust him but I just did. It was a(n) gut reaction .

8 SPEAKING **Think of characters or real people who match the descriptions in Exercise 7. Tell your partner.**

9 1.11 **Look at the words from the recording and add the missing forms in your notebook. Then listen and check.**

NOUN	VERB	ADJECTIVE
1 *coincidence*	coincide	coincidental
2 contradiction	contradict	contradictory
3 impression	impress	impressive/impressionable
4 length	lengthen/elongate	long
5 volunteer	volunteer	voluntary

10 SPEAKING **Think of the last new person you met and discuss the questions in pairs.**

1 Where did you meet?
2 What was your first impression? Why did you think this?
3 Has your opinion of this person changed since you met? Why?/Why not?

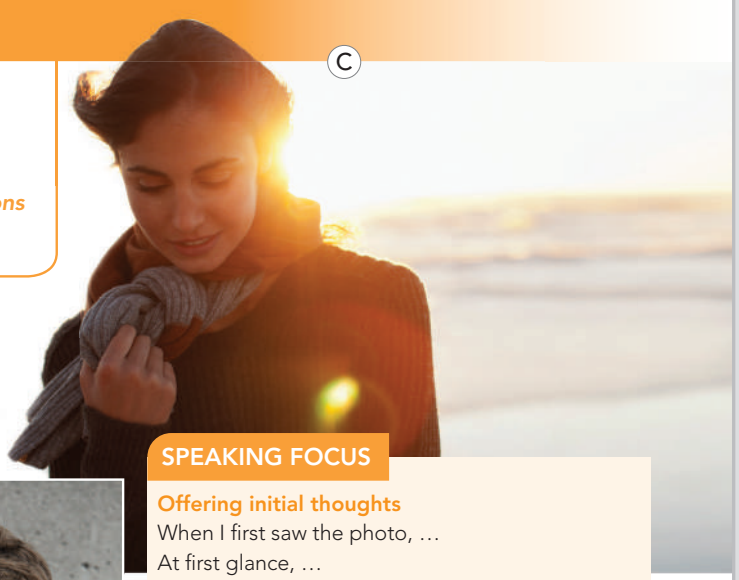
REFERENCES
Audioscript **p. 235**

WORKBOOK
p. 10

1.6 SPEAKING

Speculating about appearance

I can introduce and justify my speculations about a person's appearance.



1 **Look at the photos and descriptions. Which person best fits each description? What other words or phrases would you use to describe the people?**

- free and easy
- pensive and melancholic
- takes himself/herself too seriously
- aloof and distant
- introspective and thoughtful
- has got all the time in the world
- uptight and anxious
- fun-loving and content

2 SPEAKING **Compare your answers in Exercise 1 with a partner. Were they similar? Give reasons for your answers if they were different.**

3 1.12 **Listen to Chris and Jess talking about one of the photos. Which one is Jess describing? Which phrases does she use from Exercise 1?** Photo C; Phrases used: pensive and melancholic, aloof and distant, introspective and thoughtful, has got all the time in the world

4 1.12 **Read the SPEAKING FOCUS. In your notebook, write one word for each gap in the description. Then listen to Jess again and check.**

Well, she [1] *looks* a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light, but I can just make out her facial expression. At first [2] glance , I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer [3] inspection , I'd say, although she looks introspective and thoughtful at the same time she seems happy … or maybe content is the right word. [4] Judging by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's [5] something to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought …
But [6] then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's [7] hard to say, but, it almost seems a bit staged. I mean she's posing, isn't she? And there's [8] something about the angle, as if the photographer wanted to get the lighting just right …

SPEAKING FOCUS

Offering initial thoughts
When I first saw the photo, …
At first glance, …
She/He looks quite + *adjective*/a bit of a + *noun*.
It looks to me as if …
My initial impression was …

Justifying your speculations
I'm assuming he's/she's … because …
It's more than just his/her …
It's something to do with …
There's something about the …
Judging by the way he's/she's …

Rethinking your ideas
On closer inspection, I'd say …
Having said that, he/she may be …
Mind you/Then again, I could be wrong.

Hedging
It's hard to say, but …
I can't be certain, but …
I'm only guessing, but …
Going purely on appearance, I'd say he/she …
I could be wrong, but my gut feeling is that …

5 SPEAKING **In pairs, look again at Photo A and choose the options that you think best describe the person. Justify your speculations with details from the photo.**

1 She is *an actress / a student / an artist.*
2 She's *distant / fun-loving / content* and generally pretty *uptight / sociable / chatty.*
3 She enjoys *spending time with friends / reading / discussing current affairs.*
4 She also likes spending time *in the countryside / at a spa / at a trendy café* and *doing yoga / working out / cooking.*

6 SPEAKING **In pairs, answer the questions. Use phrases from the SPEAKING FOCUS to help you.**

1 How do you think the man in Photo B is feeling? What makes you think so?
2 When do you find it difficult to hide your emotions?
3 Tell me about the last time something made you feel quite anxious.

REFERENCES
Audioscript **p. 236**

WORKBOOK
p. 11

1.7 WRITING

A formal email/letter

I can write a formal email/letter of invitation with appropriate register and conventions.

1 SPEAKING **Look at the photos on the poster and discuss the questions.**

1 What are the people doing in each of the photos?
2 How important is it for families to spend free time together? Why?
3 What places, events and activities are popular with families wanting to spend time together in Poland?

2 SPEAKING **Look at the poster again and read the information. Discuss the questions.**

If you were to organise such an event at your school,
- when and where would you hold it?
- what kind of entertainment would you opt for? Why?
- who would you contact to ask for help?

3 **Read the email written by Julia, one of the students involved in organising Family Day, and answer the questions in your notebook.**

1 Why is Julia writing?
2 Who is Mrs Lund?
3 What does Julia want her to do?
4 How might Mrs Lund benefit?

4 SPEAKING **Discuss how the sections in purple could be changed to make the email sound more formal.**

1 The writer should use full forms rather than contractions.

Exercise 3

1 She's writing to invite Mrs Lund to participate in a charity event organised by the school.
2 Mrs Lund is a local MP and the chairperson of the charity Families First.
3 Julia would like Mrs Lund to be the guest of honour on the day, to give a short talk during the opening ceremony and to spend the day at the event with her family and enjoy the fun.
4 All the proceeds would be donated to Families First.

To: Mrs Lund

Subject: Family Day

Dear Mrs Lund,

My name is Julia Spritely and [1]I'm a student at Brownswood Secondary School, in Lancaster. I am [2]getting in touch on behalf of my classmates and our teachers to inform you that we are [3]putting together a charity event at the school and to ask if [4]you'd like to help us with our plans.

We want to [5]sort of provide a fun day out for local families and at the same time to tell people more about the troubles of the disadvantaged living in the city, and of the charitable work undertaken by organisations such as the one you represent. [6]We've got our fingers crossed that Family Day will attract [7]loads of visitors and that the money raised will be used to help families in need deal with problems caused by low income, illness and disability.

[8]Anyway, as you are a local MP and the chairperson of the charity Families First, we would be happy if you would think about being our guest of honour on the day. [9]Do you want to help us? We would appreciate it if you could give a short talk during our opening ceremony. [10]Actually, we would also like you to be there throughout the day and would like to invite you to come with your own family and enjoy the fun.

If you are willing to be involved in the day, [11]that would be awesome and we would happily donate all our proceeds to Families First. [12]It sounds like a good deal, doesn't it?

Yours sincerely,

Julia Spritely

REFERENCES
Culture notes **p. 226**

EXTRA ACTIVITIES
Photocopiable resource 3 *Dear Mrs Lund* (15 min.) pp. 263–264, 280

WORKBOOK
pp. 12–13, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 1 (lessons 1.1–1.7, Word list on pp. 14–15)

5 **Read the WRITING FOCUS and compare the rules with your ideas from Exercise 4.**

WRITING FOCUS

Formal style

- Use full forms rather than contractions.
  I am NOT ~~*I'm*~~
  you would NOT ~~*you'd*~~
- Choose single verbs rather than phrasal verbs or colloquial phrases.
  writing NOT ~~*getting in touch*~~
  organising NOT ~~*putting together*~~
- Avoid colloquial phrases and question tags.
  It is hoped that … NOT ~~*We've got our fingers crossed that …*~~
  We would be greatly honoured … NOT ~~*that would be awesome*~~
  I think both your charity and our community will benefit from your participation. NOT ~~*It sounds like a good deal, doesn't it?*~~
- Use formal quantifiers and qualifiers.
  numerous/a significant number of NOT ~~*lots of/loads of*~~
  partially/in part NOT ~~*sort of*~~
- Avoid spoken discourse markers.
  ~~*well/anyway/actually*~~
- Address the reader less directly.
  Should you agree to help us … NOT ~~*Do you want to help us?*~~

6 **USE OF ENGLISH In your notebook, complete the second sentence so it has a similar meaning to the first sentence but is more formal. Use the WRITING FOCUS to help you. Write no more than six words, including the word in capitals.**

1 There are lots of charitable ventures which have become major annual events. **NUMBER**
There *is a significant number of* charitable ventures which have become major annual events.
2 I'm writing to ask if you'd like to join our 'Clean the Earth' event. **WILLING**
I am writing to ask if you would be willing to participate in our 'Clean the Earth' event.
3 We can't wait to see you on the day. **FORWARD**
We look forward to seeing you on the day.
4 We want to raise money for the local orphanage. **AIM**
The aim of the event is to raise money for the local orphanage.
5 We'll be so grateful if you agree to help us. **SHOULD**
Should you agree to help us, we would be extremely grateful.

7 **In your notebook, complete the LANGUAGE FOCUS with the less formal underlined words and phrases in Julia's email.**

LANGUAGE FOCUS

Formal vocabulary

1 fellow students – *classmates*
2 deliver a speech – give a talk
3 value your presence – like you to be there
4 the aim of the event is to – We want to
5 contend with – deal with
6 raise awareness of – tell people more about
7 attend – come
8 be willing to collaborate with – like to help (us) with our plans
9 extremely grateful – happy
10 plight – troubles
11 consider – think about
12 in this venture – with our plans

8 **In your notebook, rewrite Julia's email to make it more formal. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

SHOW WHAT YOU'VE LEARNT

9 **Do the writing task in your notebook. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Jesteś wolontariuszem/wolontariuszką w ośrodku, który organizuje zajęcia i wydarzenia dla nastolatków. Poproszono cię o zorganizowanie cyklu spotkań z osobami, które wykonują interesujący lub niezwykły zawód. Napisz **list** do osoby, która twoim zdaniem powinna być pierwszym gościem. W liście:

- przedstaw powody organizacji cyklu spotkań,
- wyjaśnij, dlaczego zdecydowałeś/zdecydowałaś się zaprosić właśnie tę osobę,
- przekaż szczegóły dotyczące przebiegu wydarzenia.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

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1.1 Vocabulary 4.1

be realistic /ˌbi rɪə'lɪstɪk/ być realistą

birthday treat /ˌbɜːθdeɪ 'triːt/ niespodzianka urodzinowa

blot out memories /ˌblɒt aʊt 'meməriz/ wymazywać z pamięci wspomnienia

cluttered /'klʌtəd/ zagracony

compromise /'kɒmprəmaɪz/ iść na kompromis

conjure up memories /ˌkʌndʒər ʌp 'meməriz/ przywołać wspomnienia

considerate /kən'sɪdərət/ uprzejmy, liczący się z innymi

diminutive stature /dəˌmɪnjətɪv 'stætʃə/ drobna postura

down-to-earth /ˌdaʊn tu 'ɜːθ/ twardo stąpający po ziemi, praktyczny

faithful /'feɪθfəl/ wierny, lojalny

flatter /'flætə/ pochlebiać; *I'm flattered when …* – pochlebia mi, gdy…

forthright manner /ˌfɔːθraɪt 'mænə/ prostolinijność

free will /ˌfriː 'wɪl/ wolna wola

home-baked treat /ˌhəʊm beɪkt 'triːt/ smakołyk domowego wypieku

idealistic /aɪˌdɪə'lɪstɪk/ idealistyczny

imposing stature /ɪmˌpəʊzɪŋ 'stætʃə/ okazała postura

impractical /ɪm'præktɪkəl/ pozbawiony zmysłu praktycznego

iron will /ˌaɪən 'wɪl/ żelazna wola

irreverent /ɪ'revərənt/ prześmiewczy, lekceważący, zuchwały

lofty heights /ˌlɒfti 'haɪts/ imponująca wysokość

modest presence /ˌmɒdəst 'prezəns/ skromny, powściągliwy sposób bycia

more than one's fair share /ˌmɔː ðən wʌnz ˌfeə 'ʃeə/ wyjątkowo dużo czegoś (np. trudności, problemów)

nod in approval /ˌnɒd ɪn ə'pruːvəl/ skinąć głową z aprobatą

not bat an eyelid /nɒt ˌbæt ən 'aɪlɪd/ nawet nie mrugnąć okiem

not have a bad word to say about sb /nɒt ˌhæv ə bæd ˌwɜːd tə 'seɪ əˌbaʊt ˌsʌmbɒdi/ nie powiedzieć na kogoś złego słowa

obstinate /'ɒbstənət/ uparty

possess /pə'zes/ posiadać

put on a brave face /ˌpʊt ɒn ə ˌbreɪv 'feɪs/ robić dobrą minę do złej gry

put one's foot down /ˌpʊt wʌnz 'fʊt daʊn/ postawić na swoim

reach the dizzy heights /ˌriːtʃ ðə ˌdɪzi 'haɪts/ wspiąć się na zawrotną wysokość, osiągnąć najwyższy poziom

require approval /rɪˌkwaɪə ə'pruːvəl/ potrzebować aprobaty

ripe old age /ˌraɪp əʊld ˌeɪdʒ/ podeszły wiek

see the best in people /ˌsiː ðə 'best ɪn ˌpiːpəl/ dostrzegać w ludziach dobro

sharp /ʃɑːp/ bystry, błyskotliwy

suffer/face hardships /ˌsʌfə/ˌfeɪs 'hɑːdʃɪps/ mieć ciężko, doznawać trudności; *she suffered many hardships* – los ją ciężko doświadczał

thankful /'θæŋkfəl/ wdzięczny

touched /tʌtʃt/ wzruszony

unassuming manner /ˌʌnəˌsjuːmɪŋ 'mænə/ skromny, powściągliwy sposób bycia

unprejudiced /ˌʌn'predʒʊdɪst/ bezstronny

1.2 Reading 4.2

accurate portrayal /ˌækjərət pɔː'treɪəl/ wierny obraz

appreciate /ə'priːʃieɪt/ wysoko sobie cenić

ascend the throne /əˌsend ðə 'θrəʊn/ wstąpić na tron

associate with sb /ə'səʊʃieɪt wɪð ˌsʌmbɒdi/ zadawać się z kimś, przestawać z kimś

avenge /ə'vendʒ/ pomścić

back each other /'bæk iːtʃ ˌʌðə/ wspierać się nawzajem

be in dire need of sth /bi ɪn ˌdaɪə 'niːd əv ˌsʌmθɪŋ/ pilnie czegoś potrzebować

be stuck in a rut /bi ˌstʌk ɪn ə 'rʌt/ popaść w rutynę

bond (with/between sb) /'bɒnd wɪð/ bɪˌtwiːn ˌsʌmbɒdi/ więź (z/pomiędzy kimś)

captivating narrative /ˌkæptəveɪtɪŋ 'nærətɪv/ wciągająca opowieść

carefree /'keəˌfriː/ beztroski

caste /kɑːst/ kasta

compelling story /kəmˌpelɪŋ 'stɔːri/ fascynująca historia

complex /'kɒmpleks/ złożony

condone an idea /kənˌdəʊn ən aɪ'dɪə/ zaakceptować pomysł

confide in sb/one's problems to sb /kən'faɪd ɪn ˌsʌmbɒdi/wʌnz 'prɒbləmz tə ˌsʌmbɒdi/ zwierzać się komuś / powierzać komuś swoje problemy

count on sb /'kaʊnt ɒn ˌsʌmbɒdi/ liczyć na kogoś

devoted /dɪ'vəʊtəd/ oddany

endure /ɪn'djʊə/ trwać

envious of sb/sth /'enviəs əv ˌsʌmbɒdi/ ˌsʌmθɪŋ/ zazdrosny o kogoś/coś

equanimity /ˌekwə'nɪməti/ spokój wewnętrzny

evolve /ɪ'vɒlv/ ewoluować

facet /'fæsət/ aspekt

feign /feɪn/ udawać, symulować

grow up /ˌgrəʊ 'ʌp/ dorastać

influence /'ɪnfluəns/ wpływać

inseparable /ɪn'sepərəbəl/ nierozłączny

lifelong bond /ˌlaɪflɒŋ 'bɒnd/ więź na całe życie

nuclear family /ˌnjuːkliə 'fæməli/ rodzina dwupokoleniowa (rodzice i dzieci)

offer insight into sth /ˌɒfər 'ɪnsaɪt ˌɪntə ˌsʌmθɪŋ/ dawać w coś wgląd

part /pɑːt/ rozstać się

plead with sb to do sth /ˌpliːd wɪð ˌsʌmbɒdi tə 'duː ˌsʌmθɪŋ/ błagać kogoś, by coś zrobił

poverty-stricken /'pɒvəti ˌstrɪkən/ dotknięty ubóstwem

privileged background /ˌprɪvəlɪdʒd 'bækgraʊnd/ warstwy dobrze sytuowane

protagonist /prəʊ'tægənɪst/ główny bohater / główna bohaterka

redress /rɪ'dres/ naprawić, zadośćuczynić

resentment /rɪ'zentmənt/ niechęć, uraza

resistance to sth /rɪ'zɪstəns tə ˌsʌmθɪŋ/ opór przed czymś

shift /ʃɪft/ przesuwać się

shortcoming /'ʃɔːtˌkʌmɪŋ/ wada

sing sb's praises /ˌsɪŋ ˌsʌmbɒdiz 'preɪzɪz/ wychwalać kogoś

spoiler alert /'spɔɪlər əˌlɜːt/ ostrzeżenie, że w dalszej części tekstu znajduje się informacja o szczegółach zakończenia filmu lub książki

stand by sb /'stænd baɪ ˌsʌmbɒdi/ trwać przy kimś

succour /'sʌkə/ pomoc, wsparcie

sustain /sə'steɪn/ utrzymać

through thick and thin /θruː ˌθɪk ən 'θɪn/ na dobre i na złe

trait /treɪt/ cecha (np. charakteru)

trust sb with sth /'trʌst ˌsʌmbɒdi wɪð ˌsʌmθɪŋ/ powierzyć coś komuś

unbreakable /ʌn'breɪkəbəl/ niezniszczalny

unconditionally /ˌʌnkən'dɪʃənəli/ bezwarunkowo

unfold /ʌn'fəʊld/ rozwijać się (o narracji)

unwavering /ʌn'weɪvərɪŋ/ niezachwiany

vagabond /'vægəbɒnd/ włóczęga

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1.3 Grammar 4.3

befriend sb /bɪ'frend ˌsʌmbɒdi/ zaprzyjaźnić się z kimś

blind /blaɪnd/ niewidomy

catch sb's imagination /ˌkætʃ ˌsʌmbɒdiz ɪˌmædʒə'neɪʃən/ pobudzać czyjąś wyobraźnię

come across sb/sth /ˌkʌm ə'krɒs ˌsʌmbɒdi/ˌsʌmθɪŋ/ natknąć się na kogoś/coś

deaf /def/ głuchy

gruelling /'gruːəlɪŋ/ wyczerpujący

look after sb /ˌlʊk 'ɑːftə ˌsʌmbɒdi/ opiekować się kimś

lose one's sight /ˌluːz wʌnz 'saɪt/ stracić wzrok

undying friendship /ʌnˌdaɪ-ɪŋ 'frendʃɪp/ dozgonna przyjaźń

1.4 Use of English 4.4

be about to do sth/be on the point of doing sth /bi əˌbaʊt tə 'duː ˌsʌmθɪŋ/ ˌbi ɒn ðə ˌpɔɪnt əv 'duːɪŋ ˌsʌmθɪŋ/ mieć właśnie coś zrobić

be on the verge of doing sth /ˌbi ɒn ðə ˌvɜːdʒ əv 'duːɪŋ ˌsʌmθɪŋ/ być bliskim zrobienia czegoś

be supposed to do sth /bi səˌpəʊzd tə 'duː ˌsʌmθɪŋ/ mieć coś zrobić

go through a rebellious phase /ˌgəʊ θruː ə rɪˌbeljəs 'feɪz/ przechodzić przez etap buntu

impetuous /ɪm'petʃuəs/ pochopny, impulsywny

miss out /ˌmɪs 'aʊt/ stracić okazję, przeoczyć coś

slip by /ˌslɪp 'baɪ/ szybko mijać, upływać (o czasie)

split up /ˌsplɪt 'ʌp/ zerwać ze sobą, rozstać się

1.5 Listening 4.5

charity work /'tʃærətɪ ˌwɜːk/ praca charytatywna

coincide /ˌkəʊən'saɪd/ pokrywać się

coincidence /kəʊ'ɪnsədəns/ zbieg okoliczności

coincidental /kəʊˌɪnsə'dentl/ przypadkowy

contradict sth /ˌkɒntrə'dɪkt ˌsʌmθɪŋ/ zaprzeczać czemuś, stać w sprzeczności z czymś

contradiction /ˌkɒntrə'dɪkʃən/ sprzeczność

contradictory /ˌkɒntrə'dɪktərɪ/ sprzeczny

distrust /dɪs'trʌst/ nie ufać

elongate /'iːlɒŋgeɪt/ wydłużyć

gut reaction /ˌgʌt rɪ'ækʃən/ instynktowna reakcja

have a criminal record /hæv ə ˌkrɪmənəl 'rekɔːd/ być karanym sądownie

impress sb /ɪm'pres ˌsʌmbɒdi/ zrobić na kimś wrażenie

impressionable /ɪm'preʃənəbəl/ podatny na wpływy

impressive /ɪm'presɪv/ imponujący

length /leŋθ/ długość

lengthen /'leŋθən/ wydłużyć

minor crime /ˌmaɪnə 'kraɪm/ drobne przestępstwo

split second /ˌsplɪt 'sekənd/ ułamek sekundy

trustworthy/untrustworthy /'trʌstˌwɜːðɪ/ ʌn'trʌstˌwɜːðɪ/ godny/niegodny zaufania

upstanding citizen /ʌpˌstændɪŋ 'sɪtəzən/ prawy obywatel

voluntary /'vɒləntərɪ/ dobrowolny

volunteer /ˌvɒlən'tɪə/ wolontariusz/ wolontariuszka; zgłosić się na ochotnika

1.6 Speaking 4.6

aloof /ə'luːf/ powściągliwy, zachowujący dystans

anxious /'æŋkʃəs/ zatroskany, zaniepokojony

at first glance /ət ˌfɜːst 'glɑːns/ na pierwszy rzut oka

chatty /'tʃætɪ/ gadatliwy

content /kən'tent/ zadowolony

deep in thought /ˌdiːp ɪn 'θɔːt/ głęboko zamyślony

distant /'dɪstənt/ nieprzyjazny, chłodny

facial expression /ˌfeɪʃəl ɪk'spreʃən/ wyraz twarzy

free and easy /ˌfriː ənd 'iːzɪ/ swobodny

fun-loving /'fʌn ˌlʌvɪŋ/ lubiący zabawę

have all the time in the world /hæv ˌɔːl ðə ˌtaɪm ɪn ðə 'wɜːld/ mieć mnóstwo czasu

introspective /ˌɪntrə'spektɪv/ introspektywny, rozmyślający nad sobą

melancholic /ˌmelən'kɒlɪk/ melancholijny

on closer inspection /ɒn ˌkləʊsər ɪn'spekʃən/ po bliższym przyjrzeniu się

pensive /'pensɪv/ zamyślony

staged /steɪdʒd/ zainscenizowany

take oneself too seriously /ˌteɪk wʌnˌself ˌtuː 'sɪərɪəsli/ traktować siebie zbyt poważnie

upset /ˌʌp'set/ zmartwiony

uptight /'ʌptaɪt/ spięty, skryty

1.7 Writing 4.7

charitable /'tʃærətəbəl/ charytatywny

conceive /kən'siːv/ wymyślić, stworzyć

disadvantaged /ˌdɪsəd'vɑːntɪdʒd/ w złej sytuacji, pokrzywdzony przez los

enterprising /'entəpraɪzɪŋ/ przedsiębiorczy

honoured /'ɒnəd/ zaszczycony

proceeds /'prəʊsiːdz/ wpływy, zysk

put sth together /ˌpʊt ˌsʌmθɪŋ tə'geðə/ zorganizować coś

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FOCUS REVIEW 1

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

Exercise 1
1 take after
2 never had a bad word to say about
3 batting an eyelid
4 put his foot down
5 conjures up memories
6 ripe old
7 looked up to

1 In your notebook, replace the underlined words with synonymous phrases including the words in brackets.

They say I [1]bear a resemblance to (**take**) my grandfather both in looks and personality. He was a very kind and tolerant person who [2]was never critical of (**word**) anybody. He was also very generous. I remember he would often take me and my siblings out for dinner and pay the huge restaurant bill without [3]showing any surprise or concern (**batting**). On the other hand, he [4]was very firm (**foot**) if any of his grandchildren were badly behaved.
Looking at old photographs of family gatherings always [5]reminds me (**conjures**) of the fun we had together. I do miss him. He lived to the [6]advanced (**ripe**) age of ninety and when I think back to my grandfather I'm reminded that old people should be [7]honoured and respected (**looked**) because they have gained a lot more experience and wisdom than us.

2 In your notebook, write the words that complete the sentences correctly.

1 The police have decided to get tougher on minor *citizens* / *crimes* / *records* in the future.
2 In this job, you sometimes have to make decisions in a *split* / *fair* / *dizzy* second.
3 Having a criminal *praise* / *record* / *insight* can seriously jeopardise your future prospects.
4 Be careful dealing with Matt. He's had more than his fair *share* / *shift* / *second* of trouble with the law.
5 Paula must be a good role model – Jon's always singing her *stature* / *praises* / *manner*.
6 My *gut* / *split* / *alert* reaction was to run. What can I say? I'm a coward.
7 Everybody should aspire to be a(n) *compelling* / *captivating* / *upstanding* citizen – the world would be a better place.

3 In your notebook, write one word from the box for each gap. You can use the words more than once.

in into of on with

1 Williams's portrayal offers us a fascinating insight ___into___ the world of a single mother.
2 I'll be there on time, I promise. Don't worry, you can count ___on___ me!
3 Did you know that twins are often envious ___of___ each other?
4 We should encourage children to associate ___with___ people from other backgrounds.
5 I know Jake's on my side – he was nodding ___in___ approval the whole time I was speaking.
6 Honesty and respect are the two major facets ___of___ a good friendship.
7 The poverty-stricken are often faced ___with___ problems that we can't even begin to imagine.

GRAMMAR

4 In your notebook, write the verb forms that complete the text correctly.

Sam and I [1]*have known* / *have been knowing* each other since we were at primary school. We [2]*met* / *were meeting* at a friend's birthday party and immediately [3]*had discovered* / *discovered* we had a lot in common. In fact, we [4]*were talking* / *had been talking* for so long that it was difficult to get us home. I remember that for weeks before the party my mother [5]*had told* / *had been telling* me to be more sociable, so she got her wish! Anyway, from that time on we [6]*are spending* / *have been spending* most of our free time together. By this time next month, we [7]*will have been going* / *will be gone* around together for six years. I hope that in six years from now we [8]*will still be doing* / *will still have done* that.

5 In your notebook, write the correct forms of the verbs from the box for each gap.

attend finish play see speak
study walk want

1 We had been seeing each other for over a month when she called it off.
2 We have been playing together in the same band for a year now. We'll be bigger than The Beatles one day!
3 It's the first time we have spoken actually. He's really nice, isn't he?
4 Let's start heading home. Hopefully, the match will have finished by the time we get back. I can't stand football.
5 I had wanted to be in the choir for years. So when I finally got accepted, I was over the moon!
6 The test is tomorrow morning and I've got so much to revise. At this rate, I will be studying till midnight.
7 When I last saw Sarah, she was walking down the High Street arm in arm with Jake.
8 This time next Friday, we will have been attending this chess club regularly for exactly two years.

USE OF ENGLISH

Multiple choice cloze; sentence transformation

6 In your notebook, write one word for each gap. The first letter of each word is given.

1 They said they were **g**oing to be here early, but it's already 9.30!
2 I was **s**upposed to referee the match, but it was cancelled.
3 Did you expect that they **w**ould make up and become friends again?
4 He was nervous as the concert was **s**tarting in a few minutes. It was his first ever gig.
5 We weren't able to finish our conversation. We had to take our seats as the plane was **a**bout to take off.
6 Sorry, some friends called just as I was on the **v**erge of leaving. That's why I'm late.

EXTRA ACTIVITIES

Photocopiable resource 4 *Dear Editor*
(10 min.) pp. 264, 281

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7 **Choose the correct answer (A–D) and write it in your notebook.**

My best friend is called Zach. We attended the same primary school and we've grown up together. What can I tell you about him? He comes from a rather privileged [1]_____, *his manner is gentle and* [2]_____ *and he always sees the best in people. He's very open-minded and is one of the most* [3]_____ *people I know when it comes to dealing with others.*
Another reason why we get on with each other so well is that we have a lot in common. He often comes over to my house and we spend hours just hanging out and talking.
There's definitely a strong [4]_____ *between us and I know I can depend on him. If I'm having a hard time, I usually try to* [5]_____ *on a brave face and pretend nothing is wrong. But he knows when I'm hiding something and encourages me to talk about it.*
Even if we go our separate ways after college, I know we will always [6]_____ *in touch with each other. I really do believe there's a(n)* [7]_____ *tie between us.*

1	A history	**B** background	C upbringing	D house
2	A unconfident	**B** unassuming	C insecure	D unworried
3	A acceptable	B irreverent	C thankful	**D** considerate
4	A link	B chain	**C** bond	D knot
5	A place	**B** put	C pose	D set
6	**A** keep	B continue	C get	D carry on
7	A devoted	B unconditional	**C** unbreakable	D obstinate

8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 The plan was that we should be at the station at four, but we didn't get there in time.
DUE
We were due to be at the station at four, but we didn't get there in time.

2 Next September, it will be four years since my family came to live here.
BEEN
By next September, my family will have been living here for/ will have been here for four years.

3 It was well known that they were rivals and it had been years since they'd agreed about anything.
DISAGREEING
It was well known that they were rivals and that they had been disagreeing (about everything) for years.

4 My grandmother was going to come over in a taxi, but in the end she walked.
PLANNING
My grandmother had been planning on coming over/been planning to come over in a taxi, but in the end she walked here.

5 It's two weeks since Maria and her cousin quarrelled and they're still not speaking.
FELL
Maria and her cousin fell out two weeks ago and they haven't spoken since then.

Focus Review 1 EXTRA page 138

LISTENING

Gap fill

9 **1.13** **Listen to a talk about arguing. In your notebook, write a word or short phrase for each gap in sentences 1–8.**

1 Arguments-as-proof are meant to prove or disprove a (scientific) theory .
2 Arguments-as-presentation need a(n) (captive) audience .
3 The speaker considers arguing to be a(n) inevitable outcome of interacting with some of the people we meet.
4 People who argue with friends or family are often (more) considerate towards other people.
5 One of the benefits of arguing is that people have longer life expectancy .
6 People who do not express their feelings can be compared to a(n) (ticking) time bomb .
7 The speaker suggests that an argument is equivalent to communication .
8 As long as you avoid personal attacks , a good argument can actually create stronger bonds between people.

WRITING

Formal e-mail/letter

10 **Do the task in your notebook.**

W anglojęzycznym czasopiśmie pojawiło się ogłoszenie, którego autorzy zachęcają czytelników do podzielenia się przemyśleniami na temat przyjaźni. Autorzy chcieliby się dowiedzieć, dlaczego przyjaźń jest ważna w życiu czytelników, jak o nią dbają oraz jak ich przyjaźnie zmieniają się z biegiem czasu. Napisz **list formalny** do redakcji czasopisma, w którym odniesiesz się do tych trzech kwestii.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words

REFERENCES
Audioscript **p. 236**

EXTRA ACTIVITIES
- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Family background determines whether a person achieves success in life or not. (For instructions, see p. 234)

NEXT CLASS
- Ask students to do Self-check 1.9 in the WB, pp. 16–17.
- Ask students to prepare for Unit test 1: Testing Programme, Unit 1.

2

Learning for life

I have never let my schooling interfere with my education.

Mark Twain

ASK YOURSELF, ASK AROUND

Is it worth investing your own money into education? Why?/Why not?

Projects page 137

VIDEO

Documentary
The cost of a good education 2

2.1 VOCABULARY

Studying and exams • exaggerated synonyms • phrasal verbs • phrases to describe being relaxed/stressed

I can talk about studying and exams.

SHOW WHAT YOU KNOW

1 **In your notebook, write down the verb forms of these nouns and adjectives. What do the verbs have in common?** All the verbs end in *-ise*.

~~familiar~~ general memory organisation personal plagiarism rational recognition revision summary visual

familiarise generalise, memorise, organise, personalise, plagiarise, rationalise, recognise, revise, summarise, visualise

2 SPEAKING **Use the verbs you wrote in Exercise 1 to discuss useful skills when studying or taking exams.**

3 **Read about the revision experiences of three students below. Whose experience do you most relate to? Why?**

Exams, exams

If you are revising for upcoming exams, you may well be surrounded by tons of paper and sticky notes. What techniques work for you? And how are you feeling about your looming exams?

GCSEs – Daniel

I sit at my desk, faced with piles of revision files, **frazzled** and frustrated by my improvised timetable. A few moments ago, I was **swimming in** Spanish irregular verbs. Later today, I will revise Geography, Maths and Chemistry. It's not necessarily the content that I find difficult but the range of knowledge. We **flit** between subjects, and at times, it seems we are being tested on nothing but facts. My friends and I have found Google Docs useful for exchanging notes, and mobile trivia game apps are a fun, if not particularly efficient, way of topping up our foreign vocab.

A levels – Jacob

Revising for end of secondary school exams is a different kind of **minefield** than in primary school. There's more content to learn for each exam and you're expected to **regurgitate** more in less time. That's why an entire wall of my room is **plastered** in scribbled notes. I do my revision in four stages. Firstly, I take notes from the textbook on huge A3 sheets, then I condense it on to miniflashcards, then I type it all up. Stage four, which will commence a week before the exams, consists of doing past papers.
It's being **hammered** into us that you only deserve a place at a good university if you notch up a certain amount of marks. More than ever before, the pressure is on.

REFERENCES

Culture notes **p. 226**
Audioscript **p. 237**
Videoscript **pp. 255–256**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

- Documentary video. Video worksheet 2.8 in the WB, pp. 28–29.
- Photocopiable resource 5 *A couple of whingers* (15 min.) pp. 264, 282

WORKBOOK

pp. 18–19, including *Show What You've Learnt*

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

1 How does Daniel feel about his exams?
2 What is Daniel so stressed about?
3 Why are secondary school exams more challenging compared with primary school ones?
4 What do Jacob's teachers keep telling him?
5 Why does Layli reread her notes several times?
6 What else does Layli do as the exams draw closer?

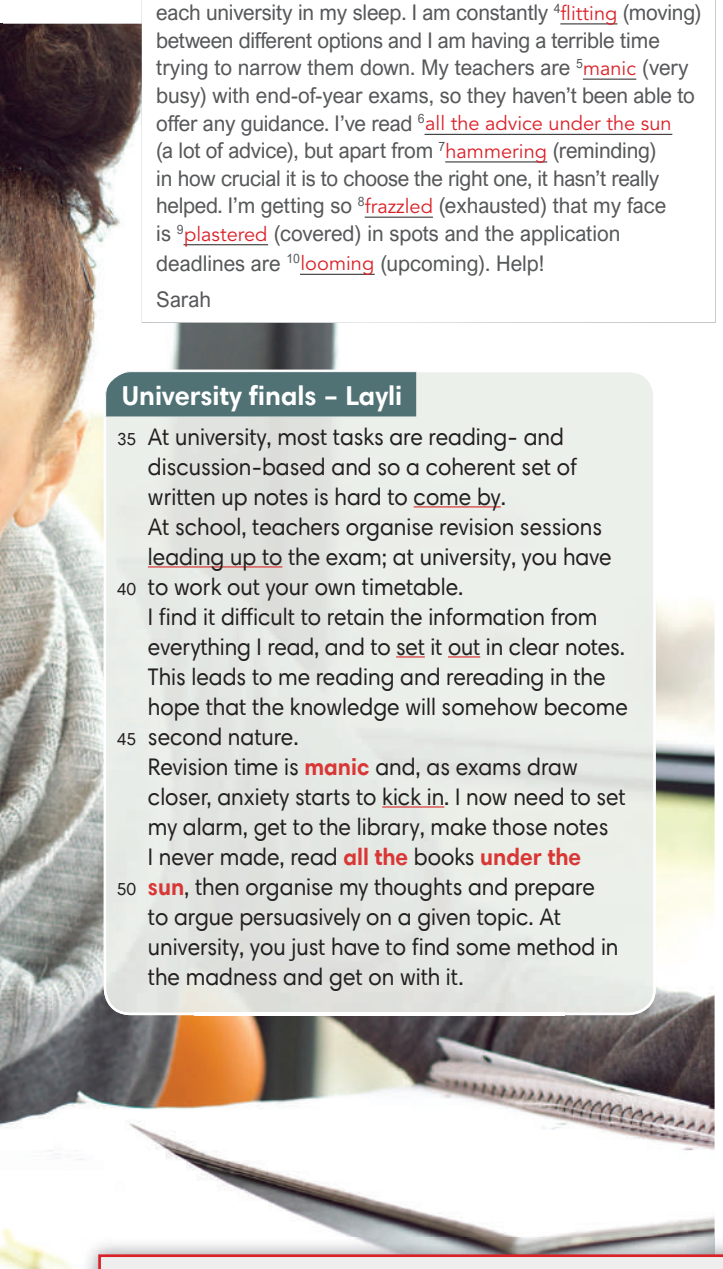
FOCUS ON WORDS | Exaggerated synonyms

5 1.14 **In pairs, discuss what the words in red in the text mean. In your notebook, write the correct form of one word or phrase for each gap in the email below. Then listen and check.**

Dear Kim,

Choosing which university to attend is a [1]*minefield* (situation full of problems). I'm [2]swimming in (overwhelmed by) courses descriptions and application information and I could [3]regurgitate (repeat) the advantages and disadvantages of each university in my sleep. I am constantly [4]flitting (moving) between different options and I am having a terrible time trying to narrow them down. My teachers are [5]manic (very busy) with end-of-year exams, so they haven't been able to offer any guidance. I've read [6]all the advice under the sun (a lot of advice), but apart from [7]hammering (reminding) in how crucial it is to choose the right one, it hasn't really helped. I'm getting so [8]frazzled (exhausted) that my face is [9]plastered (covered) in spots and the application deadlines are [10]looming (upcoming). Help!

Sarah



University finals – Layli

35 At university, most tasks are reading- and discussion-based and so a coherent set of written up notes is hard to come by.
At school, teachers organise revision sessions leading up to the exam; at university, you have
40 to work out your own timetable.
I find it difficult to retain the information from everything I read, and to set it out in clear notes. This leads to me reading and rereading in the hope that the knowledge will somehow become
45 second nature.
Revision time is **manic** and, as exams draw closer, anxiety starts to kick in. I now need to set my alarm, get to the library, make those notes I never made, read **all the** books **under the**
50 **sun**, then organise my thoughts and prepare to argue persuasively on a given topic. At university, you just have to find some method in the madness and get on with it.

FOCUS ON WORDS | Phrasal verbs

6 1.15 **In your notebook, match the phrasal verbs underlined in the text with the definitions below. Then listen and check.**

1 find sth = *come by sth*
2 having a problem to deal with = faced with
3 achieve sth = notch sth up
4 happening before sth = leading up to sth
5 take effect = kick in
6 arrange sth in a clear way = set sth out
7 adding sth to get it to the level you want = topping sth up

7 **In pairs, add the correct form of a phrasal verb from Exercise 6 which collocates with two items in each set. Which item doesn't collocate in each set?**

1 top up *your drink / ~~your dinner~~ / your phone*
2 notch up *a win / ~~an exam~~ / a score*
3 faced with ~~help~~ */ tough decisions / bankruptcy*
4 leading up to *the war / graduation / ~~the notes~~*
5 set out *an agenda / ~~my diary~~ / your conditions*
6 *easy to / ~~opposed to~~ / impossible to* come by
7 ~~contentment~~ */ panic / the medication* kicks in

FOCUS ON WORDS | EXTRA Phrasal verbs with *up*

8 1.16 **Listen to the conversation between Sarah and Ben. In your notebook, write the correct forms of the words from the box for each gap.**

brush cook lap lighten ~~pile~~ summon

1 I've got to catch up on my work – it's starting to *pile* up.
2 I need to __brush__ up on my French.
3 You need to __cook__ up a better excuse than that.
4 Oh __lighten__ up! It's Friday night.
5 You love history – you __lap__ it up.
6 I've summoned up the courage to ask you out.

9 1.17 **In your notebook, match the phrasal verbs from Exercise 8 with the definitions below. Then listen and check.**

1 try to have enough of sth = *summon sth up*
2 invent sth = cook sth up
3 collect or accumulate sth = pile sth up
4 enjoy experiencing sth = lap sth up
5 become less serious or upset = lighten up
6 practise and improve a skill = brush up on

FOCUS ON WORDS | Relaxed/stressed

10 1.18 **Listen to Amy, Matt, Rob and Sally and decide who copes best/worst with exams.** Sally copes the best. Amy copes the worst.

11 1.18 **Listen again. In your notebook, complete the table with the missing words.**

RELAXED	STRESSED
1 *keep* things in perspective	7 a bundle of __nerves__
2 __get__ a grip	8 my __heart__ is pounding
3 a weight has been __lifted__	9 my mind goes __blank__
4 a __calm__ comes over me	10 butterflies in my stomach
5 take exams in my __stride__	11 a __nervous__ wreck
6 sail __through__ exams	12 __out__ of my depth

12 SPEAKING **What do you think about the amount of study in your school? What are your revision techniques? Discuss in pairs.**

Exercise 4

1 He has to cover a wide range of subjects and feels he's only tested on facts.
2 He's tired because his improvised timetable requires him to constantly flit from one subject to another.
3 Secondary school exams have more content that you're expected to write about in less time.
4 His teachers keep telling him that good grades get you into university.
5 Because she finds it difficult to retain information and she hopes that by rereading her notes the information will become second nature to her.
6 Organise her thoughts and prepare to persuasively argue on a given topic.

NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 2.1, Vocabulary.

2.2 READING

Gapped text

I can understand the structure of a text using contextual, grammatical and lexical clues.

1 SPEAKING **In groups, think of at least three reasons why somebody would want to study abroad.**

2 **Read quickly the main part of the article and find out why James wants to study abroad. Are his reasons similar to yours?**

Exercise 2
life experience, a desire to travel, improved CV, break in routine, experience of a new city and a new university

READING FOCUS Gapped text

3 **Read the whole article. In your notebook, match gaps 1–6 with paragraphs A–G. There is one extra paragraph.**

A Mairi Wightman, twenty, is a University College London Geography student spending a year abroad in Singapore. She stresses that it should not be underestimated how much a different climate can affect day-to-day life and that as much admin as possible should be taken care of before getting on the plane.

B However prepared you are, studying abroad is not for everyone and I am yet to discover whether or not it will suit me. I know plenty of people who regret not applying and almost nobody who has the same reservations about their decision to go.

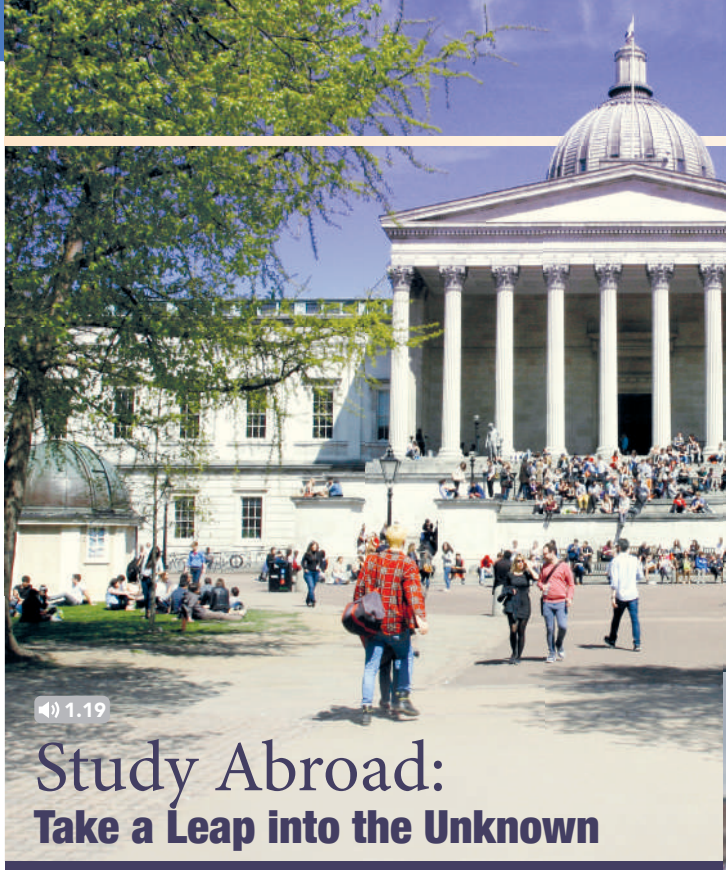
C In the face of all this familiarity, I have made the slightly impulsive decision to spend a term of my final and most important year studying in Germany, despite speaking absolutely no words of the language.

D There is however a point to these ramblings, beyond giving you something to laugh at. I've travelled a fair amount, and as a result of this, I thought I was beyond prepared and that I would breeze through any culture shock and instantly acclimatise. As I discovered, this can be a risky attitude to take.

E From a financial standpoint the ERASMUS programme in particular is a very attractive opportunity, particularly for London students used to high living costs. In addition to the regular student loan, students get a grant, which varies according to the living costs of the country in question.

F But there are some administrative hurdles to get through first. Logistically speaking, it's very different to previous application processes that any student might have experienced. Universities have study abroad teams, host preparation talks and they tell you what you need to do, but it requires a lot of independent effort.

G I'm sure that many students weigh up studying abroad as a series of pros and cons, or a question of whether the grass will be greener on the other side. I would argue that students should think less about whether heading abroad is going to be 'better' and simply view it as an unparalleled opportunity to step outside of their comfort zone.



1.19

Study Abroad:
Take a Leap into the Unknown

There is no better way to break the monotony of everyday university life than choosing to study overseas; a little bit of impulse can go a long way, says James Connington.

University so far has been a bit of a challenge but one that has become familiar with repetition. Heading into my third year, I am used to life in London, used to what is expected of me by University College London (I think) and used to justifying my exorbitant rent to my friends in different parts of the country. Life has fallen into a comfortable series of routines; I go to lectures, work part time, write a lot of essays and muster the energy to go out when possible.

[1] C

My modules are taught in English and many Germans speak it well, but according to the ever-reliable Wikipedia®, I will be unable to communicate with around 36 percent of the population. I'm currently in the preparation phase of this adventure, with roughly six weeks to go until I fly out to the former German capital, Bonn. I have many justifications for this leap into the unknown. Like the thousands of other students heading abroad from the UK this coming year, my reasons include life experience, a desire to travel and something to stand out from the crowd on a CV. The main one, however, is simply to break up what has become routine and to experience the excitement of a new city and a new university all over again.

[2] G

However, there are many students each year who let themselves get put off during the application stage. Of course, a lot of people simply don't want to study abroad, but for those who just get cold feet, I think a little bit of impulse can go a long way. Once you're committed to the process, dealing with the prospect of living abroad becomes substantially easier and you actively look for the positives rather than any downsides.

REFERENCES
Culture notes **pp. 226–227**

WORKBOOK
pp. 20–21

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 22.

[3] F

Arranging visas, sorting out accommodation both abroad and for your return, registering for modules and meeting all of the deadlines for paperwork is solely up to you. You will get prodded by your university, but you need to take a proactive approach, as study abroad teams tend to be small, whilst the number of students being sent and received is vast.

[4] E

Many of those venturing further afield outside of this programme have already left and can provide some valuable lessons for those still preparing to go. Utilising pre-existing networks of students can provide invaluable information that can make all the difference to daily life abroad.

[5] A

Marcus Baird, twenty, a student from the same university, and currently spending a term in Adelaide, Australia, adds to this with advice on the importance of researching your accommodation thoroughly beforehand. Prices can vary wildly and it can be hard to gauge the best locations from online maps alone. Also important is to come prepared for any mishaps, which means having important documents to hand, as well as key phrases memorised if you don't speak the language.

[6] B

So, all things considered, I would encourage those teetering on the edge to give it serious thought before dismissing the idea altogether.

4 SPEAKING **In your notebook, replace the words underlined below with stronger adjectives or adverbs in blue in the article. Which sentences are true for you? Why?**

1 I am very involved in school programmes. *actively*
2 I usually research a new place well before I travel there. thoroughly
3 Part-time work experience will prove very useful in future. invaluable
4 My dependable friends always meet me on time. ever-reliable
5 I am going to need a much increased allowance! substantially
6 I think that entry tickets to the clubs round here are much too high. exorbitant

5 **In your notebook, write one word for each gap. Then look at the underlined phrases in the article to check. Use the phrases to describe an experience of your own.**

1 Leah thought she would *breeze* **through** any culture shock, but in fact she found it difficult to adjust to life abroad.
2 Young travellers often **get** __cold__ __feet__ before a big trip. But in the end, they always **step outside of their** __comfort__ __zone__ and try something new.
3 I think you need to **take a** __proactive__ __approach__ in life – you can't wait around for things to happen!
4 I'm always **venturing** __further__ __afield__ when I travel – I like to go to places that most other people don't manage to get to.
5 We were __teetering__ **on the** __edge__ before we decided to go on the hike. But in the end, we were able to __muster__ **the energy** to get off the sofa and it turned out to be a great day.
6 Last year, Helen **made the slightly** __impulsive__ __decision__ to study abroad.
7 Studying in another country doesn't need to be a __leap__ **into the unknown**. By __utilising__ **pre-existing networks** you can make friends and find a place to live.

FOCUS ON WORDS | Collocations

6 1.20 **In your notebook, match the verbs from box A with the words from box B. Refer to the article for help if necessary. Listen and check. Then write an example sentence for each collocation.**

A: 1 ~~break~~ 2 dismiss 3 have 4 give 5 meet 6 stand out

B: reservations ~~the monotony~~ from the crowd the deadlines it serious thought the idea

1 break the monotony

Exercise 6
2 dismiss the idea
3 have reservations
4 give it serious thought
5 meet the deadlines
6 stand out from the crowd

7 SPEAKING **What advice would you give a foreign student thinking of studying in your country? Think about the points and add one more of your own. Explain your advice to a partner using the words and phrases from Exercises 4, 5 and 6.**

- choosing a university
- finding accommodation
- learning the language
- understanding the culture
- preparing for the climate

21

2.3 GRAMMAR

Speculating

I can use a variety of modal verbs to speculate about the past, the present and the future.

1 SPEAKING **Look at the photo and the definition. In pairs, discuss what the people are doing and how this might relate to 'communities of practice'.**

Communities of practice are groups of people who learn how to do something, or perfect a skill, by repeatedly doing that thing together. There are no leaders, formal teachers or students, just people enjoying a shared passion.

2 1.21 **Listen to a discussion about the activity in Exercise 1. Answer the questions in your notebook.**

1 What is the activity? It's tricking moves.
2 Are the speakers part of the community or observers? The speakers are observers.
3 What might be the pros and cons of learning from a community of practice versus from a teacher?

3 1.21 **Listen again. In your notebook, complete each structure in blue with one word.**

Extract 1

B: The original group members [1] *may* **have been doing** it for years while the younger ones [2] might **have been taught** more recently. Some of these really young ones [3] could **just have joined** the group. See the guy in the white T-shirt – he [4] must **have been doing** it for a couple of years, I'd say.

Extract 2

A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it [5] must **be** so they could learn from the more experienced members of the group …
B: Well, yes, they [6] could well **be doing** it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt [7] may **watch** the film later too. If he does, it [8] will **certainly be** to help him improve his technique.
A: And how do you think he learnt that move to start with? I mean, he [9] can't **have learnt** it by himself …
B: Who knows? He [10] could **have been** part of another group and moved on to form his own tricking gang or he [11] may **have learnt** the first tricks online.

4 **Read the GRAMMAR FOCUS and find examples in Exercise 3 where the speaker is:**

a guessing about an action that's in progress. 6
b certain about a reason for doing sth in the present. 5
c certain about sth that started in the past and continues in the present. 4
d guessing about sth that happened in the past. 3, 10, 11
e certain that sth didn't happen in the past. 9
f guessing about sth in the future. 7
g certain about sth in the future. 8
h guessing about sth that happened in the past using the passive. 2
i guessing about an action continuing in the present. 1

GRAMMAR FOCUS

Speculating

- You can use the modal verbs *must/may/might/could/can't* to speculate about the present and past:
  modal verb + infinitive (present states)
  *They **may not be** aware of the risks.*
  modal verb + *be* + *-ing* form (events now in progress)
  *They **may be filming** their tricks.*
  modal verb + *have* + past participle (finished events in the past)
  *Others **could have joined** their community.*
  modal verb + *have been* + past participle (finished events in the passive voice in the past)
  *The tyres **could have been brought** by someone's father.*
  modal verb + *have been* + *-ing* form (events that started in the past and continue in the present)
  *They **may have been doing** it for years.*
- You can use the modal verbs *may/might/could* + infinitive or *will/won't* + adverb to speculate about the future:
  *He **could win** the competition next year.*
  *He **may not join** the club.*
  *She **will probably start** next week.*
  *He **definitely won't come**.*

5 **In your notebook, write the verb forms that complete the story correctly.**

If you're in Brazil, you might [1] *want / have wanted* to join a samba school. But when you get there, you could [2] *be / have been* surprised by what you see. I certainly was! In fact, the surprise must [3] *show / have shown* very obviously on my face! If you have ever attended a dancing school in the UK, you will almost certainly [4] *have been coached / have been coaching* by a qualified instructor, but here there was just a room full of people dancing, and I felt like they all must [5] *be dancing / have been dancing* samba their whole lives. But then I noticed other people, like me, watching carefully, copying a few steps and moves and I realised they can't [6] *be learning / have been learning* very long. They must [7] *notice / have noticed* me, because they invited me to join them. Now, I'm one of the people helping newcomers who might [8] *look / be looking* for a way in.

6 SPEAKING **Discuss the questions in pairs.**

1 Have you ever taught anyone to do anything?
2 How do you think they may have felt about the experience?

Grammar pages 119–120

REFERENCES

Audioscript **pp. 237–238**

EXTRA ACTIVITIES

Photocopiable resource 6 *Third time lucky* (15 min.) pp. 264–265, 283–284

WORKBOOK

p. 22, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 2.3, Grammar.

22

2.4 USE OF ENGLISH

Accuracy with articles

I can use abstract nouns with and without a/an.

1 SPEAKING **When you need advice or help, who do you ask? Do you ever look on online forums? Why?/Why not?**

2 **Read the three forum exchanges. In pairs, decide what the logical order is in each of them.**

A
- a Thanks – you were **a great help** – it all makes sense now. 3
- b I need **help** with my Maths. I don't have a hope of getting it done on my own. Anybody out there have a moment to spare? 1
- c Yeah, call me. I'm doing it too. 2

B
- a Oh no! **Sleep** is so important. When I'm stressed out, I sometimes use breathing exercises to help me relax and I usually get a good night's sleep after that. 2
- b Thanks. I'll try that. My granddad, who has a good understanding of human behaviour, always says 'A good laugh and **a good sleep** are the two best cures.' 3
- c Help! All of a sudden, I'm very stressed about my exams and I can't sleep. 1

C
- a Why don't you write about a holiday? You can say what you learnt and how you couldn't have learnt that in a class. 2
- b Great idea! I think I'll write about our trip to Paris – that was **an amazing experience** and **an excellent education**. I learnt more French in two days than I had in two years. LOL 3
- c I have to write an essay about the importance of **experience** and **education** – I haven't got a clue where to start. Any ideas? 1

3 **Read the LANGUAGE FOCUS. In your notebook, complete the examples with the words and phrases in blue from Exercise 2.**

LANGUAGE FOCUS

Abstract nouns with and without *a/an*

Some **abstract nouns** (such as *hope, knowledge, love, pleasure*) can refer to either a general concept or a specific situation or example. When talking about a **general concept**, *a/an* is not used before the noun. When referring to a **specific situation/example**, *a/an* can precede the noun. In this case, the noun is generally modified by an adjective or phrase.

General concept	Specific situation/example
I need [1]*help*.	*You were* [5]*a great help* .
[2] *Sleep* *is so important.*	*A good laugh and* [6]*a good sleep* *are the best cures.*
The importance of [3]*experience* *and* [4]*education* .	*That was* [7]*an amazing experience* *and* [8]*an excellent education* .

Note: Some abstract nouns have a plural form (*love/loves, hope/hopes, pleasure/pleasures*) while others do not (*knowledge*).
Eating at that café is always ***a pleasure****.*
Eating is one of life's great ***pleasures****.*
He has ***a*** *good* ***knowledge*** *of many things.*
NOT ~~*He has many knowledges*~~.

4 **Read the message exchange. In your notebook, write the correct forms of the words in the box and *a, an* or Ø (no article) for each gap.**

charity	education	experience		
~~help~~	help	hope	love	pleasure

Hi Jen. Thanks again. You really were such [1]*a help* last night. I wouldn't have had [2] *a hope* of doing it without you.

No problem. It was [3]*a pleasure* . You know Science is one of my great [4] *loves* . 🙂 And I need to ask you a favour actually. I need to interview someone with [5]*experience* doing volunteer work.

Well, I haven't done any in a while. The last time was about a year ago when I worked for [6]*a charity* that works with animals. It was [7]*an education* though – it left me with a first-class knowledge of cats. ;)

I'm sure you learnt a lot. 🙂 Are you in a hurry? Could I ask you some questions now?

Yes, sure, glad to be of [8] *help* . Call me now.

5 **In your notebook, write the correct forms of the phrases underlined in Exercises 2 and 4 for each gap.**

1 I really need to *get a good night's sleep* – otherwise I can't do anything the next day!
2 When he has a moment to spare , he likes to read computer advice in forums.
3 I have a good understanding of human behaviour – I always know how my friends will react.
4 I haven't studied French in a while , so I haven't got a clue how to do the assignment.
5 I wanted to help her with her exam preparation, but I was in a hurry to get home.
6 He has a first-class knowledge of German. He is practically fluent.
7 He didn't have a hope of finishing his exam before the time was up.
8 All of a sudden , she felt totally relaxed and knew she would be fine.

6 **Follow the instructions below.**

- Write a message to your partner asking for advice on something you'd like help with.
- Use at least three nouns from the LANGUAGE FOCUS and two of the phrases underlined in Exercises 2 and 4.
- Exchange your messages. Did you get good advice?

Use of English page 121

WORKBOOK

p. 23, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 2.4, Use of English.

2.5 LISTENING

Multiple choice

I can understand specific details in informal conversations.

1 SPEAKING **Look at the photos and discuss the questions.**

1 What is the problem in each case?
2 How do you think the problems will be resolved?
3 Have you ever faced such a problem? What did you do?

2 1.22 **Listen to three dialogues about people who had to solve the problems in Exercise 1. Were your guesses correct?**

LISTENING FOCUS Multiple choice

3 1.22 **Listen again to the dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 What was the problem of the instructions that came with the furniture?
A There wasn't enough information.
B They were incomplete.
C They were not clear enough.

2 How does the woman respond to the man's problem?
A She agrees it was a bad idea to buy flat-pack furniture in the first place.
B She sympathises with his difficulties.
C She warns him not to follow the instructions so closely.

Dialogue 2

3 What does the man say about online video tutorials?
A Information transmitted visually is easy to remember.
B The instructions are given in clear stages.
C They can have too much detail at times.

4 How does the girl feel about the people who produce online tutorial videos?
A pleased that their help is available to everyone
B amused that they appear in their tutorials personally
C appreciative of the production quality of their films

Dialogue 3

5 What are the woman's experiences with dogs?
A She's had aggressive dogs before.
B She was always able to handle her dogs.
C One of her dogs ran away and attacked someone.

6 Why does the man think the group learning sessions are good?
A They allow you to be around people with the same problems.
B The dogs learn faster and more efficiently than in other situations.
C The dogs get used to being around other dogs and their owners.

FOCUS ON WORDS | Phrases

4 1.23 **In your notebook, complete the gapped phrases in green with the words from the box. Listen and check. In pairs, discuss the meaning of the complete phrases.**

affinity ~~boat~~ composure concerns expertise head initiative sense

1 It's easier to study for exams with my friends. After all, we all seem to **be in the same** *boat*.
2 You can learn a lot from the Internet because so many people are willing to **share their** expertise .
3 When I have a problem, I go outside to **clear my** head .
4 You often get the best results when you **use your** initiative and learn something by yourself.
5 If you **keep your** composure , it's easier to do everything!
6 If you **feel a(n)** affinity **with** someone or have something in common, it helps a lot.
7 The best way to solve a problem is to **use common** sense .
8 It is good to talk issues through – you will find that others **share the same** concerns as you.

5 SPEAKING **In pairs, discuss which method (1–3) you would choose for learning the things from the box. Why?**

cooking a new recipe dancing salsa improving your running technique installing new software Mandarin Chinese skiing

1 following written guidance
2 following a video tutorial (e.g. how-to videos)
3 learning in a group

REFERENCES
Culture notes **p. 227**
Audioscript **p. 238**

WORKBOOK
p. 24

24

2.6 SPEAKING

Giving supporting examples

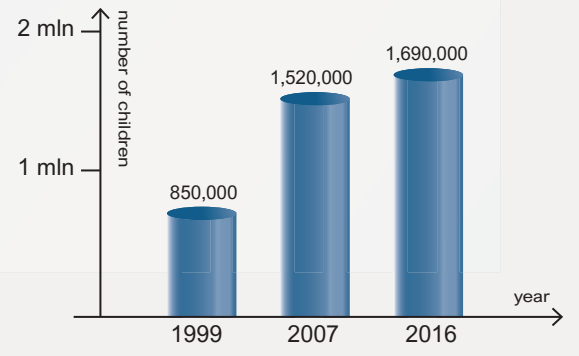
I can develop an argument with supporting examples.

1 SPEAKING **Read US TODAY and discuss the questions.**

1 Why is homeschooling in the USA on the increase?
2 Are many children homeschooled in Poland?
3 What do you think might be the pros and cons of homeschooling?

US TODAY

Homeschooling – parents or tutors teaching children at home rather than sending them to school



Homeschooling in the USA

2 1.24 **Listen to a podcast about homeschooling and answer the questions in your notebook.**

1 What advantages and disadvantages does it mention?
2 Whose arguments do you agree with more, the teacher's or the homeschooler's? Why?

3 1.24 **In pairs, discuss how to match arguments 1–4 from the podcast with their supporting examples a–g. Then listen again and check.**

1 Homeschoolers have more time to socialise.
c, d
2 Homeschooling allows children to explore topics in more detail.
e, f, g
3 Not everyone can afford the luxury of homeschooling.
a
4 Schools offer things that homeschooling can't.
b

a **Take** a family where both parents are working.
b **A case in point** is the question of socialisation.
c **In my case**, I spend a lot of time with other homeschooled kids doing projects together at each other's houses.
d **Look at** my cousin, Rob. He's at school from eight thirty till four.
e **One of the most notable examples** I can think of was when I was twelve. I wanted to build my own computer.
f Just finding out stuff, **for instance**, getting the right parts and the best prices.
g I think **it's a prime example of** the kind of thing you have time to do when you're homeschooled.

4 **In your notebook, write one phrase in orange from Exercise 3 for each gap in the SPEAKING FOCUS.**

SPEAKING FOCUS

Phrases with *example*:

A typical/classic/obvious example is …
The most striking/extreme/graphic example that comes to mind is …
[1] *One of the most notable examples is …*
[2] It's a prime example of …

Alternative words for *example*:

A useful illustration is …
[3] A case in point is …
[4] In my case, …
[5] For instance, …

Imperative verbs:

Consider …
Think about …
[6] Take …
[7] Look at …

5 **In your notebook, give an example supporting points 1–4 using the words in capitals. Then complete points 5 and 6 with your own ideas and add supporting examples as well.**

1 Many kids have to get up too early in the morning. **INSTANCE** For instance, many kids …
2 A lot of schools don't offer enough time for sport. **CASE** A case in point is the fact that a lot of schools …
3 I spend much of my free time doing homework. **TAKE** Take my case, I spend …
4 Some of my friends spend a lot of time at evening classes. **LOOK** Look at my friends who spend …
5 The most striking example of the advantages of homeschooling that comes to my mind is _____ . **STRIKING**
6 A useful illustration of the advantages of formal schooling is _____ . **ILLUSTRATION**

6 SPEAKING **Discuss the questions in pairs. Think of an example to support your opinion. Use the SPEAKING FOCUS to help you.**

1 Do you think homeschooling can work for everyone? Why?/Why not?
2 Some people believe that formal education restricts creativity. Do you agree? Why?/Why not?
3 In what way does formal education prepare students for modern life?
4 If you could change one thing about education in Poland, what would it be? Why?

Exercise 2

Advantages: children have more time to socialise and to work on projects of their own choice

Disadvantages: it's time-consuming, difficult for the parents and expensive; children get fewer opportunities to socialise

REFERENCES
Audioscript **p. 239**

WORKBOOK
p. 25

2.7 WRITING

An article

I can write an article attracting the reader's attention using participle clauses.

1 SPEAKING **Discuss the questions.**

1 Are you thinking of going to university when you finish school? Why?/Why not?
2 What might be the reasons to go to university? Think of at least two.
3 What might be the reasons not to go to university? Think of at least two.
4 What alternatives to university are there?

2 Read the task. Then quickly read the article and the alternative conclusions. Answer the questions in your notebook.

Is going to university a valuable thing for a person to do? Write an article for a student website giving reasons for and against and stating your view.

1 Does the writer mention the same reasons as you did in Exercise 1?
2 What are the writer's answers to the question in the title in Conclusion A and in Conclusion B?
in Conclusion A – yes, in Conclusion B – probably not
3 Which conclusion do you agree with? Why?

Going to university – is it still worth it?

With the cost of higher education **going through the roof**, many young people are wondering if going to university is still **worth their while**. So it's vital to balance the costs with the potential benefits and make sure it's the right decision for you. Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. Increasingly, you're at a disadvantage without a degree. Statistics show that graduates have a lower unemployment rate than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – when you're a graduate, **the world's your oyster**! But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd found the life experience as valuable as the education, if not more so. 'University **is massively character building**,' she says.

Still, not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that it gives young people false expectations about their career prospects. Many students leave university **saddled with debt**, and with no guarantee of a decent job. Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK? Another argument is that many employers appear to **value work experience over a degree**. As one employer puts it, 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **stand out from the crowd**.'

Conclusion A

So do the benefits outweigh the costs? On balance, I would say that university is definitely worth it – for the economic reasons as well as the less tangible outcomes. Go for it!

Conclusion B

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet with **the odds of** getting a good graduate job, I would advise you to consider alternative routes to the future.

REFERENCES
Culture notes **p. 227**

EXTRA ACTIVITIES
Photocopiable resource 7 *Going to university* (15 min.) pp. 265, 285

WORKBOOK
pp. 26–27, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 2 (lessons 2.1–2.7, Word list on pp. 28–29)

3 **Read the WRITING FOCUS. For each point, find more examples in the article on page 26.**

WRITING FOCUS

Making your article lively

Addressing the reader directly

I will look at the issues. → Let's look at the issues.
University graduates earn more money. → As a university graduate, you will earn more money.

Direct questions

More young people are going to university. → Why are more young people going to university?
University is about experiencing new things. → University is about experiencing new things, isn't it?

Quotations

The Education Minister predicts that new employees will require a degree. → 'New employees will require a degree,' predicts the Education Minister.
Sam Hill points out that university isn't for everyone, and many are better off with apprenticeships. → 'University is not for everyone,' points out Sam Hill, 'and many are better off with apprenticeships.'

Exclamations

University isn't the only option. Many entrepreneurs didn't even finish secondary school!

4 **In your notebook, rewrite the text below using:**

- one direct address to the reader
- two direct questions
- at least one quotation
- an exclamation

5 **In pairs, match the more informal phrases in purple in the article with the underlined parts of the sentences. Make any other changes if necessary.**

1 Higher education is <u>becoming increasingly expensive</u>. *The cost of higher education is going through the roof.*
2 Volunteering or doing internships can help you to <u>differentiate yourself from other candidates</u>. stand out from the crowd
3 Graduates leave university <u>owing a considerable amount of money</u>. saddled with debt
4 With a degree, <u>you can find a job anywhere in the world</u>. the world's your oyster
5 <u>The likelihood of</u> finding a good job after graduating is uncertain. The odds of … are uncertain
6 Many employers <u>believe that work experience is more valuable than a degree</u>. value work experience over a degree
7 University <u>contributes enormously to your personal development</u>. is massively character building
8 Many young people wonder if spending a lot on university is <u>a valuable thing to do</u>. worth their while

SHOW WHAT YOU'VE LEARNT

6 **Do the writing task in your notebook. Use the WRITING FOCUS to help you.**

Coraz częściej młodzi ludzie podejmują decyzję o rocznym wyjeździe w czasie studiów na zagraniczny uniwersytet. Napisz **artykuł** na studencką stronę internetową, w którym omówisz argumenty za taką decyzją i przeciw niej oraz przedstawisz własną opinię na ten temat.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 3

Addressing the reader directly
… make sure; Let's take a look.; your job prospects; your future options; you're at a disadvantage; you're a graduate; your life; Did you know; Go for it!; I would advise you

Direct questions
Going to university – is it still worth it?; What are the benefits?; But is it the only study element of university that can make a difference to your life?; So do the costs outweigh the benefits?; Did you know that in recent years, there have been eighty-three applicants for most graduate jobs in the UK?

Quotations
'University is massively character building,'; 'I now make a point of interviewing people first who have spent their time travelling or working instead of doing a degree because this shows they're prepared to stand out from the crowd.'

Exclamations
When you're a graduate, the world's your oyster!; No!; Go for it!

STUDENT LOAN CRISIS

The majority of UK students will still be repaying loans taken out while at university when they are in their forties and fifties, a study has found. According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt and will have to have at least some of their loan written off. The situation has been blamed on recent increases in course fees, plus the fact that more students from less advantaged homes are entering higher education. This is the case for Timothy Spiller, twenty-one, an accountancy student at London Metropolitan University. Timothy comes from a low-income family and will need to borrow the maximum amount available in order to complete his degree. Despite the prospect of huge debts, Timothy remains confident he will graduate, find well-paid work and pay off his loans in full. It is, he says, a very strong motivator to work hard.

2.1 Vocabulary 4.8

a weight has been lifted /ə ˈweɪt həz biːn ˌlɪftɪd/ (komuś) spadł kamień z serca

all the (books) under the sun /ɔːl ðə (ˌbʊks) ˌʌndə ðə ˈsʌn/ wszystkie (książki) pod słońcem

argue (on a topic) /ˌɑːgjuː (ɒn ə ˈtɒpɪk)/ argumentować (na jakiś temat)

bankruptcy /ˈbæŋkrʌptsi/ bankructwo

be faced with sth /bi ˈfeɪst wɪð ˌsʌmθɪŋ/ stanąć twarzą w twarz z czymś

be out of one's depth /bi ˌaʊt əv wʌnz ˈdepθ/ pogubić się

be swimming in sth /ˌbi ˈswɪmɪŋ ɪn ˌsʌmθɪŋ/ być zatopionym w czymś

brush up on sth /ˌbrʌʃ ˈʌp ɒn ˌsʌmθɪŋ/ podszlifować coś (np. język obcy)

bundle of nerves /ˌbʌndl əv ˈnɜːvz/ kłębek nerwów

butterflies in one's stomach /ˌbʌtəflaɪz ɪn wʌnz ˈstʌmək/ trema

coherent /kəʊˈhɪərənt/ spójny

commence /kəˈmens/ rozpoczynać się

condense /kənˈdens/ skracać, streszczać

constantly /ˈkɒnstəntli/ stale

content /ˈkɒntent/ treść, zawartość

contentment /kənˈtentmənt/ zadowolenie

cook up (an excuse) /ˌkʊk ʌp (ən ɪkˈskjuːs)/ spreparować, wymyślić (wymówkę)

draw closer /ˌdrɔː ˈkləʊsə/ zbliżać się

easy/hard to come by /ˌiːzi/ˌhɑːd tə ˌkʌm ˈbaɪ/ łatwy/trudny do zdobycia

flit between subjects /ˌflɪt bɪˌtwiːn ˈsʌbdʒɪkts/ przeskakiwać z jednego przedmiotu na drugi

frazzled /ˈfræzəld/ skonany, wyczerpany

get a grip /ˌget ə ˈgrɪp/ wziąć się w garść

get on with sth /ˌget ˈɒn wɪð ˌsʌmθɪŋ/ kontynuować coś

hammer sth into sb /ˈhæmə ˌsʌmθɪŋ ˌɪntə ˌsʌmbɒdi/ wbijać coś komuś do głowy

improvised /ˈɪmprəvaɪzd/ zaimprowizowany

interfere with sth /ˌɪntəˈfɪə wɪð ˌsʌmθɪŋ/ kolidować z czymś

keep things in perspective /ˌkiːp θɪŋz ɪn pəˈspektɪv/ zachować dystans

kick in /ˌkɪk ˈɪn/ zacząć działać (np. o leku)

lap sth up /ˌlæp ˌsʌmθɪŋ ˈʌp/ pochłaniać coś

lead up to sth /ˌliːd ˈʌp tə ˌsʌmθɪŋ/ prowadzić do czegoś, zmierzać do czegoś

lighten up /ˌlaɪtn ˈʌp/ rozchmurzyć się

looming /ˈluːmɪŋ/ zbliżający się wielkimi krokami

madness /ˈmædnəs/ szaleństwo

manic /ˈmænɪk/ szaleńczy, rozgorączkowany

minefield /ˈmaɪnfiːld/ pole minowe; grząski grunt, niepewna sytuacja

my heart is pounding /maɪ ˌhɑːt ɪz ˈpaʊndɪŋ/ serce mi wali

my mind goes blank /maɪ ˌmaɪnd gəʊz ˈblæŋk/ mam pustkę w głowie

narrow sth down /ˌnærəʊ ˌsʌmθɪŋ ˈdaʊn/ zawęzić coś

nervous wreck /ˌnɜːvəs ˈrek/ kłębek nerwów

notch up a win/a score /ˌnɒtʃ ʌp ə ˈwɪn/ ə ˈskɔː/ zwyciężyć/zdobyć wynik

offer guidance /ˌɒfə ˈgaɪdəns/ udzielić wskazówek

past papers /ˌpɑːst ˈpeɪpəz/ arkusze egzaminacyjne z poprzednich lat

persuasively /pəˈsweɪsɪvli/ przekonująco

pile up /ˌpaɪl ˈʌp/ piętrzyć się

plastered in sth /ˈplɑːstəd ɪn ˌsʌmθɪŋ/ wyklejony czymś

regurgitate /rɪˈgɜːdʒəteɪt/ bezmyślnie powtarzać

reread /ˌriːˈriːd/ przeczytać ponownie

retain information /rɪˌteɪn ˌɪnfəˈmeɪʃən/ zachować informacje w pamięci

revise /rɪˈvaɪz/ uczyć się, powtarzać materiał

revision /rɪˈvɪʒən/ powtórka przed egzaminem

sail through exams /ˌseɪl θruː ɪgˈzæmz/ śpiewająco zdać egzaminy

scribble /ˈskrɪbəl/ bazgrać

set sth out /ˌset ˌsʌmθɪŋ ˈaʊt/ przedstawić coś

summon up the courage /ˌsʌmən ˌʌp ðə ˈkʌrɪdʒ/ zdobyć się na odwagę

top up a phone /tɒp ˌʌp ə ˈfəʊn/ doładować telefon

top up sb's drink /ˌtɒp ʌp ˌsʌmbɒdiz ˈdrɪŋk/ dolać komuś napoju do szklanki

type sth up /ˌtaɪp ˌsʌmθɪŋ ˈʌp/ przepisać coś na komputerze

upcoming /ˈʌpˌkʌmɪŋ/ nadchodzący

2.2 Reading 4.9

a fair amount /ə ˌfeər əˈmaʊnt/ sporo

acclimatise /əˈklaɪmətaɪz/ zaaklimatyzować się

actively /ˈæktɪvli/ aktywnie

adjust to sth /əˈdʒʌst tə ˌsʌmθɪŋ/ przystosować się do czegoś

allowance /əˈlaʊəns/ kieszonkowe

break the monotony /ˌbreɪk ðə məˈnɒtəni/ przełamać monotonię

break up the routine /ˌbreɪk ʌp ðə ruːˈtiːn/ przełamać rutynę

breeze through sth /ˈbriːz θruː ˌsʌmθɪŋ/ przejść przez coś gładko

committed to sth /kəˈmɪtəd tə ˌsʌmθɪŋ/ zaangażowany w coś

culture shock /ˈkʌltʃə ʃɒk/ szok kulturowy

dismiss an idea /dɪsˌmɪs ən aɪˈdɪə/ odrzucić pomysł

ever-reliable /ˌevə rɪˈlaɪəbəl/ niezawodny

exorbitant /ɪgˈzɔːbətənt/ wygórowany

gauge /geɪdʒ/ ocenić, oszacować

get cold feet /ˌget kəʊld ˈfiːt/ bać się, panikować

get put off /ˌget pʊt ˈɒf/ zniechęcić się

give sth serious thought /ˌgɪv ˌsʌmθɪŋ ˌsɪəriəs ˈθɔːt/ poważnie coś przemyśleć

have reservations /ˌhæv ˌrezəˈveɪʃənz/ mieć zastrzeżenia

head /hed/ kierować się, zmierzać

hurdle /ˈhɜːdl/ przeszkoda

invaluable /ɪnˈvæljuəbəl/ nieoceniony

justification /ˌdʒʌstəfəˈkeɪʃən/ uzasadnienie

leap into the unknown /ˌliːp ˌɪntə ðiˌʌnˈnəʊn/ skok w nieznane

make a slightly impulsive decision /meɪk ə ˌslaɪtli ɪmˌpʌlsɪv dɪˈsɪʒən/ podjąć nieco impulsywną decyzję

meet the deadlines /ˌmiːt ðə ˈdedlaɪnz/ dotrzymywać terminów

memorise /ˈmeməraɪz/ nauczyć się na pamięć

mishap /ˈmɪshæp/ wypadek, nieszczęśliwe zdarzenie

module /ˈmɒdjuːl/ kurs uniwersytecki

muster the energy /ˌmʌstə ði ˈenədʒi/ wykrzesać energię

overseas /ˌəʊvəˈsiːz/ za granicą

paperwork /ˈpeɪpəwɜːk/ papiery, papierkowa robota

prod /prɒd/ mobilizować, popychać do działania

rambling /ˈræmblɪŋ/ wędrówka, włóczęga

recipient /rɪˈsɪpiənt/ odbiorca, laureat/laureatka

register for sth /ˈredʒəstə fə ˌsʌmθɪŋ/ zarejestrować się na coś

solely /ˈsəʊl-li/ wyłącznie

stand out from the crowd /stænd ˌaʊt frəm ðə ˈkraʊd/ wybić się z tłumu, wyróżniać się

28

step outside one's comfort zone /ˌstep aʊtˌsaɪd wʌnz 'kʌmfət zəʊn/ wyjść poza swoją strefę komfortu

substantially /səb'stænʃəli/ znacznie

take a proactive approach /ˌteɪk ə prəʊ'æktɪv əˌprəʊtʃ/ podejść do czegoś aktywnie

teeter on the edge /ˌtiːtər ɒn ði 'edʒ/ balansować na krawędzi, wahać się

thoroughly /'θʌrəli/ starannie

to hand /tə 'hænd/ pod ręką

underestimate /ˌʌndər'estəmeɪt/ zbyt nisko oszacować, nie doceniać

unparalleled /ʌn'pærəleld/ niezrównany

utilise pre-existing networks /ˌjuːtɪlaɪz priːɪgˌzɪstɪŋ 'netwɜːks/ wykorzystać już istniejące sieci

vary /'veəri/ różnić się

venture further afield /ˌventʃə ˌfɜːðər əˈfiːld/ zapuścić się dalej

weigh sth up /ˌweɪ ˌsʌmθɪŋ 'ʌp/ rozważać coś, porównywać coś

2.3 Grammar 4.10

coach /kəʊtʃ/ trenować (kogoś)

community of practice /kəˌmjuːnəti əv 'præktəs/ wspólnota osób wykonujących tę samą pracę lub uprawiających to samo hobby

perfect a skill /pəˌfekt ə 'skɪl/ doskonalić umiejętność

repeatedly /rɪ'piːtədli/ wielokrotnie

2.4 Use of English 4.11

a first-class knowledge of sth /ə ˌfɜːst ˌklɑːs 'nɒlɪdʒ əv ˌsʌmθɪŋ/ pierwszorzędna znajomość czegoś

all of a sudden /ˌɔːl əv ə 'sʌdn/ nagle

be a great help /bi ə ˌgreɪt 'help/ być bardzo pomocnym

be in a hurry /ˌbi ɪn ə 'hʌri/ spieszyć się

get a good night's sleep /get ə ˌgʊd naɪts 'sliːp/ dobrze się wyspać

have a good understanding of sth /hæv ə ˌgʊd ˌʌndə'stændɪŋ əv ˌsʌmθɪŋ/ dobrze coś rozumieć

have a moment to spare /ˌhæv ə 'məʊmənt tə ˌspeə/ mieć wolną chwilę

in a while /ɪn ə 'waɪl/ przez jakiś czas

not have a clue/a hope /ˌnɒt hæv ə 'kluː/ə 'həʊp/ nie mieć pojęcia/nadziei

2.5 Listening 4.12

be in the same boat /ˌbi ɪn ðə ˌseɪm 'bəʊt/ jechać na tym samym wózku

clear one's head /ˌklɪə wʌnz 'hed/ ochłonąć, zebrać myśli

feel an affinity with sb /ˌfiːl ən ə'fɪnəti wɪð ˌsʌmbɒdi/ czuć pokrewieństwo z kimś

keep one's composure /ˌkiːp wʌnz kəm'pəʊʒə/ zachować spokój

online video tutorial /ˌɒnlaɪn ˌvɪdiəʊ tjuː'tɔːriəl/ internetowy film instruktażowy

share one's expertise /ˌʃeə wʌnz ˌekspɜː'tiːz/ dzielić się swoją wiedzą

share the same concerns as sb /ˌʃeə ðə ˌseɪm kən'sɜːnz əz ˌsʌmbɒdi/ mieć te same obawy co ktoś inny

use common sense /ˌjuːz ˌkɒmən 'sens/ kierować się zdrowym rozsądkiem

use one's initiative /ˌjuːz wʌnz ɪ'nɪʃətɪv/ zrobić coś z własnej inicjatywy

2.6 Speaking 4.13

be a case in point /bi ə ˌkeɪs ɪn 'pɔɪnt/ być dobrym przykładem

homeschooling /'həʊmˌskuːlɪŋ/ edukacja domowa

prime/striking/extreme/graphic/notable example /ˌpraɪm/ˌstraɪkɪŋ/ ɪkˌstriːm/ˌgræfɪk/ˌnəʊtəbəl ɪg'zɑːmpəl/ najważniejszy / znamienny / skrajny / drastyczny / godny uwagi przykład

restrict /rɪ'strɪkt/ ograniczać

socialisation /ˌsəʊʃəlaɪ'zeɪʃən/ socjalizacja

tutor /'tjuːtə/ prywatny nauczyciel

2.7 Writing 4.14

be at a disadvantage /ˌbi ət ə ˌdɪsəd'vɑːntɪdʒ/ być w niekorzystnej sytuacji

broaden /'brɔːdn/ poszerzyć

character building /'kærəktə ˌbɪldɪŋ/ kształtowanie charakteru

clear a debt /ˌklɪər ə 'det/ spłacić dług

considerable /kən'sɪdərəbəl/ znaczny

contribute to sth /kən'trɪbjuːt tə ˌsʌmθɪŋ/ przyczynić się do czegoś

decent /'diːsənt/ przyzwoity

entrepreneur /ˌɒntrəprə'nɜː/ przedsiębiorca

go through the roof /ˌgəʊ θruː ðə 'ruːf/ gwałtownie rosnąć

internship /'ɪntɜːnʃɪp/ praktyka, staż

make a point of doing sth /meɪk ə ˌpɔɪnt əv 'duːɪŋ ˌsʌmθɪŋ/ starać się coś zrobić, kłaść duży nacisk na zrobienie czegoś

massively /'mæsɪvli/ ogromnie

prospect of sth /'prɒspekt əv ˌsʌmθɪŋ/ perspektywa czegoś

repay/pay off a loan /rɪˌpeɪ/peɪ ˌɒf ə 'ləʊn/ spłacić kredyt

saddled with debt /ˌsædəld wɪð 'det/ obarczony długami

tangible /'tændʒəbəl/ namacalny, zauważalny

the odds of sth /ðɪ 'ɒdz əv ˌsʌmθɪŋ/ prawdopodobieństwo czegoś

the world is your oyster /ðə ˌwɜːld ɪz jər 'ɔɪstə/ świat stoi przed tobą otworem

value sth over sth /'væljuː ˌsʌmθɪŋ ˌəʊvə ˌsʌmθɪŋ/ cenić coś bardziej niż coś innego

worth one's while /ˌwɜːθ wʌnz 'waɪl/ opłacalny, wart zachodu

write sth off /ˌraɪt ˌsʌmθɪŋ 'ɒf/ umorzyć coś (np. pożyczkę)

29

FOCUS REVIEW 2

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write the correct form of a word from the box for each gap. There are two extra words.

blank brush lap manic muster nerve regurgitate through weight wreck

I don't know about you, but sometimes I find it really hard to [1] muster the energy to revise for exams. And the occasional need to simply [2] regurgitate facts is hardly encouraging, is it? No wonder the urge to watch an episode of your favourite TV series is so tempting compared with [3] brushing up on nineteenth-century political science.
And then comes the day of the exam. Despite the rational approach where you try to keep calm and tell yourself 'it's only an exam, I know this stuff' you often find your mind goes [4] blank and you end up staring at the ceiling looking for inspiration. Unfortunately, your eye catches sight of the nervous [5] wreck sitting to your left with panic written all over his face. The next thing you know you're a bundle of [6] nerves like he is. Still, you try to focus and do your best and when the results come in and you realise that you've sailed [7] through the exams, life is better again as a big [8] weight has been lifted.

2 In your notebook, complete the sentences with one word for each gap. The first letter of each word is given.

1 I don't think I can **s**ummon up the courage to tell my teacher what happened!
2 When you are **f**aced with so many assignments to complete, it's hard to stay calm.
3 Student accommodation is expensive in most cities in my country. It is hard to **c**ome by a good, cheap flat.
4 I need to finish these reports by the end of the month. The work is beginning to **p**ile up.
5 I'm really thinking of quitting. I feel like I'm **t**eetering on the edge of sanity.
6 Josh loves **s**tanding out from the crowd. That's the only reason he dresses so outrageously.

3 In your notebook, replace the underlined words to make the appropriate phrases in the given contexts.

1 Don't take everything so seriously. Why don't you just cook up? lighten
2 I've just failed that test too. Looks like we're in the same head. boat
3 When you're a child, it's constantly hit into you to work hard. hammered
4 I've been studying around the clock for this exam. I'm absolutely plastered. frazzled
5 Mark never gets stressed, does he? He takes everything in his step. stride
6 I'm not sure I can make this speech now. I'm afraid I'm getting wet feet. cold

GRAMMAR

4 In your notebook, write the two options for each point which complete the sentences correctly.

Adam: Where's Ellie? She's not usually late.
Karen: Give her a few more minutes. She [1] *may* / *might* / *can* be on her way.
Adam: It's rush hour. I guess she [2] *might* / *will* / *could* be sitting in traffic.
Chris: Oh no! Do you think she [3] *will* / *could* / *may* have had an accident?
Karen: I doubt it. I suppose she just forgot the meeting was today. It [4] *may* / *can* / *could* have slipped her mind.
Adam: That's not like her. She's so organised. She [5] *mustn't* / *can't* / *won't* have forgotten.

5 In your notebook, write the correct forms of the words in brackets. In some gaps, more than one answer is possible. In some sentences, you will need to use the negative form.

1 It's late. She may not be able to (may/able) come at such short notice.
2 Your wallet? You could have left (could/leave) it in the car.
3 His latest test result was surprisingly good, wasn't it? He might have studied/might have been studying (might/study) at the weekends.
4 That's impossible! Such a big decision couldn't have been made/couldn't be made (could/make) without consulting me first.
5 That can't be true. He must have been telling/must be telling (must/tell) lies.
6 Where's James? Oh, of course. He will be doing (will/do) his workout at this time.

USE OF ENGLISH

Translation; open cloze; gapped sentences

6 In your notebook, write *a/an* or no article for each gap.

1 a I believe ∅ education is a right, not a privilege.
b Our parents did all they could to give us a good education.
c Getting to know another culture while studying abroad can be an education!
2 a Six months after graduating, my brother is still looking for ∅ work.
b Revising for exams is ∅ hard work.
c This painting is an accomplished work of the artist's late period.
3 a Many job ads ask for ∅ previous experience.
b A job interview can be an enjoyable experience.
c All animals have the ability to learn from ∅ experience.

7 In your notebook, translate the parts of the sentences given in brackets into English. Use no more than five words.

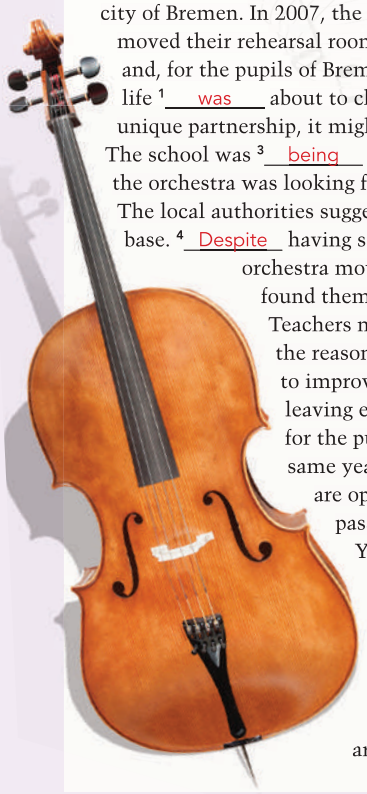
1 If she's not picking up the phone, she must be taking/having a shower (*musi brać prysznic*).
2 He eventually summoned/plucked up the courage (*zebrał się na odwagę*) to ask for a pay rise.
3 To get this job, you have to have a good understanding (*dobrze rozumieć*) of the market.
4 I must admit I had butterflies in my stomach before deciding to volunteer abroad, but it was an amazing experience (*niesamowite doświadczenie*).
5 John can't have written (*nie mógł napisać*) this letter because he doesn't speak French.

EXTRA ACTIVITIES

Photocopiable resource 8 *Live and learn*
(20 min.) pp. 265, 286

8 **In your notebook, write one word for each gap.**

A Musical Partnership



Tenever is a housing estate in a poor area of the North German city of Bremen. In 2007, the Chamber Orchestra of Bremen moved their rehearsal rooms to a secondary school here and, for the pupils of Bremen East Comprehensive School, life [1] was about to change completely. But for this unique partnership, it might never [2] have happened. The school was [3] being renovated and by coincidence, the orchestra was looking for somewhere new to rehearse. The local authorities suggested using the school as their base. [4] Despite having some doubts initially, the orchestra moved in and musicians and pupils found themselves sharing their daily lives. Teachers now believe this must [5] be the reason why the school's results started to improve dramatically. Now school-leaving exams are [6] looming/coming for the pupils who entered the school the same year as the orchestra. But teachers are optimistic that their pupils will pass their finals.

You [7] might/may well think it sounds like the plot of a feel-good film. In the past, teachers [8] could not have imagined pupils from richer parts of Bremen wanting to join the school, but now they are over-subscribed.

9 **In your notebook, complete each set of three sentences with the same word in each gap.**

1 a I love biographies, but this book doesn't go into any depth about John Lennon's life at all.
b This pool is for children. It's constantly supervised and it has a depth of only one metre.
c I really don't think I can do this. I have to admit I feel a little of out of my depth .

2 a You're the special guest, darling. You should sit at the head of the table.
b I've decided to become the head of the search party and we'll begin by going to the lake.
c I need to get a breath of fresh air to help clear my head . I'll be back in a few minutes.

3 a I love visiting the seaside. I always get an overwhelming sense of calm.
b I don't understand anything he's saying. I can't make any sense of it at all. Is it even English?
c Don't touch that! It's boiling hot. Use your common sense , will you?

4 a OK, I understand you didn't do as well as you'd expected, but try to keep things in perspective. It's not the end of the world!
b I must admit I don't keep up with current events.
c The best thing to do in such a stressful situation is to keep your composure, no matter what.

Focus Review 2 EXTRA page 138

LISTENING

Multiple choice

10 1.25 **Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 What does the woman NOT think about business travel?
(A) It's monotonous.
B It's exciting.
C It's life-changing.

2 In the woman's view, business travel allows her to
A visit places inaccessible for tourists.
(B) help people reach their goals.
C escape from the office.

Dialogue 2

3 What point does the man make about problems in Europe?
A They are confined to Europe.
B They aren't important enough to learn from them.
(C) They are reflected in other parts of the world.

4 How does the woman respond to this point?
(A) By insisting that local issues should take precedence.
B By suggesting he should behave like a tourist.
C By advising him to travel more widely.

Dialogue 3

5 What is the girl doing during the conversation?
A Wishing her parents had accepted the company's advice.
B Explaining why education in one place is important.
(C) Supporting her family's way of life.

6 The man seems to suggest that
A the current education system needs to be more flexible.
(B) there shouldn't be any problems with changing schools.
C changing schools helps develop relationships.

SPEAKING

11 **Do the tasks in pairs.**

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy jest możliwy efektywny system edukacji bez egzaminów?
- motywacja do nauki
- obiektywna ocena
- wstęp na uniwersytet

Task 2

1 Do you think that people get better at taking exams with experience? Justify your opinion.
2 Do good grades and great exam results make you more likely to get a good job? Why?/Why not?
3 Tell us about a situation from your own experience when you were strongly motivated to study something which was not part of your school curriculum.

REFERENCES

Culture notes **p. 227**
Audioscript **pp. 239–240**

EXTRA ACTIVITIES

- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Adult learners do not need a teacher to assist them in the process of learning. (For instructions, see p. 234)

NEXT CLASS

- Ask students to do Self-check 2.9 in the WB, pp. 30–31.
- Ask students to prepare for Unit test 2: Testing Programme, Unit 2.
- Ask students to prepare for Cumulative test 1: Testing Programme, Unit 2.

3

The new thing

Just because something doesn't do what you planned it to do doesn't mean it's useless.

Thomas Edison

ASK YOURSELF, ASK AROUND

What do you do with old electrical equipment you no longer need? How important is it to give old things a new life?

Projects page 137

VIDEO

Documentary
Helpful hackers 3

Exercise 1

2 bookmark a homepage/ a website
3 download an app/an attachment/ a clip/a file/ music/a photo/ a video
4 log on to Facebook/ a Wi-Fi network
5 post a clip/ a comment/ a link/music/ a photo/ a video
6 share a clip/ a file/a link/ music/ a photo/ a video
7 stream music/ a video
8 update an app/ Facebook/ a file/ a homepage/ a link/your profile/your status/ a website

Exercise 3

phonographs – late 19th century
vinyl records – 1930s
transistor (portable) radios – 1950s
cassettes – 1960s/70s
CDs – 1980s
MP3s – 2000s
streaming – 2010s

3.1 VOCABULARY

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

I can talk about change in the music industry.

SHOW WHAT YOU KNOW

1 **In your notebook, match the words from boxes A and B to make as many collocations as you can in sixty seconds.**

A: 1 ~~attach~~ 2 bookmark 3 download 4 log on to 5 post 6 share 7 stream 8 update

B: an app, an attachment, a clip, a comment, Facebook, a file, a homepage, a link, music, a photo, your profile, your status, a video, a website, a Wi-Fi network

1 attach a clip/a file/a photo/a video

2 SPEAKING **In your notebook, write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.**

What's the last clip you attached to an email?

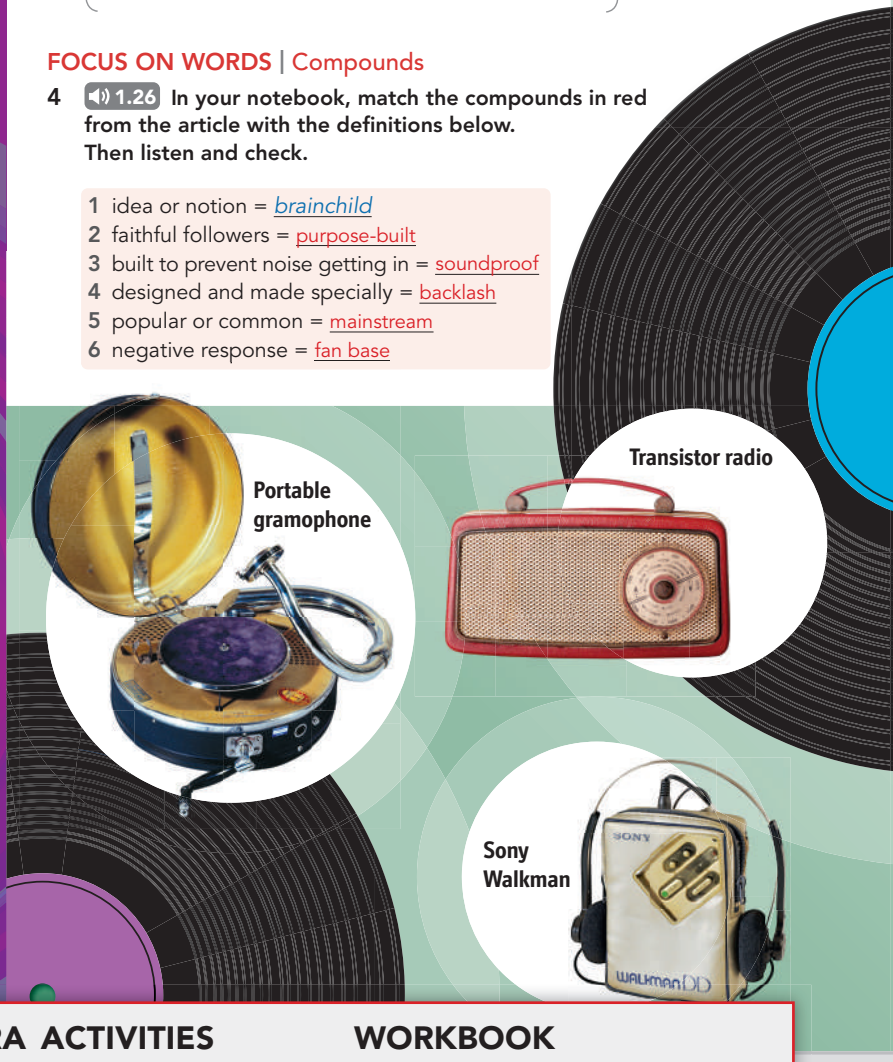
3 **In groups, look at the ways of listening to music and try to order them according to when they became available. Read the text on page 33 to check your ideas.**

cassettes, CDs, MP3s, phonographs, streaming, transistor (portable) radios, vinyl records

FOCUS ON WORDS | Compounds

4 1.26 **In your notebook, match the compounds in red from the article with the definitions below. Then listen and check.**

1 idea or notion = *brainchild*
2 faithful followers = purpose-built
3 built to prevent noise getting in = soundproof
4 designed and made specially = backlash
5 popular or common = mainstream
6 negative response = fan base



REFERENCES

Culture notes **p. 228**
Videoscript **p. 256**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

• Documentary video. Video worksheet 3.8 in the WB, pp. 42–43.
• Photocopiable resource 9 *Top 30 Album Chart* (15 min.) pp. 266, 287–288

WORKBOOK

pp. 32–33, including *Show What You've Learnt*

The History of Recorded Music from phonographs to Spotify®

1877
The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

1890
The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

1930s and 40s
In the early 1930s, the first vinyl record and an early record player were launched, but they were a commercial flop. Columbia Records continued the development of this technology and in 1948 brought out the first LP (long-playing record), which was quickly adopted as the new industry standard.

1950s–70s
The vinyl record prevailed as a preferred listening format, but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. Cassette tapes were launched in the 1960s and the first personal device for listening to music, the Sony Walkman, was launched in 1979.

1980s and 90s
Music videos came into prominence in the 1980s when MTV was launched. Around the same time, the first compact disc (CD) was pressed. The first CD player retailed at $1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had fallen by the wayside and the CD was king.

2000s
The turn of the century heralded the arrival of the digital revolution! CD sales started to decline, giving way to the new digital format, the MP3.

2010s
The MP3 remains in the ascendancy for digital music and continues to be the predominant choice of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a **backlash** against them from artists who blame them for the downturn in their royalties. But even as new technology has continued to push out the old, one of the oldest forms has enjoyed a resurgence. Vinyl records have developed a loyal **fan base** amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen in the 2020s.

5 **In your notebook, complete the sentences with the compounds from Exercise 4. Which of them are true?**

1 The phonograph was the *brainchild* of Thomas Edison.
2 The first purpose-built recording studios were developed in 1980.
3 The first studios weren't soundproof . A lot of noise leaked in.
4 There was a backlash against cassettes in the 1980s and their sales declined.
5 Downloads became a mainstream way of buying music in the 2000s.
6 Vinyl records will continue to have a devoted fan base among younger generations. True sentences: 1, 6

FOCUS ON WORDS | Success and failure

6 1.27 **In your notebook, divide the phrases underlined in the text into two groups: Success and Failure. Then listen and check.**

7 SPEAKING **Choose the most appropriate phrase and write it in your notebook. Then discuss the questions in pairs.**

1 Have any of your favourite bands split up and *come into prominence* / *fallen by the wayside*? Which ones?
2 Do you think music streaming will *remain in the ascendancy* / *herald the arrival*? Why?/Why not?
3 Will illegal download sites *give way to* / *enjoy a resurgence of* legal ones? How come?
4 Which songs, singers or bands have been *a commercial flop* / *a downturn*?

FOCUS ON WORDS | Nouns from adjectives

8 1.28 **In your notebook, form nouns from the adjectives in the box using the suffixes. Then listen and check. Find examples of these words in the text.**

~~ascendant~~ aware popular portable predominant prominent resurgent

-ance/-ence	-cy	-ity	-ness
_____	*ascendancy*	_____	_____

9 SPEAKING **In your notebook, complete the sentences with an appropriate noun or adjective from Exercise 8. Do you agree with the statements? Why?/Why not?**

1 Streaming will no longer be the *predominant* music format within five years.
2 Most teenagers show no awareness of the importance of music copyright.
3 It's unlikely that there will be a resurgence in CD sales.
4 These days, musicians don't need record companies to become popular .
5 Prominent artists who work with charities are just interested in self-promotion.
6 The increased portability of music means that people don't listen together any more.

FOCUS ON WORDS | EXTRA Nouns from adjectives

10 1.29 **Make more nouns from the adjectives in the box and add them to the table from Exercise 8. Then listen and check. Write an example sentence for each noun.**

~~abundant~~ affluent authentic careless consistent diligent effective private reluctant simple

Live music venues exist in abundance in London's West End.

Exercise 6
Success
come into prominence
herald the arrival of sth
remain in the ascendancy
the predominant choice
enjoy a resurgence
Failure
a commercial flop
fall by the wayside
start to decline
give way to sth
the downturn in sth

Exercise 8
-ance/-ence
predominance
prominence
resurgence
-ity
popularity
portability
-ness
awareness

Exercise 10
-ance/-ence
abundance
affluence
diligence
reluctance
-cy
consistency
privacy
simplicity
-ity
authenticity
-ness
carelessness
effectiveness

NEXT CLASS
Ask students to prepare for a 10–20-minute vocabulary quiz: Testing Programme, Unit 3.1, Vocabulary.

3.2 READING

Matching

I can understand specific details in an article.

1 SPEAKING **Look at the photos of two tennis players on page 35. Discuss how sports gear has evolved over the last century.**

2 SPEAKING **Follow the instructions below.**

- Look at the photos below and describe the sports gear using the words in the box.

aerodynamic composite enlarged
streamlined ultra-light

- Look quickly through the four texts on page 35 to find one more piece of modern sports gear.
- Discuss other examples of technological innovation in sport. fibreglass poles

READING FOCUS Matching

3 **Read texts A–D. Which statements 1–5 match them correctly? Write the answers in your notebook. One text has two matching statements.**

In which text does the writer …

1 mention the extremes which the human body can reach? D
2 question the value of the sporting results of our times? C
3 mention the link between sport, technology and danger? B
4 discuss and unfair non-financial edge that technology can bring? A
5 present athletes' concerns regarding technology? B

4 **In your notebook, rewrite the sentences replacing the underlined words and phrases with the words in blue from the texts. Make any other changes if necessary.**

1 Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers. *Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
2 The Olympic Games a century ago looked very different from the Games today. (their) modern counterpart
3 Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment. prowess
4 There are no limits to people's resourcefulness when it comes to technological innovation in sport. human ingenuity
5 Even equipment that is apparently very ordinary, such as shoes, has improved enormously. seemingly mundane
6 Today, a lot of money depends on how well an athlete performs. rides on
7 Another benefit of technological advances is that more people can get involved in sports that used to be exclusive. formerly exclusive sports
8 Modern athletes are very happy to take advantage of advances in sporting technology. capitalise on
9 This is because, over the past century, sporting technology has developed equipment that has been improving all the time. ever-better gear

5 **In your notebook, write word families consisting of two or three parts of speech using the words underlined in the texts.**

NOUN	VERB	ADJECTIVE
accomplishment	*accomplish*	*accomplished*
legitimacy	legitimise/legitimate	legitimate
manifestation	manifest	manifest
expense	expense/expend	expensive
ignorance	ignore	ignorant
alternative	alternate	alternate
optimum	optimise	optimal
approach	approach	approachable

FOCUS ON WORDS | Collocations

6 1.31 **In your notebook, complete the collocations highlighted in the texts on page 35. Then listen and check.**

1 enhance *performance*
2 draw the line
3 push the limits
4 set records
5 fuel improvements

7 SPEAKING **In your notebook, complete the questions with the correct forms of the collocations in Exercise 6. Then ask and answer.**

1 Is sports technology limited to *enhance performance*? If not, does it also extend into injury prevention or rehabilitation?
2 Are we likely to reach the point where athletes will no longer be able to set records because technology can't improve their performance any further?
3 How will nutrition and training change? Will they continue to fuel improvements in sport? Why?/Why not?
4 When it comes to using technology in sport, where do we draw the line between what is fair and unfair?
5 How much longer can sports science push the limits to find how far it can go?

REFERENCES
Culture notes **p. 228**

WORKBOOK
pp. 34–35

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 36.

34

1.30

THE ROLE OF TECHNOLOGY IN SPORT

Suzanne Lenglen, French tennis player, 1920s

Serena Williams, American tennis player, 2019

Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its modern counterpart: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing ever-better gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between legitimate improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to draw the line. Nevertheless, we have to accept that the technology companies are part of the manifestation of human ingenuity in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to enhance and better their performance.

Text B

The use of technology in sport isn't new: there has been a steady evolution of even seemingly mundane sports equipment for decades. You need only look at the huge strides made in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the expense of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in formerly exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money rides on success today, it's little wonder that athletes are keen to capitalise on technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the prowess of athletes in sports such as tennis, golf, track and field, it's impossible to ignore the part played by technology. Current-day records set with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.

Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their accomplishments, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the alternatives are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to optimise the performance of all and athletes begin to approach their physical limits.

3.3 GRAMMAR

Infinitives

I can use various infinitive structures.

1 SPEAKING **Read the beginning of an article about the Tamagotchi Effect. Discuss what you think the positive and negative results of the effect are.**

THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

2 **Read the rest of the article and check your ideas.**

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep their virtual friend alive**, the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in Japan, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

3 **Read the GRAMMAR FOCUS and find an example of each infinitive structure in the text in Exercise 2.**

GRAMMAR FOCUS

Infinitives

You can use the infinitive for a number of different reasons.

- after some verbs
  Note: In some phrases after verbs, e.g. *to be + to do sth* the infinitive is used to talk about a rule or arrangements for the future.
- after certain adjectives
- after certain nouns
- after a superlative or an ordinal number
- to indicate purpose
  Note: To avoid monotony in writing, you can put the infinitive of purpose before the subject or directly after it.
- as the subject of a sentence

Each of the infinitive structures can be:

- active or passive, e.g. *You need **to look after** it.* → *It needs **to be looked after**.*
- simple, perfect or progressive, e.g. ***to play**, **to have played**, **to be playing**, **to have been playing**.*

Exercise 3

after some verbs: failed to take off

a rule or arrangements for the future: is to be looked after

after certain adjectives: determined to raise

after certain nouns: need to nurture

after numbers: the first to market

to indicate purpose: to keep your virtual friend alive, not to be deterred

as the subject: to be emotionally attached to gadgets

4 **In your notebook, complete the sentences with the correct positive or negative infinitive (passive or active) of the verbs in brackets.**

1 I've never had the opportunity *to play* (play) with a virtual pet.
2 Robotics companies, not to be left out (leave out), are also keen on developing the idea of virtual friends.
3 He simply refused to be interrupted (interrupt) while playing with his new friend.
4 I was surprised to find out (find out) that I couldn't stop playing.
5 A cute baby dinosaur is probably the best creature to be looked after (look after) by a novice carer.
6 Not to have (have) a pet of any kind is to deprive a child of early emotional development.

5 USE OF ENGLISH **In your notebook, complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use no more than five words including the word in capitals.**

1 Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**
Game designers *have tried to make* the experience of owning virtual pets as realistic as possible.
2 To have my own virtual friend would be thrilling. **THRILLED**
I'd be thrilled to have my own virtual friend.
3 Humans often become attached to things which do not have any emotions. **TEND**
Humans tend to become attached to things which do not have any emotions.
4 I always get the latest gadgets before everybody else. **QUICKEST**
I'm always the quickest to get the latest gadgets.
5 Companies will surely develop more emotionally sophisticated robots in the future. **SURE**
Companies are sure to develop more emotionally sophisticated robots in the future.

6 SPEAKING **Look at the sentences in Exercise 5. Discuss to what extent you agree or disagree with each statement.**

Grammar pages 122–123

EXTRA ACTIVITIES

Photocopiable resource 10 *Keyboard shortcuts for my desktop pet dragon* (15 min.) pp. 266, 289–290

WORKBOOK

p. 36, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute grammar quiz: Testing Programme, Unit 3.3, Grammar.

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3.4 USE OF ENGLISH

Sentence modifiers

I can use modifiers to signal attitude, soften a statement or add emphasis.

1 SPEAKING **Discuss the questions.**

1 Do you ever use paper maps? If not, why?
2 Can you imagine a situation in which a mapping mobile app is not the best solution?

2 **Read the article and answer the questions in your notebook.**

1 Do we read more efficiently on screen or on paper? Why?
2 What has the digital age done to the length of reading texts?
3 What is the advantage of Google Maps over traditional paper ones?
4 How do we read digital texts? Why?

3 SPEAKING **Do you agree with the article? Why?/Why not?**

4 **Look at the modifiers in blue in the article. Do they modify words or whole phrases?**

They modify phrases or parts of sentences.

5 **Read the LANGUAGE FOCUS. In your notebook, write a modifier in blue from the article for each gap.**

LANGUAGE FOCUS

Sentence modifiers

Indicating attitude

- to express surprise: [1] *strikingly*, *surprisingly*
- to indicate interest: [2] curiously, *interestingly*
- to say sth is obvious: *of course*, [3] obviously, [4] plainly
- to show a positive attitude: *I'm happy to say*, *happily*
- to show a negative attitude: *sadly*, *regrettably*

Softening a message

probably, *likely*, [5] presumably, [6] to some extent, [7] potentially, [8] arguably

Note: In conversation, *sort of*, *in a way* and *maybe* are common.

Adding emphasis

surely, *clearly*, [9] indeed, [10] in fact

Note: In conversation, *actually*, *definitely* and *as a matter of fact* are all common.

READING ON SCREEN

Recent studies show that, **strikingly**, we read more slowly and comprehend less on screen than we do when we read on paper. **In fact**, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, **presumably**, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, **to some extent**, explain why people still print out documents when they could **potentially** just read it all on screen. **Obviously**, the results of the study don't apply to all digital text types. Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is **arguably** easier to use than its paper equivalent.

Curiously, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – **plainly**, this makes us more easily distracted. **Indeed**, we may not finish what we intended to read but discover something totally unexpected instead.

6 **In pairs, take turns to read out the sentences choosing the most likely modifier based on the context of the sentence.**

1 (*Curiously*) / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
2 After initial difficulties, (*happily*) / *regrettably* Anna was able to recover all her data from the faulty hard drive.
3 *Obviously* / (*Surprisingly*), the latest model of the phone is twice as powerful but costs little more than the old version.
4 While Karen is not totally to blame, (*to some extent*) / *clearly* the fault is hers as she forgot to log out of the system.
5 (*Of course*) / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
6 With so much competition in the market, (*plainly*) / *likely* not every fitness app can be a commercial success.

7 SPEAKING **Discuss one of the statements below.**

1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
2 Though we can't be 100 percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

Use of English pages 123–124

Exercise 2

1 We read more efficiently on paper because we assimilate more information and can go back and forth more easily.
2 They have become shorter and shorter ('tiny bite-size pieces').
3 They are easier to use because you can zoom in and zoom out.
4 We read digital texts in a non-linear fashion and are led in different ways by links.

REFERENCES
Culture notes **p. 228**

WORKBOOK
p. 37, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 3.4, Use of English.

3.5 LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

1 SPEAKING **Look at the photos. Discuss how these devices and services make our lives easier.**

2 1.32 **Listen to three dialogues about technology and answer the questions in your notebook.**

1 Which of the devices or services in the photos are the people talking about?
2 What is their general attitude towards them?
3 In which conversation do the two people fundamentally disagree?

LISTENING FOCUS Multiple choice

3 1.32 **Listen again. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 How does the woman feel about contactless cards?
A annoyed about the way people use them
B concerned about some aspects of their use
C surprised about how quickly they have been introduced

2 What do they both think about the cards?
A They are only useful in certain situations.
B They are less safe than other payment methods.
C They indicate an attitude that is common in modern society.

Dialogue 2

3 What does the woman dislike most about social media?
A It encourages a superficial form of communication.
B It's hard to erase personal details.
C It's spoiling people's use of language.

4 What is the man doing?
A describing how he'd like to change people's approach to social media
B complaining about a problem he encountered on a social network
C explaining how to use some social media sites

Dialogue 3

5 What aspect of e-readers do the two speakers disagree about?
A how convenient and practical they are
B how difficult they are to share with others
C how they affect the amount people read

6 What does the woman dislike most about e-readers?
A They're addictive.
B They're heavy and impractical.
C They're not as special as books.

Exercise 2

1 Dialogue 1: contactless cards, Dialogue 2: social media profile, Dialogue 3: e-readers
2 The speakers have doubts about contactless cards (for different reasons and the woman is more negative) and a generally negative attitude towards social media. One speaker is positive about e-readers and the other is against them.
3 The speakers disagree in Dialogue 3.

FOCUS ON WORDS | Verbs

4 1.33 **In pairs, match the verbs from the box with the definitions below. Then listen and check.**

cheapen compromise enrich flick through glare nick savour ~~swipe~~

1 pass a card through an electronic reader = *swipe*
2 accept sth undesirable because it's easy = compromise
3 make less valuable or meaningful = cheapen
4 read quickly = flick through
5 enjoy in a relaxed way = savour
6 steal = nick
7 shine brightly = glare
8 improve the quality = enrich

5 **In your notebook, complete the sentences using the correct forms of the verbs from Exercise 4.**

1 I think we should have to *swipe* our ID passes to get into school. It's much safer.
2 I spend a lot of time with books. I savour every page.
3 I don't like reading on screens because they glare with a harsh light.
4 I think social media really cheapens communication – everything is so superficial.
5 I don't like shopping online – it compromises security for convenience.
6 I am always worried that someone might nick my phone.
7 I like books because you can flick through them before you buy.
8 Social media has enriched my life. It helps me to easily keep in touch with my friends.

6 SPEAKING **Discuss whether you agree with the statements in Exercise 5 and why.**

REFERENCES
Audioscript **pp. 240–241**

WORKBOOK
p. 38

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3.6 SPEAKING

Agreeing and disagreeing

I can show degrees of agreement and disagreement using a range of language.

1 SPEAKING **Look at the photos on the radio website and discuss the questions.**

1 How is technology being used in each image? Top – The woman is using the virtual mirror to see how clothes will look on her without having to try them on. Bottom – People are using touch screens at their table to order in a restaurant.
2 Have you ever seen these uses of technology? If yes, where?

2 1.34 **Listen to a radio programme about the technological solutions in the photos and answer the questions in your notebook.**

1 Do the speakers think they are a good idea?
2 What reasons do they give for their opinions?

3 1.34 **Read the SPEAKING FOCUS. Then listen again and, in your notebook, make a list of the phrases from the SPEAKING FOCUS you hear.**

4 **In your notebook, respond to the statements using phrases from the SPEAKING FOCUS. Give reasons for your responses.**

1 I think touch screen menus are just a gimmick! (disagree politely)
2 I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
3 Classrooms should have virtual books built into the desks! (agree enthusiastically)
4 I think people spend too much time hiding their faces in their screens! (agree in part)
5 I couldn't live without my phone. It's my most important possession. (disagree politely)
6 A lot of people are losing their jobs due to new technology. (agree in part)

SPEAKING FOCUS

Agreeing enthusiastically

Absolutely! I'm totally with you on that!
I've got to agree with you!
You can say that again!
You're definitely not wrong there!
You've got that right.

Agreeing in part

You're right of course, but …
I know that's true, but …
You've got a point, though …
I agree …, but …
I guess you're right, though …

Disagreeing politely

Sorry, but I just don't think that's right.
I'm sorry, I really don't agree with you here.
I'm afraid I have to disagree with you on that.
Hmm, I'm afraid I'm not so sure.

5 SPEAKING **Do the exam task in pairs.**

UCZEŃ A

Przebywasz w Anglii na kursie języka angielskiego. Jeden z twoich kolegów z grupy obchodzi urodziny. Razem z Uczniem B chcecie kupić mu w prezencie jakiś gadżet elektroniczny. Poniżej podano cztery kwestie, które musisz omówić w rozmowie. Rozmowę rozpoczynasz ty.

a Upodobania obdarowanej osoby
b Praktyczność prezentu
c Koszt upominku
d Sposób wręczenia prezentu

UCZEŃ B

Przebywasz w Anglii na kursie języka angielskiego. Jeden z twoich kolegów z grupy obchodzi urodziny. Razem z Uczniem A chcecie kupić mu w prezencie jakiś gadżet elektroniczny. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczyna Uczeń A.

- *I'm sorry, I really don't agree with you here. He's not into (fitness) at all.*
- *I agree it's not a very original present, but don't you think everybody needs it?*
- *Hmm, I'm afraid I'm not so sure. He needs (a power bank) with more (capacity).*
- *You're right of course, but (a digital key tracker) is not expensive at all.*

Exercise 2

Touch screens

Stef is generally for the touch screens, presenter has some doubts.

For: makes ordering faster; screens are pretty well protected

Against: worried about food being in contact with touch screens

Virtual mirror

Lyndon is for the idea, presenter and Stef have doubts.

For: mirror automatically shows you what you look like; can look at fashions more quickly; combine outfits with accessories or shoes that are at home; could be a hit in boutiques

Against: can just try on outfits in the changing room; unlikely to work in chain stores

Exercise 3

See sentences underlined in the SPEAKING FOCUS.

REFERENCES
Audioscript **p. 241**

WORKBOOK
p. 39

3.7 WRITING

A review of a product

I can write a review of a product describing its features, benefits and drawbacks.

1 SPEAKING **Look at the descriptions of five fitness gadgets and discuss the questions below.**

- a pedometer app in your phone tracking the number of steps you take every day
- a fitness band measuring the distance you have walked/run and monitoring your heart rate
- an exercise bike telling you your average speed and how many calories you have lost
- an app enabling you to attend live fitness classes online
- an app helping you plan and track your workouts

1 Which of these gadgets do you use/would you be interested in trying out?

2 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

2 **Read the task and discuss the questions in pairs.**

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

1 What is it about?

2 What information do you need to include?

3 **Now read the review and answer the questions in pairs.**

1 Does it contain the information asked for in the task?

2 Would this app be right for you?

App Review: Get Running

Want to get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to motivate you through every mile.

Get Running is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **As well as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider range of languages.

While it won't do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.

Exercise 3

1 Yes. The gadget is for beginners and more advanced runners. It offers 9 weeks of set routines so that you can run 5k in just over two months and it is effective, because it alternates between running and walking. It has motivating cues and clear and concise instructions.

EXTRA ACTIVITIES

Photocopiable resource 11 *App review: Get running* (15 min.) pp. 266–267, 291

WORKBOOK

pp. 40–41, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to revise for Focus Review 3 (lessons 3.1–3.7, Word list on pp. 42–43).

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4 **In your notebook, complete the WRITING FOCUS with the words in purple in the review.**

WRITING FOCUS

A review of a product

Introduction

- Arouse the reader's interest in the product.
  Interested in …?/[1]Want to *…?*
  [2]Whether *you're … or …*

Main paragraphs

- Say what the product does and what it offers.
  It is [3]designed to *…*
  It enables/[4] allows *(you) to …*
  It has/offers/boasts excellent features such as/like …
- Explain any special benefits or features.
  An outstanding feature is …
  This option is particularly useful …
  It's the (instructions) that really stand out/[5]make all the difference
- Use positive adjectives to describe features and benefits.
  It's [6]easy to use */user-friendly.*
  The [7]clear and concise *(instructions) …*
- Use listing phrases to connect the information.
  It [8] not only *…, but also …*
  [9]As well as *(enabling) you to …*
  Another advantage is …
- Include a comparison with other similar products if appropriate.
  It's [10]one of the best */most popular … available …*
  Some may find …, but …
- Mention any drawbacks or areas for improvement.
  The only real downside is …
  It would be a real [11] plus *if …*

Conclusion

- Summarise the benefits of the product.
  This is a great product to …
  [12]While it won't */might not …,*
  This is [13]the perfect choice *for (novices)/the best value …*

5 **In your notebook, complete the sentences with the words and phrases from the WRITING FOCUS. Then put the sentences in a logical order. Which review sections do they belong to?**

a The online platform *offers* built-in rewards, such as trophies for reaching certain milestones. 8
b One of the latest is *Xtra Mile*, a GPS running aid that allows/enables runners to track important data in real time. 2
c It enables/allows users to track time, distance and calories burned using the phone's GPS. 4
d An outstanding feature for serious runners is the heat map. 5
e Whether you're out for a casual jog or training for a race, you can take advantage of one of many running apps available. 5
f The app is designed to motivate serious runners who are looking to improve their performance. 3
g This map not only tracks the route, but also plots how fast the user is running using a colour scale. 6
h For serious joggers, *Xtra Mile* is the perfect choice to help train for an upcoming race and provide motivation at the same time. 10
i *Xtra Mile* has many other excellent features such as motivation through music and an online community. 7
j A final note to developers: it would be a real plus if the next version of the app allowed users to post to popular social networking sites as well as to the Xtra Mile online community. 9

Introduction e, b; Main paragraphs (para 2) f, c, d, g; Main paragraphs (para 3) i, a, j; Conclusion h

6 **Read the LANGUAGE FOCUS. Which of the structures can you find in the review?**

LANGUAGE FOCUS

Clauses of purpose

- ***to* + infinitive + noun phrase**
  Want something ***to spice up*** *your run? Use this app to log your activity.*
- ***in order to/so as to* + infinitive clause**
  Many people need encouragement ***(in order) to*** *get off the couch. (in order* is usually omitted in informal writing)
  This app offers built-in rewards ***so as to*** *increase your motivation.*
  Note: Use ***in order not to/so as not to* + infinitive clause** to express purpose in the negative.
  Keep your pedometer in a waist bag ***in order not to/ so as not to*** *lose it.*
- ***so (that)* + clause** (usually with a modal verb – *can, will* or *may*)
  Get Running *offers routines to follow* ***so (that)*** *you can achieve a 5k run.*
- ***for* + noun/*-ing***
  We went ***for a run****.*
  This app works best ***for walking****.*

7 **In your notebook, complete the text with the words and phrases from the box.**

for | in order not to | so | so as to | so as not to | so that | ~~to~~

The *Miles in Your Shoes* pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu [1]to select a challenge that is suited to you. Some take all day while others require only moments [2]so/so that you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks [3]in order not to/so as not to lose motivation. Trophies and Awards appear frequently [4] so as to give you a sense of accomplishment. *Miles in Your Shoes* works best [5] for slow walking and won't register activities like biking. It can be kept in your pocket [6]so as not to/in order not to get in the way while running. It also connects with other fitness apps [7]so/so that you can log other data like food consumption.

SHOW WHAT YOU'VE LEARNT

8 **In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

Internetowe czasopismo ogłosiło plebiscyt na najlepszą aplikację mobilną dla studentów. Napisz **artykuł**, w którym zrecenzujesz swoją ulubioną aplikację, odnosząc się do:

- jej funkcjonalności,
- korzyści płynących z jej używania,
- powodów, dla których powinna zwyciężyć w plebiscycie.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 6

***to* + infinitive + noun phrase:** there's an app to motivate you; focuses on regular cues to motivate you.

***in order to/so as to* + infinitive clause:** … alternates running and walking in order *to build up your* fitness; … offers nine weeks of set routines so as to enable beginners to achieve a 5k run.

***so that*:** … the app allows you to pause a run so that you can get your breath back.

for + noun/verb with *-ing*: Whether you're training for your first five-kilometre run (5k) …

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3.1 Vocabulary 4.15

abundance /ə'bʌndəns/ obfitość, duża ilość

abundant /ə'bʌndənt/ obfity, liczny

affluence /'æfluəns/ obfitość, dobrobyt

affluent /'æfluənt/ zamożny, dostatni

amongst /ə'mʌŋst/ wśród

ascendancy /ə'sendənsi/ przewaga; *remain in the ascendancy* – zachować pozycję dominującą

ascendant /ə'sendənt/ dominujący

authentic /ɔː'θentɪk/ autentyczny

authenticity /ˌɔːθen'tɪsəti/ autentyczność

aware /ə'weə/ świadomy

awareness /ə'weənəs/ świadomość

backlash against sth /'bæklæʃ əˌgenst ˌsʌmθɪŋ/ ostry sprzeciw wobec czegoś

bring out /ˌbrɪŋ 'aʊt/ wydać, wprowadzić na rynek

careless /'keələs/ nieuważny, niedbały

carelessness /'keələsnəs/ niedbalstwo, beztroska

cassette /kə'set/ kaseta

come into prominence /ˌkʌm ˌɪntə 'prɒmənəns/ nabrać znaczenia

commercial flop /kəˌmɜːʃəl 'flɒp/ finansowa klapa

consistency /kən'sɪstənsi/ spójność, konsekwencja

consistent /kən'sɪstənt/ spójny, konsekwentny

copyright /'kɒpiraɪt/ prawo autorskie

diligence /'dɪlɪdʒəns/ pracowitość, pilność

diligent /'dɪlədʒənt/ pracowity, pilny

download /'daʊnləʊd/ plik muzyczny do pobrania

downturn in sth /'daʊntɜːn ɪn ˌsʌmθɪŋ/ spadek czegoś

effectiveness /ə'fektɪvnəs/ skuteczność

enjoy a resurgence /ɪnˌdʒɔɪ ə rɪ'sɜːdʒəns/ odrodzić się, wrócić do łask

fall by the wayside /ˌfɔːl baɪ ðə 'weɪsaɪd/ skapitulować, wypaść z rynku

fan base /'fæn beɪs/ grono fanów

give way to sth /gɪv 'weɪ tə ˌsʌmθɪŋ/ ustąpić miejsca czemuś

herald the arrival of sth /ˌherəld ði ə'raɪvəl əv ˌsʌmθɪŋ/ zapowiadać nadejście czegoś

horn /hɔːn/ róg

industry standard /ˌɪndəstri 'stændəd/ branżowy standard

leak in /ˌliːk 'ɪn/ dostać się do środka

mainstream /'meɪnstriːm/ dominujący, głównego nurtu

music piracy /ˌmjuːzɪk 'paɪərəsi/ piractwo muzyczne

outsell sth /aʊt'sel ˌsʌmθɪŋ/ sprzedawać się lepiej od czegoś

phonograph /'fəʊnəgrɑːf/ fonograf, gramofon

popularity /ˌpɒpjə'lærəti/ popularność

portability /ˌpɔːtə'bɪləti/ przenośność

portable /'pɔːtəbəl/ przenośny

predominance /prɪ'dɒmənəns/ przewaga

predominant /prɪ'dɒmənənt/ dominujący

press /pres/ tłoczyć

prevail /prɪ'veɪl/ przeważać

privacy /'prɪvəsi/ prywatność

prolific /prə'lɪfɪk/ płodny (np. pisarz, wynalazca)

prominent /'prɒmənənt/ wybitny, znaczący

provider /prə'vaɪdə/ dostawca

purpose-built /ˌpɜːpəs 'bɪlt/ specjalnie skonstruowany

push sth out /ˌpʊʃ ˌsʌmθɪŋ 'aʊt/ wypierać coś

release /rɪ'liːs/ wydać, wprowadzić na rynek

reluctance /rɪ'lʌktəns/ niechęć

reluctant /rɪ'lʌktənt/ niechętny

resurgent /rɪ'sɜːdʒənt/ odradzający się

retail at ($1,000) /'riːteɪl ət (wʌn 'θaʊzənd)/ kosztować w detalu (1000 dolarów)

royalties /'rɔɪəltiz/ tantiemy

sb's brainchild /ˌsʌmbɒdiz 'breɪntʃaɪld/ czyjś pomysł, wynalazek

simplicity /sɪm'plɪsəti/ prostota

start to decline /ˌstɑːt tə dɪ'klaɪn/ zacząć spadać, zmniejszać się

stream music/a video /striːm 'mjuːzɪk/ ə 'vɪdiəʊ/ udostępnić w Internecie muzykę/film do wysłuchania/obejrzenia na życzenie

transistor radio /trænˌzɪstə 'reɪdiəʊ/ radio tranzystorowe

venue /venjuː/ miejsce, w którym coś się odbywa

vinyl record /ˌvaɪnəl 'rekɔːd/ płyta winylowa

3.2 Reading 4.16

accomplish /ə'kʌmplɪʃ/ osiągnąć

accomplished /ə'kʌmplɪʃt/ znakomity

accomplishment /ə'kʌmplɪʃmənt/ osiągnięcie

add to sth /'æd tə ˌsʌmθɪŋ/ zwiększyć coś

advance /əd'vɑːns/ postęp

advantage sb /əd'vɑːntɪdʒ ˌsʌmbɒdi/ sprzyjać komuś

aerodynamic /ˌeərəʊdaɪ'næmɪk/ aerodynamiczny

alter /'ɔːltə/ zmienić, zmodyfikować

alternative /ɔːl'tɜːnətɪv/ inna możliwość, zamiennik; alternatywny

approach sth /ə'prəʊtʃ ˌsʌmθɪŋ/ zbliżać się do czegoś

better /'betə/ poprawić

capitalise on sth /'kæpətlaɪz ɒn ˌsʌmθɪŋ/ czerpać korzyści z czegoś

composite /'kɒmpəzət/ kompozytowy

current-day /ˌkʌrənt 'deɪ/ obecny, dzisiejszy

draw the line /ˌdrɔː ðə 'laɪn/ wyznaczyć granicę

enhance performance/interest /ɪnˌhɑːns pə'fɔːməns/'ɪntrəst/ zwiększyć wydajność/zainteresowanie

enlarged /ɪn'lɑːdʒd/ powiększony

enterprise /'entəpraɪz/ przedsięwzięcie

ever-better /ˌevə 'betə/ coraz lepszy

expend /ɪk'spend/ wydać, poświęcić

expense /ɪk'spens/ koszt, nakład

factor /'fæktə/ czynnik

fibreglass /'faɪbəglɑːs/ z włókna szklanego

formerly exclusive /ˌfɔːməli ɪk'skluːsɪv/ niegdyś ekskluzywny

fuel improvements /ˌfjuːəl ɪm'pruːvmənts/ napędzać wprowadzanie ulepszeń

hold sb/sth in esteem /ˌhəʊld ˌsʌmbɒdi/ ˌsʌmθɪŋ ɪn ɪ'stiːm/ cenić kogoś/coś

ignorance /'ɪgnərəns/ ignorancja, niewiedza

ignorant /'ɪgnərənt/ nieświadomy, niedouczony

ignore /ɪg'nɔː/ zignorować

impact /'ɪmpækt/ wpływ, oddziaływanie

incremental gain /ˌɪŋkrəˌmentl 'geɪn/ stopniowy przyrost

ingenuity /ˌɪndʒə'njuːəti/ pomysłowość

legitimacy /lɪ'dʒɪtəməsi/ zasadność

legitimate /lə'dʒɪtəmət/ uzasadniony

legitimise /lɪ'dʒɪtəmaɪz/ uzasadnić, usankcjonować

make strides /ˌmeɪk 'straɪdz/ robić postępy

manifest /'mænəfest/ okazywać; jawny, wyraźny

manifestation /ˌmænəfe'steɪʃən/ przejaw, objaw

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modern counterpart /ˌmɒdn ˈkaʊntəpɑːt/ współczesny odpowiednik

nutrition /njuːˈtrɪʃən/ odżywianie

optimal /ˈɒptəməl/ optymalny

optimise /ˈɒptəmaɪz/ optymizować

optimum /ˈɒptəməm/ optimum, najkorzystniejsze rozwiązanie

pole /pəʊl/ kij

prowess /ˈpraʊəs/ sprawność

psychology /saɪˈkɒlədʒi/ psychologia

push the limits /ˌpʊʃ ðə ˈlɪmɪts/ przesuwać granice

ride on sth /ˈraɪd ɒn ˌsʌmθɪŋ/ zależeć od czegoś

seemingly mundane /ˌsiːmɪŋli mʌnˈdeɪn/ pozornie prozaiczny

set a record /ˌset ə ˈrekɔːd/ ustanowić rekord

significantly / sɪgˈnɪfɪkəntli/ znacznie

soundproof /ˈsaʊndpruːf/ dźwiękoszczelny

sports gear /ˈspɔːts gɪə/ sprzęt sportowy

streamlined /ˈstriːmˌlaɪnd/ aerodynamiczny

superior /suːˈpɪəriə/ lepszy

track and field /ˌtræk ənd ˈfiːld/ lekkoatletyka

ultra-light /ˈʌltrəlaɪt/ ultralekki

utilise /ˈjuːtɪlaɪz/ eksploatować, wykorzystywać

3.3 Grammar 4.17

apparent /əˈpærənt/ widoczny, oczywisty

deter /dɪˈtɜː/ zniechęcić, odstraszyć

inanimate object /ɪnˌænəmət ˈɒbdʒɪkt/ przedmiot nieożywiony

novice /ˈnɒvəs/ początkujący

nurture /ˈnɜːtʃə/ pielęgnować

potentially /pəˈtenʃəli/ potencjalnie

3.4 Use of English 4.18

arguably /ˈɑːgjuəbli/ prawdopodobnie

as a matter of fact /əz ə ˌmætər əv ˈfækt/ właściwie

assimilate /əˈsɪməleɪt/ przyswoić

curiously /ˈkjʊəriəsli/ co ciekawe

extensive /ɪkˈstensɪv/ znaczny, duży

in a way /ɪn ə ˈweɪ/ w pewnym sensie

indeed /ɪnˈdiːd/ w rzeczy samej

interestingly /ˈɪntrəstɪŋli/ co ciekawe

plainly /ˈpleɪnli/ w sposób oczywisty

presumably /prɪˈzjuːməbli/ prawdopodobnie

regrettably /rɪˈgretəbli/ niestety

strikingly /ˈstraɪkɪŋli/ co niezwykłe

to some extent /tə ˌsəm ɪkˈstent/ do pewnego stopnia

3.5 Listening 4.19

approach (n) /əˈprəʊtʃ/ podejście, metoda; zbliżanie się

cheapen /ˈtʃiːpən/ obniżyć wartość, deprecjonować

compromise sth for convenience /ˌkɒmprəmaɪz ˌsʌmθɪŋ fə kənˈviːniəns/ narazić coś na szwank dla wygody

contactless debit card /ˌkɒntæktləs ˈdebɪt kɑːd/ zbliżeniowa karta debetowa

enrich /ɪnˈrɪtʃ/ wzbogacić

erase /ɪˈreɪz/ usunąć

flick through sth /ˌflɪk ˈθruː ˌsʌmθɪŋ/ przekartkować coś

glare /gleə/ świecić jasnym blaskiem

nick /nɪk/ *(pot.)* ukraść, zwinąć

savour /ˈseɪvə/ rozkoszować się

superficial /ˌsuːpəˈfɪʃəl/ powierzchowny

swipe a card /ˌswaɪp ə ˈkɑːd/ przeciągnąć kartę przez terminal

wireless router /ˌwaɪələs ˈruːtə/ router bezprzewodowy

3.6 Speaking 4.20

gimmick /ˈgɪmɪk/ tani chwyt, trik

3.7 Writing 4.21

alternate /ˈɔːltəneɪt/ wymieniać, ustawiać naprzemiennie

concise /kənˈsaɪs/ zwięzły

cue /kjuː/ znak, sygnał

exercise bike /ˈeksəsaɪz baɪk/ rower treningowy

from scratch /frəm ˈskrætʃ/ od zera

manageable /ˈmænɪdʒəbəl/ wykonalny

pace /peɪs/ tempo

pedometer /peˈdɒmɪtə/ krokomierz

plot /plɒt/ przedstawić na wykresie

proliferation /prəˌlɪfəˈreɪʃən/ rozpowszechnianie się, szybki wzrost liczby czegoś

squeeze into sth /ˈskwiːz ˌɪntə ˌsʌmθɪŋ/ wciskać się do czegoś

talk sb through sth /ˌtɔːk ˌsʌmbɒdi ˈθruː ˌsʌmθɪŋ/ wytłumaczyć coś komuś krok po kroku

track /træk/ śledzić

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FOCUS REVIEW 3

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write the correct forms of the words from the box for each gap.

compromise counterpart downturn herald optimise savour

1 This new racquet is specially designed to __optimise__ the strength of your shots.
2 Because of Internet technology, there's been a huge __downturn__ in newspaper sales.
3 The agreement between the sports tech companies __heralds__ a new era in sport technology development.
4 We wouldn't want to do anything to __compromise__ the results of the experiment.
5 I like to go slowly and __savour__ what I read. I can't stand all this instant communication.
6 In software development, I find it useful to talk regularly to my __counterparts__ in other parts of the world.

2 For sentences 1–6, choose the correct option (A–C) and write it in your notebook.

1 The problem with Grant is that he never knows where to _____ the line.
A nick B stream (C) draw
2 I don't read too much nowadays, but I do like to _____ through video games magazines now and again.
(A) flick B swipe C glare
3 Approximately 5 percent of athletes use illegal stimulants to _____ their performance.
A accomplish (B) enhance C legitimise
4 Modern science has really made great _____ in almost every aspect of technology.
A standards B records (C) strides
5 If you don't keep up-to-date nowadays, you'll very quickly _____ by the wayside.
A remain (B) fall C push
6 I know there's a lot of money _____ on the success of drones, but I'm dead against them!
A capitalising B optimising (C) riding

3 In your notebook, complete the sentences with words from the unit. The first letter of each word is given.

1 I have an **a**__bundance__ of ideas – and no money to do anything with them. (large amount of sth)
2 Although there are clear signs of poverty, the **a**__ffluence__ in this city is equally visible. (lots of money; wealth)
3 He destroyed his laptop through his own **c**__arelessness__ . (not giving enough attention to sth)
4 My old smartphone was easier to use because of the **s**__implicity__ of the operating system. (not being complicated)
5 The service guy wouldn't repair my computer because he doubted the **a**__uthenticity__ of the software I use. (the state of being real or legal)
6 Samantha's **d**__iligence__ is admirable – she does great work and never misses a deadline. (working hard and carefully)

GRAMMAR

4 In your notebook, write the sentences using the correct form of the infinitive.

1 You should / not / choose / buy / the cheapest tablet.
2 She / refuse / let / me work on my laptop during take-off.
3 We / have / make / the decision / not / enter / the website design competition.
4 It / extremely / important / protect / your log-in details.
5 You / the second / person / tell / me it's broken this morning.
6 Turn your computer off when not in use / ensure / it / not / overheat.

5 In your notebook, write the correct infinitive form of a verb from the box for each gap. You may need to use the passive forms.

buy complain convince find out ignore log out refund shop speak

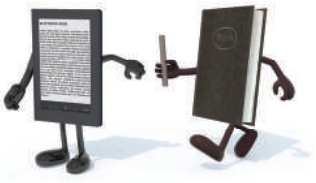
Last week I forgot [1] __to log out__ from my favourite online shopping site and I was shocked [2] __to find out__ later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen [3] __to shop__ on that site precisely because of their security record. I mean, for anybody wanting [4] __to buy__ anything online nowadays you need [5] __to be convinced__ that it's safe, right? Well, I contacted the company, and I was determined not [6] __to be ignored__ . Of course, [7] __to speak__ to anyone I had to go through a number of automated phone messages. Eventually, I got through to find out I wasn't the first [8] __to complain__ as there'd been an issue with the company's banking services. All the missing money, they promised, was [9] __to be refunded__ within the hour.

USE OF ENGLISH

Word building; sentence transformation

6 In your notebook, write the sentence modifiers that complete the text correctly.

E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. [1] *Sadly* / *In fact*, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could [2] *interestingly* / *potentially* open up new pathways to reading for kids who might otherwise lack basic textbooks.
[3] *Interestingly* / *Likely*, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones. Mobile technology is [4] *sadly* / *undoubtedly* one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books.
I have to say that [5] *personally* / *probably*, I couldn't live without my e-reader. [6] *In fact* / *Arguably*, it's so essential that it goes with me everywhere.

Exercise 4
1 You shouldn't have chosen/ shouldn't choose to buy the cheapest tablet.
2 She refused/ refuses to let me work on my laptop during take-off.
3 We have made the decision not to enter the website design competition.
4 It's extremely important to protect your log-in details.
5 You're the second person to tell me it's broken this morning.
6 Turn your computer off when not in use to ensure it does not overheat.

EXTRA ACTIVITIES

Photocopiable resource 12 *Tech talk*
(15 min.) pp. 267, 292

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7 **In your notebook, write the appropriate forms of the words in capitals to complete the text.**

How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the [1] arrival (**ARRIVE**) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music [2] illegally (**LEGAL**) and effectively brought the global music industry to its knees in the mid-2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to [3] enrich (**RICH**) the sound. Ultimately then, it was their [4] ingenuity (**INGENIOUS**) which facilitated the [5] piracy (**PIRATE**) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to [6] capitalise (**CAPITAL**) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the [7] ascendancy (**ASCEND**) for digital music and the [8] popularity (**POPULAR**) of listening to digital music looks set to continue.

8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 Driverless cars will eventually replace traditional cars.
WAY
Traditional cars will eventually give way to driverless cars.

2 MP3 will probably remain the most popular audio format for years to come.
INDUSTRY
MP3 will probably continue being/to be the audio industry standard for years to come.

3 Despite the money being invested in smart watches, many believe they will not be commercially successful.
FLOP
Many believe smart watches will be a commercial flop/will flop commercially despite the investment being made in them.

4 They have tested the new drug in trials, I presume.
PRESUMABLY
The new drug has presumably been tested in trials.

5 If you constantly ride your motorbike so hard, you'll damage the engine.
PUSH
You'll damage your motorbike if you constantly push the limits of its engine.

Focus Review 3 EXTRA page 138

LISTENING

Multiple choice

9 1.35 **Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 What do the speakers agree on in relation to checking in for a flight online?
A It is very time-consuming.
B It is unnecessarily complicated.
C It is a stressful experience.

2 What is the man's opinion of the other services advertised on the site?
A They are better than services provided by other companies.
B They are very useful for customers.
C They are offered mainly to ensure customer safety.

Dialogue 2

3 What does the man like most about the website?
A The amount of information available about bands.
B The fact that it is very quick to download music.
C The recommendations of new music available on the website.

4 What is the woman's opinion of buying music online?
A Making a careful choice is easier on a website.
B The pleasure of buying music is missing.
C The websites are mostly operating illegally.

Dialogue 3

5 What is the man doing during the conversation?
A Admitting his own lack of skills.
B Complaining about the lack of support.
C Recommending his friend not to do the course.

6 How does the woman respond?
A She doesn't think he should ask for help.
B She suggests asking for a refund.
C She advises him to give it more time.

SPEAKING

10 **Do the tasks in pairs.**

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy powinniśmy obawiać się aplikacji, które coraz częściej instalujemy na naszych telefonach?
- kontakty z ludźmi tylko przez telefon/internet
- kradzież danych, które są gromadzone
- śledzenie ludzi przez władze/firmy

Task 2

1 What types of information do people consider sensitive and don't want to reveal on the Internet?
2 Do you think that governments should have the right to remove certain information from the Internet? Why?/Why not?
3 More and more countries are introducing obligatory coding classes at school. Is it a good idea? Why?/Why not?

REFERENCES
Audioscript **pp. 241–242**

EXTRA ACTIVITIES
- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Technological development has made us less creative. (For instructions, see p. 234)

NEXT CLASS
- Ask students to do Self-check 3.9 in the WB, pp. 44–45.
- Ask students to prepare for Unit test 3: Testing Programme, Unit 3.

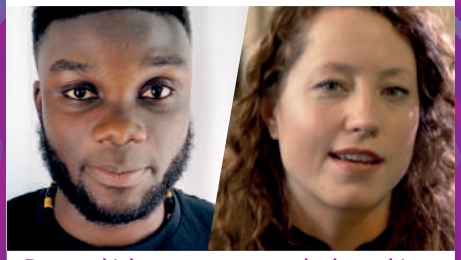
4

All in a day's work

Though I crave for work …
I do not ask for more than my proper share.

Jerome K. Jerome, *Three Men in a Boat*

ASK YOURSELF, ASK AROUND



Do you think most young people dream big about their future careers? Why?/Why not?

Projects page 137

VIDEO

Documentary
Big idea, big business 4

Exercise 1

VERB: compete, employ, interview, manage, promote, recruit, train

NOUN (thing/concept): competition, employment, interview, management, promotion, recruitment, training

NOUN (person): competitor, employer/ee, interviewer/ee, manager, promoter, recruit/er, trainer/ee

4.1 VOCABULARY

Employment and career • phrasal verbs – work • colloquial phrases • collocations to describe work and money

I can talk about work, careers and internships.

SHOW WHAT YOU KNOW

1 **In your notebook, complete the table with the noun forms of the verbs in the box.**

~~apply~~ compete employ interview manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	*application*	*applicant*

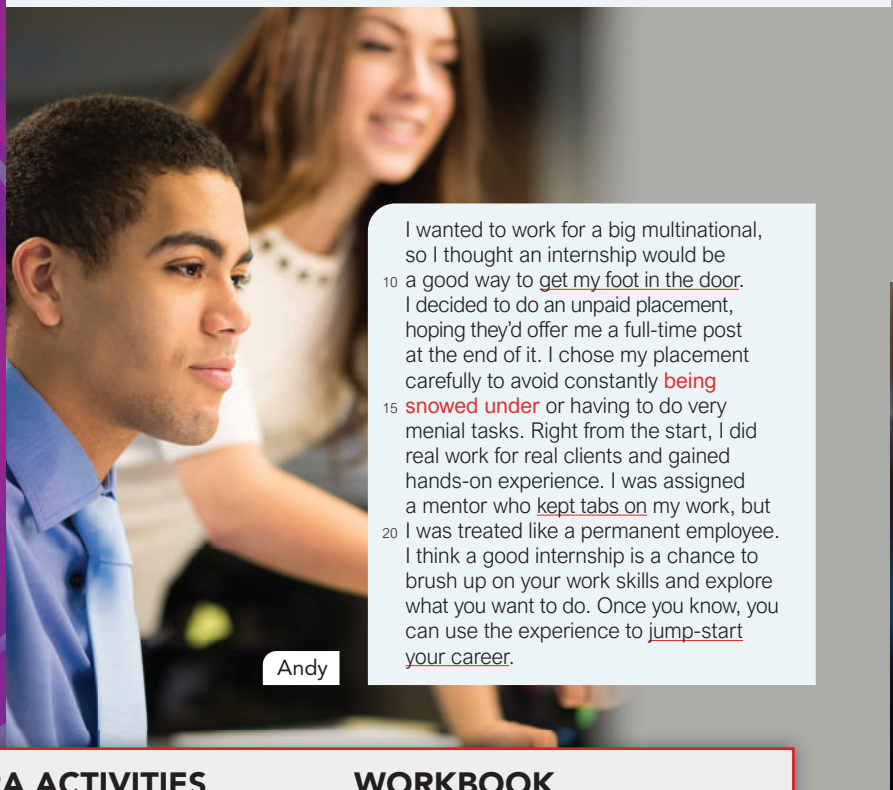
2 **Think of an example sentence with one of the words from each group in Exercise 1. Compare with a partner.**

3 **Read the article and answer the questions in your notebook.**

1 Who was **taken on** by a start-up? Karen
2 Who persevered despite having to do really boring things? Jan
3 Who **slaved away** putting in extra hours? Karen
4 Who felt disappointed as the company didn't keep their promise? Jan and Karen
5 Whose really positive experience **made up for** the lack of pay? Andy's

Working for Nothing

With so much unemployment, it's increasingly difficult for young people to break into the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



Andy

I wanted to work for a big multinational, so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly being snowed under or having to do very menial tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work, but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

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REFERENCES

Culture notes **p. 228**
Videoscript **p. 257**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

• Documentary video. Video worksheet 4.8 in the WB, pp. 56–57.
• Photocopiable resource 13 *Honey is money* (10 min.) pp. 267, 293–294

WORKBOOK

pp. 46–47, including *Show What You've Learnt*

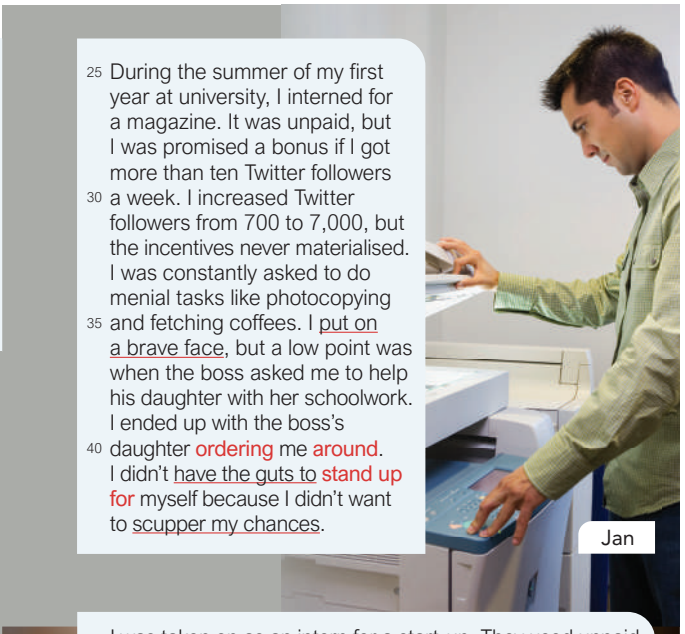
FOCUS ON WORDS | Phrasal verbs – work

4 2.1 **In your notebook, match the phrasal verbs in red from Exercise 3 and the article with the definitions below. Then listen and check.**

1 compensated for sth = *made up for*
2 persevered = pressed on
3 defend sb/sth = stand up for sb/sth
4 employed = taken on
5 worked very hard = slaved away
6 successfully become involved in = break into sth
7 having too much work = being snowed under
8 telling sb what to do = order sb around

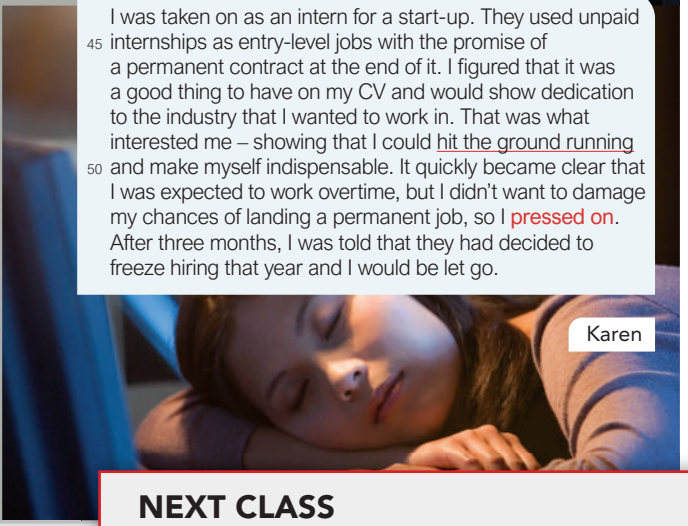
5 **In your notebook, replace the underlined words with the correct forms of the phrasal verbs from Exercise 4 and complete the sentences so that they are true for you. Then tell your partner.**

1 A company where I'd like to be employed is …
A company where I'd like to be taken on is a charitable organisation.
2 I'd never dare tell my … what to do. order my … around
3 The last school project I really worked hard on was … slaved away
4 A belief I'd always defend is that … stand up for
5 When I have too much work, I feel … am snowed under
6 A mistake I'd like to compensate for is … make up for



25 During the summer of my first year at university, I interned for a magazine. It was unpaid, but I was promised a bonus if I got more than ten Twitter followers 30 a week. I increased Twitter followers from 700 to 7,000, but the incentives never materialised. I was constantly asked to do menial tasks like photocopying 35 and fetching coffees. I put on a brave face, but a low point was when the boss asked me to help his daughter with her schoolwork. I ended up with the boss's 40 daughter ordering me around. I didn't have the guts to stand up for myself because I didn't want to scupper my chances.

Jan



45 I was taken on as an intern for a start-up. They used unpaid internships as entry-level jobs with the promise of a permanent contract at the end of it. I figured that it was a good thing to have on my CV and would show dedication to the industry that I wanted to work in. That was what interested me – showing that I could hit the ground running 50 and make myself indispensable. It quickly became clear that I was expected to work overtime, but I didn't want to damage my chances of landing a permanent job, so I pressed on. After three months, I was told that they had decided to freeze hiring that year and I would be let go.

Karen

FOCUS ON WORDS | Colloquial phrases

6 2.2 **In your notebook, match the phrases underlined in the article with the definitions below. Then listen and check.**

1 start at the bottom (of a company) = *get on the first rung of the ladder*
2 ruin an opportunity I have = scupper my chances
3 pretend you are happy = put on a brave face
4 make a fast and eager start in your career = jump-start your career
5 be brave enough to do sth = have the guts to
6 monitor sb/sth = keep tabs on
7 get my first opportunity to work somewhere = get my foot in the door
8 start doing sth successfully and without delay = hit the ground running

7 **In pairs, find the incorrect word in each sentence and correct it. Discuss which sentences are true for you.**

1 My parents like to ~~hold~~ tabs on me. *keep*
2 I'm very slow in the mornings. I never ~~strike~~ the ground running. hit
3 I've got a good voice, but I don't ~~own~~ the guts to sing in public. have
4 I would like to do an internship so I can ~~jump~~ on the first rung of the ladder. get
5 I think appearance is very important in a job interview – the wrong one can scupper your ~~luck~~. chances

FOCUS ON WORDS | Collocations – work

8 2.3 **In your notebook, complete the sentences with the correct words from the article to make collocations about work. Listen and check.**

1 It's impossible to m*ake* yourself i*ndispensable*. Everybody is replaceable.
2 Nobody should have to work too much overtime.
3 If you don't have a permament contract, you can't feel secure.
4 Good qualifications are better than hands-on experience when you're young.
5 You should expect to do menial tasks when you're new to a job.
6 Hardly anybody manages to land a permanent job just after graduation these days.
7 All young people should do an unpaid intership as an entry-level job. It helps gain useful experience.
8 Good employers always cover the employees' expenses when they travel on business.
9 If you do a short-term placement, it's common to be paid the minimum wage.

9 SPEAKING **Do you agree with the statements in Exercise 8? Why?/Why not?**

FOCUS ON WORDS | EXTRA Collocations – money

10 2.4 **In your notebook, write the appropriate verb from the box to make the collocations about money. Then listen and check. Write example sentences for six collocations.**

get make work

1 make a profit / a loss / a mint / your target / ends meet
2 get a rise / a pension / perks / a financial incentive
3 work for a pittance / for peanuts / on commission / for nothing

11 SPEAKING **Would you consider doing an internship? Why?/Why not?**

NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 4.1, Vocabulary.

4.2 READING

Matching

I can understand specific details in an article.

1 SPEAKING **Read UK TODAY and discuss the questions.**

UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

1 Who are the Enterprise Awards aimed at?
Young business people.
2 What are the benefits for winners?
Recognition of products and services, help with funding, free legal and business advice.
3 What do you think the judges take into consideration when choosing a winner?
4 Do you think such award schemes are a good idea? Why?/Why not?

2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.

- Beginnings of business
- Challenges & milestones
- Advice to potential entrepreneurs

READING FOCUS Matching

3 Read the article again. In your notebook, match questions 1–8 with sections A–C. The sections may be chosen more than once.

In which text does the young entrepreneur mention …
1 that having another source of income is highly desirable? A
2 an area where their age proved a disadvantage? C
3 a view that regular income is not guaranteed? B
4 an opinion that it is worthwhile to wait for the results of your work? B
5 their efforts to remain optimistic against the odds? A
6 an outcome that was unexpectedly successful? B
7 a criticism of trying to work alone? A
8 an opinion about what is most important in an employee? C

FOCUS ON WORDS | Collocations

4 2.6 In your notebook, complete the collocations with one verb from the box for each gap. Refer to the article for help if necessary. Then listen and check.

~~build~~ follow found gain recruit sustain

1 *build* **a brand** / **a business** / a customer base
2 found **a business** / a charity / a company
3 follow your dream / **your gut instinct** / **your heart**
4 sustain a business plan / economic growth / **financial losses**
5 recruit a new manager / students / **talent**
6 gain **feedback** / insight / recognition

5 In your notebook, write five questions you would like to ask one of the Enterprise Award winners using the collocations from Exercise 4.

When it comes to building a business, do you think it is better to follow your gut instinct or to take advice from others?

6 SPEAKING **Discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.**

7 In your notebook, write the correct forms of the collocations in blue in the article for each gap.

1 Before launching our product globally we used social media to *gauge* consumer *opinion* here in the UK.
2 I didn't realise the potential of Twitter as a marketing tool until I read an article in a business magazine.
3 Most investors expect to see a return on their money within a couple of years of buying shares.
4 Although there are seasonal fluctuations in revenue generated by the hotel, the business remains profitable.
5 Simon still has a lot to learn as a salesman, but he certainly has a great rapport with customers.
6 Joanne is not a very experienced businesswoman. She is fresh out of college.
7 The course was extremely practical and what I learnt on it gave me a flying start to my career.

8 In your notebook, write word families using the underlined words in the article.

ADJECTIVE	NOUN
restless	*restlessness*
tenacious	tenacity
curious	curiosity
prosperous	prosperity
perseverant/persevering	perseverance
hyper-competitive	hyper-competitiveness
competent	competence

9 SPEAKING **In your notebook, list the qualities you possess from Exercise 8. In pairs, say how the qualities on your list prove useful at school, or in your social life.**

You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.

WORKBOOK
pp. 48–49

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 50.

48

STARTING OUT

2.5

Meet some of the winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!

A challenge is knowing who to trust and where to gain feedback. I talk through decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.

I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities when they came my way, being tenacious and saying 'yes'. I try to look for positives in everything, even when things are really tough.

However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this is the best scenario!

B

Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was curious to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could buy them.

Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as prosperous as we have. In fact, it was simply a passion I had for creating things, which ended up giving me **a flying start** to a career as an entrepreneur.

Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access international markets through the Internet.

I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its restless nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and perseverance and a dose of good luck, you will eventually **see a return**, though.

C

Ry Morgan: Pleasecycle Exercise App

I guess recruitment has been one of our biggest challenges. I **was fresh out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a hyper-competitive space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.

Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.

And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their competence. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in the long term, rapport and fitting in with the culture are more important.

GRAMMAR

4.3

-ing forms

I can use various structures with -ing forms.

1 SPEAKING **Look at the jobs in the box. Discuss which of them you would like to apply for and why.**

barista landscaper pet groomer
shelf stacker usher

2 SPEAKING **Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.**
Pros: self-development
Cons: working may be detrimental to school grades

Is working part-time BAD for your grades?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows working while studying may be detrimental to high school grades.

Tales of teens succeeding in saving hard-earned cash and studying at the same time are not uncommon. But, with more and more young people not doing well at school, the results of the research are possibly a cause for concern. On seeing the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

Having worked throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also appreciated my getting a good education for life. Being motivated equally by a desire to learn and to earn, I was able to have the best of both worlds.

3 **Read the GRAMMAR FOCUS and find an example of each structure in the text in Exercise 2.**

Exercise 3
subject: working while studying
after certain verbs: appreciated my getting
after prepositions: in saving
after *on*: On seeing
cause and effect: Being motivated
sequence of events: Having worked
after *with* + subject: With more and more young people not doing well

GRAMMAR FOCUS

-ing forms

You use *-ing* forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after *on* at the beginning of a sentence to mean *as soon as*
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after *with* + subject when the subject is not the same in both clauses.

Note: You use possessive adjectives (*my*, *his*, etc.) or object pronouns (*me*, *him*, etc.) if the subject of the *-ing* forms is different from the subject of the sentence, e.g. *They are worried about him/his flunking his exams.*

4 **In your notebook, complete the sentences with the correct forms of the words in brackets adding any other words if necessary.**

1 I can't help *being considered* (consider) irreplaceable. Even if I'm not.
2 Elizabeth supported me/my being sacked (I/sack) – which really upset me.
3 Not having received/Not receiving (not/receive) good results, I stand little chance of getting into uni.
4 Having been given (give) the job, I now regret applying.
5 He was in the middle of being told off (tell off) when I walked into the room.
6 Not having (not/have) a reliable source of income can be a strain on any family.

5 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.**

1 You develop a better sense of responsibility when you earn your own money. **DEVELOPS**
Earning your own money develops a better sense of responsibility.
2 I really don't like to be told what to do. **DESPISE**
I despise being told what to do.
3 The concern my parents have is that I work too hard. **CONCERNED**
My parents are concerned about me/my working too hard.
4 To be successful in life, you are required to work hard. **BEING**
Being successful in life requires you to work hard.
5 I tell my parents as soon as I receive any exam results. **ON**
On receiving exam results, I immediately tell my parents.
6 The job market has got increasingly competitive, so it's essential to have good qualifications. **WITH**
With the job market getting increasingly competitive, good qualifications are essential.

6 SPEAKING **Choose three of the sentences in Exercise 5 that you agree with and discuss.**

7 **In your notebook, make a quick list of part-time jobs you would refuse to do. Compare your lists in pairs.**

Grammar pages 125–126

EXTRA ACTIVITIES
Photocopiable resource 14 *Copywriters wanted* (15 min.) pp. 268, 295

WORKBOOK
p. 50, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 4.3, Grammar.

4.4 USE OF ENGLISH

Prepositional phrases

I can use various prepositional phrases with **by, at, to** *and* **in.**

1 SPEAKING **Read the cartoon captions. Discuss which of them you find more amusing and why.**

2 **Read the LANGUAGE FOCUS and look up the meaning of the prepositional phrases.**

LANGUAGE FOCUS

Prepositional phrases

BY	accident all means chance means of virtue of	**AT**	a loss fault sea sb's disposal the end of the day
TO	a certain degree date my mind no avail some extent	**IN**	advance any case the long run the wrong vain

3 **Look at the phrases in the box and find their synonyms in the LANGUAGE FOCUS. In your notebook, write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.**

~~by accident~~	in vain	in the wrong
by means of	at a loss	to some extent

by accident = by chance

4 **In pairs, take turns to read out the dialogues choosing the appropriate prepositional phrases.**

1 **A:** You've been trying [1] *in vain / in the long run / by all means* to find a better job for ages.
B: Yes, I know. And it's all [2] *at sea / to no avail / in any case*. I guess I'm here for life.

2 **A:** Oh no. I've broken the printer again. It was [3] *by accident / at fault / by all means* – I promise.
B: I'm [4] *in any case / in the wrong / at a loss* to explain how you do it. That's the third time this month.

3 **A:** I've managed to save some money [5] *by means of / by accident / to some extent* working overtime.
B: Well, [6] *in the long run / to some extent / to date* I'm jealous. I don't want the extra work, but I could save some money!

4 **A:** I love my new job. [7] *In the long run / At the end of the day / To date* I hope to be the boss one day.
B: I'd hate to be a boss. You have to be [8] *at fault / by virtue of / at everybody's disposal* the whole time.

5 **A:** I appreciate the money's not very good, but [9] *to my mind / by means of / to no avail* gaining experience is the most important thing.
B: I agree [10] *in advance / to my mind / to a certain degree* – but money's good to have!

1

I'm all at sea when it comes to working the new washing machine.

2

To my mind, you should change your hairstyle.

5 **In your notebook, write an appropriate prepositional phrase from the LANGUAGE FOCUS for each gap. Sometimes more than one answer is possible.**

Well, I agree with my boss **to** [1] a certain degree , but I can't say she's one hundred percent right. I mean, **at** [2] the end of the day it's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's **in** [3] the wrong . I will admit, however, that she's been very helpful **to** [4] date and she's always been **at** [5] my disposal whenever I've needed some help. For example, when I was trying **in** [6] vain to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was **at** [7] a loss for inspiration and gave me a few ideas to work with. **To** [8] my mind , that's more important than agreeing with everything she says – after all, I am here to learn **by** [9] virtue of gaining experience.

6 SPEAKING **Discuss the questions.**

1 When was the last time you tried something in vain? What was it? How did it end?
2 Do you have trouble admitting when you are in the wrong? Why?
3 Can you name a few things you prefer to do in advance?
4 When were you last at a loss for words?
5 At the end of the day, what are your language learning objectives?

Exercise 3

in vain = to no avail

in the wrong = at fault

by means of = by virtue of

at a loss = at sea

to some extent = to a certain degree

WORKBOOK

p. 51, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 4.4, Use of English.

4.5 LISTENING

Multiple choice

I can understand specific details in a radio programme.

1 SPEAKING **Look at the photo of two people waiting for a job interview. Discuss how they feel and what is going through their minds.**

2 SPEAKING **Discuss the questions.**

1 Have you ever been interviewed? For what?
2 Was it a relaxing or a stressful experience? Why?
3 What advice would you give someone attending a job interview?
4 What common mistakes do people make in interviews?

3 2.7 **Listen to a radio programme about interview techniques and answer the questions in pairs.**

1 Do you agree with the advice given?
2 Would you change any of your suggestions in Exercise 2? Why?/Why not?

LISTENING FOCUS Multiple choice

4 2.7 **Listen again. For questions 1–6, choose the best answer (A–D) and write it in your notebook.**

1 What does Jonathan recommend as effective preparation for a job interview?
A documenting your complete range of skills
B developing the right mental attitude
C researching the company and their target market
D predicting the questions the interviewer might ask

2 What does Carole say is most important when she meets a prospective employee?
A a positive outlook
B a polite and civilised manner
C the candidate's body language
D a candidate's general appearance

3 Jonathan and Carole both say that
A candidates should avoid errors if possible.
B having the ability to learn from your mistakes is crucial.
C an unwillingness to admit errors is undesirable in a candidate.
D the occasional mistake won't negatively affect your chances.

4 What does Jonathan say about being mentally prepared for an interview?
A Treat each interview as seriously as possible.
B Strive to be completely calm on the day.
C Don't exaggerate the importance of the interview.
D Be realistic about your chances.

5 How does Carole feel about the interview she did?
A It is an amusing story that reveals a serious point.
B It demonstrates that all interview strategies are to be avoided.
C It shows why it is beneficial to take a risk and try something new.
D It highlights how embarrassing a candidate's performance can be.

6 What do Jonathan and Carole both think is essential for success in an interview?
A weighing your words
B persevering when things are going badly
C being prepared but not overly prepared
D trusting your instincts and being honest

FOCUS ON WORDS | Word building

5 2.8 **In your notebook, transform the adjectives into the nouns used in the recording. Then listen and check.**

1 willing > willingness
2 adaptable > adaptability
3 keen > keenness
4 resourceful > resourcefulness
5 self-assured > self-assurance
6 persistent > persistence
7 authentic > authenticity
8 sincere > sincerity
9 humble > humility

6 **In your notebook, write a noun from Exercise 5 for each gap.**

1 He didn't give up when he failed and expressed a willingness to take the test again.
2 He showed great resourcefulness and found out almost everything about the job without any help.
3 Everyone appreciated her authenticity . She never came across as fake or phony.
4 Her boss liked her adaptability – how she could work in many different fields.
5 She showed real persistence and after seemingly endless interviews, finally got the job she wanted.
6 Having self-assurance and believing that you can succeed is important in work.
7 She is incapable of admitting she is wrong – she has a complete lack of humility .
8 It's always better to say what you really feel – sincerity is the greatest of virtues.
9 My teacher told me he liked the enthusiasm and keenness to learn.

7 SPEAKING **Discuss the questions.**

1 Which qualities from Exercise 5 do you think would help you most in an interview?
2 How about in a career you would like to have? Why?

REFERENCES
Audioscript **pp. 242–243**

WORKBOOK
p. 52

4.6 SPEAKING

Buying time

I can use stock phrases to gain and keep the turn when responding to questions.

1 SPEAKING **Look at the photo of a student in an interview with a job counsellor, then discuss the questions.**

1 What is the difference between this kind of interview and a job interview?
2 What kinds of questions do you think the counsellor is asking the student?
3 How could the interviewer put the student at ease during such an interview?

2 2.9 **Listen to an interview between the counsellor and the student. Answer the questions in your notebook.**

1 Which of the counsellor's words put the student at ease?
2 What jobs are mentioned?
3 What two kinds of jobs are referred to? What is the difference between them?
4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
5 In what other situations might you need to give yourself time to think?

3 2.9 **In your notebook, write one word from the box for each gap in the SPEAKING FOCUS. Then listen again and check.**

depends interesting know see thought tough truth

SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

Buying time

(Hmm,) let me [1] see/think about it …
(In actual fact,) I've never really [2] thought about it/ considered it/been asked that before …
(Wow,) that requires a moment's thought …
My mind has gone blank. Can you give me a second?
(I mean,) to be honest with you …/to be frank …/ to tell you the [3] truth …
(Actually,) it's kind of a [4] tough/tricky one …
(Well,) all I can say/all I [5] know is that …
(Come to think of it,) that's an [6] interesting/ a difficult question …
(I suppose) it [7] depends on what you mean/you're referring to.

4 **Cover the SPEAKING FOCUS. In pairs, read out the dialogue between Dylan and his teacher with appropriate words from the box.**

blank honest requires ~~tough~~ truth

T: Dylan, did you finish reading Chapter 3 for homework?
D: Chapter 3? Oh er … yes, sir.
T: Good. And tell me, what did you think about the unexpected death of the main character?
D: Death? Oh that's a [1] tough one. Let me see. Tragic. I thought it was really tragic and so unexpected, sir.
T: I see. And how do you think the story will unfold now the main character is dead?
D: Wow. That [2] requires a moment's thought.
T: Take your time.
D: Actually, sir, my mind has gone [3] blank . Can you give me a second?
T: Of course.
D: Well, to be [4] honest with you, I'm not really sure.
T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?
D: Er, to tell you the [5] truth , sir, I meant to, but then it was suddenly really late and I must've fallen asleep.
T: And what song are you going to sing for the class, Dylan?
D: Song, sir?
T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready …

5 SPEAKING **In pairs, choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.**

1 You have done something wrong at school and have to explain your actions to the head teacher.
2 You meet your new friend's parents for the first time.
3 You are interviewed in a shopping centre by a team from the local TV news.

6 **Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?**

Exercise 2

1 Was your journey OK? Make yourself at home. That's what we're here for.
2 Vet, chef's apprentice, chef, hairdresser
3 Jobs which require or don't require a lot of studying. Becoming a vet requires a lot of studying, while becoming a chef or hairdresser requires less.
4 She used expressions to fill time: Well, let me see … Hm, to tell you the truth … Actually, it's kind of a tough one … That's an interesting question …
5 E.g. at a job interview, telling a white lie, making an excuse, saying something you know will be upsetting, when trying not to answer the question

REFERENCES
Audioscript **p. 243**

WORKBOOK
p. 53

Exercise 4

1 Portfolio working provides the opportunity for individuals to work in many different fields. They can use different talents. They can choose their own career and have a better work-life balance.
2 E.g. two days in a software company, two as a journalist and one volunteering.
3 The author does not answer this question.
4 Anxiety if they can't manage well, financial uncertainty.
5 It offers the great variety, but it may not be suited for e.g. people uncomfortable with risk.

4.7 WRITING

An essay

I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.

1 SPEAKING **Discuss the questions.**

1 Do you know what you want to do when you leave school or university?
2 If not, how will you decide?
3 If you do know, what helped you make a decision?

2 **Read UK TODAY and answer the questions in pairs.**

UK TODAY

Portfolio working is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

1 What advantages and disadvantages to portfolio working can you think of?
2 Do you think portfolio working would suit you personally? Why?/Why not?
3 Given the choice, which two or three careers would you like to combine?

3 **Read the task and answer the questions in your notebook.**

Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:
• developing a variety of skills and knowledge,
• potential risks,
• career building.

1 What could be the advantages of developing a variety of skills and knowledge through portfolio working?
2 Describe your idea of an average working week for someone engaged in portfolio working.
3 Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers?
4 What are the potential risks of working in two or three different fields at the same time?
5 What is your overall opinion on portfolio working?

4 **Read the essay. How does the author answer the questions in Exercise 3?**

Portfolio Working

It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, **what is most important to consider** when deciding if portfolio working is suitable for you?

To begin with, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. **What this means is** that someone with computer skills, **for instance**, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, **this is not to say that** there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

Perhaps a more important aspect to consider, however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. **There is also** the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. **It can be argued**, though, **that** the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

On balance, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. **Nevertheless, we should remember that** it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

EXTRA ACTIVITIES
Photocopiable resource 15 *Portfolio working* (15 min.) pp. 268, 296

WORKBOOK
pp. 54–55, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 4 (lessons 4.1–4.7, Word list on pp. 56–57).

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5 **Read the WRITING FOCUS. Match the phrases in purple from the essay with the points below.**

WRITING FOCUS

An essay

Introduction

- Give a general introduction to the topic.
  It is often said that …
  This is a controversial topic …
  It is generally maintained that …
- Lead into the discussion.
  what is most important to consider …
  However, there are different views …
  What can be done?

Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.
  To begin with …/Perhaps a more important aspect to consider, however …
  In the first place, …
  The main thing to remember is that …
- Follow this with examples to support and/or clarify your point.
  for instance …/What this means is …/There is also …
  For example,/A case in point is …
  This is illustrated/shown by … (supporting)
  In other words …,/That is to say … (clarifying)
- Introduce an opposing point to show you take a balanced view.
  this is not to say that …/It can be argued …
  Despite this, …
  A possible criticism is that …

Conclusion

- Indicate the end of the essay with a summary statement.
  On balance …
  In conclusion, …
  On the whole, …
  Taking everything into account, …
- Give your point of view.
  Nevertheless, we should remember that …
  In my view …
  It is clear that …
  There is no doubt that …

6 **In your notebook, complete the sentences to make a structured text. Use appropriate phrases from the WRITING FOCUS that include the word in capitals.**

1 It is generally maintained that an internship offers students valuable experience. **MAINTAINED**
2 The main thing to remember is that it provides a chance to interact with experienced professionals. **REMEMBER**
3 In other words, it enables students to learn how to work in a professional environment. **OTHER**
4 Despite this, it is argued that internships frequently exploit free labour. **DESPITE**
5 Taking everything into account, internships are beneficial as they expose students to the working world. **ACCOUNT**

7 **Read the LANGUAGE FOCUS. Then find examples for the points below in the essay on page 54.**

LANGUAGE FOCUS

Writing cohesive texts

You can connect the ideas in the text by:

- **synonyms** or words from the same family.
  *Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- **substitution:** *one/ones* instead of a word already mentioned.
  *Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- **reference:** *this/that/it/they* instead of a phrase or section of text.
  *Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- **linkers:** conjunctions and adverbs.
  ***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

8 **In your notebook, write one word from the box for each gap.**

amount ~~back~~ backer enterprise however investment one this

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to [1] back you comes in. Whoever it is, perhaps a family member or friend, a [2] backer will supply you with the necessary cash to begin. Remember, [3] however, that any serious investor will want a return on his/her [4] investment. [5] This may be a share of your [6] enterprise or interest on the original [7] amount given to you. Think carefully about which [8] one will suit you before you agree to terms.

9 **Find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.**

SHOW WHAT YOU'VE LEARNT

10 **In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

Czy prowadzenie własnej firmy jest dla młodych ludzi ciekawą alternatywą do stałej pracy na etacie? Napisz **rozprawkę**, w której przedstawisz własną opinię na ten temat, odnosząc się do następujących trzech kwestii:

- napotykane trudności,
- równowaga między życiem zawodowym a prywatnym,
- cechy charakteru danej osoby.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 7

Synonyms: to work, employed, job, employment
Substitution: talents … one
Reference: … traditional 'job for life' is on the way out … If this is true; portfolio working … it; … work in many different fields. What this means … Working in this way; … is choice … this freedom
Linkers: since, in addition to, however, also, thus, though, nevertheless, particularly

Exercise 9

Synonyms: business, enterprise; money, investment, cash, amount; backer, investor; starting, begin
Word families: investor, investment; back, backer
Substitution: a share or interest … one
Reference: … a return on investment … This may be …
Linkers: however

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4.1 Vocabulary 4.22

be snowed under /bi ˌsnəʊd 'ʌndə/ być zawalonym (np. pracą)

break into the job market /ˌbreɪk ˌɪntə ðə 'dʒɒb ˌmɑːkət/ dostać się na rynek pracy

brush up on one's skills /brʌʃ ˌʌp ɒn wʌnz 'skɪlz/ odświeżyć swoje umiejętności

counter-productive /ˌkaʊntə prə'dʌktɪv/ przynoszący efekt odwrotny do zamierzonego

cover the expenses /ˌkʌvə ðiɪk'spensɪz/ pokryć wydatki

dedication /ˌdedə'keɪʃən/ poświęcenie, oddanie

do a short-term placement /ˌduː ə ˌʃɔːt tɜːm 'pleɪsmənt/ odbyć krótkoterminową praktykę

do an unpaid internship /ˌduː ən ˌʌn'peɪd 'ɪntɜːnʃɪp/ odbyć nieodpłatny staż

employ /ɪm'plɔɪ/ zatrudnić

employer /ɪm'plɔɪə/ pracodawca

employment /ɪm'plɔɪmənt/ zatrudnienie

entry-level job /ˌentri ˌlevəl 'dʒɒb/ pierwsza praca

figure /'fɪgə/ pomyśleć sobie

gain (hands-on) experience /ˌgeɪn (ˌhændz ɒn) ɪk'spɪərɪəns/ zyskać (praktyczne) doświadczenie

get a financial incentive /ˌget ə faɪˌnænʃəl ɪn'sentɪv/ uzyskać zachętę finansową

get a pension /ˌget ə 'penʃən/ otrzymać emeryturę

get a rise /ˌget ə 'raɪz/ dostać podwyżkę

get on the first rung of the ladder /ˌget ɒn ðə ˌfɜːst ˌrʌŋ əv ðə 'lædə/ wejść na pierwszy szczebel drabiny kariery zawodowej

get one's foot in the door /ˌget wʌnz ˌfʊt ɪn ðə 'dɔː/ ustawić się, dobrze zacząć (w nowej pracy)

get perks /ˌget 'pɜːks/ uzyskać dodatkowe korzyści

have the guts to do sth /ˌhæv ðə ˌgʌts tə 'duː ˌsʌmθɪŋ/ mieć odwagę, by coś zrobić

hit the ground running /ˌhɪt ðə ˌgraʊnd 'rʌnɪŋ/ z miejsca zacząć odnosić sukcesy

intern /'ɪntɜːn/ stażysta/stażystka

intern /ɪn'tɜːn/ odbywać staż

interview /'ɪntəvjuː/ rozmowa kwalifikacyjna

irreplaceable /ˌɪrɪ'pleɪsəbəl/ niezastąpiony

jump-start one's career /ˌdʒʌmp stɑːt wʌnz kə'rɪə/ z impetem rozpocząć karierę zawodową

keep tabs on sb/sth /ˌkiːp 'tæbz ɒn ˌsʌmbɒdi/ˌsʌmθɪŋ/ mieć oko na kogoś/coś

land a (permanent) job /ˌlænd ə (ˌpɜːmənənt) 'dʒɒb/ dostać (stałą) pracę

low point /'ləʊ pɔɪnt/ najgorszy moment, kryzys, dno

make a mint /ˌmeɪk ə 'mɪnt/ zarobić fortunę

make a loss /ˌmeɪk ə 'lɒs/ ponieść stratę

make a profit /ˌmeɪk ə 'prɒfət/ osiągnąć zysk

make ends meet /ˌmeɪk endz 'miːt/ związać koniec z końcem

make one's target /ˌmeɪk wʌnz 'tɑːgət/ osiągnąć swój cel

make oneself indispensable /ˌmeɪk wʌnˌself ˌɪndɪ'spensəbəl/ sprawić, że jest się niezastąpionym

make up for sth /ˌmeɪk 'ʌp fə ˌsʌmθɪŋ/ zrekompensować coś

materialise /mə'tɪərɪəlaɪz/ zmaterializować się

menial task /ˌmiːniəl 'tɑːsk/ poślednie zadanie, zadanie niewymagające kwalifikacji

minimum wage /ˌmɪnəməm 'weɪdʒ/ płaca minimalna

multinational /ˌmʌltɪ'næʃənəl/ firma międzynarodowa

offer sb a full-time post /ˌɒfə ˌsʌmbɒdi ə ˌfʊl taɪm 'pəʊst/ zaproponować komuś pełen etat

order sb around /ˌɔːdə ˌsʌmbɒdi ə'raʊnd/ rozkazywać komuś

permanent contract /ˌpɜːmənənt 'kɒntrækt/ umowa na czas nieokreślony

persevere in sth /ˌpɜːsə'vɪər ɪn ˌsʌmθɪŋ/ wytrwać w czymś

press on /ˌpres 'ɒn/ nie ustawać w wysiłkach

put on a brave face /ˌpʊt ɒn ə ˌbreɪv 'feɪs/ robić dobrą minę do złej gry

replaceable /ri'pleɪsəbəl/ możliwy do zastąpienia

scupper/damage one's chances /ˌskʌpə/ˌdæmɪdʒ wʌnz 'tʃɑːntsɪz/ zniweczyć swoje szanse

slave away /ˌsleɪv ə'weɪ/ harować

stand up for oneself/sb /ˌstænd 'ʌp fə wʌnˌself/ˌsʌmbɒdi/ bronić się / stanąć w czyjejś obronie

start-up /'stɑːt ʌp/ młoda firma

take sb on /ˌteɪk ˌsʌmbɒdi 'ɒn/ zatrudnić kogoś

work for a pittance/for peanuts /ˌwɜːk fə ə 'pɪtəns/fə 'piːnʌts/ pracować za marne grosze

work for nothing /ˌwɜːk fə 'nʌθɪŋ/ pracować za darmo

work on commission /ˌwɜːk ɒn kə'mɪʃən/ pracować na zlecenie

work overtime /ˌwɜːk 'əʊvətaɪm/ pracować w nadgodzinach

4.2 Reading 4.23

a flying start to sth /ə ˌflaɪɪŋ 'stɑːt tə ˌsʌmθɪŋ/ udany początek czegoś

amount to (£200) /əˌmaʊnt tə (tuː 'hʌndrɪd paʊndz)/ wynosić (200 funtów)

assortment /ə'sɔːtmənt/ asortyment, duży wybór

bring sb in /ˌbrɪŋ ˌsʌmbɒdi 'ɪn/ sprowadzić i zatrudnić kogoś

build a brand/a business/a customer base /ˌbɪld ə 'brænd/ə 'bɪznəs/ə ˌkʌstəmə 'beɪs/ zbudować markę / firmę / bazę klientów

competence /'kɒmpətəns/ kwalifikacje, kompetencje

competent /'kɒmpɪtənt/ kompetentny

competition /ˌkɒmpə'tɪʃən/ rywalizacja, konkurencja

curiosity /ˌkjʊəri'ɒsəti/ ciekawość

curious (to know) /ˌkjʊəriəs (tə 'nəʊ)/ zaciekawiony

eager to do sth /ˌiːgə tə 'duː ˌsʌmθɪŋ/ chętny do zrobienia czegoś

emerge /ɪ'mɜːdʒ/ wyłaniać się

enterprise /'entəpraɪz/ przedsiębiorstwo

enthuse about sth /ɪn'θjuːz əˌbaʊt ˌsʌmθɪŋ/ zachwycać się czymś

entrepreneur /ˌɒntrəprə'nɜː/ przedsiębiorca

entrepreneurial /ˌɒntrəprə'nɜːriəl/ świadczący o przedsiębiorczości

entrepreneurship /ˌɒntrəprə'nɜːʃɪp/ przedsiębiorczość

fit in with sth /ˌfɪt 'ɪn wɪð ˌsʌmθɪŋ/ dopasować się do czegoś

fluctuations in revenue /ˌflʌktʃuˌeɪʃənz ɪn 'revənjuː/ wahania w przychodach

follow one's gut instinct/one's heart/one's dream /ˌfɒləʊ wʌnz ˌgʌt 'ɪnstɪŋkt/ wʌnz 'hɑːt/wʌnz 'driːm/ kierować się intuicją / głosem serca / swoimi marzeniami

found a charity/a business/a company /ˌfaʊnd ə 'tʃærəti/ə 'bɪznəs/ə 'kʌmpəni/ założyć organizację charytatywną / firmę / przedsiębiorstwo

fresh out of (university) /ˌfreʃ aʊt əv (ˌjuːnə'vɜːsəti)/ świeżo po (studiach)

funding /'fʌndɪŋ/ finansowanie

gain feedback/recognition/insight into sth /ˌgeɪn 'fiːdbæk/ˌrekəg'nɪʃən/ 'ɪnsaɪt ˌɪntə ˌsʌmθɪŋ/ uzyskać informację zwrotną / uznanie / wgląd w coś

gauge people's opinions /ˌgeɪdʒ ˌpiːpəlz ə'pɪnjənz/ zebrać opinie

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have a great rapport with sb / hæv ə greɪt ræ'pɔː wɪð ˌsʌmbɒdi/ doskonale się z kimś rozumieć

hyper-competitive /ˌhaɪpəkəm'petətɪv/ hiperkonkurencyjny

hyper-competitiveness /ˌhaɪpəkəm'petətɪvnəs/ hiperkonkurencyjność

legal advice /ˌliːgəl əd'vaɪs/ porady prawne

manager /'mænɪdʒə/ kierownik/ kierowniczka

milestone /'maɪlstəʊn/ kamień milowy

nurture talent /ˌnɜːtʃə 'tælənt/ pielęgnować talenty

perseverance /ˌpɜːsə'vɪərəns/ wytrwałość, niezmordowanie

perseverant/persevering /ˌpɜːsə'vɪərənt/ ˌpɜːsə'vɪərɪŋ/ wytrwały, niezmordowany

positives to sth /'pɒzətɪvz tə ˌsʌmθɪŋ/ dobre strony czegoś

pressured /'preʃəd/ napięty

promotion /prə'məʊʃən/ promocja; awans

prosperity /prɒ'sperəti/ dobrobyt

prosperous /'prɒspərəs/ dobrze prosperujący

quiz /kwɪz/ egzaminować, przepytywać

realise the potential of sth /ˌrɪəlaɪz ðə pə'tenʃəl əv ˌsʌmθɪŋ/ zdać sobie sprawę z potencjału czegoś

reckon /'rekən/ sądzić, przypuszczać

recruit talent/a new manager/students /rɪˌkruːt 'tælənt/ə ˌnjuː 'mænɪdʒə/ 'stjuːdənts/ rekrutować osoby utalentowane / nowego menedżera / nową menedżerkę / studentów

recruitment /rɪ'kruːtmənt/ rekrutacja

regular income /ˌregjələ 'ɪŋkʌm/ regularne dochody

restless /'restləs/ niespokojny

restlessness /'restləsnəs/ niepokój

run a business /ˌrʌn ə 'bɪznəs/ prowadzić firmę

saleable /'seɪləbəl/ nadający się do sprzedaży

see a return /ˌsiː ə rɪ'tɜːn/ doczekać się zysku

set up/develop a scheme /ˌset ʌp/ dɪˌveləp ə 'skiːm/ opracować program

share /ʃeə/ akcja, udział

sustain economic growth/a business plan /səˌsteɪn ˌekəˌnɒmɪk 'grəʊθ/ ə 'bɪznəs plæn/ utrzymać wzrost gospodarczy / podtrzymać biznesplan

sustain financial losses /səˌsteɪn fəˌnænʃəl 'lɒsɪz/ ponieść straty finansowe

tenacious /tə'neɪʃəs/ nieustępliwy, zawzięty

tenacity /tə'næsəti/ nieustępliwość, zawziętość

tricky /'trɪki/ trudny

try one's luck /ˌtraɪ wʌnz 'lʌk/ spróbować szczęścia

undergraduate /ˌʌndə'grædʒuət/ student/studentka studiów licencjackich

4.3 Grammar 4.24

barista /bɑːr'iːstə/ barista

competitive /kəm'petətɪv/ konkurencyjny

detrimental to sth /ˌdetrə'mentl tə ˌsʌmθɪŋ/ ze szkodą dla czegoś

jeopardise /'dʒepədaɪz/ narażać na szwank

landscaper /'lænˌskeɪpə/ architekt/ architektka krajobrazu; *tu:* pomocnik ogrodnika

pet groomer /'pet ˌgruːmə/ fryzjer zwierząt domowych

reliable source of income /rɪˌlaɪəbəl ˌsɔːs əv 'ɪŋkʌm/ stałe źródło dochodów

sack /sæk/ zwolnić z pracy

shelf stacker /'ʃelf ˌstækə/ osoba wykładająca towar w supermarkecie

stand little chance of doing sth /ˌstænd ˌlɪtl ˌtʃɑːns əv 'duːɪŋ ˌsʌmθɪŋ/ mieć małą szansę na zrobienie czegoś

usher /'ʌʃə/ bileter/bileterka

4.4 Use of English 4.25

at a loss/at sea /ˌət ə 'lɒs/ˌət 'siː/ w rozterce

by accident/by chance /baɪ 'æksədənt/ baɪ 'tʃɑːns/ przez przypadek

by means of /baɪ 'miːnz əv/ za pomocą

by virtue of /baɪ 'vɜːtʃuː əv/ ze względu na

in the wrong/at fault /ˌɪn ðə 'rɒŋ/ət 'fɔːlt/ w błędzie

in vain/to no avail /ɪn 'veɪn/tə ˌnəʊ ə'veɪl/ na próżno

to some extent/a certain degree /tə ˌsəm ɪk'stent/ə ˌsɜːtn dɪ'griː/ w pewnym stopniu

4.5 Listening 4.26

adaptability /əˌdæptə'bɪlətiː/ zdolność adaptacji

adaptable /ə'dæptəbəl/ umiejący się przystosować

authentic /ɔː'θentɪk/ autentyczny

authenticity /ˌɔːθen'tɪsəti/ autentyczność

humble /'hʌmbəl/ pokorny, skromny

humility /hjuː'mɪləti/ pokora, skromność

interview sb /'ɪntəvjuː ˌsʌmbɒdi/ przeprowadzić z kimś rozmowę kwalifikacyjną

interviewer /'ɪntəvjuːə/ osoba przeprowadzająca rozmowę kwalifikacyjną

keenness /'kiːnnəs/ zapał

overly /'əʊvəli/ nadmiernie

persistence /pə'sɪstəns/ upór, nieustępliwość

persistent /pə'sɪstənt/ uparty, nieustępliwy

phony /'fəʊni/ udawany, sztuczny

prospective employee /prəˌspektɪv ɪm'plɔɪiː/ potencjalny pracownik

resourceful /rɪ'zɔːsfəl/ pomysłowy, przedsiębiorczy

resourcefulness /ri'zɔːsfəlnəs/ pomysłowość, przedsiębiorczość

self-assurance /ˌself ə'ʃɔːrənts/ pewność siebie

self-assured /ˌself ə'ʃɔːd/ pewny siebie

sincere /sɪn'sɪə/ szczery

sincerity /sɪn'serəti/ szczerość

strive /straɪv/ starać się

weigh one's words /ˌweɪ wʌnz 'wɜːdz/ ważyć słowa

willing /'wɪlɪŋ/ skłonny, chętny

willingness /'wɪlɪŋnəs/ chęć, gotowość

unwillingness /ʌn'wɪlɪŋnəs/ niechęć

4.6 Speaking 4.27

depend on sth /dɪ'pend ɒn ˌsʌmθɪŋ/ zależeć od czegoś

put sb at ease /ˌpʊt ˌsʌmbɒdi ət 'iːz/ uspokoić kogoś

4.7 Writing 4.28

acknowledge /ək'nɒlɪdʒ/ potwierdzać

back /bæk/ zainwestować, wesprzeć finansowo

backer /'bækə/ sponsor

favourable /'feɪvərəbəl/ korzystny

interest on sth /'ɪntrəst ɒn ˌsʌmθɪŋ/ odsetki od czegoś

investment /ɪn'vestmənt/ inwestycja

investor /ɪn'vestə/ inwestor

manage /'mænɪdʒ/ kierować

one-dimensional /ˌwʌn daɪ'mentʃənəl/ jednowymiarowy

strand /strænd/ wątek, aspekt

thus /ðʌs/ a zatem

uncertainty /ʌn'sɜːtnti/ niepewność

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FOCUS REVIEW 4

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write one word from the box for each gap.

foot hit incentives jump-start slaving tabs take

1 Many larger companies offer incentives to attract and retain staff.
2 In order to get a foot in the door, it can be a good idea to take a lower position than you really want.
3 Multinational organisations regularly take on new employees because of high staff turnover.
4 There is nothing worse than having a boss who keeps tabs on everything you do.
5 Experience will help you hit the ground running if you set up your own business.
6 Getting some basic training can be a good way to jump-start a new career.
7 In smaller companies, you can find yourself slaving away for a pittance and struggling to save.

2 In your notebook, write the prepositions that complete the text correctly.

It can be hard at first to stand [1](up) / down / out for yourself when you're the newest member of staff – and if you are fresh [2]through / (out of) / in to university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people [3]out / off / (around), you really have little choice other than to put [4]by / out / (on) a brave face and do what you're told. This may mean taking on too much – in which case you will quickly find yourself snowed [5](under) / out with work. Once again, you just need to press [6](on) / out / through and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make [7]out of / off with / (up for) it.

3 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

1 This applicant seems perfect for the job. She impressed me during the interview. **APPLY**
2 Did you hear that Ali's leaving? He's got a job with our main competitor . **COMPETE**
3 The government are tackling unemployment by offering retraining to thousands of jobless people. **EMPLOY**
4 The company has been losing money for years. You can only put it down to bad management . **MANAGE**
5 I've decided I need some training . I'm off to speak to the head of HR. **TRAIN**
6 AKP Chemicals are in the process of a big recruitment programme. Why don't you apply? **RECRUIT**
7 We've got only one more interviewee to speak to and then we need to make our decision. **INTERVIEW**

GRAMMAR

4 In your notebook, write the sentences using the correct forms of the words. Add any necessary words.

1 I / clear / remember / him / mention / salary increase.
2 the author / article / about / interns / object / their / not be / pay.
3 at first, / my parents / not approve / my / choose / journalism / as a career.
4 be / an entrepreneur / mean / be / ready / to take risks.
5 not let / this bad experience / discourage / you / follow / your / chosen career.
6 when / you / start / your own / business, / you / should / focus / get / results.

5 In your notebook, write the correct gerund forms of the verbs in the box for each gap. When necessary, add the words in brackets in the correct form.

accept have learn retire sack see take tell

1 I was anticipating being/getting sacked . So you can imagine my relief when I was given a promotion instead.
2 Taking photos during the show is strictly prohibited.
3 (He) His/Him telling me the bad results of the interview nearly broke my heart.
4 On learning about Gerald's resignation, I immediately applied for his job.
5 Janet was angry about having/having had to work another evening shift last night.
6 Having retired , James finally moved to the country.
7 (They) Their/Them being accepted on the training course is great news! Lucky them!
8 I can't bear seeing her so unhappy. Can't she find another job?

USE OF ENGLISH

Open cloze; gapped sentences

6 In your notebook, write *at, in, by* or *to* for each gap.

1 I know she's right to some extent, but I still think her decision to sack him was harsh.
2 Just ask if you need any help. I'm completely at your disposal.
3 Older workers are, by virtue of their life situation, considerably more reliable.
4 I'm at a loss to explain where the money is.
5 Barbara's been trying to contact him all day – and to absolutely no avail.
6 Personally, I'd say she's one of the best managers we've had here to date.
7 By all means, take the rest of the day off.
8 He's a good worker, but at the end of the day it has to be last in, first out.
9 I hear Rob's been trying in vain for years to get a management post.

Exercise 4

1 I clearly remember him mention(ing) a salary increase.
2 The author of the article about interns objects/ objected to their not being paid.
3 At first, my parents did not approve of me/my choosing journalism as a career.
4 Being an entrepreneur means (your) being ready to take risks.
5 Don't let this bad experience discourage you from following your chosen career.
6 When you start your own business, you should focus on getting results.

EXTRA ACTIVITIES

Photocopiable resource 16 *Cohesion*
(10 min.) pp. 268, 297

7 **In your notebook, write one word for each gap.**

Business is a laughing matter

Fledgling businesspeople may be better off practising stand-up comedy rather than signing up for academic courses. Can [1] being/becoming a stand-up comedian really make a good alternative to studying at university? Why not? One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for [2] following/pursuing the dream of running your own company than studying for three years. [3] Having gone into stand-up comedy instead of university, he discovered that the resulting self-confidence helped him [4] gain far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy, you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial [5] losses and result in bankruptcy. So, despite the need to make [6] ends meet, for the time being put off the idea of starting your own company and get practising your comedy routine!

8 **In your notebook, write one word for the three gaps in each set.**

1 a Water levels were rising and beginning to cover the fields.
b I was really surprised by parts of the exam. I'm sure we didn't cover some of the topics.
c I'm being sent to Prague for the week and the company is going to cover all my expenses.

2 a Most new businesses don't see a decent return for a couple of years.
b I can't wait for Matthew's return . I haven't seen him since 2015.
c Train travel is much cheaper if you buy a day return .

3 a I know it might rain, but let's take a chance on it. It's been ages since we've had a picnic.
b You stand little chance of gaining employment with no experience.
c I met her completely by chance . I never even knew she was back in the country.

4 a I'm completely at a loss . I can't explain it.
b After the loss of his father, he became head of the company.
c Many new ventures make a loss in the first year.

Focus Review 4 EXTRA page 138

LISTENING

Multiple choice

9 **2.10 Listen to two colleagues discussing their results of a personality test. For questions 1–6, choose the best answer (A–D) and write it in your notebook.**

1 Which of these qualities is NOT listed in the test as a feature of being a thinker?
(A) Being introverted.
B Listening rather than contributing.
C Preferring to reflect rather than take action.
D Tending not to compete for attention.

2 According to the next part of the test, what qualities do Marcia and Rob share?
A They are able to think creatively.
B They are resourceful.
(C) They look for realistic solutions.
D They like to see the whole picture.

3 Why does Rob bring up the Higgins case?
A To justify a decision he made.
B To provide evidence of one of Marcia's skills.
C To disprove the results of the test.
(D) To support the results of the test.

4 What do the two speakers agree on in regard to Rodgers?
A He wasted a lot of the company's money.
(B) He was rightly released by the company.
C He made no contribution to the company.
D He showed no interest in developing himself.

5 Which of the following does NOT describe Marcia?
A She tends to be very detail oriented.
(B) She thinks you can never be too well-prepared.
C She is reliable and always on time.
D She needs deadlines to help her perform.

6 Which statement is true?
A Both speakers find tests like these generally very accurate.
B Managers rarely find such tests a valuable corporate tool.
C Rob is unconvinced by the usefulness of such tests.
(D) Marcia is sceptical about the validity of such tests.

WRITING

Essay

10 **Do the task in your notebook.**

W polskich szkołach coraz częściej pojawiają się doradcy zawodowi, którzy pomagają młodym ludziom w podejmowaniu decyzji dotyczących ich przyszłości. Napisz **rozprawkę**, w której przedstawisz swoją opinię na temat ich obecności w szkołach. W swojej pracy przedstaw argumenty odnoszące się do:
- znajomości mocnych stron uczniów,
- realiów lokalnego rynku pracy,
- nowo powstających zawodów.

Write a composition following the conventions of the enre indicated in the topic. Use between 300 and 350 words.

REFERENCES

Audioscript **pp. 243–244**

EXTRA ACTIVITIES

- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: It is a good idea for children to follow in their parents' footsteps and choose the same career path. (For instructions, see p. 234)

NEXT CLASS

- Ask students to do Self-check 4.9 in the WB, pp. 58–59.
- Ask students to prepare for Unit test 4: Testing Programme, Unit 4.
- Ask students to prepare for Cumulative test 2: Testing Programme, Unit 4.

5

Journeys

To travel hopefully is better than to have arrived.

Robert Louis Stevenson

ASK YOURSELF, ASK AROUND

How important is it for you to interact with local people when you're on holiday? What's the best way to do it?

Projects page 137

VIDEO

Documentary
Ziferblat – a café with a difference 5

5.1 VOCABULARY

Travel and sightseeing • phrasal verbs • suffixes – forming adjectives • colloquial phrases

I can talk about various ways and aspects of travelling.

SHOW WHAT YOU KNOW

1 **In your notebook, match the nouns in the box with the forms of transport they are usually associated with.**

~~aisle~~ 3 boot 2 buffet car 4 bypass 2 cruise 1 embarkation 1 express 4 gate 3 gear stick 2 jet lag 3 overhead locker 3 pier 1 platform 4 quayside 1 roundabout 2 sleeper 4

1 boat/ship
2 car
3 plane *aisle*
4 train/underground

2 SPEAKING **Take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.**

3 **Imagine your friend is about to take their first trip abroad. What advice would you give him/her? Say *Do* or *Don't*.**

1 Do take earplugs.
2 Don't spend too much time online.
3 Do relax and **fit in with** the local environment.
4 Don't plan lots of activities.
5 Do **check on** the climate conditions.
6 Do **bank on** being able to buy daily necessities.

ROUGH GUIDES

Travelling for the first time

by Eleanor Aldridge

Travelling for the first time can be daunting. Do you go alone? What do you pack? Will you meet people along the way? And, most importantly, where should you go?

Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.

Ian Blenkinsop, Editor

Take earplugs anywhere you go! Tents, cabins, hostel dorms, people's sofas, plane/bus seats, even nice hotels … There are noises in all of them to ruin a good night's sleep! Snoring dorm companions, flappy tents, honking trucks and wildlife: it's a jungle out there!

Monica Woods, Managing Editor

Don't be nervous and don't plan too much – just see what happens! And more specifically, learning at least how to count to ten in the local language stands you in good stead for haggling.

Are you about to head off travelling for the first time? Or do you have any

REFERENCES

Culture notes **pp. 228–229**
Videoscript **pp. 257–258**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

• Documentary video. Video worksheet 5.8 in the WB, pp. 70–71.
• Photocopiable resource 17 *Travel battleships* (10 min.) pp. 269, 298

WORKBOOK

pp. 60–61, including *Show What You've Learnt*

4 **Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.**

FOCUS ON WORDS | Phrasal verbs

5 2.11 **In your notebook, match the phrasal verbs in red from Exercise 3 and the text with the definitions below. Then listen and check.**

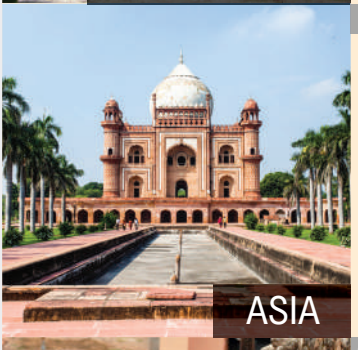
1 rely on sth/sb = *bank on sth/sb*
2 destroyed by fire = burned down
3 investigate sth/sb = check on sth/sb
4 is accepted, often wrongly, as sth/sb = passes for sth/sb
5 adapt to sth/sb = fit in with sth/sb
6 leave = head off
7 communicate = pass on
8 charged too much money = ripped off

Lucy Kane, Editor

Enjoy the places for what they are, rather than as a tick-box exercise. I became obsessed with seeing everything recommended in my guidebook, rather than going with the flow and soaking up the local atmosphere. Now I use my guidebook as just that: a guide.

Andy Turner, Senior Editor

Be mindful of mosquito coils (almost **burned down** my Thai beach hut). Spend the least amount of time online – checking Premiership scores in a sweaty Internet café is not 'travel'. Remember that time is relative. Yes, the bus probably should have left three hours ago, but do you see anyone else complaining?



Ed Aves, Senior Editor

Don't go to the north of India in May/June as it can be ferociously hot. I basically spent five weeks in a sauna. Chill out more, worry less about being **ripped off** and engage more with local culture. Looking back through the pictures, what **passes for** backpacking fashion is far from respectable, even when across the other side of the world.

Olivia Rawes, Editorial Assistant

Pack only what you can comfortably carry; you really can buy everything you need when you are out there. That said, it's always handy to keep a spare set of clothes in your day bag – it makes losing your luggage a bit more bearable!

words of wisdom to pass on? Let us know.

6 SPEAKING **In your notebook, complete the questions with the correct forms of the phrasal verbs from Exercise 5. Then ask and answer the questions.**

1 Can you be *banked on* to help your fellow travellers?
2 Do your prefer to fit in with other people's plans or do your own thing?
3 If you could pass on one piece of advice to your younger self, what would it be?
4 Have you ever been ripped off when shopping?
5 If you could head off and never come back, where would you go?
6 Are you the kind of person who likes to check on all the details before you go somewhere?

FOCUS ON WORDS | Suffixes – forming adjectives

7 2.12 **In your notebook, form adjectives from the words in the box using the suffixes. Then listen and check.**

~~bear~~ daunt flap hand mind relate respect sweat

-able	-ful	-ing	-ive	-y
bearable				

8 **In your notebook, write the correct adjectives from Exercise 7 for each gap. Has climate ever spoiled your holiday? What did you do? Discuss in pairs.**

The thought of travelling alone was a [1] *daunting* prospect, so I signed up for an organised tour of the Amazon rainforest. I was apprehensive about the wildlife, but I assumed that the climate would be [2] bearable . What I wasn't prepared for, however, was the [3] relative humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and [4] sweaty . It would have been [5] handy to check on the humidity beforehand.

FOCUS ON WORDS | EXTRA Suffixes – forming adjectives

9 2.13 **In your notebook, form adjectives from the words in the box using the suffixes. Then listen and check.**

~~compete~~ decide delight divide dwindle force grass neighbour offend stone vary

-able/-ible	-ful	-ing	-ive	-y
			competitive	

FOCUS ON WORDS | Colloquial phrases

10 2.14 **In your notebook, complete the sentences with the correct forms of the phrases underlined in the text. Then listen and check. Do you agree with the statements? Why?/Why not?**

1 It's best to have no plans when travelling and just *go with the flow*. (accept a situation and not try to change it)
2 'It is better to travel well than to arrive' are words of wisdom everyone should agree with. (good advice)
3 Be prepared for the unexpected – it's a jungle out there ! (it's loud and busy there)
4 Travelling when you're young will stand you in good stead for later life. (be useful)
5 Travelling shouldn't just be a tick-box exercise . (sth you do just to say you have done it)
6 It's more important to experience the local culture and simply soak up the local atmosphere than see all the sights. (enjoy a place by watching it)

Exercise 4

Enjoy the places for what they are rather than as a tick-box exercise.
Don't be nervous.
Be mindful of mosquito coils.
Remember that time is relative.
Worry less about being ripped off.
Engage more with local culture.
Pack only what you can comfortably carry.

Exercise 7

-able
respectable
-ful
mindful
respectful
-ing
daunting
-ive
relative
-y
flappy
handy
sweaty

Exercise 9

-able/-ible
divisible
variable
-ful
delightful
forceful
-ing
dwindling
neighbouring
varying
-ive
decisive
divisive
offensive
-y
grassy
stony

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NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 5.1, Vocabulary.

5.2 READING

Gapped text

I can understand the structure of an article using contextual, grammatical and lexical clues.

> *'If you're twenty-two, physically fit, hungry to learn and be better, I urge you to travel as far and as widely as possible. Sleep on floors if you have to, find out how other people live and eat and cook. Learn from them wherever you go.'*
>
> Anthony Bourdain

1 SPEAKING **Read the quotation about travel and discuss the questions.**

1 What might people learn about themselves and others while travelling?
2 Do you agree with the suggestion that travel can make you a 'better' person? Why?/Why not?
3 Would you be willing to sleep on floors if it made travel affordable?

2 **Read the main article about Gavin Bell's journey. In pairs, put the events in order.**

a Gavin admires a view. 6
b German soldiers build a railway across the desert. 2
c Gavin gets a good night's sleep. 5
d San hunter-gatherers travel through the desert. 1
e The train approaches Swakopmund. 7
f Animals are visible from the train. 4
g Gavin catches the overnight express. 3

Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express

2.15

Waking up on my second day on the overnight Desert Express train from Windhoek, I see what at first I think is a mirage. A lone figure, shimmering in the heat, loping through the emptiness of the Namib Desert. In the distance, it is a dark spectre, diminishing as it jogs towards a towering sand dune. I rub my eyes. Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?

Neither: it's Cedric, a steward on the train and a keen footballer, who is running up the dune to make sure it is safe for passengers to trek up after him and view the Atlantic Ocean from its summit. [1] D Like most sightseeing trains, it is not actually an express service. On weekends, it trundles between the Namibian capital of Windhoek and its final destination, the old German colonial seaside resort of Swakopmund on the Atlantic Ocean, passing through the Namib, and stopping along the way for game drives, dune excursions and lion-feeding. On the face of it, the Namib is not the most inviting place to build a railway. The San hunter-gatherers who once roamed its bone-dry gravel plains and shifting sands called it 'the land God made in anger'. Then along came German soldiers and settlers, who decided in 1897 it would be a good idea to lay a railway across it. In fact, they had little choice. At the time, there were no roads worthy of the name and the only way of travelling through it was by ox wagon.

The railway station in Windhoek, where we start our journey, is in fact a survivor from these past days. There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills. As if glad to be free of the city, the train slackens speed and proceeds at a pace an arthritic giraffe could match. A yellow butterfly flutters by, faster than us. An hour into the journey, we spot a troop of baboons preening each other on a hillock. [2] C The highlight is a giraffe, barely twenty yards from the train, regarding us with polite interest. But we're hoping to get a closer look at the animals soon. And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly, there are white rhino and giraffe in the bush, but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylights out of the big cats and keeps them from preying on game on the reserve. Back on the train after our road trip, we tuck into freshly prepared game of the kind we have been admiring and then, full of food, stagger off to our beds. Sleeping on a moving train can be tricky, but in a quiet siding outside a desert town it isn't.

When I wake, we appear to have passed through a space-time continuum and landed on Mars. The hills, the savannah, the camel thorns are gone. In their place is an endless flat nothingness of sand and rock, and in the grey half-light of dawn, it has a reddish tinge. [3] F It stretches for more than 800 kilometres from north to south, and 120 kilometres from the Skeleton Coast to the grasslands of the Kalahari. There is no shade because there are no trees, and no rivers because there is no rain to speak of. Giant dunes driven by wind march across the desert, swallowing settlements that become ghost towns choked to death by sand. It is a strangely disturbing landscape to wake up to. Still half

REFERENCES
Culture notes **p. 229**

WORKBOOK
pp. 62–63

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 64.

3 **Read the first part of the article (lines 1–29). Answer the questions in your notebook.**

1 Where is the author? On the Desert Express train.
2 What time of day might it be? Early morning.
3 Who is Cedric? A steward on the train.
4 What is Cedric doing? Running up a giant dune.
5 Where did the train journey start? Windhoek – the Namibian capital.
6 What does the train make stops for? Game drives, dune excursions and lion-feeding.

READING FOCUS Gapped text

4 **Read the whole article. In your notebook, match gaps 1–5 with fragments A–F. There is one extra fragment.**

A This is nature in all its primeval magnificence, where troubles of the modern world become utterly insignificant. It is also a place of fun.

B Okahandja, a country town of dusty roads and weather-beaten stores, appears suddenly and is quickly left behind. The hills recede into the distance and now we are in vast grasslands dotted with termite mounds, skyscraper sandcastles of the insect world.

C Then we see a flock of vultures, wheeling in the sky like scraps of burned paper above a carcass in the bush. Next there are springbok and kudu, then wildebeest and zebra, grazing in a private game reserve.

D Journeys on the Desert Express tend to be a bit out of the ordinary and this one is no exception, starting with the train's wildly inaccurate name.

E But this is where we stop for breakfast and the dune sprinter appears, ready to guide us to the top. This strange place is now a tourist playground. Led by the train staff, we climb a massive dune.

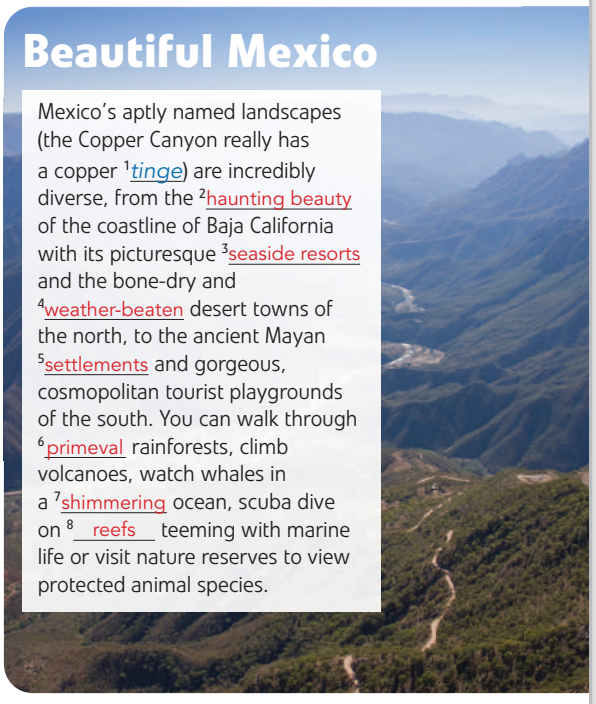
F The sense of an extraterrestrial experience is heightened by a line of yellow lights twinkling on the horizon, like a lone settlement on a hostile planet. This is the land the Nama people call Namib, meaning 'plain without end'.

awake, I look out at the dunes. Beside the train, the monotony is broken by two lines of wooden telegraph poles, marching into infinity, that deepen a sense of loneliness. [4] E From the crest, there is a view to the ocean, three miles distant, shrouded in fog created by the convergence of desert heat and the icy Benguela Current. In days gone by, this was a place of death for mariners, their ships impaled on reefs. Now close to shore, a vessel hovers in the gloom like a ghost ship suspended in midair. Behind us lies a panorama of haunting beauty as we look back from the top of the dune over the Namib Desert. The desert is two billion years old and its stillness exerts an almost spiritual influence on travellers who take the time to stand and stare. [5] A Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air. The excitement of running down a vast mountain of sand over, we approach the end of our journey and discover that the yellow lights we saw in the distance at dawn were the outskirts of Swakopmund. The ghosts of Schutztruppe cavalry who trotted through its streets are long gone, but happily the railway they left behind survives in the land God made in anger.

5 **In your notebook, replace the words underlined below with the correct forms of the verbs in blue in the article. How many of these verbs could describe how you move? When?**

1 The moths flew quickly and lightly around the lights. *fluttered*
2 The wheels turned and the old train moved slowly and heavily out of the station. (x2) trundled/chugged
3 I watched the birds flying round and round in the sky. wheeling
4 I had eaten too much and I walked unsteadily out of the restaurant. staggered
5 The horses moved with quick, short steps through the streets. trotted
6 Nomads have wandered through the desert for centuries. roamed
7 I took a running jump from the top of the dune and landed in the sand. bounded

6 **In your notebook, write the correct forms of the words and phrases underlined in the article for each gap.**



FOCUS ON WORDS | Descriptive verbs/adjectives

7 2.16 **Look at the words highlighted in the article and match them with their synonyms below. Listen and check. Then find a noun that each word refers to and write an example sentence with each collocation.**

1 very tall = towering
2 disappear = recede
3 covered = shrouded
4 shining = twinkling
5 reduces = slackens
6 rings = clangs

8 SPEAKING **Discuss what your country has to offer to the following types of visitors.**

- Those on a tight budget.
- Those looking for a bit of luxury.
- Those hungry for adventure.

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5.3 GRAMMAR

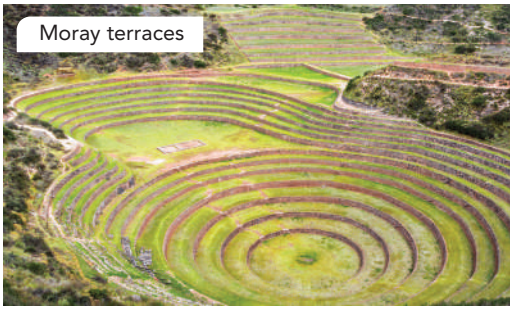
Advanced comparative structures

I can use various structures to make complex comparisons.

1 SPEAKING **Look at the two photos and discuss the questions.**

1 Where do you think the places are?
Djoser – Egypt, Moray – Peru.
2 Why might somebody choose to go there?
Both are ancient sites of tourist interest.

Djoser pyramid


Moray terraces

2 2.17 **Listen to an extract from a radio programme and check if your ideas are mentioned.**

3 2.17 **Listen again. In your notebook, match the extracts from the recording with the things they refer to.**

1 **not as** uncomfortable **a** journey **as** I thought f
2 **less and less** awe-inspiring the closer I got e
3 **more** disappointed **than** impressed g
4 **such a** magnificent sight c
5 awe-struck **rather than** merely impressed h
6 **the** more remote the place, **the** greater the impression d
7 more agricultural than residential a
8 such a dark night b
9 **not so much** excited **as** impatient i

a the function of Moray
b the evening of their arrival
c Djoser pyramid
d general feelings about less touristy places
e Giza pyramid
f the journey by taxi from Cairo to Djoser
g Patrick's feelings on approaching Giza
h Patrick's feelings on seeing Djoser
i Patrick's feelings about having to wait

4 **Read the GRAMMAR FOCUS and find an example of each comparative structure in Exercise 3.**

GRAMMAR FOCUS

Advanced comparative structures

Combined comparison with *the*:

- *the* + comparative adjective …, *the* + comparative adjective … 6

Progressive comparison:

- comparative adjective + *and* + comparative adjective 2

***as* and *such*:**

- *as* + adjective + *a/an* + noun + *as* … 1
- *such a/an* + adjective + noun + *as/that* clause 4

Contrasting two connected qualities:

- *more* + adjective + *than* + adjective 3
- *not so much* + adjective + *as* + adjective 9
- adjective + *rather than* + adjective 5

5 USE OF ENGLISH **In your notebook, complete the sentences with the words in brackets in the correct forms. Do not change the order of the words, but add extra words where necessary. Use between three and six words in each gap.**

1 I wasn't so much *disappointed in Paris as* (disappointed/Paris) underwhelmed.
2 Personally, I'd say Rome is bohemian rather than conservative (bohemian/rather/conservative).
3 Truly unspoilt land is becoming less and less (become/less/less) common.
4 It was such a noisy hostel (such/noisy/hostel) I couldn't get any sleep.
5 Prague wasn't as romantic a place as (romantic/place) I was expecting.
6 Poland is still more agricultural than (more/agricultural) urban.
7 The more you travel, the more cultured you (more/cultured) become.
8 Berlin wasn't such an expensive city as (such/expensive/city) I thought it would be.

6 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.**

1 Vienna is the most delightful city I've ever visited. **AS**
I've never visited as *delightful a city as* Vienna.
2 It's getting increasingly hard to find a cheap B and B. **AND**
It's getting harder and harder to find a cheap B and B.
3 People suffer greater homesickness the further away they travel from home. **MORE**
The further away you travel from home, the more homesick you get.
4 She described the landscape as being more surreal than picturesque. **RATHER**
She described the landscape as being surreal rather than picturesque.
5 We decided not to stay in the hotel because it was so expensive. **SUCH**
It was such an expensive hotel that we decided not to stay there.
6 The itinerary was less daunting than it looked at first. **NOT**
It was not as daunting an itinerary as it looked at first.
7 The water was so cold it was unbearable. **THAT**
It was such cold water that it was unbearable.
8 If you ask me, I'd say the sea is green not blue.
In my opinion, the sea is green rather than blue . **THAN**

7 SPEAKING **Discuss the following. Which do you prefer? Why?**

- going on organised trips and backpacking
- self-catering and all-inclusive

Grammar pages 126–127

REFERENCES

Culture notes **pp. 229–230**
Audioscript **p. 244**

EXTRA ACTIVITIES

Photocopiable resource 18 *Nothing compares to a train ride* (15 min.)
pp. 269, 299

WORKBOOK

p. 64, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 5.3, Grammar.

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5.4 USE OF ENGLISH

Words and phrases with *ever*

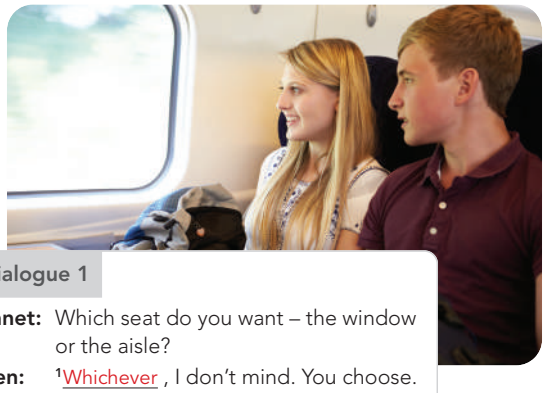
I can use compound adverbials and phrases with ever.

1 SPEAKING **Read the quote and discuss what it means to you.**

> *'When you leave a beautiful place,*
> *you carry it with you wherever you go.'*
> Alexandra Stoddard, Author

2 2.18 **Listen and, in your notebook, write one word from the box for each gap in the extracts.**

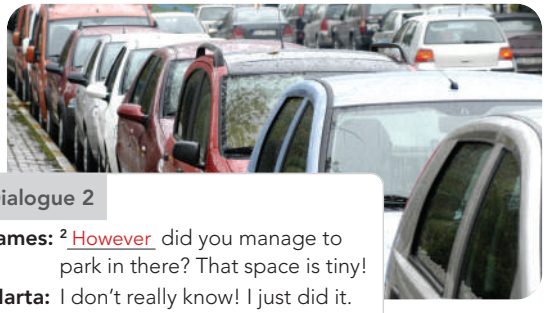
however whatever (x2) whichever



Dialogue 1

Janet: Which seat do you want – the window or the aisle?

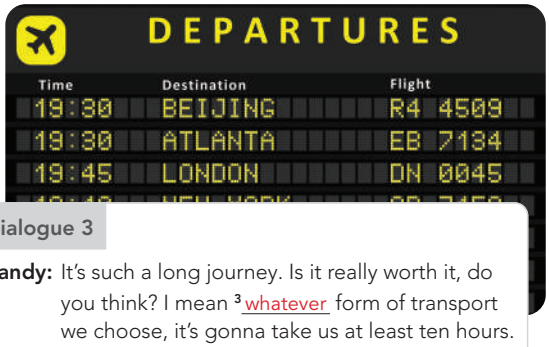
Ben: [1]Whichever , I don't mind. You choose.



Dialogue 2

James: [2] However did you manage to park in there? That space is tiny!

Marta: I don't really know! I just did it.



Dialogue 3

Sandy: It's such a long journey. Is it really worth it, do you think? I mean [3] whatever form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

Paula: No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

Sandy: OK, [4] whatever – book the flights then!

3 **Read LANGUAGE FOCUS I. Match the uses of *-ever* with items 1–4 in Exercise 2.**

LANGUAGE FOCUS I

Words with *-ever*

You can form words by adding ***-ever*** to *who, what, which, how, where* and *when*. These can be used in a number of different ways:

- in questions to give emphasis, *However did you manage …*
- to emphasise that the specific time, person, etc. doesn't matter, *Whatever form of transport we choose …*
- in short answers, *Whichever, I don't mind.*
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*). *OK, whatever – book the flights then!*

4 **In your notebook, replace the underlined words with a word with *-ever*. Then match them with the uses in LANGUAGE FOCUS I.**

1 **A:** What film would you like to see?
B: I don't care which, I am good with anything. *Whichever*
2 In what kind of shop did you find that bike?!
3 **A:** You're not going out tonight.
B: I don't care!
4 The person who did this is going to have to pay for the damage.

5 **Read the sentences and think of contexts where each could be used.**

1 Whenever are you going to find the time to do all that?!
2 Whoever did this, I'm going to find them and make them pay for it!
3 Whatever! It won't change a thing!
4 Don't worry. We'll replace it, whatever the cost.
5 However did you get up there? Can you get back down?

6 **Read LANGUAGE FOCUS II and statements 1–7. The word *ever* has been removed from each of them. In pairs, decide where to put it.**

1 There are ever-increasing opportunities to travel. And this is set to continue in the future.
2 The world is getting ever-smaller. This has many positives and negatives.
3 Speaking even a little of the local language is ever so useful.
4 Travelling is the best ever experience.
5 There are more opportunities than ever to learn from other cultures.
6 As ever, travelling to some parts of the world will always be restricted.
7 Exploring your own country is ever such an educational experience.

LANGUAGE FOCUS II

Phrases with *ever*

- ***ever*** meaning *all the time* in compound expressions: *ever-increasing, ever-present, ever-larger*, etc.
- ***ever so***, ***ever such*** meaning *very* in informal English: *She's ever so nice. She's ever such a nice girl.*
- ***as ever*** meaning *as always happens:* *As ever, Jack was late.*
- ***ever*** used for emphasis in comparisons: *the best ever, wider than ever*, etc.

7 SPEAKING **In groups, discuss the statements in Exercise 6.**

Use of English pages 127–128

Exercise 4

1 Whichever (emphasising that the specifics don't matter)
2 Wherever (giving emphasis in a question)
3 Whatever (disrespectful response)
4 Whoever (emphasising that the specifics don't matter)

REFERENCES
Culture notes **p. 230**
Audioscript **p. 244**

WORKBOOK
p. 65, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 5.4, Use of English.

5.5 LISTENING

Matching

I can recognise speakers' feelings, points of view and opinions in monologues.

Exercise 1
1 **A** – Cruise
B – Trekking/ Camping
C – Surfing/ Beach holiday

1 SPEAKING **Look at the photos and discuss the questions.**

1 What kind of holiday is illustrated by each photo?
2 What kind of problems or challenges could each holiday entail?
3 Which of the holidays would suit you most/least? Why?

A Patagonia

B Iceland

C Australia

2 2.19 **Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?**

LISTENING FOCUS Matching

3 2.19 **Listen again. In your notebook, match statements A–E with speakers 1–5. There is one extra statement.**

The speaker …

A was taken aback by an unforeseen obstacle. 2
B found the trip too disorganised and unpredictable.
C appreciated the trip's varied itinerary. 1
D planned the trip to accommodate different preferences. 3
E was convinced that the trip was worth the effort involved. 5
F chose the trip because of the way it was financed. 4

4 **Has your opinion changed about which holiday would suit you most/least? Why?/Why not?**

FOCUS ON WORDS | Phrases

5 2.20 **In pairs, match the phrases from the recording with their definitions. Then listen and check.**

1 play it by ear = b
2 take a dip = g
3 get away from it all = h
4 get off the beaten track = c
5 travel on a shoestring = d
6 pinch yourself = e
7 roll up = a
8 use your time wisely = f

a arrive
b improvise
c go where few people go
d not spend much money on a trip
e convince yourself sth is real
f not waste time
g have a swim
h escape your normal routine

6 **In your notebook, complete the sentences with the correct forms of the phrases from Exercise 5. Which ones are true for you? Compare with a partner.**

1 I don't like to *play it by ear* . I like to have a plan.
2 The most important thing on holiday is to get away from it all and forget about life at home.
3 When I'm on holiday, I love taking a dip first thing in the morning.
4 I saw some wonderful things on my trip. I had to pinch myself to make sure they were true.
5 I don't like visiting tourist attractions. I like to get off the beaten track and discover new things.
6 I am very bad at using my time wisely . I never leave the hotel before noon.
7 I never have a real summer vacation – I just roll up at my friends' houses.
8 I don't have a lot of money, so I always have to travel on a shoestring .

7 2.21 **In your notebook, replace the underlined phrases with the correct forms of the phrases from the box. Then listen and check.**

bottom line ~~give it a go~~ hard going
keep an eye on swing it for

1 Bungee jumping is perfectly safe. Would you like to try it? *give it a go*
2 Have you ever looked after anyone's pet while they were away on holiday? kept an eye on
3 Last time you were shopping and had to choose between two brands, what was it that persuaded you? swung it for
4 If you were choosing holiday accommodation for your family, what would be the priority for you? bottom line
5 Would you find trekking difficult? hard going

8 SPEAKING **Discuss the questions in Exercise 7.**

REFERENCES

Culture notes **p. 230**
Audioscript **pp. 244–245**

WORKBOOK

p. 66

5.6 SPEAKING

Comparing photos

I can compare photos highlighting similarities and differences.

1 SPEAKING **Describe the holidays shown in photos A–C. Use the words in the box to help you.**

budget freedom pace physical preparation specialised spontaneous tranquillity varied wilderness

2 2.22 **Listen to two people comparing the photos. What do they say about these holidays with regard to:**

• cost? • pace? • spontaneity? • freedom?

3 2.22 **Read the SPEAKING FOCUS and, in your notebook, write one word for each gap. Then listen again and check.**

1 I can see a number of *similarities* in photos B and C. They're __both__ holidays you can do quite cheaply.
2 These two photos are also __alike__ because these are holidays that young people with limited funds might like.
3 On the other __hand__, photo A __differs__ from the others in some key ways.
4 The mountaineering holiday is also __dissimilar__ in that it probably requires a great deal of preparation and a predetermined schedule.
5 On the sightseeing holiday, you'd be surrounded by people, __whereas__ on the camping holiday …
6 Another __crucial__ difference is that this is a holiday about being at one with nature.

SPEAKING FOCUS

Highlighting similarities

These photos have various things in common, like/such as …
I can see a number of similarities between photos A and B.
They're both …/They each have …
The photos are also alike because …
These photos resemble each other in that …
The images are related/are not dissimilar in that …
Not unlike photo A, this photo …

Highlighting differences

On the other hand, photo A differs from the other photos in …
There are other notable differences too/as well …
Another crucial difference is that …
It's also dissimilar in that …
In contrast, in this photo …
In this photo …, whereas in this photo …
This photo …, as compared to this photo …
Unlike the first image, the second image …

4 **In pairs, make statements comparing holidays and photos using the words in capitals and phrases from the SPEAKING FOCUS.**

1 staying in hostels / camping / cheap to do **RESEMBLE**
2 the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
3 photo of cruise / photo of resort / show people relaxing **BOTH**
4 biking and trekking holidays / get exercise and be outside **COMMON**
5 people / who hate camping / I find / really comfortable **UNLIKE**

5 SPEAKING **Follow the instructions below. Use the SPEAKING FOCUS to help you.**

Task 1

Student A: Compare photos D and E and say why the people might be travelling in this way and how enjoyable their experience might be.
Student B: Respond to A's comments. Who looks like they are enjoying themselves the most? Why?

Task 2

Student B: What kind of holiday are the people having in photos D and E? Where do you think they are going? Why?
Student A: Respond to B's comments. Offer a different interpretation if possible. Remember to justify your answers.

Exercise 2

cost: The sightseeing holiday and the camping can be done cheaply, but the mountaineering holiday would require lots of money for the equipment.

pace: The pace of the sightseeing trip could be quite fast and dynamic, while the mountaineering trip would require a more fixed schedule; the camping trip is very quiet.

spontaneity: It is easier to be spontaneous on the sightseeing trip; a mountaineering holiday needs a great deal of preparation and a predetermined schedule.

freedom: On the sightseeing holiday you are free to do what you want; the mountaineering holiday and the camping holiday would appeal to people who want to be get way from other people.

Exercise 4

1 Staying in hostels and camping resemble each other in that they are both cheap to do.
2 The resort photo differs from the adventure one in that most people are just sitting on the beach.
3 The photo of the cruise and the photo of the resort both show people relaxing.
4 Biking and trekking holidays have several things in common, like/such as getting exercise and being outside.
5 Unlike other people who hate camping, I find it really comfortable.

REFERENCES
Culture notes **p. 230**
Audioscript **p. 245**

WORKBOOK
p. 67

5.7 WRITING

A report

I can write a linguistically complex and logically structured report and recommend action.

1 SPEAKING **Look at the photos and discuss the questions.**

1 What would attract you about each of the places? Why?
2 What would deter you from visiting them? Why?

Shanghai, China

Rio de Janeiro, Brazil

Taebaek Mountains, South Korea

2 **Read the task. In pairs, find the information it asks you to include.**

> A student website is compiling a series of reports on countries for students to visit during their gap year between school and university. You decide to send in a report on a country you have visited. In your report, you should give an overview of your visit showing why this country is a suitable destination and describing any potential problems other students should be aware of. You should also include some recommendations.

3 SPEAKING **Read the report. Does it contain the information asked for in the task? Discuss with a partner.**

Exercise 3

An overview of South Korea:

why this country is a suitable destination: cosmopolitan capital city; hospitable local people; spectacular scenery

any potential problems other students should be aware of: cold weather; communication problems

Recommendations for other students:

be prepared for the weather; take some language classes

Visiting South Korea:
A Student's View

Introduction

The aim of this report is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. **The majority of us** also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

Potential problems

Since our visit took place during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

Recommendations

It is clear that visitors need to be aware of the climatic conditions they may encounter and be appropriately equipped. **I would also recommend** taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

Conclusion

Given these preconditions, I would have no hesitation in suggesting that students visit this fascinating country.

REFERENCES
Culture notes **p. 230**

EXTRA ACTIVITIES
Photocopiable resource 19 *Visiting South Korea* (15 min.) pp. 269–270, 300

WORKBOOK
pp. 68–69, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 5 (lessons 5.1–5.7, Word list on pp. 70–71).

68

4 **Read the WRITING FOCUS. In your notebook, make a list of phrases in purple in the report for the points below.**

WRITING FOCUS

A report

Introduction

- Summarise the aim of the report in your own words.

This report sets out to/presents …
The aim of this report …

First heading

- Give any information needed to set the context.

I was assigned …
During this project, I took part in …
We spent three months in …

Second heading

- Introduce the first information you wish to present. (Add supporting details if necessary.)

All of those interviewed …
Only some of those taking part …
All of us visited … /The majority of us …

Third heading

- State and support your second point. (You might present some negative aspects here.)

As few people were able to …
However, according to …
Since our visit took place …

Recommendations

- Give one or two recommendations (based on the evidence you have presented).

I would suggest that …
I would definitely advocate … because …
It is clear that visitors need to be aware of … /I would also recommend …

Conclusion

- Use an appropriate concluding sentence.

In the light of …, I …
In short, I …
Given these preconditions …, I …

5 **In pairs, put these notes from a report on Shanghai in a logical order. Then expand them into full sentences in your notebook. Use the WRITING FOCUS to help you.**

a I was assigned to / canvass opinions / students who / visit / the city 2
b However, according to / some / those interviewed / number of people / can make / difficult / to get around 6
c This report sets out to / give information / Shanghai / as part / Cities of the World Project 1
d I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds 7
e The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme 3
f All those interviewed agreed / vibrant / exciting / place / to visit 4
g Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade 8
h Some cited / combination / old and new / major draws 5

1 c This report sets out to give information about Shanghai as part of the Cities of the World Project.

6 **Read the LANGUAGE FOCUS. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 68.**

LANGUAGE FOCUS

Vocabulary used in reports

Nouns

- aim/purpose – *The aim/purpose of the report …*
- division – *There was a division between …*
- factor – *One of the factors …* to identify factors which …
- the former … the latter – *The former were in favour of …, while the latter were not.*
- overview – *An overview of …* to provide an overview …

Verbs

- address – *One issue that should be addressed …*
- assign – *I was assigned to …*
- cite … as – *One person cited the cost as an issue …*
- conduct – *The survey was conducted …*
- deter – *This deters people from …*
- identify – *Two problems were identified …* to identify factors which …
- outline – *The report will outline …*

Adjectives

- clear/obvious – *It was clear/obvious that …* It is clear that …
- current – *The current situation …*
- major – *A major issue was …* outside the major cities.
- positive – *A positive step would be …*
- principal – *The principal purpose of …*

7 **In your notebook, rewrite the sentences replacing the underlined words with words from the LANGUAGE FOCUS and making any other changes if necessary.**

1 The main aim of this report is to describe the event. major/principal, outline
2 It will also give a summary of people's reactions to it. an overview
3 We held the interviews in the school hall. conducted
4 Unfortunately, the heavy traffic stopped some people from attending. deterred
5 This was an important issue for many people. a major
6 However, only two people said the venue itself was a problem. cited … as
7 The first issue was therefore considered the main problem while the second was not relevant. The former, the latter
8 As a result, we recognised poor scheduling as the biggest issue for most people. identified, factor

SHOW WHAT YOU'VE LEARNT

8 **In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

You have seen this advertisement on a student website:
We're collecting information about student-friendly cities around the world for our student travel website. Send us a report on your city or any other city that you know.
Your class has decided to send in a report. Your **report** should include an overview of the city and your connection to it and alert students to anything they need to consider before visiting. You should suggest what makes this an interesting place for students to visit and give recommendations for their time there.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 5

a I was assigned to canvass the opinions of students who had visited the city.
b However, according to some of those interviewed the number of people can make it difficult to get around.
d I would suggest that prospective visitors should research the best time of year to visit in order to avoid crowds.
e The majority of these had spent time in the city as part of their gap year travels, although some had been there as part of an exchange programme.
f All those interviewed agreed it was a vibrant and exciting place to visit.
g Given the above, this fascinating city should be high on the list of cities to visit, both because of its history and its current position as a centre for international trade.
h Some cited the combination of the old and the new as major draws.

69

5.1 Vocabulary 4.29

apprehensive about sth /ˌæprɪ'hensɪv əˌbaʊt ˌsʌmθɪŋ/ pełen obaw o coś

bank on sb /'bæŋk ɒn ˌsʌmbɒdi/ liczyć na kogoś

bear /beə/ znosić, wytrzymywać

bearable /'beərəbəl/ znośny

burn sth down /ˌbɜːn ˌsʌmθɪŋ 'daʊn/ spalić coś

cabin /'kæbən/ chata, domek kempingowy

check on sb/sth /'tʃek ɒn ˌsʌmbɒdi/ ˌsʌmθɪŋ/ sprawdzić kogoś/coś

daunt /dɔːnt/ zniechęcać

daunting /'dɔːntɪŋ/ zniechęcający

decisive /dɪ'saɪsɪv/ decydujący

delight /dɪ'laɪt/ zachwyt

delightful /dɪ'laɪtfəl/ zachwycający

divisible/divisive /də'vɪzəbəl/də'vaɪsɪv/ podzielny

dwindle /'dwɪndəl/ kurczyć się, zanikać

dwindling /'dwɪndəlɪŋ/ kurczący się, zanikający

earplug /'ɪəplʌg/ zatyczka do uszu

embark /ɪm'bɑːk/ zaokrętować, wprowadzić pasażerów na pokład statku

embark on a trip /ɪmˌbɑːk ɒn ə 'trɪp/ wyruszyć na wycieczkę

ferociously /fə'rəʊʃəsli/ wściekle

fit in with sb/sth /ˌfɪt 'ɪn wɪð ˌsʌmbɒdi/ ˌsʌmθɪŋ/ dopasować się do kogoś/ czegoś

flap /flæp/ klapa, poła; trzepot

flappy /'flæpi/ trzepoczący

force /fɔːs/ siła

forceful /'fɔːsfəl/ potężny

go with the flow /ˌgəʊ wɪð ðə 'fləʊ/ płynąć z nurtem, robić to co inni

grassy /'grɑːsi/ trawiasty

haggle /'hægəl/ targować się

handy /'hændi/ użyteczny

head off /ˌhed 'ɒf/ wyjeżdżać

honk /hɒŋk/ trąbić

hostel dorm /ˌhɒstl 'dɔːm/ pokój wieloosobowy w schronisku

humidity /hjuː'mɪdəti/ wilgotność

it's a jungle out there /ɪts ə 'dʒʌŋgəl aʊt ˌðeə/ jest tam hałas i zgiełk, panuje tam prawo dżungli

mindful of sth /'maɪndfəl əv ˌsʌmθɪŋ/ świadomy czegoś

mosquito coil /mə'skiːtəʊ kɔɪl/ spirala na komary

neighbouring /'neɪbərɪŋ/ sąsiedni

offend /ə'fend/ obrazić

offensive /ə'fensɪv/ obraźliwy

pass for sth /'pɑːs fə ˌsʌmθɪŋ/ uchodzić za coś

pass sth on /ˌpɑːs ˌsʌmθɪŋ 'ɒn/ przekazać coś

relative /'relətɪv/ względny

respectable/respectful /rɪ'spektəbəl/ rɪ'spektfəl/ porządny, przyzwoity

rip sb off /ˌrɪp ˌsʌmbɒdi 'ɒf/ zedrzeć z kogoś (pieniądze)

snore /snɔː/ chrapać

soak up the local atmosphere /ˌsəʊk ʌp ðə ˌləʊkəl 'ætməsfɪə/ chłonąć lokalną atmosferę

spare /speə/ zapasowy

stand sb in good stead /ˌstænd ˌsʌmbɒdi ɪn ˌgʊd 'sted/ przydać się komuś

stony /'stəʊni/ kamienisty

sweaty /'sweti/ gorący, duszny

tick-box exercise /ˌtɪk bɒks 'eksəsaɪz/ odhaczanie kolejnych pozycji z listy

tinge /tɪndʒ/ odcień

variable/varying /'veəriəbəl/'veəriɪŋ/ zmienny

vary /'veəri/ różnić się

words of wisdom /ˌwɜːdz əv 'wɪzdəm/ mądre rady

5.2 Reading 4.30

bone-dry /ˌbəʊn 'draɪ/ suchy jak pieprz

bound /baʊnd/ szybko biec dużymi susami

braying /'breɪɪŋ/ ryczenie osła

carcass /'kɑːkəs/ padlina

cavalry /'kævəlri/ kawaleria

choke /tʃəʊk/ dławić się, dusić się

chug /tʃʌg/ poruszać się powoli, głośno sapiąc (np. o pociągu)

clang /klæŋ/ dzwonić

convergence /kən'vɜːdʒəns/ konwergencja, zbieżność

diminish /də'mɪnɪʃ/ zmniejszać się

dotted with sth /'dɒtɪd wɪð ˌsʌmθɪŋ/ usiany czymś

exert influence /ɪgˌzɜːt 'ɪnfluəns/ wywierać wpływ

express service /ɪk'spres ˌsɜːvɪs/ pociąg ekspresowy, ekspres

extraterrestrial /ˌekstrətə'restriəl/ pozaziemski

flock of vultures /ˌflɒk əv 'vʌltʃəz/ stado sępów

flutter /'flʌtə/ trzepotać, poruszać się z trzepotem

game drive /'geɪm draɪv/ safari

game reserve /'geɪm rɪˌzɜːv/ rezerwat dzikich zwierząt

ghost town /'gəʊst taʊn/ wymarłe miasto

gloom /gluːm/ mrok

grasslands /'grɑːslændz/ trawiasty obszar

gravel /'grævəl/ żwir

graze /greɪz/ paść się

halt /hɔːlt/ zatrzymać się

haunting beauty /ˌhɔːntɪŋ 'bjuːti/ zniewalające piękno

high-spirited /ˌhaɪ 'spɪrɪtɪd/ pełen werwy

hillock /'hɪlək/ pagórek

hover /'hɒvə/ wisieć w powietrzu

hunter-gatherers /ˌhʌntə 'gæðərəz/ ludy zbieracko-łowieckie

impale /ɪm'peɪl/ nadziać się

infinity /ɪn'fɪnəti/ nieskończoność

inviting /ɪn'vaɪtɪŋ/ gościnny

leap /liːp/ skok

lope /ləʊp/ poruszać się susami

mirage /mɪ'rɑːʒ/ iluzja

nothingness /'nʌθɪŋnəs/ nicość

on the face of it /ɒn ðə 'feɪs əv ɪt/ na pierwszy rzut oka

ostrich /'ɒstrɪtʃ/ struś

pile in /ˌpaɪl 'ɪn/ wpakować się do środka

preen each other /'priːn iːtʃ ˌʌðə/ czyścić sobie nawzajem futerko (o zwierzętach)

prey on sth /'preɪ ɒn ˌsʌmθɪŋ/ polować na coś

primeval /praɪ'miːvəl/ pierwotny

proceed /prə'siːd/ jechać dalej

recede /rɪ'siːd/ zanikać w oddali

reef /riːf/ rafa

roam /rəʊm/ przemierzać

sand dune /'sænd djuːn/ wydma

scare the daylights out of sb /ˌskeə ðə 'deɪlaɪts aʊt əv ˌsʌmbɒdi/ wystraszyć kogoś na śmierć

seaside resort /ˌsiːsaɪd 'rɪzɔːt/ kurort nadmorski

settlement /'setlmənt/ osada

settler /'setlə/ osadnik

shifting sands /ˌʃɪftɪŋ 'sændz/ ruchome piaski

shimmer /'ʃɪmə/ migotać

shrouded in sth /'ʃraʊdɪd ɪn ˌsʌmθɪŋ/ spowity czymś

slacken speed /ˌslækən 'spiːd/ zwolnić

spectre /'spektə/ widmo, zjawa

spirit /'spɪrət/ duch, dusza

stagger /'stægə/ zataczać się

stretch /stretʃ/ rozciągać się

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swallow /'swɒləʊ/ połykać

teeming with sth/sb /'tiːmɪŋ wɪð ˌsʌmθɪŋ/ˌsʌmbɒdi/ obfitujący w coś (np. bujną roślinność), pełen kogoś (np. turystów)

termite mound /'tɜːmaɪt maʊnd/ gniazdo termitów

tight budget /ˌtaɪt 'bʌdʒət/ napięty budżet

towering /'taʊərɪŋ/ wysoki, wyniosły

troop of baboons /ˌtruːp əv bə'buːnz/ stado pawianów

trot through sth /'trɒt ˌθruː ˌsʌmθɪŋ/ jechać kłusem przez coś

trundle /'trʌndl/ toczyć się

tuck into sth /ˌtʌk 'ɪntə ˌsʌmθɪŋ/ pałaszować coś

twinkle /'twɪŋkəl/ migotać

weather-beaten /'weðə ˌbiːtən/ podniszczony przez warunki atmosferyczne

wheel /wiːl/ krążyć (po niebie)

wildebeest /'wɪldəbiːst/ antylopa gnu

5.3 Grammar 4.31

awe-inspiring /'ɔː ɪnˌspaɪərɪŋ/ wzbudzający respekt, podziw

bohemian /bəʊ'hiːmiən/ artystyczny; zrelaksowany

homesick /'həʊmˌsɪk/ stęskniony za domem

homesickness /'həʊmˌsɪknəs/ tęsknota za domem

itinerary /aɪ'tɪnərəri/ plan podróży

underwhelmed /ˌʌndə'welmd/ nieco zawiedziony

5.4 Use of English 4.32

aisle /aɪl/ przejście (w pociągu, samolocie, teatrze)

5.5 Listening 4.33

bottom line /ˌbɒtəm 'laɪn/ zasadnicza kwestia

exhilarating experience /ɪgˌzɪləreɪtɪŋ ɪk'spɪəriəns/ radosne przeżycie

get away from it all /ˌget ə'weɪ frəm ɪt ˌɔːl/ uciec od tego wszystkiego

get off the beaten track /get ˌɒf ðə ˌbiːtn 'træk/ zjechać/zejść z utartego szlaku

give it a go /ˌgɪv ɪt ə 'gəʊ/ spróbować czegoś

hard going /ˌhɑːd 'gəʊɪŋ/ trudne zadanie

keep an eye on sth /ˌkiːp ən 'aɪ ɒn ˌsʌmθɪŋ/ opiekować się czymś

play it by ear /ˌpleɪ ɪt baɪ 'ɪə/ improwizować

relieve stress /rɪˌliːv 'stres/ złagodzić stres

swing it for sb /'swɪŋ ɪt fə ˌsʌmbɒdi/ wpłynąć na zmianę czyjejś decyzji

take a dip /ˌteɪk ə 'dɪp/ popływać

travel on a shoestring /ˌtrævəl ɒn ə 'ʃuːˌstrɪŋ/ tanio podróżować

unforeseen /ˌʌnfɔː'siːn/ nieoczekiwany, nieprzewidziany

5.6 Speaking 4.34

cruise /kruːz/ rejs

dissimilar /dɪ'sɪmələ/ niepodobny

mountaineering holiday /ˌmaʊntə'nɪərɪŋ ˌhɒlədeɪ/ wakacje ze wspinaczką górską

spontaneity /ˌspɒnt'neɪəti/ spontaniczność

tranquillity /træŋ'kwɪləti/ cisza i spokój

5.7 Writing 4.35

aim /eɪm/ cel

assign /ə'saɪn/ przydzielić

canvass opinions /ˌkænvəs ə'pɪnjənz/ sondować opinie

cite /saɪt/ przytoczyć

compile /kəm'paɪl/ kompilować, opracowywać

division /də'vɪʒən/ podział

identify /aɪ'dentəfaɪ/ zidentyfikować

outline /'aʊtlaɪn/ przedstawić w zarysie

overview /'əʊvəvjuː/ przegląd, zarys

pay a visit /ˌpeɪ ə 'vɪzət/ złożyć wizytę

purpose /'pɜːpəs/ cel

precondition /ˌpriːkən'dɪʃən/ konieczny warunek wstępny

principal /'prɪnsəpəl/ główny

the former /ðə 'fɔːmə/ ten pierwszy

the latter /ðə 'lætə/ ten ostatni

venture /'ventʃə/ zaryzykować

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FOCUS REVIEW 5

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write the words or phrases that complete the sentences correctly.

1 Don't spoil your trip by wondering whether you're being *ripped off* / *headed off* every time you buy something.
2 I like to get *off the beaten track* / *away from it all* and see the things no one else wants to see.
3 As we sailed into the harbour, we could see flags *fluttering* / *trotting* from the castle walls.
4 There's nothing I like more than *soaking up the atmosphere* / *playing it by ear* whilst strolling through the city streets and markets.
5 Have you ever seen an antelope *bounding* / *staggering* gracefully?
6 Choosing the best holiday from the vast array presented in the media is a *daunting* / *dwindling* task.
7 It was the offer of self-catering that really *stood me in good stead* / *swung it for me*. I hate the idea of having to cook when I'm on holiday.
8 The best thing is not to plan too much – just *go with the flow* / *travel on a shoestring* to wherever your fancy takes you at the time.

2 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

1 A good tourist is always __mindful__ of the local culture and customs. **MIND**
2 There's nothing more __handy__ than a good guidebook when you're on a city trip. **HAND**
3 I never travel with a backpack. I hate getting all __sweaty__ on the back. **SWEAT**
4 This heat is __unbearable__ . Can't we please find a café or something with some air conditioning? **BEAR**
5 The next group ready for the tour is not __divisible__ by five. So I'll take a bigger group. **DIVIDE**
6 As eco-tourism becomes more popular, prices are getting more __competitive__ . **COMPETE**

3 In your notebook, write the appropriate preposition for each gap.

1 I just need to check ___on___ something at work before we set off, OK?
2 You'd better take some more colourful clothes if you want to fit ___in___ with the locals.
3 That's a real shame! I was banking ___on___ her coming to help with the language.
4 Keep an eye ___on___ my things for me while I take a quick dip in the sea.
5 The history of the castle is shrouded ___in___ mystery.
6 Oksana's timing is perfect again! Just as we're about to leave she rolls ___up___ and insists on joining us.

GRAMMAR

4 Identify a grammar error in each sentence. Rewrite correct sentences in your notebook.

1 The longer the journey, the ~~most~~ more satisfying your arrival.
2 The trip was as wonderful an experience as I could have imagined.
3 The train ride was more tiring ~~that~~ than dull.
4 It was ~~so~~ such an exciting adventure that I couldn't calm down for days.
5 I'd say the water was fresh rather ~~as~~ than cold.
6 The hotel was not so much posh ~~than~~ as extravagant.

5 In your notebook, write the correct forms of the adjectives in brackets for each gap. Add any other necessary words.

BELGRADE:
WHY HAVEN'T YOU BEEN YET?

Although Belgrade hasn't always been a tourist destination, it is just [1]as fascinating a (fascinating) city as any of the other more popular European capitals, and it's much cheaper too. There is [2]such a positive (positive) energy in the city that it's no wonder more and more people are visiting. In fact, it's not so [3]much surprising (surprising) as astonishing that more people haven't discovered this remarkable destination.
For the budget-minded, there is plenty of accommodation which can be described as adequate rather [4]than comfortable (comfortable), but with so much to see and do you won't be spending much time in your room anyhow. There are so many restaurants, live music clubs, art exhibits and shopping venues to visit, my advice is: [5]the earlier (early) you start out each day, the more you'll be able to experience. So if you want to visit a city which, at least for the moment, is [6]__fresh__ (fresh) rather than clichéd, do yourself a favour and go to Belgrade before everyone else finds out what they're missing!

USE OF ENGLISH

Multiple choice cloze; sentence transformation; translation

6 In your notebook, rewrite the underlined words replacing them with words with *-ever*. Make any changes necessary.

Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there [1]every time I can. The country offers great value for money [2]even if your budget is limited and you can count on good weather [3]any time of year – summer or winter. [4]Any place you go in Sri Lanka the people are friendly and welcoming. [5]It doesn't matter what your interests are, you will find there is something for everyone; and [6]it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or [7]any other place. Once you get there, you will ask yourself why on earth you didn't go before.

1 whenever 2 however limited your budget is/whatever your budget 3 whichever 4 Wherever 5 Whatever 6 whoever 7 wherever

EXTRA ACTIVITIES

Photocopiable resource 20 *Where to go*
(13–15 min.) pp. 270, 301

7 **For each gap, choose the correct answer (A–D) and write it in your notebook.**

THE SILK ROAD

The term Silk Road evokes an era with caravans of heavily-laden camels, [1]_____ through weather-beaten lands transporting everything from jade and gunpowder to rhubarb and, of course, silk between China and the Levant. There was never actually a single 'silk road', however, but a vast network of routes [2]_____ the edge of Europe with the eastern fringes of Asia and the Pacific Ocean. Despite being incredibly [3]_____ going, the route operated for at least fifteen centuries, only [4]_____ in use due to geopolitical changes, the rise of shipping and the Black Death. To the east, lie Mongolia and China's less-explored desert fringes and to the west, Azerbaijan and the Caucasus. [5]_____ of the curious recent history of the Silk Road countries, the juxtapositions will startle most visitors. You will see not only Lada cars [6]_____ along the road and surviving Soviet monuments but also bling and all-out consumerism.
The bottom [7]_____ is that this is a vast, largely underdeveloped region which is in many ways as [8]_____ as it is impressive. Should you choose to visit the area, aim for either a lot of travel and window-gazing or a more focused trip to a couple of key cities. [9]_____ you choose, you will meet a rich mix of people along the way. And if you do decide to come, a hat, light clothes and sunblock will [10]_____ you in very good stead.

1	**A** trundling	B bounding	C grazing	D shimmering
2	A relating	B neighbouring	**C** connecting	D bypassing
3	A difficult	B risky	C trick	**D** hard
4	A slackening	**B** dwindling	C receding	D dipping
5	**A** Because	B Despite	C In spite	D Instead
6	**A** chugging	B flapping	C wheeling	D trotting
7	A point	**B** line	C end	D fact
8	**A** daunting	B delighting	C dividing	D varying
9	A Wherever	B Whenever	C However	**D** Whichever
10	A stay	B put	**C** stand	D get

8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 The facilities are better in a more expensive hotel.
BETTER
The more expensive the hotel, the better the facilities.
2 In some countries, certain behaviour is mistaken for bad manners.
PASS
Certain behaviour may mistakenly pass for bad manners in some countries.
3 Nowadays I'm always travelling to new places and I like to buy souvenirs there.
WHENEVER
I buy souvenirs whenever I travel to new places – which is quite often nowadays.
4 Although we often felt exhausted at the end of the day, we always had a cooked family meal.
HOWEVER
We always had a cooked family meal however exhausted we felt at the end of the day.
5 Only a few children decided not to take the boat trip.
OF
The (vast) majority of children decided to take the boat trip.

9 **In your notebook, translate the parts of the sentences given in brackets into English. Use no more than six words.**

1 I am not so much angry with her (*nie tyle zła na nią*) as disappointed.
2 The car had such a small boot (*miał taki mały bagażnik*) that we couldn't fit all our luggage in it.
3 You can choose the bed on the right or on the left – whichever you prefer/want/like (*którekolwiek wolisz*).
4 The greater/bigger the challenge, the stronger (*Im większe wyzwanie, tym silniejsza*) your determination becomes.
5 Olivia found his new book less and less inspiring / decreasingly/constantly less inspiring (*coraz mniej inspirującą*) with each page.

Focus Review 5 EXTRA page 139

LISTENING

Matching

10 2.23 **You will hear five people talking about a journey. Match each speaker (1–5) with the corresponding sentence (A–F). There is one extra sentence provided.**

	The speaker …
Speaker 1 E	**A** experienced issues with jet lag.
Speaker 2 B	**B** missed a connection.
Speaker 3 D	**C** had a booking for a training course
Speaker 4 A	**D** chose the cheaper means of transport.
Speaker 5 F	**E** went on a business trip.
	F travelled to attend an arts event.

SPEAKING

11 **Do the task in pairs.**

1 Student A, look at Photo A and tell us how likely it is that such a situation will be a part of your daily life in the future.
2 Student B, look at Photo B and tell us why the man may have decided to spend the night at the airport.
3 Students A and B, look at both photos and discuss the questions below.
- What do these pictures have in common?
- How do they differ as far as the comfort of travelling is concerned?

REFERENCES
Culture notes **pp. 230–231**
Audioscript **pp. 245–246**

EXTRA ACTIVITIES
- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Space tourism might soon start to really compete with traditional tourism. (For instructions, see p. 234)

NEXT CLASS
- Ask students to do Self-check 5.9 in the WB, pp. 72–73.
- Ask students to prepare for Unit test 5: Testing Programme, Unit 5.

6

Express yourself

I shut my eyes in order to see.

Paul Gauguin

ASK YOURSELF, ASK AROUND

What piece of art has had a great impact on you lately? In what way?

Projects page 137

Exercise 1

Art
curator
gallery owner
sculptor

Literature
novelist
translator

Film/theatre
casting agent
cinematographer
playwright

Music
conductor
sound engineer
soloist

Exercise 3

1 *The Lion King* has grossed more than the six most popular *Harry Potter* films.
2 *The Lion King* is still fresh and hasn't dated – unlike *The Phantom of the Opera*.
3 *The Lion King* stage show is more radical than the film and has more dramatic music.

VIDEO

Documentary
Painting a better world 6

6.1 VOCABULARY

Theatre and musicals • exaggerated synonyms • theatre words • compound adjectives

I can talk about theatre, dance and public performance.

SHOW WHAT YOU KNOW

1 **In pairs, divide the job titles in the box into the four categories in the table. Add two more to each list.**

~~biographer~~ casting agent cinematographer conductor curator gallery owner novelist playwright sculptor soloist sound engineer translator

Art	Literature	Film/theatre	Music
	biographer		

2 SPEAKING **Choose three of the jobs in Exercise 1 and describe what they involve. See if your partner can guess which one you are describing.**

3 **Read the review below. What does it say about the differences between:**

1 *The Lion King* show and the *Harry Potter* films?
2 *The Lion King* and *The Phantom of the Opera* shows?
3 *The Lion King* show and *The Lion King* film?

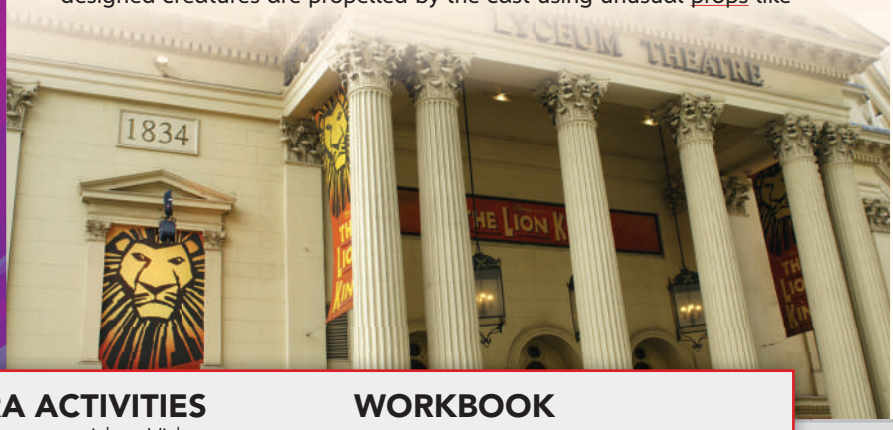
4 SPEAKING **Discuss whether you would like to see the show after reading the review. Why?/Why not?**

How THE LION KING Came to Reign

by David Gritten, October 2014

The long-running *The Lion King* celebrates its fifteenth anniversary at London's Lyceum Theatre with **a flurry of** remarkable statistics **swirling around** it. This is the highest-grossing stage show in history, having already made some £3.8 billion globally – more than the previous record-holder *The Phantom of the Opera*. Or, to place it in a broader context, more than the combined global revenues of the six most popular *Harry Potter* films. At the weekend, I took my seat, just like the other twelve million people so far since its opening in 1999.

I was keeping my expectations in check. Musicals do not always date well. I looked in on *The Phantom of the Opera* a second time for professional reasons in 2004, when the ill-judged film version was released. It was eighteen years after its original London opening, and a dispiriting evening; it felt clapped-out and past its sell-by date. I also wondered if anything could **replicate** the **sheer sense** of slack-jawed awe at seeing the astonishing opening of *The Lion King* for the first time. Set to percussive African rhythms, it features gigantic elephants tramping down the aisles, joining other animals on stage. These inventively designed creatures are propelled by the cast using unusual props like



REFERENCES
Culture notes **p. 231**
Videoscript **p. 258**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES
• Documentary video. Video worksheet 6.8 in the WB, pp. 84–85.
• Photocopiable resource 21 *Double-Oh-Seven* (15 min.) pp. 270, 302

WORKBOOK
pp. 74–75, including *Show What You've Learnt*

FOCUS ON WORDS | Exaggerated synonyms

5 2.24 **In your notebook, match the words below with the exaggerated synonyms in red from the review. Then listen and check.**

1 pure feeling = *sheer sense*
2 surrounding sth = _____
3 watching with open mouths = _____
4 many things happening at the same time = _____
5 strongly emotional = _____
6 filling sth = _____
7 extreme = _____
8 reproduce sth = _____
9 stopping themselves from breathing = _____
10 updated version = _____

6 In your notebook, write the correct forms of the exaggerated items from Exercise 5 for each gap below.

Stomping On

It's not difficult to see why *Stomp* has lasted so long. It's a show that's still [1] *packing out* theatres thirty years after it burst onto the scene in Brighton and *Stomp* has lost none of its [2] visceral power and raw energy. I first saw *Stomp* at the age of ten and I remember [3] gaping at the attractive young performers with big dustbin lids transforming brooms, oil cans and vacuum cleaner tubes into musical instruments. In all these years, *Stomp* has never undergone any [4] radical changes – there is no need for a major [5] reboot when the original format works so well. Other theatre troupes have tried to [6] replicate the *Stomp* formula, but none have stolen the crown from the original.

stilts to play giraffes. When the huge shimmering saffron sun rises over an unmistakably African plain, you feel the remarkable **visceral** power of the scene. All around you, everyone else is **gaping** and **holding their breath**, too.

Well, fifteen years on, it still works brilliantly. Credit for this goes to the prime mover of this stage version, director Julie Taymor, who came from avant-garde and experimental theatre. There's a tough-mindedness about her method of storytelling, so it's surprising that Disney approved such a **radical reboot** of the film. But it works superbly.

Second only to Taymor's vision is the music of South African composer Lebo M, which makes the crucial difference between *The Lion King's* film and stage versions. If this musical has a predominant sound, it is his – rhythmic, melodic and thuddingly percussive, as underlined by the presence of two energetic drummers, visibly up high on either side of the stage. Yet his choral arrangements, some sung in Zulu, are simply heart-stopping. We suspend disbelief when confronted with this version of Africa, and the far-reaching eternal truths in the story make the specific period in which it is set irrelevant. It will not date easily; indeed, one can imagine it still **packing out** the Lyceum fifteen years from now.

FOCUS ON WORDS | Theatre words

7 2.25 **In pairs, divide the words underlined in the review into two categories. Then listen and check.**

Adjectives to describe music	Places/Objects

8 In your notebook, write the correct forms of the words from Exercise 7 for each gap. Are the statements true for you?

1 I really enjoy *percussive* music. The more rhythm the better.
2 I hate it when the stage is crammed with __props__ .
3 I feel uneasy when an actor suddenly walks down the __aisle__ and starts interacting with the audience.
4 As a child, I was frightened of clowns on __stilts__ . They looked gigantic to me!
5 I'm enthralled by the __choral__ singing of big groups of vocalists performing in unison.

FOCUS ON WORDS | Compound adjectives

9 2.26 **In your notebook, match the words highlighted in the review with the definitions below. Then listen and check.**

1 misguided = *ill-judged*
2 very exciting or frightening = heart-stopping
3 having continued for a long time = long-running
4 having a great influence or effect = far-reaching
5 having your mouth open because you are amazed = slack-jawed
6 earning the largest amount of money = highest-grossing

10 SPEAKING Think of examples for each of the following. Justify your choices.

1 A recent film you believe could turn out to be one of the highest-grossing in history.
2 A long-running disagreement you had.
3 An ill-judged comment you made.
4 A decision with far-reaching consequences.
5 A surprise that left you slack-jawed.
6 A heart-stopping moment in your life.

FOCUS ON WORDS | EXTRA Compound adjectives

11 2.27 **In your notebook, write more compound adjectives with the participles from the box. Listen and check. Then write an example sentence for each adjective.**

blowing fetched fisted ~~meaning~~ packed witted

a noun/adjective/adverb + present participle
1 having good intentions = well-*meaning*
2 very exciting, shocking or strange = mind-blowing
b noun/adjective/adverb + past participle
3 unlikely or difficult to believe = far-fetched
4 full of exciting events = action-packed
c adjective + noun + *-ed*
5 clever = quick-witted
6 not liking to spend money = tight-fisted

12 Look back at the compound adjectives in Exercise 9. Which group in Exercise 11 do they belong to?
a long-running, highest-grossing, heart-stopping, far-reaching
b ill-judged
c slack-jawed

Exercise 5
2 swirling around sth
3 gaping
4 a flurry of sth
5 visceral
6 packing sth out
7 radical
8 replicate
9 holding their breath
10 reboot

Exercise 7
Adjectives to describe music
percussive
rhythmic
melodic
choral
Places/objects
aisles
stage
props
stilts

NEXT CLASS

Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 6.1, Vocabulary.

6.2 READING

Multiple choice

I can understand specific details in an article.

1 SPEAKING **Discuss the questions.**

1 Do you like poetry? Why?/Why not?
2 Do you listen to rap? If so, who are your favourite artists?
3 Do you think rap lyrics are a kind of poetry? Why?/Why not?

2 2.28 **Listen to an extract from a radio programme about the history of performance poetry. In your notebook, make notes under the headings below.**

- Poetry in ancient times
- The advent of printing
- The Beat movement
- Open mic nights and poetry slams
- The origins of hip-hop and rap
- Spoken/Performance poetry

3 **Read quickly through the article about a contemporary performance poet. Find three aspects of their work that were mentioned in the radio show.**

She's a rapper. She has taken part in poetry slams. Topics of her work are taken from Greek myths.

READING FOCUS Multiple choice

4 **Read the article again. For questions 1–6, choose the best answer (A–D) and write it in your notebook.**

1 In Paragraph 1, the writer's aim is to contrast
A Kate's age and that of most award-winning poets.
B Kate's accent and an upper class accent.
C the range of experiences and interests Kate has had.
D Kate and other urban rappers.

2 In Paragraph 2, we learn about about Kate's attitude to spoken-word performance and that she feels
A its importance has now been proved.
B it should be about contemporary human relations.
C it isn't as acceptable as traditional, print-based poetry.
D angry that it isn't taken seriously enough.

3 Which is NOT implied by the writer in paragraph 3?
A Kate's achievements in poetry surpass those as a playwright.
B Kate is difficult to categorise as an artist.
C Kate has found the way to bridge the divide between poetry and theatre.
D Kate appreciates being able to exploit her many talents.

4 In the writer's opinion, Kate uses Greek myths as a basis for her poetry
A because they deal with difficult issues.
B because she read them when she was a child.
C as a way of reflecting modern themes and concerns.
D as a way of showing that modern life is no less dramatic.

5 Which of the following best describes the writer's impression of Tempest on stage?
A She is easily hurt.
B She holds the audience's attention completely.
C She is childish.
D She has a strong sense of self-belief.

6 What can be concluded about Kate's future from paragraph 6?
A There are several different options that she can pursue.
B Her future depends on getting new commissions.
C She will have a lot of competition to beat.
D She will continue to write even more experimental poetry.

5 **Read UK TODAY to find out more about two awards mentioned in the article. Are there any equivalents in Poland?**

UK TODAY

The annual **Ted Hughes Award** acknowledges emerging poets producing original, innovative works. It commemorates one of the greatest 20th-century British poets.

The **Mercury Prize** is awarded for the best album from the UK and Ireland. It is open to all types of music, including pop, rock, folk, urban/rap, dance, electronica, jazz, blues and classical.

6 **In your notebook, write word families consisting of two or three parts of speech using the words in blue in the article.**

NOUN	VERB	ADJECTIVE
captivation	*captivate*	captivated

7 **In your notebook, write one word from your table in Exercise 6 for each gap.**

Who would have [1]*suspected* that the 2012 Ted Hughes Award would be presented to Kate Tempest for *Brand New Ancients*? Not only was she the youngest poet to have [2]*received* the award, but she also uses forms, such as rap, of which the literary [3]*establishment* has long been [4]*suspicious* . Her captivating and mesmerising delivery combined with her ability to use street poetry, rap and [5]*mythology* to address themes of marginalisation and [6]*dispossession* has inspired a whole, new generation.

FOCUS ON WORDS | Collocations

8 2.30 **In your notebook, complete the collocations with one adjective from the box for each gap. Refer to the article for help if necessary. Then listen and check.**

epic full-length immortal
raw ~~time-worn~~ warring

1 *time-worn* prejudices / steps / **tales**
2 *immortal* soul / **truths** / words
3 *full-length* dress / play / **poetry collection**
4 *warring* factions / **families** / tribes
5 *raw* **emotions** / materials / passion
6 *epic* journey / proportions / **story**

9 **In your notebook, write example sentences using one adjective–noun collocation from each set in Exercise 8.**

10 SPEAKING **Discuss which artist from your country you would nominate for one of the awards described in UK TODAY. Give reasons for your choice. Then have a class vote for the best poet or album.**

Exercise 2

Poetry in ancient times: epic poems about love, war and peace, gods, grief and loss recited to music by a poet-singer; Homer's *Odyssey*

The advent of printing: print introduced in the 15th century; poets as writers instead of entertainers; poetry read in solitude rather than listened to

Beat movement: American literary Movement originating in 1950s; spoken-word performances; Allen Ginsberg

Open mic nights and poetry slams: introduced in 1980s, unknown poets performed their work on stage; competitors have time limit to present their work to a set of judges

The origins of hip-hop and rap: arose from urban unrest in 1970s and 1980s, non-traditional poets

Spoken/ Performance poetry: one of the most popular forms of poetry nowadays; YouTube and other media outlets are used

REFERENCES
Culture notes **pp. 231–232**
Audioscript **p. 246**

WORKBOOK
pp. 76–77

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 78.

Kate Tempest in concert, 8 March 2020

THE IRRESISTIBLE RISE OF KATE TEMPEST

1 Kate Tempest is a poet from Brockley, south London, and the youngest ever **recipient** of the prestigious Ted Hughes Award for New Work in Poetry, recognising excellence and **innovation** for her 2012 piece *Brand New Ancients*. But there's more to Kate than meets the eye. On the one hand, she's the soul of modernity: she began her career as a rapper and is still vastly popular on the rap circuit. She had a 'wayward youth', living in squats and getting tattoos, and her voice is hardly upper class: her London drawl is full of street slang and glottal stops. By the standards of the poetry world, she seems practically science fiction. Then there is the other hand. After leaving school with no A levels, she ended up gaining a degree from Goldsmiths*. In her straight poetry, Tempest's focus is firmly classical. She bases her subjects on the lives of the gods and monsters of Greek **mythology** – not, perhaps, what you would expect from an urban rapper who cites Roots Manuva and the Wu-Tang Clan among her other key influences.

2 Born Kate Calvert in 1985, Tempest is one of the rising stars of a young performance community that might be viewed with **suspicion** by some old-fashioned members of the poetry **establishment**. *Brand New Ancients* is an hour-long spoken word performance set over a live orchestral score. Through a combination of storytelling, lyricism and music, Tempest tells the epic story of two south London families as their respective generations grow and intertwine. On hearing her shortlisting for the award announced, Kate tweeted: '*Brand New Ancients* been shortlisted for the Ted Hughes Award for poetry!! And people love to say "performance" poets aren't proper. Yes, mate.' She spent the afternoon before the awards performing her work for inmates in Holloway prison.

3 Tempest is a lyricist first and foremost. She 'fell into poetry' after attending a poetry slam. In 2014, her debut album *Everybody Down* was nominated for the annual Mercury music prize along with Damon Albarn and FKA twigs among others. In the very same week, she found herself named as one of 2014's Next Generation Poets by the Poetry Society for *Brand New Ancients*, joining a once-a-decade list of the brightest talents in the UK and Ireland. Then there is her novel, which more fully explores the plotline of *Everybody Down*, the three plays she staged over the years, and her phenomenal reputation as a spoken word poet. 'I feel extremely lucky to be in a situation where I can **indulge** all the different parts of my creative personality,' she says.

Kate Tempest attends the Mercury Prize nomination launch on 10 Sept. 2014 in London

4 When it comes to poetry, Tempest is fascinated by the distant past. Stories from the classical world were part of her childhood. 'These are the sort of stories that really infiltrate – about families, and archetypal human tendencies and raw, dark emotions. They never seemed dead stories to me, they always lived and were real.' But Tempest's poems aren't simply routine retellings of time-worn tales; rather, she picks up the fabulous, familiar characters, dusts them down and hauls them into the present. In *Brand New Ancients*, the gods are recast as two warring families whose lives highlight the immortal and very real truths of love and loss. Her full-length poetry collection, *Hold Your Own*, is based on the mythological figure of Tiresias, the blind Greek prophet who spent seven years transformed into a woman. In both works, Kate holds up a mirror to contemporary life in a direct and **provocative** way.

5 *Brand New Ancients* has been performed to packed concert halls on both sides of the Atlantic. On stage, Tempest has a genuinely mesmerising presence and is acutely responsive to her audience. Her physical presence is charming, **disarming**: both child-like and mature, with a confidence in how her body uses space but also maintaining the innocent wide-openness of a very young girl. Audiences are **captivated** by her spell, calling out encouragement. In her work, Tempest handles empathy for the **marginalised**, the powerless and the **dispossessed** as well as gender. Her voice raw, her posture vulnerable, she pleads with the audience to be empathetic towards our fellow human beings.

6 Tempest has helped to popularise spoken word poetry, reaching a whole new audience. According to Poetry Society director Judith Palmer, it's thriving among younger people. 'There's a lot of poets trying it, but it relies on festivals having the nerve to commission new work.' Festival Republic, which organises festivals around the UK, first booked Tempest to perform in 2008, and she has appeared at their Latitude Festival several times since. 'She was a strong voice and is quite unique. There are page poets and there are live poets and she's very much a live performance poet. Once you've seen her perform, you're quite mesmerised,' the organisers say. However, some would argue that *Hold Your Own* turned her from a performance poet to a page poet. 'Her ability to **defy** categorisation is a strength,' Palmer adds. 'A good writer can do different things,' she says. Whither now for Kate Tempest? I can't wait to find out.

In 2020, Kate Tempest changed their name to Kae Tempest and started using the pronouns *they* and *their* instead of *she* and *her*. Kae's new name should be pronounced like the letter *k*.

* Goldsmiths is a college within the University of London.

Exercise 6

Noun – Verb – Adjective

disarmament – disarm – disarming

defiance – defy – defiant

dispossession – dispossess – dispossessed

establishment – establish – established

indulgence – indulge – indulgent

innovation – innovate – innovative

marginalisation – marginalise – marginalised

mythology – Ø – mythological

provocation – provoke – provocative

recipient – receive – received/ receptive

suspicion – suspect – suspicious

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6.3 GRAMMAR

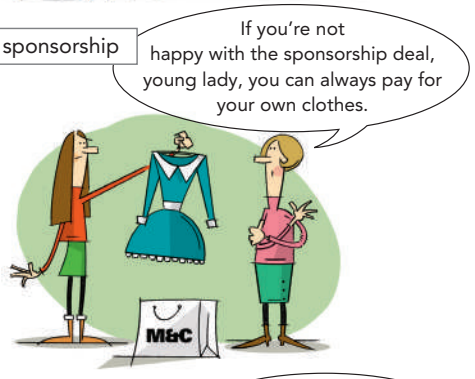
Advanced conditionals

I can use advanced conditional structures.

1 SPEAKING **Look at the three ways of raising money. Discuss the pros and cons of each method and decide which would be most effective if you needed funds to travel.**

1 crowdfunding

2 sponsorship



3 car boot sale

2 2.31 **Listen to Sarah Mills and find out which method she tried. Was it successful?**

3 2.31 **In your notebook, try to match the sentence halves. Then listen again to check.**

1 Nobody'll read it **whether** *d*
2 **Had I agreed** to wear a sponsor's shirt, b
3 We'll give you some money **on condition** e
4 We'll give you some money a
5 **But for** their support, f
6 **Should you wish** to follow the adventures of Sarah, c

a **as long as** you take a picture.
b they could have helped me out.
c she's going back on the road in a few weeks.
d I recommend sites **or not**.
e **that** you visit this or that site.
f I wouldn't have been able to keep going.

Exercise 2
Crowdfunding; she was not able to raise money via a crowdfunding site, but the readers of her blog helped her finance her travels.

4 Read the GRAMMAR FOCUS and find an example sentence in Exercise 3 for each point below.

GRAMMAR FOCUS

Advanced conditionals

- You can use other words besides *if*, e.g. *on condition that, as long as, providing/provided that, unless*, etc. 3e, 4a
- If you use inversion in past conditionals and those with *should* and *were to*, you can omit *if*.
  ***If you should** wish to start a crowdfunding scheme/**Should you** wish to start a crowdfunding scheme, you need to do your homework first.* 2b, 6c
- You can sometimes replace past conditionals with *but for*.
  ***If they had not** supported me/**But for** their support, I would never have succeeded.* 5f
- You use *whether … or not/whether or not …* (NOT *if*) to express alternative conditions. 1d

5 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first sentence or pair of sentences combined. Use no more than five words including the word in capitals.**

1 He never responds. He might lose his sponsorship. **IF**
If he doesn't respond, he might lose his sponsorship.
2 Even if you tell them to donate more, they'll give very little. **NOT**
They'll give very little whether you tell them to donate more or not .
3 She didn't advise me beforehand. That's why I lost my investment. **HAD**
Had she advised me beforehand, I wouldn't have lost my investment.
4 I'll lend you some cash. But you have to pay it back with interest. **CONDITION**
I'll lend you some cash on condition that you pay it back with interest.
5 I never would have met the target without your contribution. **BUT**
But for your contribution , I would never have met the target.
6 Just ask if you need to speak to the web designer. **SHOULD**
Should you need to speak to the web designer, just ask.
7 I'll come to the fundraiser. But you'll have to introduce me to the organiser. **LONG**
As long as you introduce me to the organiser, I'll come to the fundraiser.
8 It doesn't matter if it's for a good cause. You shouldn't give more than you can afford. **WHETHER**
You shouldn't give more than you can afford – whether or not it's for a good cause.
9 If you hadn't recommended my website, it wouldn't be as successful as it is now. **FOR**
But for your recommendation , my website wouldn't be as successful as it is now.

6 In you notebook, complete the sentences so that they are true for you. Compare your ideas in pairs.

1 As long as I _____ , I'll _____ .
2 Should I want to _____ , I'll _____ .
3 I'll _____ whether I/she/they etc. _____ or not.
4 But for _____ , I would never have _____ .

7 SPEAKING **Discuss the questions.**

1 What do you think are the best ways to raise money?
2 Have you ever tried to raise money? What type of things did you do?
3 Have you ever donated money? To what causes?

Grammar pages 129–130

REFERENCES
Culture notes **p. 232**
Audioscript **pp. 246–247**

EXTRA ACTIVITIES
Photocopiable resource 22 *Were I to express my opinion …* (15 min.)
pp. 270–271, 303

WORKBOOK
p. 78, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 6.3, Grammar.

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6.4 USE OF ENGLISH

Phrases with *if*

I can use various phrases with if.

1 SPEAKING **Read the definition of 'photobombing' and look at the photos. Then discuss the questions.**

1 Which occurred by accident and which was staged? What makes you think this?
2 Why do you think photobombing has become so common?

2 **Read the text about a 'professional' photobomber. What, according to the author, makes somebody want to photobomb?**
A kind of narcissism

An anonymous man in London has so far managed to photobomb eighteen separate live TV news events. Appearing in shot behind journalists, the mystery man pops up each time **as if** he **were** there by accident.

There is, however, little **if any** purpose for such pranks other than perhaps a kind of narcissism. After all, it's not **as though** he **has** anything to gain from his exploits. And, **even if** there is some slim chance of him becoming a full-on Z-list celebrity*, he rarely, **if ever**, does anything more than stand still or walk into frame reading a newspaper. **If in doubt** as to his range of talents, casting agents are hardly likely to be falling over themselves in a rush to sign him up based on such performances.

If anything, his appearances serve only as an annoyance for film crews, who, **if necessary**, have to re-shoot after abandoning the first take. Re-shooting is clearly not an option for live broadcasts, however, which means we may have to put up with our unwanted guest for some time yet.

*sb who thinks they are a celebrity when they aren't

3 **Read the LANGUAGE FOCUS and find an example of each structure in the text.**

LANGUAGE FOCUS

Phrases with *if*

- You use ***as if/as though*** with the present tense to talk about situations which we think can be true and with the past tense to talk about situations which we know are not true.
- You use ***even if*** in unexpected conditions.
- You sometimes leave out subject + *be* after *if* in fixed expressions: ***if necessary***, ***if any***, ***if anything***, ***if ever***, ***if in doubt***.

THE MEME DICTIONARY

Photobombing: the act of appearing in a photo you shouldn't be in, accidentally or on purpose.

4 **In pairs, take turns to read out the sentences choosing the appropriate phrases.**

1 I wouldn't do anything to encourage him. (*If anything*) / *If any*, I'd try to stop him.
2 She won't change (*even if*) / *as though* she becomes famous.
3 (*If in doubt*) / *If ever* – don't do it!
4 He seldom, *if necessary* / (*if ever*), is well-meaning.
5 He's not tight-fisted. In fact, *if ever* / (*if anything*) he's rather generous.
6 There's little, (*if any*) / *if anything* possibility of her becoming a conductor.
7 I'll ask for help *if ever* / (*if necessary*).
8 He orders people around (*as though*) / *even if* he's the director.
9 I'm determined not to appear on live TV – (*even if*) / *as though* I've been invited personally.

5 **In your notebook, rewrite the sentences with the words in brackets in the correct place.**

1 He told me he was disappointed, but he seemed angry. (if anything)
He told me he was disappointed, but if anything, he seemed angry.
2 She behaves as though she owned the place. (as though)
3 I think the play will be a flop, even if it does get promoted on national TV. (even if)
4 I was told, if in any doubt about our plans, not to talk to a journalist. (if in any doubt)
5 I have to pass the test. If necessary, I'll take it a hundred times. (if necessary)
6 Cameron seldom, if ever, asks for more than one rehearsal. (if ever)
7 The cameraman looks as if he's about to fall. (as if)
8 There are very few, if any, people that don't love practical jokes. (if any)

6 SPEAKING **For each statement below rate from 1–10 how true or untrue it is for you (1 = very true, 10 = not true at all). Then compare with a partner.**

1 There's very little possibility, if any, of my becoming a teacher.
2 I sometimes act as though I know something – even when I don't.
3 I never give advice if in doubt as to best thing to do.
4 I rarely, if ever, tell lies – even white lies.
5 I never fail exams. If anything, I always pass with flying colours.
6 Even if I were lost, I wouldn't ask for directions.
7 I'll stay up all night working if necessary.
8 I never behave as if I were better than anyone else.

Use of English pages 131

Exercise 3

as if/as though: as if he were there by accident; it's not as though he has anything to gain

even if: even if there is some slim chance

if necessary: film crews, who, if necessary, have to re-shoot

if any: There is, however, little if any purpose

if anything: If anything, his appearances serve only as an annoyance

if ever: he rarely, if ever, does anything

if in doubt: If in doubt as to his range of talents

WORKBOOK

p. 79, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 6.4, Use of English.

6.5 LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in informal conversations.

1 SPEAKING **Look at the poster showing a skatepark and a proposal for its redevelopment. Then discuss the questions.**

1 What changes are being proposed?
Changing the skatepark into commercial shops.
2 Is the poster for or against the development? Why do you think so?

2 SPEAKING **Discuss the questions.**

1 Is there a place like this near you?
2 Can a city benefit from such places?
3 Do you think it would be better to redevelop them into something else, e.g. businesses or residential buildings? Why?/Why not?

3 2.32 **Listen to three dialogues about the skatepark. Answer the questions in your notebook.**

1 What are the redevelopment plans described in the dialogues? How are they different to your guesses in Exercise 1?
2 Who are the speakers in each dialogue and what is their connection with the plans?
3 What is the outcome described in Dialogue 3?

LISTENING FOCUS Multiple choice

4 2.32 **Listen again to the dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 How does the man feel about the plans for the skateboard park?
(A) unhappy about the way they were presented
B undecided about the best way to oppose them
C unsure about whether they are detailed enough

2 What do they both agree about the skateboard park?
A It has a place in local history.
B It is expensive to maintain.
(C) It requires updating.

Dialogue 2

3 What is the man doing?
A criticising people who oppose the plans
(B) explaining why he is sympathetic to the plans
C expressing a concern about the legality of the plan

4 What do they both feel is the main benefit of the plans?
A the opportunities provided for new business
B the proposed increase in cultural possibilities
(C) the improved appearance of the area

Dialogue 3

5 How does the woman feel about the decision?
A She wishes the decision had taken longer.
(B) She regrets the loss of potential benefits to the community.
C She feels sorry that more people didn't take part in the discussion.

6 What do they both think about the process involved in reaching the decision?
(A) The property developers used the wrong strategy.
B The skateboarders did not run a fair campaign.
C Nobody bothered to listen to the real arguments in the case.

Exercise 3

1 Plans are to replace the current skatepark with a new purpose-built one under the bridge. The current site will be redeveloped into a creative hub with shops, restaurants and projects such as rehearsal studios, etc.
2 Dialogue 1: skateboarders – use the skatepark Dialogue 2: local businesspeople with businesses near the skatepark Dialogue 3: musicians who play and rehearse in nearby concert hall
3 Outcome: the skateboarders won and the redevelopment plans did not go ahead.

FOCUS ON WORDS | Collocations

5 2.33 **In your notebook, write the appropriate collocations from the box for each gap. Then listen and check.**

creative hub | cultural institutions | legal battles | ~~local regeneration~~ | pop-up shops | property developers | public consultation | done deal | redevelopment plans

1 *Local regeneration* is beneficial because it brings money into poorer neighbourhoods.
2 Legal battles often occur when people can't agree about the best way for the city to grow.
3 Building cultural institutions like concert halls is good for both the arts and business.
4 Property developers usually make a lot of money when the economy is doing well.
5 It would be good to have a creative hub near where I live so that artists could meet.
6 There are all these pop-up shops in my town – every month the businesses change.
7 Sometimes even at public consultation the opinions of local residents aren't taken into account.
8 I don't feel that major redevelopment plans are always the best way forward. Sometimes it is good to preserve the past.
9 There is no point in protesting once governments or big businesses have made decisions and something is a done deal.

6 SPEAKING **Discuss which statements from Exercise 5 you agree with and why.**

REFERENCES
Audioscript **p. 247**

WORKBOOK
p. 80

6.6 SPEAKING

Discussing advantages and disadvantages

I can compare and discuss the advantages and disadvantages of possible approaches and solutions to an issue or a problem.

art studio
cinema
climbing wall
updated computer lab
auditorium

1 SPEAKING **Look at the list of facilities above and discuss which would be the most/least useful for your school.**

2 3.1 **Listen to students discussing what facilities their college should invest in. Answer the questions in your notebook.**

1 What arguments were used for each of the facilities?
2 What were the disadvantages of each option?
3 Did the students reach a unanimous decision?

3 3.1 **Read the SPEAKING FOCUS. Then listen again and, in your notebook, make a list of the phrases from the SPEAKING FOCUS you hear.**

SPEAKING FOCUS

Presenting advantages

One of the main pluses/benefits/advantages of … ✓
That could be an argument in favour/support of … ✓
There are points in favour of … ✓
… is a real plus.
… is a strong selling point. ✓

Presenting disadvantages

I see (that) as a drawback of … ✓
A major downside of …
One difficulty I see with that idea …
There's a strong argument against that idea, namely … ✓
… a bit of a negative aspect … ✓

Reaching a decision

Taking everybody's needs into account, … ✓
Bearing everything in mind, … ✓
Weighing up the pros and cons, …
On balance, …
If you consider all the negative and positive aspects, …
All things considered, …

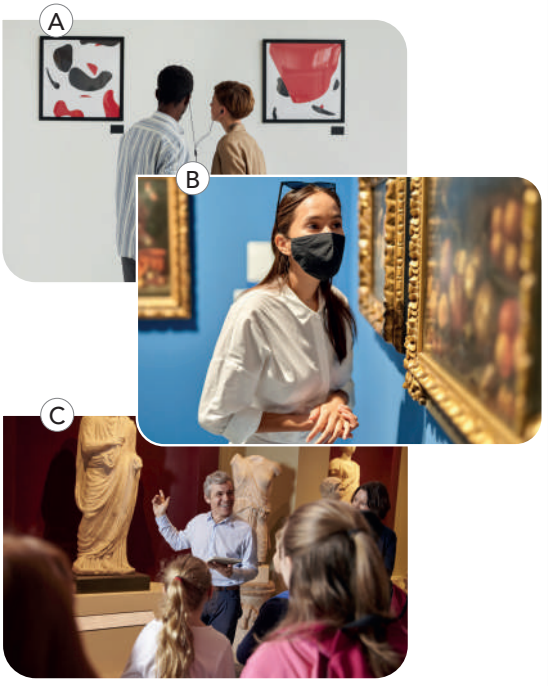
4 **In your notebook, rewrite the sentences replacing the underlined words with phrases from the SPEAKING FOCUS.**

1 One of the reasons for living in the city is that you can experience as much culture as you like.
One of the benefits of living in the city is that you can experience as much culture as you like.
2 If you think about the good points and bad points, I think that the town should invest in a new arts complex.
If you consider all the negative and positive aspects
3 Something I reckon is a disadvantage is that the cultural centre is so far away. I see as a drawback
4 A real problem of living in the country is that there are often not many cultural activities.
A major downside
5 Something positive about the new concert hall is that live music is popular right now. A point in favour of
6 Taken as a whole, I think the new art gallery is the best way forward. On balance

5 SPEAKING **Do the exam task.**

Popatrz na zdjęcia A, B i C. Nauczyciel poprosił cię o wskazanie sposobu odkrywania sztuki, który jest najatrakcyjniejszy dla nastolatków. Rozważasz trzy opcje.

- Wybierz tę opcję, która twoim zdaniem będzie najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



6 SPEAKING **In pairs, answer the questions.**

1 What are the advantages of learning to paint at an early age?
2 What can schools do to make sure their students experience different kinds of art?
3 Some people think that arts subjects are less important in the school curriculum than science subjects. Do you agree?
4 Should governments subsidise the arts?

Exercise 2

1 Arguments for:
computer lab – can be considered cultural and it can be used for most things, e.g. watching and editing films, digital design; access to latest technology
climbing wall – what most students would like
auditorium – the largest proportion of students will benefit from using it
cinema – students will not have to go far to watch a film; educational value of watching old films

2 Arguments used against the computer lab:
Most students already have access to a computer; already spend too much time looking at screens.
Drawbacks of other options:
auditorium & art studio – they already have a space that they use for these purposes, though they are not perfect
climbing wall – not cultural and their money has to be invested into a cultural project
cinema – could only afford old movies, people like to watch movies on their computers these days

3 No. Two students will vote for the computer lab and one for the climbing wall.

REFERENCES
Audioscript **p. 248**

WORKBOOK
p. 81

6.7 WRITING

A review of a book/film

I can write a structured review of a film or book with examples and recommendations.

1 SPEAKING **When choosing a new book or film, which of the following do you take most/least seriously: recommendations from friends, advertisements and trailers, or critics' reviews? Why?**

2 SPEAKING **Look at the list of book-to-film adaptations. Discuss which ones you have seen and what star-rating you would give them.**

Which are your favourite book-to-film adaptations?

The Hobbit films | *Harry Potter* series | *The Girl with the Dragon Tattoo* | *The Twilight Saga* | *The Perks of Being a Wallflower* | *The Hunger Games* series | *Beautiful Creatures* | *The Fault in our Stars*

You didn't mention my favourite book-turned-movie:

?

3 **Would you match any of the statements with the films in Exercise 2? If not, how would you describe them?**

- It's admirably true to the book(s).
- The special effects are eye-poppingly spectacular.
- The acting is Oscar-worthy.
- Though sentimental at times, I found it genuinely moving.
- It's awesomely entertaining action movie fun.
- I was absolutely gripped by the drama.

4 SPEAKING **Read the task and the review. Discuss the question that applies to you.**

1 You've seen/read *The Hunger Games* films/books. Do you agree or disagree with the reviewer? Identify two points you agree or disagree with and say why.
2 You haven't seen the films or read the books. Would you want to either see or read them after reading this review? Why?/Why not?

Reviews Wanted!
Best and Worst Book-to-Film Adaptations!
Send us a review comparing a book and its film adaptation. What is the story about? How effective is the adaptation in your opinion? Would you recommend the film, the book, both or neither?

Why THE HUNGER GAMES Works

Good quality books can lead to highly enjoyable film adaptations. Equally though, on-screen versions of successful novels sometimes leave fans bitterly disappointed (case in point *The Twilight Saga*). While they have their weaknesses, *The Hunger Games* films brilliantly capture the political and social undertones of Suzanne Collins' novels.

The Hunger Games depicts a nation governed through fear. As punishment for a past uprising, the Government forces each of its twelve districts to send a teenage boy and girl to compete in the Hunger Games, a nationally televised event in which the participants fight until only one survivor remains. The plot focuses on Katniss, one of the district representatives, played by Jennifer Lawrence. There are great performances from the entire cast, but Lawrence gives a powerhouse portrayal of the heroine.

Each film in the series offers a swiftly paced adaptation of one of the novels. Naturally, the books contain more vivid description to fuel readers' imaginations, but the films still manage to capture much of her darkly dystopian universe. True, there are some major changes, the biggest of which is probably the move away from the first person perspective. Moreover, the controversially graphic violence that shocked and enthralled Collins' teenage readers has been watered down, presumably to keep the PG13* rating. Still, this is tough, dramatic stuff that will keep the majority of viewers on the edge of their seats.

Quite simply *The Hunger Games* films are well-cast, well-paced and well-scripted and I could confidently recommend them to anyone with an interest in action or sci-fi.

*PG13 – may be inappropriate for pre-teenagers (Motion Picture Association of America's film rating system)

REFERENCES
Culture notes **p. 232**

EXTRA ACTIVITIES
Photocopiable resource 23 *Why The Hunger Games works* (15 min.)
pp. 271, 304

WORKBOOK
pp. 82–83, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 6 (lessons 6.1–6.7, Word list on pp. 84–85).

5 **Read the WRITING FOCUS. Find examples for the points below in the review on page 82.**

WRITING FOCUS

A review of a book/film

Introduction

- Catch the reader's attention in the opening sentences.
- Indicate the aim and structure of your review (this could include the title or type of book/film).
- Start the comparison you will continue throughout the review (if you are reviewing two things, e.g. a book and its film adaptation).
  Whereas … is, … is …
  Compare this to … which is …

Main paragraphs

- Describe the plot briefly (the main aim is evaluation).
  Set in … , the film/book tells the story of/focuses on …
  The opening chapter sets the scene.
- Give a detailed evaluation. (It may be positive or negative, or it may balance both positive and negative points.)
  A possible criticism is that …
  Although …
  However, …
  Admittedly, …
  Even so, …

Conclusion

- State your overall impression.
  All in all, …
  In short, …
- Express a recommendation (for or against) with your reasons.
  If you like … , you have to …
  I can't recommend … highly enough …

6 **In pairs, put the following paragraphs from a book review in a logical order. Use the WRITING FOCUS to help you.**

a The first book in Veronica Roth's bestselling trilogy, the novel is set in a post-apocalyptic world where society is divided into five factions each based on one core value. Teenager Beatrice (Tris) does not fit into any group and so is labelled as 'Divergent'. Tris learns what it means to live a life of solitude.

b In short, this was a heart-pounding and dramatic debut. *Divergent* is a haunting young-adult novel that will leave you craving more. I couldn't stop reading. You shouldn't stop either!

c For someone who reads as many dystopian future novels as I do, this novel had a lot to live up to. However, I was absolutely hooked from the start. *Divergent* has everything a dystopian novel needs: a feisty heroine, love interests and survival in a harsh world.

d Roth maintains a gripping pace throughout the book, with plot twists around every corner. Tris is a genuinely convincing heroine. However, be warned as there is a lot of bloodshed, which is rather shocking. The book has been labelled 'the next *Hunger Games*' and while there are similarities, the overall storyline is different and completely original.

7 **Read the LANGUAGE FOCUS and answer the questions in your notebook.**

LANGUAGE FOCUS

Intensifying adverbs

You can make your review more interesting by using adverbs to intensify adjectives. However, not all adverbs and adjectives collocate.

- ***very*** cannot usually collocate with strong adjectives to make them stronger:
  absolutely/truly spectacular NOT ~~*very spectacular*~~
- ***really/extremely*** can collocate with both strong and weak adjectives:
  really good/fantastic, extremely bad/wicked
- ***deeply/profoundly*** usually collocate with adjectives describing emotions:
  profoundly moving, deeply disturbing
- ***hugely/vastly*** intensify the extent or amount of something:
  hugely successful, vastly overrated
- ***quite*** means a *bit/a little* when used with a weak adjective:
  The film was quite interesting.
  but it means *extremely* when used with a strong adjective:
  The film was quite compelling.
- ***rather/pretty*** mean *to a certain or significant degree*:
  The film was rather good. He's a pretty good actor.
- negative adverbs collocate with negative adjectives:
  painfully slow, tediously repetitive

1 Which of the adverbs can be replaced by *very*?

absolutely amazing highly entertaining ✓
really terrifying refreshingly different ✓
totally dull ✓ utterly spine-chilling

2 What does *quite* mean in each of the pairs?
  a quite frightening/quite terrifying a bit/extremely
  b quite surprising/quite shocking a bit/extremely

8 **Look through the reviews in Exercises 4 and 6. Find more adverb–adjective combinations.**

9 **In pairs, choose the appropriate adverbs. Use the LANGUAGE FOCUS and the reviews to help you.**

1 While it doesn't compare with the original version, the latest *Karate Kid* is (*surprisingly*) / *highly* good.
2 True, the plot is (*pretty*) / *deeply* far-fetched and predictable, but *Interstellar* is a *very* / (*totally*) riveting balance of visual spectacle and thought-provoking ideas.
3 *Weightless* is a *rather* / (*truly*) amazing read. It's best suited to older readers as it tackles some *refreshingly* / (*deeply*) distressing content.
4 The best thing about *The Dream Thieves* is the character development: the characters are all *boringly* / (*convincingly*) real and (*vastly*) / *deeply* different from each other.

SHOW WHAT YOU'VE LEARNT

10 **In your notebook, complete the writing task in Exercise 4. Use the WRITING FOCUS and LANGUAGE FOCUS to help you. Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.**

Exercise 5

Introduction

Catch the reader's attention:

Good quality books can lead to …

Start the comparison you will continue throughout the review:

While they have their weaknesses …

Main paragraphs

Describe the plot briefly:

The Hunger Games depicts …/ The plot focuses on …

Give a detailed evaluation:

Each film …/ Naturally …/ True, …/ Still …

Conclusion

State your overall impression:

Quite simply, …

Express a recommendation (for or against) with your reasons:

I could confidently recommend them.

Exercise 8

Exercise 4: highly enjoyable, bitterly disappointed, swiftly paced, darkly dystopian, controversially graphic

Exercise 6: absolutely hooked, genuinely convincing, rather shocking, completely original

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6.1 Vocabulary 4.36

action-packed /'ækʃən pækt/ o wartkiej akcji

avant-garde/experimental theatre /ˌævɒŋˌgɑːd/ɪkˌsperəˌmentl 'θɪətə/ teatr awangardowy/eksperymentalny

burst onto the scene /ˌbɜːst ˌɒntə ðə 'siːn/ wedrzeć się szturmem na scenę (np. muzyczną)

cast /kɑːst/ obsada; obsadzić

choral /'kɔːrəl/ chóralny, na chór

clapped-out /ˌklæpt 'aʊt/ przestarzały, skończony

crammed /kræmd/ zapchany

date /deɪt/ starzeć się, wychodzić z mody

dispiriting /dɪ'spɪrɪtɪŋ/ przygnębiający

enthral /ɪn'θrɔːl/ oczarować

eternal /ɪ'tɜːnəl/ wieczny

far-reaching /ˌfɑː 'riːtʃɪŋ/ daleko idący

flurry of sth /'flʌri əv ˌsʌmθɪŋ/ lawina czegoś

gape /geɪp/ gapić się z otwartymi ustami

gross /grəʊs/ przynieść dochód brutto

heart-stopping /'hɑːt ˌstɒpɪŋ/ pełen napięcia

highest-grossing /ˌhaɪɪst 'grəʊsɪŋ/ najbardziej kasowy

hold one's breath /ˌhəʊld wʌnz 'breθ/ wstrzymać oddech

ill-judged /ˌɪl 'dʒʌdʒd/ nieprzemyślany

in unison /ɪn 'juːnəsən/ jednocześnie, równocześnie

interact with sb /ˌɪntər'ækt wɪð ˌsʌmbɒdi/ nawiązać z kimś kontakt

inventively designed /ɪnˌventɪvli dɪ'zaɪnd/ pomysłowo zaprojektowany

keep sth in check /ˌkiːp ˌsʌmθɪŋ ɪn 'tʃek/ trzymać coś w ryzach

long-running /ˌlɒŋ 'rʌnɪŋ/ długoterminowy

melodic /mə'lɒdɪk/ melodyjny

mind-blowing /'maɪnd ˌbləʊɪŋ/ zadziwiający, szokujący

on stage /ɒn 'steɪdʒ/ na scenie

pack sth out /ˌpæk ˌsʌmθɪŋ 'aʊt/ wypełnić coś (np. teatr) do ostatniego miejsca

percussive /pə'kʌsɪv/ perkusyjny

prime mover /ˌpraɪm 'muːvə/ inicjator

propel /prə'pel/ wprawiać w ruch

props /prɒps/ rekwizyty

quick-witted /ˌkwɪk 'wɪtɪd/ bystry

radical reboot /ˌrædɪkəl ˌriː'buːt/ radykalna przeróbka

replicate /'repləkeɪt/ powtórzyć, powielić

rhythmic /'rɪðmɪk/ rytmiczny

second only to sth /ˌsekənd 'əʊnli tə ˌsʌmθɪŋ/ plasujący się na drugim miejscu po czymś

sheer sense of sth /ˌʃɪə 'sens əv ˌsʌmθɪŋ/ czyste poczucie czegoś

slack-jawed /ˌslæk 'dʒɔːd/ zszokowany, zdumiony

stage version /'steɪdʒ ˌvɜːʃən/ wersja sceniczna

stilts /stɪlts/ szczudła

storytelling /'stɔːri ˌtelɪŋ/ prowadzenie narracji, sposób opowiadania historii

superbly /su'pɜːbli/ znakomicie

suspend disbelief /səˌspend ˌdɪsbɪ'liːf/ wczuć się w fabułę, nie kwestionować fikcji literackiej

swirl around /ˌswɜːl ə'raʊnd/ krążyć wokół

theatre troupe /'θɪətə truːp/ trupa teatralna

tough-mindedness /ˌtʌf 'maɪndɪdnəs/ bezkompromisowość

visceral /'vɪsərəl/ ekspresywny

well-meaning /ˌwel 'miːnɪŋ/ o jak najlepszych intencjach

6.2 Reading 4.37

captivate /'kæptəveɪt/ urzec

captivating /'kæptəveɪtɪŋ/ urzekający

captivation /ˌkæptɪ'veɪʃən/ urzeczenie

circuit /'sɜːkət/ krąg

commemorate /kə'meməreɪt/ upamiętnić

commission /kə'mɪʃən/ zlecenie; zamówić (coś), zlecić wykonanie (czegoś)

defiance /dɪ'faɪəns/ bunt, opór

defiant /dɪ'faɪənt/ wyzywający, arogancki

defy /dɪ'faɪ/ przeciwstawiać się, wymykać się; *defy categorisation* – nie poddawać się kategoryzacji

disarm /dɪs'ɑːm/ rozbroić

disarmament /dɪs'ɑːməmənt/ rozbrojenie

disarming /dɪs'ɑːmɪŋ/ rozbrajający

dispossess /ˌdɪspə'zes/ wywłaszczyć

dispossessed /ˌdɪspə'zest/ wywłaszczony

dispossession /ˌdɪspə'zeʃən/ wywłaszczenie

emerging /ɪ'mɜːdʒɪŋ/ początkujący, nowo objawiony

empathetic towards sb /ˌempə'θetɪk təˌwɔːdz ˌsʌmbɒdi/ pełen zrozumienia dla kogoś

empathy /'empəθi/ empatia

epic story/journey/proportions /ˌepɪk 'stɔːri/'dʒɜːni/prə'pɔːʃənz/ epicka opowieść / trudna, pełna przygód podróż / imponujące rozmiary

establish /ɪ'stæblɪʃ/ zdobyć reputację, założyć, utworzyć

established /ɪ'stæblɪʃt/ uznany, znany od dawna

establishment /ɪ'stæblɪʃmənt/ establishment, wpływowe kręgi (np. świata artystycznego)

excellence /'eksələns/ doskonałość

full-length play/dress /ˌfʊl ˌleŋkθ 'pleɪ/ 'dres/ długa sztuka/suknia

full-length poetry collection /ˌfʊl ˌleŋθ 'pəʊətri kəˌlekʃən/ obszerny zbiór poezji

handle /'hændl/ zajmować się

haul /hɔːl/ przeciągać

have the nerve to do sth /ˌhæv ðə ˌnɜːv tə 'duː ˌsʌmθɪŋ/ mieć czelność coś zrobić

immortal soul /ɪˌmɔːtəl 'səʊl/ nieśmiertelna dusza

immortal truths/words /ɪˌmɔːtl 'truːðz/ 'wɜːdz/ wiekopomne prawdy/słowa

indulge /ɪn'dʌldʒ/ dawać upust, zaspokajać

indulgence /ɪn'dʌldʒəns/ pobłażanie, zaspokojenie

indulgent /ɪn'dʌldʒənt/ pobłażliwy, wyrozumiały

infiltrate /'ɪnfɪltreɪt/ przeniknąć w głąb

innovate /'ɪnəveɪt/ wprowadzać innowacje

innovation /ˌɪnə'veɪʃən/ innowacja

innovative /'ɪnəvətɪv/ innowacyjny

intertwine /ˌɪntə'twaɪn/ przeplatać się

marginalisation /ˌmɑːdʒənəlaɪ'zeɪʃən/ marginalizacja

marginalise /'mɑːdʒənəlaɪz/ marginalizować

marginalised /'mɑːdʒənəlaɪzd/ marginalizowany

mesmerise /'mezməraɪz/ zauroczyć

mesmerised /'mezməraɪzd/ zauroczony

mesmerising /'mezməraɪzɪŋ/ hipnotyzujący, zachwycający

mythological /ˌmɪθə'lɒdʒɪkəl/ mitologiczny

mythology /mɪ'θɒlədʒi/ mitologia

open mic night /ˌəʊpən 'maɪk naɪt/ rodzaj przedstawienia, w którym może wziąć udział każdy z widzów

page poet /'peɪdʒ ˌpəʊət/ poeta, który tworzy swoje wiersze na piśmie

phenomenal /fɪ'nɒmənəl/ wyjątkowy

plead with sb /'pliːd wɪð ˌsʌmbɒdi/ błagać kogoś

plotline /'plɒtlaɪn/ fabuła

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poetry slam /'pəʊətri slæm/ slam poetycki

popularise /'pɒpjələraɪz/ popularyzować

prestigious /pre'stɪdʒəs/ prestiżowy

prophet /'prɒfət/ prorok

provocation /ˌprɒvə'keɪʃən/ prowokacja

provocative /prə'vɒkətɪv/ prowokacyjny

provoke /prə'vəʊk/ sprowokować

raw emotions/passions /ˌrɔː i'məʊʃənz/ 'pæʃənz/ pierwotne, nieskrywane emocje/namiętności

raw materials /ˌrɔː mə'tɪəriəlz/ surowce

recast /ˌriː'kɑːst/ ponownie obsadzić, obsadzić w innej roli

respective /rɪ'spektɪv/ poszczególny, odpowiedni

retelling /ˌriː'telɪŋ/ nowa wersja

self-belief /ˌself bə'liːf/ wiara w siebie

spoken word/performance poetry /ˌspəʊkən ˌwɜːd/pəˌfɔːməns 'pəʊətri/ poezja recytowana lub improwizowana przed publicznością

stage /steɪdʒ/ wystawić na scenie

suspect /sə'spekt/ podejrzewać

suspicion /sə'spɪʃən/ podejrzliwość

suspicious /sə'spɪʃəs/ podejrzliwy

thrive /θraɪv/ mieć się doskonale, dobrze się rozwijać

time-worn steps /ˌtaɪm wɔːn 'steps/ wysłużone schody

vastly /'vɑːstli/ ogromnie, mocno

vulnerable /'vʌlnərəbəl/ delikatny

warring families/factions/tribes /ˌwɔːrɪŋ 'fæmliz/'fækʃənz/traɪbz/ wojujące rodziny/frakcje/plemiona

wayward /'weɪwəd/ krnąbrny

whither /'wɪðə/ dokąd

wide-openness /ˌwaɪd 'əʊpənnəs/ otwartość

6.3 Grammar 4.38

car boot sale /'kɑː buːt seɪl/ giełda rzeczy używanych sprzedawanych prosto z bagażnika samochodu

crowdfunding /'kraʊd ˌfʌndɪŋ/ finansowanie społecznościowe (finansowanie różnego typu projektów przez dużą liczbę osób wpłacających niewielkie kwoty)

sponsorship deal /'spɒnsəʃɪp diːl/ patronat

6.4 Use of English 4.39

casting agent /'kɑːstɪŋ ˌeɪdʒənt/ osoba odpowiedzialna za casting

conductor /kən'dʌktə/ dyrygent/ dyrygentka

exploit /'eksplɔɪt/ wyczyn

flop /flɒp/ klapa

full-on /ˌfʊl 'ɒn/ na całego, maksymalny

if anything /ɪf 'eniθɪŋ/ jeśli już

if in doubt /ɪf ɪn 'daʊt/ w razie wątpliwości

prank /præŋk/ wybryk, psikus, kawał

put up with sb/sth /ˌpʊt 'ʌp wɪð ˌsʌmbɒdi/ˌsʌmθɪŋ/ wytrzymać z kimś/ czymś

sign sb up /ˌsaɪn ˌsʌmbɒdi 'ʌp/ podpisać z kimś kontrakt

tight-fisted /ˌtaɪt 'fɪstəd/ skąpy

6.5 Listening 4.40

creative hub /kriˌeɪtɪv 'hʌb/ centrum kreatywności

cultural institution /ˌkʌltʃərəl ˌɪnstə'tjuːʃən/ instytucja kulturalna

done deal /ˌdʌn 'diːl/ zakończona sprawa

legal battle /ˌliːgəl 'bætl/ batalia prawna

local regeneration /ˌləʊkəl rɪˌdʒenə'reɪʃən/ rewitalizacja na skalę lokalną

pop-up shop /'pɒp ʌp ʃɒp/ tymczasowy sklep

property developer /'prɒpəti dɪˌveləpə/ deweloper

public consultation /ˌpʌblɪk ˌkɒnsəl'teɪʃən/ konsultacje publiczne

redevelopment plans /ˌriːdɪ'veləpmənt plænz/ plany przebudowy

6.6 Speaking 4.41

weigh up the pros and cons /weɪ ˌʌp ðə ˌprəʊz ənd 'kɒnz/ rozważyć argumenty za i przeciw

6.7 Writing 4.42

bestselling /ˌbest'selɪŋ/ bestselerowy

bloodshed /'blʌdʃed/ rozlew krwi

compelling /kəm'pelɪŋ/ zajmujący, przekonujący

convincingly (real) /kənˌvɪnsɪŋli ('rɪəl)/ przekonująco (prawdziwy)

core values /ˌkɔː 'væljuːz/ podstawowe wartości

crave /kreɪv/ pragnąć

depict /dɪ'pɪkt/ przedstawiać

distressing /dɪ'stresɪŋ/ przygnębiający, smutny

disturbing /dɪ'stɜːbɪŋ/ niepokojący

far-fetched /ˌfɑː 'fetʃt/ naciągany

feisty /'faɪsti/ zadziorny

fuel readers' imagination /ˌfjuːəl ˌriːdəz ɪˌmædʒə'neɪʃən/ pobudzać wyobraźnię czytelników

graphic /'græfɪk/ drastyczny

gripping /'grɪpɪŋ/ wciągający, porywający

harsh /hɑːʃ/ brutalny

haunting /'hɔːntɪŋ/ zapadający w pamięć, niedający spokoju

heart-pounding /'hɑːt ˌpaʊndɪŋ/ przyprawiający o szybsze bicie serca

hooked /hʊkt/ wciągnięty, uzależniony

hugely successful /ˌhjuːdʒli sək'sesfəl/ odnoszący ogromne sukcesy

keep the viewers on the edge of their seats /ˌkiːp ðə ˌvjuːəz ɒn ði ˌedʒ əv ðeə 'siːts/ utrzymywać widzów w napięciu

live up to sth /ˌlɪv 'ʌp tə ˌsʌmθɪŋ/ pozostać wiernym czemuś, spełnić coś (np. obietnicę, oczekiwania)

overrated /ˌəʊvə'reɪtəd/ przereklamowany

PG (13) rating /ˌpiː dʒiː (θɜː'tiːn) ˌreɪtɪŋ/ klasyfikacja „dozwolony od (13) lat"

plot twist /'plɒt twɪst/ zwrot akcji

profoundly/deeply (moving) /prəˌfaʊndli/ˌdiːpli ('muːvɪŋ)/ głęboko (poruszający)

refreshingly (different) /rɪˌfreʃɪŋli ('dɪfərənt)/ odświeżająco (odmienny)

riveting /'rɪvətɪŋ/ pasjonujący

spine-chilling /'spaɪn ˌtʃɪlɪŋ/ mrożący krew w żyłach

swiftly paced /ˌswɪftli 'peɪst/ o szybkim tempie

televise /'teləvaɪz/ transmitować w telewizji

thought-provoking /'θɔːt prəˌvəʊkɪŋ/ skłaniający do refleksji

undertone /'ʌndətəʊn/ podtekst, wydźwięk

universe /'juːnəvɜːs/ wszechświat

utterly /'ʌtəli/ całkowicie, zupełnie

water sth down /ˌwɔːtə ˌsʌmθɪŋ 'daʊn/ złagodzić coś, stonować coś

well-cast /ˌwel 'kɑːst/ dobrze obsadzony

well-paced /ˌwel 'peɪst/ z dobrym tempem

well-scripted /ˌwel 'skrɪptəd/ z dobrym scenariuszem

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FOCUS REVIEW 6

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write one word from the box for each gap to complete the text.

battle consultation deal developers
hub institution plans shops

THE METRO

I was in a state of shock when I saw the recently published development [1] plans for my part of town. I can't believe they're thinking of tearing down the old Metro cinema – and without public [2] consultation I might add – and build yet another shopping mall full of pop-up [3] shops . I don't think the establishment appreciate just how much of a cultural [4] institution the Metro is. I mean, not only do they show classic films that you can't see anywhere else, but it's also a creative [5] hub for many young artists in other fields. The press seem to think it's a done [6] deal , but I'm going to present a petition to the authorities and launch a legal [7] battle to try and get it stopped. Let the property [8] developers go and earn their millions elsewhere, I say!

2 In your notebook, write one compound adjective for each gap using the words in capitals.

1 This innovative film will have far-reaching effects on filmmaking techniques. **FAR**
2 Jack would never spend that amount on tickets to a concert. He's much too tight-fisted ! **TIGHT**
3 We were on the edge of our seats all through the film. It was heart-stopping ! **HEART**
4 Having the music festival on a mountain in the middle of winter was a bit ill-judged ! **ILL**
5 The actors' performances were good, but the plot was so far-fetched that it spoiled the film for me. **FAR**
6 The reviewer was well-meaning , but I think he didn't give enough encouragement. **WELL**
7 A stand-up comedian needs to be quick-witted enough to respond quickly to the audience's remarks. **QUICK**

3 In your notebook, change the forms of the words in bold to correct the lexical errors in the sentences.

1 The book's about these warring **facts** who are on the verge of wiping each other out. factions
2 Many of the greatest artists and musicians were **margin** by critics before they became popular. marginalised
3 Modern reboots often try on purpose not to **replica** the original film or concept. replicate
4 The budget is going to reach epic **portions** if they fly the whole crew out to Myanmar. proportions
5 The director told me to look the audience in the eye and deliver my line like it was a(n) **mortal** truth. immortal
6 There is **suspect** amongst scholars that Shakespeare didn't write all his own plays. suspicion
7 Arthur Miller wrote many famous dramas and was a very well-respected **player**. playwright

GRAMMAR

4 In your notebook, write the words and phrases that complete the sentences correctly.

1 The rehearsal won't finish any time soon *as long as* / *unless* you follow my directions.
2 I'll take the part *unless* / *whether* you strongly advise against it.
3 *But for* / *Providing* your encouragement, I wouldn't have persevered with the acting class.
4 We can buy tickets at the door *unless* / *as long as* they don't sell out in advance.
5 *Should* / *Would* you wish to be famous, be prepared for working some very long hours.
6 I think I'll go *when* / *whether* you decide to go or not.
7 I'll go to the concert *unless* / *on condition that* you don't expect me to dance.
8 If you *were to be* / *would be* ill, don't worry – I'd stand in for you.
9 *Had* / *But for* I known my favourite singer was going to be there, I would have brought my autograph book.

5 In your notebook, write the correct forms of the verbs (and pronouns) in brackets for each gap.

1 Provided we still live/lived (live) in the city, we will/would have (have) access to more cultural events than we do in the country.
2 Had we not moved (we/not move) to the country, it would be (be) much easier to go to the theatre more regularly.
3 Unless Lisa's next novel is promoted (promote), there's almost no chance it will enjoy (enjoy) much success.
4 As long as the film goes (go) international, there's a good chance we will make (make) a small profit.
5 Should you be invited (you/invite) to take part in the quiz next month, would you accept (you/accept)?
6 Whether or not reality shows existed (exist), people would find (find) other ways to get their five minutes of fame.

USE OF ENGLISH

Word building; sentence transformation

6 In your notebook, rewrite the sentences with the phrases from the box.

as if if any if anything if ever
if in doubt if necessary

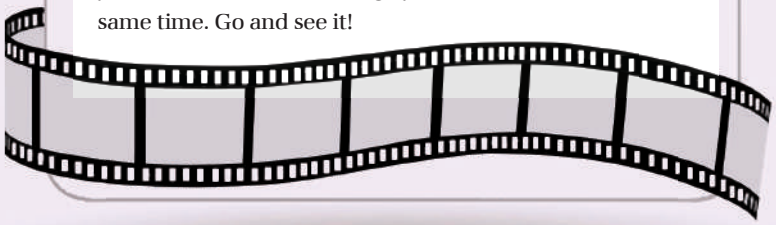
1 When you're not sure about your lines, just improvise.
If in doubt about your lines, just improvise.
2 She behaved like she was already famous.
She behaved as if she was/were already famous.
3 I don't think she's got a big ego, in fact, I'd say she's quite shy. I don't think she's got a big ego, if anything, I'd say she's quite shy.
4 There's little chance, possibly none, of my record being broken.
There's little chance, if any, of my record being broken.
5 You can go on stage with a broken leg when there's no other choice.
You can go on stage with a broken leg if necessary.
6 James seldom, or never, criticises his actors.
James seldom, if ever, criticises his actors.

EXTRA ACTIVITIES

Photocopiable resource 24 *What a gig!*
(10 min.) pp. 271, 305

7 **In your notebook, write the appropriate forms of the words in capitals to complete the text.**

This film is going to be a [1] phenomenal (**PHENOMENON**) success! In my view, it deserves to be the [2] recipient (**RECEIVE**) of many major awards. Not because it ticks any of the usual boxes for popular film making – it doesn't. Cataloguing the adventures of the charmingly child-like Theo as he makes his way around the world, it presents us with a series of characters ranging from the influential at the top of the [3] establishment (**ESTABLISH**) to the [4] powerless (**POWER**) at the bottom. Some are wealthy landowners and others rank among the poor and [5] dispossessed (**POSSESS**). The film interweaves their stories as they are first related in one voice and then [6] retold (**TELL**) in different contexts and other voices. It's undoubtedly [7] provocative (**PROVOKE**) and may raise your hackles, but it is strangely [8] disarming (**DISARM**) at the same time. Go and see it!



8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 I was greatly entertained by the film last night.
VASTLY
I thought the film (last night) was vastly entertaining .

2 The look on her face was like she was completely surprised by the jury's decision.
THOUGH
She looked as though the jury's decision was a complete surprise.

3 When the news about the reboot broke, people were greatly excited.
FLURRY
There was a flurry of excitement when news of the reboot broke.

4 It was such a nice change to see a film with an unhappy ending.
REFRESHINGLY
To see a film with an unhappy ending was refreshingly different .

5 The person who won the award was speechless on hearing the news.
RECIPIENT
When he heard the news, the recipient of the award was speechless.

6 The West End play *The Mousetrap*, which opened in 1952, still plays to completely full theatres.
PACKING
The Mousetrap has been packing out theatres in the West End since it opened back in 1952.

7 Jim Morrison was famous for captivating his audience with his hypnotic performances.
CAPTIVATED
Audiences were captivated by Jim Morrison's famously hypnotic performances.

Focus Review 6 EXTRA page 139

LISTENING

Multiple choice

9 **3.2** **Listen to three dialogues. For questions 1–6, choose the best answer (A–C) and write it in your notebook.**

Dialogue 1

1 Which aspect of the painting do they DISAGREE on?
A It required a lot of imagination to create.
B It took a lot of time to create.
C It is a perfect example of its type.

2 What is the man's opinion of modern art in general?
A It is no longer appreciated by art critics.
B It is only experts that buy modern art.
C It is difficult to put a realistic price on.

Dialogue 2

3 What does the man dislike most about the book?
A The unconvincing characters.
B The unoriginal dialogue.
C The organisation of the book.

4 What is the woman's opinion of the writing style?
A It is pretentious.
B It is too basic.
C It is overly complicated.

Dialogue 3

5 What is the woman's overall opinion of the play?
A It deserves to be seen by everybody.
B It should be banned.
C It raises some very interesting issues.

6 How does the man respond?
A He is keen to see the play.
B He is against staging such types of play.
C He is sceptical about the play.

WRITING

Article

10 **In your notebook, complete the writing task.**

Anglojęzyczne czasopismo muzyczne zachęciło czytelników do podzielenia się opiniami na temat wydarzeń muzycznych. Napisz na stronę internetową tego czasopisma **artykuł** o swoim ulubionym festiwalu muzycznym lub koncercie, w którym uczestniczyłeś/uczestniczyłaś. W artykule opisz festiwal lub koncert, wyraź opinię na jego temat i wyjaśnij znaczenie tego typu wydarzeń w życiu młodych ludzi.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

REFERENCES

Culture notes **p. 232**
Audioscript **pp. 248–249**

EXTRA ACTIVITIES

- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Writing can have a greater influence on people than the use of force and violence. (For instructions, see p. 234)

NEXT CLASS

- Ask students to do Self-check 6.9 in the WB, pp. 86–87.
- Ask students to prepare for Unit test 6: Testing Programme, Unit 6.
- Ask students to prepare for Cumulative test 3: Testing Programme, Unit 6.

7

Text me!

The mind is like an iceberg, it floats with one-seventh of its bulk above water.

Sigmund Freud

ASK YOURSELF, ASK AROUND

What seems to be the greatest threat that the Internet presents to us?

Projects page 137

VIDEO

Documentary
The big data revolution 7

7.1 VOCABULARY

Information and the mind • prefixes • verb–noun collocations • phrases *with mind*

I can talk about coping with information overload.

SHOW WHAT YOU KNOW

1 **In your notebook, match each of the nouns from box A with three words from box B to make collocations. The nouns from box A don't always come first.**

A (information, attention)

B (withhold, factual, undivided, processing, pay, span)

pay attention, attention span, undivided attention, withhold information, information processing, factual information

2 SPEAKING **Discuss where you look for information about the following.**

(current affairs, directions, entertainment, news, facts for school, sports results, transport schedules)

3 **Read the questions from an interview with the author of *The Organized Mind*. What do you think the book is about?**

1 How can afternoon naps help our brains to work more efficiently?
2 How can we educate our children to deal with information overload?
3 What are 'brain extenders' and how can they increase our ability to concentrate?
4 What is the solution to information overload and the attention problems it causes?
5 How do you quantify 'information overload'?

4 **Read the interview below. In pairs, choose the appropriate question from Exercise 3 for each gap.**

Why the Modern World Is Bad for Your Brain

In an era of email, text messages and Facebook, we're all required to do several things at once. But this constant multitasking is taking its toll. Daniel J. Levitin, the author of *The Organized Mind*, explains how naps, calendars and periods away from the Internet can all help focus our mind.

A 5

We really are living in an age of information overload. We've created more information in the past few years than in all of human history before us. On average, we take in five times as much information as we did in 1986.

B 4

We need to blinker ourselves to better monitor our attentional focus. Self-imposed periods of no email or Internet to allow us to sustain concentration have been shown to be tremendously helpful. And breaks – even a fifteen-minute break every two or three hours – make us more productive in the long run. Also, you can't underestimate how important prioritising tasks is.

REFERENCES

Culture notes **p. 233**
Videoscript **pp. 258–259**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

• Documentary video. Video worksheet 7.8 in the WB, pp. 98–99.
• Photocopiable resource 25 *I've had a brainwave!* (15 min.) pp. 272, 306–307

WORKBOOK

pp. 88–89, including *Show What You've Learnt*

FOCUS ON WORDS | Prefixes

5 3.3 **In pairs, find an example of a word with each of the prefixes below in the interview. Listen and check.**

1 over- (= too much) = *overload*
2 multi- (= many) = multitasking
3 under- (= not enough) = underestimate
4 pseudo- (= pretend) = pseudo-facts
5 mis- (= bad(ly)) = misinformation
6 self- (= by itself) = self-imposed

6 SPEAKING **In your notebook, complete the sentences with the words form the box and a correct prefix. Which sentences are true for you? Discuss in pairs.**

composed disciplinary estimate ~~operative~~ statement trust

1 Most students in this class are helpful and *cooperative*.
2 I never get nervous in exams. I am very self-composed.
3 I mistrust things I read on the Internet unless I know it's a reputable source.
4 I want to do a multi-disciplinary degree. I don't want to specialise in one area.
5 I tend to overestimate the memory capacity of my smartphone. In fact, it's a lot less than I'd like it to be.
6 To say I don't like technology is an understatement. I absolutely loathe it!

FOCUS ON WORDS | Verb–noun collocations

7 3.4 **In your notebook, match the collocations in red from the interview with the definitions below. Then listen and check.**

1 take notice of sth = *devote attention to sth*
2 having a bad effect over time = taking its toll
3 intentionally not see sth = blinker ourselves
4 confusing or complicating your thinking = cluttering your thoughts
5 doing activities in order of importance = prioritising tasks
6 notice prejudice or preference = detect bias

C 1
The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D 3
Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella.
The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

E 2
Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

8 SPEAKING **In your notebook, complete the questions with the correct forms of the collocations in Exercise 7. Then, in pairs, discuss the questions.**

Do you think most students:
1 *devote* enough *attention* to their work before they submit it?
2 are mature enough to detect bias in news stories they read?
3 tend to clutter their thoughts with silly images from the Internet?
4 are good at prioritising tasks and doing the most important things first?
5 blinker themselves to problems they don't want to deal with?
6 realise that too much screen time will take its toll on their health?

FOCUS ON WORDS | Phrases with *mind*

9 3.5 **In your notebook, complete the phrases with the correct forms of the words in the box. Then listen and check.**

absent ~~blow~~ business cross in manners out tough

a verb + pronoun + *mind*
1 If sth *blows* **your mind**, it really impresses you.
2 If sth crosses **your mind**, you think about it.
b verb + preposition + phrase with ***mind***
3 If you **are** in **two minds**, you are uncertain.
4 If you **are** out **of your mind**, you are mad or very foolish.
c *mind* as a verb
5 If you say **mind your own** business, you are telling sb not to ask about sth private.
6 If you say **mind your** manners, you are telling sb to behave correctly.
d *-minded* as a suffix
7 Sb who is absent**-minded** forgets things.
8 Sb who is tough**-minded** is determined and unsentimental.

10 Choose the most appropriate responses.

1 Did you remember to post that letter?
(a) Sorry, it never crossed my mind.
b Sorry, it blew my mind.
2 How did you do in the exam?
(a) Mind your own business!
b Mind your manners!
3 He's not buying that expensive phone, is he?
a Yes, he must be in two minds.
(b) Yes, he must be out of his mind.
4 She's much more forgetful than she used to be.
(a) Yes, she's very absent-minded.
b Yes, she's very tough-minded.

FOCUS ON WORDS | EXTRA Phrases with *mind*

11 Read the sentences and work out the meaning of the phrases in bold. Which sentences are true for you?

1 Once I **put my mind to it**, I'll succeed in whatever I do.
2 I'm **broad-minded** and so I can understand any kind of behaviour.
3 The upcoming school-leaving exams are beginning to **weigh on my mind**. I'm rather worried.
4 Whenever I worry too much, I try to step back and **clear my mind**.

12 In your notebook, write an example sentence with each phrase from Exercises 9 and 11.

NEXT CLASS
Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 7.1, Vocabulary.

7.2 READING

Multiple choice

I can understand specific details in an article and its structure.

1 **Do the survey and compare your results with a partner. Who is a keener walker?**

Walking is probably the easiest form of exercise out there. How keen a walker are you? The more yeses, the keener you are.

- Do you walk to school or work?
- Do you often carry a backpack when walking?
- Do you walk a dog regularly?
- Do you walk at a fast pace?
- Do you consciously choose the stairs rather than a lift?
- Do you own a pair of hiking boots?
- Have you ever been trekking?
- Have you ever used a pedometer or fitness app to keep track of your daily step-count?

2 **Read the article quickly. Which section of a news website would it be <u>least</u> likely to appear in?**

Education ✓ Health Lifestyle Sport Technology

READING FOCUS Multiple choice

3 **Read the article again. For questions 1–4, choose the correct answer (A–D) and write it in your notebook.**

1 According to the author in the first paragraph, The Walk is aimed at users
- A who do not have the requisite time to go to the gym.
- B who have some difficulty in walking.
- C who are interested only in relatively gentle exercise.
- D who are at high risk of heart disease or diabetes.

2 As described in the second paragraph, the central character in the plot of The Walk application
- A must track some terrorists on foot.
- B has been carefully selected to deliver an important package.
- C has to complete a series of tasks operating under strict time limits.
- D has unintentionally become caught up in the narrative.

3 In the third paragraph, the main reason the author draws a comparison with the app Zombies, Run! is to
- A illustrate the diversity of fitness apps available on the market.
- B explain the developer's intention to appeal to a wider consumer group with The Walk.
- C show how fitness apps have become more sophisticated over time.
- D explain how the two apps work using the same technical functions.

4 According to the final paragraph, government investment in fitness apps
- A might reduce the funds available for traditional healthcare.
- B is hoped to have wider benefits than public health.
- C may help cure obesity-related illnesses.
- D is now possible due to recent economic growth.

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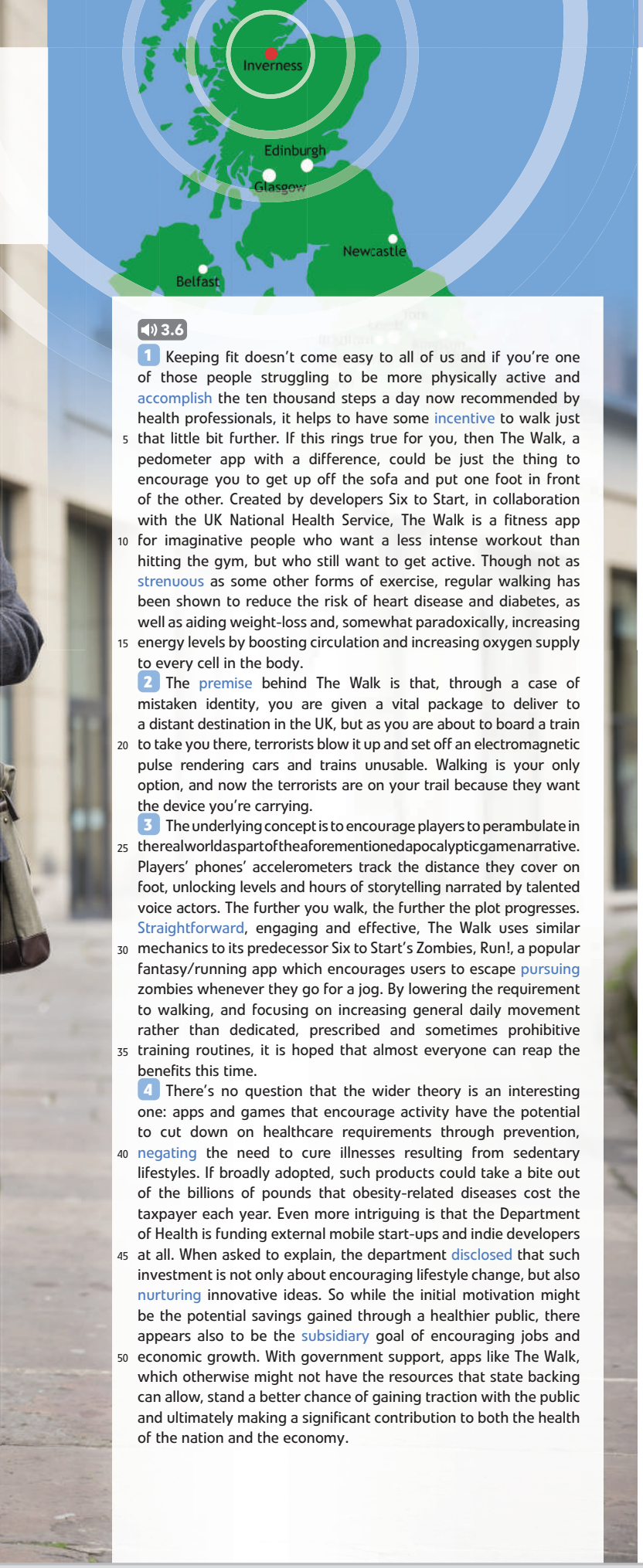
Walk yourself well with the help of a government-backed app

WORKBOOK
pp. 90–91

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 92.



3.6

1 Keeping fit doesn't come easy to all of us and if you're one of those people struggling to be more physically active and accomplish the ten thousand steps a day now recommended by health professionals, it helps to have some incentive to walk just that little bit further. If this rings true for you, then The Walk, a pedometer app with a difference, could be just the thing to encourage you to get up off the sofa and put one foot in front of the other. Created by developers Six to Start, in collaboration with the UK National Health Service, The Walk is a fitness app for imaginative people who want a less intense workout than hitting the gym, but who still want to get active. Though not as strenuous as some other forms of exercise, regular walking has been shown to reduce the risk of heart disease and diabetes, as well as aiding weight-loss and, somewhat paradoxically, increasing energy levels by boosting circulation and increasing oxygen supply to every cell in the body.

2 The premise behind The Walk is that, through a case of mistaken identity, you are given a vital package to deliver to a distant destination in the UK, but as you are about to board a train to take you there, terrorists blow it up and set off an electromagnetic pulse rendering cars and trains unusable. Walking is your only option, and now the terrorists are on your trail because they want the device you're carrying.

3 The underlying concept is to encourage players to perambulate in therealworldaspartoftheaforementionedapocalypticgamenarrative. Players' phones' accelerometers track the distance they cover on foot, unlocking levels and hours of storytelling narrated by talented voice actors. The further you walk, the further the plot progresses. Straightforward, engaging and effective, The Walk uses similar mechanics to its predecessor Six to Start's Zombies, Run!, a popular fantasy/running app which encourages users to escape pursuing zombies whenever they go for a jog. By lowering the requirement to walking, and focusing on increasing general daily movement rather than dedicated, prescribed and sometimes prohibitive training routines, it is hoped that almost everyone can reap the benefits this time.

4 There's no question that the wider theory is an interesting one: apps and games that encourage activity have the potential to cut down on healthcare requirements through prevention, negating the need to cure illnesses resulting from sedentary lifestyles. If broadly adopted, such products could take a bite out of the billions of pounds that obesity-related diseases cost the taxpayer each year. Even more intriguing is that the Department of Health is funding external mobile start-ups and indie developers at all. When asked to explain, the department disclosed that such investment is not only about encouraging lifestyle change, but also nurturing innovative ideas. So while the initial motivation might be the potential savings gained through a healthier public, there appears also to be the subsidiary goal of encouraging jobs and economic growth. With government support, apps like The Walk, which otherwise might not have the resources that state backing can allow, stand a better chance of gaining traction with the public and ultimately making a significant contribution to both the health of the nation and the economy.

4 SPEAKING **Discuss whether you would be interested in trying one of the fitness apps mentioned in the article.**

FOCUS ON WORDS | Phrases

5 3.7 **In your notebook, complete the phrases in bold with the correct form of the verbs in the box. Refer to the article for help if necessary. Then listen and check.**

come gain ~~put~~ reap ring take

1 If sb *puts* **one foot in front of the other**, they walk deliberately or carefully.
2 If an idea or a product, etc. gains **traction**, it begins to become more popular, widespread or better-known.
3 If sth comes **easy** (or easily) to someone, they are good at it with little effort or have a natural talent for it.
4 If **a bite is** taken **out of** sth (e.g. an amount of money), it is reduced by a significant amount.
5 If sb reaps the **benefit(s)**, they get sth good as a result of their efforts.
6 If sth rings **true**, it seems likely or accurate.

6 SPEAKING **In your notebook, replace the words underlined below with the correct form of their synonyms in blue in the text. Then ask and answer in pairs.**

1 Which basic plot do you think is better; the one for The Walk or the one for Zombies, Run!? *premise*
2 To what extent do you think mobile phone apps and games can really help people achieve their fitness goals? accomplish
3 Do you prefer light exercise or something more physically demanding? strenuous
4 What is the best motivator for you personally to do more exercise? incentive
5 How far does a healthy diet cancel out the need to exercise? negate
6 Would you describe keeping fit as an uncomplicated process? a straightforward
7 How important do you think it is to chase your dreams and ambitions in life? What if they seem unrealistic? pursue
8 Have you ever revealed a secret to someone then regretted it? disclosed
9 If the main benefit of going to university is a qualification, what secondary benefits are there? subsidiary
10 Do you think universities should focus on producing broadly educated citizens or developing the unique talents of individuals? nurturing

7 SPEAKING **Discuss the questions.**

1 Which of the following types of video games and apps do/would you play or use?
- role-playing/strategy
- shooter
- action/adventure
- sports
- other (explain)

2 Which particular games or apps do you find the most useful or fun?
3 Have you been disappointed by any games or apps you've tried?

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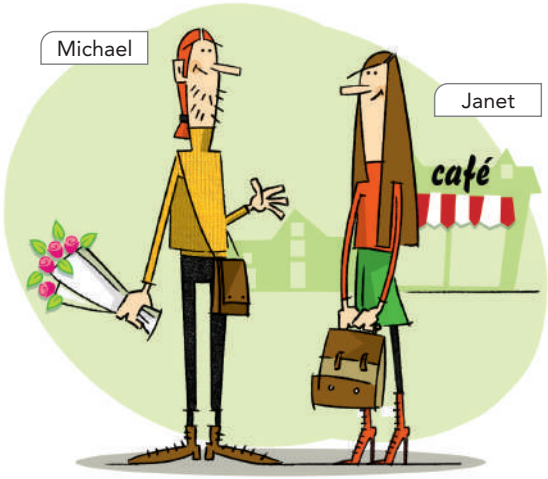
7.3 GRAMMAR

Reporting verb patterns

I can use various reporting verbs.



Michael **suggested** that they grab a coffee.

1 Look at the cartoon. People saw Michael and Janet together. Read the reported statements and try to guess what happened.

1 Paul **wondered** whether Michael had bought flowers for a date.
2 Robert **claims** that he saw Michael and Janet arm in arm.
3 The waitress **reported** seeing Michael and Janet holding hands.
4 Janet **informed** Michael that she and Jack had been together for two years.
5 Janet **accused** Michael **of** being a liar.
6 Michael **begged** Janet not to tell anyone.

2 3.8 Listen to the actual events as they happened. Were your predictions correct?

3 Read the GRAMMAR FOCUS. In pairs, decide which category the reporting verbs from Exercise 1 and the cartoon belong to.

4 In pairs, choose the correct answers. More than one is possible.

1 She proposed *that I apologise* / *apologising* / *me to apologise* for the confusion.
2 Paul complained *about my being late* / *about me being late* / *my being late*.
3 She convinced me *calling* / *that I had to call* / *to call* the agency.
4 Leila admitted *being* / *having been* / *that she had been* in the wrong.
5 They demanded *they be allowed* / *to allow* / *being allowed* to speak with you.
6 I wondered *how they had got* / *where they had got* / *how did they get* the information.
7 She insisted *that she be permitted* / *on being permitted* / *to be permitted* to write an email.
8 I explained *that I had misunderstood* / *why I had misunderstood* / *that to misunderstand* her instructions.
9 He reminded me *not to forget* / *to not forget* / *about to forget* to post his letter.
10 I persuaded her *that she could manage* / *to manage* / *not managing* the situation alone.

5 In your notebook, report the sentences using the verbs in the box. Begin with the pronouns given. Sometimes there is more than one possible answer.

ask advise congratulate deny ~~regret~~ threaten urge

1 I wish you had told me.
He *regretted not having been told* .
2 Did you receive my email?
He asked (me) if/whether I had received his email .
3 It's imperative you keep us up to date on any news.
They urged us to keep them up to date on any news .
4 If you don't tell her, I certainly will!
He threatened to tell her (if I didn't)/threatened that he would tell her (if I didn't) .
5 I swear it wasn't me that misled her!
She denied having misled her/denied misleading her/denied that she had misled her .
6 You really ought to send him a text.
She advised me to send him a text/advised me that I ought to send him a text .
7 Well done! You've all been accepted on the programme.
They congratulated us on being accepted on the programme .

6 SPEAKING Discuss the questions in groups.

1 What things do you most often complain about?
2 When was the last time you persuaded somebody to do (or not to do) something?
3 Who last congratulated you on something? What was it for?
4 Who did you last apologise to? What was it for?

Grammar pages 132–133

GRAMMAR FOCUS

Reporting verb patterns

verb + (*that*) + reported sentence	→	*admit,* [1] *claim* , *demand, deny, explain, insist, regret, report, threaten*
verb + object + (*that*) + reported sentence	→	*advise, convince,* [2] *inform* , *persuade, remind*
verb + *if*/*wh*-word + reported sentence	→	*ask, explain, report,* [3] *wonder*
verb + (*that*) + personal pronoun + (*should*) + infinitive without *to*	→	*beg, demand, insist, propose,* [4] *suggest*
verb + infinitive	→	*ask, claim, demand, threaten*
verb + object + infinitive	→	*advise, ask,* [5] *beg* , *convince, persuade, remind, urge*
verb + *-ing* form	→	*admit, deny, propose, regret,* [6] *report* , *suggest*
verb + (object) + preposition + *-ing* form	→	[7] *accuse of* , *apologise for, complain about, congratulate on, insist on*

Note: Some of the verbs can be followed by more than one pattern.

REFERENCES
Audioscript **p. 249**

WORKBOOK
p. 92, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 7.3, Grammar.

92

7.4 USE OF ENGLISH

Passive reporting structures

I can use various passive reporting structures.

1 SPEAKING **Look at the photos and discuss the questions.**

1 Do you watch any of these types of video blogs? Why?/Why not? What is discussed or presented in them? music, make-up/beauty, cooking
2 Do you know of any other types of video blogs? What do they talk about or present?

1

2

3

2 3.9 **Listen to a news programme about video blogging and answer the questions in your notebook.**

1 What did people once think was impossible?
2 What type of videos attract the most viewers?
3 What other vlog types are mentioned in the programme?
4 What are the three ways of making money by vlogging?
5 Why do established companies post video blogs?
6 What two factors are the key to success as a video blogger?

3 3.9 **Listen again. In your notebook, write which sentence in each pair you hear in the recording.**

1 a It is considered that music videos **are generating** the biggest audiences.
b Music videos are considered **to be generating** the biggest audiences. ✓
2 a They report that the number of vloggers **has been growing** rapidly.
b The number of vloggers is reported **to have been growing** rapidly. ✓
3 a Some vloggers are widely known **to have made** millions of dollars.
b It is widely known that some vloggers **have made** millions of dollars. ✓
4 a Some people reckon that vlogging **is** the new form of mass advertising. ✓
b Vlogging is reckoned **to be** the new form of mass advertising.

4 **Look at the pairs of sentences in Exercise 3 and match them to the points below.**

- an action in progress 1
- an action completed at an unstated time 3
- a single action or state 4
- an action in progress up to the present 2

5 **Read the LANGUAGE FOCUS. Match the types of infinitives with four of the sentences in Exercise 3.**

LANGUAGE FOCUS

Passive reporting structures

You form the passive with reporting verbs such as *assume, believe, consider, feel, know, report, say, think* and *understand* in two ways:

Active: *People **believe** he is a new superstar.*
Passive 1: *It* + passive + *that*-clause
***It is believed** that he is a new superstar.*
Passive 2: subject + passive + *to* + infinitive
***He is believed** to be a new superstar.*

Depending on when an action occurred you report it using different **infinitives**:

- **simple** (*to* + infinitive) – a single action or state.
- **continuous** (*to be* + *-ing*) – an action in progress.
- **perfect** (*to have* + past participle) – an action completed at an unstated time.
- **perfect continuous** (*to have* + *been* + *-ing*) – an action in progress up to the present.

6 **In your notebook, write the appropriate infinitive of the verb in brackets for each gap.**

1 Spending too much time watching a screen is generally thought *to be* (be) bad for your health.
2 Facebook is believed to have passed (pass) its peak and teens are turning to other social media.
3 More and more YouTube stars are said to be making/ to have made (make) millions with their channels.
4 Several vloggers are estimated to have earned (earn) millions from sponsorship and product deals.
5 YouTube is reported to have (have) more than two billion users.
6 The number of people watching her channel was reported to have been rising (rise) for years.

7 **In your notebook, write sentences from the prompts using passive reporting structures.**

1 last year / number of viewers / say / decrease / by ten percent
Last year, the number of viewers is said to have decreased by ten percent.
2 the website / report / expand / exponentially / two years ago
3 it / be / understand / the station / grow / quickly / since its launch
4 they / presume / taken / three million dollars / in 2019
5 the show / widely / acknowledge / be / funniest / YouTube comedy

8 SPEAKING **Look again at sentences 1 and 2 in Exercise 6. Do you agree with them? Why?/Why not?**

Use of English pages 133–134

Exercise 2

1 making money by posting videos
2 music videos; produced by professionals
3 makeup or fashion tips; gaming demonstrations
4 by selling music downloads; by allowing companies to advertise; by selling products
5 to gain new customers
6 personality and a unique message

Exercise 5

Simple infinitive: Vlogging is reckoned to be the new form of mass advertising.
Continuous infinitive: Music videos are considered to be generating the biggest audiences.
Perfect infinitive: Some vloggers are widely known to have made millions of dollars.
Perfect continuous infinitive: The number of vloggers is reported to have been growing rapidly.

Exercise 7

2 The website is reported to have expanded exponentially two years ago.
3 It is understood that the station has grown/has been growing quickly since its launch.
4 They were presumed to have taken three million dollars in 2019.
5 The show is widely acknowledged to be the funniest YouTube comedy.

REFERENCES

Culture notes **p. 233**
Audioscript **pp. 249–250**

EXTRA ACTIVITIES

Photocopiable resource 26 *Rumour has it I'm a gossip* (20 min.) pp. 272, 308

WORKBOOK

p. 93, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 7.4, Use of English.

7.5 LISTENING

Multiple choice

I can understand specific details and speakers' attitudes in an extended discussion.

1 SPEAKING **Look at the photos and discuss the questions.**

1 Who do you think these photos were taken by: a professional photographer or an amateur? How do you know?
2 When might news media use amateur reporters or photographers?

2 3.10 **Listen to an interview with a newspaper journalist and a university lecturer about citizen journalists. Choose the best summary.**

1 A discussion about how citizen and professional journalism are becoming more similar.
2 A debate about the pros and cons of citizen journalism.
3 An argument between somebody in favour of and somebody against citizen journalism.

LISTENING FOCUS Multiple choice

3 3.10 **Listen again to the interview. For questions 1–6, choose the best answer (A–D) and write it in your notebook.**

1 What does Mark say is the most pressing responsibility of professional journalists?
A doing enough background research
B keeping within legal limitations
C producing well-written articles
D reporting stories as accurately as possible

2 According to Paula, citizen journalists like to
A offer a personal perspective on public issues.
B identify controversial angles to news stories.
C cover stories that are of general interest.
D get information to as wide a readership as possible.

3 What is Mark's opinion of news written by citizen journalists in blogs?
A It may be biased because they only write on topics they believe in.
B It's often exaggerated because it is unregulated and unedited.
C It's accessible because opinions expressed aren't hidden.
D It can provide a useful service that newspapers don't.

4 What aspect of the current situation in citizen journalism do they disagree about?
A There is unfair exploitation of citizen journalists.
B It can be a way of improving journalistic standards.
C It worries many people in the media industry.
D There has been little change in recent years.

5 What does Paula think made the website on Ebola effective?
A It featured the viewpoints of doctors and community members.
B It expressed commonly held beliefs.
C It covered a wide range of different stories.
D It successfully combined fact and fiction.

6 What do they both think about the future of citizen journalism?
A It will change the way people regard the media in general.
B The reputation of citizen journalists will be damaged.
C It will provide useful support for print journalism.
D Any articles published online will be paid.

Exercise 4

2 Mainstream media didn't report on the story.
3 Some passers-by took amateur footage of the crime on their smartphones.
4 Politicians usually have an ideological viewpoint based on a series of beliefs.
5 A fresh angle on a topic is what a lot of people are looking for.
6 If people can participate more in journalism, they will have increased trust in it.
7 The story was a citizen report.
8 It is a common misconception that only the mainstream media can report the news.
9 The potential impact this article could have on Internet privacy is huge.

FOCUS ON WORDS | Collocations

4 3.11 **In your notebook, rewrite the sentences replacing the underlined phrases with the collocations from the box. Make any other changes if necessary. Then listen and check.**

amateur footage citizen report
common misconception fresh angle
ideological viewpoint increased trust
mainstream media potential impact
~~well-balanced account~~

1 It's not easy to find a fair and impartial report on the current political situation.
It's not easy to find a well-balanced account of the current political situation.
2 Conventional news sources didn't report on the story.
3 Some passers-by took a video of the crime on their smartphones.
4 Politicians usually have a particular point of view based on a series of beliefs.
5 A new slant on a topic is what a lot of people are looking for.
6 If people can participate more in journalism, they will have more faith in it.
7 The story didn't come from a professional source.
8 It is a mistaken idea that only the mainstream media can report the news.
9 The possible effect this article could have on Internet privacy is huge.

5 SPEAKING **Does the idea of becoming a citizen journalist appeal to you? Why?/Why not?**

REFERENCES
Culture notes **p. 233**
Audioscript **pp. 250–251**

WORKBOOK
p. 94

94

7.6 SPEAKING

Adding emphasis

I can emphasise a point in a conversation using various structures and expressions.

1 SPEAKING **Discuss the reliability of the different sources of information below. Use the words in the box to help you.**

accurate biased dull enjoyable inaccurate out-of-date quick reliable trivial trustworthy unreliable useful

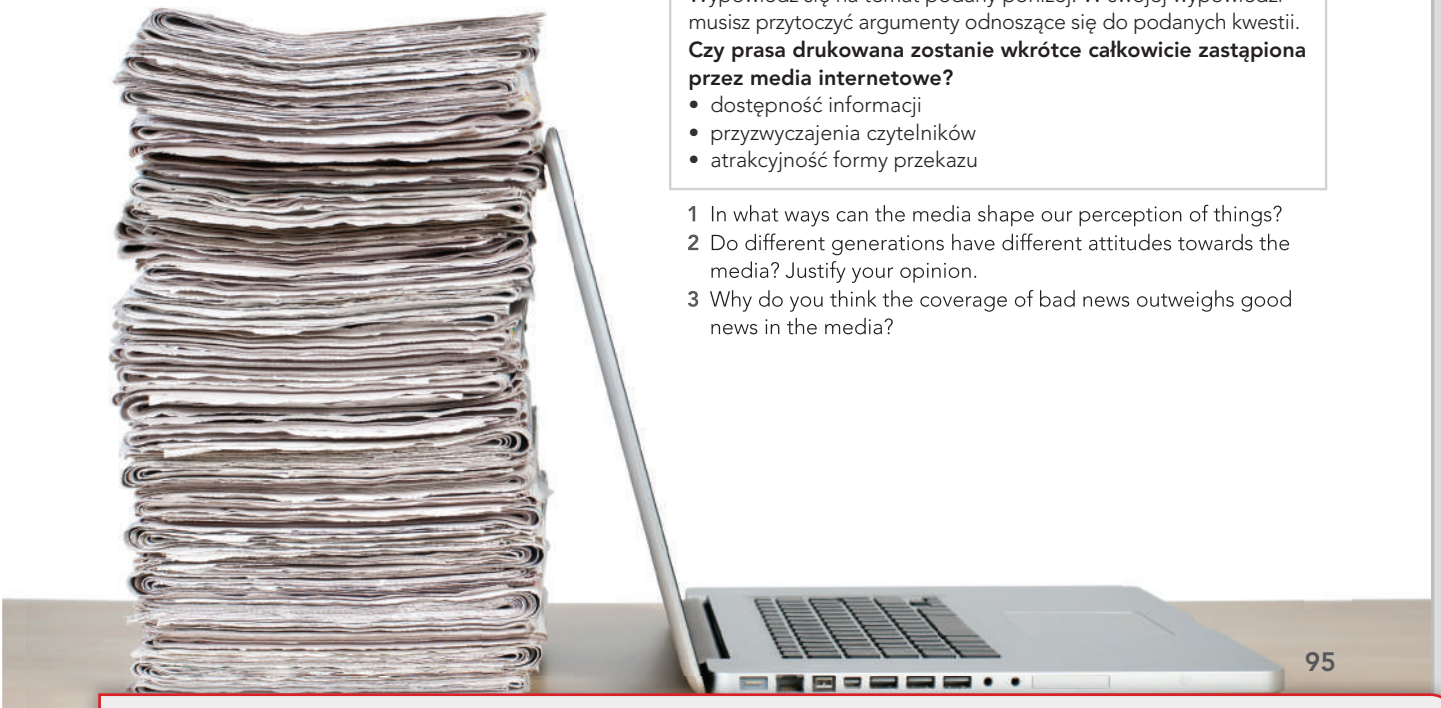
a tabloid newspapers
b broadsheet newspapers
c Wikipedia®
d TV news
e social media
f books

2 3.12 **Listen to four interviews about how we access information in the digital age. In your notebook, match the speakers with the arguments.**

1 Frank d
2 Laura b
3 John a
4 Maria c

a feels crowdsourced information can be useful if used carefully.
b points out that while social media can be misleading or frivolous, traditional media were also often incorrect or biased.
c is concerned about how algorithms select what information and products we see.
d worries about the objectivity and reliability of Wikipedia.

3 SPEAKING **Discuss which of the arguments you agree with and why.**



4 3.12 **In your notebook, write one word from the box for each gap in the SPEAKING FOCUS. Then listen again and check.**

adamant aware bothers convinced crucial crux ~~doubt~~ key overlook

SPEAKING FOCUS

Adding emphasis

There's no question/[1] *doubt* that …
The one thing that really disturbs/[2] bothers me is …
The [3] key thing/issue is …
What's critical/[4] crucial is …
The [5] crux of the issue is …/The main point is …
I'm absolutely certain/[6] adamant in my view that …
I'm not sure/[7] convinced (that) …
We need to be [8] aware /cognizant of the fact that …
And don't forget/[9] overlook the fact that …

5 **In your notebook, complete the second sentence so that it means the same as the first. Begin with the words given.**

1 I really love catching up with everybody's news on Facebook.
The one thing that I really love is catching up with everybody's news on Facebook .
2 Citizen journalists can't always be trusted – that's critical.
What's critical/crucial is that citizen journalists can't always be trusted .
3 It's true that almost everybody has an Instagram or Twitter account these days.
And don't forget/overlook the fact that almost everybody has an Instagram and Twitter account these days .
4 We undoubtedly receive more news than ever before.
There's no doubt that we receive more news than ever before .
5 I don't think so much information is good for us.
I'm not convinced/sure that so much information is good for us .

6 SPEAKING **Discuss whether you agree or disagree with each sentence in Exercise 5 and why.**

7 SPEAKING **Take turns to do the exam task. Then answer the questions in pairs.**

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych kwestii.
Czy prasa drukowana zostanie wkrótce całkowicie zastąpiona przez media internetowe?
- dostępność informacji
- przyzwyczajenia czytelników
- atrakcyjność formy przekazu

1 In what ways can the media shape our perception of things?
2 Do different generations have different attitudes towards the media? Justify your opinion.
3 Why do you think the coverage of bad news outweighs good news in the media?

REFERENCES
Audioscript **p. 251**

WORKBOOK
p. 95

7.7 WRITING

A formal email/letter

I can write a formal email/letter in response to a particular situation.

1 SPEAKING **Look at the titles of newspaper articles about the Internet. Discuss what main points each writer might make.**

1 **MOBILE DEVICES AND YOU – TAKE THEM OR LEAVE THEM? NOT ANY MORE SAYS CAREY JONES**

2 **10 TRIED AND TESTED WAYS TO DEAL WITH CYBERBULLYING**

3 **How much harm does hacking really do? James Knight investigates and looks at recent events**

2 **Read the task and the email. Are any of the points you discussed in Exercise 1 mentioned in the email?**

You have read an article about our use of the Internet in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article.

- *We all use the Internet far too much nowadays.*
- *What about the hours young people spend staring at friends on screen instead of actually meeting them?*
- *And how safe is our personal information anyway?*

Dear Editor,

I am writing in response to Lucy Mckay's article *Online/Offline*. While the article made many pertinent points regarding the Internet, overall I found it too pessimistic. In particular, I would like to take issue with her assertion that we are too dependent on the Internet.

It is certainly true that we use the Internet in many aspects of our daily lives. It is used extensively in schools to access untold amounts of information, thus allowing students to go far beyond their own knowledge. Working people would be lost without the ease of communication that the Internet provides. Furthermore, since increasing numbers of transactions can be carried out online, people no longer need to queue at banks and post offices, thus saving hours of time. No one could argue that these developments do not represent progress.

Another view that was put forward in the article was that online communication has replaced face-to-face communication. Once again I would disagree. There is no doubt that many young people spend a lot of time chatting online and on social media. Is this necessarily a bad thing? Nowadays, few people spend their whole lives in their home town and thus they form friendships in many places. No matter how far away they are, now people can maintain relationships with contact on a daily basis, at little or no cost.

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. But these are not insoluble problems and we all have a vested interest in finding the answers. It comes down to deciding whether to bury your head in the sand and refuse to participate, or to embrace what the Internet has to offer. My head is staying out of the sand!

Yours faithfully,
Matt Oakley
Forest Gate Sixth Form College

EXTRA ACTIVITIES
Photocopiable resource 27 *Online or offline?* (15 min.) pp. 272–273, 309

WORKBOOK
pp. 96–97, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 7 (lessons 7.1–7.7, Word list on pp. 98–99).

96

3 **Read Part 1 of the WRITING FOCUS. For each point, find examples in the email.**

4 **Read Part 2 of the WRITING FOCUS. Find five sentences/questions in the email where the writer tries to persuade the reader to agree with his point of view.**

WRITING FOCUS

A formal letter

Organisation

- Use an appropriate salutation. *(Dear Sir/Madam/Mrs Smith)*
- Inform the reader what the letter is responding to.
- Briefly state your general reasons for writing.
- Introduce your first point and support it with examples.
- Introduce your second point and support it with examples.
- Conclude and reiterate your point of view.
- Sign off appropriately. (*Yours sincerely/faithfully*)

Being persuasive

- To persuade people, present your view and then encourage them to agree with you.

It goes without saying that …
Of course, it is true that …
It would be difficult to argue that …
It is a given that …
Above all, there should be …
Is it not the case that …?
Having said that, …
Should we not …?
Despite this, such issues are not …
However far from this we are, …
Were …, would …?

For more information, see the WRITING FOCUS on page 13.

5 **In your notebook, rewrite the sentences replacing the underlined words with phrases from the WRITING FOCUS. Use the words in capitals.**

1 It is unnecessary for me to tell you that we have to do this. **GOES**
It goes without saying that we have to do this.
2 I think we'd all agree that these attitudes need to change. **CASE**
3 It would be hard to say that this issue doesn't need to be addressed. **ARGUE**
4 What is most important is that there should be a consensus of opinion. **ABOVE**
5 Given that we have accepted this situation, would it not be better to end the matter? **HAVING/SHOULD**
6 No matter how far apart our views are, it is time to compromise. **HOWEVER**
7 Yes, it is true that there are problems with the plan. **COURSE**
8 If the cost were lower, would usage not be higher? **WERE**

6 **In your notebook, complete the LANGUAGE FOCUS with the more formal words in purple from the email on page 96.**

LANGUAGE FOCUS

Formal vocabulary

1 too many/much to count = *untold*
2 in this way = thus
3 suggestion = assertion
4 accept enthusiastically = embrace
5 relevant = pertinent
6 personal reason = vested interest
7 a lot = extensively
8 every day = on a daily basis
9 parts = aspects
10 more and more = increasing numbers
11 disagree with = take issue with
12 cheaply = at little or no cost

7 **In your notebook, write a word or phrase from the box for each gap in the text below.**

assertion basis ~~certainly~~ embrace increasing issue little matter no one pertinent untold were

USING SOCIAL MEDIA SITES: a good thing or a social disaster?

It is [1]*certainly* true that most people make use of social media sites to keep up friendships. But that is your writer's only [2]pertinent remark. I take [3] issue with his [4]assertion that [5]increasing numbers of young people live in a virtual world and cannot maintain real relationships. [6] No one could argue that there is only one way of creating a relationship. There are [7] untold ways. Social media sites provide one way of contacting friends at [8] little or no cost, on a daily [9] basis, but that does not mean that we do not meet when we can. [10] Were it not for the Internet, we would have far less contact with friends. No [11] matter how much your writer dislikes it, social media is here to stay. Refusal to join in and [12]embrace it simply means being out of touch.

SHOW WHAT YOU'VE LEARNT

8 **In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

W brytyjskiej gazecie ukazał się artykuł poświęcony wolności wypowiedzi w Internecie. Zostały w nim wyrażone następujące opinie:

- *Limiting exposure to extreme viewpoints is more important than preserving freedom of speech.*
- *As most people don't have enough self-control to censor their language on the Internet , Internet providers should do it for them.*
- *People under the age of eighteen are especially vulnerable and their access to the Internet should be severely limited through a reliable proof-of-age scheme.*

Napisz **list** do redakcji tej gazety, w którym przedstawisz swoją opinię na temat wolności wypowiedzi w Internecie, odnosząc się do trzech kwestii poruszonych w artykule.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 3

Use an appropriate salutation: *Dear Editor*

Inform the reader what the letter is responding to: *I am writing in response to …*

Briefly state your general reasons for writing: *I would like to take issue with …*

Introduce your first point and support it with examples: *It is certainly true that …/It is used extensively in schools …/ Working people would be lost without …/ Furthermore, since increasing …*

Introduce your second point and support it with examples: *Another view that was put forward in the article was …/ There is no doubt that …/… people can maintain relationships with contact on a daily basis.*

Conclude and reiterate your point of view: *To sum up, …/It comes down to …*

Sign off appropriately: *Yours faithfully*

Exercise 4

See sentences underlined in the email.

Exercise 5

2 Is it not the case that these attitudes need to change? **3** It would be difficult to argue that this issue doesn't need to be addressed. **4** Above all, there should be a consensus of opinion. **5** Having accepted this situation, should we not end the matter? **6** However far apart our views are, it is time to compromise. **7** Of course, it is true that there are problems with the plan. **8** Were the cost lower, would usage not be higher?

97

7.1 Vocabulary 4.43

absent-minded /ˌæbsənt 'maɪndɪd/ roztargniony

be in two minds /bi ɪn ˌtuː 'maɪndz/ bić się z myślami

be out of one's mind /bi ˌaʊt əv wʌnz 'maɪnd/ oszaleć

blinker oneself /'blɪŋkə wʌnˌself/ odciąć się (np. od informacji)

blow one's mind /ˌbləʊ wʌnz 'maɪnd/ wywrzeć na kimś ogromne wrażenie

broad-minded /ˌbrɔːd'maɪndəd/ tolerancyjny, o szerokich horyzontach

clear one's mind /ˌklɪə wʌnz 'maɪnd/ wyciszyć się

clutter one's thoughts /ˌklʌtə wʌnz 'θɔːts/ zaśmiecać myśli

constitute sth /'kɒnstətjuːt ˌsʌmθɪŋ/ tworzyć coś, składać się na coś

cooperative /kəʊ'ɒpərətɪv/ skłonny do współpracy

cross one's mind /ˌkrɒs wʌnz 'maɪnd/ przyjść komuś na myśl

detect bias /dɪˌtekt 'baɪəs/ dostrzegać tendencyjność

devote attention to sth /dɪˌvəʊt ə'tenʃən tə ˌsʌmθɪŋ/ poświęcić czemuś uwagę

distortion /dɪ'stɔːʃən/ przeinaczenie

fringe opinions /ˌfrɪndʒ ə'pɪnjənz/ skrajne opinie

hierarchy /'haɪrɑːki/ hierarchia

in the long run /ˌɪn ðə 'lɒŋ rʌn/ na dłuższą metę

information overload /ˌɪnfəˌmeɪʃən 'əʊvəˌləʊd/ nadmiar informacji

mind your manners! /ˌmaɪnd jər 'mænəz/ gdzie twoje maniery?

mind your own business! /ˌmaɪnd jər ˌəʊn 'bɪznəs/ pilnuj swoich spraw!

misinformation /ˌmɪsɪnfə'meɪʃən/ dezinformacja

mistrust /mɪs'trʌst/ nie ufać

mode /məʊd/ tryb

multidisciplinary /ˌmʌltidɪsə'plɪnəri/ wielokierunkowy

multitask /ˌmʌlti'tɑːsk/ wykonywać wiele zadań naraz

nap /næp/ drzemka; drzemać

overestimate /ˌəʊvər'estəmeɪt/ przeceniać

peer-reviewed journal /ˌpɪə rɪˌvjuːd 'dʒɜːnl/ czasopismo recenzowane przez środowisko naukowe

prejudice /'predʒədəs/ uprzedzenia

prioritise tasks /praɪˌɒrətaɪz 'tɑːsks/ szeregować zadania według hierarchii ważności

pseudo-fact /'sjuːdəʊ fækt/ zmyślona informacja

put one's mind to sth /pʊt ˌwʌnz 'maɪnd tə ˌsʌmθɪŋ/ starać się, być zdeterminowanym

reset button /'riːset ˌbʌtn/ przycisk ponownego uruchomienia

seamlessly /'siːmləsli/ płynnie

self-imposed /ˌself ɪm'pəʊzd/ dobrowolny, narzucony samemu sobie

take its toll (on sb/sth) /ˌteɪk ɪts 'təʊl (ɒn ˌsʌmbɒdi/ˌsʌmθɪŋ)/ dać się (komuś/czemuś) we znaki, odcisnąć piętno (na kimś/czymś)

tough-minded /ˌtʌf 'maɪndɪd/ twardy, bezkompromisowy

tremendously /trə'mendəsli/ ogromnie

underestimate /ˌʌndər'estəmeɪt/ lekceważyć, nie doceniać

understatement /ˌʌndə'steɪtmənt/ niedomówienie; *it's an understatement* – to mało powiedziane

weigh on sb's mind /ˌweɪ ɒn ˌsʌmbɒdiz 'maɪnd/ leżeć komuś na sercu, trapić kogoś

7.2 Reading 4.44

accomplish /ə'kʌmplɪʃ/ osiągnąć, zrealizować

boost /buːst/ pobudzić

come easy/easily to sb /ˌkʌm 'iːzi/'iːzəli tə ˌsʌmbɒdi/ łatwo komuś przychodzić

disclose /dɪs'kləʊz/ ujawnić

diversity /daɪ'vɜːsəti/ różnorodność

draw a comparison /ˌdrɔː ə kəm'pærəsən/ przeprowadzić porównanie

encourage economic growth /ɪnˌkʌrɪdʒ ˌekəˌnɒmɪk 'grəʊθ/ stymulować wzrost gospodarczy

engaging /ɪn'geɪdʒɪŋ/ zajmujący

gain traction with the public /ˌgeɪn ˌtrækʃən wɪð ðə 'pʌblɪk/ zyskiwać popularność

in collaboration with sb /ɪn kəˌlæbə'reɪʃən wɪð ˌsʌmbɒdi/ we współpracy z kimś

incentive /ɪn'sentɪv/ zachęta

intriguing /ɪn'triːgɪŋ/ intrygujący

lower the requirements /ˌləʊə ðə rɪ'kwaɪəmənts/ obniżyć wymagania

negate /nɪ'geɪt/ negować, przeczyć

nurture sth /'nɜːtʃə ˌsʌmθɪŋ/ dbać o coś, czuwać nad czymś

perambulate /pə'ræmbjʊəleɪt/ wędrować

predecessor /'priːdəsesə/ poprzednik

prevention /prɪ'venʃən/ zapobieganie

prohibitive /prə'hɪbətɪv/ wyśrubowany

pursue /pə'sjuː/ ścigać

put one foot in front of the other /pʊt ˌwʌn ˌfʊt ɪn ˌfrʌnt əv ði 'ʌðə/ stąpać, powoli stawiać kroki

reap the benefits /ˌriːp ðə 'benɪfɪts/ czerpać korzyści

render sth unusable /ˌrendə ˌsʌmθɪŋ ʌn'juːzəbəl/ uczynić coś bezużytecznym

ring true /ˌrɪŋ 'truː/ brzmieć prawdopodobnie

sedentary lifestyle /'sedəntəri 'laɪfstaɪl/ siedzący tryb życia

straightforward /ˌstreɪt'fɔːwəd/ jasny, przystępny

strenuous /'strenjuəs/ wyczerpujący

subsidiary /səb'sɪdiəri/ drugorzędny, dodatkowy

take a bite out of sth /ˌteɪk ə 'baɪt aʊt əv ˌsʌmθɪŋ/ poważnie coś uszczuplić

taxpayer /'tæksˌpeɪə/ podatnik

7.4 Use of English 4.45

be past one's peak /bi ˌpɑːst wʌnz 'piːk/ mieć za sobą swój najlepszy okres

exponentially /ˌekspə'nentʃəli/ raptownie

generate /'dʒenəreɪt/ generować

7.5 Listening 4.46

amateur footage /ˌæmətə 'fʊtɪdʒ/ amatorska relacja filmowa

biased /'baɪəst/ stronniczy

citizen report /ˌsɪtəzən rɪ'pɔːt/ relacja świadka

common misconception /ˌkɒmən ˌmɪskən'sepʃən/ częsty błąd, błędny, ale powszechny pogląd

commonly held belief /ˌkɒmənli ˌheld bə'liːf/ powszechne przekonanie

exploitation /ˌekspləɪ'teɪʃən/ wyzysk, eksploatacja

fresh angle/slant /ˌfreʃ 'æŋgəl/'slɑːnt/ nowe spojrzenie

ideological viewpoint /ˌaɪdiəˌlɒdʒɪkəl 'vjuːpɔɪnt/ ideologiczny punkt widzenia

impartial /ɪm'pɑːʃəl/ bezstronny

increased trust /ɪnˌkriːst 'trʌst/ zwiększone zaufanie

mainstream media /ˌmeɪnstriːm 'miːdiə/ media głównego nurtu

potential impact /pəˌtenʃəl 'ɪmpækt/ potencjalny wpływ

readership /'riːdəʃɪp/ krąg czytelników

unedited /ʌn'edɪtɪd/ nieopracowany, niezredagowany

well-balanced account /ˌwel ˌbælənst ə'kaʊnt/ wyważona relacja

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7.6 Speaking 4.47

accurate /'ækjərət/ precyzyjny

algorithm /'ælgərɪðəm/ algorytm

broadsheet newspaper /ˌbrɔːdʃiːt 'njuːsˌpeɪpə/ poważna gazeta

critical /'krɪtɪkəl/ istotny, decydujący

crowdsourced information /ˌkraʊd ˌsɔːst ˌɪnfə'meɪʃən/ informacje pozyskiwane od zwykłych ludzi

frivolous /'frɪvələs/ niepoważny

inaccurate /ɪn'ækjərət/ nieprecyzyjny

misleading /mɪs'liːdɪŋ/ mylący

objectivity /ˌɒbdʒek'tɪvəti/ obiektywizm

out-of-date /ˌaʊt əv 'deɪt/ przestarzały

reliability /rɪˌlaɪə'bɪləti/ solidność, rzetelność

reliable /rɪ'laɪəbəl/ wiarygodny

tabloid newspaper /ˌtæblɔɪd 'njuːzˌpeɪpə/ tabloid, brukowiec

unreliable /ˌʌnrɪ'laɪəbəl/ niewiarygodny

7.7 Writing 4.48

assertion /ə'sɜːʃən/ twierdzenie

at little or no cost /ət ˌlɪtl ə ˌnəʊ 'kɒst/ niewielkim lub zerowym kosztem

bury one's head in the sand /ˌberi wʌnz ˌhed ɪn ðə 'sænd/ chować głowę w piasek

censor /'sensə/ cenzurować

censorship /'sensəʃɪp/ cenzura

come down to sth /ˌkʌm 'daʊn tə ˌsʌmθɪŋ/ sprowadzać się do czegoś

data protection /ˌdeɪtə prə'tekʃən/ ochrona danych

embrace /ɪm'breɪs/ przyjąć, korzystać (z czegoś)

exposure to sth /ɪk'spəʊʒə tə ˌsʌmθɪŋ/ ekspozycja na coś, styczność z czymś

extensively /ɪk'stensɪvli/ szeroko, powszechnie

go far beyond sth /gəʊ ˌfɑː bɪ'jɒnd ˌsʌmθɪŋ/ wykraczać daleko poza coś

have a vested interest in sth /ˌhæv ə ˌvestəd 'ɪntrəst ɪn ˌsʌmθɪŋ/ mieć w czymś żywotny interes

headache /'hedeɪk/ utrapienie

insoluble /ɪn'sɒljəbəl/ nierozwiązywalny

it goes without saying /ɪt ˌgəʊz wɪðˌaʊt 'seɪ-ɪŋ/ to jest oczywiste

on a daily basis /ɒn ə ˌdeɪli 'beɪsəs/ codziennie

pertinent /'pɜːtənənt/ trafny

refusal to do sth /rɪˌfjuːzəl tə 'duː ˌsʌmθɪŋ/ odmowa zrobienia czegoś

take issue with sb /ˌteɪk 'ɪʃuː wɪð ˌsʌmbɒdi/ nie zgadzać się z kimś

untold amounts /ʌnˌtəʊld ə'maʊnts/ niezliczone ilości

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FOCUS REVIEW 7

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write one word for each gap, combining the prefix from the box with the word in capitals. There are some extra prefixes. Some prefixes can be used more than once.

co- mis- multi- over- re-
self- un- under-

1 Google's search engine facility has given us all rapid access to __untold__ amounts of information. **TOLD**
2 I'm dreadful at all strategy games because I'm just not good at multitasking . I always end up getting in a right old mess. **TASKING**
3 I wouldn't say that I completely __mistrust__ social networking sites – I just don't want to publish all my personal information on the net. **TRUST**
4 I've put a(n) self-imposed limit on the amount of time I spend surfing the web. Otherwise I have no time for anything else. **IMPOSED**
5 Saying that smartphones are important is a gross understatement – I couldn't live without mine. **STATEMENT**
6 It is very easy for unscrupulous individuals to replace facts with misinformation on the Internet. **INFORMATION**
7 The impact that the Internet has had on accessing information should not be overlooked . **LOOKED**

2 In your notebook, write one word for each gap to complete the phrases with *mind*.

1 You must be ___out___ of your mind. There's no way I'd lend you my games console for a week!
2 I'm positive you'll get to the next level if you just ___put___ your mind to it.
3 You look very worried. What's weighing ___on___ your mind?
4 I'm going to take a break for a few minutes to ___clear___ my mind.
5 I told him to mind his own __business__ and not interfere with mine.
6 It's very important to mind your __manners__ and be polite. You don't want to make a bad impression.
7 Check out the specs on this new phone. It'll ___blow___ your mind!

3 In your notebook, write the words that complete the sentences correctly.

1 From an ideological *account / crux /* (*viewpoint*), artificial intelligence is a dangerous concept.
2 Games manufacturers are constantly looking for a fresh *impact /* (*angle*) */ task* to attract consumers.
3 The new documentary gives a very *strenuous / tough-minded /* (*well-balanced*) account of the whole affair.
4 One thing I really take *incentive / priority /* (*issue*) with is the amount of advertising on free mobile apps.
5 We shouldn't (*blinker*) */ devote / disclose* ourselves to the fact that gaming is highly addictive.
6 Everybody has a(n) *overloaded /* (*vested*) */ understated* interest in using green technologies.

GRAMMAR

4 Identify a grammar error in each sentence. Rewrite correct sentences in your notebook.

1 We chose Ann ~~representing~~ us at the meeting. to represent
2 The lecturer advised us ~~reading~~ as much as possible before the test. to read
3 I never persuade anyone ~~to doing~~ something they don't want to do. to do/into doing
4 She admitted ~~to see~~ the documentary before. seeing/having seen/that she had seen
5 The whole class insisted ~~to watch~~ the experiment live. on watching

5 Choose the correct answer (A–C) and write it in your notebook. Sometimes more than one answer is correct.

1 The teacher demanded _____ who had broken the projector.
(A) to know B knowing (C) that she be told
2 Paul threatened _____ the tutor I had skipped class.
(A) to tell B telling (C) that he would tell
3 She claimed _____ who had taken the book.
(A) to know B knowing (C) she knew
4 The school directors proposed _____ this year's annual school trip.
(A) cancelling B to cancel (C) that we cancel
5 All the students denied _____ the city centre after lights-out.
(A) visiting (B) that they had visited (C) having visited

USE OF ENGLISH

Cloze; sentence transformation

6 In your notebook, complete the second sentence so that it means the same as the first using the infinitive of the verb in bold.

1 Reports show that Facebook **is losing** popularity among teens.
Facebook is reported to be losing popularity among teens.
2 Investors fear that usage among teens **has declined** significantly.
Usage among teens is feared to have declined significantly.
3 Researchers think that teens **have been switching** to newer, more visual experiences.
Teens are thought to have been switching to newer, more visual experiences.
4 They believe that Facebook's aging user base **is** one of the reasons for the switch.
Facebook's aging user base is believed ___to be___ one of the reasons for the switch.
5 Some people claim that Instagram, the photo-sharing platform, **has become** the new Facebook.
Instagram, the photo-sharing platform, is claimed to have become the new Facebook.
6 Analysts estimate that Instagram's user base **has been growing** more rapidly than Twitter's.
Instagram's user base is estimated to have been growing more rapidly than Twitter's.

EXTRA ACTIVITIES

Photocopiable resource 28 *Let's talk about communication* (20 min.)
pp. 273, 310

100

7 **Read the text. Complete each gap by changing the form of one of the words in the box so the text is grammatically and logically correct. There is one extra word you do not need to use.**

confront demand distract divide leave statement

To say that my best friend was very keen on technology would be the [1] understatement of the year. She seemed totally addicted to it. She would while away the hours surfing the net on her mobile or entertaining herself with mindless and self-indulgent apps. Her eyes were forever glued to one kind of screen or another and I could never catch her [2] undivided attention. It got to the point that it was virtually impossible to get through to her – she was constantly [3] distracted and even more absent-minded than before. When I approached the subject with her, she brushed it off and insisted on [4] being left alone. 'Not a very promising start', I thought, but I decided to stick to my guns. I literally forced her to time herself for one whole day while on social media or playing games. She was completely taken aback on discovering that she had spent almost seven hours online that day. This was enough for her to decide to wean herself off it starting there and then. I was convinced she would come round in the end, but didn't have a clue it would happen so instantly. Now I regret not [5] confronting her with the issue earlier.

8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 I'm not sure whether I should buy a new laptop or a tablet. **MINDS**
I'm in two minds as to whether I should buy a new laptop or a tablet.
2 I make sure that I check my email every day. **BASIS**
I make sure that I check my email on a daily basis .
3 The report stated that a great many people have lost confidence in Internet privacy. **REPORTED**
A great many people are reported to have lost confidence in Internet privacy.
4 They say that increasing numbers of politicians are using blogs to gather support. **TO**
Increasing numbers of politicians are said to be using blogs to gather support.
5 My health is starting to suffer as a result of spending hours in front of a computer. **TOLL**
Spending hours in front of the computer is starting to take its toll on my health.
6 The markets report that music streaming sites are doubling in value. **BE**
Music streaming sites are reported to be doubling in value.

Focus Review 7 EXTRA page 139

LISTENING

Multiple choice

9 3.13 **Listen to an interview about teenagers and social media. For questions 1–4, choose the best answer (A–D) and write it in your notebook.**

1 Which aspect of parents' concerns do Jenny and Charles agree is an issue?
A That teenagers might meet in the streets.
B That teenagers might stay in their rooms.
C That teenagers might not spend time with their friends in the real world.
D That teenagers might not want to get physical exercise.
2 In Charles' view, what is the most important thing to remember?
A Our behaviour changes according to the situation.
B Most parents suffer from some form of anxiety over their children.
C Children find it difficult to accept their parents' behaviour.
D Children can teach parents about Internet use.
3 According to Jenny, what is the one of the main reasons for teenagers using social media?
A They don't want to spend time meeting in real life.
B They can't socialise in any other way.
C They don't want to go to parks.
D Their parents think playing is a waste of time.
4 What do they both think about the ways in which social media will be used in future?
A Children will spend more time in the real rather than the virtual world.
B Adults will follow their children's lead.
C Social media will offer more employment opportunities for adults.
D Children's use of social media will alter significantly.

SPEAKING

10 **Do the tasks in pairs.**

Task 1

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do wymienionych aspektów.
Czy uważasz, że młodzi ludzie nie potrafiliby żyć bez stałego dostępu do internetu?
- dostęp do informacji
- serwisy społecznościowe
- rozrywka

Task 2

1 How important is it to spend time with friends face to face rather than on social media?
2 How big a problem are online harassment and bullying?
3 Tell us about a situation from your own experience when not having access to the Internet was beneficial.

REFERENCES

Audioscript **pp. 251–252**

EXTRA ACTIVITIES

- Extra digital activities: Listening, Reading and Use of English Checkpoints
- Class debate: When a controversial issue is discussed, it is better to keep your opinions to yourself.
(For instructions, see p. 234)

NEXT CLASS

- Ask students to do Self-check 7.9 in the WB, pp. 100–101.
- Ask students to prepare for Unit test 7: Testing Programme, Unit 7.

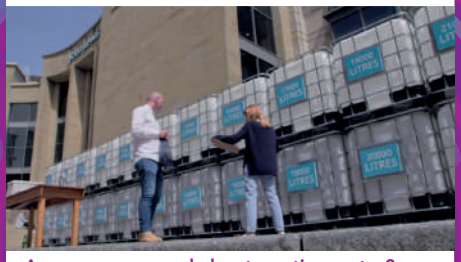
8

Future generations

You cannot get through a single day without having an impact on the world around you.

Jane Goodall DBE
Founder of the Jane Goodall Institute

ASK YOURSELF, ASK AROUND



Are you concerned about wasting water? Which things you use every day take huge amounts of water to be produced?

Projects page 137

VIDEO

Documentary
The real fashion victim 8

Exercise 1

1 beef – cow; mutton – sheep; poultry – chicken, duck, goose; veal – calf; venison – deer

2 **Substances that make the soil richer:** fertilizer, manure
Substances for killing unwanted animals or plants: insecticide, pesticide, herbicide

8.1 VOCABULARY

Global warming • synonyms • environmental problems • animal idioms

I can talk about environmental issues and use animal idioms.

SHOW WHAT YOU KNOW

1 SPEAKING **Discuss the questions.**

1 What animals do these words refer to?

beef mutton poultry veal venison

2 Which words describe substances that make the soil richer and which describe substances for killing unwanted animals or plants?

fertilizer herbicide insecticide manure pesticide

2 SPEAKING **Discuss whether you think the statements below are true or false. Then read the text and check.**

1 Farming is a bigger contributor to global warming than transport. T
2 Poultry production is responsible for the highest level of farming-related greenhouse gas emissions. F, (cows)
3 We produce four times as much meat as we did fifty years ago. T
4 You need nine times more water to produce a kilo of beef than of wheat. F, (over 68 times)
5 Cutting global meat consumption by 15 percent would be equivalent to taking twenty-four million cars off the road. F, (240 million)

3 SPEAKING **Read the readers' comments. Discuss who you agree with and why.**

The facts about meat consumption and its effect on the environment

IS IT TIME TO TAKE THE BULL BY THE HORNS?

The global livestock industry produces more greenhouse gas emissions than all cars, planes, trains and ships combined, but a worldwide survey finds that twice as many people think transport is the bigger contributor to global warming. The survey author Bob Bailey said, 'Preventing catastrophic warming is dependent on tackling meat and dairy consumption, but the world is doing very little. A lot is being done on deforestation and transport, but there is a substantial gap on the livestock sector.'

Emissions from livestock, largely from burping cows and sheep and their manure, currently constitute almost 15 percent of global emissions. Beef and dairy alone make up 65 percent of all livestock emissions.

Over the past fifty years, global meat production has almost quadrupled. On average, every person on Earth consumes 42.9 kilograms of meat per year. In the UK and US, the average person consumes from 60 to 90 kilograms of meat annually.

REFERENCES

Culture notes **p. 233**
Videoscript **pp. 259–260**
Using videos in the classroom **p. T12**
How to teach with projects **p. T12**

EXTRA ACTIVITIES

- Documentary video. Video worksheet 8.8 in the WB, pp. 112–113.
- Photocopiable resource 29 *Animal soap opera* (15 min.) pp. 273–274, 311–312

WORKBOOK

pp. 102–103, including *Show What You've Learnt*

FOCUS ON WORDS | Synonyms

4 3.14 **In your notebook, match the words in red from the text with the synonyms below. Then listen and check.**

1 essential = *critical*
2 the most important = paramount
3 extreme = radical
4 increase sth = boost sth
5 never ending or getting better = remorseless
6 dealing with sth = tackling sth
7 make up sth = constitute sth
8 very harmful = catastrophic
9 considerable = substantial

FOCUS ON WORDS | Environmental problems

5 3.15 **In your notebook, match the words underlined in the text with the definitions below. Then listen and check.**

1 the use of a resource = *consumption*
2 the variety of kinds of life in an ecosystem = biodiversity
3 gases sent into the air = emissions
4 the use of machinery to make farming more productive = agricultural industrialisation
5 the permanent destruction of forests = deforestation
6 the industry of farming = agribusiness
7 the part of the farming industry devoted to raising animals = livestock sector
8 being able to be maintained = sustainable

Meat consumption is on track to rise 75 percent by 2050. To meet demand, the world's agribusiness firms will attempt to **boost** their annual meat output from 3,000 million tons today to 4,800 million tons by 2050.

Factory-style livestock production is a **critical** driver of agricultural industrialisation. Its **remorseless** expansion is contributing to **radical** climate change, deforestation, biodiversity loss and human-rights violations.

One major problem with factory-style livestock production is that it leads to considerable greenhouse-gas emissions – and not just because the digestive processes of ruminant animals produce methane. The waste from the animals, together with the fertilizers and pesticides used to produce feed, generate large quantities of nitrogen oxide.

Nearly half of all water used in the US goes to raising animals for food. It takes more than 15,000 litres of water to produce one kilogram of beef. To produce one kilogram of wheat takes 220 litres.

If the world ate 15 percent less meat, it would be like taking 240 million cars off the road each year.

Comments (2) Sign in to join the discussion.

Veggie: 3 min. ago
Very informative. Personally, I believe humans consume too much meat. If this continues, not only will we contribute to the unpardonable destruction of the environment, we will also fail to sustain future generations. Reducing meat consumption is **paramount**.

Carnivore: 1 day ago
I disagree entirely. The world has always found ways to sustain itself and there's no hard evidence that meat consumption will disable this process. If anything, it's the government that should promote sustainable agriculture.

6 SPEAKING **Discuss what the following parties could do to help fight global warming. Use vocabulary from Exercise 5.**

1 you as an individual
2 your family
3 your school
4 your government

FOCUS ON WORDS | Animal idioms

7 3.16 **In your notebook, complete the idioms with the animals in the box. Listen and check. Then translate the idioms.**

bird ~~bull~~ dog duck goose horse

1 take the *bull* by the horns = face up to a challenge
2 let sleeping dogs lie = leave sth alone if it might cause trouble
3 be like water off a duck's back = used to say that sb is unconcerned by criticism
4 a wild goose chase = a search for sth that is unattainable or non-existent
5 kill two birds with one stone = achieve two things with one action
6 straight from the horse's mouth = directly from the source

8 **In your notebook, complete the sentences with appropriate idioms from Exercise 7. Which of the sentences are true for you?**

1 When I'm busy, I always *take the bull by the horns* and do the most difficult thing first.
2 I can't stand gossip or rumour. I like to hear things straight from the horse's mouth .
3 If a friend doesn't want to talk about a problem, that's fine. I'd rather let sleeping dogs lie .
4 I am not sensitive. To me, insults are like water off a duck's back .
5 I'm always combining tasks. Nothing gives me more satisfaction than when I kill two birds with one stone .
6 I think the search for a perfect partner is a wild goose chase. After all, nobody is perfect, are they?

FOCUS ON WORDS | EXTRA Animals idioms

9 3.17 **In your notebook, match the idioms with the definitions. Then listen and check. Translate the idioms and write an example sentence with each of them.**

1 let the cat out of the bag c
2 donkey's years d
3 a wolf in sheep's clothing e
4 hold your horses b
5 pigs might fly a

a it's highly unlikely that sth will happen
b be patient, wait before doing sth
c tell sth that is supposed to be a secret
d an extremely long time
e sb who seems kind, but is hostile

10 SPEAKING **Complete the questions with four of the idioms in Exercise 9. Then ask and answer.**

1 Do you remember a time when something took donkey's years so that you thought it might never end? What was it?
2 Have you ever met somebody who turned out to be a wolf in sheep's clothing ? Who was that?
3 Can you recall a moment when you were impatient to do something, but had to hold your horses ? What did you want to do then?
4 Have you ever let the cat out of the bag even though you were supposed to keep quiet? What was it about?

NEXT CLASS
Ask students to prepare for a 15–20-minute vocabulary quiz: Testing Programme, Unit 8.1, Vocabulary.

8.2 READING

Gapped text and gap fill

I can understand the structure of an article using contextual, grammatical and lexical clues.

1 SPEAKING **Look at the photos and discuss the questions.**

1 What are these celebrities famous for?
Shakira is a singer. Leonardo DiCaprio is an actor.
2 Judging by the photos, what do they do for humanitarian causes?

2 **Read the article and answer the questions in your notebook.**

1 In what way are celebrities useful to organisations like the United Nations? They attract public attention to the organisations' work.
2 What concern is raised about the strategy of enlisting celebrity support? Celebrities are sometimes claimed to be acting for their own advantage, cultivating an image as caring individuals and global citizens.
3 How does the UN deal with that concern? The UN only picks celebrities who have a track record of engagement and can speak with some authority without cheapening the brand.

3.18

UN Thanks Its Lucky Stars

In 1945, fifty-one countries formed the United Nations with the aim of maintaining international peace and security and promoting social progress. Today, nearly every nation in the world belongs to the intergovernmental organisation. Most of us have heard about UN peacekeeping missions and humanitarian assistance. But the many other ways the UN affects all our lives are not always so well known.

The organisation is central to global efforts to solve the many problems that challenge humanity. Day in, day out, the UN and its affiliated agencies work to promote respect for human rights, protect the environment, fight disease and reduce poverty. [1] E Danny Kaye, an actor and comedian popular in the 1950s, showed how to raise the organisation's status by accepting the honorary title of Goodwill Ambassador awarded to him by the Children's Emergency Fund (UNICEF) in 1954.

What qualifies a singer, an actor or an athlete to represent a UN agency? And what good can celebrities really do? Fame has some clear benefits in certain roles. Celebrities attract attention, so they are in a position to focus the world's eyes on the agency's work both in their own countries and abroad. They can use their influence and fame to help spread awareness and raise funds for its campaigns. [2] F That is why the UN's priority has been to find superstars **who have a track record of** involvement in charitable causes and can represent the organisation in a way that wouldn't **cheapen the brand**.

One private consultant who finds 'high-level supporters' for the UN and other charities admits that the public and the media have the right to be cynical about celebrities getting involved in good causes – after all, the relationship may seem calculated and publicity-hungry. [3] A And in each case, a celebrity's association with the organisation comes about because they have already demonstrated their dedication. Without them, it would be a much harder job to gain public attention.

Few global celebrities have done more to help **raise the profile** of a UN agency than Angelina Jolie. Her interest in humanitarian affairs began back in 2000 when she went to Cambodia to film the adventure movie *Tomb Raider*. Named a Goodwill Ambassador in 2001, Jolie has travelled to some of the remotest regions of the world to highlight the plight of refugees and inspire others to help. She still creates their greatest source of web hits. [4] D With her help, the UN Environment Programme hopes to make environmental action 'a lifestyle choice'.

Shakira, a UNICEF Goodwill Ambassador

Leonardo DiCaprio

However, it was only once actor Leonardo DiCaprio, ponytailed and dressed in a smart suit, had appeared at the UN climate summit in 2014 to call for action that the programme achieved spectacular success. The star of *Titanic* and *The Wolf of Wall Street* has long been active on the climate front through his philanthropic foundation, and officials say they were impressed by his knowledge of the issues. The video of his speech has been watched by more than 1.5 million viewers – an all-time record for a UN video – while his tweets and retweets from the summit reached his 11.3 million followers. [5] B

So what is the verdict? Should celebrities lend their names to humanitarian causes? Do they have a unique ability to reach millions of people, many of whom may not normally be engaged? Or does celebrity endorsement trivialise the causes they support even if they are doing it for the best of reasons?

REFERENCES
Culture notes **pp. 233–234**

WORKBOOK
pp. 104–105

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 106.

READING FOCUS Gapped text

3 **Read the article again. In your notebook, match gaps 1–6 with paragraphs A–F. There is one extra paragraph.**

A The task is to maintain the equilibrium between a given star's genuine interest in the problem and their potential personal gain. The UN's current roster of celebrities have a wide range of talents and achievements, but they do indeed all share a willingness to devote time and energy to the cause they represent.

B That's considerably more than the UN can claim. According to the head of the public information department, some issues would never have been **put on the map** if they hadn't been supported by a celebrity. Thanks to a famous actor or singer the message is amplified and spread across the star's fan base.

C Up to now, attention has focused primarily on the scientific aspects of climate change, with the aim of mitigating the impact of human activity. Yet climate change is already posing humanitarian problems and challenges.

D A more recent high-profile recruit is Brazil-born supermodel Gisele Bündchen. A committed environmentalist, Gisele donates a percentage of profits from her line of fashion sandals to protect Amazon rainforest water sources and supports a variety of environmental causes.

E But getting the world to notice its activities requires more than unwavering commitment. Today, an army of royalty, actors, artists, authors, models, musicians, photographers and sports stars are lending a hand to **shine a spotlight on** the UN operations.

F Opponents of projects backed by celebrities claim that they are merely **acting to their own advantage**, hiding the emptiness of stardom behind the altruistic personas they present to the public.

READING FOCUS Gap fill

4 **In your notebook, complete the summary so that it is logical and consistent with the meaning of the text. Write between one and three words in each gap.**

The United Nations was set up in 1945 to maintain world peace and advance social progress. In addition, there are less-known ways the UN [1] has an impact/has an influence/exerts influence on us. These include advancing human rights, ecological and climate issues, healthcare and seeking a reduction in poverty. Today many celebrities help in bringing attention to the UN's activities. Although celebrities can use their star power to call attention to and make [2] financial appeals for various UN campaigns, the opposite view is that they participate mainly for selfish reasons and distract from the importance of the message they put across. For the UN, finding a balance between a celebrity's sincerity when devoting time and energy towards a UN campaign and the possibility of the star acting purely for reasons of self-promotion is a conundrum. As a result, the UN looks for celebrities who have previously [3] shown/demonstrated (their/a) commitment to the cause they represent. Outstanding examples of this are actress Angelina Jolie and supermodel Gisele Bündchen. With the latter, the UN hopes to make care for the environment a lifestyle choice. As a result of the involvement of the rich and famous, [4] the (UN's) message is both highlighted and extended. The question remains whether celebrities have a distinctive capacity to focus the masses' attention [5] on humanitarian causes or if their participation underplays the importance of these issues.

FOCUS ON WORDS | Collocations

5 3.19 **In your notebook, complete the collocations with one word from the text for the first gap and one word from the box for the second gap. Then listen and check.**

~~aid~~ damage force individual relations

1 humanitarian *cause* / *aid*
2 philanthropic foundation / individual
3 environmental action / damage
4 peacekeeping mission / force
5 intergovernmental organisation / relations

6 **In your notebook, replace the phrases underlined below with the phrases in blue in the article. Make any other changes if necessary.**

1 Celebrity endorsements can boost recognition of charity campaigns. *raise the profile*
2 Celebrities help to direct public attention to the work of aid organisations. shine a spotlight on
3 The public may not know about a cause unless a celebrity raises awareness of it. puts it on the map
4 Some people think that celebrities who endorse charities are doing it for their own benefit. acting to their own advantage
5 Some critics accuse celebrities of damaging the reputation and image of organisations like the UN. cheapening the brand
6 Many celebrities have a reputation for being actively involved in the causes they support for a long time. have a track record

7 **In your notebook, match the words with prefixes in box A with the meanings of the prefixes in box B. Then add one more example with each prefix.**

A
1 ~~anti-capitalist~~ 2 **pro**-democracy 3 **pre**natal
4 **post**-industrial 5 **inter**governmental
6 **cross**-cultural 7 **out**do 8 **sub**committee

+

B
across after before between in favour of
less important do better than ~~opposed to~~

1 anti = opposed to

8 SPEAKING **Think of celebrities in Poland who have become involved in endorsing charity projects. Discuss the questions.**

1 What did the celebrities actually do to contribute?
2 Did their endorsement help or hinder the cause, in your opinion?

Exercise 7
2 in favour of (pro-government)
3 before (pre-election)
4 after (post-medieval)
5 between (interdepartmental)
6 across (cross-reference)
7 improved on (outwit)
8 less important (subcontract)

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GRAMMAR

8.3

Inversion after adverbials

I can invert subject and verb after initial complex adverbials to emphasise information.

1 SPEAKING **Look at the photo and discuss the questions.**

1 What does it show?
2 What do you think might be the short- and long-term consequences of this situation?

2 **Read the report about the short- and long-term effects of flash flooding. Compare them with your answers in Exercise 1.**

3 **Compare sentences 1–3 below with 1–3 in the report. What differences do you notice? What information is being emphasised in each sentence in the report?**

1 Flood waters do not only cause structural damage to roads and buildings, they also affect power lines and water supplies.
2 The real damage can only be evaluated once the water has receded.
3 They can't imagine the conditions they'll find when they return to their houses.

4 **Read the GRAMMAR FOCUS to check your answers in Exercise 3.**

Exercises 3–4
There is inversion in the sentences in the report, which helps emphasise the following information: multiple effects (of the floods), the sequence of the events and how little people realise the extent of the damage.

The Devastating Effects of Flash Floods

Flash floods come with no warning. There's no time to prepare and once the waters hit, there's nothing you can do to stop them: roads are closed, livestock killed, crops destroyed and families forced from their homes. **(1) Not only do the flood waters cause** structural damage to roads and buildings **but** they also affect power lines and water supplies. **(2) But only once** the water has receded **can the real damage be** evaluated. Flood water carries with it mud and pollutants and often toxic waste from sewerage and industrial plants. Families who may have fled their homes in the middle of the night return home to a terrible shock. **(3) Little do they imagine** the conditions they'll find when they return to their houses.

GRAMMAR FOCUS

Inversion after adverbials

You can place an adverbial at the beginning of a sentence to emphasise some information. Then, the auxiliary verb comes before the **subject**.

We *couldn't return to our home until August.*
Not until *August could* ***we*** *return to our home.*

Present Simple: ***Floods*** *damage roads and buildings.*
Not only *do* ***floods*** *damage …*

Past Simple: ***Floods*** *damaged roads and buildings.*
Not only *did* ***floods*** *damage …*

Examples of **negative adverbials**:
- *little* with a negative use
- expressions with *not*: *not until August, not for a moment, not a word*, etc.
- expressions with *no*: *at no time, in no way, under no circumstances*, etc.

Examples of **limiting/emphatic adverbials**:
- expressions with *only*: *not only … but …, only after, only once, only then, only by chance, only in this way*
- *hardly/scarcely … when …*
- *no sooner … than …*

5 **In your notebook, write one word for each gap in the sentences.**

1 Not only *does* it rain heavily, it is also very windy, making rescues even more challenging.
2 Only by climbing onto our roof ___were___ we able to get away.
3 Little ___did___ they know that this would be the biggest storm they'd ever seen.
4 Not until next spring ___will___ the farmers be able to calculate the full extent of the damage.
5 Only after you've experienced a flood for yourself ___can___ you fully empathise with the victims.
6 Under no circumstances ought/are you to attempt to enter a flooded building.
7 Hardly ___had___ we escaped through the back door when the ceiling came down.
8 No sooner ___did___ we call the emergency services than it began to rain heavily again.

Exercise 6
2 Not until the floods had died down could they estimate the costs of repairs.
3 Not only do floods damage real estate, but many other kinds of property are destroyed as well.
4 Only in this way did he manage to save his house from the cyclone.
5 Only by chance were they able to escape the hurricane.
6 No sooner did I plug the gap than it started to leak again.
7 Scarcely did I manage to rescue the cat when the wall collapsed.
8 At no time have the local police shown signs of panic.

6 USE OF ENGLISH **In your notebook, rewrite the sentences so that the meaning is the same. Use the words and phrases in capitals.**

1 They didn't know it would rain for three consecutive days. **LITTLE**
Little did they know it would rain for three consecutive days.
2 They couldn't estimate the costs of repairs until the floods had died down. **NOT UNTIL**
3 Floods don't just damage real estate, but many other kinds of property are destroyed as well. **NOT ONLY**
4 It was only in this way that he managed to save his house from the cyclone. **DID**
5 It was pure luck that they were able to escape the hurricane. **ONLY BY CHANCE**
6 As soon as I plugged the gap, it started leaking again. **NO SOONER**
7 I managed to rescue the cat moments before the wall collapsed. **SCARCELY**
8 The local police have shown no signs of panic at all. **AT NO TIME**

7 SPEAKING **What are some recent examples of extreme weather which have been in the news? What were the details?**

Grammar pages 134–135

EXTRA ACTIVITIES
Photocopiable resource 30 *Inversion effects* (15 min.) pp. 274, 313

WORKBOOK
p. 106, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 15–20-minute grammar quiz: Testing Programme, Unit 8.3, Grammar.

106

8.4 USE OF ENGLISH

Extra *it*

I can use it as a preparatory object.

1 SPEAKING **Look at the photo and describe it. Is it like this where you live?**

2 **Read the text about urban living. Summarise how the writer feels about the problem of overpopulation.**

The Big Squeeze

If, like me, you **hate it** that people tend to jostle their way down a crowded street or squeeze their way into packed trams in the height of summer, I've got bad news – it's only going to get worse!
Experts consider it inevitable that the Earth's population will continue to grow – with figures predicting an increase from 7.3 billion to 8.4 billion by the year 2030. With more and more people set to live in cities and so-called megacities, we surely **owe it** to society as a whole to maintain urban living standards. Although it is the emerging economies like China, India and Africa that will face the major population booms, the continued decrease in rural business here in the West **leaves it** to us city dwellers to make room for the flocks of people continuing to migrate to the city.
So, if you happen to spot me looking all grumpy on the Tube one day, you'll **find it** in your best interest to give me a *very* wide berth*. What I'm basically saying is: I **love it** when I don't have to share my personal space with anyone and I'd really **appreciate it** if you all just kept out of my way.

*to give sb/sth a wide berth – to avoid sb/sth

Exercise 2
He hates crowds and is not happy about the continuing influx of people to cities. He'd rather not have to make room for them and share his personal space with them.

3 **Read the LANGUAGE FOCUS. In your notebook, write example sentences with the verbs which were not used in the text in Exercise 2 and the extra *it*.**

LANGUAGE FOCUS

Extra *it*

You use *it* as a preparatory object before a real object (an infinitive or clause) after certain verbs:

- *hate/like/love* + *it* + *when/that* clause
- *would appreciate* + *it* + *if* clause
- *leave/owe* + *it* + *to* sb + *to* + infinitive
- *consider/find/think* + *it* + adjective/noun/prepositional phrase + *that* clause/*to* + infinitive

4 **In your notebook, match the sentence halves. Use the LANGUAGE FOCUS to help you. Sometimes more than one answer is possible.**

1 I find a
2 My parents would appreciate f
3 We owe b
4 I consider d/h
5 I don't like g
6 Most non-city dwellers find h
7 I absolutely love c
8 We should leave e/b

+ it +

a funny that drivers complain about traffic jams.
b to our parents to ensure we live by society's rules.
c when I can just sit in a park and have some quiet time to myself.
d important that we continue to think about the problems of overpopulation.
e to the experts to decide how we live.
f if we told them more about the thoughts of the younger generation.
g that you often have to stand on public transport.
h an inconvenience to commute to work or school.

1 a: I find it funny that drivers complain about traffic jams.

5 SPEAKING **Which of the sentences in Exercise 4 do you agree with? Give reasons for your answers.**

6 USE OF ENGLISH **In your notebook, complete the second sentence so that it means the same as the first. Use the word in capitals, but do not change it.**

1 I really don't like people staring at me. **HATE**
I *hate it when people stare at me* .
2 Could you give me a bit more room? I'd be very grateful. **APPRECIATE**
I would appreciate it if you gave me a bit more room .
3 It's her responsibility now. She can develop the new housing scheme. **LEAVE**
I'll leave it to her to develop the new housing scheme .
4 We think you should plan for more public parks. It's important. **CONSIDER**
We consider it important that you plan for more public parks .
5 People say hello in the streets here. It's nice. **LIKE**
I like it when/that people say hello in the streets here .
6 You need to get out of the city for a few days. You deserve it. **OWE**
You owe it to yourself to get out of the city for a few days .
7 In my opinion, swearing in public is rude. **THINK**
I think it is rude to swear/that people swear in public .

7 SPEAKING **In your notebook, complete the sentences so that they are true for you. Then compare your ideas.**

1 I hate it that ____ .
2 I love it when ____ .
3 I would appreciate it if ____ .
4 I owe it to ____ .
5 I think it awful that ____ .
6 I find it ____ .

Use of English page 136

REFERENCES
Culture notes **p. 234**

WORKBOOK
p. 107, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 8.4, Use of English.

107

8.5 LISTENING

Gap fill

I can understand specific details and the speaker's point of view in a spoken report.

1 SPEAKING **Look at the words in the box and discuss the questions.**

beaver a dam e/f elk a gorge e/f cub a
otter a predator a prey a wetlands e/f

1 Which are environmental features and which refer to animals?
2 Are any of the animal species common in your country?

2 SPEAKING **Look at the photo of a national park in the USA and discuss the questions.**

1 Is there anywhere similar in your country? Where?
2 Have you ever been there? When?
3 What measures are being taken to protect the natural environment there?

3 3.20 **Listen to Kathy talking about a project monitoring wolves in a national park. Answer the questions in your notebook.**

1 Why were the wolves originally eliminated from the park?
2 When were the wolves returned to the park?
3 What does the speaker think about her involvement with the project?

Exercise 3
1 Because they were seen as predators.
2 They were reintroduced in the mid-1990s.
3 That it was vital work and a very worthwhile experience. She's glad she did it.

LISTENING FOCUS Gap fill

4 3.20 **Listen again to Kathy. In your notebook, write a word or short phrase for each gap in sentences 1–8.**

1 The aim of the project Kathy took part in was to keep track of how many wolves were there in a US national park and to monitor their behaviour.
2 People involved in the project described it as useful and some were even fascinated by it.
3 Kathy regrets that no one realised that removing wolves would change the natural balance of the park.
4 What Kathy found astonishing was the role that beaver dams played in maintaining the wetlands.
5 Kathy was surprised by the number of different (species of) birds there were in the park.
6 Kathy learned that winter was the best time to study wolves in the park.
7 Kathy hadn't expected the (freezing) temperatures that volunteers had to put up with.
8 Apart from a detailed report, top sponsors are given (stunning) photo(graph)s.

5 SPEAKING **What is your reaction to the talk? Would you like to sponsor the project? Why?/ Why not?**

FOCUS ON WORDS | Verbs

6 3.21 **In your notebook, replace the verbs in bold with the correct forms of the words from the box. Then listen and check.**

astonish bring back ~~disturb~~ get rid of
grow successfully observe take into account

1 I wish scientists had understood then how this would **upset** the natural balance of the area. *disturb*
2 Some people feel climate monitoring should be **factored in** too. taken into account
3 A decision was made to **eradicate** the wolves. get rid of
4 Wolves were **reintroduced** into the park. brought back
5 I was **staggered** to discover that these actually irrigated the wetlands. astonished
6 As a result, the elk left the valleys and the trees **flourished** again. grew successfully
7 It's clear why the wolves need to be **monitored**. observed

7 3.20 **Complete the sentences with the correct form of the verbs in bold in Exercise 6. If necessary, listen again to Kathy to check.**

1 I wish scientists had understood then how this would *upset* the natural balance of the area.
2 Wolves living in the park were simply seen as predators and a decision was made to eradicate them.
3 Some people feel climate monitoring should be factored in too.
4 But lessons were learned, and in the mid-1990s, wolves were reintroduced into the park.
5 They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands.
6 So it's clear why the wolves need to be monitored , and that's where we volunteers come in.
7 As a result, the elk left the valleys and the trees flourished again.

8 SPEAKING **In your notebook, complete the questions with the correct forms of verbs in bold in Exercise 6. Then discuss them.**

1 Do you know of any similar ongoing projects to *reintroduce* animals to the wild? If so, what animals and where?
2 Do you know of any animals that have been eradicated from the wild in your country? How did they disappear?
3 What kind of wild animals tend to flourish in your country?
4 Do you know if their well-being is being monitored by scientists or environmentalists?

REFERENCES
Audioscript **pp. 252–253**

WORKBOOK
p. 108

8.6 SPEAKING

Speculating about photos

I can compare, contrast and speculate about situations in the photos.

1 SPEAKING **Look at photos A and B and discuss the questions.**

1 What might the relationship between the people and the landscape be?
2 How might the presence of the people affect the environment?

2 3.22 **Listen to two candidates in an oral exam talking about photos A and B. Do they mention any of the points you made?**

3 3.22 **Read the SPEAKING FOCUS and, in your notebook, write one word from the box for each gap in the text. Then listen again and check.**

~~assume~~ certainly doubt imagine may must presumably rule

Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I [1]*assume* that their relationship with the landscape is one of enjoyment and appreciation. I mean they [2] must be having fun skiing and snowboarding, but they are also almost [3] certainly enjoying the fresh air and the beauty of the spot too. We can't [4] rule out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can [5] imagine that a lot of them are on holiday. [6] Presumably, most of these people have travelled out here to spend a few days in the snow. I mean, I very much [7] doubt that it's near where they usually live, and so they [8] may have come out here by car or bus.

SPEAKING FOCUS

Modal verbs
must/might/may (well)/could/would

Introductory verb phrases

I assume/suppose that …
I presume that …
I don't know whether/if …
I shouldn't/wouldn't think that …
We can't rule out the possibility that …
I can imagine/envisage …
It would appear/seem that …
It's bound to be …
I very much doubt that …

Adverbs
(almost) certainly/definitely/admittedly
presumably/probably/potentially/tentatively/likely/unlikely

4 **Look again at Photo A. In your notebook, rewrite the statements to make them more speculative using language from the SPEAKING FOCUS.**

1 It's a very busy skiing resort.
2 Lots of people go here to ski in winter.
3 The air is very polluted at the weekend because of all the cars.
4 Some people prefer cross-country skiing because it is much quieter without the ski lifts.

5 **Look at Photo B in Exercise 1 and write five speculative sentences in your notebook.**

6 SPEAKING **Look at photos C and D and follow the instructions in pairs.**

Task 1

Student A: Describe photo C.
Student B: Answer the questions below.

1 Why do you think the person in the picture has chosen this kind of work?
2 Do you think your future job will have some impact on the environment? Why?/Why not?
3 Tell me about a time when you or your friends did something to help the environment.

Task 2

Student B: Describe photo D.
Student A: Answer the questions below.

1 Why do you think the person in the picture has chosen this kind of holiday?
2 How important for you is spending time in nature? Why?
3 Tell me about the most exciting outdoor activity in which you or your friends have recently taken part.

Exercise 4

1 It may/must be a very busy skiing resort.
2 I suppose it is likely that a lot of people go here to ski in winter.
3 I presume that the air is very polluted at the weekend because of all the cars.
4 I can imagine that some people might prefer cross-country skiing because it is presumably much quieter without the ski lifts.

REFERENCES
Audioscript **p. 253**

WORKBOOK
p. 109

8.7 WRITING

Essay introductions

I can write a well-organised and cohesive essay introduction using a range of linking words and phrases.

Australia

Alaska, USA

California, USA

1 SPEAKING **Look at the photos. Discuss what links them.**

2 SPEAKING **Read the task and discuss the questions.**

> It has been widely accepted that governments need to take action to tackle global warming. Write an essay in which you present your opinion on the topic. Discuss the following aspects:
> - information campaigns,
> - alternative sources of energy,
> - transport sector.

1 Why is global warming posing a threat to our planet?
2 Is there a consensus over the optimal solutions to the problem?
3 Who should information campaigns be aimed at and why?
4 What is the advantage of alternative energy sources over fossil fuels?
5 What strategies of dealing with the transport sector as a source of greenhouse gases can you propose?
6 What is your own viewpoint on global warming?

3 **Read the essay to see if the author answers the questions from Exercise 2. Were your ideas similar?**

Exercise 3
The author answers all the questions in Exercise 2.

It is now widely accepted that our planet faces potential catastrophe as a result of rising temperatures caused by greenhouse gas emissions. What exactly should be done to avoid this fate is the subject of fierce debate. Some people feel that governments should focus on educating the public and raising awareness, whereas others claim the most urgent course of action is to reduce our consumption of fossil fuels, however difficult that may be.

There is a strong argument in favour of public information campaigns. Amazing though this may seem, many people fail to recognise the link between global warming and the increasing occurrence of extreme weather events such as drought and flooding. Governments fear discussing climate change in case they upset the business community and damage the economy. Regardless, it seems to me that campaigns of the kind used to tackle health issues like smoking are needed to shock the public out of their naivety and blindness.

At the same time, it must be said that reducing our dependence on fossil fuels has a major role to play in limiting future greenhouse gas emissions. One way this can be done is by promoting clean energy technologies such as renewables and nuclear power. While some environmentalists argue that nuclear energy is unacceptably dangerous, in my view it is clear that renewables alone cannot replace fossil fuels. Another strategy is to tackle the transport sector. Governments should slash cheap flights, raise petrol taxes and promote green cars. Better public transport could also make a significant contribution.

In conclusion, while it is important to educate people, I would argue that the most effective way to tackle global warming is to keep fossil fuels in the ground. Climate change can be stopped in its tracks provided that governments implement policies to force businesses and individuals to take action. Even if this means we might not be as prosperous as we are now, it is no excuse for failing to save the planet for future generations.

EXTRA ACTIVITIES
Photocopiable resource 31 *How to deal with global warming* (15 min.)
pp. 274–275, 314

WORKBOOK
pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to revise for Focus Review 8 (lessons 8.1–8.7, Word list on pp. 112–113).

110

4 **Read the WRITING FOCUS. In pairs, match the phrases from the box with approaches 1–5.**

I am inclined to believe that … In recent years, …
It is a well-known fact that …
Supporters (of …) argue that …, whereas critics believe …
There is considerable debate as to whether …
There is seemingly no simple answer to the question of …

WRITING FOCUS

Essay introductions

Use two or three of the following points to write an essay introduction.

1 Summarise the current or recent situation.
Nowadays …
These days …
In recent years, …

2 Make a general point that most people would agree with.
It is widely acknowledged that …
Most people feel/believe that …
It is a well-known fact that …

3 State that the issue is complicated, controversial or causes disagreement.
The issue (of …) is a complex one.
Clearly, this is a complicated issue.
Not everyone agrees that …
There is a great deal of controversy surrounding the issue of …
There is considerable debate as to whether …;
There is seemingly no simple answer to the question of …

4 Summarise opposing views on the issue.
While some people are in no doubt that … others claim …
Supporters (of) … argue that …, whereas critics believe …

5 Summarise your own opinion at the end (opinion essay).
My own opinion/stance/view (on the matter/issue) is that …
It is my own conviction/inclination that …
I am inclined to believe that …

5 **Read the introduction to the essay in Exercise 3 and the alternative introduction below. Which approaches from the WRITING FOCUS have been used in each? Discuss in pairs.**

In recent years, public awareness of the devastating consequences of global warming has increased dramatically. As such, there is now a great deal of pressure on governments to take concrete action. Of course, not everyone agrees exactly what form that action should take. It is my own inclination that the best approach would be a rapid movement away from the burning of fossil fuels and towards cleaner renewable sources of energy.

6 **Read the LANGUAGE FOCUS. In your notebook, match the underlined linkers in the essay in Exercise 3 with categories 1–5.**

LANGUAGE FOCUS

Linkers: review

1 **Listing/adding ideas:** *additionally, further, as well as* another, also, one way
2 **Giving examples:** *to illustrate this, a case in point is, by way of example* such as, like
3 **Expressing contrast and concession:** *even so, no matter* (*what, who, where* etc.) however (difficult), though, at the same time, while
4 **Expressing condition:** *unless* in case, provided that, even if
5 **Expressing reason, cause and effect:** *this means, due to* as a result of

7 **In your notebook, write the appropriate linker for each gap. Use the LANGUAGE FOCUS and the underlined linkers in the essay to help you.**

1 The planet is warming *as a result of* the rapid rise in greenhouse gases.
2 The heat is not only melting glaciers and sea ice but also changing rainfall patterns.
3 As the planet warms up, the climate can change in unexpected ways; as well as sea levels rising, weather can become more extreme.
4 this means there will be more intense storms, more rain and longer droughts.
5 another major concern is the impact on plants and wildlife.
6 It is still possible to reduce greenhouse gas emissions provided that politicians urgently introduce and enforce appropriate measures.
7 Shifting from fossil fuels to renewable sources requires policies such as/like cutting subsidies for fossil fuels and introducing them for renewables.
8 unless we curb emissions, the effects on the global climate will become irreversible.

SHOW WHAT YOU'VE LEARNT

8 **In your notebook, complete the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.**

W środkach masowego przekazu toczy się dyskusja na temat sposobów, dzięki którym młodzi ludzie mieliby większy wpływ na ochronę środowiska naturalnego. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się do kwestii:

- wspierania inicjatyw lokalnych,
- korzystania z praw obywateli do protestów,
- wyboru produktów przyjaznych dla środowiska.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

Exercise 5
Exercise 3: 2, 3, 4
Alternative intro: 1, 3, 5

111

8.1 Vocabulary 4.49

agribusiness /'ægrɪˌbɪznəs/ przemysł rolny

agricultural industrialisation /ˌægrɪˌkʌltʃərəl ɪnˌdʌstrɪəlaɪ'zeɪʃən/ uprzemysłowienie rolnictwa

annual output /ˌænjuəl 'aʊtpʊt/ roczna produkcja

be like water off a duck's back /bi laɪk ˌwɔːtər ɒf ə ˌdʌks 'bæk/ spływać jak woda po kaczce

be on track to do sth /bi ɒn ˌtræk tə 'duː ˌsʌmθɪŋ/ być na dobrej drodze do zrobienia czegoś

biodiversity /ˌbaɪəʊdaɪ'vɜːsəti/ bioróżnorodność

boost /buːst/ zwiększyć

burp /bɜːp/ bekać

catastrophic /ˌkætə'strɒfɪk/ katastrofalny

constitute /'kɒnstətjuːt/ stanowić

consume /kən'sjuːm/ konsumować

consumption /kən'sʌmpʃən/ konsumpcja

contribute to sth /kən'trɪbjuːt tə ˌsʌmθɪŋ/ przyczynić się do czegoś

contributor to sth /kən'trɪbjətə tə ˌsʌmθɪŋ/ jedna z przyczyn czegoś

critical /'krɪtɪkəl/ decydujący, zasadniczy

deforestation /diːˌfɒrə'steɪʃən/ wylesienie

devote /dɪ'vəʊt/ poświęcać

donkey's years /'dɒŋkiz jɪəz/ bardzo długo

driver /'draɪvə/ czynnik pobudzający

expansion /ɪk'spænʃən/ ekspansja

farming /'fɑːmɪŋ/ rolnictwo

fertiliser /'fɜːtəˌlaɪzə/ nawóz

hold your horses! /ˌhəʊld jə 'hɔːsɪz/ chwileczkę!

kill two birds with one stone /ˌkɪl tuː ˌbɜːdz wɪð wʌn 'stəʊn/ upiec dwie pieczenie na jednym ogniu

let sleeping dogs lie /let ˌsliːpɪŋ dɒgz 'laɪ/ nie wywołuj wilka z lasu, nie rozdrapuj starych ran

let the cat out of the bag /ˌlet ðə ˌkæt aʊt əv ðə 'bæg/ wygadać się

livestock industry/sector /'laɪvstɒk ˌɪndəstri/ˌsektə/ przemysł/sektor hodowlany

machinery /mə'ʃiːnəri/ maszyny

manure /mə'njʊə/ nawóz

methane /'miːθeɪn/ metan

nitrogen oxide /ˌnaɪtrədʒən 'ɒksaɪd/ tlenek azotu

paramount /'pærəmaʊnt/ nadrzędny

pesticides /'pestəsaɪdz/ pestycydy (środki stosowane do ochrony roślin, ludzi i zwierząt)

pigs might fly /ˌpɪgz maɪt 'flaɪ/ nie wierzę w cuda

poultry /'pəʊltri/ drób

quadruple /kwɑː'druːpəl/ zwiększyć się czterokrotnie

radical /'rædɪkəl/ radykalny

remorseless /rɪ'mɔːsləs/ bezlitosny

ruminant /'ruːmənənt/ przeżuwacz (o zwierzęciu)

straight from the horse's mouth /ˌstreɪt frəm ðə ˌhɔːsɪz 'maʊθ/ z pierwszej ręki

substantial /səb'stænʃəl/ pokaźny

sustain /sə'steɪn/ utrzymywać

sustainable /sə'steɪnəbəl/ nienaruszający równowagi ekologicznej

take the bull by the horns /ˌteɪk ðə ˌbʊl baɪ ðə 'hɔːnz/ chwycić byka za rogi

unpardonable /ʌn'pɑːdnəbəl/ niewybaczalny

wheat /wiːt/ pszenica

wild goose chase /ˌwaɪld 'guːs ˌtʃeɪs/ szukanie wiatru w polu

wolf in sheep's clothing /wʊlf ɪn ˌʃiːps 'kləʊðɪŋ/ wilk w owczej skórze

8.2 Reading 4.50

act to sb's own advantage /ˌækt tə ˌsʌmbɒdiz əʊn əd'vɑːntɪdʒ/ działać na swoją korzyść

amplify the message /ˌæmpləfaɪ ðə 'mesɪdʒ/ wzmocnić przekaz

anti-capitalist /ˌænti 'kæpətləst/ antykapitalistyczny

be active on the climate front /bi ˌæktɪv ɒn ðə 'klaɪmət frʌnt/ być aktywnym w kwestiach związanych z klimatem

cheapen the brand /ˌtʃiːpən ðə 'brænd/ obniżyć wartość marki

climate summit /ˌklaɪmət 'sʌmət/ szczyt klimatyczny

come about /ˌkʌm ə'baʊt/ mieć miejsce

cross-cultural /ˌkrɒs 'kʌltʃərəl/ międzykulturowy

cynical /'sɪnɪkəl/ cyniczny

day in, day out /ˌdeɪ ɪn ˌdeɪ 'aʊt/ dzień w dzień

endorse /ɪn'dɔːs/ udzielać poparcia, reklamować (o znanej osobie)

endorsement /ɪn'dɔːsmənt/ poparcie

environmental action /ɪnˌvaɪrənˌmentəl 'ækʃən/ działania na rzecz środowiska

environmental damage /ɪnˌvaɪrənˌmentəl 'dæmɪdʒ/ niszczenie środowiska

follower /'fɒləʊə/ obserwujący

Goodwill Ambassador /gʊdˌwɪl æm'bæsədə/ Ambasador Dobrej Woli

have a track record of involvement /hæv ə ˌtræk ˌrekɔːd əv ɪn'vɒlvmənt/ mieć na swoim koncie zaangażowanie

high-profile /ˌhaɪ 'prəʊfaɪəl/ powszechnie znany

hinder /'hɪndə/ utrudniać

humanitarian assistance/aid /hjuːˌmænəˌteərɪən ə'sɪstəns/'eɪd/ pomoc humanitarna

humanitarian cause /hjuːˌmænəˌteərɪən 'kɔːz/ akcja humanitarna

intergovernmental relations /ˌɪntəgʌvəˌmentl rɪ'leɪʃənz/ stosunki międzyrządowe

intergovernmental organisations /ˌɪntəgʌvəˌmentl ˌɔːgənaɪ'zeɪʃənz/ organizacje międzyrządowe

lend sb's name to sth /ˌlend ˌsʌmbɒdiz 'neɪm tə ˌsʌmθɪŋ/ udzielić czemuś poparcia, użyczyć czemuś swojego nazwiska

mitigate /'mɪtəgeɪt/ złagodzić

outdo /aʊt'duː/ prześcignąć

peacekeeping forces /'piːsˌkiːpɪŋ ˌfɔːsɪz/ siły pokojowe

peacekeeping mission /'piːsˌkiːpɪŋ ˌmɪʃən/ misja pokojowa

philanthropic foundation /ˌfɪlənˌθrɒpɪk faʊn'deɪʃən/ fundacja charytatywna

philanthropic aid /ˌfɪlənˌθrɒpɪk 'eɪd/ pomoc charytatywna

plight /plaɪt/ niedola

pose problems /ˌpəʊz 'prɒbləmz/ stwarzać problemy

post-industrial /ˌpəʊst ɪn'dʌstriəl/ postindustrialny, poprzemysłowy

prenatal /ˌpriː'neɪtl/ prenatalny

pro-democracy /ˌprəʊ dɪ'mɒkrəsi/ na rzecz demokracji

put sth on the map /pʊt ˌsʌmθɪŋ ɒn ðə 'mæp/ wypromować coś

raise the profile of sth /ˌreɪz ðə 'prəʊfaɪl əv ˌsʌmθɪŋ/ nadać czemuś rozgłos

roster /'rɒstə/ lista

royalty /'rɔɪəlti/ rodzina królewska

shine a spotlight on sth /ˌʃaɪn ə 'spɒtlaɪt ɒn ˌsʌmθɪŋ/ skierować na coś uwagę

spread/raise awareness /ˌspred/ˌreɪz ə'weənəs/ szerzyć wiedzę na jakiś temat

stardom /'stɑːdəm/ gwiazdorstwo, sława

subcommittee /'sʌbkəˌmɪti/ podkomitet

trivialise /'trɪviəlaɪz/ trywializować

UN-affiliated agency /juː ˌen əˌfɪlieɪtəd 'eɪdʒənsi/ agencja afiliowana przy ONZ

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verdict /'vɜːdɪkt/ werdykt

with the aim of (maintaining peace) /wɪð ðɪ ˌeɪm əv (meɪnˌteɪnɪŋ 'piːs)/ w celu (utrzymania pokoju)

8.3 Grammar 4.51

collapse /kə'læps/ zawalić się

consecutive /kən'sekjətɪv/ kolejne, pod rząd

crops /krɒps/ plony

devastating /'devəsteɪtɪŋ/ niszczycielski

empathise with sb /'empəθaɪz wɪð ˌsʌmbɒdi/ wczuć się w czyjąś sytuację

evaluate /ɪ'væljueɪt/ ocenić, oszacować

flash flood /'flæʃ flʌd/ gwałtowna powódź

flee one's home /ˌfliː wʌnz 'həʊm/ uciekać z własnego domu

industrial plant /ɪn'dʌstriəl plɑːnt/ zakład przemysłowy

leak /liːk/ wyciekać

plug a gap /ˌplʌg ə 'gæp/ zatkać dziurę

power line /'paʊə laɪn/ linia wysokiego napięcia

real estate /'rɪəl ɪˌsteɪt/ nieruchomości

sewerage /'sjuːərɪdʒ/ kanalizacja

toxic waste /ˌtɒksɪk 'weɪst/ toksyczne odpady

water supplies /'wɔːtə səˌplaɪz/ źródła wody pitnej

8.4 Use of English 4.52

city dweller /'sɪti ˌdwelə/ mieszkaniec miasta

emerging economies /ɪˌmɜːdʒɪŋ ɪ'kɒnəmiz/ wschodzące gospodarki

flocks of people /ˌflɒks əv 'piːpəl/ gromady ludzi

give sb/sth a wide berth /ˌgɪv ˌsʌmbɒdi/ ˌsʌmθɪŋ ə ˌwaɪd 'bɜːθ/ trzymać się z daleka od kogoś/czegoś

grumpy /'grʌmpi/ zrzędliwy

in the height of summer /ɪn ðə ˌhaɪt əv 'sʌmə/ w środku lata

inevitable /ɪ'nevətəbəl/ nieunikniony

jostle /'dʒɒsəl/ rozpychać się

live by society's rules /ˌlɪv baɪ səˌsaɪətiz 'ruːlz/ żyć zgodnie z zasadami społecznymi

make room for sb/sth /ˌmeɪk 'ruːm fə ˌsʌmbɒdi/ˌsʌmθɪŋ/ zrobić miejsce dla kogoś/czegoś

migrate /maɪ'greɪt/ migrować

overpopulation /ˌəʊvəpɒpjə'leɪʃən/ przeludnienie

population boom /ˌpɒpjə'leɪʃən buːm/ wyż demograficzny

rural /'rʊərəl/ wiejski

swear /sweə/ przeklinać

8.5 Listening 4.53

beaver /'biːvə/ bóbr

cub /kʌb/ młode (np. lwiątko)

dam /dæm/ zapora

elk /elk/ łoś

eradicate /ɪ'rædəkeɪt/ wytępić

factor sth in /ˌfæktə ˌsʌmθɪŋ 'ɪn/ brać coś pod uwagę

flourish /'flʌrɪʃ/ rozkwitać, kwitnąć, dobrze rosnąć

gorge /gɔːdʒ/ wąwóz

irrigate /'ɪrəgeɪt/ nawadniać

monitor /'mɒnɪtə/ monitorować

ongoing project /ˌɒngəʊɪŋ 'prɒdʒekt/ trwający projekt

otter /'ɒtə/ wydra

predator /'predətə/ drapieżnik

prey /preɪ/ zdobycz

reintroduce /ˌriːɪntrə'djuːs/ przywrócić

staggered /'stægəd/ osłupiały

upset the natural balance /ʌpˌset ðə ˌnætʃərəl 'bæləns/ zaburzyć naturalną równowagę

well-being /ˌwel'biːɪŋ/ dobre samopoczucie

wetlands /'wetlændz/ mokradła

8.6 Speaking 4.54

appreciation /əˌpriːʃi'eɪʃən/ uznanie, wdzięczność

cross-country skiing /ˌkrɒs ˌkʌntri 'skiːɪŋ/ biegi narciarskie

produce /'prɒdjuːs/ produkty rolne

8.7 Writing 4.55

be inclined to believe that ... /bi ɪnˌklaɪnd tə bə'liːv ðæt/ być skłonnym uwierzyć, że...

fossil fuels /'fɒsəl ˌfjuːəlz/ paliwa kopalne

greenhouse gas emissions /ˌgriːnhaʊs gæs i'mɪʃənz/ emisja gazów cieplarnianych

implement /'ɪmpləment/ wdrożyć

introduce/enforce appropriate measures /ˌɪntrəˌdjuːs/ɪnˌfɔːs əˌprəʊpriət 'meʒəz/ wprowadzić/ narzucić odpowiednie środki

occurrence /ə'kʌrəns/ występowanie

regardless /rɪ'gɑːdləs/ mimo wszystko

slash /slæʃ/ ograniczyć

stop sth in its tracks /ˌstɒp ˌsʌmθɪŋ ɪn ɪts 'træks/ zatrzymać coś gwałtownie

tackle /'tækəl/ uporać się z (czymś)

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FOCUS REVIEW 8

Wszystkie ćwiczenia wykonaj w zeszycie.

VOCABULARY

1 In your notebook, write one word from the box for each gap.

critical emissions factor raise
remorseless spotlight sustain tackled

One of the most [1] critical issues facing environmentalists is the [2] remorseless growth in the world population. How can the problems arising from more and more people living on the planet be [3] tackled ?
Projected increases in population levels could easily eradicate any progress made in reducing carbon dioxide [4] emissions thanks to an increased use of fossil fuels: a bigger population will use the Earth's resources more rapidly and threaten our ability to [5] sustain our already fragile ecosystems.
The threat of this happening, however, may also [6] raise the profile of environmental issues. In shining a [7] spotlight on the problem, there is the hope that it will force us all to [8] factor in the necessity for caring for our environment into all our actions.

2 In your notebook, write one animal word for each gap to complete the idioms.

1 It's been donkey's years since we've had a really harsh winter.
2 I wouldn't bring up that recycling argument again. Let sleeping dogs lie, I always say.
3 Marianne has decided to kill two birds with one stone by going to the paper bank next to the supermarket.
4 One day we'll all live in a 100 percent self-sustainable country!? Yeah! And pigs might fly!
5 Everyone's been telling Marco to turn off the lights when he's not at his desk, but it's like water off a duck's back.
6 I'm sure it's true! They're building a multi-storey bike park in the city centre. I heard it straight from the horse's mouth.

3 In your notebook, write the appropriate forms of the words in capitals to complete the sentences.

1 The industrialisation of the livestock sector has resulted in increased methane levels. **INDUSTRY**
2 I have nothing but admiration for people who have a(n) unwavering commitment to saving the planet. **WAVER**
3 Exhaust fumes from cars have had one of the most catastrophic effects on the quality of the air we breathe. **CATASTROPHE**
4 I wouldn't call myself a(n) anti-capitalist . I just believe that the rich should accept greater responsibility for protecting the environment. **CAPITAL**
5 As big manufacturers try to outdo the competition they can become less and less concerned about the damage they do. **DO**
6 My brother's being sent to South Sudan on a peacekeeping mission to protect civilians and monitor human rights. **PEACE**

GRAMMAR

4 In your notebook, write the sentences using the correct forms of the words in brackets and the appropriate word from the box.

little not only

1 Little did we realise (we/realise) to what extent we would be affected by the floods.
2 Not until we had heard the victims speak did we really understand (we/really/understand) the plight of those in need.
3 Not for a moment had they believed/did they believe (they/believe) that such a disaster would strike, despite warnings having been given to them.
4 Not only do wildfires cause (wildfires/cause) serious loss of life and property, but they also increase soil erosion.
5 Little did he think (he/think) his theories on climate change would be so widely accepted! It came as a great surprise.
6 We need to raise awareness of the issues. Only then will people start (people/start) to understand how urgent it is to take action.
7 Only by chance did I pick up (I/pick up) the report on marine pollution when I was in the bookshop.
8 We need to protect our oceans. Only in this way can we sustain (we/can/sustain) marine life.

5 In your notebook, write the words that complete the sentences correctly.

1 In no way (*is it acceptable*) / *it is acceptable* to ignore the plight of refugees.
2 (*Rarely*) / *Not only* have we seen such a devastating impact of a natural disaster.
3 No sooner had we arrived *when* / (*than*) disaster struck.
4 Hardly (*had we unpacked*) / *did we unpack* when the storm warnings started.
5 The whole house shook. Only then *had we realised* / (*did we realise*) the danger we were in.
6 (*Little*) / *Only* could we predict how bad the weather would be.
7 Sadly, *hadn't we* / (*we hadn't*) been warned about the conditions at all.
8 Under no circumstances (*will I venture*) / *I venture* into unknown territory.

USE OF ENGLISH

Open cloze; sentence transformation

6 In your notebook, rewrite the sentences adding *it* in two places in each of them.

1 I love it when it rains.
2 I'd really appreciate it if you could help me put it in the attic.
3 I can't stand it when it is so cold.
4 It Is fine. Leave it to me!
5 I think it imperative that it is done as early as possible.
6 We owe it to them to be on time. It Is rude otherwise.
7 Don't you hate it when it doesn't work?
8 Personally, I find it impossible that he doesn't understand it.

EXTRA ACTIVITIES

Photocopiable resource 32 *Impact*
(20 min.) pp. 275, 315

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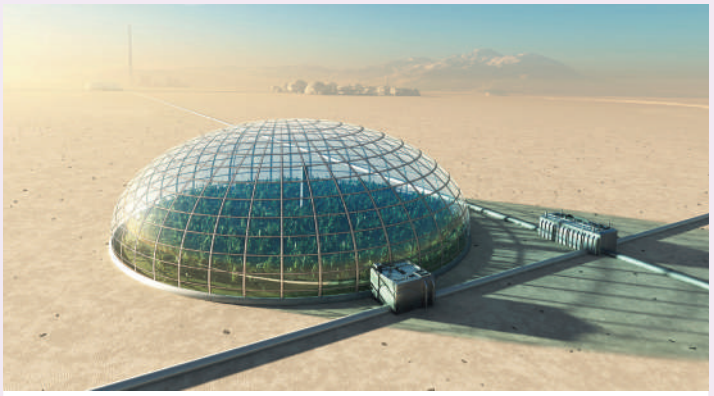
7 **In your notebook, write one word for each gap in the text.**



A company established in the South Australian desert is now firmly [1] on the map. It has created a series of experimental greenhouses [2] with the aim of growing food in the desert. This, it [3] would/may appear, is a step on the road to solving the world's food problems.

It is clear that, especially in a period of sustained drought, this is a pretty counterintuitive idea, but they appear to have pulled it off. [4] Not only do they use the sun to desalinate seawater for irrigation and to heat and cool greenhouses as required, but at the [5] same time they grow high-quality, pesticide-free vegetables cheaply, year-round. And when the same technology may even produce protein foods such as fish and chicken, it's [6] no wonder that the spotlight is now on them.

[7] Little/Nothing can be said against a project as inspiring as this. When agriculture uses 60–80 percent of the planet's scarce fresh water, it is perhaps more important than anything else going on in the world. The farmers may be acting in their own self-interest as [8] well as the planet's, and they are certainly making money, but why not?

8 **In your notebook, complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.**

1 Global warming is accelerating and causing more frequent heat waves. **RESULT**
We are experiencing more frequent heat waves as a result of accelerating global warming.

2 As soon as the floods had receded, people started to return to their homes. **HAD**
No sooner had the floods receded than people started to return to their homes.

3 I believe that whatever we do, it's too late to reverse the damage we've done. **MATTER**
I believe that, no matter what we do, it's too late to reverse the damage we've done.

4 It is time for governments to act decisively and end factory farming. **BULL**
Not until governments take the bull by the horns will factory farming be ended.

5 It's our responsibility to care more for the world we live in – for the sake of future generations. **OWE**
We owe it to future generations to care more for the world we live in.

Focus Review 8 EXTRA page 139

LISTENING

Gap fill

9 **3.23** **Listen to a talk about renewable energy. In your notebook, write a word or a short phrase for each gap in sentences 1–7.**

1 Costa Rica began using petrol-free cars in 2009.
2 Power output from hydroelectricity can be controlled via the use of (purpose-built) dams.
3 Companies and the general public in some countries are given subsidies which are intended as an incentive to invest in solar panels.
4 A country's energy security can be strengthened by using a resource that can't be exhausted and doesn't depend/rely on imports.
5 Fossil fuels can provide 50,000 times less power/energy than is produced by the heat from the Earth's core.
6 Geothermal energy currently accounts for 30 percent of all energy produced in Iceland.
7 According to the speaker, another advantage of wind energy is that it boosts rural growth via the development of infrastructure networks.

SPEAKING

10 **Do the task in pairs.**

1 Student A, look at Photo A and tell us if this type of a natural disaster is likely to occur in the place where you live?
2 Student B, look at Photo B and tell us what might happen if fresh water became a scarce resource in this place.
3 Students A and B, look at both photos and discuss the questions below.
- What do these pictures have in common?
- How do they differ as far as the impact of the natural world on us is concerned?

REFERENCES

Audioscript **pp. 253–254**

EXTRA ACTIVITIES

- Extra digital activities: Listening and Use of English Checkpoints
- Class debate: Individuals can influence the practices of large corporations which harm the environment. (For instructions, see p. 234)

NEXT CLASS

- Ask students to do Self-check 8.9 in the WB, pp. 114–115.
- Ask students to prepare for Unit test 8: Testing Programme, Unit 8
- Ask students to prepare for Cumulative test 4: Testing Programme, Unit 8.
- Ask students to prepare for the End-of-year Test: Testing Programme, End-of-year Test.

Tense and aspect

Tense refers to the time when an action or event takes place: present, past and future.
Aspect refers to how we regard the duration of the action or event being described – whether it is in progress or complete. We have two aspects: the continuous (also known as 'progressive') and the perfect (also known as 'perfective'). There is no simple aspect. Each tense (or time) can be expressed in the continuous and the perfect aspect. The tense forms in each different aspect share common characteristics.

Continuous aspect

Present Continuous, Past Continuous and Future Continuous

The continuous aspect shows that actions or events are in progress during a particular period of time. The actions are temporary and/or of limited duration and occur in present time, past time or future time. The actions are not necessarily completed.

Perfect aspect

Present Perfect, Past Perfect and Future Perfect

The perfect aspect creates a link between two time periods. It shows:

- the connection between an action happening in one time and an action happening in another time.
- the connection between an action happening in one time and another point in time.

The continuous and perfect aspects combine to show that an action has been, was or will be in progress before a point in time (Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous).

Simple tense forms

Present Simple and Past Simple

These tenses perform similar functions when referring to present time (Present Simple) and past time (Past Simple). Both these tenses are used to talk about:

- routines and habits:

  Present Simple: *They walk to college every day.*
  Past Simple: *They walked to college every day.*
- states and permanent situations:

  Present Simple: *He feels angry.*
  Past Simple: *He felt angry.*
  Present Simple: *They live in the USA.*
  Past Simple: *They lived in the USA.*

Note:

The Present Simple is always used when we refer to general truths.

The Earth travels round the Sun.

Future forms

The future is not expressed by a single tense. Depending on what exactly we want to express about the future we can use:

- the Present Continuous (for agreed arrangements):
  I'm seeing Jo and Tony at the café later.
- *be going to* + verb (for intentions and predictions for which there is present evidence):

  He says he's going to travel for a year before going to university.
  Look at their expressions! It's obvious they're not going to be friends!
- *will* + verb (for future facts, sudden decisions and general predictions):

  He'll be eighteen next year.
  OK. I'll tell him!
  I'm sure they'll get on with each other in the end. Just give them time!
- the Present Simple (for timetabled events; after certain time adverbials when describing a future event):

  The party starts at eight.
  I'll call you as soon as they arrive.

Continuous tense forms

Present Continuous, Past Continuous and Future Continuous

The continuous forms are used to talk about:

- Actions in progress at the time of speaking in the present (NOT repeated actions):

  Present Continuous: *I'm watching the film right now.*
- Actions in progress at a particular time in the past:

  Past Continuous: *I was watching the film then.*
- Actions in progress in the future:

  Future Continuous: *This time tomorrow I'll be flying to Paris!*
- Temporary actions or situations:

  Present Continuous: *He's working for his dad for the time being.*
  Past Continuous: *He was working for his dad when I met him.*
  Future Continuous: *He'll be working for his dad for a while.*

Note:

The Present and Past Continuous tenses can be used with repeated actions and an adverb of frequency to show annoyance at the repeated action:

He is/was always forgetting to lock the door!

Stative and dynamic verbs

Verbs expressing emotions (e.g. *hate, like, love*), states of mind (e.g. *believe, know, need, prefer, remember, seem, think, understand, want*) or senses (e.g. *feel, hear, see*) are called **stative** or **state** verbs and are not usually used in any continuous tense (unlike **dynamic** or **action** verbs).

Some verbs can be both stative and dynamic, for example:

- *think*

  *I **think** you're wrong.* (= believe, have an opinion – stative verb)
  *I'**m thinking** about the situation.* (= consider, be involved in the process of thought – dynamic verb)
- *have*

  *She **has** three dogs.* (= own, possess – stative verb)
  *She'**s having** lunch now.* (= eat – dynamic verb)

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- *see*
  *I **see** what you mean.* (= understand – stative verb)
  *I'**m seeing** the director tomorrow.* (= meet – dynamic verb)
- *be*
  *Tom **is** a very critical person.* (= permanent quality – stative verb)
  *Tom **is being** very critical of everything today.* (= temporary behaviour – dynamic verb)

We sometimes use stative verbs in continuous forms while talking about things/events which last for a short period of time:

I like my job a lot. (= permanent state – simple form)
How are you liking your new job? (= short time – continuous form)
I love rock concerts. (= permanent state – simple form)
I'm loving this concert. (= short time – continuous form)

Some stative verbs can be used in continuous forms only in certain tenses. For example, *need*, *want* and *mean* can have future or present perfect progressive uses:

Will you be needing your laptop tomorrow?
He's been wanting a new phone for a while now.
I've been meaning to tell you about it since Monday.

Perfect tense forms

The perfect forms are used to link one time to another time:
Past → Present
Past ← Past
Present → Future

Present Perfect, Past Perfect and Future Perfect

The Present Perfect is used to link an action in the past to the present time, or to refer to the present result of that past action:

We haven't finished the book yet. (We started it in the past and we're still reading it.)
I've lost my keys (past action), *so I can't get into the house.* (present result)

The Past Perfect is used to link an action in the past to a previous action in the past:

They had left by the time we arrived. (We arrived. Previous to our arrival, they left.)

The Future Perfect is used to link a present situation to an action that will be completed in the future:

Let's start now and we'll have finished by next Tuesday.

Perfect simple forms also indicate:

- that an action is complete:
  Present Perfect: *They have already said that.*
  Past Perfect: *They had already told them.*
  Future Perfect: *They will have done that before we arrive.*
- that an action is repeated:
  Present Perfect: *I have told you not to do that at least five times!*
  Past Perfect: *It was only after we had phoned several times that someone answered.*
  Future Perfect: *My granddad will have told Mum and Dad the story at least five times by the time we get there.*
- that a situation may be regarded as permanent:
  Present Perfect: *Fran and Doug have lived in a small town since they married.*
  Past Perfect: *People had become so dependent on computer friendships that they found it difficult to relate to each other on a face-to-face basis.*
  Future Perfect: *By the end of next year, we will have lived here for ten years.*

Perfect continuous forms

Present Perfect Continuous, Past Perfect Continuous and Future Perfect Continuous

Perfect continuous forms link one time to another in the same way as the simple forms.
We choose to use a perfect continuous form if we want to emphasise that a situation/action is temporary/in progress at a particular period of time.

Present Perfect Continuous: *They've been playing video games all day today! Tell them to stop.*

Past Perfect Continuous: *I had been waiting for two hours before he finally arrived!*

Future Perfect Continuous: *They'll have been sitting there and chatting all morning by the time I get there.*

Note:

Since the emphasis is on the duration of the activity we do not specify how many times an action happened:

I've been trying to write my blog all day.
NOT ~~*I've been trying to write my blog three times.*~~

1 Complete the sentences with the correct form of the verbs in brackets. Use extra words where necessary.

1 As children grow up (grow up), they tend to lose their dependence on their parents.
2 Jack is always falling out (always/fall out) with us over petty things. It's so annoying!
3 Supporting friends while they are having (have) a run of bad luck is part of what friendship is.
4 Before we got our pet dog, we hadn't realised (not realise) what a strong bond you can form with an animal.
5 While we were helping (help) Rose pack, her grandmother was collecting some food for her to take with her.
6 At that time, people lived (live) in small communities and everyone knew each other.
7 Don't worry, by the time you get back, we will have solved (solve) the problem.
8 Mick's irreverent attitude meant he had been laughing (laugh) at people in authority for years.
9 I grew up with the kids in the neighbourhood; by the time I leave for university next year, I will have been hanging out (hang out) with them for nearly sixteen years!
10 I'm so excited! The plane lands at 5 p.m. and all my friends will be waiting (wait) at the airport to welcome me back home!
11 When I reached the ship's rails, the dolphins had already disappeared (already/disappear). I was so disappointed!

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Future in the past

The future in the past (or 'the future seen from the past') can be expressed by putting any of the forms used to talk about the future into the equivalent past form. The exception is the Present Simple for future.

Future form	Function	Future in the past
Present Continuous	arrangements	Past Continuous
am/is/are going to	intentions/plans/ predictions based on observed fact	*was/were going to*
will (+ infinitive/ *have* + past participle/*be* + *-ing*)	predictions/ promises	*would* (+ infinitive/ *have* + past participle/*be* + *-ing*)

Past Continuous

- To talk about arrangements in the future, we use the Present Continuous:

  *We **are meeting** our friends for lunch tomorrow.*
- To talk about an arrangement made in the past for what was then the future, we use the Past Continuous:

  *We **were meeting** our friends for lunch the following day.*
- If the verb *be* is emphasised in the Past Continuous, this can imply that the arrangement was made, but did not happen:

  *We **<u>were</u> meeting** our friends for lunch.* (Something came up and they couldn't make it.)

Was/were going to

- To talk about plans/intentions in the future, we use *am/is/are going to*:

  *We**'re going to** spend a year travelling around the world.*
  *I**'m going to** tell you your marks in the next lesson.*
- To talk about plans/intentions/decisions made in the past for what was then the future, we use *was/were going to*. This use usually indicates that the event did not happen:

  *We **were going to** spend a year travelling around the world, but we changed our minds.*
  *I **was going to** tell you your marks this lesson, but I'm not ready yet.*

  However, it is possible to use *was/were going to* when the intention was actually fulfilled:

  *'Thanks for mailing the package.' 'That's fine. I **was going to** mail my letters anyway.'*

Would

- To make predictions or promises in the future, we usually use *will*:

  *It **will be** a wonderful opportunity to meet the artist in person.*
  *We know they **will be working** when we arrive.*
  *By next week, they **will have bought** all the books they need.*
- To talk about predictions or promises made in the past for what was then the future, we use *would*:

  *It **would be** a wonderful opportunity to meet the artist in person.*
  *We knew they **would be working** when we arrived.*
  *By the following week, they **would have bought** all the books they needed.*

Other ways of expressing the future in the past

- Verbs used to express plans

  These verbs are often used to express plans made for the future at a point in the past. We don't necessarily know whether or not the action happened:

  plan + to + infinitive/plan on + -ing

  *We **planned/were planning to leave/on leaving** the following day.*

  intend to

  *Rosie **intended/was intending to meet** us in Italy.*
- *was/were to*

  This structure is often used to talk about official arrangements or things destined to happen:

  *The meeting **was to take** place in two days' time.*
  (We don't know if it happened or not.)
  BUT
  *The meeting **was to have taken** place.* (But it didn't.)
- *was/were due to*

  This structure is often used to talk about plans that were part of a timetable, or things that were expected to happen at a certain time:

  *Our friends **were due to arrive** at ten that night.*
  (We don't know if it happened or not.)
  BUT
  *Our friends **were due to have arrived** at ten that night.*
  (But they didn't.)
- *was/were supposed to*

  This structure is often used to talk about things that were arranged, but didn't happen:

  *You **were supposed to give** that to me.*
- *was/were about to* + infinitive and *on the point/verge of* + *-ing*

  These structures are often used to talk about things that were to happen very soon:

  *Oh, what a coincidence! I **was** just **about to call** you.*
  *I **was on the point/verge of leaving** when he phoned me.*

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

1 We were planning/planned to go/on going (plan/go) on a trip round the harbour, but the weather was too bad to go out.
2 I was going to finish (going/finish) my project tonight, but Fran called and we started talking!
3 They told me I wasn't to tell (not be/tell) him about the surprise party when I saw him.
4 Just as I was on the point of phoning (point/phone) her, Gran called me!
5 The students were supposed to meet (supposed/meet) outside the town hall yesterday.
6 A year later, the situation would be (will/be) quite different, so it came as no surprise when they accepted the offer.
7 I was doing (do) my Spanish oral exam later that afternoon, so I couldn't go to the beach.
8 We weren't going to wake (not going/wake) you, but the dog started barking and you got up.
9 They were due to have (had) (due/have) the exam interview at 10:30, but they didn't get there in time.
10 Susie was intending/intended to apply (intend/apply) for a university abroad, but in the end she applied locally.
11 We didn't have time to waste because the coach was about to leave (about/leave) any minute.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

1 Was he flying to Madrid that week? **INTEND**
Did he intend to fly to Madrid that week?
2 The doctor was going to see the patient last night, but got stuck in surgery. **HAVE**
The doctor would have seen/was to have seen the patient last night, but got stuck in surgery.
3 They were buying their air tickets tonight. **GOING**
They were going to buy their air tickets tonight.
4 Did you know beforehand the party was going to be a huge success? **WOULD**
Did you know beforehand the party would be a huge success?
5 It was her intention to study medicine. **ON**
She planned/was planning on studying medicine.
6 I was expecting your call. **SUPPOSED**
You were supposed to call me.
7 He was about to make an important decision that day. **VERGE**
He was on the verge of making an important decision that day.
8 They were planning on opening the new restaurant last month. **DUE**
They were due to open the new restaurant last month.

GRAMMAR 2.3

Speculating

We use modal verbs to show if we believe something is almost certain/highly likely, probable or possible (or not) in the present, past or future.

Speculating about the present

- We use *must* + infinitive to show we are sure something is true and we have present evidence for our belief:
*You've had a long journey. You **must be** tired.*
- We use *must* + *be* + *-ing* to show we are sure something is now in progress:
*He's got a very good job. He **must be earning** a lot of money.*
- We use *will* + infinitive to say that we think something is highly probable or true in the present:
*Oh, there's the doorbell. That**'ll be** John – he said he was coming at eight.*
*The thieves **will be** out of the country by now.*
- We use *may/might/could* + infinitive *or may/might/could* + *be* + *-ing* to show something is possible in the present, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:
*What you say **may be** true.*
*He **may win** the tournament.*
*Mary **might be working** at home today.* (Perhaps she is working at home, I'm not sure.)
*You **could be** right, I'm not sure.* (It's possible.)
- We use *may/might well* + infinitive to strengthen the possibility expressed:
*What you say **may well be** true.*
- We use *may/might not* + infinitive (NOT *could not*) in negative sentences:
*The situation **may/might not be** as bad as it looks.*
- We use *can* + infinitive to make general statements about things that are theoretically possible and sometimes happen:
*Temperatures in winter **can reach** –40 degrees.*
(Sometimes temperatures reach –40 degrees in winter, but not always.)
- We use *can't* + infinitive (NOT *mustn't*) to show something is impossible:
*That **can't be** John – he's too tall!*

Speculating about the past

- We use *must* + *have* + past participle to make logical deductions about the past and *must* + *have been* + *-ing* to make logical deductions about an activity in progress in the past:
*He passed the exam with flying colours. He **must have had** a good teacher. He **must have been revising** for weeks.*
- We use *will* + *have* + past participle to express presumptions about the past:
*As you **will have noticed**, the report contains some factual mistakes.* (You have probably noticed./I'm sure you have noticed.)

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- We use *may, could, might* + *have* + past participle and *may, could, might* + *have been* + *-ing* to speculate about possibility in the past:
  *The butler **may/could have done** it – he had the opportunity.* (Perhaps he did it.)
  *'Why do you think they're late?' 'They **may/could have lost** their way.'*
  *Your friend **might have been waiting** for us in the wrong place, so we missed him.*
- We use *could* + infinitive to make general statements about possibility in the past:
  *My father was a kind man, but he **could be** very demanding.* (He was sometimes very demanding.)
- We use *can't/couldn't* + *have* + past participle and *can't/couldn't* + *have been* + *-ing* to show something was impossible in the past:
  *She **couldn't have forgotten** – she's so organised.*
  *Tim **can't have been driving** the car; he doesn't drive.*
- We use *should* + *have* + past participle to talk about an unfulfilled expectation in the past:
  *They said they'd be here by six. It's eleven. They **should have arrived** hours ago.*
  *They **shouldn't have arrived** before opening hours. They had to wait outside for forty-five minutes.*
- We use a modal verb + *have been* + past participle to speculate about a finished event in the passive voice in the past:
  *The luggage **might have been lost** in transit.*
  *She **can't have been invited** to the wedding reception.*

Speculating about the future

- We use *may, might, could* + infinitive or + *be* + *-ing* to show something is possible in the future, but not certain. *Might* and *could* indicate a lesser degree of likelihood than *may*:
  *He **may show up** for the afternoon lecture.*
  *They **might be moving** house tomorrow.* (Perhaps they are moving house tomorrow, I'm not sure.)
  *Anna **could be staying** with us, I'm not sure.* (It's possible that Anna will be staying with us.)
- We use *may/might well* + infinitive to strengthen the possibility expressed:
  *It **may well rain** tomorrow.*
- We use *may/might not* + infinitive (NOT *could not*) in negative sentences:
  It ***may/might not rain*** tomorrow – the forecast says there's a 30 percent chance of rain.
- We use *should* + infinitive and *should* + *be* + *-ing* to express our expectation that something is true or will be true in the future:
  *Ask the teacher. She **should know**.*
  *It **shouldn't take** long to get to the station.*
  *It's nearly six o'clock. He **should be** here soon./He **should be arriving** soon.*

- We also use *will/won't* + adverb + infinitive to speculate about the future. The degree of likelihood is determined by the adverb used:
  *We **will probably manage** to catch up with them.* (It's possible.)
  *Her parents **definitely won't let** her go.* (Certainly they will not let her go.)

1 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 No one could have been (be) more helpful than my careers adviser when I was deciding what course to choose.
2 I heard you passed your exams with flying colours! You must be feeling (feel) on top of the world.
3 I might have known (know) you would be late for your appointment – you have no concept of time.
4 You can't have listened/have been listening (listen) very carefully at the time if you don't remember what I said!
5 You could have waited (wait) for me before you went home – I was only ten minutes late!
6 Their plane is due at 10 p.m. They should land/be landing (land) any minute now.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

1 I'm sure this isn't how you solve this equation. **BE**
This can't be the way to solve this equation.
2 It's certain we got on the wrong bus – I don't recognise this neighbourhood! **HAVE**
We must have got on the wrong bus – I don't recognise this neighbourhood!
3 Beth believes her year abroad was the most formative experience of her life. **WELL**
Beth's year abroad might/may/could well have been the most formative experience of her life.
4 I'm sure you've realised by now that I am not very good with modern technology! **WILL**
You will have realised by now that I am not very good with modern technology!
5 Pete is probably in the library filling in his university application form. **MIGHT**
Pete might be filling in his university application form in the library.
6 I'm sure they didn't inform her about the date of the resit exam. **BEEN**
She can't have been informed about the date of the resit exam.

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Accuracy with articles

Countable nouns

Most nouns are countable and have singular and plural forms. We can use *a/an* with countable nouns in the singular, but not in the plural:
a *book, two books*
an *animal, two animals*

Uncountable/mass nouns with no plural form

Uncountable nouns have no plural form and are used with a singular verb. They are often referred to as mass nouns because they refer to things we think of as a 'mass' rather than individual items.

Uncountable nouns often refer to substances: *bread, salt, water, metal,* etc. Many uncountable nouns also refer to abstract ideas/concepts, mental states or emotions: *advice, education, happiness, information, knowledge, learning, progress, reluctance, tolerance,* etc.

Use of articles with abstract nouns

When we refer to an abstract concept in general, we don't use an article:

Knowledge *is* ***power****.*
Money can't buy ***happiness****.*
Time *is money.*

Some abstract nouns can be preceded by an indefinite article (*a/an*) when referring to a specific situation/example. In these cases, the noun is usually qualified by an adjective, a determiner (*a lot of/a little*) or a defining relative clause:

Knowledge *is power.* (abstract concept in general)
A (good) knowledge *of Maths is important in this job.* (specific example)

He was a man of ***great learning****.* (abstract concept in general)
A little learning *is a dangerous thing.* (specific example)

We want our children to have the best chance of ***happiness****.* (abstract concept in general)
I felt ***a happiness*** *that I had never known before.* (specific situation)

He agreed to help us, but only with ***reluctance****.* (abstract concept in general)
I felt ***a certain reluctance*** *to tell my friends what had happened.* (specific situation)

However, these nouns are not countable nouns. It is not possible to say, e.g.:
~~*each knowledge/two educations/some reluctances*~~

We can also use a preceding definite article (*the*) when the meaning of the noun is qualified to refer to a specific type or instance. We do this by means of a defining relative clause or preposition *of* + noun phrase:

The knowledge *that I gained on my field trip was invaluable.*
The happiness *of millions of people is at stake.*

Abstract nouns with plural forms

Many abstract nouns don't have a plural form (e.g. *information, violence, peace, knowledge, justice, progress, anger, courage, chaos*), and some of them can be used in the plural with a slightly different meaning (e.g. *life, hope, trouble, worry, experience, work, evil*):

Is there ***life*** *on the Moon?*
We lead busy ***lives****.*

This treatment offers ***hope*** *to thousands.*
They had high ***hopes*** *of success.*

I've been having (some) ***trouble*** (= difficulty) *checking my email.*
There were a lot of teething ***troubles*** (= problems) *with the system at first.*

I was frantic with ***worry*** (= feeling anxious) *about my exams.*
Many students have financial ***worries*** (= problems).

This position requires a lot of ***experience*** (= knowledge, skills).
It was one of the most enjoyable ***experiences*** (= specific moments in life) *of our holiday.*

A lot of people can't find ***work*** (= a job) *these days.*
Have you read all the ***works*** (= pieces of writing) *of Shakespeare?*

Money is the root of all ***evil*** (= wickedness, immorality).
Procrastination is one of my ***evils*** (= sins, bad actions).

1 Complete the text with *the, a/an* or Ø (no article).

[1] The Universal Declaration of Human Rights states that [2] Ø education is [3] a fundamental human right and is essential for [4] the exercise of all other human rights. Yet millions of children and adults still lack educational opportunities. In fact, millions of children around the world, primarily in Africa and Asia, are deprived of [5] Ø access to schools, mainly in consequence of [6] Ø poverty.

The best way schools can prepare students for the 21st century is to make sure they have [7] the knowledge, skills and ability to achieve their full potential. Students should grow up independent, self-reliant and self-confident to be able to face the challenges of [8] Ø ever-changing life conditions. [9] A good education should also prepare students to understand and cope with differences of opinion in [10] a diverse society. It is also about learning how to be [11] a good citizen. [12] The education system often seems to neglect [13] the development of those qualities and this is partly because of [14] an obsession with exam results. Schooling for exams is very different from developing [15] an appetite for learning. End-of-course exams on a single day test [16] Ø recall and memory, rather than the range of skills young people need today.

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3.3 GRAMMAR

Infinitives

The infinitive is the basic form of all verbs:

What seems ***to worry*** *a lot of people nowadays is the speed of technological change.* (infinitive with *to*)
Do you think I could ***use*** *your laptop for a minute?* (infinitive without *to*)

Types of infinitives

There are several types of infinitives:

- simple infinitives:
  If you are unable ***to access*** *a particular website, there might* ***be*** *a problem with your Internet connection.*
- progressive infinitives – *(to) be* + *-ing* form:
  He seems ***to be playing*** *video games all the time.*
  Before we know it, robots will ***be teaching*** *our children in schools.*
- perfect infinitives – *(to) have* + past participle:
  I meant ***to have sent*** *you a text, but I forgot.*
  You should ***have told*** *me you wanted an e-reader for your birthday.*
- passive infinitives – *(to) be* + past participle:
  It remains ***to be seen*** *whether and how these technological innovations will* ***be used*** *in the future.*
- combinations (perfect progressive, perfect passive):
  He was proven ***to have been seeing*** *the victim before the murder.* (perfect progressive infinitive)
  We should ***have been taught*** *how to spell without a spell checker.* (perfect passive infinitive)

Functions of infinitives

Infinitives after verbs

Some other verbs that are followed by infinitives, e.g. *afford, agree, appear, ask, choose, claim, decide, expect, fail, happen, hope, intend, learn, manage, mean, offer, prepare, promise, refuse, seem, tend, want, wish:*
Tom ***appears to be*** *very knowledgeable about solar installations.*
Their child has quickly ***learnt to use*** *social media.*

Most modal verbs and verbal phrases are followed by the infinitive without *to*:
I'm not sure, but Peter ***might have fixed*** *it for you.*

Modal verbs that are followed by the infinitive without *to*:
can, could, may, might, must, needn't, shall, should, will, would.

Would rather/had better are verbal phrases that are followed by the infinitive without *to:*
I ***'d rather explain*** *the matter to him when I see him than discuss it over the phone.*
You ***'d better read*** *the instructions before you try to install the latest updates.*

Some verbs are followed by an object + infinitive:
He ***encouraged me to consider*** *getting the latest plasma TV.*
The usher gently ***reminded us to switch off*** *our mobile phones.*

Some other common verbs that are followed by an object + infinitive: *advise, allow, ask, beg, cause, enable, expect, persuade, tell, urge, warn.*

Make and *let* are followed by an object + infinitive without *to*:
The joke about robot teachers was really funny – it ***made everybody laugh****.*
My older brother never ***lets me use*** *his devices.*

Infinitives in phrases

- after verbs, e.g. *to be* + infinitive when we talk about future arrangements or rules
  The grand opening of the new research centre ***is to take*** *place tomorrow.*
  You ***are not to use*** *the television set or Smart Board without permission from staff.*
- after some adjectives
  These adjectives often describe people's feelings and reactions (e.g.: *anxious, curious, determined, eager, excited, glad, happy, pleased, shocked, surprised, thrilled*):
  I was ***anxious to start*** *using my new camera right away.*
  You'll be ***shocked to see*** *how technology has changed our sport.*
  Other common adjectives that can be followed by infinitives: *careful, certain, difficult, fortunate, likely, lucky, right, stupid, sure, unlikely, wrong.*
- after some nouns
  There is no ***need to update*** *this software every time a new product is released.*
  It was a ***nuisance to have*** *to restart the computer in order to reopen the browser.*
  Some other nouns that can be followed by infinitives: *advice, attempt, chance, decision, opportunity, permission, pleasure, reason, refusal, request, way, wish.*
- after a superlative or an ordinal number
  The meaning is similar to a relative clause with *who, which* or *that*:
  Overall, it is the easiest and ***the best*** *machine* ***to be found****.* (= which can be found)
  What's the name of ***the oldest*** *device* ***to measure*** *time?* (= which measured)
  Ray Tomlinson was ***the first to send*** *an email message.* (= who sent)
- to express purpose
  We can use the infinitive to show why someone does something. The infinitive can be placed before or after the subject:
  I read the manual ***to find out*** *all the settings.*
  To turn off*, you should press and hold the power button.*
  To indicate purpose in more formal language, we can also use *in order to* or *so as to*:
  We all need adequate training ***in order to make*** *the best of the IT equipment.*
  We request all books be returned early ***so as to make sure*** *none get taken home accidentally.*
  We also tend to use *in order to* and *so as to* before a negative infinitive:
  He kept a diary ***in order not to forget*** *anything that happened during the trip.*
  My grandmother wants a tablet ***so as not to get*** *behind the times.*

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- as the subject of a sentence

The infinitive can be used as the subject of a sentence, but this happens mainly in formal language or dictionary definitions and quotes:

To learn how to use this application *is easy.*
To explore the Web *is time-consuming.*
To err *is human.*

In everyday informal English, we often use *it* as a 'preparatory subject' at the beginning of the sentence and move the infinitive clause to the end of the sentence:

It *is easy* ***to learn how to use this application.***
It *is time-consuming* ***to explore the Web.***
It *is human* ***to err.***

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

1 I wish to be/have been given the opportunity (give/opportunity) to learn the basics of computer programming before I finish school.
2 You need to learn the entire multiplication table by heart so as to move (as/move) on to more challenging tasks.
3 There is no reason to buy him (reason/buy/he) the latest, state-of-the-art high-powered race motorcycle.
4 To apply their newly (apply/they/new) acquired knowledge to practical problems was not an easy thing to do.
5 Considering the damage to the vehicles, we were fortunate not to have suffered/not to suffer (no/suffer) more serious injuries.
6 Everybody seems to be having/seems to have (seem/have) problems with computers these days.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

1 I think Robert's answer was the right answer to the last equation. **APPEARS**
Robert's answer appears to have been the right answer to the last equation.
2 They approached the task of developing new software with a lot of eagerness. **EAGER**
They were very eager to develop new software.
3 I asked our new classmate to become my friend on Facebook, but she refused, which made me very upset. **REFUSAL**
Our new classmate's refusal to become my friend on Facebook upset me a lot.
4 My younger brother always buys an updated version of the FIFA football game before his friends do. **FIRST**
My younger brother is always the first to buy an updated version of the FIFA football game.
5 Since they want to attract tech-savvy customers, fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing. **ORDER**
Fast-food chains are exploring technologies including self-service kiosks, tablets and 3D printing in order to attract tech-savvy customers.
6 You haven't seen my mobile anywhere, have you? **HAPPEN**
You don't happen to have seen my mobile anywhere, do you?

3.4 USE OF ENGLISH

Sentence modifiers

Commenting with sentence adverbs and adverbial expressions

Comment adverbs and adverbial expressions modify entire clauses rather than single verbs, adjectives or adverbs. We use them to reflect the speaker's/writer's attitude towards the information in a statement by adding a comment on the content.

We can use comment adverbs and adverbials at the beginning, middle or end of the sentence. In conversation, they often come at the beginning or end. In writing, they are often separated off by a comma, especially in initial or end position. The adverbs *definitely, possibly* and *probably* tend to come in the middle.

Comment adverbs and adverbial expressions can have different functions:

Function	Comment adverbs/ adverbial expressions	Examples
to indicate your attitude/reaction to an action or event	annoyingly, curiously, (un)fortunately, happily, hopefully, interestingly, regrettably, sadly, strikingly, surprisingly, thankfully, understandably, wrongly	***Interestingly****, the first ever portable MP3 player was developed with funding from the German government.* ***Fortunately****, we've all passed our IT Fundamentals exam.*
to soften the message or make it less definite, to reduce the effect of a statement	admittedly, apparently, arguably, in a way (spoken), likely, maybe (spoken), possibly, potentially, presumably, probably, sort of (spoken), to some extent	*If the result looks too good to be true, it* ***probably*** *is.* ***Apparently****, robins are very aggressive, contrary to popular opinion.* ***In a way****, I'm sorry I didn't take the job, it might have been interesting.*
to emphasise what you want to say or to say something is obvious	certainly, clearly, crucially, definitely, doubtless, evidently, indeed, obviously, of course, plainly, surely, undoubtedly, without doubt	***Surely****, we can't just stand back and let this happen?* *There must* ***surely*** *be some explanation.* *I was,* ***of course****, not very surprised when it turned out my grandmother had no clue how to use her new notebook.*
to correct a falsehood or misunderstanding	actually, as a matter of fact, in actual fact, in fact, in reality, in truth	*Are you disappointed? No, I'm rather glad,* ***actually****.* ***In fact****, I am not a computer geek at all!*

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to indicate how you are speaking (I am speaking frankly/ truthfully, from a personal standpoint, etc.)	frankly, honestly, personally, seriously, to be honest	***Frankly**, I don't agree with your argument.* ***Quite honestly**, I can't imagine reading a book on an e-reader. I think they're a terrible invention,* ***personally**.*
to introduce a new subject you have just thought of, or add more information	actually, by the way (spoken), incidentally, indeed (formal)	*I've known Jane for years. Since we were at primary school,* ***actually**.* *I went to see Jessie J's concert last week.* ***Incidentally**/**By the way**, what do you think of his latest album?*
to change the subject or end the conversation (spoken)	anyway	***Anyway,** let's leave that for the moment and talk about it tomorrow.* ***Anyway**, I must be going now.*

Commenting with infinitive and participle clauses

We can use infinitive and participle clauses to indicate the speaker's/writer's attitude or add a comment on its truth, e.g.:

- *to be honest/to tell the truth*:
  ***To tell the truth**, I never believed we would win a gold medal. I thought we would lose,* ***to be honest**.*
- *all things considered/considering the circumstances/ generally speaking:*
  ***All things considered,** the team did very well.*
  The more expensive the equipment, ***generally speaking**, the better it is.*

Commenting with finite comment clauses

We can also use finite comment clauses in speech, such as: *as you know, I'm afraid, I'm happy/sad/sorry to say, you know, you see*:

***I'm afraid** I don't understand modern technology.*
I grew up before computers were invented, ***you see**.*
My granddaughter is teaching me how to use one, ***I'm happy to say**.*

1 Choose the correct option.

1 The international system of copyright protection is (*obviously*)/ *probably* wholly inadequate and needs to be reformed.
2 New technology has (*without doubt*)/ *anyway* had a disruptive effect on the music industry.
3 Those who share music files without paying often claim they are hitting back against fat-cat music executives. *Indeed* /(*In fact*), all they are doing is hurting musicians.
4 Online streaming services could (*potentially*)/ *wrongly* be the saviour of the music industry.
5 *Frankly* /(*Interestingly*), around four times as many people are now paying for the services as a few years ago.
6 (*Unfortunately*)/ *Undoubtedly*, one in four Internet users still pirate music, according to figures from the music industry.

2 Choose the correct adverbs or adverbial expressions (A–D).

Quite [1]_____ , social media has come in for a lot of criticism from the older generation who are unfamiliar with it. Parents often think the use of social media is distracting and harmful for students, whereas [2]_____ it offers many opportunities for collaborative learning. [3]_____ , social media is already being introduced into the classroom itself for educational purposes.
[4]_____ , some schools have organised technology evenings to help parents learn how to use different social networking resources. The results have been very positive, [5]_____ . Many parents have [6]_____ become enthusiastic supporters of the use of social media tools in the classroom.
[7]_____ , there are some downsides to using social media in the classroom. Ensuring students are using social media properly in class can [8]_____ pose difficulties. [9]_____ , some students could experience cyberbullying from other students.
However, as the benefits of social media become clearer, it will [10]_____ come to be seen as an effective way to increase student learning.

1	A possibly	(B) understandably	C personally	D plainly
2	(A) in fact	B seriously	C anyway	D of course
3	A Without doubt	B To tell the truth	(C) Indeed	D All things considered
4	A Hopefully	B Frankly	(C) Interestingly	D Definitely
5	A to be honest	B of course	C in a way	(D) generally speaking
6	A doubtless	(B) actually	C presumably	D likely
7	(A) Admittedly	B Thankfully	C Wrongly	D Crucially
8	A interestingly	B incidentally	(C) clearly	D honestly
9	A Likely	(B) Unfortunately	C Actually	D Probably
10	A strikingly	B regrettably	C happily	(D) hopefully

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-ing forms

Types of gerunds

There are several types of *-ing* forms:

- simple *-ing* forms:

  Doing *freelance work has many advantages.*

- perfect *-ing* forms – *having* + past participle:

  Having spent *many years working in the hotel industry, two years ago she decided to return to full-times study.*

- passive *-ing* forms – *being* + past participle:

  I absolutely despised ***being given*** *menial tasks with limited responsibility just because I was an intern.*

- negative *-ing* forms – not + *-ing*:

  Jack turned down the internship in Amsterdam, ***not realising*** *what an interesting experience he was missing.*

- combinations (negative perfect, negative perfect passive):

  Not having had *previous experience in sales, I found my first day at work very challenging.*
  Many employees complained about ***not having been informed*** *earlier about the changes to the company's structure.*

Functions of *-ing* forms

The *-ing* forms has many different functions. We can use it:

- as the subject of a sentence:

  Working *from home is very convenient and helps you save a lot of money.*
  Smoking *is not allowed in any enclosed workplace.*
  Not having *regular hours in an office has some pros and cons.*

- after some verbs:

  I really ***enjoy being*** *in charge of a large group of people.*
  My mother ***postponed handing in*** *her notice until the following week.*

  Some other verbs that are followed by the *-ing* forms: *admit, appreciate, avoid, consider, continue, delay, deny, despise, detest, dislike, endure, escape, fancy, go* (for activities), *imagine, involve, mention, miss, practise, prevent, resent, resist, risk, quit, save, suggest.*

- after the verbs *feel, hear, overhear, listen to, see, notice* and *watch* with an object to indicate an incomplete action:

  I ***saw Bethany giving*** *her speech.* (I saw part of it.)
  I ***saw Bethany give*** *her speech.* (I saw all of it.)

  I ***heard them discussing*** *the new project.* (I heard part of the discussion.)
  I ***heard them discuss*** *the new project.* (I heard the whole discussion.)

- after all prepositions.

  Prepositions which come after certain adjectives and verbs are followed by the *-ing* forms:

  She was ***keen on setting*** *up her own business in the next few years.*
  After a few weeks of my internship in the office, I grew ***tired of making*** *coffee and* ***photocopying*** *documents for everyone else.*
  He's finally ***succeeded in getting*** *hold of his line manager.*
  The majority of interns ***complained about not receiving*** *any additional training.*

- after *on* at the beginning of a sentence in the meaning of *as soon as*:

  On entering *the room with the panel of three interviewers, she started to tremble with anxiety.* (= As soon as she entered the room with the panel of three interviewers, she started to tremble with anxiety.)

  On being told *the news about the company's closure, my father collapsed on the sofa.* (As soon as he was told the news about the company's closure, my father collapsed on the sofa.)

- in complex sentences where the subject is the same in both clauses, to show the sequence of events:

  Turning *left into Ashley Road, we saw our new office premises in central Bournemouth.* (After we turned left into Ashley Road, we saw our new office premises in central Bournemouth.)

  We can also use the perfect *-ing* form when we want to emphasise that one activity finished before the other:

  Having finished *the report, Sarah switched off her computer and left the office.* (= After finishing the report, Sarah switched off her computer and left the office.)

  This structure is also used to indicate cause and effect:

  Being *a new intern, I was a little unsure of what to do.* (= I was a little unsure of what to do because I was a new intern.)
  Not knowing *where to go, I asked the receptionist where the interview was supposed to take place.* (= I asked the receptionist where the interview was supposed to take place because I didn't know where to go.)

  We can also use the perfect *-ing* form when the cause happened in the past:

  Having resigned *from his job, Ian couldn't afford to go on holiday abroad.* (Ian couldn't afford to go on holiday abroad because he had resigned from his job.)

- in complex sentences after *with* + subject when the subject is not the same in both clauses:

  With the economy continuing *to struggle, the unemployment figures are still very high.* (two different subjects: the economy and unemployment)

- after certain expressions.

  Some expressions are followed by a verb ending in *-ing*, e.g. *a waste of money/time, can't help, can't stand, have difficulty (in), it's (not) worth, it's no good, it's no use, spend/waste/lose time* or *money, there's no point (in)*:

  It's no good applying *for jobs you haven't got the relevant experience for.*
  For the first month, the new employee ***had difficulty in fulfilling*** *his duties.*
  Robert ***spent hours trying*** *to revise his CV.*

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Note:
When the verb and the *-ing* forms refer to different subjects, we use possessive adjectives (*my, his, their*, etc.) or object pronouns (*me, him, them*, etc.):
*Are you sure your parents **don't mind your/you working** long hours?* (= Are you sure that it's OK with your parents that you work long hours?)
*Are you sure your parents **don't mind working** long hours?* (= Are you sure that it's OK with your parents that they work long hours?)
*He **insisted on my/me staying** at work longer for the whole week.* (= He demanded that I stay at work longer for the whole week.)
*He **insisted on staying** at work longer for the whole week.* (= He kept staying at work longer for the whole week.)

1 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

1 Have you ever considered taking (consider/take) a year off work?
2 In our company, (be/salesperson) being a salesperson involves travelling around the country.
3 Tom's mother can't imagine him/his working (imagine/he/work) in the medical field.
4 On (offer/internship) being offered an internship , you are expected to contact the company as soon as possible and confirm your acceptance or rejection of the offer.
5 When Olivia started working here, she had difficulty (in) getting (difficulty/get) to grips with our database.
6 I apologised for not finishing/for not having finished (not/finish) the project before the deadline.

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

1 Our new intern is very young, but she doesn't like it when people treat her like a child. **RESENTS**
Our new intern is very young, but (she) resents being treated like a child.
2 It doesn't make sense to send off your CV to this company because you don't have the right qualifications. **POINT**
There's no point (in) sending (off) your CV to this company because you don't have the right qualifications.
3 Their complaint was that they were not offered any training options. **ABOUT**
They complained about not being offered/not having been offered any training options.
4 You make a better impression at a job interview when you wear smart clothes. **MAKES**
Wearing smart clothes makes a better impression at a job interview.
5 Most skilled jobs depend on technical knowledge, so it's vital to acquire it at school. **WITH**
With most skilled jobs depending on technical knowledge, it's vital to acquire it at school.
6 I didn't even think of looking for another job because I didn't know that our company was on the verge of going bust. **NOT**
Not knowing that our company was on the verge of going bust, I didn't even think of looking for another job.

GRAMMAR 5.3

Advanced comparative structures

Combined comparison with *the*

We use *the* + comparative adjective …, *the* + comparative adjective … to say that one thing depends on another thing or to show that two things change together. We can form this structure in three different ways:

- *the* + comparative adjective + subject + verb, *the* + comparative adjective + subject + verb:
  ***The earlier** we leave, **the sooner** we'll arrive at the airport.*
  ***The more dangerous** our holiday is, **the more** we like it.*
- *the* + comparative adjective + noun, *the* + comparative adjective + noun:
  ***The closer** to the beach, **the more expensive** the hotel.*
  ***The more luxurious** the hotel, **the higher** the price.*
- *the* + comparative adjective + *the better* – a short form of the structure:
  The sooner the better.

Progressive comparison

- comparative adjective + *and* + comparative adjective.
  We use this structure to indicate that something is changing all the time:
  *Pet-friendly cottages in Cornwall are becoming **easier and easier** to find.*
  *Off-the-beaten-track holidays are **more and more popular** among young people.*
  *As my parents grow older, they become **less and less adventurous** when it comes to travelling.*

as and *such*

- *as* + adjective + *a/an* + noun + *as*:
  *It turned out that North Tanzania wasn't **as exotic a place as** we had imagined.*
  *I wish I could be **as prolific a travel writer as** my grandfather was in his early thirties.*
- *such a/an* + adjective + noun + *as/that* clause:
  *To be honest, it wasn't **such a bad journey as** we had dreaded.*
  *Going to live in India for a year wasn't **such a life-changing decision as** I had wanted it to be.*
  *The whole trip was **such an off-putting experience that** we decided against visiting this place again.*
  *It was **such a dark night that** we got lost on our way back to the campsite.*

Contrasting two connected qualities

- *more* + adjective + *than* + adjective.
  In this structure, we always use *more* + adjective, even with short adjectives that normally form a comparative with *-er*:
  *I was **more confused than angry** when the travel agent explained the complaints procedure to us.*
  *The comedy we watched on our flight was **more dark than funny.***

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- *not so much* + adjective + *as* + adjective:
  *They were**n't so much dissatisfied** with their city break **as frustrated**.*
  *I was **not so much impressed** with the design of the house we stayed in **as moved** by the hospitality of our hosts.*
- adjective + *rather than* + adjective:
  *The atmosphere in my favourite restaurant in Istanbul was **cosmopolitan rather than Turkish**.*
  *The goods sold on the market in the town centre looked **tacky and touristy rather than authentic**.*

1 Complete the review of a youth hostel with one word in each gap.

Fantastic place to stay!

We spent five days at this wonderful youth hostel on a school residential trip and loved every minute. I came with a group of twenty students from Kings High School. On arrival, we received a warm welcome that seemed quite genuine rather [1] than just professional.

We had clean and comfortable shared rooms with very comfy beds. As expected with a youth hostel, the food was [2] more basic than exquisite, but the puddings were unanimously voted 'delicious'. In fact, they got better [3] and better each day. Our favourite – sticky toffee pudding!

The best aspect of the hostel was its games room, a kind of cave under the hostel. The sort of space little boys dream of, like Batman's lair. The only drawback for our teacher was that the more time we spent in there, [4] the more difficult it was to drag us out!

The staff were really friendly and were all prepared to go the extra mile to make our stay comfortable.

All in all, it was such a great experience [5] that we are looking forward to paying a return visit next year!

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

1 We made the unanimous decision to call off our trip at the last minute because it was so dangerous. **SUCH**
It was such a dangerous trip that we made the unanimous decision to call it off at the last minute.

2 If you wait longer, it will be harder to find a reasonably priced ticket to Thailand. **THE**
The longer you wait, the harder it will be to find a reasonably priced ticket to Thailand.

3 I suppose you can say that the weather we had for the first fortnight was more damp than wet. **RATHER**
I suppose you can say that the weather we had for the first fortnight was damp rather than wet .

4 Our disappointment with the services provided by the tour operator was increasing all the time. **DISAPPOINTED**
We were getting more and more disappointed with the services provided by the tour operator.

5.4 USE OF ENGLISH

Words and phrases with *ever*

Words with *-ever*

We can add *-ever* to *who, what, which, how, where* and *when*. We use these words in the following ways:

- to emphasise that it doesn't matter how long/difficult something is, etc. or it isn't important what happens, what you do etc., as it doesn't change the situation:
  *There will be a lot of traffic **whatever** route we take.*
  (= it doesn't matter what route we take)
  ***Whatever** people say, I still believe you.*
  (= it doesn't matter what people say)
  *We have to finish, **however** long it takes.*
  (= it doesn't matter how long it takes)
  ***However** hard I try, I can't understand what he is saying!*
  (= even though I try very hard)
  ***However** much it costs to get there, we have to visit Sri Lanka.* (= even if it costs a lot)
  ***Whoever** thinks climate change isn't happening need only visit the shrinking glaciers.* (= any person who thinks this, it doesn't matter who exactly)
  ***Whichever** day you come, we'll show you around the town.* (= it doesn't matter which day you come)
  The difference between *whichever* and *whatever* is similar to that between *which* and *what*. *Whichever* is used when referring to a choice from among a restricted set of options, whereas *whatever* refers to a choice from a lot of things or an infinite number of things.

- to emphasise a lack of restriction:
  *We can leave **whenever** you are ready.* (= at any time)
  ***Whenever** I hear that tune, I think of you.* (= every time)
  *We use recycled materials **whenever** possible.* (= on every possible occasion)
  *Today people can watch **whatever*** (= anything that) *they want **whenever*** (= any time) *they want.*
  *Do **whatever** you think best.* (= anything)
  Whatever equipment you need will be supplied. (= any)
  *We are willing to pay **whatever** price you ask.* (= any price)
  *Sit **wherever** you like.* (= anywhere)
  *You can travel by plane, train or boat, **whichever** method you prefer.* (= any/either method)

- in questions to emphasise that you are surprised, confused or slightly angry about something:
  ***Whoever** would have thought he'd win top prize?*
  ***Whatever** is the matter with you?*
  ***Wherever** did I put my bag?*
  ***Whenever** are we going to arrive?*
  ***However** did you get here so soon?*

- as short answers (in informal speech):
  'I'll call you tomorrow or the day after.'
  *'OK, **whenever**.'* (= whenever you like)
  'Do you fancy going to the cinema or to the theatre?'
  *'**Whichever**.'* (= I don't mind)

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- in informal style:

  Or whatever is used after a suggestion/example/list, etc. to mean 'or anything similar':
  Use dill, basil ***or whatever other herbs you have/or whatever****.*

  Or whenever/or whoever are used to mean 'it doesn't matter':
  When you've read the book, just give it to Susan or Tom ***or whoever****.*

  Or wherever is used to mean 'any place/not a specific place':
  Londoners dress more individually than people in Paris ***or wherever****.*

- as a reply indicating a reluctance to discuss something, often implying indifference or disrespect (only *whatever*):

  'It's about time to start planning our next holiday.'
  'Yeah, ***whatever****.'*

Phrases with *ever*

We can form phrases with *ever* in the following ways:

- in compound expressions with adjectives (e.g. *ever-present, ever-younger)* and the present participle (e.g. *ever-hoping, ever-loving, ever-increasing*) to mean *always, all the time*:

  The ***ever-increasing*** *traffic volume leads to increases in travel times, fuel consumption and environmental pollution.*
  My older sister loves camping and often gives in to her ***ever-present*** *travel bug.*

- in the expressions *ever so* and *ever such* in very informal English to mean *very*:

  We use *ever so* before an adjective or an adverb.
  My travel companion is ***ever so knowledgeable*** *about places of interest in Rome.*
  I got more and more annoyed as the traffic moved ***ever so slowly****.*

  We use *ever such* before a noun (with or without an adjective):

  He's ***ever such a good travel guide****.*
  The couple we met while travelling on our gap year were ***ever such nice people****.*
  She's still ***ever such a little baby****.*

- in the expression *as ever* to mean 'as always happens', 'the same as usual':

  As ever*, Robert went his own way and did his own thing.* (= he always does it)
  My brother, ***as ever****, left the packing till the very last minute.* (= as always)
  As ever*, our trip proved a highly enjoyable and unforgettable experience.* (= the same as usual)

- with comparatives and superlatives to give emphasis:

  The restored medieval fortress looks ***more spectacular than ever****.*
  Many songs on their new record are weird and ***quirkier than ever.***
  Iconic scenery, exotic food and a bit of adventure have made for my ***best ever*** *holiday.*
  Last year's annual survey into holiday habits was ***the largest ever*** *carried out in Britain.*

1 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

1 Some people think mass tourism is a good thing, but they are deluding themselves. **WHOEVER**
Whoever thinks that mass tourism has been entirely beneficial is deluding themselves.

2 It doesn't matter what tour operators claim, tourism rarely benefits the local community. **WHATEVER**
Whatever tour operators claim , tourism rarely benefits the local community.

3 Some people consider it good news that package holidays are becoming cheaper all the time. **EVER**
Some people consider it good news that package holidays are becoming ever cheaper .

4 No matter where tourists go, they cause land, food, water, housing and infrastructure prices to increase. **WHEREVER**
Wherever tourists go , they cause land, food, water, housing and infrastructure prices to increase.

5 No matter which form of transport tourists use to travel abroad, their collective carbon footprint is huge. **WHICHEVER**
Whichever form of transport tourists use to travel abroad, their collective carbon footprint is huge.

6 Although we all love holidays in nature, we should remember that tourism can easily destroy it. **MUCH**
However much we all love holidays in nature, we should remember that tourism can easily destroy it.

7 As always, many careless tourists left rubbish behind and damaged local flora. **EVER**
Many careless tourists, as ever , left rubbish behind and damaged local flora.

8 Even though it is a very difficult issue to tackle, we must think of alternatives to mass tourism. **EVER**
Even though it is ever such a difficult issue to tackle, we must think of alternatives to mass tourism.

9 No matter how many dollars it generates in revenue, the current system of international tourism is unsustainable. **HOWEVER**
However many dollars it generates in revenue, the current system of international tourism is unsustainable.

10 While it may take a long time, a way must be found to manage tourism before it destroys the environment. **HOWEVER**
However long it takes , a way must be found to manage tourism before it destroys the environment.

11 The attitudes towards tourism and nature conservation are changing very slowly. **EVER**
The attitudes towards tourism and nature conservation are changing ever so slowly .

12 Tourism has an impact on local communities in Europe, Asia or in any place. **WHEREVER**
Tourism has an impact on local communities in Europe, Asia or wherever .

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Advanced conditionals

First Conditional: the probable future result of an action

If + Present Simple/Present Continuous,	*will/could/might* + infinitive.
If we ***stay*** *here longer,*	*we* ***'ll raise*** *twice as much money for cancer research.*

Second Conditional: unlikely (future) or unreal/imaginary (present) situations

If + Past Simple/Past Continuous,	*would/could/might* + infinitive.
If I ***met*** *the Queen on the street* (unlikely),	*I* ***would ask*** *for her autograph.*
If I ***was/were*** *Prime Minister for the day* (but I'm not),	*I* ***would make*** *everyone pay their fair share of tax.*

We can use *should* or *were to* + infinitive to emphasise that the condition is unlikely to happen:

If I ***should win*** *the lottery/If I* ***were to win*** *the lottery, I* ***would give*** *the money to charity.*

Third conditional: unreal/impossible past situations

If + Past Perfect,	*would/could/might + have* + past participle
If we ***had known*** *you were coming,*	*we* ***could have met*** *you at the station.* (but we didn't know)
If it ***hadn't been*** *for the bad weather,*	*the festival* ***would have been*** *very enjoyable.* (but the weather was bad)

Mixed conditionals

We can mix the verb forms from two different conditional patterns, creating mixed conditionals. These are the most common combinations:

- Mixed Conditional Type I: unlikely future/unreal present condition + unreal/imaginary past result.

If + Past Simple/Past Continuous,	*would/could/might/should* + past participle.
If I ***was going to win*** *the lottery,*	*I* ***should have won*** *it by now.* (but it's unlikely and I haven't won it)
If I ***could speak*** *several languages,*	*I* ***would have got*** *a job as an interpreter.* (but I don't speak several languages, so I didn't)

- Mixed Conditional Type II: unreal/imaginary past condition + unreal/imaginary present result.

If + Past Perfect,	*would/could/might/should* + infinitive.
If extra funding ***hadn't been found****,*	*the theatre* ***would*** *no longer* ***exist****.* (but extra funding was found and the theatre still exists)

Alternatives to *if*

Apart from *if*, the following conjunctions can be used to introduce conditional clauses:

- *as/so long as, on condition that, provided/providing that:*

  We'll make it to the cinema on time ***as/so long as*** *we leave now.*
  She promised to go to the concert with him ***on condition that*** *he paid for the tickets.*
  It will be a really good portrait ***provided/providing (that)*** *you put the finishing touches to it.*

- *in case of/in the event of* + noun:

  In case of/In the event of *fire, do not use the lift.* (= if there is a fire, ...)
  COMPARE:
  Bring a waterproof jacket in case it rains. (= because of the possibility it might rain)

- *unless* (= if ... not/only if):

  I wouldn't travel by plane ***unless*** *I absolutely had to.*
  (= I would only travel by plane if I had to)

- *but for* (= if … not) in the meaning of 'if it were not for' or 'if it had not been for':

  The team would not have won ***but for*** *the constant encouragement of their trainer.* (= … if it hadn't been for …)
  But for *my parents' financial support, I don't know how I'd have managed to graduate from the Art Academy.*

- *otherwise* (= if … not):

  He wasn't in it for the money. ***Otherwise****, he would have chosen a different career.* (= If he had been in it for the money, he would have ...)

- *whether … or not/whether or not …* to express alternative conditions:

  I would have chosen to study abroad ***whether*** *I had got a scholarship* ***or not****.*
  I would have chosen to study abroad ***whether or not*** *I had got a scholarship.*

- *suppose/supposing (that), imagine, say:*

  Imagine/Suppose/Supposing *you were invited to take part in a reality show, would you accept?* (= If someone invited you …)
  Suppose (that)/Supposing *we miss the last train. How will we get home?*
  Imagine/Say/Suppose/Supposing *mobile phones had never been invented, life would be very different.*
  Say *we don't get the money. What will happen?*

- *What if ...*

  We can use *What if* in questions in the same way:
  What if *the talks fail?*
  What if *your best friend was moving abroad, how would you feel?*
  What if *your parents had never met? You wouldn't be here now.*

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Omission of *if*: inversion

In formal language, usually in writing, you can omit *if* and move the auxiliary verb – *should*, *were* and *had* – in front of the subject.

- *Should* and *were* suggest the condition is unlikely:

  Should *the order fail to arrive, the company will replace the goods free of charge.* (= If the order fails …)
  Were *it not for the support of her family, the singer would have been unable to pursue her career.* (= If her family had not supported her …)

- *had*:

  Had *the production failed at the box office, the future of its director would have been uncertain.* (= If the production had failed …)

When using inversion, we do not use contractions with negatives in the dependent clauses:

If I ***hadn't*** *won the tickets for* The Hunger Games *in a raffle, we wouldn't have seen it yesterday.*
Had I not *won the tickets for* The Hunger Games *in a raffle, we wouldn't have seen it yesterday.* (no contraction in an inverted sentence)

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

1 If I could go (can/go) back in time, I would visit (visit) Ancient Greece.
2 If the government were to cut (be/cut) funding for the arts, it would have (have) serious implications for the creative industries.
3 According to actress Julie Walters, if she was/were starting out (start out) today, she would never have been able (never/be able) to afford to go to drama school.
4 If Disney had not approved (not/approve) the stage version of *The Lion King*, audiences would not be enjoying (not/enjoy) it today.
5 If the director had not already had (not/already/have) experience in experimental theatre, her stage version of *The Lion King* might not have turned out (might/not/turn out) to be so stunningly effective.
6 If it had not been (not/be) for the support she received from her family, Amy would never have managed (never/manage) to achieve the success she has.

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words if necessary.

1 I'm going to get a job as an extra whether my mother approves of it or (approve/it) not.
2 Should you have/If you should have (should/have) any questions regarding enrolment, transferring to another drama school or transcript requests, please do not hesitate to contact us.
3 She will definitely improve her writing style as/so long as she keeps (long/she/keep) writing short stories and poems.
4 Had I not spent/If I hadn't spent (I/not/spend) ten years in Spain as a child, I wouldn't have got a part in a Spanish film.
5 I'll buy you that sculpture on condition that you don't keep (condition/you/not/keep) it in our front garden.
6 Suppose/Supposing you won (suppose/you/win) the audition, would you take one year off school to act in a film?

3 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words including the word in capitals.

1 You will only become successful if you have discipline and commitment. **UNLESS**
You won't become successful unless you have discipline and commitment.
2 If it weren't for the Internet, self-publishing would not now be a booming industry. **BUT**
But for the Internet , self-publishing would not now be a booming industry.
3 You'd better start practising now because if you don't, you won't be ready in time for the concert. **OTHERWISE**
You'd better start practising now, (because) otherwise you won't be ready for the concert.
4 If your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights. **CASE**
In case of breakdown/In case your vehicle breaks down on the motorway, leave your sidelights on and turn on the hazard warning lights.
5 If we had known that a famous celebrity was attending the party, we would have gone. **HAD**
Had we known that a famous celebrity was attending the party, we would have gone.
6 If you changed your mind, you would be very welcome to come with us. **WERE**
Were you to change your mind , you would be very welcome to come with us.
7 Don't be nervous or you won't do well in the audition. **AS**
You'll do well in the audition as long as you're not/you aren't nervous.
8 You'll have to take over if the director resigns. **SHOULD**
Should the director resign , you'll have to take over.
9 I would have gone to the cinema even if he hadn't come with me. **WHETHER**
I would have gone to the cinema whether or not he had come with me.

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Phrases with *if*

As if/as though

We use a past tense after *as if/as though* to refer to situations/events which we know are not true:

*He speaks **as if/though** he **had** a plum in his mouth* (= in an upper class accent). (We know this is not true.)
*You look/looked **as if/though** you **had seen** a ghost!* (We know you didn't see a ghost.)
*They are/were acting **as if/though** nothing **had happened**.* (We know something happened.)

We use a present tense after *as if/as though* including Present Perfect to talk about what the situation/event seems like:

*You talk about Lady Gaga **as if/though** you **know** her.* (Perhaps you know her.)
*You look **as if/though** you **have had** a fright.* (Perhaps you have had a fright.)

We can use *as if* to show we doubt something or wish it was true:

*Did you get a pay rise? **As if**!* (colloquial/slang)

Even if

If can combine with the word *even* to refer to an imaginary or unreal condition. It is used to emphasise that although something (unexpected or imagined) might happen, the situation will not change:

***Even if** she wins the Oscar, it won't change her as a person.* (= There is not much chance of her winning the Oscar, but if it happened, it wouldn't change her as a person.)
*He wouldn't give us an autograph **even if** we saw him in person after the show.* (= Seeing him in person after the show would be quite unexpected, but it wouldn't change anything – we still wouldn't get an autograph from him.)

If necessary/if any/if anything/if ever/if in doubt

In some of these fixed expressions the subject and *be* are left out after *if*:

***If necessary**, the artist will be contacted to submit other images that meet the specified criteria.* (= if it is necessary)
*After the premiere there is little **if any** hope that his new film will be another box-office success.* (= if there is any hope at all)
***If in doubt**, parents should watch the film first to see whether it is appropriate for their children.* (= if they/parents are in doubt)
*Sarah seldom, **if ever**, posts concert reviews and shares pictures on her blog.* (= if she ever does)

We can use *if anything* to suggest that something may be the case although it is often different or opposite to what has been implied before:

*I can't say my experience as an extra has been all that inspiring. **If anything**, it's made me doubt the whole idea of going into acting.*

If so/if not

In complex sentences and in continuous text, we may want to refer back to certain parts of the utterance/text without repeating all the words. In such case, we can avoid repetition by using substitution.

We can substitute *if* clauses with *if so* (positive) and *if not* (negative). They can stand for a whole clause that has come before:

*Do you think **X is a good writer**? If **so**, can you recommend one of her books? **If not**, can you give me another suggestion?*
*I've heard that **Mumford & Sons are giving a concert in December**. **If so**, I'll be going.*

1 Rewrite the second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 He isn't a famous playwright, but he acts like someone who is. **AS IF**
He acts as if he was/were a famous playwright.
2 We have a very small chance of getting tickets for Adele's concert. If we got them, we wouldn't be able to go anyway. **EVEN**
Even if we got tickets for Adele's concert, we wouldn't be able to go.
3 If you are not sure, ask somebody who has already seen the play if it's worth seeing. **DOUBT**
If in doubt, ask somebody who has already seen the play if it's worth seeing.
4 Do you consider him a talented singer? And if you don't think he is a talented singer, why do you want to see him live in concert? **NOT**
Do you consider him a talented singer? And if not, why do you want to see him live in concert?
5 I didn't find the plot of his new film very convincing. If it made any impression on me at all, it made me appreciate his previous works more. **ANYTHING**
I didn't find the plot of his new film very convincing. If anything, it made me appreciate his previous works more.
6 We'll rehearse the songs from morning till night if need be. **NECESSARY**
We'll rehearse the songs from morning till night if necessary.
7 You look pale. Have you had a shock? **AS THOUGH**
You look as though you have had a shock.
8 Do you think that he is a good music journalist? And if you think he is a good music journalist, can you explain why? **SO**
Do you think that he is a good music journalist? And if so, can you explain why?
9 British audiences rarely, if at all, give shows a standing ovation. **EVER**
British audiences rarely, if ever, give shows a standing ovation.
10 There is little or no possibility at all that the series will run for a few more seasons. **ANY**
There is little if any possibility that the series will run for a few more seasons.

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7.3 GRAMMAR

Reporting verb patterns

When we report what someone has said, we can use *say, tell, ask* or other verbs. Each reporting verb follows a specific pattern:

Pattern	Verbs	Example sentences
verb + (*that*) + reported sentence	admit, advise, agree, claim, complain, demand, deny, explain, insist, promise, recommend, regret, threaten	*Users **complained that Facebook was not responding** to their reports of racist abuse and threats.* *He **promised he would send** me an email with details of the homework.*
verb + object + (*that*) + reported sentence	advise, assure, convince, inform, persuade, promise, remind, tell, warn	*They've **convinced us that social media marketing is** very effective.* *The article **reminded me that nursing requires** an individualistic approach.*
verb + *if/wh*-word + reported sentence	ask, explain, report, wonder	*I **wonder if LinkedIn will actually help** me find my dream job.* *He tried to **explain why tabloids sell** much more than broadsheets.*
verb + (*that*) + personal pronoun + (*should*) + infinitive without *to*	beg, demand, insist, propose, recommend, suggest	*The student body **proposed that they (should) be** allowed to use tablets in class.* *He **insisted that we (should) leave** our phones behind for the evening.*
verb + infinitive	agree, ask, claim, decide, demand, offer, promise, refuse, threaten	*The editors of Wikipedia® **refused to remove** the article.* *His new film **claims to be** based on a true story.*
verb + object + infinitive	advise, allow, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, urge, warn	*It's vital to **encourage children to be** very careful when disclosing personal information online.* *My parents **urged me to take part** in some form of physical activity.*
verb + *-ing* form	admit, advise, deny, propose, recommend, regret, report, suggest	*Have you ever **regretted sending** a text message the second you hit send?* *Both politicians **denied being** involved in a corruption scandal.*
verb + preposition + *-ing* form	apologise for, boast about/of, complain about, insist on, object to	*A young celebrity **boasted of having** contacts with some major newspapers.* *The head teacher **insisted on taking** action against cyberbullying.*
verb + object + preposition + *-ing* form	accuse of, blame for, charge with, congratulate on, praise for, suspect of	*Caroline **accused her new virtual friend of lying**.* *She **congratulated the reporter on asking** her such a bold question.*

Some verbs can be followed by more than one pattern, for example:

- *advise*:
  *I**'d advise being** more vigilant while downloading and installing free software.*
  *My professor **advised me to stay** in touch with the school.*
  *Experts **are advising that children should not spend** too much time online.*
- *demand*:
  *The ticket inspector **demanded to see** our ID along with the tickets.*
  *The librarian **demanded that we (should) switch off** our mobiles.*

1 Complete the second sentence so that it has a similar meaning to the first. Use between three and six words in each gap.

1 Sarah, you have broken into my Facebook account!
Sarah's brother accused her/Sarah of breaking into his Facebook account.

2 Using electronic translators in class is not allowed.
Our English teacher forbade us to use/from using electronic translators in class.

3 What is the daily circulation of this tabloid?
I wondered what the daily circulation of this tabloid was.

4 I have over 400 friends on Facebook alone.
She boasted of/about having over 400 friends on Facebook alone.

5 I was not aware that the school's network had been hacked.
The administrator denied being aware (that) the school's network had been hacked.

6 I don't want you to call me a computer geek, I am not one!
Alex objected to being called a computer geek as he is not one.

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USE OF ENGLISH 7.4

2 **Complete both sentences in each pair with the correct form of the same verb in the box.**

admit boast claim demand offer promise propose report

1
Her parents ___promised___ to buy her a new smartphone if she passed all her exams.
It ___promised___ to be a really exciting match, but in the end it turned out dead boring and finished with a 0–0 score.

2
I ___propose___ that we wait until we have received all the information before making a final decision.
I'd like to ___propose___ a toast to all our good friends gathered here today.

3
This area is supposed to ___offer___ some of the best mountain scenery in the Rockies.
Did the forum administrator ___offer___ to change your login when you reported the issue?

4
After their last argument, Liz ___demanded___ that he stop contacting her via Skype or any social media.
Our new IT project was very difficult – it ___demanded___ a lot of effort, teamwork and attention to detail.

5
Some people still ___claim___ that there is no firm evidence to link lack of exercise to ill health.
If a purchased item is faulty or damaged, you can ___claim___ your money back or get a replacement.

6
Several local residents have ___reported___ seeing a strange bright light in the sky.
The first group of conscripts ___reported___ for duty at basic training camps yesterday.

7
Each pass ___admits___ two people to the eagerly-awaited tech exhibition, open daily 10 a.m. – 7 p.m. Book now!
He ___admits___ copying the code from another software engineer and sincerely regrets his actions.

8
The company ___boasts___ of selling more computer equipment than any other.
The village is situated high on a hill and ___boasts___ amazing views over the coast.

Passive reporting structures

Impersonal reporting structures are often used in written English. By omitting the agent or 'doer', they focus on the new information in the last part of the sentence. They can be used after verbs of mental states/processes, including: *accept, agree, allege, announce, argue, assume, believe, claim, consider, declare, expect, fear, feel, hint, hope, know, presume, reckon, report, say, suggest, suppose, think, understand.*

Subject	**+ verb**	**+ *that* clause**
People	*reckon*	*(that) Instagram is the new Facebook.*

Statements which follow this pattern in the active can be reported in one of two ways:

- subject + passive + *to* + infinitive:
  - **a** with simple infinitive – *to* + infinitive:
    People reckon (that) Instagram, the photo-sharing platform, is the new Facebook. (active)
    → *Instagram, the photo-sharing platform,* ***is reckoned to be*** *the new Facebook.* (passive)
  - **b** with progressive infinitive – *to be* + *-ing:*
    People think (that) young video bloggers are generating bigger audiences than YouTube. (active)
    → *Young video bloggers* ***are thought to be generating*** *bigger audiences than YouTube.* (passive)
  - **c** with perfect infinitive – *to have* + *been* + past participle:
    People believe (that) the vlogger's videos have been watched more than eight billion times. (active)
    → *The vlogger's videos* ***are believed to have been watched*** *more than eight billion times.* (passive)
  - **d** with perfect progressive infinitive – *to have* + *been* + *-ing:*
    The survey reports that his annual income has been growing rapidly over the last few years. (active)
    → *His annual income* ***is reported to have been growing*** *rapidly over the last few years.* (passive)
- *It* + passive + *that* clause:
  People reckon (that) Instagram, the photo-sharing platform, is the new Facebook. (active)
  → ***It is reckoned that*** *Instagram, the photo-sharing platform, is the new Facebook.* (passive)

  People think (that) young video bloggers are generating bigger audiences than YouTube. (active)
  → ***It is thought that*** *young video bloggers are generating bigger audiences than YouTube.* (passive)

  People believe (that) the vlogger's videos have been watched more than eight billion times. (active)
  → ***It is believed that*** *the vlogger's videos have been watched more than eight billion times.* (passive)

  The survey has reported that his annual income has been growing rapidly over the last few years. (active)
  → ***It has been reported that*** *his annual income has been growing rapidly over the last few years.* (passive)

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Wszystkie ćwiczenia wykonaj w zeszycie.

Exercise 1

1 (Young people) are thought to be spending too much time staring at a screen.
(It) is thought that young people are spending too much time staring at a screen.

2 (The Internet) is generally considered to have improved our lives in many important ways.
(It) is generally considered that the Internet has improved our lives in many important ways.

3 (85 percent) of teenagers have been reported to watch at least one music video every day.
(It) has been reported that 85 percent of teenagers watch at least one music video every day.

4 (Technology) is known to have been changing the way students approach their schoolwork at home.
(It) is known that technology has been changing the way students approach their schoolwork at home.

5 (Overuse) of the Internet is believed to be reducing students' attention span.
(It) is believed that overuse of the Internet is reducing students' attention span.

6 It has been argued that less emphasis should be placed on digital tools in education.

7 (Misinformation), pseudo-facts, unsupported opinions and the like are feared to be too easily available on the Internet.
(It) is feared that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.

Statements which follow patterns such as the following can only use the second impersonal report structure:

Some people have argued that it is important to ban mobile phones from schools.
→ ***It has been argued that*** *it is important to ban mobile phones from schools.*

Educationalists claim that mobile phones should be banned from schools.
→ ***It is claimed that*** *mobile phones should be banned from schools.*

1 Report the statements using impersonal report structures and starting with the words given. In some cases, only one structure is possible.

1 Some parents think that young people are spending too much time staring at a screen.
Young people _____ .
It _____ .

2 People generally consider that the Internet has improved our lives in many important ways.
The Internet _____ .
It _____ .

3 Surveys have reported that 85 percent of teenagers watch at least one music video every day.
85 percent _____ .
It _____ .

4 We know that technology has been changing the way students approach their schoolwork at home.
Technology _____ .
It _____ .

5 Educationalists believe that overuse of the Internet is reducing students' attention span.
Overuse _____ .
It _____ .

6 Some teachers have argued that less emphasis should be placed on digital tools in education.
It _____ .

7 They fear that misinformation, pseudo-facts, unsupported opinions and the like are too easily available on the Internet.
Misinformation _____ .
It _____ .

2 Complete the sentences using the words in brackets. Do not change the order of the words given, but add extra words where necessary.

1 It is often claimed (it/often/claim) that the world has become too dependent on the Internet.
2 Three hackers are presumed to have been breaching (presume/breach) a sophisticated computer security system for months.
3 Teenagers are assumed to be (assume/be) the most proficient users of the Internet within the family.
4 It is hoped (that) technology (it/hope/technology) can improve rather than hinder the growth of literacy.
5 More and more elderly people nowadays are said to be getting (say/get) to grips with social media.

GRAMMAR 8.3

Inversion after adverbials

When we want to emphasise a word, phrase or clause in English, we can do this by bringing it to the front of a sentence. This is frequently done with negative or limiting adverbials in order to make a sentence seem more dramatic or emphatic.

When negative or limiting adverbials are placed at the start of a sentence, the usual word order of subject + verb is inverted and we follow the same word order as that used for most questions.

Adverbial + auxiliary *do/does/did* + subject + verb (base form)

The devastation after the earthquake was terrible. We rarely see such complete destruction after earthquakes!
→ ***Rarely do we see*** *such complete destruction after earthquakes!*

Adverbial + auxiliary *have/has/had* + subject + verb (past participle)

In our judgement, the aid agencies collaborated extremely well. We have never witnessed cooperation as successful as this before.
→ ***Never before have we witnessed*** *cooperation as successful as this.*

Adverbial + modal auxiliary + subject + verb

The mudslide covered the village. We could never go there again.
→ ***Never could we go*** *there again.*

Adverbial + *is/was* + subject

I'm worried. Where is he? He is never so late!
→ ***Never is he*** *so late!*

Little with negative use, *neither*

Little is usually used with verbs to do with thinking and knowing, such as: *believe, expect, imagine, know, realise, think, understand*:

We didn't realise what effect the announcement would have.
→ ***Little*** *did we* ***realise*** *what effect the announcement would have.*

Neither is usually used with *nor*.

We wanted ***neither*** *the book* ***nor*** *the CD.*
→ ***Neithe****r the book* ***nor*** *the CD did we want.*

Note:

When *little* and *neither* are used to qualify the subject of the verb, there is no inversion:

Little information *was available on the subject.*
Neither he nor I *understood what was said.*

Negative adverbs showing frequency – *never, rarely, seldom*

These adverbs are straightforward in their use. They are simply moved to the front position in the sentence when we want to be more emphatic, and followed by an inverted subject and verb:

We rarely attend the meetings.
→ ***Rarely*** *do we attend the meetings.*

I have never experienced such extreme temperatures.
→ ***Never*** *have I experienced such extreme temperatures.*

He could seldom bring up the topic of recycling at our weekly meetings.
→ ***Seldom** could he bring up the topic of recycling at our weekly meetings.*

Seldom and *rarely* can be modified by *very*.

→ ***Very rarely** do we attend the meetings.*
→ ***Very seldom** could he bring up the topic of recycling at our weekly meetings.*

Adverbial phrases containing *not*

not until, not for a/one moment, not since, not a word:

I didn't realise how much damage it had caused in our area until the flooding subsided.
→ ***Not until** the flooding subsided did I realise how much damage it had caused in our area.*

We didn't think, not even for a moment, of giving up hope after the deadly earthquake.
→ ***Not for a moment** did we think of giving up hope after the deadly earthquake.*

There hasn't been such a disaster in this area since I was a little child.
→ ***Not since** I was a little child has there been such a disaster in this area.*

Adverbial phrases containing *no*

at no time, in no way, under/in no circumstances, on no account/condition/occasion, etc.:

No one else must be told.
→ ***On no account** must anyone else be told.*

You aren't allowed to come close to the disaster area for any reason.
→ ***Under no circumstances** are you allowed to come close to the disaster area.*

We weren't made aware at any time that an earthquake could strike soon.
→ ***At no time** were we made aware that an earthquake could strike soon.*

Adverbial phrases with *only*

not only … but …, only when, only after, only later, only once, only then, only in this way, only by + -ing, only by chance:

We were late and we had forgotten our tickets!
→ ***Not only** were we late, **but** we had also forgotten our tickets!*

Note:

When *not only* qualifies a noun subject, we do not invert the subject and the verb:

***Not only the sun**, but also water and wind can produce power.*

Inversion usually occurs directly after the time phrase. If the time phrase is a clause containing a verb, then the inversion occurs in the second part of the sentence:

***Only then did** they contribute to the Save the Wolves fund.*
***Only after** they had watched the documentary, **did** they contribute to the Save the Wolves fund.*

Hardly/barely/scarcely + when

These adverbs are frequently used for dramatic effect in past narratives. In this case, we usually use the Past Perfect:

As soon as the storm ended, the flood waters subsided.
→ ***Hardly/Barely/Scarcely** had the storm ended **when** the flood waters subsided.*

No sooner + than

It is also used with Past Perfect for dramatic effect:

As soon as the storm ended, the flood waters subsided.
→ ***No sooner** had the storm ended **than** the flood waters subsided.*

1 Rewrite the second sentence so that it has a similar meaning to the first. Begin with the words given.

1 We could never have imagined that so many people would support building flood barriers.
Little could we have imagined that so many people would support building flood barriers .
2 There was no other way we could guard against flooding.
Only in this way could we guard against flooding .
3 The downpour started outside as soon as the decision to build was reached.
No sooner had the decision to build been/was the decision reached than the downpour started outside .
4 We reached home just before the water started to rise.
Scarcely had we reached home when the water started to rise .
5 It wasn't until we looked out of the windows that we realised how high the water was.
Only when we looked out of the windows did we realise how high the water was .
6 It had not only flooded the road outside, but was starting to come into the garden.
Not only had it flooded the road outside, but it was also starting to come in the garden .
7 We were definitely not able to stay in the house.
Under no circumstances were we able to stay in the house .
8 Just as we made the decision to leave, the police arrived in a boat.
Hardly had we made the decision to leave when the police arrived in a boat .
9 It's not often that I've felt so worried!
Seldom have I felt so worried .
10 But we were lucky when we returned. The house hadn't been flooded, nor had the garage.
But we were lucky when we returned. Neither had the house been flooded, nor the garage .

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Extra *it*

We can use *it* as a preparatory object after certain verbs and where the actual object of the verb is a clause or an infinitive:

- *hate/like/love + it + when/that* clause:
  *I **hate it when** my sister runs the washing machine with half a load of laundry – it's such a waste of water and energy!*
  *Robert **doesn't like it that** cycle lanes in our city are not continuous and are often interrupted by bus stops.*
  *I absolutely **love it that** since 2010 a large part of the town centre has been closed to motorised vehicles.*
- *would appreciate + it + if* clause:
  *We **would appreciate it if** you started sorting your rubbish into recyclable materials and general waste.*
  *A lot of people in our city **would appreciate it if** the local authorities made more effort to reduce traffic congestion in the city centre.*
- *leave/owe + it + to* sb *+ to* + infinitive:
  *We can't **leave it to politicians to solve** the world's environmental problems.*
  *We **owe it to future generations to ensure** we spend enough tax money on green energy alternatives.*
- *consider/find/think + it +* adjective/noun/prepositional phrase *+ that* clause/*to* + infinitive:
  *I **consider it a necessity that** children learn about the environment by interacting with it from an early age.* (noun + *that* clause)
  *I **find it hard to accept** that neither politicians nor environmentalists can be relied upon to fight climate change.* (adjective + *to* + infinitive)
  *We **thought it strange that** a leaflet promoting recycling was not printed on recycled paper.* (adjective + *that* clause)
- *take + it + that* clause with the meaning of *assume that*:
  *I **take it that** they won't demolish the building until they gain planning permission from the city council.*
  *We **take it that** the next step is to ensure that all the changes to the manufacturing process are environmentally friendly.*

1 Correct the mistake in each sentence.

1 We owe it to ourselves and the next generations ~~protecting~~ the environment against further degradation.
to protect
2 We would appreciate it ~~when~~ the local community took more interest and participated in environmental projects.
if
3 Some large corporations and small companies don't really find it easy ~~follow~~ recycling laws and regulations.
to follow
4 The meeting's participants agreed to ~~leave to~~ the environmental commission to decide how to bring water pollution under stricter control.
leave it to

2 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and six words in each gap.

1 Could you display a 'Vote Green Party' poster in your window? We'd be very grateful. **APPRECIATE**
We would appreciate it if you displayed a 'Vote Green Party' poster in your window.
2 I am of the opinion that banning traffic in city centres is unnecessary. **THINK**
I think it unnecessary to ban traffic in city centres.
3 The council should be responsible for keeping the beaches in our area clean. **LEAVE**
We should leave it to the council to keep the beaches in our area clean.
4 Accepting that our recycling scheme has failed to gain the support of the local authorities is difficult for us. **FIND**
We find it difficult to accept that our recycling scheme has failed to gain the support of the local authorities.
5 I can't stand people throwing rubbish in the street or out of car windows. **HATE**
I hate it when people throw rubbish in the street or out of car windows.
6 We assume that the environmental committee will address the use of energy, raw materials and water waste. **TAKE**
We take it that the environmental committee will address the use of energy, raw materials and water waste.
7 In my opinion, expanding a business during an economic recession is risky. **CONSIDER**
I consider it a risk/risky to expand a business during an economic recession.

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PROJECTS

UNIT 1

Work in groups.

Do some research online into gift-giving customs in different cultures. For example, find out about typical gifts for special occasions (such as weddings, graduation ceremonies, coming-of-age parties), gift-giving taboos or the etiquette of presenting and receiving gifts.

Prepare a digital presentation and present it to your class.

UNIT 2

Work in groups.

Write a short survey (five questions) about one form of paid education, e.g. private tutorials, language courses, swimming/tennis lessons or exam preparation courses.

Ask about e.g. the effectiveness of this form of education, ease of access, the price range or student satisfaction. Then conduct your survey among the other groups.

Present the results and your conclusions to the whole class.

UNIT 3

Work in groups.

Do some research online into the idea of upcycling. Find some examples of interesting things that have been transformed and used for new purposes.

Prepare a digital presentation and present it to your class.
Vote for the most imaginative upcycling idea.

UNIT 4

Work in pairs or small groups.

Conduct a short interview with someone who is self-employed, works freelance or runs their own business and employs a few people. Ask them about the pros and cons of their jobs.

Prepare a digital presentation about the interviewee and their job and present it to your class.

UNIT 5

Work in groups.

Prepare a party game (e.g. a trivia quiz, charades, a simple board game) in English to help foreign tourists learn interesting things about Poland and Polish people.

Swap the games with the other groups and play one round of each game.

Vote for the best game.

UNIT 6

Work in groups.

Choose a living artist (e.g. a musician, a painter, a writer or a film-maker) that you admire who is heavily involved in social issues. Do some research online into how they use their own art to support worthy causes.

Prepare a digital presentation and present it to your class.

UNIT 7

Work in groups.

Do some research online into social campaigns from around the world aimed at raising awareness about Internet problems, e.g. cyberbullying, fake news or cybercrime.

Choose one campaign and evaluate it in terms of its originality, wit or effectiveness.

Prepare a digital presentation about the campaign and present it to your class.

Vote for the best campaign.

UNIT 8

Work in big groups.

Find out about the water usage in your households, e.g. how much water is used monthly, what it is used for or how your family tries to save it. Compare and discuss the findings with other group members. Look for any patterns and trends. Put forward some water-saving suggestions.

Present your conclusions to your class in a digital presentation.

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FOCUS REVIEW EXTRA

Wszystkie ćwiczenia wykonaj w zeszycie.

FOCUS REVIEW 1 | EXTRA

In your notebook, complete the text with the correct form of the words in capitals.

The burden of being the favourite child

A new study suggests those who are considered the 'favourite' child in the family pay a high price for their preferred status. Researchers from Purdue University in Indiana found that feeling a heightened obligation to please parents and being the target of sibling rivalry both take their toll: an increased risk of depression. The [0] *weight* (**WEIGH**) of expectation that comes with being the favoured child can feel like conditional attention – the child believes it's necessary to keep achieving [1] impossibly (**POSSIBLE**) high standards in order to avoid falling out of favour. Growing up as the star of the family often leaves these children with a [2] lifelong (**LIFE**) need to be the centre of attention and an expectation of unconditional love. In addition, when their [3] disrespectful (**RESPECT**) siblings fail the family, they feel they have to compensate their parents for that by being even more responsible and mature. Psychologists recognise this behaviour as the Hero Child syndrome. The Hero Child works hard to help the family [4] succeed (**SUCCESS**) through being a conscientious student and hard worker.

FOCUS REVIEW 2 | EXTRA

In your notebook, complete the text with one word in each gap.

Choosing the right A levels

Choosing which A levels to take is a big decision and it needs to be [0] *given* a lot of thought. Although the majority of study programmes have no specific subject requirements, an academically rigorous selection will be a must for top universities. If you [1] consider/ contemplate studying law at university, a good A level set might include History, English Literature, a foreign language and Economics. History and English Literature are essay-based subjects. They will help develop your ability to form arguments, as [2] well as a broad knowledge base. Taking a foreign language will keep the options of a year abroad or joint study open, and Economics provides some financial background. [3] Another option is the law A level, but there is some debate over its worth, so ensure the universities you take into consideration don't have it listed as a non-preferred subject. This choice, however, is only intended as a guide and by no means [4] do you have to take these A levels to do a law degree.

FOCUS REVIEW 3 | EXTRA

In your notebook, complete the text with the correct forms of the words in the box. There are two extra words.

appropriate cover ~~fly~~ measure rectangle rough teach

Ask Spencer the way

Soon passengers at Amsterdam's Schiphol airport will be greeted by Spencer, a robot to help them find their way around the busy international terminals. The project was initiated by Dutch airline KLM to decrease the number of missed [0] *flights* due to passengers getting lost. Built by university and corporate researchers, Spencer is taller than a human and has a face set atop a [1] rectangular body with an interactive screen. The robot was [2] taught to navigate its surroundings by scientists at Örebro University in Sweden. Not only is it equipped with maps that show fixed obstacles including walls or baggage carousels, it can also survey its surroundings by [3] measuring the distance to temporary objects around it. Spencer won't be just a walking-talking map though. It will be socially aware, which means it can perceive and learn human behaviour, and respond [4] appropriately. Consequently, Spencer will be able to guide groups of people through crowded pedestrian environments while behaving in a socially 'normal' way – for instance, it won't cross in between families or couples.

FOCUS REVIEW 4 | EXTRA

In your notebook, complete the text with one word in each gap.

What to wear for a job interview?

What to wear to an interview is one of the most frequently asked questions, even by senior people. [0] *Whether* you like it or not, your personal appearance will be judged as an expression of who you are and your approach to your work. Although interviews aren't a beauty parade, your clothes, hair or shoes will be viewed as indicators of your status, self-confidence and self-care. Interestingly [1] enough, if you get the image right, it is likely to be noticed but not necessarily remarked upon. The recruiter will just feel that you 'look right'. However, if you get it wrong, then it can be difficult or even [2] impossible to overcome the employer's negative preconceptions about you. Contrary to what many people think, wearing a suit for a job interview isn't always the best idea. If you're looking to work in a young, savvy start-up company, turning [3] up suited and booted may put the interviewer off. The right image is going to be one that [4] helps/lets the employer easily visualise you as a member of their staff and reassures them you could represent the company appropriately.

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FOCUS REVIEW 5 | EXTRA

In your notebook, complete the text with the correct form of the words in capitals.

Moscow to Beijing by train

The ultimate goal of avid travellers with a penchant for trains is the Trans-Siberian Railway. Its appeal lies in the [0] *length* (**LONG**) of the journey – the longest of the Trans-Siberian routes, between Moscow and Vladivostok, covers 9,258 km and takes seven days. Most tourists, however, opt for the slightly shorter journey between Moscow and Beijing via Mongolia, considered to be by far the most interesting of all the available options. The journey can be broken into sections with [1] overnight (**NIGHT**) stays in hotels, turning it into a real holiday. Kazan, Irkutsk and the Mongolian capital are the cities en route that are most worthy of exploration. The principal attraction of the journey is, of course, the Russian landscape – the mesmerising [2] wilderness (**WILD**) of the taiga and the sense of immensity. On the Mongolian route, the empty [3] grassy (**GRASS**) steppes of the Gobi Desert are the highlight, occasionally enlivened by herds of Mongolian horses and clusters of yurts. There's also an alternative route to Beijing, which doesn't cross Mongolia. Its main attraction is passing through the Great Wall of China at Shanhaiguan, where the Wall has been carefully [4] rebuilt (**BUILD**) to show its original beauty.

FOCUS REVIEW 6 | EXTRA

In your notebook, complete the text with the correct forms of the words in the box. There are two extra words.

evoke lack ~~origin~~ poor provoke religion suspect

Cypriot poetry battles

Every year during the last week of September, the city of Ayia Napa in Cyprus hosts a festival celebrating the island's traditional arts: dance, music and poetry. What is interesting is that one of the traditions draws direct comparisons with hip-hop culture and 'rap battles' that [0] *originated* in the US in the late 1970s. 'Tsiattista', as the tradition is called, is a form of song competition performed between two opposing poet-singers who have to improvise their lyrics in a rhythm, trying to impress their judges and audiences with their quick wit and [1] provocative/thought-provoking responses on a certain theme. A tsiattisto can be on any subject, as long as it is based on two fifteen-syllable rhyming verses. The favourites are about heroism, love and hatred, wealth or [2] poverty , the moon, the sun, the stars, and anything that will make a good impression. Traditionally, this kind of singing is performed during social events such as [3] religious festivals or wedding receptions. Curiously, although those taking part in Cyprus's poetry battles are elderly, classic battles are often [4] lacking in politeness and involve trades of insults.

FOCUS REVIEW 7 | EXTRA

Read the text. In your notebook, choose the correct answer A, B, C or D.

Data overload

It's never been easier to get information – it's quite literally at our fingertips and it's become normal to know more about strangers on the Internet than you do about your family. We seem to be [0] _____ to plug into the overwhelming information the digital age has to offer us too. But it's also one of the biggest irritations of modern life. We're clearly experiencing a 'data overload', feeling stressed by the reams of information we're [1] _____ with. The eternal battle of the inbox, the constant connection to social media, have taken their [2] _____ . The majority of us say that the need to keep track of information from too many sources is a major concern in our daily lives. This digital culture is also [3] _____ our sleep and relationships, leading to restlessness, anxiety or an inability to relax. For some, the only answer is to switch off their devices to avoid checking them. [4] _____ that, there's a different solution: less text, more pictures. Research has proven that by visually presenting information, data processing demands on the brain can be reduced. Then long text-based emails and documents may soon become a thing of the past.

0	(A) eager	**B** needy	**C** reluctant	**D** voluntary
1	**A** coped	**B** dealt	(C) faced	**D** struggled
2	**A** burden	**B** charge	(C) toll	**D** weight
3	**A** assuming an influence		(B) thought to be affecting	
	C having an impact		**D** reported affecting	
4	**A** Given	(B) Having said	**C** Provided	**D** Supposing

FOCUS REVIEW 8 | EXTRA

In your notebook, complete the text with one word in each gap.

Are we bound to run out of seafood?

A four-year study of 7,800 marine species around the world's ecosystems has concluded that the long-term trend is clear and predictable. If the present rate of destruction by fishing continues, as it [0] *has* for the last fifty years, the world's currently fished seafoods will have reached what is defined as collapse by 2048. The study, by an international group of ecologists and economists, says the loss of biodiversity impairs the ability of oceans to feed the world's growing human population, which is expected to [1] rise/grow/increase/climb by 50 percent to nine billion in 2050. Over-fishing also sabotages the stability of marine environments. Not only [2] does it profoundly reduce the ocean's ability to produce food, resist diseases and filter pollutants, it also impedes its resilience to climate change. The animals and plants that inhabit the sea are essential to the health of the oceans and every single species matters. A case in [3] point is the decline of cod on the Scotian shelf, off Canada, which led to significant changes throughout the ecosystem. But the study reveals some good news too. There is evidence that wherever protective measures were [4] taken , species recovered rapidly and could cope better with problems such as global warming.

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PREPOSITIONS IN PHRASES

AT

at a disadvantage (2.7): *You're at a disadvantage without a degree.*
at a fast/a slow/one's own pace (5.2, 7.2): *She'll learn best at her own pace.*
at a loss (4.4): *When were you last at a loss for words?*
at a/that point (1.3, 1.4): *At that point, I began to get seriously worried.*
at all (7.2, 8.3): *The place hasn't changed at all.*
at dawn (5.2): *The train set out at dawn.*
at ease (4.6): *Nurses do try to make patients feel at ease.*
at fault (4.4): *It was the other driver who was at fault.*
at first (3.3, 5.2, 5.3): *At first, he seemed very strict, but now I really like him.*
at first glance/sight (1.5, 1.6): *At first glance, the island seemed to be deserted.*
at hand (7.1): *Don't get distracted – try to focus on the task at hand.*
at least (2.7, 5.1, 5.4, 8.6): *At least 150 people were injured in the earthquake.*
at little or no cost (7.7): *Nowadays people can stay in touch on a daily basis, at little or no cost.*
at once (7.1): *We're all required to do several things at once.*
at one's disposal (4.4): *My car and driver are at your disposal.*
at sea (4.4): *I'm all at sea when it comes to working the new washing machine.*
at the bottom of (4.1): *Print your name at the bottom of the letter.*
at the end of (1.3, 1.6, 4.1): *Rob's moving to Maine at the end of September.*
at the end of the day (1.2, 4.4): *At the end of the day, it's up to me to decide.*
at the last minute (1.4): *The concert was cancelled at the last minute.*
at the same time (1.6, 1.7, 3.7, 4.3, 4.7, 6.1, 8.7): *How can you type and talk at the same time?*
at the summit (8.2): *The treaty was signed at the summit in 2014.*
at the time (4.2, 5.2): *At the time, the only way of travelling was by ox wagon.*
at times (1.1, 2.1, 2.5, 5.5, 6.7): *She can be cruel at times.*

BY

by accident (4.4, 6.4): *I discovered by accident that he'd lied to me.*
by all means (4.4): *By all means, come over and use my computer.*
by chance (4.4, 8.3): *We met by chance at a friend's party.*
by/in contrast (5.6): *By contrast, the second exam was very difficult.*
by means of (4.4): *The oil is transported by means of a pipeline.*
by virtue of (4.4): *In this company people get promoted by virtue of their age.*
by way of (8.7): *I'd like to say a few words by way of apology.*

FOR

for a good cause (6.3): *Let's collect some money for a good cause.*
for ages/centuries/decades (3.2, 4.4, 5.2): *Nomads have wandered through the desert for centuries.*
for convenience (3.5): *Subtitles are given at the bottom of the screen for convenience.*
for example/instance (2.6, 3.2, 3.4, 4.4, 4.7, 7.1): *She's totally unreliable – for instance, she often leaves the children alone in the house.*
for free (3.1): *If you had a radio, you could listen to music for free.*
for life (2.1, 4.3, 4.4, 4.7): *We soon became friends for life.*
for nothing (4.1): *I did all that work for nothing.*

FROM

from scratch (3.7): *I deleted the file from the computer by mistake, so I had to start again from scratch.*
from the start (4.1, 6.7): *I was absolutely hooked from the start.*
from the summit (5.2): *We could view the ocean from the summit.*

IN

in a competitive/professional environment (4.7): *This institution enables students to learn how to work in a professional environment.*
in a hurry/rush (2.4, 6.4): *Take your time, I'm not in any hurry.*
in a non-linear/strange fashion (3.4): *We often read in a non-linear fashion.*
in a reserve (5.2): *We saw giraffes in a game reserve in Kenya.*
in a while (2.4): *I haven't done any voluntary work in a while.*
in a/no position (4.4, 8.2): *I'm afraid I'm not in a position to advise you.*
in addition to (2.2, 4.7): *In addition to the regular student loan, students get a grant.*
in advance (4.4): *This delicious dish can be prepared in advance.*
in an age of (7.1): *We are living in an age of information overload.*
in an exam (7.1): *How did you do in the exam?*
in an interview (4.1, 4.5): *She said in an interview that she wasn't prepared to work on Sundays.*
in an itinerary (5.5): *You won't find this place in the itinerary.*
in anger (5.2): *You should never discuss such things in anger.*
in any case (4.4): *Of course, we'll take you home – we're going that way in any case.*
in authority (1.1): *You should write and complain to someone in authority.*
in case (8.7): *Governments fear discussing climate change in case they upset the business community.*
in charge (of) (1.1): *Rodriguez is in charge of the LA office.*
in a class (2.4): *You can't learn that in a class!*
in collaboration (with) *(7.2)*: *The two companies worked in close collaboration on the project.*
in common (2.5, 5.6): *They found they had very little in common.*
in conclusion (4.7, 8.7): *In conclusion, I'd like to underline the importance of our project for wildlife.*
in/by contrast (5.6): *In contrast, the second exam was very difficult.*
in conversation (3.4): *The group of students were deep in conversation.*
in (more) detail (2.6): *Homeschooling allows children to explore topics in more detail.*
in doubt (6.4): *Sonia was in doubt about what to do.*
in fact (2.2, 2.3, 3.4, 4.2, 4.7, 5.2, 6.4, 7.1): *I know her really well, in fact, I had dinner with her last week.*
in full (2.7): *Timothy remains confident he will pay off his loans in full.*
in general (7.5): *We want to raise awareness of the environment in general.*
in her eighties/nineties, etc. (1.1, 1.2): *Even though my grandmother is in her eighties, mentally she's still very sharp.*
in midair (5.2): *A vessel hovers in the gloom like a ghost ship suspended in midair.*
in modern society (3.5): *This attitude is common in modern society.*
in/to my mind (4.4): *In my mind, gaining experience is the most important thing.*
in my view (4.7, 7.6, 8.7): *In my view, the quality of food is currently unsatisfactory.*
in nature (7.1): *This material cannot be found in nature.*
in need (of) (1.7, 3.7): *If you're in need of extra encouragement, this is the perfect choice for you.*
in one's (best) interest (8.4): *It's in everyone's interest to try to resolve this dispute as soon as possible.*

in order of importance (7.1): *Do the activities in order of importance.*
in order to (1.2, 2.7, 3.7, 4.2, 5.7, 6.1): *Plants need light in order to live.*
in other words (4.7): *Stop living a lie – in other words, tell her the truth at last!*
in part (1.7, 3.6): *The accident was due in part to the bad weather.*
in particular (2.2, 7.7): *Old people in particular are often ill in winter.*
in public (4.1, 8.4): *I don't have the guts to sing in public.*
in question (2.2): *On the afternoon in question, Myers was seen leaving the building at 3:30.*
in real time (3.7): *Runners can track important data in real time.*
in response to (7.7): *I am writing in response to your advertisement.*
in short (5.7, 6.7): *In short, I don't think we can do it.*
in stages (2.1, 2.5): *The instructions are given in clear stages.*
in support/favour of (5.7, 6.6, 7.5, 8.2, 8.7): *In town, we passed a demonstration in support of animal rights.*
in the direction (of) (3.4): *We walked off in the direction of the hotel.*
in the distance (5.2): *I glimpsed George's red shirt in the distance.*
in the end (1.2, 2.2, 4.2): *In the end, we decided to go to Florida.*
in the face of (2.2): *Marie was very brave, even in the face of great suffering.*
in the field (of) (3.2, 4.5, 4.7, 7.1): *Professor Kramer is an expert in the field of radio astronomy.*
in the first place (2.5, 4.7): *She should have asked you for permission in the first place.*
in the gloom (5.2): *We got lost in the gloom.*
in the ground (8.7): *The best solution would be to keep fossil fuels in the ground.*
in the heat (5.2): *A lone figure was shimmering in the heat.*
in the height of (8.4): *I'm not going to go there in the height of the tourist season.*
in (the) light of (5.7): *In light of the low profits, we will have to make budget cuts.*
in the long/short run (4.4, 7.1): *Wood is more expensive but, in the long run, it's better value.*
in the middle of (4.3, 5.2, 8.3): *Can I call you back later? I'm in the middle of cooking dinner.*
in the negative (3.7): *He answered my question in the negative.*
in the news (8.3): *The election campaign has been in the news for the last two months.*
in a phase (2.2): *This device is now in the experimentation phase.*
in the wrong (4.4, 7.3): *Which driver was in the wrong?*
in this day and age (1.1): *No one should suffer hardships in this day and age.*
in unison (6.1): *Several choirs performed in unison.*
in vain (4.4): *Doctors tried in vain to save his life.*
in writing (3.3): *Can you put what you've just said in writing?*

ON

on a daily/weekly basis (7.7): *We are in touch on a daily basis.*
on a/the day (1.7, 4.5): *You'll be our guest of honour on the day.*
on a/one's list (1.2, 5.7): *We have over 300 people on our waiting list.*
on a/one's smartphone (2.3, 7.5): *A passer-by took a video of the crime on his smartphone.*
on a/one's trail (7.2): *He soon realised the police were already on his trail.*
on a/the topic (4.7, 8.7): *I'm going to speak on the topic of global warming.*
on average (7.1, 8.1): *On average, we spend around £40 a week on food.*
on balance (2.7, 4.7, 6.6): *I think, on balance, I prefer the new system.*
on behalf of/on one's behalf (1.7): *He agreed to speak on my behalf.*
on business/holiday (4.1, 5.5, 8.6): *I hate being told what to do and where to go on holiday.*
on closer inspection (1.6): *On closer inspection, the material looked like natural stone.*
on commission (4.1): *She sells perfume on commission.*
on condition that (6.3): *I'll lend you some money on condition that you pay it back tomorrow.*
on Earth (8.1): *Every person on Earth should be aware of the problem.*
on foot (7.2): *We set out on foot to explore the city.*
on one's own (2.4): *Rick lives on his own.*
on paper (3.4): *Do we read more efficiently on screen or on paper?*
on public transport (8.4): *You often have to stand on public transport.*
on purpose (6.4): *I'm sorry I hurt you. I didn't do it on purpose.*
on screen (3.4, 3.5, 7.7): *He hates watching himself on screen.*
on social media (7.7): *Many people spend a lot of time chatting on social media.*
on stage (6.1, 6.2): *I get very nervous before I go on stage.*
on the circuit (6.2): *She is still vastly popular on the rap circuit.*
on the edge of (6.7): *The film will keep the majority of its viewers on the edge of their seats.*
on the face of it (5.2): *On the face of it, this seems like a perfectly good idea.*
on the horizon (5.2): *There was a line of yellow lights twinkling on the horizon.*
on the increase (2.6): *Crime in the city is on the increase.*
on the market (7.2): *That house has been on the market for a year now.*
on the point of (1.4): *I was just on the point of leaving for work when the phone rang.*
on the road (6.3): *She's going back on the road in a few weeks.*
on the subject (of) (1.1): *She's written several books on the subject.*
on the verge of (1.4): *Helen was on the verge of tears.*
on the way out (4.7): *Do you think that Madonna is on the way out?*
on the whole (4.7): *On the whole, life was much quieter after John left.*
on time (2.2): *In Japan, the trains are always on time.*
on track (8.1): *Meat consumption is on track to rise dramatically by 2050.*

OVER

over the years (1.1, 1.2, 6.2): *She staged three plays over the years.*
over time (1.2, 3.2, 4.2, 7.1, 7.2): *Sports, like all human enterprise, evolve over time.*

TO

to a (certain) degree (4.4): *To a certain degree, he's right.*
to date (4.4): *This is the best research on the subject to date.*
to/in my mind (4.4): *To my mind, gaining experience is the most important thing.*
to no avail (4.4): *They searched everywhere, but to no avail.*
to some/a certain extent (3.4, 4.4): *To some extent, it was my fault.*
to the top (5.2): *He guided us to the top of the mountain.*

UNDER

under no circumstances (8.3): *Under no circumstances should you leave this house!*

WITH

with the aim of (8.2): *We visited the disaster area with the aim of helping the people in need.*

WITHOUT

without delay (4.1): *We set out without delay.*

PREPOSITIONS AFTER NOUNS

access to (3.2, 7.6, 7.7): *Students should have access to healthy food during the school day.*
address to (2.7): *The president delivered an address to his nation.*
advances in (3.2): *We are happy to take advantage of advances in medicine.*
advantage over (3.2): *Her computer training gave her an advantage over the other students.*
advice about/on (2.2, 2.4): *This book is full of advice on baby care.*
affinity for/with (2.5): *She felt a natural affinity with these people.*
alternative to (2.7, 4.7): *What alternatives to university are there?*
angle to (7.5): *There's another angle to this issue.*
approach to (3.5): *He'd like to change people's approach to social media.*
association with (4.2, 8.2): *She's known for her close association with various charities.*
attention to (7.1, 8.2): *The school needs to pay more attention to this issue.*
attitude to/towards (1.2, 3.5, 6.2): *What is their general attitude towards refugees?*
award for (6.2): *Many institutions offer awards for innovation in business.*
benefit for/to (4.2, 6.5): *There are obvious benefits for computer users.*
bond between/with (1.2): *You make a lifelong bond with a friend.*
cause for (4.3): *The results of the research are a cause for concern.*
concern about (6.5): *There is growing concern about the pollution in our cities.*
contribution to (7.2): *The UN has made an important contribution to world peace.*
contributor to (8.1): *The transport sector is one of the main contributors to global warming.*
damage to (8.3): *Flood waters cause structural damage to roads.*
debate about (3.2, 7.5): *There has been heated debate about the referendum.*
decrease in (8.4): *Teachers reported a decrease in school bullying.*
dedication to (4.1): *I admire your dedication to your family.*
dependence on (8.7): *The problem is our dependence on fossil fuels.*
difference between (4.6, 6.1): *There are certain differences between state schools and private schools.*
difference in (1.2): *The two jackets might look the same, but there's a huge difference in price.*
discussion about/on (7.5): *In class that day, they had a discussion about the political parties.*
divide between (6.2): *The Tempest bridges the divide between poetry and theatre.*
downturn in (3.1): *Artists blame them for the downturn in their royalties.*
effect on (8.1, 8.7): *Memories can have a positive effect on your well-being.*
empathy for (6.2): *She feels deep empathy for the marginalised.*
faith in (7.5): *I have great faith in her ability.*
fluctuations in (4.2): *You must be prepared for the fluctuations in the revenue.*
focus on (7.2, 8.7): *The company intends to provide a sharper focus on human resources.*
funds for (7.2, 8.2): *We're trying to raise funds for a new swimming pool.*
idea for (4.4): *Where did you get the idea for the book?*
impact on (8.1, 8.7): *He had a big impact on my life.*
improvement in (3.2): *There's certainly been an improvement in Danny's schoolwork.*
increase in (3.1, 6.5): *The situation has been blamed on recent increases in course fees.*
insight into (1.2): *The article gives us a real insight into Chinese culture.*
introduction to (4.7): *The course is intended to provide a basic introduction to Art History.*
involvement in/with (8.2, 8.5): *She denies any involvement with the robbery.*
isolation from (3.3): *These events cannot be examined in isolation from one another.*
perspective on (7.5): *Working abroad gives you a whole new perspective on life.*
plan for (8.4): *Are there any plans for a merger of the two companies?*
positives to (4.2): *There are many positives to running your own business.*
pressure on (8.7): *There is now a great deal of pressure on governments to take concrete action.*
problem with (7.7, 8.1): *I've been having problems with my Internet connection.*
proposal for (6.5): *I don't like the government's proposal for the improvement of healthcare.*
punishment for (6.7): *What is the punishment for treason?*
reason for (1.7, 2.3, 6.6, 7.7): *Did he give any reason for leaving?*
recognition for (4.2): *The winners enjoy recognition for their talent and achievements.*
recognition of (8.2): *Celebrity endorsements can boost recognition of charity campaigns.*
relationship between (8.6): *There is a special relationship between these two countries.*
relationship with (1.2, 8.6): *The police have a good relationship with the community.*
report on (5.7, 7.5): *Send us a report on your city or any other city that you know.*
resistance to (1.2): *There is strong public resistance to the new taxes.*
respect for (8.2): *Good teachers promote respect for others.*
right to (8.2): *Top athletes have earned the right to any prize money they gain.*
rise in (8.7): *There's been a sudden rise in the price of petrol.*
room for (8.4): *Is there room for my camera in your bag?*
route to (2.7): *Getting lots of money is not necessarily the route to happiness.*
search for (8.1): *Hundreds of local people are helping in the search for the missing girl.*
strain on (4.3): *The new taxation system has put a huge strain on small businesses.*

PREPOSITIONS AFTER VERBS

accuse of (7.3, 8.2): *Are you accusing me of stealing?*
adapt to (1.2, 5.1): *Some people find it hard to adapt to life in a foreign country.*
agree about (6.5): *My brother and I never agreed about anything.*
agree to (1.7, 4.7): *The boss would never agree to such a plan.*
alert to (5.7): *Before we went to Africa, we were alerted to the dangers of tropical diseases.*
apologise for/to (7.3): *He apologised to us for being so late.*
apply to (3.4): *The 20 percent discount only applies to club members.*
arrest for (1.5): *The police arrested Eric for shoplifting.*
ask about (7.1): *It's always a good idea to ask the waiter about specific ingredients.*
assign to (5.7): *Specific tasks will be assigned to each member of the team.*
attach to (3.1, 3.3): *Please attach a photograph to your application form.*

award for (6.2): *Einstein was awarded the Nobel Prize for his work in Physics.*
balance with (2.7): *It's vital to balance the costs with the potential benefits.*
begin with (4.7): *Let's begin with Exercise 5.*
blame on (2.7): *Don't try to blame this on me!*
blame for (3.1): *Artists blame streaming services for the downturn in their royalties.*
collaborate with (1.7): *There are rumours that he collaborated with the secret police.*
combine with (6.2): *She manages to combine family life with a career.*
communicate with (2.2, 7.6): *They communicated with each other using sign language.*
compare to/with (5.6, 6.7): *The report compares pollution levels in London with those in other cities.*
compensate for (4.1): *Her intelligence more than compensates for her lack of experience.*
compete for (7.1): *She and her sister are always competing for attention.*
complain about (3.5, 7.3, 8.4): *The neighbours have been complaining about the noise.*
confide to (1.2): *Men usually don't confide their problems to their friends.*
congratulate on (7.3): *I want to congratulate you on your exam results.*
cope with (7.1): *How do you cope with all this work?*
deter from (5.7): *What would deter you from visiting them?*
differ from (5.6): *The new system differs from the old one in several important ways.*
disagree about/on (3.5, 7.5): *Those two disagree about everything.*
disagree with (3.2, 6.7, 7.7): *Roth doesn't like anybody who disagrees with him.*
distinguish between (3.2): *Young children often can't distinguish between TV programmes and advertisements.*
donate to (1.7, 8.2): *Our school donated £500 to the Red Cross.*
eliminate from (8.5): *Why were the wolves originally eliminated from the park?*
emerge from (4.2): *He emerged from his hiding place.*
engage in (4.1): *People engaged in portfolio working need to manage a variety of working environments.*
engage with (5.1): *Why don't you engage more with your colleagues?*
expect from (6.2): *The officer expects absolute obedience from his men.*
expose to (4.7, 7.7): *When a wound is exposed to the air, it heals more quickly.*
feel about (2.1, 2.5, 3.5, 4.5, 6.5, 8.6): *What does Michael feel about the idea?*
gain from (6.4): *Will we gain anything from this reform?*
get from (1.1): *How much money did you get from grandma?*
impale on (5.2): *He impaled the fish on a fork and grilled it over the open fire.*
interact with (4.7): *It's interesting how members of the group interact with each other.*
intern for (4.1): *During the summer of my first year at university, I interned for a magazine.*
introduce to (1.2, 1.4, 6.3): *Alice, may I introduce you to Megan?*
invite to (1.7, 2.3): *Are you invited to Tim's party?*
leak in (3.1): *Polluted water kept leaking in from a fractured pipe.*
learn from (2.3, 4.5, 5.2, 5.4): *She learnt a lot from her older brother.*
lend to (8.2): *I've lent my bike to Tom.*
live without (3.6): *I couldn't live without my phone.*
nominate for (6.2): *I'd like to nominate Margaret for the award.*
participate in (1.5, 3.2, 7.5): *Would you like to participate in a study like this?*
pass through (5.2): *We passed through Texas on our way to Mexico.*
plan for (8.4): *We think you should plan for more accidents.*
play with (3.3): *He wasn't considered the best influence and the children in town were not allowed to play with him.*
plead with (1.2, 6.2): *She pleads with the audience to be more empathetic towards their fellow human beings.*
prepare for (2.2): *Carol was upstairs preparing a room for the guests.*
prevent from (1.2, 3.4): *A knee injury prevented him from playing in Saturday's game.*
recover from (3.4): *Anna wasn't able to recover all her data from the faulty hard drive.*
register for (2.2): *Is there still time to register for the Spanish class?*
replace by/with (4.7, 6.3): *They later replaced the coach with a younger man.*
report on (7.5): *Conventional news sources didn't report on the story.*
respond to (2.5, 4.6, 5.6, 7.7): *How did he respond to your question?*
result from (7.2): *A lot of changes in society have resulted from the use of computers.*
retail at (3.1): *The computer retails at around $600.*
return to (5.2, 8.3, 8.5): *They can't imagine the conditions they'll find when they return to their homes.*
revise for (2.1): *They're revising for the English test.*
scroll through (3.7): *You can scroll through this user-friendly menu.*
share with (1.4, 3.5, 8.4): *I shared a room with her when I was at college.*
shortlist for (6.2): *She's been shortlisted for the award of best young poet.*
speak of (5.2): *There are no rivers because there is no rain to speak of.*
speak with (7.3): *We need to speak with you before you leave.*
stagger off (5.2): *Having eaten all the delicious food, we staggered off to our beds.*
stare at (7.7, 8.4): *Stop staring at me!*
start with (2.3): *The reception started with the host's speech.*
stay with (1.2): *We've got some friends staying with us.*
stop from (5.7, 6.1): *She can't stop me from leaving!*
stretch for (5.2): *The desert stretches for more than 800 kilometres from north to south.*
supply with (4.7): *Drivers are supplied with a uniform.*
support with (7.7): *Support your point with examples.*
swirl around (6.1): *Controversy swirled around the new initiative.*
sympathise with (2.5): *I sympathise with her husband.*
talk about (1.4, 2.3, 3.2, 3.3, 6.4, 7.4, 8.1): *Grandpa never talks much about the war.*
talk to (1.7, 6.4): *Who's he talking to on the phone?*
test on (2.1): *We're being tested on grammar tomorrow.*
transform into (6.1, 6.2): *Printing transformed many listeners into solitary readers.*
volunteer for (1.5): *He often volunteers for various kinds of charity work.*

PREPOSITIONS AFTER ADJECTIVES

annoyed about/at (3.5): *She was really annoyed at the way he just ignored her.*
appreciative of (2.5): *She is appreciative of the production quality of their films.*
apprehensive about (5.1): *I was apprehensive about the wildlife in the Amazon rainforest.*
attached to (3.3): *We had become very attached to each other over the years.*
available to (2.5): *She is pleased that their help is available to everyone.*
aware of (2.3, 5.7): *They may not be aware of the risks.*
bad at (5.5): *Brian is really bad at sports.*

bad for (4.3, 7.1, 7.4): *Too many sweets are bad for your teeth.*
based on (1.2, 1.5, 5.7, 6.2, 6.4, 6.7, 7.5): *The play was loosely based on Amelia Earhart's life.*
careful about (7.6): *You should be careful about what you post online.*
central to (8.2): *Cooking is central to human social relations.*
close to (5.2): *Are you close to your sister?*
committed to (2.2): *They were fully committed to the process of recruiting new staff.*
compared to/with (2.1, 5.6): *You're sporty compared to her!*
concerned about (3.5, 7.6): *I am concerned about his eyesight.*
confined to (1.3): *The woman was confined to her flat for years.*
confronted with (6.1): *Confronted with the video evidence, she had to admit she had been involved.*
covered in/with (2.1): *Your boots are covered in mud!*
cynical about (8.2): *The media can be cynical about celebrities getting involved in good causes.*
dependent on (7.7, 8.1): *We are too dependent on the Internet.*
devoted to (8.1): *She's devoted to her cats.*
different from/to (Br.E.)/than (Am.E.) (1.2, 2.2, 3.2, 3.4, 4.3, 6.5): *New York and Chicago are very different from each other.*
dotted with (5.2): *We are in vast grasslands dotted with termite mounds.*
embedded in/within (3.4): *Small stones had become embedded in the ice.*
envious of (1.2): *Tom was deeply envious of his brother's success.*
equivalent to (8.1): *The workers received a bonus equivalent to two months' pay.*
essential for/to (4.5): *A balanced diet is essential for good health.*
faced with (1.2, 2.1): *Faced with difficulties, they pressed on and managed to meet the deadline.*
famous for (8.2): *What are these celebrities famous for?*
far from (5.1, 7.7): *Wherever you travel nowadays, you are never far from shops.*
followed by (7.3): *There was a shout from the garage followed by a loud crash.*
good for (6.5, 7.6): *'I'm going to theatre school.' 'Good for you!'*
happy for (1.2): *A true friend will always be happy for you.*
honest with (4.6): *To be honest with you, I don't feel like going to the cinema tonight.*
important for (1.7): *Healthy eating habits are important for young people's growth.*
incapable of (4.5): *She is incapable of admitting she is wrong.*
involved in (1.7, 2.2, 3.2, 4.1, 6.5, 8.2, 8.5, 8.6): *How many people are involved in the decision making process?*
lost in (oneself) (1.6): *She seems to be lost in herself.*
obsessed with (5.1): *I became obsessed with seeing everything recommended in my guidebook.*
opposed to (2.1, 8.2): *Most people are opposed to the fur trade.*
plastered in/with (2.1): *An entire wall of my room is plastered in scribbled notes.*
popular with (1.7): *What places are popular with families in your city?*
proud of (1.1): *I was so proud of her when she learnt to use the Internet.*
related to (3.2): *Are you related to Paula?*
responsible for (8.1): *She's responsible for the day-to-day running of the department.*
responsive to (6.2): *We try to be responsive to the needs of the customer.*
saddled with (2.7): *Many students leave university saddled with debt.*
shrouded in (5.2): *The mountains were shrouded in clouds.*
similar to (7.2): *Your shoes are similar to mine.*
stressed (out) about (2.1, 2.4): *What is Daniel so stressed about?*
successful in (4.3): *To be successful in life, you need to work hard.*
suitable for (4.7): *The film isn't suitable for young children.*
suited for/to (3.7, 6.7): *The trips we offer are best suited to couples with small children.*
surrounded by (2.1, 5.6): *The lake was surrounded by trees.*
sympathetic to (6.5): *He was quite sympathetic to my plan.*
teeming with (5.2): *The lake was teeming with fish.*
thankful for (1.1): *I was thankful for the chance to sit down at last.*
touched by (1.1): *I've always been touched by the fantastic presents she buys me.*
uncomfortable with (4.7): *Are you uncomfortable with risk?*
undecided about (6.5): *Many people are still undecided about how they will vote.*
unhappy about (6.5): *Pauline seemed deeply unhappy about something.*
unsure about (6.5): *At first, he was unsure about accepting the job.*
wrong about (1.6): *I could be completely wrong about all of that.*

OTHER

a case in point (2.6, 4.7, 6.7, 8.7): *The question of socialisation is a case in point.*
according to (2.2, 2.7, 5.7, 6.2, 7.2, 7.5, 8.2): *According to a BBC report, nearly three-quarters of graduates from English universities will never clear their debt.*
all in all (6.7): *All in all, it's been a long but eventful day.*
apart from (2.1): *Apart from a couple of spelling mistakes, your essay is excellent.*
day-to-day (2.2): *A different climate can affect day-to-day life.*
deep/lost in thought (1.6): *She was staring out of the window, lost in thought.*
due to (1.4, 3.2, 3.6, 7.2, 8.7): *Our bus was late due to heavy traffic.*
I for one (4.3): *I for one took advantage of the opportunity for greater self-development.*
judging by (1.6, 8.2): *Judging by his subdued manner, he must have been anxious about the result of the conversation.*
keep in touch (1.1, 3.5): *My grandmother learnt to use the Internet so that she could keep in touch with me when I was travelling abroad.*
keep out of sb's way (8.4): *I love it when I don't have to share my personal space with anyone and I'd really appreciate it if you all just kept out of my way.*
keep sb up to date on sth (7.3): *It's imperative you keep us up to date on any news.*
keep things in perspective (2.1): *Before an exam, I try to keep things in perspective – I tell myself it wouldn't be the end of the world if I failed.*
later on (5.2): *Let's go shopping first, and later on we could find somewhere to have a meal.*
out of the ordinary (5.2): *Despite our high expectations, the exhibition was nothing out of the ordinary.*
play a role in (3.2): *Professional athletes now have access to far better equipment and this has undoubtedly played a role in their achievements.*
take care of (2.2): *When applying for a visa, make sure you take care of the necessary paperwork in advance.*
take into account (4.7, 6.5, 6.6, 8.5): *Sometimes even at public consultations, the opinions of local residents aren't taken into account.*
take into consideration (4.2): *What do you think the judges take into consideration when choosing a winner?*
take part in (1.3, 5.7, 6.5, 8.5): *A team of Swedish athletes were taking part in an adventure race in Ecuador when they came across a homeless dog looking for food.*
there's no point in (6.5): *There is no point in protesting once governments or big businesses have made decisions.*

PHRASAL VERBS

act sth out sth (4.6) – *perform* (odgrywać coś): Act your dialogue out for the class.

add to sth (5.2) – *make a feeling or a quality stronger or more noticeable* (powiększać, zwiększać coś): *This performance will undoubtedly add to his growing reputation.*

amount to sth (4.2) – *become a particular amount* (wynosić): *Our initial investment amounted to £200.*

appeal to sb (4.7) – *seem attractive or interesting to sb* (podobać się komuś): *None of the jobs offered appealed to me.*

ask for sth (3.7) – *say you would like sth* (prosić o coś): *Let's call the waiter and ask for the bill.*

associate with sb (1.2) – *spend time with sb* (disapproved of by others) (zadawać się z kimś, przestawać z kimś): *Her parents didn't want her to associate with children from the estate.*

bank on sb/sth (5.1) – *rely on sb/sth* (liczyć na kogoś/coś): *You know you can always bank on my support.*

belong to sth (3.7) – *be connected with a particular time, place or style* (być częścią czegoś, należeć do czegoś): *This sentence obviously belongs to the introductory paragraph.*

blot sth out (1.1) – *stop thinking about sth* (unpleasant) (wymazywać coś z pamięci): *Many people blot out sad memories.*

blow sth up (7.2) – *destroy using a bomb* (wysadzić coś w powietrze): *The general decided to blow up all the bridges on the river.*

break into sth (4.1) – *become involved in a new type of activity* (zacząć robić coś nowego): *He's always wanted to break into politics.*

break sth up (2.2) – *make sth less boring by doing sth different in the middle of it* (przerywać, przełamywać coś): *I decided to study abroad to break up my routine.*

breeze through sth (2.2) – *achieve sth very easily* (zrobić coś bez trudu): *She breezed through the final tests.*

bring sth back (1.1) – *make sb remember sth from the past* (przypominać coś, przywoływać coś): *Certain smells can bring back images of childhood holidays.*

bring sb in (4.2) – *ask/hire sb to do a job* (zatrudnić kogoś): *Bringing in experienced professionals in a hyper-competitive space has been quite a tricky task.*

bring sth out (3.1) – *produce sth for sale* (wprowadzać coś na rynek, wydawać coś): *Soon after the first LP was brought out in 1948, it was quickly adopted as the new industry standard.*

brush up on sth (2.1) – *practise and improve your skills or your knowledge* (podciągać się w czymś, poprawiać znajomość/umiejętność czegoś): *I need to brush up on my German before I start the job.*

build sth up (3.7) – *make sth increase in amount, size or strength* (wzmacniać coś, rozwijać coś): *It's hard to build up your fitness without following a fixed training programme.*

be built into sth (3.6) – *be a permanent part of sth* (być nieodłączną częścią, być wbudowanym): *Cash machines are usually built into the wall.*

burn (sth) down (5.1) – be destroyed or destroy sth by fire (spalić się, spalić coś doszczętnie): *I'm scared of kids burning the house down if they are left unattended.*

call out sth (6.2) – *say sth loudly* (wykrzykiwać coś): *I called out his name, but he didn't react.*

cancel sth out (7.2) – *stop sth from having an effect* (kompensować coś): *Her salary rise was cancelled out by her husband losing his job.*

capitalise on sth (3.2) – *use sth that you have to get an advantage* (czerpać korzyści z czegoś): *This country can capitalise on its attractions and develop tourism.*

carry on (1.1) – *do the usual things despite being in a difficult situation* (kontynuować, dalej coś robić): *The death of her husband was a terrible blow, but she carried on as usual.*

carry sth out (1.5) – *do sth you have organised or intended* (przeprowadzać coś): *They have carried out several experiments to prove their theory.*

catch up on sth (2.1) – *do sth that you did not have time to do earlier* (nadrabiać zaległości w czymś): *I catch up on my reading when I commute to work.*

check on sb/sth (5.1) – *get more information about sb/sth* (sprawdzić kogoś/coś): *I guess we should check on the prices of cameras in different shops before we purchase one.*

cheer sb on (1.3) – *shout encouragement at a person or team* (dopingować kogoś, kibicować komuś): *All my friends were at the court and cheered me on.*

chill out (5.1) – *relax* (relaksować się): *No more work tonight, I'm going to chill out.*

come about (8.2) – *happen* (nastąpić): *Quite a few scientific discoveries came about by chance.*

come across sb/sth (1.3) – *find sth or meet sb by chance* (natknąć się na kogoś/coś): *She came across some old letters in her desk.*

come across as sth (4.5) – *make an impression* (wydawać się jakimś): *He comes across as arrogant.*

come around (3.2) – *if a time or an event comes around, it arrives or happens as usual or expected* (nadchodzić): *The World Championships will be coming around again soon.*

come back (5.1) – *return* (wracać): *We'd be delighted if you came back and stayed with us again next year.*

come by sth (2.1) – *manage to get sth rare or difficult* (zdobyć coś): *I came by these vintage photographs in a flea market.*

come down (8.3) – *fall* (spaść, zawalić się): *Hardly had we escaped through the back door when the ceiling came down.*

come down to sth (7.7) – *can be explained simply in a certain way* (sprowadzać się do czegoś): *It all comes down to deciding whether to accept a less interesting offer now or wait for a better one.*

come from sth (1.3) – *be born somewhere or have your home there* (pochodzić skądś): *My best friend comes from Sweden.*

come on (5.4) – *used to encourage sb to do sth* (No, dalej!): *Come on, it's a great idea, let's do it!*

come over sb (2.1) – *be affected* (ogarniać, nachodzić kogoś): *A wave of panic came over me.*

come up with sth (4.4) – *think of an idea* (wymyślić coś, wpaść na pomysł czegoś): *It's not easy to come up with an idea for a marketing campaign.*

confide in sb (1.2) – *tell sb a secret or discuss a private problem* (zwierzać się komuś, powierzać komuś swoje problemy): *Females are more likely than males to confide in their friends.*

conjure sth up (1.1) – *bring a feeling or a memory to your mind* (przywoływać coś): *My grandma's birthday was the perfect day to conjure up memories of my time spent with her.*

consist of sth (2.1) – *be made of sth* (składać się z czegoś): *What stages does your revision scheme consist of?*

contend with sth (1.7) – *deal with sth* (zmagać, borykać się z czymś): *Anyone who has kids has a lot of problems to contend with.*

contribute to sth (2.7) – *be one of the causes of sth* (przyczyniać się do czegoś): *University contributes enormously to your personal development.*

cook sth up (2.1) – *invent an excuse* (spreparować, wymyślić coś): *What excuse will you cook up to get out of the meeting?*

count on sb (1.2) – *depend on sb in a difficult situation* (liczyć na kogoś): *I can always count on my parents.*

cut down on sth (7.2) – *reduce* (ograniczyć coś): *I need to cut down on the amount of time I spend surfing the net.*

deal with sth (1.7) – *take action in order to solve a problem* (radzić sobie z czymś): *Teachers have to be able to deal with disruptive students.*

depend on sb/sth (1.1) – *trust sb and feel confident that they will help you* (polegać na kimś/czymś): *I can always depend on my brother – he's always ready to help.*

deprive sb/sth of sth (3.3) – *take sth away from sb or sth* (pozbawiać kogoś/coś czegoś): *Not to have a pet of any kind is to deprive a child of early emotional development.*

devote sth to sth (8.2) – *use time and energy for a particular purpose* (poświęcać coś czemuś): *Some celebrities devote their time and energy to helping good causes.*

die down (8.3) – *gradually decrease* (wygasać, cichnąć): *They couldn't estimate the costs of repairs until the fire had died down.*

dust sth down (6.2) – *get sth ready to be used after a long time* (odkurzyć): *I've dusted down my old toys and now my children are enjoying them.*

embark on sth (5.1) – *start sth new and challenging* (rozpocząć coś): *At the age of forty-five, she decided to embark on a career in journalism.*

end up (1.5) – *be in a situation that you did not intend or want to be in* (skończyć, trafić): *He got into trouble with the police and ended up with a criminal record.*

engage in sth (4.7) – *take part in sth* (angażować się w coś, brać w czymś udział): *Schoolchildren should regularly engage in physical activity.*

expect sth of sb/sth (2.2) – *think that sth should happen* (oczekiwać czegoś od kogoś/czegoś): *Professor Eagle expects regular attendance and punctuality of all his students.*

(be) faced with sth (2.1) – *have a difficult situation to deal with* (być postawionym w obliczu czegoś): *Before exams, students are faced with lots of revision.*

factor sth in (8.5) – *take sth into account when discussing a larger issue* (brać coś pod uwagę): *Some people feel climate monitoring should be factored in when discussing government spending proposals.*

fall into sth (2.2) – *start doing sth often without intending to* (rozpocząć robić coś przypadkowo, wpaść w coś): *Life has fallen into a comfortable set of routines.*

fall out with sb (1.1) – *have an argument with sb and stop being friendly with them* (kłócić się z kimś): *Josh was angry because he'd fallen out with his best friend.*

(be) falling over yourself to do sth (6.4) – *be very eager to do sth* (bardzo się starać): *Casting agents are falling over themselves to sign a contract with him for regular shows.*

find sth out (1.5) – *get information about sth* (dowiedzieć się czegoś): *I'll find out how much it's going to cost.*

fit in with sb/sth (5.1) – *match sb/sth* (dopasowywać się do kogoś/czegoś): *When on holiday in an exotic place, try to relax and fit in with the local environment.*

flick through sth (3.5) – *quickly look at the pages of sth* (przekartkować coś): *I flicked through a travel magazine as I waited for my dentist appointment.*

fly out (2.2) – *go somewhere by plane* (wylatywać): *Next week, we're flying out to the USA.*

get around sth (5.7) – *travel around sth* (przemieszczać się, poruszać się po czymś): *Use a bike if you want to get around Stockholm easily.*

get away (8.3) – *manage to leave, escape* (uciekać): *Only by climbing onto our roof were we able to get away.*

get back (5.4) – *return* (wracać, schodzić): *Sometimes it's easier to climb a tree than to get back down.*

get into sth (1.5) – *become involved in an unpleasant or difficult situation* (wplątać się w coś): *He got into trouble with the police and ended up with a criminal record.*

get into sth (4.3) – *be accepted as a student* (dostać się gdzieś, zostać gdzieś przyjętym): *My parents dream of my getting into Harvard.*

get off (sth) (2.2) – leave (zejść z czegoś): *Many people need encouragement in order to get off the couch.*

get on (sth) (2.2) – go onto a means of transport (wsiąść do czegoś): *He got on the train without saying goodbye.*

get on with sb (1.1) – *have a friendly relationship with sb* (dogadywać się z kimś, być z kimś w dobrych stosunkach): *The kids in our neighbourhood get on well.*

get on with sth (1.1) – *carry on as normal* (kontynuować coś): *Get on with your work.*

get sth out of sth (7.1) – *take sth out of a place* (wydobywać coś z czegoś): *Brain extenders help to get information out of our heads.*

get round (1.1) – *visit a person or a place* (wstępować z wizytą, odwiedzać): *When I go round my grandmother's, I always stay for dessert.*

get through sth (2.2) – *come successfully to the end of an unpleasant experience or period of time* (przejść, przebrnąć przez coś): *Her love and support helped me get through this difficult time.*

give sth away (1.4) – *give something for free* (rozdawać, oddawać coś za darmo): *This company is giving away airline tickets to its most loyal customers.*

give up (4.5) – *stop doing sth that you tried hard to do* (poddawać się, rezygnować): *He didn't give up even though he failed so many times before.*

go back (6.3) – *return* (wracać): *He left Japan when he was twenty-one and never went back.*

go for sth (2.7) – *try to get, win or achieve sth* (sięgać po coś, próbować coś zrobić/zdobyć): *It sounds like a great opportunity, go for it!*

go for sb/sth (4.2) – *choose* (wybierać): *I never go for seafood when I'm eating out.*

go on to do sth (1.4) – *do something after doing something else* (przejść do robienia czegoś): *In the end, I went on to do a completely different job.*

go through sth (1.4) – *experience a period when a lot of changes happen* (przechodzić przez coś): *When I was about fifteen, I went through a rebellious phase.*

give way to (3.1) – *be replaced by something newer or better* (ustępować miejsca czemuś): *Will illegal download sites give way to legal ones?*

grow up (1.1) – *change from a child into an adult* (dorastać): *My son wants to be a doctor when he grows up.*

hammer sth into sb (2.1) – *keep saying sth until people understand and remember it* (wbijać coś komuś do głowy): *We need to hammer this message into them.*

hang out with sb (1.2) – *spend a lot of time with sb* (spędzać z kimś czas): *I don't let my children hang out with John.*

head into sth (2.2) – *start a new period of time* (kierować się w stronę czegoś, zmierzać w kierunku czegoś): *As we head into winter, it's a good idea to change the tyres on your car.*

head off (5.1) – *leave in order to go somewhere* (wyjeżdżać): *We packed the suitcases and headed off to the seaside.*

hold on to sth (4.2) – *keep something that is important* (trzymać się czegoś): *I would advise you to hold on to your present job while looking for a new one.*

hold sth up (6.2) – *raise sth* (trzymać coś w górze): *The demonstrators held up banners and posters demanding freedom of speech.*

insist on sth (7.3) – *say that sth must happen* (domagać się czegoś, nalegać na coś): *He insisted on leaving the party early.*

interfere with sth (2.1) – *prevent sth from happening or developing correctly* (kolidować z czymś): *We're worried that the terrorist attacks may interfere with signing the peace treaty.*

invest sth in sb/sth (1.2) – *spend a lot of time, effort or money trying to make sb or sth successful* (inwestować coś w kogoś/coś): *Females tend to take friendships seriously and invest a lot in them.*

join in (sth) (7.7) – become involved *(in sth)* (dołączyć do czegoś): *There's a risk that the majority of employees will join in the strike.*

keep sth up (7.7) – *make sth continue at its present level* (podtrzymywać coś): *Most people use social media sites to keep up friendships.*

kick in (2.1) – *start to have an effect or work* (zacząć działać): *It takes about half an hour before the painkiller kicks in.*

lap sth up (2.1) – *enjoy sth very much* (upajać się czymś): *She's lapping up all the attention she's getting from her fans.*

laugh at sth (2.2) – *think sth is silly and not consider it serious* (wyśmiewać się z czegoś): *Scientists used to laugh at many theories which have now been confirmed and are widely accepted.*

lay sth out (4.7) – *arrange or plan sth* (planować, projektować coś): *I'd rather choose how to develop my own career than follow a path laid out by a company.*

lead into sth (4.7) – *be followed by sth* (wprowadzać w coś): *Watching the video will lead into a discussion of the topic.*

lead to sth (6.7) – *cause sth to happen* (prowadzić do czegoś): *Good quality books can lead to highly enjoyable film adaptations.*

lead up to sth (2.1) – *come before a series of events* (poprzedzać coś): *Teachers organise revision sessions leading up to the exam.*

leave sb/sth behind (5.2) – *make sb or sth stay when you go somewhere* (pomijać kogoś/coś): *We encourage everyone to leave their cars behind and use public transport.*

(be) left over (4.2) – *still have some of sth after having used as much as needed* (zostać): *There was no food left over after the party.*

lighten up (2.1) – *be relaxed and not very serious* (rozchmurzyć się): *I wish you'd lighten up a bit tonight.*

live by sth (4.2) – *live by using something* (żyć zgodnie z czymś): *I try to live by simple rules.*

live up to sth (1.1) – *be as good as people expect* (spełniać coś, np. oczekiwania): *Julie lived up to her parents' expectations and graduated with distinction in medicine.*

log on to sth (3.1) – *start using the computer system* (zalogować się do czegoś): *I always find dozens of emails when I log on to my computer after a holiday.*

look after sb (1.1) – *take care of sb* (opiekować się kimś): *Who's going to look after the kids at the weekend?*

look for sb/sth (1.3) – *try to find sb or sth* (szukać kogoś/czegoś): *I've been looking for my car keys for half an hour now!*

look forward to sth (1.3) – *be excited and happy about sth that is going to happen* (cieszyć się na coś, czekać na coś z niecierpliwością): *I'm so tired! I'm looking forward to a good night's sleep.*

look in on sb (6.1) – *visit sb for a short time* (odwiedzić kogoś, wstąpić do kogoś): *I looked in on my grandpa on my way home.*

look up to sb (1.1) – *admire and respect sb very much* (podziwiać kogoś): *As a child, I always looked up to my big brother.*

make up sth (8.1) – *combine together to form sth* (stanowić coś, składać się na coś): *Beef and dairy alone make up 65 percent of all livestock emissions.*

make up for sth (4.1) – *compensate for sth* (rekompensować, wynagradzać): *I work with fantastic people, which makes up for the low pay.*

miss out (on sth) (1.4) – *not have the chance to do sth that you enjoy and that would be good for you* (stracić okazję do czegoś, przeoczyć coś): *There was a school trip last week, but I was sick and missed out.*

move on to sth (2.3) – *start doing sth new* (zająć się czymś nowym): *Once you've learnt how to knit a scarf, you can move on to making hats.*

narrow sth down (2.1) – *reduce the number of things included in a range* (zawęzić, ograniczyć coś): *The HR department have narrowed down the list of candidates.*

notch sth up (2.1) – *achieve or win sth* (zdobyć, wygrać coś): *How many goals do you think they'll notch up next season?*

open sth up (2.7) – *make sth available or possible* (udostępniać, otwierać): *A university degree opens up job opportunities abroad.*

order sb around (4.1) – *keep telling sb what to do* (rozkazywać komuś): *I can't stand the way he orders me around.*

pack sth out (6.1) – *make a place full* (wypełnić coś do ostatniego miejsca): *I can imagine this play still packing out theatres fifteen years from now.*

pass for sb/sth (5.1) – *be wrongly considered to be sth* (uchodzić za kogoś/coś): *She's nearly thirty, but she could pass for a teenager.*

pass sth on (5.1) – *communicate sth* (przekazać coś): *I left a message for him, but no one passed it on.*

pay sb/sth back (6.3) – *give sb money that you owe them* (spłacić kogoś/coś, oddać pieniądze): *I'll lend you some cash provided you pay it back with interest.*

pay sth off (2.7) – *pay all the money you owe sb* (spłacić coś): *She's doing extra jobs in the evening to pay off all her debts.*

pile in (5.2) – *enter a place or a vehicle* (wpakować się do środka): *Brandon pulled up for a moment and we all piled in.*

pile up (2.1) – *increase in number or amount, in a way that is difficult to manage* (piętrzyć się, gromadzić się): *Emails tend to pile up during the holidays.*

plan on sth (1.4) – *intend to do sth or expect sth to happen* (planować coś): *I'm not planning on dining out this weekend.*

point to sth (1.2) – *show the importance of sth* (zwracać uwagę, wskazywać na coś): *Each of the stories on the list points to a different facet of friendship.*

point sth out (2.7) – *mention sth that may not have been obvious to others* (zwracać uwagę, zauważać): *Joan pointed out that our plan had several serious flaws.*

pop up (6.4) – *appear suddenly and unexpectedly* (pojawić się nagle): *This model pops up in every lifestyle magazine I've looked at recently.*

press on (4.1) – *continue doing sth difficult* (nie ustawać w wysiłkach): *Despite tough working conditions, I chose to press on.*

prey on sth (5.2) – *kill sth for food* (polować na coś): *Owls prey on insects and mice.*

print sth out (3.4) – *produce a printed copy of sth* (wydrukować): *In order to save paper, I print out as few documents as possible.*

push sb/sth out (3.1) – *make sb or sth lose their position* (wypierać kogoś/coś): *New technology keeps pushing out the old solutions.*

put sth forward (7.7) – *suggest sth* (proponować, wysuwać coś): *They put forward several ideas, but I didn't like any of them.*

put sb off sth/sb (2.2) – *stop sb from being interested in sth or sb* (zniechęcać kogoś do czegoś/kogoś): *The price of a plane ticket puts me off going to Australia.*

put sth together (1.7) – *produce or organise sth* (zorganizować coś): *A group of local artists put together an exhibition to draw attention to the problem.*

put up with sb/sth (1.1) – *accept an unpleasant situation or person* (wytrzymywać z kimś/czymś): *I can't understand how she's put up with him that long.*

read sth out (3.4) – *read sth aloud* (przeczytać coś na głos): *I can't find my glasses. Could you read this phone number out for me?*

refer to sb/sth (3.3) – *speak about sb or sth* (nawiązywać, odnosić się do kogoś/czegoś): *At the beginning of his talk, he referred to some events from his childhood.*

remind sb of sb/sth (1.1) – *think sb or sth is similar to sb or sth else* (przypominać komuś kogoś/coś): *She is short and fair and reminds me of my sister.*

result in sth (3.3) – *cause sth to happen* (powodować coś, prowadzić do czegoś): *Eating junk food results in poorer concentration in class.*

ride on sth (3.2) – *be determined by the result of sth else* (zależeć od czegoś): *I hate to think that my future rides on this one exam.*

rip sb off (5.1) – *charge sb too much* (zdzierać z kogoś pieniądze, naciągać kogoś): *Taxi drivers tend to rip tourists off.*

roll up (5.5) – *arrive* (zjawić się): *Thousands of football fans rolled up to watch the match.*

rule sth out (8.6) – *decide sth is not possible or suitable* (wykluczyć coś): *The police have ruled out murder.*

sail through sth (2.1) – *deal with sth easily* (z łatwością sobie z czymś radzić): *My daughter sailed through her final exams.*

send sth in (5.7) – *send sth to an organisation* (wysyłać coś): *Send in your applications by 31 January.*

set sth off (7.2) – *make sth operate* (włączyć, uruchomić coś): *If you smoke in here, you'll set off the smoke detector.*

set sth out (2.1) – *explain ideas, facts or opinions in a clear way* (przedstawiać coś): *When I study for exams, I try to set out all the important information in clear notes.*

set sth up (4.2) – *start a business or organisation* (zakładać, tworzyć): *They set up a foundation that offers awards to innovative entrepreneurs.*

sign off (sth) (7.7) – *end a letter* (kończyć, np. list): *How do you sign off a letter in German?*

sign sb up (6.4) – *arrange for sb to sign a contract* (podpisać z kimś kontrakt): *They've signed her up to manage the development and production of a new coursebook series.*

sign up for sth (5.1) – *join a course or an activity* (zapisać się, dołączyć do czegoś): *I've decided to sign up for an evening class in ceramics.*

slave away (4.1) – *work very hard without much rest* (harować, ciężko pracować): *We'll have to slave away to pay off the mortgage.*

slip by (1.4) – *if time slips by, it passes quickly* (upływać, szybko mijać): *The time was slipping by, but we made no progress.*

smell of sth (1.1) – *have a particular smell* (pachnieć czymś, mieć czegoś zapach): *The place is new and still smells of fresh paint.*

be snowed under (4.1) – *have too much work to deal with* (być zawalonym, np. pracą): *I'm sorry I didn't call back earlier, but I've been absolutely snowed under recently.*

soak up the atmosphere (5.1) – *enjoy experiencing or watching sth* (chłonąć lokalną atmosferę): *Walk along the river bank to soak up the atmosphere of the town.*

sort sth out (2.2) – *succeed in making arrangements for sth* (uporządkowywać, rozwiązywać): *You need to sort out accommodation before you move to study abroad.*

spice sth up (3.7) – *make sth more interesting or exciting* (uatrakcyjniać): *Newspapers usually spice up the stories they cover.*

split up (1.1) – *end a marriage or a romantic relationship* (zerwać ze sobą, rozstać się): *Emily chose to live with her father after her parents split up.*

squeeze sb/sth into sth (3.1) – *manage to do sth despite being busy* (wciskać kogoś/coś do czegoś): *I'd like to be able to squeeze some workouts into my schedule.*

stand by sb (1.2) – *support sb in a difficult situation* (trwać przy kimś, wspierać kogoś): *Faced with difficulties, friends should be willing to stand by each other.*

stand out (from sb/sth) (2.2) – *be better* (than sb or sth similar) (wyróżniać się wśród kogoś/czegoś): *Julie's experience and achievements stood out from the other candidates'.*

stand up for sb/sth (4.1) – *defend sb or sth* (stanąć w obronie kogoś/czegoś): *All my colleagues stood up for me when the boss questioned my methods.*

stay out of sth (7.7) – *not be involved in sth* (unikać czegoś, trzymać się od czegoś z daleka): *I think it's a good idea to stay out of debt and never borrow any money.*

stress sb out (2.4) – *make sb worried or nervous* (stresować, denerwować kogoś): *Exams always stress me out.*

succeed in (doing) sth (4.3) – do sth you have been trying to do (odnieść sukces w czymś, powieść się): *My daughter succeeded in saving all her hard-earned cash and went on a fabulous holiday.*

sum (sth) up (7.7) – state the most important points *(of sth) again* (podsumowywać): *English coursebooks usually have a grammar reference at the end that sums up the most important points.*

summon up sth (2.1) – *find enough courage, energy or strength to do sth* (zdobyć się na coś): *I need to summon up my courage and tell him the truth.*

take after sb (1.1) – *be similar to an older person in one's family* (odziedziczyć coś po kimś, np. wygląd, być podobnym do kogoś): *She takes after her mother in her inclination for excessive talking.*

take sb on (4.1) – *hire sb* (zatrudnić kogoś): *I was taken on as an intern for a start-up.*

take up with sb (1.1) – *become friends with sb* (zaprzyjaźnić się z kimś): *She's taken up with some people from the neighbourhood.*

talk sb through sth (3.7) – *explain an idea to sb* (wytłumaczyć coś komuś krok po kroku): *It's fantastic to have an encouraging voice talk you through all the functions of the app.*

talk sth through (4.2) – *discuss sth in detail* (omówić, przedyskutować coś): *I talk through decisions with lots of different people to gauge their opinions.*

teem with sth (5.2) – *be full of sth* (obfitować w coś, być pełnym czegoś): *Mexican reefs teem with marine life.*

top sth up (2.1) – *increase the amount of sth so that it reaches the level that is wanted* (uzupełnić, doładować coś): *He took a job at the weekends to top up his income.*

trust sb with sth (1.2) – *tell or give sb sth important or valuable* (powierzyć coś komuś): *I'd never trust him with any secret.*

try sth out (3.7) – *use sth to see how it works* (wypróbować coś): *Would you like to try out my new scooter?*

tuck into sth (5.2) – *start eating sth with enjoyment* (zacząć coś jeść ze smakiem): *I was so hungry that I tucked into a large pizza followed by tiramisu.*

turn out (2.2) – *happen in a particular way or to have a particular result* (okazać się): *I didn't want to go out, but it turned out to be a great evening.*

type sth up (2.1) – *type a copy of sth written by hand, in note form or recorded* (przepisać coś na komputerze): *I did overtime to type up the report.*

wait around (2.2) – *do nothing while you are waiting for sth to happen* (czekać na coś bezczynnie): *I can't stand waiting around like this any more.*

wake up (5.2) – *stop sleeping* (budzić się): *I normally wake up at six, but today I slept until eight thirty.*

water sth down (6.7) – *change sth so that it is less effective or powerful but more acceptable* (złagodzić, stonować coś): *The editor watered down the most violent sections of the story.*

weigh sth up (2.2) – *consider sth carefully so that you can make a decision about it* (rozważać coś): *We're currently weighing up all the pros and cons of moving to the country.*

write sth off (2.7) – *officially say that a debt no longer has to be paid* (umorzyć coś, np. pożyczkę): *The Browns went bankrupt and the bank agreed to write off their debt of £9,000.*

write sth up (2.1) – *write sth in its final form* (przepisać coś na czysto): *You need to write up the report immediately after the meeting.*

zoom in (3.4) – *if the camera zooms in, the object in the picture seems bigger and closer* (przybliżać): *The camera zoomed in to get a close-up of her face.*

zoom out (3.4) – *if the camera zooms out, the object in the picture seems smaller and further away* (oddalać): *The camera zoomed out to show the whole skyline of the city.*

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all the …/everything under the sun (2.1) – wszystko, co istnieje / jest możliwe, absolutnie wszystko, wszystko pod słońcem: *I now need to read all the books under the sun in time for the exam.*

be at one with sb/sth (5.6) – być z kimś/czymś w zgodzie: *A mountaineering holiday is about being out in the wilderness, at one with nature, leaving the city behind and enjoying the silence.*

be in the same boat (2.5) – jechać na tym samym wózku: *It's easier to study for exams with my friends. After all, we are all in the same boat.*

be in two minds (7.1) – nie być w stanie podjąć decyzji, bić się z myślami: *I was in two minds whether or not to accept the job offer.*

be like water off a duck's back (8.1) – spływać jak woda po kaczce: *I am not sensitive. To me, insults are like water off a duck's back.*

be out of one's mind (7.1) – oszaleć: *He must be out of his mind to be buying that expensive phone.*

blow one's mind (7.1) – wywrzeć na kimś ogromne wrażenie: *The first time I listened to this album, the music just blew my mind, and now I can't stop playing it over and over again.*

bury one's head in the sand (7.7) – chować głowę w piasek: *It comes down to deciding whether to bury your head in the sand and refuse to participate, or to embrace what the Internet has to offer.*

clear one's head (2.5) – ochłonąć, zebrać myśli: *When I have a problem, I go outside to clear my head.*

cross one's mind (7.1) – przyjść na myśl: *It never once crossed my mind that you might need help. You are so self-sufficient.*

day in day out (8.2) – dzień w dzień: *Day in day out, the UN work to promote respect for human rights, protect the environment, fight disease and reduce poverty.*

donkey's years (8.1) – bardzo długo: *I haven't seen my American family for donkey's years.*

(keep/have one's) fingers crossed (1.7) – życzyć komuś powodzenia w jakiejś sprawie, trzymać kciuki: *We've got our fingers crossed that the money raised will be used to help families in need.*

(get on) the first rung of the ladder (4.1) – (wejść na) pierwszy szczebel drabiny kariery zawodowej: *Personal Assistant was the first rung on the corporate ladder for her.*

get off the beaten track (5.5) – zjechać/zejść z utartego szlaku: *Patrick decided to get off the beaten track to visit lesser known sites.*

get one's foot in the door (4.1) – ustawić się, dobrze zacząć (w nowej pracy): *I wanted to work for a big multinational, so I thought an internship would be a good way to get my foot in the door.*

go through the roof (2.7) – gwałtownie rosnąć (o cenach): With the cost of higher education going through the roof, many young people are wondering if going to university is still worth their while.

go with the flow (5.1) – płynąć z nurtem, robić to co inni: *I decided to follow Xavier's recommendation, rather than going with the flow and seeing all the usual sights people go to in Paris.*

have the guts to do sth (4.1) – mieć odwagę coś zrobić: *I didn't have the guts to stand up for myself because I didn't want to scupper my chances of permanent employment.*

have/get butterflies in one's stomach (2.1) – mieć tremę: *I get butterflies in my stomach before an exam.*

hit the ground running (4.1) – z miejsca zacząć odnosić sukcesy: *When I got the job, I was so thrilled that I hit the ground running and worked nonstop until the evening.*

hold your horses (8.1) – chwileczkę!; spokojnie, wstrzymaj się: *Hold your horses, Vic. Let's give the project a bit more thought first.*

keep an eye on sb/sth (5.5) – opiekować się kimś/czymś: *Have you ever kept an eye on anyone's pet while they were away on holiday?*

keep tabs on sb/sth (4.1) – mieć oko na kogoś/coś: *My parents like to keep tabs on me. They know where I am at all times.*

kill two birds with one stone (8.1) – upiec dwie pieczenie na jednym ogniu: *I thought I'd kill two birds with one stone and visit my uncle on the way to your house.*

let sleeping dogs lie (8.1) – nie wywołuj wilka z lasu, nie rozdrapuj starych ran: *He hesitated whether to ask her if she didn't mind him coming to her party with his new girlfriend, but in the end he decided to let sleeping dogs lie.*

let the cat out of the bag (8.1) – wygadać się: *She blushed and that's how she let the cat out of the bag. Everybody knew it was her.*

my mind goes blank (2.1) – mam pustkę w głowie: *My mind has gone blank. Can you give me a second?*

not bat an eyelid (1.1) – nie mrugnąć okiem: *If I decided to leave school and get a job, my parents wouldn't bat an eyelid.*

(travel) on a shoestring (5.5) – (podróżować) tanio: *Hitch-hiking is a good way of travelling on a shoestring.*

open a door to sth (1.4) – utorować drogę, zainicjować: *He introduced me to coding and opened a door to my future as a software developer.*

pigs might fly (8.1) – nie wierzę w cuda: *'I'll never be late to school again.' 'And pigs might fly.'*

play it by ear (5.5) – improwizować: *I don't like to play it by ear. I like to have a plan.*

put one foot in front of the other (7.2) – stąpać, powoli stawiać kroki: *The rocks were steep and slippery, but we kept putting one foot in front of the other.*

put one's foot down (1.1) – postawić na swoim: *If she doesn't want to do something, she simply puts her foot down and refuses.*

put one's mind to sth (7.1) – starać się, być zdeterminowanym coś zrobić: *Once I put my mind to it, I'll succeed in whatever I do.*

ring true (7.2) – brzmieć znajomo: *The film rang true because it reflected the director's personal experience.*

scare the daylights out of sb (5.2) – śmiertelnie kogoś przestraszyć: *The door opened with a loud bang and scared the daylights out of me.*

sing sb's praises (1.2) – wychwalać kogoś pod niebiosa: *A true friend will always be loyal. You just know you can count on them to sing your praises!*

stand sb in good stead (5.1) – przydać się komuś: *Learning at least how to count to ten in the local language stands you in good stead for haggling.*

straight from the horse's mouth (8.1) – (o informacji) z pierwszej ręki: *Trust me, I have it straight from the horse's mouth.*

take the bull by the horns (8.1) – chwycić byka za rogi: *One day I'll take the bull by the horns and quit smoking.*

teeter on the edge (2.2) – balansować na krawędzi, wahać się: *The situation between the two countries is teetering on the edge of armed conflict.*

the grass is greener on the other side (2.2) – wszędzie dobrze, gdzie nas nie ma: *'I wish I had a cottage in the country instead of the flat in the centre of town.' 'Well, the grass is always greener on the other side.'*

the world's your oyster (2.7) – świat należy do ciebie: *A degree opens up job opportunities abroad as well – when you're a graduate, the world's your oyster!*

there's more to sb/sth than meets the eye (6.2) – więcej się za kimś/czymś kryje, niż widać gołym okiem: *Her appearance always makes a great impression, but there is definitely more to her than meets the eye.*

weigh on one's mind (7.1) – martwić, ciążyć na sercu: *The upcoming school-leaving exams are beginning to weigh on my mind. I'm rather worried.*

wild goose chase (8.1) – szukanie wiatru w polu: *I went on a wild goose chase looking for that book in all the bookshops only to find out on the Internet that it was out of print.*

(pass sth) with flying colours (6.4) – (zdać) śpiewająco: *I never fail exams. On the contrary, I always pass with flying colours.*

wolf in sheep's clothing (8.1) – wilk w owczej skórze: *Jo was a wolf in sheep's clothing, pretending to be a sympathetic listener only to disclose what she heard to my enemy later.*

PRZEDROSTKI

Często używane przedrostki

Przedrostek	Przykłady
anti- (=against)	anti-capitalist
bi- (=two)	bilingual
co- (=with/together)	coexist, cooperative
cross- (=across)	cross-country, cross-cultural
de- (=sth is removed)	deforestation
ex- (=former/before)	ex-prime minister
inter- (=between)	intergovernmental
macro- (=large)	macroeconomics
mega- (=very big)	megastore
micro- (= extremely small)	microorganism
mini- (=very small)	miniflashcards
mis- (=badly/wrongly)	mishap, mistrust
mono- (=one)	monolingual
multi- (=many/several)	multidisciplinary
out- (=beyond)	outdated
out- (=further/better)	outdo
over- (=too much)	overload, overpopulation
post- (=after)	post-industrial
pre- (=before)	pre-existing
pro- (=in favour)	pro-democracy
pseudo- (=false)	pseudo-facts
re- (=again)	refreshingly, retelling
self- (=by yourself)	self-belief, self-imposed
semi- (=half/partly)	semi-formal
sub- (=under, below)	subcommittee
super- (=more/larger/greater)	superstar
under- (=below/beneath)	undergraduate
under- (=not enough)	underestimate, understatement

Przedrostki zmieniające znaczenie wyrazów na przeciwne

Przedrostek	Przykłady
dis-	disarm, disrespectful
il-	illegal
im-	immortal, impractical
in-	inseparable
ir-	irreplaceable, irreverent
non-	non-existant
un-	unfold, unwillingness

PRZYROSTKI

Przyrostki tworzące przysłówki

Przyrostek	Przykłady
-ly	persuasively, repeatedly
-ward(s)	backwards

Przyrostki tworzące czasowniki

Przyrostek	Przykłady
-ate	appreciate, compensate
-en	lengthen, lighten
-ify	amplify, identify
-ise/ize (Am.E.)	acclimatise, utilise

Przyrostki tworzące rzeczowniki

Przyrostek	Przykłady
-age	advantage, package
-al	approval, portrayal
-ance/ence	presence, resistance
-ancy	ascendancy
-ant/-ent	applicant, element
-dom	superstardom, wisdom
-ee	employee, interviewee
-er/or	conductor, usher
-ess	actress
-ful	spoonful
-hood	likelihood
-ian	comedian
-ics	politics
-ing	rambling, shortcoming
-ise	expertise, premise
-ism	plagiarism
-ist	novelist, soloist
-ive	incentive, narrative
-ment	ailment, resentment
-ness	awareness, effectiveness
-our	favour, honour
-ship	friendship, hardship
-sion/tion	collaboration, passion
-sis	basis
-th	depth, health
-ty/ity	objectivity, property
-ure	pleasure, stature
-y	policy, summary

Przyrostki tworzące przymiotniki

Przyrostek	Przykłady
-able/ible	charitable, tangible
-al	coincidental, facial
-ant/ent	ascendant, prominent
-ary	dietary, voluntary
-ate	considerate, obstinate
-ed	cluttered, devoted
-ful	thankful, thoughtful
-ic	manic, melancholic
-ing	imposing, upstanding
-ish	childish
-ive	diminutive, pensive
-less	tasteless, careless
-like	childlike
-ly	daily
-ous	impetuous, glutinous
-some	toothsome
-y	chatty, grassy

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle	
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]	być
beat [biːt]	**beat** [biːt]	**beaten** ['biːtn]	bić
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]	stać się
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]	zacząć
bite [baɪt]	**bit** [bɪt]	**bitten** ['bɪtn]	ugryźć
bleed [bliːd]	**bled** [bled]	**bled** [bled]	krwawić
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]	dmuchać
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]	złamać
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]	przynieść
broadcast ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	**broadcast** ['brɔːdkɑːst]	nadawać
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]	budować
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	spalić
burst [bɜːst]	**burst** [bɜːst]	**burst** [bɜːst]	rozerwać
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]	kupować
can [kæn]	**could** [kʊd]	**been able to** [biːn 'eɪbl tə]	móc
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]	złapać
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]	wybrać
come [kʌm]	**came** [keɪm]	**come** [kʌm]	przyjść
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]	kosztować
cut [kʌt]	**cut** [kʌt]	**cut** [kʌt]	ciąć
deal [diːl]	**dealt** [delt]	**dealt** [delt]	mieć do czynienia
dig [dɪg]	**dug** [dʌg]	**dug** [dʌg]	kopać
do [duː]	**did** [dɪd]	**done** [dʌn]	zrobić
draw [drɔː]	**drew** [druː]	**drawn** [drɔːn]	rysować
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]	marzyć
drink [drɪnk]	**drank** [drænk]	**drunk** [drʌnk]	pić
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]	prowadzić samochód
eat [iːt]	**ate** [et]	**eaten** ['iːtn]	jeść
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːlən]	upaść
feed [fiːd]	**fed** [fed]	**fed** [fed]	karmić
feel [fiːl]	**felt** [felt]	**felt** [felt]	czuć
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]	walczyć
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]	znaleźć
fit [fɪt]	**fit** [fɪt]	**fit** [fɪt]	pasować
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]	lecieć
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]	zapomnieć
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvən]	wybaczyć
freeze [friːz]	**froze** [frəʊz]	**frozen** ['frəʊzən]	zamrozić
get [get]	**got** [gɒt]	**got** [gɒt]	dostać
give [gɪv]	**gave** [geɪv]	**given** ['gɪvən]	dać
go [gəʊ]	**went** [went]	**gone/been** [gɒn/biːn]	iść, jechać
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]	rosnąć
hang [hæŋ]	**hung** [hʌŋ]	**hung** [hʌŋ]	wisieć
have [hæv]	**had** [hæd]	**had** [hæd]	mieć
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]	słyszeć
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]	chować
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]	uderzyć
hold [həʊld]	**held** [held]	**held** [held]	trzymać
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]	zranić
keep [kiːp]	**kept** [kept]	**kept** [kept]	trzymać
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]	wiedzieć
lead [liːd]	**led** [led]	**led** [led]	prowadzić
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	uczyć się
leave [liːv]	**left** [left]	**left** [left]	opuścić

Infinitive	Past Simple	Past Participle	
lend [lend]	**lent** [lent]	**lent** [lent]	pożyczyć komuś
let [let]	**let** [let]	**let** [let]	pozwolić
lie [laɪ]	**lay** [leɪ]	**lain** [leɪn]	leżeć
light [laɪt]	**lit** [lɪt]	**lit** [lɪt]	zapalać
lose [luːz]	**lost** [lɒst]	**lost** [lɒst]	zgubić
make [meɪk]	**made** [meɪd]	**made** [meɪd]	zrobić
mean [miːn]	**meant** [ment]	**meant** [ment]	znaczyć
meet [miːt]	**met** [met]	**met** [met]	spotkać
overtake [ˌəʊvə'teɪk]	**overtook** [ˌəʊvə'tʊk]	**overtaken** [ˌəʊvə'teɪkən]	wyprzedzać
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]	płacić
put [pʊt]	**put** [pʊt]	**put** [pʊt]	położyć
read [riːd]	**read** [red]	**read** [red]	czytać
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]	jeździć na
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]	dzwonić
rise [raɪz]	**rose** [rəʊz]	**risen** [rɪzən]	wznosić się, wschodzić
run [rʌn]	**ran** [ræn]	**run** [rʌn]	biegać
say [seɪ]	**said** [sed]	**said** [sed]	powiedzieć
see [siː]	**saw** [sɔː]	**seen** [siːn]	zobaczyć
seek [siːk]	**sought** [sɔːt]	**sought** [sɔːt]	poszukiwać
sell [sel]	**sold** [səʊld]	**sold** [səʊld]	sprzedać
send [send]	**sent** [sent]	**sent** [sent]	wysłać
set [set]	**set** [set]	**set** [set]	ustawić
shake [ʃeɪk]	**shook** [ʃʊk]	**shaken** [ʃeɪkən]	potrząsać
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]	świecić
show [ʃəʊ]	**showed** [ʃəʊd]	**shown** [ʃəʊn]	pokazać
shut [ʃʌt]	**shut** [ʃʌt]	**shut** [ʃʌt]	zamknąć
sing [sɪŋ]	**sang** [sæŋ]	**sung** [sʌŋ]	śpiewać
sit [sɪt]	**sat** [sæt]	**sat** [sæt]	siedzieć
sleep [sliːp]	**slept** [slept]	**slept** [slept]	spać
slide [slaɪd]	**slid** [slɪd]	**slid** [slɪd]	ślizgać się
smell [smel]	**smelled** [smeld]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]	pachnieć, wąchać
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]	mówić
spend [spend]	**spent** [spent]	**spent** [spent]	spędzać
spill [spɪl]	**spilled** [spɪld]/ **spilt** [spɪlt]	**spilled** [spɪld]/ **spilt** [spɪlt]	rozlać
split [splɪt]	**split** [splɪt]	**split** [splɪt]	rozdzielić (się)
spread [spred]	**spread** [spred]	**spread** [spred]	rozprzestrzeniać się, rozpowszechniać
stand [stænd]	**stood** [stʊd]	**stood** [stʊd]	stać
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]	ukraść
stick [stɪk]	**stuck** [stʌk]	**stuck** [stʌk]	wychylić
sting [stɪŋ]	**stung** [stʌŋ]	**stung** [stʌŋ]	użądlić
strike [straɪk]	**struck** [strʌk]	**struck** [strʌk]	uderzyć
swell [swel]	**swelled** [sweld]	**swollen** ['swəʊlən]	spuchnąć
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]	płynąć
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]	wziąć
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]	uczyć
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]	podrzeć
tell [tel]	**told** [təʊld]	**told** [təʊld]	powiedzieć
think [θɪŋk]	**thought** [θɔːt]	**thought** [θɔːt]	myśleć
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]	rzucać
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]	rozumieć
upset [ʌp'set]	**upset** [ʌp'set]	**upset** [ʌp'set]	zasmucić
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]	obudzić się
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]	nosić
win [wɪn]	**won** [wʌn]	**won** [wʌn]	wygrać
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]	pisać

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Zadania oznaczone ✓ przygotowują do egzaminu maturalnego.

1 The ties that bind

1.1 VOCABULARY

Personality and relationships
• personality adjectives
• collocations • common phrases

SHOW WHAT YOU KNOW

1 Complete the letter with the words from the box. There are three extra words.

depend fall feel get grow
live look ~~(x2)~~ put take

HOW MOVING ABROAD TRANSFORMED MY FAMILY

Two years ago, my parents announced that we were moving to North Africa, where they had both accepted research jobs. Of course, my sister and I were worried. We would be leaving friends, school and everything familiar behind. But because we *looked* up to and admired our parents, we tried to be enthusiastic.

I know now that this move was the best thing that ever happened to our family. In the UK, my sister and I were pretty distant, but after moving we began to [1]*depend* on each other more. We also learned to [2]*get* on together much better instead of arguing, and we began to [3]*look* after each other in stressful situations. This has helped both of us to [4]*grow* up and act less like dependent children.

Another change is that our parents became more relaxed about our social lives and academic achievements. In the UK, they did not want us to [5]*take* up with classmates who were not serious about school, and it was hard to [6]*live* up to their high expectations. Now they are happy to see us making all kinds of new friends, and this has brought us much closer together as a family.

2 Complete the sentences with the correct prepositions.

Thrust into power by the untimely death of his father, the young Emperor was required to grow *up* overnight.

1 Of course, the monarchy has to put *up* with intrusions into its private affairs; that's the price of privilege.
2 Although my cousin and her fiancé split *up* last month, they made it up and we're going to their wedding this summer.
3 It took my grandmother ages to agree to go *out* with my grandfather.
4 Our teacher has fallen *out* with Mrs Bayram over her son's behaviour.
5 In his generosity, Mr Perez takes *after* his much-admired grandfather.

FOCUS ON WORDS | Personality adjectives

3 Complete Lena's message with the correct forms of the words in brackets.

Maggie,

Although I'm reluctant to admit it, I think our friendship is over. Ever since you started hanging out with 'you-know-who', you've gone from *thoughtful* (THOUGHT) and [1]*considerate* (CONSIDER) to selfish and [2]*obstinate* (OBSTINACY). Probably because of her and the other 'populars' you now spend all your time with, you've become two-faced and no longer [3]*faithful* (FAITH) to your former friends. I used to regard you as one of the [4]*sharpest/sharp-witted* (SHARP) girls in our year and to admire your [5]*unprejudiced* (PREJUDICE) attitude towards others, but these days you seem to have lost that accepting side and become completely [6]*irreverent* (REVERENCE) towards anyone who doesn't look, speak and dress the same as you and your new 'best friends'. You've changed, and I miss my old friend. Have a nice life.

Lena

FOCUS ON WORDS | Collocations

4 Complete the sentences. The first letters are given.

Peter wanted to take a break, but his **i***ron* **w***ill* prevented him from joining the others outside.

1 Despite its **d***iminutive* **s***tature* , the pygmy marmoset, the world's smallest monkey at just eleven to fifteen centimetres long, can leap up to five metres between branches.
2 Soldiers of the time **s***uffered* many **h***ardships* including intense hunger and long periods without sleep.
3 Don't be fooled by the elephant's **u***nassuming* **m***anner* . It will attack if it feels threatened.
4 Julia's floral perfume **c***onjured* up **m***emories* of his mother, which made him think of home.
5 The Queen **n***odded* in **a***pproval* at the consul's suggestion.
6 My favourite part of the festival is the never-ending supply of **h***ome*-**b***aked* treats.
7 Only six more months of mopping floors and you could be promoted to the **d***izzy* **h***eights* of hygiene supervisor.

FOCUS ON WORDS | EXTRA Collocations

5 Choose the correct words to complete the sentences.

1 Meditation often helps troubled patients to *put* / (*blot*) / *nod* out dark memories.
2 Mike took his brother to dinner as a birthday *party* / *invitation* / (*treat*), but forgot his wallet.
3 Clifford is huge, but his (*imposing*) / *irreverent* / *unassuming* stature hides a chronic shyness.
4 A controversial new study has suggested that (*free*) / *thoughtful* / *flexible* will is actually an illusion.
5 Animals living at such altitudes *do* / (*face*) / *meet* great hardships during the winter months.
6 After reaching the *eager* / (*lofty*) / *respectful* heights of amateur league four, the team fell apart when five of the players went off to university.
7 Membership applications require (*approval*) / *approving* / *accept* from the site moderator.
8 The president's forthright *habit* / (*manner*) / *memory* can make diplomacy difficult.

FOCUS ON WORDS | Common phrases

6 Complete each pair of sentences with the same word.

a If the mangoes are green and hard, you can be sure that they are not *ripe* yet.
b At the *ripe* old age of eighty-six, Bert is the oldest in the race.

1 a Everyone makes mistakes, but by lying about it, you've let yourself *down* and upset your parents.
b No more excuses. I'm putting my foot *down* . Hand in your essay tomorrow or fail the class.
2 a Welcome to Wimbledon. Today, Williams and Wang *face* each other in the women's semi-finals.
b Cindy was terrified of thunder, but she put on a brave *face* in front of her little brother.
3 a His mother only sees the *eyelid* in him. She doesn't realise how difficult he can be.
b I think it would be for the *eyelid* if you had an early night. The exam starts at 8 a.m.
4 a Whether we get there depends *on* the traffic.
b Stop complaining and get *on* with cutting the lawn.
5 a With the accident and then the robbery, Scott has had more than his *fair* share of bad luck recently.
b *fair*-skinned visitors in particular should use cream as the walking route offers little shade.
6 a Despite the cost of the graduation dinner, Oliver's proud parents didn't bat an *best* when the bill arrived.
b It was Fiona's first attempt at doing her make up and most of the mascara ended up on her upper *best* rather than on her eyelashes.

SHOW WHAT YOU'VE LEARNT

7 Complete the dialogue with the words from the box. There are two extra words.

best brave ~~earth~~ fair nodding
respectful share sharp

M: Adele, we met your brother's girlfriend last night. They work together, you know? They came over for dinner.
A: Finally! And?
M: Very nice. For someone so successful, she was very down-to-*earth*. Your father liked her.
A: Did he?
M: Instantly. She listened to more than her fair [1]*share* of train spotting stories and managed to appear genuinely eager to hear about the 1987 cup final.
A: Ha! I'm sure she was just putting on a [2]*brave* face, but it sounds like she scored some points at least.
M: Oh, absolutely. By the time we got to dessert, your father was [3]*nodding* in approval at all she said.
A: Clever girl. Very [4]*sharp* . Get in with the father and everything will be OK.
M: Oh really? And, what about the mother?
A: Oh, Mum. You never have a bad word to say about anyone anyway. She could be a complete dropout and you'd still see the [5]*best* in her.

8 Correct the mistakes.

The minister's comments were ~~unrespectful~~ to the people of the North. *disrespectful*

1 Revisiting the village after so long ~~conjured~~ so many childhood memories. *conjured up*
2 After six months of backbreaking work, Henry reached the ~~lofting~~ heights of assistant box carrier. *lofty*
3 At the ripe old ~~year~~ of ninety-four, Edna is the oldest skydiver we've ever met. *age*
4 Those who are ~~faithless~~ to the king will be suitably rewarded. *faithful*
5 Those students wishing to go on the school trip require the written ~~approvement~~ of their parents. *approval*

/10

1.2 READING

Proverbs • verbs • word pairs • prepositions

WISE WORDS

A Every nation has its own proverbs which are repeated across the generations in order to pass on advice about the basic truths of life. In Germany, it is said that 'a country can be judged by the quality of its proverbs', while an Arabic saying suggests that 'a proverb is to speech what salt is to food'. In my view, a well-chosen proverb used at the right time can flavour a person's communication with wit and wisdom, but, to continue the Arabs' dinner-table analogy, it is important not to 'over-season' the meal. Speech or writing peppered with proverbs soon begins to sound patronising and contrived. Proverbs are a truly global phenomenon and, while their exact origins may not always be easy to **pinpoint**, by their very nature they **transcend** geographical, religious and cultural differences by focusing on broad topics such as family matters, friendship and affairs of the heart. Thus a proverb which has its roots in Asian culture may still convey a relevant wisdom for someone from a completely different corner of the world.

B Regardless of our nationality, most of us are similar in appearance or behaviour to one or both of our parents. Despite our protestations, my father and I are consistently told by those who know the family that the older I get, the more like him I become. 'What a load of rubbish!' say Dad and I in unison, with perfectly matched dismissive gestures and identical looks of scorn*. As appears to be the case for me, the combined influences of our genes and our upbringing mean that often 'the apple doesn't fall far from the tree'. Here, the tree **symbolises** the parents and the fruit their offspring. Probably of Turkish origins, this saying has its Western equivalents in 'like father, like son' or 'like mother, like daughter'. Similarly, a child who **resembles** one or the other of his or her parents, or indeed **exhibits** similarities of character is often described as being 'a chip off the old block'. Though bitter personal experience may lead significant numbers of us to doubt the assertion, it is nevertheless widely believed that no bond is stronger than the one that exists between family members. In Africa, people say that 'a family tie* is like a tree: it can bend, but it cannot break'. Similarly, the proverb 'blood is thicker than water', which is thought to have **originated** in Germany, places family above all others, including close friends.

C 'To be without a friend is to be poor indeed' according to a Tanzanian proverb. Of course, nothing comes for free in this world, and that includes friendship. German wisdom advises us that 'friendship is a plant we must often water' or, in other words, effort is required to maintain relationships and avoid finding ourselves friendless. A popular way to achieve this is through the sharing of food: 'warm food, warm friendships' suggest the Czechs. In the same way, an Arabian proverb assures us that 'so long as the pot is boiling, friendship will stay warm'. Conveniently then, whereas some might say I was simply too lazy to hit the gym three times a week as promised every New Year's Day for the last five years, I blame my ever-expanding waistline on my friends and the 'sacrifices' required to keep our relationships suitably warm. **Maintaining** friendships over the long term seems particularly important in Russia, where 'an old friend is much better than two new ones'. Perhaps this is because those who we have known for many years can usually be relied on to tell us the truth about ourselves, or as the Irish say, 'a friend's eye is a good mirror'. Should you need any further persuasion as to the importance of your mates, pals or buddies, then remember the Egyptian advice that 'friendship doubles joy and halves grief'.

D 'Love is blind', they say, which is of great comfort when you look like I do. The idea that love can 'blind' us to the negative in each other is recognised globally. In Germany, 'love sees roses without thorns*' and for the Chinese 'even water is sweet'. Love-related proverbs also exist to remind us that we must accept our partners for what they are and try to love every aspect of them. In Africa, 'he who loves the vase loves also what is inside'. Often stereotyped as romantics, the French say that 'real love is when you don't have to tell each other' and to this, the famously gastronomic nation adds that 'the torch of love is lit in the kitchen'. Wise words indeed, though based on personal experience, I can't be sure whether they are talking about love between two people or the love of one man for the contents of his fridge. When it comes to neighbourly love, the Chinese remind us that there are limits: 'love your neighbour, but don't pull down the fence'. Finally, returning to the natural world, the people of Burundi warn those who feel loved by their canine* companions that 'dogs don't love people, they love the place where they are fed'.

Although the human experience varies greatly according to our geographical and cultural origins, it seems proverbial wisdoms almost always ring true no matter where they originate.

GLOSSARY

scorn *(n)* – the feeling that someone or something is stupid and does not deserve respect
tie *(n)* – a strong connection or relationship between people, groups or nations
thorn *(n)* – a sharp point that grows on the stem of a plant
canine *(adj)* – relating to dogs

1 Read the article quickly and match a title to each section.

1 Family Features B
2 Best Mates C
3 True Love D
4 Worldly Wisdom A

2 Read the article again. For questions 1–9, choose from sections A–D. The sections may be chosen more than once.

In which section of the article does the writer …

1 refer to certain proverbs as a justification for not achieving a personal goal? C
2 illustrate the truth of a proverb by citing a personal relationship? B
3 offer a scientific and a social explanation for a particular proverb? B
4 question the underlying assumption behind certain proverbs? B
5 offer an explanation for pets' apparent devotion to their owners? D
6 explain the universal relevance of proverbs? A
7 suggest that food plays an important part in romantic attachment? D
8 comment on the importance of using proverbs in moderation? A
9 imply that he does not consider himself physically attractive? D

3 Match the verbs in bold in the text to the definitions. Write the infinitive form without *to*.

a formal verb meaning to show a particular quality, emotion or ability *exhibit*
1 to locate or identify exactly *pinpoint*
2 to come from a certain place or begin in a particular situation *originate*
3 to go beyond the usual limits of something *transcend*
4 to make something continue in the same way as previously *maintain*
5 to represent a quality, belief, feeling, etc. *symbolise*
6 to look similar to something else *resemble*

4 Complete the sentences with the verbs from Exercise 3. Change the form if necessary.

The book, translated into over thirty languages, *transcends* cultural barriers to delight all kinds of readers.
1 This GPS system is particularly accurate and can *pinpoint* the user's location to within a few metres.
2 Victims of the illness usually *exhibit* symptoms such as headaches, fever and insomnia.
3 Inexperienced runners often find it difficult to *maintain* their initial pace for the whole race.
4 The flower of this orchid closely *resembles* the insect that pollinates it.
5 The soaring eagle on the country's new flag *symbolises* the newfound freedom of its people.
6 Svetlana's family *originate/originates* from Novosibirsk in Siberia, but she has never actually been there.

FOCUS ON WORDS | Word pairs

5 Complete the sentences with the correct forms of the words in brackets followed by a noun. The first letters of the nouns are given.

The teacher should not *have condoned* (condone) the **i***dea* that people are in some way superior because they own an expensive gadget.
1 Unfortunately, according to those who knew the actress, the director gives a largely *inaccurate* (accuracy) **p***ortrayal* of her in this biopic.
2 With its *compelling* (compel) **n***arrative* and break-neck pace, it is impossible to put Jameson's new novel down.
3 As a proud father, Kenneth *sings* (song) his daughter's **p***raises* to anyone who will listen.
4 Unlike the PM, we don't all come from a *privileged* (privilege) **b***ackground* where wealth is taken for granted.
5 *Spoiler* (spoil) **a***lert* ! If you haven't watched the season finale yet, don't read this.
6 The documentary *offers* (offering) an **i***nsight* into the realities of family life in Spain.
7 This book offers the reader neither a *captivating* (captivate) **s***tory* , nor engaging characters.
8 This comic novel imagines a *poverty* (poor)-**s***tricken* royal family living in a caravan behind a supermarket.

6 Look at the vocabulary in lesson 1.2 in the Student's Book. Choose the correct prepositions to complete the sentences.

1 Judges must examine every facet *in* / *with* / (*of*) the case before giving their verdict.
2 In our case, the supposed strong bond *over* / (*between*) / *through* siblings simply wasn't there.
3 Youngsters associated (*with*) / *on* / *in* gangs often drop out of school.
4 Faced *to* / (*with*) / *by* the prospect of his parents separating, Scott decided to keep calm.
5 Ross was envious (*of*) / *to* / *about* his parents' relationship with his sister. In their eyes, she could do no wrong.
6 As your best friend, I promise to stand (*by*) / *to* / *for* you through thick and thin.

1.3 GRAMMAR

Perfect and continuous aspect

SHOW WHAT YOU KNOW

1 Complete the questions with the correct forms of the verbs from the box.

domesticate make ~~own~~ replace wake

Have you ever *owned* a pet?
1 Jill, if someone asked you what animal *makes* a good pet, what would you say?
2 My cat *is* forever *waking* me up in the middle of the night for food.
3 Did you know that as early as 3500 B.C. Egyptians *were domesticating* wild cats from Africa on a regular basis?
4 *Will* robot pets ever *replace* real pets as man's best friends?

2 ★ Choose the most suitable option to complete the sentences.

1 This summer the shelter on the outskirts of our town *will have taken care* / (*will have been taking care*) of injured animals for twenty-five years.
2 Since the release of the film *101 Dalmatians*, the number of people buying this breed of dog on impulse (*has risen*) / *has been rising* by almost 10 percent, according to the Animal Society's recent estimates.
3 Before retiring last month, Bertha revealed that she *had worked* / (*had been working*) with animals continuously for over fifty years and was now looking forward to spending more time with her own cat.
4 In June my little nephew, Freddie, (*will have had*) / *will have been having* his little green turtle for five years.
5 By 2020, the fad for exotic pets (*had led*) / *had been leading* to some tragic consequences.

3 ★★ Complete the dialogue with the correct forms of the verbs in brackets. Use no more than four words in each gap.

A: Ben, *have you read* (you/read) the story about those two missing dogs?
B: Not yet.
A: Well, they [1]*had been* (be) missing for a week before a walker [2]*found* (find) them in the woods.
B: What [3]*were they doing* (they/do) there?
A: Apparently, at some point one of them [4]*(had) got* (get) trapped in a hole and the other one [5]*had been standing* (stand) by its side since the unfortunate incident to keep it company and only [6]*left* (leave) it for a few minutes each day to go for help. In the meantime, the owners [7]*were posting* (post) messages on Facebook like crazy. Finally, someone [8]*spotted* (spot) that dog and it [9]*led* (lead) them to its trapped friend.
B: Wow, what a story! Listen, Andy, [10]*will you be reading* (you/read) this magazine much longer?
A: I think I [11]*will have finished* (finish) by lunchtime. Why? [12]*Are you thinking* (you/think) of reading the story yourself?

4 ★★★ Complete the text with the correct forms of the verbs from the box.

accept cause ~~compete~~ get back live make not change pick reveal

MY WORST FRIEND

For the past six months, two hundred pets *have been competing* for the crown in the Naughtiest Pet Competition organised by Train Your Pet, a London-based company offering training courses for dogs.

The winner's owner, Sarah Cook, aged thirty, who is a sales assistant from Edinburgh, [1]*revealed* at the prize-giving ceremony that up till that moment her beloved pet [2]*had caused* hundreds of pounds worth of damage to her garden. 'When I [3]*got back* from work one day and first saw the mess Buddy [4]*had made*, I was in shock! I actually thought he had dug up all the plants in my herb garden, but it turned out it was only the rosemary and lavender. They were scattered everywhere and I [5]*was picking* them up for two hours that afternoon.' Mrs Cook claims that the incident [6]*hasn't changed* her affection for her German Shepherd.

While she [7]*was accepting* the prize, a dog training voucher worth £800, Miss Cook said: 'Next month Buddy [8]*will have been living* with me for eight years and although he has cost me much more than expected, he is my closest friend and I couldn't imagine living without him.'

SHOW WHAT YOU'VE LEARNT

5 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between four and six words in each gap.

How long ago did they buy her the guinea pig?
BOUGHT
How long *is it since they bought* her the guinea pig?
1 Harry and Will's friendship ended after twenty-five years with a quarrel over copyright ownership. **HAD**
Harry and Will *had been friends for* twenty-five years before they had a quarrel over copyright ownership.
2 My dog went missing in the middle of our daily walk in the forest. **WHILE**
My dog went missing *while we were taking/ enjoying/on* our daily walk in the forest.
3 Megan's best friend got his pet snake in May. **SINCE**
Megan's best friend *has had/owned his pet snake since* May.
4 Over the next month, our charity will house about a hundred stray animals. **HOUSED**
By the end of next month, our *charity will have housed* about a hundred stray animals.
5 The guide dog began helping Tim four years ago. **FOR**
Next year the guide dog *will have been helping Tim for* five years.
6 After working with her for ten years, I was proud to be able to call Beth a loyal friend. **BEEN**
We *had been working together for* ten years and I was proud to be able to call Beth a loyal friend.

/6

1.4 USE OF ENGLISH

Future in the past

1 Choose the correct answer A–C.

1 My brother said he __ to the party with his friends, but he came alone.
(A) was going to come B will be coming
C was about to come
2 Jeff promised he __ us a postcard from Tenerife.
A was sending B is going to send
(C) would send
3 Nina __ the wheel herself when she saw another car.
A would change (B) was going to change
C was due to change

2 Complete the sentences with the words from the box. There are two extra words.

about due intended going planning ~~point~~ supposed verge

Jason was on the *point* of giving up when he found a solution to his problems.
1 We've just found out by chance you're changing schools. When were you *planning* on telling us this?
2 What was I *supposed* to do? Everything was happening so quickly – I couldn't just stand there doing nothing so I called the police.
3 At 9:45, the students were already standing in front of the school because the trip was *due* to start fifteen minutes later. And it did, at 10 sharp.
4 The band's gig was on the *verge* of being cancelled but, luckily, a big group of people showed up to watch.
5 We got the text message about our flight just as we were sitting in the taxi and *about* to leave for the airport.

REMEMBER THIS

- We use ***was/were to + infinitive*** or ***was/were due to + infinitive*** to talk about things destined to happen, e.g. *The new teacher* ***was (due) to start*** *work in May.*
- We use these structures with ***perfect infinitive*** to show that a planned event didn't happen, e.g. *The committee* ***was (due) to have announced*** *the results at 9 p.m., but the conference was delayed.*

3 Correct the mistakes.

Philip was planning ~~on~~ do his homework before watching a film on DVD. *to*
1 We were getting anxious because it was time to leave and Tom hadn't arrived yet, but just as we were ~~due~~ to text him, we saw him crossing the street. *about*
2 One of the actors taking part in the performance had emailed them the day before to let them know that they were to ~~have met~~ him right after the show. *meet*
3 Martha couldn't go to her friend's birthday party as she ~~would go~~ on holiday with her parents that day. *was going*
4 Sunday was the ultimate deadline, so the principal knew that by the end of that week the registration process for the new courses would ~~be finishing~~. *have finished*

4 Complete the article with the phrases from the box. There are two extra phrases.

decided to invite was calling was due to happen was due to marry was going to die was to have married was on the verge of having ~~was supposed to be~~ were planning on spending were to go would be wouldn't be taking would have stayed would stay would take

WHO NEEDS A GROOM?

It *was supposed to be* the wedding of her dreams, but one week before it [1]*was due to happen*, Jessica Hudson, a twenty seven year old banker from Nottingham, found out there [2]*would be* no ceremony. 'Last Friday my fiancé announced that he [3]*was calling* everything off,' Ms Hudson told us. She [4]*was due to marry* her college sweetheart in Nottingham cathedral yesterday. Afterwards, the newlyweds [5]*were to go* with their guests to the posh Four Seasons restaurant in the city centre.
'At first, I believed I [6]*was going to die*,' said Ms Hudson. 'My mum thought I [7]*was on the verge of having* a nervous breakdown, but then she had an idea,' Ms Hudson explains. 'Instead of cancelling the restaurant and catering, the Hudson family [8]*decided to invite* the city's homeless and those in need to take part in the reception.' The would-be bride's mother Vera Hudson, aged fifty-five, told us: 'When I found out that the wedding [9]*wouldn't be taking* place, I said I [10]*would take* away something good from the whole experience.' On Monday, she put up invitations on lamp-posts around the city centre and anxiously waited until Saturday.
Although her heartbroken daughter decided she [11]*would stay* at home, Mrs Hudson watched as her new guests arrived. 'I was really touched to see complete strangers: single people, families, the elderly, all coming up to me, thanking me for the invitation,' she said. The newlyweds [12]*were planning on spending* their honeymoon in Mexico. The trip is non-refundable, so Mrs Hudson and her daughter chose to go on it together.

SHOW WHAT YOU'VE LEARNT

5 Translate the Polish sections into English to complete the sentences. Use between three and six words in each gap.

Kim *was on the verge/point of dropping* (*była bliska rzucenia*) out of school.
1 You *were supposed to call me* (*miałeś do mnie zadzwonić*) yesterday. Why didn't you?
2 Last time we met, Kelly *was going/intending to take* (*zamierzała podejść do*) her driving test. How did it go?
3 My English teacher told me that after classes I *was supposed to talk* (*miałem porozmawiać*) to the head of school about my inappropriate behaviour.
4 The company representative couldn't talk to me much longer because in two hours he *was leaving for* (*wyjeżdżał do*) Paris with his friends.
5 I thought you *would be able to / would have been able to* (*będziesz mógł*) come to our performance last Friday.
6 Ted *was just about to* (*właśnie miał*) close the window when he saw a man climbing over his neighbour's balcony.

/6

1.5 LISTENING LANGUAGE PRACTICE

Prepositions • phrasal verbs with *look* • collocations

1 Complete the extract from the recording with the missing prepositions.

Extract from Student's Book recording 1.9

Jen: Last week, I took part in an interesting experiment and thought that maybe you'd like to hear *about* it. I got involved [1]*through* one of my psychology lecturers. She explained that her team was looking [2]*at* the factors involved [3]*in* forming first impressions and was looking [4]*for* volunteers. Well, I was intrigued as that's the topic of my major assignment this semester. And I had some free time as I'd just finished an essay so I signed [5]*up* . The experiment was simple. Basically we had to sit in front of a computer and watch a slideshow. The slides showed photos of people's faces accompanied [6]*by* information about the person, for example, that they'd been convicted [7]*of* a minor crime, or that they frequently did charity work. We had to study the photos for a couple of minutes and then try to recall them. I found this easy, as I'm good [8]*at* remembering faces.
We were then told to come back three days later. I chatted [9]*about* the experiment [10]*with/to* a friend and we both wondered what the next step would be.

2 Complete the phrasal verbs with *look* with the missing letters. Use the definitions to help you.

LOOK

- f*o*r **something** – to try to find something
- [1]*i*nt*o* **something** – to examine the possibility of doing something
- [2]*o*n **something** – to watch something as a spectator
- [3]t*o* **somebody** – to depend on someone for something
- [4]*o*v*e*r **something** – to inspect something in order to check its quality
- [5]**d***o*wn *o*n **somebody** – to consider somebody/something inferior
- [6]**b***a*ck *o*n **something** – to think about something in one's past
- [7]**thr***o* *u*gh **somebody** – to ignore somebody by pretending not to see them
- [8]**r***o* *u*nd **something** – to visit a place or building as a tourist or guest
- [9]*u*p fr*o*m **something** – to interrupt what you are doing to focus on something else
- [10]*i*n *o*n **somebody** – to pay a short visit to somebody

3 Choose the correct prepositions to complete the sentences.

1 James was so proud to score the winning goal with his family looking *on* / *over* / *round* that he ran round the whole pitch twice waving his arms in celebration.
2 If you need help with your dissertation, I wouldn't look *through* / *to* / *down on* Arthur. He's completely unreliable and his knowledge is sketchy at best.
3 I couldn't believe it when my own sister looked *into* / *through* / *to* me like I wasn't even there. I do hope she's not embarrassed by me.
4 Jules said he'd have a good look *from* / *into* / *over* my assignment before I hand it in.
5 Margaret's uncle Tim has offered to look *round* / *back on* / *into* her getting some experience at his accountancy firm next summer.
6 When I told my father I was thinking of leaving Poland to live in Spain for a year, he didn't even do so much as look *up from* / *down on* / *into* his newspaper.
7 Bella said they had some people looking *over* / *round* / *through* their house last week. She's worried that her parents are really going to sell up and move.
8 You really shouldn't look *back on* / *down on* / *on* your last relationship so much. It's self-defeating and it's definitely time you moved on.
9 Why don't we look in *at* / *on* / *to* Hannah on the way home? I hear she's not been feeling very well of late.
10 Just because Adam never went to university doesn't mean you should look down *at* / *by* / *on* him. He's actually one of the brightest people I know.

FOCUS ON WORDS | Collocations

4 Complete the sentences with the words in the box. There are two extra words.

break charity crime move
reaction ~~record~~ split upstanding

Did you know that having a criminal *record* can exclude you from getting certain jobs?
1 When I saw Patrick coming, I have to admit my gut *reaction* was to hide. Call me a coward – I don't care.
2 One minute my younger sister was standing next to me and a *split* second later she was gone.
3 Marianne said she's seriously thinking of doing some *charity* work. Something involving mistreated animals by all accounts.
4 Jono swears William is the perfect *upstanding* citizen. Can you believe he's never paid a single bill late?!
5 Even being convicted of a minor *crime* can result in a permanent black mark next to your name.

1.6 SPEAKING

Speculating about appearance

Speaking Bank page 145

1 Match phrases 1–7 to descriptions a–g.

free and easy — h
1 aloof and distant — d
2 fun-loving and content — b
3 has got all the time in the world — e
4 introspective and thoughtful — g
5 pensive and melancholic — c
6 takes themself too seriously — f
7 uptight and anxious — a

a The guy opposite me in the waiting room was biting his nails and tapping his foot and he kept on letting out these massive sighs. Guess he must've been waiting for some test results or something.
b I can safely say I've never seen such a satisfied-looking dog. It adores tearing around the back garden fetching sticks and balls.
c Carly has looked really down lately. Sort of slow and unhappy like she hasn't slept and is preoccupied with some problem or other.
d The new girl doesn't say much, does she? I tried to get her chatting, but she didn't seem interested.
e Half an hour late and we're all sat on the coach waiting to leave, and the driver is still standing, drinking coffee and chatting to his mate as if there's no rush.
f Since she did that 'modelling' for the local hairdresser, she thinks she's the next Cara Delevingne. It wasn't exactly the cover of *Vogue*, was it?
g He was sat alone at a corner table. I don't know what he was thinking about, but now and again he would raise his eyebrows and smile to himself.
h He looks like he's escaped the corporate grind and left all his responsibilities far behind him.

2 Put the words in order to make phrases.

photo / saw / I / first / when / the *When I first saw the photo*, I thought she looked rather pensive.
1 about / way / there's / he's / something / the *There's something about the way he's* smiling that makes him look a bit dodgy.
2 may / she / said / having / be / that, *Having said that she may be* the kind of girl who always comes across as a bit melancholic.
3 be / can't / certain / I *I can't be certain* , but I think he's probably had plastic surgery.
4 to / as / looks / it / if / me *It looks to me as if* she hasn't got a care in the world.
5 just / than / more / it's / his *It's more than just his* hair; his clothing also suggests he's a geeky type.

3 Choose the correct words to complete the description.

OK, so my [1]*initial* / *closer* impression was that this is a man trying to comfort his friend because she's upset about something she's seen on social media, but now it looks to me [2]*that* / *as* if he might be her teacher or tutor and she's having trouble understanding a difficult problem. [3]*Mind you* / *Again*, I could be wrong. It's [4]*hard* / *more* to say why the student seems so frustrated, but [5]*judging* / *guessing* by her expression she's been trying to solve the problem for some time. [6]*Feeling* / *Going* purely on appearance, I'd say she's in her early twenties, so I suppose this has to do with a university class that's challenging for her. By the look of her, I'd say this is more [7]*than* / *of* just a trivial issue.

4 Complete the description of the photo below. The first letters are given.

Well, he looks like a **b***it* of a character, doesn't he? You know, the deep-thinking type who wants to be taken seriously. At first [1]**g***lance* , he appears older than he actually is, I think – it probably has something to [2]**d***o* with his beard and glasses. I'm [3]**a***ssuming* he's an artist or a musician because of his serious but 'cool' vibe. In fact, on closer [4]**i***nspection* , his unusual hat and large glasses make him seem like someone who likes to be noticed. I could be [5]**w***rong* about him, of course – it wouldn't be the first time – but my [6]**g***ut* feeling is that this guy would be interesting to spend time with. I'm only [7]**g***uessing* , but I think you could pick up a lot of new ideas by hanging out with him.

1.7 WRITING

A formal email/letter

1 Complete the advice. The first and last letters are given.

When writing to organisations or people you don't know, it is common to use formal style. To achieve a higher level of formality in your writing, consistently use ¹f*ull* forms rather than contractions and opt for single verbs rather than ²p*hrasal* verbs. In general, avoid ³c*olloquial* phrases and where possible use formal quantifiers and ⁴q*ualifier*s. Do not use ⁵s*poke*n discourse markers such as *well* or *actually* but do aim to address the reader ⁶i*ndirectly*. Finally, always use ⁷c*omplete* sentences and never use question ⁸t*ag*s.

2 Match the examples to tips 1–8 in Exercise 1. Then rewrite them to make them more formal. Sometimes more than one answer is possible.

1 We couldn't be more pleased that you've agreed to assist us. Tip 1
We could not be more pleased that you have agreed to assist us.

2 Event will start 9 a.m. and finish 4 p.m. Tip 7

3 We would be over the moon if you were able to join us for the day. Tip 3

4 Well anyway, we hope you will actually consider our request. Tip 5

5 We plan to go on holding these charity events as they bring in significant amounts of money. Tip 2

6 Would you be available to take part on the date specified? Tip 6

7 We understand you have been involved in such schemes in the past, haven't you? Tip 8

8 As the waterslide is kind of expensive to hire, we were hoping you could offer us a bit of a discount. Tip 4

3 Read the task and underline the information mentioned in points 1–3.

The Minister for Education in Poland is planning to visit a school in your region to see a successful European student exchange programme in action and to speak to the students involved. You have been asked to write to the minister and invite him/her to visit your school, where a successful exchange programme has been in operation for a number of years. There are students from several European countries attending English classes and studying other subjects in English at your school. You should explain:

- why the minister should choose to visit your school and its exchange programme in particular.
- how both visiting and local students benefit from the exchange programme at your school.
- what the school and its students would gain from the minister's visit.

1 Who you should write to.
The Minister for Education Poland
2 The purpose of the letter.
To invite him/her to visit your school
3 Three main points the letter should address.
- why the minister should choose to visit your school and its exchange programme in particular.
- how both visiting and local students benefit from the exchange programme at your school.
- what the school and its students would gain from the minister's visit.

4 Read the letter on page 13 and underline information relating to the three main points in the task in Exercise 3.

5 Complete the letter with the adjectives from the box.

current diverse entire grateful ideal substantial ~~thrilled~~ unique willing

REMEMBER THIS

In formal writing, conditional sentences with the inverted pattern ***should*** (instead of *if*) ***+ subject + verb*** are common. Include examples in your letters and emails to increase the level of formality.

(***If you should be willing***) → ***Should you*** *be willing to select our school, we would like to …*

(***If you should wish***) → ***Should you*** *wish to contribute, please contact us …*

6 Match the formal words and expressions in bold from the letter to the less formal items below.

	signed up for	*enrolled in*
1	think about	*consider*
2	choose	*select*
3	to give a few examples	*to name but a few*
4	existed	*been in existence*
5	places	*locations*
6	because of	*due to*
7	parts	*aspects*
8	for everyone	*on everyone's behalf*
9	so/therefore	*thus*
10	plan	*intend*
11	show that we appreciate you being there	*honour your presence*

Dear Minister,

My name is Marek Warwas and I am a student from Poland currently **enrolled in** the European exchange programme at King Bartholomew's Secondary School, in Newcastle. My classmates and I were *thrilled* to hear that you **intend** to visit our region and I am writing **on everyone's behalf** to explain why we feel our school would be the ¹*ideal* choice for your visit.

The exchange programme at King Bartholomew's is ²*unique* in the region **due to** the ³*substantial* range of nationalities involved. Over the ten years it has **been in existence**, students from such ⁴*diverse* European **locations** as Portugal, Latvia, Norway and Austria, **to name but a few**, have benefited from the opportunities presented by the programme. These opportunities include linguistic and social immersion of course, but also regular events where exchange students present **aspects** of the culture of their countries to both local and visiting students. In this way, the ⁵*entire* school benefits from the programme.

Should you be ⁶*willing* to **select** our school, we would like to **honour your presence** on the day with a series of events including food-tasting, a concert and various sporting and cultural demonstrations organised and presented by our ⁷*current* exchange students. We would also be extremely ⁸*grateful* if you would **consider** giving us your thoughts on how we might recruit students from beyond Europe and **thus** work towards a truly international exchange in the future.

We look forward to your reply and hopefully to welcoming you at King Bartholomew's in the near future.

Yours faithfully,

Marek Warwas

SHOW WHAT YOU'VE LEARNT

7 Do the writing task.

Absolwent/Absolwentka twojej szkoły zdobył/zdobyła złoty medal na igrzyskach olimpijskich. Napisz do niego/niej list z zaproszeniem do odwiedzenia szkoły i wygłoszenia wystąpienia, które zainspirowałoby uczniów do prowadzenia zdrowszego trybu życia i do większej aktywności fizycznej.

W liście:
- pogratuluj tej osobie wygranej i wyraź poczucie dumy odczuwane przez całą społeczność szkolną,
- wyjaśnij, jakie korzyści jego/jej wizyta i wystąpienie mogą przynieść uczniom,
- przekaż szczegóły dotyczące przebiegu wydarzenia.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓everything on this list?

In my formal letter/email:

- I have used a formal salutation. ☐
- in the first paragraph, I have outlined my reasons for writing. ☐
- in the main body of the letter/email, I have addressed the three main points in the task. ☐
- I have achieved a formal style by: ☐
  - using full forms rather than contractions. ☐
  - choosing single verbs rather than phrasal verbs. ☐
  - avoiding colloquial expressions and incomplete sentences. ☐
  - avoiding question tags and spoken discourse markers. ☐
  - addressing the reader indirectly. ☐
  - using longer, more formal words and phrases. ☐
- I have used a wide range of adjectives to attract and hold the reader's attention. ☐
- I have used a formal sign-off. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

1.8 DOCUMENTARY VIDEO WORKSHEET

Remarkable relationships

Before you watch

1 SPEAKING **Discuss the questions.**

1 Which animals are said to have the strongest bond with people?
2 Do animals ever try to communicate with people? How do they do this?

While you watch

2 1 **Why do animals give gifts to people or other animals? Make a list of reasons. Then watch the video and check your ideas.**

- to say thank you
- to show interest
- to show status
- to cement a bond

3 1 **Match 1–6 with a–f to make phrases and collocations used in the video. Then watch the video again and check your answers.**

1	avid	d
2	amass	f
3	figment of one's	b
4	cement	e
5	cunning	a
6	heartfelt	c

a ways
b imagination
c offerings
d collector
e a bond/relationship
f a collection

4 SPEAKING **Complete the questions using the correct form of the phrases and collocations in Exercise 3. Then discuss the questions with a partner.**

1 Did you amass a collection of objects or toys when you were a child?
2 Has anyone ever tried to convince you that something you believe is just a(n) figment of your imagination ?
3 Do you know anyone who uses cunning ways to get what they want?
4 Why might someone give a(n) heartfelt offering ?
5 How can pet owners cement a bond/relationship with their pets?
6 Do you know anyone who is a(n) avid collector of stamps, comic books or other items?

5 1 **Answer the questions. Then watch the video again and check your answers.**

1 How does Gaby describe her relationship with the crows? *Some are like friends and some like family, but mostly nice.*
2 When did the crows start giving Gaby gifts? *2.5 years ago*
3 According to Professor Marzluff, what's impressive about Gaby's collection? *It the largest he has seen.*
4 What can increase your chances of bonding with a crow? *Engaging with them actively, feeding them or rescuing them.*
5 What are crows able to do that most other species are not? *using a sequence of tools*
6 What does Professor Marzluff think about the fact that Gaby's gifts are getting more human? *He believes the crows are intelligent enough to select 'human' gifts, but we are more likely to notice them.*

After you watch

6 SPEAKING **Discuss the questions.**

1 Do you know of any other animals that give gifts to humans?
2 What are the main reasons people give gifts in your country? Are gifts always given in good faith?
3 What do you know about gift giving in other cultures? Is it similar to your country?

1.9 UNIT 1 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Kiedy sprzątałem nasz zagracony strych, natknąłem się na jakieś stare zdjęcia moich dziadków, na których wyglądali na dziwnie zamyślonych.*
When I was clearing our cluttered attic, I came across some old photos of my grandparents, in which they looked strangely pensive .
2 *Kiedy ostatnio go widziałem, był zmartwiony, bo właśnie pokłócił się ze swoją dziewczyną i byli bliscy zerwania ze sobą.*
When I last saw him, he was upset because he'd just fallen out with his girlfriend and they were on the verge of splitting up .
3 *Sądzę, że gdybym zgłosiła się na ochotnika do pracy charytatywnej w jakimś dotkniętym ubóstwem rejonie świata, moi rodzice zgodziliby się na to bez mrugnięcia okiem.*
I suppose that if I volunteered for charitable work in some poverty-stricken region of the world, my parents would agree to it without batting an eyelid .
4 *Mimo jego wad i faktu, że był karany sądownie, powierzyłbym mu swoje oszczędności.*
Despite his shortcomings and the fact that he has a criminal record , I would trust him with my savings.
5 *Jeśli chodzi o charakter, jestem podobny do mojego ojca – obaj jesteśmy błyskotliwi, ale nieco impulsywni.*
Personality-wise, I take after my father – we're both quick-witted/sharp(-witted) but a bit impetuous .
6 *Większość inteligentnych ludzi ma prześmiewcze poczucie humoru i często sprawia wrażenie lekceważących i upartych.*
Most intelligent people have an irreverent sense of humour and often come across as disrespectful and obstinate .
7 *Właśnie miałem postawić na swoim, kiedy to moi rodzice sprawili, że zdałem sobie sprawę, jak bardzo jestem podatny na wpływy.*
I was about to put my foot down when my parents made me realise how impressionable I was .
8 *To, za co go podziwiam, to jego prostolinijność i umiejętność nie traktowania siebie zbyt poważnie.*
What I look up to him for is his forthright manner and his ability not to take himself too seriously .
9 *Wolałaby zrobić dobrą minę do złej gry, niż wyrazić swoją niechęć, co sprawia, że jej nie ufam.*
She'd rather put on a brave face than express her resentment which makes me distrust her.

2 Think of one word which can complete all three sentences and write it the space provided.

1 face
a I've always admired my grandma for her ability to stay contended in the … of hardships.
b Jim put on a brave … when he found out he'd failed the test.
c She always pulls the same funny … for photos.
2 point
a By adding salt to water you can decrease its freezing … .
b We were on the … of giving up hope when a rescue squad arrived.
c He's so obstinate there's no … in trying to convince him.
3 sharp
a What I like about her as a writer is her exceptionally … mind and subtle sense of humour.
b There are a few … bends ahead so drive cautiously.
c Have you ever wondered what actually might have caused that … increase in house prices?
4 record
a The thief turned out to be a persistent offender with a very long criminal … .
b Yakutsk in Siberia holds the … for the coldest city in the world.
c What I'm going to tell you is strictly off the … .
5 count
a My gut feeling is that he's too soft, so I wouldn't … on him putting his foot down.
b Well, don't … your chickens before they're hatched, as the saying goes.
c Who do you … among your closest friends?

3 Complete the second sentence so that it has a similar meaning to the first. Use up to six words including the word in capitals.

1 We didn't expect people to envy us our success. **BE**
We didn't think people would be envious/jealous of our success.
2 The plane was on the verge of taking off when one of the engines caught fire. **ABOUT**
The plane was about to take off when one of the engines caught fire.
3 By the end of the year, it will be ten years since we first met. **EACH**
By the end of the year, we will have known each other for ten years.
4 The aim of the campaign was to make people more aware of the problem of poverty. **RAISE**
The campaign was (supposed/meant) to raise (public) awareness about the problem of poverty.
5 Kate first went abroad when she was 16. **NEVER**
By the time she turned 16, Kate had never been abroad .

1.10 SELF-CHECK

VOCABULARY

1 Complete the text with the correct forms of the words in brackets.

Given that in childhood we spend a high proportion of our free time with our siblings, one would expect that children learn to be *considerate* (CONSIDER) towards each other and that shared memories provide the basis for a good relationship.

However, few people would admit to having always loved and backed their sibling [1]*unconditionally* (CONDITION). Children often accuse their parents of not being [2]*unprejudiced* (PREJUDICE) as they are convinced their mother prefers their sister or brother to them. Many also spend their childhood competing for [3]*approval* (APPROVE) from their parents.

Nevertheless, no matter how [4]*disrespectful* (RESPECT) you may have been towards one another as children, siblings often get on better as they become older. You could be thankful one day to have someone who is always there during times of [5]*hardship(s)* (HARD).

/5

2 Complete the sentences with appropriate words. The first and last letters are given.

Lisa is a prolific writer and she always comes up with such c*aptivating* narratives.

1 Roger's colleagues hate his f*orthright* manner! Recently he told somebody how stupid Tina was to have quit working for a big international corporation.
2 Henry VIII's i*mposing* stature must have terrified many of his subjects.
3 My younger brother, Alex, was left alone for a s*plit* second, but he still managed to break a vase.
4 My dad tends not to rely on his first impressions, but his g*ut* reaction to Jen's words was that she was a liar.
5 Mia's classmate is unbelievably o*bstinate* – he never changes his mind.

/5

3 Match sentence beginnings 1–5 with their endings a–e.

After talking to somebody for only a few minutes, it's rather impossible to give an accurate (f)
1 I was flabbergasted that Betty didn't bat (d)
2 My grandma keeps singing (a)
3 Helen has often taken advantage of her privileged (e)
4 Lots of people have recently fled from the poverty- (b)
5 This company will never condone (c)

a her neighbour's praises even though he's been mean to her.
b stricken countryside and settled down in towns.
c using illegal computer programs.
d an eyelid when I told her I was leaving the country.
e background as a manager.
f portrayal of a person's skills and abilities.

/5

GRAMMAR

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

Living in the middle of nowhere and being an only child meant a fairly lonely life. That was why by the time I turned six, I *had invented* (invent) an imaginary friend, Gina. As my parents recall it, we [1]*were constantly arguing* (constantly/argue), mainly about toys and games. But both Gina and I hated the mountains and once, on our way there, my parents heard me say to Gina: 'You see, nobody cares what we think, they [2]*have packed* (pack) us in the car again to go hiking, but don't you worry, this time next month we [3]*will be hitchhiking* (hitchhike) to the seaside.' As I grew older, Gina became a distant memory.

However, my former classmate's own daughter, aged four, has such a friend too. She's not worried because she believes by the time Lizzy goes to school, the girl [4]*will have made* (make) enough real friends to replace the imaginary one. She even sees it as a good thing, as now kids [5]*are spending* (spend) more and more time staring at screens, and not developing their social skills.

/5

5 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between four and six words in each gap.

Dad, *will you be using the car* (you/use/car) later today?

1 The students had to wait for the guest speaker for over half an hour because he *hadn't/had not been told* (not/tell) about the change in the timetable.
2 The roadworks here are usually not too chaotic, but this time *they are causing/have caused a lot of* (they/cause/lot) traffic problems and people are late for work.
3 Because the kids *had been rehearsing their roles* (rehearse/they/role) before the school play since morning, the room was still darkened when we came in.
4 Next week Tim and his builders *will have been redecorating our house* (redecorate/we/house) for nearly eight months and it's still far from being ready.
5 I don't believe it! Are you saying that Joshua *has been manipulating the data* (manipulate/data) all this time?

/5

6 Complete the text with one word in each gap. The first letters are given.

My older sister Charlotte often repeated that after her university course, she w*ould* work in a large design and building company. We knew she was [1]g*oing* to do everything she could to make her dream come true.

Soon she found what she believed was her dream job. She was [2]d*ue* to start in two weeks and just could not wait to be part of the team. To her great disappointment, it turned out that she landed herself a job in a rather unfriendly office where her colleagues were [3]s*upposed* to be concentrated on their projects only. Charlotte suffered terribly and was really on the [4]v*erge* of quitting her career altogether when my dad suggested she should try working in a family-run company. He was right! When she reflects on it now, she often says that she was [5]a*bout* to give up doing what she always had dreamt of, but thankfully was pointed in the right direction.

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

The value of friends

A recent newspaper report claims that something which many successful people have in common is their ability to *C* people easily.

The explanation given is that if people [1]___ in others, they are more likely to get an [2]___ into human nature, which is an important [3]___ of success in the workplace, whether one is managing staff or working in a team.

[4]___ these advantages, being popular is not without its dangers, apparently. If this report is to be believed, it is better to have fewer than ten [5]___ friends. More friends than this can drain you of energy if you have to listen to their problems and try to resolve them. Plus one or more of these friends will almost certainly [6]___ at some point and lose your trust.

Some people believe that, as texting and emailing replaces meeting face to face, it is becoming increasingly difficult to form a strong [7]___ with others. In the future, it may become more of a rarity to enjoy an [8]___ friendship that would last for a lifetime.

	A associate	B coincide
	(C) befriend	D redress
1	(A) confide	B reveal
	C confess	D depend
2	A appreciation	B awareness
	(C) insight	D intuition
3	A side	B angle
	(C) facet	D point
4	A Instead of	B Apart from
	C On account of	(D) In spite of
5	A familiar	(B) close
	C immediate	D accessible
6	(A) let you down	B put you off
	C take you back	D turn you round
7	A relation	B contact
	C commitment	(D) bond
8	A upstanding	(B) undying
	C impetuous	D ambiguous

/8

8 Complete the text with one word in each gap.

An unusual pet

One day, after Jacques Damier had *been* volunteering in Namibia for around a month, he literally fell over a tiny lion cub on the verge of death. His split second decision to adopt the cub and nurse him back to health was something that [1]*would* change his life dramatically.

Three years on, Jacques still [2]*takes* his parental responsibilities very seriously. He has invested a lot of time and energy [3]*in* the upbringing of his cub – regularly accompanying him on walks of nine hours or more through the parks. Sasha, [4]*as* he named the cub, has now grown much bigger and heavier than his 'father,' which means that Jacques must now take care that their play-fighting doesn't get out of hand. [5]*Despite* this risk, Jacques says that he has never felt scared.

However, Jacques is aware that by this time next year he will [6]*have* left Namibia and returned to his home in France. The task he faces now is to get Sasha used to living independently in the wild.

/6

9 Complete the second sentence so that it means the same as the first. Use between three and six words including the word in capitals. Do not change the word given.

The traffic was so heavy that we missed the beginning of the concert. **BY**
Due to heavy traffic, the concert *had already begun/started by the time* we got there.

1 My friend was just about to get on the train when I phoned her with the news. **POINT**
My friend was just *on the point of getting* on the train when I phoned her with the news.
2 Whenever I look at Tom, I have strong memories of my father. **REMINDS**
Each time I look at Tom, he *strongly reminds me of / reminds me (so) strongly of* my father.
3 My mother was determined not to let me go to the festival. **FOOT**
My mother *put her foot down* about my going to the festival.
4 The student only started participating in lessons about three months ago. **PART**
The student *has only been taking part* in lessons for about three months.
5 I attempted to phone my aunt several times, but nobody answered. **TOUCH**
Despite several *attempts to get in touch with* my aunt, nobody answered the phone.
6 I will be supported by my friend when times get difficult. **STAND**
My friend *will stand by me in* difficult times.

/6

Total /20

2 Learning for life

2.1 VOCABULARY

Studying and exams • exaggerated synonyms • phrasal verbs • phrases to describe being relaxed/stressed

SHOW WHAT YOU KNOW

1 Choose the correct forms to complete the headlines.

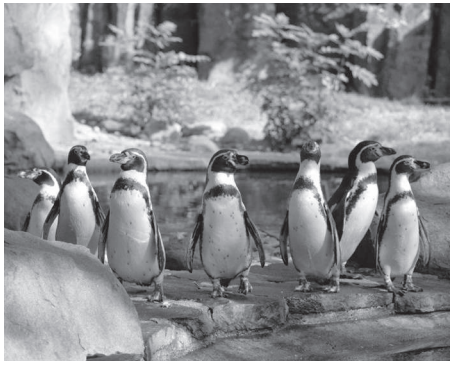
Report reveals widespread [1] *plagiarise / plagiarism* at prestigious university.

Celebrity [2] *unrecognisable / recognises* after plastic surgery nightmare.

Minister for Education claims he has no [3] *memorable / memory* of alleged incident at five-star hotel.

Education supplement: Top tips on effective [4] *revision / revise*.

Penguins [5] *familiarise / familiar* themselves with new enclosure at city zoo.



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

To say that all teenagers are awkward and moody is an unfair *generalisation* (GENERAL).

1 Jenny is so *disorganised* (ORGANISE) she can't even find a pen to write a to-do list.
2 Jeremy found a website where he could order *personalised* (PERSONAL) trainers with his name on.
3 I realise my fear of birds is completely *irrational* (RATIONAL), but I simply can't get over it.
4 Emma, assuming you did your homework, could you *summarise* (SUMMARY) chapter two for the class?
5 The brain's capacity to process *visual* (VISION) information is remarkable.

FOCUS ON WORDS | Exaggerated synonyms

3 Complete the dialogue with the words and phrases from the box. There is one extra item.

all the books under the sun | flit | frazzled | hammer in | looming | manic | minefield | plastered | regurgitate | swimming in

K: You look tired, Maddie.
M: Well, Kit, you sure know how to make a girl feel good. But you're right. I'm so *frazzled* I can hardly keep my eyes open.
K: Well, yeah, you do look pretty awful. How come?
M: Awful? Er, well, life is just [1] *manic* at the moment. I seem to [2] *flit* between school, hockey team and babysitting and never actually have a spare moment.
K: You should slow down a bit.
M: Well, I'd love to.
K: Then again, with the exams [3] *looming* next month, I suppose that's going to be difficult. Soon you'll be [4] *swimming in* textbooks and your bedroom walls will be [5] *plastered* with revision notes. And you're going to be in the school play, aren't you? That's a [6] *minefield*. All those lines to learn and [7] *regurgitate* on the night – all that pressure to perform.
M: Well, thanks Kit. If you were trying to [8] *hammer in* just how stressful my life is, then you've done a perfect job.

FOCUS ON WORDS | Phrasal verbs

4 Complete the sentences with the correct forms of the words from the box.

come | face | kick | lead | notch | set | ~~top~~

Sorry I didn't call you. I forgot to *top* up my phone credit before I left home.

1 Congratulations to last week's winning contestant who returns to today's show after *notching* up an incredible score of 131 points.
2 I know it hurts now, but soon the painkillers will *kick* in and you'll feel much better.
3 Experts hope that analysis of the flight recorder will reveal more about the events *leading* up to the crash.
4 When *faced* with such a wide choice of handsets, it can be difficult to choose the best phone for your needs.
5 This is a very rare school textbook from around 1830. How did you *come* by it?
6 I need four volunteers to help *set* out the desks in the gym hall for tomorrow's exam.

FOCUS ON WORDS | EXTRA Phrasal verbs with *up*

5 Complete the television announcements. The first letters are given.

'For those who may have missed *L is for Love* then, for the next ninety minutes, there's a chance to **c***atch* up on all this week's heartbreaking episodes.'

'Watch top-class chefs [1] **c***ook* up new dishes on *Ultimate Chef Master Guru* after the break.'

'Next on *Home Plus*, is your ironing [2] **p***iling* up? Windows need cleaning? Bathroom's a mess? Fear not! The team from *Get Scrubbing* are here with golden tips to help you save time around the house'.

[3] **B***rush* up on your number skills now with our educational series *Making Maths Manageable*.'

'After tonight's compelling and heart-wrenching documentary, BBC1 will be [4] **l***ightening* things up a bit with a new comedy from the team that brought you *It's a Guy Thing*.'

'Fans of quiz show *IQ* now have the chance to [5] **l***ap* up a double portion of facts and fun with our back to back Sunday special.'

'Which of our powerful female athletes will [6] **s***ummon* up the strength to become this year's *Miss Mega-muscle*? Find out after the news headlines.'

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answer A–D.

1 You can have all the money __ the sun but that doesn't guarantee happiness.
A through (B) under C of D by

2 The country is __ in debt and the government can no longer afford to provide free education for all.
A hammering B looming (C) swimming D falling

3 Generally speaking, it takes around forty-eight hours for antibiotics to kick __ and for patients to begin feeling better.
(A) in B off C up D over

4 Faced __ overwhelming evidence, the defendant finally admitted his guilt.
A in B against C to (D) with

5 If you hadn't let your work __ up, you'd be free to enjoy the weekend.
A read B notch C soak (D) pile

6 I've read about revision methods and I know how to stay calm in the week leading up __ the exams.
A on B with C in (D) to

7 Melanie was a bundle of __ on the day of her driving test.
A nervous (B) nerves C nervousness D nervy

8 The first part of the online music production course was so complicated that Simon felt totally out of his __ .
(A) depth B grip C calm D mind

9 Selena always gets butterflies in her __ before a visit to the dentist.
A stride (B) stomach C brain D legs

10 As her tutor had predicted, Mia sailed __ her piano exam and got a distinction.
A over B round (C) through D past

/10

FOCUS ON WORDS | Relaxed/stressed

6 Complete the diary entries. The number of letters in each missing word is in brackets.

12 June

Exam tomorrow ☹

Can't sleep. I'm a *bundle* (6) of nerves and I've got [1] *butterflies* (11) in my stomach. Trying to remember what I revised but my [2] *mind* (4) just keeps going blank. Feel completely [3] *out* (3) of my depth. Why didn't I study more? I'll never get to sleep. My [4] *heart* (5) is pounding and I'm a [5] *nervous* (7) wreck.

13 June

Feel like a [6] *weight* (6) has been lifted. Managed to [7] *get* (3) a grip last night and finally get some sleep. Breakfast – Dad told me to keep things in [8] *perspective* (11) and just do my best. Reminded me that I had sailed [9] *through* (7) the mock exams. Got there, opened the paper, saw the essay questions and a [10] *calm* (4) came over me. Knew what to write – remembered everything. Just as Dad said – took it in my [11] *stride* (6). Such a relief ☺

2.2 READING

Bird Brains • phrases with prepositions • collocations

BIRD BRAINS

In many cultures, crows have long been thought of in rather negative terms. These large black birds have been regarded as bad omens: dangerous and impure, bringers of bad luck or death. Even in the 21st century, for many the sight of their dark shapes and large, hammering beaks is as unwelcome as their ear-splitting cries, and few of us view them as more than unattractive pests*.

1 *E*

One example of such adaptability has been observed among communities of crows living in the urban environment of a Japanese city. There, they have found a way of reaching food that is normally inaccessible. The birds wait patiently at traffic lights for the oncoming traffic to stop at the red light for pedestrians. Next, they hop in front of the waiting cars and place walnuts gathered from nearby trees on the surface of the road. Just before the lights turn green, they fly away and, when the traffic begins to move again, the cars roll over the hard-shelled nuts and crack them open. Finally, once pedestrians regain the right of way, the crows return and collect their delicious snacks.

2 *C*

In another revealing demonstration of avian* intelligence, researchers found that rooks, members of the crow family, can use stones to raise the level of water in a container – just like the bird in the tale *The Crow and the Pitcher*. In the story, written thousands of years ago by the Ethiopian slave Aesop, a thirsty crow finds a pitcher, a deep jar for storing liquids, containing too little water for its beak to reach. The bird solves the problem by throwing pebbles, or small stones, into the pitcher one by one, until the water level rises high enough for it to drink.

3 *A*

To start with, the tasty treat was out of reach. Videos of the experiments show the birds examining the tube from different angles, appearing to think the problem through. Then the researchers provide a solution in the form of a handful of pebbles. The rooks can be seen picking up the stones and dropping them into the tube to raise the water level and bring the worm within reach. The birds appeared to estimate* how many pebbles were needed from the start and, rather than try for the worm after each stone was dropped, they waited until the water level was high enough. They also selected larger stones over smaller ones, for greater effect.

4 *F*

Rooks and crows both belong to the corvid family. According to Mr Bird, 'corvids are exceptionally intelligent, and in many ways rival* the great apes in their physical intelligence and ability to solve problems. This is remarkable considering their brain is so different to the great apes.'

5 *G*

'Wild tool use appears to be dependent on motivation,' said Mr Bird. 'Rooks do not use tools in the wild because they do not need to, not because they can't. They have access to other food that can be acquired without using tools.'

Corvids are by no means the only intelligent species of bird. Parrots too demonstrate amazing brain power. Known for their ability to 'talk', parrots were once thought only to mimic* human words and phrases, but research on captive birds has shown that they are able to learn and use basic speech.

6 *B*

After tutoring, Alex, as he is known, has learned a vocabulary of over 100 words, which he appears to be able to use meaningfully. Even more impressively, Alex uses phrases such as 'no', 'come here' and 'I want X' in order to engage in what appears to be genuine communication.

The old saying 'bird brain', traditionally used to insult someone who does something stupid, would, it seems, perhaps be better used as a compliment for those who show intelligence.

GLOSSARY

pest *(n)* – a small animal or insect that destroys crops or food supplies, or annoys other animals or humans in some way
avian *(adj)* – relating to birds
estimate *(v)* – to try to judge the value, size, cost, etc. of something without measuring it exactly
rival *(v)* – to be as good or important as something else
mimic *(v)* – to copy the behaviour, look or sound of something else
dexterity *(n)* – skill and speed doing something with a part of your body; in humans, usually the hands
captivity *(n)* – when an animal is kept in a cage or zoo rather than living in the wild

1 Read the article without looking at the missing paragraphs. What is the main purpose of the text?

1 To highlight the intelligence of a particular species of bird. *The text focuses on the corvid species.* ☑
2 To compare avian intelligence to that of other species of animals. *This is a detail in the text rather than a broader theme.* ☐
3 To report a new development in research into avian intelligence. *No dates are given for the research and several developments are reported.* ☐

2 Read the article again. Complete gaps 1–6 with paragraphs A–G. There is one extra paragraph.

A A similar challenge faced the rooks studied by the appropriately named Cambridge University zoologist, Christopher Bird. In a series of tests, the four rooks named Cook, Fry, Connelly and Monroe were offered a worm floating on the surface of water in a vertical tube.

B Through the work of a professor at the University of Arizona, one such bird is now believed to have the intelligence and emotional make-up of a three- or four-year-old child.

C Crows have been engaged in this remarkable behaviour since the 1990s and have since been observed doing something very similar in California. There, it is thought to be an adaptation of a method used for opening clams. The crows were known to drop the tightly sealed shellfish from a height onto rocks on the seashore in order to crack them and get at the nutritious flesh hidden inside.

D Corvids can tell human beings apart by their voices and recognise people who have fed them. They are also alarmed by the sound of those they have never seen before. Most intriguingly, the scientists speculate that they may be clever enough to cooperate with other bird species.

E Research, however, suggests that the common view of the crow may be wrong. They might not be beautiful, but they are amongst the most intelligent creatures on the planet. For example, they have demonstrated a remarkable ability to change their behaviour according to their surroundings in order to make the most of opportunities presented.

F The only animal believed to have done a similar fluid-mechanics task is the orangutang, said Mr Bird, a PhD student. The orangutangs were reported to have brought a peanut within reach by spitting water into a tube.

G One member of this incredibly bright species, the Caledonian crow, is renowned for its ability to make twig and leaf tools in the wild and adapt them with great dexterity* to extract grubs and caterpillars. However, such behaviour has never been seen in rooks living outside captivity*.

3 Complete the sentences with words from the text. Use the definitions in brackets to help you.

The town of Niagara is *renowned* **for** (famous for) its huge waterfalls.

1 Giraffes have long necks so they can *get* **at** (gain access to) leaves and fruit in the tallest trees.
2 *Make* **the most of** (use something to the best advantage) your visit because you might never have the opportunity to come here again.
3 The book that Kristy needed was **out of** *reach* (not near enough to be touched) on the top shelf, so she climbed on Daniel's shoulders.
4 One of the most important road signs to learn before you drive in a foreign country is the one that shows who has **the right of** *way* (the legal right to go before another car or pedestrian, e.g. at a junction).
5 The only way to **tell** the twins *apart* (tell the difference between two similar things) is to hear them speak. Lewis has a slightly higher voice than Tyler.

FOCUS ON WORDS | Collocations

4 Complete the sentences with the correct forms of the words from the box.

break	dismiss	meet
reserve	stand	think

A quick walk with the dog is one of the most efficient ways of *breaking* the monotony of revision.

1 My parents *dismissed* the idea of a gap year before university saying I should get my qualifications first.
2 I have *reservations* about doing the science project with Michael because, to be frank, he's lazy.
3 Please give your degree some serious *thought* as choosing the wrong subject is the fastest route to failure.
4 I had to stay up all night to do it, but in the end I *met* the deadline for submission of my final assignment.
5 Katarina has always *stood* out from the crowd with her unusual height and that frizzy hair.

2.3 GRAMMAR

Speculating

SHOW WHAT YOU KNOW

1 Decide what functions are expressed by the modal verbs in the sentences below.

We could learn together at the weekend. (e)

1 At that time, the students of his class could get punished for whatever silly thing they did. (a)
2 Martin and his classmates have been notified that their A-level results may come any time. (e)
3 Sadly, my flatmates and I might not meet again. (e)
4 Back then, Rachel could recite very long poems without referring to her poetry book even once. (b)
5 I know I must try harder if I want to get a good job. (c)
6 The lights in Maggie's room are still on. She must be revising for tomorrow's test. (d)

a past possibility
b past ability
c obligation
d speculation
e future possibility

2 ★ Write sentences from the prompts.

probably / difficult / the / will / more / real / be / exam
The real exam will probably be more difficult.

1 scored / harder / work / term / those / next / poorly / definitely / will / much / who
Those who scored poorly will definitely work much harder next term.

2 slackers / won't / there / the / be / probably
The slackers probably won't be there.

3 well / by / the / might / closed / supermarket / be / now
The supermarket might well be closed by now.

REMEMBER THIS

We can use ***will*** to express certainty or confidence about:

- the present: *Don't text her now – she'**ll be** busy revising for tomorrow's test.*
- the past: *Don't text her now – she'**ll have gone** to bed.*

3 ★★ Choose the option that explains each sentence.

1 Most students will have memorised the wordlist by now.
(A) I'm sure most students have already memorised it.
B It's possible most students have already memorised it.
C Perhaps most students have already memorised it.

2 You could have told me you weren't taking the test.
A Thank you for telling me you weren't taking it.
(B) Why didn't you tell me you weren't taking it?
C It was possible for you to tell me you weren't taking it.

3 Ben may have annoyed the boss by asking that question.
(A) Perhaps Ben annoyed the boss by asking it.
B I'm sure Ben annoyed the boss by asking it.
C It's impossible Ben annoyed the boss by asking it.

4 We remember our Maths teacher could be sarcastic.
A We remember he was always sarcastic.
B We remember that he can be sarcastic at times.
(C) We remember that he was sometimes sarcastic.

4 ★★★ Complete the sentences with the correct form of the verbs in brackets and *may, might, could* or *must*. Sometimes more than one answer is possible.

Ian: Rob, soon we'll have to decide which university we want to apply to. Does MOOCs ring a bell?
Rob: Yeah, I think I *may have come* (come) across an article on them some time ago. You [1]*must be referring* (refer) to Massive Open Online Courses, right?
Ian: Exactly. So what do you think of them?
Rob: Well, the idea of studying for a degree at the most prestigious universities around the world without leaving your home [2]*may/might/could sound* (sound) exciting, but I look at university education as a social experience. Besides, there are many concepts which require real-time discussions with fellow students and tutors.
Ian: You [3]*could/may/might be* (be) right, but full-time university fees are really high these days and you [4]*must admit* (admit) that the financial benefits of distance learning are quite appealing. Online courses aren't so expensive, many of them are in fact free, plus you [5]*could/may/might have* (have) the opportunity to juggle studies with part-time work.
Rob: I can see you [6]*must have given* (give) this distance learning idea a lot of thought.
Ian: I'm just beginning, actually. I will definitely do some research before making my final decision.

SHOW WHAT YOU'VE LEARNT

5 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and four words in each gap.

It's impossible the cleaner saw Matt yesterday. **CAN'T**
The cleaner *can't have seen* Matt yesterday.

1 It's possible they had been copying answers from each other long before the examiner realised it. **MIGHT**
They *might have been copying* answers from each other long before the examiner realised it.

2 I'm convinced that the students themselves removed some of the podcasts from the webpage. **MUST**
Some of the podcasts *must have been removed* from the webpage by the students themselves.

3 His English stands no chance of improving because he doesn't do any homework. **DEFINITELY**
His English *will definitely not improve/definitely will not improve/definitely won't improve* if he doesn't do any homework.

4 I'm sure you've realised by now that Monica is not very good with modern technology. **WILL**
You *will have realised* by now that Monica is not very good with modern technology.

5 Perhaps you don't know it, but Ned came top of the class in Geography last year. **MIGHT**
You *might not know* it, but Ned came top of the class in Geography last year.

6 It's possible we're talking to the next Einstein. **COULD**
We *could be talking* to the next Einstein.

/6

2.4 USE OF ENGLISH

Accuracy with articles

1 Complete the pairs of sentences with *a/an* or Ø (no article).

a If students want to have *a* good education, they need to be highly motivated.
b In many countries Ø education is free only until the age of sixteen.

1 a Freedom of speech and Ø belief are fundamental human rights.
b There is *a* strong belief that every child should have access to education.

2 a Marcia was widely considered as *an* outstanding beauty.
b Do you know the saying that Ø beauty is in the eye of the beholder?

3 a We all have to suffer Ø pain at one time or another.
b Stop being such *a* pain and start helping us instead!

4 a Last year I did a lot of voluntary work for *a* charity called Sightsavers.
b Most people think it's a good idea to give money to Ø charity.

REMEMBER THIS

- Some nouns are not preceded by *a/an*, however, putting an adjective in front of them requires using *a/an*: *have **breakfast*** but *have **a big breakfast***
- Putting an adjective in front of a number also requires using *a/an*: ***2 percent*** but ***a mere 2 percent***
- Most uncountable nouns can never be preceded by *a/an* even if you put an adjective in front of them: *All our students have **easy access** to the Internet.*

2 Complete the sentences with *a/an* or Ø (no article).

My parents are sending me to England because they want me to speak Ø excellent English.

1 In some countries, *a* shocking 60 percent of people are illiterate.
2 We're having such Ø beautiful weather right now that it's hard to believe it's autumn.
3 Every student will get *a* packed lunch before the trip.
4 Gina's grandparents enjoy Ø very good health.
5 Most of my classmates do Ø voluntary work.
6 If you sign up for our course now, you'll save *an* amazing 30 percent off the regular price.

3 Find six more mistakes in the text, two in each paragraph, by adding or crossing out *a/an*.

Most English schools introduced a ban on mobile phones during classes a long time ago and now they have conclusive proof that they were right. According to the latest study, not giving students ~~an~~ access to their phones translates into *an* extra week's education in a school year. Researchers also observed that test results in such schools went up by over 6 percent.

The research was conducted at several British schools before and after bans were introduced. 'While it's true that ~~a~~ modern technology used in the classroom engages students and improves ~~a~~ performance, there are also potential obstacles, as it could lead to distractions,' the researchers say.

The findings will definitely provide powerful arguments in the ongoing debate about pupils' access to mobile phones. In the UK, *a* staggering 90 percent of teenagers own *a* smartphone; in the US, almost 75 percent.

4 Read some comments on the article in Exercise 3 and choose the best option.

Why ban phones? Teachers should teach our children phone etiquette instead. They should be taught from [1]Ø / *a* / (*an*) early age about responsible use.

My phone means everything to me. It's [2]Ø / (*a*) / *an* tremendous help and I wouldn't want to part with it.

Yeah, it helps you play games or check your Facebook account. Thanks for [3]Ø / (*a*) / *an* great laugh!

What I meant was [4](Ø) / *a* / *an* mobile technology offers useful educational apps that students can use during classes, like graphic display calculators.

Using mobile apps for checking everything is [5]Ø / *a* / (*an*) example of overdependence on technology.

Phones are [6]Ø / (*a*) / *an* terrible distraction. I wish my school would ban them.

SHOW WHAT YOU'VE LEARNT

5 Complete the gaps with one word wherever necessary.

None of us seemed to be in a *hurry* to see the exam results. We were walking there rather hesitatingly.

1 It was *a* great sacrifice for Ruby to give up her place on the football team.
2 They say that money is not the key to Ø happiness.
3 Jon will need to do a lot of preparation before the presentation because he hasn't done anything like it in a *while* .
4 It was *a* real pleasure to train your puppy to fetch a ball, he's really intelligent.
5 Chris was on his way to the airport when all of a *sudden* he received an urgent call to go back to work.
6 Having *a* good laugh with friends always cheers me up and makes me feel great.

/6

2.5 LISTENING LANGUAGE PRACTICE

Verb forms • phrases

1 Complete the conversation between the man and woman and with the correct form of the verbs in brackets.

Extract from Student's Book recording 1.22

W: Have you ever consulted (ever/consult) an online video for help with [1]fixing (fix) something? You know, one of these 'how-to' videos? I'm a bit wary of (g) them – I'm not sure I trust the advice fully.

M: Yeah, I [2]have used/use (use) them. When I [3]have had/am having/have (have) issues with (b) software, anything like that, I go on these specialist sites or forums. They've got detailed advice and videos there. Like the other day I had a problem [4]installing (install) an update for my computer and I went online immediately, and this guy sorted out the whole problem for me in no time (a)!

W: So it's professionals sponsored by tech companies? Otherwise, it seems odd to me.

M: Not always. It's often ordinary people who [5]have had/are having/have (have) similar problems … or people who are technical geniuses and want to share their expertise. First, you type in your problem, and then loads of videos pop up with people who are a lot more technical than you (e) or me. What they say is really easy [6]to follow (follow) because they're like tutorials that show you how to fix problems step by step (c). You [7]may/might/could/would think (think) that the videos posted by experts might be too complicated or too difficult for the average person to follow, but they're not.

W: Right. And I guess it doesn't really matter if the videos are a bit amateurish – I mean they're free – and you can always re-watch them if you [8]don't/didn't get (not/get) it the first time (f). When real experts choose [9]to share (share) their knowledge with everyone for free, it's really helpful.

M: Absolutely – it's good [10]to know (know) help is just a few clicks away (d).

2 Match definitions a–f to the underlined phrases in the text.

a to do something very quickly
b to encounter problems with somebody/something
c to do something methodically by going from one stage to the next
d to be quickly accessible via a computer program
e to have greater knowledge regarding technology than somebody else
f to understand something without needing for it to be repeated
g to worry about something because it might cause a problem

3 Complete the sentences using the correct form of the underlined phrases from Exercise 1.

James, can you help Dan install this new application? You know that you *are a lot more technical than* he is and his whinging is driving me up the wall.

1 This homework is doing my head in. I've never been good at Maths, but I'm *having issues with* this Algebra problem like you wouldn't believe.
2 Wow! You finished that assignment *in no time* . Nobody else has even started it yet and you've already handed it in!
3 Don't you just love the Internet? Everything you ever need to know is only *a few clicks away* . Take Wikipedia®, for example. An absolute fount of knowledge.
4 Tomas admits to not being very good at DIY, but when he takes it slowly and does things *step by step* , he can do a decent enough job.
5 Tamara tends to be *(a bit) wary of* doing or saying something wrong when she meets new people. First impressions are really important to her.
6 Alright, alright! You don't have to keep going on about it – I *got it the first time* .

FOCUS ON WORDS | Phrases

4 Complete the sentences with suitable words to make phrases. The first letters are given.

It looks like Marty and Jake will both have to re-sit the test. You could say they're in the same **b***oat* now – however unenviable that might be.

1 Ah. There's nothing like a breath of fresh air to help clear your **h***ead* . I reckon I'll be ready to start work again soon.
2 If only you'd told me that you were worried about the school gala. I had no idea that we shared the same **c***oncerns* and that we could have supported each other.
3 Why doesn't Tom use his **i***nitiative* for a change and do something without asking first? He might find it very liberating and he'll probably get more recognition for his work.
4 A lot of blogs are all about people wanting to share their **e***xpertise* in a particular field. There's a great one about 1960's underground rock! It's really informative.
5 Wayne finds it hard to keep his **c***omposure* when Barbara talks to him. Everything goes out of his head and he ends up blathering like an idiot. It's quite funny really.
6 You know what? I feel a real **a***ffinity* with the new History teacher. He seems really cool and it turns out he's a big fan of The Flaming Lips like I am.
7 If you'd only use your **c***ommon* sense you'd be able to work it out in no time. It's really not that complicated you know.

2.6 SPEAKING

Giving supporting examples

Speaking Bank page 145

1 Put the words in order to make phrases used for giving supporting examples.

my / case / in *In my case*

1 obvious / is / an / example *An obvious example is*
2 is / notable / most / of / the / one / examples *One of the most notable examples is*
3 of / example / a / it's / prime *It's a prime example of*
4 a / illustration / is / useful *A useful illustration is*
5 mind / example / comes / is / graphic / the / that / most / to *The most graphic example that comes to mind is*

2 Complete the sentences with appropriate prepositions or Ø if no preposition is necessary. Sometimes more than one answer is possible.

A case *in* point is the intriguing story *of* Laika, one *of* the first animals ever *to* orbit Ø the Earth.

1 Consider Ø how many towels are washed unnecessarily each day by the world's hotels and the perceived importance *of* comfort and luxury over environmental responsibility becomes clear.
2 Think *about/of* last year's Tweed Run cycle event, *in* which around 1,000 people took part, including many cyclists Ø abroad.
3 Take Ø the success of reality shows such *as* *The Great British Bake Off*. It is tempting to conclude that the average TV viewer is not seeking Ø intellectual stimulation *as* part of their primetime entertainment.
4 Look *at* how many people are involved *in* the Park Run movement around the world. Clearly, the popularity of running is *on* the rise.

3 Match arguments 1–5 with supporting examples a–e. Then complete the supporting examples with the words from the box.

case consider ~~extreme~~ illustration instance look

Parents around the world are trying to ensure their children's future success by signing them up for so many extra activities and classes that they no longer have time to be kids! (f)

1 According to various accounts, the boy became so exhausted mentally and physically that he eventually had to be hospitalised. (d)
2 In fact, psychologists say that boredom is a key part of growing up. (a)
3 Children who are kept constantly occupied may never discover their true talents. (c)
4 Of course, it is also true that exposing kids to a variety of activities allows them to discover their real interests. (e)
5 As with most things in life, finding the right balance is key. (b)

a For *instance* , when children are left with nothing specific to do, they often find or invent an activity to alleviate the boredom, and this helps them to understand their own natural interests.
b *Look* at the many cases of childhood over-occupation around you, and then find ways to allow more freedom, and even a bit of boredom, into your own child's life.
c A *case* in point is a friend's child, who was kept constantly busy until the family went on an off-the-grid holiday, when the boy picked up a pencil and paper and revealed an amazing talent for drawing.
d Whether or not this case is factual, it certainly serves as a striking *illustration* of a real problem, which is that many children are not being allowed to experience the pleasure of inventing their own activities and playing on their own.
e *Consider* that a child who is never given a music lesson or a dance class may never know they have a real talent, but exposing them to too many activities can lead to confusion and frustration.
f One of the most *extreme* examples of this is the son of an ambitious family who ended up suffering from severe exhaustion as a result of being occupied fourteen hours per day.

4 Correct the mistakes.

~~Typical example~~ of such misunderstandings occurred during a teacher-student meeting held last week. *A typical example*

1 ~~The most striking example comes to mind~~ is that of Lance Armstrong, who finally admitted using performance enhancing drugs during all seven of his Tour de France victories. *The most striking example THAT comes to mind*
2 ~~A useful illustrator~~ is given as part of the discussion on page 17. *A useful ILLUSTRATION*
3 ~~A case on point~~ is the huge investment that has gone into the city's new concert hall. *A case IN point*
4 ~~For instant~~, a UK report from 2012 found that only 27.2 percent of the population aged from sixteen to seventy-four had a degree or equivalent, or higher. *For INSTANCE*
5 ~~Consider about~~ how many times people share articles on social media sites without actually having read more than the headline. *Consider*
6 ~~Look to~~ the wonderful work done by specialist animal welfare groups such as the Albino Squirrel Preservation Society. *Look AT*

2.7 WRITING

An article

1 Read the article and choose the most suitable title.

1 Use it or lose it: how to educate a gifted child. ☐
2 Teaching everyone: how to divide attention in the classroom. ☐
3 Special needs: why gifted pupils need attention too. ☑

Schools and colleges around the world quite rightly devote a great deal of time and effort to helping children and young adults who are deemed to have special educational needs. Nine times out of ten, this effort is focused on those who are struggling to reach a minimum standard and therefore falling behind with their education. However, is it not the case that if you are gifted, you also have distinct educational requirements and just as much right to individual attention in the classroom? Let's consider both sides of the debate.

'The cream always rises to the top', they say, and so it is often assumed that bright children will **excel** at whatever they take on. Don't consistently good grades at school amount to proof of the satisfactory academic progress of those who achieve them? If so, then surely teachers are justified in their decision to concentrate on those who are **lagging** behind. Add to this the claim that labelling certain children as 'gifted' sends an unproductive message to those who don't **measure** up, and there is really nothing left to debate, is there?

Not so fast. Gifted children need attention too! Exceptional pupils should face rigorous challenges at school if they are to remain engaged and realise their full **potential**. Without such challenges to rise to, these pupils soon become bored and then distracted. It is a tall order for them to **thrive** if they are constantly asked to twiddle their thumbs while their peers catch up. According to US researchers, by not stretching the brightest of their students 'teachers could be **squandering** the talent of the most creative minds of a generation'.

Clearly, there is a case for attending more closely to the needs of top pupils, as well as helping those who are struggling to make the **grade**. There will always be competition for teachers' attention and schools' resources and, in my opinion, every child is entitled to their fair share during the time they spend at school or college.

2 Read the article again and underline examples of the following items:

- Three direct questions
- A direct address to the reader
- A quotation
- An exclamation

3 Put the words in order to make phrases for addressing the reader directly in an introduction.

details / the / at / look
Let's *look at the details*.
1 arguments / examine / the
Let's *examine the arguments* .
2 debate / sides / the / both / of / consider
Let's *consider both sides of the debate* .
3 the / points / against / clarify / for / and / main
Let's *clarify the main points for and against* .
4 the / issue / angles / from / explore / opposing
Let's *explore the issue from opposing angles* .
5 main / view / of / the / elaborate / on / points
Let's *elaborate on the main points of view* .

4 Complete the first part of each quotation with the words from the box. Then match the sentence halves.

according observed pointed quote ~~said~~ words

It was Benjamin Franklin who *said* 'an investment in knowledge (f)
1 In the *words* of Oscar Wilde, 'education is an admirable thing, but it is well to remember from time to time (c)
2 'It is ordinary people who have to be educated'. *pointed* out Jean-Jacques Rousseau, 'and their education alone can serve (e)
3 As Arthur Schopenhauer famously *observed* 'truth acquired by thinking of our own (b)
4 To *quote* Alexander Pope, 'men must be taught as if you taught them not (d)
5 *According* to Anatole France, 'the whole art of teaching is (a)

a only the art of awakening the natural curiosity of young minds'.
b is like a natural limb, it alone really belongs to us'.
c that nothing that is worth knowing can be taught'.
d and things unknown proposed as things forgot'.
e as a pattern for the education of their fellows'.
f always pays the best interest'.

REMEMBER THIS

Avoid overusing exclamations as this can make your writing seem trivial or immature. Also, if you use too many, they will lose their significance. Consider including a maximum of two in your piece of writing.

5 Complete the adverts with the words in bold from the article.

Do you *excel* at video games?
Ever thought about becoming a professional gamer?
Call us to find out more.

Private science tuition.
Helping secondary students to make the [1]*grade* since 1998.

Realise your full [2]*potential* with our world-renowned life-coaching programme.

Are you [3]*lagging* behind in English? Study privately with a qualified native speaker.
Call 77 804 904.

Could you pass your child's final exams?
Find out how you [4]*measure* up against the country's brightest secondary students.

Gifted footballer?
Avoid [5]*squandering* your talent. Contact Ellis and Marks football agents to find out how we can help you reach your goal.

Ensure your cacti [6]*thrive* with our specially formulated food mix.

6 Complete the definitions. Use the article to help you if necessary.

If someone t*widdles* **their thumbs**, they do nothing while they wait for something to happen.
1 If something happens or is true **nine times out of t*en***, it is almost always the case.
2 If someone is s*truggling* **to do something**, they are finding it very difficult.
3 If someone e*xcels* **at something**, they are extremely good at it.
4 **'Not so f*ast*'** is an informal way of saying 'wait or think before you do or believe something'.
5 If something is **a t*all* order**, it is an unreasonable or difficult demand.

7 Complete the sentences with the correct forms of the phrases in bold from Exercise 6.

Nine times out of ten everything is fine, but just occasionally something unexpected happens.
1 The lifeguards are *struggling* to reach the stranded couple because the waters are so rough.
2 Collins, last year's world snooker champion, really does *excel* at these long corner pocket shots.
3 *Not so fast* , buddy! Remember who is in charge here. I'll tell you when we are ready.
4 To win, Simons needs to cover the last ten kilometres in less than thirty minutes. A *tall order* by anyone's standards.
5 Gordon is late and Sarah has been sitting *twiddling her thumbs* for nearly an hour.

SHOW WHAT YOU'VE LEARNT

8 Do the writing task.

Niektórzy twierdzą, że nauczyciele powinni obniżyć wymagania wobec uczniów osiągających sukcesy sportowe, aby ci mogli skupić się na treningach i rozwoju kariery. Napisz artykuł na szkolną stronę internetową, w którym omówisz argumenty za taką decyzją i przeciw niej oraz przedstawisz własną opinię na ten temat.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my article:

- I have begun with an eye-catching title. ☐
- I have addressed the reader directly. ☐
- I have asked direct questions. ☐
- I have included at least one quotation. ☐
- I have included an exclamation. ☐
- I have used a fairly informal style. ☐
- I have explored both sides of the issue. ☐
- I have given my own opinion. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

2.8 DOCUMENTARY VIDEO WORKSHEET

The cost of a good education

Before you watch

1 SPEAKING **Describe a typical university student from your country. How do they spend their time? Is life easy or difficult for them? In what ways?**

2 Complete the phrases and collocations in bold with the words in the box.

assistant costs maintenance threshold tuition

1 **Financial** *assistance* or **support** means you are helped by someone who gives you money which you may have to pay back at a future time.
2 A *maintenance* **loan** and a **student loan** are money you borrow while studying and pay back after graduation.
3 When you **cover** *costs* , you earn enough to pay for all your basic spending.
4 *Tuition* **fees** are the money you pay for instruction or teaching, usually for higher education.
5 Earning **above an agreed** *threshold* means earning more than an agreed amount of money.

While you watch

3 2 **Watch the video. What problems are students Ben and Tuni facing at university? Make notes.**

1 Ben will have to pay higher rent and will have to work to take a loan.
2 Tuni can't get a maintenance loan to help her finance her costs.

4 2 **Watch the video again. Complete the sentences with up to three words from the recording.**

Ben was [1] *made homeless* after leaving school and is aware that studying at university is not going to be easy. He is going to attend Stoke University where 25 percent of students come from [2] *deprived areas* . Ben's [3] *(new) student accommodation* is much more expensive than his current one but he's not going to give up this time. He sees university as a [4] *make or break* opportunity. Students like Ben can take a loan, but another way to help them would be [5] *reducing tuition fees* . Unfortunately, this could result in universities spending less money on resources and mean students won't be able to use [6] *the leading* technology in the workplace once they graduate. To find a solution to this problem it may help to investigate what support students are offered in [7] *other countries* .

After you watch

5 SPEAKING **Discuss the questions.**

1 Should education be free for everyone? Why/Why not?
2 What three things would you like to change about university education in your country?
3 Should students be paid to attend university like they would a job?

2.9 UNIT 2 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Jeżeli chcesz śpiewająco zdać egzaminy, wszystko, co musisz zrobić, to podszlifować techniki egzaminacyjne, sporo powtórzyć, ponownie czytając notatki, oraz dobrze się wyspać.*
If you want *to sail through your exams* , all you need to do is *brush up on* your exam techniques, revise a fair *amount* by *rereading the notes* , and *get a good night's sleep* .
2 *Kiedy zadania do wykonania się piętrzą i nie będziesz mógł dotrzymać terminów, wymyśl przyzwoitą wymówkę, jeżeli nie potrafisz zebrać się na odwagę, by powiedzieć prawdę.*
When your tasks are *piling up* and you aren't able to *meet the deadlines* , *cook up a decent excuse* if you can't *summon up the courage* to tell the truth.
3 *Młodzi ludzie chcieliby, aby im udzielono wskazówek, jak zachować spokój, kiedy staną w twarz z serią nieszczęśliwych zdarzeń.*
Young people would like to be *offered guidance* on how to keep *their composure* when faced with a series of *mishaps* .
4 *By móc zapłacić wygórowaną cenę za coś, co pozwoli im wybić się z tłumu, ludzie często podejmują nieco impulsywne decyzje o wzięciu pożyczki i kończą obarczeni długami na lata.*
In order to be able to pay an *exorbitant* price for something that will let them *stand out from the crowd* , people often make *slightly impulsive decisions* to take out loans and end up being *being saddled with debt* for years.
5 *Chociaż ma pod ręką wszystkie książki kucharskie pod słońcem i zapoznał się z setką nieocenionych internetowych filmów instruktażowych, wciąż gubi się w kuchni.*
Although he has *has all the cookery books under the sun to* hand and has familiarised himself with hundreds of *invaluable online video tutorial* , he's still out *of his depth* in the kitchen.
6 *Nie można określić, ile czasu zajmuje zaaklimatyzowanie się do dużej wysokości, ponieważ różni się to znacznie, w zależności od zdolności twojego ciała do przystosowania się do nowych warunków.*
It can't be determined how long it takes to *acclimatise* to a high altitude as it *varies substantially* depending on your body's ability to *adjust to* new conditions.
7 *Kiedy jej samochód nagle się zepsuł na środku autostrady, miała pustkę w głowie i dopiero po chwili zdołała zebrać myśli i wziąć się w garść.*
When all *of a sudden* her car broke down in the middle of the motorway, her *mind went blank* . It took a while before she was able to *clear her head* and *get a grip* .

2 Think of one word which can complete all three sentences and write it the space provided.

1 *common*
a Cardiovascular disease is still the most *common* cause of death in many developed countries.
b It's quite *common* for students to stay up late revising the night before an exam.
c No special knowledge is necessary to complete the task, just use *common* sense.
2 *cold*
a This fish casserole tastes none the worse for being served *cold* .
b I was planning to go on a mountain expedition but I got *cold* feet and pulled out.
c Jack had a peculiar sense of humour and his jokes usually left everyone *cold* .
3 *sharing*
a How about *sharing* a taxi? Actually, for the three of us it might be cheaper than going by bus.
b Undoubtedly, *sharing* the same concerns about the future of the school helped the teachers make an unanimous decision about what action to take.
c I've heard him *sharing* his travel experiences on several occasions. He's a brilliant speaker.
4 *case*
a Even a young IT specialist can easily find a well-paid job – my brother is a(n) *case* in point.
b Their lawyers were confident we would win the *case* and be awarded compensation.
c Can you put the DVD back in its *case* , please?
5 *stood*
a The quaint little town worked its magic and it felt as if time had *stood* still.
b Wearing a flamboyant yellow coat, she clearly *stood* out from the crowd.
c Even if we'd studied more, we wouldn't have *stood* a chance of passing that exam.

3 Translate the sentence fragments in brackets into English. Use up to six words.

1 I suppose this problem *must have been happening since yesterday* (*musi się dziać od wczoraj*), when we launched the computer-based exams for our students.
2 I'd like *to have such a good knowledge* (*mieć tak dużą wiedzę*) of film history as my teacher.
3 Look, Steven's left all his notes behind. He *might/may/could have been in a hurry/rush* (*mógł się śpieszyć*) or something.
4 Knowing my sister, she *will probably forget to top up* (*prawdopodobnie zapomni doładować*) her phone credit.
5 The lecture *can't/couldn't have been cancelled/called off* (*nie mógł zostać odwołany*). I've talked to some students who attended it.

2.10 SELF-CHECK

VOCABULARY

1 Choose the correct words to complete the sentences.

Having begun university studies at sixteen, Agnes definitely *gets* / *stands* / *walks* out from the crowd.

1 The aftermath of the principal's decision to expel the troublesome students turned out to be quite a/an *minefield* / *composure* / *expertise*.
2 The news about bankruptcy came as a blow, so Fiona needed time to clear her *thoughts* / *brain* / *head*.
3 Dan's determination to revise Maths shows he's worried about his *rambling* / *summoning* / *looming* exams.
4 With so few pupils the village school was *venturing* / *teetering* / *mustering* on the edge of closure.
5 Matthew and Libby are going bungee jumping next weekend provided neither gets cold *feet* / *hands* / *legs*.

/5

2 Match the words from the two boxes to make expressions. Then complete the sentences with the expressions.

A bundle of common in the same leap into meet ~~under~~

B boat nerves sense the deadline ~~the sun~~ the unknown

Don't you find Zoe tiring? She seems to have an opinion on every subject *under the sun*.

1 For Harry, going to do voluntary work in Africa was a *leap into the unknown* , as he'd never done it, or even been to Africa.
2 When the parents finally found their daughter, she was a *bundle of nerves* , trembling and crying over her lost dog.
3 Oh, come on. Use some *common sense* when connecting the printer to the computer. It's not rocket science.
4 There's no point in working until late tonight. You're not going to *meet the deadline* anyway.
5 Sorry Jen, I can't lend you any money. We're *in the same boat* now because I've also lost my job.

/5

3 Complete the sentences with the appropriate verbs in the correct form. The first letters are given.

I need to **t***op* up my phone before I can call you again.

1 Thanks to Roy's outstanding performance we've **n***otched* up another victory!
2 You'd better **b***rush* up on your Italian before you go to Sicily, as few people speak very fluent English there.
3 It's unbelievably difficult to listen to Luke giving a talk because he just **f***lits* between subjects and rarely sticks to the point.
4 Although the new vinyl shop has an impressive collection of LPs, anything by my favourite composer is hard to **c***ome* by.
5 Can you **s***et* out the aim of the questionnaire more clearly so that everybody understands why it's necessary to conduct it?

/5

GRAMMAR

4 Choose the correct options. Sometimes two answers are possible.

1 You *must* / *will* / *can* be feeling tired after such a long day in the lab. Sit down and I'll make you a cup of tea.
2 Are Tom and Jim sure they've got the right address of the boarding house? They *couldn't* / *mustn't* / *can't* have written it correctly. We're too far from the school.
3 The supervisor definitely *can't* / *may not* / *won't* tolerate any smartphones during the exam.
4 Mr Jenking is often working in the garden now. I guess he *might* / *could* / *can* have lost his job in the bank.
5 **A:** Why isn't Sue here yet? **B:** I don't know, but her train *will* / *may* / *must* be running late today.

/5

5 Translate the Polish sections into English to complete the sentences. Use a modal verb if possible.

The owner of the mansion *may be staying* (*może przebywa*) there right now so we are only allowed to see the gardens.

1 Sandra *must have borrowed* (*z pewnością pożyczyła*) your laptop. She asked you about it this morning, right?
2 We *may/might come across* (*być może natkniemy się*) some snakes out there in the wild, but there's no need to worry because they are unlikely to be poisonous.
3 Since James is so poor at playing the piano, he *can't have been learning* (*zapewne nie uczył się*) to play it for long.
4 Making Jeff rewrite his assignment *will definitely not help / definitely won't help* (*na pewno nie pomoże*) him improve his handwriting. With his dyslexia, allow him to use a computer.
5 It's most probable that Class 3B is in the gym. But they *could/may/might be preparing* (*być może przygotowują się*) for the final exams right now in the library.

/5

6 Read the following text and correct five more mistakes with the use of articles. The numbers in brackets indicate the number of mistakes in each paragraph.

What education is needed nowadays?

It is said that schools should provide students with ~~a~~ an excellent education to help them in their career and life choices. But is that really the case?

School leavers emphasise how few subjects offer ~~a~~ practical experience and not just theory. They also feel that their timetables are filled with *an* incredible number of uninspiring subjects rarely allowing them to have *a* good night's sleep. It is obvious that students need ~~a~~ help, but does being given a lot of homework work? (4)

Both educationalists and students claim that there should be less focus on tests and more attention paid to ~~a~~ progress that students make in the course of education. (1)

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

blog

Why I prefer teaching myself

Although I'm only sixteen, I'm perfectly capable of __ my own decisions. I also love doing things on my own and rarely get [1]__ by difficulties I come across. I can be a case in [2]__ for all of those who would prefer to go for home schooling rather than formal education.

Everyone has their preferred learning style and I learn more efficiently when I choose what I do rather than when I'm faced [3]__ tasks imposed on me. I go at my own speed, taking everything in my [4]__ . I don't feel isolated because the goals I set with the help of others are chosen with my ultimate ambitions in mind – like what qualifications I might need for the career I want. Another important point is revision and preparation for exams. I avoid just [5]__ for exams. The key point is having a good understanding of the subject. If I don't understand something, I look it up – there's no shortage of options around.

I often do more than strictly necessary because I'm self-motivated, and I rarely get frazzled because I can [6]__ things in perspective. I'm deeply convinced that thinking for myself is worth my [7]__ because I tend to sail through exams thanks to that and my increased knowledge. Obviously, some might think it's easier to stay in their comfort [8]__ and be spoon-fed, but the extra effort involved in self-teaching has given me a will to succeed.

	A doing	B	making
	C getting	D	finding
1	A put off	B	let down
	C cooked up	D	written off
2	A idea	B	mind
	C point	D	example
3	A to	B	with
	C at	D	through
4	A stride	B	way
	C footstep	D	grip
5	A hammering	B	regurgitating
	C breezing	D	venturing
6	A maintain	B	hold
	C carry	D	keep
7	A period	B	time
	C while	D	moment
8	A area	B	section
	C place	D	zone

/8

8 Complete the text with the correct forms of the words in brackets.

Preparing for college

You're all set to make your first *application* (APPLY) for college – how should you go about it? Unsurprisingly, there are several [1]*administrative* (ADMINISTRATION) hurdles to get over.

Firstly, producing an impressive CV – there should be no irrelevant [2]*rambling(s)* (RAMBLE)! Simply construct a clear summary of your qualifications so far, and remember to [3]*rationalise* (RATIONAL) your reasons for wanting to do the course. Check if the university website provides any useful [4]*guidance* (GUIDE) on how to do this.

Use your [5]*initiative* (INITIATE) – try contacting students already at the college to find out what the course is like. You might get some valuable tips from people who've been through the experience.

Finally, present yourself as a [6]*dependable* (DEPEND) and serious person – colleges take students who will maximise their time, and if you're confident, you'll go far.

/6

9 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and six words in each gap.

It's possible the teacher has already left to prepare the speech. **MAY**
The teacher *may have already left* to prepare the speech.

1 Knowing good Spanish can be useful when travelling around Mexico. **HAVING**
When travelling around Mexico, *having a good knowledge of* Spanish can be useful.
2 I'm sure he didn't rush doing it and that's why the presentation was so brilliant. **HURRY**
He can't *have done it in a hurry / have been in a hurry* and that's why the presentation was so brilliant.
3 The number of our students rose sharply thanks to some new departments having been opened. **ROOF**
Thanks to some new departments having been opened, the number of our students *went through the roof* .
4 Sarah isn't here yet. Maybe the train is running slightly late. **MIGHT**
The train *might be running a* bit late and that's why Sarah isn't here yet.
5 I would have been able to help you there and then if you had asked me to explain the matter. **COULD**
It's a pity you didn't ask me to explain the matter as *I could have helped you* there and then.
6 I'm sure you have never felt as tired in your life as after such a long and exhausting exam. **FEELING**
You must *be feeling more tired* after such a long and exhausting exam than ever before.

/6

Total /20

3 The new thing

3.1 VOCABULARY

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

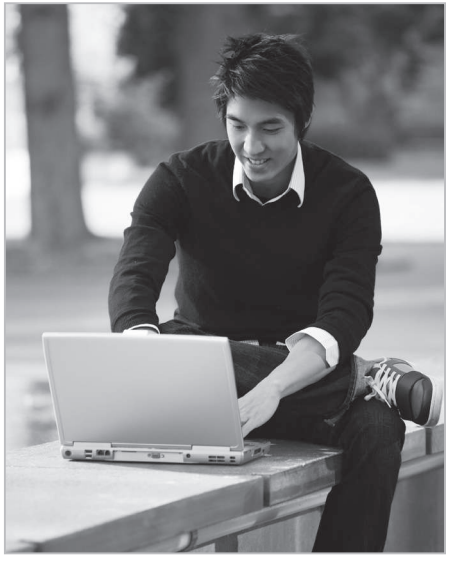
SHOW WHAT YOU KNOW

1 Cross out the least likely collocation.

	attach	~~*an app*~~ / *a file* / *a photo*
1	**bookmark**	*a website* / *a page* / ~~*your profile*~~
2	**download**	*an attachment* / *music* / ~~*your status*~~
3	**log on to**	*a Wi-Fi network* / *Facebook* / ~~*a comment*~~
4	**post**	*a clip* / *a link* / ~~*a homepage*~~
5	**share**	*a video* / *music* / ~~*an app*~~
6	**stream**	*music* / *a clip* / ~~*a link*~~
7	**update**	*your status* / ~~*a comment*~~ / *an app*

2 Choose the correct word to complete each notification.

1 *Update* / *Bookmark* our page and visit us every day with just one click!
2 Click here to *download* / *log on to* two free sample tracks from Vibert's new album.
3 Your file is too large to *attach* / *share* to this email. Send as link?
4 *Post* / *Stream* tonight's episode of *Places Unknown* for free at CNM.com from 7 p.m. onwards.
5 *Update* / *Attach* virus definitions before scanning?
6 Enter your ID and password to *log on to* / *post* the system.



FOCUS ON WORDS | Compounds

3 Match the words in boxes A and B to create compounds and then use them to complete the text.

A: back brain fan industry main purpose sound

B: base built child ~~lash~~ proof standard stream

Luxury Life

Home Entertainment

There has been a recent consumer *backlash* against the poor quality speakers fitted as standard to most laptops and televisions. If you are looking to upgrade and happen to have $300,000 to spare, then perhaps the Goldmund Apologue Speaker System is for you. The [1] *brainchild* of Goldmund, a company synonymous with the very highest end of audio-design for the last thirty years, these speakers are some of the finest money can buy.

Leaving the [2] *industry standard* trailing far, far behind, the Apologue system is [3] *purpose built* to provide the absolute pinnacle of sound quality. With such a price tag, these are clearly not intended for the [4] *mainstream* consumer but rather have their [5] *fan base* among the bankers and rock stars that can afford such indulgences. The raw power of the speakers may leave neighbours wishing for [6] *soundproof* walls, although the fact is that those who can afford a pair probably don't have neighbours living anywhere close enough to be disturbed.

FOCUS ON WORDS | Success and failure

4 Complete the text with the words from the box.

ascendancy came commercial downturn herald predominant resurgence started way wayside

Business Focus

Fabulous Flops and Famous Failures

We all make mistakes, even big corporations with multi-million dollar budgets. Here's a list of some of the biggest failures of recent years – don't expect any of them to be enjoying a *resurgence* anytime soon!

* In 1989, Pepsi tried to target the 'breakfast cola drinker' with a colourless version of its cola. The product was a [1] *commercial* flop and after just a year had fallen by the [2] *wayside* .
* When the DVD [3] *came* into prominence in the late 1990s, it was considered the ultimate solution, but barely a decade later the race for an upgrade was on among tech companies. Sony won the contest with its Blu-ray format. Although this remained in the [4] *ascendancy* for some time, it has been overtaken by Ultra HD Blu-ray, which is now the [5] *predominant* choice for high-quality viewing – though 'choice' may be misleading as this format is incompatible with regular Blu-ray players.
* In the late 2000s, Google decided it needed to compete with popular virtual world 'Second Life' and so released 'Lively' in July 2008, expecting the general public to [6] *herald* its arrival. Unfortunately, this coincided with a major [7] *downturn* in the economy and as global prosperity [8] *started* to decline and good times gave [9] *way* to bad, 'Lively' died a death just four months later.

FOCUS ON WORDS | Nouns from adjectives

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

This app has clearly been developed with an *awareness* (AWARE) of the needs of novice users such as myself.

1 3D cinema is currently in the *ascendance* (ASCEND) as more and more films are being produced using the very latest cameras.
2 The *popularity* (POPULAR) of dystopian fiction for young adults has finally begun to wane.
3 What this mini-projector lacks in style, it more than makes up for in *portability* (PORTABLE).
4 Could this be the product to finally crack Apple's *predominance* (PREDOMINATE) in the mobile market?
5 Sam Smith first came to *prominence* (PROMINENT) in 2012 after appearing on Disclosure's first album.
6 Will cassette tapes see a *resurgence* (RESURGE) to match that of vinyl?

FOCUS ON WORDS | EXTRA Nouns from adjectives

6 Complete the sentences with the correct forms of the words in capitals.

AUTHENTIC
a Use *authentic* ink cartridge replacements and earn discounts on our whole range of products.
b The painting has been withdrawn from auction until its *authenticity* can be proved beyond doubt by an independent expert.

1 CARELESS
a Carlos read the instructions *carelessly* and failed to notice that the battery needed to be charged for four hours before use.
b There is simply no room for *carelessness* when you are working with highly infectious patients.

2 RELUCTANT
a The shop assistant *reluctantly* agreed to refund Sam's money after his multiple complaints.
b Most breeders will admit to a certain *reluctance* when it is time to send the kittens off to their new homes.

3 CONSISTENT
a *Consistency* is key when it comes to training a dog. Decide on the rules and stick to them.
b Esmeralda used to be teased about her name, but now she's older, people *consistently* say how beautiful it is.

4 SIMPLE
a Don't be fooled by the video camera's apparent *simplicity* . It is, in fact, a highly complex piece of equipment.
b Look, I can't make it any *simpler* . If you don't pay me right now, the next time you see me will be in court.

7 Complete the advert. Some letters are given.

India Jobs

FortKnox *S*ec*u*r*i*t*y* seeks full-time security guards in Mumbai, Delhi, Bangalore and Hyderabad

With the growth of [1] **a***f*f*l*u*e*n*c*e in India, there is now an [2] **a***b*u*n*d*a*n*c*e of opportunities for domestic security firms, as safety-conscious families look to invest in their security and [3] **p***r*i*v*a*c*y. The [4] **e***f*f*e*c*t*i*v*e*n*e*s*s of FortKnox Security Systems depends on the [5] **d***i*l*i*g*e*n*c*e, professionalism and bravery of our quick-response security guards. If you think you have what it takes, contact us at *recruit@fortknox.in*

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answer A–C.

1 Investing in __ walls was the best thing we ever did. We hardly hear the neighbours now.
A watertight (B) soundproof C see through
2 Unfortunately for them, the band's original __ of adolescent girls have all grown up.
(A) fan base B supporters C followers
3 Efforts to develop virtual reality headsets appear to have fallen by the __ in recent years.
A sideline B sideways (C) wayside
4 The gang's preference for leather boots appears to have given __ to colourful trainers.
A out (B) way C up
5 Once mocked as unimaginative, the humble prawn cocktail is currently enjoying a __ .
A reappearance B remembrance (C) resurgence
6 The __ of this mixer should prove very popular with DJs who play at several different clubs each weekend.
A popularity (B) portability C prominence
7 The __ of English as the global language of business stands to change as Mandarin Chinese becomes increasingly important.
(A) predominance B authenticity C effectiveness
8 Until general levels of __ increase, sales of such expensive technology are likely to remain low.
A abundance (B) affluence C ascendancy
9 Consumer groups are demanding greater __ in the quality of electronics sold by supermarkets.
(A) consistency B carelessness C diligence
10 After initial __ , teachers now seem happy enough to receive students' homework by email.
A awareness B privacy (C) reluctance

/10

READING 3.2

Data storage • verbs • word building • collocations

Four writers comment on digital data storage

A If you want to make sure your treasured photographs are available for future generations to enjoy, then the safest option is not to back them up on your hard drive, or store them remotely in the cloud, but to print them out. Recent history has shown that, as technology advances, data storage formats such as audio cassettes, floppy disks and video tapes quickly become **obsolete** making the data they hold **inaccessible**. With this in mind, if we want to preserve our digital lives in the same way we preserve our history in books, we need to make sure that the digital objects we create will be available in centuries to come. One way to do this would be to create a system which will not only store a digital format but hold details of the software and operating system needed to access it, so it can be recreated in the future. Until such a system is in place, printing out your photos and sticking them in the family album remains your best option.

B Storing files remotely rather than on fragile discs or **clunky** hard drives certainly proves helpful for professional as well as home users. One of the biggest advantages of using cloud storage is that it helps to add another layer* of protection for **irreplaceable** and precious files. Secure locations are chosen for the backups that are physically removed from the originals. As a result, data kept within the cloud services remains absolutely safe and secure from all types of **unauthorised** use or access. However, there are **potential** pitfalls to storing your data in the cloud and, despite media scaremongering about security issues, perhaps the biggest downside is the likelihood* of technical failure or connectivity issues rendering your files unavailable at just the moment you need to access them.

C Cloud storage removes the need for portable data storage devices and therefore tackles the problem of ageing formats and hardware. However, as recent leaks* of celebrities' private photographs have proved, the cloud may not be a safe place to store personal files. With certain settings, anything you do on your phone is uploaded to the cloud then pulled down by your other devices. Convenient? Yes, but the sacrifice* required is **compromised** security because your data is actually sitting on a server in 'the cloud' on someone else's computer and is therefore **vulnerable** to hackers. There are, of course, ways of encrypting data or stopping it from being uploaded to the cloud but in my opinion, the most effective way of ensuring that sensitive information does not get into the wrong hands is not to record it on a cloud-based device in the first place.

D Research suggests that although some storage devices may last longer than a decade, others may stop working after little more than a year. For this reason, it is vital to regularly create and update copies of your most important data on different storage devices. Even then, considering the rapid evolution of data storage formats, there is no guarantee that your files and photos will be accessible even a few years from now. Cloud storage is being hailed as a solution, but science is looking to nature to find the best way to store data in a manner that will guarantee its availability far into the future. Researchers in Switzerland believe the answer may lie in the data storage system that exists in every living cell: DNA. Fossils* prove that in the right conditions, strands* of DNA can store data for close to a million years. Moreover, its strands are so compact and complex that just one gram of DNA is theoretically capable of containing all the data of Internet giants such as Google and Facebook, with room to spare.

GLOSSARY

layer *(n)* – one of several levels in a complicated system, organisation or set of ideas
likelihood *(n)* – the degree to which something can reasonably be expected to happen
leak *(n, v)* – a situation in which secret information is deliberately given to a newspaper, website, etc.
sacrifice *(n, v)* – when you decide not to have something valuable in order to get something that is more important
fossil *(n)* – the shape of an ancient plant or animal preserved in rock
strand *(n)* – a single thin piece of thread, wire, hair, DNA, etc.

1 **Read the four texts. For questions 1–5, choose from texts A–D. The texts may be chosen more than once.**

Which writer …

1 refers to a specific media incident to justify a point of view? C
2 mentions a biotechnological innovation in storage? D
3 suggests an old-fashioned solution to a modern problem? A
4 questions the validity of an attitude taken by the media? B
5 encourages the use of multiple storage devices as a means of preserving valuable data? D

2 **Complete the collocations with verbs from the text. The first letters are given. Use the information in brackets to help you.**

p*rove* (turn out to be – text B) helpful, useful, impossible, etc.
1 r*ender* (cause something to be – text B) something unavailable/harmless/useless, etc.
2 r*emove* (get rid of – text C) the need for something
3 t*ackle* (try to deal with – text C) a problem
4 r*equire* (need – text C) a sacrifice/patience/concentration, etc.
5 l*ook* to (depend on for advice/help/a solution, etc. – text D) nature/technology/your parents, etc.
6 h*ail* (describe someone or something as being very good – text D) something as a solution/success/masterpiece, etc.

3 **Complete the sentences with the correct forms of the verbs from Exercise 2.**

The air conditioning *was rendered* useless by the power cut, so they decided to sleep out on the big balcony.
1 To complete all two hundred and seventeen levels and finish the game *requires* a level of dedication I just don't have.
2 In certain schools, teachers are *looking* to the past to try to improve discipline in their classrooms.
3 It *proved* impossible to pick the ripe cherries from the highest branches, so they were left for the lucky birds.
4 The band's new album has been *hailed* as their best yet.
5 The government has appointed a new committee in order to *tackle* the problem of obesity among the country's children.
6 In the 1990s, the need for aerials on mobile phones *was removed* by advances in technology.

4 **Match the words in bold in the text to the definitions.**

having the capacity to develop into something in the future — *potential*
1 solid, heavy and old-fashioned — *clunky*
2 in danger of attack or harm — *vulnerable*
3 unique; incapable of being replaced — *irreplaceable*
4 no longer made or used, old-fashioned — *obsolete*
5 caused to function less effectively — *compromised*
6 unable to be reached — *inaccessible*
7 lacking official approval or permission — *unauthorised*

5 **Look at the vocabulary in lesson 3.2 in the Student's Book. Then complete the sentences with the correct form of the words in brackets.**

Fiona went to such *expense* (EXPEND) in preparation for the party and half the guests didn't even turn up.
1 The support of such a high-profile scientist really helps to *legitimise* (LEGITIMATE) our project.
2 The crowd's disappointment at the election *manifested* (MANIFESTATION) itself in their distraught faces.
3 The students came up with an *ingenious* (INGENUITY) solution to the problem of graffiti at their school.
4 Bradbury was a highly *accomplished* (ACCOMPLISH) sculptor whose work has been honoured with many awards.
5 Mum's Polish and Dad's English so, at home, we *alternate* (ALTERNATIVE) randomly between the two languages.
6 Manage your time carefully while revising in order to *optimise* (OPTIMAL) your productivity.
7 As Confucius said, 'Real knowledge is to know the extent of your *ignorance* (IGNORE).'

FOCUS ON WORDS | Collocations

6 **Complete the sentences with the correct forms of the words from the box. There are three extra words.**

edge improvement limit ~~line~~ performance picture record time

I don't mind helping you with your homework, but I draw the *line* at letting you simply copy mine.
1 This could be the race in which new *records* are set and personal bests are smashed.
2 Our new foam sole technology enhances both comfort and *performance* on the field.
3 European investment has fuelled *improvement* in public transport and housing provision.
4 The latest concept car from Ferrari pushes the *limits* of electric car performance.

3.3 GRAMMAR

Infinitives

SHOW WHAT YOU KNOW

1 Complete the text with one word in each gap.

PRIVACY CONCERNS

Google Glass – a hi-tech device similar to a pair of glasses – was a revolutionary invention that used voice control to allow wearers [1]*to* access a wide range of functions. Its built-in camera [2]*lets* users take images and record video of anything around them while also allowing access to a range of Internet tools. Google Glass was created in order [3]*to* provide users with a flexible, convenient, hands-free technology. But while the device [4]*seemed/appeared* to be the answer to all the inconveniences of using a mobile phone, as soon as Google began to sell it [5]*to* the public, it managed [6]*to* arouse a good deal of controversy. Not long after its release, the company took the decision [7]*to* stop producing the device for public use. What caused them to [8]*do* this? Because of privacy concerns, more and more businesses started warning people [9]*not* to use the device on their premises. Cinema managers made customers hand in their devices so as [10]*to* prevent the illegal copying of films, and restaurant patrons wearing Google Glass were reminded that everyone ought [11]*to* have the right to privacy. Faced with these issues, Google realised that the device was not suited to public use, and in 2015 decided [12]*to* focus on commercial uses tailored to specific business needs.

REMEMBER THIS

He ***made*** *me* ***write*** *it.* vs *I* ***was made to write*** *it.*

2 ★ Replace the phrases in bold with *to*-infinitives. Use between two and four words.

We were glad **we could** refer to online dictionaries during the English lesson. *to be able to*

1 Julie ran her slide presentation by me **with the intention of ensuring** that it was correct. *to/in order to/so as to ensure*
2 The tutor must have had a good reason **for punishing** Robbie. *to punish/to have punished*
3 This is the most useful gadget **that is used** by sportspeople. *to be used*
4 The new student expected **that the school would provide him** with a free tablet. *to be provided*
5 All mobile phones **must be** handed in before the lessons. *are to be*
6 **Preparing** PowerPoint presentations for History lessons has become really common. *To prepare*
7 I didn't want to switch off my phone, so the examiners insisted on giving it to them. In fact, I was **left no choice**. *made/forced to do it*

3 ★★★ Turn the verbs from the box into *to*-infinitives and complete the text. Sometimes you need to make the verb negative.

become do experience fill
form live ~~make~~ miss repeat
save see support turn write

Films Worth Watching Again: *Her*

In one of his most intriguing films, *Her*, director Spike Jonze tries *to make* us believe that it may not be easy [1]*to live*, or love, in the future. Joaquin Phoenix plays the role of Theodore Twombly, an emotionally bruised man, whose job is [2]*to write* beautiful personal letters for customers who choose [3]*not to do* this themselves. Theodore is anxious [4]*to turn* over a new leaf after he fails [5]*to save* his marriage to Catherine (Rooney Mara). But this time he opts for a highly advanced operating system so as [6]*not to repeat* his old mistakes. The system's name is Samantha (voiced by Scarlett Johansson) and, strange as it might seem, their conversations manage [7]*to fill* a gap in Theodore's life.

Her is a gentle satire on human as opposed to artificial intelligence. The viewer is eager [8]*to support* Theodore in his pursuit of happiness. Phoenix is joined on screen by Amy Adams, whose character, Amy, is Theodore's best friend. According to her, connecting with another being is something that everybody is eager [9]*to experience*, and she wonders why it should be any less normal [10]*to become* close to an operating system than to a human being.

Whether the film was correct in its predictions on the nature of future relationships, remains [11]*to be seen*. In the meantime, be sure [12]*not to miss* it on VOD or Blu-ray and see for yourselves if Theodore was lucky [13]*to have formed* his most meaningful bond with an artificial intelligence.

SHOW WHAT YOU'VE LEARNT

4 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between five and six words in each gap.

I'd like to return these light-up trainers because they *fail to flash at night* (fail/flash/night).

1 This electronic fork is meant *to warn you not to eat* (warn/not/eat) too quickly.
2 Please tell others that they *are not to be using/use* (be/not/be/use) any electronic devices right now.
3 Susan was lucky *not to have been hit* (not/hit) by a car yesterday. I suppose she will never go to the city centre wearing headphones again.
4 Despite the students' wish *to be allowed to use* (allow/use) laptops in lesson, the school refused to agree to it.
5 Before our last school trip, we *were made not to bring* (make/not/bring) our games consoles with us.
6 This company was *the last to start producing* (last/start/produce) wearable devices.

/6

3.4 USE OF ENGLISH

Sentence modifiers

1 Cross out the odd one out in each group.

~~*Obviously*~~ / *Curiously* / *Interestingly*
1 *Honestly* / *Frankly* / ~~*Certainly*~~
2 *In actual fact* / *In truth* / ~~*In a way*~~
3 *Strikingly* / *Surprisingly* / ~~*Plainly*~~
4 *Incidentally* / ~~*Personally*~~ / *By the way*
5 *Annoyingly* / *Hopefully* / ~~*Potentially*~~

2 Replace the words in bold with the phrases from the box.

all things considered anyway fortunately
in fact sadly ~~sort of~~ to some extent
to tell the truth without doubt

A: You sound **somewhat** / *sort of* downcast, Ellen. Is something wrong?
B: Well, my mum has been to the parent-teacher meeting today, so [1]**actually** / *in fact* I'm devastated.
A: What did you get up to this time? Is it the report card?
B: [2]**Luckily** / *Fortunately*, the grades are OK. The tutor complained about my lack of concentration and, [3]**admittedly** / *to tell the truth*, I do find it hard to focus.
A: But why?
B: [4]**Undeniably** / *Without doubt*, my smartphone has something to do with it. I constantly need to look at it. [5]**Unfortunately** / *Sadly*, I can't help it.
A: I must admit I sympathise with you [6]**to a certain degree** / *to some extent*. Why don't you just put it in your school bag, though?
B: Chris, [7]**generally speaking** / *all things considered*, you're right. [8]**At any rate** / *Anyway*, the problem's solved.
A: How so?
B: My parents decided to take my phone away for a month.

3 Turn the pairs of words in bold into adverbs and then choose the ones that logically complete each sentence.

[a]**happy** / *happily* [b]**sure** / *surely*
[c]*Happily*, the battery lasted long enough to make one more phone call.

1 [a]**regret** / *regrettably* [b]**thankful** / *thankfully*
Paul has just texted me that, [c]*regrettably*, he won't be able to join us because of the train strike.
2 [a]**evident** / *evidently* [b]**definite** / *definitely*
There was nobody there when we arrived. [c]*Evidently*, we must have got the times mixed up.
3 [a]**crucial** / *crucially* [b]**undoubted** / *undoubtedly*
These electronic devices may affect our brains and, more [c]*crucially*, the brains of our children.
4 [a]**doubt** / *doubtless/undoubtedly* [b]**wrong** / *wrongly*
The number of adolescents addicted to smartphones will [c]*doubtless/undoubtedly* rise in the foreseeable future.
5 [a]**serious** / *seriously* [b]**presume** / *presumably*
Martha's tablet and mp3 player are still here. [c]*Presumably*, she's going to come back and get this stuff.
6 [a]**understand** / *understandably* [b]**truthful** / *truthfully*
I admit I stood her up, so she was [c]*understandably* upset.

4 Choose appropriate modifiers. Then decide if the chosen modifiers indicate attitude (*A*), soften a message (*S*) or give emphasis (*E*).

TWEET LITERATURE

Some wring their hands saying that, [1]*arguably* / *regrettably* (A), classical literature is losing popularity among young people. [2]*Indeed* / *Incidentally* (E), a new survey shows that a shocking 10 percent of young adults (those aged eighteen to twenty-five) have never read a book in their life ([3]*strikingly* / *clearly* (A), however, 75 percent of them, on average, check their mobile device fourteen times a day). [4]*Curiously* / *Arguably* (S), it is because they prefer other forms of experiencing reading, namely social media. Not only do young adults read all kinds of text available online but, [5]*interestingly* / *luckily* (A), more and more of them have a go at creating short stories themselves. Take tweet literature, for example. This latest social networking trend consists of creating narratives in 280 characters. Each story must have believable heroes and a compelling plot. It is [6]*possibly* / *plainly* (E) taking Twitter by storm because hashtags like #VeryShortStory are gaining a few thousand new fans every week. Instead of following celebrities' tweets about what they have for breakfast, those budding writers take to their smartphones to create succinct narratives. If you think it's impossible to tell a meaningful story in 280 characters, just visit Twitter, type in 'veryshortstory' and see for yourself.

SHOW WHAT YOU'VE LEARNT

5 Choose the correct answer A–D.

1 Most students continue to check text messages while in class. __, they find it hard to comply with the rules.
A Incidentally (B) Plainly
C Interestingly D Potentially
2 My sat-nav has never let me down. __, it has helped me out in dire straits.
(A) Indeed B Arguably
C By the way D Hopefully
3 With all that talk about the harmful effects of electronic devices on children, __, 40 percent of toddlers are reported to have played with their parents' phones.
A apparently (B) surprisingly
C in truth D generally speaking
4 Oscar had an accident while texting behind the wheel. __, he wasn't seriously injured and will be able to take part in the match – hurrah!
A Obviously B Understandably
C Annoyingly (D) Happily
5 I need to say something. __, I'm rather upset to hear you've been telling people I'm addicted to Facebook. It's just not true.
A Curiously B Presumably
(C) Frankly D Potentially
6 My retired neighbour has just won a big cash prize in a gaming competition. He is __ living proof that video games are not only for the young.
A to some extent B in a way
(C) without doubt D sort of

/6

3.5 LISTENING LANGUAGE PRACTICE

Cloze • expressions with *get* • verbs

1 Complete the conversation with an appropriate word in each gap.

Extract from Student's Book recording 1.32

M1: So, the other day I got my new bank card through the mail and it's one of those contactless ones – you just place it on the handset; you don't have to input your PIN number or anything. The only thing *is* the maximum transaction is twenty pounds, [1]*which* is a bit of a hassle.

W1: Well, for little stuff, [2]*like* if you're in a rush and just grabbing a coffee or whatever, it's great, and people want [3]*that/this* nowadays. But what happens if somebody nicks your card? That'd bother me.

M1: It's bizarre how things have changed over [4]*time* . Like, you know, you used to swipe your card and then sign [5]*to* pay for something, and then we had chip and PIN, and [6]*now/suddenly* we've got to the point where we just tap our cards. It feels like I [7]*barely/hardly* have time to get used to one technology before the next one is introduced. […] We're certainly living in a world [8]*where* we want everything instantly. It's like those travel cards that you can top [9]*up* on the go. That's what these cards are about – being quick and convenient.

W1: But that means compromising sometimes – and that's not always a good trade-off.

REMEMBER THIS

We use common verbs like ***get*** or ***keep*** (see lesson 5.5) in many informal expressions, e.g.
[…] ***we've got to the point*** *where we just tap our cards.*

2 Look at sentences 1–8, which all contain expressions with *get*. Read the sentences and match the *get* expressions to definitions a–h.

to reach a specific stage in the development of something (9)
a not to make progress or improvement with a task (2)
b to express the same as 'don't misunderstand me' (5)
c to introduce something which you find annoying (1)
d to say you are confused or do not know or understand something (4)
e to organise or control yourself/something (8)
f to progress or move forward from a current situation (3)
g not to be able to escape from a situation (7)
h to make an effort to deal with something difficult (6)

1 Arthur said that **what really gets him** is the fact that it's impossible to have a conversation with anyone anymore without being interrupted by some kind of gadget going off. And he's right, it is incredibly frustrating.
2 Using this instruction manual **isn't getting me anywhere**. I reckon I'd be better off making it up as I go along for all the use it's been!
3 Brody's been a mess since his fiancée dumped him. I tried telling him to **get on with his life** and that it's time he moved on, but he didn't want to listen.
4 What's the capital of Latvia? You've **got me there**! Oh, hang on, is it Riga? Or is it Tallinn? No, no it's Riga. I think my brother-in-law went there for a convention once. Tallinn is in Estonia.
5 Listen – **don't get me wrong**. I'm not saying *all* modern technology is bad – it's just that we've become too reliant upon it, that's all.
6 Emma said she was having a nightmare trying to **get to grips with** Javascript. No matter how hard she tries, she can't seem to make it do what she wants it to.
7 Everybody has to do a presentation in front of the whole class. There's **no getting away from it** so you'd better start putting something together.
8 Ethan's presentation was a disaster. First, there were problems with the projector and then the sound went. He tried to **get it together**, but was so fazed he forgot most of its content.
9 We've finally **got to the point** in development where we need to start looking for serious investors.

FOCUS ON WORDS | Verbs

3 Complete the sentences with the correct words. The first letters are given.

What with PayPass technology, soon we'll no longer need to **s***wipe* cards to make electronic payments.
1 I really wanted a phone with 4G technology and dual SIM capability – but on my budget, I had to **c***ompromise* and choose one over the other.
2 Don't leave your tablet lying around – somebody will be bound to **n***ick* it if you leave it unguarded.
3 E-magazines will never be able to replace the convenience of being able to quickly **f***lick* through a paper copy in search of an eye-catching headline.
4 I can't read anything on this smartphone when I'm outdoors and the sun is **g***laring* straight on its screen.
5 Breaking up with someone via SMS really **c***heapens* relationships, don't you think? Will we value any human contact in the future?
6 Tina's new coffee machine makes an amazing latte. Now she can sit and really **s***avour* her idle Sunday morning coffee and newspaper.
7 My new Bluetooth® speakers really **e***nrich* the sound of MP3. I highly recommend them.

3.6 SPEAKING

Agreeing and disagreeing

Speaking Bank page 145

1 Put the words in order to make phrases and then mark each as agreeing enthusiastically (*E*), agreeing in part (*P*) or disagreeing politely (*D*).

agree …, / I / but … *I agree …, but …* (P)
1 right / course, / you're / of / but … *You're right of course, but …* (P)
2 with / have / afraid / to / on / disagree / you / that / I'm / I *I'm afraid I have to disagree with you on that.* (D)
3 point, / got / a / though … / you've *You've got a point, though …* (P)
4 I / sorry, / agree / don't / really / you / there / I'm / with *I'm sorry, I really don't/don't really agree with you there* (D)
5 got / with / to / you / I've / agree *I've got to agree with you.* (E)

REMEMBER THIS

English people tend to be very indirect in their interactions, especially when disagreeing. While your language and culture may be more direct, it is a good idea to soften what you say when speaking to an English person.

~~*I don't agree!*~~ vs *I'm not sure I fully agree with you.*
~~*That's wrong!*~~ vs *I don't think that's quite right.*

2 Correct the mistakes.

Leanne: It scares me when people drive and text at the same time.
David: Absolutely! I'm totally ~~on you with~~ that. *with you on*

1 **Fi:** Even if the story is not true, the damage has already been done.
Polly: ~~You're~~ got that right. *You've*

2 **Gustav:** You really should switch off the lights when you leave a room.
Melanie: I know that's ~~truthful~~, but I always forget. *true*

3 **Harry:** There's nothing but rubbish on the box again tonight.
Diane: ~~I'm agree~~, but what else are we going to do, talk to each other? *I agree*

4 **Jude:** Dogs should live outside. They don't belong in the house.
Grace: Sorry, but ~~I don't think that's just right~~. *I just don't think that's right.*

3 Complete the conversation. The first letters are given.

Back in 1995 …

Stuart: Have you heard about this new Internet thing?
Olive: Yes, I read about that actually. Sounds like science fiction to me. It'll never catch on.
Stuart: I'm **s***orry* , I **r***eally* **d***on't* **a***gree* **w***ith* you **h***ere*. I read that it is going to change the world.
Olive: [1]Well, so did I, but **s***orry* , but I **j***ust* **d***on't* **t***hink* that's **r***ight/realistic* . Apparently, it's just a sea of totally unorganised information and it's impossible to find anything.
Stuart: [2]I **g***uess* you're **r***ight* , **t***hough* if someone can find a way to search through all that data quickly, then the potential is incredible. They say we'll be able to listen to music and watch television using it, and also shop and order tickets, book restaurants. All sorts, basically.
Olive: [3]Hmm, I'm **a***fraid* I'm **n***ot* so **s***ure* . I've got music on my stereo, a television in the corner and shops just down the road. If I want to book tickets or reserve a table, then all I need to do is pick up the phone. Why would I want the Internet if I can already do all these things?
Stuart: [4]**Y***ou're* **r***ight* of **c***ourse* , **b***ut* I still think it would be cool to, for example, press a button and book a train ticket.
Olive: Wouldn't you rather interact with a human being? Plus how would you pay and where would you get the actual ticket from?
Stuart: [5]Well, you've **g***ot* a **p***oint* . I'm not really sure how it would work. Anyway, I think it would be cool to like, be able to send messages to someone on the other side of the world.
Olive: [6]I'm **a***fraid* I **h***ave* to **d***isagree* **w***ith* you on **t***hat* . How many people do you know on the other side of the world?
Stuart: Er, well … none actually. I mean, I can see there are limitations, of course.
Olive: [7]**Y***ou* can **s***ay* that **a***gain* !

3.7 WRITING

A review of a product

1 Complete the advice with the words from the box. There are two extra words.

benefits buyers comparison drawbacks list need options purpose service

The purpose of a review of a product is to [1]list and comment on the product's features, so potential [2]buyers can decide if it is right for them. The introduction should arouse the reader's interest in the product and comment on the [3]need or problem it offers a solution to. The main body paragraphs should say what the product does and what features it offers, as well as drawing a [4]comparison with other similar products, if appropriate. Any [5]drawbacks or areas for improvement should also be mentioned at this point. Finally, in the conclusion, the [6]benefits of the product should be summarised.

2 Complete the extracts from product reviews. Some letters are given.

I**n**terested in star-gazing? Want to see more but don't have room for a large telescope?

The bread maker [1]**en**ables you to bake perfect loaves with very little effort.

The external drive [2]**of**fers excellent features such as one-touch backup.

This [3]**op**tion is particularly useful for anyone who is short of time.

It's the speed at which the data is processed that really [4]**st**ands out.

The clear, concise menu makes all the [5]**di**fference when it comes to interacting with the device.

The MX5s are some of the most popular desktop computer speakers [6]**av**ailable in the UK.

The only real [7]**do**wnside to the phone is the disappointingly short battery life.

It would be a real [8]**pl**us if updates were automatic rather than manual.

3 Read the article. Which type of consumer are drones primarily aimed at?

1 Estate agents ✓
2 Home delivery companies
3 Professional photographers

4 Choose the correct words to complete the article.

THE STAYING-POWER OF DRONES

When drones were first produced in the 1940s, they were strictly [1]designed / *enabled* for military use, and this remained the case for several decades. Then it became obvious that everyone could find a use for a drone, [2]not / *if* only for practical pursuits, but also to experience the thrill of controlling an object as it flies through the sky.

One of the most prevalent uses for camera-equipped drones is selling houses. Employing a high-quality drone has become the first [3]choice / *option* for estate agents so that they can create **first-rate** advertising. A remote-control drone [4]allows / *offers* you to shoot **jaw-dropping** footage, and the [5]ease of use / *user-friendly* of the latest models means that **astute** estate agents can do the job themselves, creating **mind-blowing** photos so as to highlight a home's location and other advantages.

[6]*Even* / While drones are popular amongst estate agents, they have become the **ultimate** necessity in agriculture, forest management and environmental sciences. These specialised drones [7]*benefit* / boast features such as monitors to measure soil quality, moisture levels and pest damage, and they offer [8]outstanding / *expert* advantages for those who watch over large areas of land. In fact, for keeping the land healthy and productive, the latest specialised drones are **peerless**.

[9]Some / *Others* might think that using drones for delivering packages to homes would provide a **spectacular** advantage for both customers and the environment, but while it's a **nifty** idea, it has yet to become a reality. Operating a drone above the ground is one thing, but allowing it to land in someone's front garden can be risky, [10]whether / *if* to playing children or passing drivers. However cool it would be to have your purchases dropped on your doorstep, that feature may have to wait a while so as not to endanger property or innocent bystanders!

5 Match the adjectives in bold from the article to their synonyms. Some words may be chosen more than once.

1 impressive – jaw-dropping / mind-blowing / spectacular
2 unbeatable – peerless / ultimate
3 skilful/agile – nifty
4 perfect – ultimate / peerless
5 intelligent – astute
6 top quality – first-rate

6 Choose the correct adjectives to complete the sentences.

1 The site is gorgeous; some of the most astute / *ultimate* minds in web design are clearly at work here.
2 The depth of information on DJs and producers is truly *nifty* / spectacular and enough to keep even the most ardent fans entertained.
3 This really is the ultimate / *first-rate* page for lovers of all things science fiction.
4 Rising way above the competition, this cookery website is *mind-blowing* / peerless in its category.
5 Offering plenty of *spectacular* / nifty little suggestions, tips and tricks, this site will really help you improve your language skills.

7 Underline the following structures which express purpose in the review.

- Two beginning with *to* + infinitive + noun phrase
- One beginning with *so that*
- Two beginning with *so as (not)* to
- Four beginning with *for*

8 Complete the second sentence so that it means the same as the first. Do not change the words in capitals.

The red button is there to allow you to instantly wipe all data if your privacy is violated. **SO**
The red button is there so you can instantly wipe all data if your privacy is violated.

1 It is advisable to limit your workouts to ninety minutes per day to avoid overexerting yourself. **AS NOT**
It is advisable to limit your workouts to ninety minutes per day so as not to overexert yourself.
2 The tablet goes to sleep after ten inactive minutes to save battery life. **ORDER**
The tablet goes to sleep after ten inactive minutes in order to save battery life.
3 Novice gamers will find this model ideal, but it has limited functionality for those who are more experienced. **FOR**
This model is ideal for novice gamers, but has limited functionality for those who are more experienced.
4 Always return your knife safely to its sheath in order to minimise the risk of injury. **AS**
Always return your knife safely to its sheath so as to minimise the risk of injury.
5 Keep a spare ink cartridge in stock so you don't run out in the middle of an important job. **TO AVOID**
Keep a spare ink cartridge in stock to avoid running out in the middle of an important job.

SHOW WHAT YOU'VE LEARNT

9 Do the writing task

Napisz artykuł do internetowego czasopisma twojej szkoły, w którym zrecenzujesz swoją ulubioną stronę internetową, odnosząc się do:

- tematyki, której dotyczy strona,
- jej docelowych odbiorców,
- korzyści płynących z korzystania z niej.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my article:

- in the introduction, I have aroused the reader's interest in the website. ☐
- I have said who the target readers are. ☐
- in the main body, I have … ☐
  - specified what the website is about. ☐
  - explained any special features and used positive adjectives to describe them. ☐
  - used listing phrases to connect the information. ☐
  - included a comparison with other similar websites if appropriate. ☐
  - mentioned any drawbacks or areas for improvement. ☐
- in the conclusion, I have summarised the information about the website. ☐
- I have used a reasonably formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

Exercise 7
Two beginning with to + infinitive + noun phrase:
allows you to shoot jaw-dropping footage; boast features such as monitors to measure soil quality
One beginning with 'so that':
for estate agents so that they can create first-rate advertising
Two beginning with 'so as (not) to':
creating mind-blowing photos so as to highlight a home's location and other advantages
that feature may have to wait a while so as not to endanger property
Two beginning with for:
for keeping the land healthy and productive, the latest specialised drones are peerless
using drones for delivering packages to homes would provide a spectacular advantage

3.8 DOCUMENTARY VIDEO WORKSHEET

Helpful hackers

Before you watch

1 SPEAKING **Discuss the questions.**

1 What is a hacker? *Someone who uses creativity to liberate technology and wants to improve something that exists and share it.*
2 Can hackers help the community? How? *They might be able to find cheaper and more user-fiendly solutions to problems.*

While you watch

2 3 **Watch the video and check your answers to the questions in Exercise 1. Are you surprised by any of the information?**

3 3 **Watch the video again. Correct the sentences with the information in the video.**

1 In the past, people were not afraid to try and fix gadgets despite not knowing how they worked.
In the past, people were not afraid to try and fix gadgets because we understood how they worked.
2 The number of hacker spaces has grown to almost fourteen hundred in the last ten years.
The number of hacker spaces has grown to almost fourteen hundred in the last five years.
3 Making things does not come naturally to most people.
It's fundamentally human to want to make things.
4 Mark thinks his microscope is significant because now everyone in the world can have one.
Mark thinks his microscope is significant because it's empowering and is a good wat to learn a lot.
5 For his eye-tracking system, Dr Faisal used high-speed cameras usually used for catching speeding drivers.
For his eye-tracking system, Dr Faisal used high-speed camera used for games consoles.
6 Dr Faisal thinks that real innovation can only happen when creative people work together.
Dr Faisal thinks that real innovation and creativity is unlock when you stop taking things too seriously.

4 3 **Complete the quotes from the video with the correct forms of the words in brackets. Then watch the video again and check your answers.**

1 There's a growing movement of DIY scientists who describe themselves as hackers. They're not hacking computers, though. Instead they are using creativity and imagination to *liberate* (LIBERTY) technology, which often produces world-changing results.
2 Hacker spaces are physical places with *supportive* (SUPPORT) community for people to explore and do what they love. They're everywhere.
3 At Imperial College, Dr Aldo Faisal wants to bring cutting edge medical technology to the masses. Incredibly, this robot arm is being controlled by my eye *movement* (MOVE) alone.
4 OK, I've got a bit of a(n) *unfair* (FAIR) advantage. In our workshop, I can speed up the hacking process with a laser cutter.
5 Not only is hacking empowering for the masses, but it can produce sophisticated new technology with real world value at a(n) *astonishingly* (ASTONISH) low cost.

After you watch

5 SPEAKING **Discuss the questions.**

1 Do you ever take things apart to see how they work or to fix them? Are you confident doing this?
2 Do you think this kind of hacking should be taught in schools? Why?/Why not?
3 Do you think we all have an inner geek like Professor Miodownik implies in the video? Why?/Why not?

3.9 UNIT 3 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Zbliżeniowe karty debetowe są bardziej niezawodne i wygodne od tych, które musisz przeciągnąć przez terminal, więc nie rozumiem, dlaczego tak wiele osób wciąż jest niechętnych, żeby je używać.*
Contactless debit cards are *more dependable* and convenient than those you *have to swipe* , so I don't understand why so many people *are still reluctant to* use them.
2 *Właściwie, wielu internautów nie jest w pełni świadomych faktu, że pobieranie załączników, których autentyczności nie zweryfikowali, może narazić bezpieczeństwo ich komputerów na szwank.*
As a *matter of fact* , a lot of Internet users are not fully *aware of* the fact that downloading attachments *whose authenticity* they haven't verified can *compromise* the security of their computers.
3 *Co ciekawe, nawet jako początkujący sportowiec zdołał ustanowić kilka rekordów bez specjalnego sprzętu sportowego, który jest obecnie powszechnie stosowany do zwiększania wydajności.*
Interestingly/Curiously , even as a(n) *novice* sportsperson, he *managed to set a few/several records* without any of the special *sports gear* that is being widely *used to enhance performance* nowadays.
4 *Małe firmy wypadają z rynku, ponieważ nie udaje im się robić postępów, gdyż nie mają wystarczającej ilości pieniędzy, które napędziłyby wprowadzanie ulepszeń.*
Small companies *fall by the wayside* because they fail to *make* strides, as they don't have enough money *to fuel improvements* .
5 *Od zawsze ceniłem sobie mojego wujka, nie dlatego, że jest zamożnym człowiekiem, ale dlatego, że jest pierwszą osobą w naszej rodzinie, która od zera zbudowała dużą firmę.*
I've always *held my* uncle in *esteem* , not because he's *an affluent person/man* , but because he's *the first person in our family to* build up a big company from *scratch* .
6 *Pilni uczniowie zarówno przyswajają znaczne ilości informacji, jak też próbują osiągnąć zbyt wiele celów i często nie są w stanie wyznaczyć granicy między oczekiwaniami dorosłych a swoimi potrzebami.*
As well as *assimilating an extensive amount* of information, *diligent* students try to *accomplish too many* goals and are often unable *to draw the line* between adults' expectations and their own needs.
7 *Szkoda, że nie odmówiłem im pożyczenia laptopa, ponieważ przypadkowo zmodyfikowali ustawienia połączenia z moim dostawcą internetu.*
I wish I *had refused to lend them* my laptop because they accidentally *altered* the settings for the connection to my Internet service *provider* .

2 Think of one word which can complete all three sentences and write it the space provided.

1 *set*
a Three new world records have been *set* since the games started.
b This running app allows you to *set* your daily goals at different levels of difficulty.
c When we got to the viewing point, the sun had already begun to *set* .
2 *pushed*
a Advances in technology and genetics have *pushed* the limits of medicine.
b The updated program *pushed* out the old version within a week.
c To switch the system off, these two buttons must be *pushed* at the same time.
3 *order*
a Any *order* can be cancelled before the goods have been shipped.
b It is essential to make regular back-up copies in *order* to avoid possible loss of data.
c The printer's out of *order* , so you'll need to have the report printed at the copy shop.
4 *over*
a This software has one considerable advantage *over* the one I've been using so far – it's free.
b Information technology has developed rapidly *over* the past twenty years.
c Your things are all *over* the place again!
5 *way*
a The accident happened when the driver failed to give *way* to a motorcyclist.
b Could you move your bag, please? It's in the *way* .
c Regrettably, the equipment worked in an unsatisfying *way* .

3 Complete the sentences using the correct forms of the words in brackets. Do not change their order. Use between three and six words including the words given.

1 With his successful app being downloaded 200 times a day, a 10-year-old schoolboy genius from Boston may *have become the youngest person to* (become/young/person) develop a mobile application.
2 I don't approve of our growing reliance on technology, neither *does Rob, who tends to think* (Rob/who/tend/think) that it makes us lazy.
3 Robert Peterson, a disabled athlete, says that his personal qualities rather than technological innovations seem *to have enabled him to win* (enable/he/win) the last championship.
4 You can choose a paid premium email account *so as not to be sent* (as/not/send) any junk mail.
5 How do you think your teacher would have reacted if you *had refused to stop using* (refuse/stop/use) your tablet in class?

3.10 SELF-CHECK

VOCABULARY

1 Match words from boxes A and B to form expressions and compounds. Sometimes you need to use a hyphen (-). Then complete the sentences with the expressions and compounds.

A: back, commercial, ~~draw~~, ever, flick, purpose

B: better, built, flop, lash, ~~the line~~, through

You can make as much noise as you want, but I *draw the line* at playing loud music during the rehearsal.

1 Our school will be the first in the region to have a *purpose-built* language laboratory.
2 With so much advancement in equipment, sports photographers come up with *ever-better* action shots.
3 After the manager's proposal to work at the weekend, there was a *backlash* against the idea.
4 Although the band spent months recording their new album, it turned out to be a *commercial flop* .
5 Before I decide whether to buy a fashion magazine or not, I first *flick through* it to see what the contents are like.

/5

2 Choose the correct answer.

The quality of Amy's work started to (*decline*) / *enhance* / *compromise*, so she stopped doing the campaign.

1 Having starred in a few minor plays, George came into (*prominence*) / *resurgence* / *ascendency* when he got the role of Hamlet.
2 The singer could hardly see the audience because the spotlights *drew* / *swiped* / (*glared*) straight into her eyes.
3 The first artificial language, Esperanto, was the (*brainchild*) / *counterpart* / *prowess* of Ludwik Zamenhof.
4 Interviewees should realise that their success in the application process rides *at* / *in* / (*on*) both their communication skills and being prepared for the interview.
5 Changing the boss of a company doesn't always *enrich* / (*fuel*) / *savour* improvements in the way it operates.

/5

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

What struck us most about Pino was his *diligence* (DILIGENT) in creating the school's webpage.

1 Lowering the prices of smartphones suddenly increased their *popularity* (POPULAR).
2 Unfortunately, the athlete's misconduct *cheapened* (CHEAP) his contract with an advertising company.
3 It's hard to put up with his *carelessness* (CARELESS) when it comes to installing new software on his laptop.
4 I'm sure we'll solve the problem of overbooking the concert if we use our *ingenuity* (GENIUS).
5 Our aim is to raise young people's *awareness* (AWARE) of the health risks connected with playing video games for too long.

/5

GRAMMAR

4 Complete the sentences with the correct forms of the verbs in brackets. Use at least two words in each gap.

A group of scientists were unable *to identify* (identify) the problems with the equipment used in space.

1 Maria begged *us to help* (we/help) her with the research enabling her to write her dissertation.
2 The workers seem *not to be doing / not to have done / not to have been doing* (not/do) the demolition work according to the timetable agreed.
3 *To find* (find) a cure for cancer is not easy even for the most advanced teams of researchers.
4 Students were made *to vacate* (vacate) the lab while he did some experiments with explosive materials.
5 You are *not to conduct* (not/conduct) another survey for a year; all your colleagues have already voted the mobile phone as their favourite invention.

/5

5 Translate the sections in Polish into English to complete the sentences. Use between three and six words in each gap.

To confirm the booking (*Aby potwierdzić rezerwację*), you should contact us at least a fortnight in advance.

1 Your children *were seen playing* (*były widziane jak bawiły się*) with the remote controls in the garden.
2 My parents bought a more economical washing machine so *as to save* (*aby zaoszczędzić*) some money.
3 The president *is supposed to open* (*ma otworzyć*) the new Science Centre tomorrow.
4 Victoria *was the first person to finish/complete* (*była pierwszą osobą, która skończyła*) a report about neurosurgery.
5 Our IT specialist was *surprised not to have been sent* (*był zdziwiony, że nie wysłano mu*) any data on the virus.

/5

The rise of e-readers

(*Interestingly*) / *Annoyingly* / *To some extent*, the first e-readers were not created for ordinary people, but for specialists who wanted to share documents like technical manuals. [1] *Frankly* / (*Clearly*) / *Fortunately*, these were not for general consumption, but once people realised that electronic books could appeal to a wider readership, more variations of e-readers were produced. [2] (*Unfortunately*) / *Likely* / *Anyway*, each one used a different format. They also differed in the kind of books they made available on their individual platforms. [3] *Thankfully* / (*In fact*) / *Potentially*, some focused on obscure publications, while others on new authors.

In time the commercial market grew, and e-readers can now be seen everywhere. [4] *Strikingly* / (*Without doubt*) / *Personally*, they provide a complete mobile library for avid readers, and their backlit screens mean they can be read anywhere, anytime. [5] *Apparently* / *Of course* / (*Incidentally*), sales of paperback books have actually increased despite the popularity of e-readers.

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

The impact of music

Does music have the same emotional impact as it did in the past? Has technology __ a role not only in the way music is composed and recorded but also in its power?

[1] __ , current technology allows anyone to stream niche videos and download audio clips, which has created a far wider [2] __ base for a greater variety of music than the more traditional [3] __ forums of the past. Has this [4] __ the arrival of a new musical age, though?

As a [5] __ of fact, it has been suggested that technology has had a negative impact on music. This is because it could make composers reluctant to experiment, relying instead on what has always been popular. This might appear to create a uniformity of sound, which some feel has led to a [6] __ in musicality.

This opinion is not universally held, [7] __ there are comments which have been [8] __ on music websites suggesting that technology has contributed towards reducing music's emotional impact.

	(A) played	B made
	C done	D given
1	(A) Plainly	B Likely
	C Potentially	D Consequently
2	A enthusiast	B admirer
	C follower	(D) fan
3	A typical	B average
	C normal	(D) mainstream
4	A set	B drawn
	(C) heralded	D pushed
5	A limit	(B) matter
	C indication	D proof
6	(A) downturn	B backlash
	C standard	D prominence
7	A conversely	B since
	C potentially	(D) nevertheless
8	A delivered	(B) posted
	C informed	D sent

/8

8 Complete the text with the correct forms of the words in brackets.

Is technology good for the sport of motor racing?

The roar of the engines and speed of the cars generate tremendous *excitement* (EXCITE), as spectators cheer on the top drivers.

Now, as ever more technological advances enhance performance, critics question the modern approach to racing. They say affluent teams have an advantage, as they can [1] *capitalise* (CAPITAL) on their financial resources to develop cars that allow them to remain in the [2] *ascendency* (ASCEND), while others fall by the wayside. [3] *Presumably* (PRESUME), such critics also feel the complexity of the machinery has replaced simple driving skills, thus depriving the sport of its basic [4] *authenticity* (AUTHENTIC).

However, advances in car design bring benefits beyond the racetrack – mechanical outbreak in racing car design filter down to the mass market. For example, rearview mirrors date back to the 1900s, when racing drivers realised their [5] *effectiveness* (EFFECT) for revealing competitors behind them.

Clearly, although the sport remains popular with fans, it's technology that guarantees its continuing [6] *commercial* (COMMERCE) success.

/6

9 Complete the text with one word in each gap.

Being a games designer is *the* best job – ever! I must admit that, [1] *in* a way, I expected the job to be rather dull and repetitive – at least to a certain extent. When I first saw the designers on my work experience programme, everyone appeared to [2] *be* constantly fazed and bleary-eyed from staring at the computer monitor too long. But now I hold their commitment in very [3] *high* esteem – in fact, it's a sheer pleasure [4] *to* see them so focused on their work. Being a designer allows you to [5] *push* the limits of current technology and even help bring about the next generation of hardware. In order [6] *not* to go crazy though, you really do need to step away from the screen at regular intervals.

/6

Total /20

4 All in a day's work

4.1 VOCABULARY

Employment and career • phrasal verbs – work • colloquial phrases • collocations to describe work and money

SHOW WHAT YOU KNOW

1 Complete the text with the correct forms of the words from the box.

apply compete employ ~~interview~~ manage promote recruit train

Graduates! Finding it hard to impress *interviewers* and stand out from other [1]*applicants* ? At Freshlegs, we're here to help you beat the [2]*competition* and find the office job of your dreams. We are a(n) [3]*recruitment* agency specialising in matching graduates with reputable [4]*employers* . We focus on positions that offer on-the-job [5]*training* and the prospect of [6]*promotion* to senior or [7]*management/managerial* positions.

FOCUS ON WORDS | Phrasal verbs – work

2 Combine words from boxes A and B to make phrasal verbs. Then complete the dialogues with the correct forms of the phrasal verbs.

A break make ~~order~~ press slave snow stand take

A ~~around~~ away into on (x2) under up (x2)

Dialogue 1: Ali and Carol

A: How was your day?
C: Terrible. I was *ordered around* all day long by my supervisor. I don't mind being told what to do, but she's so rude!
A: Oh Carol, you need to [1]*stand up* for yourself a bit more! Say something if she's being rude unnecessarily.
C: Well, that's easily said, Ali, but I don't want to make things worse.
A: I know it's difficult. I'll tell you what, why don't we go out for dinner to [2]*make up* for your bad day. Take your mind off it, you know?

Dialogue 2: Fiona and George

F: What do you want to do after university?
G: Actually, I'm hoping to [3]*break into* acting.
F: Acting? Cool. Are you taking classes?
G: Fiona, acting isn't something you learn. You've either got that special something or you haven't. Actors are [4]*taken on* on the strength of a good audition, not because of some course they did.
F: And exactly how do you think actors get good enough to succeed in auditions, George?

Dialogue 3: Jean and Geoff

J: I'm constantly being [5]*snowed under* with more work than one person can reasonably be expected to do. I do my best to keep at it, you know, [6]*press on* , but the pile in the in-tray never seems to get any smaller.
G: You know what they say: 'work to live, not live to work'.
J: Well 'they' can shut up, whoever 'they' are! What am I supposed to do, tell the boss 'OK, I've had enough for today and I'm going home to live my life', while everyone else is still [7]*slaving away* ?

FOCUS ON WORDS | Colloquial phrases

3 Match the sentence beginnings and endings.

Some graduates are willing to work for nothing to get (h)
1 Philip dressed far too casually for the interview and so scuppered (a)
2 You can't quit until you find something else, so you'll just have to put on (f)
3 A first class honours degree can really jump-start (e)
4 If I hadn't had the (b)
5 The chef asked me to keep (d)
6 Although it may be unfair, knowing the right people can help you to get (g)
7 I understand from your supervisor that you've hit (c)

a his chances before he'd even begun.
b guts to change courses after my first year, I might not have got a qualification at all.
c the ground running and surprised everyone in your first month here.
d tabs on the new cook at work and make sure he wasn't messing up the preparation.
e your career, especially if it's from a prestigious university.
f a brave face and start looking elsewhere.
g your foot in the door in this business.
h on the first rung of the ladder.

FOCUS ON WORDS | Collocations – work

4 Choose the correct option to complete the sentences.

1 If you ask me, (*unpaid*) / *permanent* internships exploit the young and the inexperienced.
2 Make sure the company covers your *experience* / (*expenses*) or you won't earn anything from the trip.
3 Every manager should occasionally do (*menial*) / *minimum* tasks so they don't forget what their subordinates go through on a daily basis.
4 As a freelancer, I don't have a *placement* / (*permanent* contract, so I have less job security.
5 With his technical know-how, Peter has made himself (*indispensable*) / *hands-on* around the office.
6 If you want to be a teacher, working as a classroom assistant is a good way to gain *overtime* / (*experience*).

5 Complete the notices. The first letters are given.

Those who have **w**orked **o**vertime this month please submit your time sheets with details of the extra hours by the 31st at 12:00.

Aged between sixteen and eighteen and looking for [1]**h**ands-on **e**xperience in the building trade? Contact us now about [2]**s**hort-**t**erm **p**lacements (two to four weeks) on building sites in the local area.

Sign this petition and support our campaign to increase the [3]**m**inimum **w**age by 10 percent for all workers.

You'll never [4]**l**and a **p**ermanent **j**ob if your CV is not up to scratch! Click here to find out how we can help you secure the perfect position.

We are now recruiting graduates for [5]**e**ntry-**l**evel **j**obs . Start at the beginning and quickly work your way up through our promotional structure.

FOCUS ON WORDS | EXTRA Collocations – money

6 Complete the text with the missing words. Use the information in brackets to help you. The first letters are given.

Home | Search | Contact

Talk to anyone? Full of energy? Why not be a holiday rep?

Among all the short-term jobs available for graduates, being a holiday rep is probably one of the most fun. Of course, it's unlikely to turn into a career and you probably won't **get a p***ension* (receive money from employers or the government after you have retired), but you are also not going to have to [1]**work for n***othing* (receive no pay) and reps [2]**get p***erks* (receive non-financial bonuses) that are the envy of many a holidaying office worker.

With free accommodation and transport plus cheap food and drinks, it's easy enough to [3]**make e***nds* **meet** (earn enough money to survive). Most reps receive a small basic salary then [4]**work on c***ommission* (receive payment according to how much you sell) to top this up. If you sell enough trips and tickets to [5]**make your t***arget* (sell as much as you have been asked to) or even better go beyond it, it is possible, in relative terms, to [6]**make a m***int* (earn a large amount of money). Just one piece of advice. This is a twenty-four-hour job with no early nights or lazy mornings.

7 Cross out the collocation which is not possible or not likely in each group.

1 **make a** *profit* / *loss* / ~~*rise*~~
2 **get** *a pension* / ~~*for nothing*~~ / *a rise*
3 **work for** ~~*perks*~~ / *a pittance* / *peanuts*
4 **make** *a mint* / ~~*commission*~~ / *your target*
5 **get** ~~*ends meet*~~ / *a financial incentive* / *perks*

SHOW WHAT YOU'VE LEARNT

8 Complete each pair of sentences with the same answer A–C.

1 a I was so sick of being __ under with paperwork that decided to quit and retrain.
b It hasn't __ so much since the winter of 1987, when there were drifts of three metres in places.
A pulled (B) snowed C rained

2 a She managed to put on a brave __ after hearing the devastating news.
b I don't know what she looks like. I've never met her face-to-__ .
A person B mind (C) face

3 a Allergy advice: This product may contain traces of __ or almonds.
b You know what they say: if you pay __ , you get monkeys.
(A) peanuts B pittances C slave

4 a I've __ everyone who was at the party except Kelly, whose phone is broken.
b It's almost impossible to get on the first __ of the ladder without a recognised qualification.
(A) rung B step C seen

5 a Are you keeping __ on me? You've been watching me all morning.
b Warning: You need to close old __ in your browser before you can open new ones.
A notes (B) tabs C eyes

9 Choose the correct answer A–C.

1 We really need to __ on if we are going to have all these orders ready before the holiday rush.
A work B put (C) press

2 Knowing the theory is all well and good, but we are looking for someone with hands-on __ .
(A) experience B commission C expenses

3 We recommend an unpaid __ as a way to gain experience.
A wage B contract (C) internship

4 If the company makes a __ again next month, we'll be looking at possible bankruptcy.
A profit (B) loss C target

5 To be honest, without a decent financial __ I can't see any reason to take on a heavier workload.
(A) incentive B rise C pension

/10

READING

4.2

The rebirth of apprenticeships
• phrases • collocations

The Rebirth of Apprenticeships

Apprenticeships are currently experiencing a renaissance as a hands-on alternative to academic study at a higher education institution. Today, we offer the views of four young people currently enrolled in various apprenticeship programmes in the UK.

A J. Reynard, 18

I'm in my first year of a three-year HR apprenticeship at a well-known British bank and, although it was a shock to be thrown in at the deep end, as I was expected to be on a par with* everyone else, I really feel I made the right decision in taking it on. From day one, I was plunged into the HR team and expected to contribute to the real workings of the bank. Through a series of placements in the HR department, I've completed projects in all sorts of things from *change and growth* to *personal development and reward*. Alongside this, I'm studying for an industry-recognised, degree-level HR qualification, so by the time I've finished, I'll have the experience and the all-important piece of paper. The academic assignments are all about utilising your day-to-day experience, making observations and linking in the theory, and for me it has proven to be a very efficient way to learn. Based on my experiences here, I'd say apprenticeships are great for team-players who have a strong drive to learn and are willing to apply themselves to whatever challenges are thrown their way.

B A. Rawlins, 19

When I was a younger teenager, I was in a fairly bad place personally and emotionally. As a result of some less than positive experiences in my personal life, I missed my chance to go to university, and with everything that went on, the last thing I'd thought about was what I actually wanted to do as a career. So, I decided to take things into my own hands and sign up for some training with a view to finding a job. I didn't have high hopes of being accepted on an apprenticeship to be honest, but lo and behold*, here I am two years in and absolutely thriving, I'd say. Working at such a prestigious car company gives me a real sense of pride and people are always intrigued when I say who I work for. There is no denying it's a male-dominated environment, and at first I felt like I had more to prove than the guys who started at the same time as me. However, I showed myself to be capable and competent and quickly earned everyone's respect. If I'm honest, having a sharp tongue helps! I stuck up for myself when I had to and people know not to mess with me now. I think apprenticeships are sometimes overlooked by school leavers, but in my case being an apprentice has provided me with some real direction in life and the added bonus of relative financial stability.

C A. Mendel, 19

My folks are not well off, so the only way I could have made it through university would have been to take loans to cover tuition and living. The thought of graduating with tens of thousands of pounds of debt was enough to put me off before I'd even begun. The careers counsellor at my school suggested I try an apprenticeship instead. Frankly speaking, I'd always regarded apprenticeships as being a bit of a lazy option for those who didn't do so well at school, so I was amazed to discover what a wide range of options there actually are out there now. I'm working with my hands, which I love, I've got a stable income, and I'm planning to start my own plumbing business one day. And laziness is strictly out of bounds*, let me tell you*! If something goes wrong, you realise it could be your fault and you have to take responsibility. It's hard work and long hours. I don't remember the last time I went out during the week – I'm too busy and tired.

D Anonymous, 18

I guess most people wouldn't believe me if I told them I was an apprentice spy, but, as I am sworn to anonymity, that's really only a moot point* anyway. The apprenticeship scheme, run by MI5, MI6 and GCHQ (Government Communications Headquarters), has its sights on tackling future threats to national security. There are eighty of us undergoing training in software engineering, telecommunications and mobile phone systems with a view to joining the global fight against cyber crime, terrorism, and espionage. On completion of the two years it takes, we'll have earned a foundation degree in communications, security and engineering, as well as a diploma in IT. Traditionally, security service positions are only open to university graduates, but, as was pointed out to us during the selection procedure, you can't learn what we're covering on any undergraduate course, because we are actually inside the security services, finding out about the systems needed to protect the country from harm. I think this is a prime example of the way apprenticeships are offering a real alternative to university these days, an alternative which equips anyone with industry specific skills and, crucially, doesn't leave them owing a small fortune.

GLOSSARY

on a par with *(phr)* – as good as or equal to
lo and behold *(phr)* – a humorous way to introduce surprising information
out of bounds *(phr)* – forbidden
let me tell you! *(phr)* – used for emphasis
a moot point *(phr)* – an issue that is debatable and open for discussion but of no practical significance

1 **Read the article quickly and match each picture to a paragraph.**

2 **Read the article again. For questions 1–10, choose from sections A–D. The sections may be chosen more than once.**

Which apprentice …

1 was surprised to be accepted into their apprenticeship programme? B
2 compares the usefulness of their apprenticeship with a university degree? D
3 chose an apprenticeship for financial reasons? C
4 admits that their apprenticeship has had an impact on their social life? C
5 felt discriminated against initially in their apprenticeship? B
6 praises the way study and work are combined in their apprenticeship? A
7 demonstrated their self-confidence to colleagues? B
8 was not expecting to take on an employee's responsibilities so early in the apprenticeship? A
9 believes their apprenticeship scheme will have far-reaching benefits beyond the personal? D
10 acknowledges their early misconceptions about apprenticeships? C

3 **Complete the definitions with the words from the box. Use the text to help you.**

apply ~~deep~~ hands high sharp small

If you are **thrown in at the** *deep* end, you are made to do something difficult without adequate preparation.

1 If you **have** *high* **hopes**, you are very optimistic or hopeful that something will happen.
2 If you **owe a** *small* **fortune**, you have a large amount of debt.
3 If you *apply* **yourself to something**, you give it all your focus and attention.
4 If you **take something into your own** *hands* , you stop relying on someone else and take personal responsibility for it.
5 If you **have a** *sharp* **tongue**, you speak harshly or critically but in a clever way.

FOCUS ON WORDS | Collocations

4 **Complete the extract from an interview with the words from the box. There are three extra words.**

base business charity ~~dream~~ growth insight losses recognition talent

• DJ-DIGEST • DJ-DIGEST • DJ-DIGEST • DJ-DIGEST •

DJ-DIGEST: How did XR records get started?

Damien: Well, I'd always dreamed of starting a record label, so after DJ-ing and producing music for several years, my business partner and I decided to follow our *dream* and found our [1]*business* . Our first release did really well in the clubs, but we sustained financial [2]*losses* because of the expense of the start-up. However, the popularity of the record on dance floors helped XR records gain [3]*recognition* among big name DJs and helped us build our customer [4]*base* . We've just released our twentieth record and are now focusing on recruiting new [5]*talent* to the label.

5 **Look at the vocabulary in lesson 4.2 in the Student's Book, then complete the adverts. The first letters are given.**

Kickstarter helps you **g***auge* **c***onsumer* **o***pinion* and raise capital for your start-up business.

Vocational training to help you [1]**r***ealise* your **p***otential* . Be the best that you can. Now recruiting.

Get your career off to a [2]**f***lying* **s***tart* with our CV preparation services: cvservices@cmail.net

[3]**F***luctuations* in your **r***evenue* ? Rich one minute, broke the next? Sharkey's loans can help your business cope.

Invest with Larkin and Sons financial brokers. Our investments consistently [4]**s***ee* a healthy **r***eturn* within eight weeks.

Are you [5]**f***resh* **o***ut* of agricultural college and wondering what to do next? Sheffield council is now recruiting summer rangers for its parks and gardens.

If you [6]**h***ave* a great **r***apport* with children, why not volunteer to help at Blackmore Orphanage?

4.3 GRAMMAR

-ing forms

SHOW WHAT YOU KNOW

1 Complete the sentences with the *-ing* form of the verbs from the box. There are two extra verbs.

be call check fascinate have intern take talk pretend

The two teams were already *having* a brainstorming session when several latecomers arrived.

1 *Being* young and single, Jake didn't say no to the relocation to a different city.
2 By mid-spring, he'll have been *interning* for us for a year.
3 It's always worth *checking* the details of any contract before you sign it.
4 That man *talking* to our head teacher is a famous entrepreneur and former student.
5 Many employees admit to *pretending* to be busy when their boss is looking.
6 It's *fascinating* to imagine where Mark Zuckerberg might be working now if he hadn't dropped out of Harvard.

2 ★ Complete the text with one word in each gap.

THE WEIRDEST JOBS IN THE WORLD

Nancy Rica Schiff, an American photographer, is keen on *bringing* some of the world's oddest professions to people's attention. Would you ever consider [1]*doing/taking* such jobs as dog food tester, dinosaur duster or golf ball diver? No? Apparently some people out there have succeeded [2]*in* pursuing a career in these strange occupations. [3]*While* travelling around the USA for fifteen years, Nancy was tracking down professionals with unique jobs, from the person who dresses Barbie dolls for a living, a gumbuster whose job involves [4]*getting* rid of chewing gum marks from the streets, to a knife-thrower's assistant, to mention just a few. Miss Schiff claims she will never grow tired [5]*of* spotting occupations with a twist of humour, her favourite [6]*being* that of a professional mermaid. So next time you fancy [7]*changing/quitting* your job, you might want to refer to her art for inspiration.

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

Having studied (study) at the same school as the company owner, Dave hoped to get a better-paid job.

1 *Not having had* (not/have) any kind of formal training before, I seriously doubted they'd give me that job.
2 *Having been/Being dismissed* (dismiss) unfairly, my mum decided to go to court to fight for her rights.
3 Don't tell anyone, but your brother was seen *being reprimanded* (reprimand) by his boss in the restaurant today.
4 Some students complained about *not being sent/not having been sent* (not/send) any information regarding the scholarship.

4 ★★ Complete the sentences with the words in brackets. Do not change the form of the words. Use three words in each gap.

My tutor is concerned *about my working* at the weekends instead of learning. (working)

1 The trainee waiter insisted *on being given* his weekly wages in advance. (given)
2 My new employer insisted *on me/my giving* her a reference from my previous boss. (giving)
3 Phil's Maths teacher doesn't approve *of being called* a 'slave driver' behind his back. (called)
4 Jenny's friends don't approve *of her calling* them only when she needs something. (calling)

5 ★★★ Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and six words in each gap.

It's pointless to bring this subject up again. **USE**
It is no use bringing this subject up again.

1 As soon as Bess was given a day off, she went on a shopping spree with her best friend. **ON**
On being given a day off, Bess went on a shopping spree with her best friend.
2 It doesn't make sense to ask him for a pay rise. **POINT**
There is no point (in) asking him for a pay rise.
3 Many entrepreneurs complain that they find it difficult to get enough qualified staff. **DIFFICULTY**
Many entrepreneurs complain that they *have difficulty (in) getting/finding* enough qualified staff.
4 As more and more people leave the country, soon we'll experience a serious shortage of staff. **WITH**
With more and more people leaving the country, soon we'll experience a serious shortage of staff.
5 It is counterproductive to talk to her about promoting you now. **GOOD**
It is no good talking to her about promoting you now.

SHOW WHAT YOU'VE LEARNT

6 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between four and six words in each gap.

After six months, my brother finally *succeeded in finding a job* (succeed/find/job) as a clerk.

1 *Not having been able to find* (not/be able/find) a job for one year, he was entitled to unemployment benefit.
2 His partner doesn't *approve of his/him accepting* (approve/he/accept) that new job in the capital.
3 *Having been made redundant* (be/made redundant) so suddenly, Mark's parents hadn't prepared any contingency plan.
4 *On being told the news* (on/tell/news), Fiona immediately called her parents for advice.
5 Fifteen years in this profession and Arthur still *has difficulty (in) getting used* (have/difficult/get used) to night shifts.
6 *With her job getting* (with/she/job/get) too stressful, Ella decided to take a year off and travel.

/6

4.4 USE OF ENGLISH

Prepositional phrases

1 Complete the text with the missing prepositions.

The Young & The Rich

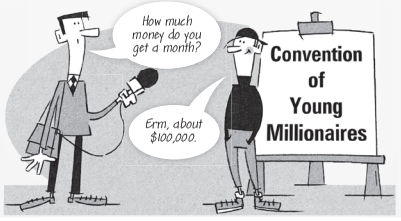
At times we find ourselves drawn to stories of people who become millionaires at a very early age and wish we could swap places with them. [1]*In* other words, we all want to be rich. Here are two young entrepreneurs who struck gold:

John Koon – net worth: $80 million

[2]*At* first glance, John looks like an average guy. However, being resourceful [3]*by* nature, he had already made $1 million by the age of sixteen. His auto parts business was famous [4]*for* co-operating with MTV, but he quickly became more interested in fashion, especially streetwear. The entrepreneur is currently [5]*in* charge of several clothing brands in New York City.

Ashley Qualls – net worth: $8 million

Her passion for self-learning lies [6]*at* the heart of her success. When she was fourteen, Ashley decided to study HTML, which helped her design websites. Having launched Whateverlife.com, she attracted lots of enthusiasm [7]*for* her unique web page designs, and by 2007 had 7 million monthly page hits, which generated a huge income [8]*through* advertising. More recently, Ashley has been battling an autoimmune disease, and is active in projects supporting the chronically ill.



2 Replace the underlined words with the phrases from the box. There are two extra phrases.

at sea by chance by virtue of in the long run in the wrong ~~to a certain degree~~ to my mind to no avail

My parents agree with me to some extent on the subject of my moving out. *to a certain degree*

1 My cousin has sent about 100 applications over the past month, but all in vain as he hasn't received any response yet. *to no avail*
2 New workers almost always feel at a loss and they need someone to show them the ropes and answer their questions. *at sea*
3 I put my success down to hard work, but my boss thinks it's just beginner's luck and he claims I found that investor by accident. *by chance*
4 Nepotism means getting the best jobs by means of your family connections. *by virtue of*
5 The disciplinary committee is investigating the case now and they will decide which one of us was at fault. *in the wrong*

3 Complete the dialogue with one word in each gap. First letters are given.

B: Dad, can I talk to you about something?
D: By all m*eans*! What is it?
B: There's this girl from Australia who gained popularity on the Internet by posting her photos wearing the latest fashion.
D: And? What about her?
B: Yesterday she surprised her followers, including myself, by announcing that she'd been living a lie. Apparently she had all those clothes at her [1]d*isposal* because different companies paid her to wear them. Every one of her photos was carefully staged and retouched.
D: Oh, sorry to hear that.
B: I've been so naive. I've read all her messages to [2]d*ate* and honestly believed she looked great. Now she says she wore tons of make-up. True, she admits she was wrong and that now she'll help people understand that social media promote fake images.
D: Well, she definitely should have told her fans in [3]a*dvance* that she was getting paid for the pictures and that she photoshopped them to such an extent. In any [4]c*ase*, she apologised to them and promised to help people.
B: Yes, but maybe it's just another business idea of hers.
D: Could be. Remember, Becky, at the [5]e*nd* of the day everyone has to ask themselves a very important question: do I want to be honest at what I do or risk losing face if I'm not?
B: Quite right. I'm glad we've had this conversation, Dad.

SHOW WHAT YOU'VE LEARNT

4 Choose the correct phrase. Sometimes two are correct.

1 Think what you want, but __ it was a rookie mistake and you should have known better than to trust it.
A by nature B at times
(C) to my mind (D) at first glance

2 Geoff and his two co-workers ought to have notified us well __ that they were planning on resigning.
(A) in advance B in vain
C by chance D in charge of

3 The trainees had all the company equipment __ and they could make use of it as they saw fit.
A in the wrong B at fault
C in any case (D) at their disposal

4 I hope I'm mistaken, but __ the whole economy is going to suffer because of the government's decisions.
(A) in the long run B by virtue of
C in other words D by means of

5 56 percent has been the highest unemployment rate among young people in Spain __ .
A by all means B at the end of the day
(C) to date D at a loss

6 Sheila's parents believe she should seek employment as soon as possible and __ she agrees with them.
(A) to a certain degree B by accident
(C) to some extent D at sea

/6

4.5 LISTENING LANGUAGE PRACTICE

Synonyms • informal phrases • word building

1 Read the interview with Jonathan. It contains six examples of the word *important*. Cross out the one word in brackets which cannot substitute the word *important* in the context given.

Extract from Student's Book recording 2.7

H: What would you say is the most **important** [1](*crucial* / *essential* / ~~*imperative*~~) thing people should do to prepare for a job interview?

J: Well, thinking through your answers and doing plenty of research about the business and the position you're applying for [a]go without saying – ultimately there's [b]nothing more you can do about the direction the interview itself might take. I think cultivating self-assurance [c]plays a very big role – this will help you act as if you're confident when answering questions, though clearly without [d]going overboard or pretending you can do things you can't! […] It's **important** [2](*vital* / *imperative* / ~~*considerable*~~) not to [e]dwell on your mistakes, but learn from them. And the odd slip is [f]not the end of the world. We're all [g]human after all. That said, willingness to [h]admit your missteps is very **important** [3](~~*urgent*~~ / *significant* / *influential*) and will be appreciated by the interviewer. And while confidence is **important** [4](*fundamental* / ~~*pivotal*~~ / *essential*), avoid being self-aggrandising or boastful. […] I think it's **important** [5](*imperative* / ~~*pressing*~~ / *paramount*) to keep things in proportion. Every interview is **important** [6](~~*extensive*~~ / *critical* / *decisive*) and it's natural to be nervous – indeed I think for most people having no nerves is unrealistic and striving to do so could even be potentially detrimental.

2 Match definitions 1–7 to the underlined phrases a–h in the text. Write the letters in the boxes.

to do too much or try too hard to impress [d]
1 to acknowledge the mistakes you make [h]
2 to be very self-evident or obvious [a]
3 to concentrate too much on your errors [e]
4 not as big a problem as you may think [f]
5 to be naturally prone to errors [g]
6 to have a significant impact on something [c]
7 out of your control or ability to influence [b]

3 Complete the sentences. Use the most suitable underlined phrase from Exercise 1 in an appropriate form.

I know we're a little snowed under right now, but there's no need to *go overboard*. Nobody expects you to work 24/7 and the boss won't notice you slaving away.

1 Whilst we all know that Grace was at fault for the error, we all accept that she's *human after all* and as liable to make mistakes as the rest of us.
2 That small company that Hannah sold became quite prosperous afterwards and she is really kicking herself for selling up so soon. Still, there's *nothing (more) she can do about* it now.
3 Michael said he's having sleepless nights because of the feedback he got. I told him it's *not the end of the world* .
4 In order to succeed as an actor, perseverance *plays a (very) big role* . Take Daniel Craig, for example, he'd been acting for years before he landed the role of James Bond.
5 Well, it *goes without saying* that Aiden's self-assurance is the reason behind his success.
6 Although it's crucial to be aware of the things you do wrong, it's not seen as being particularly useful to *dwell on your mistakes* for any great length of time.
7 How is Jorge ever going to learn if he refuses to *admit his missteps* ? Surely it's the only way to improve.

FOCUS ON WORDS | Word building

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

A *willingness* (WILLING) to work hard and accept criticism is essential in your first post.

1 You really need to be *adaptable* (ADAPTATION) when you work as a journalist – your working conditions can change in the blink of an eye.
2 I know it's good to be enthusiastic, but the intern's *keenness* (KEEN) is beginning to annoy me.
3 One of the most valued skills in a good teacher is *resourcefulness* (RESOURCEFUL).
4 Too much *self-assuredness* (SELF-ASSURED) is bound to make you unpopular with colleagues.
5 The Harry Potter books were rejected by publishers nine times before finally being printed. You have to admire J.K. Rowling's *persistence* (PERSISTENT).
6 The stamp on the reverse of this painting is proof of its *authenticity* (AUTHENTIC).
7 Fabio admitted to making the mistake in the payroll. You certainly can't question his *sincerity* (SINCERE).
8 Most actors aren't known for their *humility* (HUMBLE), but Keanu Reeves seems to be very down-to-earth.

4.6 SPEAKING

Buying time

Speaking Bank page 146

1 Put the advice in the correct order.

a When you respond to questions, [1]
b to buy even more time. [7]
c which give you time [3]
d It is not unusual [5]
e you can use expressions [2]
f to put several of these phrases together [6]
g to think about your answers. [4]

2 Choose the correct words to complete the phrases.

1 Hmm, let me *see* / (*think*) about it for a second.
2 In actual fact, I've never really been *considered* / (*asked*) that before.
3 My mind has gone *frank* / (*blank*).
4 I mean, to tell you the *honest* / (*truth*)…
5 Well, all I can (*say*) / *know* is that …
6 I suppose it *requires* / (*depends*) what you mean.

3 Complete the extracts from interviews. The first letters are given.

Interview 1: Joel

I: Tell me Joel, if you could have dinner with anyone at all, dead or alive, who would you choose and why?
J: Goodness, **l***et* me **s***ee*. That [1]**r***equires* a **m***oment's* **t***hought* .You know, to be [2]**f***rank* , I don't really fancy the idea of dinner with a dead person, so … er … definitely someone alive … which narrows it down considerably. But … I … er … I don't know really, to be [3]**h***onest* **w***ith* you, so … maybe … er … Superman?
I: Erm … I see. When I said dead or alive, I didn't actually mean … Actually, you know what, Joel, I think we have everything we need. Thanks for coming and we'll be in touch. Possibly.

Interview 2: Philip

I: OK thank you, Philip. Before we wrap things up, is there anything else important you think we should know about you? Or do you have any questions?
P: Well, I [4]**s***uppose* it **d***epends* **w***hat* you **m***ean* by important. Can I ask to what extent criminal background checks are searched?

Interview 3: Hannah

I: You've had four different jobs in the last two years Hannah, could you explain why there have been so many?
H: Well, [5]**a***ll* I **c***an* **s***ay* is **t***hat* getting a job is something I find easy, but keeping it is sometimes more of a challenge.

Interview 4: Claire

I: Claire, the vacant position requires a good deal of autonomy. Tell us how you set your own personal targets at work.
C: Personal targets? Hmm,[6]**c***an* you **g***ive* me a **s***econd* ?
I: Of course. Take your time.
C: OK, well, I try not to set my personal goals too high, because I find if you set your targets low, you will rarely be disappointed.
I: Thank you, Claire. No more questions.

Interview 5: Alicia

I: And tell us Alicia, what is it that motivates you more than anything else?
A: [7]**A***ctually* , that's a tough **o***ne* . I mean, to [8]**t***ell* you the **t***ruth* , my main motivation is money. In fact, I think anyone who says anything different is probably lying.

Interview 6: Bradley

I: And could you tell us about what you consider to be your weaknesses?
B: [9]In **a***ctual* **f***act* , I've never really [10]**c***onsidered* it. I'm not sure I have any.
I: Wouldn't you agree that everyone has weaknesses?
B: Hmm. I suppose so. [11]**C***ome* to **t***hink* of it, I guess I do have a weakness. I sometimes lie, or let's say I'm economical with the truth. But that should help me in this job, right?
I: Er … that's all we have time for, Bradley. Thanks for coming and please ask the next candidate to come in on your way out.

4.7 WRITING

An essay

1 Complete the advice with the correct forms of the words in brackets.

An essay should present a *structured* (structure) argument. It should be organised into paragraphs, each [1]*dealing* (deal) with an aspect of the topic.
In the introduction, [2]*familiarise* (familiar) the reader with the general topic, then lead into the discussion by [3]*acknowledging* (acknowledge) different views or stating that a solution or discussion is necessary. In the body of the essay, introduce each main point in a new paragraph [4]*beginning* (begin) with a topic sentence. Follow this with examples to support and/or [5]*clarify* (clear) your point. You might also choose to introduce an [6]*opposing* (oppose) point to show that you take a [7]*balanced* (balance) view. In the conclusion, indicate the end of the essay with a summary [8]*statement* (state), then round things off by giving your own point of view.

2 Put the phrases in order.

that … / generally / it / maintained / is
it is generally maintained that …

1 by … / is / illustrated / this *this is illustrated by …*
2 place … / the / in / first *in the first place …*
3 everything / into / taking / account … *taking everything into account …*
4 main / thing / the / remember / to / is … *the main thing to remember is …*
5 seems / doubt / there / that … / little *there seems little doubt that …*
6 a / point … / in / case *a case in point …*
7 spite / of … / in *in spite of …*
8 to / say … / this / is *this is to say …*

3 Complete the essay with the phrases from Exercise 2. There is one extra phrase.

Business has been a truly global affair for several decades now, and this has given rise to the prominence of English as the international language of commerce. While *it is generally maintained that* this is the status quo, recent shifts in economic prosperity and global trading relationships have led observers and analysts to question the long-term future of the current lingua franca. Can the language of Austen and Shakespeare hang on to the lead indefinitely, or are its days at the top of the pile numbered?

[1] *In the first place*, when both native and non-native speakers are factored in, English is far and away the most popular tongue on the planet. [2]*This is to say* that in terms of sheer number of users, it is highly likely to remain at the forefront of worldwide trade for the foreseeable future. [3]*In spite of* the impressive growth of Mandarin Chinese as a potential challenger, there is still a very long way to go before it can be considered truly global. [4] *This is illustrated by* the current improbability of a meeting between, for example, Arab, German and Brazilian business people being conducted in Mandarin rather than English.

Perhaps more probable than the toppling of the current language of choice, is the development of certain other **ones** as regional favourites. Mandarin once again is [5]*a case in point* and may actually be a better option as a second language than English for Japanese or Korean businesses operating in and around the East Asian region.

[6]*Taking everything into account*, English currently maintains a very strong position as a crucial tool for organisations and individuals wishing to operate commercially across borders. Despite the growing popularity of Mandarin, [7]*there seems little doubt that* it will remain the commercial lingua franca for a significant time to come.

4 Complete the extracts. The first letters are given.

Animal testing is undoubtedly a **c***ontroversial* **t***opic* on which opinions are starkly divided.

1 A **p***ossible* **c***riticism* is that the welfare system in its current form is open to abuse to those without moral scruples.

2 The **m***ain* **t***hing* to **r***emember* is the importance of tolerance and equality rather than fear and ignorance.

3 **W***hat* **c***an* be **d***one* to tackle the persistent problem of youth unemployment and make sure that all young people have the chance to earn a living?

4 **O***n* the **w***hole*, it would seem that a combination of individual action and government investment are most likely to provide a solution.

5 **I***n* the **f***irst* **p***lace*, businesses can certainly learn from their customers' comments and complaints.

6 **H***owever*, there are **d***ifferent* **v***iews* when it comes to the question of exactly what should be done about such human rights abuse.

7 There are, however, still many questions to be answered. **I***n* **o***ther* **w***ords*, a solution is still a long way off.

8 It is **c***lear* **t***hat* the pluses outweigh the minuses in this particular case.

5 Find the following cohesive features in the model essay.

- Two forms from the same word family as *commerce* *commercial* [1]*commercially*
- Two synonyms for the word *business* [2]*commerce* [3]*trade*
- A synonym for the word *language* [4]*tongue*
- Two synonyms for the word *global* [5]*international* [6]*worldwide*
- Two forms from the same word family as *probably* [7]*improbability* [8]*probable*
- A synonym for the word *choice* [9]*option*
- A linker with a similar meaning as *although* [10]*while*
- A linker with a similar meaning as *in spite of* [11]*despite*
- The word that *ones* (in bold in the text) is substituting [12]*languages*

REMEMBER THIS

- When substituting a word already mentioned, we do not use ***one*** to replace uncountable nouns: *Would you prefer chocolate cake or lemon ~~one~~?*
- We do not use ***one*** immediately after *a/an*. *If you'd like a pear, pick ~~a~~ one from the tree.*

REMEMBER THIS

This and ***it*** can be used to refer back to previously mentioned situations. ***This*** is more emphatic than ***it*** and suggests that an interesting new fact has been mentioned.
*She banged her head on the car door. **It** really hurt.*
*She banged her head on the car door. **This** really hurt and made her dizzy.*

6 Read REMEMBER THIS. Correct the mistakes. Sometimes more than one answer may be possible.

Unemployment isn't just a statistic; ~~this~~ is a source of misery. *it*

1 Would you prefer a creative job or an administrative *one*?
2 There are several possible solutions, but this essay will examine ~~a~~ one in particular. _____
3 Young people need a solution, a workable ~~ones~~, and quickly. *one*
4 There are some standard subjects I like, but Chemistry is not ~~it~~. *one of them*
5 Schools can be very traditional places. Some would say ~~that~~ is contributing to youth unemployment. *this*
6 Young people lack support while applying for work. ~~It~~ is one reason why so many CVs are substandard. *This/ That*

SHOW WHAT YOU'VE LEARNT

7 Do the writing task.

Problem bezrobocia wśród młodych ludzi mógłby zostać rozwiązany na kilka sposobów. Napisz rozprawkę, w której przedstawisz własną opinię na ten temat, odnosząc się do następujących aspektów:
• szkolenia zawodowe oferowane w szkołach,
• zwiększenie zachęt finansowych dla pracodawców zatrudniających młodych ludzi,
• wsparcie i doradztwo zawodowe dla młodych ludzi w trakcie ubiegania się o pracę.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my essay:

- in the first paragraph, I have given a general introduction to the topic and included a lead-in to the discussion. ☐
- in the main body, I have … ☐
  - introduced each main point in a new paragraph. ☐
  - begun each main paragraph with a topic sentence. ☐
  - included examples to support and clarify my point. ☐
  - introduced an opposing point to demonstrate a balanced view. ☐
- in the conclusion, I have indicated the end of the essay with a summary statement and given my point of view. ☐
- I have used a reasonably formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

4.8 DOCUMENTARY VIDEO WORKSHEET

Big idea, big business

Before you watch

1 SPEAKING **Discuss the questions.**

1 Do you know anyone who runs their own business?
2 What are the advantages and disadvantages of running your own business?

Advantages	Disadvantages

2 Complete the phrases and collocations in bold with the words in the box.

business leap savvy trend up viable

1 Sometimes you have to **take a** *leap* to achieve your aims.
2 I hired a web designer because I'm not very **tech** *savvy* .
3 There's currently a **booming** *trend* in health apps.
4 They employed hundreds of people to **scale** *up* the business.
5 She has a new business plan, but I'm not sure it's **commercially** *viable* .
6 We manufacture a range of products, but our **core** *business* is luxury handbags.

While you watch

3 4 **Watch the video and check your answers in Exercise 2.**

4 4 **Watch the video again. Complete the chart. Which business would you invest in?**

CEO:	Timothy Armoo
Company name:	*Fanbytes*
Specialises in:	*advertising/helping big brands reach Generation Z*

CEO:	Pippa Murray
Company name:	*Pip & Nuts*
Specialises in:	*healthy nut butters*

5 4 **Watch the video again. Do the statements refer to Timothy (T) or Pippa (P)?**

He/She …

1 can draw on their experiences running a prior business. T
2 believes knowing when to seek help from others is an important quality to have. P
3 thinks the only way to develop a business is to become an expert in the basics first. P
4 believes it is important to emulate other successful people to get where you want to be. T
5 runs a business that has grown due to evolving habits and lifestyle choices. T
6 believes that finding the right business associates can be difficult. P

After you watch

6 SPEAKING **Discuss the questions.**

1 What's more important when starting a business – self-belief and passion or a good product?
2 Would you like to be the CEO of your own company? Why?/Why not?

4.9 UNIT 4 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Nawet najbardziej wytrwali i skromni pracownicy uważają za niemożliwe, aby związać koniec z końcem przy płacy minimalnej, która obecnie wynosi około 600 euro.*
Even *the most persevering and humble* workers find it impossible to *make ends meet* on *the minimum wage* that currently *amounts to* about 600 euros.

2 *Mimo uzyskiwania dodatkowych korzyści oraz licznych finansowych zachęt, miał dość tego, że był zawalony pracą i musiał pracować w nadgodzinach, więc wręczył wymówienie.*
In spite of *getting perks* and numerous *financial incentives* , he was fed up *with being snowed under* and *having to work overtime* , so he handed in his resignation.

3 *Wolałbym spróbować szczęścia za granicą i harować, wykładając towar w supermarkecie, niż być jednym z waszych stażystów pracujących za marne grosze.*
I'd rather *try my luck* abroad and *slave away* as a *shelf-stacker* than be one of your *interns working for peanuts/a pittance* .

4 *Podziwiam ludzi, którzy mają odwagę, aby stanąć w obronie innych i są tak szczerzy, że mówią prawdę bez ważenia słów, nawet gdyby mogło to narazić na szwank ich szanse na awans.*
I look up to people who have *the guts* to *stand up for* others and are *so sincere* that they tell the truth *without weighing their words* even though it could *jeopardise* their chances of promotion.

5 *Gdybyś z miejsca zaczął odnosić sukcesy i zrobił fortunę, czy zainwestowałbyś swoje pieniądze w akcje, przestał pracować i żył z odsetek od kapitału, czy może założyłbyś fundację?*
If you *hit the ground running* and made *a mint* , would you invest your money in *shares* , stop working and live off *the interest on* your capital or would you *found a charity* ?

6 *Nie mam nic przeciwko rozmowie z ludźmi, którzy są ciekawi mojego życia, ale kiedy ktoś na pierwszej randce zadaje zbyt dużo nadmiernie osobistych pytań, może zniweczyć nasze szanse na związek.*
I don't mind *talking to people who are curious* about my life, but when someone asks too many overtly personal questions on the first date, they may *scupper/damage our chances of* having a relationship.

7 *Są w błędzie, zakładając, że niepokój waszej córki bierze się z jej nieumiejętności dopasowania się do grupy.*
They're in *the wrong* , assuming that your daughter's *restlessness/anxiety* stems from her inability *to fit in with* the group.

2 Think of one word which can complete all three sentences and write it the space provided.

1 *mind*
a We should bear in *mind* that the lack of pay can have a demotivating effect on the interns.
b During the interview, I couldn't answer the basic questions. My *mind* had gone blank.
c To my *mind* , schools don't prepare us for the competitive job market.

2 *landed*
a I was over the moon when I found out that I'd *landed* a permanent job.
b A small meteorite is reported to have *landed* in the middle of a school football pitch.
c When Caroline set up a successful online store, she eventually *landed* on her feet.

3 *means*
a The company managed to arouse a lot of curiosity by *means* of a bold advertising campaign.
b It's high time you stopped borrowing money and began to live within your *means* .
c Cars are scarce on the island and the bicycle remains the most common *means* of transport.

4 *long*
a In the *long* run, closing down the company turned out to be the right decision.
b To cut a *long* story short, he became a millionaire at the age of 25.
c I don't mind working *long* hours if I'm paid well.

5 *following*
a It gave me the creeps when I heard someone *following* me.
b Susan chose to start her own business instead of *following* a set career path.
c At that time, *following* my gut feeling seemed to be the best strategy.

3 Complete the second sentence so that it has a similar meaning to the first. Use up to six words including the word in capitals.

1 Good managers can admit to their mistakes.
CAPABLE
Good managers *are capable of admitting (that) they* have made a mistake.

2 It's a pity you didn't defend me. **STOOD**
I wish *you had stood up* for me.

3 They would like me to establish an online shop.
INTERESTED
They *are interested in me/my setting* up an online shop.

4 They lost one million euros last year, so they are trying to invest more cautiously. **MADE**
Having *made a loss of* one million euros last year, they are trying to invest more cautiously.

5 If she wasn't persistent, she wouldn't have managed to get promoted. **SUCCEEDED**
Thanks to her *persistence she succeeded in getting* promoted.

4.10 SELF-CHECK

VOCABULARY

1 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between two and four words in each gap.

Anne disliked her first job as an assistant secretary because she only fetched coffee and did some photocopying. **TASKS**
Since Anne only did some *menial tasks* in her first job, she disliked it.

1 Jim travels a lot on business, but he doesn't spend any of his money – everything is covered by his company. **COVERS**
Jim's company *covers all his expenses* whenever he goes on a business trip.

2 He remembered I had supported him then. **UP**
He remembered *my/me standing up for* him then.

3 We admired how persistent he was looking for a job. **HIS**
We admired *his persistence* in looking for a job.

4 Soon after Roger started his own business, he earned a lot of money. **MINT**
Roger *made a mint* soon after he started his own business.

5 We all knew Kate was unfairly fired, but no one was courageous enough to say this to the manager. **GUTS**
Nobody *had the guts* to say anything to the manager though we all knew sacking Kate was unfair.

/5

2 Complete the sentences with the correct prepositions.

It should be easy for you to break *into* the job market since you've got so much experience already.

1 My brother has been singing praises about working *on* commission because he's a really great salesman.
2 Chris seems to be able to establish a great rapport *with* whoever works in the office.
3 It's just a part-time holiday job, so no wonder she works *for* a pittance.
4 Is there anything I can do to make *up* for all the time you spent here last Saturday?
5 I don't know how he can stand being ordered *around* in such a manner! I would quit the job if I were him!

/5

3 Choose the correct word.

Advances in technology have made a lot of people realise the (potential) / *tenacity* / *start-up* of working from home. Some of them are finding a way to turn what was a hobby into paid work despite fluctuations in the [1]*tax* / (revenue) / *commission* at first. I used to enjoy my job as a teacher, even though I didn't have a(n) [2]*phony* / *entry-level* / (permanent) contract. Things changed, however, when we got a new, young and very bossy head teacher. At first, I didn't want to [3]*enthuse* / (scupper) / *strive* my chances of getting a full-time post but finally, completely disillusioned, I decided to leave.
Friends warned me that a job with a minimum [4](wage) / *salary* / *perk* was better than no job at all, but I do not regret turning my love of gardening into a business. Yes, it took time to get my [5]*hand* / *leg* / (foot) in the door, but I would still recommend it highly.

/5

GRAMMAR

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

Despite *having* (have) a lot of ideas, he still hasn't made up his mind what to do in his life.

1 *Not knowing* (not/know) that she could reach the meeting point from a different street, Sarah missed seeing her friend.
2 *On seeing* (on/see) Jo's commitment to the project, we've decided to make her the leader of it.
3 Most teenagers hate *not being asked* (not/ask) for permission before their parents share some information or photos from their childhood.
4 *Having been found* (find) guilty of stealing some important data from an advertising company, Holly was sacked.
5 The trade unions are opposed to *freezing* (freeze) employees' wages because of their lack of experience.

/5

5 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use no more than six words in each gap.

Having spent hours learning (spend/hour/learn) to operate a new app, Alba decided to ask for help.

1 It was interesting to see how quickly the new coach *succeeded in changing the relationship between* (succeed/change/relationship) the players.
2 *It is no use explaining your* (use/explain/you) absence at the meeting of the team. She won't listen to you anyway.
3 The psychologist *overheard the applicants talking about the* (overhear/applicant/talk) problems she had given them to solve when she was waiting for the lift.
4 *Not having completed any training* (not/complete/train) for nurses, I can't even think about a job in a care centre for elderly people.
5 With *more (and more) time being used* (more/time/use) by apprentices getting to know the trade nowadays, I can see no future for my line of work.

/5

6 Choose the correct expression.

The difference in results from these two groups might have come about (by chance) / *in advance* / *at a loss*.

1 Yes, I've read your analysis, but I'm still *at fault* / *in the wrong* / (at sea) as to how to apply it in our company.
2 At times of such deep economic crisis, the government cannot solve its financial problems (by means of) / *in any case* / *to date* new taxes.
3 Don't even think that you're training *in advance* / *in the long run* / (to no avail)! I'm sure it'll pay off.
4 I can see your point, but (to my mind) / *at the end of the day* / *in any case* this time your line manager is right.
5 There are far too many accidents that happen at building sites in our country. Who do you think is *at a loss* / *in the wrong* / (at fault)?

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

Working round the clock

Nearly two million adults attempting to start up a new business in the UK are doing so while at the same time ___ at their 'day job.' This implies that after being [1]___ under with work all day, these people then have to go home and [2]___ yet more time and energy, not to mention a good deal of money, in their business. It must be tough to hit the [3]___ running like this after a hard day's work, particularly if it is uncertain whether the effort will eventually [4]___ . I suspect that not many of us would feel [5]___ even to contemplate doing this.

Of course, the advantage of having a permanent job is to guarantee a stable [6]___ in order to be able to make ends [7]___ and establish some useful contacts at the same time. It also means you have somebody to talk to during the working day. [8]___ as all that, it is useful back-up in case everything goes wrong!

	A enduring	B holding
	(C) sticking	D clinging
1	(A) snowed	B rained
	C blown	D flooded
2	A lay	(B) invest
	C consume	D put
3	A land	B road
	C earth	(D) ground
4	(A) pay off	B pay up
	C pay back	D pay out
5	A tenacious	B menial
	(C) eager	D detrimental
6	A payment	B reward
	C revenue	(D) income
7	A strap	(B) meet
	C tie	D link
8	A Moreover	B On top
	(C) As well	D In addition

/8

8 Complete the text with the correct form of the words in brackets.

For the past several years, the highly profitable company Leveroy Inc. has been ranked among the top five most desirable employers worldwide. Every year, more than a million *applicants* (APPLY) hope to be taken on, lured by perks which include subsidised childcare, dog sitting, big bonuses and free meals.
Inevitably, there is a hyper-[1]*competitive* (COMPETE) atmosphere at Leveroy, and nobody is quite sure of how [2]*recruitment/recruiting* (RECRUIT) decisions are made apart from the necessity to fit in with the company culture. A large amount of [3]*resourcefulness* (RESOURCE) and an unusually high level of [4]*adaptability* (ADAPT) is clearly required of every employee. However, there is also a need for [5]*humility* (HUMBLE), as staff are expected to demonstrate a(n) [6]*willingness* (WILLING) to step up and admit their mistakes. As the team includes former Olympians and people of immense intellectual stature, many people would find the concept of working there extremely intimidating. This is just as well, because for every hundred people who are interviewed, ninety-nine are turned away.

/6

9 Translate the sections in Polish into English to complete the sentences. Use between five and six words in each gap.

Before going to work abroad, you should *brush up on your English skills* (*odświeżyć swoje umiejętności w zakresie języka angielskiego*), don't you think?

1 It'd be a good idea for you *to do a short-term internship* (*odbyć krótkoterminową praktykę*) at the hotel during the summer so that you'd know if it's for you or not.
2 Unfortunately, the headteacher *did not apologise for introducing* (*nie przeprosił za to, że wprowadził*) uniforms for his staff without consulting anybody first.
3 During your visit to our company, one of our staff *will be at your disposal* (*będzie do twojej dyspozycji*) at all times.
4 Maria seriously *despises being forced to work* (*nie znosi, kiedy się ją zmusza do pracy w nadgodzinach*), mainly because she is a single mother with two little children.
5 Please, stop *putting on a brave face* (*robić dobrą minę do złej gry*) and tell me what's really wrong. Have you lost the contract you told me about earlier?
6 Did *you see Betty sacking Ann* (*widziałeś, jak Betty zwalniała Ann z pracy*)? I witnessed only a bit of their conversation – it was done in a pretty abrupt manner!

/6

Total /20

5 Journeys

5.1 VOCABULARY

Travel and sightseeing • phrasal verbs • suffixes – forming adjectives • colloquial expressions

SHOW WHAT YOU'VE LEARNT

1 Label the pictures. The first letters are given.

boot

1 buffet car

2 gear stick

3 overhead locker

4 pier

5 platform

6 quay/ quayside

7 roundabout

2 Complete the signs with the words and phrases from the box.

aisle bypass cruise embarkation
express gate jetlag sleeper

Beds in the *sleeper* carriages are made up by train staff between 8 and 9 p.m.

Please do not leave luggage in the [1]*aisle* as access to exits is required at all times.

[2]*Embarkation* for first class passengers (cabin numbers 1–50) via gangways 1–3.

Passengers for Ryanair flight FR65 to Liverpool may now board at [3]*gate* 17.

Beat [4]*jetlag* with a fully reclining seat in Emirates business class.

[5]*Bypass* closed for works. For airport access, follow signs for E45/City Centre.

Passenger Notice: The Edinburgh to London [6]*express* has been cancelled due to snow on the tracks.

[7]*Cruise* passengers please note that playing music from mobile phone speakers is strictly prohibited inside the ship.

FOCUS ON WORDS | Phrasal verbs

3 Add the correct particles to complete the phrasal verbs in the text.

Bikes, bags
and a trip across the country

My father was a competitive long-distance cyclist who took part in races all over the world, and he passed *on* his love of cycling to me. Not that I could ever pass [1]*for* a professional like my dad, but I do enjoy the sport and ride as often as I can. Last summer, I suggested a long-distance bikepacking trip to some fellow enthusiasts. Although we were all a bit intimidated by the 136 hilly miles of the Sea-to-Sea route in the North of England, we agreed to give it a go. We carried everything in our bags, including the tents, so that we would not be ripped [2]*off* by greedy B & B owners, and we were foolish enough to bank [3]*on* the weather being fine, which in the UK is always a risk.

As we set off, we were a rather scruffy-looking group, with our older bikes and out-of-date gear, so we didn't exactly fit in [4]*with* the more professional-looking riders we met on the way. This mattered less and less as we progressed along the route, though, since we were more preoccupied with our aching legs, freezing feet and soggy clothing. We were proud of ourselves for heading [5]*off* disaster by taking shelter in an old shepherd's hut during a sudden snowstorm, and even prouder that we avoided burning the hut [6]*down* when we started a fire in the crumbling fireplace. In other words, our expectations were not high, and just the fact that we managed to complete the route in one piece – and to have a good time along the way – was reward enough.

FOCUS ON WORDS | Suffixes – forming adjectives

4 Complete the text with adjectives made from the words in the box and the correct suffixes.

bear ~~daunt~~ flap hand
mind relate respect sweat

You can't be serious!

After working hard all year and saving up to be able to afford a fortnight in the sun, it's understandable that holidaymakers complain if things aren't up to standard. However, some complaints tip over into the unreasonable and even the bizarre ...

- My wife and I find foreign languages very *daunting* and were disappointed to discover that all the taxi drivers in Madrid spoke Spanish.
- The [1]*flappy* towels hung out to dry by the people in the room next to us made so much noise our late afternoon snoozes were all but impossible.
- No one warned us how hot Egypt would be in July and I found myself unpleasantly [2]*sweaty* at times.
- Our tour guide was so ugly that we were unable to appreciate the beautiful views. Tour operators should be [3]*mindful* of the fact that ugly tour guides make it difficult for holidaymakers to enjoy sight-seeing tours.
- It would have been [4]*handy* to know that the hot-air balloon rides are not suitable for people who are afraid of heights.
- I thought I had found a perfectly [5]*respectable* hostel, although I did wonder about all the uniforms in the website photos. When I arrived, it turned out to be a boarding school.
- Sitting around the pool was just about [6]*bearable*, but the beach was far too sandy to lie on.
- The flight back from Jamaica to the UK lasted nine hours. [7]*Relative* to the Americans, who were home in just three hours, this seems unfair.

FOCUS ON WORDS | EXTRA Suffixes – forming adjectives

5 Complete the text. The first letters are given. Use the definitions in brackets to help you.

D*elightful* (charming) mountain chalet for rent in Finkenberg, Austria. Sleeps from six to eight in two bedrooms plus [1]**d***ivisible* (able to be split into separate parts) living area with two sofa beds. [2]**N***eighbouring* (located next door) cable car provides direct access to Tyrolean peaks for walking, biking and winter sports. [3]**S***tony* (composing of small pieces of rock) parking area plus [4]**g***rassy* (turfed) garden for barbecues, etc. [5]**C***ompetitive* (similar or better to others in the same area) prices with discounts for longer stays.

Contact vero@chaletveronica.at for more information.

6 Complete the sentences with adjectives formed from the words in brackets.

Weather conditions are *variable* (VARY) at this time of year, so it's best to pack for all eventualities.

1 The bellboy was actually quite *forceful* (FORCE) when insisting on carrying our bags up to the room.
2 *Dwindling* (DWINDLE) tourist numbers have forced many bars and restaurants on the seafront to close down.
3 It's easy to forget that behaviour which is acceptable at home may be *offensive* (OFFEND) in other countries.
4 The projected impact on the coastline was *decisive* (DECIDE) in the refusal to grant permission for a new hotel.

FOCUS ON WORDS | Colloquial phrases

7 Complete the tourists' comments. The first letters are given.

It drives me crazy when tourists say 'Oh, we've done Japan already' after they've spent a week in Tokyo. Travel is more than just a **t***ick*-**b***ox* **e***xercise*.

Make sure you have the address of your hostel and enough money for a taxi. It's a [1]**j***ungle* **o***ut* **t***here* !

My brother's [2]**w***ords* of **w***isdom* before my trip were limited to "Don't forget your toothbrush."

I've only planned as far as Buenos Aires and after that I'm just going to see what happens and [3]**g***o* **w***ith* the **f***low* .

Rather than [4]**s***oaking* **u***p* the **l***ocal* **a***tmosphere* , the torrential rain left us soaking wet in a local café.

The vaccines are expensive, but they will [5]**s***tand* you in **g***ood* **s***tead* for at least two years of travelling.

SHOW WHAT YOU'VE LEARNT

8 Choose the correct words to complete the sentences.

1 The train was cramped but (*bearable*) / *mindful* in comparison with the bus we'd taken the day before.
2 Don't *check* / (*bank*) on good visibility if you are visiting the lakes during the winter months.
3 The number of visitors is *decisive* / (*dwindling*) because of the rumours about scams and rip-offs.
4 Going with the (*flow*) / *fit* is good until you discover all the accommodation on the island is booked out.
5 Gerry and Philis have been coming to the resort so long that they almost pass (*for*) / *on* locals.
6 *Respectable* / (*Relative*) to most European capital cities, eating out in Reykjavik is extremely expensive.
7 The price per night for the cottage is *variable* / (*divisible*) by the number of guests staying.
8 The idea of having to travel alone was (*daunting*) / *delightful* enough to give me a sleepless night.
9 Stallholders here can be very (*forceful*) / *neighbouring* when trying to persuade you to buy their goods.
10 A paper map will stand you in good *head* / (*stead*) if your phone battery dies or the signal is lost.

/10

5.2 READING

Cambodia • adjectives • phrases • descriptive verbs/adjectives

My Asian Travel blog

Two weeks after arriving in Cambodia, I've finally found time to update the blog, this time from a **crumbling** but friendly Internet café in Phnom Penh. Though **harrowing*** at times – if only because of the somewhat rough travel conditions – Cambodia has proved to be a feast for the senses, and has reminded me of the capacity of travel to make you reassess what is important in life.

[1]*B* The scene is one of hustle and bustle and is frankly a little overwhelming at first, but also gives me a sense of self-assurance which I have rarely felt. After many months as a solo traveller, I appear to have lost my shyness, and confidently strike up conversations with anyone who looks like they might be willing to exchange tips or share a ride. So with newly-recruited travel companions in tow, it's a three-hour journey ahead to Siem Reap, home to the temples of Angkor, spectacular remnants* of the ancient Khmer civilisation.

The journey from the city to the temple complex is a long one, but my driver zips along with great confidence, and while daylight lasts the stunning scenery is enough of a distraction that the distance almost doesn't matter. [2]*F* Such journeys lead to healthy appetites and, as we head out for dinner that night feeling happy to be alive, we are made all the more **ravenous** by the **ubiquitous** smell of burning wood that permeates* the air. The source of these inviting wafts* is actually the hardwood charcoal that burns and smoulders* all day in the population's small clay stoves and beneath its woks and pots of soup. It is the latter of these delights that my new friends and I opt for that evening. Originating in Vietnam, the Cambodian version of pho we hungrily slurp* is, like much of the country's cuisine, a delicious combination of bitter and sweet, sour and salty, presented simply and accompanied by myriad condiments. I make the mistake of being tempted by the traditional after-dinner drink – coffee. Dinner finishes with several hot cups, which back at the hostel keep me awake until the early hours.

A touch **bleary-eyed**, I clamber* onto the back of a motorbike taxi the next morning and head for the Angkor Wat Temple Complex. [3]*A* It is a fascinating window onto what used to be a highly-developed civilisation. It is difficult to describe the feelings you experience while exploring Angkor Wat. Built in the 12th century under the rather **volatile** rule of King Suryavarman II, it covers nearly 400 acres and it is considered the largest religious site in the world. Its sheer size, combined with its artistic extravagance, make it an illustration of how even the greatest achievements of humans can nearly be erased by the forces of nature. [4]*D* The pure energy of the city and its inhabitants draw visitors into its reverberating, spice-scented streets.

In fact, the overwhelming attitude is 'onwards and upwards'. The city is overflowing with life and is a bustling business and cultural hub. I chat to Chivy, the owner of a small coffee stall, who tells me her name means 'life', which seems highly appropriate as she is bursting with it. Like many young entrepreneurs, she's working all hours to turn only a small profit, but her optimism is unshakeable and her smile as infectious as those worn by the majority of the population. [5]*E* At least now I have a new perspective, and later this year, when I return home, I will try to recall the positivity of these charming people and begin every day thinking how truly lucky I am.

GLOSSARY

harrowing *(adj)* – extremely upsetting, worrying or frightening
accost *(v)* – approach and address someone boldly or aggressively
remnant *(n)* – a part or quantity left over after the larger part has been removed
permeate *(v)* – spread throughout
waft *(v/n)* – a gentle movement of air, or of odour or sound through air
smoulder *(v)* – burn slowly with smoke but no flame
slurp *(v/n)* – a loud sucking noise made while drinking or eating
clamber *(v/n)* – climb with difficulty

1 Look at the blog title and the photo. Which topics do you think are not mentioned in the text? Read quickly and check.

food prices	✓	language problems	✓
local transport	☐	places of interest	☐

2 Read the text again. Match fragments A–F with gaps 1–5. There is one extra fragment.

A I will not even try to put into words the majesty of the place. Suffice to say, the countless **hyperbolic** descriptions that decorate the guidebooks and blogs can be taken pretty much at face value.

B Here, I am happy to walk randomly through lively markets and pass spirited street vendors pushing rolling woks and grills on wheels, riding motorbikes with stoves attached to the side, and cruising on bicycles with mango-filled baskets attached to the back.

C Having crossed the Thai border into Poipet, I weigh up my options for onward travel. I decide on a taxi and quickly accost* three strangers, fellow travellers, who are thankfully happy to share the cost and the journey.

D Putting such thoughts aside for the moment, it's onwards to the capital which, to be honest, is as scruffy as Angkor is breathtaking. But Phnom Penh has a **tantalising** rawness to it, and a non-stop sense of life that I find truly mesmerising.

E As I pack up my fancy camera and expensive shoes and head for the coast, it is difficult not to contrast the general dissatisfaction of people in my home country, despite their wealth and privilege, with the optimism of the Cambodian people.

F After a staggeringly beautiful sunset, darkness does make the trip stretch out, and I admit to feeling pretty exhausted towards the end of the trip. But I wouldn't have missed it for anything.

3 Read the text again. Complete each sentence with a short phrase.

1 The author of the blog found his journey to Cambodia both an exhilarating and distressing experience. The latter was mostly due to the *(somewhat) rough/difficult/challenging travel conditions* .
2 In the second paragraph of the blog, the author reveals that during the course of his travels, he grew *in confidence / more self-assured/confident* .
3 While dining, the author and his companions' appetite was activated by *the smell of burning wood* .
4 According to the author, the *(descriptions in) guidebooks and blogs* do justice to the Angkor Wat Temple Complex.
5 Chivy is described as a person full of life, industrious and invariably *optimistic/cheerful* .
6 In the last paragraph, the author admits that the journey to Cambodia enabled him to *gain a new perspective / gain new insight / inquire* into the meaning of life.

4 Match the adjectives in bold in the text to the definitions.

harrowing – extremely sad or distressing
1 *ubiquitous* – present, appearing or found everywhere
2 *volatile* – changing rapidly and unpredictably, especially for the worse
3 *crumbling* – disintegrating gradually over time
4 *ravenous* – particularly hungry
5 *hyperbolic* – deliberately exaggerated
6 *tantalising* – pleasantly inviting
7 *bleary-eyed* – having dim or watery eyes because of tiredness

5 Complete the phrases with the words from the box. Use the text to help you. There are two extra words.

bustle countless ~~feast~~ nature suffice unshakeable value weighed word

The floats, music and costumes all make the carnival a true *feast* **for the senses**.
1 Though I had my doubts about the truth, I decided to **take** the news **at face** *value* .
2 The fact that I grew up in the **hustle and** *bustle* of a big city means I appreciate the peace and quiet of the countryside more than most people I know.
3 I'll spare you the details, but Jeremy was furious. *Suffice* **to say** we insisted on being moved to a better room.
4 Having *weighed* **up our options**, we decided on two-hour ski lessons in the mornings.
5 Susie is the most positive person I know. She never gives up, even in the hardest of times. You've got to admire her *unshakeable* **optimism**.
6 I cannot believe he didn't pack any waterproof clothing. We should never underestimate the **forces of** *nature* , especially in the mountains.

FOCUS ON WORDS | Descriptive verbs/adjectives

6 Complete the sentences with the missing words. Some letters are given.

1 The temple bell c*lange***d** and hundreds of orange-robed monks appeared from nowhere.
2 The Fernsehturm, Berlin's iconic television mast, t*ower***s** over the city and makes a handy reference point for lost visitors.
3 The spectacular views were sorely missing as the peak was sh*roud***ed** in cloud on the day of our visit.
4 The reflected city lights t*winkle* on the water creating a magical view out across the harbour.
5 We continued to wave our goodbyes from the platform as the train r*eceded* into the distance.
6 The climbers s*lacken***ed** their pace as they took in the enormity of their task.

5.3 GRAMMAR

Advanced comparative structures

SHOW WHAT YOU KNOW

1 Complete the text messages with the correct comparative forms of the words from the box. There are three extra adjectives.

~~bad~~ far few high near little old pretty slow

Bad news ☹ ! I was robbed on the underground! Can my day get any *worse*? Will write soon ...

Have to cancel our trip ☹ My [1] *older/ elder* sister was in a boating accident.

Should you have any queries, please visit our website for [2] *further* details.

Disaster ☹! Our holiday resort offers [3] *fewer* tourist attractions than the one we visited last year. Will keep you posted. Bye!

Thanks for the tip! The tour guide was an excellent choice ☺! My parents speak [4] *more highly* of him than the one in Madrid. Luv you!

I opted for a cheap B & B. It's much [5] *nearer* the city centre than I thought.

2 ★ Correct the mistakes.

The wind is getting ~~more strong and more strong~~. *stronger and stronger*

1 The journey was ~~tougher~~ than dangerous. *more tough*

2 Lisa and Donald are ~~such a friendly~~ people that I'd love to settle down in their neighbourhood. *such friendly*

3 ~~As~~ steeper the slope, ~~as~~ more difficult it is to ski. *The, the*

4 On reaching their destination, the tourists weren't so much exhausted ~~than~~ irritated. *as*

5 When Jack and his co-climbers looked at the surrounding peaks, they were overwhelmed rather ~~then~~ thrilled. *than*

REMEMBER THIS

Usually adjectives follow articles *a/an*, but in formal writing (with words like ***as*** and ***so***) they precede them:

That hotel has got a nice swimming pool, just like ours.
→ *That hotel has got **as** nice a swimming pool **as** ours.*

3 ★★ Complete the dialogues using the words in capitals. Write between three and four words in each gap.

A: And? Going to Mexico alone wasn't a good idea, was it? **SUCH**
B: Well, it wasn't *such a bad idea*, either. I had a chance to brush up on my Spanish.

1 A: I believe London is a more enchanting city than Edinburgh. **CITY**
B: That's unfair! Edinburgh is *as enchanting a city* as London!

2 A: Our tour guide seems rather distracted, don't you think? **MUCH**
B: I wouldn't say that. She isn't *so much distracted as* disorganised.

3 A: I reckon the package tour was a fantastic offer. **SO**
B: On the contrary! It wasn't *so fantastic an* offer as I had previously thought.

4 ★★★ Correct each sentence by completing it with one missing word. The first letters of the missing words are given in brackets.

and
Unspoilt beauty spots are becoming rarer *rarer* to find. (a)

1 People have *such* easy access to budget flights nowadays that they've forgotten flying used to be a luxury. (s)
2 For adrenalin junkies, an active holiday is not *so* much a pleasure as a necessity. (s)
3 That safari in Kenya wasn't as big an adventure *as* the organisers would have us believe. (a)
4 As a general rule, the earlier you book holidays, *the* cheaper they are. (t)

SHOW WHAT YOU'VE LEARNT

5 Complete the text with one word in each gap.

A room with a view, please

More and more hotel managers bend over backwards to make their guests happy, and being offered a room with a breathtaking view is undoubtedly every holidaymaker's top requirement. However, the more we travel, the [1] *less* easily impressed we become and if a hotel aims at making us awe-struck [2] *rather* than merely satisfied, it has to go to great lengths these days.

The hotel in the Zoo de La Flèche in France's Loire Valley, for instance, is not [3] *as* typical a place as it seems. It boasts floor-to-ceiling windows through which you can look straight into a polar bear enclosure. Anyone who has stayed there describes the view as not so [4] *much* cute as jaw-dropping.

After spending the night in the next hotel, Skylodge Adventure Suite in Peru, you are guaranteed to be [5] *more* thrilled than rested. To get to your room, first you need to climb a 400ft cliff face. Every suite is a transparent capsule that clings to a mountain peak and offers guests spectacular 300-degree views of the majestic Sacred Valley from £180 a night per person. It is [6] *such* an extreme adventure that only real daredevils have the courage to check in.

Sweet dreams!

/6

5.4 USE OF ENGLISH

Words and phrases with *ever*

1 Put the word *ever* in the appropriate place in each sentence.

ever
In our school we hardly ^v go on field trips.

1 We tried everything, but nothing *ever* seems to attract his attention for more than a minute.
2 If you're *ever* in Colorado, a visit to the Grand Canyon is a must.
3 *Ever* since I can remember, I've steered clear of well-trodden paths.
4 They hoped to settle down somewhere in Tuscany and live happily *ever* after.

2 Complete the dialogue with the words from the box. There are two extra words.

~~ever~~ however whenever wherever whichever whoever why ever

Mel: Chloe, now that you've secured your place at the university, it may be worth considering taking a gap year. It's your best *ever* opportunity to travel, earn money and get work experience. What do you say?
Chloe: Mmm, I'm not so sure. [1] *Whenever* I think I'm ready to take the plunge, I come across an article like this and it puts me off going.
Mel: What do you mean?
Chloe: Well, it says here that [2] *whoever* is thinking of taking a gap year should think twice as they can get more than they bargain for. According to this expert, although young people who volunteer to help in orphanages, schools or animal sanctuaries have good intentions, unscrupulous people may take advantage of them.
Mel: How so?
Chloe: [3] *Wherever* there's money involved, there's bound to be someone who wants to get rich fast. In this case, a girl from Oxford went to an orphanage in Asia only to find out that the children she met weren't orphans at all! They had families who had been persuaded by the orphanage founder to send their children there to make money off gap-year volunteers, who paid for the opportunity to help them!
Mel: That's outrageous! But [4] *however* depressing this news is, don't give up on the idea of a gap-year adventure. Just do some research beforehand to make sure you choose a legitimate institution.
Chloe: I guess you're right.

3 Replace the underlined phrases with the correct combinations with *ever*.

Fewer and fewer tourists visit us as the problem of terrorist attacks is always present here. *ever-present*

1 Our travel budget is very tight and we prefer to camp on the outskirts to keep the costs down. *ever so*
2 Italian cafés with views of famous landmarks as always charge exorbitant prices even for an espresso. *as ever*
3 Whenever we make a stopover in Madrid, we stay at a very quaint hotel near Barajas airport. *ever such a*
4 Once backpackers were adult travellers, but these days we bump into younger and younger explorers. *ever-younger*
5 British policemen are very helpful when you need to ask somebody for directions. *ever so*

SHOW WHAT YOU'VE LEARNT

4 Complete each set of sentences with the same word.

a On landing in Washington, as *ever*, the whole group was interviewed by a customs officer.
b When we got to Sharm el-Sheikh, there were fewer British holidaymakers than *ever*.
c On New Year's Eve in Sydney, all those looking at the bridge saw the greatest *ever* fireworks display.

1 a I'm planning on going around Europe in my car and I'll take *whoever* wants to go with me to split the costs.
b When you're done with that travel magazine, just lend it to Florence or Noah or *whoever* .
c *whoever* could be texting me at such an ungodly hour?

2 a We could study at my house or *wherever* , I don't mind.
b *wherever* did you find that information?
c Come out, come out, *wherever* you are!

3 a I'm really fed up because *whatever* I suggest, my classmates always disagree with me.
b Before passing through the metal detector gates, you'll have to take out *whatever* items you have in your pockets.
c *whatever* the real reason for his absence is, I still think we should let him know that we're unhappy about this.

4 a It's not fair that my parents blame me *whenever* my younger brother bursts into tears.
b *whenever* is she going to learn that asking people blatantly how much they earn is plain rude?
c I'm afraid today I have to take a rain check, but we could meet tomorrow or *whenever*.

5 a Why *ever* did you tell our parents that we'd be more than happy to go on holiday with them?
b To my exasperation, the queue to the check-in moved *ever* so slowly.
c I love sitting in an airport as it is *ever* such a good place for making observations concerning passengers.

6 a When you go climbing, you need to follow all safety requirements, *however* experienced you are.
b Planning your holiday from scratch is exciting, *however* , it's quite time consuming.
c *however* did they manage to trek across those mountains in just two days?

/6

5.5 LISTENING LANGUAGE PRACTICE

Indefinite article *a/an* • prepositions • informal expressions with *keep* • phrases

1 The article *a/an* has been removed from the conversation. The number in brackets indicates how many more are missing in each section. Complete the missing articles.

Extract from Student's Book recording 2.19

W1: My friends talked *about* taking a cruise, that it was great for seeing places without taking risks – and I'd actually wanted to give it *a* go for *a* while. […] I opted to cruise [1]*around* South America, which took me to incredible locations I could only have reached after hours of planning. […] I guess that was the bottom line [2]*for* me – my job is demanding and I value my leisure time, so I need to use what time I have wisely. (2)

M1: I love surfing and last summer my mate and I planned *a* trip where we played it [3]*by* ear, just rolling [4]*up* at beaches as we chose. […] As we had no particular destination [5]*in* mind, we kept our eye [6]*on* social media to check where the good surf was. (1)

M2: What swung it for me was not that friends who'd done something similar said how good *an* experience it was but that I was able to pay for everything [7]*in* advance. […] My spa resort happened to be way [8]*up* in the mountains – isolated and stunningly beautiful – so I could disconnect [9]*from* everything that normally gets me down. […] [10]*By* chance, I met lovely people, too, and I've kept in touch with them ever since. (1)

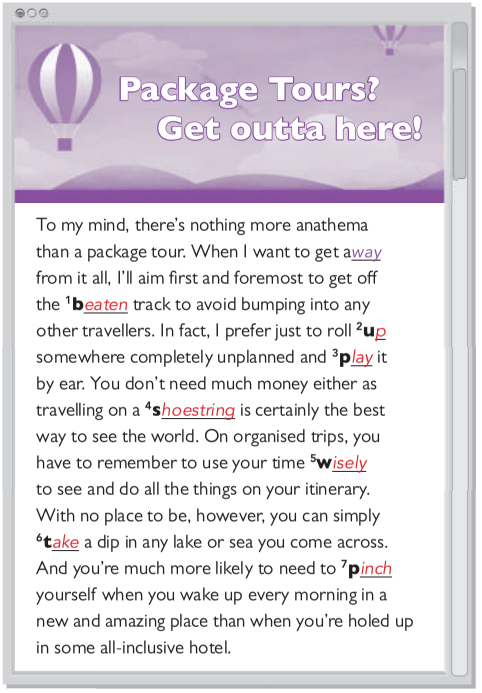
2 Complete the conversation with the correct prepositions.

3 Look at sentences 1–7, which all contain expressions with *keep*. Read the sentences and match the expressions in bold to definitions a-g.

1 When travelling alone, you really need to **keep your wits about you** – and especially if you stray off the beaten track.
2 You hear of some dreadful things happening to tourists in some parts of the world. One way to protect yourself is to **keep abreast of** local news and ensure you contact people back home on a regular basis.
3 Vaccinations are a necessity if you are travelling to Africa and want to **keep** yellow fever **at bay**. You'll need to get your injections and beware the nasty side effects of headaches and muscle pains.
4 Many people suffer from homesickness when away from home for a long period of time. The only advice I can give is to **keep your chin up** and make the most of your adventures.
5 We met this really funny French guy while we were backpacking around Australia. He **kept us in stitches** for the whole trip from Alice Springs to Mount Isa.

FOCUS ON WORDS | Phrases

4 Complete the text with one word in each gap. The first letters are given.



To my mind, there's nothing more anathema than a package tour. When I want to get a*way* from it all, I'll aim first and foremost to get off the [1]**b***eaten* track to avoid bumping into any other travellers. In fact, I prefer just to roll [2]**u***p* somewhere completely unplanned and [3]**p***lay* it by ear. You don't need much money either as travelling on a [4]**s***hoestring* is certainly the best way to see the world. On organised trips, you have to remember to use your time [5]**w***isely* to see and do all the things on your itinerary. With no place to be, however, you can simply [6]**t***ake* a dip in any lake or sea you come across. And you're much more likely to need to [7]**p***inch* yourself when you wake up every morning in a new and amazing place than when you're holed up in some all-inclusive hotel.

6 Jetlag can leave people in a really ratty mood. Just make sure that you do your best to **keep a civil tongue** when talking to people and try to get in a few short naps during the day.
7 People that travel on a shoestring often have to make deals with other travellers to keep costs down. Whatever you do, **keep your end of the bargain** and you should avoid any nasty confrontations.
8 My best friend from primary school emigrated to Canada when he was nine and although we haven't seen each other for over ten years, we **keep in touch** regularly.

to remain in contact with somebody (8)
a to keep something or somebody away from you to avoid unpleasant situations (3)
b to do what was promised (7)
c to remain positive in difficult circumstances (4)
d to stay up to date with something (2)
e to stay alert and ready to react quickly (1)
f to cause somebody to laugh loud and hard (5)
g to speak politely and without rude words (6)

5.6 SPEAKING

Comparing photos

Speaking Bank page 146

1 Match the sentence beginnings and endings. Then mark each phrase as *S* for highlighting similarities or *D* for highlighting differences.

Not unlike photo A, (a) (S)/ D
1 I can see a number of (e) (S)/ D
2 On the other hand, photo A (c) S /(D)
3 In this photo, the people look pensive, (b) S /(D)
4 These photos (f) (S)/ D
5 Unlike the first image, (d) S /(D)

a photo B shows elderly people engaged in an activity usually associated with youngsters.
b whereas in this photo the atmosphere is clearly more relaxed.
c differs from the other photos in terms of its professional quality.
d the second image conjures up feelings of nostalgia.
e similarities between photos A and B, not least the subject matter.
f resemble each other in that they both show rather cosmopolitan destinations.

2 Choose the correct words to complete the descriptions.

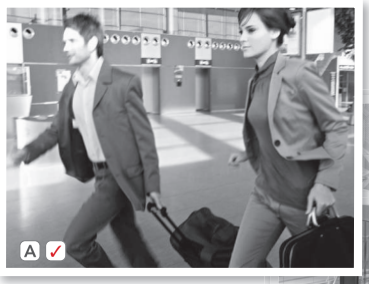
1 Judging by the crowds, the photos are *each* /(*both*) taken during some kind of festival or public celebration.
2 It is also (*dissimilar*)/ *unlike* in that the man pictured here is clearly extremely upset about his predicament.
3 These photos are also (*alike*)/ *resemble* because they show negative impacts of tourism on the environment.
4 The holidays shown are *common* /(*related*) in that they are only suitable for fit, active people who don't mind sleeping outdoors.
5 This mode of transport is only suited to short journeys, as (*compared*)/ *contrast* to the luxury coach shown in picture B.
6 There are other *various* /(*notable*) differences between the two outdoor activities shown here, such as the cost of the equipment required.

3 Read the conversation between two students and choose which two photographs A–D are being compared.

A: These photos have **v***arious* **t***hings* in **c***ommon*, such as the airport setting, of course, and the fact that they show people who are about to set off on a trip of some sort. They [1]**e***ach* feature two relatively young people who are presumably travelling together and they are [2]**b***oth* taken in modern-looking airports. [3]**U***nlike* the **f***irst* image, the second photo shows people who appear to be travelling for business rather than pleasure, so probably colleagues. Judging by the fact that they seem to be in a hurry, I'd say they are late for their flight. With this in mind, [4]**a***nother* **c***rucial* **d***ifference* is the way the people in the photos are likely to be feeling. [5]**I***n* **t***his* **p***hoto/ picture* , they are probably pretty anxious, you know, concerned that they are late and beginning to think of the consequences of missing the plane, [6]**w***hereas/ while* here they are only just checking in and both look relaxed and presumably excited about the prospect of the trip they are going on.

B: Yes, the people here are clearly going on a business trip of some sort. They might be going to attend a meeting, give a presentation or even to close a valuable deal. [7]**I***n* **c***ontrast* , in this photo the couple are probably going on holiday, or maybe they're students going on an exchange, or to work overseas during the holidays, or something like that.

4 Complete the photo description in Exercise 3. The first letters are given. Sometimes more than one answer is possible.



5.7 WRITING

A report

1 Complete the advice with the words from the box.

contents heading negative recommendations ~~situation~~ supporting survey

A report analyses a past or current *situation* and offers recommendations based on this. It may refer to the results of a [1]*survey* or to an interview. Each paragraph should be given a [2]*heading* linked to its contents or function according to the requirements of the task. The introduction should summarise the [3]*contents* of the report followed by the first main body paragraph, which should set the context. The second main body paragraph should introduce the first point you wish to present and add [4]*supporting* details if necessary. The third main body paragraph should state and support a second point and might be used to present some [5]*negative* aspects. The penultimate paragraph is used to give one or two [6]*recommendations* based on the evidence that has been presented and the report should finish with a short conclusion.

REMEMBER THIS

After verbs ***suggest*** and ***propose***, we never use an *object + infinitive*. After ***recommend***, we use a *that*-clause or an *-ing* form, but we tend to avoid using an *object + infinitive* (especially in everyday contexts).

~~*I suggest you to avoid the ring road.*~~ *I* ***suggest avoiding*** *the ring road.*

~~*I propose her to stay longer.*~~ *I* ***propose that she stays*** *longer.*

(I recommend him to bring cash.) vs I ***recommend bringing*** *cash. vs I* ***recommend that he brings*** *cash.*

2 Put the words in order to make phrases.

to … / report / sets / this / out
This report sets out to …

1 is / aim / to … / report / of / the / this
The aim of this report is to …

2 suggest / would / that … / I
I would suggest that …

3 interviewed … / of / those / all
Of all those interviewed …

4 some / only / of / part … / those / taking
Only some of those taking part …

5 also / would / recommend … / I
I would also recommend …

6 preconditions … / given / these
Given these preconditions …

3 Read the report and add headings from the box to each paragraph.

Conclusion ~~Introduction~~ Overview
Potential Problems Recommendations
Status as a Great Natural Wonder

Introduction

This report [1]*presents* / *sets* an overview of Abisko, Sweden and [2]*assigns* / *outlines* why it is worthy of inclusion in the World Travel and Tourism Council's campaign to list the greatest natural wonders on each continent. The report will also [3]*deter* / *identify* potential problems for visitors and make recommendations.

A *Overview*

Abisko is a seventy-seven-km^2 national park in Swedish Lapland **lauded** for its natural beauty. Situated 250 km north of the Arctic Circle, it is the ideal location from which to see the Aurora Borealis.

B *Status as a Great Natural Wonder*

A well-known travel guide recently [4]*conducted* / *addressed* a survey which named the Aurora Sky Station visitor centre, Abisko, the **quintessential** viewing spot from which to experience the Northern Lights. The clear air, the almost permanently cloud-free sky and the lack of man-made light were [5]*assigned* / *cited* as major factors in the choice.

In addition to this [6]*positive* / *principal* attraction, the wider national park is ideal for those seeking outdoor adventure under the area's famous midnight sun.

C *Potential Problems*

While the [7]*majority* / *minority* of visitors encounter **favourable** conditions, it cannot be guaranteed that everyone will see the Aurora Borealis during their visit. As Abisko is a seventeen-hour train journey from Stockholm, it is clear that visitors need to be made [8]*aware* / *obvious* of this **eventuality**.

D *Recommendations*

Those **undeterred** by the distance must prepare for **isolation** and extreme cold. I would also definitely [9]*conduct* / *advocate* that visitors stick to the principle of leaving nothing (including rubbish) behind them in the national park.

E *Conclusion*

In the [10]*short* / *light* of Abisko's current status as the prime location from which to view what is surely one of the globe's most amazing phenomena, I have no hesitation in recommending that it is added to the ETC's list.

4 Choose the correct words to complete the report.

5 Complete the sentences with the words in bold from the model report. Use the information in brackets to help you.

Most respondents reported being *undeterred* (not put off) by the economic situation in the host country.

1 This publisher has been producing the *quintessential* (ultimate) travel guide to Hungary for over a decade.
2 Once *lauded* (admired) as a design classic, The Grand Hotel now lies empty and crumbling.
3 Visitors to the volcano should be ready for every *eventuality* (possible outcome) as the nearest town is over 400 km away.
4 While some may find the *isolation* (remoteness) of the islands calming, others will soon begin to miss the comforts of mainland life.
5 Beach bums will undoubtedly find the heatwave *favourable* (positive), but young children and old people would be well-advised to remain indoors in the afternoon.

6 Complete the extracts with the missing words. The first and last letters are given.

There was a **d***ivisio***n** between the survey respondents into those who enjoyed the resort and those who found it too touristy.

1 The **p***urpos***e** of the report is to examine how the increase in tourist numbers has affected the local economy.
2 The former were against the idea of self-catering, while the **l***atte***r** thought it more convenient than staying in a hotel.
3 A key issue that ought to be **a***ddresse***d** is the erosion caused by so many footsteps on the pathways to the falls.
4 My classmates and I were **a***ssigne***d** a street corner and asked to interview as many passersby as possible.
5 The survey was **c***onducted/complete***d** using tablet computers rather than traditional questionnaires.
6 A **p***positiv***e** step would be the introduction of litter bins in the area immediately surrounding the hot spring.

REMEMBER THIS

After verbs ***suggest***, ***propose*** and ***recommend*** the subjunctive can be used to make your recommendations sound more formal. The subjunctive is a special present tense which has no *-s* after third person singular verbs and where the same forms are used in both present and past situations.

I ***suggest that she fly*** *via Dubai or Singapore.*

We ***proposed that she visit*** *the local orphanage.*

The travel agency ***recommended that he bring*** *cash.*

The verb ***to be*** has a special subjunctive form.

I ***recommend that he be*** *careful on the overnight train.*

We ***suggest she be*** *given anti-malaria medicine at once.*

SHOW WHAT YOU'VE LEARNT

7 Do the writing task.

The World Travel and Tourism Council has appealed for reports as part of a campaign to promote tourism. The aim of the campaign is to establish a list of the greatest natural wonders on each continent. You have decided to submit a report recommending that a natural wonder you know or have visited is added to the list. In your report, you should give an overview of the chosen natural wonder, explain why you think it deserves to be listed and describe any potential problems visitors might encounter. You should also include some recommendations.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my report:

- in the introduction, I have summarised the aim of the report in my own words. ☐
- in the first main body paragraph, I have given any information needed to set the context. ☐
- in the second main body paragraph, I have stated and supported my first point. ☐
- in the third main body paragraph, I have stated and supported my second point and possibly presented some negative aspects or problems. ☐
- in the penultimate main body paragraph, I have given some recommendations based on the evidence I have presented. ☐
- I have used a reasonably formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

5.8 DOCUMENTARY VIDEO WORKSHEET

Ziferblat – a café with a difference

Before you watch

1 Check you understand the meaning of the words in bold. Use a dictionary if necessary. Then answer the questions with a partner.

1 Which of these words would you use to describe your town/city?
- **vibrant**
- **haphazard**
- **jam-packed**
- **off the beaten track**?

2 What are the advantages of **communal living**?

3 Do people in your country have a **cynical attitude** towards alternative or quirky ways of living?

2 SPEAKING Imagine your ideal café. Make notes about the topics below. Then describe your café to your partner.

- décor _____
- food/drink _____
- location _____
- price _____
- special features _____

While you watch

3 5 Watch the video about an unusual café in Moscow. How does it compare to the ideal café you described in Exercise 2?

4 5 Watch the video again. Complete the sentences with one to three words from the video in the correct form.

1 Anita says that Ziferblat has the atmosphere of *someone's/an apartment* .
2 The idea for the café developed in response to a shortage of *communal space* in the city.
3 The only rule at Ziferblat is that people have to do things *together* .
4 Ari wants to show *foreigners* a side of Moscow that they don't usually see.
5 Anita suggests that you need to search carefully to find *the real gems* in a city.
6 Anita describes Ari's viewpoint as very *global* .

After you watch

5 SPEAKING Do you have a café similar to Ziferblat in your city? If not, do you think a place like this would be successful? Why?/Why not? Discuss with a partner.

6 SPEAKING At Ziferblat, people can do anything they want to do, as long as it is together. Is it always beneficial to do things as part of a group or is it better to work individually? Think of the following:

hobbies sports school projects
making decisions studying for exams
supporting the local community/volunteering

5.9 UNIT 5 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Nie znoszę nadmorskich kurortów rojących się od wczasowiczów, więc zawsze zjeżdżam z utartego szlaku, by znaleźć miejsce niepodobne do tego, w którym byłam wcześniej.*
I can't stand *seaside resorts teeming with* holiday makers, so I always *get/go off the beaten track* to find a place that is *dissimilar* to where I've been before.

2 *Sprawdziwszy koszty transportu, jesteśmy pełni obaw o nasz wyjazd na Islandię, ale mamy nadzieję, że jednak uda nam się tanio podróżować.*
Having *checked on* the transportation costs, we *are apprehensive about* our trip to Iceland, but we hope we'll manage to *travel on a shoestring* .

3 *Zamiast popływać w basenie, złóż wizytę na bazarze z żywnością, gdzie można poczuć ducha meksykańskiej kuchni.*
Instead of taking *a dip* in the pool, *pay a visit to* the food market, where you can feel *the spirit of* Mexican cuisine.

4 *To był taki zachwycający hotelik, ale niestety były tam roje komarów, więc jakiś środek i spirala na komary zdecydowanie by mi się wtedy przydały.*
That was *such a* delightful little hotel, but unfortunately there were swarms of mosquitoes, so some repellent and *a mosquito coil* would definitely have *stood me in good* stead.

5 *Po pierwsze, plaża jest nie tyle piaszczysta, co kamienista, a po drugie, nie oferuje wcale ciszy ani spokoju, bo sprzedawcy pamiątek krążą wokół plażowiczów jak stado sępów.*
Firstly, the beach is *not so much sandy as stony* and, secondly, it doesn't offer any tranquility as the souvenir hawkers circle around the sunbathers *like a flock of vultures* .

6 *Wiem, że targowanie się może być zniechęcające, ale przynajmniej powinieneś był tego spróbować, bo ktokolwiek sprzedał ci tę wycieczkę do rezerwatu dzikich zwierząt, zdarł z ciebie.*
I know that *haggling* can be *daunting* , but you should at least have given it a go as *whoever sold* you the trip to *the game reserve ripped you off* .

7 *Podróżowanie nowoczesnym pociągiem sypialnym może być tak przyjemnym doświadczeniem jak latanie klasą biznes, chyba że twoi towarzysze głośno chrapią.*
Travelling on a modern sleeper can be as *pleasant an experience as* flying business class unless your fellow passengers *snore* loudly.

8 *Julia była typem nieustraszonego podróżnika, który nie płynie z nurtem, tylko przemierza świat, jakby ten rozciągał się w nieskończoność.*
Julia was this kind of intrepid traveller who never *goes with the flow* , but *roams the world* as if it stretched into *infinity* .

2 Think of one word which can complete all three sentences and write it the space provided.

1 *eye*
- a Venus shines brightly and is visible to the naked *eye* .
- b You might have asked the fellow passengers to keep a(n) *eye* on your luggage.
- c If I lied to you, I wouldn't dare look you in the *eye* .

2 *soaking*
- a Isn't *soaking* in a bubble bath your favourite way to relax after a long flight?
- b Small split peas don't need *soaking* before cooking.
- c We sat in a small pavement café, *soaking* up the atmosphere of this quaint little town.

3 *conducted*
- a The hotel will have *conducted* a customer satisfaction survey within a week.
- b Do you know the name of the man who *conducted* the church choir last Sunday?
- c As we all know, heat is *conducted* from the hot end of the aluminum bar to the cold end.

4 *spare*
- a When you go trekking, take a(n) *spare* pair of shoes in case the ones on your feet get wet through.
- b Tourists are often pestered for *spare* change by groups of local children.
- c I'm not particularly well-travelled, but I really like reading travelogues in my *spare* time.

5 *track*
- a Due to a fallen tree blocking the *track*, all the northbound trains were delayed.
- b This song is the catchiest and most danceable *track* on their new album.
- c When we travel, we prefer places off the beaten *track* .

3 Translate the sentence fragments in brackets into English. Use up to six words.

1 Oddly enough, *the more I travel, the fewer* (*im więcej podróżuję, tym mniej*) photos I take.
2 I don't understand why your friends took the bus. *Unlike them, I would have chosen* (*Inaczej niż oni, wybrałbym*) the train.
3 Due to the growing social unrest, this beautiful country *is becoming/getting less and less/ increasingly less attractive* (*staje sie coraz mniej atrakcyjny*) to tourists.
4 *Whichever route/trail she chooses / No matter which route/trail she chooses* (*Którąkolwiek trasę wybierze*), she will be able to reach the summit.
5 The other tourists were not *so much tired as bored with/by/of* (*tyle zmęczeni, co znudzeni*) the lengthy, monotonous explanations from our guide.

5.10 SELF-CHECK

VOCABULARY

1 Choose the correct expression.

It was a dramatic spectacle as the boat didn't *recede* / (*slacken*) speed and crashed into a concrete barrier.

1 We were rather dismayed at having a (*stony*) / *stone* beach as we had been promised golden sand.
2 When driving through the forest in deep fog, remember to be (*mindful*) / *divisible* of poor visibility.
3 Josh was woken up at 5 a.m. by the bells (*clanging*) / *pinching* from nearby steeples.
4 As the train *fluttered* / (*chugged*) slowly uphill, the Fosters could admire the beauty of the countryside.
5 Because of (*dwindling*) / *forceful* financial resources, the authorities are considering raising taxes.

/5

2 Complete the sentences with the words or phrases from the box. There is one extra word or phrase.

an eye on ~~a dip~~ down on a shoestring
tick-box weather-beaten up

The sea is really warm. Why don't we take *a dip*? We won't be able to do this after we leave the coast.

1 My parents highly disapprove of sightseeing as a *box* exercise so they make their own itinerary every time they visit new places.
2 Could you keep *an eye on* my bags while I go and buy our train tickets?
3 Although Amanda has managed to save a lot of money, she'll travel *on a shoestring* because it's such a long trip and she may need it in an emergency.
4 Be careful while camping and remember never to light a fire near the tent because you may burn it *down* .
5 As soon as we saw Steve's *beaten* face, we realised he must have been at sea for a long time.

/5

3 Complete the text with one word in each gap. The first letters are given.

I have always **p***assed* for an adventurous person, still every time I embark on a trip abroad, I consider the pros and cons of backpacking because I know there might be something which I will find hard **[1]g***oing* . If I'm going to a foreign country, I always learn a few **[2]h***andy* expressions to help me get by.

Travelling through different countries allows you to understand and appreciate their cultures. What's more, you can take your time to **[3]s***oak* up the local atmosphere and gain new insights. Besides, you are free to go to local eateries and buy stuff at local markets. You're also often left alone, not chased by **[4]o***ffensive* tradesmen who want to sell all their junk and don't take 'no' for an answer.

Backpacking is like rising to new challenges and for me the **[5]b***ottom* line is that it's absolutely never a waste of time or money.

/5

GRAMMAR

4 Choose the correct expression.

On our safari in Africa, we saw *so* / (*such*) an abundance of game that it felt like a dream come true.

1 Be careful in such high mountains because the higher you climb, (*the harder*) / *harder than* it is to breathe.
2 As they walked in deep snow, it felt that their backpacks were getting *the heaviest* / (*heavier and heavier*).
3 The hotel dorm where Sally is going to stay seems to be (*as*) / *such* popular a place as in the past.
4 Being away from home for over a year, George felt homesick *than* / (*rather than*) excited about his new job.
5 We weren't *such* / (*so*) much surprised by the quality of the hotel as impressed by it.

/5

5 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between three and five words in each gap.

The rickshaw rode through *poorer and poorer* (poor/poor) parts of Calcutta.

1 Well, *the more apprehensive you are* (more/apprehensive/be) about travelling solo, the less likely it is you'll try it.
2 Promoting holidays here wasn't *such a senseless idea as* (such/senseless/idea) I had imagined.
3 My parents *were terrified rather than thrilled* (terrify/rather/thrill) about my last adventure in Brazil.
4 The prices on the Riviera turned out to be *more high than attractive* (high/attractive).
5 We realised that Cathy wasn't *as experienced a traveller as* (experience/traveller) we had thought.

/5

6 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between four and six words in each gap.

When you're travelling in a group, you should accept the wishes of the majority. **FIT**
When you're travelling in a group, you should *fit in with what(ever) most people* want to do.

1 I don't know who came up with the plan first, but it won't work. **WHOEVER**
The plan won't work, *whoever came up with it* first.
2 It doesn't matter if the taxi goes very fast, we still won't get there in time. **HOWEVER**
We won't get there in time, *however fast the taxi* goes.
3 The first guide to arrive in the morning should take the first tour of the castle. **WHICHEVER**
The first tour of the castle *should be taken by whichever* guide arrives first in the morning.
4 Finding a cheap hotel here is an incredibly hard task. **EVER**
Finding a cheap hotel here is *ever such a hard task* .
5 Having haggled once in Turkey, I realise that it's very easy to get your price. **EVER**
Having haggled once in Turkey, I realise that it's *ever so easy to get* your price.

/5

Total /30

USE OF ENGLISH

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

My best trip ever!

It came about quite *unexpectedly* (EXPECT). I had thought I'd spend the summer as usual, visiting relatives in a(n) **[1]***neighbouring* (NEIGHBOUR) town. As a plan, it was perfectly acceptable without being particularly thrilling – after all, I did it every year!

Then, totally out of the blue, I had the chance to join some volunteers going to work with endangered animals in Africa. Although I'm not normally **[2]***decisive* (DECIDE), I didn't have to think about it for long – it was an incredible opportunity to do something that would stay with me for ever. I made many **[3]***delightful* (DELIGHT) friends, especially among the local people, who were eager to show us around their **[4]***settlement(s)* (SETTLE) and provided us with amazing hospitality. The scenery was spectacular and it happened more than once that its beauty simply took my breath away.

One downside was the **[5]***humidity* (HUMID), which made us feel sticky and sweaty, though on the whole it was **[6]***bearable* (BEAR). Luckily, the lodge we stayed in was comfortable. We kept in touch with our families through Wi-Fi, though the connection was unreliable and we often couldn't get through.

Would I go again? In a heartbeat!

/6

8 Choose the correct answer A–D.

Become a travel photographer

Everyone has a __ camera on their mobile phone, and imagines they take wonderful holiday photographs. Some even aspire to be professionals! But there's more to travel photography than **[1]**__ off into the unknown and taking happy snaps. It can feel daunting initially, so here are some **[2]**__ of wisdom to help you decide if it's a career for you.

Buy the best camera you can afford and be prepared to go off the beaten **[3]**__ . It's vital to make your pictures stand out; don't just **[4]**__ with the flow – it's a competitive industry, and you must sell your images. Don't let them go too cheaply, though, **[5]**__ you might feel you're getting ripped **[6]**__ and give up. You should be **[7]**__ , and push yourself forward so that your work gets noticed.

Try sending shots to an image library, even though you can't **[8]**__ the library accepting them as they may have similar images already.

Whatever happens, you'll get to see the world!

	A	B	C	D
	(A) handy	B helpful	C fitted	D flappy
1	A leaving	B embarking	C departing	(D) heading
2	A ideas	(B) words	C sayings	D thoughts
3	A path	B road	(C) track	D way
4	(A) go	B get	C put	D pull
5	A so	(B) as	C while	D whereas
6	(A) off	B in	C out	D on
7	A careful	B grateful	C peaceful	(D) forceful
8	A pick out	B set up	(C) bank on	D take off

/8

9 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and six words in each gap.

You don't have to decide now, so wait and see what happens. **PLAY**
Why don't you *play it by ear* as you don't have to decide now.

1 The coach driver went along the winding mountain road very carefully. **EVER**
The coach driver went along the winding mountain road *ever so carefully* .
2 It doesn't matter what route the cab driver takes, we won't make the train now. **WHATEVER**
We won't make the train now, *whatever route the cab driver* takes.
3 Of all the art galleries I've been to, I found the Guggenheim Museum in New York incredibly innovative. **AS**
I have never been to as *innovative an art gallery as* the Guggenheim Museum in New York.
4 Their amazement seeing the wildebeest crossing the Mara River was increasing all the time. **AMAZED**
They were getting *more and more amazed* seeing the wildebeest crossing the Mara River.
5 You can't have failed to notice that he is obsessed with travel. **HIS**
You must have *noticed his obsession with* travel.
6 Reading about the local customs while travelling around foreign countries could be very helpful. **STEAD**
Reading about the local customs while travelling around foreign countries *could stand you in good stead* .

/6

Total /20

6 Express yourself

6.1 VOCABULARY

Theatre and musicals
• exaggerated synonyms
• theatre words • compound adjectives

SHOW WHAT YOU KNOW

1 Complete the names of job titles. The numbers in brackets indicate the number of letters in each word.

lead singer or musician in a choir or orchestra (7) *soloist*
1 helps musicians record their music in a studio (2 words – 5,8) *sound engineer*
2 chooses actors for theatre, film and TV (2 words – 7,5) *casting agent*
3 writes plays (10) *playwright*
4 uses their hands to make three-dimensional pieces of art out of clay, metal, wood, etc. (8) *sculptor*
5 leads an orchestra (9) *conductor*
6 the proprietor of a space in which art is exhibited and sold (2 words – 7,5) *gallery owner*
7 writes someone else's life story (10) *biographer*
8 is in charge of cameras/lights, etc. when shooting for TV or film (15) *cinematographer*
9 is responsible for the collections in a gallery or museum, etc. (7) *curator*
10 writes long fictional stories (8) *novelist*
11 converts written text from one language to another (10) *translator*

FOCUS ON WORDS | Exaggerated synonyms

2 Complete the text. Some letters are given.

Reviews ★★★★★

The iconic English spy James Bond has been single-handedly **p**acking **o**ut cinemas across the globe since 1962. During that time, audiences have **[1]h**eld **their b**reath as no less than seven different Bonds have dodged **[2]fl**urrie**s** of bullets and defeated super-villains over twenty-five films. Throughout his many incarnations, Bond's **[3]vi**sceral approach to espionage has led him to bend the rules as he follows his gut instincts and risks his neck to protect his beloved Britain. Despite this and other constants, rather than **[4]re**plicate the dashing spy slavishly across the films, each time Bond has had a **[5]re**boot, successive actors have brought something different to Ian Fleming's original character. Known for glamorous locations, beautiful people and **[6]r**adical stunts that leave viewers with **[7]g**aping mouths, the film franchise looks set to continue for many instalments to come. The **[8]sh**eer **s**ense of occasion that **[9]sw**irls **ar**ound the opening of a new Bond film means even global news channels report premieres as headline news, an accolade achieved by only a handful of films in recent years.

FOCUS ON WORDS | Theatre words

3 Match the words from the box to the definitions. There is one extra word.

aisle ~~choral~~ melodic percussive props rhythmic stage stilts

of or relating to a choir or chorus — *choral*
1 the part of a theatre on which the actors perform — *stage*
2 pleasant to listen to — *melodic*
3 leg extenders worn by performers — *stilts*
4 relating to percussion instruments such as drums — *percussive*
5 articles other than costumes and scenery used by actors during a performance — *props*
6 with a steady beat or pulse — *rhythmic*

4 Use the words from Exercise 3 to complete the sentences.

Percussive instruments include the triangle, tambourine, bongo drums, symbols and many, many others.
1 Heather is taking a circus skills course because she wants to learn how to juggle and walk on *stilts* .
2 The star of the show fell off the *stage* during one of the dance scenes and sprained her ankle.
3 My grandfather has a deep, *melodic* voice that makes everything he says sound like a beautiful song.
4 The *rhythmic* and repetitive sounds of Sheffield's steelworks provided the inspiration for the beats on LFO's early dance records.
5 The only time I ever listen to *choral* music is when we listen to songs sung by the national choir on the TV.
6 One of the most recognisable *props* in theatre is the skull of Yorick, the dead jester that Hamlet talks to in the famous graveyard scene.

FOCUS ON WORDS | Compound adjectives

5 Combine the correct forms of words from boxes A and B to form compound adjectives. Then complete the sentences.

A far heart high ~~ill~~ long slack

B gross jaw ~~judge~~ reach run stop

Sarah's decision to dress up as a recently disgraced celebrity was considered *ill-judged* by most of the other guests at the fancy dress party.
1 The consequences of his outrageous behaviour at the awards ceremony will be *far-reaching* in terms of his image as a wholesome kids movie actor.
2 We went to the cinema hoping for a *heart-stopping* action movie and what we got was an overly sentimental love story with a couple of car chases.
3 *The Simpsons* and *Grey's Anatomy* are examples of *long-running* series, having managed thirty-one and sixteen series respectively.
4 At the time of writing, the *highest-grossing* movie shot in 3D is *Star Wars: The Force Awakens*, which earned a staggering 936.66 million U.S. dollars at the box office.
5 When Sofia Coppola walked into the restaurant, all the other diners stopped eating and stared *slack-jawed* at the famous director.

FOCUS ON WORDS | EXTRA Compound adjectives

6 Complete the extracts from reviews. Use the information in brackets to help you.

Watch the hilarity unfold as Carrey's **well-***meaning* (having good intentions) but incredibly unlucky zoo-keeper attempts to release all the animals from London zoo.

[1]Tight-*fisted* (mean with money) Scrooge is portrayed wonderfully by Murray who gives another of his fine low-key performances.

Cumberbatch is convincing as the **[2]quick-***witted* (clever) Holmes and Freeman equally so as his trusty sidekick, Dr Watson.

The **[3]mind-***blowing* (overwhelmingly impressive) cinematography of *Sicario* peaks with the stunning aerial shots of the US–Mexican border.

What could have been a serious examination of the downsides to the development of artificial intelligence, descends disappointingly into a **[4]far-***fetched* (difficult to believe), half-hearted and superficial action movie.

This dialogue-driven period drama is about as far from **[5]action-***packed* (filled with exciting events) as it is possible to get, and yet it is almost impossible to take your eyes off the screen.

SHOW WHAT YOU'VE LEARNT

7 Choose the best answer A–C to complete the sentences.

1 The __ nature of the portrait exhibition left some visitors in tears and others overwhelmed with joy.
A sheer (B) visceral C gaping
2 Viewers are warned not to try to __ these dangerous stunts at home.
(A) replicate B reboot C hold
3 There was a __ of activity backstage as the entire cast underwent a costume change.
A breath (B) flurry C sense
4 Unrecognisable after __ cosmetic surgery, the former leading man's acting career appears to be all but over.
(A) radical B packing C swirling
5 As well as designing the costumes, Florian also organised the many different __ needed for this production.
A stilts B stages (C) props
6 The famous drummer's influence has led the band to adopt a more __ style for their second album.
A choral (B) rhythmic C melodic
7 The __ sequel to this classic romantic comedy left fans of the original bitterly disappointed.
(A) ill-judged B far-reaching C highest-grossing
8 If producers imagined this first series would lead to a __ favourite to rival the ten seasons of *Friends*, then they were sadly mistaken.
A well-meaning B heart-stopping (C) long-running
9 The star-studded audience was left __ when an anonymous man ran onto the stage at the prestigious awards ceremony.
A action-packed (B) slack-jawed C tight-fisted
10 The __ script is full of clever observations on teenage life and the stars' performances are entirely convincing.
A far-fetched B mind-blowing (C) quick-witted

/10

6.2 READING

Lorde • adjectives • phrases • collocations

1 Read the article. Which section of a newspaper would you least expect it to appear in?

1 Arts and entertainment ☐
2 Teenage matters ☐
3 Home and family ✓
4 Women's supplement ☐

Lorde is many things. Real name Ella Yelich-O'Connor, she's a chart phenomenon who has sold millions of records around the world, a double Grammy-winner, Best International Female Artist at 2014's Brit Awards, and a Billboard chart-topper with her second album, *Melodrama*. On her eighteenth birthday, fellow star Taylor Swift wrote on her Instagram account: 'It's Ella's eighteenth birthday technically, but we all know she's really 300 and knows all the secrets of the universe', which does much to capture O'Connor's maturity and wisdom. As is evident in her anti-consumerist lyrics, feminist messaging and thoughtful electronic balladry, Lorde is also entirely her own person, which is no mean feat in a contemporary pop world of pasteurised homogeneity. On the wintry afternoon that we meet, her familiar gothic tumble of hair is scraped and tied back, and she's pale and make-up free, with no attempt to hide the acne troubling her cheeks.

As we settle into her room at a boutique hotel in east London, her mother exiled* to the lobby downstairs, I ask her what she's wearing and her reply is cheerfully vague: 'Some, like, trousers, some boots ... My jumper? I think it's from New Zealand,' she says, referring to her home country. 'I cut the labels out of everything – they scratch me.' Lorde's circumspection* about designer brands, red carpets and celebrity culture was there from the outset, and is articulated in her worldwide smash hit *Royals*. The lyrics spoke to an audience, young and old, hungry for something more real in mainstream music, and when the song brought her some of the trappings she had dismissed in it, it only served to stiffen her resolve.

'I'd just turned sixteen, and people wanted me to do red carpets and I was, like, "I'm still getting used to how I look and I'm still growing." And I don't want to just feel sad because someone said, "Ooh, she's on the worst-dressed list!" So I thought, "I don't have to do this if I don't want to."' The power to say no is not one that many **up-and-coming** artists seem to possess, and on occasion Lorde has been told, 'Everyone else does it, so why wouldn't you?' But she has stood her ground. 'A lot of my audience, they're younger than me or the same age, and a lot of the decisions I make are about trying to portray this whole weird fame-storm that's happening to me as realistically as possible.'

Ella Marija Lani Yelich-O'Connor has always been a person of a different stripe. She grew up in a nice beachside suburb of Auckland, the second of four children. Her mother, a poet, and her father, a civil engineer, created a home environment that was cultured and inquiring, and Ella was a **voracious** and **precocious** reader. Aged thirteen, she signed a record company development deal after a label executive saw a video of her singing Duffy's *Warwick Avenue* at a school talent show. But her goal wasn't to be a singer – she wanted to write, so the label partnered her with Joel Little, an established musician twice her age, to help develop her compositional skills. Soon her poetry and short stories gave way to lyrics. She wrote about herself, her peers and their suburb, and the suburb beyond it. The claustrophobic bubble of New Zealand was both a stone in her shoe and her inspiration. O'Connor's sound is simple yet cinematic, spinning tales of real teenage dreams – penniless but happy nights out full of longing and loneliness – that reject clichés of mindless fun and hedonistic decadence.

'From the outset, I have written about and for my peers and friends. It is a unifying thing, a call to arms,' she says. 'You never hear people making generalisations about adults, yet everyone will make them about teenagers. People forget that we are human beings and that we think differently from each other.' Her thoughtful take on teenage life is a million miles from the **histrionic** show-off, criticism-drawing tactics of some other teenage singers.

O'Connor is a self-professed* feminist who has attacked the **pernicious** effect of Photoshop culture on young girls' self-esteem, but she insists that she isn't purposefully setting herself up against any particular stars. 'That is definitely an older person's reaction to my songs,' she says.

If teenage stardom can seem like a guaranteed ticket to adult excess, O'Connor possesses a maturity that is, for now, inoculating* her from the madness growing around her. 'What I am doing now, I am learning so much that I couldn't learn at any university at any age,' she says. 'Every time I get on stage, I learn something new. I'm evolving all the time. My next record could sound completely different.'

GLOSSARY

exiled *(adj)* – separated from country, home, etc.
circumspection *(n)* – caution, wariness
self-professed *(adj)* – acknowledged by oneself
inoculate *(v)* – protect, *literally* vaccinate

2 Read the article again. For questions 1–6, choose the best answer A–D.

1 In the first paragraph, the author mentions modern pop music's 'pasteurised homogeneity' in order to emphasise
A Lorde's enthusiasm compared to her contemporaries.
B the non-typical nature of Lorde's lyrics.
C the difference between Lorde and Taylor Swift's musical styles.
D how much of Lorde's character is that of a normal teen.

2 According to Lorde, what motivates her rejection of the trappings of fame?
A insecurities about her appearance
B a dislike of mainstream popular music culture
C wanting to portray herself as different to other celebrities
D a desire to communicate the realities of her fame to her fans

3 In the third paragraph, what is implied about most young musicians?
A They are naive about the pressures that come with fame.
B They agree to most things in their quest for success.
C They are uncomfortable with their public image.
D They strive to stand out from the crowd in any way possible.

4 In the fourth paragraph, it is suggested that while growing up, Lorde found New Zealand
A limiting yet influential in her compositions.
B conducive to academic study.
C too expensive to allow for having fun.
D old-fashioned in its approach to culture.

5 When Lorde refers to her music as a 'call to arms', she implies that she hopes it will
A encourage her fans to support feminism.
B prompt teenagers to rebel against their parents.
C inspire teenagers to emphasise their individuality.
D create a backlash against egotistical performers.

6 The writer concludes that Lorde's attitude to fame and success
A may lead to excessive behaviour in later life.
B could influence the sound of her next album.
C provides protection from potential pitfalls.
D causes her parent's concern.

3 Match the adjectives in bold in the text to the definitions.

pernicious – hurtful, harmful or deadly
1 *voracious* – engaging in an activity with great enthusiasm
2 *precocious* – having certain advanced abilities for one's age
3 *histrionic* – excessively dramatic or showy
4 *up-and-coming* – doing well at a career or occupation and likely to be successful in the future

4 Complete the sentences with the phrases from the box. Use the text and the information in brackets to help you.

from the outset | no mean feat
stand your ground | stiffen his resolve
stone in my shoe | ~~the trappings of fame~~

Reality TV star Lorna is enjoying *the trappings of fame* (material items that signal success), judging by her latest shopping excursion to Rodeo Drive.

1 My height, or lack of it, has always been a *stone in my shoe* (an annoyance or disadvantage) when it comes to convincing casting agents to hire me.
2 Katharine Hepburn won the Oscar for best actress four times, which is *no mean feat* (a great achievement).
3 I felt *from the outset* (since the beginning) that this book was going to be too difficult and after 100 pages I see I was right.
4 Don't let them underpay you. *Stand your ground* (don't give in) and show them how valuable you are.
5 Rejections only served to *stiffen his resolve* (make more determined) and eventually his novel was published to great acclaim.

FOCUS ON WORDS | Collocations

5 Match the words from boxes A and B to complete the collocations in the sentences. Use the definitions in brackets to help you.

A: epic | full-length | ~~immortal~~ | raw | time-worn | warring

B: dress | materials | prejudices | proportions | tribes | ~~words~~

I know you wanted to go first, Danny, but it's Flora's turn, and in the *immortal words* (special, famous and likely to be used for a long time) of the Rolling Stones, 'You can't always get what you want'.

1 It's time to put away *time-worn prejudices* (outdated biases) and acknowledge we are all equal regardless of race, gender or lifestyle choices.
2 *Warring tribes* (ethnic groups engaged in fighting) in the south agree to cease hostilities in exchange for land deal.
3 The country is rich in *raw materials* (substances used to make products), especially minerals, yet almost none of the money generated makes it back to the general population.
4 Johansson looked stunning with her new haircut and a gorgeous *full-length dress* (an item of women's clothing, often formal) in emerald green by Versace.
5 With the main run stretching for nearly a kilometre, this is an indoor ski slope of *epic proportions* (huge in size or importance).

6.3 GRAMMAR

Advanced conditionals

SHOW WHAT YOU KNOW

1 Read the story about Andy. Then transform the text using conditional sentences. Write in brackets which conditional type each sentence is.

Andy Fields is an art enthusiast who frequents car boot sales in search of real bargains.
If Andy Fields [a]*wasn't/weren't* (be) an art enthusiast, he [b]*wouldn't frequent* (frequent) car boot sales in search of real bargains. [c](*2nd*)

1 *He went to a jumble sale in Las Vegas a few years ago and bought several paintings for $5.*
If he [a]*hadn't gone* (go) to a jumble sale a few years ago, he [b]*wouldn't have bought* (buy) several paintings for $5. [c](*3rd*)

2 *Mr Fields was convinced one of them was the work of Andy Warhol, so he showed it to an expert from a famous auction house.*
If Mr Fields [a]*hadn't been convinced* (be) convinced one of them was the work of Andy Warhol, he [b]*wouldn't have shown* (show) it to an expert from a famous auction house. [c](*3rd*)

3 *The expert believes the piece may be original, so Mr Fields has put it up for auction on eBay with a starting bid of £1.25 million.*
If the expert [a]*didn't believe* (believe) the piece may be original, Mr Fields [b]*wouldn't have put* (put) it up for auction on eBay with a starting bid of £1.25 million. [c](*mixed*)

4 *He is confident the artwork can fetch much more than the asking price and is waiting for serious offers.*
If he [a]*wasn't/weren't* (be) confident the artwork can fetch much more than the asking price, he [b]*wouldn't be waiting* (wait) for serious offers. [c](*2nd*)

5 *He may be lucky and see a great return on his investment.*
If he [a]*is* (be) lucky, he [b]*may/might/could/will see* (see) a great return on his investment. [c](*1st*)

2 ★ Comment on the situations using conditional sentences and beginning with the words given.

You accepted their offer, but I would have advised you against it.
Were *I you, I wouldn't have accepted* their offer.

1 Joe wasn't careful, so he invested his money in shares.
Had [a]*Joe been* more careful, he [b]*wouldn't have invested* his money in shares.

2 It's possible that our plan falls through and perhaps we will face bankruptcy.
Should [a]*our plan fall* through, we [b]*may/might/could* face bankruptcy.

3 The band signed the sponsorship deal without consulting a lawyer and they're in trouble now.
Had [a]*the band not signed* the sponsorship deal without consulting a lawyer, they [b]*wouldn't be* in trouble now.

4 Dylan's track record is not good enough, so he may not get the grant.
Were [a]*Dylan's track record* better, he [b]*would (probably) get* the grant.

3 ★★ Replace the phrases in bold with the appropriate phrases from the box.

but for	in the event of	otherwise	say	~~providing that~~
what if	whether or not	unless		

A: Hey Nick, I've discovered a new way of raising money for your exhibition **on condition that / ***providing that* you're still looking for support.
N: Of course I am! [1]**If I don't / ***Unless I* get it soon, I'll miss my chance to put on a display. So what is it?
A: It's called crowd funding. Well, [2]**imagine / ***say* you want to raise capital for your project. First, you should choose a platform that provides crowd funding services. You then advertise your project, set the deadline and a minimum funding goal and the rest is up to the people who pledge how much money they are willing to donate. [3]**If it hadn't been for / ***But for* their donations, many projects wouldn't have come through.
N: But why would anyone want to back me up financially?
A: Usually those who seek help offer some kind of reward.
N: I see, and [4]**suppose / ***what if* I fail to collect the sum I have set?
A: That depends on the platform you sign in with, really. Some of them won't give you any money [5]**in case of / ***in the event of* failure to meet the goal, others will transfer the resources [6]**even if / ***whether or not* you miss the target.
N: I think it's worth a try. [7]**If I don't / ***Otherwise*, I'll never know.

4 ★★★ Use the words in brackets to complete the sentences. Add any other words if necessary.

We will help finance the campaign *on condition that* Sophie takes on the responsibility of Project Leader. (condition)

1 Don't worry! Your father and I will stand by you *in the event of you/your not* being admitted to the college of your choice. (event)

2 We won't get mad with Mark *as/so long as he* promises to do his share of the housework. (long)

3 *If I were to/Were I to* ask the boss for a day off, do you think she would let me take one? (were)

SHOW WHAT YOU'VE LEARNT

5 Choose the correct answer.

1 *Should* / (*If*) our company goes bust, guess who's going to be held responsible?

2 We'll give you our financial backing *supposing* / (*provided*) you show us a feasible business plan.

3 Our charity is bound to help the needy (*as long as*) / *whether or not* no new law is passed.

4 If that test was as easy as you say, he (*should*) / *might* have passed it a long time ago.

5 (*Were*) / *Would* I to take part in the fundraising, you'd have to keep me company.

6 We might never have collected enough funds *providing* / (*but for*) his hefty contribution.

/6

6.4 USE OF ENGLISH

Phrases with *if*

1 Choose the correct meaning of the underlined phrases.

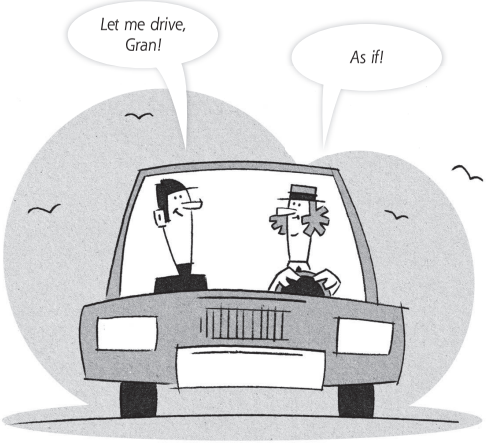
1 They say that Bruce Springsteen seldom does interviews and is rarely, <u>if ever</u>, troubled by paparazzi.
A if only (B) if at all

2 Taking photos of toddlers isn't a piece of cake. <u>If anything</u>, it may turn out to be quite tricky.
A If I'm not mistaken (B) On the contrary

3 A: Daisy, could you stand right next to Frank and say 'cheese'?
B: <u>As if</u>!
(A) You wish! B With pleasure!

4 Tell me whether you have any useful tips for me, and <u>if so</u>, I need to make a note of them.
A if necessary (B) if yes

5 When I was taking that photo, her feelings for him, <u>if any</u>, weren't clear.
(A) providing there were any B whether or not



2 Put the verbs in brackets in the correct tenses.

They stared at me as if they *knew* (know) me.

1 Look at this photo of a model! She looks as if she *hadn't sleep* (not/sleep) for a year!

2 Whenever I hear people speaking Greek, they sound as though they *were speaking* (speak) Spanish.

3 Ethan, Joshua, look at you! You look as if you *have just had* (just/have) a fight. Who started it this time?

4 After the agility competition, her dog breathed as though it *had been running/had run* (run) in a marathon.

5 I don't know how to break this to Freddie, but during his presentation yesterday he sweated as if it *was* (be) his first public appearance.

6 Every time I come back home from a long journey, I feel as though I *am* (be) where I belong.

3 Complete the instructions with the phrases from the box. There are three extra phrases.

as if	even if	if any	if anything	
if in doubt	if necessary	if not	~~if so~~	

Top Tips For Taking Great Photos

Are you the owner of a single-lens reflex camera or a simple point-and-shoot camera? *If so*, here are some ways to help you take a memorable snap.

1 Watch the light

It is a rookie mistake to assume that flash is to be used only when it's dark or when you're inside a room. Any good photographer will tell you that prior to taking a photo, you need to know the light source. It may turn out that your subject's face is unevenly lit by the sun so, [1]*If necessary*, you might need to switch on flash even in daylight to dispose of any imperfections.

2 Get close

Before pressing the shutter button, zoom in or take a step or two towards your subject. [2]*If not*, you will miss out on all the interesting details such as freckles, smiles or telling gazes. However, if you get too close to them ([3]*if in doubt*, see the manual), it will result in blurry photographs.

3 Composition is everything

It's not recommended to place your subject in the middle of the picture but to move it away to either side. Before recomposing the picture, however, don't forget to lock the focus on the subject by pressing and holding the shutter button halfway down. Why? Because [4]*even if* you own an auto-focus camera, most of them focus only on the subject that is in the centre of the viewfinder.

SHOW WHAT YOU'VE LEARNT

4 Complete the text with one word in each gap.

THE DANGERS OF TAKING A SELFIE

'How can selfies be dangerous?', you might ask. If *in* doubt as to the origins of the name, let's just take a quick look at some statistics. A few years ago, a group of seven Indian men drowned after their boat capsized. They thought that standing on one side of the boat would make a nice selfie. If [1]*anything*, it led to their untimely demise. A Spanish citizen, aged seventeen, lost his life when he tried to take a photo of himself during the running of the bulls festival. [2]*Even* if we make allowances for his young age, he should have known better. Two Russian men had a really outlandish idea of taking a photo with a hand grenade after removing the pin. Seldom, if [3]*ever*, do such stories end well. Needless to say, this one didn't. In the following months, the death toll continued and, if [4]*necessary*, you can find the remaining data on our website. It seems that those people have lost their survival instinct and they behaved as if they [5]*were* indestructible. So next time you decide to take a selfie, use your common sense. If [6]*not*, it may cost your life.

/6

6.5 LISTENING LANGUAGE PRACTICE

Word building • informal expressions • collocations

1 Complete the conversation between a man and a woman. Put the words in brackets into the correct form.

Extract from Student's Book recording 2.32

W3: So it looks like the decision was to keep the skateboarding park and not do the *development* (DEVELOP). That was quick!

M3: I could see it coming. The skateboarders generated lots of [1]*publicity* (PUBLIC) – they used social media to whip up a real wave of support. They made a big thing about their own rights and what a [2]*historical* (HISTORY) place the skateboarding park was, but they didn't consider the benefits of the [3]*redevelopment* (DEVELOP) for musicians like us who play in the concert halls – or anyone else for that matter. I guess they were too focused on their own [4]*feelings* (FEEL).

W3: Most people didn't understand the [5]*complexity* (COMPLEX) of the projects that were included in the plans – the new [6]*rehearsal* (REHEARSE) studios that would have attracted new audiences for us, the pop-up shops that might have been run by young entrepreneurs – it could offer genuine local [7]*regeneration* (GENERATE) on all fronts, like a real [8] *creative* (CREATE) hub. But that was downplayed by the people involved, which meant it became a real missed opportunity.

M3: The studios would have been good for us and offered local kids a [9]*dedicated* (DEDICATE) space where they could develop an interest in culture. The developers just didn't highlight that enough.

W3: It's definitely a case of people not getting the message.

2 Complete the sentences with the underlined expressions from the text. Use the information in brackets to help you. Sometimes you need to change the form.

If only I'd known that there was an Andy Warhol exhibition in town. That was *a real missed opportunity*. (not take advantage of a situation)

1 The local newspaper today is reporting a *wave of support* for the idea of building an amphitheatre in the park. There's talk of putting on not only plays but concerts too and most people seem to be in favour of the idea. (a sudden increase in favour of an idea)

2 Resistance to erecting the new statue is mounting *on all fronts* . Local residents, shop owners and the media are against the idea. (from many different angles)

3 They knocked down the old football stadium with public consultation and, like most people, I just didn't *see it coming* . What a shame! (predict an outcome)

4 We told Mia a hundred times that parkour was dangerous, but she never seemed *to get the message* . Still, it's only a broken wrist so I guess she'll recover soon. (understand something that is said or implied)

5 I won't sit through three hours of Verdi – or any other opera *for that matter* . It's just not my thing! (to indicate the equal relevance of a second topic)

3 Complete the phrases and phrasal verbs with the words from the box. Use a dictionary if necessary.

call ~~hot~~ pan rid whip

	hot up	– become more lively
1	*whip* up	– encourage
2	*pan* out	– develop or evolve
3	too close to *call*	– impossible to predict
4	get *rid* of	– become free of something or somebody

4 Complete the text with the appropriate phrases from Exercise 3. Sometimes you need to change the form.

The finale for the Amateur Band of the Year is really *hotting up* with votes coming in thick and fast from all over the country and at this early stage we really have no idea how things will [1]*pan out* . A lot of interest has been [2]*whipped up* over the last few days thanks to media's speculation who will win this year's coveted prize. Figures so far show that the result is still [3]*too close to call* with The Blues Oranges and The Urangabangs pulling away from the other groups with 33 and 34 percent respectively. Wait a minute! News just in! The Urangabangs have decided to [4]*get rid of* their drummer! Will this affect the voting?

FOCUS ON WORDS | Collocations

5 Combine the words from boxes A and B to complete the sentences with the most likely collocations.

A: creative cultural done legal local pop-up property public redevelopment

B: ~~battles~~ consultation deal developers hub institutions plans shops regeneration

Technology companies are constantly involved in *legal battles* over copyright infringements.

1 The *redevelopment plans* for the stadium have been put on hold because of the change of government.

2 The community centre on the corner is becoming a real *creative hub* for musicians and artists owing to the work of local NGOs.

3 *Property developers* are making fortunes nowadays by renovating and selling old buildings.

4 I can't believe there's another row of *pop-up shops* on the high street. All they sell is cheap junk.

5 Property prices are on the up thanks to *local regeneration* of the area.

6 There's no point in protesting to the selling of the park – it's a *done deal* I hear.

7 There was a *public consultation* and it seems most people are in favour of a new concert hall.

8 Certain *cultural institutions* like theatres and opera houses may not seem so popular, but they play an essential role in the field of the arts.

6.6 SPEAKING

Discussing advantages and disadvantages

Speaking Bank page 146

1 Put the words in order to make phrases. Then mark each phrase as *A* for presenting advantages, *D* for presenting disadvantages or *R* for reaching a decision.

cons … / pros / and / up / the / weighing
Weighing up the pros and cons … R

1 I / idea / see / one / with / difficulty / that / is …
One difficulty I see with that idea is … D

2 account … / needs / into / everybody's / taking
Taking everybody's needs into account … R

3 in / of … / could / be / that / favour / argument / an
That could be an argument in favour of … A

4 idea, / namely … / against / argument / a / strong / there's / that
There's a strong argument against that idea, namely … D

5 you / the / aspects … / consider / if / negative / positive / and / all
If you consider all the negative and positive/ positive and negative aspects … R

6 main / of / the / one / benefits / of …
One of the main benefits of … A

2 Complete the dialogues with the missing phrases.

1 **Don:** **W***eighing* **u***p* the **p***ros* and **c***ons*, I'd say watching a recording of a play in a cinema is better than not seeing it at all.
Fred: I agree. [1]**O***ne* of the **m***ain* **b***enefits* is that you get to see close-ups of the actors' faces that you wouldn't see in a theatre.

2 **Karen:** I'd like to propose that, instead of a play, this year the school holds a disco.
Phillip: [2]**O***ne* **d***ifficulty* I see with that is that it isn't really educational, is it?
Karen: That could be an [3]**a***rgument* in **f***avour* of it though, couldn't it? Maybe the kids deserve something that is for no other reason than fun.

3 **Jack:** I'd like to see music being taught in all schools.
Helen: There's a [4]**s***trong* **a***rgument* **a***gainst* that idea – namely the cost of the equipment required.

3 Complete the dialogue with the words from the box. There are two extra words.

account advantages balance bearing drawback major negative plus ~~point~~ selling support things

K: Lionel, look at this! The city council's going to invest in converting the unused building in the city centre into something useful. There's a range of proposals here on their site. You can vote for the ones you'd like to have.

L: Can you send me the link, Katy?

K: Sure …

L: OK, let's see … public gymnasium and pool – yep, cool, theatre and dance studio – er … nope. Indoor market? Er … well …

K: Wait – theatre and dance studio? That could be fantastic! It could be used for plays and also concerts – get local bands up there on the stage, you know? That's a huge *point* in support of that one, I reckon. You're a big music fan, right?

L: Well, yes, but a [1]*major* downside is that it would probably sit empty most of the time between performances, don't you think?

K: Not necessarily. It could be used for dance or music lessons, or drama classes. I think the fact that it's something educational is a strong [2]*selling* point.

L: Maybe, but having a gym and pool in the city centre would be a real [3]*plus* , wouldn't it? The gym at school is rubbish and it's so far to the uni pool.

K: I guess a pool might be OK, but there is one at the university already and there are gyms everywhere. I see that as a [4]*drawback* . Not much point in voting for something we've already got.

L: I guess that is somewhat of a [5]*negative* aspect.

K: What about the indoor market?

L: Hmm. Not very exciting, is it? Plus, all [6]*things* considered, there are enough shops in the city centre already, aren't there?

K: Well, yes, but if it was used to sell locally grown food, an argument in [7]*support* of it could be that it might actually make it easier for people to eat a bit more healthily.

L: I suppose so, though there are plenty of places to buy fruit and vegetables, for those who can be bothered to cook.

K: True. On [8]*balance* , I'd say the theatre and dance studio wins it. I'm going to vote for that.

L: I guess you're right. [9]*Bearing* everything in mind, that's probably the best choice on the list. When will the winning project be announced?

K: 17 November, it says here.

L: OK, fingers crossed then.

6.7 WRITING

A review of a book/film

1 Mark the advice according to the paragraph it most likely relates to: introduction (*I*), main body paragraphs (*M*) and conclusion (*C*).

State your overall impression. C

1 Give a detailed evaluation. It may be positive, negative or balanced. M

2 If reviewing two things (e.g. book and its film adaptation), start the comparison you will continue throughout the review. I

3 Describe the plot briefly (the main aim is evaluation). M

4 Express a recommendation with reasons. C

5 Catch the reader's attention and indicate the aim and structure of your review. I

2 Match the sentences or sentence halves to form extracts from reviews.

Not everyone will enjoy the lengthy descriptions of the characters' outfits. a

1 Compare this weak sequel to the first film in the series, f

2 Set in India, the book tells the story of twins Ama and Apu c

3 The first chapter sets the scene and begins with e

4 A possible criticism is that the sub-plot involving the main character's sisters b

5 Whereas the book contains scenes of violence, g

6 If you like fast-paced, laugh-out-loud, gross-out humour, d

a Even so, there is just enough action to hold the attention of those with no interest in fashion.

b adds little of interest to the ongoing narrative.

c and their childhood on the streets of Mumbai.

d then you have to see Jim Carrey's run of whacky 1990s comedies.

e one of the most memorable opening lines in contemporary fiction.

f which is a classic by anyone's standards.

g the film has been censored to make it suitable for younger audiences.

3 Read the article containing a review and number the paragraphs in the correct order.

4 Complete the article with the correct forms of the words from the box. There are two extra words.

adapt admit can can't criticise however portray profound protagonist story ~~struggle~~

An Amazing Race for Glory: *Ford v Ferrari*

(2) **A** The entire film is centred around the two men's collaboration and their [1] *struggles* against corporate interference – the head of Ford wanted to remove Miles from the project – and the laws of physics. While most of the film focuses on car design and racing, elements of personal relations and parenthood are brought in to broaden the film's appeal. [1] *However* , the real interest lies in how [2] *profoundly* focused the two main characters are on achieving their vision, and what it costs them to reach it.

(4) **B** All in all, I [3] *can* recommend this film to anyone who is interested in cars, engineering, the sixties, or extremely good acting and solid film-making. What I [4] *can't* avoid pointing out is the lack of strong female characters, which – while probably true to the 1960s setting and the car-centric subject matter – seemed to me a flaw in an otherwise praiseworthy film.

(1) **C** When the Ford Motor Company decided to challenge carmaker Ferrari by attempting to build a race car that was sleeker and faster than anything made by the Italian firm, very few car-savvy people thought it possible. [5] *Adapted* from a non-fiction book about the famous 1966 '24 Hours of Le Mans' race, *Ford v Ferrari* retells the history of the two main [6] *protagonists* who led this remarkable mission. Carroll Shelby, the visionary American car designer, is [7] *portrayed* by Matt Damon, while Christian Bale plays the British driver Ken Miles, famous for his driving skills and fearlessness.

(3) **D** [8] *Admittedly* , the script plays fast and loose with some of the facts as presented in the book, but real-life events don't always create drama on the big screen, so it's hard to fault writers who have managed to create a gripping drama while staying true to most of the actual history.

★★★★☆

5 Replace the adjectives in bold with *very* where possible.

Both the novel and the film are **really** / *very* inspiring for anyone with an interest in snow sports.

1 The final scene is **utterly** / – ridiculous and spoils what was otherwise a worthy adaptation.

2 The main character is **deeply** / *very* disturbed and makes a string of appalling decisions which eventually lead to his downfall.

3 As the loving owner of two dogs, I found certain scenes **extremely** / *very* difficult to watch.

4 Ultimately, the fate of the main character is **truly** / – heart-breaking and leaves the reader feeling lucky to be alive.

6 Choose the correct adjectives to complete the extracts from reviews.

1 The costumes and the special effects were *absolutely* / *very* amazing considering the budget limitations.

2 While undoubtedly engrossing, there is no denying the story is *profoundly* / *refreshingly* upsetting.

3 In comparison with the film version and all its omissions and flaws, the novel is *rather* / *totally* perfect.

4 As expected, the latest offering from everyone's favourite animation studio is *painfully* / *vastly* entertaining.

5 Whereas the life-affirming novel never ceases to delight, the TV series is *highly* / *surprisingly* dull.

6 Exercise caution before curling up under the covers with this novel, as it is, by any standards, *extremely* / *very* terrifying.

7 Comic fanboys and cosplay enthusiasts will undoubtedly find the film *tediously* / *totally* enthralling, but frankly, I struggled to stay awake past the half-hour mark.

REMEMBER THIS

Very can be used as an intensifier in the structure ***definite article/possessive pronoun + very + noun***. It emphasises the significance, appropriateness or relevance of the noun in a particular context.

The very idea *that this book could ever be turned into a film has seemed preposterous until now.*

His very name *conjures glamour, danger and intrigue.*

7 Tick the sentences where *quite* means *extremely*.

From the very first page to the very last, Saunders' short story collection is quite delightful. ✓

1 Without wishing to include a spoiler, I can report the twist at the end of Herman's novel is quite surprising. ☐

2 There are so many thrills and spills along the way that by the end of the film, the viewer is quite exhausted. ✓

3 The main problem is with the plot, which is so absurd as to be quite unbelievable. ✓

4 After constructing my own image of the hero while reading the novel, I found it quite distracting that such a famous face was cast in the role. ☐

SHOW WHAT YOU'VE LEARNT

8 Do the writing task.

Na stronie internetowej twojej szkoły pojawił się dział z recenzjami napisanymi przez uczniów. Napisz artykuł do tego działu, w którym zrecenzujesz swój ulubiony film lub ulubioną książkę. W tekście:

- treść główne wątki książki lub filmu,
- przedstaw szczegółową opinię na jej/jego temat,
- wyjaśnij, komu film lub książka może się podobać.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my review of a book/film:

- in the introduction, I have ☐
  - caught the reader's attention in the opening sentences. ☐
  - indicated the aim and structure of my review. ☐
  - (if reviewing two things) begun the comparison that will continue throughout the review. ☐
- in the main body paragraphs, I have ☐
  - described the plot briefly. ☐
  - given a detailed evaluation mentioning positives, negatives, or both. ☐
- in the conclusion I have ☐
  - stated my overall impressions. ☐
  - expressed a recommendation (for or against) and given reasons. ☐
- I have used a reasonably formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

6.8 DOCUMENTARY VIDEO WORKSHEET

Painting a better world

Before you watch

1 SPEAKING **Discuss the questions.**

1 How important is it to study art at school?
2 Is art as important now as it was 100 years ago?
3 Why are some artworks worth millions? Do you think this is right?

2 SPEAKING **Look at the photo and the title of the video you're going to watch. Discuss what you think the video is about.**

While you watch

3 6 **Watch the video and check your ideas in Exercise 2. How do Kim and Stevie Boy feel about their portraits?** *Kim thought her portrait was beautiful, it gave her goosebumps and a feeling she'll never forget. Stevie Boy loved his portait and said he couldn't be happier.*

4 6 **Watch the video again and answer the questions.**

1 How does Stevie Boy feel about the way he looks? *He is often surprised about the way he looks because he thinks he looks better than what he sees in photos.*
2 How does Brian's organisation help homeless people? *He paints their portraits to sell and uses the money to help them.*
3 What motivated Brian to start the organisation? *A chance encounter with a homeless man called Matt motivated Brian to start the organisation.*
4 How does Brian feel when he first makes contact with someone about painting their portrait? *He feels nervous and afraid approaching someone for the first time.*
5 How does Kim feel now about homelessness? *Kim believes she is a new person, but still struggles not to go back to living on the streets.*
6 What does Brian hope Stevie Boy will get out of the experience of being painted? *Brian hopes Stevie Boy will see himself with new eyes.*

5 6 **Complete the video extracts with the correct forms of the words in brackets. Then watch the video again and check your answers.**

1 We first go out and *befriend* (FRIEND) and meet the homeless men and women on our streets. We paint their portraits and then we sell the portraits and use the money to help them.

2 I just wanted to paint Matt's portrait. Matt said yes. I painted his portrait and people started asking was it for *sale* (SELL).

3 It is daunting to approach someone the first time cold. I had *sweaty* (SWEAT) palms, I had butterflies in my stomach.

4 A piece of art has the ability to transform a life, it's kind of *magical* (MAGIC).

After you watch

6 SPEAKING **Discuss the questions.**

1 Would you rather have a professional photo taken of yourself or have your portrait painted?
2 Would you like to buy one of Brian's paintings? Why?/Why not?
3 Do you think Brian's scheme would be successful in your country? Why?/Why not?
4 Have you heard about any similar schemes in your country?

6.9 UNIT 6 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Jako dziecko zwykłem błagać rodziców, żeby zabrali mnie do cyrku, bo uwielbiałem klaunów na szczudłach, na których mogłem gapić się z otwartymi ustami godzinami, całkowicie zauroczony.*
As a child I used *to plead* with my parents to take me to the circus because I was mad keen on clowns *on stilts* , who I could *I could gape at* for hours utterly *mesmerised* .

2 *To był jeden z najbardziej kasowych filmów tego roku, ale moim zdaniem to tylko kolejny ogromnie przereklamowany film z przewidywalną fabułą, który stałby się komercyjną klapą, gdyby nie obsada.*
It's been one of *the highest-grossing films* this year, but in my view, it's just another vastly *overrated film* with *a predictable plotline* , which would have *become a commercial flop* but for the cast.

3 *Tegoroczna list lektur zawiera przykłady pasjonującej, skłaniającej do refleksji współczesnej literatury, napisanej przez uznanych powieściopisarzy, których dzieła powinniście przeczytać.*
This year's reading list includes examples of *riveting, thought-provoking* contemporary literature written by *established novelists, whose* works you should read.

4 *Gdybym wiedział, że to jest kawał, nie próbowałbym wstrzymywać oddechu przez trzy minuty z zamkniętymi oczami. Niestety rzadko, jeśli w ogóle, bywam podejrzliwy.*
Had *I known* that was *a prank* , I *wouldn't have tried* to *hold my breath* for three minutes with my eyes closed. Unfortunately, I'm rarely, *if ever* , *suspicious* .

5 *Ta odświeżająco innowacyjna produkcja na pewno zadowoli najbardziej wymagających kinomaniaków, nawet tych, którzy nie są uzależnieni od komedii romantycznych.*
This *refreshingly innovative* production is bound *to indulge* every fantasy of the most demanding cinema lovers, even those *who/that are not hooked* on romantic comedies.

6 *Chociaż ta odnosząca ogromne sukcesy trupa teatralna otrzymała kilka międzynarodowych nagród, jej aktorzy twierdzą, że nie będą w stanie dalej się rozwijać, chyba że znajdą sponsora.*
Although this *hugely successful theatre troupe* has received a few international awards, its actors claim they won't be able to continue to *thrive* unless *they find sponsorship* .

7 *Wypełniwszy salę koncertową do ostatniego miejsca, zespół dał niezwykły koncert, urzekając publiczność zapadającymi w pamięć wykonaniami swoich największych przebojów.*
Having packed out the concert hall, the band gave an unusual concert and *captivated the audience* with *haunting* renditions of their greatest hits.

2 Think of one word which can complete all three sentences and write it the space provided.

1 *raw*
a For some viewers, the poignant play may be hard to watch as it does evoke *raw* emotions.
b Recycling reduces the need for *raw* materials.
c The idea of eating *raw* meat puts me.

2 *held*
a Everyone *held* their breath when they saw the acrobat's hair-raising trapeze trick.
b The stand-up comedy was a flop as the actor hardly *held* the audience's attention.
c Until quite recently the Poetry Award Ceremony has been *held* in the national theatre.

3 *words*
a In the immortal *words* of the Roman poet Virgil, 'Love conquers all things'.
b Can we exchange a few *words* in private, please?
c I'm a real chatterbox, whereas my wife is a woman of few *words* .

4 *legal*
a After the writer's death, his relatives are fighting a(n) *legal* battle over the copyright to his books.
b The driver that caused the accident exceeded the *legal* limit by 50 kilometres an hour.
c Having read the review, the actor decided to take *legal* action for defamation.

5 *highly*
a Tarantino is certainly a(n) *highly* successful film director.
b It's *highly* unlikely that the play will be staged again next year.
c Critics speak *highly* of the dancers' dazzling performance.

3 Complete the second sentence so that it has a similar meaning to the first. Use up to six words including the word in capitals.

1 You argued for the play, so we managed to raise enough funds to put it on. **ARGUMENT**
But *for your argument in favour/support of* the play, we wouldn't have raised enough funds to put it on.

2 The festival organisers distrusted us because they'd never seen us perform live. **TREATED**
If the festival organisers had ever seen us perform live, they *wouldn't have treated us with* suspicion.

3 The singer gave the impression of being paralysed with stage fright. **THOUGH**
The singer looked *as though she/he was/were paralysed* with stage fright.

4 It's best to avoid the press no matt er what if you're not certain what to say to them. **COSTS**
You should avoid the press *at all costs if in* doubt as to what to say to them.

5 I missed out on the concert because I thought the tickets were sold out. **AVAILABLE**
Had I *known/thought (that) the tickets were available* , I wouldn't have missed out on the concert.

6.10 SELF-CHECK

VOCABULARY

1 Match appropriate halves of the sentences.

Maria was determined to learn to walk on (f)
1 I know that Charles is generally a well-meaning (c)
2 While making a list of the highest-grossing (e)
3 The producer turned out to be a very tight-fisted (d)
4 When Julia got to represent our country at a festival, rumours started to swirl (a)
5 The exhibition of Georgia's photos was quite mind-blowing (b)

a around the way she was nominated to do so.
b as she mainly focused on showing crime scenes.
c person, but he can be tactless at times.
d woman economising on props.
e movies of the century, we included all the revenue streams.
f stilts to play very tall clowns in street events.

/5

2 Complete the sentences with the correct words. The first and last letters are given.

During the rehearsal the conductor concentrated on getting the **p***ercussive* rhythms right. He didn't want it to sound as if somebody was just hitting the drums.
1 You wouldn't believe the **s***heer* sense of euphoria when they saw Michael performing on stage.
2 When Helen received a standing ovation after the talk, it dawned on her that her experience must have had **f***ar-reaching* implications.
3 My brother, the owner of a successful online music store, was talked into opening a **p***op-up* shop for a few days just to get better known in our town.
4 Instead of coming up with **f***ar-fetched* excuses for not coming to rehearsals, tell us if you want to perform with our troupe or not.
5 The local authorities decided that the disused industrial estate should be turned into a **c***reative* **h***ub* where local artists could meet and work.

/5

3 Read the text. Complete the gaps with the correct forms of the words in brackets.

On my way through London a few years ago, I watched as thousands of runners took part in the London Marathon. It was a *mesmerising* (MESMERISE) sight. And it was to change my life for ever.
At that time, I was struggling to survive as a composer. I was working on an opera about two [1]*warring* (WAR) families that were fighting with each other for dominance, but because I was stuck for ideas as to how to finish it, I took up running to see whether it would inspire me. It was such a success, especially the changes in the [2]*choral* (CHOIR) arrangements that now I run five or six times a week. I am sure that if I have written anything at all [3]*innovative* (INNOVATION), it is due to my running.
I have a [4]*suspicion* (SUSPECT) that the current popularity of running is because it gives people some control over their lives. Charity runs, for example, mean that people can make a stand and show both mental and physical [5]*defiance* (DEFY) about what is happening in the world.

/5

GRAMMAR

4 Complete the sentences with one word.

We'll be unable to offer you a discount on the CDs *unless* you buy at least five of them.
1 *Were* it not for the sea walls, the open air theatre would be at risk of flooding.
2 The secretary would have told you what courses were available *whether* you had had your ID or not.
3 Say you *were* accused of plagiarism, what then?
4 Always have your passport with you in the *event* of unexpected checks of tourists in the streets.
5 Fortunately, Ann recovered after losing her voice. *Otherwise* , she couldn't have performed.

/5

5 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between four and six words in each gap.

Amy is very shy, so she was speechless when she eventually met the singer. **NOT**
If she weren't so shy, Amy *would not have been* speechless when she eventually met the singer.
1 If my sports teacher hadn't encouraged me, I would never have become a successful figure skater. **BUT**
But for my sports teacher's encouragement , I would have never become a successful figure skater.
2 Viewers are very rarely allowed backstage. **HARDLY**
What if we went backstage visitors allowed backstage.
3 Helena's membership won't be renewed unless she pays her subscription within the next week. **SHOULD**
Should Helena not pay her subscription within the next week, her membership won't be renewed.
4 If you started learning the drums now, you would soon be able to perform during school events. **WERE**
Were you to start learning the drums now, you would soon be able to perform during school events.
5 No tourist may enter unless they wear helmets. **CONDITION**
Tourists may enter *on condition that they wear* helmets.

/5

6 Correct the mistakes in the sentences.

Do you agree there should be more parking places during the festival? If ~~don't~~, why do you think so? *not*
1 ~~Only if~~ the conductor himself asked the audience, I'm sure somebody wouldn't comply with his request. *Even if*
2 Dan's first animated film looked ~~as thought~~ he had made many before. *as though/as if*
3 ~~If though in doubt~~, Pete should consult his speech therapist and even practise his talk with her. *If in doubt*
4 There are very few celebrities, ~~if so~~, who relish being followed by paparazzi day and night. *if any*
5 A: Everybody is saying that our team is going to win the championship.
B: ~~Even if!~~ *As if*

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

Lucy Riches was first brought to the public's attention in a ___ of publicity with the publication of her first novel at the age of thirteen. Only a year later, she was the proud [1]___ of the Bookclub Prize, an extremely [2]___ award for any writer, let alone a teenager.

The Chosen is a terrifying and action-[3]___ fantasy novel with an imaginative [4]___ of characters. Lucy was determined to break away from stereotypical novels aimed at young people and has turned out a [5]___ different one. She also wanted to create a piece that would have a [6]___-chilling plot.

Lucy, now a level-headed fifteen-year old, has just finished the second novel in what will be a three-part series, which is to [7]___ readers' imaginations even more than the first one. She's currently [8]___ her breath to hear her publisher's verdict on the new book.

	A	B	C	D
	stir	bustle	tumult	(D) flurry
1	(A) recipient	B acquirer	C receiver	D receptor
2	A top	B major	(C) prestigious	D peak
3	A crammed	(B) packed	C jammed	D loaded
4	(A) cast	B team	C family	D crew
5	A convincingly		B painfully	
	(C) refreshingly		D deeply	
6	A feet	(B) spine	C blood	D shoulder
7	A provoke	B depict	C plead	(D) fuel
8	A keeping	(B) holding	C taking	D saving

/8

8 Complete the text with one word in each gap.

Is the cinema dead?

For many years now, people have been predicting the end of the cinema. *After* all, why would you bother to go when films can be accessed on laptops and smartphones? In [1]*any* case, haven't young people rejected film-going in favour [2]*of* playing video games instead?

The exception to this, of course, is big budget Hollywood blockbusters, when young people seem to pack cinemas [3]*out* . Recently, however, there has been a drive to make films specifically targeting the 'grey market.' It was predicted that if cinemas [4]*were* to start offering reduced prices mid-week and a more luxurious cinema-going experience, with more comfortable seats and provision of drinks and snacks, older people would be more likely to attend. They were right.

Meanwhile, adventurous young people are being attracted by [5]*something* known as 'Secret Cinema', [6]*where* audiences pay upfront to see unnamed films in undisclosed venues such as disused schools and warehouses.

So, against all expectations, the cinema is clearly still alive and kicking more than eighty years after 'talking pictures' first hit the screen.

/6

9 Complete each set of three sentences with one word.

a Before introducing a new law concerning public housing, there are pressing social *costs* to be considered over the breakup of the community.
b You should avoid going out in cold weather at all *costs*.
c The organisers agreed to meet the *costs* of clearing up after the concert.

1 a Some of the musical instruments are about a hundred years old, *though* none of them originate from the 19th century.
b Jo has recently behaved on stage as *though* she were a prima ballerina, while in reality she's by no means the best.
c The story Amelia wrote was a good one even *though* it was hard to believe.

2 a Choosing who should play the lead role isn't a(n) *done* deal, especially as it was a very challenging task.
b Matt regretted not having *done* even a short unpaid internship – it would look good on his CV.
c The theatre is in such a terrible state that it has to be demolished. If it had been *done* up a long time ago, we wouldn't have to see it go now.

3 a Having promised me my own show, the producer had the *nerve* to go back on his word now!
b After the accident Josh couldn't see because of the damage done to the optic *nerve*.
c Waiting for the results of the competition was a(n) *nerve*-wracking experience for Zeina.

4 a In the unlikely *event* of evacuation, please follow the signs to the emergency exits.
b Landing the role of Hamlet in the play turned out to be a life-changing *event* for Michael.
c Being in charge of the main charity *event* in town, Chloe felt under enormous pressure to have everything run like clockwork.

5 a The props are in excellent *condition* and I wonder how long they'll stay like that.
b My father lent me his old collection of LPs on *condition* that I'd be very careful with them.
c The most important *condition* in your contract is that payment must be made in advance.

6 a The film director was so furious that he could hardly keep his anger in *check*.
b During a routine health *check* of the lead singer, it turned out she was suffering from a serious disease.
c The lead choreographer? Yes, he's the tall guy over there in the *check* trousers and black top.

/6

Total /20

7 Text me!

7.1 VOCABULARY

Information and the mind • prefixes
• verb–noun collocations
• phrases with *mind*

SHOW WHAT YOU KNOW

1 Complete the sentences by filling the gap and choosing the correct word.

Silence please! We need your [a]**u**ndivided [b]attention / information while we explain what to do in the event of a fire in the building.

1 The court accuses you of [a]**w**ithholding [b]attention / information in an attempt to pervert the course of justice.
2 Since I started going to bed earlier, I've noticed that my [a]attention / information [b]**s**pan has improved during lessons.
3 At the very heart of cognitive psychology is the idea of [a]attention / information [b]**p**rocessing .
4 As a scientist, I am only interested in [a]**f**actual [b]attention / information and not in unfounded opinions or beliefs.
5 You [a]**p**ay more [b]attention / information to your phone than you do to your friends.

FOCUS ON WORDS | Prefixes

2 Complete the sentences with the correct forms of the words from the box and an appropriate prefix.

existence estimate fact impose inform load task trust

She has a deep mistrust of dentists and as a result the majority of her teeth are severely decayed.

1 If I open more than a couple of apps at the same time, it totally overloads the processor in my phone and the whole thing freezes.
2 Many claims about the so-called health benefits of herbal remedies are based on pseudo-facts rather than solid science.
3 Working mothers are often champion multitaskers , juggling the responsibilities of motherhood with the pursuit of a career.
4 It emerged that the witness had been paid by the defendants to provide a testimony filled with lies and misinformation .
5 Never underestimate the power of peaceful protest – join the march and make your voice heard.
6 Doubtful of my own willpower, I decided to enlist the help of a personal trainer after my self-imposed exercise regime failed miserably.
7 Why can't people simply coexist peacefully instead of hating and fighting each other?

3 Complete the text with appropriate prefixes. Use hyphens (-) where necessary.

Game of the Week

Black Run for the all home consoles is a multidisciplinary sports simulation game which includes individual and [1]**co**operative game play modes. To say the graphics are sharp would be an [2]**under**statement – the mountain environments are rendered beautifully and the movement of characters is utterly convincing. Game play requires skill and [3]**self**-composure – it's easy to [4]**over**estimate your ability to turn at speed in ski and snowboard disciplines, for example, and find yourself launched off the nearest cliff and into thin air. Hours of snowy fun to be had here – highly deserving of the title 'game of the week'.

FOCUS ON WORDS | Verb–noun collocations

4 Complete the extract from a relaxation recording. The first letters are given.

Welcome to 'A Soul's Search'. To make the most of this relaxation CD, ensure you listen in a comfortable environment where you will not be disturbed. Switch off all your communication devices and when you are ready, lie back, close your eyes and begin to empty your mind of everything that normally **c**lutters your thoughts. Daily life can take its [1]**t**oll on your mind and body and lead to unnecessary stress and worry. Most of us are aware that taking time out for relaxation is vital for our physical and mental health, but the demands of work and family mean we often [2]**b**linker ourselves to this. With the help of this recording, you are going to [3]**d**evote some much-needed attention to yourself. Initially, we will [4]**p**rioritise relaxation tasks and techniques that require minimal practice, so those who are more experienced may [5]**d**etect a bias towards the basic. However, we will build steadily towards more advanced techniques, with the ultimate goal of deep and unhurried meditation to heal your mind and body.

FOCUS ON WORDS | Phrases with *mind*

5 Complete the extracts from tech reviews with the words from the box. There are two extra words.

absent ~~blow~~ business clear crossed manners out tough two weigh

Extreme sports fans, be prepared to be amazed by the new YesPro helmet cam. The slow-motion video capture will blow your mind.

You would have to be [1]out of your mind to pay twice as much for a phone that offers half the functionality of the latest model from PlusOne.

If you were in [2]two minds about which tablet computer to go for, a quick look at the specs of our latest model could convince you that this is the one.

Are you the [3]absent-minded type? Always forgetting important times and dates? Persoft's Personal Assistant 2.0 could be the personal organiser app you've been waiting for.

The [4]tough-minded amongst you may not think twice about deleting old photos, but if you are sentimental enough to want to hang on to all your snaps, then what you need is reliable storage.

The anonymity of Internet chat spaces and message boards can lead even those who would normally mind their [5]manners to be extremely rude and aggressive while interacting with strangers.

With tech companies' relentless drive to sell us the latest phones and laptops, has it ever [6]crossed your mind just how many apparently 'obsolete' devices are piling up around the world?

When we asked the software company's CEO to comment on the outcry surrounding their controversial game, we were told bluntly to 'mind our own [7]business '.

FOCUS ON WORDS | EXTRA Phrases with *mind*

6 Complete the sentences with phrases with *mind* in the correct form. Use the definitions in brackets to help you.

You can accomplish anything if you put your mind to it (decide you are going to do something and give it all your effort).

1 If people could just be a little more broad-minded/ open-minded (tolerant, liberal), this would be a much nicer country in which to live.
2 I've stopped watching the news because people are just so awful to each other and it weighs/preys on my mind (troubles or worries me).
3 I find an early morning swim clears my mind (helps me forget the things that are troubling me) more effectively than anything else.

SHOW WHAT YOU'VE LEARNT

7 Choose the best answer A–C to complete the sentences.

1 Stereotypically labelled as enemies, dogs and cats can, in actual fact, happily __ .
A cooperate B multitask **C** coexist
2 The impact that the Internet would have on daily life was definitely __ in the 1990s.
A underestimated B self-composed C overloaded
3 The troubled president has willingly gone into __ exile in a remote region of Burundi.
A multidisciplinary **B** self-imposed C understated
4 It was the air of superiority and the flashy suits that led me to __ former boss.
A mistrust B misinform C overestimate
5 To call Maria's voice exceptional would be a(n) __ – she had the voice of a legendary jazz singer.
A understatement B pseudo-fact C bias

8 Complete each pair of sentences with the same answer A–C.

1 a Slow down, __ ahead. Have your ticket and money ready.
b Years of staring at a computer screen have taken their __ on Anna's eyesight.
A strain **B** toll C gate
2 a If I __ attention to one dog, the other one barks and whines. It's a no win situation!
b With this pledge, I hereby __ myself to upholding the law and protecting my fellow citizens.
A show B promise **C** devote
3 a Such tragic news can't help but __ on your mind, I'm sure.
b A normal-sized matchbox filled with neutron star material would __ approximately 5 trillion tons.
A hold **B** weigh C prey
4 a I paid the price for __-mindedly leaving my Facebook page open on the school computer.
b One of the biggest social factors accelerating gang membership is the number of young men with __ or neglectful fathers.
A short B tough **C** absent
5 a My laptop gets so hot I have to set up the fan to __ cool air on it and stop it switching itself off.
b Some of the products at this year's tech-innovation exhibition are guaranteed to __ your mind.
A blow B push C open

/10

7.2 READING

FOMO • collocations • phrases

1 Read the article quickly and choose the best title.

1 Myths and Misconceptions about FOMO ☐
2 FOMO: What It Is and How to Cope ✓
3 How FOMO is Changing Human Relationships ☐

Are you frequently overwhelmed by the feeling that life is leaving you behind, particularly when you browse social media sites and are confronted with all the exciting things your friends are up to? If so, you are not alone.

FOMO, or Fear of Missing Out, is a very real phenomenon which is currently exercising the minds of psychologists and sociologists alike. While it may not be a new manifestation of social unease, the advent of social media has certainly shone a spotlight on the problem, and may very well have exacerbated the problem.

FOMO alludes to the perception that other people's lives are superior to our own, whether this concerns socialising, accomplishing professional goals or generally having a more deeply fulfilling life. It manifests itself as a deep sense of envy, and constant exposure to it can have a debilitating effect on our self-esteem. The feeling that we are always being left out of fundamentally important events, or that our lives are not living up to the image portrayed by others, can have long-term damaging psychological consequences.

While feelings of envy and inadequacy seem to be innately human*, social media seems to have added fuel to the fire in several ways. The reason why social media has such an exaggerated triggering effect is inextricably* tied to the inherent* appeal of social media in the first place: these are platforms which allow us to share only the most glowing* presentations of our accomplishments, while leaving out the more tedious aspects of life. While this kind of misrepresentation could be characterised as dishonest, it is what the polished ambience* of social media seems to demand.

So how do we avoid being lured into the trap of our own insecurities by social media? Firstly, consider your own social media posts. Have you ever chosen photos or quotes which lead others to the rosiest* conclusions about your life? Well, so have others – and what they've left hidden is the inalterable fact that boredom, loneliness and the sheer mundanity of the day-to-day are inexorably* a part of everyone's life, and you're not the only one feeling left out. Secondly, learn to appreciate the positives. You may not be a regular at glamourous parties or a climber of dizzying peaks, but you have your health, a place to live, and real friends who appreciate your presence in their lives. Last of all, learn to shake it off. We are all bombarded daily with images of other people's perfections, but really, what does it matter? They are probably no more real that the most ludicrous reality TV show. And even if you are more susceptible than others to social media envy, all that's needed to put it all into perspective is to look around you and acknowledge that you are doing pretty well after all.

GLOSSARY

innately human *(adv)* – referring to sth humans are born with
inextricably *(adv)* – inseparably
inherent *(adj)* – natural, inborn
glowing/rosy *(adj)* – very positive
ambience *(n)* – atmosphere
inexorably *(adv)* – unable to stop

2 Read the article again. For questions 1–4, choose the correct answer A–D.

1 According to the second paragraph, frequently experiencing FOMO can lead to
A less likelihood of professional success.
B a less satisfying social life.
C harm to one's feeling of intrinsic value.
D damage to the opinion others have of a person's worth.

2 In the third paragraph, the author suggests that
A social media are the only cause of FOMO.
B the nature of social media encourages the creation of false impressions.
C our own social media posts help us feel more confident.
D people who share mundane posts on social media are more confident.

3 In the fourth paragraph, the main reason the author refers to reality TV shows is to
A point out how artificial what we see on social media can be.
B emphasise the huge popularity of social media.
C point out that what we see on social media should never be taken seriously.
D emphasise how sophisticated social media has become.

4 According to the article, what advice would the author NOT give to FOMO sufferers?
A Focus on the good things in your life.
B Post only the most positive things about your life on social media.
C Remind yourself that much of social media is misleading.
D Learn to dismiss the negative feelings you get from social media.

3 Complete the definitions with the words from the box. Use the text to help you.

allude bombard characterise exacerbate have ~~leave~~ manifest put

leave sth out – not include sth
1 *exacerbate* **a problem** – make a problem worse than it was
2 *put* **sth into perspective** – correctly view the importance of sth
3 *characterise* **sb/sth as** – describe someone or something in a particular way
4 *bombard* **sb with sth** – make someone face or deal with a lot of sth
5 *allude* **to sth** – mention or call attention to sth
6 *manifest* **itself as** – show itself in a particular form or manner
7 *have* **a debilitating effect** on sth – cause damage to sth

4 Match the sentence beginnings and endings. Use the text to help you.

Having been called a child genius, it was difficult for him to live *d*
1 When browsing the Internet, it is easy to get lured *b*
2 I was already angry at him, but it simply added fuel *e*
3 Her brilliant article shone *g*
4 It is often a challenge for young people to accomplish *a*
5 Your problems may seem huge, but talking about them can put *f*
6 Experts agree that the advent *c*

a their professional goals while raising a family.
b into the trap of endless links and comments.
c of social media changed the way people relate to each other.
d up to the image later in life.
e to the fire when he criticised my appearance.
f them into perspective.
g a spotlight on the problem of Internet bullying.

FOCUS ON WORDS | Phrases

5 Choose the most suitable answer A–C to complete the sentences.

1 Many years ago, George's father invested in a small tech company called Apple, and he and the family have been reaping the __ ever since.
A pluses B benefits C advantages

2 Having to replace my broken laptop took a big __ out of my savings.
A bite B amount C bit

3 Something about the defendant's testimony didn't quite ring __ .
A right B honest C true

4 Di is such a talented musician that learning a completely new instrument __ easy to her.
A will be B does C comes

5 The concept of recycling is only just beginning to __ traction in certain parts of the country.
A gain B give C get

6 The key to completing an ultramarathon is just to keep putting one __ in front of the other no matter what.
A shoe B foot C leg

7.3 GRAMMAR

Reporting verb patterns

SHOW WHAT YOU KNOW

1 Put the verbs in brackets in the correct form.

Remember *to top up* (top up) your mobile before going on holiday.

1 Even though Amber told Dylan to stop texting her, he went on *sending* (send) her unsolicited messages.
2 If you want to have a successful date, try *switching off* (switch off) your phone beforehand.
3 I remember *being* (be) told off by my teacher in the first year of primary school.
4 I could tell he was trying *to control* (control) his voice during the talk, but his nervousness still came through.
5 Having graduated with honours from university, Elijah went on *to become* (become) a successful barrister.

2 ★ Put in the missing prepositions.

R: Zoe, would you object to someone quitting their job by text?
Z: Well, I'm ashamed to admit that I did it once myself.
R: Seriously? I'd never have suspected you [1]*of* doing something like that!
Z: Rose, before you accuse me [2]*of* being selfish, you need to know that I tried to meet my boss several times before sending the text.
R: Well, in that case I can almost understand it. I mean, I won't praise you [3]*for* the way you handled it, but I'm not going to accuse you [4]*of* being selfish, either.
Z: In my defense, I did apologise to my boss [5]*for* choosing that form of communication, but he just left me no choice. I'd never do it again and I'm definitely not going to boast [6]*about* it to anyone.
R: And I'm sure no one is going to congratulate you [7]*on/for* having made that choice – certainly not your co-workers! I can almost understand your treating the boss like that, but I'm sure your team had plenty to complain [8]*about* when they discovered you weren't coming back.
Z: I did feel awful about that, but I got in touch with them later and they completely understood. They did say the boss was threatening to go to court and charge me [9]*with* breaking my contract, which was so typical of him! Fortunately, that never happened, and I've insisted [10]*on* having short-term contracts with all my subsequent employers.
R: That makes sense. You don't want to have that sort of experience more than once, do you?

3 ★★ Choose the best option. Sometimes more than one is correct.

1 Emma claimed *that she was* / *being* / *to be* the one who was unfairly dismissed.
2 Charlie admitted *hacking* / *that he had hacked* / *to have hacked* Phoebe's Facebook account.
3 We advise users *that they create* / *create* / *to create* passwords with numbers and special characters.
4 Harper threatened *exposing* / *to expose* / *that she would expose* her ex-partner as a cheat and a liar.
5 Leo regrets *believing* / *that he believed* / *to have believed* those preposterous conspiracy theories.
6 My neighbour urged me *to get in touch* / *that I should get in touch* / *if I could get in touch* with her immediately.

4 ★★★ Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between four and six words in each gap.

'Let's resolve the matter amicably,' the mediator suggested. **RESOLVING**
The mediator *suggested resolving the matter* amicably.
1 'I think it would be a good idea if you went there on your own, Jason,' his coach proposed. **GO**
Jason's coach proposed *(that) he go there on* his own.
2 'We must treat the Prime Minister's daughter like other students,' the head teacher recommended. **BE**
The head teacher recommended that the *Prime Minister's daughter be treated* like other students.
3 'Why don't you put us in the picture before you leave, Jacob?' his parents suggested. **SHOULD**
Jacob's parents suggested *(that) he (should) put them* in the picture before he left.
4 'We should allow the students to pick the venue for the prom night,' the English teacher insisted. **THAT**
The English teacher insisted *(that) the students be allowed* to pick the venue for the prom night.

SHOW WHAT YOU'VE LEARNT

5 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between four and six words in each gap.

When I first met her, she *advised me to buy the latest* (advise/I/buy/latest) model of smartphone.
1 After the race, everybody *congratulated her on winning a place* (congratulate/she/win/place) on the school team.
2 While thanking his voters, the President *claimed he had always been* (claim/he/always/be) a staunch supporter of democracy.
3 Now our cousin *regrets not being able to / regrets not having been able to* (regret/not/be/able) stay longer to celebrate the birthday of our baby son.
4 Last May one student objected *to having his phone taken* (have/he/phone/take) away from him during A-levels.
5 Despite many unsuccessful attempts, he still *tried to convince himself (that)* (try/convince/oneself) he could fix the broken phone.
6 Yesterday some MPs tentatively *suggested (that) he be ousted* (suggest/he/be/oust) from power.

/6

7.4 USE OF ENGLISH

Passive reporting structures

1 Transform the sentence beginnings into the passive.

They say that ... → It *is said* that ...
1 People supposed that ... → It *was supposed* that ...
2 Everybody thinks that ... → It *is thought* that ...
3 Quite a few people have suggested that ... → It *has been suggested* that ...
4 All the neighbours knew that ... → It *was known* that ...

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

They believe that Facebook has changed their life.
Facebook *is believed to have changed* their life.
1 Newspapers report that some participants of amateur talent shows aren't quite as amateur as TV stations would have us believe.
Some participants of amateur talent shows *are reported not to be* quite as amateur as TV stations would have us believe.
2 At last month's conference, many presenters feared that a large number of teenagers had grown so attached to the reality of social media that it was impossible for them to cut the chord.
At last month's conference, a large number of teenagers *were feared to have grown* so attached to the reality of social media that it was impossible for them to cut the chord.
3 Some parents have pointed out that the new school rules weren't discussed with them in any way.
The new rules *have been pointed out not to have been* discussed with parents in any way.
4 Last Friday they alleged that many viral YouTube videos were hoaxes.
Last Friday many viral YouTube videos *were alleged to be* hoaxes.
5 Specialists agree that seeking validation online in the form of retweets and likes is exacerbating our desire to be accepted.
Seeking validation online in the form of retweets and likes *is agreed to be exacerbating* our desire to be accepted.

3 Rewrite each sentence with two types of the passive.

LIFE HACKING

People say that the term 'life hack' was coined in 2004 by technology journalist Danny O'Brien during the O'Reilly Emerging Technology Conference in San Diego, California.
a It *is said that the term 'life hack' was coined* in 2004 by technology journalist Danny O'Brien during the O'Reilly Emerging Technology Conference in San Diego, California.
b The term 'life hack' *is said to have been coined* in 2004 by technology journalist Danny O'Brien during the O'Reilly Emerging Technology Conference in San Diego, California.

1 Back then people understood that the phrase described the shortcuts IT specialists used to complete their work.
a Back then it *was understood that the phrase described* the shortcuts IT specialists used to complete their work.
b Back then the phrase *was understood to describe* the shortcuts IT specialists used to complete their work.
2 Linguists assume that since then the phrase has spread among the tech and blogging community.
a It *is assumed that since then the phrase has spread* among the tech and blogging community.
b The phrase *is since then assumed to have spread* among the tech and blogging community.
3 Nowadays everyone widely acknowledges that life hacking refers to any kind of trick, shortcut, skill or a novelty method that is meant to increase productivity and efficiency.
a It *is widely acknowledged that life hacking refers* to any kind of trick, shortcut, skill or a novelty method that is meant to increase productivity and efficiency.
b Life hacking *is widely acknowledged to refer* to any kind of trick, shortcut, skill or a novelty method that is meant to increase productivity and efficiency.
4 YouTube users consider that life hack videos have become the solution to a wide array of common problems.
a It *is considered that life hack videos have become* the solution to a wide array of common problems.
b Life hack videos *are considered to have become* the solution to a wide array of common problems.
5 People also claim that those short clips are constantly helping them do different things the right way.
a It *is claimed that those short clips are constantly helping* people do different things the right way.
b Those short clips *are claimed to be constantly helping* people do different things the right way.

SHOW WHAT YOU'VE LEARNT

4 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between four and six words in each gap.

It is said that (it/say) she was only after fame.
1 It *was finally announced last/on Wednesday (that)* (final/announce/ Wednesday) online shops would have to comply with the new tax law.
2 Some vloggers *are known to have become / to be becoming* (be/know/become) more popular than some pop bands.
3 It *has been estimated recently that* (be/estimate/recent) this phenomenon has taken YouTube by storm.
4 The company was alleged *to have been forcing* (be/force) tech bloggers into promoting its products for some time now.
5 It *has been assumed that* (be/assume) all YouTubers are rolling in it, but that's a common misconception.
6 She's been implied *to have got* (have/get) employed there only as a publicity stunt.

/6

7.5 LISTENING LANGUAGE PRACTICE

Cloze • informal phrases • word building • collocations

1 Choose the correct answer A–D to complete the conversation between the interviewer, Mark and Paula.

Extract from Student's Book recording 3.10

I: Mark, [a]set the scene for us. How would you describe the responsibilities of a professional newspaper journalist?

M: I'd say we inform the public about events and issues and [1]__ their potential impact. We [b]comb through public records and [2]__ out other sources of information, such as interviewing people or visiting locations where [3]__ incidents have taken place. The bottom line is we [4]__ to present a truthful, well-balanced [5]__ of things that have happened. Clearly, we [c]stay within the law and we're careful about things like the privacy of people we write about. And, of course, it goes without saying that we're good writers.

P: […] Nowadays the prevalence of social media means that news [6]__ out quickly and often people post or tweet things without [d]checking the facts. And [7]__ their tweet goes viral, it may cause trouble if it's speculative rather than fact-based. But true citizen journalists may want to [e]tell their side of a story and [8]__ up a discussion or they may just have happened to [9]__ something and want to share their experience. Of course, they're unpaid and their views are their own. […]

M: [f]From the opposing angle though […] [g]there is always the question of whether they're [10]__ responsibly, and are backed up by [11]__ data. Nevertheless, citizen journalism is regarded positively by many because amateurs provide an ordinary person's view and often [h]a fresh angle.

1	A value	B price	(C) assess	D praise
2	A look	B search	C watch	(D) seek
3	A memorable	(B) noteworthy	C prominent	D noticeable
4	A struggle	(B) strive	C strain	D scheme
5	(A) account	B narrative	C homage	D explanation
6	A leaks	(B) gets	C escapes	D flies
7	A whenever	B how	C however	(D) if
8	(A) set	B put	C make	D call
9	A sight	B evidence	C view	(D) witness
10	A playing	(B) acting	C dealing	D serving
11	(A) solid	B heavy	C thick	D rigid

2 Match the underlined phrases in the text to the definitions below.

a new or original viewpoint	h
1 to give your view of an event	e
2 to describe a place or situation	a
3 from the opposite point of view	f
4 used to introduce a problem or doubt	g
5 not to do anything illegal	c
6 to ensure your information is accurate	d
7 to search thoroughly for something	b

3 Put the expressions from the text into the dialogue between Pat and Aaron. Change the form if necessary.

P: What's that you're reading? Oh no, that's not a gossip magazine, is it? I can't believe you're reading something like that. They never *check the/their facts* but make things up and sensationalise everything to sell more copies.

A: Alright, alright – don't go spare. I found it on the bus and started reading this interesting article about gangland crime in the UK. They [1]*set the scene* by showing the current situation in London with some pretty shocking statistics. Then they interview this guy who [2]*tells his side of the story* starting with how he first got into gangs and how one thing led to another. It's actually interesting to hear things [3]*from an/the opposing angle* compared to the point of view you normally get on topics like this.

P: Oh, really? And the journalists, if that's what you can call them, actually [4]*stay within the law* to get an illicit interview like that, don't they? Sounds dubious to me. And as I said, [5]*there is always the question of whether* or not you can rely on any of the information or even the sources of information at all. You'd have to [6]*comb through* a magazine like that word by word before you find a reliable fact. And that's why, even if they present things from [7]*a fresh angle* like you say, you still need to take everything with a pinch of salt.

A: I know, I know. I'm not that gullible, and besides, as I said, I'd never actually buy a magazine like this.

FOCUS ON WORDS | Collocations

4 Complete the sentences with the words in the box. There is one extra word.

~~account~~ amateur citizen common fresh ideological impact media trust

Genuinely unbiased reporters always give a well-balanced *account* of the facts.

1 It's a very *common* misconception that fortune cookies are Chinese – in fact they're from Japan.
2 If you don't trust mainstream *media* , get your news from independent sources on the Internet.
3 Despite plenty of *amateur* footage, no-one has proved the existence of UFOs.
4 Climate change deniers are those people that refuse to accept the potential *impact* of global warming on our future lives.
5 We've recently seen a greatly increased *trust* in news reported by the general public.
6 With the use of the Internet, more and more news is based on *citizen* reports and used by professional journalists to support their stories.
7 Read between the lines of most mass media and you'll see the *ideological* viewpoint of the editors and writers.

7.6 SPEAKING

Adding emphasis

Speaking Bank page 147

1 Expand the prompts to complete the experts' views.

Techtalk

We asked a number of experts how they think the Internet will evolve over the next decade. Here is what they said ...

no / question
There's no question that everyone's privacy is under threat.

1 one / thing / disturb / me
(The) one thing that disturbs me is that it will become easier for authorities to spy on us all in the name of national security.

2 absolutely / certain / my view
I'm absolutely certain in my view that health care will improve as a result of Internet-based technology.

3 we / need / aware / fact
We need to be aware of the fact that as cameras get smaller, they will be, literally, everywhere, transmitting data about our every move.

4 not / overlook / fact
(And) don't overlook the fact that connectivity will become even more widespread through mobile, wearable and embedded computing.

5 I / not / convince
I'm not convinced that the future is all bright and I have serious concerns about the possible breakdown of traditional interpersonal relationships.

2 In each sentence, cross out the option which is not possible.

1 And don't *forget* / ~~*bother*~~ / *overlook* the fact that this games console is accompanied by two controllers as standard.
2 There's no ~~*point*~~ / *question* / *doubt* that rechargeable batteries represent better value for money than disposable ones.
3 The one thing that really *bothers* / *disturbs* / ~~*disagrees*~~ me is how easily kids can access adult content on their phones.
4 I think the key ~~*crux*~~ / *thing* / *issue* is to encourage people away from screens and into the great outdoors.
5 What's *critical* / ~~*cognizant*~~ / *crucial* is to check your privacy settings and change your passwords regularly.
6 I'm absolutely *certain* / *adamant* / ~~*decided*~~ in my view that technology has improved our lives.

3 Replace the words in bold in the dialogues with the words from the box so that the meaning is the same.

adamant cognizant disturbs doubt forget main point ~~sure~~

Dialogue 1: Pauline and Gina

P: I hear that in the US, some supermarket chains, particularly those with stores in affluent areas, get their cashiers to ask every customer whether they'd like to contribute to charity at the checkout. I'm not **convinced** / *sure* that that's fair really. There's no [1]**question** / *doubt* that asking the public in that way puts pressure on people to contribute, whether they want to or not.

G: Well, to some extent I agree. I mean, we need to be [2]**aware** / *cognizant* of the fact that it is morally questionable to shame people into giving, but having said that we shouldn't [3]**overlook** / *forget* the fact that most people living in such places can probably afford to give a few cents on top of their weekly shop. The [4]**crux of the issue** / *main point* is whether it's more important to raise money for charity or to protect the rights of those who might feel unduly pressured.

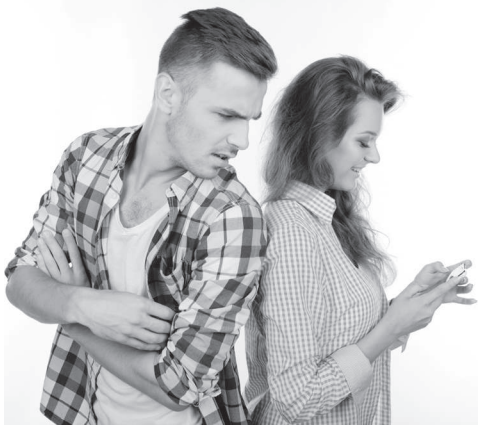
Dialogue 2: Matthew and Jake

M: Jenny and I had a big argument yesterday.

J: Oh dear. About what?

M: About the fact that she spends so much time on her phone. The one thing that really [5]**bothers** / *disturbs* me is that she ignores me, you know? I can be telling her a whole story then she looks up from her phone half way through and says 'What?'

J: I know exactly what you mean. I think lots of people are guilty of that these days. I'm absolutely [6]**certain** / *adamant* in my view that so-called communication technology is damaging our personal relationships in certain ways.



7.7 WRITING

A formal email/letter

1 Complete the advice with the words from the box. There are two extra words.

~~formal~~ organisation persuasive reasons reiterate responding salutation sign support

When writing a *formal* email or letter, begin with an appropriate [1]*salutation* and inform the reader what the letter is [2]*responding* to or regarding. Briefly state your [3]*reasons* for writing and then, in the second paragraph, introduce your first point and [4]*support* it with examples. Start another new paragraph to introduce and support your second point and again, another new paragraph to conclude and [5]*reiterate* your point of view. At the end of your email or letter, be sure to [6]*sign* off appropriately.

2 Read the task and the model letter and underline arguments that refer to the three bullet points in the task.

You have read an article about allowing students Internet access during exams in the online edition of a British newspaper. You decide to respond to the article by writing a letter to the editor, giving your own views. Your letter should include responses to these points from the article:

- *Allowing Internet access during exams goes against the whole idea of traditional evaluation and would mean a complete redesign of the assessment process.*
- *Students won't retain core subject knowledge if they can simply copy facts from websites during exams.*
- *What is the point of, for example, a language exam, if students can just use an online translation tool? Exams are easier than they were these days anyway, without dumbing them down even further by allowing Internet access.*

Dear Editor,

I am writing in response to a recent article in your newspaper about whether to allow students to use the Internet during exams. While the author offered several reasons to **maintain the status quo**, she failed to mention any **arguments to the contrary**.

It is [1]*certainly true* / *truly certain* that core knowledge is important and that an exam where students simply copy facts from a website would be pointless. [2]*Truly equal* / *Equally true*, however, is that in the 21st century, the Internet is used constantly to search for answers to **all manner of** questions that **arise** during our working and private lives. If the role of education is to prepare us for real life, then perhaps traditional assessment methods do need to be **overhauled**. Today's reality is that, rather than regurgitating facts, students need to demonstrate their ability to filter, interpret and apply online data. [3]*We should not* / *Should we not* therefore, in addition to encouraging retention of core knowledge, include at least some exam questions that allow the use of the Internet and test these skills?

Taking the author's example of languages, [4]*it would* / *would it* indeed be difficult to argue that Internet access during exams is appropriate for all subjects. However, [5]*were tasks* / *tasks were* designed appropriately, some subjects would be more suited to the digital equivalent of open-book assessment. Contrary to your reporter's claims, I do not believe this would necessarily reduce the level of challenge these exams present. As a case in point, many professional exams are open-book, and far from making them easier, the **wealth** of information **to hand** and the limited time available create challenges **akin to** the realities of the world of work.

To conclude, while I agree that allowing students to copy online facts during exams would be **absurd**, and that not all subjects would be suited to exams where Internet access is permitted, [6]*above all* / *all above* I feel that the realities of modern life should be reflected by the education system and its methods of assessment. If questions were designed to test critical thinking and interpretation of facts, then it is my view that allowing Internet access for certain exams or tasks would be a step in the right direction.

Yours faithfully,
George Benson

3 Choose the correct words to complete the phrases for being persuasive in the model letter.

4 Put the words in order to form more phrases for being persuasive. Add commas where necessary.

that … / without / goes / saying / it
It goes without saying that …

1 true / it's / of / that … / course
(Of course), it's true, (of course) that …

2 difficult / it / be / to / would / argue / that …
It would be difficult to argue that …

3 that … / is / it / a given
It is a given that …

4 should / there / all / above / be …
Above all, there should be …

5 that …? / not / it / the / case / is
Is it not the case that …?

6 issues / not … / despite / are / such / this
Despite this, such issues are not …

REMEMBER THIS

We can use the auxiliary verb ***do*** to make sentences more emphatic or persuasive, especially when we are contradicting a point made earlier by someone else.

*If the role of education is to prepare us for real life, then perhaps traditional assessment methods **do** need to be overhauled.*

5 Match the correct form of the words and phrases in bold from the letter to the definitions below.

	a wide range of	*all manner of*
1	large amount	*wealth*
2	come up	*arise*
3	leave things as they are	*maintain the status quo*
4	examine thoroughly and make necessary repairs or improvements	*overhaul*
5	similar to	*akin to*
6	opposing points	*arguments to the contrary*
7	within easy reach	*to hand*
8	pointless or ridiculous	*absurd*

SHOW WHAT YOU'VE LEARNT

6 Do the writing task.

W wydaniu internetowym jednej z brytyjskich gazet ukazał się artykuł poświęcony lekcjom online jako alternatywie dla lekcji na żywo przeprowadzanych w szkołach średnich. Zostały w nim wyrażone następujące opinie:

- *Information presented in live classes may be easier to remember because students are stimulated by circumstances such as the teacher's presentation style and other students' reactions.*
- *Live classes help students to develop skills such as discerning subtle arguments and making judgements when taking notes, as well as giving them an opportunity to make comments and ask questions.*
- *Attending classes is a valuable part of the collective experience and enough time is spent alone in front of screens already these days.*

Napisz list do redakcji tej gazety, w którym przedstawisz swoją opinię na ten temat, odnosząc się do trzech kwestii poruszonych w artykule.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my formal email/letter:

- I have used an appropriate salutation (*Dear Sir/Madam/Editor*). ☐
- in the introductory paragraph, I have ☐
  - informed the reader what the letter is responding to, or regarding. ☐
  - briefly stated my reasons for writing. ☐
- in the main body paragraphs, I have introduced my arguments and supported them. ☐
- in the final paragraph, I have concluded and reiterated my standpoint. ☐
- I have signed off appropriately. ☐
- I have used a formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

7.8 DOCUMENTARY VIDEO WORKSHEET

The Big Data revolution

Before you watch

1 SPEAKING Read the pop-up message and discuss the questions.

This site uses cookies to provide you with a great user experience. We have optional cookies which you can enable. For further information, read our Privacy and Cookie Policy.

Accept All Cookies | Select Preferences

1 How do you respond to pop-up messages like this?
2 Do you know what you are agreeing to when you 'accept all cookies'?
3 Do you worry about websites collecting information about you? Why?/Why not?

2 SPEAKING Discuss the questions.

1 What is Big Data? *Huge amounts of digital information collected and stored about each of us.*
2 When is it collected? *When we use websites, buses, trains, bank cards, email, online maps and social media sites.*

While you watch

3 7 Watch the video and check your ideas in Exercise 2.

4 7 Watch the video again. Are the sentences true (T) or false (F)?

1 Big Data is called 'big' because the amount of information stored is huge. (T) / F
2 The Department of Transport used Big Data to understand why bike accidents happen. T / (F)
3 On average, people spend about 50% of their waking hours looking at a screen. (T) / F
4 Nigel Shadbolt concludes that the price we pay for 'free' services is low. T / (F)

5 7 Watch the video again. Make notes under the headings.

- positive ways data is used

Flood alerts
Natural disaster response systems
To reduce bicycle accidents
Prevent fraud
Allows free access to services
Transparency of public services

- negative ways data is used

To try to sell you things
Credit checks
Lack of privacy

- ways data is used that could be positive or negative

Transport
Healthcare digital database (for research)/sharing medical records
Targeted adverts

After you watch

6 SPEAKING Discuss the questions.

1 Do you ever get targeted ads? How do you feel about them?
2 Do you think it's fair that we are asked to exchange our data for free maps and other services?
3 Do you ever share information that could be considered sensitive? What are the dangers of this?

7.9 UNIT 7 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Uważa się, że dyrektor nalegał, aby cele zostały zrealizowane małym lub zerowym kosztem.*
The director is believed *to have insisted* on the goals *being accomplished* at *little or no cost* .
2 *Szkoda, że nie przeszło mi to przez myśl, żeby im poradzić, aby poświęcili więcej uwagi ochronie danych.*
I wish *it had crossed* my mind to *advise them to devote* more attention *to data protection/protecting data* .
3 *Muszę się przyznać, że biję się z myślami jeśli chodzi o cenzurę internetu, ponieważ mogłaby uczynić go niemal bezużytecznym.*
I must admit to *being in two minds* about *the censorship of* the Internet as it could render *it nearly/almost unusable* .
4 *Kiedykolwiek słyszę jakieś powszechne przekonania o moim kraju, które są niczym innym jak tylko uprzedzeniami, nigdy nie chowam głowy w piasek.*
Whenever I hear any *commonly held beliefs* about my country that are nothing but *prejudices* , I never *bury my head in the sand* .
5 *Jeśli codziennie wykonujemy wyczerpujące ćwiczenia, może to, na dłuższą metę, przynieść więcej złego niż dobrego.*
If we do *strenuous exercise* exercise *on a daily* basis, it may, *in the long run* , do more harm than good.
6 *Według pewnych doniesień, minister od lat otrzymuje różnego rodzaju finansowe zachęty od pewnego multimilionera, ale na ostatniej konferencji prasowej kategorycznie zaprzeczył, że go zna.*
The minister is reported *to have been receiving* all kinds of financial *incentives* from a multi-millionaire for years, but at the last press conference he categorically *denied knowing/that he knew* him.
7 *Derek żałuje, że nie doceniał siebie. Twierdzi, że gdyby był wówczas zdeterminowany, ten pozornie nierozwiązywalny problem mógłby zostać rozwiązany.*
Derek regrets *underestimating himself/that he underestimated himself* . He claims that if he *had put his* mind to it then, that *insoluble problem* could have been solved.
8 *Najwyraźniej ciężka praca wykonywana przez całe życie odcisnęła piętno na zdrowiu pana Jonesa, ale nigdy nie musiałam go przekonywać, żeby poszedł ze mną na przechadzkę po parku.*
The lifetime of hard work had clearly *taken its toll* on Mr Jones' health, but I never had to *persuade/convince him to* go for *a stroll* in the park with me.
9 *Wszystko sprowadza się do tego, jak nauczyć kogoś dostrzegać tendencyjność i szukać wiarygodnych źródeł.*
What it all *comes down to* is how to teach someone *to detect bias* and look for *reliable sources* .

2 Think of one word which can complete all three sentences and write it the space provided.

1 *taken*
a Now that I can see they were right I know I shouldn't have *taken* issue with their arguments.
b If only we'd *taken* notice of the warning signs and devoted more attention to the problem.
c The video footage of the accident was *taken* by a passer-by.

2 *fresh*
a The article makes the reader look at social networking sites from a(n) *fresh* angle.
b No matter how old we are, it's never too late to make a(n) *fresh* start.
c Before serving, sprinkle the dish with *fresh* herbs such as parsley or dill.

3 *weighing*
a There are a few problems that have been *weighing* on my mind lately.
b The bathroom door was ajar and I caught a glimpse of Jim *weighing* himself on the scales.
c We should spend more time *weighing* up the pros and cons of using this application.

4 *interest*
a The journalist might have had a vested *interest* in publicising the story.
b When you take out a loan, you will have to pay off the principal amount plus *interest* .
c It's a fascinating book for anyone with a(n) *interest* in psychology.

5 *foot*
a After the strenuous climb I could barely put one *foot* in front of the other.
b An internship is considered to be the best way to get your *foot* in the door.
c Did you really cover the whole distance on *foot* ?

3 Complete the sentences using the correct forms of the words in brackets. Do not change their order. Use between three and six words including the words given.

1 Cyberbullying is *believed to have caused him* (believe/cause/he) to attempt suicide.
2 Why *does she insist on being called* (she/insist/call) Kaya if her name is Catherine?
3 Actually, *what he regrets not checking/what he regrets not having checked* (what/he/regret/not/check) is the accuracy of the data presented in the article.
4 You don't need to *be reminded to apologise to them* (remind/apologise/they) for your offensive comments, do you?
5 Hackers are said *to be threatening to launch/to have threatened to launch* (threaten/launch) more attacks on the government's website since the new law went into force last week.

7.10 SELF-CHECK

VOCABULARY

1 Complete the sentences with the correct words. The first letters are given.

My parents are excellent at **m**ultitasking, so cooking, talking on the phone and filling in a tax return at the same time doesn't seem to bother them.

1 We live in a multicultural world so we need to be **b**road-minded and open to other cultures.
2 These days a lot of TV stations also use **a**mateur footage when they prepare the news bulletin.
3 The Internet is full of information and it's difficult to filter out **p**seudo-facts and decide what's true.
4 I think we all suffer from information **o**verload because of so many emails, tweets, etc.
5 When you're struggling for ideas, invite kids to look at the problem from a fresh **a**ngle .

/5

2 Complete the sentences with the verbs from the box in the correct form. There is one extra verb.

~~clear~~	detect	mind		
prioritise	put	reap	ring	

After a heavy day at work, I usually take my dog for a long walk to clear my mind and get mentally refreshed.

1 Sue put a lot of time and effort into writing a series of articles about TV and now she is reaping the benefit of it as she was nominated the editor-in-chief.
2 Students should be taught to prioritise their tasks so that they learn which things to do first and which later.
3 It was so embarrassing when my sister spilled some juice over an elderly woman. Before we could apologise, we heard: 'Mind your manners, young lady!'
4 If you want to win this scholarship, you need to put your mind to it and think how to achieve it.
5 Even though as a judge Richard should stay impartial, everybody could detect bias in his speech.

/5

3 Read the text below and choose the correct verbs.

Picture the situation – you're in a packed restaurant, yet no-one is paying any attention to the person they're with, just *minding / accomplishing / pursuing* their own business. Everyone's on their tablets or mobiles, texting friends not lucky enough to be there. Doesn't it [1]*say / ring / tell* true to you? For many of us, it's a reality, not fiction. However, should we allow ourselves to be [2]*disclosed / nurtured / blinkered* by the Internet instead of focusing more on the people around us?

Although I am in two [3]*thoughts / minds / waves* whether mobile phones should be banned in public places, maybe one solution is a 'looks-like' phone, resembling the real thing. It even [4]*crossed / moved / came* my mind that it could fit in a pocket so that its owner doesn't feel insecure.

If the 'looks-like' phone gained [5]*reaction / premise / traction* with the public, potentially, this could reduce the toll technology takes on real relationships.

/5

GRAMMAR

4 Correct the mistakes in the sentences.

The chairman demanded ~~us to install~~ anti-virus software on all the computers. that we install

1 Maria ~~denied to post~~ any unfavourable messages about her boss on a social networking site. denied posting
2 Josh ~~reminded to his parents~~ that he had chosen to study IT because they had made him do so. reminded his parents
3 The traffic warden urged the tourists ~~to not~~ gather right in front of the museum. not to
4 We all ~~congratulated Kelly in~~ winning a competition for the best webpage. congratulated Kelly on/for
5 After I lost my phone, I proposed ~~my parents to buy~~ me a second-hand one. that my parents (should) buy

/5

5 Report the statements using the verbs from the box.

accuse	beg	explain	
~~persuade~~	suggest	threaten	

'It'd be good to do some research on teenagers.'
My tutor persuaded me to do some research on teenagers.

1 'I'll sack you if you reveal any confidential information.'
My boss threatened to sack me if I revealed any confidential information.
2 'Ann, you didn't do a back-up before leaving the office.'
The manager accused Ann of not doing a back-up before leaving the office.
3 'We just don't agree to you using any photos with our child.'
Celia's parents explained why they didn't agree to the school using any photos with their child.
4 'Please, don't publish this', the politician asked a journalist.
The politician begged a journalist not to publish that.
5 'Jim, why don't you join us for lunch?'
The manager suggested that Jim should join them for lunch.

/5

6 Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and five words in each gap.

People think that he is the most watched dancer. **BE**
He is thought to be the most watched dancer.

1 There was a rumour that the video had received a million hits in one day. **SAID**
The video was said to have received a million hits in one day.
2 People believed that visits to the park had been on the increase for two weeks. **INCREASING**
Visits to the park were believed to have been increasing for two weeks.
3 People say the popularity of Facebook is not as great as it was. **IS**
The popularity of Facebook is said to have passed/ reached its peak.
4 Most people acknowledge his clip is the best. **WIDELY**
His clip is widely acknowledged to be the best.
5 Because of services like Spotify®, it is thought we are spending even less money on music. **THOUGHT**
We are thought to be spending even less money on music because of services like Spotify.

/5

Total /30

USE OF ENGLISH

7 Choose the correct answer A–D.

Could I live without it?

Even though friends _____ the opinion that I was crazy, I chose to cut off my home Internet connection. It was a [1]_____ decision, but one I had been unsure about for some time. What was [2]_____ on my mind was how I would feel without it – I didn't want to cut myself off completely, just not have it permanently to hand. I wasn't trying to prove a point; it [3]_____ to a feeling that my Internet use was controlling my life and in the long [4]_____ , it might ruin it completely.

[5]_____ I can't pretend it was easy at first, my quality of life has drastically improved. Now I go out to cafés to find a Wi-Fi connection, which means I prioritise things instead of surfing. I can [6]_____ more attention to what's important, so my work has become more efficient and my mind less [7]_____with random thoughts.

I'm enjoying a social environment chatting to different people, but my friends still think I'm [8]_____ my mind!

	A fringed	(B) raised	C proved	D embraced
1	(A) self-imposed	B self-promoting	C self-aware	D self-indulgent
2	A hanging	B holding	C pressing	(D) weighing
3	A get off	B took up	(C) came down	D brought forward
4	A view	(B) run	C time	D distance
5	(A) Although	B Even	C Since	D Given
6	A send	B allow	C provide	(D) devote
7	A messy	B untidy	(C) cluttered	D scattered
8	A up to	(B) out of	C in to	D off with

/8

8 Complete the text with the correct forms of the words in brackets.

To blog or not to blog?

Everyone thinks it's easy to be a blogger, but why should you personally (PERSONAL) blog? The idea that blogs tend to focus on trivial things is a [1]misconception (CONCEPT), because in fact, it's helpful to share opinions with like-minded people. Anyway, don't [2]underestimate (ESTIMATE) the fact that you probably have something noteworthy to say.
Blogs have a huge potential market and they're interactive, so [3]untold (TOLD) numbers of readers are able to engage with you by posting comments. These can influence your ideas and possibly cause you to re-evaluate your position and force you to pay more attention to the [4]objectivity (OBJECTIVE) of your posts if readers detect bias in your words. What they say can sometimes be a revelation!
If you're thinking of writing a travel blog, you may be able to correct any possible [5]misinformation (INFORM) you spot on other websites. Readers then regard you as an expert, which helps you develop a bigger [6]readership (READER) and gets your name widely known – invaluable if you plan to self-publish a book on the Internet. Blogging can enrich your life. Why not try it?

/6

9 Complete the sentences with the words in brackets in the correct forms. Do not change the word order. Use between four and six words in each gap.

It goes without saying that (go/say) it is impossible for newspapers to be completely objective in their portrayal of current affairs.

1 The documentary about homelessness in our town was a real eye-opener. The TV station is said to have prepared it in (say/prepare/it) collaboration with local charities.
2 The movie star complained about the director overusing(director/overuse) her image in the promotional materials of the film.
3 The popularity of Dan's blog is known to grow (know/grow) with every entry.
4 Can't you see that your well-being is most important to us and that's why we remind you to spend time out of doors on a daily basis (day/basis)?
5 Every bank will suggest you do not access your account (you/not/access/account) on a computer that has open public access.
6 Having to pay a heavy fine for not complying with health and safety regulations meant that the chairman insisted on taking a bit out of (take/bite) the company's advertising budget.

/6

Total /20

8 Future generations

8.1 VOCABULARY

Global warming • synonyms
• environmental problems
• animal idioms

SHOW WHAT YOU KNOW

1 Match the names of meat to the correct animals.

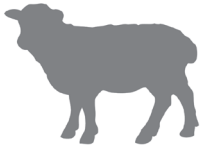
beef mutton poultry veal venison

beef

1 venison

2 poultry

3 veal



4 mutton

2 Solve the puzzle to complete the sentence below.

The average beef cow consumes around twelve kilos of [1]F [2]E [3]E [4]D per day.

1 The first letter from the word that means a natural or synthetic substance added to soil to help plants grow. *fertilizer*
2 The last letter from the word that means organic matter mostly derived from animal waste and used to help plants grow. *manure*
3 The fourth letter from the word that means a substance used to kill cockroaches, flies, wasps, etc. *insecticide*
4 The eighth letter of the word that means a substance used to kill or control certain types of plants and animals that are considered to be a nuisance to agricultural crops. *pesticide*

FOCUS ON WORDS | Synonyms

3 Complete the text with the words from the box. Use the synonyms in brackets to help you.

boost catastrophic critical
constitutes paramount radical
remorseless substantial tackling

The rise and rise of veganism

Not so long ago, the word 'vegan' conjured up images of anaemic-looking, sandal-wearing hippies with *radical* (extreme) views on animal rights and the [1]*catastrophic* (very harmful) consequences of eating a bacon sandwich on a Sunday morning. But today, thanks to a [2]*substantial* (considerable) number of celebrity followers and super-bloggers, veganism has been given a [3]*boost* (increase) and is suddenly a [4]*critical* (essential) element in the neo-glamorous lifestyle. Beyoncé and Jay-Z are partners in a vegan food company, while other famous names who wax lyrical about the benefits of their vegan diets include Jared Leto, Joaquin Phoenix, Ellen DeGeneres and Bill Gates. Even sportspeople Venus Williams and Scott Jurek, for whom diet and fitness are [5]*paramount* (the most important), have become converts.
Proponents claim veganism is effective in [6]*tackling* (dealing with) diseases such as diabetes and even cancer, and its [7]*remorseless* (never ending) rise looks set to continue as the environmental impact of meat production becomes common public knowledge. According to The Vegan Society, the number of vegans in the UK has risen in the last six years from 150,000 to 600,000 which [8]*constitutes* (makes up) around 1.16% percent of the population.

FOCUS ON WORDS | Environmental problems

4 Complete the newspaper headlines. The first letters are given. Use the definitions in brackets to help you.

*C*onsumption (use of a resource) of processed meat linked to increased risk of cancer.

Brazil announces record reduction in tropical [1]**d***eforestation* (the permanent destruction of forests).

[2]**L***ivestock* **s***ector* (the part of the farming industry devoted to raising animals) generates €8.6 billion per year in the Netherlands.

UN [3]**s***ustainable* (being able to be maintained) development goals could transform the world by 2030.

Major players discuss [4]**a***gribusiness* (the industry of farming) merger worth €2.3 billion.

Remorseless [5]**a***gricultural* **i***ndustrialisation* (the use of machinery to make farming more productive) to blame for huge rise in unemployment in southern states.

Why [6]**b***iodiversity* (the variety of kinds of life in an ecosystem) increase due to global warming is not a good thing.

Beijing to adopt world's strictest [7]**e***mission* (gases sent into the air) control standards.

FOCUS ON WORDS | Animal idioms

5 Complete the idioms. Some letters are given.

1 l*e*t s*leepin*g dogs l*ie*
2 be l*ike* w*ater* o*ff* a duck's b*ack*
3 a w*ild* goose c*hase*
4 k*i*ll t*wo* birds w*ith* o*ne* s*tone*
5 s*traigh*t f*rom* t*he* horse's m*outh*
6 t*ake* t*he* bull b*y* t*he* h*orn*s

6 Match idioms from Exercise 5 to the situations below.

Enough talk! It's time to take practical action and actually do something about climate change. 6
a I spent hours trying to find and buy the new model online only to find out it's not even available in Europe until next year. 3
b It wasn't until the boss made the announcement that we realised the rumours had been true. 5
c My current operating system works just fine, so why risk upgrading, even if it's for free? 1
d I reduced my consumption of plastic and at the same time managed to save over £50 per month. 4
e I would have been really upset if anyone had spoken to me in that tone, but Nick didn't seem to care at all. 2

FOCUS ON WORDS | EXTRA Animal idioms

7 Choose the correct words to complete the idioms.

1 let the *rabbit / dog /* (*cat*) out of the bag
2 (*donkey's*) / *monkey's / elephant's* years
3 a (*wolf*) / *tiger / shark* in sheep's clothing
4 hold your *sheep /* (*horses*) / *cows*
5 (*pigs*) / *mice / fish* might fly

8 Complete the sentences with the idioms from Exercise 7.

Don't tell Anne any secrets. She can't keep her mouth shut and will almost certainly *let the cat out of the bag*.
1 Damien may look innocent but, believe me, he can be really nasty. He's a *wolf in sheep's clothing* .
2 The brothers have been jokingly sending the very same awful birthday card back and forth to each other for *donkey's years* .
3 Now just *hold your horses* for a second. Have you got money and is your phone fully charged?
4 Kerry said she might get an 'A' in the exam and, knowing how little revision she's done, I said 'Yeah, and *pigs might fly* '. She wasn't very happy.

SHOW WHAT YOU'VE LEARNT

9 Cross out one word that is not necessary in each sentence.

Watch out for the boss. At first she seems friendly, but she's actually a wolf ~~dressed~~ in sheep's clothing.
1 I firmly believe it's time we took the bull by the ~~two~~ horns and changed the gun control laws.
2 The livestock ~~animal~~ sector has a lot to answer for when it comes to climate change.
3 Yeah, yeah – keep them coming, hater. Your insults are like water ~~running~~ off a duck's back to me.
4 Hold ~~onto~~ your horses for a second my friend; you still owe me €20 from last weekend.
5 It was supposed to be a surprise party, but 'big-mouth' Dan went and let the cat ~~get~~ out of the bag.

10 Choose the best answer A–C to complete the sentences.

1 __ measures are needed if we are to succeed in eradicating Ebola altogether.
A Tackling (B) Radical C Paramount
2 The seven individuals now living in captivity __ the entire remaining population.
(A) constitute B boost C sustain
3 Melting ice caps have already had the __ effect of all but destroying the polar bear's hunting grounds.
A biodiversity (B) catastrophic C remorseless
4 __ of timber has already stripped vast swathes of forest from the surface of the Earth.
(A) Consumption B Deforestation
C Agricultural industrialisation
5 Manufacturer's blamed after __ reach record levels causing respiratory difficulties for young and old.
A boosts B agribusinesses (C) emissions

/10

8.2 READING

Zero-waste living • phrases • collocations

Taking Out the Trash*

My name is Lauren Singer. I'm a twenty-three year-old girl living in NYC and I don't make trash. Nada. No garbage bin, no landfill.

1 F

I didn't always live what's called a 'zero-waste life', but started making the shift about three years ago while working towards an Environmental Studies degree at New York University. At the time, I had become president of a club that hosted weekly talks on environmental topics. As such, I considered myself a true environmentalist, or as my grandma liked to call me, 'a real tree hugger'. Everyone, including myself, thought of me as the 'sustainability' girl, so obviously, I was doing my best to live a green and sustainable lifestyle, wasn't I?

2 C

One night after a class at the university, I went home and started making that night's dinner. And then it happened. I opened my refrigerator, and I froze. Every item was wrapped or packaged, one way or another, in plastic.

3 A

In practice, my resolution to do without this ubiquitous substance meant learning to produce all of the products that would have come packaged in it myself. This included everything from toothpaste to cleaning products. I didn't know where to begin, so took to the Internet to search for solutions. While online, I **stumbled across** a blog called *Zero-Waste Home*, which followed the life of Bea Johnson, wife and mother of two children who all live a zero-waste life in California.

4 G

Inspired by what I'd read, I stopped buying packaged products altogether and began bringing my own bags and jars to fill with bulk products at the supermarket. I also stopped buying new clothing, and shopped only second-hand. On top of this, I downsized my possessions significantly by selling, donating, or giving away superfluous* things such as the ten pairs of jeans that I hadn't worn since high school, and the hordes* of decorative items to which I felt no attachment.

5 B

Of course, the transition didn't **happen overnight**. The process took more than a year and required lots of small changes, but I'm happy to say it was worth it. Living in a way that aligns with my values has inspired others and improved my life hugely. I spend less time and money shopping, I eat healthy locally-grown produce and I'm proud of what I've achieved, which makes me generally less stressed out and far more content.

6 D

I didn't adopt this lifestyle to make a statement; I did it because it is the absolute best way I know to live in a way that aligns with everything I believe in.

GLOSSARY

take out the trash *(AmE)* – take the rubbish out
superfluous *(adj)* – unnecessary, particularly because there are too many of something
hordes *(n)* – large numbers of something, especially people in crowds
culpable *(adj)* – guilty
revelatory *(adj)* – revealing something previously unknown

1 Quickly read the article without the missing paragraphs and number pictures A–D in the order they correspond to the text.

2 Read the article again. Match paragraphs A–G with gaps 1–6. There is one extra paragraph.

A The realisation that I was equally culpable* of generating all this unnecessary waste left me feeling like a total hypocrite, and in that revelatory* moment, feeling like part of the problem, I made the decision to eliminate all plastic from my life.

B In addition to this clearout, a vital step in my journey towards waste-free living was **consciously pre-empting** potentially wasteful situations. This involved saying no to things like single use plastics such as straws in my drinks at cafés, and plastic or paper bags at stores.

C Debatable. In one of my classes at NYU, I had noticed that a fellow student always brought a ton of plastic as part of her meal, and then would throw it all away when finished. This upset me, especially as we were part of an Environmental Studies class. She could have used a paper bag, a reusable box, metal cutlery or a flask to carry her water in.

D I never anticipated that actively choosing not to produce waste would turn into my having a better quality of life in general. It was just a way to align my day to day life with my values. But what was, at first, a lifestyle decision, then became a blog and has now blossomed into what I hope will prove to be a successful eco-friendly business.

E In spite of this, I now make a grocery list when I go shopping, which means being prepared and not grabbing expensive items impulsively. Additionally, buying food in bulk means not **paying a premium**, and when it comes to my wardrobe, I shop second-hand and get my clothes at a heavily discounted price.

F I know what you're thinking, though. This girl must be a total hippie, or a liar, or the **figment of someone's overactive imagination**. Well, I assure you, I'm none of those things; in fact I'm basically just your ordinary New York City girl, who made a decision to change the way she lives 'for the greener'.

G I thought, 'if someone with so many responsibilities can go all the way, then I, as a twenty-one-year-old single girl in NYC, certainly can too.' So, I **braced myself** for the next logical step in my journey and took the leap from zero-plastic to zero-waste.

3 Complete the definitions with the correct form of the phrases in bold from the article and the extra paragraph.

If something *happens overnight*, it occurs very quickly.

1 If something is a *figment of someone's (overactive) imagination*, it is not real and is created by someone's mind.
2 If you *stumble across* something, you find it by accident.
3 If you *pay a premium*, you buy something at an unusually high price.
4 If you *brace yourself*, you prepare yourself mentally or emotionally for something unpleasant.
5 If you *consciously pre-empt* something, you knowingly take action to prevent something from happening.

FOCUS ON WORDS | Collocations

4 Complete each pair of sentences with the same answer A–C.

1 a If we contributed half as much money as we spend on defence to humanitarian __, much of the world's suffering could be prevented.
b What __ people to resort to violence rather than negotiation and compromise?
A affairs (B) causes C aids

2 a Due to a problem with the __, the rear wall of the house has sunk into the ground by almost ten centimetres.
b If you ask me, the world needs more philanthropic __ and fewer marketing agencies.
A materials B individuals (C) foundations

3 a This backward-looking government is determined to build more coal-fired power stations despite the huge environmental __ they have been proved to cause.
b Should you discover any __ to your product after opening this parcel, please contact our customer services department immediately.
A problems (B) damage C action

4 a I couldn't get the battery cover off and when I tried to __ it, I dropped my phone and smashed the screen.
b The soldiers killed were actually part of a peacekeeping __ and were not armed at the time they were attacked.
(A) force B mission C help

5 a Intergovernmental __ have been strained since the discovery of vast gold deposits on the border between the two countries.
b Just once I'd like to spend my winter holidays with you in the mountains, instead of trailing round all the __ as usual.
(A) relations B organisations C relatives

8.3 GRAMMAR

Inversion after adverbials

SHOW WHAT YOU KNOW

1 Complete the sentences with missing verbs.

A: I never follow long-term weather forecasts as they often prove unreliable. **B:** Neither *does* my sister.

1 **A:** We are busy building shelters along the motorway for the motorists stuck in the traffic jam. **B:** So *are* the Red Cross volunteers.
2 Her car was blanketed in snow, as *were* all the vehicles in her neighbourhood.
3 *Were* I you, I wouldn't hesitate to help with the clear-up operation.
4 *Had* it not been for hundreds of volunteers, the roads would have remained impassable even longer.

2 ★★ Complete the sentences with the phrases from the box. There are three extra phrases.

~~Never before~~ Not for a moment
Not since Not until Only by
Only in this way Only then Very rarely

Never before have commuters been faced with such adverse weather conditions.

1 *Not for a moment* did we think that the road had not been gritted after the heavy snowfall.
2 *Not since* 1869 has such a massive snowstorm been recorded by American meteorologists.
3 *Very rarely* do temperatures surpass 40 degrees Celsius in summer, but when they do, it is always senior citizens that are most likely to be affected.
4 *Only by* living here for a few years will you ever get accustomed to the vagaries of the English weather.

3 ★★★ Replace each sentence in the article with inversion. Use the beginnings given.

NOBODY'S SAFE

As soon as the River Thames burst its banks due to heavy rains last Wednesday, floodwater threatened to inundate a local developer's £10 million mansion.

Barely *had the River Thames burst its banks due to heavy rains last Wednesday when* floodwater threatened to inundate a local developer's £10 million mansion.

1 The developer and his wife bought the 17th century property near Reading, Berkshire only a year ago.

Only *a year ago did the developer and his wife buy* the 17th century property near Reading, Berkshire.

2 They were planning to redo its twenty rooms and wanted to redesign the sprawling garden.

Not only *were they planning to redo its twenty rooms, but they also wanted to* redesign the sprawling garden.

3 The Environment Agency has warned that low-lying areas should not be considered safe at all for the next few days.

In no way *should low-lying areas be considered* safe for the next few days.

4 Local residents have been advised that they must not ignore the latest flood alerts.

On no account *should local residents ignore* the latest flood alerts.

5 They should not underestimate the power of the river as even thirty cm of flowing water is sufficient to move a car.

Under no circumstances *should they underestimate* the power of the river as even thirty cm of flowing water is sufficient to move a car.

6 As of yet the developer has not commented on the situation.

At no time *has the developer commented* on the situation.

SHOW WHAT YOU'VE LEARNT

4 Complete the second sentence so that it means the same as the first. Use the words in capitals. Use between five and six words in each gap.

Last week transport services were cancelled and many homes were without power. **BUT**
Last week not *only were transport services cancelled, but* many homes were also without power.

1 That was the first time so many drivers found themselves stranded on motorways blocked by snow. **BEFORE**
Never *before had so many drivers found* themselves stranded on motorways blocked by snow.
2 It wasn't possible for those orangutangs to escape from raging fires in Borneo last month. **COULD**
In no *way could those orangutans escape from* raging fires in Borneo last month.
3 It took New Orleans ten years to recover from the damage caused by Hurricane Katrina. **LATER**
Not *until ten years later did* New Orleans recover from the damage caused by Hurricane Katrina.
4 In case of a tsunami people should reach higher ground on foot, never by car. **CIRCUMSTANCES**
Under *no circumstances should people reach higher* ground by car in case of a tsunami, but on foot.
5 Victims of the earthquake did not have any idea how big the tremors would be. **REALISE**
Little *did victims of the earthquake realise* how big the tremors would be.
6 And at that moment we found out that it had been the second highest snowfall on record. **THEN**
Only *then did we find out that* it had been the second highest snowfall on record.

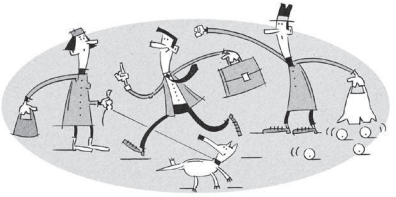
/6

8.4 USE OF ENGLISH

Extra *it*

1 Choose the correct option.

1 My mother doesn't like it *that* / *if* / *where* some public transport users stand with their rucksacks on their back, especially on overcrowded trams, bashing or leaning on other passengers.
2 I would appreciate it *that* / *when* / *if* other passengers didn't plant their bags on the seat next to them on a busy bus.
3 I think it bothersome *to see* / *if I see* / *when I see* individuals who stop in front of the ticket gates fishing around in their pockets for their travel cards.
4 The elderly who use public transport *take* / *owe* / *find* it frustrating when young passengers don't give up their seat when they see them.
5 When I'm running late and need to catch an underground train quickly, I find it particularly annoying *where* / *that* / *if* so many people stand on the left on escalators and block the path.



I find it impossible to slow down.

2 Complete the second sentence so that it means the same as the first. Use the words in capitals. Use between three and six words in each gap.

I would be grateful if you could refrain from looking at your smartphone when you're walking across the street. **APPRECIATE**
I *would appreciate it* if you could refrain from looking at your smartphone when you're walking across the street.

1 We don't think politicians ought to decide on a sensible course of action. **LEAVE**
Let's *not leave it to politicians to* decide on a sensible course of action.
2 It is considered necessary by the school staff that all students familiarise themselves with the code of conduct before going on any field trip. **NECESSITY**
The school staff *consider it a necessity that* all students familiarise themselves with the code of conduct before going on any field trip.
3 I assume you know you are expected to let others get off the tram or a bus before trying to get on. **TAKE**
I *take it that* you know you are expected to let others get off the tram or a bus before trying to get on.
4 The mayor feels grateful to his voters, so he will make sure the new laws contribute to their well-being. **OWES**
The mayor *owes it to his voters to* make sure that the new laws contribute to their well-being.

3 Complete the dialogue with the correct form of the words in brackets necessary. Add any words necessary.

T: Just when I thought nothing could surprise me any more, this happens.
A: What is it, Toby? I would *appreciate it if you told* (you/tell) me what shocked you so much.
T: Oh, I'm referring to this revolutionary idea of a shopping centre in Liverpool. You'll love it [1]*that they have just opened* (they/just/open) Britain's first ever fast lane for pedestrians.
A: They did what?
T: You heard me, Ann. Apparently people find it annoying [2]*to have to* (have to) elbow their way through crowds when they're doing shopping or rushing somewhere.
A: Story of my life! I absolutely hate it [3]*when dawdlers stand* (dawdlers/stand) in my way when I'm in a hurry, don't you?
T: Well, yeah, they make me late too, but don't you consider it far-fetched [4]*that they have introduced* (they/introduce) this solution in a shopping centre where people are supposed to relax? Anyway, how are they going to stop slow walkers from using the fast lane? I'm not so sure it will solve the problem of pavement hoggers.
A: I beg to differ. To be honest, I think it strange [5]*that nobody has come/came* (nobody/come) up with this idea before. I wonder if other cities will follow suit. So when are we heading to Liverpool?

SHOW WHAT YOU'VE LEARNT

4 Complete the text with one word in each gap.

Like many people, I really *hate* it when modern life pushes me to go faster than I feel comfortable going. I would really [1]*appreciate* it if I could take the time to enjoy the natural rhythm of life. I think we [2]*owe* it to ourselves to take more time and care in our daily lives and, as I believe in the principles of the SLOW movement, I try to let the concepts of Sustainable, Local, Organic and Whole guide me. Why should we [3]*leave* it to the forces of marketing to decide how we live? Don't you find [4]*it* annoying that the pressures to make money rule your life? Of course, it is hard [5]*to* accept that everything may not be driven by personal choice, but anybody can make a conscious effort to slow down. I love [6]*it* when I see people growing their own food because it reassures me that we can still choose how we affect the planet we live on.

/6

8.5 LISTENING LANGUAGE PRACTICE

Verb forms • informal phrases with *come* • verbs

1 Read the recording extract. Put the verbs in brackets into the correct form.

Extract from Student's Book recording 3.20

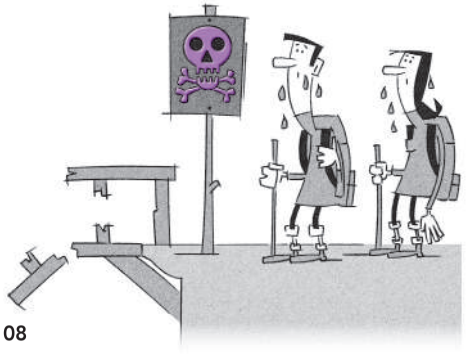
K: Hi everyone – I'm Kathy Thomas and I'm here to tell you about my participation last year in an on-going project monitoring wolves in a US national park. […] First, I'*ll give* (give) you some background. Years ago, wolves living in the park [1]*were simply seen* (simply/see) as predators and a decision [2]*was made to eradicate* (make/eradicate) them. I wish scientists [3]*had understood* (understand) then how this would upset the natural balance of the area. […]
But lessons [4]*were learned* (learn), and in the mid-1990s, wolves [5]*were reintroduced* (reintroduce) into the park. As a result, the elk [6]*left* (leave) the valleys and the trees flourished again. The beavers returned, encouraging new ecosystems – predictably these [7]*included* (include) fish, otters and ducks in the rivers, and mice and rabbits on the land, which provided food for foxes. I [8]*hadn't expected* (not/expect) there [9]*would be/to be* (be) such a large variety of birds, though.
So it's clear why the wolves [10]*need to be monitored* (need/monitor), and that's where we volunteers come in.

2 Look at some common phrases with the verb *come*. Complete the definitions by adding the missing words from the box. Use a dictionary if necessary.

bridge head nowhere wall ~~where~~ worst

that's *where* **somebody comes in** – the point that somebody becomes involved

1 **cross that** *bridge* **when we come to it** – wait for a situation or problem to occur before trying to solve it
2 **if the** *worst* **comes to the worst** – if a situation develops in the most negative way
3 **come up against a brick** *wall* – be unable to progress because something or somebody is stopping you
4 **come out of** *nowhere* – appear unexpectedly
5 **come to a** *head* – to reach a critical state when a decision or act needs to be taken



3 Complete the sentences with an appropriate *come* phrase from Exercise 2. Sometimes you need to change the form. There may be more than one possibility.

The threat to the Forest of Dean has become imminent. We need to take a stand and show how much we oppose the proposed changes. And that's *where we/you come in* as we'll need as many bodies as possible for a sit-down protest!

1 The government's attitude seems to be very much one that there's no imminent danger to the ozone layer and if it does become critical, they will simply *cross that bridge when they come it*.
2 There's really no point in worrying about that now. We'll have to agree that *if the worst comes to the worst* , we'll take a stand and stick together.
3 The disagreement between landowners and farmers has *come to a head* and the authorities will need to intervene to stop things turning ugly.
4 Due to escalating costs, the threat of legal action and fact that the media have now turned their attention elsewhere, it seems that we have *come up against a brick wall* that no one can see a way round.
5 We were walking across this field and then, all of sudden, a herd of buffalo *came out of nowhere* and started charging towards us. I've never been so scared in my life.

FOCUS ON WORDS | Verbs

4 Use the verbs below in the correct forms to complete the text.

eradicate factor in flourish monitor reintroduce stagger ~~upset~~

It's very *upsetting* to read that the first mammal has been driven to extinction due to human-caused climate change. The Bramble Cay melomys, also known as the mosaic-tailed rat, was only found on a small island off the coast of Queensland, Australia. The existence of the rodent had been [1]*monitored* since it was first discovered in 1845. Whilst initially found in very high numbers, researchers were [2]*staggered* to find the population had dropped to only several hundred by 1978.

Rising sea levels flooded the island and destroyed the habitat of the animals which were no longer able to [3]*flourish* as they had done in the past. Now, when they are officially classed as 'extinct', it is clearly impossible to [4]*reintroduce* a species that has been forever wiped out. And when the numbers of other species on the edge of survival are [5]*factored in* , we have to wonder how many other life forms will be inadvertently [6]*eradicated* before we can reverse the effects of climate change.

8.6 SPEAKING

Speculating about photos

Speaking Bank page 147

1 Complete the extracts from descriptions of photographs with the words from the box. There are two extra words.

admittedly assume bound envisage might ~~must~~ potentially tentatively wouldn't

The girls look identical in this photo, and it hasn't been airbrushed, so they *must* be twins. There's no other explanation.

1 I *assume* this is a nature reserve of some sort because it's extremely unusual to see so many large animals together in such a relatively small space.
2 I could be wrong, but I *wouldn't* think that they are enjoying themselves. They look cold, wet and tired and that's certainly not my idea of a good time.
3 I can *envisage* how it must feel to be weightless and to float around in space like the astronaut in the picture, but I don't suppose I will ever get the chance to actually experience it for myself.
4 The picture paints an idealistic image of life in the country but, in reality, it's *bound* to have its downsides and frustrations.
5 *Admittedly* , this wouldn't be to everyone's taste, but to me it looks like a great way to spend a holiday.
6 I can't be certain, but *tentatively* , I'd say the woman in the picture is some kind of doctor or veterinarian.

2 Look at photos A and B. Complete the first part of the description. The first letters are given.

These two images show differing visions of the future. Photo A has an almost nightmarish quality to it, and is probably somewhat far-fetched, whereas image B looks more realistic to me. I [1]**p***resume* **t***hat* the planet we see in the sky is Earth, meaning that this place [2]**c***ould* be a settlement on a space station, though we can't [3]**r***ule* **o***ut* the **p***ossibility* that the landscape is on Earth itself, in a future where it [4]**w***ould* **a***ppear* nature has died out and only elaborate machines can keep us alive. It's not completely clear what the message of the image might be, but I [5]**s***uppose/suspect* that it's a comment on human beings' impact on our planet. Though [6]**u***nlikely* to actually happen to this degree, perhaps, the idea is that we have left Earth uninhabitable, and that we might be doomed to repeat the same mistakes on other planets. Judging by how bad we are as a race at learning from our mistakes, I'd say that this is quite [7]**l***ikely* .

3 Choose the correct words to complete the second half of the description. In one case, both words are possible.

In comparison to image A, image B presents a rather more coherent and positive view of the future, in my opinion. Clear skies and vegetation [1]*suggest* / *appear* that environmental problems [2]*must* / *may* well have been brought under control. There's an interesting contrast between the traditional house in the foreground and the futuristic city in the background. There's also a telephone mast, which is [3]*tentatively* / *presumably* obsolete, as I very much [4]*doubt* / *envisage* that we'll be using cables to carry communication signals in the future. It would [5]*seem* / *imagine* that there are flying vehicles of some sort hovering over the city.
I don't know [6]*if* / *whether* this is a realistic vision of the future, but it is [7]*definitely* / *likely* more appealing and more believable than the one presented in image A.

8.7 WRITING

Essay introductions

1 Complete the second sentence so that it means the same as the first. Use the words in capitals.

1 Nowadays, extreme weather events seem to be happening more frequently. **DAYS**
These days extreme weather events seem to be happening more frequently.

2 My own stance on the matter is that the billionaire's comments prove he is a serious threat to world peace. **INCLINATION**
It *is my own inclination that* the billionaire's comments prove he is a serious threat to world peace.

3 While some people insist it is their right to own a weapon, others believe that guns should be banned. **CRITICS**
Supporters argue *(that) it is their right to own a weapon, whereas/while critics* believe that guns should be banned.

4 Clearly, what to do about racism is a complicated issue. **COMPLEX**
The *issue of what to do about racism is a complex* one.

5 There is considerable debate as to whether a meat-free diet is a healthy choice for dogs. **CONTROVERSY**
There is a *(a great deal of) controversy surrounding/over/about/regarding/concerning* the issue of a meat-free diet as a healthy choice for dogs.

6 Most people believe domestic robots are destined to become more numerous in the coming decades. **ACKNOWLEDGED**
It is widely acknowledged that robots are destined to become more numerous in the coming decades.

2 Complete the tips on writing essay introductions with a word from the box. There are two extra words. Then match the sentences from Exercise 1 to each tip.

agree approaches controversial
justify opposing own ~~recent~~

Summarise the current or *recent* situation. 1

1 Make a general point that most people would *agree* with. 6

2 State that the issue is complicated, *controversial* or causes disagreement. 4 & 5

3 Summarise *opposing* views on the issue. 3

4 Summarise your *own* opinion at the end of the introduction (opinion essay). 2

3 Complete the introduction to an essay. The first letters are given.

It is widely **a***cknowledged* that businesses have been reducing their number of employees for decades. In [1]**r***ecent* **y***ears* , automation has made it increasingly possible to perform tasks with machines. Not [2]**e***veryone* **a***grees* that automation is a positive step, and there is no [3]**s***imple* **a***nswer* when it comes to preserving jobs. [4]**W***hile* some people argue that this change is unavoidable, [5]**o***thers* **c***laim* that retraining workers could keep everyone employed. My [6]**o***wn* **v***iew* of the matter is that governments and businesses must cooperate to find a solution.

4 Choose the correct words and phrases to complete the rest of the essay.

Without *a* / no doubt, there are substantial arguments both for and against self-service shopping. [1]*To begin with* / *In the beginning*, it would seem that most of the advantages are on the side of the **retailers**, and that customers and job-seekers pay the price for the store's savings. At the other [2]*end* / *side* of the spectrum, **proponents** argue that cost savings are passed on to customers, and that many shoppers love the speed and convenience of self-service.

Looking at the advantages, there are several which apply to both businesses and customers. [3]*Firstly* / *Then*, businesses can reduce labour costs while offering less waiting time for customers. [4]*However* / *Furthermore*, customers who are comfortable with the technology enjoy the independence and speed of self-service. [5]*On the other hand* / *Moreover*, if service jobs in stores were eliminated, everyone would be freer, [6]*meaning* / *due to* customers could shop at their own pace, and young people could pursue meaningful careers instead of being **stuck** at a cash register.

[7]*Never mind* / *On the flipside*, there are arguments against self-service shopping both for retailers and customers. [8]*Then* / *Firstly*, the substantial expense of installing and maintaining the technology is a huge **hurdle** for businesses. [9]*Additionally* / *Unless*, there is an increase in complaints from shoppers who dislike having to serve themselves, not to mention an increase in (sometimes accidental) thefts. [10]*However* / *Furthermore*, considering that many shoppers are confused and **intimidated** by new technology, and that young people already have trouble finding entry-level jobs, the arguments against self-service shopping have a lot of weight behind them.

[11]*All things considered* / *No matter*, there are persuasive arguments on both sides. And while it seems **inevitable** that increasing numbers of machines will replace humans, I believe that every chance to provide personal service to customers should be **seized upon**, since personal interactions are a part of what keeps us truly human.

5 Complete the definitions with the words in bold from the model.

retailers – businesses which sell directly to customers
1 *intimidated* – made to feel afraid or not capable of doing sth
2 *inevitable* – unable to be stopped or avoided
3 *stuck* – unable to escape from a bad or boring situation
4 *proponents* – supporters
5 *hurdle* – a problem or difficulty to be overcome; also, the frames over which athletes jump during a race
6 *seize upon* – take advantage of

6 Complete the text with the words and phrases from the box.

another step ~~as well as~~ even so
first no matter on balance
this means unless whether

Home | Search | Contact

Have your say – this week's topic: environment

Gavin404 writes …

World Environment Day is celebrated globally to remind us of our impact on the environment *as well as* the things we can do to protect it. How can individuals most effectively contribute to solving environmental problems? [1]*No matter* what age we are, there are various ways in which we can all contribute.

[2]*First* , we need to respect life and renew our bond with nature. [3]*This means* recognising that all living things have a right to live on this planet. [4]*Unless* there is respect for nature, there will be no desire to protect it. [5]*Another step* we can take is to influence the organisation we belong to, [6]*whether* it is a school or a company, to be more environmentally friendly.

[7]*On balance* , I believe the best way for individuals to help protect the environment is by spreading the environmental message. Of course, it can be difficult to persuade others of the importance of environmental issues. [8]*Even so* it is important to make that effort.

SHOW WHAT YOU'VE LEARNT

7 Do the writing task.

Szybki rozwój sztucznej inteligencji powoduje, że już wkrótce możliwe będzie skonstruowanie robotów myślących, czujących i funkcjonujących niezależnie od człowieka. Choć naukowcy budują je, aby ułatwić nam życie, takie roboty będą mogły być realnym zagrożeniem dla ludzkości. Napisz rozprawkę, w której przedstawisz swoją opinię na ten temat, odnosząc się do kwestii:

- sposobów, w jakie inteligentne roboty mogą ułatwić nam życie,
- potencjalnych zagrożeń z nimi związanych,
- możliwych metod przeciwdziałania tym zagrożeniom.

Write a composition following the conventions of the genre indicated in the topic. Use between 300 and 350 words.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing (especially in the exam!) Can you tick ✓ everything on this list?

In my essay:

- in the introduction, I have used two or three of the techniques mentioned in Exercise 2 on page 110. ☐
- in the main body paragraphs, I have presented points relating to all three bullet points from the task. ☐
- I have used linkers to join my ideas in a logical way. ☐
- in the conclusion I have summarised my main points, stated my overall opinion and finished with a point for the reader to think about. ☐
- I have used a formal and impersonal style. ☐
- I have checked my spelling. ☐
- I have written 300–350 words. ☐
- I have checked my handwriting is neat enough for someone else to read. ☐

8.8 DOCUMENTARY VIDEO WORKSHEET

The real fashion victim

Before you watch

1 SPEAKING **Discuss the questions.**

1 What is fast fashion? *Fast fashion is a production system that brings us clothes at an intense volume, up to fifty-two collections per year.*
2 What impact does fashion have on the environment? *Fashion has a huge impact on the environment, particularly cotton which uses a lot of water to grow.*

While you watch

2 8 **Watch the video and check your ideas in Exercise 1.**

3 8 **Complete the sentences with the words in the box. Then watch the video again and check. What do the phrases mean? Discuss with a partner.**

borrowed carpet catnip hitting nose plain

1 It's on *borrowed* time.
2 Stacey and Lucy are *hitting* the high street.
3 Everything in there is like consumer *catnip* .
4 Let's have a *nose* .
5 It's just so hidden under the *carpet* .
6 It's not in *plains* sight at all.

4 Read the definitions. Complete them with the expressions from Exercise 3.

1 '*Consumer catnip*' describes things that are very attractive to people so that they can't help but buy them.
2 '*Hitting the high street*' means to go shopping.
3 '*Hidden under the carpet*' means kept secret.
4 '*Have a nose*' means have a look.
5 '*In plain sight*' means it's clear and obvious for everyone to see.
6 '*Borrowed time*' means doing something for longer than expected.

5 8 **Complete the sentences using up to three words from the video. Do not change the form of the words. Then watch the video again to check your answers.**

Journalist Lucy Siegle believes there is [1] *credible evidence* that fashion is a big contributor to global pollution, and cotton is particularly harmful. That's because, as well as needing a lot of water, cotton damages soil through the use of [2] *pesticides and fertilisers* . In fact, Lucy thinks that the use of cotton has caused a huge [3] *environmental catastrophe* , one of the biggest we've seen so far.
Stacey Dooley wants to see how [4] *the (general) public* react when they are made aware of the problem. She reveals to one shopper that a regular shirt and pair of jeans can use up to [5] *20,500 litres* of water to be grown.
In the end, Stacey's demonstration confirmed what she thought: that most people care but are not [6] *informed* about the problem.

After you watch

6 SPEAKING **Discuss the questions.**

1 Are you surprised by any of the information in the video?
2 How should people change their shopping habits in the future? Are you going to change anything? What?
3 Do you think Stacey's demonstration would be effective in your town or city? Why/Why not?

8.9 UNIT 8 SUMMATIVE PRACTICE: USE OF ENGLISH

1 Translate the missing fragments of the sentences into English.

1 *Nie tylko musieliśmy się rozpychać, by wsiąść do pociągu, ale również krzyczeć na ludzi w środku, aby zrobili miejsce dla nas. Nasze grzeczne prośby spływały po nich jak woda po kaczce.*
Not *only did we have to jostle* to get on the train, we also had to shout at the people inside to make space us. To them, our polite requests *were like water off a duck's back* .
2 *Niektórzy ludzie nienawidzą, kiedy mówię o wpływie przemysłu hodowlanego na środowisko, więc często trzymają się ode mnie z daleka.*
Some people hate *it when I talk* about the impact of *the livestock industry* on the environment, so they often *give me a wide* berth.
3 *Dopiero kiedy przeczytałem raport z ostatniego szczytu klimatycznego, zdałem sobie sprawę, jak niszczycielskie jest uprzemysłowienie rolnictwa.*
Only when I read the report from the last *climate summit did I realise* how *devastating the agricultural industrialisation* was.
4 *Liczba mieszkańców miast pokaźnie wzrosła w ostatnich latach. Sytuacja wymaga pilnego działania w celu złagodzenia wpływu przeludnienia na jakość życia.*
The number of *city dwellers* has increased *substantially* in recent years. The situation calls for urgent action to *mitigate/ease* the impact of *overpopulation* on the quality of life.
5 *Skierowanie uwagi na nasz trwający projekt pozwoliłoby upiec dwie pieczenie na jednym ogniu, ponieważ moglibyśmy zarówno nadać rozgłos naszej fundacji, jak i szerzyć wiedzę w społeczeństwie.*
Shining *a spotlight on* our *ongoing project* would let us *kill two birds with one stone* , as we could both *raise the profile of* our foundation and spread public awareness.
6 *Nigdy nie spotkałem nikogo tak zrzędliwego i tak skłonnego do przesady jak Rob, mój kolega z pracy. Ciężko mi z nim wytrzymywać dzień w dzień.*
Never *have I met* anyone *so/as grumpy* and *(so/as) prone* to exaggeration as Rob, a colleague of mine. I find *it hard to* put up with him *day in day* out.
7 *Takie zawodowe okazje nieczęsto mają miejsce, więc jesteś to sobie winna, aby z niej skorzystać. W końcu prześcignęłaś wszystkich, prawda?*
Such job opportunities *don't often come* about so you *owe it to yourself* to grasp it. You *outdid* everyone after all, didn't you?
8 *Ludzie niewiele wiedzą o tym, jakie problemy takie zapory stwarzają dla środowiska naturalnego, jak zaburzają naturalną równowagę i zagrażają źródłom wody pitnej.*
Little *do people know* what kind of problems such *dams pose* to the environment, how they *upset the natural balance* and threaten *water supplies* .

2 Think of one word which can complete all three sentences and write it the space provided.

1 *upset*
a The use of chemical fertilisers is believed to have *upset* the delicate balance of the environment.
b The news about his death must have *upset* everyone.
c Sarah accidentally *upset* my mug and spilt the coffee.
2 *account*
a In order to make the right decision, a lot of factors should be taken into *account* .
b On no *account* must you drive into the flooded area.
c Our bank *account* for students comes with some perks.
3 *owes*
a Everyone *owes* it to future generations to preserve biodiversity.
b My son *owes* you an apology. He was rude.
c If she still *owes* you some money, it's about time she paid you back.
4 *advantage*
a I doubt the activists are acting to their own *advantage* – they seem devoted to the cause.
b Tourists visiting the park can take *advantage* of the opportunity to see flocks of flamingos.
c Fish farming has one considerable *advantage* – it helps protect the stocks of wild fish.
5 *wild*
a The band had hardly come on stage when the audience went *wild* .
b In the forest, we spotted a few people picking *wild* mushrooms.
c This GPS device sometimes fails and may send you on a(n) *wild* goose chase.

3 Complete the second sentence so that it has a similar meaning to the first. Use up to six words including the word in capitals.

1 The search and rescue mission was resumed as soon as the weather improved. **SOONER**
No *sooner had the weather improved than* the search and rescue mission was resumed.
2 They'd be grateful for some extra time to think the offer over. **APPRECIATE**
They *would appreciate it if they* were given some extra time to think the offer over.
3 We don't often hear of shark attacks on swimmers at this beach. **DO**
Rarely *do we hear of swimmers being* attacked by sharks at this beach.
4 I would prefer you to eradicate the problem as soon as possible. **RID**
I'd rather *you got rid of* the problem as soon as possible.
5 It was only when I got there that it struck me how much damage the earthquake had caused. **REALISE**
Not until *I got there did I realise* the full extent of the damage caused by the earthquake.

8.10 SELF-CHECK

VOCABULARY

1 Complete the sentences with the verbs from the box. There is one extra verb.

boost cheapen ~~eradicate~~ put tackle take upset

The government's goal is to *eradicate* poverty in the next five years with international help.

1 Nutritionists are trying to *boost* the amount of fresh fruit and vegetables consumed in school canteens.
2 The good food which is served here will really *put* this vegan restaurant on the map in no time.
3 If the governments don't *tackled* illegal fishing soon, there'll be no fish left in our ponds.
4 It needs to be assessed whether the new fish species will *upset* the natural balance of the region or not.
5 Poor marketing of organic products made in our company can seriously *cheapen* the brand.

/5

2 Complete the sentences with the correct words. First letters are given.

It is said more needs to be done to r*aise* the profile of organisations fighting against poachers.

1 It seems that d*eforestation* occurs all over the world, but tropical rainforests are particularly targeted.
2 **A:** I think very soon cars will run on water.
B: Yeah, and p*igs* might fly!
3 The need to combat global warming is p*aramount* since increasing temperatures make sea levels rise.
4 Looking for the woman you saved during the tsunami is a wild g*oose* chase when you don't know her name.
5 Instead of supporting large-scale international a*gribusiness* companies, why not involve local farms into the production and distribution of their produce?

/5

3 Choose the correct answer.

When considering whether to become a vegetarian, everybody should first(factor) / account / hinder in such things as their general health and the availability of fresh produce. My family have been into vegetarianism for [1](donkey's) / sheep's / dog's years and we've never had any problems or side effects.

Some people who avoid eating meat, like my mother, choose to eat fish because they believe fishing doesn't impact on land use. My sister is so committed she doesn't even drink milk, but my father eats a(n) [2]staggered / essential / (substantial) number of eggs. With a high level of agricultural [3]awareness / consumption / (industrialisation), the only option for me is to become a fruitarian and buy local produce.

Generally, it is [4]consecutive / (critical) / sustainable to pay attention to the benefits and risks of any diet before deciding to follow it. I believe it is wiser to hear about the choice someone has made straight from the [5]cat's / (horse's) / duck's mouth rather than criticise such options straight away.

/5

GRAMMAR

4 Correct the mistakes in the sentences.

~~Little we realise~~ the full extent of the forest fire until a survey of it had been completed. *Little did we realise*

1 ~~Not there was only~~ a flower display but the organisers had also presented a large grass collection.
Not only was there
2 No sooner had the baby elephant been trapped in a bog ~~when~~ it started raining heavily. *than*
3 ~~Under any circumstances the zookeeper is allowed~~ to enter a lion's cage without a tranquiliser gun.
Under no circumstances is the zookeeper allowed
4 ~~Only after did they examine~~ the soil did they find out the possible source of contamination.
Only after they examined
5 ~~At any point you're~~ to leave the jeep when we're driving through the game park. *At no time are you*

/5

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

Marion didn't seek any medical help for her injuries at any time as she was living in the wild then.
At *no time did Marion seek any medical help for her injuries as she was living in the wild then.*

1 Mandy did a course in aromatherapy and also became qualified in the therapeutic uses of essential oils.
Not only *did Mandy do a course in aromatherapy but she also became qualified in the therapeutic uses of essential oils.*
2 My family didn't know that it would be so hard to clear the debris after a tornado went through our village.
Little *did my family know that it would be so hard to clear the debris after a tornado went through our village.*
3 Tom only began to relax once he left the farm as he couldn't stand the conditions the animals were kept in.
Only once *Tom had left the farm did he begin to relax because he couldn't stand the conditions the animals were kept in.*
4 The children finished building the sandcastle moments before it was washed away by a wave.
Hardly *had the children finished building the sandcastle when it was washed away by a wave.*
5 After Julian's parents noticed the benefits of having a cat at home, they let their son finally have one.
Not until *Julian's parents had noticed the benefits of having a cat at home did they finally let their son have one.*

/5

6 Complete the sentences with the words in brackets in the correct form. Do not change the word order. Use between five and six words in each gap.

We *all like it when children treat* (like/children/treat) animals with respect and consideration.

1 I'm sure my sister *wouldn't/won't find it easy* (not/find/easy) to be a vegetarian as she's never liked vegetables.
2 Environmentalists in our town *would appreciate it if they received* (appreciate/they/receive) new premises, but apparently there are no available ones at the moment.
3 Most people *have left/leave it to the local authorities* (leave/local/authority) to decide how often to collect rubbish.
4 Colin really *hated it that I kept criticising* (hate/I/keep/criticise) his attitude towards saving water.
5 My grandparents love nature and *consider it an advantage to live* (consider/advantage/live) in the country.

/5

Total /30

USE OF ENGLISH

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

Deforestation

Forests are complex ecosystems with a *connection* (CONNECT) to almost every species. Deforestation means the permanent [1]*destruction* (DESTROY) of forests, which is done to create land for agriculture or to provide energy. Methods used include burning or cutting down trees, but these techniques are [2]*controversial* (CONTROVERSY) because of the damage they cause. Both have been practised for centuries, but recently there has been a rapid acceleration in their use to unprecedented levels. What deforestation does is set off a [3]*remorseless* (REMORSE) chain of events not only locally but globally. It's considered a major factor in climate change, and it affects the growth of vegetation. The rapid disappearance of natural habitats leads to the extinction of some species and creates unbalanced ecosystems, which contributes to general loss of [4]*biodiversity* (BIODIVERSE) of living organisms. With allegedly roughly 75,000 square kilometres lost annually through deforestation, we need to act now, engaging [5]*intergovernmental* (GOVERNMENT) organisations, so that we tackle this problem on a global level. We have to think about future generations and [6]*sustainable* (SUSTAIN) development which does not cause severe ecological damage.

/6

8 Choose the correct answer A–D.

When it comes to environmental issues, a lot of people are willing to support good __, especially those that involve cutting down on the use of [1]__ fuels. People also seek out lifestyle changes that are both cheap and environmentally friendly. Luckily, it needn't be a hard grind nor does it have to [2]__ such serious problems. Consider our use of cars – apart from any financial advantages, choosing to walk or cycle instead offers [3]__ increased health benefits.

I feel strongly about being a green consumer. This means before I buy anything, I evaluate the potential [4]__ done by its packaging, production or transport, then choose the product with the lowest environmental impact and definitely give items with excessive carbon footprint a wide [5]__ . If enough people did this, manufacturers would [6]__ action to remedy the situation. Only if more is done to shine a [7]__ on such issues, will anything change.

Maybe it's a [8]__ of highlighting the implications of not looking after our environment.

	A	B	C	D
	beliefs	purposes	(C) causes	objects
1	(A) fossil	prey	insecticide	flock
2	slash	flee	threat	(D) pose
3	(A) considerably		B absolutely	
	C totally		D completely	
4	hurt	injury	(C) damage	loss
5	miss	(B) berth	break	hand
6	have	make	do	(D) take
7	lamp	(B) spotlight	torch	indicator
8	(A) question	reason	motive	task

/8

9 Complete the second sentence so that it means the same as the first. Use the words in capitals. Use between three and six words in each gap.

If you think you could combat the problem of rats in the houses by the river, I'd be most obliged. **APPRECIATE**
I *would appreciate it if you could* combat the problem of rats in the houses by the river.

1 They had no idea how bad the weather was going to get. **KNOW**
Little *did they know (that)* the weather was going to get so much worse.
2 Knowing Jeremy, he will not leave the issue alone and investigate the accident fully, which may cause him much more trouble. **SLEEPING**
Jeremy *won't let sleeping dogs lie* but instead will want to investigate the accident in full.
3 It was pure luck that they missed the worst of the volcanic eruption. **CHANCE**
Only *by chance did they miss* the worst of the volcanic eruption.
4 The authorities believe a dam on the river should be built to protect the Old City from flooding. It's crucial and should be done as soon as possible. **CONSIDER**
The authorities *consider it crucial to build* a dam on the river as soon as possible to protect the Old City from flooding.
5 We weren't able to devote more time to their project until we finished ours. **UNTIL**
Not *until we finished our project were* we able to devote more time to theirs.
6 When the vet comes, ask him to check the cattle and also vaccinate our dogs against rabies. It'll save us a separate trip to the surgery. **KILL**
Why don't we *kill two birds with one stone* and get the vet to check the cattle and also vaccinate our dogs against rabies.

/6

Total /20

USE OF ENGLISH: MULTIPLE-CHOICE CLOZE

Read the texts and decide which answer A–D best fits each gap.

TASK 1

Social networking

Social networking has grown rapidly over the past few years. Just under half of the eight-to-seventeen age group and over 20 percent of adults have __ up their own profile on a social networking site. A profile is a personal webpage through which the user [1]__ up a list of contacts or 'friends'. These may be relatives and real friends, or people the user has never actually met. Once you're someone's friend, you can browse their profile and [2]__ with them directly or by [3]__ comments for others to see. Social networkers tend to be one of five [4]__ types. First, there are those who use sites intensively for a short period to [5]__ people up. Then there are the [6]__ people who love lots of attention from others and post numerous photos and make their profiles very personal. Some people join in order to [7]__ up with what their peers are doing, whilst others look for people they've lost contact with to find out about [8]__ friends. Finally, there are functional users, who use social networking for a specific purpose.

Most people's [9]__ of social networking is positive and enjoyable, but sharing [10]__ information with strangers can [11]__ a risk. Indeed, some governments have commissioned research to investigate whether social networking is just [12]__ entertainment or not.

	A turned	B done	C made	(D) set
1	A uses	(B) builds	C comes	D writes
2	A contact	B email	(C) communicate	D exchange
3	A post	B posts	C posted	(D) posting
4	(A) distinct	B separate	C apparent	D dissimilar
5	A charm	(B) chat	C talk	D tell
6	A gullible	B notorious	C trivial	(D) superficial
7	(A) keep	B make	C put	D come
8	A common	B known	(C) mutual	D trusted
9	A feeling	B understanding	(C) experience	D interest
10	(A) personal	B particular	C individual	D character
11	A take	(B) pose	C source	D bring
12	A meaningless	B inoffensive	C undamaging	(D) harmless

TASK 2

Preparing for a job interview

Most of us __ job interviews as much as we fear a visit to the dentist, but with preparation, you can [1]__ a good impression.

Go to the employer's website and get hold of any documents or reports so that you can [2]__ up on exactly what they do. Check out relevant publications to see if they've been in the [3]__ . Doing this is a good way of demonstrating that you can [4]__ your initiative.

Try to anticipate the questions you'll be asked so that you can have some answers ready. Then you won't dry up as you rack your [5]__ for an intelligent response. Be confident about your abilities, but don't exaggerate your skills. You can say you have a [6]__ knowledge of something but are keen to develop in this area. If you feel you have to admit that something's not your strong [7]__ , immediately offer another relevant skill you excel at. Keep the conversation positive and try to [8]__ a good rapport with the interviewer.

Think carefully about your [9]__ beforehand. Most situations call for something smart, so choose items which don't [10]__ badly. Don't forget to polish your shoes – they're often forgotten and can make you look very [11]__ .

Once you're in the interview, your body language says almost as much as your words, so smile, appear confident and try to keep a [12]__ head.

	A object	(B) dread	C neglect	D admit
1	A find	(B) make	C do	D take
2	A dig	B look	(C) mug	D keep
3	A reviews	B articles	C listings	(D) headlines
4	A exercise	(B) use	C work	D apply
5	(A) brains	B head	C mind	D skull
6	A temporary	B starting	(C) working	D limiting
7	A mark	(B) point	C item	D note
8	A do	B achieve	C make	(D) establish
9	A suit	B costume	(C) outfit	D garment
10	(A) crease	B fold	C wrinkle	D pleat
11	A messy	B disorderly	(C) scruffy	D unruly
12	A silent	B quiet	C still	(D) cool

TASK 3

Eat breakfast and lose weight

Eating breakfast helps teenagers lose weight, a survey of eating __ in the United States has found. The study showed that those who have a [1]__ meal at breakfast time – and therefore end up with a higher [2]__ intake – are more likely to be within a healthy weight range than those who [3]__ the first meal of the day.

Although it may seem [4]__ to swallow, the people who ate more did more [5]__ activity during the day, and that may be because they didn't feel so [6]__ . Dr Pereira, who led the research, said that even cooked breakfasts were better than missing out on food altogether. 'While it's best to [7]__ for a healthy option – a wholegrain cereal for instance – the evidence does [8]__ that eating anything is better than eating nothing.'

Other studies have also shown that those who eat breakfast are less likely to feel [9]__ mid-morning and snack on high-fat foods before lunch. They therefore have a more [10]__ diet.

Dr Pereira said: 'This study clearly supports what other studies have shown: kids who don't eat breakfast tend to [11]__ on more weight.' This obviously has a [12]__ effect on their long-term health. Missing breakfast is a common approach to dieting, particularly among teenage girls, but they would do well to heed advice and develop a taste for breakfast.

	(A) habits	B routine	C behaviour	D practice
1	A whole	B round	(C) square	D main
2	A nutrients	(B) calorie	C ingredient	D nourishment
3	A jump	B leap	C step	(D) skip
4	(A) hard	B bad	C difficult	D heavy
5	A vitalising	(B) invigorating	C brisk	D refreshing
6	A immobile	B inoperative	(C) lethargic	D redundant
7	(A) go	B eat	C nibble	D pick
8	A offer	B propose	C persuade	(D) suggest
9	A parched	B allergic	(C) peckish	D fussy
10	A beneficial	(B) nutritious	C healthful	D energetic
11	A take	B get	C carry	(D) put
12	A hurtful	(B) detrimental	C unfavourable	D disadvantageous

TASK 4

Restorative justice in schools

Restorative justice is a relatively recent innovation in the judicial __. It is now gaining ground in schools as a more appropriate way of [1]__ with unacceptable behaviour than [2]__ to retribution. The traditional approach asks what happened and then [3]__ to identify who is to blame and what response will be the best [4]__ to prevent repetition. It assumes that punishment can change behaviour, but what it often [5]__ about is anger and [6]__ . Moreover, it encourages troublemakers to be more aware of what will happen to them if they misbehave again rather than [7]__ how their behaviour has affected others.

A restorative approach to conflict focuses on how relationships have been damaged and what [8]__ can be taken to repair them. It encourages people to think about the [9]__ of their behaviour on other people and what harm their [10]__ behaviour has done. The 'restorative conference' is a process which offers an opportunity for everyone involved in the conflict to explain, listen and [11]__ sense of what happened. Apologies can be given and accepted. A sense of closure is achieved and young people understand how and why they can take [12]__ for their behaviour in the future.

	A scheme	B department	(C) system	D organisation
1	A solving	B handling	C tackling	(D) dealing
2	A responding	(B) resorting	C retreating	D relating
3	(A) tries	B try	C trying	D tried
4	A restraint	(B) deterrent	C limit	D restriction
5	A leads	B puts	(C) brings	D gets
6	A opposition	B annoyance	C objection	(D) resentment
7	(A) considering	B allowing	C concerning	D relating
8	A paces	B stages	(C) steps	D strides
9	A products	(B) consequences	C outcomes	D results
10	A unsociable	B offending	C ineffective	(D) antisocial
11	A take	B find	(C) make	D bring
12	(A) responsibility	B care	C advantage	D advice

USE OF ENGLISH: OPEN CLOZE

Read the texts and think of one word which best fits each gap.

TASK 1

Space 'smells like fried steak'

NASA has commissioned Steven Pearce, a chemist and managing director of a fragrance manufacturing company, to recreate the smell *of* space in a laboratory. His research [1]*will* be used to help astronauts prepare [2]*for* the conditions they will encounter in space. Mr Pearce began working for NASA in August and hopes to [3]*have* recreated the smell of space by the end of the year.

He had done some work for an art exhibition in July [4]*that/which* was based entirely on smell, and [5]*one* of the things he created was the smell of the inside of [6]*the* Mir space station. NASA heard about it and contacted Mr Pearce to see if he could help them recreate the smell of space [7]*in* order to help their astronauts.

Interviews with astronauts after they had been outside and then returned to the space station reveal a few clues [8]*as* to what space smells like. During the time they were taking off their space suits and helmets, they all reported quite particular odours.

Apparently, [9]*what* comes across is a smell of fried steak, hot metal and even welding a motorbike. So the purpose of Mr Pearce's task is [10]*to* create realism for the astronauts, who are trained in their suits by [11]*being* put in big water tanks to simulate the loss of gravity.

'We have already produced the smell of fried steak, [12]*but* hot metal is proving more difficult,' said Mr Pearce.

TASK 2

New York City wildlife research

Join our project to help lead the *way* in urban ecosystem research and show how the environment can be protected in and near the places most of [1]*us/you* live. At research sites in and around New York City, as [2]*well* as in some rural areas, you'll study a range of wildlife species and the quality of their varied habitats. [3]*Depending* on the time of year, you may track and camera-trap mammals, catch frogs and salamanders in nets or pitfall traps, identify birds, or survey native and invasive plant species. Each day you'll also [4]*be* able to learn about the 'big picture' of the research, gain skills in a variety of field research methods, or hear about other research topics [5]*from* guest speakers. [6]*A* surprising number and diversity of birds, amphibians, small mammals and other wildlife live alongside the 8.2 million human residents of New York City. In the greater metropolitan area, extending roughly 100 miles from Manhattan in every direction, the diversity of plants and animals is [7]*even/far/much* more extensive. The research team will guide you as you investigate the plants and animals in the metropolitan region's protected areas, and learn [8]*what* conditions they need to survive. With [9]*more* than half of the world's population living in cities, understanding the health of the environment in urban areas has [10]*never* been more important. The data you help gather will assist regional planners [11]*in* protecting urban nature and wildlife, and will help scientists to better understand how and [12]*why* urbanisation affects animals and plants.

TASK 3

Behind the scenes at the Royal Shakespeare Company

In collaboration *with* the Costume Department, the costume supervisor and designer decide [1]*on* the best way to create the costumes for a new production. [2]*This* may include the shoes, hats, armour, underwear, jewellery, buying the fabrics, booking the costume makers and setting [3]*up* the costume fittings.

To create [4]*a* particular period feel, neutral fabrics often arrive direct [5]*from* the factory to be treated by the Dyeing Department. Fifty percent of costumes are broken down in [6]*some* way to look worn or to show general wear and tear. Common tools of the trade for the department include a cheese grater, sandpaper, Stanley knives, a blowtorch, emulsion-based paints and fabric paints.

At the beginning of rehearsals, all the actors' measurements [7]*are* taken. The Armoury and Boot Department make, recycle or adapt boots and shoes for a production. The Hats and Millinery team create a particular look using a wide variety of materials.

Hairdressing, wigs and make-up complete [8]*the* final look. An actor often uses their own hair in a production. The Wigs team may [9]*have/need* to cut, curl, dye or add extensions or hairpieces to an actor's hair.

[10]*Unless* specialist make-up is required, most actors apply their own make-up. The team creates blood effects for daggers, blood bags or smearing using glucose and fruit colouring. Black treacle is used [11]*to* darken the blood. The team may also be required to make artificial parts of the body [12]*such* as the nose in *Cyrano de Bergerac*.

TASK 4

Slow Food

The Slow Food movement began in the mid-1980s years ago *when* farmers and foodies got together to promote and support traditional local production methods and to introduce [1]*them* to an audience who wanted [2]*the* same, pure, natural products. No growth stimulants, no steroids, no impurities, just old-style food, produced at the speed of Mother Nature. [3]*Without* the support of Slow Food, many artisan producers, growers and fishermen would have had to cease production and amazing flavour sensations would have been lost. Isn't this [4]*what* many people say they want in Britain? Fewer miles, more local produce?

The movement has grown worldwide – slowly, obviously – and has become a huge, complex organisation – 100,000 members in 160 countries according [5]*to* their website – but even though it very much represents the interests of the new generation of quality farmers and producers, it hasn't caught [6]*on* so well in the UK.

Is it seen [7]*as* too specialist or elitist? Is it because we have so many food-based TV programmes that [8]*there* is already plenty of exposure for artisan producers without Slow Food?

Personally, I think this devotion [9]*to* quality in food and wine could reach [10]*a* bigger audience in the UK. It's not [11]*that* the Slow Food movement isn't spreading, but perhaps it needs to be a bit [12]*more* dynamic in the UK to capture the public imagination.

TASK 5

The temperature of feelings

Holding a hot drink makes you feel more positive towards a stranger *than* if you were holding an ice-cold drink, according to a study that has found a link [1]*between* physical and emotional warmth.

Scientists tested the idea [2]*by* giving volunteers either hot or cold drinks to hold before interviewing them about their feelings. The volunteers consistently displayed warmer emotions when holding the hot drink.

The researchers then went [3]*on* to study the effects of warm and cold objects and found similar results, indicating that [4]*it* was not the drink as such [5]*but* the physical temperature of the object [6]*being* held.

'It appears that the effect of physical temperature is not just on [7]*how* we see others, it affects our own behaviour as well. Physical warmth can make us see others as warmer people, but also causes us to be warmer, more generous and trusting [8]*as* well,' said John Bargh, Professor of Psychology at Yale University.

Volunteers in the study, published in the journal *Science*, did not know why they [9]*were* given a hot or cold drink to hold – they were simply asked to do it – and [10]*so/all* the findings indicate that there is a deep psychological reason why physical temperature is linked to emotional feelings.

The findings suggest that warm drinks or snacks could make someone more trusting [11]*of* others, which could be exploited by companies on the lookout for new marketing tools. So beware the sales person who gives you a warm cookie [12]*on* a cold day.

TASK 6

Shedding light on dark matter

It is *one* of the biggest mysteries in science which has baffled scholars for [1]*more* than seventy-five years, but now a team of cosmologists believes it has found a way of discovering what the universe is made [2]*of* . About 85 percent is neither stars [3]*nor* planets, but some form of mysterious matter. It cannot be seen or detected by conventional scientific instruments, which is [4]*why* the precise nature of this 'dark matter' has eluded the finest minds in science.

Now cosmologists believe the problem will be solved within two years, thanks to the results of a vast computer simulation of the Milky Way galaxy that has provided the first cosmic map of where dark matter [5]*can/might/may* be found and how to find it.

The simulation predicts that there are regions near the centre of the Milky Way [6]*where* dark matter will emit a glow of powerful gamma radiation, which could be detected [7]*by* a NASA satellite launched this year specifically to search for this type of cosmic ray.

Powerful supercomputers [8]*that/which* have modelled all known aspects of dark matter predict that a set of hitherto undiscovered sub-atomic particles must account [9]*for* the 85 percent of the matter in the universe that is missing [10]*from* view.

The simulation predicts that in regions near the centre of our galaxy [11]*these/the/such* sub-atomic particles become tightly packed so they collide, and [12]*in* the process emit a gamma ray glow that should be detectable by the Fermi telescope, the latest satellite observatory to be launched by NASA.

USE OF ENGLISH: WORD POOL MATCHING

Read the texts. Complete each gap with the correct forms of the words in the box. There are two extra words.

TASK 1

[actual beat ~~come~~ deadly eventual take tell rely]

Packing for a holiday

When it *comes* to packing for a holiday, there seem to be two distinctly different groups: the ones who prepare for every [1] *eventuality* and those who travel with little luggage. What drives the need to pack everything? Is it the desire that wherever they are, they can still feel at home? Such people need a break, perhaps, but will only relax if they've packed [2] *untold* amounts of stuff to protect themselves against anything they might encounter while they're away. This will include clothing for all possible climatic conditions and all kinds of remedies. They are also quite likely to take even the world's [3] *deadliest* diseases in their stride and deal with them calmly. They're not really packing for a holiday – they're getting prepared for a survival experience.

What about the holidaymakers who take an alternative approach? The free spirits who leave the complexities of their lives at home, pack light and venture off the [4] *beaten* track. Their minimum supplies won't last long, so they'll have to skip sightseeing and sunbathing to search out laundry facilities or tablets for an upset stomach. They usually end up wishing they [5] *had taken* a few more items with them. I'm not sure either of these groups is really on holiday at all. What do you think?

TASK 2

[~~attend~~ drama entertain identify initiate move set stage]

Les Misérables

There are few theatrical experiences quite like *attending* a performance of *Les Misérables*. This stage show is said to [1] *have been moving* audiences in London to tears for over twenty years. In itself this is a tribute to the creators who have managed to turn a long, complex and eloquent novel into a compelling stage spectacle of just three hours. The epic tale of passion and destruction [2] *is set* in early 19th century France. It opens with the leading character, Jean Valjean, being released from prison on parole, where he had served 19 years – [3] *initially* for stealing bread, later extended because he tried to escape. The story follows his fortunes as he finds himself unable to make an honest living, so changes his [4] *identity* and builds a new life.

There is a huge cast of other characters whose lives are interwoven over the years with Valjean's. These relationships, often very emotional, are all brilliantly conveyed in the musical score. It is no surprise that many of the songs from *Les Misérables* have become well-known in their own right, and are frequently used by young [5] *entertainers* to impress the judges of TV competitions. The show itself has already won Tony Awards for Best Musical, Best Book, and Best Score.

TASK 3

[advice become control influence like make ~~real~~ vision]

Snowboarding in your own home?

It seems anything is possible with a Wii game console. Now you can take to the slopes and enjoy a snowboarding trip, the like of which you'll probably never experience in *reality*. *Snowboarding Sensation* is the name of a new game out next month. The [1] *visual* presentation of it is eye-catching and the whole effect is to make it attractive so that you engage in a fun snowboarding trip and test your skills to the full. But if you really want to enjoy it, it is [2] *advisable* to use the balance board and learn how to get down the mountain slopes. In this virtual experience, it takes a while to get used [3] *to controlling* your balance. You also need to use the remote control at the same time. You can just play with it, tilting, twisting and moving it sharply upwards to steer or jump. It's pretty difficult, but [4] *unlike* in real life, when you fall, it's onto the living room carpet rather than into cold wet snow. Of course, there are a number of levels of difficulty. Still, you don't need to be an expert when you start. If you perform well, by the end of the game you [5] *become / will (have) become* recognisable among other snowboarding mates. All in all, this is a great new addition to the sports games collection.

TASK 4

[dream move plant turn ~~say~~ smell strong use]

The magic of the cocoa bean

Cocoa trees *are said to* have been growing wild in tropical areas of Central and South America for thousands of years; this is long before the Maya Indians started to mix the beans with water and some spices to make a simple drink. Cocoa beans [1] *were used* as a currency and as gifts at important events. Traders travelling in the region brought cocoa to the Aztec people, who [2] *turned* it into a highly popular drink.

During the 17th century, the word of the exotic chocolate drink spread, and it became more available as European empires established cocoa [3] *plantations* throughout the Caribbean and Central and South America. In London, chocolate houses, where people could gather to talk and drink chocolate, became very fashionable. A range of different flavours and [4] *strengths* of chocolate were available, including the first 'milk' chocolate, which was milder than bitter chocolate. It wasn't until the middle of the 19th century that chocolate to eat was offered for sale in England. Technical developments made it possible to [5] *remove* the bitter tasting fat from the beans, and make a much tastier product and, as a result, in 1875 a Swiss manufacturer found a way to produce a milk chocolate bar.

Complete the texts with the correct forms of the words in brackets.

TASK 1

The history of film music

The history of music to go alongside visual *entertainment* (ENTERTAIN) is surely a long one. Without going back to [1]*antiquity* (ANTIQUE), there is all manner of musical theatre, variety shows and various forms of opera. In all of this, music can adopt a range of roles, from being background atmosphere enhancing the [2]*emotional* (EMOTION) reaction to being an intrinsic part of the spectacle.

When it comes to film as a [3]*projection* (PROJECT) through celluloid, the earliest examples consisted of [4]*moving* (MOVE) pictures only and no sound. But a silent movie without music seems totally empty, so music was [5]*typically* (TYPICAL) provided in the theatre by a pianist or organist (or a group of players) to give emphasis to the story.

At first, it was up to these theatre [6]*musicians* (MUSIC) to choose or improvise the music, but there were music publishers who specialised in producing music [7]*suitable* (SUIT) for film. It wasn't long before film-makers exerted greater control over the musical [8]*accompaniment* (ACCOMPANY), by specifying the music to be played, and even in some cases having it [9]*specially* (SPECIAL) written for the occasion.

It is interesting to note at this point that one of the great [10]*performers* (PERFORM) of the silent era, Charlie Chaplin, also composed the music for some of his own films, such as *City Lights*.

TASK 2

500 places to see before they die

The first guidebook of 'last chance saloon' holidays will be published tomorrow for travellers who want to visit the most *endangered* (DANGER) tourist destinations across the world. Frommer's *500 Places To See Before They Disappear* provides a list of sites where it is still possible to see rare and vulnerable animal species, [1]*outstanding* (STAND) landscapes and unique cultural sights in their [2]*unspoilt* (SPOIL) glory.

Co-author Holly Hughes said: 'The [3]*devastation* (DEVASTATE) caused by climate change and direct man-made [4]*interference* (INTERFERE) is familiar to all of us. This book is a carefully chosen list of destinations that the eco-conscious traveller can enjoy for possibly the last time.'

With 500 [5]*threatened* (THREAT) destinations to choose from, she suggests heading to the Everglades in southern Florida. Filled with rare species, this ecosystem is degenerating with alarming [6]*rapidity* (RAPID). Already half has been lost to agricultural and urban development. Dwindling water levels and pollution have [7]*severely* (SEVERE) compromised what remains. 'There has been a [8]*substantial* (SUBSTANCE) decrease in the number of bird species and many of the fish and even the alligators who remain show high mercury levels,' said Hughes.

The Nazca lines in Peru, one of the world's most intriguing ancient sites, face [9]*destruction* (DESTROY) as roads are built and global warming and [10]*deforestation* (FOREST) cause widespread floods and mudslides.

TASK 3

Ways of looking at art

One way to look at a painting is *simply* (SIMPLE) to enter a gallery and spend some time deciding which painting most strikes you. Following this, you can develop [1]*justifications* (JUSTIFY) for your choice: are you drawn to the colour, the tone, the [2]*thematic* (THEME) material? It is a good idea to carry out this exercise with other people, each of you choosing a painting to discuss. This can help you to develop your critical [3]*awareness* (AWARE) and ability to reason your [4]*judgement(s)* (JUDGE).

Another way of looking at art in a gallery, and one quite [5]*dissimilar* (SIMILAR) from that mentioned above, is to simply enter a room and make a beeline for the piece you most like. Don't read the literature, just make an [6]*instinctive* (INSTINCT) choice. In doing this, you may notice a pattern [7]*emerging* (EMERGE) in those pieces you gravitate to. You may wish to do this occasionally to break away from rational [8]*observation* (OBSERVE) of artworks, and to experience a more direct 'communication' with them. In conjunction with more [9]*logical* (LOGIC) ways of viewing works, this will help to give you a fully rounded [10]*appreciation* (APPRECIATE) of art.

USE OF ENGLISH: WORD BUILDING

Complete the sentences with the correct forms of the words in capitals.

TASK 4

Dan wasn't very *receptive* to Carly's idea of getting a dog. **RECEIVE**

1 The judge said that such a heinous crime deserved a long term of *imprisonment* . **PRISON**

2 Sally told me a great joke this morning, but I'm afraid it's *unrepeatable* . **REPEAT**

3 Please state your seat *preference* – window or aisle. **PREFER**

4 Eva likes everything to be planned and organised. There's no *spontaneity* about her. **SPONTANEOUS**

5 This soup is great in the winter because it's so *nourishing* . **NOURISH**

6 There was a very *dramatic* scene at the restaurant when a man threw his food at the waiter. **DRAMA**

7 It was very *inconsiderate* of Jeff to miss his mother's birthday celebrations. **CONSIDER**

8 Is Beth OK? She was behaving rather *irrationally* yesterday. **RATIONAL**

9 A skilled politician can slip *unself-consciously/ subconsciously* into different modes of behaviour, depending on who they're talking to. **SELF-CONSCIOUS**

10 I love the colour you've painted the living room. It's very *restful* . **REST**

11 Jan took a deep breath, summoned up her *confidence* and stepped up to the microphone. **CONFIDENT**

12 It was *courageous* of Tom to stand up to his boss. **COURAGE**

13 It's becoming *increasingly* obvious that Rick dislikes his brother-in-law. **INCREASE**

14 If you need extra grammar practice, you can find plenty of *downloadable* worksheets on the Internet. **DOWNLOAD**

15 Kate thought working for a charity would be rewarding, but it turned out to be badly run and she became pretty *disillusioned* very quickly. **ILLUSION**

16 Victor was *speechless* when he heard he'd won the Science prize – it was so unexpected. **SPEECH**

17 Although her patients don't really understand what's happening, she always treats them with great *tenderness* . **TENDER**

18 Lottie's worried about whether she's really up to the job. She's very *insecure* about her abilities. **SECURE**

19 Kit's not coming skiing with us this year. He says it's too *energetic* for him. **ENERGY**

20 I can't see what the critics find to praise in her work. It always looks *unremarkable* to me. **REMARK**

21 Guy was *undeterred* by all the setbacks and was determined to carry on with the trip. **DETER**

22 We're looking for someone with excellent *organisational* skills. **ORGANISE**

23 You sound dreadful! Here, have one of these throat lozenges. They're very *soothing* . **SOOTHE**

24 The management has made it very clear that they're looking for a *reduction* in costs. **REDUCE**

25 It was almost impossible to choose a winner because all three finalists were *equally* good. **EQUAL**

26 Subcontracting the deliveries was an *inventive* solution to the problem. **INVENT**

27 Michael attended one of the most *prestigious* universities in his country, so it's no surprise he went on to do great things. **PRESTIGE**

28 Please note that there is no *admission/admittance* to the theatre after the performance has started. **ADMIT**

29 Each student has a weekly *tutorial* with a member of staff so that individual issues can be tackled. **TUTOR**

30 She was very *perceptive* about people and always recruited good people onto her team. **PERCEPTION**

31 It's not an easy piece to listen to, but there is a lovely *melodic* passage towards the end. **MELODY**

32 Most people find constructing flat-pack furniture difficult. The instructions are extremely *misleading* . **LEAD**

33 Their final position in the league was *predictable* because the team had been playing badly for weeks. **PREDICT**

34 Economic growth has been unprecedented and it's now a booming, *prosperous* country. **PROSPER**

35 Ray greeted his sister *affectionately* despite their recent disagreements. **AFFECTION**

36 The role requires someone who is utterly reliable and completely *trustworthy* . **TRUST**

37 The flats on the south side of the river tend to be smaller, but are more *affordable* . **AFFORD**

38 The audience showed their *appreciation* with a sustained round of applause. **APPRECIATE**

39 Many people find dieting difficult because some of the recommended foods are *unappetising* and bland. **APPETITE**

40 If temperatures rise by only one degree in certain places, it will be a *catastrophe* for local communities. **CATASTROPHIC**

41 It is believed that Schmidt and his fellow *conspirators* operated from a flat in the downtown district. **CONSPIRE**

42 Some people find him intriguing, but I find his *eccentricity* tedious and rather egotistic. **ECCENTRIC**

43 It's hardly a career job, as the work is repetitive and *undemanding* , but it'll help pay towards my costs at college. **DEMAND**

44 The new boss can seem a bit *intimidating* , but she's actually very approachable. **INTIMIDATE**

45 Until there were fewer *inconsistencies* in the test results, the ethics committee felt they couldn't approve the new drug. **CONSISTENT**

46 When I arrived, my uncle was searching *frantically* for his car keys. **FRANTIC**

47 If there's a leak, you may detect a slight odour, but the gas is absolutely *harmless* . **HARM**

48 About fifty years ago, there was quite a bit of *industrial* development, but the area has since gone into decline. **INDUSTRY**

49 At £199.99 the new video game is considerably *pricey/pricy* , but if you've got money to spare, it's well worth it. **PRICE**

50 With *renewable* energies being developed, it is thought a global energy shortage can be averted. **NEW**

51 I've asked you *repeatedly* not to play loud music when Gran is here, but you just don't take any notice. **REPEAT**

52 That's a very *stylish* coat! Where did you get it? **STYLE**

53 The earthquake occurred in the most *mountainous* region of the country and it is proving very difficult for the rescue teams to get through. **MOUNTAIN**

54 Bob glowered *resentfully* as his sister won her race easily. **RESENT**

55 Why does the media have to be so *sensationalist* about celebrity stories? **SENSATION**

56 It's important that traditions are passed on to the next *generation* . **GENERATE**

57 Allowing people to vary their working hours seems to have had a *beneficial* effect on the company. **BENEFIT**

58 *Affluence* is something many young business entrepreneurs aspire to, but it's not guaranteed. **AFFLUENT**

59 We don't know where Emma gets her *creativity* from. It certainly isn't from us! **CREATIVE**

60 The theme for the party was *unimaginative* , and the decorations were rather drab, but we had a good time. **IMAGINE**

Complete each set of three sentences with one word.

a My aunt has a delicious recipe for *date* and walnut cake.
b Sally's got a(n) *date* tonight with someone from work.
c What *date* does the autumn term start at school?

1 a Karl's tennis has improved a lot, but it's unlikely he'll *beat* the champion.
b A witness said that he saw the cyclist get off his bike and *beat* the driver around the head.
c Whenever I thought about him, my heart *beat* faster, but we just weren't meant to be together.

2 a I opened a new bank *account* when I started working at the solicitor's office.
b Mr Smith gave a very clear *account* of how he thought the fire had started.
c Check each statement of *account* very carefully and draw the manager's attention to any inconsistencies.

3 a They always *issue* special stamps to mark the Olympic Games.
b Have you seen the latest *issue* of *Gourmet Food* magazine?
c Vandalism around the community centre is a(n) *issue* the management will have to tackle.

4 a I'm afraid Mrs Talgarth isn't at work this week, but she'll be *back* on Monday.
b The tennis balls are usually right at the *back* of the sports cupboard.
c Phil was very lucky not to hurt his *back* when he tripped over the new puppy.

5 a Gail had a good *cry* , then she made a cup of tea and felt a lot better.
b They all agreed that it was only a fox, though its *cry* sounded just like a young child.
c It's typical of Sam to *cry* off, we shouldn't have relied on him to make up the team.

6 a Alex phoned, so I told him you'd *call* back later.
b Is it fair for people to *call* their children after the name of their favourite football team?
c If you *call* in at the garage this afternoon, they'll be able to change the tyre while you wait.

7 a Anna sailed the boat into the harbour and tied it *fast* to a mooring.
b It was a terrifying adventure park ride – I'd never travelled so *fast* in my life.
c Your watch must be *fast* , because the bus obviously hasn't come yet.

8 a Please note that there is no smoking allowed on *board* this bus.
b Stella's been promoted to regional sales director and will be on the *board* of directors.
c We kept the floods out of the house by putting a(n) *board* against the front door.

9 a I'll send you a key so that you can *let* yourself in if no one's at home.
b Eva and Paul are going to *let* their flat out while they're living in America.
c Dad's promised to *let* me have the car this weekend.

10 a Marie told her boss that she was going to *leave* at the end of the week.
b Mr Hanson's on *leave* , but I'm sure I'll be able to help you.
c *leave* the paint to dry for two hours before applying the next coat.

11 a The flight from Cracow is due to *land* at five to seven.
b My great-grandfather lived on a farm and worked on the *land* all his life.
c Welcome to Norway – a(n) *land* of lakes, mountains and forests.

12 a The Maths test was so hard that *even* Hilda found it difficult.
b See if you can get *even* numbers of staff and students so that everyone can take part in the quiz.
c Kit wore a brace on his teeth for five years to get them *even* .

13 a It was a low-budget film, but it certainly had an all-star *cast* .
b Why has Tony got his arm in a plaster *cast* ?
c What I like best about the Harry Potter books is how the young wizards can so easily *cast* spells on each other.

14 a Although the stress of the exams was over, Karin couldn't help feeling rather *flat* and dispirited.
b My parents moved from a spacious house with a big garden to a(n) *flat* with a tiny balcony.
c The houses have *flat* roofs because there's so little rain and crops can be spread out to dry on them.

15 a The surgeon had a special *way* of talking to her patients and they all had great confidence in her.
b The best *way* to get to the city centre from here is to take the underground.
c Your bike was in the *way* , so I had to move it to get into the garage.

16 a Although it was his first week in the job, Oskar asked his manager if she'd *mind* his going home early.
b 'I've got you in *mind* for a very special task,' the teacher said to Kate.
c Who's going to *mind* the children when you go out to celebrate your anniversary?

17 a If you *pick* at the scab on your leg, it'll never get better.
b Claudia knew she'd have to *pick* the smallest diamond because it was all Erik could afford.
c Being the youngest of five, Ruth knows her brothers and sisters will always *pick* on her.

18 a For an expert on the history of *rock* music, she seemed to know nothing about Elvis Presley.
b The house was so close to the track that each time a train went past it made the table *rock* .
c As we watched, one of the climbers dislodged a piece of *rock* , which crashed down the mountain and smashed into pieces.

19 a The bride's dress had a huge *train* , which her attendants fussed with throughout the ceremony.
b Mountaineering is not just a matter of having to *train* your body, you've got to have the right mental attitude as well.
c The line is being repaired following hurricane damage, but it is hoped the *train* will run again next week.

20 a My car wasn't damaged badly, but there were some *marks* on the door.
b 'I believe this painting *marks* the high point of Renaissance art,' the guide said pompously.
c Tina had to face the fact that now she was at college, she couldn't expect to get top *marks* for every paper.

21 a We'd just entered the largest cave when the lighting failed and we were in the *pitch* dark.
b The Maths lecturer spoke quietly at a low *pitch* , so the students had to listen very carefully.
c The match has been cancelled because the *pitch* is waterlogged after all the rain.

22 a The manager asked me for my opinion on how I would *rate* the newly recruited staff.
b You'll get a better *rate* with the official moneychangers in the city than at your hotel.
c The car must have been going at an incredible *rate* when it crashed.

23 a I thought the sociologist had an interesting *take* on contemporary family life.
b It's going to *take* hours to get to the hospital in this traffic.
c The kit list recommends that we *take* plenty of mosquito repellent with us.

24 a The palace *stands* in a vast park with a lake and many different species of trees and plants.
b When the final whistle went, the *stands* erupted and the fans all shouted and hugged each other.
c My sister is very tall and eccentric and always *stands* out in a crowd.

25 a If you can't undo the jar, give the top a sharp *tap* and it will break the seal.
b The course covers all forms of dance from classical to *tap* .
c There was only one *tap* over the sink, which gave out a trickle of rather rusty-looking water.

26 a The youth club was a shabby room, but at least there was a(n) *pool* table with the nets intact and a couple of cues.
b At the end of the path, there was a(n) *pool* of crystal clear water, so we stripped off and jumped in.
c Our manager feels he's finally got a good *pool* of technical staff who can work on any project.

27 a The current economic and financial crises *spell* disaster for the retail industry.
b William was convinced his sister had put a(n) *spell* on him.
c I knew most of the words in the dictation, but I wasn't sure how to *spell* them all correctly.

28 a The manager told Ela he'd taken *note* of her reluctance to work with Bob.
b I wanted to play the flute when I was younger, but when I tried, I couldn't get a(n) *note* .
c When Miriam walked out on her husband, she only left a short *note* of explanation.

29 a Oh, why don't you just relax a bit and take it *easy* ?
b Dave never seems to be busy with work, but he's always got cash. If you ask me, it's *easy* money.
c Catherine didn't like to boast, but she'd always found Physics rather an *easy* subject.

30 a Mix the dry ingredients, then add the milk and make a(n) *soft* dough.
b It was a beautiful still evening with a(n) *soft* glow coming from the moon as it rose behind the clouds.
c Gino's has the best range of *soft* drinks in any bar I know.

Complete the second sentence so that it means the same as the first. Do not change the words in capitals. Use between three and five words.

Jake promised to do anything she wanted to make her happy. **WHATEVER**
'I'll do *whatever makes you* happy,' Jake promised her.

1 I have been working at IBM for just over a year. **STARTED**
This time last *year I (had just) started* my job at IBM.

2 It is only possible to buy tickets from authorised agents. **CAN**
Tickets *can only be bought* from authorised agents.

3 The sales reps are doing all they can to compensate for the poor results last month. **MAKE**
The sales reps are doing all they can *to make up for* the poor results last month.

4 They met when they were at university. **EACH**
They have *known each other since they* were at university together.

5 Walking briskly is supposed to be better for you than running. **THOUGHT**
It *is thought that walking briskly* is better for you than running.

6 Nina has always respected her father. **UP**
Nina has always *looked up to* her father.

7 Scientists experimented with genetically modified crops. **EXPERIMENT**
What *scientists did was to experiment* with genetically modified crops.

8 Car manufacturers are tempting customers with huge discounts. **OFFERED**
Huge discounts on cars *are being offered to* customers at the moment.

9 The waiter brought the bill immediately after we started eating. **THAN**
No sooner *had we started eating than* the waiter brought the bill.

10 We're not on speaking terms with my mother because of our plan to move to the country. **FALLEN**
We *have fallen out with* my mother over our plan to move to the country.

11 Cracow has won the Cultural City of the Year award. **NAMED**
Cracow *has been named* Cultural City of the Year.

12 I managed to leave the meeting quietly when the director's mobile phone rang. **POINT**
The director's mobile phone rang, *at which point I* quietly left the meeting.

13 Ben was unaware that Gina and Harry are related. **REALISE**
What Ben *didn't realise was that* Gina and Harry are related.

14 The school management has announced an end to tests for eight-year-olds. **GET**
The school management says it will *get rid of* tests for eight-year-olds.

15 You ought not to have screamed. **BETTER**
It would have been *better if you hadn't* screamed.

16 Despite seeing him every day, Helen didn't recognise Jim without a beard. **EVEN**
Helen didn't recognise Jim without a beard *even though she saw him* every day.

17 The manager put Brendan in charge of the weekly sales report from his first day. **TAKE**
On his first day, Brendan was asked *to take responsibility for / to take charge of* the weekly sales report.

18 The manufacturers had to supply parts for 2,000 new cars. **BE**
Parts *had to be supplied* for 2,000 new cars.

19 As Laura didn't arrive until 4 p.m., it was too late to eat lunch. **BY**
Laura didn't arrive until 4 p.m., *by which time it was* too late to eat lunch.

20 They are training more teachers as a result of a big recruitment drive. **LED**
A big recruitment drive has *led to more teachers being* trained.

21 I couldn't tolerate Nadia's complaining any longer. **UP**
I really couldn't *put up with* Nadia's complaining any longer.

22 My brother and I were twelve years old when we first saw snow. **BEFORE**
Neither my brother nor I *had seen snow before* we were twelve years old.

23 You could have told me you were a vegetarian. **WISH**
I *wish you had told me* you were a vegetarian.

24 The mayor says he's thought of a brilliant solution for solving the traffic problems. **COME**
The mayor says he *has come up with* a brilliant solution for solving the traffic problems.

25 Only later did I remember who the stranger was. **UNTIL**
It *wasn't until later that* I remembered who the stranger was.

26 The Picasso painting had been sold to my grandmother. She hid it in her cellar. **BOUGHT**
My grandmother, *who had bought the Picasso painting* , hid it in her cellar.

27 We missed the flight because we didn't set out early enough. **ALLOWED**
Not *having allowed enough time* to get to the airport, we missed the flight.

28 Lee's trying to reduce the significance of losing his job, but he's obviously devastated. **PLAYING**
Lee *is playing down* the significance of losing his job, but he's obviously devastated.

29 He left the company after he realised that his promotion was blocked. **NEVER**
Having *realised he would never be* promoted, he left the company.

30 There aren't so many characters in his latest play. **SLIGHTLY**
In his latest play, *there are slightly fewer* characters.

31 The president said he hoped the two countries could work more closely together. **STRENGTHEN**
The president said he hoped *to strengthen ties/ cooperation between* the two countries.

32 Paula wished she had made a formal complaint. **REGRETTED**
Paula *regretted not having made / making* a formal complaint.

33 The new chat show is hosted by a former world-famous footballer. **PERSON**
A former world-famous footballer *is the person who* hosts the new chat show.

34 My summer job was the perfect excuse for not going on our family holiday. **OUT**
My summer job was the perfect excuse for *getting out of* our family holiday.

35 I wish I hadn't gone to James' party. **SHOULDN'T**
I *shouldn't have gone* to James' party.

36 Jane's many good qualities don't include patience. **NONE**
Jane has many good qualities, *none of which* is patience.

37 Why would anyone be a police officer, apart from earning quite good money? **EVEN**
I wouldn't work as a police officer, *even if I earned / even though they earn* quite good money.

38 Experts believe that ancient peoples knew about the healing properties of plants. **THOUGHT**
Ancient peoples *are thought to have known* about the healing properties of plants.

39 Unless Gavin arrives soon, we will start the meeting without him. **MEAN**
If Gavin doesn't arrive soon, it *will mean starting / we (will) start / we are starting* the meeting without him.

40 Lydia refused to sleep in a tent. **CONTEMPLATE**
'I will *not contemplate sleeping* in a tent,' Lydia declared.

41 They ought to decide when they are going to get married. **MAKE**
They ought *to make a decision / make up their minds* about when they are going to get married.

42 You must never tell anyone the PIN for your credit card. **SHOULD**
Under no circumstances *should you tell anyone* the PIN for your credit card.

43 I don't know how my grandmother made such perfect cakes. **METHOD**
I don't know *what/which method my grandmother used* to make such perfect cakes.

44 I hadn't seen Katie or heard all her news for ages. **CATCH**
It was good to see Katie again and *catch up with/on* all her news.

45 They will give you all the instructions before the exam. **GIVEN**
You *will be given* all the instructions before the exam.

46 It wasn't until she saw Oliver that she understood why her parents were angry. **DID**
Only *when she saw Oliver did* she understand why her parents were angry.

47 John went home early because he didn't know Harriet was coming. **IF**
John would have stayed longer *if he had known (that)* Harriet was coming.

48 Pete and I made a snowman when we were little. **FORGET**
I *won't forget making* a snowman with Pete when we were little.

49 The jury members were told to consider their verdict very carefully. **INSTRUCTED**
The judge *instructed the jury members to* consider their verdict very carefully.

50 People thought that eating carrots helped you to see in the dark. **BELIEVED**
It *was believed that* eating carrots helped you to see in the dark.

Complete the sentences with the words in brackets in the correct form. Do not change the order of the words. Add between four and six words.

If you keep *taking everything out of context* (take / everything / context), you are never going to get on with anybody.

1 Colin *ought to have phoned by now* (ought / phone / now). I don't understand why he hasn't done so yet.

2 It *came as a surprise to Bryan* (come / surprise / Bryan) when he was offered the first job he applied for. He didn't expect it.

3 For a long time, this gorgeous picture *was thought to have been painted* (think / paint) by Monet. The real author of it was discovered though when it was being restored.

4 Amanda is taking so long to write her novel based on facts – I'm sure by the time it's finished, readers *will/would have forgotten (about) the incident* (forget / incident) that it's based on.

5 Since there was no contact with my brother for a few days, my parents *were on the point of ringing* (be / point / ring) the embassy when they got an email from him telling them about his adventures.

6 In *spite of the weather being horrible* (spite / weather / be / horrible), the organisers went ahead with the sports competition.

7 You can be sure that the survivors *will never forget being picked up* (never / forget / pick) by a cruise liner which had heard their distress call.

8 I really loved the film. I was also told that it *was/ is worth buying it on DVD* (be / worth / buy / DVD) because it has some extra scenes which give insight into how the story was put together.

9 Why don't you *get/have the/your test checked* (test / check) again by somebody else if you think you've been given an unfair mark.

10 When the bride came back from the hairdresser, she made it clear to everybody that she wished she *hadn't suggested shortening / having it shortened* (not / suggest / shorten) it by even an inch.

11 You *had better not hand in your* (better / not / hand) notice just after one disagreement with the manager. Go and talk to her first.

12 How *am I supposed to make up* (I / suppose / make) for the loss in my income if there is little likelihood that I'll get a well-paid job soon?

13 Judging by the high quality of the leaflet, it *must have taken (them) ages to* (must / take / age) come up with the final product.

14 A couple of weeks ago our IT specialist *admitted (to) being apprehensive about launching* (admit / be / apprehensive / launch) the new website in its present form.

15 On the same day, Maria promised that the parcel *would be forwarded the moment* (forward / moment) it reaches her office.

16 Before the match, the coach *warned the/his players not to foul* (warn / players / not / foul) the members of the opposite team because he didn't want unnecessary problems.

17 The two tourists were so lucky. Their trip to the jungle *could have ended in disaster / disastrously* (could / end / disaster) if they hadn't been found by locals.

18 Is *there a/any chance of conducting* (chance / conduct) a questionnaire on young people's needs in your school?

19 Tell Sally that she can come with her partner to the party *on condition that she brings* (condition / she / bring) a couple of dishes.

20 If only I *remembered how to take* (remember / how / take) this medicine. I think I should consult my GP.

21 Look at Timothy. He's just come back from a holiday in Egypt and talks about it as *if/though he had met a/the pharaoh* (he / meet / pharaoh) himself.

22 My mother says it's *time I paid a visit to* (time / I / pay / visit) my ailing aunt who can hardly move.

23 Being so aggressive doesn't move us any further. I wish *you wouldn't yell at* (you / not / yell) us but concentrated on the presentation instead.

24 *Had Carol not embarked on a/the* (Carol / not / embark) round-the-world trip, she wouldn't have found her destiny in life.

25 It was great having a friend like Mark because I *was (always) able to confide in* (able / confide) him whenever I needed to and I knew he'd never reveal my secrets.

26 Tony told me that although he *had fallen out with Karen over* (fall / Karen) some trivial matters, he doubted whether they'd be coming to my birthday party together.

27 I can't see very clearly, but somebody *seems to be trying to open* (seem / try / open) the gate.

28 Had it not been for the delays on the motorway, we *would have arrived in/on time for* (arrive / time) the wedding.

29 Working on commission *doesn't let Stella plan* (not / let / Stella / plan) her budget very well. But it's better than nothing.

30 *Little did we imagine (that)* (little / we / imagine) one day he'd become the chief designer in the most important fashion company in the region.

31 *The longer I carried the box* (long / I / carry / box), the heavier it felt.

32 As it turned out, my colleague *had/has a far better knowledge* (have / far / good / knowledge) than I expected and we finished the report very quickly.

33 Andrew, there is *no point in complaining about having* (point / complain) overtime to me. You need to speak to your boss.

34 When Tom's dog reached 5 months of age, it *had to be vaccinated against* (have / be / vaccine) rabies.

35 A new power station *is being built in collaboration with* (build / collaboration) a firm from Japan just now.

36 Last summer we stayed in a hotel *whose lobby was decorated with portraits* (lobby / decorate / portrait) of well-known actors.

37 You should at least wait until the verdict. *It is no use begging* (no / use / beg) the judge to release your husband.

38 When Stuart came back from a business lunch, he *boasted about winning the most/first desirable* (boast / win / desirable) building contract in his career.

39 When a lawyer from my father's firm won an incredibly difficult case against a well-known politician, everybody *congratulated him on never losing his* (congratulate / he / never / lose) nerve during the trial.

40 Our form tutor tried to discourage *Tanya from having/getting her nose pierced* (Tanya / nose / pierce), but he didn't have very powerful arguments.

41 We're overstaffed anyway. Under no *circumstances are you to take on* (circumstance / be / you / take) more people now.

42 Margaret has never done kite surfing before, but as far as I know she *is determined to give it a* (determine / give) go next summer.

43 The agent *was forbidden to carry / from carrying* (forbid / carry) any form of identification in case he got caught.

44 The police found Kelly's fingerprints everywhere, *which is/was what gave her* (be / give / she) away and she ended up in prison.

45 I was really embarrassed when my son broke a very valuable vase. I wish I *had watched / had been watching him (more) closely* (watch / he / close).

46 After three attempts, Bob *succeeded in connecting to* (succeed / connect) a WiFi network and uploaded the latest photos from his expedition to Alaska.

47 My feet are aching. I *have been wearing high heels* (wear / high heel) all day long.

48 Local historians recommend that *the city hall (should) be restored* (city hall / restore) to its former glory.

49 It took me *a great deal of time to* (deal / time) figure out the solution to what had caused a power cut.

50 Were *I you, I would check (the)* (you / check) sat-nav before going on such a long trip. But it's up to you, of course.

51 When they were kids, Marion always resented *having to keep an eye on* (have / keep / eye) her younger sister Jenny.

52 *On no account will/should/must/can you forget* (account / you / forget) to pick Grandmother up from the airport!

USE OF ENGLISH: SENTENCE COMPLETION

53 Mum *objects to us/our travelling on a* (object / we / travel) shoestring as she wants to stay in luxurious hotels.

54 Schoolchildren *are said to love being given* (be / say / love / give) different duties because it makes them feel important.

55 Delia *was on the verge of accepting* (be / verge / accept) a job in a local hospital when she got invited to an interview at the medical research centre.

56 No *matter how hard Ann tries* (matter / hard / Ann / try), she doesn't seem to get on with her colleagues.

57 Unfortunately, the heavy traffic *prevented us (from) arriving at* (prevent / we / arrive) the opening ceremony on time.

58 It *remains to be seen what effect(s)* (remain / see / effect) the new proposal will have on the company's public image.

59 Students may use the library *as long as they have (had)* (long / they / have) their membership extended.

60 Emma's parents *left it to her to choose* (leave / it / she / choose) a dress for the prom as they trusted she would get a really stunning outfit.

61 It was incredible that the company kept *increasing its sales in spite of* (increase / it / sale / spite) the general economic downturn.

62 All airlines *are under an/the obligation to check* (be / obligation / check) each passenger's passport.

63 At the moment, the police *are advising (the) residents to stay* (advise / resident / stay) at home because of heavy snow. Most schools and offices are closed anyway.

64 Scarcely *had I cleaned the floor(s) when* (I / clean / floor) Martin came in wearing muddy boots.

65 My dad *used to complain about (him) having* (use / complain / have) to spend two hours commuting every single day, but now he works from home and he doesn't waste any time whatsoever.

66 The film star *is rumoured to be selling her* (rumour / sell / she) villa in Spain soon.

67 Needless to say Robert *was taken aback by/at/with the news* (take / aback / news) that his vlog had been nominated for the main prize.

68 The chancellor of the university *regrets/regretted to inform the whole staff* (regret / inform / whole / staff) that all the computers will need to be replaced, so everybody should do back-ups of their stuff.

69 I *would sooner you hadn't borrowed / didn't borrow* (soon / you / not / borrow) money from your friends. It's very embarrassing.

70 In the latest police statement, there *are reported to have been* (report / be) a record number of accidents involving pedestrians this year.

71 Do you really believe that in the future more and more people *will be commuting to work by* (commute / work) plane?

72 Listen John, you needn't *have put on a brave face* (put / brave / face) last time we met. Next time, just talk to me about your worries.

73 A lot more people *would have been trapped inside* (trap / inside) the office building if there hadn't been a warning.

74 The governor *noticed his/an employee putting/put a/the report* (notice / employee / put / report) into her briefcase as he was walking past her office.

75 You need to look after your skis all year round *in order not to get them* (order / not / get / they) damaged.

76 If I were you, I *wouldn't have criticised the supervisor's* (not / criticise / supervisor) instructions when she was giving them to you.

77 Hospitality is *what Poles are praised for (most)* (Poles / praise) by foreigners.

78 Although Christie's boyfriend *apologised for failing to get* (apologise / fail / get) her a birthday present, she still felt let down by his forgetfulness.

79 My grandparents would *appreciate it if they received / appreciate receiving* (appreciate / they / receive) a two-week holiday at the seaside as their wedding anniversary present.

80 Show me a person who *likes being / to be kept waiting* (like / keep / wait) to be served when the place is virtually empty.

USE OF ENGLISH: TRANSLATION

Translate the sections in Polish into English to complete the sentences. Use between three and six words.

On no account are you allowed *(Pod żadnym pozorem nie wolno ci)* to leave your luggage unattended.

1 I know that Jeff won't go abroad to study *unless he manages to save* *(chyba że zdoła zaoszczędzić)* enough money to pay for his tuition.

2 They *had been queuing in order to / so as to / to* *(stali w kolejce, aby)* buy tickets for the jazz concert for quite a long time.

3 Please, let me know your thoughts on the novel *as soon as / the moment you finish reviewing* *(jak tylko skończysz recenzować)* it.

4 No *sooner had she booked/reserved a flight* *(jak tylko zarezerwowała lot)* than she started looking for a suitable hotel to stay in.

5 You need to keep the receipt *in case of / in the event of a complaint* *(na wypadek reklamacji)* you would like to make if the computer breaks down.

6 The old law designed to tackle drink-driving *is becoming less and less / increasingly less effective* *(staje się coraz mniej efektywne)*, so there is a need for a new one.

7 The twins want to apply for an Erasmus scholarship in France, but they're slightly anxious because *neither of them has ever learnt/learned* *(żaden z nich nigdy nie uczył się)* to speak French.

8 If *it had not been for their / not for their* *(gdyby nie ich)* kindness, we wouldn't have anybody house-sitting and looking after our dog.

9 You need to be aware that *the easier the test, the less* *(im łatwiejszy test, tym mniej)* you know how good your students are.

10 Christie *might/may/could have been ringing/phoning/calling me* *(być może dzwoniła do mnie)* when I was on the phone to her and that's why we couldn't get hold of each other.

11 How can I convince Marion not to go parachuting if she *is constantly/forever/always/keeps ignoring the dangers* *(ciągle ignoruje niebezpieczeństwa)* of doing such an adventure? It's so annoying.

12 No wonder Jack, who's incredibly well organised, is so upset. He *can't/couldn't have been told about* *(z pewnością nie powiedziano mu o)* having to pay for the course at least 10 days before it commences.

13 We were informed that *an eighty-year-old woman whose cat* *(osiemdziesięcioletnia kobieta, której kot)* scampered up an oak the other day was found lying under the tree severely injured. She was probably trying to rescue it herself.

14 *Will Kate be selling souvenirs at/during* *(Czy Kate będzie sprzedawała pamiątki w trakcie)* the Edinburgh Festival this summer?

15 *Having seen what obesity leads to* *(Zobaczywszy do czego prowadzi otyłość)*, Joshua decided to go on a diet.

16 Why was *I made/obliged/forced to apologise for something* *(zostałem zmuszony do przeproszenia za coś, czego)* I didn't do?

17 *Wouldn't you rather take* *(Czy nie wolałabyś zabrać)* your students to an art exhibition than show them some albums with artwork?

18 Rachel's fiancé *wondered / was wondering why she complained about* *(zastanawiał się, dlaczego ona narzeka na)* getting married somewhere exotic. In the end, he decided to ask her.

19 *However much advice you receive* *(Jakkolwiek wiele rad otrzymasz)*, it will still be your decision whether you take the job abroad or not.

20 My mum *needn't have topped up her* *(niepotrzebnie doładowała swój)* phone because there was plenty of credit on it.

21 Everybody was quite shocked when the line manager *was/got accused of having stolen / stealing* *(został oskarżony o kradzież)* personal information of our customers.

22 It's *no use redecorating / doing up / renovating* *(nie ma sensu odnawiać)* the front elevation now since we're going to sell the building anyway.

23 I *wish you hadn't handed out / distributed* *(szkoda, że rozdałeś)* leaflets to anybody you went past. Next time try to find out if people are interested in our products.

24 Jeremy got *the orders mixed up* *(pomieszał zamówienia)* for the third time today!

25 You look *as if/though you were hardly/barely coping* *(jak gdybyś ledwo znosił)* with the amount of work the principal expects you to do, but I hear you have an assistant to help you right now.

26 When we met Sonia, we *congratulated her on winning the scholarship* *(pogratulowaliśmy jej wygrania stypendium)* to study at Harvard.

27 After years of living a very simple life, John succeeded *in saving / putting aside enough (money) to buy* *(zaoszczędzić wystarczająco, aby kupić)* a small flat.

28 The developer *was thought not to have paid* *(sądziło się, że nie zapłacił)* the contractors.

29 It was my English teacher *who encouraged me to take part / participate* *(który zachęcił mnie do udziału)* in language competitions.

30 Wouldn't you agree that it's *high time you sold this* *(najwyższa pora, abyś sprzedała te)* old furniture?

31 The Brennons would have lost all their belongings *if they hadn't emptied / had they not emptied* *(gdyby nie opróżnili)* their house before the flood.

32 My wife's parents *were not so much pleased with* *(byli nie tyle zadowoleni z)* the views we had from our new apartment as mesmerised by the feeling of space.

33 Working for a tree surgeon provided me *with a first class knowledge of* *(pierwszorzędnej wiedzy na temat)* this rather rare profession.

34 Anthony and I *were supposed / were about / were to go cycling* *(mieliśmy udać się na)* a trip when it suddenly started to rain.

35 Whoever *convinces/persuades me to give up / stop eating* *(przekona mnie, aby przestał jeść)* meat, will be a hero!

36 Be careful with your dog. After laying the lawn you *had better not let it run* *(lepiej nie pozwól mu biegać)* around the garden for a few weeks – or at least until the grass has grown a bit.

37 I'm sure Kate *will never regret splitting/breaking up* *(nigdy nie będzie żałowała zerwania)* with Alex.

38 If I were you, I *would avoid gossiping about others despite* *(unikałbym plotkowania o innych pomimo)* the fact that, as you say, many do the same to you.

39 Hannah *spends three times as much (money)* *(spędza trzy razy więcej pieniędzy)* on beauty products as you.

40 We couldn't see any lights on, so we presumed that the Stuarts *must have (already) moved out* *(na pewno już się wyprowadzili)*.

41 Please, tell them that *if in doubt they mustn't/can't* *(w razie wątpliwości nie wolno im)* leave the premises because they might get lost.

42 Had *it not been for your warning* *(gdyby nie twoje ostrzeżenie)*, we would have headed straight into the storm.

43 By the time they decide to ask for a loan, they *will have been trying to find* *(będą próbowali znaleźć)* a suitable solution to their financial problems for a couple of months.

44 I wish Sandra *wouldn't keep / weren't/wasn't constantly/forever/always checking messages* *(ciągle nie sprawdzała wiadomości)* on her phone when we're dining out.

45 Since *it was getting darker and darker* *(robiło się coraz ciemniej)*, we decided to take a taxi home.

46 Unfortunately, a multinational corporation *is said to be taking over* *(mówi się, że przejmuje)* two local companies soon.

47 Only when Dan had performed in a school play *did he realise how much* *(to zdał sobie sprawę jak bardzo)* he wanted to study in a drama school.

48 Given the choice, the trade unions *would rather/sooner negotiate* *(wolałyby negocjować)* a pay rise than go on strike.

49 *Suppose/Supposing/Assuming/Assume you were elected/voted/chosen president* *(Przypuśćmy, że zostałbyś wybranym na prezydenta)*, what would you do first?

50 On finishing studies *I was warned not to plan* *(ostrzegano mnie, abym nie planował)* a long break before applying for a job.

51 *Were Liam more self-confident* *(Gdyby Liam był bardziej pewny siebie)*, he would have asked the actors for their autographs.

52 We regret *to inform/tell you that* *(z przykrością zawiadamiamy, że)* you have not been shortlisted for this post.

53 *Teenagers are believed* *(wierzy się, że nastolatki)* to be spending less and less time out of doors.

54 Only *in this way did we find* *(w ten sposób znaleźliśmy)* a way out of this most embarrassing situation.

55 It's difficult to establish *who forgot to switch/turn on (kto zapomniał włączyć)* the burglar alarm in the lab on Friday. Thankfully, nobody broke in during the weekend.

56 The necklace looked *as if it had been made (jak gdyby był zrobiony)* of gold, but on closer inspection you could say it was copper.

57 Having worked hard the whole month to meet the deadline, we were really exhausted. We decided that *what we all needed was (to, czego my wszyscy potrzebowaliśmy to)* a two-week break.

58 Everybody was sure that the witness had made a mistake because Elle *had been seen boarding the train (była widziana jak wsiadała do pociągu)* at that time.

59 Although most teenagers wear black nowadays, I *wouldn't advise/recommend following the latest (nie radziłbym podążania za najnowszą)* fashion. You need to find your own style.

60 Richard and Jean found it *unacceptable to be offered so little (nie do zaakceptowania, że oferuje się im tak mało)* money for their luxurious yacht.

61 Having heard about the accident, we *were wondering whether/if Ann would fly (zastanawialiśmy, czy Ann poleci)* to Nepal to be with her husband or not.

62 *What if you hadn't helped (A co gdybyś nie pomógł)* Lisa to recover her handbag from the mugger? Would you be together now?

63 After heavy rains, it was obvious that our city wasn't as *well-prepared a place as (tak dobrze przygotowanym miejscem jak)* everybody had hoped to handle such a disaster.

64 Don't you think that we *owe it to our children to (jesteśmy winni naszym dzieciom)* look after our planet better?

65 How long do you think it will take you *to get used/accustomed to commuting to work (przyzwyczaić się do dojeżdżania do pracy)*?

66 My dentist *discouraged me from eating sweets (odradził mi jedzenie słodyczy)* because I needed so much treatment for my teeth.

67 Last week we interviewed a lot of potential candidates for a babysitter for our twin girls, but *none of them met our expectations (żadna z nich nie spełniła naszych oczekiwań)*, so we have to keep looking for one.

68 We want *to have/get our roof repaired (aby nasz dach został wyremontowany)* before autumn.

69 The warden *asked for the prisoners to be (poprosił, aby więźniowie zostali)* moved to a different building.

70 Most pupils *wouldn't mind being given (nie mieliby nic przeciwko otrzymywaniu)* less homework. In fact, they'd love it!

71 The hospital is planning a series of events so *as to draw the authorities' attention (aby przyciągnąć uwagę władz)* to the lack of funds.

72 The kidnapper *threatened to kill all the hostages (zagroził zabiciem wszystkich zakładników)* if his brother was not released from prison.

73 We were always curious about Mars and were eager to find out *what life would be like (jak wyglądałoby życie)* on that planet if we were given a chance to experience it there.

74 How come you were *able to find such cheap accommodation (zdołałeś znaleźć tak tanie zakwaterowanie)* in high season in Venice?

75 We all thought that *it was rude/impolite of her (niegrzecznym było z jej strony)* to tell off her teacher for not having checked the tests.

76 Residents feel that they can't *leave it to councillors to decide (zostawić radnym, aby zdecydowali)* what to do with disused areas if they want to have playgrounds there.

77 There *are claimed to have been a (twierdzi się, że było)* number of reasons for the fall of the Ottoman Empire – among them, the rise of nationalism in many countries in the 19th century.

78 No matter *how much he insisted on our/us (jak bardzo nalegał, żebyśmy)* rehearsing the final act once more, we were too tired to do it.

79 Last year we went to Kenya. Never *before had we seen so many (przedtem nie widzieliśmy tak wielu)* wild animals in such a small area.

80 If *only she had invested her savings (tylko zainwestowała oszczędności)* in this start-up company, she would be a well-to-do person now.

INTRODUCTION

- The tasks listed below resemble Task 2 in the oral section the Polish bilingual matura exam.
- The activities are meant to:
  - offer you speaking practice in different topic areas,
  - sensitise you to the language you use while speaking,
  - prepare you for Task 2 in the exam.
- The 8 speaking tasks correspond to the 8 topic areas covered in the Student's Book. Additionally, each of the 8 activities is accompanied by a set of vocabulary related to the topic. Most of the lexis comes from the Student's Book, however, there are always some extra items (in italics) whose meaning might need to be checked in a dictionary.
- Please bear in mind that in Task 2 in the exam questions will not be supplemented by any vocabulary.
- In the exam you have up to 2 minutes for preparing your answer to the question in Stage 1 of Task 2. Then you are expected to speak on the topic for up to 3 minutes.
- Remember also that in the exam there is no preparation time for the 3 questions included in Stage 2 of Task 2. The questions are asked by the examiner. You are expected to speak for up to 5 minutes. Please bear in mind that the examiner may interrupt your answer at any moment and challenge your view, ask you for an explanation or additional arguments, etc.

INSTRUCTIONS

STAGE 1

- **Part 1:** Read the task and think what you would like to say.
- **Part 2:** Plan and practise your answer. Use 5 or more expressions from the list below, but at least one expression from each column. You might need to check the meaning of the words in italics in a dictionary.

STAGE 2

- **Part 3:** Read the questions. Prepare to say what you think.

Unit 1

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy nasz strój i wygląd wpływają na to, jak postrzegają nas inni ludzie?
- rozmowa o pracy
- pierwsza randka
- ważne wydarzenie rodzinne

Part 2 (Stage 1)

at first glace	to contradict	*attire*
having said that	disrespectful	*demeanour*
I can't be certain	to offer insight into	*garment*

Part 3 (Stage 2)

1 Tell me about a situation when you were wrongly judged by someone.
2 What does it mean to have your own style? Justify your opinion.
3 Is it important for young people to follow the latest trends? Why?/Why not?

Unit 2

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy jest możliwe, aby wszyscy studenci w Europie spędzali przynajmniej jeden semestr na uczelni w innym kraju?
- koszty wymiany międzynarodowej
- znajomość języków obcych
- oferta edukacyjna w różnych krajach

Part 2 (Stage 1)

a case in point	to acclimatise	*scholarship*
Take ...	broaden	*lecture*
a useful illustration	overseas	*dissertation*

Part 3 (Stage 2)

1 In your opinion, will online universities replace most residential courses and programmes? Why?/Why not?
2 Some people claim that the role of universities is to prepare young people for their future career. To what extent do you agree?
3 What should people take into account when choosing a university to apply to?

Unit 3

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy w bliskiej przyszłości tablet i telefon mogą zastąpić tradycyjne książki jako podstawowe źródło wiedzy?
- czas spędzony na nauce
- formy prezentacji treści
- możliwość robienia notatek

Part 2 (Stage 1)

I'm not so sure	diligent	*attention span*
definitely	to enrich	*compatible*
I have to disagree	provider	*trustworthy source*

Part 3 (Stage 2)

1 Tell me about a situation when having Internet access saved you or someone you know a lot of trouble.
2 Is you school technology-friendly? Why?/Why not?
3 Tell me about a book or a film about technology which you would recommend to teenagers.

Unit 4

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Jakie jest znaczenie praktyk zawodowych w trakcie odbywania studiów?
- dla praktykantów
- dla firmy/organizacji
- dla uczelni

Part 2 (Stage 1)

to be honest	a flying start	*confidence*
tricky	keenness	*networking*
come to think of it	prospective employer	*transferable skills*

Part 3 (Stage 2)

1 A lot of people would like to work from home. Can you see any disadvantages to it?
2 Do you agree that young people should always be paid for their work during an internship? Why?/Why not?
3 Do you think people would be happier if all employees were paid the same? Why?/Why not?

Unit 5

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

W jaki sposób rozwój środków transportu wpływa na nasze życie?
- wyjazdy turystyczne
- mobilność w poszukiwaniu pracy
- dostęp do produktów z innych stron świata

Part 2 (Stage 1)

are (not) dissimilar	decisive	*congestion*
on the other hand	homesickness	*to divert*
unlike	precondition	*scheduled*

Part 3 (Stage 2)

1 How could the transport system be improved in the area where you live?
2 Would you accept a job that would require you to commute for two hours every morning and evening? Why?/Why not?
3 What are the advantages of living in a foreign country for a longer period of time?

Unit 6

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Jak internet wpływa na rynek muzyczny?
- możliwość zrobienia kariery
- sprzedaż muzyki
- dostęp do nowości

Part 2 (Stage 1)

main benefit	crowd funding	*hype*
on balance	overrated	*streaming*
strong argument	provocative	*tune*

Part 3 (Stage 2)

1 There are a lot of TV talent shows in most countries. Do they make it easier or more difficult to become a hugely successful artist?
2 Works of art are supposed to cause strong emotions. Are these emotions always positive?
3 Some cities decide to have free admission to their most popular museums. Can you see any drawbacks to this?

Unit 7

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Wpisy na stronach internetowych i w serwisach społecznościowych coraz częściej stają się publiczne. Jakie mogą być ich skutki?
- w rodzinie
- w szkole
- w pracy

Part 2 (Stage 1)

cognizant	biased	*allegation*
no doubt	distortion	*condemn*
main point	underestimate	*rage*

Part 3 (Stage 2)

1 What precautions should people take when they register on a new social networking site?
2 Can the Internet and mobile devices help us be healthier and live longer?
3 Many people read the news on the Internet. How likely is it that traditional print newspapers will cease to exist?

Unit 8

Part 1 (Stage 1)

Wypowiedz się na temat podany poniżej. W swojej wypowiedzi musisz przytoczyć argumenty odnoszące się do podanych aspektów.

Czy w dzisiejszych czasach jest możliwe wyeliminowanie głodu na świecie?
- światowa produkcja rolna
- nierówności w dochodach
- klimat i klęski żywiołowe

Part 2 (Stage 1)

to assume	agribusiness	*fertile*
may	to eradicate	*lucrative*
to rule out	pesticide	*to make ends meet*

Part 3 (Stage 2)

1 Is agriculture an important sector of the economy of a country? Justify your opinion.
2 In your opinion, will we have to change our eating habits in the next 20 years? Why?/Why not?
3 Tell me about a book or a film that is set in the countryside.

Opening formulas: emails and letters
Zwroty powitalne: e-maile i listy

Informal phrases / Zwroty nieformalne

Dear Margaret, Droga Margaret!
Hi Anne, Cześć, Aniu!

Neutral and formal phrases / Zwroty neutralne i formalne

Dear Mr and Mrs Edwards, Szanowni Państwo!
Dear Miss/Ms Brennon, Szanowna Pani!
Dear Mr Brennon, Szanowny Panie!
Dear Sir or Madam, Szanowni Państwo!
Dear Editor, Szanowny Panie! / Szanowna Pani!

Starting an email / a letter
Rozpoczynanie e-maila/listu

Informal phrases / Zwroty nieformalne

It was good to hear from you. Miło było otrzymać wieści od Ciebie.
I hope you're doing well/you're fine/you're OK. Mam nadzieję, że masz się dobrze / że u Ciebie wszystko dobrze / w porządku.
How are you (doing)? Jak się masz? / Co u Ciebie?
I'm writing to tell you … Piszę, aby Ci powiedzieć, że…
Thanks for your letter. Dzięki za list.
I wonder if you remember/have heard … Ciekawy/Ciekawa jestem, czy pamiętasz / słyszałeś/słyszałaś…
I wanted to tell you about … Chciałem/Chciałam Ci powiedzieć, że...

Neutral and formal phrases / Zwroty neutralne i formalne

I am writing in order to … Piszę, aby…
I am writing to thank you for … Piszę, aby Ci/Pani/Panu podziękować za…
I would like to express my … Chciałbym/Chciałabym wyrazić mój/moją/moje…
I am writing in connection with the article/report/editorial … Piszę w związku z artykułem (wstępnym) / sprawozdaniem…
I have just read … (the article) titled … in Saturday's paper/last month's edition of … Przeczytałem/Przeczytałam niedawno / w sobotniej gazecie / w wydaniu… z zeszłego miesiąca (artykuł) zatytułowany…
I am writing to ask/enquire about … Piszę, aby zapytać o… / uzyskać informacje na temat…
I read/found your advertisement in … and would like to … Przeczytałem/Przeczytałam / Znalazłem/Znalazłam Państwa ogłoszenie w… i chciałbym/chciałabym…
I am writing on behalf of myself and my friends … Piszę w imieniu swoim oraz moich kolegów i koleżanek…
I am writing to draw your attention to … Piszę, aby zwrócić Pana/Pani uwagę na…

Ending an email / a letter
Kończenie e-maila/listu

Informal phrases / Zwroty nieformalne

It was good to hear from you. Miło było otrzymać wieści od Ciebie.
Email me soon. Napisz szybko.
I'd better get going./I must go now./Got to go now./I must be going now. Muszę kończyć.
Bye for now. Na razie.
Looking forward to your news/to hearing from you again. Czekam niecierpliwie na wieści / kolejny e-mail / kolejny list od Ciebie.
Say hello to … Pozdrów...
Give me love/my regards to (everyone at home). Uściskaj/Pozdrów (wszystkich domowników).
Have a nice (trip). Miłej (podróży).
See you (soon/in the summer). Do zobaczenia (wkrótce/latem).
Write soon. Napisz szybko.
Keep in touch! Pozostańmy w kontakcie!

Neutral phrases / Zwroty neutralne

I look forward to hearing from you/your reply. Czekam na informacje od Ciebie/Pana/Pani / Twoją/Pana/Pani odpowiedź.
I hope to hear from you soon. Mam nadzieję na szybką odpowiedź.

Formal phrases / Zwroty formalne

I look forward to your prompt response/reply. Mam nadzieję na szybką odpowiedź z Państwa strony.
I wonder what other readers think about … Jestem ciekawy/ciekawa, co inni czytelnicy sądzą o…
I hope you will publish more articles about this problem. Mam nadzieję, że opublikujecie / opublikują Państwo kolejne artykuły na ten temat.
I would be grateful if you could publish my letter. Będę wdzięczny/wdzięczna za opublikowanie mojego listu.

Closing formulas: emails and letters
Zwroty pożegnalne: e-maile i listy

Informal phrases / Zwroty nieformalne

Bye for now,/See you! Do zobaczenia!
Love,/Take care!/All the best, Uściski! / Trzymaj się! / Wszystkiego dobrego!

Neutral phrases / Zwroty neutralne

Best wishes, Pozdrawiam serdecznie
Regards, Pozdrawiam

Formal phrases / Zwroty formalne

(Z wyrażeniami: Mr/Mrs/Miss/Ms Brennon) Yours sincerely, Z poważaniem
(Z wyrażeniami: Dear Sir or Madam/Editor) Yours faithfully, Z wyrazami szacunku / Z poważaniem

Telling a story • Relacjonowanie zdarzeń

It all started when … Wszystko zaczęło się, gdy…
No sooner had we … than … Ledwie…, gdy…
While I (was playing), … Kiedy (bawiłem/bawiłam się / grałem/grałam)…
Just as I was watching … Dokładnie kiedy oglądałem/oglądałam…
As soon as … Gdy tylko…
First, … Najpierw…
Then, … Potem…
Finally, … W końcu…
After a little while, … Po krótkiej chwili…
Suddenly/All of a sudden, … Nagle
Unfortunately, … Niestety…
Fortunately, … Na szczęście…
It was the best/worst time ever. To był najlepszy/najgorszy czas/moment w moim życiu.
We had a great/awful time when we were … Przeżyliśmy fantastyczne/koszmarne chwile, gdy byliśmy...
I'll never forget … Nigdy nie zapomnę…

Review • Recenzja

Introduction / Wprowadzenie

The film/book tells the story of … Film/Książka opowiada historię…
The film/story is set in … Akcja filmu/opowiadania rozgrywa się w…
The events take place in … Wydarzenia mają miejsce w…
The book/novel was written by … Książka/Powieść została napisana przez…
The film is directed by … Film został wyreżyserowany przez…
It is a comedy/horror film/love story. To komedia/horror/romans.
This well-written/informative/fascinating book … Ta dobrze napisana / pouczająca / fascynująca książka…
It is based on real events/on a true story/on a book. Jest oparty/oparta na prawdziwych wydarzeniach / na prawdziwej historii / na książce.
It has been made into a film. Na jej podstawie nakręcono film.

Plot description / Opis fabuły

The story concerns/begins/is about … Historia dotyczy / zaczyna się… / Jest to historia…
The plot focuses on … Fabuła koncentruje się na…
The plot is (rather) boring/thrilling. Fabuła jest (dość) nudna/porywająca.
The plot has an unexpected twist. Fabuła zawiera nieoczekiwany zwrot akcji.
The film reaches a dramatic climax … Punktem kulminacyjnym filmu jest…

Describing the location of a holiday destination / Opis miejsca wakacji

… is a reef/an island off the west coast … …jest rafą koralową / wyspą położoną w pewnej odległości od lądu…
… is a town/region/resort on the (east) coast of …/island. …jest miastem / regionem / kurortem położonym na (wschodnim) wybrzeżu / wyspie.
It is surrounded by turquoise waters/majestic mountains/lush forest … Otaczają go/ją lazurowe wody / majestatyczne góry / bujne lasy…
In the southern part of the island lies the resort of … W południowej części wyspy leży kurort…
Part of its coastline is a sandy beach. Część linii brzegowej to piaszczysta plaża.
The region is a national park. Region/Obszar ten jest parkiem narodowym.

Recommending • Rekomendowanie

Positive opinion / Pozytywna ocena

You'll love it! Będzie Ci się bardzo podobać!
If you like love stories, you should definitely read it. Jeśli lubisz romantyczne historie, zdecydowanie powinieneś/powinnaś to przeczytać.
It's a must! Musisz to przeczytać/zobaczyć!
I think it's worth reading because … Uważam, że warto ją przeczytać, ponieważ…
I was impressed by … Duże wrażenie zrobił/zrobiła na mnie…
I couldn't put it down. Nie mogłem/mogłam się od niej oderwać.
It's a classic./It's a masterpiece of its kind. To klasyka. / To arcydzieło jedyne w swoim rodzaju.
The plot is believable/entertaining/thought-provoking. Fabuła jest wiarygodna / zapewnia rozrywkę / zmusza do myślenia.
It's a highly entertaining read. To naprawdę zajmująca lektura.
It will change the way you see … Zmieni sposób Twojego myślenia o…
If I were you, I wouldn't hesitate to … Na Twoim miejscu nie wahałbym/wahałabym się i …
I highly recommend (reading it). Gorąco polecam (lekturę tej książki).
I recommend it to everyone. Polecam go/ją każdemu.
This is a film/book not to miss. Tego filmu/Tej książki nie można przegapić.
If you only see one film this spring, this should be it. Jeśli tej wiosny obejrzysz tylko jeden film, to powinien to być właśnie ten.
I would thoroughly recommend this film to anyone regardless of … Poleciłbym/Poleciłabym ten film każdemu bez względu na…
This destination would be ideal for … To idealne miejsce dla/na…
X is definitely worth visiting. X zdecydowanie warto zobaczyć/odwiedzić.
If you're looking for …, then this is the place for you. Jeśli szukasz/szukacie/szukają Państwo…, to jest to właśnie miejsce dla Ciebie/Was.

Negative opinion / Negatywna ocena

One weakness (of the book/film) is that … Słabością książki/filmu jest to, że…
It is rather long/boring/confusing/slow. (o filmie/akcji) Jest dość długi/długa / nudny/nudna / zagmatwany/zagmatwana / powolny/powolna.
The cast is awful/unconvincing. Obsada jest fatalna / mało przekonująca.
The script is dull. Scenariusz jest nudny.
It is poorly/badly written. Został słabo/źle napisany.
Unfortunately, this film/book fails to/does not live up to expectations. Niestety film/książka nie spełnia oczekiwań / rozczarowuje.

Adjectives / Przymiotniki

Characters / Postacie**: (un)convincing/shallow/plausible/likeable/realistic/charismatic** (nie)przekonujące / płytkie / wiarygodne / wzbudzające sympatię / realistyczne / charyzmatyczne
Plot / Fabuła**: far-fetched/bland/overcomplicated/predictable/riveting/gripping** naciągana / nijaka / zbyt skomplikowana / przewidywalna / pasjonująca / wciągająca
Special effects / Efekty specjalne**: laughable/cheap/staggering/amazing/astounding/mind-blowing** śmiechu warte / tanie / niesamowite / zadziwiające / zdumiewające / fantastyczne
Photography / Zdjęcia**: poor/amateurish/breathtaking/incredible/impressive/stunning** słabe / godne amatora / zapierające dech w piersiach / niewiarygodne / oszałamiające / przepiękne
Acting / Gra aktorska**: wooden/mediocre/appalling/natural/powerful/spectacular** drętwa / przeciętna / koszmarna / naturalna / niezwykle przekonująca / efektowna
Script / Scenariusz**: contrived/confusing/convoluted/realistic/thought-provoking/compelling** wymyślny / zagmatwany / zawiły / realistyczny / skłaniający do myślenia / frapujący

Music / Muzyka**: unimaginative/sentimental/atmospheric/stimulating/moving/brilliant** mało oryginalna / sentymentalna / nastrojowa / pobudzająca / poruszająca / znakomita

Product / Produkt**: hand-crafted/state-of-the-art/streamlined/compact/timeless/brand new/innovative/durable/ergonomic/one of a kind/has some wear and tear** ręcznie wykonany / najnowocześniejszy / o opływowych kształtach / małych rozmiarów / ponadczasowy / zupełnie nowy / innowacyjny / trwały / ergonomiczny / jedyny w swoim rodzaju / noszący ślady użycia

Landscape / Krajobraz**: pristine beaches/crystal clear water/unspoilt landscape/unsurpassed views/bustling markets/tranquil scenery/dilapidated tenement houses** nieskazitelnie czyste plaże / krystalicznie czysta woda / dziewiczy krajobraz / niezrównane widoki / tętniące życiem bazary / spokojne otoczenie / niszczejące kamieniczki

Describing a person • Opisywanie osoby

The first thing you notice about (him/her) is … Pierwszą rzeczą, którą się zauważa, jest jego/jej…

He/She is special for a number of reasons. Jest wyjątkowy/wyjątkowa z kilku powodów.

He/She is the kind of person who … Jest osobą, która…

The most unusual/interesting person I've ever met is … Najbardziej niezwykłą/najciekawszą osobą, którą kiedykolwiek spotkałem/spotkałam, jest…

Describing appearance / Opisywanie wyglądu

Height / Wzrost**: of medium height/tall/fairly short/long-legged** średniego wzrostu / wysoki / wysoka / dość niski / niska / długonogi/długonoga

Build / Budowa ciała**: muscular/well-built/overweight/skinny/slim/thin** muskularny/muskularna / dobrze zbudowany/zbudowana / z nadwagą / bardzo chudy/chuda, szczupły/szczupła / chudy/chuda

Age / Wiek**: in his teens/middle-aged/in her late forties/elderly** nastoletni/nastoletnia / w średnim wieku / ponad czterdziestoletni/czterdziestoletnia / w podeszłym wieku

Facial features / Cechy twarzy**: round/oval/freckles/dimples/scar/mole/wrinkled/pale/tanned/a crooked nose/moustache/beard/almond-shaped eyes** okrągła / owalna / piegi / dołeczki / blizna / brodawka / pomarszczona / blada / opalona / garbaty nos / wąsy / broda / oczy w kształcie migdałów

Hair / Włosy**: balding/short/shoulder-length/long/wavy/curly/thick** łysiejący/łysiejąca / krótkie / do ramion / długie / falujące / kręcone / grube

She dresses casually/smartly/well/in black/fashionably. Ubiera się niezobowiązująco / elegancko / dobrze / na czarno / modnie.

He always wears scruffy/stylish clothes. Zawsze ma na sobie wymięte/stylowe ubrania.

Expressing opinion / Wyrażanie opinii

I believe/think/feel (that) … Wierzę/Myślę/Czuję, że...

I really/do believe … Naprawdę wierzę, że...

In my opinion/view, … Moim zdaniem...

From my point of view/The way I see it, … Według mnie...

It seems/appears to me (that) … Wydaje mi się, że…

To my mind, … Moim zdaniem…

My opinion is that … W mojej opinii...

As far as I am concerned, … Jeśli o mnie chodzi, to...

To be honest, … Szczerze mówiąc,…

It is my firm belief that … Głęboko wierzę, że…

I am inclined to believe that … Skłaniam się ku przekonaniu, że…

It is popularly believed that … Panuje przekonanie, że…

Most people feel that … Większość ludzi uważa, że…

I am (fully) convinced that … Jestem (całkowicie) przekonany/przekonana, że…

I certainly believe that … Zdecydowanie uważam, że…

People often claim/maintain that … Ludzie często twierdzą/utrzymują, że…

Some people argue that … Niektórzy ludzie są zdania, że…

Some people point out that … Niektórzy wskazują, że…

Agreeing with opinions
Zgadzanie się z opinią

I (completely) agree that/with … (Całkowicie) Zgadzam się, że… / Zgadzam się z...

I couldn't agree more that/with … Lepiej niż… bym tego nie ujął/nie ujęła.

That's fine with me. Jak dla mnie, może być.

I think so too. Też tak myślę.

I agree that it's true that … Zgadzam się, że prawdą jest, iż…

I am of the same/a similar opinion because … Mam takie samo zdanie, gdyż…

He's absolutely right. Zupełnie się z nim zgadzam.

He has a point. Ma trochę racji.

I fully support the view that … Całkowicie zgadzam się z opinią, że…

Disagreeing with opinions
Niezgadzanie się z opinią

I disagree that/with …/I don't agree that/with … Nie zgadzam się, że… / Nie zgadzam się z…

I am totally against … Jestem całkowicie przeciwny/przeciwna...

I see your point of view but … Rozumiem Twój punkt widzenia, ale...

I'm afraid I can't agree with … Przykro mi, ale nie mogę zgodzić się z...

I'm not convinced about … Nie jestem przekonany/przekonana do...

I don't think it's the best solution. Nie sądzę, żeby to było najlepsze rozwiązanie.

I must say I do not agree/strongly disagree with … Muszę stwierdzić, że (zupełnie) się nie zgadzam z…

I am of a different/the opposite opinion because … Jestem innego/przeciwnego zdania, ponieważ…

Contrary to popular belief … Wbrew powszechnej opinii…

Justifying opinions • Uzasadnianie opinii

I think so because … Jestem tego zdania, ponieważ…

In fact/Actually, … Właściwie / W zasadzie…

The reason why I believe so is … Powodem, dla którego tak myślę, jest…

Presenting arguments • Argumentowanie

There are numerous/potential/clear/considerable pluses/downsides to … Jest wiele potencjalnych/oczywistych/istotnych zalet/wad…

First argument / Pierwszy argument

First of all, … Przede wszystkim…

First/Firstly, … Po pierwsze…

To begin with, … Na wstępie…

The main/major argument in support of … is that … Głównym/Podstawowym argumentem przemawiającym za… jest to, że…

On the one hand,/On the other hand, … Z jednej strony / Z drugiej strony

One argument in favour of … is that … Jednym z argumentów przemawiających na korzyść X jest to, że…

One of the most convincing/most persuasive/strongest arguments for/against … is … Jednym z najbardziej przekonujących/najmocniejszych argumentów przemawiających za/przeciw X jest …

Successive arguments / Kolejne argumenty

Secondly, … Po drugie…

Thirdly, … Po trzecie…

Then/Next … Następnie…

Another (dis)advantage is (that) … Kolejną zaletą / wadą jest (to, że)…

A further benefit/drawback of … is (that) … Następną korzyścią/wadą X jest (to, że)…

In addition/Additionally, … Dodatkowo…

Also, … Także…

Apart from this, … Oprócz tego…

Moreover/What is more/Furthermore, … Co więcej…

Most importantly, … Co najważniejsze…

Last argument … Ostatni argument…

Finally, … W końcu…

Last but not least, … Ostatnim, choć nie najmniej ważnym (argumentem), jest fakt, że…

Presenting different aspects of the issue / Przedstawianie różnych punktów widzenia

It is also important to consider this issue with regard to (public figures' rights to privacy). Ważne jest także, aby spojrzeć na problem w kontekście (prawa osób publicznych do prywatności).

From the perspective/viewpoint of (a teenager), … Z punktu widzenia (nastolatka),…

In terms of (public figures as role models), I believe … Jeśli chodzi o (osoby publiczne jako wzory do naśladowania), wierzę, że…

Another important angle on this issue is (public safety). Innym ważnym aspektem zagadnienia jest (bezpieczeństwo publiczne).

Emphasising what you say / Akcentowanie wypowiedzi

Clearly/Obviously/Of course/Needless to say/Naturally, if everyone were allowed to buy a gun, the crime rate would increase significantly. Oczywiście / To oczywiste, że / Nie trzeba nawet wspominać, że / Naturalnie jeśli każdy miałby pozwolenie na kupno broni, poziom przestępczości znacząco by się podniósł.

Rephrasing / Prostowanie wypowiedzi

In other words/To put it another way/That is to say, if they do not vote in the parliamentary election, they will not have the right to criticise the government's decisions. Innymi słowy / Oznacza to, że jeśli nie zagłosują w wyborach parlamentarnych, nie będą mieli prawa do krytykowania decyzji rządu.

Expressing reality / Przedstawianie faktycznej sytuacji

In fact/As a matter of fact/The fact of the matter is that/Actually/In practice a mobile would be quite useless if a plane crashed in the middle of the Amazon jungle. W rzeczywistości / Faktem jest, że / W praktyce telefon komórkowy byłby zupełnie bezużyteczny, gdyby samolot rozbił się w środku puszczy amazońskiej.

Making partially true statements / Twierdzenia częściowo prawdziwe

Up to a point/To a certain degree/extent/To some extent/degree/In a sense/In a way, it describes all teenagers. Do pewnego stopnia / W pewnym sensie opisuje to wszystkich nastolatków.

Giving examples • Podawanie przykładów

For example,/For instance, … Na przykład…

Like …/Such as … Takie jak…

Especially/In particular/Particularly, … Szczególnie / W szczególności…

In the same way, … Tak samo…

Similarly,/Equally,/Likewise, … Podobnie/ W podobny sposób, …

Expressing interest
Wyrażanie zainteresowania

I am interested in …/I have been looking for … Jestem zainteresowany/zainteresowana… / Poszukuję…

I am planning to … and that is why I found this advertisement/offer/text interesting/important. Planuję… i z tego powodu zainteresowałem/zainteresowałam się tym ogłoszeniem / tą ofertą / tym tekstem. Uznałem/Uznałam je/ją/go za ważny.

I was very interested in your (article/editorial/presentation). Zainteresowałem/Zainteresowałam się Państwa artykułem (wstępnym) / prezentacją.

Expressing preference
Wyrażanie preferencji

I really enjoy/like/love … because … Bardzo lubię / Uwielbiam..., ponieważ…

I prefer … to … Wolę... niż...

I'd like to …/I hope to … Chciałbym/Chciałabym… / Mam nadzieję, że...

… is great because … …jest rewelacyjny/rewelacyjna, ponieważ…

I find … boring/dull. Moim zdaniem… jest nudny/nudna/nieciekawy/nieciekawa.

I don't like/I can't stand/I really hate … Nie lubię / Nie znoszę / Naprawdę nienawidzę...

It's not really my thing. To nie moja bajka. / To nie leży w kręgu moich zainteresowań.

Expressing doubt • Wyrażanie wątpliwości

I have read the advert about your services and/but I am not quite sure if … Przeczytałem/Przeczytałam ogłoszenie o Państwa usługach, jednak nie jestem pewny/pewna, czy…

I cannot understand if … Nie bardzo rozumiem, czy…

It is not clear to me if … Nie jest dla mnie jasne, czy…

Complaining • Składanie reklamacji

Describing problems / Opisywanie problemów

I wish to express my strong dissatisfaction with … Chciałbym/Chciałabym wyrazić swoje niezadowolenie z…

I am writing to complain about … Piszę, aby złożyć zażalenie dotyczące / reklamację dotyczącą…

I'm afraid I have to make a complaint. Niestety muszę złożyć zażalenie/reklamację.

I am writing to express my concerns about … Piszę, aby wyrazić swoje obawy dotyczące…
I would like to complain about … Chciałbym/Chciałabym złożyć zażalenie dotyczące / reklamację dotyczącą…
We are particularly upset because, … Jest nam szczególnie przykro, ponieważ…
To make matters worse, … Co gorsza, …
Without doubt, the worst part of the whole incident was … Bez wątpienia, najgorsze w całym incydencie było to, że…
… I/we decided to contact you and complain. …zdecydowałem/zdecydowałam/zdecydowaliśmy/zdecydowałyśmy się skontaktować z Państwem i złożyć skargę.

Suggesting solutions / Sugerowanie rozwiązań problemów

One possible way to solve this problem is to … Jednym z możliwych sposobów rozwiązania tego problemu jest…
An alternative solution to this issue is … Alternatywnym rozwiązaniem tej kwestii jest…

Asking for action / Prośba o działanie

I/We urge you to (reconsider your policies). Apeluję/Apelujemy do Pana/Pani/Państwa o (rozważenie zmian w regulaminie).
I/We ask/demand that you (investigate the matter). Domagam/Domagamy się, aby Państwo (przyjrzeli się sprawie).

Making suggestions • Proponowanie

I think I should … Myślę, że powinienem/powinnam...
Perhaps I could … Może mógłbym/mogłabym...
What do you think about …? Co myślisz o...?
What about …?/How about …? A może by...?
Would you like me to …? Czy chciałbyś/chciałabyś, żebym...?
I (would) suggest/recommend organising … Myślę, że powinieneś/powinnaś / powinni Państwo zorganizować
You should pay more attention to … Powinieneś/Powinnaś / Powinni Państwo zwrócić większą uwagę na…
It would be a good idea to … Dobrym pomysłem byłoby/byłaby…

Giving advice • Udzielanie rad

You should/ought to … Powinieneś/Powinnaś...
You'd better … Lepiej by było, gdybyś…
If I were you, I would … Gdybym był/była na Twoim miejscu, to (zrobiłbym/zrobiłabym tak)…
It might be a good idea (for you) to … Dobrym pomysłem mogłoby być, (abyś)…
Why don't you …? A może (spróbujesz)...?
Have you thought of/about …? Myślałeś/Myślałaś o...?
It's better (not) to do … Lepiej (nie) robić…
Make sure that … Upewnij się, że…
Remember (not) to do … Pamiętaj, aby (nie) robić…
It's (not) worth (doing) … Warto robić… / Nie warto robić…
I (don't) think it's a good idea. Wydaje mi się, że to (nie) jest dobry pomysł.
I don't think you should … Sądzę, że nie powinieneś/powinnaś…

Making requests • Wyrażanie prośby

Informal phrases / Zwroty nieformalne

Can/Could you …, please? Czy mógłbyś/mogłabyś...?
Do you think you could …? Czy myślisz, że mógłbyś/mogłabyś...?
Let me know if you can (come). Daj znać, czy mógłbyś/mogłabyś (przyjść).
Could you tell me …? Czy mógłbyś/mogłabyś mi powiedzieć...?

Neutral phrases / Zwroty neutralne

Would it be possible for you to …? Czy byłoby możliwe, abyś / aby Pan/Pani...
I'd be grateful if you could … Byłbym wdzięczny / Byłabym wdzięczna, jeśli mógłbyś/mogłabyś / mógłby Pan / mogłaby Pani…
I wonder if I could ask you to/for … Czy mógłbym/mogłabym poprosić Cię/Pana/Panią o...
I'm writing to ask for your help/advice … Piszę, aby prosić Cię/Panią/Pana o pomoc/radę…

Apologising / Przepraszanie

Informal phrases / Zwroty nieformalne

I'm really sorry (that) … Bardzo mi przykro, że...
Sorry for bothering you. Przepraszam, że zawracałem/zawracałam Ci głowę.
Sorry to bother you. Przepraszam, że Cię niepokoję.
Sorry for any trouble. Przepraszam za kłopot.
Sorry I didn't write earlier, but I … Przepraszam, że nie pisałem/pisałam wcześniej, ale…
Sorry I haven't written for so long./Sorry for not writing for so long. Przepraszam, że tak długo nie pisałem/pisałam.
I'm writing to tell you how sorry I am (to … about …). Piszę, aby Ci powiedzieć, że jest mi bardzo przykro (z powodu…).
It will never happen again. To się nigdy więcej nie powtórzy.

Neutral phrases / Zwroty neutralne

I apologise for … Przepraszam za...
Please accept my apology … Proszę przyjąć moje przeprosiny…

Thanking • Wyrażanie podziękowań

Informal phrases / Zwroty nieformalne

I'm writing to thank you for … Piszę, aby Ci podziękować za...
Thank you so much. Bardzo Ci dziękuję.
It was so/really/very kind of you to … To było niezwykle/bardzo uprzejme z Twojej strony, że...

Neutral phrases / Zwroty neutralne

I really appreciate your help. Naprawdę doceniam Twoją/Pana/Pani pomoc.
Thank you for sending it back to me. Dziękuję za jego/jej odesłanie.
I am really grateful for your help. Jestem niezwykle wdzięczny/wdzięczna za Twoją/Pana/Pani pomoc.
It's very kind of you. To bardzo uprzejme z Twojej/Pana/Pani strony.
I hope it's not too much trouble for you. Mam nadzieję, że nie sprawi Ci/Panu/Pani to kłopotu.
Thank you for doing me a favour. Dziękuję za przysługę.

Article • Artykuł

Introduction / Wstęp

Did you know that …? Czy wiedzieliście, że…?
Have you ever wondered why/how …? Czy zastanawialiście się kiedyś, dlaczego/jak…?
What would you do if …? Co byś zrobił/zrobiła / byście zrobili, gdyby…?

Introducing opinions / Wyrażanie opinii

It seems/appears that … Wydaje się, że…
It would seem/appear that … Wydawałoby się, że…
It is believed/recognised that … Uważa się, że…
There is little/no doubt that … Nie ma wątpliwości, że…
There is some doubt … Są pewne wątpliwości…

Generalising / Uogólnianie

Generally/In general/By and large/As a general rule/In most cases/Broadly speaking/On the whole, everyone who … Ogólnie / Ogólnie rzecz biorąc / W zasadzie / W większości przypadków każdy, kto…
It is often said … Często mówi się…
It is rarely/sometimes/often/usually the case that … Rzadko / Czasem / Często / Zazwyczaj jest tak, że…
People tend to regard … as … Ludzie zazwyczaj uważają X za…
People often claim that … Ludzie często twierdzą, że…
In some/certain/many/most cases … W niektórych / wielu przypadkach / większości przypadków…
Many/Most people/of us feel/believe/agree … Wiele osób/Większość ludzi/z nas zgadza się/czuje/wierzy, że…
Some would say that … Niektórzy powiedzieliby, że…

Cause and result / Łączenie przyczyny i skutku

In such countries financial difficulties are common, so people have fewer children. W tych krajach ludzie często borykają się z problemami finansowymi, więc mają mniej potomstwa.
The result/consequence/outcome of (such a decision/choice could be (that) …) … Konsekwencją/Wynikiem/Efektem (takiej decyzji / takiego wyboru może być)…
This could lead to/result in/trigger … To może doprowadzić do / skutkować / spowodować…
People spend most of their time online today. As a result/Consequently/As a consequence, many people are losing the ability to tell fantasy from the reality. W dzisiejszych czasach ludzie spędzają większość czasu w internecie. W rezultacie dużo osób traci umiejętność odróżniania fantazji od rzeczywistości.
Before the era of antibiotics, more soldiers died due to/because of diseases than were killed in action. Zanim nadeszła era antybiotyków, więcej żołnierzy umierało z powodu chorób niż ginęło podczas walki.
Owing to/On account of the strike there were no trains between Berlin and Warsaw. Z powodu strajku nie było połączenia kolejowego między Berlinem a Warszawą.
There were traffic jams in the city centre on the grounds/given that the protesters had decided to march along one of the main streets. W centrum miasta były korki ponieważ protestujący zdecydowali się przejść jedną z głównych ulic.
The man had been robbed, therefore/hence/thus he was penniless when he finally reached the railway station. Okradziono go, więc / a zatem był bez grosza, gdy wreszcie dotarł na dworzec kolejowy.
… is at the root of many social problems. …jest przyczyną wielu problemów społecznych.
Many learning difficulties stem from … Wiele problemów z nauką bierze się z…
The idea has its origins/roots in … Pomysł ma swoją genezę w…
The problem can be traced back to the 1990s. Problem pojawił się w latach dziewięćdziesiątych.
It gives rise to … To powoduje…

Introducing opposing opinion and contrast / Wprowadzanie przeciwnego zdania i kontrastowanie

On the one hand, the park is extremely popular with elderly people, but on the other (hand) they are not the ones who buy tickets. Z jednej strony park jest niezwykle popularny wśród osób w podeszłym wieku, ale z drugiej to nie oni kupują bilety.
Some people feel it is wrong for advertising to be aimed specifically at children, while/whereas others do not share this view. Niektórzy uważają, że kierowanie reklam do dzieci to zły pomysł, podczas gdy inni nie podzielają ich zdania.
Mark was not an exceptionally talented man, neverthless/nonetheless/yet/even so/still he applied for the job and, to everyone's surprise, was offered the post in the IT department. Mark nigdy nie był szczególnie utalentowany, jednak ubiegał się o pracę i, ku zaskoczeniu wszystkich, zaoferowano mu stanowisko w dziale IT.
However, many people say that action should be taken straightaway. Jednak wiele osób mówi, że trzeba działać natychmiast.
Even though/Although many residents support the mayor and his policy, he also has many enemies. Chociaż wielu mieszkańców popiera burmistrza i jego politykę, ma on także wielu wrogów.
In spite of/Despite winning in the local election, his real ambition was to work for one of the EU institutions. Chociaż wygrał w lokalnych wyborach, jego prawdziwą ambicją była praca w jednej z instytucji Unii Europejskiej.
But all this may be about to change. Ale wszystko to może wkrótce ulec zmianie.
Poland has got a population of 38 million. By/In contrast, there are only 5 million inhabitants in Finland. Liczba ludności w Polsce wynosi 38 milionów. Z kolei w Finlandii jest tylko 5 milionów mieszkańców.
Many accidents are caused by reckless drivers. Conversely, some are the result of overtly cautious driving. Wiele wypadków jest powodowanych przez lekkomyślnych kierowców. Z drugiej jednak strony/z kolei niektóre wypadki są wynikiem nadmiernie ostrożnej jazdy.
The economy will not improve this year. On the contrary, it will deteriorate. Gospodarka nie poprawi się w tym roku. Wręcz przeciwnie, pogorszy się.
That said/Having said that, there are also drawbacks. Pomimo to są też mankamenty.

Ending / Zakończenie

What will the future of … be? Jaka będzie przyszłość…?
What are (Mark's) plans? Jakie są plany (Marka)?
Let's hope (they succeed). Miejmy nadzieję, że (im się uda).
Hopefully, … Miejmy nadzieję, że…
For those reasons, I am with those who think … Z tych powodów, zgadzam się z tymi, którzy twierdzą…
Perhaps in the future … Być może w przyszłości…

For-and-against / Opinion essay
Rozprawka „za i przeciw" / wyrażająca opinię

Introduction – for-and-against essay / Wstęp – rozprawka „za i przeciw"

What are the arguments for and against this idea? Jakie są argumenty za takim pomysłem i przeciw niemu?
What are the benefits and drawbacks of such a solution? Jakie są zalety i wady takiego rozwiązania?
What are the advantages and disadvantages of …? Jakie są dobre i złe strony…?

This idea can be said to have both advantages and disadvantages. Taki pomysł ma zarówno dobre, jak i złe strony.
Let us consider the advantages and disadvantages of … Zastanówmy się nad dobrymi i złymi stronami…

Introduction – opinion essay / Wstęp – rozprawka wyrażająca opinię

Personally, I believe (that) … Osobiście uważam, że…
In my opinion,/To my mind, … Moim zdaniem…
In this essay I am going to argue that … W tej rozprawce będę dowodzić, że…
To explain the reasons for my opinion, I will explore the issue from the viewpoint of (an elderly person) and (a teenager). Chcąc uzasadnić moje zdanie, przyjrzę się zagadnieniu z punktu widzenia (osoby w podeszłym wieku) oraz (nastolatka).
It is my intention to examine this issue in terms of (freedom of speech) and (public safety). Moim zamiarem jest przeanalizowanie zagadnienia pod kątem (wolności słowa) oraz (bezpieczeństwa publicznego).
This essay will look at this question from the perspective of (both) (customers) and (shop owners). W poniższej rozprawce problem zostanie omówiony z punktu widzenia (zarówno) (klientów) jak i (właścicieli sklepów).
(Today) Many people believe that … Wiele osób (dzisiaj) uważa, że…
Let me explain why I agree with this view. Pozwólcie, że wytłumaczę, dlaczego zgadzam się z takim poglądem.

Introducing various points of view / Wprowadzanie różnych punktów widzenia

The first (dis)advantage for (the young adult) is … Pierwszym (nie)korzystnym dla (młodych ludzi) czynnikiem jest...
From the (teachers') point of view … Z punktu widzenia (nauczycieli)...

Giving arguments / Przytaczanie argumentów

First and foremost, … Po pierwsze i najważniejsze…
One (dis)advantage is that … Jedną z zalet/wad jest…
It is also often hoped that (the event) will … Często (również) ma się nadzieję na to, że (to wydarzenie)…
It is also important/vital to consider … Ważne jest również rozważenie…
Another benefit/drawback is that … Kolejną zaletą / wadą jest…
Another downside is … Kolejnym minusem jest…

Expressing your own opinion / Wyrażanie własnej opinii

In my opinion,/To my mind,/In my view, (the advantages outweigh the disadvantages). Moim zdaniem (zalety przeważają nad wadami).
As far as I am concerned, Jeśli o mnie chodzi

Expressing certainty / Wyrażanie pewności

There are undoubtedly certain drawbacks … Bez wątpienia istnieją pewne mankamenty…
Without (a) doubt, there are people who believe the opposite. Bez wątpienia są osoby, które mają przeciwne zdanie.

Expressing condition / Wyrażanie warunku

As long as/Providing/Provided that a connection is available, anyone can use the Internet. O ile / Jeśli / Pod warunkiem, że jest dostępne połączenie, każdy może korzystać z internetu.

Conclusion / Podsumowanie

In conclusion,/To conclude,/To sum up,/All in all,/ On balance,/On the whole, … Podsumowując / W podsumowaniu…
All things considered,/Taking everything into account/ consideration, … Po rozważeniu/podsumowaniu wszystkich…
For all these reasons, I am convinced that … Ze wszystkich tych względów, jestem przekonany/przekonana, że…

Unit 1

Speculating about appearance
Przypuszczenia na temat wyglądu

Offering initial thoughts / Pierwsze wrażenie

When I first saw the photo, … Kiedy po raz pierwszy zobaczyłem/zobaczyłam to zdjęcie…
At first glance, … Na pierwszy rzut oka…
She/He looks quite + *adjective*/a bit of a + *noun*. Wygląda dość (+ przymiotnik) / trochę jak (+ rzeczownik).
It looks to me as if … Według mnie wygląda tak, jakby…
My initial impression was … Moje pierwsze wrażenie było takie, że…

Justifying your speculations / Uzasadnianie przypuszczeń

I'm assuming he's/she's … because … Przypuszczam, że jest…, ponieważ…
It's more than just his/her … To coś więcej niż tylko jego/jej…
It's something to do with … To coś, co wiąże się z / wynika z…
There's something about the … Jest coś w…
Judging by the way he's/she's … Sądząc ze sposobu, w jaki on/ona (np. siedzi)…

Rethinking your ideas / Sprostowanie wypowiedzi

On closer inspection, I'd say … Przyjrzawszy się (mu/jej) bliżej, powiedziałbym/powiedziałabym…
Having said that, he/she may be … Mimo to może być…
Mind you/Then again, I could be wrong. Ale/Choć/Chociaż mogę się mylić.

Hedging / Unikanie precyzyjnej wypowiedzi

It's hard to say, but … Trudno powiedzieć, ale…
I can't be certain, but … Nie mam pewności, ale…
I'm only guessing, but … Tylko zgaduję, ale…
Going purely on appearance, I'd say he/she … Opierając się wyłącznie na wyglądzie, powiedziałbym/powiedziałabym, że jest…
I could be wrong, but my gut feeling is that … Mogę się mylić, ale intuicja mi podpowiada, że…

Unit 2

Giving supporting examples
Podawanie przykładów uzasadniających wypowiedź

Phrases with *example* / Wyrażenia ze słowem *example*

A typical/classic/obvious example is … Typowym/Klasycznym/Oczywistym przykładem jest…
The most striking/extreme/graphic example that comes to mind is … Najbardziej uderzającym / najbardziej drastycznym / najlepiej ilustrującym (to) przykładem, który przychodzi mi na myśl, jest…
One of the most notable examples is … Jednym z najlepszych przykładów jest…
I think it's a prime example of … Myślę, że to doskonały przykład…

Alternative words for *example* / Odpowiedniki słowa *example*

A useful illustration is … Dobrym przykładem (np. zjawiska)… / Tym, co najlepiej obrazuje (np. zjawisko), jest…
For instance … Na przykład…
A case in point is … Dobitnym przykładem jest… / Ilustruje to najlepiej…
In my case … W moim przypadku…

Imperative verbs / Tryb rozkazujący czasowników

Consider .../Think about … Proszę pomyśleć / Pomyśl o…
Take a family where … Weźmy dla przykładu rodzinę, w której…
Look at my cousin … Proszę spojrzeć / Spójrz na mojego kuzyna / moją kuzynkę…

Unit 3

Agreeing and disagreeing
Zgadzanie się i niezgadzanie się z rozmówcą

Agreeing enthusiastically / Zgadzanie się z rozmówcą w entuzjastyczny sposób

Absolutely! I'm totally with you on that! Jak najbardziej! Zgadzam się z panem/panią/tobą w tej kwestii w zupełności!
I've got to agree with you! Nie sposób się nie zgodzić!
You can say that again! Dokładnie tak!
You're definitely not wrong there! I tu się pan/pani nie myli / nie mylisz!
You've got that right. I tu ma pan/pani / masz rację.

Agreeing in part / Częściowe zgadzanie się z rozmówcą

You're right of course, but … Ma pan/pani / masz oczywiście rację, ale…
I know that's true, but … Wiem, że to prawda, ale…
You've got a point, though … To słuszna uwaga, jednak…
I agree …, but … Zgadzam się, ale…
I guess you're right, though … Myślę, że ma pan/pani / masz rację, jednak…

Disagreeing politely / Niezgadzanie się z rozmówcą w grzeczny sposób

Sorry, but I just don't think that's right. Przykro mi, ale naprawdę nie myślę, że tak jest / to prawda.
I'm sorry, I really don't agree with you here. Przykro mi, ale naprawdę nie mogę się z panem/panią/tobą zgodzić w tej kwestii.
I'm afraid I have to disagree with you on that. Przykro mi, ale różnimy się w tej kwestii.
Hmm, I'm afraid I'm not so sure. Hmm, przykro mi, ale nie jestem tego taki pewien / taka pewna.

Unit 4

Buying time
Zyskiwanie czasu podczas rozmowy

(Hmm,) let me see/think about it … (Hmm), proszę mi dać / daj mi chwilę pomyśleć / niech pomyślę…
(In actual fact,) I've never really thought about it/ considered it/been asked that before … (Właściwie / Tak naprawdę) nigdy się nad tym nie zastanawiałem/ zastanawiałam / nikt mnie nigdy o to nie pytał.
(Wow,) that requires a moment's thought … To (zdecydowanie) wymaga chwili namysłu…
My mind has gone blank. Can you give me a second? Mam pustkę w głowie. Czy da mi pan/pani / dasz mi chwilę do namysłu?
(I mean,) to be honest with you …/to be frank …/to tell you the truth … Jeśli mam być (z panem/panią/tobą) szczery/szczera... / Prawdę powiedziawszy…
(Actually,) it's a kind of tough/tricky one … (Tak naprawdę) odpowiedź nie jest zbyt łatwa/prosta…
(Well,) all I can say/all I know is that … (Hmm,) to, co mogę powiedzieć, to… / Z tego, co wiem, to…
(Come to think of it,) that's an interesting/a difficult question … (Gdy się nad tym zastanowić,) to ciekawe/ trudne pytanie / ciekawa/trudna kwestia…
(I suppose) it depends on what you mean/you're referring to … (Myślę, że) to zależy od tego, co ma pan/pani / masz na myśli / do czego się pan/pani odnosi / do czego się odnosisz…

Unit 5

Comparing photos
Zestawianie zdjęć

Highlighting similarities / Podkreślanie podobieństw
These photos have various things in common, like/such as … Oba zdjęcia łączy wiele cech wspólnych, takich jak…
I can see a number of similarities between photos A and B. Dostrzegam wiele podobieństw między zdjęciami A i B.
They're both …/They each have … Oba (zdjęcia) są… / Każde z nich ma…
The photos are also alike because … Oba zdjęcia są także podobne ze względu na…
These photos resemble each other in that … (Oba) zdjęcia wykazują podobieństwo pod względem…
The images are related/are not dissimilar in that … (Oba) zdjęcia są podobne / nie różnią się w tym sensie, że…
Not unlike photo A, this photo … Podobnie jak zdjęcie A, również ta fotografia…

Highlighting differences / Podkreślanie różnic
On the other hand, photo A differs from the other photos in … Z drugiej jednak strony zdjęcie A różni się od pozostałych fotografii pod względem…
There are other notable differences too/as well … Są też inne istotne różnice…
Another crucial difference is that … Inna zasadnicza różnica polega na tym, że…
It's also dissimilar in that … Różni się także tym, że…
In contrast, in this photo … W odróżnieniu od (zdjęcia A), na tej fotografii…
In this photo …, whereas in this photo … Na tym zdjęciu…, podczas gdy na tej fotografii…
This photo …, as compared to this photo … To zdjęcie…, a dla porównania na tej fotografii…
Unlike the first image, the second image … W odróżnieniu od pierwszego zdjęcia, na drugiej fotografii…

Unit 6

Discussing advantages and disadvantages
Omawianie zalet i wad

Presenting advantages / Przedstawianie zalet
One of the main benefits/advantages of … Jedną z głównych zalet / Jednym z głównych walorów X…
That could be an argument in favour/support of … To może być argument na poparcie X…
There are points in favour of … Istnieją argumenty na poparcie X…
… is a real plus. …jest dużą zaletą.
… is a strong selling point. …jest cechą zdecydowanie (go/ ją) wyróżniającą.

Presenting disadvantages / Przedstawianie wad
I see (that) as a drawback of … Postrzegam to jako wadę X…
A major downside of … Główną wadą X…
One difficulty I see with that idea … Główny problem z tym pomysłem polega na…
There's a strong argument against that idea, namely … Przeciwko temu pomysłowi można wysunąć poważny argument, a mianowicie…
… a somewhat negative aspect … …to do pewnego stopnia negatywny aspekt…

Reaching a decision / Podejmowanie decyzji
Taking everybody's needs into account, … Biorąc pod uwagę potrzeby wszystkich osób…
Bearing everything in mind, … Biorąc wszystko pod uwagę…
Weighing up the pros and cons, … Po zestawieniu wad i zalet…
On balance, … Podsumowując…
If you consider all the negative and positive aspects, … Gdy rozważy się wszystkie wady i zalety…
All things considered … Po rozważeniu wszystkich argumentów…

Unit 7

Adding emphasis
Akcentowanie informacji

There's no question/doubt that … Nie ma wątpliwości co do tego, że…
The one thing that really disturbs/bothers me is … Jedyne, co mnie naprawdę martwi/niepokoi, to…
The key thing/issue is … Kluczowa kwestia to…
What's critical/crucial is … Najważniejsze/Najistotniejsze jest tu…
The crux of the issue is …/The main point is … Sedno sprawy/problemu tkwi w tym, że…
I'm absolutely certain/adamant in my view that … Jestem najzupełniej pewny/pewna / utwierdzony/utwierdzona w przekonaniu, że…
I'm not sure/convinced (that) … Nie jestem pewien/pewna / przekonany/przekonana, (że)…
We need to be aware/cognizant of the fact that … Musimy być świadomi / zdawać sobie sprawę z tego, że…
And don't forget/overlook the fact that … I proszę nie zapominać / nie przeoczyć faktu, że…

Unit 8

Speculating about photos
Przypuszczenia na temat zdjęć

Modal verbs / Czasowniki modalne
must/might/may (well)/could/would (be) z pewnością (jest) / może (jest) / istnieje możliwość, że (jest) / mógłby (być)

Introductory verb phrases / Zwroty wprowadzające z użyciem czasowników
I assume/suppose that …/I presume that … Zakładam/ Przypuszczam, że…
I can imagine/envisage … Mogę sobie wyobrazić…
It would appear/seem that … Wydawać by się mogło, że…
I don't know whether/if … Nie wiem, czy…
It's bound to be … Musi być…
I shouldn't/wouldn't think that … Nie pomyślałbym/ pomyślałabym, że…
I very much doubt that … Bardzo wątpię, że…
We can't rule out the possibility that … Nie możemy wykluczyć możliwości, że…

Adverbs / Przysłówki
(almost) certainly/definitely/admittedly (niemal) na pewno / zdecydowanie / trzeba przyznać, że
presumably przypuszczalnie
probably prawdopodobnie
potentially potencjalnie
tentatively wstępnie / z wahaniem / ostrożnie
likely (jest) prawdopodobne
unlikely (jest) mało prawdopodobne

Culture notes

Unit 1 The ties that bind

1.1

Jane Austen (1775–1817) was a British novelist, well-known for her romantic fiction. She achieved recognition for the accurate and humorous portrayal of the English middle classes of her time and her works belong in the English literary canon. Her most popular novels are *Pride and Prejudice*, *Sense and Sensibility*, *Mansfield Park* and *Emma*. Two of her books, namely *Northanger Abbey* and *Persuasion*, were published after her death. Interestingly, ***Northanger Abbey***, a parody of Gothic fiction, was Austen's first novel ready for publication, but the bookseller who the author had sold the novel to decided not to publish it.

1.2

Mark Twain is the pen name of Samuel Langhorne Clemens (1835–1910), an American writer and humorist, famous for his wit and use of satire. Before embarking on a literary career, he had done stints as a typesetter, a river boat pilot, a miner and a journalist, from which he often drew inspiration for his writing. He is best known as the author of ***The Adventures of Tom Sawyer*** (1876) and its sequel, *Adventures of Huckleberry Finn*. Both of the books are renowned for the authentic depiction of the culture and the language of mid-nineteenth century America, and as such are considered to be outstanding works of American literature.

Sheila Heti (b. 1976) is a contemporary Canadian writer. She is the author of a collection of short stories, *The Middle Stories*, the novella *Ticknor* and the book based on her interviews with friends ***How Should a Person Be?*** (2010), which was included on the *New York Times 100 Notable Books of 2012* list. She is also known for creating Trampoline Hall, a lecture series, held monthly in Toronto and New York, at which people may speak on any subjects except for those that they are professionally expert at.

Khaled Hosseini (b. 1965) is an American novelist and a medical doctor of Afghan origin. After the enormous success of his debut book ***The Kite Runner*** (2003) he gave up his career in medicine to pursue full-time writing. The other books by Hosseini, *A Thousand Splendid Suns* and *And the Mountains Echoed* also became bestsellers.

Louisa May Alcott (1832–1888) was an American novelist and a poet, a feminist and a supporter of the abolition of slavery. Her debut novel, *Hospital Sketches*, was well received, but it was ***Little Women*** (1868) that won her fame. This semi-autobiographical novel based on Alcott's childhood experiences was followed by *Good Wives* and two other books, *Little Men* and *Jo's Boys*, which together make up the 'March Family Saga'. Many of her books have been adapted for film and television.

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest writers in English ever, often called the 'Bard'. His best known plays include: *The Taming of the Shrew, Romeo and Juliet, A Midsummer Night's Dream, Much Ado About Nothing, Hamlet, King Lear* and *Macbeth*. ***Hamlet*** (1603) is one of his four famous tragedies. Set in the Kingdom of Denmark, it tells the story of Prince Hamlet's revenge on his uncle Claudius.

Meg Wolitzer (b. 1959) is an American writer. As of 2020, she has published fourteen books, the best known of which are *The Wife*, *The Ten-Year Nap*, *The Uncoupling* and ***The Interestings*** (2013). She has also taught creative writing at various American universities.

1.7

A **Member of Parliament** (MP) is a person elected to a parliament as the representative of the voters from a particular area, called a constituency in the UK. In English, the term is mainly used in reference to the 650 members of the House of Commons, the lower house of the British Parliament. In order to stand as an MP in an election, a candidate must be over eighteen years old, a British citizen or citizen of a Commonwealth country or the Republic of Ireland. MPs are elected by the first-past-the-post system, which means that it is the person with the highest number of votes that wins the election.

Unit 2 Learning for life

2.1

Google Docs is a free-access web-based word processor provided by Google as part of its Google Drive applications. The software allows users to create and edit documents online as well as to store them in a format compatible with most word processors. Files can be accessed from any computer with an Internet connection, which enables multiple users all over the world to collaborate in real time.

2.2

Wikipedia® is the largest Internet encyclopedia, run by the non-profit Wikimedia Foundation. It was launched in English in 2001 by Jimmy Wales and Larry Sanger. As of 2021, it had 321 language versions, with English Wikipedia still being the most comprehensive. Taken together, all the Wikipedia versions contain more than fifty million articles and are by far the most popular reference source.

Bonn is a German city, located on the River Rhine in the German state of North Rhine-Westphalia. It has a population of over 310,000 people. Bonn was founded by the Romans in the first century BCE and as such is one of the oldest German cities. Between 1949 and 1990 it was the capital of the Federal Republic of Germany and the seat of the German government. After the reunified city of Berlin was made the capital of all Germany in 1990, Bonn became the second official seat of the German government. It is also known as the birthplace of Ludwig van Beethoven.

The Erasmus programme is a European Union student exchange programme launched by the European Commission in 1987. Named after the Dutch philosopher Erasmus of Rotterdam, it is also a backronym that stands for *European Community action scheme for the mobility of university students*. The programme allows students to study at a chosen Erasmus university across the thirty-three European countries participating in the project. The universities do not charge any tuition fees and students

may be offered special grants to cover their living costs. An Erasmus period of study abroad, which lasts between three months and a whole academic year, is recognised by students' home universities and counts directly towards their studies. In 2014 the Erasmus programme was replaced by Erasmus+, which combines all the EU's schemes for education, training, youth and sport.

Adelaide is a city in Australia and the capital of the state of South Australia. It is located on the south coast of the continent, about 600 kilometres north-west of Melbourne. Founded in 1836, the city was named after the wife of King William IV, Adelaide of Saxe-Meiningen. With an estimated population of over 1.3 million people, Adelaide is the fifth largest Australian city, but surprisingly it has a reputation for being quiet and ranks among the world's best cities to live in. It is also known for its cultural events.

2.5

Salsa is a Latin-American social dance, with roots in Cuban dances, especially the son, the cha-cha-cha and mambo. The blend of influences is reflected in the name 'salsa', which translates into 'mixture'. Salsa developed in the mid-1970s in New York City together with the music it is danced to, also called salsa. The dance became popular in some Caribbean and Latin American countries too, mainly Cuba, Colombia and Puerto Rico, where it evolved into several distinct forms.

2.7

The BBC, or the British Broadcasting Corporation, is the national British radio and television company, the oldest and one of the largest broadcasters in the world. It operates under the Royal Charter and Agreement, which define its mission as informing, educating and entertaining the public. The BBC is mainly funded by a television licence fee paid by all British households and institutions receiving television programmes. It provides a wide range of radio, television and online services not only in the UK, but also worldwide. Outside the UK it is well-known for the BBC World Service, which broadcasts radio and TV news in twenty-eight languages, as well as its commercial subsidiary BBC Worldwide Ltd, responsible for several international channels such as BBC World, BBC Knowledge and BBC Entertainment.

Focus Review 2

Bremen is a city in the north-west of Germany, with over half a million inhabitants. It is the capital of Free Hanseatic City of Bremen, the smallest of the German states. Bremen lies on the River Weser, sixty kilometres from Bremerhaven, where the river flows into the North Sea. The two cities form the Ports of Bremen, one of the world's busiest commercial ports. Bremen is a strong economic centre and it is considered a working-class city.

John Lennon (1940–1980) was an English musician, singer and songwriter, one of the founder members of The Beatles, arguably the most famous English band in the history of pop music. After the band separated in 1970, he pursued a solo career, during which he released two highly-acclaimed albums, viz. *John Lennon/Plastic Ono Band* and *Imagine*. *Give Peace a Chance* from the first record and the title song from the second became not only big hits but also anthems of anti-war movements. Lennon's last album *Double Fantasy*, which he recorded with his wife Yoko Ono, was brought out in 1980.

The Grand Canyon is an immense steep-sided valley carved by the Colorado River in the arid land of the Colorado Plateau. Located in north-western Arizona, in the US, the canyon stretches for 446 kilometres, with its width varying from 160 metres at its narrowest to twenty-nine kilometres at its widest. Its walls are up to 1,800 metres high and display nearly forty layers of rock, providing valuable insight into Earth's geologic past. The canyon is the central feature of the stunning Grand Canyon National Park and one of the most popular natural attractions in the world, visited by five million people every year.

The Amazon River is the largest river in South America, and the second longest river in the world, after the Nile. The Amazon basin is also the world's largest drainage basin. The Amazon contains nearly 1,100 tributaries and covers a vast area of Brazil and Peru, parts of Colombia, Ecuador and Bolivia as well as some small parts of Venezuela. During the wet season, it can be forty-eight kilometres wide. Its Atlantic estuary is 240 kilometres across and it is sometimes called the 'River Sea'.

NGO is an acronym for **non-governmental organisation**, i.e. an organisation that is not run by the government. NGOs are often grassroots movements and are involved in all sorts of activities, ranging from humanitarian help, through environmental protection, to political issues. NGOs operate on a non-profit basis and can be founded by the state, businesses or private people.

Botswana is a landlocked African country, neighbouring the Republic of South Africa, Namibia and Zimbabwe. With approximately two million inhabitants, it has one of the lowest population densities in the world. One in ten people lives in the capital city, Gaborone. As much as seventy percent of Botswana's territory lies within the Kalahari Desert. The country is a former British protectorate which gained independence in 1966. It is one of the fifty-two member states of the Commonwealth of Nations, an organisation of former British Empire territories. Botswana is praised for its fast economic development and the improvement in the standard of living. Its economy relies mainly on diamond mining and tourism.

The Kalahari Desert is a large semi-desert in southern Africa. It covers an area of 900,000 square kilometres, stretching mostly across Botswana as well as Namibia and the Republic of South Africa. It is part of the Kalahari Basin, which also includes the Okavango River Delta. The Kalahari Desert receives too much rain to be considered a real desert and it owes its name to its expansive sand dunes. It is inhabited by a number of endemic animals that have adapted to the extreme conditions, but it is also home to many migratory species which find their grazing grounds there after adequate rainfall.

The Okavango Delta is an inland delta located in Botswana, formed by the seasonal flooding of the River Okavango. Almost half of the area is covered with permanent swamps. Between June and August the delta increases in size threefold, which attracts large-scale migrations of animals, turning it into one of Africa's richest wildlife areas. Thanks to its spectacular nature, it has been chosen as one of the Seven Natural Wonders of Africa and included on the UNESCO World Heritage List.

Unit 3 The new thing

3.1

Thomas Edison (1847–1931) was a prolific American inventor and a successful businessman. He patented over 1,000 inventions, the most famous of which are the phonograph, the electric light bulb, the motion picture camera and various telegraph devices. In 1882 he launched the first central power station and distribution system in New York City. He also produced motion pictures. His inventions in the realms of electricity, sound recording and motion pictures greatly contributed to the establishment of the respective new industries in the whole world.

Columbia Records is an American recording label. It was established in 1887, which makes it the oldest brand name in the recording industry. Currently Columbia Records is owned by Sony Music Entertainment. The artists signed to the label represent all music genres. Among the many world-famous ones are Adele, Beyoncé, Céline Dion and One Direction.

MP3 is an abbreviation for MPEG Audio Layer 3. It is a standard format for audio compression, which enables music files to be stored and streamed more easily and efficiently. The term is also commonly used to describe files containing music or audio data, encoded by means of the MP3 standard. Most digital audio players use the MP3 format as the standard for the playback of music.

Spotify® is a commercial digital music service allowing its registered users to stream music, podcasts and videos on demand. It offers both free and paid premium services. Founded in 2008, Spotify is the brainchild of a Swedish startup company. In 2020, it had 345 million users worldwide.

3.2

Suzanne Lenglen (1899–1938) was a legendary French tennis player and the holder of 241 sports titles and numerous records. Between 1914 and 1926 she won thirty-one championship titles and dominated women's tennis. Her unique temperamental style on the court generated an unprecedented level of interest in female tennis and drew crowds of fans to her matches. She is also considered the first woman to become a tennis celebrity. Suzanne Lenglen died prematurely a month after being diagnosed with leukaemia.

Serena Williams (b. 1981) is an American tennis player who revolutionised women's tennis. She is very athletic and has a very powerful style of play. By 2020 she had won a record twenty-three Grand Slam singles titles. She has an older sister, Venus Williams, who is also a former number one female tennis player. Serena has also been a great role model for teenage girls, promoting a healthy, sporty lifestyle and positive body image.

3.4

Google Maps is a useful web mapping tool provided by Google. It offers maps and route planners and is one of the world's most popular applications for smartphones. The images used on Google Maps are regularly updated and are rarely more than three years old.

Microsoft is the commonly used name for Microsoft Corporation, an American multinational company with its headquarters in Redmond, Washington, USA. Founded in 1975 by Bill Gates and Paul Allen, it grew to become one of the biggest and most valuable technology companies in the world. Microsoft develops and produces software, consumer electronics and personal services. Ranked as one of the world's best multinational workplaces, the corporation is a sought-after employer. It is also famous for its unorthodox, innovative corporate culture.

Bill Gates (b. 1955) is a successful American entrepreneur, philanthropist and inventor. He is best known for being the co-founder of Microsoft. According to the Forbes list, since 1995 he has been one of the richest people in the world. In 2020 his fortune was estimated at 129 billion dollars. In 2000 Gates established the Bill & Melinda Gates Foundation, through which he has donated substantial funds to charitable organisations and various research programs. He is also the author of two books: *The Road Ahead* and *Business @ the Speed of Thought*.

E-readers are portable electronic devices designed for reading digital e-books and the press. A similar function can also be performed by other devices, such as tablets. However, modern e-readers use e-ink technology, which considerably reduces eye strain in comparison to devices with LCD screens.

Unit 4 All in a day's work

4.1

Jerome K. Jerome (1859–1927) was a British writer and humorist, best known for his novel ***Three Men in a Boat (To Say Nothing of the Dog)***. Published in 1889, the book enjoyed notable success. As the title suggests, it tells a story of a two-week boat trip taken at leisure by three friends on the River Thames. The intention of the author was to write a serious and informative travelogue, but this aspect of the novel was clearly overshadowed by the comic elements. The humour of the book has hardly dated and still appeals to the modern reader.

Twitter is a social networking service which was created by Jack Dorsey, Evan Williams, Biz Stone and Noah Glass in 2006. Users can send short messages of up to 280 characters. These messages are called 'tweets'. Once you have signed up to the site, you can read and post tweets, but if you are not a member, you can only read them.

Unit 5 Journeys

5.1

Robert Louis Stevenson (1850–1894) was a Scottish writer, whose best-known works are *Treasure Island*, *The Strange Case of Dr Jekyll and Mr Hyde* and *The Black Arrow: A Tale of the Two Roses*. His books enjoyed great popularity among his contemporaries and he himself achieved celebrity status. Today he still is one of the most translated authors in the world. He was an avid traveller and travelled extensively in the USA and the Pacific region. In 1890 he settled on a Samoan island, where he died.

Ecuador is a South American country, located on the Pacific coast, between Peru and Colombia. The Galápagos archipelago also forms part of its territory. Ecuador lies on the equator, hence its name. Its capital city is Quito, the highest official capital city in the world, which prides itself on having one of the largest and best-preserved historic centres in both Americas. The population of Ecuador is estimated at over seventeen million people.

Laos is a landlocked country in South-East Asia, surrounded by Myanmar, China, Vietnam, Cambodia and Thailand. As it is a mountainous and densely forested country, the Mekong River and its tributaries serve as major transportation routes. Laos has a population of almost seven million people. Its largest city and its capital is Vientiane. It is visited by increasing numbers of tourists, drawn by the rich Buddhist culture and pristine nature.

5.2

Anthony Bourdain (1956–2018) was an American celebrity chef who worked at Brasserie Les Halles, a French restaurant in New York. He rose to fame as the author of *Kitchen Confidential: Adventures in the Culinary Underbelly*, published in 2000. He was mostly known, however, for hosting culinary travel TV programmes such as *A Cook's Tour*, *Anthony Bourdain: No Reservations* and *The Layover*, in which he explored food from all over the world.

Namibia is an African country, located in the south of the continent on the Atlantic coast. It is bordered by South Africa, Botswana, Angola and Zambia. With a population of just over two million people and a territory three and a half times the size of the UK, Namibia is one of the least densely populated countries in the world. Its largest city and its capital is Windhoek. Most of Namibia's territory became a German colony in 1884. After World War I, it remained under the administration of South Africa until it gained independence in 1990. The Namibian economy is based on agriculture, tourism and mining.

The Namib Desert is a desert in Africa, stretching for 2,000 kilometres along the Atlantic coast through South Africa, Namibia and Angola. It is the only true desert in southern Africa and arguably the oldest desert in the world. Its name comes from the Nama language and means 'vast place'. The most prominent features of the Namib Desert are the large sand dunes near the coast and gravel plains found further inland. The coastal regions often experience thick fogs caused by the Benguela Current. Considering its extremely arid climate, the desert is home to relatively many endemic animal species. It is, however, almost completely uninhabited by humans.

The San people, sometimes called Bushmen, is an umbrella term for different indigenous hunter-gatherer tribes native to Southern Africa. Their territories include Botswana, Namibia, Angola, Zambia, Zimbabwe, South Africa and Lesotho. Although the word 'San' seems favoured over 'Bushman', both are sometimes considered pejorative. Members of different San peoples prefer to be called by the names of their individual nations rather than by the collective name.

Springbok, **kudu** and **wildebeest** (also called gnu) are three antelope species which can be found in various regions of Africa.

The Nama people are an African ethnic group, indigenous to South Africa, Namibia and Botswana. Traditionally, they led a nomadic life around the Orange River in southern Namibia and northern South Africa, the area known as Namaqualand. Today, however, only few of the Nama maintain their traditional lifestyle as most of them settled in villages under the former South African apartheid administration.

The Skeleton Coast is part of the Atlantic coast of northern Namibia and southern Angola. The name comes from the title of a book by John Henry Marsh (published in 1944), which tells the story of the shipwrecked cargo liner *Dunedin Star*. Marsh came up with the term as the shore was once littered with the skeletons of whales and seals – the remains of the whaling industry. Today, instead of skeletons, there are over 1,000 shipwrecks scattered along the coast. The area is infamous for difficult sailing conditions due to dense fogs and offshore rocks.

The Benguela Current is a cold ocean current in the South Atlantic. It flows northward along the east coast of Africa from Cape Point in South Africa towards Angola. It is 200 kilometres to 300 kilometres wide and brings cold water drawn up from great depths. The collision of the current and hot air causes dense ocean fogs on the Skeleton Coast, which can occur for as many as 180 days a year.

Schutztruppe is the name of colonial military units formed in the German colonies in Africa, namely German South Africa (present-day Burundi, Rwanda, and a part of Tanzania), German Cameroon and German South-West Africa (which is now part of Namibia). The troops were recruited from both European and local volunteers from the late nineteenth century to 1918.

The Copper Canyon is a canyon system in north-western Mexico, in the state of Chihuahua. It is comprised of six canyons formed by the six rivers that are the headwaters of the Fuerte River. The name of the canyon is derived from the copper colour of its walls. It surpasses the world-famous Grand Canyon in size and partly in depth.

Baja California is a state in northern Mexico, bordered to the north by the US state of California. It covers the northern half of the Lower California Peninsula, which separates the Pacific from the Gulf of California. Its capital is Mexicali, situated on the Mexican–US border.

The Maya people are diverse ethnic groups from Central America who speak the Mayan languages. They are indigenous inhabitants of southern Mexico, Guatemala, Belize and Honduras. Their ancestors created the Maya civilisation, one of the finest pre-Columbian cultures of city-states, which flourished in the Yucatán Peninsula in the first millennium of the modern era. There were eight million Maya people living in the region before the arrival of Europeans in the fifteenth century. These days their population is estimated at seven million.

5.3

The Pyramid of Djoser is an ancient step pyramid, located thirty kilometres south of Cairo, Egypt. It was constructed during the twenty-seventh century BCE as a burial place for Pharaoh Djoser. It is a landmark in Saqqara – an extensive cemetery which served Memphis, the capital city of Ancient Egypt. When the pyramid was built, it was sixty-two metres tall, which made it the tallest building of its time.

Moray is an archaeological site of Inca ruins, situated on a high plateau north-west of Cusco in Peru. The ruins mostly comprise large circular terraces resembling amphitheatres. The terraces are thought to have been used as an agricultural experiment station. Their unique design might have enabled the Incas to observe the impact of different weather conditions on crop growth.

Giza is the third largest city in Egypt, one of the five administrative units comprising Greater Cairo. It lies on the west bank of the Nile, south of the centre of Cairo. It is famous for the Giza pyramid complex – an archaeological site on the edge of the Libyan desert

including the Great Pyramid of Giza (also called the Pyramid of Cheops) and the Great Sphinx.

Machu Picchu is an ancient Inca site, located about eighty kilometres from Cusco in Peru. It was built around 1450 on a mountain ridge 2,430 metres above sea level, presumably as an estate for the Inca emperor Pachacuti. The city was only inhabited for about a hundred years to be abandoned in 1572, when the Inca Empire had fallen. Interestingly, Machu Picchu was never found by the Spanish conquistadors. It was rediscovered in 1911 by the American historian Hiram Bingham. Partly reconstructed, the ruins are now one of the world's greatest tourist attractions.

Cairo is the capital city of Egypt, part of the metropolitan area called Greater Cairo. It is located on the Nile in the north of the country. Cairo per se is the largest Egyptian city with an estimated population of around ten million people. It is an important economic, cultural and religious centre in the region, often called 'the city of a thousand minarets'.

The Inca civilisation was an Andean civilisation that in the thirteenth century created the Inca Empire, which was the largest and the last sovereign political entity in pre-Columbian America. The cradle of the Incan Empire was the city-state Kingdom of Cusco in present-day Peru. Cusco remained the capital of the whole Incan Empire, which in its heyday covered a large part of modern Peru and Ecuador as well as areas in present-day Colombia, Bolivia, Chile and Argentina. The Inca civilisation collapsed as a result of the Spanish conquest, with its last stronghold falling in 1572.

5.4

Alexandra Stoddard (b. 1941) is an American author and an interior designer. On her official blog she also refers to herself as 'a philosopher of contemporary living'. She has published numerous books on lifestyle and design, the best-known of which are *Living a Beautiful Life: 500 Ways to Add Elegance, Order, Beauty and Joy to Every Day of Your Life*; *Choosing Happiness: Keys to a Joyful Life* and *Things I Want My Daughters to Know: A Small Book About the Big Issues in Life*.

5.5

Patagonia is a geographical region on the southern tip of South America encompassing a large area of Argentina and Chile. It borders both the Atlantic and the Pacific Ocean. It has a low population density and is known for its rugged nature. The varied landscape of Patagonia includes the southern Andes, deserts, steppes and grasslands.

5.6

InterRail is a method of travelling by train. It is a pass which allows unlimited travel on trains in certain areas of Europe. It was originally introduced in 1972 to give young travellers access to cheaper transport around Europe. In 1998 it became available to all ages with different rates applied to different age groups. It is now called the Interrail Global Pass.

5.7

Shanghai is a city in eastern China, located at the mouth of the Yangtze River. It has a population of over twenty-four million people and as such ranks as the world's largest city proper (i.e. without its suburbs). The city is a global financial and business centre as well as the busiest container port in the world.

Rio de Janeiro is a city in southern Brazil, located on the Atlantic coast. With about 6.5 million inhabitants, it is the second most populous Brazilian city. Since it was founded by the Portuguese in 1565, it has played a key role in the history of the country. Until 1960 it was the capital of Brazil. Rio is a popular tourist destination, drawing visitors with its beautiful natural setting, beaches, carnival and its most recognisable landmark – the statue of Christ the Redeemer on top of Corcovado mountain.

The Taebaek Mountains are the main mountain range of the Korean Peninsula, stretching along its east coast for 500 kilometres. They span South Korea and North Korea. The highest mountain is Seoraksan on the South Korean side, reaching 1708 metres.

Focus Review 5

Belgrade is the capital city of Serbia and was the capital of Yugoslavia. It is located in the north of the country where the Sava River flows into the Danube. With a population of around 1.2 million people, Belgrade is Serbia's biggest city. It is also one of the oldest European cities and many of the sights are reminiscent of its long and turbulent history.

World Heritage Sites are places designated by UNESCO as having outstanding value to humanity and as such being in need of preservation. They can represent cultural and natural heritage and include such diverse places as buildings, monuments, cities, lakes, mountains or forests. Since the programme started in 1972, more than 1,000 places have been listed as World Heritage Sites. They are eligible to receive funding from the World Heritage Fund.

The Levant is a historical term referring to the geographical region at the eastern end of the Mediterranean Sea. In its broadest sense, the Levant includes Lebanon, Israel, Palestine, Jordan, Syria, Cyprus and Turkey but it may also refer to Egypt, Iraq and Greece.

The Black Death was a pandemic of bubonic plague that swept through Europe in the mid-fourteenth century. Carried by infected rats, the plague is believed to have started in Central Asia and spread along the Silk Road. The estimated death toll was from thirty to sixty percent of the total population of Europe.

Mongolia is a landlocked country in east-central Asia between Russia and China. It has a population of over three million people, almost forty percent of whom live in the capital city of Ulaanbaatar. Around a third of its citizens still lead nomadic or semi-nomadic lives. The enormous area of Mongolia makes it the least densely populated independent country in the world. Its territory is mainly covered by vast steppes, apart from its southern part occupied by the Gobi Desert.

Azerbaijan is a country in the eastern Caucasus on the Caspian Sea, at the crossroads of the Silk Road and south–north corridor. It is bordered by Russia, Georgia, Armenia, and Iran. It has a population of more than nine and a half million people, over a third of whom live in the metropolitan area of the capital city Baku. Azerbaijan was a Soviet republic from 1920 to 1991, at which point it declared independence. Its economy is largely based on oil and natural gas.

The Caucasus is an area between the Black Sea and the Caspian Sea, constituting the conventional border between Europe and Asia. The most prominent geographical feature is the range of the Caucasus Mountains, dividing the region into two politically distinct parts. The northern Caucasus

belongs to Russia, whereas the southern part is comprised of the independent states of Georgia, Armenia and Azerbaijan. Still, the ethnic, linguistic and cultural diversity of the Caucasus constructs a far more complex picture than the political map.

Lada is a popular make of cars produced by the Russian automobile manufacturer AvtoVAZ. The production of Ladas began in the former Soviet Union. At that time the cars were mostly exported to Eastern Europe and other countries economically dependent on the USSR, including Mongolia. Today Ladas are mainly sold in Russia and former Soviet Republics, but they are also available in some EU countries and Egypt.

Munich is a city in southern Germany and the capital of the federal state of Bavaria. With over one and a half million inhabitants, it is the third largest German city after Berlin and Hamburg. Munich is a major financial and commercial centre, which makes it one of the most affluent cities in Germany. It boasts many excellent cultural institutions, historic architecture and museums. After Frankfurt, Munich has the second biggest airport in Germany and is one of the biggest hubs for the German flag carrier Lufthansa.

Unit 6 Express yourself

6.1

Paul Gauguin (1848–1903) was a French painter. He is famous for his innovative use of colours and characteristic post-Impressionist style, which is said to have influenced many modern artists including Pablo Picasso and Henri Matisse. He spent several years in French Polynesia in the Pacific Ocean, mostly in Tahiti, which is reflected in many of his paintings.

The *Harry Potter* series is comprised of eight British-American fantasy films, based on the seven Harry Potter novels by the British author J.K. Rowling. Released between 2001 and 2011, each film corresponds to one book except for the last two, which are a two-part adaptation of *Harry Potter and the Deathly Hallows*. All the films were released under the same titles and in the same order as the Rowling novels. The title character is a young wizard and a student at Hogwarts School of Witchcraft and Wizardry, who tries to conquer the villain, the Dark wizard Lord Voldemort. The series stars Rupert Grint, Emma Watson and Daniel Radcliffe.

The Phantom of the Opera is a musical composed by Andrew Lloyd Webber, with lyrics by Charles Hart and Richard Stilgoe. It is based on the French novel with the same title written in 1910 by Gaston Leroux. The musical had its premiere at Her Majesty's Theatre in London's West End in 1986, and on New York's Broadway in 1988. As of 2016, there were over thirty-five international productions worldwide. This award-winning musical holds the records of the longest running show in Broadway history, the second longest-running West End musical, after *Les Misérables,* and the second highest-grossing stage show after *The Lion King*.

The Lion King is an American animated epic film, released by Walt Disney Pictures in 1994. It was directed by Roger Allers and Rob Minkoff and featured original songs composed by Elton John. Set in an African kingdom of lions, the film tells the story of the lion cub Simba on his way to becoming king. In 2011 the film was re-released in 3D, while a computer-animated remake hit the screens in 2019. *The Lion King* won widespread critical praise and became a huge commercial success as one of the highest-grossing animated films in history.

Zulu is the language of the Zulu people, one of the official languages of the Republic of South Africa. It has over ten million native speakers, mostly in the east of South Africa, although it is also spoken in Mozambique, Swaziland and Lesotho. Zulu belongs to Bantu language group, a branch of the Niger-Congo languages, one of the world's main language families. Like some other southern African languages, it uses several click sounds.

6.2

Homer was a Greek poet, traditionally regarded as the author of the oldest works of Western literature – the two epic poems, the *Iliad* and the *Odyssey.* The *Iliad* tells a story of the Greek war against Troy, whereas the ***Odyssey*** describes Odysseus's journey home to Ithaca after the fall of Troy. As there is no record of Homer's life, it is speculated that he might have lived before 850 BCE. He had an enormous impact both on the culture of the ancient Greeks, who considered him as the first and greatest epic poet, and on European literature, which has its roots in Homer's works.

Allen Ginsberg (1926–1997) was an American poet and one of the leaders of the **Beat Generation**, a literary nonconformist movement that rejected existing literary and social norms. It influenced American culture in the 1950s and largely shaped the hippie movement of the 1960s. His best-known poem is *Howl*, acknowledged as one of the great works of American literature.

Kae Tempest (b. 1985, until August 2020 named Kate Tempest) is an English poet, spoken word performer, rapper and playwright. Tempest's work resulted in a number of awards for poetry, spoken word performance and writing, including the Next Generation Award given to a promising poet once in a decade.

Brockley is a district in the London Borough of Lewisham, located in south-east London, UK. It lies within Inner London, the central area of Greater London.

Roots Manuva (b. 1972) is the stage name of Rodney Hylton Smith. He is an English rapper from London. As of 2020, he had brought out nine albums, the first of which, *Brand New Second Hand*, was released in 1999. Roots Manuva is said to have had a big impact on the British rap scene and his song *Witness (1 Hope)* is regarded as a UK rap anthem.

The Wu-Tang Clan is an American hip-hop group from New York City. They started their career in the early 1990s and released their first album *Enter the Wu-Tang (36 Chambers)* in 1993. As of 2020, they had recorded eight highly-acclaimed albums and sold over forty million copies worldwide. The Wu-Tang Clan is considered to be one of the best and most influential hip-hop groups in history.

Damon Albarn (b. 1968) is an English musician and songwriter. He is best known as the lead singer of the alternative rock band Blur. Blur's second album *Modern Life Is Rubbish* along with their next two records, *Parklife* and *The Great Escape,* gained the band international fame. Albarn also co-founded Gorillaz, a highly successful virtual band made up of four animated members. In 2014 Albarn released his first solo album *Everyday Robots*.

FKA twigs is the stage name of Tahliah Debrett Barnett (b. 1988), an English singer, songwriter and dancer. She debuted in 2012 with the extended play *EP1* and in 2014 released her debut album *LP1*, which was highly praised by the critics. Her music is often compared to alternative R&B, although FKA twigs herself objects to this label.

6.3

Crowdfunding is a method of financing a project or a new business by raising funds from a large number of donors, usually through special Internet platforms. Since its emergence in the early 2000s, crowdfunding has become a common way to fund start-ups. Crowdfunding platforms differ considerably in the services they provide and who they cater for. Among the best-known are Kickstarter, GoFundMe or Indiegogo.

6.7

The Hobbit films are a series of three fantasy adventure films released between 2012 and 2013, based on the novel *The Hobbit* by J. R. R. Tolkien. The films were directed by Peter Jackson, best known for directing and producing *The Lord of the Rings* trilogy. The cast of *The Hobbit* includes Martin Freeman, Ken Stott and Evangeline Lilly. In order to maintain the connection between the two trilogies, the characters appearing in *The Hobbit* and *The Lord of the Rings* series are played by the same actors, for example Cate Blanchett, Orlando Bloom and Christopher Lee.

The Twilight Saga is a series of five fantasy romance films for young adults based on the novels by Stephenie Meyer. The films are about the life of a teenage girl called Bella Swan (played by Kristen Stewart) who falls in love with a vampire called Edward Cullen (played by Robert Pattinson).

The Perks of Being a Wallflower is an American comedy-drama film, released in 2012. It was directed by Stephen Chbosky, the author of the book the film is based on. The film focuses on coming-of-age experiences recounted by Charlie, an intelligent introverted boy, who describes his life through relationships with school friends and family. The film features Emma Watson, Ezra Miller and Logan Lerman as Charlie.

Beautiful Creatures is a 2013 film adaptation of a romantic fantasy novel by Kami Garcia and Margaret Stohl. The film was directed by Richard LaGravenese**.** Set in a small American town, it tells the story of a teenage boy Ethan (Alden Ehrenreich), who falls in love with Lena (Alice Englert), a teenage witch.

The Fault in Our Stars is an American romantic drama, directed by Josh Boone and released in 2014. Based on John Green's book of the same title, the film tells the story of two teenagers fighting cancer who fall in love with each other while attending a support group. The main characters are played by Shailene Woodley and Ansel Elgort.

The Hunger Games is a popular series of science-fiction films based on *The Hunger Games* books by Suzanne Collins. The series comprises four parts: *The Hunger Games* (2012), *The Hunger Games: Catching Fire* (2013), *The Hunger Games: Mockingjay – Part 1* (2014) and *The Hunger Games: Mockingjay – Part 2* (2015). The films star Jennifer Lawrence, Josh Hutcherson and Liam Hemsworth as the three leading characters.

The Karate Kid is a 2010 Chinese-American martial arts film. Directed by Harald Zwart, the film features Jackie Chan and Jaden Smith. It is a remake of the 1984 drama film of the same name but it differs from the original in that it contains comedic elements.

Interstellar is an American science fiction film, released in 2014. Directed by Christopher Nolan, it stars Matthew McConaughey, Anne Hathaway and Michael Caine. *Interstellar* is about a group of astronauts travelling through a wormhole, a shortcut connecting two distant points in spacetime, to find a new home for humanity.

Weightless is the first book written by the American author Sarah Bannan. Published in 2015, this novel for young adults focuses on the topics of cyberbullying and peer pressure. It tells the story of a new girl student in a local high school who, despite an initial positive reception, slowly but surely falls victim to bullying.

The Dream Thieves is an urban fantasy novel by Maggie Stiefvater, an American writer of young adult fiction. Published in 2013, the book is the second in the four-part *Raven Cycle* series.

Focus Review 6

Arthur Miller (1915–2005) was an American playwright and essayist. He wrote over thirty stage plays as well as a number of screenplays and radio plays. His notable works include *All My Sons*, *The Crucible*, *A View from the Bridge* and his best drama, *Death of a Salesman,* for which he received a Pulitzer Prize in 1949. For five years Miller was married to Marilyn Monroe.

The West End is an area in the western part of central London, with Piccadilly Circus at its heart. It is known for popular tourist attractions, large shops, luxury hotels and a range of top-class theatres. West End theatres, along with New York's Broadway theatres, are usually associated with the highest level of commercial theatre in the English-speaking world.

The Mousetrap is a two-act murder mystery play by Agatha Christie. It is far and away the longest-running show in the world. It has been on at the Ambassadors Theatre in the West End since it opened in 1952. The 27,500th performance was given on 18 September 2018. Traditionally, at the end of each performance, the audience are reminded not to reveal the solution to the mystery to anyone, so as not to spoil the end of the play for future audiences.

Jim Morrison (1943–1971) was an American singer, songwriter and the vocalist of the rock group The Doors. He was an eccentric person as well as a charismatic performer and is considered to be one of the icons of rock music.

James Joyce (1882–1941) was an Irish novelist, best known as the author of *Ulysses*. His other prominent works include *Dubliners*, *A Portrait of the Artist as a Young Man* and *Finnegans Wake*. Joyce was famous for his erudition and his innovative style of writing called 'stream of consciousness'. His works had a profound effect on modernist literature.

Unit 7 Text me!

7.1

Sigmund Freud (1856–1939) was an Austrian neurologist, best known as the founder of psychoanalysis. It was an innovative method of treating mental problems in which interviewing the patient was the primary means of understanding the causes of the illness. Freud's most influential works are *The Interpretation of Dreams* and *The Ego and the Id*. His theories have had a significant impact on the development of modern psychology and psychiatry.

7.4

Vlogging is creating a blog with video content. You only need a camera and an Internet connection to create one. Some vlogs have been turned into businesses and vloggers can earn thousands of dollars through advertising. The most popular vloggers can have millions of followers, so businesses use their sites to advertise their products.

7.5

Ebola is a viral infection that causes high fever and bleeding, both external and internal. Other symptoms include a sore throat, muscular pain, headaches, vomiting, diarrhoea and a rash. On average, Ebola has a fifty percent fatality rate. However, it is not highly contagious as the virus is only spread by direct contact with bodily fluids. Since Ebola was first identified in 1976, there have been numerous outbreaks, mainly in central and western Africa. A major Ebola epidemic swept across West Africa between December 2013 and January 2016, with the death toll reaching over 11,000 people.

Unit 8 Future generations

8.1

Jane Goodall (b. 1934) is a British primatologist and conservationist. Having carried out pioneering studies on wild chimpanzees in Tanzania for fifty-five years, she became the world's leading authority on these apes. She is renowned as a passionate advocate of animal welfare and wildlife conservation. In 1977 she founded the Jane Goodall Institute, whose aim is to protect great apes and their habitat. In 2002 she was designated UN Messenger of Peace, and in 2004 she was honoured with the title of Dame Commander of the Order of the British Empire (DBE) for her lifetime work.

8.2

The United Nations (UN) is an international organisation established by fifty-one countries after World War II to help maintain peace, safety and security in the world. Today it has 193 member states and its work reaches around the world. It tries to help countries have friendly relationships and to respect human rights. It also promotes the improvement of life for people in poor countries. Its headquarters are in New York.

Shakira (b. 1977) is a Colombian singer and songwriter. She made a name for herself in Latin America with the records *Pies Descalzos* and *¿Dónde Están los Ladrones?*. In 2001 she released *Laundry Service*, her first album recorded in English, which won her fame worldwide. She is also known for the official song for the 2010 FIFA World Cup, *Waka Waka (This Time for Africa)*, the biggest-selling World Cup song of all time. Shakira is the founder of the Pies Descalzos Foundation, which runs special schools for underprivileged children in Colombia. She has been a UNICEF Goodwill Ambassador since 2003.

Danny Kaye (1911–1987) was an American actor, singer, dancer and a television host, known for his roles in such popular musical films as *Hans Christian Andersen* and *White Christmas*. In 1954 he became the first UNICEF Goodwill Ambassador. In recognition of his tireless efforts to promote the work of UNICEF, Kaye was invited to attended the Nobel Prize ceremony when the organisation received the Nobel Peace Prize in 1965.

The United Nations Children's Fund, mostly known by the acronym **UNICEF**, is a United Nations humanitarian agency which aims to improve the lives of children and their families worldwide. It was founded in 1946 by the United Nations General Assembly. UNICEF is administrated through its headquarters in New York and some regional offices around the world. Most of its posts, however, are situated directly in the 192 countries where its work is carried out through country programmes and National Committees in fields such as nutrition, health care and education. UNICEF is funded by governments and private donors. It is also is supported by world-famous celebrities acting as its Goodwill Ambassadors, whose role is to help raise awareness about its causes. In 1965 UNICEF was awarded the Nobel Peace Prize.

Gisele Bündchen (b. 1980) is a Brazilian model and actress, one of the highest-paid fashion models in the world. She is also known for her charitable activities and dedication to environmental issues. In 2009, Bündchen was appointed Goodwill Ambassador for the United Nations Environment Programme (UNEP).

Leonardo DiCaprio (b. 1974) is an American actor and film producer, one of the best-known Hollywood stars. DiCaprio's roles in the dramas *What's Eating Gilbert Grape* and *Romeo + Juliet* established him as a promising star, but his career accelerated quickly after his leading role in the blockbuster *Titanic*. DiCaprio starred in many prominent films including *Gangs of New York, The Aviator, The Wolf of Wall Street* and *The Revenant*, the last of which won him the Oscar for Best Actor in 2016. As a committed environmentalist, DiCaprio often uses his public speeches to raise awareness of global warming. He is also a generous donor who supports different charitable activities.

Titanic is an American disaster film, directed by James Cameron. It tells the fictional story of a young couple, played by Leonardo DiCaprio and Kate Winslet, who fall in love during the doomed maiden voyage of the Titanic. Released in 1997, *Titanic* became one of the highest-grossing films in history and the first production to earn over a billion dollars. It won eleven Academy Awards.

The Wolf of Wall Street is a 2013 American comedy, directed by Martin Scorsese. It stars Leonardo DiCaprio as a New York stockbroker, Jordan Belfort, whose memoir was adapted into the film's screenplay. The film depicts Belfort's controversial career and his downfall. *The Wolf of Wall Street* was a huge commercial success and it received several Oscar nominations.

Angelina Jolie (b. 1975) is an American actress and director, one of the most recognisable and highest-paid Hollywood names. She rose to fame after her role in the

drama *Girl, Interrupted*, which won her an Oscar in 1999. She starred in such blockbusters as *Lara Croft: Tomb Raider*, *Mr. & Mrs. Smith* and *Changeling*. Jolie is known for her humanitarian engagement. In 2001 she was appointed as a Goodwill Ambassador for the Office of the UN High Commissioner for Refugees (UNHCR) and eleven years later became a UNHCR Special Envoy.

Lara Croft: Tomb Raider is a 2001 American action film, directed by Simon West. It is based on a video game series and features Angelina Jolie as the adventure heroine Lara Croft, who is on a mission to recover some antique artefacts. Part of the film was shot on location at the ancient temple complex of Angkor Wat in Cambodia, where the atrocities of the country's long civil conflict were still painfully visible. That is believed to have strongly influenced Jolie's decision to get involved in humanitarian work.

8.4

The Tube is a nickname for the London underground railway system inspired by the circular shape of its tunnels. It was built to relieve traffic congestion in Victorian London. The first three-mile line was opened in 1863 and became an instant success. Since then the railway has gradually expanded to the entire London metropolitan area, contributing to the expansion of the city's suburbs and the development of its economy. Today, with eleven lines, 402 kilometres of track, 270 stations and over 1.3 billion journeys made on it every year, the Tube is one of the largest, most complex and busiest underground systems in the world.

Instructions for class debates

Time: 25–30 minutes

Preparation
Write the topic of the debate on the blackboard. Ask students to work in pairs or groups of three and to discuss it for two–three minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the issue and think of the arguments at home.

Make groups of no more than six students. If you teach a small class, there should be one group 'for' and one 'against'. In bigger classes there may be two or three teams with each opinion, but make sure there are as many groups 'for' as 'against'. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge you may also ask them to argue for the view opposite to their own.

Give students five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in which order. Tell them that during the debate each member of the team needs to speak at least once.

Explain to students that they are going to take turns to argue their case: first to present their arguments, second to rebut their opponents' arguments, and third to provide a summary of their position. Ask them to remain silent while their opponents are speaking and take notes of the points they make.

The debate
If you have more than two teams, tell students which teams are going to argue against each other. Then start the debate. It should have these stages:

(1) Turn 1: Each team present their arguments for two minutes.

(2) Both teams have two minutes to prepare the rebuttal of their opponents' arguments.

(3) Turn 2: Each team present their rebuttal for two minutes.

(4) Both teams have two minutes to prepare the summary of their view.

(5) Turn 3: Each team summarise their view and make final comments for one minute.

For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in Turn 1 and second in Turn 2.

If pressed for time, you may combine Turn 2 with Turn 3 so that students present both the rebuttal and summary in one stage.

After the debate
Ask students whether they have been convinced by the opposing team's arguments and who in their opinion won the debate and why. Also provide feedback on how well the teams argued their case and suggest things they could improve in the future.

Student's Book audioscript

Unit 1 The ties that bind

1.4 Use of English

1.8 Exercises 2 and 3, page 9

P = Presenter

P: And now to our final story … You know how they say that sometimes meeting the right person can change your life? Well, Jordan Axani thought he had met that person. Her name was Elizabeth, Elizabeth Gallagher. They fell in love and were on the verge of taking a romantic trip together. They were going to travel around the world. They would spend Christmas Day in Vienna and then they were visiting eight countries in three weeks. It was going to be the trip of a lifetime. But shortly before the trip was due to take place, the couple split up. Although Jordan had lost the love of his life, he wasn't planning on missing out on the trip as well. So he decided to go with someone else. The only problem was that he couldn't change the name on the tickets. So he started a search on social media for another Elizabeth Gallagher. But that wasn't the only requirement. He also wanted to share the ticket with someone who would not otherwise be able to afford the trip, and in the end, he found the perfect partner, Elizabeth Quinn Gallagher, a twenty-three-year-old student. As they were on the point of starting their trip, a hotel chain got in touch and offered them two free hotel rooms at each of their destinations. It really was a dream come true!

1.5 Listening

1.9 Exercises 2 and 3, page 10

J = Jen

J: Last week, I took part in an interesting experiment and thought that maybe you'd like to hear about it. I got involved through one of my psychology lecturers. She explained that her team was looking at the factors involved in forming first impressions and was looking for volunteers. Well, I was intrigued as that's the topic of my major assignment this semester. And I had some free time as I'd just finished an essay so I signed up.

The experiment was simple. Basically we had to sit in front of a computer and watch a slideshow. The slides showed photos of people's faces accompanied by information about the person, for example, that they'd been convicted of a minor crime, or that they frequently did charity work. We had to study the photos for a couple of minutes and then try to recall them. I found this easy, as I'm good at remembering faces. We were then told to come back three days later. I chatted about the experiment with a friend and we both wondered what the next step would be. I figured it would include some kind of memory test. My friend thought that maybe we'd get to meet the people.

So, three days later, back we went and sat at the same computers and we were asked to look at the same faces – I'd been right after all! This time we were told to tick a box each time, stating whether we thought the person looked trustworthy or not. It was actually very challenging and I felt quite stressed as the participants in my group only saw each photo for less than a second. I was exhausted by the end and not at all confident that I'd given the right answers. Meanwhile my friend, who had been put in a different group, had also been doing the test. But her experience had differed from mine. Even though the collection of photos was the same, the participants in her group had been given much longer to look at the faces, remember the facts about them and use that information to make decisions. And of course, we understood, as we talked about it later, that that was the crux of the experiment: the length of time the different groups of participants had to form their impressions – not actually the impressions themselves.

Once the experiment was over, the team explained the background to the test. They described how originally they'd asked an earlier group of volunteers to look at the photos and rate the people as trustworthy or untrustworthy based on their faces and expressions. The team had then added made-up personal information to each photo. Sometimes the information coincided with the physical impression described by the original group of volunteers – for example, a person with a trustworthy face might be described as being an upstanding citizen – but sometimes it didn't, and a trustworthy face was labelled as having a criminal record. This really surprised me as I had assumed the personal information was genuine when asked to read it. The team conducting the experiment then explained that the volunteers in my friend's group, who'd been given longer the second time they viewed the photos, had generally matched the faces to the categories based on the facts they could recall and not the people's appearance. Those of us who had only had a split second for our second viewing judged according to appearances, even if the information we'd managed to remember in that short time contradicted our judgments.

I found that pretty worrying actually. I mean, the experiment seems to confirm that when we see someone for the first time, in that first split second, our minds are already judging them, not on facts, but on a simple gut reaction. That bothers me, being judged in that way. Doesn't it bother you?

1.6 Speaking

1.12 Exercises 3 and 4, page 11

J = Jess C = Chris

J: What is that? A quiz?

C: Yeah, kind of. In class, we were talking about first impressions and how sometimes they can be right and how much you can tell just from looking at a picture … Would you like to have a go? It's kind of fun.

J: I don't know. I mean, it's hard, isn't it, judging from appearances … And first impressions can often be wrong … But OK, why not? So what do I need to do?

C: First, you need to look at this photo and say what you think about the person in it.

J: Well, she looks a bit of a mystery. I mean, kind of aloof and distant, not really the free and easy type. I can't really see much of her because of the low light but I can just make out her facial expression. At first glance, I thought she looked a bit pensive and melancholic or even as if she might be angry or upset. But, on closer inspection, I'd say although she looks introspective and thoughtful at the same time she seems happy … or maybe content is the right word. Judging by the sunset, I'd say she's at the end of a long, relaxing walk on the beach. It's not really her facial expression that makes me think she's content, it's something to do with the setting and the way she seems to be lost in herself, like she's got all the time in the world and is deep in thought …
But then again, I could be wrong about all of that. I mean, it isn't a very natural shot. It's hard to say but it almost seems a bit staged. I mean she's posing, isn't she? And there's something about the angle, as if the photographer wanted to get the lighting just right …

C: OK, now you have to read the three profiles and see if you can guess which one she is …

Focus Review 1

1.13 Exercise 9, page 17

S = Speaker

S: Sometimes we try to stop ourselves but we just can't control the urge. We get ourselves involved in a verbal conflict that is often met with an immediate sense of regret. But arguing? Is it really such a bad thing?
Philosopher Daniel H. Cohen says that there are three kinds of argument: there's the argument-as-proof, the argument-as-presentation and there's the argument-as-war. Now, the first of these are scientific arguments designed to prove a theory is either correct or incorrect. They involve experimentation, investigation and the formation of hypothesis: the search for the objective truth. The second of these are those types of argument that are purely for the sake of it, performed in front of a captive audience like a kind of spectator sport. They often involve playing devil's advocate in order to force debate and there's often very little outcome other than the thrill of being involved in the act and entertaining onlookers with witty comebacks.
But it is the last of these which is the most prevalent. The argument-as-war: the adversarial taking on of an opponent who has a different opinion.
Now, the fact that we have so many different terms to describe the phenomenon gives us a clue as to how much a part of our lives it actually is. Whether it be a quarrel, a squabble, a wrangle or a dispute, plenty of the people we interact with on a daily basis are gonna think differently to ourselves and it is, therefore, an inevitable fact that with some of these people conflict will ensue. Interestingly, however, scientists have proven that people who argue with those close to them are more likely to be more considerate to others confronted during the day. That means they're less likely to be the instigators of road rage, push people out of the way in the street or fight for that last seat on the train.
Another positive knock-on effect of arguments is that people who regularly get involved in them are known to have a longer life expectancy than those that tend to bite their lip and bottle their true feelings up. These latter types are much more likely to explode at some point in the future – rather like a time bomb ticking inexorably towards an explosion of epic proportions.
And there's more good news. Arguing is actually good for your relationship. How so? Arguing equals communication – the exchange of information and views that are considered important enough to share when one feels safe enough to share them. They are an expression of honesty, of trust, of respect. If you really care about a relationship, you want to express such truths rather than simply brush them under the carpet.
So, as long as you keep your arguments to the point and remember to actually listen to what your partner is saying, feel free to go ahead and get it all out in the open. Whatever you do though, make sure that you don't get involved in personal attacks. Then a good argument needn't be an act of war as much as one that will create a stronger bond and a healthier, longer life.

Unit 2 Learning for life

2.1 Vocabulary

1.16 Exercise 8, page 19

B = Ben S = Sarah

B: Hello.
S: Hi, Ben. Where are you?
B: I'm at home.
S: What are you doing later? I thought you might like to come out.
B: Oh. I can't. I've got to catch up on my work. It's starting to pile up.
S: What work?
B: I need to brush up on my French – we've got a test, remember?
S: But that's not till next week! You need to cook up a better excuse than that!
B: It's not an excuse – I've also got to read up on the Second World War for history.
S: Oh lighten up! It's Friday night. Do your reading now and then you can come out when you've finished. It won't take long.
B: Hahaha, I'm not like you. It's easy for you, you love history – you lap it up.
S: Well, I do like history. But listen, I've summoned up the courage to ask you out – the least you can do is say yes.
B: Oh. Well, OK, then. Give me half an hour.

1.18 Exercises 10 and 11, page 19

I = Interviewer A = Amy M = Matt R = Rob S = Sally

I: How do you cope with exams, Amy?
A: Not very well. I try to keep things in perspective – I tell myself it's just an exam and what's the worst that could happen? But unfortunately, it doesn't calm me down. I'm a bundle of nerves on the day of the exam, and by the time the exam starts, my heart is pounding and my mind goes blank. I force myself to get a grip but I'm sure I don't perform as well as I could because of the nerves.
I: How about you, Matt?
M: I get butterflies in my stomach before an exam. But once the exam starts, it's as if a weight has been lifted and a calm comes over me and I just get on with it. I suppose it's because I know there's nothing more I can do – the period leading up to the exam is when I'm a nervous wreck!
I: And you, Rob?
R: It depends on how confident and prepared I feel. If I know I've done the work, I'll take exams in my stride. But if I feel unprepared or out of my depth, I'll get nervous and probably make a mess of the exam.
I: Sally, how do you cope with exams?
S: It might sound weird but I actually like exams. I think I perform well under stress. I'm not the kind of student who does all their coursework and gets consistently good marks. I tend to cram for a couple of weeks and sail through the exams. Of course, I forget everything two weeks later!

2.3 Grammar

1.21 Exercises 2 and 3, page 22

A = Interviewer B = Interviewee

A: Hi, we're here today, taking a closer look at the idea of communities of practice – groups of people who come together to share their experiences and their expertise and learn from each other. Here in front of us, on the beach, are a group of young people, mostly male, aged between about fifteen and twenty-five, and they're all practising some tricking moves. Ali, can you quickly tell us what tricking is?
B: Yes, it's a kind of combination of acrobatics and martial arts. The kids here do it on the beach all year round. They use these big lorry tyres, buried in the sand, as a trampoline and they spend hours and hours jumping off the tyres and doing tricks off them. They watch each other and discuss the moves and practise over and over. That's how they learn.
A: So how long would you say these young people have been tricking?
B: There's no way of telling really … The original group members may have been doing it for years while the younger ones might have been taught more recently. Some of these really young ones could just have joined the group. See the guy in the white T-shirt – he must have been doing it for a couple of years, I'd say.
A: Yes, he's really good! He can do some amazing things!
B: The younger kids very often film the acrobatics on their mobiles.
A: Yes, I saw them recording one trick on their smartphones the other day. Why do they do that? I thought it must be so they could learn from the more experienced members of the group …
B: Well, yes, they could well be doing it so they can watch the clips afterwards and talk about the techniques. But the guy in the white T-shirt may watch the film later too. If he does, it will certainly be to help him improve his technique.
A: And how do you think he learnt that move to start with? I mean, he can't have learnt it by himself …
B: Who knows? He could have been part of another group and moved on to form his own tricking gang or he may have learnt the first tricks online …
A: So there's a whole online community also?
B: Yes, that's right. The clips they're filming on their phones … most likely they post them straight to a YouTube channel – there's a huge global community out there sharing and learning together. That's an important part of the community of practice too, sharing online as well as face-to-face. A lot of trickers learn their moves online.

A: Wow – that must be so inspiring!
B: Yeah, I think it is … but the most motivating thing is just getting it right. Look! Watch him.
A: Wow, he can't be doing that! That's amazing!

2.5 Listening

1.22 Exercises 2 and 3, page 24

M1 = Man 1 W1 = Woman 2 M2 = Man 2
W2 = Woman 2

Dialogue 1

M1: I bought a desk for my study from this online retailer – you know, it was pretty reasonable – not super-cheap but not that bad. And they delivered it and it was flat pack, um – so I had to put it together myself.
W1: Flat pack furniture is beyond me. I don't buy it any more because I'm just useless at putting it together.
M1: Yeah, well, I was pretty useless that day too … So I got the instructions out and it was like this list of letters and numbers, which were supposed to correspond to the pieces but I found the whole thing very vague and actually more confusing than helpful. The physical pieces seemed to bear almost no resemblance to what was on the paper. Anyway, I tried to keep my composure and I kind of managed to work out what it was they meant. I just used plain common sense!
W1: Well done you. I find it impossible to get to grips with those kind of manuals – they're always confusing or there's not enough information or they're missing a page … I mean I've been there!
M1: Yeah, and then I tried to improvise … I managed to find an Allen key which they didn't provide so I had to use my initiative there. Anyway, I finally started to build this thing, got halfway through it, and got to the point where putting the whole thing together proved impossible without an extra pair of hands.
W1: What a nightmare! I would have given up there and then.
M1: Anyway, I was going to throw in the towel, then I thought I'm not going to let this defeat me. So, I went for a quick walk round the block to clear my head, you know. And I happened to meet a neighbour and asked him for help.

Dialogue 2

W2: Have you ever consulted an online video for help with fixing something? You know, one of these 'how-to' videos? I'm a bit wary of them – I'm not sure I trust the advice fully.
M2: Yeah, I have used them. When I've had issues with software, anything like that, I go on these specialist sites or forums. They've got detailed advice and videos there. Like the other day I had a problem installing an update for my computer and I went online immediately, and this guy sorted out the whole problem for me in no time!
W2: So it's professionals sponsored by tech companies? Otherwise, it seems odd to me.
M2: Not always. It's often ordinary people who've had similar problems … or people who are technical geniuses and want to share their expertise. First you type in your problem, and then loads of videos pop up with people who are a lot more technical than you or me. What they say is really easy to follow because they're like tutorials that show you how to fix problems step by step. You'd think that the videos posted by experts might be too complicated or too difficult for the average person to follow, but they're not.
W2: Right. And I guess it doesn't really matter if the videos are a bit amateurish – I mean they're free – and you can always re-watch them if you don't get it the first time. When real experts choose to share their knowledge with everyone for free it's really helpful.
M2: Absolutely – it's good to know help is just a few clicks away.

Dialogue 3

M3: We're having some people over on Thursday evening if you want to join us. Nothing fancy, but you'd be welcome.
W3: Can't do Thursday I'm afraid. Dog training classes.
M3: Dog training? I thought you were an expert?
W3: Well, I've had dogs for most of my life … and I always thought that I could train them myself, that I didn't need any help …
M3: Yes, I mean … you've had loads of experience.
W3: Well right, but Booster is proving to be a right handful; more than I can handle. I mean I've had problematic dogs before that would try to run away or whatever but I was never worried they would try and attack someone. To be frank, Booster is so aggressive it scares me, especially when he meets people he doesn't know … It's a nightmare just going for a walk with him – he's totally unpredictable.
M3: And if you can't pull him into line, that's saying something.
W3: Well, I've tried everything, but to no avail. I've had to swallow my pride and start with a dog trainer. Not individual lessons, mind you. I was advised to enrol in a class with other dogs and their owners and actually it's proved very reassuring to be with others who share the same concerns as you. They all have problem dogs so we're all in the same boat if you know what I mean.
M3: Well, I do, yes. And I guess if you had individual lessons … I mean, he might be obedient in class but when you get down the park, he might start misbehaving again. This way he gets acclimatised to other people and other dogs.
W3: Exactly. The whole experience has been very positive so far. As I said, it's good to feel part of a group who are going through the same experiences as you, to feel an affinity with them … together you can learn better I think.
M3: Well, I'm sure Booster would agree.
W3: Ha! Yes, he probably would.

2.6 Speaking

1.24 Exercises 2 and 3, page 25

P = Presenter D = Dawn S = Scott

P: There's no doubt that homeschooling is a growing trend and there are a lot of strong opinions about it. We talked to several people to get their views on the topic.
First, we spoke to Dawn, a secondary school teacher, who has studied the phenomenon in her area. So, Dawn, what do you think?

D: Well, first of all, I really don't think it's a practical solution for a lot of families. Take a family where both parents are working and can't afford to pay for expensive private tutors. They don't have time to dedicate to schooling their children – so for them school is the only option. And you know, there are a lot of things that schools offer that homeschooling can't. A case in point is the question of socialisation, you know, kids getting to spend time with other kids. It's a really important aspect of school and it often gets undervalued.

P: Thank you, Dawn.

D: My pleasure.

P: We also asked a homeschooler, sixteen-year-old Scott, what he thought about people who said that homeschooled kids don't learn how to socialise as much as other kids.

S: I'm sorry but I think they're wrong. In my case, I spend a lot of time with other homeschooled kids doing projects together at each other's houses. Kids who go to school, OK, they're together in class for hours every day but are they socialising? No! Look at my cousin, Rob. He's at school from 8:30 till 4. When he gets home, he has to do his homework, that takes another couple of hours and so he's hardly got any time to see his friends – or to dedicate to the things he's really interested in.

P: And what are the things you're interested in? Can you give us an example?

S: Sure. One of the most notable examples I can think of was when I was twelve. I wanted to build my own computer. I became completely obsessed with it and spent all day, every day, just finding out stuff, for instance, getting the right parts and the best prices and learning to put it all together. I was very proud of the final product, and I think it's a prime example of the kind of thing you have time to do when you're homeschooled. If I'd been going to school, well, I guess I'd have given up, you know, there just wouldn't have been enough time to pursue the project.

P: Thanks for speaking to us Scott. Well, that's been our report on homeschooling. On our next edition, we'll be talking about …

Focus Review 2

1.25 Exercise 10, page 31

M1 = Man 1 W1 = Woman 1 G1 = Girl 1 B = Boy G2 = Girl 2

Dialogue 1

M1: Ann! Haven't seen you for ages!

W1: I've been on back-to-back business trips for the last few months. Just drawing breath now!

M1: Well, you've got my sympathies. I suppose it all just merges into one huge airport and you only know where you are by looking at the name of the airport when you get off the plane. Just dull! Rather you than me!

W1: Well, you know, I find it really exhilarating! I'm in international education so I work with schools in different countries. It arouses all my do-gooding instincts – I feel I really am making a difference to people's lives and helping them achieve to the very best of their abilities.

M1: That must be rewarding.

W1: It's incredibly rewarding and I'd never get that from an office job at home! And over the years I've established very close relationships with people from all walks of life, all over the world; not to mention the huge variety of places I've seen. No, travelling as I do is amazing! When I think how all these people and places have enriched my life, I feel very fortunate.

M1: Yes, I can see that it suits you, but I think I'll keep travel for my holidays!

Dialogue 2

G1: Have you thought about your gap year?

B: Yes. I'm seriously considering going to North and South America and travelling. These places will be so different culturally to what I can experience here. And I think I can learn from their problems.

G1: That's a huge area you're talking about! It's like saying you can learn from Europe's problems, when Europe is actually made up of a multitude of individual countries each with their own distinct problems!

B: Well, actually, a number of the issues you can see in Europe have their equivalents there. Look at migration and ethnic population mix, for example. I don't think the roots of these problems can be essentially too different. And it doesn't hurt to expose oneself to different cultures and just to admire some of the most amazing natural phenomena in the world. When else am I going to see the Grand Canyon or go up the Amazon into the rainforest?

G1: Aha, that's what's really behind it. You just want to be a tourist! Don't you think that if all these issues exist here on your own doorstep, it's more worthwhile to stay and work for a local NGO? After all, you're not going to get that chance again either!

Dialogue 3

M2: So I hear that your family will be moving on again soon. How do you feel about that? You must find it disruptive.

G2: Well, it's not unexpected. My mum's company relocates her every three or four years. The company guidelines actually recommend that children go to boarding school for exactly that reason – not to disrupt their lives. I count myself lucky, though, that my parents have kept me with them.

M2: I bet. Surely modern education systems can cope well enough nowadays with pupils changing schools every now and again.

G2: What annoys me most is that people who don't move around the world as we do always make a big thing about moving schools being detrimental to one's education and interfering with the ability to form lasting relationships. But, well, there's more than one way of being educated and I've yet to hear any hard evidence of travel affecting one's connection with other people!

M2: Yeah, I'm not sure. But like I say, in this day and age I don't see why it should be such a big deal. Plenty would probably argue that it's even a good thing getting to meet new people and seeing new things. Anyway, I'm more interested to know which of the places you've been to has impressed you the most?

G2: Oh, everywhere has been pretty good. The place before this was Botswana, which was really interesting – I had a great time at school there. I love the outdoors too so that was good: from the Kalahari desert to the Okavango swamps! Awesome!

Unit 3 The new thing

3.5 Listening

1.32 Exercises 2 and 3, page 38

M1 = Man 1 W1 = Woman 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3

Dialogue 1

M1: So the other day I got my new bank card through the mail and it's one of those contactless ones – you just place it on the handset; you don't have to input your pin number or anything. The only thing is the maximum transaction is twenty pounds, which is a bit of a hassle.

W1: Well, for little stuff, like if you're in a rush and just grabbing a coffee or whatever, it's great, and people want that nowadays. But what happens if somebody nicks your card? That'd bother me.

M1: It's bizarre how things have changed over time. Like, you know, you used to swipe your card and then sign to pay for something, and then we had chip and pin, and now we've got to the point where we just tap our cards. It feels like I barely have time to get used to one technology before the next one is introduced.

W1: Even chip and pin worried me because I thought if somebody was looking over my shoulder, they could see my number. I think it's getting less safe, and wanting everything so fast means we're getting lazy – just like with the cards.

M1: We're certainly living in a world where we want everything instantly. It's like those travel cards that you can top up on the go. That's what these cards are about – being quick and convenient.

W1: But that means compromising sometimes – and that's not always a good trade-off.

Dialogue 2

W2: You know, I'm probably the only person I know who's not into social media. I miss real conversations face to face, don't you? We seem to have lost the habit.

M2: I agree, but then when you are face to face, it's sometimes no better … It drives me potty the way you see some people flick through Facebook on their phones while other people are trying to engage them in conversation. It seems downright rude to me.

W2: I guess it's OK for people who live far away from each other so they can keep in touch. But when you're right there, well, I just don't get it. And 'liking' something is so easy – people 'like' things they haven't even read. It requires so little attention and commitment and the words have no depth. I think it cheapens human contact, honestly … and just don't get me started on texting!

M2: Personally, I want to erase myself from all this social media, but that's actually a real pain in the neck to do. I mean it's surprisingly difficult to disappear completely from a social network once you're registered.

W2: I hear there's an app that permanently deletes you from all that stuff and leaves no trace. As if your Facebook profile had never existed …

M2: Oh, really? Sounds like just what I need!

Dialogue 3

W3: Books are unique, aren't they? Unwinding with a good book always cheers me up. There's no finer feeling, you know? Really savouring a book and not caring about anything else. I really think they're objects of desire …

M3: And, you don't think the same joy can be got from an e-reader? I mean, the act of reading is the same. Maybe they are not as romantic but they are much more practical. Can you imagine going on holiday with all those piles of books again when you can have them all on one device?

W3: I'm not fussed about the weight to be honest, and when you're finished, you can give them to your friends. It enriches the whole experience to be able to share.

M3: Well, I'm sorry but I don't go anywhere without my e-reader now. It's positively addictive and I can read it anywhere. And when I want a new book, I can download it right there and then and start reading it immediately, which means I am actually reading more now. It's amazing. You should try it for yourself.

W3: Oh … They just don't appeal to me. Just compare reading the printed page with that screen glaring at you all the time … We have too many screens, anyway. We don't need another one.
M3: Now, you're just being old-fashioned!

3.6 Speaking

1.34 Exercises 2 and 3, page 39

ST = Stef SA = Sarah L = Lyndon
ST: Hello again. This week on *Tech Report*, Sarah and Lyndon are going to be talking about two relatively new tech solutions. Sarah, let's start with you.
SA: Hi, Stef. Well, last weekend, me and some friends went to a new Asian restaurant that had these great touch screen menus.
ST: There's nothing new in that, is there? I mean I've seen plenty of menus on tablets in lots of restaurants in town.
SA: Well, yes, you're right of course but this was different. They were actually part of the table. We used them to choose and order our meal and they told us how long it'd be before we had the dishes on the table.
ST: Hmm … I worry about the touch screens being in contact with food. That doesn't sound like a good idea to me!
SA: You've got a point, though they seemed pretty well protected to me. And they made the whole ordering process so much quicker. I mean that can't be bad, can it? I hate having to wait in restaurants! Don't you?
ST: Absolutely! I'm totally with you on that – I hate waiting too! Maybe they're not such a bad idea after all!
Lyndon, what about you? What tech wonders have you seen this week?
L: Well, again, the basic concept is nothing new – virtual mirrors have been part of online clothes shopping for some time now but this was the first time I'd seen one in a real life shop.
ST: So what's the difference?
L: Well, the screen is much bigger, just like a normal mirror. You stand in front of it and you see the whole length of your body. Then you choose the clothes you want from a menu on the screen and the 'mirror' automatically shows you what they'd look like on you.
ST: I can see the point if you're shopping online, but when you're actually in the shop, you can just use the changing rooms, can't you?
L: I'm sorry, I really don't agree with you here. I think they can be really useful. You can look through the fashions much more quickly than if you were looking through the rails, and you can combine them with shoes and accessories that you might have at home. It gives you a much better idea.
ST: Do you think we're going to see virtual mirrors in high street fashion stores any time soon? I can't see it happening myself.
L: I agree it's unlikely to work in busy chain stores but in smaller, more exclusive boutiques, I think it'll be a hit.
ST: Hmm, I'm afraid I'm not so sure. I definitely prefer the menus!
SA: I've got to agree with you. They're more fun!
ST: That's all we have time for this week but we'll be back next week with a whole new episode of *Tech Report*. And if you like the show, why not consider liking us on Facebook or telling a friend. Bye for now!

Focus Review 3

1.35 Exercise 9, page 45

W1 = Woman 1 M1 = Man 1 M2 = Man 2
W2 = Woman 2 M3 = Man 3 W3 = Woman 3
Dialogue 1
W1: Don't let me forget to do my online check-in before I leave tomorrow.
M1: Well, leave plenty of time. I always find those web pages a nightmare to navigate and it takes me ages. Click here, fill here, read this regulation, tick the box down there … I get so worried as well about getting something wrong.
W1: It's not easy, is it? They tend to put way too much information on any one page. And there's all this other stuff being offered too – pages and pages of car hire, hotels for rent, travel insurance. It's just an attempt at ripping you off.
M1: Oh, I'm not so sure. While it is probably another form of income for the airline, personally I never travel without insurance. It's best to be safe than sorry I always say and it can be a hassle to try and sort it out with another company on another website. I reckon plenty of people find the car hire and accommodation services pretty handy too.
W1: Well, I think it's just a scam. And it just adds to the pain of the whole experience.

Dialogue 2
M2: Have you tried that music website yet I was talking about? It's awesome. They've got so much stuff on there and you can listen to a new album within seconds.
W2: No, I must admit I haven't. I don't see the big deal to be honest.
M2: That's cos you haven't tried it. Really. I'm discovering new bands all the time. You can read their bios, access their whole discographies. But what's got me hooked is this feature which points you in the direction of lots of bands similar to those that you like.
W2: Call me a technophobe if you like but I prefer something physical when I buy something – like a CD
or a record. In fact, vinyl's making a big comeback. It has more soul and 'warmth' than digital music. Plus, for me it's more ritualistic – going to the shop, choosing carefully, then going home and listening to it while studying the album art. It's all part of the music buying experience. Besides, you hear

those stories about the bands never seeing any of the money, which really should be against the law …

Dialogue 3

M3: Remember I told you about that online course I'm doing? Well, it's not going well.

W3: Really? Why? You were so looking forward to it a few weeks back. You wouldn't recommend it then?

M3: No. I would. Don't get me wrong – I'm learning loads. I know the administration have their roles to fulfill and everybody else seems to be happy but I've never done a course like this before and the way things work just leave me all a bit confused. Even the homepage is like a maze to me. I probably should have done a bit more research before I started.

W3: It'll be fine. I'm sure it'll get easier. You've only just started after all. And besides, what other options do you have? You could write to administration for assistance or contact one of the other students and ask them for some help I suppose. I suspect they'll only give you the same advice as me though. Dropping out's not a good option as I'm sure you won't get your money back. I say just keep your head down and do the best you can.

Unit 4 All in a day's work

4.5 Listening

2.7 Exercises 3 and 4, page 52

H = Host J = Jonathan C = Carole

H: Hello and welcome to *Talking Business.* Today, as part of our series on helping people get work, we're discussing job interviews with psychologist Jonathan Henson and company director Carole Jonson.
Jonathan – you've made a study of interview techniques and what makes some people successful and others not. What would you say is the most important thing people should do to prepare for a job interview?

J: Well, thinking through your answers and doing plenty of research about the business and the position you're applying for go without saying – ultimately there's nothing more you can do about the direction the interview itself might take. I think cultivating self-assurance plays a very big role – this will help you act as if you're confident when answering questions, though clearly without going overboard or pretending you can do things you can't!

H: Carole, you must have interviewed countless potential employees. What is the first thing you look for when a prospective employee walks into the room?

C: Well, many things can affect one's perception of a person. Of course, you shouldn't be rude – I think that is pretty obvious. I know that some people say looking attractive is crucial because it gives you confidence, and I used to think appearance and how you dressed were all-important. But I've come to think that attitude is the key. I'd say be enthusiastic … If you show keenness, an interviewer is more likely to take you on.

H: People often commit errors in job interviews through nerves. How do you both regard that?

J: It's important not to dwell on your mistakes, but learn from them. And the odd slip is not the end of the world. We're all human after all. That said, willingness to admit your missteps is very important and will be appreciated by the interviewer. And while confidence is important, avoid being self-aggrandising or boastful.

C: I'm not so sure … I think mistakes are generally to be avoided, especially as even small mistakes can reveal a lack of seriousness. But it's also good to be aware of your limitations, and weaknesses, and I'd have to agree that a lack of humility is a very negative characteristic.

H: Jonathan, you've helped many interviewees deal with the psychological challenges of an interview. How important do you think this is?

J: Well, I think it's important to keep things in proportion. Every interview is important and it's natural to be nervous – indeed I think for most people having no nerves is unrealistic and striving to do so could even be potentially detrimental. On the other hand, if you tell yourself that this job is the most important thing in the world and that it will be a tragedy if you don't get it, then that's only going to increase your stress and make things worse.

H: Carole, you must have some stories to tell about people you've interviewed. Are there any you can share with us and how did you feel about them?

C: Well, once, I was interviewing a young woman for an important promotion. She was a good candidate and she showed great resourcefulness in her work. But she did this really off-putting thing – she mimicked my body language. You know, every time I crossed my legs, she crossed hers, when I raised my voice, she raised hers. It became so distracting that I had to pause the interview and tell her. Of course she was quite embarrassed but she managed to explain that she'd read that it was a good strategy for success in an interview. Part of me wanted to laugh but I also appreciated her sincerity. After that, she was more natural and she landed the job! It shows that you can over-prepare.

H: Finally, what's the one piece of advice you both feel is vital for success in the interview situation?

J: Well, adaptability is certainly important. If you can't react and evolve to the questions and environment, that can make interviews very tricky. And this is actually related in some ways to authenticity, which I think is crucial. Of course you need to be prepared, but don't go in having learnt your lines and try to fit them into every answer. You know, there's nothing wrong with saying what comes into your head – that's your voice after all.

C: Well, I think persistence is helpful. Halfway through the interview, some people become discouraged

and think 'Oh, I'm doing really badly here. I've failed this …' and your perception can be totally wrong … But, yes, being yourself is vital. Say what you think, not what you've been told to say. An interviewer will always appreciate that honesty.

4.6 Speaking

2.9 Exercises 2 and 3, page 53

C = Counsellor M = Monica

C: Come in, come in. Was the journey OK? Make yourself at home.
M: Yes, it was good, thanks. I'm Monica Wilson.
C: Nice to meet you. My name is Janet, Janet Short. I'm just gonna start by asking you a few questions about the kinds of jobs you're interested in doing, now and in the future …
M: OK, sounds good. And thanks for letting me come and talk to you today.
C: No problem, that's what we're here for. So, what initial ideas do you have?
M: Well, let me see … I've studied Biology and I like animals a lot, so I might perhaps be interested in some work experience as a vet.
C: Do you see yourself as a vet? I mean is that a career you'd like to follow?
M: I've never really thought about it before, not quite like that anyway … but maybe yes. Why do you ask?
C: Well if you like animals, it might be a good choice. But I should warn you that you have to study a lot. You need to be really committed.
M: Erm, to tell you the truth, I'm not quite sure yet. I just thought that if I got some holiday work in a local vet, I could see what it's like for myself.
C: Yes, well, then that could be an option if there is a vet nearby who would be interested in taking you on. Are there any other jobs that appeal to you?
M: Actually, it's kind of a tough one …
C: Why's that?
M: Well, all I know is that I'm only seventeen and I'm not quite sure which path I want to take but my sister has kind of been an inspiration for me in this way.
C: In what way?
M: She kind of showed me that you don't necessarily have to do a lot of school work to get a good job. She started out as a chef's apprentice and is now quite a well-known chef. I guess it's the opposite to the vet option, because there's hardly any studying involved.
C: But you don't want to do exactly the same thing as her, do you?
M: Well, I don't necessarily see why not … Or at least something similar to what she's done – where you don't have to study too much – that appeals to me as well.
C: So, something like …?
M: Erm … that's an interesting question … Perhaps become a hairdresser or something like that.
C: OK … but there's not much room for promotion there.
M: Well, it depends on what you mean by promotion. I mean, what about if I opened my own salon …?
C: Yes, good point …

Focus Review 4

2.10 Exercise 9, page 59

M = Marcia R = Rob

M: So, Rob? Do we make a good team?
R: Well Marcia, according to this test I'm what they call a *doer* while you're a *thinker*. Looking at these different attributes, I agree with the result to some extent. What do you think?
M: I definitely prefer to sit and listen rather than say much in meetings – that's there. And I don't like being the centre of attention so that's correct. I did think that was more to do with being introverted rather than my being a *thinker* – but hey, I'm no expert. And do I tend to reflect on ideas rather than take action? I guess so.
R: I'd agree. When we work together you're prone to being rather quiet but you always have something valuable to say once everybody has put their ideas forward.
M: Maybe. I'm not so sure. Anyway, according to the next category I'm a *details* person – the same as you. That means, let me see, ah yes: we both think realistically and prefer practical solutions to problems rather than thinking outside the box. And we both tend to focus on details rather than take a more holistic approach. That's not good – we need someone more resourceful to compensate for our lack of originality – an *ideas* person!
R: OK. But on the other hand there's less likely to be conflict if we think along the same lines. Surely that's important in any team. The idea that we shouldn't get bogged down in details is an interesting one though. Remember that Higgins account we had? We spent days and days persevering with solutions to those little issues that we completely failed to think about the bigger concerns. We fell well behind schedule and failed to meet the deadline, remember?
M: I remember. But I'm more inclined to take these types of test with a pinch of salt. For example, do you think with your *heart* or your *mind*? You chose options a), b) and d), which puts you very clearly in the *mind* category. That makes you a real tough cookie, willing to sell your own grandmother to seal a deal, ha.
R: Yeah, that's me, Marcia. Ruthless to the core, ha, ha. In truth though it's probably not far off the mark. I certainly think if someone isn't pulling their weight, something should be done about it. I believe in giving people time to adapt and as you know, I'm a pretty patient kind of guy, but I was more than happy to see the back of Rodgers when they decided not to renew his contract. I know he was a nice enough guy and all but he didn't contribute much, did he? He was on a good salary too by all accounts. Somebody upstairs made the right call there.
M: I had more of a problem with the fact that not only was he given so much time to adapt but he was also sent on training courses to improve his performance which, quite frankly, was both time and money wasted on him. Having said that, unlike some

I could mention, he did have some interesting ideas. He's probably an *ideas* man but in all honesty he wasn't really suited to this type of work and I agree that the decision to let him go was a valid one.

R: Let's look at the final category. *Planners* versus *Improvisers*. Hmmm. We've come out different again here. You're a *planner* – which fits in with the rest of your profile. You're meticulous, you don't like surprises and you're dependable and very punctual. You have to agree with that!

M: I do. And I hate time-wasting in meetings. But I also think too much time can be spent over-preparing and I need deadlines to get me going so the weighting of answers here seems to be leaning more towards the *planner*. I really don't think we can learn much from this final category given that.

R: Yeah, and despite agreeing with you on some of the choices here I'm an *improviser* apparently. I'm at a loss to explain that. I'm incredibly punctual and also like to be well-prepared. Oh well, it does seem though that overall we make a pretty good team. So, a pretty accurate test despite a few unconvincing answers here and there. I did one last month on management styles which was spot on and really helped me think about the decisions I make.

M: Maybe it's just me, Rob, but I have trouble accepting the results. Whether they are accurate or not they generalise too much. I mean, how much can you really find out based on the answers to such a limited number of closed questions? Still, companies like to waste their money on them and if they think they're useful then who am I to say otherwise.

Unit 5 Journeys

5.3 Grammar

2.17 Exercises 2 and 3, page 64

PR = Presenter PA = Patrick

PR: … We're all familiar with the great pyramids of Giza and the ruins of Machu Picchu but Patrick Marks decided to go off the beaten track to visit lesser known sites …

PA: … The thirty-kilometre taxi ride from Cairo to Djoser pyramid was not as uncomfortable a journey as I thought it would be. And, unlike the great pyramid of Giza, which seemed to get less and less awe-inspiring the closer I got – indeed I admit to being more disappointed than impressed by the time we reached the base – the smaller and lesser known pyramid of Djoser was such a magnificent sight that the feeling was one of being awestruck rather than merely impressed. The relative absence of tourists a stark reminder that the more remote the place, the greater the impression.

Next on my list was a trip to Moray, Peru, which, unlike Machu Picchu, is an ancient Inca site more agricultural than residential – serving basically as a giant farming laboratory. Unfortunately, it was such a dark night when we arrived that we had to wait until the next day before we could see anything – meaning I was not so much excited as impatient to view our intended destination. Still, as we looked down into the giant pit as the sun rose at dawn …

5.4 Use of English

2.18 Exercise 2, page 65

JT = Janet B = Ben JS = James M = Marta
S = Sandy P = Paula

Dialogue 1

JT: OK, here we are, 16A and 16B. Which seat do you want, the window or the aisle?

B: Whichever, I don't mind, you choose.

JT: OK, thanks. I'll take the window … but first I'm going to the dining carriage to get a coffee. Can I get you something?

B: Yes, a coffee would be great, thanks.

Dialogue 2

JS: However did you manage to park in there?! That space is tiny!

M: I don't really know! I just did it. It's pretty impressive, isn't it?

JS: It sure is! But are you going to be able to get out?

M: I can only try!

Dialogue 3

S: It's such a long journey. Is it really worth it, do you think? I mean whatever form of transport we choose, it's gonna to take us at least ten hours. And it's so expensive!

P: No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

S: OK, whatever – book the flights then!

5.5 Listening

2.19 Exercises 2 and 3, page 66

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

S1: My friends talked about taking a cruise – that it was great for seeing places without taking risks – and I'd actually wanted to give it a go for a while. I could imagine the excitement of waking up somewhere new every morning! I opted to cruise around South America, which took me to incredible locations I could only have reached after hours of planning. Actually getting to them all would have taken ages too! I guess that was the bottom line for me – my job is demanding and I value my leisure time so I need to use what time I have wisely. I admit to a certain nervousness before leaving because the sea can get rough but I soon got over that.

S2: I hate being told what to do and where to go on holiday because my working life is so organised. I love surfing and last summer my mate and I planned a trip where we played it by ear, just rolling up at beaches as we chose. I bought

a camper van to make this easy, although it was pricey. As we had no particular destination in mind, we kept our eye on social media to check where the good surf was. I was looking forward to it but there was a surprising amount of hassle trying to find inexpensive places to camp overnight – that spoiled it really. That's the problem of travelling on a shoestring. I plan to sell the van and do something different next year.

S3: My friend and I are quite different in what we want from a vacation. Though we both love seeing new places, he likes to do active stuff while I'm happy to lie on a beach reading. To satisfy both of us, we decided to fly to Los Angeles and hire a car so we could get off the beaten track, especially into the mountains. The only thing was some of the roads we ended up driving on had very big drop-offs. I was too frightened to drive along them so my friend had to do it all. We did do sightseeing stuff in the cities, which predictably we both enjoyed.

S4: I went on an all-inclusive holiday last summer at this amazing spa. There were pampering treatments of course but also loads of different things I could do for fitness – take a dip, do yoga, go mountain biking, stuff like that. I wasn't sure I wanted to go at first. What swung it for me was not that friends who'd done something similar said how good an experience it was but that I was able to pay for everything in advance. I'm hopeless at budgeting! My spa resort happened to be way up in the mountains – isolated and stunningly beautiful – so I could disconnect from everything that normally gets me down. It was great for unwinding and reducing tension! By chance, I met lovely people too, and I've kept in touch with them ever since.

S5: Last year, I needed to do something different, even if it was challenging. And that was certainly how it turned out but I have no regrets! My friend and I settled on a trek in Iceland, where the volcanic landscapes were so incredible we had to pinch ourselves to believe they were real. Although we expected a feeling of getting away from it all, the fact that hardly any of our friends had been there was what really motivated us. Trekking was certainly hard going with the backpacks. Luckily by staying in shelters each night, we were able to travel fairly light. As we'd booked each shelter in advance, we were told we always had to reach the next one or lose the money so we had to walk every day. But at least this meant we came across lots of other trekkers with colourful stories to tell!

5.6 Speaking

2.22 Exercises 2 and 3, page 67

T1 = Teen 1 T2 = Teen 2

T1: So, let's have a look at these photos of holidays, then … What do they have in common? Well, I can see a number of similarities in Photos B and C. They're both holidays you can do quite cheaply – sightseeing and camping. The tourists in the city, the sightseers, in Photo B are obviously backpackers. They're probably staying in hostels, that kind of place, and they're probably on a pretty tight budget. These two photos are also alike because these are holidays that young people with limited funds might like.
On the other hand, Photo A differs from the others in some key ways. First of all, it's a very specialised holiday for physically fit people. Scaling a peak as high as the one in the photograph requires a certain set of skills if it is going to be done properly and safely. There are other notable differences too … You can imagine how much all that equipment costs, meaning this is definitely a holiday for someone who doesn't have to worry too much about money. It also takes place largely in a single location, as compared to a sightseeing holiday, for example, during which you're probably moving around a lot from city to city, or country to country, you know like doing a tour on InterRail … That's much more dynamic because it lets you see lots of things quite quickly. The mountaineering holiday is also dissimilar in that it probably requires a great deal of preparation and a predetermined schedule. In contrast, on the sightseeing holiday you're much freer to do what you want when you want. You can decide to go somewhere else whenever you like – it's for spontaneous people who want to choose for themselves.

T2: I agree with you, but talking about freedom, there are differences between holidays B and C as well. On the sightseeing holiday, you'd be surrounded by people, whereas on the camping holiday, the people obviously want to be on their own. You know that the people want to be alone because they could have gone to a campsite and been with others but instead they chose to go to a very wild location. Unlike the sightseers, these people want real peace and tranquillity, just walking in the country and relaxing. Another crucial difference is that, unlike Photo B, this is a holiday about being out in the wilderness, at one with nature, leaving the city behind and enjoying the silence.

Focus Review 5

2.23 Exercise 10, page 73

S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3
S4 = Speaker 4 S5 = Speaker 5

S1: It was the first time I'd been back to Paris since my university days when I'd visited an old friend, Lauren. We've lost touch now and I'm not sure she's still there – besides, what with having to organise the meetings, refreshments and all the accommodation arrangements I probably wouldn't have had time to socialise anyway. The conference room being double-booked didn't help either, let me tell you. That meant quite a lot of extra running about that left little time to be bored. Hopefully though next time I go back I'll be able to get out and about more and see some sights. I do think I'll try and establish contact with Lauren again, though.

S2: I'd considered it a great opportunity to catch up with an old buddy. I had a few days off work and we hadn't seen each other for years. We both work in sales and are quite busy in general but at this time of year business can be a little slow. It was all quite last minute if truth be told and the tickets were cheap but there was no predicting such a freak storm at my end. What with the delays and all, by the time I landed in Munich my next flight was already in the air. Of course it was too late to cancel everything so I decided to make the most of being in a new city and turned it into a little sightseeing trip.

S3: I've always had an amateur interest in robotics so when I heard about the exhibition I decided I had to go. It's really big business nowadays and all the experts in Europe would be there so it was a great opportunity to learn something new. I looked into flying initially but that was beyond my means and I was thinking of cancelling. But then a friend put me onto car sharing where you find someone going to your destination and share costs. A great deal I thought. But when I saw the state of the vehicle I must admit I can't say I was optimistic. In actual fact we barely made it to the border before the trouble started.

S4: Since moving abroad I haven't been able to see friends or family so often. So when my sister decided to tie the knot I thought I'd better book a flight and catch up with everyone. The fact that my passport had expired caused an initial panic as obviously without that I'd never get through customs or out of the airport. Fortunately, the embassy were really helpful and issued me with an emergency travel document in no time. The time difference was a right pain for a few days and it took some time to adjust but by the day of the ceremony I was back to normal, had a wonderful day and I even bumped into some old friends I hadn't seen in ages.

S5: Me and my friends have been meaning to go for ages. So when we saw that this year the festival was taking place just over the border we thought we'd make a trip out of it. One of my friends even knows somebody who lives in Berlin who offered us his floor to crash on so costs were minimal. So we were on the train and about halfway there when we got the message that he had to leave town for a funeral. He was very apologetic and all but of course, with such a big event in town everything was fully booked. It's not the first time I've slept in a train station but hopefully the last.

Unit 6 Express yourself

6.2 Reading

2.28 Exercise 2, page 76

P = Presenter S = Speaker

P: Now on *Art Attack* it's time for our regular feature 'Two-minute Histories'. Today's subject? Performance Poetry.

S: Spoken poetry has its roots in pre-literate societies. In ancient Greece, epic poems like Homer's *Odyssey* were recited to music by a poet-singer. Their poetry spoke of subjects of love, war and peace, relationships with the gods and grief and loss.
The advent of printing in the fifteenth century changed the role of the poet from entertainer to provider of written texts and transformed many listeners into solitary readers.
The Beat movement was an American literary movement originating in the 1950s. Beat poets like Allen Ginsberg brought poetry 'back to the streets' with spoken-word performances.
'Open mic' nights, introduced in the 1980s, allowed unknown poets to perform their own work on stage and led to the development of 'poetry slams', where competitors were given a time limit to present their work to a set of judges.
Arising from urban unrest in the US in the 1970s and 80s, rap and hip-hop led to new ways for non-traditional poets to showcase their skills.
Performance poetry is one of the most popular forms of poetry today. Contemporary performance poets are achieving new levels of prominence thanks to YouTube and other online media outlets.

6.3 Grammar

2.31 Exercises 2 and 3, page 78

P = Presenter S = Sarah

P: I'd like to welcome to the studio Sarah Mills who took a gap year to go travelling and share her thoughts and feelings on a blog so that friends, family – and anyone else for that matter – could follow the ups and downs of her exploits. Welcome to the studio Sarah.

S: Thank you.

P: Tell me first. What initially prompted you to go globe-trotting and record your thoughts on a blog?

S: Well, I'd always enjoyed travelling and found it a very emotional experience. But whereas traditional travel blogs and programmes seem to focus on what you see and do and not how it makes you feel, I decided to focus on the latter and use the blog as a means to share the full gamut of different feelings you can experience on the road. To be honest, I thought to myself nobody'll read it whether I recommend sites or not. Which basically meant that I was free to express my true feelings as well as any doubts I had when I found myself in let's say somewhat difficult circumstances.

P: But the blog did become popular and eventually came in handy for another purpose.

S: That's right. I decided to try to raise some money via a crowdfunding site – you know, where I could appeal for funds to finance my venture. Unfortunately I got very little response. A few travel companies told me that had I contacted them beforehand, or had I agreed to wear a sponsor's shirt, they could have helped me out but I was more than a little wary about turning my trip into a marketing campaign. The next thing you know they'd be saying 'well, we'll give you some money on condition that you visit this or that site' or 'as long as you take a picture here …' So what I ended up doing was appealing directly through the blog and – somewhat to my surprise – I had gained quite a few readers and they were more than happy to help finance me and keen for me to continue expressing my feelings without compromise. But for their support I wouldn't have been able to keep going.

P: And grateful we are to those contributors. Should you wish to follow the adventures of Sarah, she's going back on the road in a few weeks and you can find her blog on www …

6.5 Listening

2.32 Exercises 3 and 4, page 80

M1 = Man 1 W1 = Woman 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3

Dialogue 1

M1: The skateboard park is such a cool place! Why would anyone want to get rid of it?

W1: Well, there are major redevelopment plans for this whole area, and to be honest, it does need to be cleaned up a bit – it's been around a long time! There's not much else for us skateboarders at the moment so at least the developers are offering to create a new site under the bridge even though it'll cost them a lot.

M1: The park perhaps does look a bit old and a bit of modernising wouldn't hurt. But people have been skateboarding here for forty years so it's like a museum to the sport – a new park wouldn't be the same. The property developers claim they need to build shops and restaurants on it to bring in more money to the area and support local residents, though I'm not convinced. I went to this public consultation where they set out the nuts and bolts of the redevelopment and described the purpose-built skatepark. They didn't accept any questions from skateboarders like us and they made it seem like a done deal. Well, they'll soon find they've got a legal battle on their hands!

W1: I bet you'll get a lot of backing from the whole skateboarding community!

Dialogue 2

W2: Have you seen the development plans on the town website?

M2: Yes – and I won't miss the skateboarding park if they do get rid of it. There are all these important cultural institutions around here – concert halls, theatres – and then there's that eyesore! I have no idea why people like rushing around on concrete bumps on a bit of wood with wheels – they're so noisy! It'll be great to be able to walk past here and have a normal conversation on the way back to the office without shouting.

W2: What do you think'll happen with the legal battle? It seems to be hotting up – there were lots of articles on both sides in the paper last week.

M2: The skateboarders have a persuasive argument, plus the park's pretty well-known and people come from other towns to use it – that means money for local businesses like ours. The overall look of the projected buildings is certainly appealing, though.

W2: The developer's plans seem reasonable to me. OK, they're doing it for their own financial gain but there are local benefits too – and the area isn't exactly pretty right now. It's not just greedy rich people against everyone, that's an oversimplification.

M2: Let's see how it pans out – it's too close to call.

Dialogue 3

W3: So it looks like the decision was to keep the skateboarding park and not do the development. That was quick!

M3: I could see it coming. The skateboarders generated lots of publicity – they used social media to whip up a real wave of support. They made a big thing about their own rights and what a historical place the skateboarding park was but they didn't consider the benefits of the redevelopment for musicians like us who play in the concert halls – or anyone else for that matter. I guess they were too focused on their own feelings.

W3: Most people didn't understand the complexity of the projects that were included in the plans – the new rehearsal studios that would have attracted new audiences for us, the pop-up shops that might have been run by young entrepreneurs – it could offer genuine local regeneration on all fronts, like a real creative hub. But that was downplayed by the people involved, which meant it became a real missed opportunity.

M3: The studios would have been good for us and offered local kids a dedicated space where they could develop an interest in culture. The developers just didn't highlight that enough.

W3: It's definitely a case of people not getting the message.

6.6 Speaking

2.34 Exercises 2 and 3, page 81

J = Joe JE = Jessica P = Patricia

J: Have you decided what to vote for, then? What do you think the school should invest the European grant money in?

JE: Well, I haven't exactly decided, but I've already discounted the climbing wall because it's a sports facility and not a cultural one …

J: Oh, I didn't know it had to be something cultural … Anyway, I bet that'll still be the most popular choice among the students.

JE: Maybe, but I'm not going down that road … Out of the other four, what do you think?

P: Well, I quite like the idea of the auditorium. One of the main pluses would be that it could be used for all kinds of things – and so a larger proportion of students would benefit, don't you think? We could do karaoke there, for example, and of course more serious stuff as well …

JE: Yes but couldn't we just keep using the gym like we've always done? It's quite adequate.

P: True, I guess we could. You know, I see that as a drawback of the art studio as well … We already have a space in which we can paint and sculpt, and although it's hardly state-of-the-art, it still serves its purpose.

J: You're right, the art studio wouldn't really be anything new, as such … I actually think, there are points in favour of the cinema, you know? The nearest commercial cinema is miles away. Most of the time, I can't be bothered to go all that way.

P: But what kinds of films could the school afford to screen? They'd probably be really old and dated. I'd say that was a bit of a negative aspect.

JE: Would it matter that they were old? It would be a great education for us, I think. We don't always have to watch contemporary films …

J: I'm not so sure … Most people want to watch films on their computers these days anyway instead of going to a cinema …

JE: Ah – that could be an argument in favour of the updated computer lab then!

J: But there's a strong argument against that idea, namely students have access to computers at home. Plus, I think we have enough computers at school already.

P: Yes, but the computers here are quite old. I'm sure most students would really like an up-to-date computer lab with the latest computers and software. Access to the very latest technology is a strong selling point …

J: … But don't you think we spend too much time looking at screens? I know you won't agree, but taking everybody's needs into account, I actually still think we should invest in the climbing wall!

JE: You must be joking – that's not cultural! For me, bearing everything in mind, I'd say the computer lab is the best option because that can be cultural and you can use it for a lot of different things. For example, you could use it to watch, or even edit movies, and it can also serve as a studio for digital design.

J: Well, I've made up my mind already. You vote for the computer lab if you want, but I'm going for the climbing wall and we'll have to agree to disagree.

JE: OK, OK. Vote for what you want. At least I'll have the satisfaction of proving you wrong.

J: Hmmm. We'll see about that.

Focus Review 6

2.35 Exercise 9, page 87

W1 = Woman 1 M1 = Man 1 W2 = Woman 2
M2 = Man 2 W3 = Woman 3 M3 = Man 3

Dialogue 1

W1: Ah. Here it is. I've been wanting to see this painting 'in the flesh' so-to-speak for ages. What do you think? Magnificent, eh? Mesmerising. It must have taken forever to paint …

M1: Really? I'm not saying it's easy and there's undeniably great talent needed to produce something like this but surely once you have the general concept a gifted artist would put it on to canvas in no time at all.

W1: You think so? I'm not so sure. Look at the stroke of the brush. The balance and the perspective. It's captivating – a modern masterpiece and original in so many ways …

M1: Well, be that as it may, it's hard to justify the price tag. Worth over a million they say. Some think modern art has become so hyped up by the press and art critics that it's impossible to put any objective value on a piece nowadays. While I'm not of that opinion, and I can't deny that there is some outstanding work being produced, it still requires the discerning eye of the art buyers and gallery owners to recognise real greatness when they see it.

Dialogue 2

W2: I finally finished the book you lent me. Hardly what I'd call reading for pleasure.

M2: Ha. I'd have to agree. A pretty unique plot though and despite the rather far-fetched characters and the cheesy dialogue there's something about it to make you want to keep going.

W2: Oh, the characters, the dialogues, the settings. And what about the way some sentences just finish in the middle? And the poems? Who does he think he is? Shakespeare? Joyce?

M2: The most unbearable thing for me is the way it jumps about. There's no logic between one chapter and the next so you have to go back and reread it at times. Forcing you to reread those dreadful dialogues all over again, ha ha.

W2: Yeah. Definitely a case of trying to be too clever. I mean, the actual language used was pretty straightforward and it's not really that tricky to follow – but if you ask me it just doesn't work. One thing's for sure – it won't be a modern classic like I think the novelist hopes it will be.

Dialogue 3

W3: That play I saw last night was frankly quite shocking!
M3: That bad, was it?
W3: I don't mean shocking 'bad', I mean shocking 'shocking'. I really didn't think something so controversial would be allowed on the stage. Not only was it violent and full of bad language but some of the opinions the characters expressed were frankly disturbing.
M3: Pretty powerful stuff, eh?
W3: You can say that again. Don't get me wrong. I'm as much against censorship as you are and those misguided people calling for it to be closed should see it for themselves before they go ranting and raving about it. It definitely does get you thinking though.
M3: I think all too often controversy for controversy's sake is a waste of time. I'll happily sit through it if you can genuinely recommend it but if there's no discernible message and it's just designed to shock you'll have a tough time convincing me it's worth the time or the effort.

Unit 7 Text me!

7.3 Grammar

3.6 Exercise 2, page 92

J = Janet M = Michael

J: Michael? Good to see you! It's been ages. How are you?
M: Hi, Janet. Great thanks. And you?
J: Good, good. Are those beautiful flowers for me, by any chance?
M: Ha. Had I known I was going to bump into you for sure I would have bought you some, ha ha. They're actually for my mum. It's her birthday today. And you're the second person I've just explained myself to. I just bumped into Paul who asked me if I was going on a date!
J: Ha. Well, lucky mum. I love flowers but Jack stopped buying me flowers ages ago.
M: Ah, you're still together then?
J: Yeah, yeah. Two years now. Everything's good I have to say. Except for the flowers, ha ha.
M: Listen, I'm meeting my brother in half an hour at the cinema. He's there watching a film and then we're going to go to my mum's for tea. You wanna grab a quick coffee?
J: Sure, why not? Which cinema is it? I'm meeting Jack at the Orion at five.
M: That's where and when I'm meeting my brother. Awesome. Let's grab a coffee at Mario's then. It's a five minute walk from the cinema. Then we can go there together for five.
J: Super! It's a plan. Let's go. … ouch! These silly shoes. I can't walk in these at all.
M: Here. Take my arm.
J: Thanks. Oh look, there's Robert.
Both: Hi Robert.
J: So tell me. Are you still into all that mystical mumbo jumbo? Meditation, astral projection, hypnotism and what not?
M: Hey! Easy! And yes, I am. Look deep into my eyes. Ha ha!
J: Ha ha. No chance! Here we are, let's sit outside, OK?
M: Fine. Here we are madam.
Actually, I've been reading a bit about palm reading recently. Give me your hand and let me tell you your future …
J: Ha. Go on then. Here you are.
M: Aaah. I see you will meet a tall dark man, in a dark crowded place. It's crowded but very quiet …
J: Yeah, that'll be Jack in the cinema. You're a fraud – nice try Mr Guru.
M: OK, OK. You got me. But please don't tell anyone. It could ruin my reputation. Oh, here's the waitress. What are you having?
J: Hmmm. I'm not really sure …

7.4 Use of English

3.7 Exercises 2 and 3, page 93

P = Presenter

P: The idea that you can become rich and famous by hosting a video blog on YouTube, Facebook or other social media platforms was once thought to be a total fantasy. But the ever-increasing number of successful Internet video stars has proved that online success is very real indeed. How do these self-made celebrities attract so many views? And how do they make so much money? Music videos are considered to be generating the biggest audiences on YouTube, Vimeo and other streaming channels. Some big stars have become famous after posting self-produced music online, but the most popular music videos are produced by professionals in support of stars who already have millions of followers. Of course these can be watched for free, but big money is made both through selling downloads of the music itself and through linked advertising.
Self-made video bloggers are a more interesting phenomenon. These are people who make their own videos of themselves sharing, for example, make-up and fashion tips, or gaming demonstrations. The number of vloggers is reported to have been growing rapidly. The ones that have an outstanding personality and a unique approach can become hugely popular … and rich as well. It is widely known that some vloggers have made millions of dollars by allowing companies to advertise on their site, and also by selling products related to their subject. This kind of fame can even become a gateway to other forms of success, such as creating a product brand with your own name on it, or even guest-starring on TV shows.
Naturally, anything that attracts a lot of public interest is going to appeal to large companies. Some people reckon that vlogging is the new form of mass advertising. Companies make

money indirectly by providing a free service which attracts new customers. Of course the number of commercial video blogs produced by medical clinics, investment companies and food producers have given vlogging a less personal face. But in the end, it's actually personality and a unique message that turn humble home-made videos into the road to wealth and fame.

7.5 Listening

3.8 Exercises 2 and 3, page 94

I = Interviewer M = Mark P = Paula

I: On this episode of *Media Today* I'm talking to Mark Adams, a newspaper journalist, and Paula Robertson, a university lecturer who runs a blog on citizen journalism, where ordinary people can post articles and reports.
Mark, set the scene for us. How would you describe the responsibilities of a professional newspaper journalist?

M: I'd say we inform the public about events and issues and assess their potential impact. We comb through public records and seek out other sources of information, such as interviewing people or visiting locations where noteworthy incidents have taken place. The bottom line is we strive to present a truthful, well-balanced account of things that have happened. Clearly, we stay within the law and we're careful about things like the privacy of people we write about … And, of course, it goes without saying that we're good writers.

I: So Paula, in that case, what are citizen journalists and what do they do?

P: Well, let's clarify the terminology – when ordinary people post their own accounts of an event on a blog or specialised website like mine, it's known as citizen journalism. Nowadays the prevalence of social media means that news gets out quickly and often people post or tweet things without checking the facts. And if their tweet goes viral, it may cause trouble if it's speculative rather than fact-based. But true citizen journalists may want to tell their side of a story and set up a discussion or they may just have happened to witness something and want to share their experience. Of course, they're unpaid and their views are their own.

I: Mark, what's the print journalist's perspective on amateurs writing about the news in blogs?

M: On the one hand, I think it is a common misconception that just by posting online someone can become a journalist. From the opposing angle though, bloggers and other citizen journalists can contribute helpfully by engaging people with issues that might otherwise get missed or ignored by the mainstream media – especially local issues or ones related to very specific topics. Of course, there is always the question of whether they're acting responsibly, and are backed up by solid data. Nevertheless, citizen journalism is regarded positively by many because amateurs provide an ordinary person's view and often a fresh angle. Regrettably, there isn't always total transparency in the mainstream media, and of course, there can also be bias – newspapers must make money, and that can influence what gets published.

I: I see, so how would you describe the current situation in the media? Paula?

P: There are signs that the mainstream media is beginning to take citizen journalists more seriously. For example, recently there have been agreements between some newspapers and citizen journalists, where the paper asks readers to contribute information and amateur footage for stories and also to provide ideas for new coverage. One paper I know even provides tutorials for shooting video and so on to encourage more ordinary people to contribute. For the newspapers, it's clearly a move towards a better, more open form of journalism.

M: Well that's debatable – citizen journalists' lack of impartiality might actually be seen as a weakness, however brave it might be. Their reporting may show a biased attitude or be written from a certain ideological viewpoint. Professionals present issues objectively, or at least strive to. And don't forget that most citizen journalists have had no formal training in reporting or dealing with sensitive issues, so they can be unreliable.

I: Is there an example of a website you've found particularly effective, Paula?

P: One that comes to mind is ebolawatch.com. They reported on the Ebola outbreak from the perspective of people living in the most affected African countries. It was actually set up as a collaboration between medical experts and citizens reporting from the ground and it quickly became the most reliable source of information about Ebola worldwide, challenging perceptions about the handling of the crisis in Africa and the commonly held notion that the Ebola crisis affected the whole continent rather than just a small corner of it. It was really this, plus the fact it was very well-written, that made it so successful and influential.

I: How do you both see citizen journalism evolving in the next few years?

M: I predict a blurring of the divide between professionals and amateurs. People like me will certainly use more social media tools to get the public's opinion about a story or help with research. If the general public is involved in reporting news, that's good, although maybe there should be some kind of remuneration for everyone. I wonder whether this will lead to an increased trust in the media among the general population.

P: I think it's likely that citizen journalists will help professionals in terms of getting information from inside a community. Journalists often find getting witnesses hard. Hopefully, however, this blurring of the lines between professionals and amateurs won't cause confusion. So the approach must be formalised if it's to be reliable – and the danger

is that it undermines the strength of the citizen journalist's impartiality and independence. I'd hate to see that happen.

I: Thank you both.
And thank you for listening. If you like *Media Today*, you might also like our sister podcast *Reshoots*, which discusses all things movies …

7.6 Speaking

3.10 Exercises 2 and 4, page 95

P = Presenter F = Frank L = Laura J = John M = Maria

P: There's no doubt that we all access an enormous amount of information online these days but are we better informed as a result? Today on *Town Square* we talk to several people to get their views of the subject …
First, we spoke to Frank, a parent, who says his two teens are glued to social media and the Internet. So, what's your take on this, Frank?

F: Well, like most people these days, when my kids want information, they quickly go to the Internet to find it – they want the answer right away and they're impatient to get it. Fair enough, but the one thing that really bothers me about this is that they don't always check the source of the material – they tend to believe that if it's online, it must be true. It's clear that we need to teach people how to filter this information, to find out what's reliable. The key thing is that the entries on sites like Wikipedia® are written collaboratively and they aren't always dependable. Sometimes it's just somebody's point of view, not objective fact, but many kids don't realise that …

P: Next we asked a teenager, eighteen-year-old Laura, what she thought about that argument.

L: Well, I accept the point that a lot of our general knowledge comes from Wikipedia® and that it can be subjective or inaccurate. But what about in the old days when we only received the news via newspapers or the TV? They used to make mistakes and manipulate the news, as well … And it was harder to correct errors or bias in those days because everything took so long. To me, what's crucial today is that we make sure we receive news through a variety of channels. For instance, a lot of news coming through social media we associate with fun and leisure and sometimes it's hard to take it seriously. Also, when somebody tweets a news story and that goes viral, how do you know it's to be trusted? If we can cross-check and find the same story on reliable news websites, in the newspapers, or on TV, then it's easier to be sure it's genuine. I guess the crux of the issue is that we can't rely on one source for all our information.

P: Next up we spoke to John, a university student, to get his views.

J: When people ask me about the Internet, I am absolutely adamant in my view that it has been beneficial overall. I am especially appreciative of how it lets us share information in exciting ways. Take for example crowdsourcing, in which many people contribute information to a story or project. There is a lot of expertise out there and the Internet makes it much easier for people to come together and exchange it. When I am working on an assignment, I can get help from students all over the world … Of course, I'm not convinced it is all unbiased or accurate so I am always very careful who I speak to and how I use the information.

P: Finally, we spoke to Maria who used to work in a social media company and now writes a blog about Internet-related issues.

M: Well, I wonder if your listeners have considered how digitally mediated our information is … and how quick we are to trust in all our computer programs. We need to be aware of the algorithms that filter our results so we only see what the program thinks we *want* to see … And don't overlook the fact that it's not only personalised advertising we get these days but it also happens with news – once we read one kind of story our search engines and social media platforms start showing us similar stories and filtering out others. In some ways, it's good because we get what we want, but the downside is that we don't get exposed to ideas that we might disagree with. And anyway … browsers and social media sites suggest products, adverts, information – everything – but do they always get it right, do we really want these products? In many cases, absolutely not!

P: Thank you to everyone we spoke to. Next week we will be talking about environmental issues …

Focus Review 7

3.11 Exercise 9, page 101

I = Interviewer J = Jenny C = Charles

I: Hello to all of you out there and welcome to *Tech Talk*. Today we will be talking about teenagers and technology with our guests Jenny and Charles. Thank you both for being available to talk to us today.
Jenny, let's start with you. Can you give us some background about yourself?

J: Well, I'm a mother of two teenagers myself so it's an issue which concerns me. We hear a lot about teenagers bent over their computers every day and doing nothing else and this worries many parents who hark back to their own childhood of playing sports or running round the streets with their friends. In other words, they think of face-to-face rather than screen-to-screen communication.

C: It is a common concern, I think, that teens might be losing the desire to contact each other in the real world, so to speak, and are increasingly shutting themselves off from social interaction in which the physical presence of another person is relevant. But, then again I grew up with easy access to computers and social media and I don't regard myself as especially prone to locking myself

away in my room and communicating only through instant messaging or some other form of social media. I wonder if this isn't an exaggerated view encouraged by the media.

I: I see. Jenny, do you see this as an example of media hype?

J: Not precisely. I see it more as issues raised which need serious investigation before we can come to any conclusions. Interestingly enough, I've just been reading a book by Danah Boyd, a digital anthropologist. She has spent the past decade analysing how teenagers use social media by watching the subtle cultural signals, rituals and group dynamics. And after conducting extensive research in eighteen states across the US, she argues that some of the received wisdom about social media is wrong. Teenagers are not being harmed by social media, as adults often fear. Instead, they are developing adaptive skills for this new digital age.

I: Interesting. Charles how do you feel about this?

C: Well, what she's saying is that, though their behaviour is baffling to adults, teens are fine. I think my own experience supports that though I realise it might be a hard message for many parents to swallow. The key point is that social behaviour is adaptive, and people in power – that is parents in this case – rarely understand the coping strategies being used by others.

I: Jenny, do you think this demonstrates a fundamental change in the way teenagers in our society are behaving?

J: Well, we're still human beings and our basic social impulses haven't changed! Boyd argues that teenagers have two basic impulses: they want to explore the world and they want to socialise with their friends. In previous generations, children could do this by wandering around their neighbourhoods or congregating in places such as shopping centres and parks. But these days they often cannot – partly due to their parents' fears about danger and partly due to less free time generally. So instead, children rush to cyberspace. Adults have always been wary of teenager behaviour and have often regarded play as a waste of time. In much the same way they are worried about their gathering in cyberspace. But actually this is just symptomatic of a desire to socialise.

I: So how do you see social media use evolving over the next few years?

C: I don't see any major change, teenagers are leading the way here and in my view we'll soon see adults using social media in a similar way to teens. The only difference would be that most adults have jobs and this necessarily limits the time they can spend on social media and the use they put social media to.

J: I'd go along with that, Charles. What we have now is just the tip of the iceberg. I'd like to see more of a balance though. We should have the courage to give kids more freedom physically to roam in the 'real' world – alongside their travels in cyberspace.

I: Thanks to both of you. Send us your comments on today's discussion at hashtag …

Unit 8 Future generations

8.5 Listening

3.18 Exercises 3, 4 and 7, page 108

K = Kathy

K: Hi everyone – I'm Kathy Thomas and I'm here to tell you about my participation last year in an on-going project monitoring wolves in a US national park. The project involves volunteers: researchers, conservationists, environmentalists and university students of subjects like Anthropology, Biology or Ecology, like me, all working together to monitor the numbers and behaviour of the wolves. What attracted me was the impact of the work for the future of the environment in the park. Some volunteers describe the work as fascinating, others call it useful, but for me, it is vital, even though some people feel climate monitoring should be factored in too.

First I'll give you some background. Years ago, wolves living in the park were simply seen as predators and a decision was made to eradicate them. I wish scientists had understood then how this would upset the natural balance of the area. What happened was that by removing the wolves there was an increase in the numbers of elk, which then fed on young cottonwood trees growing near rivers, causing the trees to die. Before I started on the project, I'd also read a lot about how beavers depended on the roots and branches of the same cottonwood trees to build lodges. They also use the trees to build dams in the water and I was staggered to discover that these actually irrigated the wetlands. Without these structures, the land quickly became drier.

But lessons were learned, and in the mid-1990s, wolves were reintroduced into the park. As a result, the elk left the valleys and the trees flourished again. The beavers returned, encouraging new ecosystems – predictably these included fish, otters and ducks in the rivers, and mice and rabbits on the land, which provided food for foxes. I hadn't expected there would be such a large variety of birds, though.

So it's clear why the wolves need to be monitored, and that's where we volunteers come in. While research takes place in all weather, people might assume it's in summer that most work is done. But we were told it's easiest to study wolves in winter because that's when they move in daylight at lower elevations and also leave tracks so that's when

I went. We were all assigned a particular group of wolves to follow, and when we spotted them, we had to write down the time, the place, the number of individuals in the pack, including cubs, and their prey. It sounds easy but the wolves were hard to find! Apart from that, and the patience we needed, I couldn't believe the freezing temperatures we had to cope with!

Not everyone can be as lucky as I am and see wolves in the wild but anyone can get involved by becoming a sponsor, which is really worthwhile. There's information on the park website and there are different levels of involvement, depending on how much you want to give – the highest donation gets you special gifts including an in-depth report on the project and stunning photographs. Even the smallest gift gets you a colourful poster and fascinating snapshots of the work.

Why not get involved? I'm glad I did!

8.6 Speaking

3.20 Exercises 2 and 3, page 109

E = Examiner O = Olga P = Pierre

E: Olga, it's your turn first. Here are your pictures. They show people doing things in the natural world. I'd like you to compare the pictures, and say what the relationship might be between the people and the landscape and how the presence of people might affect the environment.

O: Well, they show very different activities and relationships. The first shows people skiing, so involved in a leisure activity, and therefore I assume that their relationship with the landscape is one of enjoyment and appreciation. I mean they must be having fun skiing and snowboarding, but they are also almost certainly enjoying the fresh air and the beauty of the spot too. We can't rule out the possibility that it's during a school break, or the weekend at least, as it looks pretty busy and I can imagine that a lot of them are on holiday. Presumably most of these people have travelled out here to spend a few days in the snow. I mean, I very much doubt that it's near where they usually live, and so they may have come out here by car or bus.

In the second photo, the situation is completely different. Here the people are working in the fields … they are almost part of the landscape. I assume that they must live here too and that the landscape allows them to make a living. I can envisage that it's the main way of making money in that area. And their families may have been doing the same thing, living the same lives, for generations and generations. I don't really think they've had much impact on the environment, though I suppose that they would have to have built the terraces in the hillsides, which has had an effect on their surroundings. But I don't think it is as substantial as the effect we see in the photo of the ski resort. In that picture, the effect on the environment is much greater. All the machinery needed to run the ski lifts, and all those people almost certainly got there by car with all the pollution that comes with that.

E: Thank you Olga. Pierre, in which situation do you think the people are most in harmony with their surroundings?

P: Well, you know I agree with Olga. I think the ski resort definitely pollutes more. So, I think people are more in harmony with the landscape in the photo with the terraces – I think they're actually rice fields, right? Here it looks like the people are making good use of their surroundings. They don't seem to be causing too much damage, though, admittedly, we can't rule out the possibly that they're using pesticides or fertilizers – this could cause problems. But I guess they are using them to make a living, and they've left a lot of the surrounding forests intact. Yes, definitely this one.

Focus Review 8

3.21 Exercise 9, page 115

S = Speaker

S: Good afternoon. Firstly I'd like to thank you all for coming. The aim of today's talk is to update you on the current situation regarding renewable energy use and to convince you that there's a real possibility of becoming one hundred percent dependent on renewable sources of energy within our lifetimes. It is possible. For example, did you know that Costa Rica introduced petrol-electric hybrid cars in 2004, the fully electric car in 2009 and has already achieved between ninety-five and ninety-nine percent carbon neutrality. How have they done this? Well let's look at the types of energy they've been converting to and some facts and figures to show how much progress we are making worldwide in terms of creating a cleaner, greener planet.

Let's begin by looking at hydroelectric power. Now we all know that the planet is covered in water. And unlike other sources of energy, this source is constantly available. Not only is fast-running water able to generate lots of power by driving turbines but via the use of purpose-built dams, power output can be regulated to meet demand. And thanks to constant evaporation and precipitation it really is the ultimate renewable source. It currently constitutes sixteen percent of global electricity produced and is forecast to rise by a further 3.1 percent each year.

Solar power is also growing in popularity with more and more countries offering subsidies to incentivise both companies and the general public to invest in solar panels. We can harness this natural source not only to create electricity, but it can also be captured efficiently to heat water and our homes. Unlike hydropower, however, this source is not constant and is heavily reliant on such factors as location, time of day and weather conditions. Transference of power can be costly but it offers huge benefits such as increasing a country's energy security

through a reliance on an inexhaustible and import-independent resource.
Geothermal energy is provided by harvesting the heat of the earth's core. Said to be over 6,000 degrees Celsius – which is actually hotter than the surface of the sun – it is estimated that it can produce 50,000 times more power than fossil fuels can provide. Clearly something we can expect to be utilised more in the future. In fact, since 2005, there has been a twenty percent increase in global geothermal energy production – accounting for a total of twenty-seven percent and thirty percent of all energy produced in the Philippines and Iceland, respectively.
Finally, let us consider wind energy. Already we can see wind turbines gracefully capturing the breeze and being turned into clean electricity by powerful generators. These can be situated in almost any location, anywhere in the world with both on-land and offshore turbines already generating over sixty times more gigawatts of energy than just ten years ago. It is also the added benefit of boosting rural growth as power plants and transmission lines are created to bring the energy into more populated areas. At present, as much as forty percent of Denmark's energy comes from wind power and it now accounts for four percent of worldwide energy usage …

Videoscript

Unit 1 Remarkable relationships

1 Documentary: Remarkable relationships, pages 4–5

N = Narrator G = Gaby M = Professor John Merzloff

N: We're in Seattle, a seaport city on the West Coast of the United States, where eight-year-old Gaby Mann lives with her family. In most respects, Gaby is a typical girl of her age. One of her hobbies is collecting things, and as an avid collector she's always on the lookout for new treasures.

G: Metal, plastic, buttons, screws, rocks, more glass, bones. A lot of things.

N: And it's not the content of her collection that's a bit out of the ordinary, but who gave it to her.

G: They are my friends and some of them are like family. They're really nice, at least most of them I think.

N: Gaby's not referring to her classmates. She's talking about the crows in her back yard. These generous garden visitors have been regularly bringing her gifts. Over the two and a half years that they've been visiting her, she's amassed a collection of over a hundred different objects, some dropped right at her feet. And her collection is still growing.

G: Can I show you one right now? I have one right in my hand, a rubber squid that I got a week ago.

N: The million-dollar question is: are the crows, the corvids as they may be referred to, really leaving gifts specifically for Gaby? Or is this gift-giving behaviour just a figment of her imagination?

M: I'd heard about gifting before, but this was the most extensive collection by far I'd ever seen. A lot of animals use gifts of one sort or the other to convey either their status or their interest in another partner but as far as we know, corvids are the only birds that do this with people. Crows give gifts to people really to help cement a bond, an important relationship that they have with this person.

N: So how common are crow companionships like Gaby's?

M: There's probably twenty or thirty instances of this happening around the world, and they all have some consistency in terms of a person that's been engaging quite actively with the birds, feeding them a lot, consistently, maybe even rescuing them. We've had cases where a crow was stuck in a fence and a woman took the crow out of the fence and then started getting gifts.

N: So the gifts seem to be a thank-you for the food that Gaby leaves out for them. Pretty good manners. But is there a motive behind their kindness? Crows are undoubtedly some of the smartest animals on our planet. They have an extremely large brain for their body size and have long been known to be capable of developing cunning ways to find food. Studies have shown that crows are capable of using a sequence of tools to find a tasty reward, something that previously only humans and chimpanzees were thought to have the brain power to do. And that's not all. Over the years, Gaby has noticed that the gifts appear to be getting more human. Almost as if the crows have been observing her in order to bring her more personalised and heartfelt offerings. We know crows are super-smart, but are they capable of this kind of intelligence?

M: I would not put it past these birds to make the association between these strange objects in their environment and humans having produced those. It may simply be that we notice human things more also. As humans ourselves, we don't pay attention to little bits of bark and rock as much as we would a rubber squid. You would notice that.

N: Whatever the motive, Gaby certainly has a very special bond with the crows in her back garden. Can you imagine fostering a relationship with a crow?

Unit 2 The cost of a good education

2 Documentary: The cost of a good education, pages 18–19

N = Narrator S1 = Student 1 S2 = Student 2
B = Ben L = Lecturer J = Journalist

N: Welcome to the first week of the rest of your life. Yet despite all the exciting things happening at Freshers' Week, students in Stoke in the UK are only thinking about one thing.

S1: Money is going to really always be a problem because I get like the lowest amount of maintenance loan.

S2: I mean, it's been difficult so yeah, so I've got to save up and everything.

N: With tuition fees, accommodation and living costs, students in Stoke need to find an average of about £17,500 a year before they can even start lectures.

B: I left school with no qualifications, ended up getting kicked out and then after that, I got made homeless.

N: Ben is not your typical student.

B: I know it's going to be a struggle. I know with student loans and stuff, I know I'm just going to have to, what spare time I have got, I'm going to have to work and stuff and just get that extra money.

N: Stoke takes more than a quarter of its students from deprived areas, mainly from the local area, which creates a particular set of problems. Basically, every year a number of students have to stop studying because of money issues. They simply can't afford it. Ben is about to move into his student accommodation. He's been at Stokes' YMCA for five years since he came off the streets, but now he's at university, someone else needs his room.

B: My standard charge is £15 a week to live here. The house that I'm going to be staying in costs £75 a week to live in. I haven't really been thinking about it as of yet.
N: It's a hard three years ahead, but Ben won't let his past shape his future.
B: This is kind of make or break for me and that's how I look at it. It's not an option. I'm not going to drop out. That's it.
N: Ben is likely to be making use of the UKs student loan programme, which is available to all students. They can borrow money while studying and pay it back once they graduate and earn above an agreed threshold. Reducing tuition fees would help struggling students, but without support from the government, universities may not be able to afford essential resources and equipment.
L: If you want your graduates to go out there, be able to operate the leading technology in the workspace, it's no good giving them training on a computer that's six years old or a piece of equipment that's six years old.
N: But not all students are entitled to a loan.
J: Why is it we spend so much supporting people who study for a degree and so little on people studying for the technical and vocational qualifications that employers are crying out for?
N: Tuni is studying engineering at a vocational college, and although employers are desperate for people with her skills, she can't get a loan to cover her living costs. By extending financial assistance to all students, more people would be able to access education, whatever their situation in life. What's clear is that being a student is not easy. Even with financial support UK students are struggling. Perhaps it's time to look at how other countries support their students as they qualify for the world of work.

Unit 3 Helpful hackers

3 **Documentary: Helpful hackers, pages 32–33**

N = Narrator MM = Mark Miodownik
MA = Mitch Altman AF = Dr Aldo Faisel

N: Science is not limited to the laboratory anymore. There's a growing movement of DIY scientists who describe themselves as hackers. They're not hacking computers, though. Instead they are using creativity and imagination to liberate technology, which often produces world-changing results. Professor Mark Miodownik investigates.
MA: We've been using tools for thousands of years, but recently those tools have become a lot more sophisticated and our relationship with them has changed. Back in the day we understood how the gadgets in our lives worked. We could take them apart, we could fix them, but these days modern gadgets, well they're altogether much more complex. We don't really understand how they work. They could be powered by magic and that makes us afraid to take them apart and to try and repair them, but it doesn't have to be that way. Mitch Altman is a virtual reality pioneer and inventor from California and as a hacker, he's part of a new movement that's all about unlocking the potential of technology for yourself.
MI: Well, hacking is more than just about computers. It's about pretty much anything because hacking is taking what exists, anything, and improving upon it and sharing it.
MA: And the lure of getting creative with technology is bringing people together.
MI: Hacker spaces are physical places with supportive community for people to explore and do what they love. They're everywhere. There were about fifty about five years ago and now there's almost fourteen hundred.
MA: That's a huge explosion.
Hacker spaces may be multiplying fast, but what does all this playfulness really achieve? It's easy to write this off as just a bit of fun, but there's something much more important going on. The urge to make things is fundamentally human and the hacker community are reclaiming the right to make stuff from whatever you can lay your hands on. It's a chance for everybody to unleash their inner geek. I am going to have a crack myself by transforming a piece of off-the-shelf technology into something completely different. It's not designed to be taken apart. … That's more like it. That in the middle is what we're looking for. That is a CCD chip. Instead of looking outwards, we're going to look inwards. OK, I've got a bit of an unfair advantage. In our workshop, I can speed up the hacking process with a laser cutter. Hey! Finally, after a couple of hours, I've managed to turn a £5 webcam into a high powered electronic microscope. Oh! Tell me that's not a worm. Oh my goodness. So this is … this is a microscopic worm in some pond water which we're seeing via an electronic microscope that we made by just hacking a webcam and I think that's just incredible because it's not just about having a microscope. We can all have microscopes. We've got loads of high powered microscopes in the university, but it's the act of turning one object into another, that you learn so much. It's magical and it empowers you, and that is the beauty of hacking. But let's face it. This is still just mucking about. The true power of hacking is that the same ideas can be applied in a way they can actually make a difference to someone's life. At Imperial College, Dr Aldo Faisal wants to bring cutting edge medical technology to the masses. Incredibly, this robot arm is being controlled by my eye movement alone. Oh, that is a weird feeling. It's like being a cyborg slightly. I mean it's a place I've never felt, being a cyborg. For someone unable to use their arms, something like this could be life-changing, but commercial eye tracking systems are intrusive and cost £20,000 to £25,000 so Aldo started hacking to make this high-end system user friendly and much cheaper.

AF: The whole system as you see mounted here costs £9.95.

MM: That's incredible. That's really impressive and the software can run on a normal computer?

AF: Yeah. These are two standard cameras that you can plug into your USB board and basically any PC can operate this system that we have developed.

MM: Aldo customised high speed cameras from a popular games console, originally designed for tracking your tennis shots or dance moves. He's transformed a recreational toy into something that can transform lives and the value of hacking doesn't stop there.
What about for research people? I mean you're doing this with kind of cheap kit. Is there an advantage for you to use ubiquitous technology?

AF: I think it just spawns creativity because once it's so cheap, you just start thinking of all sorts of applications because you sort of don't have to take it so seriously anymore and that's where real innovation and creativity is unlocked.

MM: Not only is hacking empowering for the masses, but it can produce sophisticated new technology with real world value at an astonishingly low cost.

Unit 4 Big idea, big business

4 Documentary: Big idea, big business, pages 46–47

N = Narrator T = Timothy P = Pippa

T: You'll never be ready and this is one of the big things that I've come to realise running a business. You would never be ready to become a CEO, you would never be ready to take that leap, you would never be ready to do anything if you have to force yourself into doing that.

P: Asking the stupid questions and reaching out for advice is probably one of the biggest lessons that I've learnt since starting up the business, so kind of knowing when to reach out and ask for advice when you're not necessarily certain of the answer is a great skill and asset to have.

N: Timothy Armoo and Pippa Murray have one important thing in common. They both dreamt big and came up with ideas that slowly became big businesses. Timothy Armoo is the founder and CEO of Fanbytes, a modern kind of advertising agency that helps big brands reach an audience of young, tech savvy and creative people, otherwise known as Generation Z. Pippa Murray is the founder of Pip & Nut, a brand specialising in healthy nut butters and now one of the UK's leading nut butter brands. Today, they both share their stories of how they made it big.

P: Veganism and plant-based is a booming trend in the UK. More and more people are choosing to remove things like meat and dairy from their diets and, I guess as a result, they're also looking for protein sources that can supplement their diet and naturally nut butter and peanut butter are great sources of protein, and Pip & Nut has benefited from the fact that you know more and more people are choosing this lifestyle and picking up products like ours that can help.

T: Personally, there was never a time where I felt ready to like lead a business with thirty-plus people at twenty-four. There was never a time when I thought that I could go to investors and raise over a million for my business. We're never ready for it but what I did was I forced myself to really become that person by learning how other people who had got what I was trying to achieve, how they had got it and just ruthlessly and almost taking that emotion out of it, just attacking that.

P: It's very easy to create a product in your kitchen, but working out how you then scale it up and make it commercially viable, and also find a manufacturing partner that would like to work with you, and can do all the things that you require of them, is a big challenge, and it took me about eight months to find the right manufacturing partner.

T: The key to this is thinking about it almost just like a scientific process, treating it as a very logical thing. If A was able to get B, then technically if I do what A has done, then I'll be able to get B, and I think this dates back from my love of Maths and Computer Science, having done Computer Science at university and also my first business started by teaching people Maths. I think just that appreciation of logic has really helped me in also being able to grow the business.

P: One of the tips that I'd give to people starting up is to make sure as you're growing your business and looking at how you're going to sort of diversify and expand your offering, is to make sure to first focus on your core business before moving into other areas, so become an expert and become known for your core business before you start to expand anywhere else.

N: As the nut butters fly off the shelves and influencers rule online, do you have any big ideas to make it big in business?

Unit 5 Ziferblat – a café with a difference

5 Documentary: Ziferblat – a café with a difference, pages 60–61

N = Narrator An = Anita Ar = Ari

N: Vibrant, bursting with life, overcrowded, haphazard … However you want to describe them, the mega cities of the 21st century are jam packed with people, but does that make it easy to stay connected? Anita Rani is in Moscow, a city home to nearly 13 million people, to experience a new take on the traditional café.

An: Hi! Hi, how do you do? It looks like a café but feels like someone's apartment. There's no prices on food or drink and people are reading, playing cards and happily chatting, even sleeping. What is this place, Ari?

Ar: This is Ziferblat. This is your first time?
An: First time in Ziferblat. Hopefully you'll tell me all about it. What is it?
Ar: It's very difficult to explain to a person like in five minutes what it is because like the idea, the whole idea of the place is kind of big and deep.
N: Evolving out of the city's lack of communal space, Ziferblat, meaning clockface, is an anti-café. You pay for time and everything else is free. You become the tenant of the space.
Ar: So this is library.
An: It's beautiful.
Ar: This is beautiful, yeah.
An: It looks very cosy.
Ar: The people of Moscow still long for community and want strangers to become friends.
N: At Ziferblat you can relax, read, work, chat, dance … anything you want as long as it's together. So as Muscovites try to find an escape within this crowded city, Anita decides to embrace this communal living room. She even has a dance.
An: Oh you've got a plate of biscuits, look at that. I was going to bring you a biscuit as well. I feel like I could live here. It's kind of like I'm being a waitress except at some point I'm going to sit down and just have a coffee which is quite nice. I love it, I'm into it. Yeah, it makes total sense to me. I really like the idea. It's like being in someone's living room.
Ar: I'm so glad that you love this. It's like when it's a foreigner, it's important for us to show the part of Russian Moscow which is kind of closed from the beginning so I'm so glad that you felt it.
An: Thank you, I feel like I've been allowed in and I've experienced something very touching. And for two and a half hours of making new friends, with free coffee and cakes, my time cost £4.50. What an amazing place! Sometimes you've got to get off the beaten track in a city to find the real gems. I'm totally blown away by that, it's not what I was expecting. I might have walked in with a bit of a cynical London attitude thinking they're a bunch of hippies, but actually, I'm really into what they're doing. She's the new generation of Muscovites, she's looking to the future, she has a very global outlook. Quite liked it!

Unit 6 Painting a better world

6 Documentary: Painting a better world, pages 74–75

J = Journalist B = Brian S = Stevie K = Kim

J: So what are you expecting the portrait to look like?
S: I don't know, because I see a lot of pictures of myself and oftentimes I go I look like that? You know I don't know what I thought I looked like, but most of the time I think I don't look as good as I think I do.
B: We first go out and befriend and meet the homeless men and women on our streets. We paint their portraits and then we sell the portraits and use the money to help them, and the heart of it is really about relationship.
I heard these screams coming from outside of my window in downtown Santa Ana from a man experiencing homelessness, found out his name was Matt and we had a conversation and I never planned on starting an organisation or anything like that. I just wanted to paint Matt's portrait. Matt said yes.
I painted his portrait and people started asking was it for sale.
It is daunting to approach someone the first time cold. There was all kind of fear, I had sweaty palms, I had butterflies in my stomach, all those feelings and I've quickly realised that there's breakthrough on the other side of fear. Connecting with a human being on a level that's just way deeper than just having a conversation and so in a lot of ways, I feel like when I'm painting, my life is changing as well.
I truly believe that.
K: When I first saw my portrait that Brian did, all I could say was wow, beautiful. It's a feeling I'll never forget. I can still play it back and it still feels, the goosebumps, it's amazing, amazing. Hi Riley! … Good, and you?
B: What do you say about the old Kim?
K: That person's dead. I'm a new one. It's a struggle every day not to come back out here, but one thing I've realised now, I have a choice.
S: What do you think, I heart haters? Pretty clean, huh? You could eat off of it. I never really thought about having a portrait of myself or anything, anything like that you know. I can hardly wait to see my picture, what it's like, because the card that he gave me, I mean it looks like Michelangelo. It's so, I mean it's … what a gift he has.
B: Stevie Boy is probably one of the … he's one of the characters and so we're really excited to kind of reveal this painting and have Stevie Boy maybe look at himself with new eyes. Stevie, you ready, man?
S: I'm ready! Oh my goodness. I love it. I never dreamed of anything like this ever happening and so there it is. I couldn't be happier. Right here, right now, there's no other place I'd rather be. Thank you.
B: It makes me feel really great inside knowing that a simple painting can impact someone way beyond just framing and hanging it on a wall, that a painting, a piece of art has the ability to transform a life, it's kind of magical.

Unit 7 The Big Data revolution

7 Documentary: The Big Data revolution, pages 88–89

N = Narrator M = Maggie Philbin
Ni = Nigel Shadbolt

N: Like it or not, our world is driven by computers. The details of our lives and the world we live in are being recorded and kept in vast stores as digital information and now a new generation of technology is analysing our data in ways that are already

changing our lives. This proliferation of information, known as 'big data', is currently being used in flood alerts, transport and natural disaster response systems. Maggie Philbin is here to investigate how big data features in all our lives and whether or not it's to our benefit.

M: Many believe that if we could make more data freely and openly available, then we could crack problems in ways that were previously unimaginable.

Ni: If you make this data available, it can be used to show more transparently what's going on. It can make people accountable for the performance of, for example, public services like health, education.

M: So give us a few examples of the difference that can be made.

Ni: The data that was held by the Department of Transport on bicycle accidents, within three days that data had been taken, turned from one form into another and somebody had written an application that basically avoided the bicycle accident black spots around London, just a very obvious thing that never occurred to the people who had the data in the first place to do.

N: Sharing data clearly has some advantages, but when it comes to personal information, it can be controversial. One idea is to share patient's medical records via a digital database and make this available for research. This could lead to medical breakthroughs, but some people worry about releasing sensitive information like this.

Ni: If I'm undergoing a medical crisis, I'd really like that my medical records could be shared between the appropriate services in an appropriate way, but blanket data publication – I think you have to be very cautious about it in this area, when it's relating to individual data, and I think that both corporations and governments have to be extremely careful to respect and maintain the privacy of an individual.

N: In a scheme like this, all details that might identify individuals would be removed before making the information available. But medical records aren't the only sensitive data we have to be conscious of. Today, it seems everyone wants to know what you're doing.

M: Take a train or a bus and your journey is tracked. Use a points card when you're out shopping, they keep track of what you're spending and use that information to market yet more stuff to you. And your bank account and spending patterns are monitored by financial services. Now that's for your protection to prevent fraud, but it's also for future credit checks.

N: It doesn't stop, even when we think we're having some time to ourselves. We now spend nearly half our waking hours in front of some screen or other, but it's not always just between you and the computer.

M: Take email for example. Now, if you use a free service like Yahoo or Gmail, you'll be very familiar with those targeted ads that appear on the page so have a look at this. This account belongs to a member of the production team, and you'll see that the ad that's appeared is one offering flights to Australia. No surprise because he uses this email address to book most of his travel.

N: Some free services automatically scan your search queries, social networks and even emails to get a sense of who you are so they can target their adverts better.

M: Sometimes when a service is offered for free, we are what's being sold, in this case, as a potential customer for a targeted ad.

N: This is the price we pay for free communication, map services and a world of knowledge at our fingertips, but is it worth the cost? That's for you to decide.

Unit 8 The real fashion victim

8 Documentary: The real fashion victim, pages 102–103

N = Narrator S = Stacey Dooley L = Lucy Seagal
C1 = Customer 1 C2 = Customer 2 C3 = Customer 3
C4 = Customer 4 C5 = Customer 5 C6 = Customer 6

N: Fashion is a booming industry with billions of items bought every year, but do we know the full story? Journalist Stacey Dooley wants to learn more about the impact of fashion on the environment, so, today she's meeting journalist Lucy Siegle who's been investigating fashion's growing environmental footprint for years.

S: Lucy, I've heard this claim that fashion, the garment industry, is the second worst polluter. Do you think there's any truth behind that?

L: I think there is credible evidence that says that garment apparel production is one of the top five polluters globally. It's not sustainable, it's on borrowed time because what we're doing is we are producing over a hundred billion new garments from new fibres every single year, and the planet cannot sustain that.

S: Lucy, I almost don't want to ask …

L: Yes?

S: Talk me through my outfit today.

L: The thing that really, really stands out are your jeans because they're made of cotton. Cotton is incredibly impactful.

S: I think people will be really shocked and surprised to hear that.

L: So cotton uses more water than any other fibre, but it also has a lot of pesticides and fertilisers which also damage the land, the soil where it's grown. How many pairs of jeans do you have?

S: Probably about six or eight.

L: Six or eight? You know to put it frankly, cotton is responsible for one of the biggest environmental catastrophes that we've seen to date on Planet Earth.

N: Stacey and Lucy are hitting the high street to look at the problem from another perspective, the phenomenon of fast fashion which lures us into buying more clothes than we need.

L: It's quite seductive in there. It's a miracle that anyone comes out of here without buying anything. Everything in there is like consumer catnip.
N: Fast fashion is a production system that brings us clothes at intense volume. Where we used to have autumn, winter, spring, summer collections, we now have up to fifty-two collections a year. That's one collection a week!
L: Within us now is this desire that we have to consume it now. It's all about getting it right now while it's on trend, while it's in store.
S: I don't think that the general public realise that we are also part of the problem. I want to see how they react when I show them.
N: It's a Saturday morning in Glasgow. Stacey is on one of Britain's busiest shopping streets to set up a demonstration. She wants to show the public how much water it can take to grow cotton. It's so shocking that she's had to get 22,000 litres-worth of industrial sized water containers to visualise it.
S: I didn't realise how much water went into growing the cotton before anything else has been done to the garment so I want to have that conversation with shoppers today. I'm going to show them how much water it could take to grow the cotton in their shopping bags.
How much water do you think is required to make those jeans?
C1: 500?
S: 500 litres? So half of this?
C1: Yes.
S: It could have taken up to 1000, 2000, 3000, 4000, 5000, 15,523!
C1: No way, no.
S: Here there's just like a regular shirt and a pair of jeans, right? It's likely that it could have taken up to 19, 20 – 20,500 litres.
C2: What? Sorry, that's actually blown my mind.
S: And a little shopping trip can quickly add up. You've had a productive morning, I see.
C3: Sort of, yes.
S: Let's have a nose. And actually in this instance I've run out of containers. 35,618 litres. That's about forty-nine years' worth of drinking water for one person.
C3: That's mad.
C4: Crazy.
C5: There's such an ease of access to clothes. 90 percent of the time you're just buying it for the sake of buying it. I've got probably like half a wardrobe full of clothes that I've not touched, but it's just so hidden under the carpet. It's not in plain sight at all, so I'm glad that I've been stopped.
C6: I'm sorry to get upset but – yeah.
S: Tell me why you're so emotional about that fact.
C6: Because, yeah because I know people, they are struggling to get water for, for drink or wash or to cook, and to be using for making this!
S: Perfect, I've ruined everyone's Saturday. And do you know what? It's true, and it's exactly what I imagined. It's not that people don't care. It's that we don't know. We're not informed.

Photocopiable resources

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Resource	Language point	When to use	Time (min.)
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3 Dear Mrs Lund	Writing a formal letter or email and translation from Polish to English	After 1.7 Writing, pp. 12–13	15
4 Dear Editor	Formal language	Before Focus Review 1, Writing, ex. 10, p. 17	10
Unit 2 Learning for life			
5 A couple of whingers	Exaggerated language and vocabulary related to exams	After 2.1 Vocabulary, pp. 18–19	15
6 Third time lucky	Modal verbs for speculating	After 2.3 Grammar, p. 22	15
7 Going to university	Writing an article and translation from Polish to English	After 2.7 Writing, pp. 26–27	15
8 Live and learn	Vocabulary related to education, speaking	Before Focus Review 2, Speaking, ex. 10, p. 31	20
Unit 3 The new thing			
9 Top 30 Album Chart	Word formation	After 3.1 Vocabulary, pp. 32–33	15
10 Keyboard shortcuts for my desktop pet dragon	Infinitives	After 3.3 Grammar, p. 36	15
11 App review: Get running	Writing a review of a product and translation from Polish to English	After 3.7 Writing, pp. 40–41	15
12 Tech talk	Vocabulary related to modern technology, speaking	Before Focus Review 3, Speaking, ex. 10, p. 45	15
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26 Rumour has it I'm a gossip	Passive reporting structures	After 7.4 Use of English, p. 93	20
27 Online or offline?	Writing a formal letter or email and translation from Polish to English	After 7.7 Writing, pp. 96–97	15
28 Let's talk about communication	Vocabulary connected with the Internet, speaking	Before Focus Review 7, Speaking, ex. 10, p. 101	20
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30 Inversion effects	Inversion after adverbials	After 8.3 Grammar, p. 106	15
31 How to deal with global warming?	Writing an essay and translation from Polish to English	After 8.7 Writing, pp. 110–111	15
32 Impact	Vocabulary related to expressing opinions and the environment, speaking	Before Focus Review 8, Speaking, ex. 10, p. 115	20

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Instructions

Unit 1 The ties that bind

1 Family legend has it my great-grandma was a daredevil
(1.1 Vocabulary)

Aim: To practise words related to personality.
Interaction: Groups of 6.
Type of activity: Mingling and information exchange.
Time: 15 minutes.
Materials: 1 Worksheet A per group of 6, 1 Worksheet B per student.

In class:
(1) Divide students into groups of six.
(2) Give each student a work card from Worksheet A and ask them to read stories about their imaginary great-grandmothers.
(3) Tell students they are going to tell their stories to each other. They will also have to remember what each great-grandmother was like, character-wise. Remind them that they must not show their work cards to each other or read out the answers placed upside-down on the cards.
(4) Students mingle in their groups and tell their stories to each individual student. Encourage them to refrain from reading out the whole text – they should try to speak from memory as much as possible.
(5) When everyone has finished, give students the questions from Worksheet B and get them to write the answers.
(6) Ask one person in each group to read their answers out and the other students to correct any mistakes.

Optional follow-up: Ask students if they have ever met any of their great-grandparents and how much they know about them.

Answers:
See the worksheet.

2 Would you have done the same?
(1.4 Use of English)

Aim: To practise future in the past.
Interaction: Pairs.
Type of activity: Choosing the correct option. Information and opinion exchange.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Give Students A and Students B their respective worksheets.
(3) Tell students that at first they are going to work individually. Ask them to read the stories and circle the best options. Set a time limit of three minutes.
(4) Check the answers with the whole class.
(5) Tell students to work in pairs. Explain that they should not look at each other's worksheets.
(6) Ask students to take turns to retell the stories one at a time. Encourage them to embellish their stories with extra details. The student who has just heard a story has to say what they would have done in the situation presented.

Optional follow-up: You may want to ask students in which of the situations it would have been most difficult to make the decision.

Answers for Students A and Students B:
1 on
2 would, supposed
3 about
4 on

3 Dear Mrs Lund
(1.7 Writing)

Aim: To practise writing a formal letter or email and translation from Polish to English.
Interaction: Individual/Pairs.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Give Students A and Students B their worksheets and tell them to complete the gapped texts with English translations of the Polish phrases in brackets. Remind students not to show their worksheets to each other.
(3) When the students have finished, ask them to take turns to read their translations to each other and check the answers.
(4) If necessary, clarify any doubts as to the correctness of alternative translations provided by students.

Answers:
1 I am writing on behalf of
2 my fellow students
3 if you would be willing to collaborate with us
4 in this venture
5 The aim of the event is to
6 raise awareness of
7 the plight of the disadvantaged living in the city

8 will attract numerous visitors
9 contend with problems
10 we would be extremely grateful
11 if you would consider being
12 our guest of honour
13 Should you agree to help us
14 if you could deliver a short speech
15 We would also value your presence
16 would like to invite you to attend
17 we would be greatly honoured
18 both your charity and our community would benefit from

4 Dear Editor
(Focus Review 1, Writing)

Aim: To practise the use of formal language.
Interaction: Individual/Pairs.
Type of activity: Matching and gap filling.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work individually.
(2) Hand out the worksheets and tell them to match the expressions from the list with the correct categories.
(3) Check the answers with the whole class.
(4) Ask students to work in pairs and identify informal words or expressions used in sentences 1–9. Tell them to pay attention to the categories in the table and point out that the number of informal words or expressions in each sentence is indicated in brackets.
(5) Check the answers with the whole class.
(6) Ask students to work in pairs and replace the informal words or expressions with the ones from the table to make the sentences sound more formal. Explain that they will sometimes need to change the form of some words, e.g. make them plural.
(7) Check the answers with the whole class.

Answers:
full forms: do not, it is
formal quantifiers and qualifiers: on numerous occasions, a significant number
indirect forms of addressing the reader: Should you require any further information
single verbs: to develop, to contact, to support, to evolve
formal words and expressions: a dispute, dispirited, it should be emphasised, to share your dilemmas with, powerful, a conversation
spoken discourse markers: anyway, actually
question tags: will you?

1 ~~actually~~, ~~big~~ powerful
2 ~~It's~~ It is
3 ~~Anyway~~, ~~stand by~~ support, ~~down-in-the-mouth~~ dispirited
4 ~~loads~~ a significant number, ~~chats~~ conversations
5 ~~don't~~ do not, ~~pour our hearts out to~~ share our dilemmas with
6 ~~rows~~ disputes
7 ~~will you?~~
8 ~~I must stress~~ It should be emphasised, ~~really often~~ on numerous occasions
9 ~~If you need any more info~~ Should you require any further information, ~~get in touch with~~ contact

Unit 2 Learning for life

5 A couple of whingers
(2.1 Vocabulary)

Aim: To practise exaggerated language and vocabulary related to exams.
Interaction: Pairs.
Type of activity: Memory game and drilling.
Time: 15 minutes.
Materials: 2 sets of 12 cards (A and B) per pair.

In class:
(1) Divide students into pairs.
(2) Give each pair two sets of cut-up cards: Set A and Set B. Ask students to put the cards face down in two columns, with cards from Set A placed on the left.
(3) Students take turns to turn over one card from each column at a time in order to find pairs of sentences with similar meanings. (The sentences are taken from a dialogue between two 'whingers'.) When students find a matching pair, they remove it from the game as a trick. When the sentences do not match, they put the cards back in exactly the same place they took them from. The game finishes when all the cards have been used up. The student with the most tricks is the winner.

Optional follow-up: Ask students who seems to be the 'bigger whinger': the girl or the boy. Get students to tell each other if they have a tendency to complain about tests and exams.

Answers:
See the worksheet.

6 Third time lucky
(2.3 Grammar)

Aim: To practise modal verbs for speculating.
Interaction: Pairs.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: 1 set of 10 cards per pair.

In class:
(1) Write *Third time lucky* on the board and ask students if they know what the phrase means. If necessary, explain that it is used when someone has failed to do something twice and hopes to be successful the third time.
(2) Divide students into pairs.
(3) Give each pair one set of cut-up cards and tell them to place them face down in a draw pile.

(4) Ask students to imagine they are revising for different end-of-school exams using past exam questions. (You may want to point out that some of the questions are open questions that draw on their general knowledge, whereas others contain a few options to choose from.)
(5) Students take turns to pick up one card at a time, say what subject the question involves and read it out to their partners. They mustn't show their cards to each other. Their partners are allowed to make three attempts at the correct answer. The answers are only accepted when they are spoken in full sentences. Before the last attempt, students can use the phrase *Third time lucky*. They collect the questions they answered correctly as tricks and the student with the most tricks is the winner.
(6) Ask students about the results.

Optional follow-up: Ask students which of the questions might have been used in real end-of-school exams.

Answers:
See the worksheet.

7 Going to university
(2.7 Writing)

Aim: To practise writing an article and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 going through the roof
2 is still worth their while
3 to balance the costs with the potential benefits
4 Increasingly, you're at a disadvantage without a degree
5 the world's your oyster
6 found the life experience as valuable as the education
7 is massively character building
8 gives young people false expectations
9 saddled with debt
10 value work experience over a degree
11 I now make a point of interviewing people first
12 stand out from the crowd
13 with the odds of getting a good graduate job

8 Live and learn
(Focus Review 2, Speaking)

Part 1

Aim: To extend vocabulary related to education.
Interaction: Individual/Pairs.
Type of activity: Matching.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work individually and complete the table with the words and phrases from the box.
(2) Ask students to check the answers in pairs before checking with the whole class.
(3) Tell students to work in pairs and write three–four questions about exams using the vocabulary from the table.
(4) Re-pair students to ask and answer the questions.

Answers:
1 take, sit
2 revise for, cram for
3 flunk, fail
4 sail through, pass
5 end of year, mock, entrance, placement, written, practical

Part 2

Aim: To practise speaking.
Interaction: Individual/Groups of 3–4.
Type of activity: Multiple choice and discussion.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to select the correct word for each sentence. Do the first example together.
(2) Check the answers with the whole class.
(3) Tell students to decide individually if the statements are true or false.
(4) Put students into groups of three or four to discuss their answers.

Answers:
1 command
2 articulate
3 qualification, fulfilment
4 grounding
5 literate, tertiary
6 tuition, crash

Unit 3 The new thing

9 Top 30 Album Chart
(3.1 Vocabulary)

Aim: To practise word formation.
Interaction: Pairs.
Type of activity: Board game.
Time: 15 minutes.
Materials: 1 Worksheet A and Worksheet B, some dice and 2 coloured counters per pair.

In class:
(1) Divide students into pairs.
(2) Give each pair the worksheets and a dice. Each student places a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the starting point, marked START on Worksheet A.
(3) Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of places shown on the dice. When they land on a given vinyl record, they must complete its title on Worksheet B with a noun formed from the root word in capitals. If the answer is not correct, the student moves back to their previous position. If the other student lands on the same record after the first player gave the correct answer, they have to think up another album title with the same noun formed from the word given in capitals. If the first player agrees that the answer is correct and the title is acceptable, the student stays on the record. There are three penalty positions called *total flops* and two bonus positions called *smash hits*. When a player lands on a *total flop*, they move back to their previous position. When they land on a *smash hit*, they move forward the number of places shown on the dice. The first player to reach the finish space is the winner.
(4) Monitor the game and help to clear up any doubts concerning the correctness of the answers.

Optional follow-up: Ask students how easy it would be to guess the music genre of the album from its title. (For example 'spitting bars' in 6 is a colloquial expression for rapping.) You may also ask them which titles they find intriguing, predictable, banal or tacky.

Answers:
1 piracy
2 affluence
3 resurgence
4 wayside
6 consistency
7 abundance
8 authenticity
9 reluctance
11 arrival
12 awareness
13 brainchild
14 mainstream
16 prominence
17 popularity
18 soundproof
19 ascendancy
21 diligence
22 carelessness
23 backlash
24 downturn
26 simplicity
27 attachment
28 predominance
29 Effectiveness
30 portability

10 Keyboard shortcuts for my desktop pet dragon
(3.3 Grammar)

Aim: To practise infinitives.
Interaction: Individual/Pairs.
Type of activity: Ordering and information exchange.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Give Students A and Students B their respective worksheets and tell them that they should not show them to each other.
(3) Explain that the aim of the exercise is to find shortcuts for managing a desktop pet dragon.
(4) Ask students to work individually and put the jumbled sentences on their worksheets in the correct order. Set a time limit of five minutes.
(5) When everyone has finished, students take turns to read their arranged sentences to each other. If the order of the arranged sentence is correct, the student who checks the answer can read out the shortcut. If it is incorrect, the first student has two more attempts to correct it.

Optional follow-up: Ask students how many shortcuts they have completed. You may also get them to comment on the idea of having a virtual desktop pet.

Answers:
See the worksheet.

11 App Review: Get running
(3.7 Writing)

Aim: To practise writing a review of a product and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 finding it hard to get off the couch
2 With the proliferation of running apps now available
3 Whether you're training for your first five-kilometre (5k) run
4 is one of the best apps to use the popular training program
5 The method is designed to
6 in order to build up your fitness
7 so as to enable beginners
8 As well as enabling you to listen to music while you run
9 so that you can get your breath back and start again
10 but it's the clear and concise instructions
11 it would be a real plus if the app was available
12 While it won't do the running for you
13 in need of extra encouragement

12 Tech talk
(Focus Review 3, Speaking)

Aim: To extend vocabulary related to modern technology and practise speaking.
Interaction: Pairs/Groups of 4.
Type of activity: Categorising, brainstorming and discussion.
Time: 15 minutes.
Materials: 1 worksheet per pair.

In class:
(1) Tell students to work in pairs to complete the spidergrams with the ideas from the box.
(2) Check the answers with the whole class.
(3) Ask students to think of some more ideas to add to each spidergram.
(4) Discuss students' ideas with the whole class.
(5) Tell students to work in groups of four and decide which three pros and three cons of using modern technology they consider to be most important.
(6) Ask students to briefly report back to the class and give reasons for their decisions. Discuss any interesting ideas with the whole class.

Answers:
Negative aspects: security breach, identity theft, electronic footprint, cyberbullying, information overload, phishing, being tracked, cyberstalking

Positive aspects: a mine of information, rapid access to data, cost efficiency, up-to-date news, social networking, civic engagement

Unit 4 All in a day's work

13 Honey is money
(4.1 Vocabulary)

Aim: To practise collocations about work and money.
Interaction: Pairs.
Type of activity: Board game.
Time: 10 minutes.
Materials: 1 Worksheet A and Worksheet B per pair.

In class:
(1) Tell students they are going to play a board game in pairs. Ask them to imagine that they are applying for a job at a honey producer's and that the game is a language test used in the recruiting process. Explain that they will only get the job if all their answers are correct.
(2) Each player has to start on one of the outermost shaded hexagons, either on the left or on the right, and move to the opposite side of the honeycomb. Players can only move one cell at a time, but any direction is allowed. They must avoid the cell with a bee in it and they must not take cells that have already been occupied.
(3) Students take turns to move across the board. When they choose a cell with a given number they must look at the corresponding sentence on Worksheet B, choose the correct word from two italicised options, and note it down on the board. (They will find out if their answers are correct once they have finished the game, i.e. when one of them has reached the other side of the board.)
(4) When a pair has finished, give them the answer key so that they can check their answers.
(5) Ask students if they were able to get the job.

Optional follow-up: Draw students' attention to the double meaning of the word *drone* in Hexagon 17, which can mean both a male bee that doesn't work and a remotely-operated flying machine. Ask students if they have heard about any uses of drones in business.

Answers:
See the worksheet.

14 Copywriters wanted
(4.3 Grammar)

Aim: To practise gerunds.
Interaction: Individual/Pairs.
Type of activity: Gap-filling and guessing.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Tell students they are going to work individually at first. Give Students A and Students B their respective worksheets and tell them to complete the advertising slogans with one word. Set a time limit of three minutes. Remind them not to show their worksheets to each other.
(3) When everyone has finished, give the answers briefly to the whole class.
(4) Get students to work in pairs. They should take turns to read their slogans to each other and guess what kind of product or service provider is being advertised. They have three attempts to get the answer right. They award each other two points for a correct guess and one point for a descriptive answer (e.g. a definition).
(5) When they have finished, ask students about their scores.

Optional follow-up: Ask students if they would be interested in working for an advertising company as a copywriter.

Answers for Students A and Students B:
1 spending
2 in
3 making
4 being
5 Having
6 on
7 making

15 Portfolio working
(4.7 Writing)

Aim: To practise writing an essay and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 in other words, holding a variety of jobs
2 most of us possess a range of skills
3 This is where portfolio working comes in
4 What this means is that someone with computer skills
5 In addition to this job
6 they might find employment as a journalist
7 allows the use of different talents
8 this is not to say that there are no drawbacks
9 and this can cause considerable anxiety
10 Perhaps a more important aspect to consider
11 than following a set career path laid out by a company
12 thus maintaining a more favourable work/life balance
13 which goes hand in hand with this freedom
14 what is most important to bear in mind
15 by taking advantage of different skills and interests
16 that it may not be suitable for everyone

16 Cohesion
(Focus Review 4, Writing)

Aim: To practise writing a cohesive text.
Interaction: Individual/Pairs.
Type of activity: Gap filling and matching.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work individually.
(2) Hand out the worksheets and tell them to complete the gaps with correct words (NOTE: the first letters have been given).
(3) Check the answers with the whole class.
(4) Ask students to work in pairs and complete the sentences with the correct words or phrases from the box. Tell them to write the numbers of the tips used in particular sentences.
(5) Check the answers with the whole class.

Answers:
Tip 1: synonyms
Tip 2: Substitute
Tip 3: Refer
Tip 4: Link

1 As a result (Tip 4)
2 They (Tip 3)
3 pupils (Tip 1)
4 vital (Tip 1)
5 Since (Tip 4)
6 it (Tip 3)
7 labour (Tip 1)
8 ones (TIP 2)

Unit 5 Journeys

17 Travel battleships
(5.1 Vocabulary)

Aim: To practise forming adjectives.
Interaction: Pairs.
Type of activity: Game of battleships.
Time: 10 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Give Students A and Students B their worksheets and ask them not to show them to each other.
(3) Tell students that they are going to play a game of battleships. Each player has two grids: one with eight adjectives (ships) and one which is empty. The empty one is to be used for recording the player's shots at their opponent's ships. Students take turns to shoot at one of the squares in the opponent's grid. The opponent must say whether the shot is a 'miss' or a 'hit'. If a word-ship has been hit, they say what letter is hidden in the square and whether the word is placed vertically or horizontally. The player can then guess the adjective. If they guess correctly, the word-ship is sunk immediately. If they do not, they will have to wait for their next turn to try to uncover another letter and to make another guess.
(4) Set a time limit of ten minutes and stop the students when the time is up, whether they have finished or not.
(5) Ask them how many word-ships they sank. Tell them to compare their grids to find the remaining ones.

Optional follow-up: You may want to ask students when they last played battleships and if they would play it to kill time on a long journey. Encourage students to prepare their own battleships grids to play another round.

18 Nothing compares to a train ride
(5.3 Grammar)

Aim: To practise advanced comparative structures.
Interaction: Individual/Pairs.
Type of activity: Gap filling and discussing.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students that they are going to work individually and hand out the worksheets.
(2) Ask students to read the sentences and fill in each gap with one word. Set a time limit of three minutes.
(3) Check the answers with the whole class.
(4) Ask students to decide if they agree with the sentences or not and to mark 'yes' or 'no' on the railway signals.
(5) Tell students to work in pairs and present their views.

Answers:
1 and, less
2 The, the
3 such, a
4 the, more
5 rather, than
6 much, as
7 such, as
8 more, than
9 as, an
10 a, as

Optional follow-up: Ask students which of the sentences they both disagree with and why. You may also want to ask them what they like about travelling by train and whether they think the rail services in Poland have improved lately. You can elaborate on a few points related to some of the sentences: **2** It is a general rule that the further we travel, the lower the fare per kilometre is. That's why the fare for a given distance is not necessarily twice as high as the fare for half of the distance. **3** The average travel time on the Eurostar between London and Brussels is two hours and five minutes plus a minimum of forty-five minutes for check-in. In terms of door-to-door times, flying is probably going to take a bit longer. Although the actual flight on this route only takes slightly more than one hour, if we take into consideration the distance between the city centres and the airports as well as the time needed for checking in, passing through security and collecting the luggage, the whole journey is likely to take a good three hours. **10** It is estimated that a high speed train produces twice as much CO_2 per passenger kilometre as a non-high-speed train. Also, high-speed railway systems don't necessarily reduce domestic aviation. A case in point is Germany, with one of the largest high-speed railway systems in the world and fast-growing air traffic on domestic routes.

19 Visiting South Korea
(5.7 Writing)

Aim: To practise writing a report and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Tell students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 an overview of the visit I paid
2 to identify factors which may make it
3 as well as to point out
4 The majority of us also ventured further afield
5 that made the trip worthwhile
6 presented problems we had not fully prepared for
7 having no knowledge of the language
8 It is clear that visitors need to be aware of the climatic conditions
9 in order to more fully appreciate
10 Given these preconditions

20 Where to go
(Focus Review 5, Speaking)

Part 1

Aim: To extend vocabulary related to travel.
Interaction: Pairs.
Type of activity: Categorising.
Time: 7–8 minutes.
Materials: 1 worksheet per student.

In class:
(1) Ask students to look at the phrases and decide whether they should be associated with road travel (R), air travel (A) or both (B).
(2) Do a few examples with the whole class, then ask students to do the remaining ones in pairs.
(3) Check the answers together when students have finished.

Suggested answers:

Road: stuck in a traffic jam, queue of vehicles, crawling traffic, bonnet up, steaming radiator, congestion, gridlock, tollbooth, dead battery

Air: red eye, cancellation, security control, grounded, unattended luggage

Both: overheated engine, flat tyre, hold-up, delays, breakdown, diversion, detour, stopover

Part 2

Aim: To practise speaking.
Interaction: Pairs.
Type of activity: Discussion.
Time: 6–7 minutes.
Materials: 1 worksheet per student.

In class:
(1) Ask students to work individually and rank the types of holiday from 1 to 12. Number 1 is the one they would most like to go on.
(2) Get students to compare their ideas with a partner justifying their choice. They should try to agree on a top three.
(3) Tell students to discuss which of the problems from Part 1 they might encounter on their top three holidays. Encourage them to think of other possible problems as well.
(4) Ask students to briefly report back to the class. Discuss any interesting ideas.

Unit 6 Express yourself

21 Double-Oh-Seven
(6.1 Vocabulary)

Aim: To practise compound adjectives and collocations.
Interaction: Pairs.
Type of activity: Matching game and discussion.
Time: 15 minutes.
Materials: 1 set of 16 cards per pair.

In class:
(1) Tell students that they are going to play dominoes in pairs. They will have to find matching sentence fragments. (All the sentences refer to James Bond films.)
(2) Give each pair one set of cards and tell them to place them face down except for one, which will serve as the beginning of the sequence.
(3) Students pick up three dominoes each from the pile. They take turns to put down a domino which completes the sentence or its fragment. If a student does not have a suitable domino, they pick up one card from the pile, or miss a turn when there are none left. The first student to put down all the dominoes is the winner, provided the draw pile has run out.
(4) When everyone has finished, get the pairs to discuss the opinions about James Bond expressed in the sentences and decide to what extent they agree with them. (Pairs who have not seen any of the James Bond films can discuss some other films that might match the opinions.)

Optional follow-up: You may elaborate on the following point: *Skyfall from* 2012, featuring Daniel Craig as James Bond, is the highest-grossing film in the series, which has earned over $1 billion worldwide. You may also want to ask students what they like or dislike about James Bond movies and which film they like most.

Answers:
See the worksheet.

22 Were I to express my opinion …
(6.3 Grammar)

Aim: To practise advanced conditionals.
Interaction: Individual/Pairs.
Type of activities: Error-correction and discussion.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Tell students they are going to work individually at first. Give Students A and Students B their respective worksheets and tell them to find one or two language mistakes in each sentence. Set a time limit of three minutes. Remind them not to show their worksheets to each other.

(3) When everyone has finished, give the answers briefly to the whole class.
(4) Get students to work in pairs. They should take turns to read their sentences to each other. The student who has heard the sentence has to say to what extent he/she agrees or disagrees with the presented opinion and to justify his/her views.

Answers for Students A and Students B:
1 ~~Has~~ Had, ~~wouldn't had~~ wouldn't have
2 ~~Without~~ But for, ~~will~~ would
3 ~~don't~~ not
4 ~~Would~~ Should
5 ~~under the condition~~ on the condition
6 ~~so long that~~ as/so long as, ~~will be~~ are

23 Why *The Hunger Games* works
(6.7 Writing)

Aim: To practise writing a review of a film or a book and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 Equally though, on-screen versions
2 leave fans bitterly disappointed
3 While they have their weaknesses
4 brilliantly capture
5 As punishment for a past uprising
6 a nationally televised event
7 until only one survivor remains
8 There are great performances from the entire cast
9 Naturally, the books contain more vivid description
10 there are some major changes, the biggest of which is
11 will keep the majority of viewers on the edge of their seats
12 I could confidently recommend them to anyone

24 What a gig!
(Focus Review 6, Writing)

Part 1

Aim: To practise the use of adverb + adjective collocations.
Interaction: Individual.
Type of activity: Matching.
Time: 5 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work individually.
(2) Hand out the worksheets and tell them to complete the collocations with the adverbs from the box.
(3) Check the answers with the whole class.

Answers:
bitterly: disappointed
completely: full, obvious
entirely: beneficial, reasonable, unconvincing
perfectly: arranged, genuine, reasonable
absolutely: essential, gorgeous, necessary, spectacular
deeply: concerned, disturbing, involved, moving, offensive, upset
highly: critical, enjoyable, popular, profitable, successful, unusual

Part 2

Aim: To practise the use of adverb + adjective collocations.
Interaction: Pairs.
Type of activity: Gap-filling.
Time: 5 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work in pairs and complete the sentences with the correct collocations.
(2) Check the answers with the whole class.

Answers:
1 absolutely gorgeous/spectacular
2 completely full
3 deeply moving
4 perfectly arranged
5 entirely beneficial
6 bitterly disappointed/deeply upset
7 highly successful

Unit 7 Text me!

25 I've had a brainwave!
(7.1 Vocabulary)

Aim: To practise phrases with *mind* and collocations.
Interaction: Pairs.
Type of activity: Board game.
Time: 15 minutes.
Materials: Worksheet A and Worksheet B, a dice and 2 coloured counters per pair.

In class:
(1) Divide students into pairs.
(2) Give each pair a board (Worksheet A), a cut-up set of question cards (Worksheet B) and a dice. Ask each student to place a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the START cell. The question cards should be placed face down in a pile next to the board.
(3) Students take turns to throw the dice and move one cell at a time across the board as directed by the arrows. Their dice scores determine the paths they take. On the first turn, they have six options to choose from. On the subsequent turns they take one of two paths marked with symbols O or E. The symbols stand for odd numbers and even numbers respectively. (If their dice score is an odd number they follow the path marked with an O, if it is an even number they follow the path marked with an E.)
(4) When a player lands on a cell, they pick up a question from the pile and answer it in no less than thirty seconds. If the answer is not accepted by the other player (e.g. because it is off-topic or too short), the student moves back to their previous position.
(5) The first student to reach the *You've had a brainwave!* cell is the winner. (The game involves an element of luck as players may end up on the losing cell, called *You've lost your mind,* despite correctly answering all the questions.) If students use up all the questions before they reach the *You've had a brainwave!* or *You've lost your mind* cells, they should place the cards face up and pick up the questions they have not answered before.
(6) Monitor the game and help to clear up any doubts concerning the correctness of the answers.
(7) When everyone has finished, ask students who 'came up with a brainwave' and who 'lost their mind'.

26 Rumour has it I'm a gossip
(7.4 Use of English)

Aim: To practise passive reporting structures.
Interaction: Individual/Pairs.
Type of activity: Sentence formation, guessing and information exchange.
Time: 20 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students that at first they are going to work individually and hand out the worksheets.
(2) Ask them to look at the list of queries in the search box and make sentences using passive reporting structures as in the example provided.
(3) Check the answers briefly with the whole class.
(4) Tell students to look at the sentences again and to think of five real people that they could describe. Tell them to write the people's names in the avatar icons in random order. Explain that each description can only be used once. Set a time limit of three minutes.
(5) Ask students to fold the worksheets along the dotted lines.
(6) Divide students into pairs and tell them to swap their worksheets.
(7) Students take turns to guess which sentences might describe the people in the avatar icons. They should use the queries in the search box to say the sentences, e.g. *I'd hazard a guess that ... is said to buy second-hand clothes.* The other student, however, may look at the sentences and give a prompt.
(8) Ask students how easy/difficult it was for them to guess who the people were.

Optional follow-up: You may want to ask students if they visit celebrity gossip websites and what they think of them.

Answers:
1 Someone famous who is considered to be a role model.
2 An actor or a singer who is known to have their own fashion line.
3 A public figure who is reported to be suffering from a chronic disease.
4 A film star who is said to have an exceptionally high IQ.
5 An actor who is estimated to have earned millions from advertising.
6 A celebrity who is reckoned to be living with their parents.
7 Someone famous who is known to have participated in a talent show.
8 A celebrity who is known to have changed their name.
9 A well-known person who is believed to have been struggling with low self-esteem.
10 A celebrity who is rumoured to be considering retirement from show business.

27 Online or offline?
(7.7 Writing)

Aim: To practise writing a formal letter or email and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 I am writing in response to Lucy Mckay's article
2 made many pertinent points regarding the Internet
3 I would like to take issue with her assertion
4 It is used extensively in schools
5 thus allowing students to go far beyond their own knowledge
6 since increasing numbers of transactions can be carried out online
7 Another view that was put forward in the article
8 There is no doubt that many young people
9 No matter how far away they are
10 on a daily basis, at little or no cost
11 But these are not insoluble problems
12 we all have a vested interest in
13 It comes down to deciding whether
14 to embrace what the Internet has to offer
15 Yours faithfully

28 Let's talk about communication
(Focus Review 7, Speaking)

Part 1

Aim: To extend vocabulary connected with the Internet.
Interaction: Pairs/Individual.
Type of activity: Word snake and gap filling.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work in pairs to find as many words and phrases in the word snake as they can.
(2) Check the answers with the whole class.
(3) Ask students to work individually and to complete the sentences using some of the words from the word snake.
(4) Tell them to check their answers in pairs before checking together as a whole class.

Answers:
Word snake: e-commerce, search engine, newsletter, followers, file sharing, unsolicited email, blogging, vlogging, crowdfunding, buddy, bookmarking, chatroom, cookie, go viral, instant messaging, newsfeed, flash mob, flaming

Gap-fill:
1 file sharing
2 go viral
3 crowdfunding
4 flash mob
5 unsolicited email
6 followers
7 flaming

Part 2

Aim: To practise speaking.
Interaction: Groups of 3–4.
Type of activity: Discussion.
Time: 10 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students to work in groups to discuss the questions.
(2) Ask for a summary report from each group once finished.

Unit 8 Future generations

29 Animal soap opera
(8.1 Vocabulary)

Aim: To practise animal idioms.
Interaction: Individual/Pairs.
Type of activity: Gap filling and storytelling.
Time: 15 minutes.
Materials: 1 Worksheet A and 1 Worksheet B per student.

In class:
(1) Tell students that they are going to work individually and hand out Worksheet A and Worksheet B.
(2) Ask them to read a scene from a soap opera on Worksheet A and fill in each gap with one name of an animal. Set a time limit of three minutes.
(3) Check the answers with the whole class.
(4) Ask students to identify additional animal idioms and expressions in the story and explain their meanings.
(5) Tell students to read the text again in silence to remember the sequence of events with the help of the pictures on Worksheet B. Set a time limit of three to five minutes.
(6) Ask students to put Worksheets A face down on their desks.
(7) Get students to work in pairs and retell the story from the point of view of Dolly, looking only at the illustrated story line. They should take turns to retell it one 'frame' at a time, not necessarily word for word, but using all the animal idioms.
(8) Once everyone has finished, ask them if they think the characters' names reflect their role in the story.

Optional follow-up: You may ask students to write a new version of the story from the point of view of one of the other characters: Freddie, Matilda or Hubert.

Answers:
Words completing the gaps:
1 donkey, birds
2 goose
3 pigs
4 sheep
5 bull, dogs
6 duck
7 horses
11 cat
12 horse

Animal idioms:
a sheepish grin – a smile that shows you feel slightly uncomfortable or embarrassed because you think you have done something wrong
Cat got your tongue? – used to say to someone who is not responding
like a lamb – quietly and peacefully
a snake in the grass – a person who cannot be trusted

30 Inversion effects
(8.3 Grammar)

Aim: To practise inversion after adverbials.
Interaction: Individual/Pairs.
Type of activity: Gap filling and discussion.
Time: 15 minutes.
Materials: 1 worksheet per student (A or B).

In class:
(1) Divide students into pairs, Student A and Student B.
(2) Fold worksheets A and B along the dotted line and give them to Students A and Students B respectively, with the sentence side up. Ask students not to unfold the worksheets or look at the other side.
(3) Get students to fill in each gap with one word. Set a time limit of two minutes.
(4) Check the answers briefly with the whole class.
(5) Ask students to turn over and swap the worksheets. Tell them to write in the names of any animals they want. The symbols of an eagle and of a flock of geese indicate whether the words need to be singular or plural. Set a time limit of one minute.
(6) Once everyone has finished, students unfold the worksheets and take turns to read the full sentences to each other. They discuss how probable the completed sentences are. They should also think of more suitable words to make the sentences likely or true.

Answers:
Missing words:
Student A:
1 would/will
2 no
3 when
4 Only
5 did
6 Not

Student B:
1 would/will
2 no
3 when
4 Only
5 do
6 Not

Possible sentence completions:
Student A:
1 (student's personal choice)
2 bear/tiger (or any big cat)
3 seals/reindeer/whales
4 tiger/hippopotamus etc.
5 giant squid (It wasn't until 2004 that the first images of a live giant squid were taken in its natural habitat.)
6 chimpanzees/other primates.

Student B:
1 (student's personal choice)
2 snake (Sucking out the venom can do more harm than the actual snake bite. The current medical advice is to get to an emergency room as soon as possible.)
3 turtle/stingray/shark (or other big marine species)
4 polar bear/shark
5 very large animals/crocodiles (Lions rarely attack very large prey such as fully grown male giraffes, elephants, rhinos and such due to the danger of injury. They occasionally kill and eat crocodiles venturing onto land. They may also kill other predators such as hyenas or leopards, but they don't usually eat them.)
6 dogs/cats etc.

31 How to deal with global warming?
(8.7 Writing)

Aim: To practise writing an essay and translation from Polish to English.
Interaction: Individual.
Type of activity: Translation.
Time: 15 minutes.
Materials: 1 worksheet per student.

In class:
(1) Tell students they are going to work individually and hand out worksheets with gapped texts.
(2) Ask students to complete the texts with English translations of the Polish phrases in brackets.
(3) Check the answers with the whole class and, if necessary, discuss alternative translations.

Answers:
1 What exactly should be done to avoid
2 is the subject of fierce debate
3 whereas others claim the most urgent course of action
4 however difficult that may be
5 There is a strong argument in favour of
6 Amazing though this may seem
7 fail to recognise the link between global warming
8 in case they upset
9 Regardless, it seems to me that
10 used to tackle health issues like smoking
11 At the same time, it must be said that

12 has a major role to play in limiting
13 One way this can be done is by promoting
14 in my view it is clear that renewables alone
15 can be stopped in its tracks provided that governments
16 we might not be as prosperous as we are now

32 Impact
(Focus Review 8, Speaking)

Part 1

Aim: To extend vocabulary related to expressing opinions and the environment.

Interaction: Individual/Pairs.

Type of activity: Gap filling and matching collocations.

Time: 10 minutes.

Materials: 1 worksheet per student.

In class:
(1) Ask students to work individually and complete the sentences in section A with the words from the box.
(2) Tell students to check the answers in pairs before checking with the whole group.
(3) Ask students to look at section B where collocations need to be completed with the words from the box. Do one or two examples with the whole class first.
(4) Let students complete the remaining collocations in pairs.
(5) Check the answers with the whole class.

Answers:
A:
1 rule out
2 assume
3 appear
4 doubt
5 envisage
6 eradicate
7 regard
8 occur

B:
1 subject to
2 agriculture
3 land
4 crop
5 climate
6 weather
7 region
8 forests
9 water
10 rain
11 wave
12 environmental

Part 2

Aim: To practise speaking.

Interaction: Groups of 3–4.

Type of activity: Discussion.

Time: 10 minutes.

Materials: 1 worksheet per student.

In class:
(1) Tell students to work in groups of three or four and discuss the questions. Encourage them to use the vocabulary from Part 1, both section A and B.
(2) Ask students to report back to the class. Discuss any interesting ideas with the whole class.

Worksheet A

I've been told that one of my great-grandmas was a family doctor. Family legend has it that she was very tolerant and would always see the best in people, no matter what nationality they were or what background they came from. Apparently, she helped ex-prisoners find jobs and places to live, which was quite unusual in those days. She always challenged stereotypes and she remained faithful to her principles until her death at the ripe age of ninety-five.

unprejudiced

I've been told that one of my great-grandmas ran a small shop. Family legend has it that she was a kind, unassuming person who always put others first. She was also well-known for her great tact. Not only did she do her best to make her customers happy, but she also cared for those suffering hardships. Apparently, every week she would give away food to needy families. In those days even an apple or fresh bread was a real treat.

considerate

I've been told that one of my great-grandmas was a pilot. Family legend has it that she was brave and always talked about her dreams in a forthright manner. Apparently, her parents strongly disapproved of her plans to learn to fly but she put her foot down and fulfilled her ambition. You definitely need an iron will and a bit of stubbornness to reach your goals when everyone else thinks you're a bit unreasonable.

obstinate

I've been told that one of my great-grandmas was an actress. Family legend has it that she was eccentric and rebellious, and she didn't care much about rules. When she was seventeen, she ran away from home. Apparently, the owner of some kind of touring theatre had offered her a role in his show and she took the offer without batting an eyelid. It goes without saying that her parents didn't nod in approval. I reckon these days we'd say she was simply independent.

irreverent

I've been told that one of my great-grandmas was a lawyer. Family legend has it that she was a quick learner and a real high-flier. Apparently, she was known for her sharp responses in the courtroom and quickly made a name for herself. In those days reaching the dizzy heights of a lawyer was an enormous achievement for a country girl.

quick-witted

I've been told that one of my great-grandmas was a dressmaker. Family legend has it that she was very sensible and pragmatic. Apparently, she worked her fingers to the bone and managed to build quite a profitable business from scratch. I know for sure that she was widowed young and she raised her three children all by herself. She would never complain. She just put on a brave face and got on with it.

down-to-earth

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Worksheet B

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

Whose great-grandma was **unprejudiced**? .....

Whose great-grandma was **obstinate**? .....

Whose great-grandma was **quick-witted**? .....

Whose great-grandma was **considerate**? .....

Whose great-grandma was **irreverent**? .....

Whose great-grandma was **down-to-earth**? .....

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Would you have done the same?

1.4 Use of English (future in the past)

Student A

1 Last year I went hiking in the mountains with my friends. We were ***on / at*** the point of reaching a mountain top, when the sky became overcast. We knew there was heavy rain coming but we were so close to the summit that we decided to continue the climb. We thought we'd done the right thing because when it eventually began to rain, we were already about halfway down the mountain.

Would you have done the same?

2 Last month I had a multiple-choice history test. I hadn't prepared well for it because I thought it ***will / would*** be easy. It was only ***supposed / supposing*** to cover the material from the previous lessons. As it turned out, it covered everything we'd learnt. I didn't know the answers to most of the questions and I didn't want to take wild guesses so I handed a blank test back to the teacher.

Would you have done the same?

3 Last week a friend of mine was throwing a big party. I was really looking forward to it. When I was ***about / due*** to get ready to go out, another friend called me and said that some people I really, really don't like were going to be at the party. So I decided to give it a miss and stay home.

Would you have done the same?

4 When I was in the first class of secondary school, I wasn't actually planning ***on / of*** taking a part-time job. But when my parents' friends asked me to babysit for them three times a week, I said yes. All I had to do was keep an eye on their two children, aged five and seven. I was paid 10 pounds an hour, which wasn't bad, I think.

Would you have done the same?

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Would you have done the same?

1.4 Use of English (future in the past)

Student B

1 Last year I entered a radio competition and, much to my surprise, I won the main prize – two plane tickets to New York. The catch was that I couldn't get the tickets unless I did a bungee jump at a charity event organised by the radio station. I was a bit frightened about the prospect and I was ***at / on*** the verge of pulling out when my mum said I should give it a go. So in the end I took part in the event and I did the jump.

Would you have done the same?

2 A couple of weeks ago I signed up for spinning classes. I'd never tried spinning before. I thought it ***will / would*** be quite easy, though. It was ***supposed / supposing*** to be a class for complete beginners but I actually found it pretty advanced and difficult. I felt self-conscious as everyone in my group was way better than me. After that class I simply gave up and I haven't been to another one since.

Would you have done the same?

3 Yesterday I was going to give a presentation in my first lesson. I left home for the bus stop at the last minute as usual. And I was ***about / due*** to get on the bus when I realised I'd left my wallet and bus ticket at home. I've already paid two fines for travelling without a ticket this month and my parents are still angry with me. I didn't want to take the risk of being caught again so I went back home to pick up the wallet. Sadly, I missed the next bus and the first class and got a grade one for absence.

Would you have done the same?

4 Just the other day a friend of mine asked me to go with her to a shopping centre. I'm completely broke so I wasn't actually planning ***on / of*** buying anything. But then I saw a pair of trainers I'd always wanted and I just couldn't resist buying them. I thought it was a real bargain because they were reduced by 20 percent. So I borrowed the money from my friend and bought them.

Would you have done the same?

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Dear Mrs Lund

1.7 Writing (A formal letter or email)

Student A

Dear Mrs Lund,
My name is Julia Spritely and I am a student at Brownswood School, in Lancaster. **1** _____ (*Piszę w imieniu*) **2 my fellow students** (*moich kolegów ze szkoły*) and our teachers to inform you that we are organising a charity event at the school and to ask **3** _____ (*czy zechciałaby Pani współpracować z nami*) **4 in this venture** (*przy tym przedsięwzięciu*).
5 _____ (*Wydarzenie to ma na celu*) provide a fun day out for local families and at the same time to **6 raise awareness of** (*zwiększyć świadomość*) **7** _____ _____ (*trudnej sytuacji ludzi pokrzywdzonych przez los zamieszkujacych nasze miasto*), and of the charitable work undertaken by organisations such as the one you represent. It is hoped that 'Family Day' **8 will attract numerous visitors** (*przyciągnie licznych odwiedzających*) and that the money raised will be used to help families in need **9** _____ (*stawić czoła problemom*) caused by low income, illness and disability.
As you are a local MP and the chairwoman of the charity Families First, **10 we would be extremely grateful** (*bylibyśmy ogromnie wdzięczni*) **11** _____ (*gdyby wzięła Pani pod uwagę zostanie*) **12 our guest of honour** (*naszym honorowym gościem*) on the day. **13** _____ (*Gdyby zgodziła się Pani nam pomóc*), we would appreciate it **14 if you could deliver a short speech** (*gdyby mogła Pani wygłosić krótkie przemówienie*) during our opening ceremony**. 15** _____ _____ (*Cieszylibyśmy się także bardzo z Pani obecności*) throughout the day and **16 would like to invite you to attend** (*chcielibyśmy zaprosić Panią do wzięcia udziału*) with your own family and enjoy the fun. If you are willing to be involved on the day **17** _____ (*bylibyśmy niezmiernie zaszczyceni*) and would happily donate all our proceeds to Families First. I think **18 both your charity and our community would benefit from** (*zarówno Pani organizacja charytatywna, jak i nasza społeczność skorzystałyby na*) your participation.
Yours sincerely,
Julia Spritely

Student B

Dear Mrs Lund,
My name is Julia Spritely and I am a student at Brownswood School, in Lancaster. **1 I am writing on behalf of** (*Piszę w imieniu*) **2** _____ (*moich kolegów ze szkoły*) and our teachers to inform you that we are organising a charity event at the school and to ask **3 if you would be willing to collaborate with us** (*zechciałaby Pani współpracować z nami*) **4** _____ (*przy tym przedsięwzięciu*).
5 The aim of the event is to (*Wydarzenie to ma na celu*) provide a fun day out for local families and at the same time to **6** _____ (*zwiększyc świadomość*) **7 the plight of the disadvantaged living in the city** (*trudnej sytuacji ludzi pokrzywdzonych przez los zamieszkujacych nasze miasto*), and of the charitable work undertaken by organisations such as the one you represent**.** It is hoped that 'Family Day' **8** _____ _____ (*przyciągnie licznych odwiedzających*) and that the money raised will be used to help families in need **9 contend with problems** (*stawić czoła problemom*) caused by low income, illness and disability. As you are a local MP and the chairwoman of the charity Families First, **10** _____ (*bylibyśmy ogromnie wdzięczni*) **11 if you would consider being** *(gdyby wzięła Pani pod uwagę zostanie)* **12** _____ _____ (*naszym honorowym gościem*) on the day. **13 Should you agree to help us** (*Gdyby zgodziła się Pani nam pomóc*), we would appreciate it **14** _____ _____ (*gdyby mogła Pani wygłosić krótkie przemówienie*) during our opening ceremony. **15 We would also value your presence** (*Cieszylibyśmy się także bardzo z Pani obecności*) throughout the day and **16** _____ _____ (*chcielibyśmy zaprosić Panią do wzięcia udziału***)** with your own family and enjoy the fun. If you are willing to be involved on the day **17 we would be greatly honoured** (*bylibyśmy niezmiernie zaszczyceni*) and would happily donate all our proceeds to Families First. I think **18** _____ _____ (*zarówno Pani organizacja charytatywna, jak i nasza społeczność skorzystałyby na*) your participation.
Yours sincerely,
Julia Spritely

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Dear Editor

Focus Review 1, Writing

to develop | powerful | actually | a conversation | it is | to contact

do not | will you? | dispirited | to support | to share your dilemmas with

anyway | a significant number | a dispute | Should you require any further information

it should be emphasised | on numerous occasions | to evolve

IN FORMAL STYLE USE:

full forms	• •
formal quantifiers and qualifiers	• •
indirect forms of addressing the reader	•
single verbs	• • • •
other formal words and expressions	• • • • • •

AVOID:

spoken discourse markers	• •
question tags	•

1 Actually, friends have a big influence on us, because they determine the sense of direction in our lives. (2)
2 It's obvious that friends can inspire us to pursue our interests and hobbies. (1)
3 Anyway, close friends stand by us both when we are successful and when we are feeling down-in-the-mouth. (3)
4 We need to cultivate our relationships by having loads of chats and spending time in each other's company. (2)
5 Although in times of trouble friends don't always have all the solutions or answers to our problems, we can pour our hearts out to them without hesitation and they will always listen to us. (2)
6 It is natural for people to differ in their opinions, which may sometimes result in rows, but a good friend knows how to forgive, so arguments do not harm the friendship in any way. (1)
7 Tell your friends how much you appreciate their time and their efforts to make you happy, will you? (1)
8 I must stress that friends need to show an interest in each other's lives really often. (2)
9 If you need any more info, please get in touch with me. (2)

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A couple of whingers

2.1 Vocabulary (exaggerated language and vocabulary related to exams)

Set A	Set B
Our exams are **coming soon**.	Right! They're **looming** on the horizon.
Finding reliable notes is quite **problematic**.	Absolutely! It's **a minefield**, isn't it?
I'm so **stressed out**.	I'm **a bundle of nerves** too.
How many times have we heard that exams are for our own good?	Right! **It's been hammered into us**, hasn't it?
We just **repeat all the information parrot fashion**, don't we?	Absolutely! We **regurgitate** it all.
There are **more and more books** on my desk.	They're **piling up** on mine too.
Some people **pass their exams so easily**.	Right! They just **sail through them**, don't they?
I find this material really **difficult**.	So do I. **I'm** completely **out of my depth**.
It's unfair that we're supposed to learn **everything**.	Right, every single thing **under the sun**.
I know that I **won't remember anything** during the exam.	Right! **My mind** always **goes blank** too.
I'm kind of **tired and anxious**.	I'm feeling completely **frazzled** too.
I wish I knew how to approach exam revision **feeling calm**.	So do I. If only I could **take it in my stride**.

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Third time lucky

2.3 Grammar (modal verbs for speculating)

ENGLISH

QUESTION

You have to form one adjective from the word *taste*, but you don't know the context. What **might be** the answer? You need to give all the three possibilities.

ANSWER

It might be: tasty, tasteless or tasteful.

ASTRONOMY

QUESTION

Which planet of the solar system, apart from Mars and Earth, **might have been able** to support life in the past?

ANSWER

Venus. It is believed that up to around 4 billion years ago there must have been liquid water on the surface of Venus and its atmosphere was similar to the Earth's.

MATHS

QUESTION

I'm thinking of a number. It's an odd number greater than 7 but less than 20 and it can be evenly divided by three. What number **may I be thinking** about? You need to give all the possible answers.

ANSWER

I may be thinking of 9 or 15.

LOGIC

QUESTION

Two fathers and two sons went fishing. Each of them caught one fish, but they only brought home three fish. Do you think one of them **must have lost** his fish on the way or is there another logical explanation?

ANSWER

One of the men might have gone fishing with his father and his son, so there were only three of them.

ZOOLOGY

QUESTION

A tourist has been to New Zealand and claims that he was bitten by a snake when he was trekking in a fern forest in the North Island. Do you think he **might have made** the story **up**?

ANSWER

He must have made it all up. He can't have been bitten by a snake as there are no snakes native to New Zealand.

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Third time lucky

2.3 Grammar (modal verbs for speculating)

GEOGRAPHY

QUESTION

A Frenchwoman from Lyon has been to a European country where French is spoken too. Where do you think she **might have been**? You need to name at least three countries.

ANSWER

She might have been to Belgium, Switzerland, Monaco or Luxembourg.

ENGLISH LITERATURE

QUESTION

Which of these statements is an actual subject of academic speculation?

Ⓐ Some of Shakespeare's plays **might have been written** by someone else.
Ⓑ Charles Dickens **might have written** some books that he decided not to have published.
Ⓒ Agatha Christie **may have written** a few children's stories under a different name.

ANSWER

Some scholars think that Shakespeare might not have written all the works that are attributed to him.

GEOLOGY

QUESTION

Imagine exploring an old cave. You can see a beautiful limestone stalactite hanging from the cave ceiling. It's half a metre long. How long do you think it **must have been growing**?

Ⓐ for at least 5,000 years
Ⓑ for 1,000 years at most
Ⓒ for about 100 years

ANSWER

Limestone stalactites form extremely slowly – usually less than 10 centimetres every thousand years – so it must have been growing for at least 5,000 years.

HISTORY

QUESTION

When do scientists suppose the first people **must have arrived** in Australia?

Ⓐ by at least 55,000 years ago
Ⓑ exactly 25,000 years ago
Ⓒ around 10,000 years ago

ANSWER

Australia's oldest site of human occupation is considered to be around 55,000 years old, so the first people must have arrived by at least 55,000 years ago.

PALEONTOLOGY

QUESTION

How long do you think mammoths **may have survived** on Earth?

Ⓐ until 10,000 years ago
Ⓑ until 3,500 years ago
Ⓒ until 1,500 years ago

ANSWER

The last isolated population of mammoths may have survived on Wrangel Island off the coast of Siberia until 3,500 years ago.

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Going to university – is it still worth it?

With the cost of higher education **1** _____ (*rośnie gwałtownie*), many young people are wondering if going to university **2** _____ _____ (*jest nadal warte zachodu*). So it's vital **3** _____ (*zrównoważyć koszty i potencjalne korzyści*) and make sure it's the right decision for you. Let's take a look at the arguments.

What are the benefits? First of all, a university education improves your job prospects and broadens your future options. **4** _____ (*Coraz częściej brak dyplomu stawia nas w niekorzystnej sytuacji*). Statistics show that graduates have a lower unemployment rate than non-graduates and higher annual earnings. And a degree opens up job opportunities abroad as well – as a graduate, **5** _____ _____ (*świat należy co ciebie*)! But is it only the study element of university that can make a difference to your life? No! Graduate Helen Boyd **6** _____ _____ (*odkryła, że doświadczenie życiowe jest równie wartościowe jak wykształcenie)*, if not more so. 'University **7** _____ _____ (*ogromnie wzmacnia charakter*),' she says.

Still not everyone is so enthusiastic about higher education. Some people argue that university education is greatly overestimated and that **8** _____ _____ (*sprawia, że młodzi ludzie mają błędne oczekiwania*) about their career prospects. Many students leave university **9** _____ (*obciążeni długami*), and with no guarantee of a decent job. Did you know that there were eighty-three applicants for every graduate job in the UK in 2011? Another argument is that many employers **10** _____ (*cenią doświadczenie zawodowe wyżej niż dyplom*). As one employer says, **11** '_____ _____ (*Teraz celowo staram się najpierw przeprowadzać rozmowy z ludźmi*) who have spent their time travelling or working instead of doing a degree, because this shows they're prepared to **12** _____ (*wyróżniać się z tłumu*).'

So do the costs outweigh the benefits? On balance, comparing the expenses one has to meet **13** _____ (*i szanse dostania po studiach dobrej pracy*), I would advise you to consider alternative routes to the future.

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PART 1

end of year	**take**	**flunk**	**pass**	**revise for**
mock	**entrance**	**fail**	**sail through**	**sit**
placement	**written**	**cram for**	**practical**	

1 do, _____, _____
2 study for, _____, _____
3 do badly in, _____, _____
4 do well in, _____, _____
} an exam

5 external, _____, _____, _____, _____, _____, _____ } exam

Have you ever flunked an exam really badly?

Do you prefer oral exams or written exams? Why?

PART 2

1 You need an excellent **command / tuition / retention** of at least two foreign languages to get a good job nowadays.
2 You must be highly **literate / articulate / sophisticated** to get good grades in oral exams.
3 Many people want a recognised **education / qualification / training** such as an international exam for no other reason than for intellectual **fulfilment / grounding / training**.
4 In some fields of work, vocational training is more important than having a good academic **command / fulfilment / grounding**.
5 Becoming technologically **literate / knowledgeable / instructed** is a must before entering **tertiary / compulsory / primary** education.
6 Regular one-to-one **tuition / guidance / scholarship** is a much more effective way of learning languages than doing a(n) **secondary / crash / induction** course.

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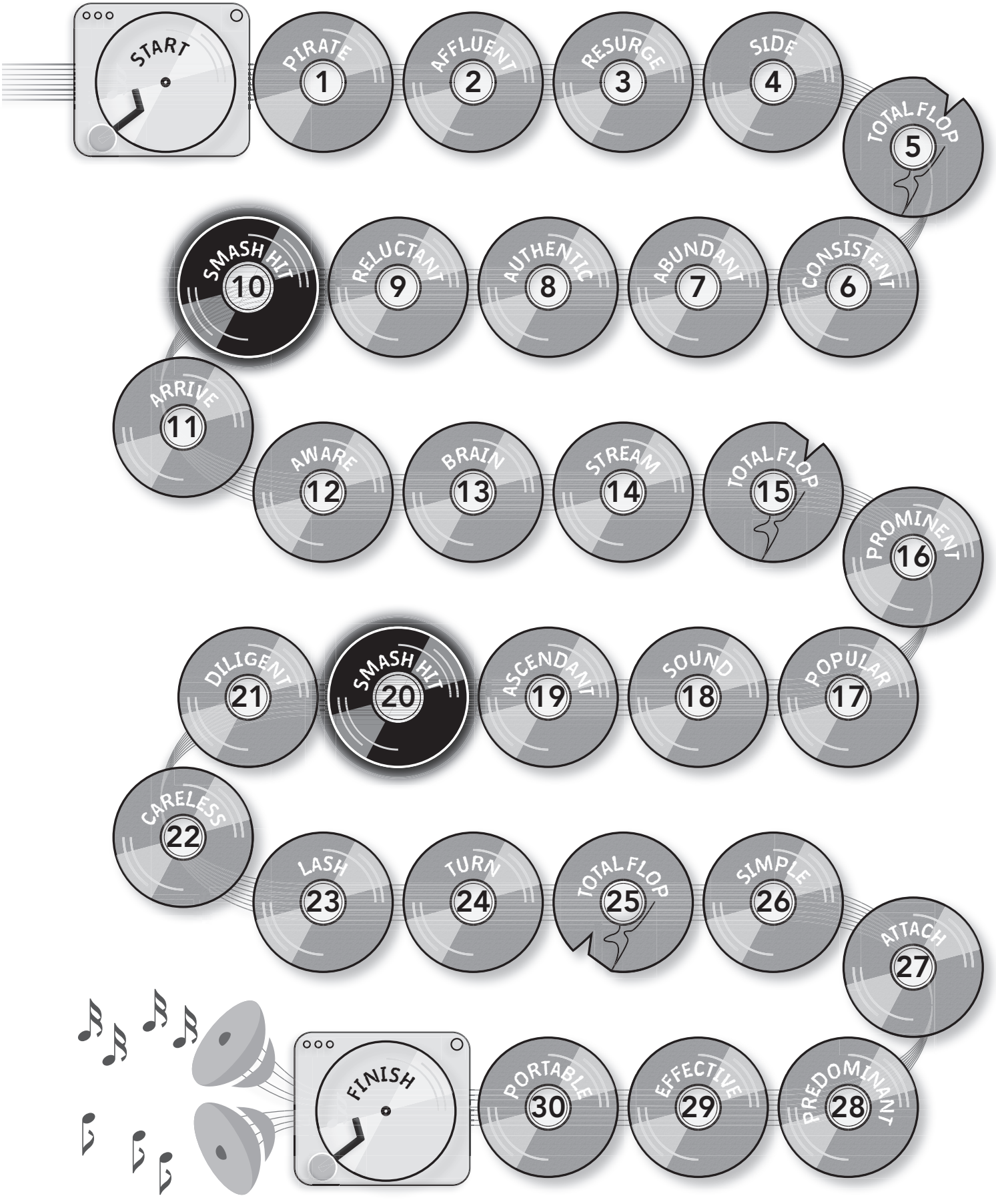
Top 30 Album Chart

3.1 Vocabulary (word formation)

Worksheet A



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Top 30 Album Chart

3.1 Vocabulary (word formation)

Worksheet B

1	PIRATE	*Charged with Love …….*
2	AFFLUENT	*Dreams About …….*
3	RESURGE	*The ……. of Long-Lost Love*
4	SIDE	*Have we Fallen by the ……. Yet?*
5	**TOTAL FLOP**	
6	CONSISTENT	*Remarkable ……. in Spitting Bars*
7	ABUNDANT	*Kisses in …….*
8	AUTHENTIC	*The ……. of Your Smile*
9	RELUCTANT	*About Your ……. to Accept Love*
10	**★★ SMASH HIT ★★**	
11	ARRIVE	*You Heralded the ……. of Good Fortune*
12	AWARE	*Without Much …….*
13	BRAIN	*This Music is My Mischievous …….*
14	STREAM	*I Am the Queen of the …….*
15	**TOTAL FLOP**	
16	PROMINENT	*Give This Music Its …….*
17	POPULAR	*Life Is Losing Its …….*
18	SOUND	*Living in a ……. World*
19	ASCENDANT	*Hope Love Remains in the …….*
20	**★★ SMASH HIT ★★**	
21	DILIGENT	*The ……. of the Dark Mind*
22	CARELESS	*If It Hadn't Been for My …….*
23	LASH	*Fearing a ……. from All My Exes*
24	TURN	*Ranting and Raving (About This Economic ……. and Stuff)*
25	**TOTAL FLOP**	
26	SIMPLE	*Her Childlike …….*
27	ATTACH	*You Can Find Me in the ……., Honey.*
28	PREDOMINANT	*To the ……. of Rhyming*
29	EFFECTIVE	*……. and Efficiency*
30	PORTABLE	*The Amazing ……. of My Aching Heart*

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PHOTOCOPIABLE

Keyboard shortcuts for my desktop pet dragon

3.3 Grammar (infinitives)

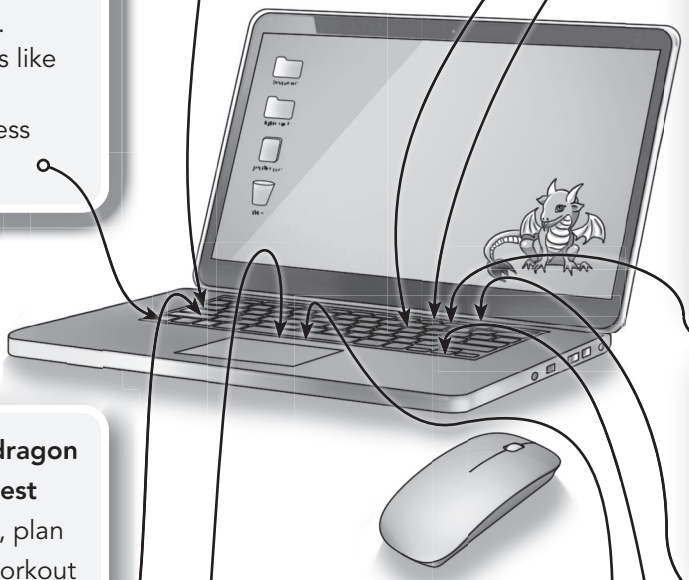
Student A

2 If you know that **you may fail to feed your dragon at a set time**, change the meal times by pressing Ctrl and **M** simultaneously.

3 To **(refusing / the reason / is / your dragon / to / play / why / you / with / see)** _____ _____ _____ hold down Ctrl and press _____ .

4 To **check why your dragon tends to sleep all day instead of being** active and playful, hold down Alt and press **V**.

1 If **(*grow / to / you' re / faster / make / determined / your dragon*)** _____ _____ _____ indulge its every whim. To find out what it feels like having at the moment, hold down Ctrl and press _____ .



5 If **(to / to / the last / you're / person / the computer / , / remember / use / program)** _____ _____ _____ _____ your dragon's dreams. Hold down Alt and press _____ to choose a dream from the drop-down menu.

6 In order not **to miss the opportunity to play with your dragon**, set a special reminder by pressing Shift and **A** at the same time.

10 If **you want your dragon to become the youngest dragon to learn to fly**, plan its training. For daily workout tips, hold down Alt and press **F**.

8 If **your dragon is to be temporarily looked after by someone else**, give it ample time to adapt. To enter the new carer's identity into the database, hold down Ctrl and press **L**.

7 If **(medicine / be / happens / your dragon / given / to / and / be / needs / to / ill)** _____ _____ _____ _____ , make an appointment with a dragon doctor by pressing Shift and _____ at the same time.

9 To **(be / doesn't / find out / your dragon / to / seem / thrilled / to / why / play)** _____ _____ _____ with other dragons, hold down Alt and press _____ .

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Keyboard shortcuts for my desktop pet dragon

3.3 Grammar (infinitives)

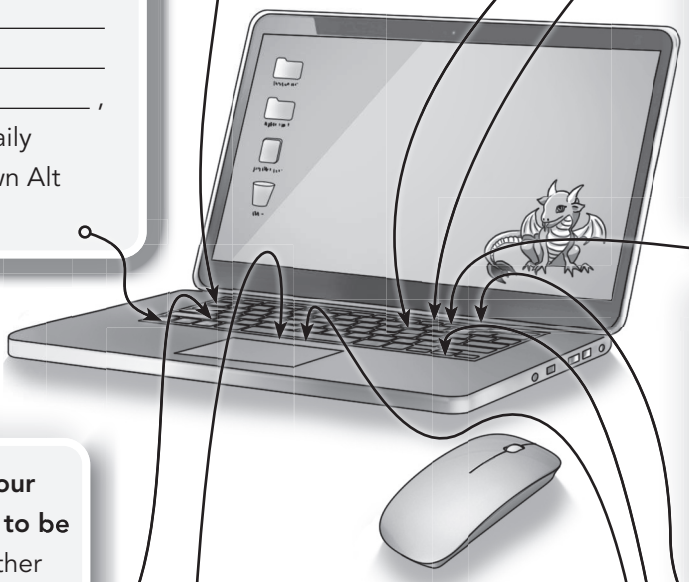
Student B

1 If **you're determined to make your dragon grow faster**, indulge its every whim. To find out what it feels like having at the moment, hold down Ctrl and press **G**.

2 If you know that **(your dragon / set time / may / to / you / feed / fail / at / a)** _____ _____ _____ change the meal times by pressing Ctrl and _____ simultaneously.

3 To **see the reason why your dragon is refusing to play with you**, hold down Ctrl and press **R**.

10 If **(the youngest dragon / fly / you / to / want / to / your dragon / become / learn / to)** _____ _____ _____ , plan its training. For daily workout tips, hold down Alt and press _____ .



4 To **(why / tends / being / instead / your dragon / to / all day / check / of / sleep)** _____ _____ _____ active and playful, hold down Alt and press _____ .

5 If **you're the last person to use the computer**, **remember to program** your dragon's dreams. Hold down Alt and press **D** to choose a dream from the drop-down menu.

9 To **find out why your dragon doesn't seem to be thrilled to play** with other dragons, hold down Alt and press **X**.

7 If **your dragon happens to be ill and needs to be given medicine**, make an appointment with a dragon doctor by pressing Shift and **N** at the same time.

6 In order not **(play / to / with / the opportunity / miss / your dragon / to)** _____ _____ _____ set a special reminder by pressing Shift and _____ at the same time.

8 If your dragon **(after / someone / to / temporarily / looked / by / else / is / be)** _____ _____ _____ , give it ample time to adapt. To enter the new carer's identity into the database, hold down Ctrl and press _____ .

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App Review: Get Running

Want to get fit but **1** _____ (*trudno ci się zwlec z kanapy*) and hit the streets? **2** _____ (*Biorąc pod uwagę duży wybór dostępnych obecnie aplikacji dla biegaczy*), it's never been easier. **3** _____ (*Niezależnie od tego, czy trenujesz do swojego pierwszego biegu na pięć kilometrów*) or your ninth marathon, there's an app to motivate you through every mile.

Get Running **4** _____ (*jest jedną z najlepszych aplikacji wykorzystujących popularny program treningowy*) *Couch to 5k*. **5** _____ (*Metoda ta opracowana została po to, żeby*) start you from scratch as it alternates running and walking **6** _____ _____ (*by rozwijać twoją sprawność fizyczną*). *Get Running* not only offers nine weeks of set routines **7** _____ (*żeby umożliwić początkującym*) to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is easy to use and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **8** _____ _____ (*Poza tym, że umożliwia słuchanie muzyki podczas biegu*), the app allows you to pause a run **9** _____ (*byś mógł odzyskać oddech i rozpocząć od nowa*) when you're ready. These are all great features, **10** _____ (*ale to jasne i zwięzłe instrukcje*) that really make all the difference. That said, **11** _____ (*przydałoby się, żeby aplikacja była dostępna*) in a wider range of languages.

12 _____ (*Chociaż nie będzie za ciebie biegać*), this technology can help you move from the couch to the finishing line. If you're a beginner **13** _____ *(potrzebującym dodatkowej zachęty)*, this is the perfect choice for you.

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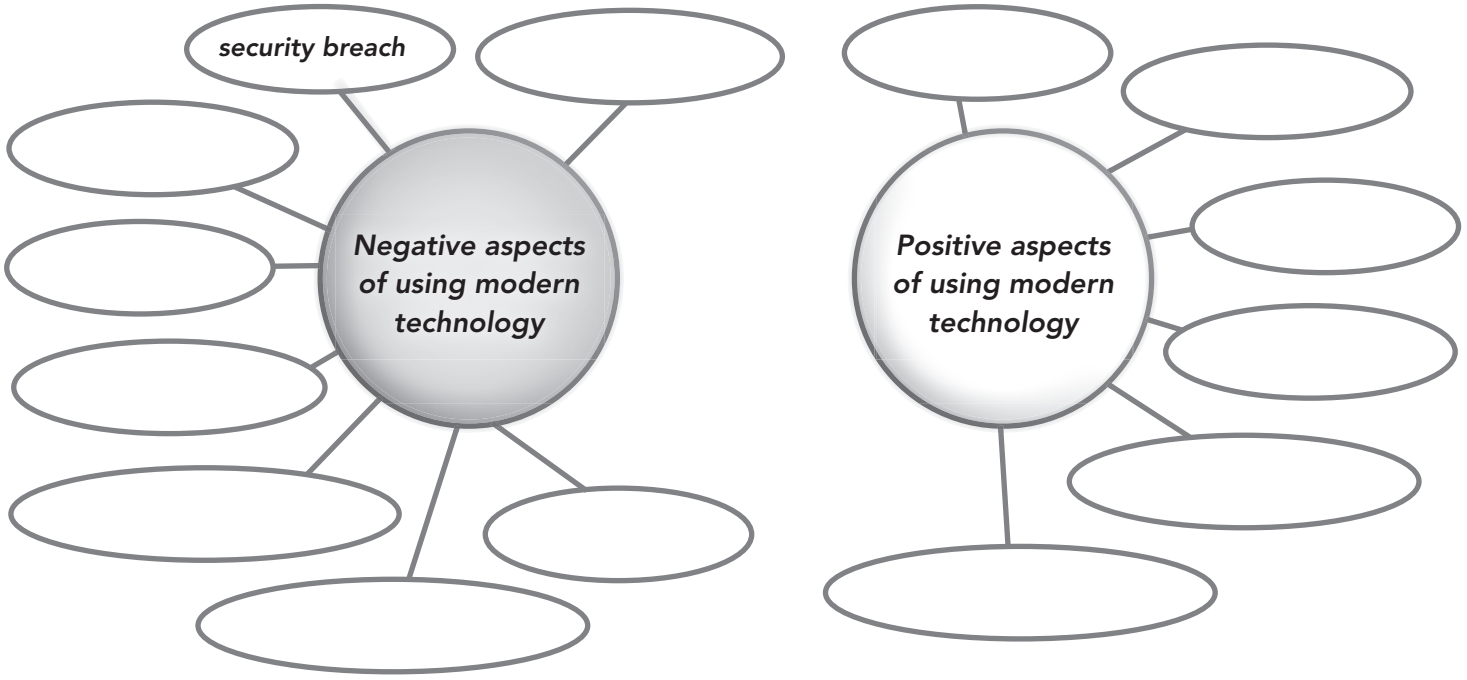
~~security breach~~ a mine of information rapid access to data identity theft electronic footprint cost efficiency up-to-date news cyberbullying social networking information overload civic engagement phishing being tracked cyberstalking



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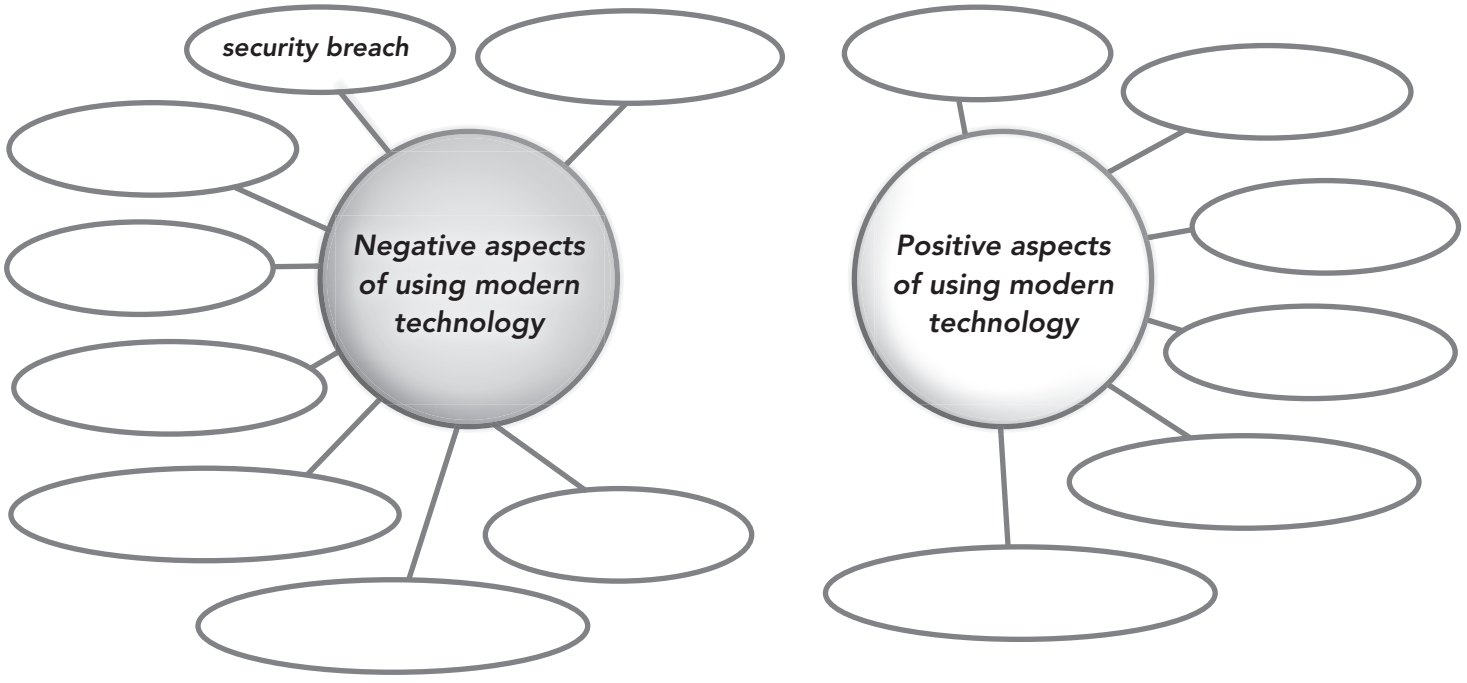

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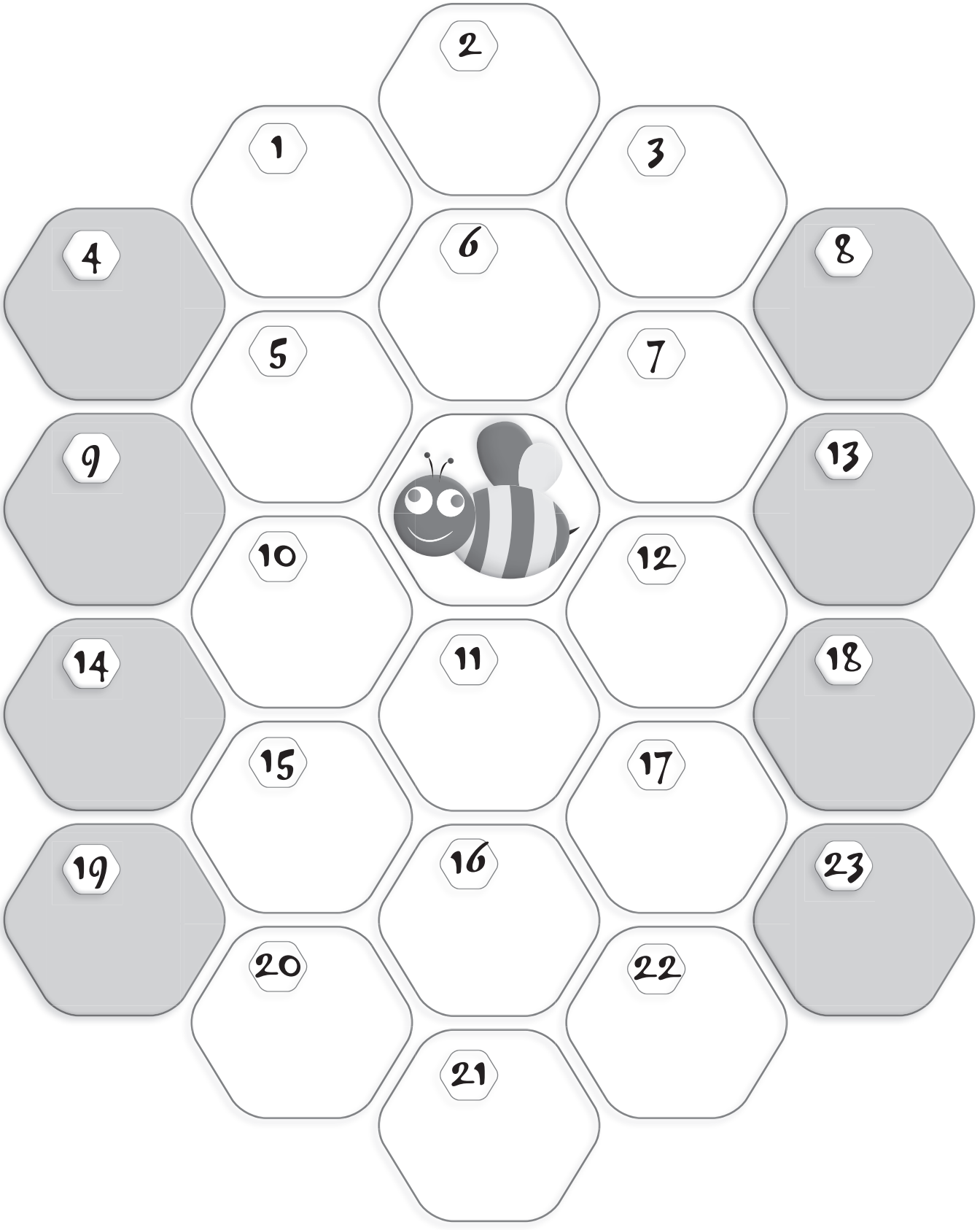
Worksheet A



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Worksheet B

1 We're a cooperative. We don't slave ***away / on*** for beekeepers.

2 We're the biggest local employer. Every summer we ***take / appoint*** on a thousand new workers.

3 Unlike our competition from New Zealand, we're never ***snowed / showered*** under in late December.

4 Every worker is offered a ***permanent / constant*** contract.

5 Among numerous lavish ***perks / tips***, you get free flights and a jar of mint honey.

6 You will work on ***provision / commission***. The more you gather, the more you earn.

7 Expect to be asked to ***make / do*** overtime but no night shifts.

8 We only offer ***paid / payable*** internships. Everyone deserves fair pay.

9 Gain experience to ***break / launch*** into the highly competitive honey market.

10 Even such seemingly ***enviable / menial*** tasks as cleaning cells are fun with us.

11 Why not attend a free honey-tasting course to ***leap- / jump-***start your career?

12 We're the first company to produce mint honey. And we made a ***mint / mine*** out of it.

13 Last year alone we ***made / raised*** a profit of one million euros.

14 You make good honey so you make good money. No one works for a ***peanut / pittance***.

15 We promise a monthly bonus and other financial ***incentives / supplements***.

16 We ***spare / cover*** all travel expenses (within reason, of course).

17 We trust our workers. We don't need drones to ***hold / keep*** tabs on you.

18 In our company no one ***orders / demands*** anyone around.

19 We pride ourselves on making every worker feel ***indispensable / inevitable***.

20 Join us if you have the ***guts / gut*** to fly into the unknown and explore new fields.

21 You're bound to gain a lot of ***hands-off / hands-on*** experience.

22 Don't ***scupper / sink*** your chances. Apply now.

23 Every high-flyer is sure to ***land / hold*** a dream job with our firm.

Answers:

1 away **2** take **3** snowed **4** permanent **5** perks **6** commission **7** do **8** paid **9** break
10 menial **11** jump- **12** mint **13** made **14** pittance **15** incentives **16** cover **17** keep
18 orders **19** indispensable **20** guts **21** hands-on **22** scupper **23** land

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Student A

1

Turn back time without _____ a fortune.

FACE CREAM

2

We never doubt you'll succeed _____ turning off-white into snow-white.

WASHING POWDER

3

For those who prefer having their coffee made to _____ it themselves.

COFFEE SHOP

4

Let's pay without _____ tested on numbers!

CONTACTLESS CREDIT CARD

5

_____ taken their seats, everyone wishes we could take them to the Moon.

AIRLINE

6

How often have you been complimented _____ having the cutest dog in the world?

DOG FOOD

7

We do know a few places that are well worth _____ your way to.

TRAVEL AGENCY

Student B

1

Tired of _____ hours waiting in queues? Real bargains are just a mouse click away!

ONLINE SHOP

2

There's no point _____ moaning and groaning. Get rid of it now!

PAINKILLER

3

For those who are used to _____ a profit every day.

BANK ACCOUNT

4

Yes, you can whiten them without _____ accused of witchcraft.

TOOTHPASTE

5

_____ opened the box, you won't resist leaving it empty.

CHOCOLATES

6

This might give you a shock but we're planning _____ lowering your bills!

ELECTRICITY SUPPLIER

7

It's not worth _____ an effort to see an eagle in the sky. It's better to be eagle-eyed.

OPTICIAN

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Portfolio working

It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or **1** _____ (*innymi słowy, wykonywanie wielu różnych prac*) at the same time. If this is true, what is most important to consider when deciding if portfolio working is suitable for you?

To begin with, few of us have just one ability and in fact, **2** _____ _____ (*większość z nas ma wiele umiejętności*) and are able to fulfil a variety of different professional roles. **3** _____ (*I tutaj właśnie jest miejsce dla pracy portfelowej*) since it provides the opportunity for individuals to work in many different fields. **4** _____ (*Oznacza to, że ktoś z umiejętnością obsługi komputera)*, for instance, could be employed two days a week by a software company. **5** _____ (*Oprócz tej pracy*), if he or she also has good writing skills **6** _____ _____ (*może znaleźć zatrudnienie jako dziennikarz*) for a further two days, then spend another day volunteering. Working in this way **7** _____ _____ (*umożliwia wykorzystywanie różnych talentów*) rather than only one. However, **8** _____ (*nie oznacza to, że nie ma żadnych minusów*). It is, for example, not easy to manage a variety of working environments **9** _____ (*a to może wywołać znaczny niepokój*) for those engaged in portfolio working.

10 _____ (*Być może ważniejszym aspektem wymagającym rozważenia*)**,** however, is choice. Portfolio working allows people to choose how they will develop their own careers, rather **11** _____ _____ (*zamiast podążać ustaloną ścieżką kariery wytyczoną przez firmę*).

There is also the potential advantage of being able to fit work around home life and interests, **12** _____ (*zachowując w ten sposób bardziej korzystną równowagę między życiem zawodowym i osobistym*). It can be argued, though, that the financial uncertainty **13** _____ _____ (*która idzie w parze z tą wolnością*) makes portfolio working too risky for some people.

On balance, it would seem that **14** _____ (*najważniejszą rzeczą, o której należy pamiętać*) about portfolio working is the variety it offers **15** _____ (*wykorzystując różne umiejętności i zainteresowania*). Nevertheless, we should remember **16** _____ _____ *(że może nie być odpowiednia dla każdego)*, particularly those uncomfortable with risk or uncertainty.

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To write a cohesive text and connect the ideas effectively, use the following tips:

TIP 1: Use **s**_____ or words from the same word family.

TIP 2: **S**_____ words already mentioned with *one/ones*.

TIP 3: **R**_____ to phrases or sections by using the words *this/that/it/they*.

TIP 4: **L**_____ fragments of a text with adverbs and conjunctions.

ones	**pupils**	**as a result**	**vital**	**since**	**it**	**labour**	**they**

A

A good careers adviser should be a member of the school staff. **1** _____ , they will have ample opportunity to become well acquainted with students' strengths and weaknesses. **2** _____ also get familiar with **3** _____ ' preferences, hobbies and ambitions for the future.

TIP _____ , TIP _____ , TIP _____

B

For young people about to leave school it is crucial to make a good decision about the future, so it is **4** _____ that they get independent suggestions from a careers adviser.

TIP _____

C

5 _____ careers advisers usually have an excellent knowledge of the current job market, they can help young people understand the forces driving **6** _____ .

TIP _____ , TIP _____

D

Being up-to-date with **7** _____ market information, careers advisers are also able to advise young people on how to source relevant training courses and qualifications and which **8** _____ should be regarded as most important.

TIP _____ , TIP _____

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Travel battleships

5.1 Vocabulary (forming adjectives)

Student A

	1	2	3	4	5	6	7	8	9	10
A	S	D	W	I	N	D	L	I	N	G
B	T									F
C	O									O
D	N		S	W	E	A	T	Y		R
E	Y									C
F		B	E	A	R	A	B	L	E	E
G										F
H	D	A	U	N	T	I	N	G		U
I										L
J	O	F	F	E	N	S	I	V	E	

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

Student B

	1	2	3	4	5	6	7	8	9	10
A	R	E	S	P	E	C	T	F	U	L
B		H								
C		A		M	I	N	D	F	U	L
D		N								
E		D	F	L	A	P	P	Y		G
F		Y								R
G										A
H	V	A	R	I	A	B	L	E		S
I										S
J	D	E	C	I	S	I	V	E		Y

	1	2	3	4	5	6	7	8	9	10
A										
B										
C										
D										
E										
F										
G										
H										
I										
J										

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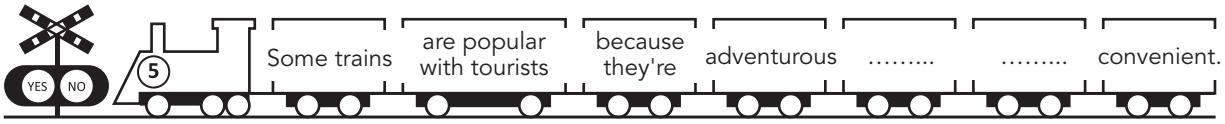
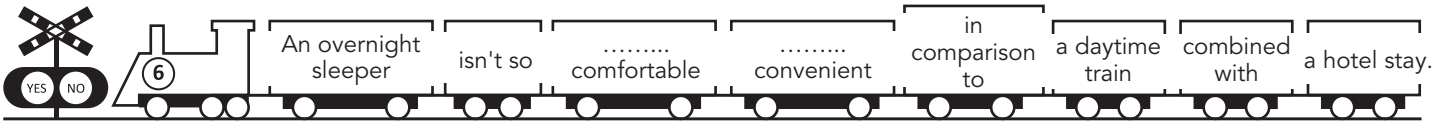
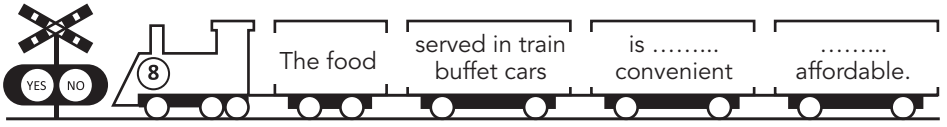
Nothing compares to a train ride

5.3 Grammar (advanced comparative structures)







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Visiting South Korea: A Student's View

Introduction

The aim of this report is to provide **1** _____ _____ (*ogólne podsumowanie podróży, którą odbyłem*) to South Korea with a student group during our gap year, and **2** _____ _____ (*zidentyfikować czynniki, które mogą uczynić z niej*) a suitable student destination, **3** _____ _____ (*oraz wskazać*) potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

Visit overview

We spent three months in South Korea, visiting the main cities and some rural areas. We did not travel to the more remote areas.

Suitability as a student destination

All of us visited the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. **4** _____ _____ (*Większość z nas odważyła się także wypuścić dalej*) into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature **5** _____ _____ (*która sprawiła, że wycieczka warta była trudu*).

Potential problems

Since our visit took place during the winter, the cold weather conditions **6** _____ (*nastręczyły problemów, na które nie byliśmy w pełni przygotowani*). Furthermore, **7** _____ (*brak znajomości języka*) made communication difficult outside the major cities.

Recommendations

8 _____ _____ (*To jasne, że goście muszą być świadomi warunków klimatycznych*) they may encounter and be appropriately equipped. I would also recommend taking some basic language classes before leaving **9** _____ _____ (*by móc lepiej docenić*) the country's culture and people.

Conclusion

10 _____ (*Jeśli te niezbędne warunki zostaną spełnione*), I would have no hesitation in suggesting that students visit this fascinating country.

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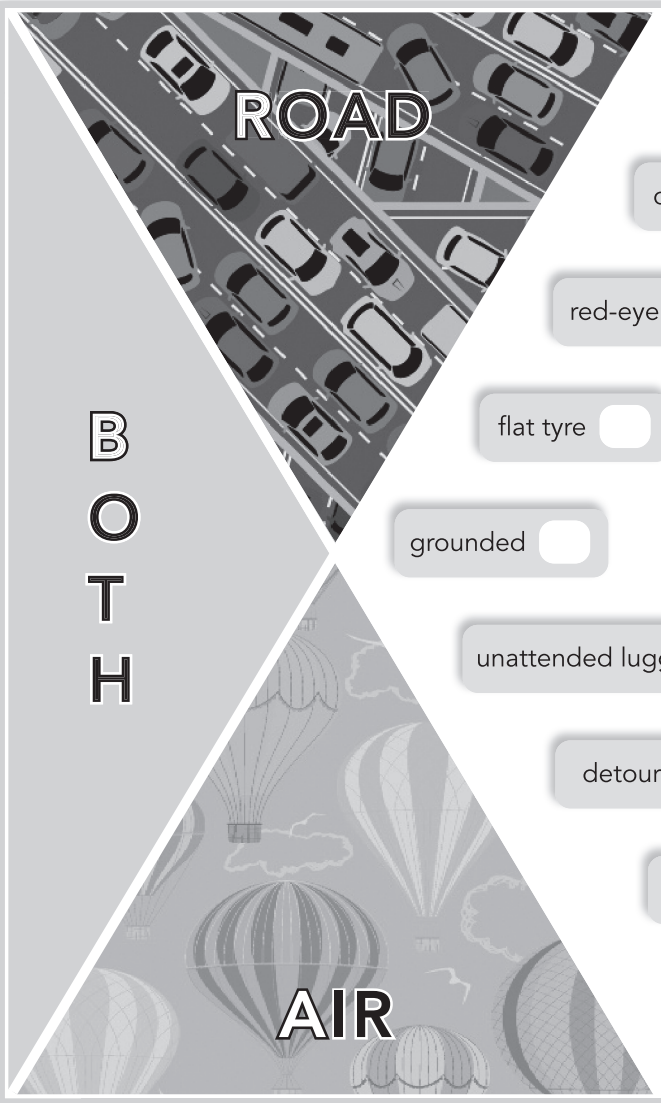
Part 1



stuck in a traffic jam R

delays

crawling traffic

queue of vehicles

red-eye

gridlock

congestion

flat tyre

tollbooth

cancellation

grounded

breakdown

steaming radiator

unattended luggage

hold-up

diversion

detour

jet lag

bonnet up

security control

dead battery

stopover

overheated engine

Part 2

A stay in a haunted castle in Transylvania

A Harley Davidson ride along Route 66

A caravan trip across the Sahara

A trip to the Norwegian Fjords

A whale-watching trip to Iceland

A ride on the Trans-Siberian Railway

A helicopter ride over the Grand Canyon

An air-balloon trip across South Africa

A two-week stay in the Australian outback

Wreck diving in Honduras

Big Foot hunting in Canada

A hiking trip to Machu Picchu

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Double-Oh-Seven

6.1 Vocabulary (compound adjectives and collocations)

-running dispute about its artistic value.	The film has a **far-**
-packed movie.	It has **quick-**
-fisted, are they?	The props leave everyone **slack-**
-grossing films ever.	It's famous for **heart-**
gape.	The leading actor gives a **mind-**
-minded and he	never makes **ill-**
-meaning but somewhat naive about fighting evil.	The theme song has a **far-**
excitement, whereas critics	usually talk about their **sheer**

-fetched plot.	It's a typical **action-**
-witted dialogues.	The producers are not exactly **tight-**
-jawed, don't they?	It's one of the **highest-**
-stopping stunts that	make **the audience**
-blowing performance.	The main character is **tough-**
-judged decisions.	He's also **well-**
-reaching impact on the film.	Each movie fills die-hard fans with **visceral**
sense of disappointment.	It's bound to cause a **long-**

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Were I to express my opinion …

6.3 Grammar (advanced conditionals)

Student A

1 Has One Direction not won The X Factor, they wouldn't had become famous.

2 Without her provocative images and statements, Madonna will never have built such a great career.

3 Music and films should not be available on the Internet for free whether we like it or don't.

4 Would you need people's opinion about your writing talent, launch a blog.

5 I'd have my poems published under the condition that they were brought out under a different name.

6 Musicians will play a concert anywhere for anyone so long that they will be well-paid.

Student B

1 Has *Star Wars: The Force Awakens* not had a compelling plot, it wouldn't had become a huge commercial success.

2 Without the early interest in rap music, Kae Tempest will not be still popular in rap circuits.

3 A truly innovative artist will always keep doing what they think is right whether critics like it or don't.

4 Would you wish to be in the public eye, upload something provocative to the Internet.

5 I'd go on a talent show under the condition that no one knew about it.

6 Anything can be called art so long that people will be willing to pay for it.

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Why *The Hunger Games* Works

Good quality books can lead to highly enjoyable film adaptations. **1** _____ _____ (*Jednak równie dobrze kinowe wersje*) of successful novels sometimes **2** _____ (*pozostawiają fanów z uczuciem gorzkiego rozczarowania*) (case in point *The Twilight Saga* – avoid at all costs!). **3** _____ (*Chociaż mają swoje słabe strony*), *The Hunger Games* films **4** _____ (*genialnie oddają*) the political and social undertones of Suzanne Collins' novels.

The Hunger Games depicts a nation governed through fear. **5** _____ _____ (*W ramach kary za dawne powstanie*), the Government forces each of its twelve districts to send a teenage boy and girl to compete in the Hunger Games, **6** _____ (*wydarzenie transmitowane na cały kraj*) in which the participants fight **7** _____ (*aż tylko jeden pozostanie przy życiu*). The plot focuses on Katniss, one of the district representatives, played by Jennifer Lawrence. **8** _____ (*Cała obsada gra świetnie*), but Lawrence gives a powerhouse portrayal of the heroine.

Each film in the series offers a swiftly paced adaptation of one of the novels. **9** _____ _____ (*Co naturalne, książki zawierają bardziej żywe opisy*) to fuel readers' imaginations but, the films still manage to capture much of her darkly dystopian universe. True, **10** _____ (*są zasadnicze zmiany, z których największą jest*) probably the move away from the first person perspective. Moreover, the controversially graphic violence that shocked and enthralled Collins' teenage readers has been watered down, presumably to keep the PG13 rating. Still, this is tough, dramatic stuff that **11** _____ (*będzie trzymać większość widzów w napięciu*). Quite simply *The Hunger Games* films are well-cast, well-paced and well-scripted and **12** _____ (*mogę z całym przekonaniem polecić je każdemu)* with an interest in action or sci-fi.

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What a gig!

Focus Review 6, Writing

Part 1

absolutely | bitterly | completely | deeply | entirely | highly | perfectly

ADVERB	ADJECTIVE
	disappointed
	full, obvious
	beneficial, reasonable, unconvincing
	arranged, genuine, reasonable
	essential, gorgeous, necessary, spectacular
	concerned, disturbing, involved, moving, offensive, upset
	critical, enjoyable, popular, profitable, successful, unusual

Part 2

LIVE CONCERT

1 The lead singer looked _____ in her national costume, which she wore with pride.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

2 The venue was _____ which is not surprising as such events draw people in their hundreds and thousands.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

3 Most songs performed by artists from Africa were _____ as they described the harsh living conditions of famine victims. As a result, a lot of people found themselves in tears.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

4 The stage was _____ _____ as the musicians had plenty of room to move around but there was also enough space to display some objects from their countries.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

5 As far as I am concerned, organising such events is _____ to local communities as it gives them a chance to learn about other cultures.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

6 Although, the concert turned out to be a great success, some people felt _____ that they were not allowed to see the musicians afterwards.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

LIVE CONCERT

7 On the whole, the event turned out to be _____ as a large number of artists came from other countries and everybody had a great time.

CONCERT HALL 09/07/22 Seat Section Row 01113323322

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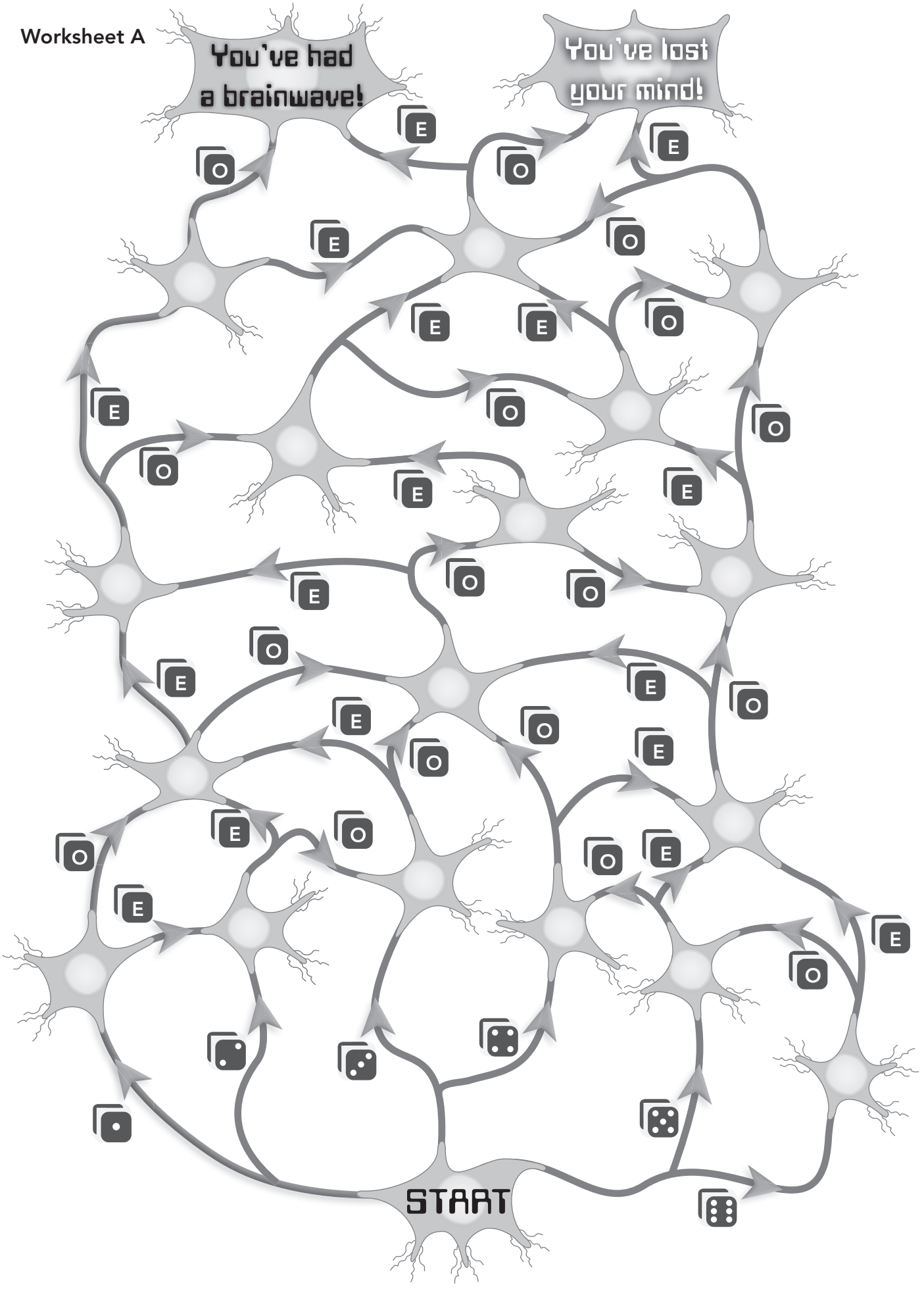
I've had a brainwave!

7.1 Vocabulary (phrases with *mind* and collocations)

Worksheet A



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Worksheet B

1 What film has **blown your mind** recently?	**11** What issues are **weighing on teenagers' minds** these days?
2 Has it ever **crossed your mind** to move abroad?	**12** Do you consider yourself **broad-minded**?
3 Do you agree that people sharing personal information online must **be out of their minds**?	**13** Do you **devote enough attention** to English pronunciation?
4 Are you **in two minds** about whether to go to university?	**14** Do you try to **prioritise** tasks?
5 Do you agree that teachers should **mind their own business**?	**15** What kind of daily tasks tend to **clutter your thoughts**?
6 Are you often reminded to **mind your manners**?	**16** What aspects of modern life are **taking their toll** on your life?
7 Do you think everyone can learn English if they **put their mind to it**?	**17** Do we **overestimate** the power of the mind?
8 Who in your family has a reputation for being **absent-minded**?	**18** Do you have any **self-imposed rules**?
9 Should politicians be **tough-minded**?	**19** What kind of **multidisciplinary degree** would you be interested in doing?
10 How do you try to **clear your mind**?	**20** How good are you at **multitasking**?

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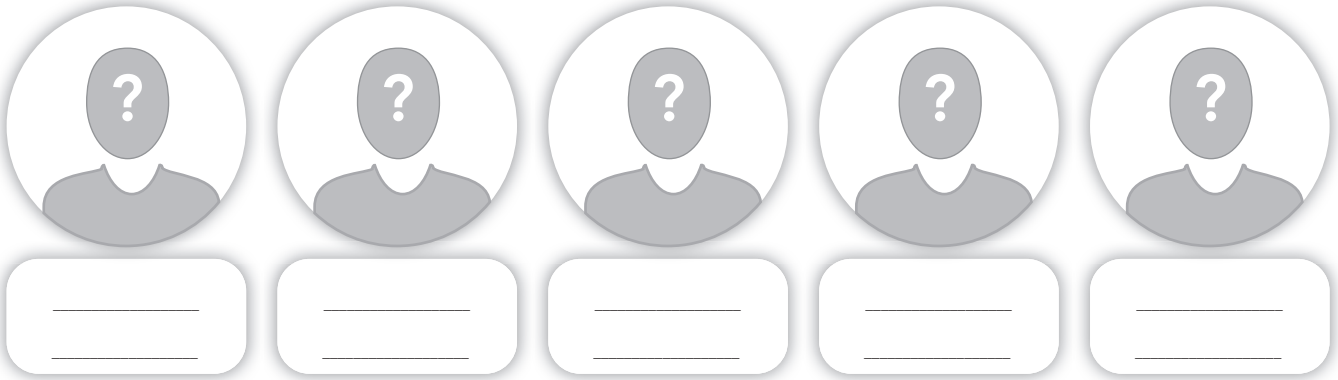
Rumour has it I'm a gossip

7.4 Use of English (passive reporting structures)



celebrity buys second-hand clothes + **say**

1 someone famous is a role model + **consider**
2 actor or singer has own fashion line + **know**
3 public figure is suffering from a chronic disease + **report**
4 film star has exceptionally high IQ + **say**
5 actor has earned millions from advertising + **estimate**
6 celebrity is living with parents + **reckon**
7 someone famous has participated in a talent show + **know**
8 celebrity has changed their name + **know**
9 well-known person has been struggling with low self-esteem + **believe**
10 celebrity is considering retirement from show business + **rumour**

FOLD

A celebrity who is said to buy second-hand clothes.

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

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Dear Editor,

1 _____ (*piszę w odpowiedzi na artykuł Lucy Mckay*) *Online/Offline*. While the article **2** _____ _____ (*zawierał wiele trafnych uwag odnoszących się do Internetu*), overall I found it too pessimistic. In particular, **3** _____ _____ (*chciałbym polemizować z jej stwierdzeniem*) that we are too dependent on the Internet.

It is certainly true that we use the Internet in many aspects of our daily lives. **4** _____ _____ (*Używa się go powszechnie w szkołach*) to access untold amounts of information, **5** _____ _____ (*umożliwiając w ten sposób uczniom wyjście daleko poza zakres ich własnej wiedzy*). Working people would be lost without the ease of communication that the Internet provides. Furthermore, **6** _____ _____ (*ponieważ coraz większą liczbę transakcji można przeprowadzać online*), people no longer need to queue at banks and post offices, thus saving hours of time. No one could argue that these developments do not represent progress.

7 _____ (*Kolejnym poglądem, który został przedstawiony w artykule*) was that online communication has replaced face-to-face communication. Once again I would disagree. **8** _____ _____ (*Bez wątpienia wielu młodych ludzi*) spend a lot of time chatting online and on social media. Is this necessarily a bad thing? Nowadays, few people spend their whole lives in their hometown and thus they form friendships in many places. **9** _____ (*Niezależnie od tego, jak są daleko*), now people can maintain relationships with contact **10** _____ _____ (*codziennie, przy niskich lub zerowych kosztach*).

To sum up, it is true that there are problems with the Internet. Hacking is a risk and data protection is a headache. **11** _____ (*Ale to nie są problemy niemożliwe do rozwiązania*) and **12** _____ _____ (*wszyscy jesteśmy osobiście zainteresowani*) finding the answers. **13** _____ (*Sprowadza się to do decyzji, czy*) to bury your head in the sand and refuse to participate, or **14** _____ _____ (*przyjąć to, co Internet ma do zaoferowania*). My head is staying out of the sand!

15 _____ (*Z poważaniem*),

Matt Oakley
Forest Gate Sixth Form College

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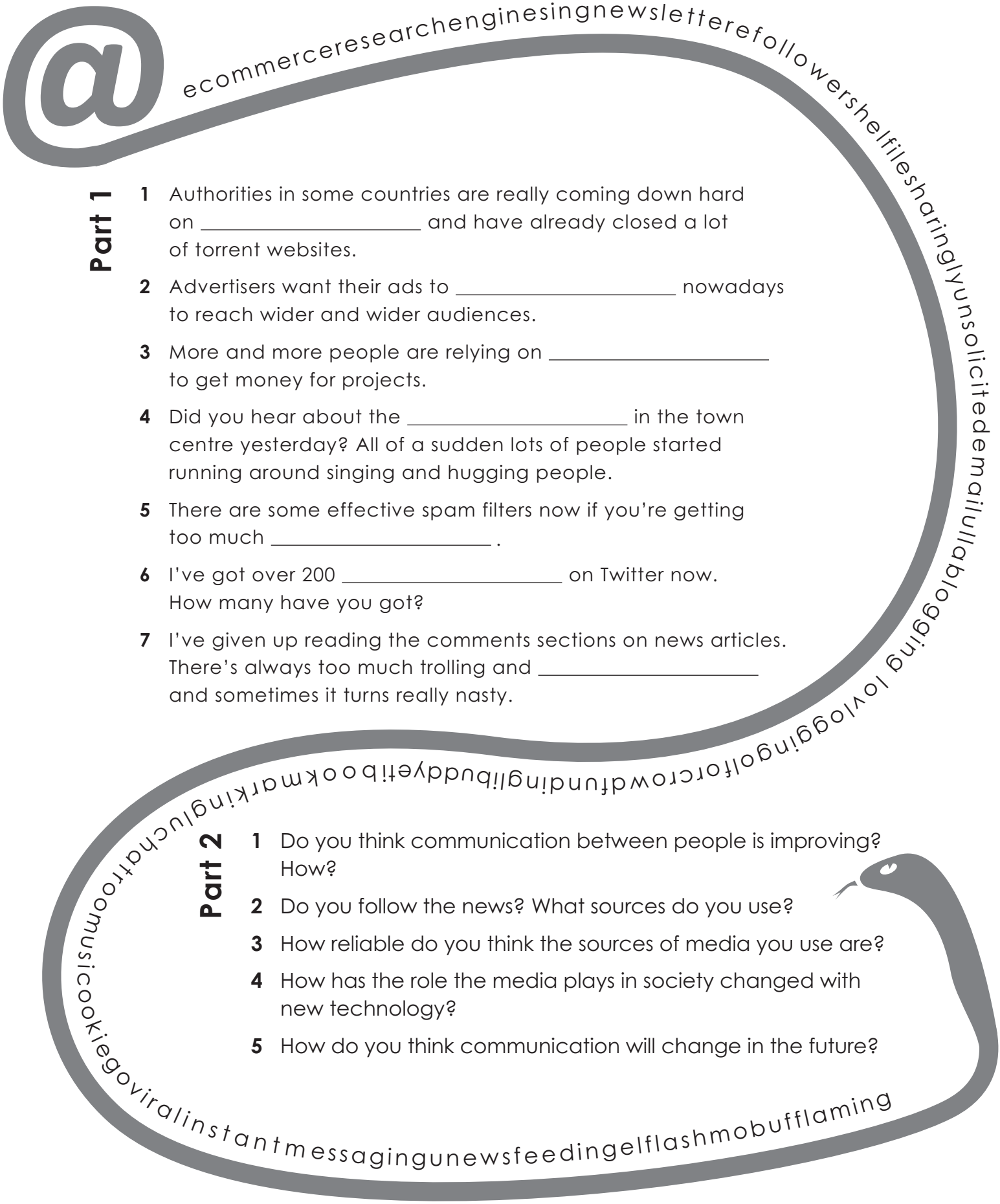
Resource 28 Let's talk about communication

Focus Review 7, Speaking



Part 1

1 Authorities in some countries are really coming down hard on _____ and have already closed a lot of torrent websites.

2 Advertisers want their ads to _____ nowadays to reach wider and wider audiences.

3 More and more people are relying on _____ to get money for projects.

4 Did you hear about the _____ in the town centre yesterday? All of a sudden lots of people started running around singing and hugging people.

5 There are some effective spam filters now if you're getting too much _____ .

6 I've got over 200 _____ on Twitter now. How many have you got?

7 I've given up reading the comments sections on news articles. There's always too much trolling and _____ and sometimes it turns really nasty.

Part 2

1 Do you think communication between people is improving? How?

2 Do you follow the news? What sources do you use?

3 How reliable do you think the sources of media you use are?

4 How has the role the media plays in society changed with new technology?

5 How do you think communication will change in the future?

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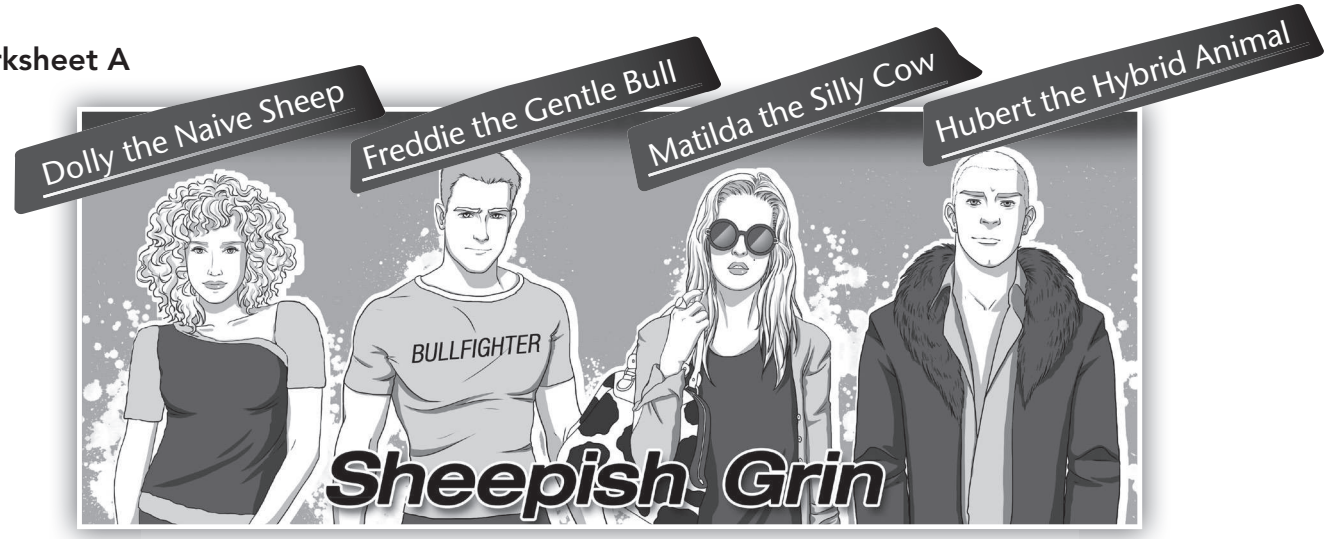
Worksheet A



1 I was on my way to meet up with my friend Matilda, who I hadn't seen for _____'s years, when I thought to myself, why not kill two _____ with one stone and get some food for dinner.

2 So I popped into that new supermarket, called Animal Farm. I thought it should take me a split second but you know what it's like in a new shop – even looking for your favourite sheep's cheese seems like a wild _____ chase.

3 Besides, they're seriously understaffed – not a living soul to help you. I thought that if I found something in this mess, _____ might fly.

4 Anyway, I'm weighing some veg when someone pats me on the shoulder. So I turn back, and who do I see? Matilda's ex-fiancé, Freddie. To be honest, I wasn't exactly thrilled to see him, this charming Mr Wolf-In-_____'s-Clothing.

5 Anyhow, he starts this meaningless small talk and it's like a hundred thoughts rolling in my mind. Should I take the _____ by the horns and tell him how much he hurt Matilda, breaking up with her, or is it better to let sleeping _____ lie?

6 And even if I told him a few home truths, wouldn't it be like water off a _____'s back? He doesn't seem serious about his relationships, does he?

7 So I keep saying to myself, hold your _____ , girl. But you know me and my big mouth – I couldn't help myself and I sort of fired a dozen questions at him.

8 And he's standing quietly in front of me, like a lamb. So I say, 'What's the matter with you? Cat got your tongue?'

9 Guess what! He looks me in the eye and says, 'It wasn't me, Dolly, it was Matilda who left me for someone else. For Hubert, actually'.

10 I was completely taken aback. 'Hubert? Hubert Oldfox? That snake in the grass?'

11 And then he goes, 'I didn't mean to let the _____ out of the bag. I thought you knew.'

12 But believe me, when he said that he'd always considered me a fair-minded person and that he wished I'd talked to him and heard things straight from the _____ 's mouth, I know I must have looked a bit sheepish.

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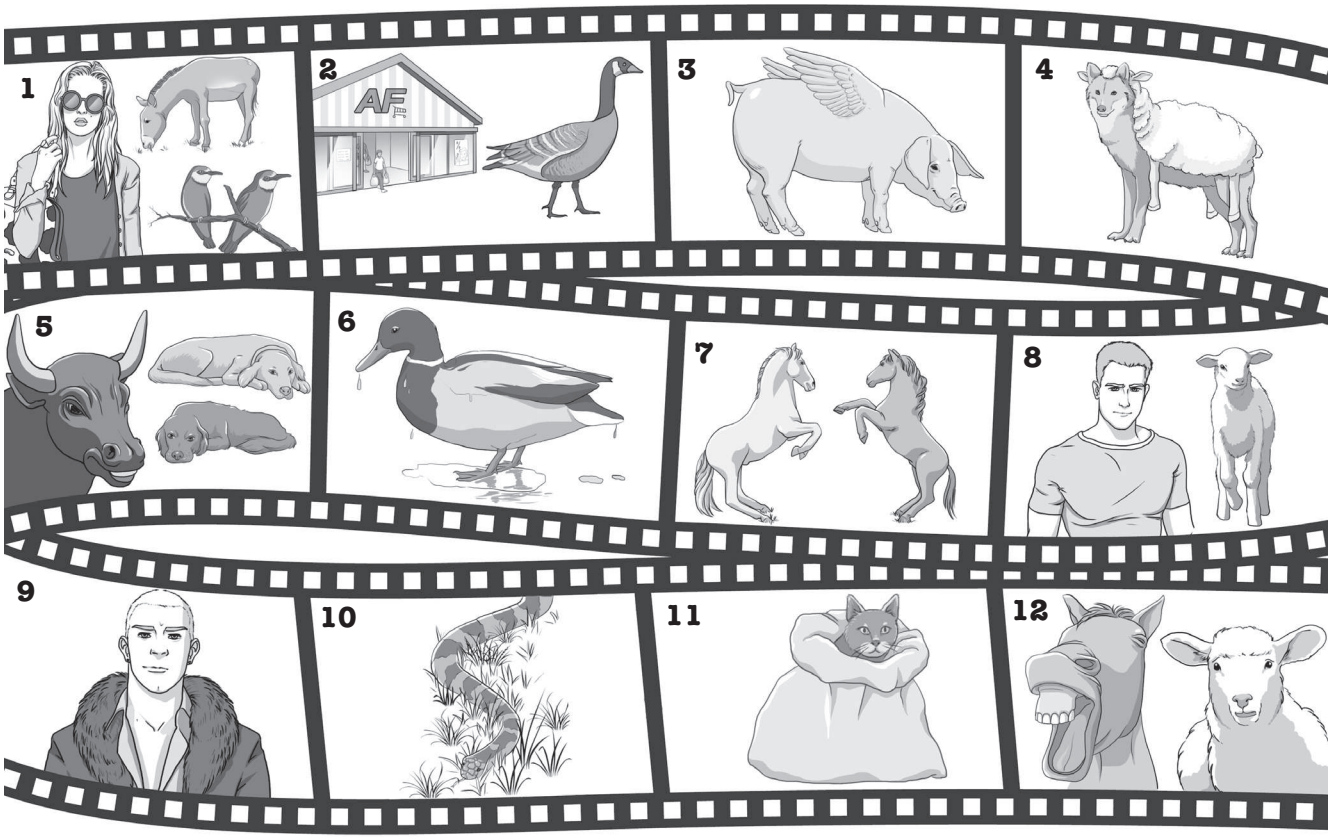
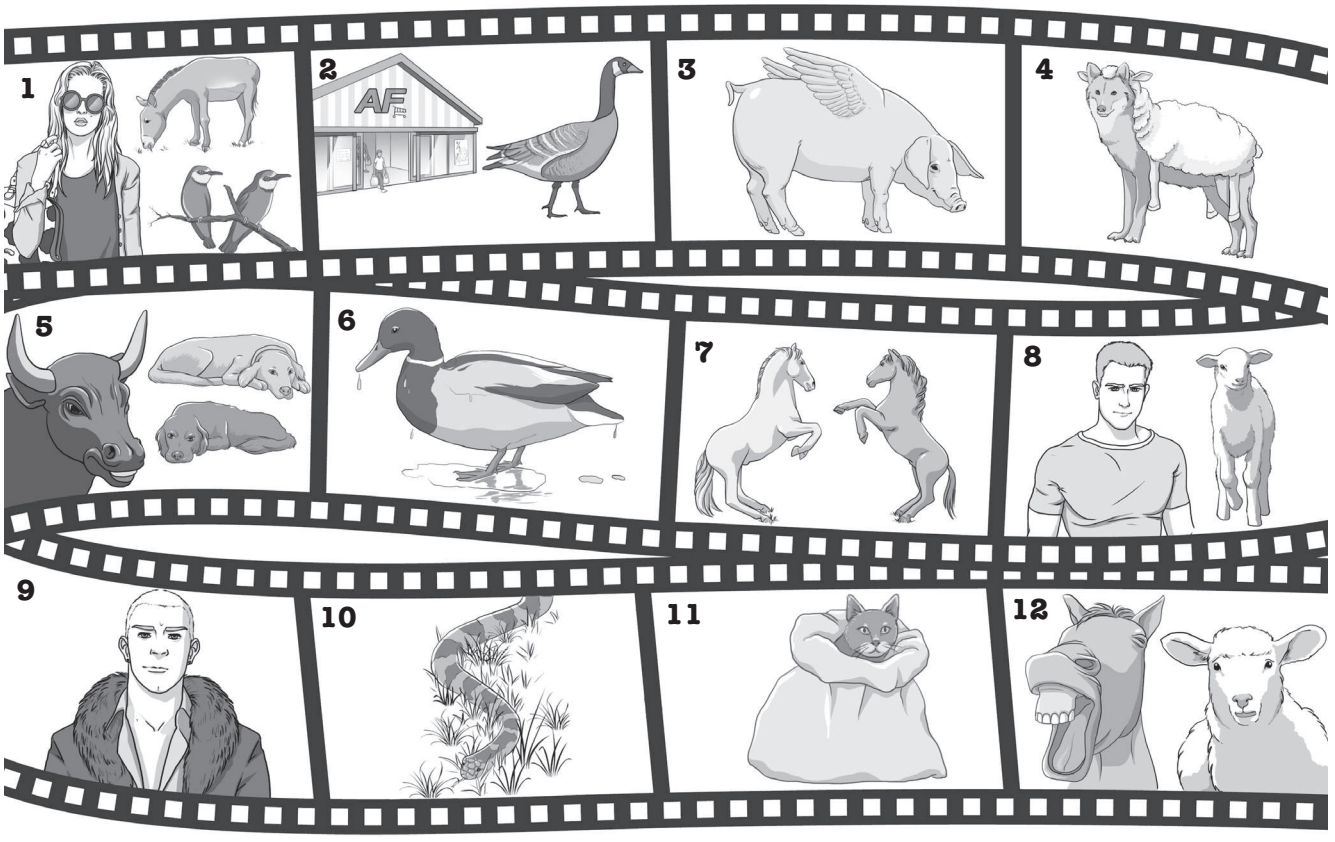
Animal soap opera

8.1 Vocabulary (animal idioms)

Worksheet B





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Student A

FOLD

1 Not in a million years _____ I eat meat from a(n)	_____.	
2 On _____ account should you attempt to feed a wild	_____.	
3 Hardly had we arrived in Greenland _____ we spotted some	_____.	
4 _____ after a close encounter with this giant do you fully realise how dangerous a(n)	_____ can be.	
5 Little _____ we know that we would see such an elusive animal as a(n)	_____.	
6 _____ only are dolphins intelligent, they are also curious and playful like	_____.	

Student B

FOLD

1 Not in a million years _____ I touch a live	_____.	
2 Under _____ circumstances must you suck out the venom if you get bitten by a(n)	_____.	
3 Barely had we dived into the sea _____ we spotted an enormous	_____.	
4 _____ by chance did they survive a close encounter with a(n)	_____.	
5 Seldom _____ lions prey on	_____.	
6 _____ until you visit an animal shelter do you realise how cruel people can be to	_____.	

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How to deal with global warming?

It is now widely accepted that our planet faces potential catastrophe as a result of rising temperatures caused by greenhouse gas emissions. **1** _____ (*Co konkretnie należałoby zrobić, żeby uniknąć*) this fate **2** _____ (*pozostaje przedmiotem zażartej dyskusji*). Some people feel that governments should focus on educating the public and raising awareness, **3** _____ _____ (*podczas gdy inni twierdzą, że najwazniejszym kierunkiem działania*) is to reduce our consumption of fossil fuels, **4** _____ (*niezależnie od tego, jak trudne by to było*).

5 _____ (*Istnieje silny argument przemawiający za*) public information campaigns. **6** _____ _____ (*Mimo że może się to wydawać niezwykłe*), many people **7** _____ (*nie dostrzega związku pomiędzy globalnym ociepleniem)* and the increasing occurrence of extreme weather events such as drought and flooding. Governments fear discussing climate change **8** _____ _____ (*żeby nie denerwować*) the business community and damage the economy. **9** _____ (*Mimo wszystko wydaje mi się, że*) campaigns of the kind **10** _____ _____ (*wykorzystywane, by uporać się z problemami zdrowotnymi takimi jak palenie*) are needed to shock the public out of their naivety and blindness.

11 _____ (*Jednoczesnie trzeba powiedzieć, że*) reducing our dependence on fossil fuels **12** _____ _____ (*ma do odegrania znaczącą rolę w ograniczeniu*) future greenhouse gas emissions. **13** _____ _____ (*Jednym ze sposobów, w jaki można tego dokonać, jest promowanie*) clean energy technologies such as renewables and nuclear power. While some environmentalists argue that nuclear energy is unacceptably dangerous, **14** _____ (*moim zdaniem jest oczywiste, że same odnawialne źródła energii*) cannot replace fossil fuels. Another strategy is to tackle the transport sector. Governments should slash cheap flights, raise petrol taxes and promote green cars. Better public transport could also make a significant contribution.

In conclusion, while it is important to educate people, I would argue that the most effective way to tackle global warming is to keep fossil fuels in the ground. Climate change **15** _____ (*mogą zostać zatrzymane pod warunkiem, że rządy*) implement policies to force businesses and individuals to take action. Even if this means **16** _____ _____ (*że nie będziemy równie zamożni jak obecnie*), it is no excuse for failing to save the planet for future generations.

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Part 1

A

appear	assume	doubt	envisage	eradicate
regard	occur	rule out		

1 We really can't _____ the possibility that things will only get worse in the future.
2 I _____ that countries could do a lot more to tackle climate change if they didn't spend so much on the military.
3 It would _____ that more and more species will die out unless we act quickly.
4 I very much _____ that we can do much to prevent earthquakes.
5 I'm afraid I can't _____ famine disappearing any time soon.
6 It would doubtless cost billions to _____ third world drought.
7 Experts are now in agreement and _____ the production of methane gases as one of the major causes of damage to the ozone layer.
8 When will it finally _____ to governments that we need to do more to save our planet?

B

region	subject to	forests	water	crop	climate	environmental
weather	wave	rain	land	agriculture		

1 _____ earthquakes/typhoons/floods
2 traditional/intensive/sustainable _____
3 fertile/barren/farming/uncultivated/grazing _____
4 _____ yield/failure/damage/production
5 severe/equatorial/temperate _____
6 humid/changeable/extreme/appalling/fine _____
7 urbanised/rural/underdeveloped/densely populated _____
8 primeval/coniferous/dense/tropical _____
9 fresh/salt/tap/flowing/bottled _____
10 torrential/driving/light/heavy _____
11 tidal/giant/huge/seismic _____
12 _____ hazard/issues/policies/damage

Part 2

1 Which of the problems mentioned in Part 1 are man-made?
2 Which do you consider the most serious environmental problems?
3 Which are the easiest ones to deal with/solve?
4 Which countries suffer from the above?
5 How do you think future generations will be affected by climate change?

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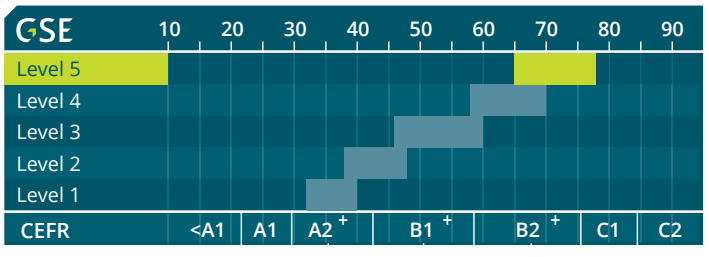

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