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Grammar: Present simple and present continuous

Grammar: Present perfect simple and present perfect continuous

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### Phrasal verbs · Present simple and present continuous

- 1 SPEAK Describe the photos. How are people of your generation different to older generations? Think about:
  - communication
  - using technology
  - work

- money
- free time
- family





2 Complete the sentences with the verbs from the box.

catch up with come across do without find out get ahead grow up help out look up take up

- 1 I don't often \_\_\_\_\_ at home. I always avoid doing the washing-up, for example, because I hate it!
- 2 I usually my friends in person rather than online.
- 3 I want to \_\_\_\_\_\_ learning Chinese. It might help me to get a good job offer in the future, somewhere where there are opportunities to \_\_\_\_\_\_ and progress.
- 4 I can easily technology, like my mobile phone or tablet. I don't need it.
- 5 I often use the Internet to information for school. Sometimes I spend ages doing it.
- 6 If I'm reading and I \_\_\_\_\_ a word I don't know, I always \_\_\_\_ it \_\_\_\_ in a dictionary to find the meaning.
- 7 I think it's better to \_\_\_\_\_\_ in a small town than in a city. It's more fun to be a child there.
- **3** SPEAK Work in pairs. Guess which sentences from exercise 2 are true for your partner. Then ask and answer to check your guesses.
- 4 1.01 Listen to a short podcast. Are the statements true (T) or false (F)?
  - a This week, Maisie is reading all about people's free time activities.
     b Gen Zers are people born after 2010.
  - c Maisie is listening to some music while she is recording her podcast.
     d Gen Zers often help out around the house.
  - e All Gen Zers have more than one nationality. T/F
  - f The next podcast comes out on Tuesday. T / F

5 Study the grammar table and complete it with examples a-f from exercise 4.

# Key Grammar Present simple

We use the present simple to talk about:

- permanent situations, e.g. <sup>1</sup>
- routines, e.g. <sup>2</sup>
- states or facts, e.g. 3
- timetables, e.g. <sup>4</sup>
  - They use technology every day.
- I don't chat to friends online.

  Does she help out around the house?
- Wh- What do you usually do at the weekend?

Yes, she does. / No, she doesn't.

#### **Present continuous**

We use the **present continuous** to talk about:

- actions happening at or around the moment of speaking, e.g. <sup>5</sup>
- short-term situations, e.g. 6
  - I'm playing a game online at the moment.
- We're not using the Internet this week.

  Are you looking for a new job this year?
- Yes, I am. / No, I'm not.

  Wh- Where are you going now?

#### Extra Grammar Practice >> 146

- 6 Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.
  - 1 We're studying maths now.
  - 2 We study English twice a day.
  - **3** I'm listening to music at the moment.
  - 4 This month, we're learning about superheroes.
  - **5** On Mondays, my school finishes at 6 pm.
  - 6 My best friend lives in London.
- 7 Complete the questions with the correct forms of the verbs in brackets.
  - 1 How often you (help out) at home?
  - 2 you (do without) any technology this month?
  - What time your best friend usually (arrive) at school?
  - 4 What your mum (do) at the moment?
  - 5 What (be) your town like?
  - 6 Where you (look up) information when you don't know something?
- 8 **SPEAK** Answer the questions in exercise 7.

### Friends and family · Present perfect simple and present perfect continuous

- 1 SPEAK Who do you like spending time with the most? Why?
- 2 Match the words from the box to categories 1–5. Some words match more than one category.

acquaintance best friend/mate
classmate close friend colleague
cousin flatmate/roommate
great-grandfather half brother
nephew (next-door) neighbour niece
relative sibling sister-in-law
stepsister teammate travel buddy
twin workmate

- 1 Family members: cousin, ...
- 2 Other people (not family): acquaintance, ...
- 3 Males: great-grandfather, ...
- 4 Females: niece, ...
- 5 Either male or female: acquaintance, ...
- 3 1.02 Listen to six dialogues and match pairs of speakers 1-6 to relationships a-f.
  - **1** Phoebe and Alex **a** neighbours
  - 2 Sam and George
- **b** flatmates
- 3 Amara and Harry
- **c** acquaintances
- 4 Isabel and Jess
- **d** cousins
- **5** Evie and Chloe
- **e** travel buddies
- 6 Max and Daniel
- f teammates
- 4 1.02 Listen again and complete the sentences.
  - 1 Alex hasn't done the washing-up for days.
  - 2 Alex has been working really hard for ...
  - 3 Sam and George have played the other team \_\_\_\_\_\_ times, but they've never beaten them.
  - 4 Isabel is coming to visit Jess in \_\_\_\_\_.
  - 5 Evie has been working as a(n) since September.
  - 6 Daniel has never been to before.



5 Study the grammar table and complete it with present perfect simple, present perfect continuous, never, ever and lately.

### **Key Grammar** We use the 1 : • to talk about events or activities that started in the past and that are continuing now, to emphasise the duration of an activity, to talk about repeated actions in the near unspecified past, often with recently or <sup>2</sup> for actions that have just finished when we can see their effects or consequences. We use the <sup>3</sup> to talk about: actions or situations that started in the past and haven't finished, or that have a visible result, experiences at an unstated time in the past. We often use <sup>4</sup> in questions about these experiences. We use 5 with the present perfect simple to mean 'at no time in the past'. Present perfect simple She's started working in a school. I haven't been to Rome. Have you ever ordered something online? Yes, I have. / No, I haven't. Wh- Which book have they bought? Present perfect continuous I've been applying for jobs.

Extra Grammar Practice >> 146

6 Complete the sentences with the correct forms of the verbs in brackets.

Sam hasn't been doing much for the last three weeks.

Have they been arguing again? Yes, they have. / No, they haven't.

1 Charlie (help out) more at home lately. He (become) quite hard-working.

Why have you been avoiding me recently?

- 2 My German friend (already / send) me three emails this week, and it's only Tuesday!
- 3 We (learn) Chinese for three months, but we can't say very much.
- 4 \_\_\_\_\_\_ you \_\_\_\_\_ (hear) from your friend Anna yet? How's she getting on at university?
- 5 I (live) in this town since I was a baby.
- 6 they ever (go) to the USA?
- **7 SPEAK** Answer the questions.
  - 1 What have you and your friends been doing recently?
  - 2 Have you ever had a travel buddy? Where did you go together?
  - **3** Which relatives have you never met? Would you like to meet them? Why/Why not?



### **SPEAK** Look at the photos and read the definition. Answer the questions.



- Which of the photos illustrates the meaning of 'staycation' best?
- Which of the pictures would be suitable for the social media post below? I hope the weather is good tomorrow for my trip to Puerto Backyarda. I'm gettng tired of Los Livingroom.
- Which of the photos would you like to post on your wall? Why? What would you write?

staycation /steiˈkeiʃ(ə)n/ noun [C] a holiday spent in your home country or at home, visiting local attractions; a combination of two words: stay + vacation



Match the words from box A to the words from box B to make phrases connected with travelling. Which of them could describe a staycation?

- backpacking city do go guest must-see pack sleeping
- В bag break holiday house light places sightseeing some trekking

vacation



### Read the text. Which of the five ideas for a staycation appeals to you the most?

1 DISCOVER YOUR OWN CITY You've seen the sights of London and Paris, and last year you **soaked up the atmosphere** in Rome. Now take some time to **wander around** your own city and discover its tourist attractions for yourself.

2 GET A PART-TIME JOB While most young people are visiting popular resorts with their families, hunting for **souvenirs** or **spending vast sums** on eating out, summer's a great time to get a job in a shop or café and earn some money.

**3 EXPLORE BY BIKE** Are you tired of struggling with public transport? You've tried **getting around on foot**, but it takes forever? Why not **rent a bike**? It's easily the best way to get to different places.

4 VISIT A THEME PARK Going to a local theme park is a great way to **get your adrenaline pumping**. It really doesn't matter if you **run into** people you already know. You can hang out together!

5 LEARN A NEW SKILL Have you ever dreamed of going scuba diving, but the cost **doesn't fit your budget**? Check your local swimming pool, where you might be able to learn for half the price!

### **KEY WORDS** Match some of the highlighted phrases from exercise 2 to definitions 1-8.

- 1 looking for something to take home to remind you of your holiday
- 2 meet by accident
- 3 make your heart beat faster and give you more energy
- 4 get a real feel for a place
- 5 going to places where lots of people spend their holidays
- 6 paying lots of money
- 7 walk without a fixed destination
- 8 costs more money than you have

### Experiences · Holiday activities · Travel collocations

- 4 Complete the sentences with the correct forms of some of the highlighted phrases from exercise 2.
  - 1 Do you like these earrings? I bought them when I was to take home from Morocco.

  - **3** We go to the same ski resort every year, so we usually people we know from previous visits.
  - 4 People don't visit my city to discover its \_\_\_\_\_\_, but it has an interesting historical centre to \_\_\_\_\_\_, nevertheless.
  - 5 You don't need to \_\_\_\_\_ of money on souvenirs. Do something to \_\_\_\_ instead, like a bungee jump or a water slide.
  - **6** We visited Cannes and of the French Riviera.
  - 7 When people \_\_\_\_\_\_, such as Valencia or Barcelona, they often local , such as PortAventura.
- 5 1.03 Listen to some travel tips and complete the notes.



**6 KEY WORDS** Read the WATCH OUT box. Then match the underlined words in the highlighted collocations with the words from the box that form collocations with a similar meaning.

alleys dramatic empty mountains place second-hand sight urban

#### **Travel competition**

Do you dream of escaping to a <sup>1</sup> deserted beach in some <sup>2</sup> remote destination on the other side of the world to see the <sup>3</sup> breathtaking view of crystal clear waters stretching beyond the horizon? Or perhaps you prefer to feel thrilled by the <sup>4</sup> stunning scenery of <sup>5</sup> snowy peaks? You could even choose to see the <sup>6</sup> city skyline of New York, the <sup>7</sup> winding streets of a Portuguese village or a <sup>8</sup> flea market in London. It's your choice! Enter the competition today and you could win the trip of a lifetime! May your dreams come true.

#### **WATCH OUT**

#### Collocations

Collocations are groups of words that usually go together. When you learn new words, write down the words with which they form collocations, e.g. space/foreign travel, travel costs/arrangements.

- 7 Translate into English. Use the highlighted collocations from exercise 6.
  - 1 In the background, I (widzę ośnieżone szczyty) of the Tatra mountains.
  - 2 I dream of \_\_\_\_\_\_ (spacerowaniu krętymi uliczkami) of Lisbon.
  - 3 (Chodźmy na pchli targ) tomorrow morning.
  - 4 I still remember \_\_\_\_\_ (ten zapierający dech w piersiach widok) from the top floor.
  - 5 Sometimes at sunset I (podziwiam panoramę miasta na tle nieba).
  - **6** We go there every year, mainly (ze względu na oszałamiającą scenerię).
- 8 **SPEAK** Answer the questions.
  - 1 Think about your friends and family.
    Who would you recommend a staycation to? Why?
  - 2 Think of two drawbacks of spending holidays at home and suggest two solutions.
- 9 SPEAK Describe the video still and answer the questions.



- 1 In which European capital city was the picture taken? Does it make you want to visit it?
- 2 If you were on a trip to this place, would it be a good photo to post on social media? Why/Why not?

### **OFFINISHERS**

Make an itinerary for a five-day staycation. Use the names of places in the house and your imagination. If you find it difficult to make up the names, look them up online.

I'm starting my holiday on Monday morning in Los Bedos. Then, in the afternoon, I'm planning a short visit to Santa Kitchena ...

### Past tenses: past simple, past continuous, past perfect

- **1** Finish the sentences to make them true for you.
  - 1 The best holiday I've ever had was ...
  - 2 My worst holiday adventure took place ...
  - 3 When I was a child, my holiday was usually ...
- **2** Read the text and choose the correct options.
  - 1 Paris was better / worse than Meg had expected.
  - 2 She saw an actress in a museum / bakery.

Hi, Mary Ann,

I've just got back from Paris!

Everything was gorgeous. all only spent four days there, but I totally fell in love with the city. To be honest, <sup>b</sup> I'd imagined Paris to be completely different – I thought it was noisy and dirty. But it's a magical place, and you never know how it will surprise you. On my last day, for example, when I was having a freshly baked croissant in a boulangerie, dI saw Emma Watson! el'd never seen anyone famous before! Anyway, fl went to lots of museums and simply soaked up the atmosphere of the city. I'll tell you more when we meet.

See you soon!

Meg

**3** Study the grammar table. Complete the table with examples a-f from the text in exercise 2.

#### **Key Grammar**

#### Past tenses

When talking about the past, we can use a variety of past tenses.

We use the past simple to talk about a completed action at a specific time in the past, e.g. 1 , 2 , 3 . We often use a time reference.

We use the past continuous to talk about an action in progress at a certain time in the past, e.g. 4.....

We use the past perfect to talk about a completed past action before another past action, e.g. <sup>5</sup>, <sup>6</sup>. It is often used with the past simple.

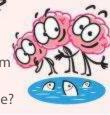
Grammar Reference > 20 Irregular verbs > 158-159

- **4** Choose the correct options.
  - 1 Did you know / Had you known that Mount Everest grew / was growing four millimetres last year?
  - 2 The world's first underground railway was / had been in London. It was opening / opened in 1863.
  - 3 According to the Eco-counter Worldwide Cycling Index, bike usage in Poland was increasing / increased by ten percent in 2019.
  - 4 In 1900, there were / had been eight thousand cars in the USA. One hundred years later, people in the USA owned / were owning 220 million cars.

- Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.
  - 1 I was surprised that the hostel was so cheap -I (never / stay) in one before.
  - 2 Emily (not live) there very long. She (move out) after two years.
  - **3** To be honest, we missed the train because we (oversleep).
  - 4 I heard you've been to Scotland. How (be) the trip?
  - 5 (you / live) in Milan when you (meet) Giovanni?
  - 6 Sorry, can you say that again? I (listen).
- **6** Complete the second sentence so that it means the same as the first one. Use the words in capitals.
  - 1 He went to Fiji. It was his first time abroad. BEEN He abroad until he went to Fiji.
  - 2 The lights went off in the middle of the film. WERE We the lights went off.
  - 3 I went to London Bridge. There was a new glass floor. BUILT
    - The last time I went to London Bridge, they a new glass floor.
  - 4 We always choose isolated places, but our last holiday was the first time we were without wi-fi. **NEVER** 
    - Although we always choose isolated places, we without wi-fi until our last holiday.
  - 5 I haven't been abroad for five years. WENT The last time \_\_\_\_\_ was five years ago.
  - **6** As she entered the classroom, the students were in the middle of an activity. WERE When she entered the classroom, the students
- 7 SPEAK What are your top two dream spots for a city break? Why?

#### #BRAINTEASER

Two mothers and two daughters were fishing. They managed to catch one small fish, one big fish and one medium fish. How come each woman took one fish home if they had only caught three?



#### **FAST FINISHERS**

Write three sentences about your last holiday or day out. Use a different past tense in each.

- **5** Ferries *had crossed / were crossing* the River Mersey over eight hundred years ago.
- 6 Sixty-six years after the Wright brothers had made / were making their first flight, Apollo 11 landed on the Moon.

### Making a complaint

- **SPEAK** Describe the photos and answer the questions.
  - **1** Which of the problems is the worst? Why?
  - 2 How would you deal with each problem?







- 2 1.04 Listen to a conversation. Which situation from exercise 1 does it refer to? What solution is suggested?
- 3 1.04 | Listen again and complete the sentences from the conversation in exercise 2 with the missing words. Then study the Key Phrases box and check your answers.
  - 1 The luggage locker is broken. Our bags are inside, and we can't open it. \_\_\_\_\_ our train is leaving in thirty minutes. It's really frustrating.
  - 2 I got a notification that the locker had been blocked because the payment was unsuccessful. So, I paid again, but the locker is still blocked. mow?
  - **3** Have you tried making another payment? with your app?
  - 4 It's \_\_\_\_\_, I suppose.
  - 5 Anyway, if the payment doesn't help, come back and I'll tell you where to look for a repairman. He will help you break the lock – it would

#### **Key Phrases**

#### Making a complaint

#### Talking about a problem

It all started when/after ...

It was going fine / I'd never had any problems until ...

I seem/appear to have lost/forgotten/broken ...

Every time I try to ..., it ...

Perhaps there's a problem / something wrong with ...

I haven't (got) a clue.

What happens is ... / The trouble is ...

It's a recurring problem.

#### Suggesting a solution

Have you tried ... + -ing?

It might be a good idea to ...

... would be the best option for you.

#### Accepting or rejecting a solution

It's worth a try/go, I suppose.

I doubt it'll/that'll work/help, but let's see.

No, that doesn't/didn't make any difference.

#### **Expressing annoyance**

It's really frustrating.

What are we supposed to do now?

Why on earth did/didn't you ...?

How should I know?

You should have checked/asked first.

- 4 1.05 Complete the mini-dialogues with the correct forms of the words in brackets. Add any other necessary words. Then listen and check.
  - 1 X: What's wrong?
    - Y: I can't pay for the tickets. I (seem / forget) my bank login.
  - **2** X: The shower is broken there is water all over the floor. What do I do?
    - (how / know)? Call the reception desk!
  - **3 X**: Have you tried resetting the phone?
    - Y: Yes, but it (difference).
  - **4** X: Why don't you just ask for a lift to the next petrol station?
    - Y: I (doubt / help).
- **5 SPEAK** Choose one of the problems shown in photos 1-2 in exercise 1. Student A, describe the problem and express your annoyance. Student B, offer a solution. Then change roles and talk about the problem in the other photo.
- 6 SPEAK Role-play the dialogue using the Key Phrases. Student A, look at page 157. Student B, look at page 160.



Name the three biggest problems you have ever had on holiday. How did you deal with them?

### An article about working and studying abroad

- 1 SPEAK Why do some people dislike travelling? Name three reasons.
- 2 1.06 Listen and answer the questions.
  - 1 How do Emily and Molly feel about travelling?
  - **2** Which of them do you agree with?
  - **3** What kind of travelling do you like and dislike?
- 3 1.07 Read the text on page 11 and choose the correct options.
  - 1 In general, the experience of studying or working abroad may improve your *employment prospects* / *language skills*.
  - 2 Harvey really wanted to *stay away from / explore* the tourist sites in Italy.
  - 3 Clare needed *a university degree / special training* before going to Thailand.
  - 4 The work which Ethan did benefitted *people / animals* in South Africa.
- 4 Read the article again and match sentences 1-5 to paragraphs A-D. One paragraph matches two sentences.

Which paragraph

- 1 talks about wanting to help other people?
- **2** describes how someone acquired some further qualifications?
- **3** mentions someone feeling uncomfortable?
- 4 says that it's possible to make a difference to your job qualifications while studying or working abroad?
- 5 suggests the person didn't realise what they'd learnt until they were back home?
- 5 Complete the summary of the article with up to three words in each gap.



The article presents testimonials of young people who 1 to study or work there for a longer period of time. The main reason why people decide to do so is that 2 those who undergo such an experience get better jobs in a relatively shorter time. There is a whole array of activities you may do. One boy, for example, attended 3 in Italy, and a girl taught English in Thailand for 4. One more testimonial comes from a boy who was able to help others by doing 5 somewhere in South Africa.

- **6 KEY WORDS** Read the WATCH OUT | SKILLS box and match the highlighted words and phrases from the text to definitions 1–8.
  - 1 get more opportunities and choices
  - 2 get more abilities
  - **3** a situation or a place in which you feel relaxed
  - 4 putting someone's name on the official list of participants
  - 5 tested someone's skills and abilities
  - 6 make stronger
  - 7 do something risky
  - 8 improving

#### WATCH OUT | SKILLS

# Guessing the meaning of words

If you don't know what a word means, use the context to help you guess the meaning:

- Identify what part of speech the word is by looking at the words before and after it.
- Look at the rest of the sentence and paragraph for clues, and try to think of synonyms for the word.
- 7 Complete the sentences with the correct forms of the words and phrases from exercise 6.
  - 1 Volunteering for Greenpeace in the summer was not only a(n) experience, but it also my CV.
  - 2 After not being enough in my computer studies classes, I in an extra IT course.
  - 3 If you'd like to be pushed out of your and across Asia with me, get in touch!
  - 4 After a year on a cruise ship, Marcus \_\_\_\_\_ a lot of new skills and \_\_\_\_\_ his horizons.
- **8** Answer the questions.
  - 1 Which of the trips presented in the article would be the most suitable for you? Why?
  - 2 What potential problems might people who travel this way experience?
  - **3** What piece of advice might Harvey, Ethan and Clare give to those who plan similar journeys?

### **O FAST FINISHERS**

Imagine you could travel abroad and work anywhere you can dream of. What would you do? Think about the place, the kind of job and the potential benefits.

Find a website that offers study or work programmes in different countries.

- What type of programmes do they offer?
- Which programme do you think is the most interesting?



# TRAVEL ABROAD, DISCOVER MORE

A There is no doubt that travelling overseas can be an **enriching** experience. First, you get to travel, **broaden your horizons** and experience other cultures or learn various languages. A programme that gives you the chance to study or work abroad helps you to gain independence and learn new things while getting more experience in a totally different environment. This will **strengthen** your CV and, as many students find, could help you to launch your future professional career. Ninety-seven percent of students who study abroad find a job within twelve months of graduating, and eighty-five percent of them agree that the experience helped them **gain skills** for the job market\*. But don't just take our word for it – read these statements from former participants.



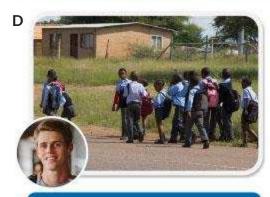
Harvey, studied abroad in Italy.

I'd always dreamed of going to Italy, but I was determined to avoid the really touristy destinations, so I ended up in Pavia for a year. Being part of a small group of foreign students I'd never met before encouraged me to go out and explore on my own. It pushed me out of my comfort zone, and I was constantly being challenged. I was forced to make my own decisions and to find out things for myself. I used to venture out alone and quickly made friends with several local students. I've done my best to keep in touch with them since I came back home. The language classes in particular were hard work, but I've realised now that it's all paid off. I was watching a film in Italian recently, and I could follow it all without subtitles!



Clare, taught English in Thailand.

I searched online and I discovered I could put my language studies to good use by **enrolling** in an English-teaching programme. I started <sup>20</sup> by getting the teaching qualification which the programme offered. It was an amazing opportunity to learn a new skill while making use of the stuff I was studying at uni. Then I spent six months in a town near Bangkok. The contact with the locals was unforgettable, but what I enjoyed most was travelling around. I made the most of every chance the programme <sup>25</sup> offered to go and see new places.



Ethan, volunteered on a building project in South Africa.

Last summer, I spent a month working on a housing project in a remote South African community. My idea was to experience a really different country and to help people. I quickly realised how incredibly blessed I was to have this opportunity to travel there and to see how willing people can make a huge difference to other people's communities. My time was mostly taken up with repairing the fences around the school to keep animals out, and we also did some jobs around the village, like painting and refurbishing houses. My most memorable experience was seeing wild animals I'd only ever seen on TV – I even got to play with elephants!

GLOSSARY
be blessed – mieć szczęście
former participant – były uczestnik
refurbish – odnawiać

### Travel safety · Accidents and emergencies · First aid

- **SPEAK** What is the worst thing that has ever happened to you on holiday?

Match the words from box A to the words from box B to make phrases. Have you experienced any of these problems? Which of them would be the worst to happen on holiday?

car crowded heavy lost plaster upset

В accident beach cast stomach ticket traffic

- **3** Read the texts about travel accidents and answer the auestions.
  - 1 Which of the accidents and emergencies was the most problematic?
  - 2 What would you do in these situations?



Whenever I go on holiday, I take out travel **insurance** in order to be prepared for any **emergency**. But three years ago I learnt, quite painfully, that it's impossible to foresee all

of the **travel mishaps** that may happen. We were on a boat trip, soaking up the sun and having fun. I had all my documents and money in a small bag around my neck. Well, I leaned overboard a bit too much and ... splash! I watched my credit cards, cash and, what is worse, my passport sink out of sight ... I've never lost so many valuable items at once. It took me a whole week to deal with it - instead of relaxing, I was stressed out half of my holiday.

I don't usually **risk safety for** good photographs, but that place was different. We were in a national park, and the view was incredible. So I climbed up a small tree to get

my perfect photo. I suddenly heard a loud cracking sound and the branch I was sitting on broke. I fell down and got quite badly injured. One of the hikers who saw it had a first aid kit with him, and he treated my wounds. Since then, I've always taken a basic medical set with me: two elastic bandages, antiseptic wipes, a tick remover tool and some allergy medicine, just in case.



My best friend and I went to Thailand and Laos for a month. We thought we were well prepared for the trip - we got vaccinated against certain diseases, we took

some **mosquito repellent** and packed the first aid kit pretty well. But on the first day in Bangkok, we ordered some water in the restaurant which wasn't bottled, and we ended up with major **food poisoning**. I had **diarrhoea** for three days and **came out in a** strange **rash**, and my friend was **vomiting** all the time. It was horrible - we even had to change our travel arrangements.

- 4 **KEY WORDS** Match some of the highlighted words and phrases from exercise 3 to definitions 1-7.
  - 1 a substance that keeps certain kinds of insects
  - 2 an illness in which you pass waste from your body too often
  - 3 pay money to get coverage for risks connected with travelling
  - 4 a device used to pull out a kind of insect that is stuck in the skin
  - 5 became covered in small red spots on the skin as a result of illness or allergy
  - 6 minor accidents on holiday
  - 7 a small box with some basic things you might need to treat someone's injuries or illness
- **KEY WORDS** Complete the sentences with some of the highlighted words and phrases from exercise 3.
  - 1 Were you against yellow fever before travelling to Asia?
  - 2 The most item I've lost while on holiday was my wedding ring.
  - 3 I was extremely seasick, and I was during the entire voyage.
  - 4 You need to carry a medical kit in case of
  - 5 I honestly think that risking your a perfect selfie is insane!
  - 6 I had to stay in my hotel room due to the I had after dinner.
  - 7 During the pandemic, I got used to carrying to clean my hands regularly.
- 6 1.08 Listen to four people calling their friends who had problems on holiday. Match texts A-C from exercise 3 to voice messages 1-4. One text matches two messages.
- 2 200
- 3

7 1.09 Which letter is silent in the words from the box? Listen, check and repeat.

> diarrhoea exhausted exhibition ghost heir honest vehicle

**8 SPEAK** Read the instructions and do the task. Student A, look at page 157. Student B, look at page 160.

#### **FAST FINISHERS**

Write five sentences about a nightmare holiday you have had.

### A radio phone-in about good and bad holiday experiences

- SPEAK Name two things you would include in your first aid kit if you went:
  - scuba diving in Egypt,
  - trekking in Indonesia,
  - camping in Masuria (Mazury).
- 2 Read the WATCH OUT box and choose the correct options.
  - 1 My brother *did / made* a reservation on the overnight train.
  - 2 Once I have done / made a decision, I don't usually change my mind.
  - 3 Tom *did / made* his best to keep calm when his plane landed in Grenada, West Indies, rather than Granada, Spain.
  - 4 Paula's really outgoing, so she *did / made* lots of friends very quickly at her new job.
  - 5 Do / Make me a favour and call the reception desk.
  - 6 Irene did / made good use of her time in Greece. She explored a new area every day.

#### WATCH OUT

do vs make

In collocations with do and make, do often focuses on the action itself, whereas make focuses on the result of the action, e.g. do research, do shopping but make a deal, make the bed.

- **KEY WORDS A** Look at sentences 1-6 and match the highlighted phrasal verbs to definitions a-f.
  - **1** Lola and Holly were on a guided tour, but they couldn't **make out** what the guide was saying because there was too much noise.
  - 2 I believe Logan. I don't think he'd make up a story like that. It must be true.
  - **3** Their journey to Alaska was incredible. I wonder if they'll make it into a film.
  - 4 They're planning to do up the backpacker's hostel. It's going to be more modern and comfortable next time we go.
  - 5 Some people want to do away with paper tickets altogether and only have e-tickets.
  - **6** You look exhausted a short holiday will do you good.
  - **a** benefit
  - **b** change something so it becomes something
  - c invent, e.g. an explanation or a lie
  - **d** see, hear or understand something with difficulty
  - e get rid of or replace something
  - f repair, paint and decorate, e.g. a house or room

**4 SPEAK** Describe the photos. How are the people in each photo risking their health or safety? What could happen to them?





1.10 Significant Listen to a radio phone-in about holiday experiences and complete the table.

Name	Destination	Activity
Rosie	1	zip-lining
Oscar	2	3
Jim	Philadelphia, USA	4
Kiara	5	volunteering
Scarlett	6	7

- 6 1.10 Listen again and match speakers 1-5 to statements A-F. There is one extra statement.
  - 1 Rosie 2 Oscar 3 Jim 4 Kiara 5 Scarlett

#### This person

- A was involved in a traffic accident.
- **B** enjoyed an activity so much that he/she did it several times.
- **C** was satisfied with his/her performance.
- **D** liked the countryside in the place.
- **E** had a friend who was out of action for three days.
- **F** made someone really annoyed by their actions.
- **7 SPEAK** Choose two stories from the radio phone-in and say what you would do if you were in these situations.



## FAST FINISHERS

Make a list of unusual/silly/funny things that can potentially go wrong on holiday. Search the Internet if necessary.

### Present and past habits

- **SPEAK** Answer the questions.
  - 1 Do you like going on package tours?
  - 2 What is the biggest mistake you have made while travelling?
- **2** Read the text and answer the questions. Then study the grammar table and find examples of some of the rules in the text.
  - 1 What does it mean that the Aboriginal people were 'nomadic'?
  - 2 In what way were they different from a modern, western civilisation?



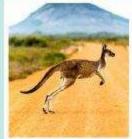
I didn't realise I'd learn so much about the region and the native Australians. For example – did the Aboriginal people use to own Australia? No, because they didn't believe that any individuals should own land. These First Australians used to live a nomadic life. They would move from place to place to avoid using up all the resources of the land. I also learnt that they used to hunt giant kangaroos and wombats. And they didn't use to have personal possessions. They would share all material things. Their lifestyle was completely

different from ours. I really hate the fact that people are always

talking about money and shopping.

The most surprising travel

experience I've had was a trip to Australia. When I decided to go,





### **Key Grammar**

### Present and past habits

To describe present habits, we use the present simple, e.g. Every summer, I spend one week at my grandparents' house.

(Lucas, 19)

To describe past habits we use:

- the past simple when talking about actions/activities and states, e.g. He lived in Canada when he was younger.
- used to when talking about actions/activities and states. e.g. I used to spend holidays in Croatia. We used to be happier.
- would when talking about actions/activities, but not states, e.g. She would visit me every weekend.

BE CAREFUL: When we refer to the duration of the past action/habit or to a particular moment in time, we use the past simple, e.g. I attended tennis classes for a few years.

To describe annoying present habits, we use the **present** continuous with always, e.g. You're always calling me during my French classes.

To describe annoying past habits, we use the past continuous with always, e.g. My younger brother was always taking my tablet without asking.

Grammar Reference ≫ 20 Irregular verbs ≫ 158–159

**3** 1.11 **Example 1** Listen to a conversation and complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

be (x2) book complain tell

- 1 Safi's mum holidays through an agency.
- 2 Flying more expensive.
- 3 There any low-cost airlines.
- 4 Passengers while travelling long distance, for example from Manchester to Paris.
- 5 Safi's parents her to send postcards when they are on holiday.
- 4 Read the post and study the grammar table. Complete the table with examples a-b below.

When I moved to Denmark, a I had to get used to working with their currency, the krone. by I'm used to working out prices like this: 22 krone = €3. (Sylvia, 21)

### **Key Grammar**

#### be/get used to + -ing form

When we talk about present and past habits, we can use: be used to + -ing form when something is or was already familiar, e.g. I'm not used to travelling with my family. 1 get used to + -ing form when something is or was becoming familiar, e.g. I need to get used to having a roommate. <sup>2</sup>

- **5** Correct the mistakes in the sentences.
  - 1 Tom always used taking the bus, but now he's got his driving licence.
  - 2 While Lily was living in Thailand, she had to get used to eat spicy food.
  - 3 We're used to get up early for school now, but we still don't like it!
  - 4 Jeff's not at home now because he gets used to playing basketball on Fridays.
- 6 Translate into English.
  - 1 Back in the 1990s, we (nocowaliśmy) in a tent every summer.
  - 2 (Kiedyś nie brałem) allergy medicine, but now I have to.
  - 3 We are exhausted we (nie jesteśmy przyzwyczajeni do poruszania się) around on foot.
  - 4 Travelling with my mum, I (przyzwyczaiłem się do polowania) for souvenirs.
  - (zawsze bierzesz) such valuable items with you? It's unreasonable.

### **SAST FINISHERS**

Write three sentences about your mum's or dad's annoying habits that you'll never get used to.

### Grammar and vocabulary practice

### **SPEAK** Look at the photos. Which capital cities can you see? What do you know about them?







- Match sentences 1-6 to the sentences a-f which have the same meaning.
  - 1 We no longer buy extra train tickets for our dogs.
  - 2 I'm not used to travelling to far-away places.
  - **3** We couldn't hear her speech very clearly.
  - **4** I soon realised the trip didn't fit my tight budget.
  - **5** The electricity went off during her speech.
  - **6** It annoys me when you spend such vast sums.
  - **a** We couldn't make out what she was saying.
  - **b** We used to pay more when travelling with pets.
  - c There was a power cut while she was speaking.
  - **d** It turned out that I had spent too much on the trip.
  - e I haven't got used to visiting remote destinations.
  - f You're always spending so much money.
- Complete the second sentence so that it means the same as the first one.
  - 1 I can't stand it when Lou talks about his bike. Lou is his bike.
  - 2 I went into the room, but nobody was there. When I entered already left.
  - 3 I still have problems with driving on the right. I'm driving on the right.
  - 4 You called after we decided to enter the programme. We had made \_\_\_\_\_\_ in the programme long before you called.
  - 5 It was rather annoying that Ann volunteered all the time when we were in high school.
    - Ann we were in high school.
  - **6** I reserved the beach house during our chat. While we a reservation for the beach house.
- 4 Complete the sentences with the words from the box. There is one extra word.

do doing had making used was would

- 1 The authorities should \_\_\_\_\_ away with traffic in the city centre.
- 2 Somebody took the suitcase when none of us looking.
- 3 She is always up stories to cover her mistakes, so I don't trust her.
- 4 My parents and I go to the same beach house every single summer.
- 5 I'm not to renting bikes.
- 6 After I got used to commuting, I began to appreciate urban life.

5 Somplete the text with one word in each gap.

Did you know that Berlin <sup>1</sup> to be two separate cities - East Berlin and West Berlin, with a huge wall around the western part? If tourists wanted to cross from West to East, they had to go through the wall at Checkpoint Charlie. This checkpoint 2 in the part of West Berlin controlled by the USA after World War II. On the night of 9 November 1989, as thousands of East Berliners <sup>3</sup> waiting to cross to the West, something they 4 not been allowed to do for over forty years, the order finally arrived to open the checkpoint and let people through. the crowd was streaming through from East to West, people all over the world watched the historic moment on TV. Germany was reunified the following year, and the original guardhouse where people 6 cross at Checkpoint Charlie is now a museum.

- 6 Complete the sentences with the correct forms of the words in brackets.
  - 1 | (always / take) travel insurance, and I can't imagine going on a journey without it.
  - 2 We (not use / spend) such vast sums of money on hotels because we wanted to travel cheaply.
  - 3 Did you (use / get / vaccinate) regularly when you were a child?
  - 4 Before we set off, I really (feel / I / prepare) for any emergency.
  - 5 Teachers (always / push) us to do more than we are actually able to.
  - 6 I admit it hurt a lot when the doctor (treat / wound).
  - 7 When I arrived, it turned out that Tom (not / come out) his room for days.
- **7 SPEAK** Answer the questions.
  - 1 What would make you wiser travelling around the world or reading a few thousand books? Why?
  - **2** Is it better to travel or to get to the destination? Why?
  - 3 In what way(s) is travel education? Why?

## **FAST FINISHERS**

Imagine you are in the year 2050. Write sentences about:

- what your city/town used to look like,
- what your teachers were always doing,
- something you got used to as an adult.

# 9 Writing

### A formal letter of complaint

Dear Sir/Madam.

I am writing to complain about a coach journey operated by your company. I travelled to Lyon on one of your coaches, and I was extremely dissatisfied with the cleanliness standards on the vehicle, which fell short of our expectations.

The journey took place on 21 April. The first thing we noticed while we were waiting at the station was that the coach had not been washed before the trip - it was covered in mud and dirt. As soon as we got on the coach, we realised that the vehicle was equally dirty inside. Nobody had emptied the rubbish bins or cleaned the floor. As if that was not enough, the on-board toilet had not been prepared for the journey and it was giving off an unpleasant smell during the entire trip. We were not the only ones who were unhappy with the standards, but the driver ignored all of our requests to address the issue of the appalling odour. When we arrived at our destination, he did not even apologise. I would appreciate it if the matter was resolved as soon as possible. First of all, the coach should be either put out of service or properly cleaned so that the situation is not repeated on our way back. Moreover, due to this inconvenience, I believe the fares we paid should be refunded. I am waiting for a prompt reply. Yours faithfully,

### **SPEAK** Answer the questions.

Have you ever

Graham Jones

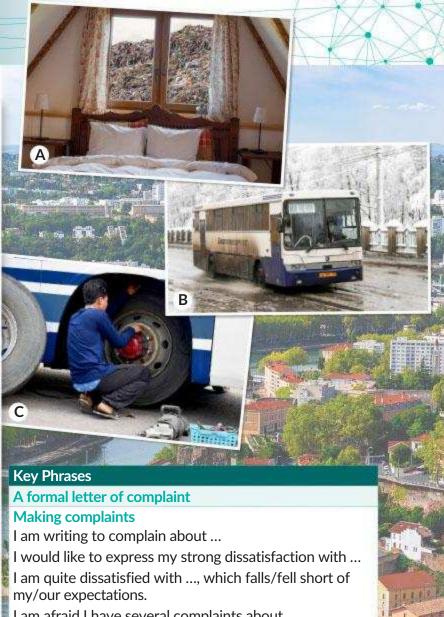
- filed a written complaint?
- got a refund?
- been given very poor service?
- received a formal apology?

#### **2** Read the letter and answer the questions.

- 1 Which photograph shows the situation described in the email?
- **2** What would you do in such a situation?
- **3** What should the coach company do?

#### **3** Read the letter again and tick what the author writes about.

- a what he didn't like about the journey
- **b** how the situation was handled
- c other people's complaints
- **d** the amount of refund he had received
- e his expectations towards the company
- f the return back home



I am afraid I have several complaints about ...

We were very disappointed with ...

To make matters/the matter worse, ...

As if that was/were not enough, ...

We were not the only ones who were unhappy with ... The manager refused to listen to our concerns.

#### **Demanding action**

Firstly, I would appreciate it if (you provided me with a full explanation).

In this situation, I expect an apology.

I expect to see this problem resolved as soon as possible.

Secondly, I believe that due to this inconvenience the payments should be refunded.

I would be most grateful for your support in resolving this urgent issue.

#### **Reporting events**

By the time I/we ...,

As soon as I/we ....

It was not long before ...

It was then that I realised ...

At first I was (scared), but ...

It felt like / It was like ...

Eventually, / In the end, ...

The worst part was that ...

It is hard to believe, but then ...

When we got there, we ...

We were on our way back when ...

It was a terrible experience.

What I remember most is ...

- 4 Study the Key Phrases box on page 16 and complete the sentences.
  - 1 I would be if you could resolve the problem with the lift immediately.
  - 2 The least I expect is a(n) the receptionist for her rude behaviour.
  - 3 I would it if you contacted me directly.
  - 4 I am writing to express my strong with the condition of my hotel room.
  - 5 To make matters , the train was one hour late.
  - connection was very poor.
  - 7 The way you treat your guests falls of expectations.
- Look at photos A and C in exercise 2. For each of them, write one sentence making a complaint and one describing your demand. Use the Key Phrases.
- **6** The writer uses different narrative tenses and linking words of time and sequence to make the order of the events in the story clear. Find the following in the text.
  - 1 examples of the past simple
  - **2** examples of the past continuous
  - 3 examples of the past perfect
  - 4 linking words of time and sequence
- Read the WATCH OUT box and choose the correct options.
  - 1 We went down to the pool afterwards / once we had checked in to the hotel.
  - 2 The bus left *meanwhile / while* we were having breakfast.
  - 3 As soon as / By the time we found out where she was, we took our bikes to go and meet her.
  - 4 My friends had already left by the time / as I arrived.
  - 5 The two men went upstairs and after / then we heard lots of shouting.
  - 6 As / At first we were getting off the bus, Karim slipped and fell over.
  - 7 The train was leaving in an hour's time. During / Meanwhile, we went to get something to drink.

#### WATCH OUT Linking words of time and sequence

We use linking words and phrases of time and sequence to order events in a narrative, e.g. when, at first, as, by the time, then, after that, afterwards, during, while, once, as soon as, meanwhile. 8 Do the writing task. Follow the steps in the Writing Planner.

Podczas wakacyjnego kursu językowego w Londynie wybrałeś się / wybrałaś się\* na dwudniową wycieczkę do Oksfordu, która okazała się ogromnym rozczarowaniem. Napisz do organizatora wyjazdu list formalny z zażaleniem (200–250 słów), opisując problemy, jakie Cię spotkały podczas wycieczki, oraz domagając się odpowiedniego zadośćuczynienia.



#### WRITING PLANNER



#### THINK

Make a list of the problems that occurred during the trip (delayed departure, poor accommodation, terrible food, etc.).

#### **PREPARE**

Organise your notes into four paragraphs:

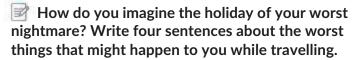
- 1 opening greeting and reason for writing,
- **2** reporting what happened, explaining the problems,
- **3** further details about the problems and your expectations,
- 4 concluding phrase and closing greeting.

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to start and end your letter.

Read your letter and answer the questions:

- Have you included and developed both parts of the instructions?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

### FAST FINISHERS





Think of some unusual or ridiculous travel complaints. If necessary, look for real-life examples on the Internet.

#### **VOCABULARY**

- 1 Complete the sentences with the correct words. Some letters are given.
  - 1 I don't think I could spend my holidays on a solution to describe the spend my holidays on a solution to the spend my holiday of the spend my hol
  - 2 It was supposed to be the holiday of my dreams, but a series of travel m s p ruined it.
  - 3 I used to buy clothes at a flea 2 r 2 t, but now I have no time to look for bargains.
  - 4 Ramsay is in his room with really bad food p i m n n n he can't come to dinner.
  - 5 I can't believe you haven't brought any mosquito r p I t!
  - 6 Let's just stay here for a while and s wup up the atmosphere of the old town, shall we?
  - 7 If you want to go to Asia, you need to get c c n t d against some diseases.
- **2** Choose the correct options.

The Viking Leif Erikson was born around 970. He was probably the first European to visit North America. Animators have his life story into a film. Leif's parents were from Norway, though they were living in Iceland when Leif was born. Later, in 982, his father, Erik the Red, <sup>2</sup> out to Greenland, where he founded a community at Brattahlid. In around 1000, Leif visited Norway, where he converted to Christianity. When he set off on the return journey to Greenland, Leif sailed off-course and ended up in a place he named 'Vinland'. He described the scenery around him as <sup>3</sup> and very fertile. Leif's unexpected <sup>4</sup> paid off, as he travelled back to Greenland with his ship full of grapes and wood and <sup>5</sup> skills he wouldn't otherwise have had. In the 1960s, archaeologists found some Viking ruins in Newfoundland, which they believe might have been the place discovered by Leif nearly a thousand years earlier.

- 1 A become B done
  C made D told
  2 A turned B ventured
  C wondered D risked
- 3 A winding B snowy C remote D stunning B horizon
- C view D resort

  5 A enriched B gained
  C strengthened D broadened

### GRAMMAR

- **3 Gorrect the mistakes in the sentences.** 
  - 1 We asked him what happened, but he kept silent.
  - **2** We decided not to visit the ancient ruins because Lily has seen them before.
  - 3 I couldn't go because I studied for an exam the next day.
  - 4 Don't trust her! She was always making up stories.
  - 5 When Florence was young, her parents use to have a small cottage by the sea.
  - 6 Jo used to do volunteer work in Kenya in 2009.

- 4 Put the verbs in brackets into the correct forms. Use each of these forms once: past simple, past continuous, past perfect, would, used to, be used to and get used to.
  - 1 Where (you / go) for holidays in your childhood?
  - 2 Josh couldn't remember where he (put) my backpack.
  - 3 I didn't pick up because I (listen) to music on my earphones.
  - 4 In the past, I (be) seasick quite often, but the problem has somehow disappeared.

  - 6 Due to the weather change, we (not follow) the itinerary.
  - 7 (you / make) your own travel arrangements or is it something new to you?

# USE OF ENGLISH 1 2 3 4 5 6 7 8

- 5 Complete the second sentence with up to four words so that it means the same as the first one. Use the words in capitals.
  - 1 We hadn't finished packing when the taxi arrived. WERE
  - We \_\_\_\_\_ the taxi arrived.2 My sister usually travels with a rucksack. USED My sister \_\_\_\_\_ with a rucksack.
  - 3 We wanted to sleep in a castle because it was something new. NEVER
    We wanted to sleep in a castle because
  - done it before.4 I could ski after my first week at the ski resort.LEARNT
    - By the end of my first week at the ski resort, I to ski.
  - 5 During our visit to the theme park, I got sick. VISITING
    - I got sick the theme park.
  - 6 In the past, we often met in that café. TO We in that café.
- 6 Translate into English.
  - 1 I \_\_\_\_\_\_ (nigdy nie wykupowałem) travel insurance until I got sick two years ago and had to pay for treatment abroad.
  - 2 I don't need a car I am (przyzwyczajony do poruszania się) on foot.
  - 3 We chose the hotel because of the swimming pool, but they \_\_\_\_\_\_ (remontowali go) during our entire stay.

  - 5 I told the police officer that I (zgubiłem wartościowe rzeczy) together with that bag.
  - 6 I don't think I will ever (przyzwyczaję się do wpadania na) my ex-girlfriend.

#### READING

- Read the texts and choose the correct options in 1-4. Then complete sentences 5-7.
  - 1 The writer starts by pointing out
    - A a conversation she had with someone.
    - **B** a mistaken idea that many people have of her job.
    - C a fact about travel writers.
    - **D** a criticism that many travel writers make about their iob.
  - 2 In the second paragraph, the writer describes
    - A the type of media she often uses to publish her
    - **B** an aspect of her work that she has never enjoyed.
    - **C** how frequently she travels.
    - **D** a kind of job she is often asked to do.
  - 3 In the third paragraph, the author admits that
    - A she has often stayed in excellent accommodation.
    - **B** she doesn't try to learn the local language.
    - C she doesn't like sleeping in low-quality accommodation.
    - **D** she always looks for top-quality places to stay.
  - 4 The writer uses the example of TripAdvisor
    - A to show how easy it is to get started as a travel
    - **B** as an example of a place to publish your work.
    - C to suggest where new travel writers can get exposure.
    - **D** to illustrate how difficult it is for travel writers nowadavs.
  - were going to take part in the trip: Jip, Polynesia and Chee-Chee.
  - **6** The author's came to say goodbye
  - 7 During the voyage, Matthew Mugg was supposed the Doctor's household.

#### WRITING

8 Read the instructions and do the task.

Niedawno wybrałeś/wybrałaś sie w podróż do kurortu polecanego przez Twój ulubiony portal turystyczny. Niestety, miejsce bardzo Cię rozczarowało, a opis przedstawiony na portalu był niezgodny z prawdą. Napisz do redakcji list z zażaleniem (200–250 słów), w którym opiszesz problemy napotkane w trakcie pobytu w kurorcie oraz przedstawisz swoje oczekiwania w związku z wprowadzeniem Cię w błąd.



### THE BEST JOB IN THE WORLD?

Everyone I meet says it. 'Oh. that must be the best job in the world.' In many ways, it is a wonderful job. I get to travel to lots of far-flung locations around the world and I write about them. The truth is very different, however. Travel writing is very hard work, badly paid and extremely competitive.

As a freelance travel writer, you probably make about one trip a week. A lot of the work you're asked to do is so-called 'press trips'. That is, you have been invited by a hotel, a holiday company or a tourist board to a certain place on the understanding that you write nice things about it. This type of work has become very common in the last few years, especially on social media. Essentially, you've gone to a place you didn't choose to go to, where you hang out with people you have never met before, and you have to be polite about the whole experience. It's not so bad the first few times, but after a while it ends up being a bit soul-destroying.

Then there's the accommodation and transport. As a travel writer, you have to make all the reservations and do all the research yourself. Of course, you also have to try everything in order to appeal to a wide range of people. This means I've slept in five-star hotels on very rare occasions, but it also means staying at hostels with primitive facilities for guests in locations where you don't even speak the local language. You might travel in business class, but that's very unusual, so you have to be willing to take taxis, buses, trains, scooters and other diverse means of transport to get around, sometimes at the risk of your own personal safety! That also means endless hours' waiting around in airports and stations. Salaries in journalism in general have not risen for many years, and in travel writing, they've actually decreased. A lot of travel writing on the Internet is in exchange for nothing more than 'exposure' — your name and photo will be at the top of the article. But of course, 'exposure' doesn't pay the bills. Nowadays, with travel websites like TripAdvisor, where travellers write about their experiences in the review sections. as a travel writer you're competing with people who do your job for free! Still interested? Travel writing is certainly not the best job in the world. But despite all the difficulties, if you love travelling and writing, there's really nothing better.

Two days after that we had all in readiness for our departure. On this voyage Jip begged so hard to be taken that the Doctor finally gave in and said he could come. Polynesia and Chee-Chee were the only other animals to go with us. Dab-Dab was left in charge of the house and the animal family we were to leave behind. Of course, as is always the way, at the last moment we kept remembering things we had forgotten; and when we finally closed the house up and went down the steps to the road, we were all burdened with armfuls of odd packages.

Halfway to the river, the Doctor suddenly remembered that he had left the stock-pot boiling on the kitchen-fire. However, we saw a blackbird flying by who nested in our garden, and the Doctor asked her to go back for us and tell Dab-Dab about it.

Down at the river-wall we found a great crowd waiting to see us off. Standing right near the gang-plank were my mother and father. I hoped that they would not make a scene, or burst into tears or anything like that. But as a matter of fact they behaved quite well – for parents. My mother said something about being sure not to get my feet wet; and my father just smiled a crooked sort of smile, patted me on the back and wished me luck. Goodbyes are awfully uncomfortable things and I was glad when it was over and we passed on to the ship. We were a little surprised not to see Matthew Mugg among the crowd. We had felt sure that he would be there; and the Doctor had intended to give him some extra instructions about the food for the animals we had left at the house.

At last, after much pulling and tugging, we got the anchor up and undid a lot of mooring-ropes. Then the *Curlew* began to move gently down the river with the out-running tide, while the people on the wall cheered and waved their handkerchiefs.

from The Voyages of Doctor Dolittle by Hugh Lofting (published 1922)

### 1.2 Past tenses: past simple, past continuous, past perfect

#### **PAST SIMPLE**

Czas past simple (druga forma czasownika, w czasownikach regularnych: końcówka -ed) stosujemy do opisu:

- czynności, które wydarzyły się w określonym momencie w przeszłości, np.: I ran into a girl from our school during my holiday in Iceland last summer.
- zdarzeń, które przerwały jakąś czynność, np. Sinead was hunting for souvenirs when someone stole her purse.

Affirmative	Negative
He visited five countries last year.	They didn't take any photos of the city skyline.
Yes/No questions	Short answers
Did she go backpacking?	Yes, she did. / No, she didn't.
Wh- questions	Subject questions
What did you buy at the flea market?	Who chose this tour company?

Określenia czasu typowe dla past simple to m.in.: yesterday, the day before yesterday, (two days) ago, last (summer), at (Christmas/6 pm), on (5 November), in (May/2020), then, when, afterwards.

#### **PAST CONTINUOUS**

Czas past continuous (was/were + czasownik z końcówką -ing) stosujemy do opisu czynności:

- trwających w określonym momencie w przeszłości, np. I was talking to my boss when you called me in the morning.
- będących tłem dla innych czynności, np.
  The sun was shining bright when Tyler left for work.
- przerwanych przez inne czynności, np.
   We were admiring the stunning scenery when there was a loud bang.

Affirmative	Negative
I was wandering around the old town. You were saving up for a trip to Miami.	She wasn't complaining about the service.  We weren't staying at a B&B.
Yes/No questions	Short answers
Was he travelling solo?	Yes, he was. / No, he wasn't.
Were they packing their suitcases?	Yes, they were. / No, they weren't.
Wh- questions	Subject questions
Why were you arguing?	How many people were sunbathing by the pool?

Określenia czasu typowe dla past continuous to m.in.: in the (evening), at (10 am), at that time, then, when, while, as.

#### **PAST PERFECT**

Czas past perfect (had + past participle) opisuje zdarzenia, które miały miejsce przed innymi zdarzeniami z przeszłości, np.

The kids wanted to go to the zoo even though we had been there many times before.

Affirmative	Negative
We had visited the science museum by then.	He hadn't travelled with a low-cost airline before.
Yes/No questions	Short answers
Had he ever rented a car?	Yes, he had. / No, he hadn't.
Wh- questions	Subject questions
What had you bought by the time we met for lunch?	Who had eaten octopus before?

Określenia czasu typowe dla past perfect to m.in.: by the time, by then, by (two o'clock/Monday/April/1999), ever, never, already, before, after.

#### 1.7 Present and past habits

Czynności powtarzalne i zachowania charakterystyczne dla konkretnych osób – teraz lub w przeszłości – można w języku angielskim opisać za pomocą różnych czasów i konstrukcji gramatycznych.

- Za pomocą czasów present simple i past simple opisujemy czynności i stany powtarzające się w teraźniejszości lub w przeszłości, w tym przyzwyczajenia i nawyki, np.: We always take out travel insurance before going abroad. When I was in Rimini, I went swimming every day.
- Za pomocą czasów present continuous i past continuous opisujemy teraźniejsze lub przeszłe powtarzalne zachowania, które nas irytują, np.:

  You're always complaining about everything

You're always complaining about everything.

My flatmates were always making a lot of noise in the morning, so I eventually moved out.

#### UWAGA

W mowie potocznej *always* może zostać zastąpione przez *forever*, np. *They are forever talking about their honeymoon*.

 Za pomocą konstrukcji used to + bezokolicznik opisujemy powtarzalne czynności i stany z przeszłości, w tym przyzwyczajenia i nawyki, np.:

I used to hate driving, but now I don't mind it.

 Za pomocą konstrukcji would + bezokolicznik opisujemy powtarzalne czynności i zachowania (nie stany) z przeszłości. Forma ta jest powszechnie używana m.in. w odniesieniu do sytuacji, o których myślimy z rozrzewnieniem, i występuje tylko w zdaniach twierdzących, np.: Mum would always ask Grandma for advice before making an important decision.

#### **UWAGA!**

Informację o czasie trwania czynności powtarzalnej z przeszłości można zawrzeć jedynie w zdaniu w czasie past simple, np. I practised this song every day for two weeks.

 Za pomocą konstrukcji: be used to + czasownik z -ing (być przyzwyczajonym do robienia czegoś) oraz get used to + czasownik z -ing (przyzwyczajać się do robienia czegoś) opisujemy przyzwyczajenia w różnych czasach gramatycznych, np.:

The young dancer wasn't used to performing in front of such large audiences.

Sooner or later, you'll get used to the cold weather.

#### **UWAGA!**

Po be used to i get used to może wystąpić również rzeczownik, np. He needs time to get used to his new phone.

#### - KEY WORDS

VO	CABULARY 1 🧥 M	P3 01
beyond the horizon	/bɪˌjɒnd ðə həˈraɪzən/	poza horyzont
breathtaking view	/ˌbreθteɪkɪŋ ˈvjuː/	widok zapierający
		dech w piersiach
city skyline	/ˌsɪti ˈskaɪlaɪn/	panorama miasta
crystal clear	/ˌkrɪstəl ˈklɪə/	przejrzysty,
		kryształowo czysty
deserted beach	/dı¸zɜːtɪd ˈbiːtʃ/	opuszczona plaża
discover tourist	/dıˌskʌvə ˈtʊərɪst	odkrywać atrakcje
attractions	ə <sub>,</sub> trækʃənz/	turystyczne
fabulous	/ˈfæbjʊləs/	bajeczny, wspaniały
flea market	/ˈfliː ˌmaːkɪt/	pchli targ
get one's adrenaline	/ˌget wʌnz əˈdrenəlin	podnieść poziom
pumping	.p/mpin/	adrenaliny
get around on foot	/ get ə raond on 'fot/	poruszać się pieszo
go to a local theme	/ˌgəʊ tu ə ˌləʊkəl ˈθiːm	iść do lokalnego parku
park	pa:k/	rozrywki
hunt for souvenirs	/ˌhʌnt fə ˌsuːvəˈnɪəz/	polować na pamiątki
itinerary	/aıˈtɪnərəri/	plan podróży
(not) fit one's budget	/(ˌnɒt) ˌfit wʌnz ˈbʌdʒit/	(nie) mieścić się
(i.e., iie eiie e baaget	, (1.1.2.) 1.1.2.11.11.2	w budżecie
remote destination	/rɪˌməʊt ˌdestɪˈneɪʃən/	odległy cel podróży
rent a bike	/ˌrent ə ˈbaɪk/	wypożyczyć rower
run into	/ˌrʌn ˈintuː/	napotkać, wpaść
	/ <sub>[</sub> //	na (kogoś)
snowy peaks	/ˌsnəʊɪ ˈpiːks/	ośnieżone szczyty
soak up the	/ˌsəʊk ʌp ði	chłonąć
atmosphere	'ætməsfiə/	atmosfere
spend vast sums	/ˌspend ˌva:st ˈsʌmz/	wydawać ogromne
		kwoty
staycation	/steɪˈkeiʃən/	wakacje spędzane w domu lub w kraju
struggle with	/ˈstrʌgəl wɪð/	mieć problem z
stunning scenery	/ˌstʌnɪŋ ˈsiːnəri/	oszałamiająca sceneria
take forever	/ˌteɪk fəˈrevə/	ciągnąć się w nieskończoność
travel arrangements	/ˈtrævəl əˌreɪndʒmənts/	ustalenia organizacyjn podróży
visit popular resorts	/ˌvɪzɪt ˌpɒpjʊlə rıˈzɔ:ts/	odwiedzać popularne kurorty
wander around	/ˌwɒndər əˈraʊnd/	spacerować
winding streets	/waindin 'stri:ts/	kręte uliczki
G	RAMMAR 1 🔥 MP	3 02
city break	/ˌsɪti ˈbreɪk/	krótkie wakacje w innym mieście
dream spot	/ˌdri:m ˈspɒt/	wymarzone miejsce
ferry	/ˈferi/	prom
9	PEAKING MP3	03
annoyance	/əˈnɔɪəns/	irytacja, złość
luggage locker notification	/ˈlʌgɪdʒ ˌlɒkə/	schowek na bagaż
	/ˌnəʊtɪfɪˈkeɪʃən/	powiadomienie
recurring (problem)	/rıˌkɜːrɪŋ (ˈprɒbləm)/	powtarzający się (problem)
	READING 6 MP3	04
array of sth	/əˈreɪ əv ˌsʌmθɪŋ/	szeroki wachlarz, wybór czegoś
benefit sb/sth	/ˈbenɪfɪt ˌsʌmbədi/ˌsʌmθɪŋ/	
broaden one's	/ˌbrɔ:dən ˌwʌnz	poszerzyć swoje
horizons	hə <sup>'</sup> raıznz/	horyzonty
challenge	/'tʃæləndʒ/	stanowić sprawdzian
amula a al-1	/1	czegoś, mobilizować
cruise ship	/ˈkruːz ʃip/	statek wycieczkowy
comfort zone	/ˈkʌmfət zəʊn/	strefa komfortu
	(minloiment are capital	perspektywy
employment prospect	3/IIII pioiiiiaiit pia,spekts/	
		zatrudnienia
employment prospect	/ınˈrɪtʃ/	zatrudnienia wzbogacać
		zatrudnienia

/ˌgeɪn ˈskɪlz/

/ˌlɔ:ntʃ (ə kəˈrɪə)/

/'memərəbəl/

make the most of sth  $\,\,$  /,meik ðə 'məʊst əv ˌsʌm $\theta$ ıŋ/ wykorzystać coś jak

zdobyć umiejętności

inconvenience

odour

prompt

refund

/ˌinkənˈviːniəns/

/ˈəʊdə/

/prompt/

/ˈriːfʌnd/

rozpoczynać (karierę)

najlepiej

niezapomniany, pamiętny

gain skills

memorable

launch (a career)

pay off	/_pei 'pf/	opłacać się
strengthen	/ˈstreŋθən/	wzmacniać
testimonial	/ˌtestɪˈməʊnɪəl/	rekomendacja
touristy	/ˈtʊərɪsti/	nastawiony na turystów
travel overseas	/ˌtrævəl ˌəʊvəˈsi:z/	podróżować za granicę
undergo	/ˌʌndəˈgəʊ/	przejść (coś), zaznać/
	/ 16 . 1 . 1 /	doświadczyć (czegoś)
venture out	/ˌventʃər ˈaʊt/	odważyć się wyjść z domu
willing	/ˈwɪlɪŋ/	chętny, pełen zapału
V	OCABULARY 2 🧳	MP3 05
antiseptic wipes	/ˌæntiˌseptɪk ˈwaɪps/	chusteczki antyseptyczne
be seasick	/ˌbi ˈsiːˌsɪk/	cierpieć na chorobę morską
come out in a rash	/ˌkʌm ˌaʊt ın ə ˈræʃ/	dostać wysypki
coverage	/ˈkʌvərɪdʒ/	okoliczności objęte polisą
00101480	,,,	ubezpieczeniową
diarrhoea	/ˌdaɪəˈrɪə/	biegunka
emergency	/ıˈmɜːdʒənsi/	nagły wypadek
first aid kit	/ˌfɜ:st ˌeɪd ˈkɪt/	apteczka pierwszej pomocy
food poisoning	/ˈfuːd ˌpɔɪzənɪŋ/	zatrucie pokarmowe
foresee	/fɔːˈsiː/	przewidzieć
insane	/ınˈseɪn/	szalony
lean (overboard)	/ˌliːn (ˈəʊvəbɔːd)/	wychylać się (za burtę)
lose valuable items	/ˌluːz ˌvæljʊəbəl ˈaɪtəmz/	stracić cenne przedmioty
mosquito repellent	/məˈskiːtəʊ rɪˌpelənt/	środek odstraszający komary
pandemic	/pæn'demik/	pandemia
risk one's safety	/ˌrɪsk ˌwʌnz ˈseɪfti	ryzykować swoje
for sth	fə ˌsʌmθɪŋ/	bezpieczeństwo dla czegoś
take out travel	/ˌteɪk aʊt ˈtrævəl	wykupić ubezpieczenie
insurance	ın,ʃʊərəns/	podróżne
tick remover tool	/ˈtɪk rɪˌmuːvə tuːl/	narzędzie do usuwania
		kleszczy
travel mishap	/ˈtrævəl ˌmɪshæp/	niefortunny wypadek
		podczas podróży
treat (one's wounds/	/ˌtriːt (ˌwʌnz ˈwuːndz/	udzielić pomocy medycznej,
injuries/illnesses)	'ındʒərız/'ılnəsız)/	leczyć (czyjeś rany/urazy/
		choroby)
vaccinated	/'væksineitid/	zaszczepiony
	d	
vomit	/'vpmit/	wymiotować
	/'vpmit/ /jeləʊ 'fi:və/	
vomit	/jeləʊ ˈfiːvə/	wymiotować
vomit yellow fever	/jeləʊˈfiːvə/	wymiotować żółta febra 1P3 06
vomit yellow fever  do away with sth	/ jeləʊ 'fi:və/  LISTENING	wymiotować żółta febra 1P3 06 pozbyć się czegoś
vomit yellow fever	/jeləʊˈfiːvə/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry
vomit yellow fever  do away with sth	/ jeləʊ 'fi:və/  LISTENING	wymiotować żółta febra 1P3 06 pozbyć się czegoś
vomit yellow fever  do away with sth	/ jeləʊ 'fi:və/  LISTENING	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś
vomit yellow fever  do away with sth do sb good	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal	/ jeləʊ 'fi:və/  LISTENING N  / du: ə'wei wið 'sʌmθiŋ/ / du: ˌsʌmbədi 'gʊd/  / du: 'ʌp/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə 'di:l/ /,meik 'aʊt/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə 'di:l/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə'di:l/ /,meik 'aʊt/ /'meik ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə'di:l/ /,meik 'aʊt/ /'meik ˌsʌmθiŋ ˌintə/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining	/,jelao 'fi:va/  LISTENING N  /,du: a'wei wið 'sʌmθiŋ/ /,du: 'sʌmbədi 'god/  /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik a 'di:l/ /,meik 'aʊt/ /'meik 'sʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wıð 'sʌmθıŋ/ /,du: 'sʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaɪdıd 'tʊə/ /,meɪk ə'di:l/ /,meɪk 'aʊt/ /'meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wıð 'sʌmθıŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaɪdɪd 'tʊə/ /,meɪk ə'di:l/ /,meɪk 'aʊt/ /'meɪk ˌsʌmθɪŋ ˌıntə/ /,meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2 /'kʌrənsi/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07 waluta
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: ˌsʌmbədi 'gʊd/  /,gaidid 'tʊə/ /,meik ə'di:l/ /,meik 'aʊt/ /'meik ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wið 'sʌmθıŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaɪdɪd 'tʊə/ /,meɪk ə 'di:l/ /,meɪk 'aʊt/ /'meɪk ˌsʌmθɪŋ ˌıntə/ /,meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlaɪn/ /nəʊ'mædɪk/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik 'aʊt/ /'meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/ /nəʊˈmædik/ /'pækidʒ tʊə/	wymiotować żółta febra  1P3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wið 'sʌmθıŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: 'ʌp/ /,gaɪdɪd 'tʊə/ /,meɪk ə 'di:l/ /,meɪk 'aʊt/ /'meɪk ˌsʌmθɪŋ ˌıntə/ /,meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlaɪn/ /nəʊ'mædɪk/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wið 'sʌmθıŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: ˌsʌmbədi 'gʊd/  /,gaɪdɪd 'tʊə/ /,meɪk a'di:l/ /,meɪk 'aʊt/ /'meɪk ˌsʌmθɪŋ ˌintə/ /,meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlaɪn/ /nəʊ'mædɪk/ /'pækɪdʒ tʊə/  SE OF ENGLISH	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: ˌsʌmbədi 'gʊd/  /,du: ˈʌp/ /,gaidid 'tʊə/ /,meik ə 'di:l/ /,meik 'aʊt/ //meik ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/ /nəʊˈmædik/ /'pækidʒ tʊə/  SE OF ENGLISH /'tʃek,pɔint/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  US checkpoint	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'weı wið 'sʌmθıŋ/ /,du: ˌsʌmbədi 'gʊd/  /,du: ˌsʌmbədi 'gʊd/  /,gaɪdɪd 'tʊə/ /,meɪk a'di:l/ /,meɪk 'aʊt/ /'meɪk ˌsʌmθɪŋ ˌintə/ /,meɪk 'ʌp/ /'zɪp laɪnɪŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlaɪn/ /nəʊ'mædɪk/ /'pækɪdʒ tʊə/  SE OF ENGLISH	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  US checkpoint commute	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik 'aʊt/ /'meik 'ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/ /nəʊˈmædik/ /'pækidʒ tʊə/  SE OF ENGLISH /'tʃekˌpɔint/ /kəˈmju:t/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08 posterunek, punkt kontrolny dojeżdżać do pracy
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə 'di:l/ /,meik 'aʊt/ /'meik ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/ /nəʊˈmædik/ /'pækidʒ tʊə/  SE OF ENGLISH /'tfekˌpɔint/ /kəˈmju:t/ /'gɑːdˌhaʊs/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut	/,jeləʊ 'fi:və/  LISTENING N /,du: ə'wei wið 'sʌmθiŋ/ /,du: 'ʌp/ /,gaidid 'tʊə/ /,meik ə 'di:l/ /,meik 'aʊt/ /'meik ˌsʌmθiŋ ˌintə/ /,meik 'ʌp/ /'zip lainiŋ/  GRAMMAR 2 /'kʌrənsi/ /,ləʊˌkɒst 'eəˌlain/ /nəʊˈmædik/ /'pækidʒ tʊə/  SE OF ENGLISH /'tfekˌpɔint/ /kə'mju:t/ /'gɑ:dˌhaʊs/ /'paʊə kʌt/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify	/ jeləʊ ˈfi:və/  LISTENING N / ,du: əˈwei wið ˈsʌmθiŋ/ / ,du: ˌsʌmbədi ˈgʊd/  / ,du: ˌsʌmbədi ˈgʊd/  / ,du: ˌsʌmbədi ˈgʊd/  / ,du: ˌsʌmbədi ˈgʊd/  / ,gaidid ˈtʊə/ / ,meik ˈaʊt/ / ˈmeik ˌsʌmθiŋ ˌintə/ / ,meik ˈʌp/ / ˈzip lainiŋ/  GRAMMAR 2 / ˈkʌrənsi/ / ,ləʊˌkost ˈeəˌlain/ / nəʊˈmædik/ / ˈpækidʒ tʊə/  SE OF ENGLISH / ˈtʃekˌpɔint/ / kəˈmju:t/ / ˈgɑ:dˌhaʊs/ / ˈpaʊə kʌt/ / ri: ˈju:nifai/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream	/ jeləʊ ˈfi:və/  LISTENING N / ,du: əˈwei wið ˈsʌmθiŋ/ / ,du: ˌsʌmbədi ˈgʊd/  / ,du: ˌsʌmbədi ˈgʊd/  / ,gaidid ˈtʊə/ / ,meik ə ˈdi:l/ / ,meik ˈaʊt/ / ˈmeik ˌsʌmθiŋ ˌintə/ / ,meik ˈʌp/ / ˈzip lainiŋ/  GRAMMAR 2 / ˈkʌrənsi/ / ,ləʊˌkɒst ˈeəˌlain/ / nəʊˈmædik/ / ˈpækidʒ tʊə/  SE OF ENGLISH / ˈtʃekˌpɔint/ / kəˈmju:t/ / ˈˈgɑːdˌhaʊs/ / ˈpaʊə kʌt/ / ri: ˈju:nifai/ / stri:m/ / ,tɜ:n ˈaʊt/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out	/ jeləʊ ˈfi:və/  LISTENING N / du: əˈwei wið ˈsʌmθiŋ/ / du: ˈʌp/ / gaidid ˈtʊə/ / meik aˈdi:l/ / meik ˈaʊt/ / ˈmeik ˌsʌmθiŋ ˌintə/ / meik ˈʌp/ / ˈzip lainiŋ/  GRAMMAR 2 / ˈkʌrənsi/ / ˌləʊˌkost ˈeəˌlain/ / nəʊˈmædik/ / ˈpækidʒ tʊə/  SE OF ENGLISH / ˈtʃekˌpɔint/ / kəˈmju:t/ / ˈgɑːdˌhaʊs/ / ˈpaʊə kʌt/ / ri: ˈju:nifai/ / stri:m/ / ˌtɜːn ˈaʊt/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out	/ jeləʊ ˈfi:və/  LISTENING N / ,du: əˈwei wið ˈsʌmθiŋ/ / ,du: ˈʌp/ / ,gaidid ˈtʊə/ / ,meik ə ˈdi:l/ / ,meik ˈaʊt/ / ˈmeik ˌsʌmθiŋ ˌintə/ / /meik ˈʌp/ / ˈzip lainiŋ/  GRAMMAR 2 / ˈkʌrənsi/ / ,ləʊˌkɒst ˈeəˌlain/ / nəʊˈmædik/ / ˈpækidʒ tʊə/  SE OF ENGLISH / ˈtʃekˌpɔint/ / kəˈmju:t/ / ˈˈgɑːdˌhaʊs/ / ˈpaʊə kʌt/ / ri:ˈju:nifai/ / stri:m/ / ˌtɜːn ˈaʊt/  WRITING M / əˈpɔ:liŋ/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się  P3 09  przerażający, okropny
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out  appalling fall short of (one's	/ jelao 'fi:va/  LISTENING N / du: a'wei wið 'samðin/ / du: 'ap/ / gaidid 'toa/ / meik a'di:l/ / meik 'aot/ / 'meik samðin inta/ / meik 'ap/ / 'zip lainin/  GRAMMAR 2 / 'karansi/ / lao kost 'ea lain/ / nao 'mædik/ / 'pækidz toa/  SE OF ENGLISH / 'tfek,point/ / ka' mju:t/ / 'ga:d,haos/ / paoa kat/ / ri: 'ju:nifai/ / stri:m/ / tzin 'aot/  WRITING M / a'po:lin/ / fo:l 'fo:t av (wanz	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się  P3 09  przerażający, okropny nie spełniać (czyichś
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out  use appalling fall short of (one's expectations)	/ jeləo 'fi:və/  LISTENING N / ,du: ə'weı wıð 'sʌmθıŋ/ / ,du: ˌsʌmbədi 'god/  / ,du: ˌsʌmbədi 'god/  / ,du: ˌsʌmbədi 'god/  / ,gaıdıd 'tʊə/ / ,meık a'di:l/ / ,meik 'aot/ / 'meik ˌsʌmθɪŋ ,ıntə/ / ,meik 'ʌp/ / 'zıp laınıŋ/  GRAMMAR 2 / 'kʌrənsi/ / ,ləʊˌkɒst 'eəˌlaın/ / nəʊˈmædık/ / 'pækıdʒ tʊə/  SE OF ENGLISH / 'tfekˌpɔɪnt/ / kə'mju:t/ / 'gɑːdˌhaʊs/ / 'paʊə kʌt/ / ri: 'ju:nɪfaɪ/ / stri:m/ / ,tɜ:n 'aʊt/  WRITING M / ə'pɔ:lɪŋ/ / fɔ:l 'ʃɔ:t əv (ˌwʌnz ˌekspek'teʃənz)/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się  P3 09  przerażający, okropny nie spełniać (czyichś oczekiwań)
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out  appalling fall short of (one's expectations) fare	/ jelao 'fi:va/  LISTENING N / du: a'wei wið 'samðin/ / du: 'sambadi 'god/  / du: 'sambadi 'god/  / du: 'sambadi 'god/  / du: 'sambadi 'god/  / gaidid 'toa/ / meik a'di:l/ / meik 'aot/ / meik 'samðin inta/ / meik 'ap/ / 'zip lainin/  GRAMMAR 2 / 'karansi/ / lao kost 'ea,lain/ / nao'mædik/ / 'pækidʒ toa/  SE OF ENGLISH / 'tfek,point/ / ka'mju:t/ / 'ga:d,haos/ / 'paoa kat/ / ri: 'ju:nifai/ / stri:m/ / ts:n 'aot/  WRITING M / a'po:lin/ / fo:l 'jo:t av (wanz ekspek'tejanz)/ / fea/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się  P3 09  przerażający, okropny nie spełniać (czyichś oczekiwań) opłata, taryfa
vomit yellow fever  do away with sth do sb good  do up guided tour make a deal make out make sth into make up zip-lining  currency low-cost airline nomadic package tour  checkpoint commute guardhouse power cut reunify stream turn out  use appalling fall short of (one's expectations)	/ jeləo 'fi:və/  LISTENING N / ,du: ə'weı wıð 'sʌmθıŋ/ / ,du: ˌsʌmbədi 'god/  / ,du: ˌsʌmbədi 'god/  / ,du: ˌsʌmbədi 'god/  / ,gaıdıd 'tʊə/ / ,meık a'di:l/ / ,meik 'aot/ / 'meik ˌsʌmθɪŋ ,ıntə/ / ,meik 'ʌp/ / 'zıp laınıŋ/  GRAMMAR 2 / 'kʌrənsi/ / ,ləʊˌkɒst 'eəˌlaın/ / nəʊˈmædık/ / 'pækıdʒ tʊə/  SE OF ENGLISH / 'tfekˌpɔɪnt/ / kə'mju:t/ / 'gɑːdˌhaʊs/ / 'paʊə kʌt/ / ri: 'ju:nɪfaɪ/ / stri:m/ / ,tɜ:n 'aʊt/  WRITING M / ə'pɔ:lɪŋ/ / fɔ:l 'ʃɔ:t əv (ˌwʌnz ˌekspek'teʃənz)/	wymiotować żółta febra  IP3 06  pozbyć się czegoś mieć na kogoś dobry wpływ, dobrze na kogoś podziałać odnowić wycieczka z przewodnikiem zawrzeć umowę, dobić targu zrozumieć przekształcić coś w wymyślić, zmyślić tyrolka, kolejka tyrolska  MP3 07  waluta tania linia lotnicza koczowniczy wycieczka zorganizowana  MP3 08  posterunek, punkt kontrolny dojeżdżać do pracy strażnica, wartownia przerwa w dostawie prądu ponownie zjednoczyć wchodzić tłumnie okazać się  P3 09  przerażający, okropny nie spełniać (czyichś oczekiwań)

niedogodność

zwrot

fetor, nieprzyjemny zapach

szybki, bezzwłoczny



**SPEAK** Look at the photos and read the quote. Discuss the following.



Technology is a useful servant but a dangerous master.

Christian Lous Lange

(Norwegian historian and Nobel Peace Prize winner, 1869-1938)

- Give one advantage and one disadvantage of how technology is being used in each of the photos.
- Imagine you are writing a magazine article entitled 'Future Solutions'. Which of the photos would you choose for the front cover? Why?
- Explain the meaning of the quote, using the examples in the photos. What can be done to prevent technology becoming a dangerous master?



SPEAK Complete the guestions with the correct forms of the verbs from the box. Then answer the questions in pairs. There may be more than one correct answer.

check install post scam set update

- 1 How often do you \_\_\_\_\_\_your social media profiles and comments?
- 2 Have you ever been online or reported something suspicious?
- 3 Do you protect your online accounts by strong passwords?
- 4 When did you last your phone?
- 5 Who antivirus software on your PC?

Read the text and find one piece of information that is false.

### TECHNOLOGY:FACTORFICTION?

- 1 Driverless cars are becoming so efficient that they don't need any human intervention. In the future, humans may be banned from driving altogether.
- 3 Bluetooth®, one of the first wireless technologies, was named after a king of Norway and Denmark who was so fond of blueberries that his teeth turned blue, hence his nickname. Bluetooth® connects anything, from domestic appliances to earbuds, with your mobile devices, just like the king united his warring nations.
- 5 Every minute, over five hundred hours of video material are uploaded to YouTube. If you started watching it today, you still wouldn't have watched all the content by the end of your life.

- 2 In some countries, such as Sweden and the USA, microchip implants, which connect to the Internet, are **embedded** into employees' hands so they can open doors or pay for food at the wave of a hand.
- 4 The latest plans for robots and virtual assistants, such as Siri, Alexa or Cortana, are to make them emotionally interactive, which means they will detect users' moods and respond accordingly.
- 6 Instagram currently hosts over fifty billion photos. If that's too much for you, try using the 'mute' option, which allows you to stop seeing a user's feed without unfollowing them.

### Technology · Adjectives to describe technology

- **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1-9.
  - 1 stores on a server so that it can be accessed over the Internet
  - 2 stop seeing someone's content on social media without unfriending them
  - 3 no longer following someone online
  - 4 fixed in something else (e.g. a surface or an object)
  - 5 very small pieces of silicon that contain the electronic connections to make a computer work and can be inserted into the skin
  - 6 machines or equipment that you have in your home
  - 7 software agents that respond to instructions and do tasks to help the user
  - 8 which interprets and responds to people's emotions (about a computer)
  - **9** cars that can drive themselves
- 4 1.12 Listen to the conversation and complete the message with the correct forms of the highlighted words and phrases from the text.

Guess what! I've spoken to Louis, and he's not going to do the driving licence course. He says it's pointless, as by the time he can afford a car, we'll all be using . We had an interesting discussion about cars being equipped with a 2/2/2 that will be <sup>3</sup> in the car operating system and will interact with the passengers. Louis claims such systems will be 4 and able to detect your mood. It's possible that through wireless technology cars will be connected to our devices, or maybe we will have 5 in our hands so that nobody will be able to operate your car but you.

It got me thinking ... Should we start the driving course at all? Perhaps it makes no sense ... What do you think?

- **KEY WORDS** Match the highlighted adjectives in sentences 1-7 to the adjectives a-g which have a similar meaning.
  - 1 My smartphone is **outdated** it can't support the latest software.
  - 2 The new system is really user-friendly.
  - 3 The most **feasible** explanation is that your licence has run out.
  - 4 The current system is **defective** due to faulty programming.
  - 5 The developments in artificial intelligence are
  - **6** Wired is an online magazine about **cutting-edge** technology.
  - 7 The authorities discussed the availability of broadband technologies in underprivileged areas.
  - a possible
- e old-fashioned
- **b** fascinating
- f high-speed
- c up-to-date d intuitive
- g problematic

- **6** Complete the sentences with the correct forms of the highlighted words and phrases from exercises 2 and 5.
  - 1 Bluetooth® does not need a b does d d d d d n d connection, so it doesn't use any data.
  - 2 There are too many limitations, so none of the solutions is really f @ @ s @ @ I @.
  - 3 The device we bought was d e e e e, and we were forced to return it.
  - 4 Do you have any kitchen a p n e that are operated through Bluetooth®?
  - 5 Keep all your devices m d d through the entire meeting, please.
  - 6 To be honest, I felt hurt when I learnt that Mike had  $\mathbf{u} \circ \mathbf{f} \circ \mathbf{u} \circ \mathbf{d} = \mathbf{d} \circ \mathbf{d} = \mathbf{d} \circ \mathbf{d}$  me.
  - 7 I'm not complaining about the operating system -I just need a PC with a c t g-e e e design.
- **7 SPEAK** Choose one of the predictions below and discuss what life will be like if it comes true.



- 1 By 2040, robots will be recognised as a species.
- 2 By 2026, ten percent of all cars in the USA will be driverless.
- 3 Within the next decade, all of our devices will be emotionally interactive.
- 4 In the near future, babies will have microchip implants embedded in their bodies when they are born.
- **SPEAK** Describe the video still and answer the questions.



- 1 Which of the following do you think inventors have used to make a bionic hand?
- 3-D printer drone remote control electrical tubes fishing line Lego® blocks titan implants
- 2 How might a person with a bionic hand feel?

## FAST FINISHERS

Imagine you could get a bionic hand to help you out in your everyday life, for example with chores, schoolwork, etc. Name three of its functions that would be essential.

### The future

- **SPEAK** Would you like to visit a fortune-teller to learn what the future holds for you? Why/Why not?
- **2** Read the blog from the future and answer the questions.
  - 1 Which subjects are in the author's schedule before lunchtime?
  - 2 How does the author make food?

7:30 AM The smartphone inside my shoulder vibrates and I wake up. Lessons <sup>1</sup> start in thirty minutes. 2 It's going to be a hard session today – my virtual tutor warned me yesterday. He's a decent guy. Next month, <sup>3</sup>we will have been learning together for two years! Anyway, I feel that by lunchtime, <sup>4</sup>I'll have solved hundreds of maths problems and done some virtual experiments. <sup>5</sup>I'll be feeling pretty tired after all that! 1:00 PM The 3-D food printer is on lunch <sup>6</sup> will be ready in no time. Another vibration in my shoulder: my flatmate sends a message to say <sup>7</sup>he's going to have lunch with his girlfriend. I change the printer setting to make less food. 1:45 PM 81'm meeting a classmate at 2 pm, but I've only just finished lunch. I don't want to be late, so 9 I'll take the flying car.

**3** Study the grammar table and match future forms 1-9 from exercise 2 to uses a-i.

#### **Key Grammar**

#### The future

To talk about the future, we use:

- a the present simple for timetabled events, e.g. \_\_\_\_\_,
- b the present continuous for confirmed arrangements. e.g. \_\_\_\_\_,
- c be going to for intentions or plans, e.g. \_\_\_\_\_,
- d will for hopes, expectations and predictions, e.g. \_\_\_\_\_\_\_\_,
- e be going to for predictions based on evidence, e.g. \_\_\_\_\_,
- f will for spontaneous decisions or offers, e.g. ,
- g the future continuous (will + be + -ing) for actions in progress at a future point in time, e.g. \_\_\_\_\_,
- h the future perfect (will + have + past participle) for actions completed by a future point in time, e.g. \_\_\_\_\_,
- i the future perfect continuous (will + have been + -ing) for actions that will continue up to a point in the future, to underline their duration, e.g. .....

Grammar Reference ≫ 36 Irregular verbs ≫ 158–159

4 Choose the correct options to complete the TV guide.

#### **15:00** Sports Live



The afternoon 'starts / is starting / is going to start with football. Our presenters 2 will bring / will be **bringing** / will have brought you their live commentary from Stamford Bridge, where Chelsea <sup>3</sup> plays / is playing / will play Arsenal. 4 Do Chelsea beat / Will

*Chelsea beat | Are Chelsea going to beat* them to win the league? <sup>5</sup> *Does* Jones recover / Will Jones have recovered / Will Jones be recovering from injury in time for the match? Watch and see!

#### **18:00** The Future Programme



Jill Peters, who <sup>6</sup> will have been working / will be working / will work for our station for fifteen years next month, 7 will be presenting / will have been presenting / will have presented some new gadgets from the Technology Now exhibition. She \*interviews / 's going

to interview / will have interviewed top experts on their predictions for next year. What <sup>9</sup> do scientists come up with / are scientists coming up with / will scientists come up with next? By the end of the programme, we 10 are finding out / will be finding out / will have found out who has won the competition.

- Read the WATCH OUT box and complete the mini-dialogues with the correct future forms of the verbs in brackets. There may be more than one correct answer.
  - **1** X: What time are you setting off in the morning?
    - Y: The bus (leave) at 7:30, so I think I (go) around 7:00.
  - 2 X: What are you doing after we've eaten?
    - Y: I (meet) Laura so that we can finish our presentation.
  - **3** X: Do you want to go to the STEM club later?
    - Y: I can't. I'm going home as soon as school (finish).
  - 4 X: So you just pour the liquid into a glass jar and ...
    - **Y:** Watch out! You (spill) it everywhere!
  - **5** X: Do you know that by the end of the month we (work) on this device for four years?
    - Y: Really? I hope we finish before it (become) useless.

#### **WATCH OUT**

#### **Future time clauses**

Remember that we use the present simple or present perfect simple to talk about the future after time expressions such as when, until, after, before and as soon as. We won't find out what we can do until we attempt it. I'll help you when I've finished writing this email.

**6 SPEAK** Make some predictions for 2040. What will the world look like? How will science and technology have advanced by that time?

### **FAST FINISHERS**

Look through the book and find out what you will have learnt by the end of the unit.

### Giving a presentation

**SPEAK** Are you comfortable with public speaking? Why/Why not?



- 2 1.13 Listen to the beginning of a presentation about the future of transport in cities. What three topics is the speaker going to cover?
- 3 1.13 Read the WATCH OUT | SKILLS box and study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

#### WATCH OUT | SKILLS

#### Signposting

When giving a presentation, help your audience to follow you by 'signposting' Begin by telling them the topic of your talk. Then say what you are going to talk about first. Next, explain what other areas you are also going to cover and finally how you are going to finish.

#### **Key Phrases**

#### Giving a presentation

#### Introducing the topic

Today, I'm going to talk about ...

I'm going to begin by talking about ...

#### **Organising ideas**

Firstly, ... / In the first place, ...

My second point is that ...

I'll go on to discuss ...

Let's turn to the topic of ...

In addition to this, ...

Another / The third point I want to make is ...

#### Giving evidence to support an opinion

For example/instance, ...

A good example of ... is ...

There are several reasons why I believe ...

It is a fact that ...

There is strong evidence to support ...

The problem with this argument is that ...

### Finishing your presentation

Finally, I'd like to draw your attention to ...

And finally, I'll mention ...

My final point is that ...

OK, that's all from me.

I hope you found the presentation interesting.

If anyone has any questions, please feel free to ask now.

- 4 Complete the presentation excerpts with up to three words in each gap.
  - 1 Dear Parents! Today, I'd like to to an issue that concerns all teenagers, namely the amount of pocket money that we all receive. There why I believe our weekly allowance should be raised. Here are some of them.
  - 2 While there is that regular tests make students study more and positively influence their academic results, the \_\_\_\_\_this argument is that it does not take into account students' emotional needs.
  - 3 Another point that I want ///////////////// is that we are not given a chance to suggest our own solutions. It is a \_\_\_\_\_\_students' opinions are rarely listened to by the school authorities.
  - much for listening, and I hope my presentation interesting. If you have any questions, \_\_\_\_\_to ask, and I will try to answer them now.
- 5 1.14 Read the WATCH OUT box. Then listen to the groups of words in connected speech. Which words are linked? Identify the type of link used (a or b).

**1** discuss other solutions

4 what we know about

2 today I'm going to

5 talking to you about

3 talking about transport 6 science and technology

#### WATCH OUT

#### Connected speech

When we are speaking, we connect words to make them easier to pronounce without a break. It can be done in different ways:

- a by linking the final consonant of one word with the initial vowel or semi-consonant of the next, e.g. good evening; thank you
- b by inserting a /j/ or /w/ sound between two vowels, e.g. / /j/ agree; it's too /w/ easy.
- 6 SPEAK Go to page 156 and choose one of the topics shown in the photos. Prepare a short presentation about the future to give to the class.

### **FAST FINISHERS**

Imagine you are planning the next April Fools' Day at school. Make a list of silly topics on which students could make presentations, e.g. why there should be a circus in your school.

Find a TED talk on a topic that you find interesting. Watch it and tell the class two things you have learnt from it.

### An online article about future technology

1 Match the words from the box to the correct categories. Then add other derivatives.

MEMORY IMPULSE

communication create critic develop intelligent interact predict secret silence

Verb	Noun	Adjective

2 Read the WATCH OUT | SKILLS box. Then look at the pictures and the title of the text on page 27. What do you think the text is about? What ideas might it mention?

#### WATCH OUT | SKILLS

Predicting the content of a text

Use all the information available about a text to make predictions about its content: the instructions, photos or illustrations, title, design and layout, comprehension questions and your existing knowledge of the subject.

- 3 1.15 Read the article and check your answers to exercise 2.
- 4 Read the article again and choose the correct options.
  - 1 AlterEgo will tell you the time if you
    - A say the word 'time'.
    - **B** think the word 'time'.
    - C look at a clock.
    - **D** hear the word 'time'.
  - 2 According to Musk, brain implants will
  - A replace headsets in the near future.
    - B make people less intelligent.
    - C connect to the AlterEgo headset.
    - **D** be secret devices.
  - 3 Specialists claim that implants
    - A won't be affordable for ordinary people.
    - **B** have replaced speech and writing.
    - C will become popular within ten years.
    - **D** will change the way science-fiction films are made.
  - 4 The 'new form of communication' is
    - A telepathy.
    - **B** implants.
    - C multi-tasking.
    - **D** mind reading.
- 5 Answer the questions.
  - **1** Why do you think the writer uses the example of films?
  - 2 How would a user of AlterEgo look up information on the Internet?
  - **3** What kind of device is Elon Musk developing?
  - 4 How does Elon Musk see implants working?
  - 5 How will these devices alter human communication?

- 6 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1-7.
  - 1 combine to become one
  - 2 connect
  - 3 making progress
  - 4 not natural, created by people
  - 5 received (about a signal)
  - 6 improving
  - 7 which can be worn on your body
- 7 SPEAK Complete the questions with the words from exercise 1 and the highlighted words from the text. The first letters are given. Then discuss the questions in pairs.
  - 1 Do you believe in s high-tech projects that remain unknown to the public?
  - 2 Is technological development really e our quality of life, or does it do more harm than good?
  - 3 Do people really p\_\_\_\_\_\_ signals from other planets, or is it just a scam?
  - 4 If technology and sport m\_\_\_\_\_, will such a combination be good for sportsmanship?
  - 5 Is design or functionality more important in w devices?
  - **6** Will speech remain the primary way of **c** in the near future?
  - 7 Which field of science will make the greatest s within the next two decades?
- 8 **SPEAK** Answer the questions.
  - 1 Would you like to be able to communicate through telepathy? Why/Why not?
  - 2 Imagine you have to prepare a talk about mind-reading technology. Would it be a presentation about opportunities or threats? Why?
  - **3** What were the most important technological developments in the last ten years? How would you rank mind reading on this list?

### **FAST FINISHERS**

Think of at least three ways in which you could use mind-reading technology in your daily life.

Search online for other exciting new technologies that are being developed. Choose one and write down its potential advantages and disadvantages.



# **MIND-READING TECHNOLOGY:**

# The Headset That 'Hears' Your Thoughts

Until recently, mind-reading technology was something we'd only seen in science-fiction films. The evil villain uses a mind-reading machine to extract information directly from the 5 hero's brain. 'In a few minutes,' the villain hisses, 'I will have all the information I need ...'

However, this technology is no longer the stuff of films. A group of researchers at MIT's Media Lab recently presented a wearable headset called

10 AlterEgo that can interpret 'silent speech' inside the user's head. Anything that the user 'messages' from the brain to the facial muscles can be **picked up** by the headset, so if you want to find out what the weather will be like tomorrow, you can mouth the 15 question 'Weather tomorrow?' and the headset will respond by giving you a weather forecast through a small earphone.

Devices like AlterEgo will eventually be able to **link** up to existing artificial intelligence devices, like <sup>20</sup> Apple's Siri or Amazon's Alexa. They will read your

thoughts and then look up the information you need, download a recipe or make a purchase for

Major tech companies are now **making** huge <sup>25</sup> **strides** in the development of wearable devices which read your mind. Elon Musk, the man behind Tesla cars and SpaceX, has announced that his company, Neuralink, is developing interfaces

which will allow users to communicate directly with 30 computers using only thoughts. Musk is predicting that in a few years, we will be able to implant tiny electronic devices in the brain which will merge machine and human, thus **enhancing** human intelligence.

35 Musk's vision of the future is that users will be sitting at home, and they will be able to connect to different devices or software through interfaces, without typing or even speaking. An implant is going to be able to interpret what you're thinking

and, for instance, send a message to a friend telling them you're going to show up a little later than planned.

Tech experts are convinced such devices and implants will be in general use within the next

- <sup>45</sup> decade. Some predictions even foresee everyone with headsets or implants interacting by way of telepathy – you will be communicating with other people only through your thoughts. Humans have exchanged information using speech and writing
- 50 for millennia, and now a new form of human communication is coming thanks to mind-reading technology.

So, I guess, in a few years' time, when we can all read everyone's thoughts, heroes

55 will have been forced to come up with a new way of hiding information from evil villains.

#### **GLOSSARY**

hiss - syknać

**villain** – czarny charakter

### Appearance · Body parts and internal organs



Put the names of body parts, organs and fluids from the box into two categories: internal and external. Some words match both categories.

ankle arm back blood bones cheek chest ear elbow finger foot head knee leg muscle nose shoulder spine stomach toe wrist

2 Read the text and decide which of the medical developments it mentions is the most important for humanity.

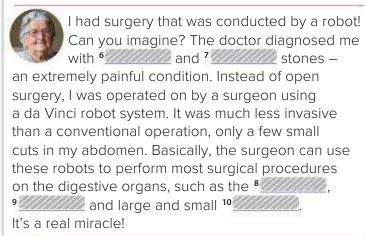
#### MERGING TECHNOLOGY WITH MEDICINE



There are many areas in which high-tech innovations are brought into general use – sport, fashion and education, all make use of state-of-the-art,

cutting-edge technology. Today, we are looking for your personal experiences. Do you ever benefit from such developments in medicine? Share your opinions below.

I admit that as well as going to the gym, I often enjoy the benefits of aesthetic medicine. I regularly visit a plastic surgeon who helps me keep my figure <sup>1</sup> ............................. With appropriate treatment and equipment, I'm muscular and <sup>2</sup> without much effort. Also, last year, I had all my skin marks removed (3 and <sup>4</sup> , and I have no <sup>5</sup> . I'm pretty sure that by the time I turn forty, I will have undergone many more treatments.



l'm a medical student, and I benefit from technology a lot. Thanks to VR, by the time I start working in a hospital after I graduate, I will have practised a whole range of procedures without inflicting pain on patients. Next week, for example, we will be looking inside a person's chest to see how the 11 absorb oxygen and how the 12 carry the blood back to the heart. I can't wait!

**3** 1.16 **KEY WORDS Complete the text** in exercise 2 with the highlighted words below. There are five extra words. Then listen and check. There may be more than one correct answer.

birthmarks • bladder • intestines • joint • kidney knuckle • lean • liver • lungs • moles • obese palm • pancreas • rib • scars • trim • veins

- Translate into Polish using the highlighted words from exercise 3.
  - 1 There are fifteen \_\_\_\_\_ (stawów, znanych również jako knykcie) in a human hand.
  - 2 By the time you stop sunbathing, (liczba pieprzyków) on your body will have grown for sure.
  - 3 Every human being needs (dwie nerki) for the body to function well.
  - 4 In diabetes, (trzustka nie produkuje) enough insulin.
  - 5 (*Jelito grube*) is longer than (jelito cienkie).
  - 6 (Długość dłoni) is measured from the tip of the longest finger to the wrist.
  - 7 According to the World Health Organisation, a BMI (body mass index) of twenty-five means that a person (jest otyła).
- **5 1.17 SPEAK** Decide if the sentences in exercise 4 are true or false. Then listen and check.
- **6 SPEAK** Decide which of the following areas of medicine should receive the most investment from global authorities. Explain your decision, using at least five words from this lesson.

1 artificial organs and transplantology

2 cancer treatment

3 vaccinations against deadly diseases

4 medical engineering and robotics

### **SECTION SHERS**

Draw a picture to illustrate the topic of the article in exercise 2. Be prepared to describe what it shows and why you have chosen this design.

Look online for information about the da Vinci robot system and find out which internal organs it operates on.

### A podcast about human creativity

- **SPEAK** How do you understand the saying below? Can you give examples from your own life? *Great minds think alike.*
- **2 KEY WORDS Complete the diagram with** highlighted phrases below.

brainstorm solutions • consider alternatives draw conclusions • identify pros and cons imagine possibilities

**CREATIVE THINKING** 

**CRITICAL THINKING** 

1	use your intuition	4	suspend	5	predict the effect	
2	intuition	<u></u>	judgment	6	the effec	
3		2		7		<u>//</u>
				8		

- **3** Choose the correct options.
  - 1 When you have a problem to solve, start by brainstorming solutions / using your intuition. Write down ideas as people think of them.
  - 2 Be creative and playful and identify pros and cons / imagine all of the possibilities that you can think of the more, the better.
  - 3 Remember to suspend judgment / draw conclusions of people's ideas - just because you don't like something, it doesn't mean that it's wrong.
  - 4 Once you have got a list together, you can start to use your intuition / identify the pros and cons of each solution (the good points and the bad points).
  - 5 Think about the future and try to consider alternatives / predict the effects of each solution if we choose this one, or that one, what will happen?
  - **6** Finally, when you have been through all these stages, you will be able to draw conclusions / consider alternatives about your ideas.
- Match the words from the box to the correct categories. Then add other derivatives.

consider effect identify imagine intuition judgment solution

Verb	Noun	Adjective
consider	consideration	considerate
	VIIIIIIIII	

5 1.18 Zisten to a podcast about human creativity and tick the topics that are mentioned.



- 1.18 **S** Listen again and complete the sentences.
  - 1 The examples of Mozart and Edison show that humans are able to do
  - 2 The speakers wonder if geniuses follow a in their work.
  - 3 Creativity has to do with your intelligence level or IQ.
  - 4 A study on musicians showed that in several parts of the brain.
  - 5 What all creative people have in common is independence, tolerance of mess and the
  - **6** Human creativity has enabled some of the major achievements of mankind, such as the Moon landing or producing
  - 7 Science and technology have changed the way we and work.
- **7 SPEAK** Answer the questions.
  - 1 Which of the skills connected with creative thinking do you have? Which would you like to have? Why?
  - 2 Is creativity always helpful? Why/Why not?
  - **3** What is more important, creative thinking or critical thinking?

## FAST FINISHERS

Make a crossword puzzle with the mystery word 'CREATIVE'.

### Other futures: be about to; be due to; be + infinitive · Future in the past

- **SPEAK** Answer the questions.
  - 1 How will mobile phones change in the future?
  - 2 Which cure will scientists have developed by 2050?
- 2 1.18 Read the summary of the podcast from the previous lesson and choose the best ending. If necessary, listen to the podcast again.



The podcast was about how scientists a were going to find out more about creativity. The speakers started by enumerating some famous names, for instance Thomas Edison. He was an extremely creative inventor who probably did not plan his work, so he never suspected that he bwould revolutionise technology.

The speakers then focused on how to research creativity. Scientists who wanted to learn more about the topic scanned the brain activity of creative thinkers, for example jazz musicians. Neurobiologists felt they were about to discover something big, but no major conclusions were drawn. They were continuing their research, however, and dare to announce their results in two years, when their final report eis due to be published.

Perhaps we will never learn more about creativity than we already know, which makes the secretive nature of creative minds even more intriguing and unique.

We need to bear in mind, however, that mankind ...

- 1 wouldn't have progressed without them.
- 2 would be better off without them.
- **3** would be replaced with technology.







Study the grammar table. Complete the table with examples a-e from the text in exercise 2.

#### **Key Grammar**

#### Other ways of talking about the future

- be about to + infinitive is used to say that something is going to happen very soon, e.g. <sup>1</sup>
- be due to + infinitive is used to talk about things that are expected or planned at a certain time, e.g. <sup>2</sup>
- be to + infinitive is used in a formal style to talk about official plans and arrangements, e.g. 3

#### Future in the past

We use the future in the past to talk about the future from the perspective of the past.

- am/is/are going to changes to was/were going to, e.g. 4
- will changes to would, e.g. 5

Grammar Reference >> 36

- 4 Correct the mistakes in the sentences by adding one missing word in each sentence.
  - 1 Everyone was convinced that it be easy to scan the brain activity.
  - 2 Mr Stevens is to close the neurobiology conference with his speech at five tomorrow.
  - **3** The Prime Minister is reward young engineers with scholarships.
  - 4 Originally, they going to use laser technology in the device, but it proved too expensive.
  - **5** The university authorities to introduce special courses developing critical thinking skills.
  - 6 I was to go to bed when I heard the terrifying sound of an explosion.
- Complete the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

begin help meet offer prove receive

- 1 We at five o'clock to analyse the data, but then something else came up.
- 2 You were so sure that you the research grant. What a shame that you didn't!
- 3 One of my mates said he me with the project, but in the end I did it on my own.
- 4 The school extra IT courses this year, but unfortunately the funding for them was cancelled
- **5** He hoped that the results of the experiment that he was right, but they didn't.
- **6** The lecture at 9 o'clock, but the teacher was late.
- Finish the sentences about yourself.
  - 1 Before I started secondary school, I was going to

4 As a child, I thought I would.

- 2 I'm about to
- 3 My class is to
- 5 In my next Polish lesson, we are due to

### #BRAINTEASER

I never was, am always to be. No one ever saw me, nor ever will. I am about to arrive. What am I?



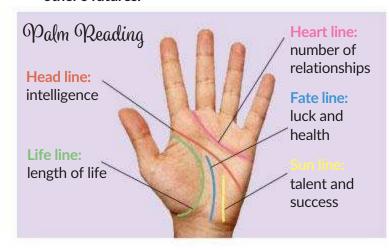
## FAST FINISHERS

Think about somewhere you would like to be at the moment and write three sentences about the things that are about to happen and what you are going to do there.

I'm on a desert island, it's evening. I'm going to build a shelter for the night. The sun is about to set.

### Grammar and vocabulary practice

**SPEAK** Read the information about the basics of palm reading and make some predictions about each other's futures.



Complete the sentences with the correct forms of the words from the box.

defect embed enhance follow intrigue mute

- **1** Neuroscience merged with engineering is a(n) subject to research in the future.
- 2 There is some sort of threat \_\_\_\_\_\_ in any kind of technological development.
- 3 Scientists should focus on the areas of development that will truly our lives.
- 4 Most of the unfavourable reactions to what they proposed were immediately by the authorities.
- 5 A lot of influencers aren't bothered by the fact that someone their account.
- **6** The current system is seriously and should be replaced as soon as possible.

#### **3** Choose the correct options.

- 1 This time next week, we \_\_\_\_ the end of the exams. **a** celebrate **b** 'll be celebrating c 'll celebrate
- 2 It . Look at that beautiful blue sky!
  - a doesn't **b** won't have c isn't going rain rained to rain
- **3** X: Do you know how to do this maths exercise? Y: No. I the teacher in class tomorrow.
  - **a** ask **b** will have asked c 'll ask
- 4 Have you heard the news? They another rocket into space tomorrow.
  - **a** send **b** 're sending c 'll send
- 5 Milly decided that she an electric car.
  - **a** was due **b** will buy **c** would buy to buy
- **6** We won't leave until you , OK?
  - **a** will have **b** have arrived c won't have arrived arrived
- 7 Jonathan Silicon Valley next week to see technology production in action.
  - **a** is due to **b** is about to visit c would visit visit

- 4 Complete the second sentence so that it means the same as the first one. Use the words in capitals.
  - 1 The lecture begins at seven. DUE The lecture at seven.
  - 2 Martin is going to have his first driving lesson tomorrow morning. BE Tomorrow morning, Martin \_\_\_\_\_ his first driving lesson.
  - **3** I started the creative writing course last month, at the beginning of October. STUDYING By the end of the year, I creative writing for three months.
  - 4 We have accepted the invitation to give a talk about VR in fashion at the conference next month. **ARE** 
    - We a talk about VR in fashion at the conference next month.
  - 5 Our presentation is at nine o'clock this Thursday. A We at nine o'clock this Thursday.
  - 6 I'm planning to change my mobile next month. WILL By the end of next month, \_\_\_\_\_ my mobile.
  - 7 We need to research the topic before we draw any conclusions. HAVE We will draw conclusions after the topic.
- 5 Somplete the text with the correct words formed from the words in brackets.

Have you ever heard of SWOT analysis? It's a way of brainstorming ideas and thinking 1 (careful) about a topic before taking any binding decisions. The analysis means suspending <sup>2</sup> (judge) before you consider the strengths, weaknesses, opportunities and threats – or SWOT – involved in choosing the best (solve). With such an approach, several questions require answering, for instance: 'Is the idea good enough to make everyone 4 (convince)?', 'Will it really result in any kind of 5 (improve)?', 'Are there any 6 (predict) obstacles?' The next time you want to embark on a project you're not sure about, try out a SWOT analysis! It will definitely help.

### **6 SPEAK** Discuss the questions in pairs.

- 1 Do you think your grandchildren's lives will be easier or more difficult than your life? Identify as many opportunities and threats as you can.
- 2 If you had the chance to spend the rest of your life in space, would you take the opportunity? Why/Why not?

## **5** FAST FINISHERS

Think about a problem that is bothering you at the moment. Do a SWOT analysis to decide how to solve it.

An article

# DOES 'URBAN' ALWAYS EQUAL 'CONGESTED'?

- I'm on a bus, coming home from school. In fact, I've been on this bus for almost an hour, although the journey should take no longer than fifteen minutes. I look out of the window and see a city taken over by slow-moving cars, buses, lorries and other vehicles, crawling along the streets. All I can think of is that, unless authorities cut down and control the amount of traffic in urban centres, some day we won't be able to move around at all.
- Let's face it traffic jams have become part of city life. Sooner or later, the traffic in many cities will reach total gridlock. Some experts argue that the traffic flow systems aren't flexible enough to cope. In the near future, cities will be installing smart traffic lights, which will analyse the amount of traffic flowing past them and will modify how frequently the lights change to clear traffic more efficiently.
- The size and occupancy of cars in urban areas is also a matter of concern. Most private cars in circulation are occupied by one person. Nowadays, there are apps that enable people to share car journeys. Experts predict that in ten or twenty years' time, many cars will have been replaced by independently moving electric pods. Before long, these pods will be all over our streets, delivering people and goods around the city.
- The issue of traffic in our cities is absolutely crucial. It's only a matter of time until the authorities begin to introduce technological solutions to improve traffic flow and to reduce the number of vehicles on the streets. And they had better hurry up ...

- **SPEAK** Suggest three solutions which could improve public transport in your area.
- **2** Read the text and answer the questions.
  - 1 What are the two greatest traffic-related problems in cities, according to the author?
  - 2 What solutions does the author describe?
  - 3 Where do you think you would find a text like this? Give reasons for your answers.
- **3** Read the article again and match paragraphs 1-4 to points a-h. Some of the points match more than one paragraph.

Paragraph 1

Paragraph 3

Paragraph 2

Paragraph 4

- a Make a concluding point
- **b** Introduce the general topic
- **c** Refer to the future
- **d** Introduce and develop a further main point
- e Make a reference to expertise
- **f** Refer to personal experience
- g Introduce and develop the first main point
- **h** Suggest a solution



- 4 Read the WATCH OUT | SKILLS box and match techniques 1-4 to examples a-d below.
  - 1 Catchy title
  - 2 Personal experience
  - **3** Rhetorical questions
  - 4 Interesting facts and trivia
  - a It's been more than twenty years now since I bought my first mobile. As you can imagine, with its enormous size and limited usability, it looked nothing like the devices we use today. And there seems to be no better proof of how much we have progressed due to technology. Yet, progress is not always a blessing ...
  - **b** In 2021, the world was stunned with the news that businessman and investor Jeff Bezos was planning a space flight. The former Amazon CEO decided to take an eleven-minute trip into space, and so we all began to wonder, 'Where is this going to take the mankind?'
  - c Have you ever thought what your life will look like in twenty years' time? Will you still have the same friends? Will you be able to form new relationships?
  - **d** To follow or not to follow is this really a question?

#### WATCH OUT | SKILLS

#### Catchy beginnings

In order to attract readers and encourage them to read your article, use different techniques to make the beginning of the article more intriguing.

### Study the Key Phrases box and translate into English.

- 1 (Rozumie się samo przez się) that we have better access to knowledge than previous generations.
- (Byłoby w interesie wszystkich) to introduce new regulations concerning mobile devices on the school premises.
- 3 (Eksperci przewidują) that by the end of the decade most courses will have moved online.
- (To, czego naprawdę potrzeba) is a solution backed by cutting-edge technology.
- 5 As (co się tyczy edukacji), there is an urgent need to support it with technology.

#### **Key Phrases**

#### An article

#### **Providing solutions**

There is no simple solution to the problem because ...

One solution might/could be to (introduce) ...

It would be in everyone's interest to (move) ...

What is really needed is ...

It goes without saying that you should (limit) ...

If we continue in this way, ...

Without changes/solutions like this, ...

#### Stating opinions in an impersonal way

It is thought/said that ...

Many believe (that) ...

Some people claim (that) ...

As far as ... is/are concerned, people say ...

Some experts argue that ...

Authorities/Experts predict that ...

### 6 Complete the future time expressions from the article in exercise 2 with one word in each gap.

- 1 It's only a of time until ...
- 2 or later, ...
- 3 In the future. ...
- **4** day
- 5 before
- 6 in ten or twenty years'



### **7** Complete the sentences with your own ideas.

- 1 Tom's behaviour is getting worse. It's only a matter of time until ...
- 2 Rainforest destruction is at an all-time high. Before
- **3** I have a burning ambition. Some day, ...
- 4 Urban pollution levels are increasing. Sooner or later, ...
- 5 The lifespan of human beings has extended. In the near future, ...
- 6 Technology in education is constantly improving. In twenty years' time, ...

### 8 Do the writing task. Follow the steps in the Writing Planner.

Poproszono Cię o napisanie artykułu do lokalnej gazety na temat tego, jak w najbliższych dekadach postęp technologiczny wpłynie na edukację. Napisz artykuł (200–250 słów), w którym przedstawisz wybrane aspekty związku edukacji z technologią oraz wyrazisz opinię na podany temat.

#### WRITING PLANNER

Make a list of points to include in paragraphs 2 and 3 (e.g. there are more online lessons, some skills are underdeveloped, new skills are expected from students, etc.). Come up with a catchy title (e.g. 'Are changes always for the better?', 'Virtual school – yes, please / no, thank you,' etc.).

#### **PREPARE**

Organise your notes into four paragraphs:

- 1 choose an introductory technique,
- 2 introduce the first main point, quote experts, give examples, use time expressions,
- **3** introduce the second main point, quote experts, give examples, use time expressions,
- **4** draw a conclusion, refer to the future, express your own opinion.

#### **WRITE**

Write your article. Use your notes and the Key Phrases.

#### **CHECK**

Read your article and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your article for spelling mistakes?

### **FAST FINISHERS**

Design a poster promoting car-pooling.

car pool /kaː puːl/ noun [C] a group of people who travel together to work, using someone else's car every day

#### **VOCABULARY**

#### Choose the correct options.

- 1 I couldn't do my training due to a swollen knee joint / intestine.
- 2 Identifying / Using the pros and cons of a possible solution can help you make a decision.
- 3 If the product turns out to be cutting-edge / *defective*, customers have the right to compensation.
- 4 She was waiting for a knuckle / kidney transplant for three years.
- 5 Diarrhoea is a common disorder of the *bladder* / intestine.
- 6 These measures should merge / enhance the patient's quality of life.
- 7 The equipment is hopelessly intriguing / outdated and should be replaced as soon as possible.
- **2** Complete the sentences with the words from the box.

brainstorm draw driverless embedded interactive intuition judgment unfollow

- 1 I wouldn't like a microchip \_\_\_\_\_\_ in any part of my body.
- 2 I don't think we can conclusions from these results. They're ambiguous.
- **3** A good approach to finding an answer to a problem is to solutions.
- 4 Creative thinking is about using your \_\_\_\_\_ to come up with ideas how to deal with problems.
- 5 My ex-girlfriend posted a photo of her new boyfriend on Instagram. I was upset and decided to her.
- 6 Don't laugh at other people's ideas suspend even if something seems crazy to you!
- 7 Can emotionally technology really work? Will a device ever be able to truly understand our feelings?
- **8** Given all the accidents involving cars, it seems they aren't completely safe yet.

#### GRAMMAR

- 3 **Complete the sentences with the correct** forms of the words in brackets.
  - 1 It's time for a break! In ten minutes, you (work) for ten hours non-stop.
  - 2 As soon as they (collect) the data next week, they \_\_\_\_\_ (publish) the results.
  - 3 By the time Alexandra gets home, she (make) a decision.
  - 4 Take an umbrella it (rain).
  - 5 Ali (do) the experiment today, but his plans fell apart.
  - 6 I promise that by the end of the class, we (find out) the answer.
  - 7 At that point, Thomas knew he (not / accept) their invitation even if he got one.

### Correct the mistakes in the sentences.

- **1** This weekend, I go to London to see my cousins.
- 2 This time next week, I am lying on a beach in Italy.
- **3** The postman's about to arriving. Let's go outside.
- 4 There are four trains a day to York on Sundays. The first one will leave at 8 am.
- 5 My holiday will due to start in three days I can't wait!
- 6 That suitcase looks heavy, Grandma. I carry it for you!

# USE OF ENGLISH 1 2 3 4 5 6 7 8

- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
  - 1 If you read eighteen pages an hour, how many pages (you / read) by five o'clock?
  - 2 The show (about / begin) and we were all waiting impatiently.
  - 3 I really didn't think I (use / sleep) in the basement so easily.
  - 4 Please don't enter until Mr Florin (come) out.
  - 5 The doctors say that the vaccinations (due / start) early next month.
  - 6 Your treatment (be / finish) next week, but there haven't been any major effects yet.
- Choose the correct words to complete the text.

A team of scientific researchers from the University Carlos III of Madrid <sup>1</sup> a major breakthrough in bioengineering recently. They <sup>2</sup> research into creating human skin artificially, when they <sup>3</sup> the idea of using 3-D bioprinters, which 4 them to go a step further and print living skin in the future. Using current methods, the bioprinter 5 produce an endless supply of real human skin, which researchers 6 for testing purposes, mostly for cosmetics and other pharmaceuticals. In the long term, it is possible that the printed skin will be used to help burn victims. The team with the idea of creating human skin that can grow hair, and they are currently investigating how this 8 In the future, they think they will be able to print entire human organs, such as kidneys.

- 1 A made
  - C had made
- 2 A carried out
  - **C** used to carry out
- 3 A hit on
  - **C** used to hit on
- **4 A** is allowing
  - C was going to allow
- **5** A will be able to
  - C will have been able to
- 6 A are using
  - **C** will have used
- **7** A used to also come up
  - C have also come up
- **8** A achieves
  - C will have been achieved D will be achieved

- **B** would make
- **D** used to make
- **B** have carried out
- **D** were carrying out
- **B** were hit on
- **D** had hit on
- **B** will have allowed
- **D** will allow
- **B** was able to
- **D** is being able to
- **B** are going to use
- **B** was also coming up
- **D** had also come up
- **B** will be being achieved

#### LISTENING

1.19 Listen to three recordings and choose the correct answers.

#### Text 1

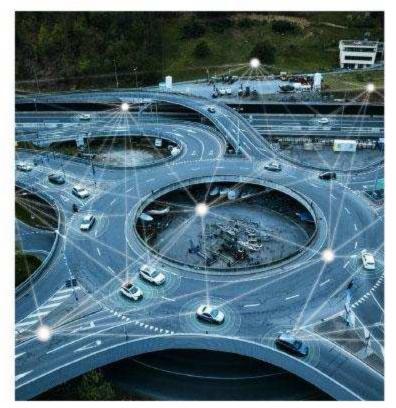
- 1 During the drive, the boy felt
  - A safe.
  - **B** intrigued.
  - **C** insecure.

#### Text 2

- **2** Which of the following is stated as a fact, not as an opinion?
  - A The cab service lost the public trust after the accident.
  - **B** Driverless cars do not follow safety rules.
  - C Self-driving will become normal in two to three years.

#### Text 3

- 3 The talk begins with a scene which
  - A is a description of a real crash.
  - **B** constitutes a part of a psychological experiment.
  - **C** leads to the death of six people.
  - **D** is used in programming car controlling software.
- 4 The speaker
  - A is generally in favour of driverless cars.
  - **B** quotes some arguments for driverless cars to influence her audience.
  - **C** is not convinced that driverless cars are safe.
  - **D** finds the software trustworthy.
- **5** At the end of the talk, the speaker expresses
  - A hope that driverless cars will be safer.
  - **B** anger at the number of road accidents.
  - C moral doubts connected with human-driven cars.
  - **D** the need for software that is more alert to danger.



#### SPEAKING

Describe the photos and answer the questions.

#### Uczeń A



- 1 What are the advantages and disadvantages of letting children use technology?
- 2 What would your life look like without technology?
- **3** When was the last time technology failed you? What happened?

#### Uczeń B



- 1 Could robots replace people? Why/Why not?
- 2 What do elderly people use technology for?
- 3 Describe a situation in which technology helped you a lot.

#### **WRITING**

9 Do the writing task.

Gazetka szkolna publikuje cykl artykułów o wpływie postępu technologicznego na turystykę. Napisz artykuł o komercyjnych lotach w kosmos (200-250 słów), w którym opiszesz, dlaczego ludzie decydują się na takie loty, oraz przedstawisz swoją opinie na ten temat.

#### 2.2 The future

Czas present simple stosujemy, gdy chcemy opisać wydarzenia zaplanowane w harmonogramach, rozkładach jazdy itp., np. My plane lands at 2 pm, so I'll have plenty of time to get to the hotel. Czas present continuous stosujemy, gdy mówimy o wydarzeniach zaplanowanych na najbliższą przyszłość, których szczegóły są już znane, np. Ben and Alice are coming over for dinner tomorrow, so we need to go shopping later today.

Konstrukcja *be going to + bezokolicznik* służy do opisywania:

- ogólnych planów i zamierzeń, które mogą ulec zmianie, np. My dad says that he's not going to buy a driverless car, no matter how cheap they are.
- przewidywań dotyczących przyszłości popartych dowodami lub opartych na obserwacji tego, co dzieje się w chwili obecnej, np. I haven't finished my essay yet, and the deadline is today. I'm going to

Za pomocą konstrukcji will + bezokolicznik możemy wyrazić:

- ogólne przewidywania i nadzieje na przyszłość niepoparte konkretnymi dowodami, np.: Let's hope it won't be too cold tomorrow - otherwise they'll cancel the open-air concert.
- spontaniczne decyzje i propozycje, np.: Let's work together. I'll cook the pasta, and you'll make the sauce.

Czas future continuous (will + be + -ing) stosujemy, gdy chcemy opisać:

- czynności, które będą trwały w określonym momencie w przyszłości, np. This time next week, we'll be watching the new James Bond film at the cinema.
- zdarzenia, co do których jesteśmy pewni, że nastąpia w przyszłości, np. I'll be going to the chemist's after work, so let me know if you need anything.
- czynności, które mają miejsce regularnie i z pewnością będą miały miejsce w określonym momencie w przyszłości, np. I won't be able to meet you at twelve – I'll be having my driving lesson then.

Określenia czasu typowe dla future continuous to, m.in.: at (9 am), on (30 November/Sunday), in (June/2025), in (five) years' time, this (week), next (month), this time next (year).

#### **UWAGA!**

Za pomocą czasu future continuous można również wyrazić uprzejmą prośbę lub zapytanie, np. Will you be using your e-reader tonight? I'd like to borrow it.

Czas future perfect (will + have + past participle) stosujemy, gdy mówimy o czynnościach i stanach, które zakończą się do określonego momentu w przyszłości, np.: If all goes well, we'll have graduated from medical school by the age of twenty-five.

Określenia czasu typowe dla future perfect to, m.in.: by (3 pm), by (17 March/Monday), by (2040), by the end of next (week), by the time (subject + verb), by the age of (forty).

Czas future perfect continuous (will + have + been + -ing) służy do opisywania czynności i stanów, które będą trwały w określonym momencie w przyszłości już od jakiegoś czasu. Używamy go wtedy, kiedy chcemy położyć nacisk na czas trwania danej czynności lub po prostu o nim poinformować, np.: By five o'clock, I'll have been trying to fix your tablet for three hours.

Określenia czasu typowe dla future perfect continuous to, m.in.: wszystkie określenia typowe dla czasu future perfect oraz: when, for (six) (years).

W tzw. future time clauses, a wiec po wyrażeniach: when, as soon as, until, before, after itp., zwykle występuje czas present simple, np. Mum won't start making dinner until we're all back home.

Aby położyć nacisk na to, że dana czynność musi zostać zakończona, zanim stanie się coś innego, zamiast present simple można użyć present perfect, np. I'll mute the TV as soon as I've found the remote.

#### 2.7 Other futures: be about to; be due to; be + infinitive ● Future in the past Other futures Future in the past

- Konstrukcja be about to + bezokolicznik służy do opisywania zdarzeń, które będą miały miejsce w bardzo niedalekiej przyszłości. W języku polskim podobne znaczenie wyrażamy za pomocą sformułowania "zaraz/za chwilę (zrobię/będę robić)..." np.: I'm about to make a cup of tea do you want one too?
- Konstrukcje be due to + bezokolicznik stosujemy do opisu zdarzeń, które są z góry zaplanowane lub których się spodziewamy, np.: The IT manager is due to submit his report by the end of the week.
- Konstrukcja be to + bezokolicznik jest charakterystyczna dla stylu formalnego i opisuje oficjalne plany, ustalenia i obowiązki, np.: We are to pay the rent by the 20th of June.

#### **UWAGA!**

Istnieje jeszcze kilka innych, podobnych form odnoszących się do przyszłości, m.in.:

- be supposed to + bezokolicznik do opisu oczekiwań i wymagań względem kogoś lub czegoś, np. Students are supposed to hand in three essays by the end of the term.
- be (un)likely to + bezokolicznik do opisu zdarzeń, które sa (mało) prawdopodobne, np. She hasn't got much experience, so she's unlikely to get the job.

Future in the past stosujemy, mówiąc o wydarzeniach, które z perspektywy przeszłości miały dopiero nastąpić. Najczęściej korzystamy z future in the past w mowie zależnej, tzn. przytaczając czyjeś słowa dot. przyszłych zdarzeń, które do tej pory być może miały już miejsce.

Future	Future in the past
present simple	past simple
The note says the conference begins at 9 am.	The note said the conference began at 9 am.
present continuous	past continuous
She's starting a coding course on Monday.	She was starting a coding course on Monday.
am/is/are going to + bezokolicznik	was/were going to + bezokolicznik
I'm going to ask my GP for advice about my migraines.	I was going to ask my GP for advice about my migraines.
will + bezokolicznik	would + bezokolicznik
Dad is sure that it won't rain on the day of our wedding.	Dad was sure that it wouldn't rain on the day of our wedding.

### - KEY WORDS

VOC	CABULARY 1 🔥 M	IP3 10
access sth	/ˈækses ˌsʌmθɪŋ/	mieć dostęp do czegos
at the wave of a hand		na machnięcie/ skinienie ręką
bionic hand	/baiˈpnik ˈhænd/	bioniczna proteza ręki
blueberry	/ˈbluːbəri/	borówka
broadband	/ˈbrɔːdbænd/	szerokopasmowy
cutting-edge	/ˌkʌtɪŋ ˈedʒ/	pionierski, nowatorski
defective	/dıˈfektɪv/	wadliwy
detect	/dıˈtekt/	wykryć
domestic appliance	/dəˌmestik əˈplaiəns/	urządzenie domowe
driverless car	/ˌdraɪvərləs ˈkɑ:/	samochód autonomiczny
efficient	/ıˈfɪʃənt/	wydajny
electrical tube	/ıˌlektrıkəl ˈtjuːb/	rurka osłonowa na przewody elektryczne
embedded	/ım'bedıd/	wbudowany, osadzony
emotionally interactive	/ıˌməʊʃənəli ˌıntəˈræktɪv/	interaktywny emocjonalnie
faulty	/ˈfɔːlti/	uszkodzony
feasible	/ˈfiːzəbəl/	wykonalny, realny
host	/həʊst/	zapewniać sprzęt i oprogramowanie pozwalające istnieć stronie internetowej
intriguing	/ınˈtriːgɪŋ/	intrygujący
limitation	/ˌlımıˈteɪʃən/	ograniczenie
microchip implant	/ˈmaɪkrəʊtʃip ˌimpla:nt/	biochip
mute	/mju:t/	wyciszyć
operate sth	/'ppəreit snmθin/	obsługiwać coś
outdated	/aʊtˈdeɪtɪd/	przestarzały
underprivileged	/ˌʌndəˈprɪvəlɪdʒd/	nieuprzywilejowany, pokrzywdzony (przez los)
unfollow	/velaj'nv/	przestać obserwować
user-friendly	/ˌjuːzə ˈfrendli/	przyjazny dla użytkownika
virtual assistant	/ˌvɜːtʃʊəl əˈsɪstənt/	wirtualny asystent
warring	/ˈwɔːrɪŋ/	wojujący

### GRAMMAR 1 A MP3 11

advance	/ədˈvaːns/	iść do przodu
attempt	/əˈtempt/	próbować, usiłować
decent	/ˈdiːsənt/	porządny, sympatyczny
fortune-teller	/ˈfɔːtʃənˌtelə/	wróżka
STEM (Science,	/stem (ˈsaɪəns,	STEM (nauka,
Technology,	tek'nɒlədʒi,	technologia,
Engineering	endzi'niərin,	inżynieria
and Mathematic	s) ənd ˌmæθəˈmætɪks/	i matematyka)

	READING	MP3 12	
affordable	/əˈfɔːdəbəl/	pr	zystępny cenowo
artificial	/ˌaːtɪˈfɪʃəl/	szt	tuczny
cancer	/ˈkænsə/	ral	k, nowotwór złośliwy
enhance	/ınˈhaːns/		riększyć, wzmocnić, poprawić
facial muscles headset in (general) use	/ˌfeɪʃəl ˈmʌsəlz, /ˈhedˌset/ /ın (ˌdʒenərəl)	ze: juːs/ w	ęśnie twarzy staw słuchawkowy (powszechnym) iżyciu
link up	/ˌlɪŋk ˈʌp/	łąc	czyć, podłączać
make strides	/ˌmeɪk ˈstraɪdz/	rol	bić postępy
merge	/m3:d3/	ро	łączyć
mind reading	/ˈmaɪnd ˌriːdɪŋ/	CZ	ytanie w myślach
mouth	/maʊð/	ро	wiedzieć bezgłośnie
pick up	/,pik '^p/	od	ebrać (sygnał)
purchase	/ˈpɜːtʃəs/	za	kup
telepathy	/tıˈlepəθi/	tel	epatia
wearable	/ˈweərəbəl/		dający się lo noszenia

### VOCABULARY 2 A MP3 13

abdomen	/ˈæbdəmən/	brzuch
aesthetic medicine	/i:s,0etık 'medəsən/	medycyna estetyczna
birthmark	/ˈbɜ:θma:k/	znamię
bladder	/ˈblædə/	pęcherz
bodily fluid	/ˌbɒdɪli ˈfluːɪd/	płyn ustrojowy
chest	/tʃest/	klatka piersiowa
deadly disease	/ˌdedli dıˈziːz/	śmiertelna choroba
diabetes	/ˌdaɪəˈbiːtɪz/	cukrzyca
digestive organs	/di <sub>i</sub> dzestiv 'o:gənz/	narządy trawienne
external	/ıkˈstɜːnəl/	zewnętrzny
inflict pain	/ınˌflıkt ˈpeɪn/	zadawać ból
insulin	/ˈɪnsjʊlɪn/	insulina
intestine	/ın'testın/	jelito
internal	/ınˈtɜːnəl/	wewnętrzny
invasive	/ın'veısıv/	inwazyjny
joint	/dʒɔɪnt/	staw
kidney	/ˈkɪdni/	nerka
knuckle	/ˈnʌkəl/	kostka, knykieć
lean	/li:n/	szczupły
liver	/ˈlɪvə/	wątroba
lung	/lʌŋ/	płuco
mole	/məʊl/	pieprzyk, znamię
obese	/əʊˈbiːs/	otyły
operate (on sb)	/ˈɒpəreɪt (ɒn ˌsʌmbədi)/	operować (kogoś)
palm	/pa:m/	dłoń
pancreas	/'pæŋkrıəs/	trzustka
rib	/rıb/	żebro
scar	/ska:/	blizna
silhouette	/ˌsɪluːˈet/	sylwetka
skin mark	/ˈskɪn maːk/	znamię
state-of-the-art	/ˌsteɪt əv ði ˈaːt/	najnowocześniejszy
transplantology	/ˈtrænsˌplaːntˈɒlədʒi/	transplantologia
trim	/trim/	szczupły, wysportowany (zwłaszcza o sylwetce)
vaccination	/ˌvæksiˈneɪʃən/	szczepienie
vein	/vein/	żyła
wrist	/rist/	nadgarstek

### LISTENING MP3 14

brainstorm solutions	/ˌbreɪnˌstɔːm səˈluːʃənz/	szukać rozwiązania za pomocą burzy mózgów
consider alternatives	/kənˌsɪdər ɔːlˈtɜːnətɪvz/	rozważyć opcje
draw conclusions	/ˌdrɔː kənˈkluːʒənz/	wyciągać wnioski
identify pros and cons	/aıˌdentɪfaɪ prəʊz ən ˈkɒnz/	określić plusy i minusy
imagine possibilities	/ıˌmædʒın ˌpɒsəˈbılətiz/	wyobrazić sobie możliwości
personality trait	/ˌpɜːsəˈnæləti treɪt/	cecha osobowości
predict the effects	/priˌdikt ði iˈfekts/	przewidzieć skutki
suspend judgment	/səˌspend ˈdʒʌdʒmənt/	wstrzymać się z wydaniem opinii
technological advances	/ˌteknəˌlɒdʒıkəl ədˈvaːnsız/	postęp technologiczny
use your intuition	/ˌjuːz jər ˌıntjuˈıʃən/	użyć intuicji
willingness	/'wılıŋnəs/	chęć, gotowość

### GRAMMAR 2 A MP3 15

bear in mind	/ˌbeər ın 'maınd/	mieć na uwadze
change one's mind	/ˌtʃeɪndʒ wʌnz ˈmaɪnd/	zmienić zdanie
enumerate	/ıˈnjuːməreɪt/	wymienić, wyliczyć
reward sb with	/rıˈwɔːd ˌsʌmbədi wıð ˌ	nagradzać kogoś
sth	,s∧mθıŋ/	czymś

### 

binding decision	/ˌbaɪndɪŋ dɪˈsɪʒən/	wiążąca decyzja
embark on sth	/ımˈbaːk ɒn ˌsʌmθıŋ/	zabrać się do czegoś
fate	/feit/	los
palm reading	/ˈpaːm ˌriːdɪŋ/	czytanie z dłoni
unfavourable	/ʌnˈfeɪvərəbəl/	nienrzychylny

	WILLIAM	IVIPO 17
car-pool	/ˈkaː puːl/	podwozić się wzajemi
congested	/kənˈdʒestɪd/	zatłoczony
crawl	/kro:l/	wlec się
crucial	/ˈkruːʃəl/	istotny
gridlock	/ˈgrɪdlɒk/	zator, korek
in circulation	/ın ˌsɜːkjʊˈleɪʃən/	w obiegu
urban pollution	/ˌɜːbən pəˈluːʃən/	zanieczyszczenie mias



**SPEAK** Look at the photos and read the quote. Answer the questions.



T/F

T/F

T/F

T/F

We buy things we don't need with money we don't have to impress people we don't like.

(uncredited aphorism)

- Read the definition of consumerism below. Which photo illustrates this concept best? Why do you think so?
- Some people believe that material goods bring happiness. Do you agree? Give one argument for and one against this position.
- How do you understand the quote? Does it describe you or someone you know?

consumerism /kənˈsjuːməˌrızm/ noun [C] the belief that buying goods and services is a desirable goal because it is good for both the national economy and people's personal well-being

### Are the statements true (T) or false (F)?



1 When a product is on offer, you get it

T/F free of charge.

2 People usually choose the best bargains when they go window-shopping.

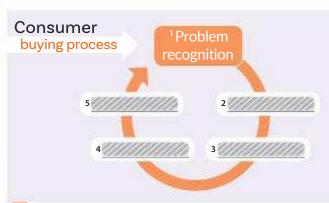
**3** Advertising includes campaigns, billboards and commercial breaks.

4 A special offer means that the price of a product is lower.

**5** A brand is a group of products made by an advertising agency.

Read the text about the consumer buying process. Then complete the diagram with the phrases below.

> Information search & evaluation Post-purchase evaluation Problem recognition **Purchase** Purchase decision



Your trainers have been worn out for a while, but you're **short of money**, so you want to make them last as long as you can. But, eventually, the soles split, and it's time to replace the shoes with a new pair.

When you're on a tight budget, it's important to shop around. First you browse online, looking at adverts and reading the latest reviews. You're not sure about buying stuff online, though, in case you get ripped off, so you head to the high-street stores to go window-shopping.

In the end, you decide on the trainers to buy. They're made by a well-known label and they're good value for money, as there's a thirty percent discount. There's also a free gift included - a trendy bag.

You pay by card and turn down a carrier bag. Instead, you ask the shop to recycle the **packaging** and your old trainers, and you walk out wearing the new ones.

The verdict: you've picked up a real bargain! You've bought a great product for a good price – and it's a really cool brand, too!

### The consumer society · Sales and advertising

- **KEY WORDS** Match the highlighted words and phrases from exercise 2 to definitions 1-10.
  - 1 consider several possibilities before making a choice about what to buy
  - 2 have a limited amount of money available to spend on something
  - 3 bought something that cost much less than normal
  - 4 don't have much money
  - **5** a bag that the shop assistant offers you for the things you have bought
  - 6 shops located on the main street of a town or city
  - 7 the boxes, bottles, plastic, etc. used for wrapping products so that they can be sold
  - 8 be cheated by someone making you pay too much money for something
  - 9 worth the price you pay for it
  - 10 the process of buying something



- 4 Complete the sentences with the correct forms of some of the highlighted words from exercise 2.
  - 1 When I started my company, I was running it on a very tight for the first months.
  - 2 Sorry, I can't help you. I'm going to be of money till I get the next transfer from Mum.
  - 3 I hoped to \_\_\_\_\_up some bargains at the sales, but there was nothing I really liked.
  - 4 We paid so much for the car rental that I feel like we were 🥨 off.
  - 5 I'm going to the mall to shop \_\_\_\_\_ for a new jacket. Are you coming?
  - 6 I will only take a bag if it's a paper one.
  - 7 The city council assigned some funds for the \_\_\_\_\_ of new IT equipment for our school.
  - 8 Do you tend to buy products that are fashionable or rather good \_\_\_\_\_ for money?
- 5 1.20 Listen to the conversation between Kavita and Charlie and choose the correct options.
  - 1 Kavita / Charlie usually takes her/his time while shopping.
  - 2 Kavita / Charlie loosens up while shopping.
  - 3 Kavita / Charlie doesn't like paying too much money for clothes.
  - 4 Kavita / Charlie agrees with a famous singer that shopping stops us thinking.
  - 5 Kavita / Charlie always looks for good value for money.

- 6 **SPEAK** Think about the last big thing you bought and explain the buying process you went through.
- **7 KEY WORDS** Look at the highlighted words below. Are they adjectives, nouns or verbs? Check their meaning in a dictionary and find the verbs they derive from.

endorsement • overvalued • placement production • sustainable • underestimate

- Complete the sentences with the highlighted words from exercise 7.
  - 1 Don't \_\_\_\_\_ the power of advertising it can persuade millions of people to buy a product.
  - 2 All of the company's trainers are made from materials.
  - 3 The of our new label is now carried out in China.
  - 4 Product is a good way for brands to reach their target customers.
  - 5 The agency claims the best way to advertise our water bottles is through celebrity
  - 6 Some brands are just not worth what you pay they're
- **SPEAK** Describe the video still and answer the questions.



- **1** Where could you see such a photo?
- **2** Who are vintage markets good for?
- **3** How often do you buy from local vendors?

### **FAST FINISHERS**

If you worked on an advertising campaign for the following products or services, who would you choose for celebrity endorsement?

1 bio yoghurt

2 anti-hair loss products

3 a low-cost airline

4 trainers made from recycled materials

### Modal verbs: present and past

- **SPEAK** Would you like a new shopping centre to be built in your neighbourhood? Why/Why not?
- **2** Read the comments about a new shopping centre planned for city centre parkland and the post below. Find sentences with the same meaning as sentences a-f.
  - a It doesn't have to be this way.
  - **b** We must take action.
  - **c** Local activists are allowed to protest.
  - **d** I'm sure it's a joke.
  - e It's possible that the mayor used persuasion.
  - f It was unnecessary for us to be so upset.

We don't have to let this happen! Do you agree?

Yes! It <u>needn't happen</u> – we can stop it.

We mustn't let this crazy plan go ahead. We'd better do something ASAP.

Where are we supposed to go for a run now? We have to do something.

May I add something? Who's going to pay for this? Us.

Someone <u>ought to contact</u> the newspapers. This <u>could be</u> a huge disaster for our town.

Politicians should get their eyes tested. We have enough

The Residents Action Group <u>can organise</u> a demonstration. Can you all make it this Saturday? If we fight, we might be able to get them to think again.

The mayor can't be serious! This must be some kind of a joke.

I agree, but we <u>can't stop</u> them. They have all the power.

The Residents Action Group must have won their campaign, as the plans for the new shopping centre have been scrapped. It might have been pressure from the mayor, who has supposedly changed her mind about the project. Most residents say she shouldn't have backed the idea in the first place. Luckily, we needn't have worried.

**3** Study the grammar table. Choose four rules and find sentences in exercise 2 which illustrate them.

- 4 Rewrite the sentences using the correct modals.
  - 1 Excuse me, is it OK if I turn off the light? Excuse me, off the light?
  - 2 There's a chance she'll forget to turn the tap off. She turn the tap off.
  - 3 Zoo visitors aren't allowed to feed the animals. You the animals in the zoo.
  - 4 It's not necessary to give up eating meat completely - just eat less.

You \_\_\_\_\_up eating meat completely just eat less.

- 5 It's not possible she's Greek. Her English is perfect! She Greek. Her English is perfect!
- 6 You ought to call the delivery company to check where your order is.

You had \_\_\_\_\_ the delivery company to check where your order is.

- 5 1.21 Complete the mini-dialogues with the correct past modals and the verbs in brackets. Then listen and check. There may be more than one correct answer.
  - 1 X: I've just seen Anan in that new fair-trade café.

Y: It (be) him. He's on holiday with his family.

- 2 X: Yesterday, I splashed out on this new dress for the party.
  - Y: You (do) that. I (lend) you something to wear.
- 3 X: We've cut the grass and watered the plants.
  - Y: Thanks, but you (water) the plants - it's going to rain later.
- **4 X**: There used to be a great charity shop in this street.
  - **Y:** Yes, it isn't there anymore. It (close down).
- **SPEAK** Talk about three things you should have done last week.

#### **FAST FINISHERS**

Imagine you are going to take part in a protest against building a new shopping centre. Design a poster with a catchy slogan.

#### **Key Grammar**

#### Modal verbs: present

We use must, have to and need to to express obligation.

We use don't have to/need to and needn't to express a lack of obligation.

We use *can't* and *mustn't* to express prohibition.

We use can, could and may to express permission.

We use ought to, should(n't) and had better to give advice.

We use may, might and could to express possibility/probability.

We use can't and must for speculation/deduction.

We use can and can't to talk about (in)ability.

#### Modal verbs: past

We use must/can't/couldn't have + past participle to talk about certainty in the past.

We use may/might/could have + past participle to talk about possibility in the past.

We use *should(n't) have* + past participle to show regret for a past action.

We use *needn't have* + past participle to say that something that happened was unnecessary.

### Making a decision

- **SPEAK** Are you a mindful shopper? Why/Why not?
- 2 SPEAK Look at the photos and read the article introduction. Which photo would you choose for the article? Why?



Would you guess that teenagers are the most responsible age group when it comes to shopping? While they may have a purchase power of about \$44 billion, they're actually spending less! Experts believe that it is mainly because of their increased awareness of sustainability issues that Gen Zers are capable of distancing themselves from excessive consumption.

- 1.22 Listen to Megan and Paul talking about the article and the photos. Which picture do they choose?
- 4 1.22 Listen again and complete the Key Phrases.

### **Key Phrases**

### Making a decision

### Expressing and justifying an opinion/choice

It is my firm opinion/belief that ...

I sincerely/firmly/truly <sup>1</sup> that ...

The way I see it is that ...

I prefer ... mainly/simply because ...

That's why I'd <sup>2</sup> for ...

If I were to choose one, I'd go for ...

Another argument in favour of ... would be that ...

- ... is definitely the cheaper / better / more suitable choice.
- ... is the only one/ 3 that ...
- ... and therefore, ... is probably/clearly the best choice.

#### **Evaluating options**

Frankly speaking, / Quite frankly, / To be honest, none of these options really appeal to me / suit me.

When you compare the two, ...

It might ..., but I wouldn't choose it because ...

As regards / As for the other option(s), I wouldn't choose ... because ...

I'm simply not a fan of ...

- ... is (just) not my cup of tea.
- ... isn't the best 4 if you consider ...

The reason I wouldn't go 5 // pick / choose ... is because ...

- Complete the sentences with two words in each gap. Use the Key Phrases. There may be more than one correct answer.
  - 1 I'm sorry, but these places appeal to me. They are just not my cup
  - 2 , I'm not a fan of meat, so if I were to choose one of these menus, I'd the vegan one.
  - 3 Anti-consumerism \_\_\_\_\_ an interesting topic, but I wouldn't for the front cover.
  - 4 \_\_\_\_\_ the venue for the ceremony, the park is probably choice.
  - 5 Another argument of the first option is our limited budget. Vintage shopping the cheapest.
  - 6 It is belief that celebrity endorsement is a much better strategy than product placement. When the two, it turns out the former is much more influential.

# 6 SPEAK Answer the questions. Use the Key

- 1 Imagine you want to take up a sports activity to do at weekends. What would you choose? yoga / jogging / boxing
- 2 Imagine you are invited to a big pool party, and you want to buy a new outfit. Where would you go to get it?
  - a second-hand shop / a high-street boutique / a chain store
- 3 Imagine you've decided to be more socially responsible. Who would you choose to be? an animal rights activist / an elderly care volunteer / a vintage shopper

## **7** SPEAK Look at the photos and do the task.

Zamierzasz pozbyć się ubrań, w których nie chodzisz. Masz do wyboru trzy rozwiązania.

- Wybierz to, które najlepiej sprawdzi się w Twojej sytuacji, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







### **FAST FINISHERS**

What issues would you protest against? Are there any activist groups or good causes which you particularly support?

### An article about an environmental problem

### **SPEAK** Answer the questions.

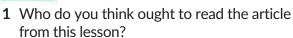
- 1 What are the environmental effects of excessive consumption?
- 2 What could you do in your everyday life to counteract it?
- 2 1.23 Listen and complete the summary. Do you do any of the things Emily does?

Emily makes sure her family has a separate bin for <sup>1</sup> and another one for glass, paper, plastic, tins and carton. She also recycles <sup>2</sup> eco-friendly, she uses her own reusable 5 and a 6

- **SPEAK** You are going to read a text about the following issues. How do you think they might be related?
  - palm oil consumption orang-utans rainforests
- 4 Read the text on page 43 and check your answers to exercise 3.
- 5 Read the article again and match sentences A-E to gaps 1-4 in the text. There is one extra sentence. Listen and check.
  - A Consumers need to be aware of what goes into their food and cosmetics, not just for the sake of their health, but also in order to understand how the production of the ingredients affects the global ecosystem.
  - **B** This reflects the creatures' home the rainforests of Indonesia, principally in Borneo and Sumatra.
  - C It's an enormous industry which may have put orang-utans at risk of extinction.
  - **D** It is these financial backers that consumers and activists need to get through to.
  - **E** This tiny visible part of a much larger problem makes coping with rainforest destruction extremely difficult.
- **6 KEY WORDS** Try to guess the meaning of the highlighted words and phrases in the article from the context. Then choose the correct options.
  - 1 Someone or something responsible for doing bad or illegal things is
    - a a culprit.
- **b** a pest.
- **2** The amount of products or services that people want or need worldwide is
  - **a** a consumption habit.
- **b** the global demand.
- 3 When a species has almost died out, it is
  - **a** in captivity.
  - **b** on the brink of extinction.
- 4 If you warn people about a serious problem, you a campaign for it. **b** sound the alarm.
- 5 When you make people understand something, you **a** get it across to them. b rule it out.
- 6 An attempt at something difficult is
  - a the tip of the iceberg.
- **b** an uphill struggle.

- **7** Complete the sentences with the correct forms of the highlighted words and phrases from the article.
  - 1 The zero-waste movement is becoming more and more popular, and many companies are willing to get better PR.
  - 2 Seeing animals makes me both sad and outraged - how would you feel without freedom?
  - 3 Governments shouldn't the possibility of introducing penalties for banks which lend money to companies involved in rainforest destruction.
  - 4 When it comes to the carbon footprint generated by food production, transporting the goods is just the \_\_\_\_\_, as there are many other actions that result in greenhouse gas emissions.
  - 5 Last year we had huge problems with insects in our basement, so this year we hired a control expert to help us get rid of them.
  - 6 Impulse buying is \_\_\_\_\_ I need to change if I want to be a more responsible consumer.

### **8 SPEAK** Answer the questions.



**2** Use the arguments from the article to convince a friend of yours to change their consumption habits.

### **FAST FINISHERS**

Choose three of the highlighted words and phrases from the text and illustrate their meaning with a drawing.

Search online for other animals that are in danger of extinction. Choose one species and note down key information about the problems regarding its habitat, diet, family structure or the environmental problems which might affect it. Find photos to illustrate the information and prepare a short presentation for your class.









# Man's closest relative in danger

The orang-utan gets its name from a Malay word meaning 'person of the forest'. 1 Recently, animal rights activists and conservation groups have been sounding the alarm for these majestic primates.

- 5 They have been trying to get across to people that our consumption habits, however insignificant at first sight, may be having a significant effect on these animals' habitats. This is due to our excessive use of a particular crop.
- <sup>10</sup> The **culprit** is palm oil. It is thought that palm oil is used as an ingredient in about fifty percent of all food and cosmetic products, including chocolate, ice cream, toothpaste, soap and shampoo. 2 To keep up with global demand for palm oil, large areas of Indonesian
- <sup>15</sup> rainforest have been burnt down and cleared to make way for palm trees. Orang-utans are seen as pests that must be driven out of the palm oil plantations. As a result, baby orang-utans are often abandoned and have to be brought up in captivity. Their
- <sup>20</sup> situation is now critical orang-utan sanctuaries and orphanages are overcrowded, and many environmental organisations are not ruling out total extinction in the near future.
- Palm oil producers and the enormous food <sup>25</sup>and cosmetic companies that purchase the products are only the tip of the iceberg in many respects. In order to clear existing forests and plant palm trees, many companies receive huge loans and investments from major global banks. 3 lt is
- <sup>30</sup>not enough to campaign for the sustainable and responsible use of palm oil by food and cosmetics companies - the banks must be targeted too. Not only is the palm oil industry pushing orang-utans
- to the brink of extinction, but rainforest destruction
- $^{35}$ also affects other wildlife, such as tigers and elephants, as well as indigenous people who have to be moved off their land or are forced to work on the plantations. Many environmental organisations also report the use of child labour for harvesting the palm fruit. Such
- <sup>40</sup>knowledge might save the remaining fifteen percent of ancient forests from destruction and make protecting our closest relatives and their habitat less of an uphill struggle.













indigenous people - rdzenna ludność

orphanage - sierociniec

primate – ssak z rzędu naczelnych

### Responsible shopping and nutrition

**SPEAK** What do you pay attention to when you shop for food?



Choose the odd word out.

- 1 shrimp, tuna, cereal, salmon
- 2 self-service, snack, take-away, fast-food
- 3 take an order, book a table, order a meal, leave a tip
- 4 recipe, boil, chop, roast
- 5 dairy, seafood, vegetables, rolls
- **3 (1.25 KEY WORDS (2)** Listen to four people talking about shopping. Match speakers 1-4 to concepts A-G. There are three extra concepts.

Speaker 1 Speaker 3 Speaker 2 Speaker 4

- A reducing your carbon footprint
- B organic food products
- C reusable carrier bags
- D cruelty-free
- E buying from local vendors
- F zero-waste policy
- G fair trade
- **4 SPEAK KEY WORDS** Answer the questions.
  - 1 Do you support family businesses when you go shopping?
  - 2 Would you like to **limit your meat consumption**?
  - 3 Do you think you could go vegan?
  - 4 How often do you read **nutrition information** labels?
  - 5 Do you ever go on crash diets?
  - **6** Do you follow a well-balanced/varied diet?
  - 7 How often do you buy food products that are:
    - high/low in calories?
    - high/low in fat?
    - low-carbohydrate?
    - fattening?
    - rich in protein?

**Solution** Complete the comments with the correct forms of the highlighted words and phrases from exercises 3 and 4. The first letters are given.



I don't understand people who choose <sup>1</sup>c diets to lose weight because it's extremely unhealthy. It's much more responsible to eat <sup>2</sup> products that are rich in 3 p

Of course, you can reduce your through ethical shopping. It's enough to buy from local 5 v so that products do not need to be transported over long distances, which results in less air pollution.





I may not study the information on food packaging, like <sup>6</sup> n or <sup>7</sup> f certification, but ever since I read about the impact of farming on the environment, I've considerably limited my meat <sup>8</sup> c , and I might even go

As a <sup>10</sup>z supporter, I encourage all my friends and family to buy responsibly. I've even bought <sup>11</sup>r bags for my mum.



6 SPEAK Make a list of three bad shopping habits that you have. Then work in pairs and come up with a plan to change them.



Choose one comment from exercise 5 and reply to it.

Find out about the values that are included on nutrition information labels and learn how to read them. Then choose two pieces of information you find interesting and share them with the class.























**44** UNIT 3

### A radio interview about coltan mining

- **SPEAK** Which of the following do you take into consideration before buying a new smartphone?
  - the chemicals used to manufacture the parts
  - the carbon footprint of the production process
  - the sustainability of the materials
  - fair-trade certification



Complete the definitions with work, job, career or labour.

- 1 (countable) work that you do regularly to earn money
- 2 (uncountable) an activity that involves physical or mental effort
- 3 (uncountable) a formal equivalent of 'work', especially when it involves hard physical effort
- 4 (countable) a profession that you spend a lot of your working life doing
- **3 KEY WORDS** Match highlighted words 1–8 and a-h to make collocations connected with ethical manufacturing.
  - 1 minimum
  - 2 child
  - 3 human
  - 4 ethical
  - 5 major
  - 6 inhumane
  - 7 safety
  - 8 sustainable

- a working conditions
- **b** practices
- c labour
- d wage
- e rights violations
- f regulations
- sources
- h manufacturers
- **4** Complete the sentences with the collocations from exercise 3.
  - 1 Many people working on the find it very hard to get by.
  - 2 Can you name any of energy apart from hydroelectricity?
  - 3 Adequate lighting and proper ventilation are included in the \_\_\_\_\_\_ in the workplace.
  - 4 Do you know any with a cruelty-free certification?
  - 5 Personal responsibility and mutual respect are examples of \_\_\_\_\_\_ in an organisation.
  - 6 When you buy fair-trade products, you are making sure that your purchase is not going to encourage such as forcing people out of their homes to create farmlands.
  - 7 The labourers were complaining about \_\_\_\_\_, for example, standing over the assembly line for the entire shift.
  - 8 The clothing company is notorious for its use of \_\_\_\_\_, despite it being illegal.

**5 1.26** Listen to the definitions of the words below and make sure you understand their meaning. Then try to predict the topic of the interview.



coltan /'kpl,tæn/ noun [U] a black metallic ore lithium /'lıθiəm/ noun [U] a chemical element that is a soft silver-white metal harmful /'haːmfəl/ adjective causing damage pristine /'pristiin/ adjective undamaged; in perfect condition

- 6 1.27 Listen to a radio interview with a man called Jamie Harrison and answer the questions.
  - 1 Why was Jamie Harrison invited to appear on the programme?
  - 2 What are the two main problems with some of the mines?
- 1.27 Silving Listen again and complete the sentences.
  - **1** Due to the importance of coltan as a component of mobile phones, coltan mining has become
  - 2 In \_\_\_\_\_\_, coltan mining doesn't raise any ethical doubts.
  - 3 Coltan mines attract young men because they than in other jobs.
  - 4 Workers are made to and work without the necessary tools all day long.
  - 5 Clearing the rainforest affects both
  - **6** Jamie's group is trying to make companies
- SPEAK | What else would you like to know about coltan mining? Make a list of 3-4 questions you would like to ask Jamie.



### **FAST FINISHERS**

How could you persuade young people to be more responsible while shopping for smartphones? Suggest at least two ways.

### Present and past wishes and regrets

**SPEAK** What makes a pleasant shopping experience?



- 2 1.28 Listen to the last part of the interview about coltan mining from the previous lesson. Which sentences reflect what the speaker says?
  - a We would rather manufacturers bought coltan from particular countries.
  - **b** It's time the mines stopped the destruction of the rainforest.
  - **c** If only mobile phone companies used coltan from sustainable sources.
  - **d** We wish manufacturers had a sense of ethical responsibility.
- **3** Study the grammar table and complete it with examples a-d from exercise 2.

### **Key Grammar**

#### Present and past wishes and regrets

We use I wish / If only + past simple to talk about present situations that we are dissatisfied with, e.g. <sup>1</sup>/<sub>2</sub>. We use I wish / If only + past perfect to talk about past situations that we are dissatisfied with, e.g. I wish I had bought a different phone.; If only the government had introduced a law on sustainable energy.

We use I wish / If only + subject + would + infinitive to express annoyance with a present situation or regret that something will (not) happen, e.g. I wish you would stop lying about what happened at that party.

We use would rather / it's (high) time + subject + past simple to talk about a course of action we would like (someone else) to take, e.g. 3 2, 4 2.

In unreal past, it is common to use were, not was, for all the persons, e.g. If I were taller, I could play basketball.

#### Grammar Reference >> 52

- Complete the sentences with the correct forms of the verbs in brackets.
  - 1 Mum would rather I (not come) home so late.
  - 2 If only Steven (take) his studies more seriously - he could have much better results.
  - 3 Tom wishes he (chose) different subjects for his finals.
  - 4 It's time I (replace) my phone this battery doesn't hold long enough.
  - 5 I wish more people (know) about the damage caused by excessive buying.
  - 6 If only there (be) fewer tasks I could have completed the whole test.
  - 7 I wish you (not be) so untidy I'm fed up with putting away your stuff all the time.

- Read the WATCH OUT box and translate into English.
  - 1 Czas, żebyśmy spróbowali coś z tym zrobić.
  - 2 Szkoda, że nie było cię w domu.
  - **3** Gdybym tylko mógł spać do południa!
  - 4 Szkoda, że musisz iść.
  - **5** Chciałbym, żebyś przestał do mnie dzwonić.
  - **6** Gdybyśmy tylko nie przyjechali wczoraj spóźnieni!

### **WATCH OUT**

I wish ...

I wish I had ... - Szkoda, że nie mam... I wish I didn't have ... - Szkoda, że mam...

- 6 Complete the second sentence so that it means the same as the first one.
  - 1 I'd like you to be more helpful. I'd rather more helpful.
  - 2 It was a mistake that Mike spent all his money on games.
    - If only Mike all his money on games.
  - 3 Mary regrets not living near the mountains. Mary wishes near the mountains.
  - 4 It's getting dark. We'd better go home. It's time we because it's getting dark.
  - **5** I hate the fact that we cannot travel abroad. If only abroad.
  - 6 That hat was a real bargain, and I regret not buying it. I wish \_\_\_\_\_ that hat because it was a real bargain.
  - 7 I don't want my parents to get involved in my private life.
    - I'd rather involved in my private life.
  - 8 I want Sue to call me, but it looks like she won't. I wish me.
- **SPEAK** Express regrets about the following. Use I wish, If only, It's time or would rather.



### **FAST FINISHERS**

Imagine that you have caught a golden fish. Write down three wishes that you would like to make.

### Grammar and vocabulary practice

- **SPEAK** Think about the things you did yesterday. What do you wish you had done differently? What do you think you should not have done at all?
- **2** Correct the mistakes in the sentences.
  - 1 No, it must be Rosa over there. She's gone to the beach.
  - 2 The situation doesn't look too bad, but it might just be the top of the iceberg.
  - 3 Is your phone dead already? You must have bought a better one.
  - 4 Maya has to meet you tonight she's got too much to do.
  - 5 I can't give up eating meat in the future. Time will
  - 6 They can't have gone to France on holiday, but I'm not sure.
  - 7 We mustn't have drunk all the milk. I bought four litres just yesterday!
  - **8** We are pleased to announce that our project has received the placement of the mayor.
- 3 1.29 Read the WATCH OUT box. Then listen and repeat.

### WATCH OUT Reduced pronunciation: past modals

In everyday connected speech, past modal verbs undergo reduced pronunciation, which means that you do not put effort into pronouncing the auxiliary verb

should have → /[ʊdˈəv/ could have → /kʊdˈəv/ must have → /mʌstˈəv/

- 4 Complete the sentences with the correct forms of the verbs in brackets and match the sentence halves.
  - 1 I wish I (not be)
  - 2 It's time governments (do)
  - 3 If only we (persuade)
  - 4 I wish I (not buy)
  - 5 If only I (pick up)
  - 6 I'd rather you (not go)
  - a more about animal welfare on an international
  - **b** our school to provide recycling bins in every classroom. We still don't have enough.
  - c some bargains! Unfortunately, the shopping trip was a complete waste of time.
  - **d** to the demonstration, even if it's for a good cause.
  - e these shoes they are really tight.
  - f on such a tight budget.

5 Complete the text with one word in each gap.

### GO VEGAN & HELP THE PLANET

Humans <sup>1</sup> be crazy to keep consuming so much meat, for numerous reasons. First of all, switching to a plant-based diet is one of the easiest ways to reduce your carbon footprint. Extensive research shows that agriculture is responsible for over one quarter of global greenhouse gas emissions, eighty percent of which come from animal agriculture. Can you imagine? It's 2 people started refraining from eating meat, dairy, honey and other animal-sourced foods, especially if we 3 greenhouse gas emissions to fall. But there is more to veganism than just reducing emissions. According to PETA (People for the Ethical Treatment of Animals), every person who goes vegan 4 save the lives of more than one hundred animals a year. If <sup>5</sup> more people managed to cut down on meat, dairy products and eggs! It would make a huge difference. The way I see it, we 6 have limited animal farming a long time ago!

- 6 Complete the second sentence so that it means the same as the first one. Use the words in capitals.
  - 1 I wish we hadn't left so late. SHOULD
    - We sooner.
  - 2 We really deserve to have a holiday. TIME It \_\_\_\_\_a holiday.
  - 3 You should have asked about the address. ONLY asked about the address.
  - 4 The shops were closed yesterday, so it's impossible that Lucy bought the shoes in-store. HAVE Lucy the shoes in-store because the shops were closed yesterday.
  - **5** We needn't have paid so much for the repair. **RIPPED**
  - 6 Kevin regrets being an only child. WISHES Kevin an only child.
- **SPEAK** Work in small groups. Go to page 156 and follow the instructions.

#### #BRAINTEASER

1 I may shave a few times a day, but I can still grow a long beard. Who am I?



2 I can't talk, but I have to answer when you shout. What am I?

### FAST FINISHERS

Choose two superpowers that you would like to have and write three sentences beginning with I wish, If only and I could have.

### A formal letter of enquiry

Dear Sir/Madam,

I am writing to enquire about the use of coltan in the components of your mobile phones.

I have recently read an article about coltan mines in International Geographic Online, which made me very concerned. According to the article, not only do these mines destroy local ecosystems, which are home to a wide variety of species, but the working conditions for the miners are often inhumane. I was truly outraged to learn about the unethical practices reported in the article, and I would like to hear your company's standpoint.

Having used mobile phones manufactured by your company for the last three years, I would like to know whether the company uses coltan in its components and, if so, which countries this mineral is sourced from. I would be grateful if you could also provide me with information about the mining operations that your suppliers use. Please inform me of your company's policy on the mining of coltan and other minerals and metals used in the manufacture of your mobile phones.

Thank you for your co-operation. I hope you will give this matter your earnest consideration and respond to my letter in a timely manner.

I look forward to hearing from you soon.

Yours faithfully,

Maria Kowalska



Study the Key Phrases box. Find the Key Phrases used in the letter and translate them into Polish.

### **SPEAK** Who might you write a formal letter of enquiry to? What information would you like to obtain?

- **2** Read the letter of enquiry below and answer the questions.
  - 1 Who is Maria writing to?
  - **2** What is the purpose of the letter?
  - **3** Which two things is Maria concerned about?
  - 4 What does she want to know?
- **3** Read the letter in exercise 2 again and match paragraphs 1-4 to points a-e below. One paragraph matches two points.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- a an outline of your enquiries
- **b** the reason for your enquiry
- c a call for future action
- **d** an explanation of your concerns
- e the purpose for writing

### Key Phrases

### A formal letter of enquiry

#### **Opening greeting**

Dear Sir/Madam,

Dear Ms Green.

### Introduction/Purpose for writing

I am writing to ask/enquire about ...

I am writing in connection with / in response to ...

#### The reason for your enquiry

According to (an article I have recently read) ...

I have read/found your (advertisement/article) in ..., and would like to ...

I have some concerns regarding ...

#### **Asking for information**

I would like to know if/whether ...

I would like to know more details about ...

I would be (very) grateful if you could ...

I wonder if you could ...

Please inform me of ...

#### **Final remarks**

I hope you will give this matter your earnest consideration.

I look forward to hearing from you (soon).

I look forward to your reply.

### **Closing expression**

Yours faithfully,

Yours sincerely,

- Rewrite the sentences in a more formal style using the words in brackets. Use the Key Phrases.
  - 1 Where exactly is the meeting point? (would / details)
  - **2** Are there any reports regarding safety at the camp? (know / whether)
  - **3** Keep me informed about the sales updates. (grateful / could)
  - 4 Can you put my name on the waiting list? (wonder / could)
  - 5 Do you really rule out total extinction of the species? (would / if)
  - 6 Let me know about the options for recycling the packaging. (please / inform)



- 6 Read the WATCH OUT | SKILLS box and rewrite the sentences using Not only ..., but ...
  - 1 Climate change is not only bad for humans, but it is also putting some animals at risk of extinction.
  - 2 We should protect these animals and save their habitats.
  - **3** These places have a huge variety of plants and animals, and they are also home to many indigenous tribes.
  - 4 I wrote an email to the company and I posted on their Facebook page.
  - 5 These companies don't just cut down the trees; they also burn the surrounding vegetation.

#### WATCH OUT | SKILLS

#### Adding emphasis

In formal writing or speech, we can use Not only + be / auxiliary / modal verb + subject + verb ..., but + subject + verb ... in order to add emphasis, e.g. Not only do these mines destroy the local ecosystems, but the working conditions for the miners are inhumane.

Do the writing task. Follow the steps in the Writing Planner.

Jesteś osobą, która stara się robić zakupy w odpowiedzialny sposób. Dowiedziałeś się / Dowiedziałaś się, że Twoja ulubiona marka odzieżowa została bardzo negatywnie oceniona w rankingu firm przyjaznych środowisku. Napisz do zarządu tej marki list formalny (200-250 słów), aby uzyskać więcej informacji na temat proekologicznych działań firmy, i zaproponuj sposób, w jaki można w przyszłości efektywniej przekazywać takie informacje konsumentom.

### WRITING PLANNER



#### THINK

Make a list of the issues you would like to ask about (recycled materials, packaging, transport and carbon footprint, certificates, etc.).

#### **PREPARE**

Organise your notes into four paragraphs:

- 1 opening greeting and reason for writing,
- **2** reason for your enquiry,
- **3** questions to be asked,
- **4** expectations for future action.

#### **WRITE**

Write your letter. Use your notes and the Key Phrases. Remember to use formal language and the correct phrases to begin and end your letter.

Read your letter and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

#### FAST FINISHERS

Imagine you want to open a small café near your school. How could you make it more eco-friendly than most cafés? Suggest at least two ideas. RESEARCH IMPULSE

Find out how different companies (food, clothing, electronics, etc.) are turning to responsible and sustainable shopping. Find a minimum of three brands and describe one of the practices they have introduced.



3.10 Revision

#### VOCABULARY

1 Complete the sentences with the words and phrases from the box. There is one extra phrase.

endorsement minimum wage packaging ripped off shop around tight budget

- 1 We were \_\_\_\_\_\_ in that restaurant last night. We paid far too much for the meal.
- 2 They don't usually for things. They go out and buy the first thing they see.
- 3 Since our products received from some top influencers, the sales have gone up.
- 4 Most university students are on a really They only have money for the basics, not luxuries.
- 5 Companies really need to reduce the amount of that they put their products in.
- **2** Complete the sentences with the correct words. Some letters are given.
  - 1 Unfortunately, we u defend e defend me defended defended to take out a loan.
  - 2 Do you know all of the new **g g f g g y** regulations in your workplace?

  - 4 I always take r s b e carrier bags when I go shopping so that I don't have to buy the plastic ones.
  - 5 Name two species that are on the r k of extinction.
  - 6 Since I started reading n 2 t 2 1 n information labels, I have stopped buying a lot of products.

### GRAMMAR

### **3** Choose the correct options.

I don't think that my generation has it easy. We 1 study hard for years and years, through school and university, and then we 2 get a job at the end of it all. Even if we 3 find work, the pay and conditions 4 be very good. I wish life 5 easier for us. Still, for our grandparents' generation things were much harder. My grandfather didn't have an easy life: he did very hard physical work, often for the minimum wage, but he never wished he 6 a different life. He and my grandmother had four children, so they were always short of time and money. They 7 had all the fancy gadgets we have nowadays, but they knew how to live on a tight budget. It 8 been hard for them, but they did it without complaining.

10	utt	John Planning.				
1	Α	have to	В	mustn't	C	couldn't
2	Α	must not	В	shouldn't	C	might not
3	Α	ought to	В	manage to	C	have to
4	Α	may not	В	cannot	C	can't have
5	Α	is	В	was	C	had been
6	Α	had	В	was having	C	would have
7	Α	may not	В	must not have	С	may not have
8	Α	can't be	В	must have	C	ought to

- 4 Complete the sentences with one word in each gap. There may be more than one correct answer.
  - 1 No, it \_\_\_\_\_\_ be Kate over there. She's gone to the beach for the weekend.
  - 2 You to help with the washing-up. It's not fair to leave it all to me.
  - 3 If only my parents \_\_\_\_\_\_ buy me a new mobile phone! This one is so outdated.
  - 4 I wish I meet you tonight, but it's just not possible. I've got too much to do.
  - 5 I think they have gone to France on holiday, but I'm not sure.
  - 6 If only Ben told me about his problems before. I would have helped him.

## USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

Buy Nothing Day is a day of protest against consumerism. In the past, many important events about spending time with friends and family, but now they're about buying bigger and more. Buy Nothing Day is a response to this. Anyone take part in Buy Nothing Day, but they 3 to agree not to spend any money at all on this day – which 4 \_\_\_\_\_ be more difficult than you think! People 5 been celebrating Buy Nothing Day since 1992. It 6 to be in September, but in 1997 it was moved from September to November to coincide with Black Friday, as people 7 likely to spend more money on this day than on any other day of the year. This year, the organisers predict that millions of people in over sixty countries will 8 joining in by buying nothing.

- 6 Complete the second sentence so that it means the same as the first one.
  - 1 It was unnecessary for you to buy so much food.

You so much food.

2 It's impossible that John had an accident.
I saw him this morning.
John
an accident. I saw him this morning.

- 3 I regret I gave him my wallet. If only him my wallet.
- 4 Perhaps Rita has gone to the cinema. Rita to the cinema.
- 5 It's a pity I don't know how to comfort her.
  I wish how to comfort her.
- 6 It was your responsibility to invite her to the party.
  You her to the party.

#### LISTENING

- 1.30 Listen to an interview about Black Friday shopping and answer the questions.
  - 1 What is a popular term for compulsive buying behaviour?
  - **2** How can you avoid making impulse purchases?
  - **3** Why are some bargains fake?
  - 4 What information do online shops display to make you buy a product?

#### READING

Read the text and complete the summary.

### ZERO WASTE - THE WAY TO GO

Imagine being able to fit all the rubbish that you have generated in a year into a small glass jar. That's what zero waste supporters aim to achieve: send no waste to landfill (where all our rubbish goes if it can't be recycled); reuse as much as possible; send as little as possible to be recycled; and collect organic waste for compost (the stuff you add to soil to improve its quality and help plants to grow). So, why should we all try to go zero waste? Well, here are a few scary statistics to give you an idea. The average EU citizen throws away around 500 kilograms of waste a year. Think of how many times your body weight that is, and think how many years you're likely to be on this planet to calculate just how much waste you might generate in your lifetime. In the UK, that annual waste figure is below the EU average, at around 412 kilograms a year. However, only around forty-three percent of that waste is recycled. Compare that with Sweden, where ninety percent of household waste is recycled. The average household in the UK throws away ninety drink cans and seventy food cans a year, 480 plastic bottles, and the equivalent of six trees of paper. Although the use of plastic bags has dropped by eighty-six percent since a 5p charge was introduced, UK retailers still get through a massive one billion plastic bags a year. About a quarter of the waste in our bins is just packaging, sixty percent of it could be recycled and half of it could be turned into compost. Most European cities now recycle plastic and aluminium packaging, paper, glass and organic waste. It goes without saying that all households should be doing everything they can to recycle. However, what zero waste followers say is that it isn't enough. What we should be doing, in fact, is reducing the amount of potential waste that enters our houses.

There are some basic and easy steps we can take to do this. In the UK, people throw away over thirty-five million bottles every single day. It is estimated that around the world people get through around one million plastic bottles a minute, ninety-one percent of which are not recycled. Replace your plastic bottle of water with a nice aluminium or glass reusable bottle. Stop using paper tissues and buy cloth ones ... Yes, just like your grandparents! Of course, everyone should only ever use reusable carrier bags for shopping, so take your own cloth

#### SPEAKING

9 Solution Look at the photos and do the task.

Pracujesz w lokalnej gazecie, w dziale reklamy. Możesz sprzedać jedno miejsce na reklamę ze zniżką.

- Wybierz sklep, który powinien mieć możliwość wykupienia reklamy po niższej cenie.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





- 1 Where do you shop most often? Why?
- 2 Is eco-friendly shopping important for people your age? Why/Why not?

### WRITING

**10** Read the instructions and do the task.

Niedawno dowiedziałeś/dowiedziałaś sie, że lokalna sieć handlowa dołączyła do akcji promującej odpowiedzialne zakupy. Napisz list do menadżera sklepu (200–250 słów), w którym zapytasz o szczegóły dotyczące akcji oraz zaproponujesz, jak włączyć do akcji uczniów lokalnych szkół.

bags to the supermarket to carry fruit and vegetables. Replace your plastic food containers with glass ones, and use beeswax or paper wraps instead of clingfilm to keep food fresh in the fridge.

Moving towards zero waste won't happen overnight, it's a process and the tips above are just the first essential parts of it. Fitting all your waste in a jar could take years, but it's definitely worth a try.

The article begins with a description of what <sup>1</sup> are trying to achieve, that is, reducing the amount of rubbish and waste. Then, the author quotes some statistics to illustrate what the situation looks like. It turns out, for example, that while the UK average waste per person is the EU average, the British do not recycle as much as they could.

The second part of the article is about the possible steps to be taken to reduce the amount of waste. The author points out that zero waste is not only about recycling what is left but also <sup>3</sup> what you buy. For example, we should stop using packaging made <sup>4</sup>, such as bags, water bottles or food containers, and replace them with reusable ones.











## **Grammar Reference Unit 3**

### 3.2 Modal verbs: present and past

Present		Past		
(Lack of) Ability -	(Brak) Umiejętności/Możliwości			
		could(n't) + inf	We couldn't decide what to order.	
can('t) + inf  I can skateboard, but I'm not very good at it.		was(n't) / were(n't) able to + inf	Moira wasn't able to answer the last question.	
Permission - Pozv	volenie			
can + inf	Sixth formers can use a calculator in tests.	could + inf	Could you swim when you were ten?	
may + inf	You may bring a friend to the party.	-	-	
Obligation/Neces	ssity – Konieczność/Potrzeba			
must + inf	You must leave your coats in the cloakroom.	hadta Link	Makada wasakiwa da sa ta tha wasanti su	
have to + inf	Does she have to submit the report today?	had to + inf	We had to wear tuxedoes to the reception	
need to + inf	I need to buy some bread on the way home.	needed to + inf	I needed to get some fresh air.	
Lack of obligation	n/necessity – Brak konieczności/potrzeby			
don't have to + inf	We don't have to book a table in advance.	didn't have to + inf	They didn't have to read the entire book.	
don't need to /		didn't need to + inf	I realised that I didn't need to return the books until the following week.	
needn't + inf	You don't need to work out every day to be fit.	needn't have + inf	We needn't have got up so early – their flight was delayed by five hours!	
Prohibition – Zako	az			
mustn't + inf	You mustn't use your mobiles in class.	-	-	
can't + inf	Children can't play here on their own.	couldn't + inf	Women in Poland couldn't vote until 1918	
may not + inf	Visitors may not photograph the exhibits.	-	-	
Advice - Rada				
should(n't) + inf	What should I do? Should I text him now?	should(n't) have + past participle	You shouldn't have lied in your CV.	
ought (not) to + inf	The activists ought to act fast if they want to achieve anything.	ought (not) to have + past participle	We ought not to have left it until the last minute.	
had better + inf	You'd better hurry up, or you'll miss your bus!	-	-	
Deduction and sp	eculation (probability, possibility, certainty) – <i>L</i>	) Dedukcja i spekulacja (pi	rawdopodobieństwo, możliwość, pewność)	
may / might / could (not) + inf	It might not be true, so let's not panic just yet.	may / might / could (not) have + past participle	I don't know why she didn't pick up. She may have been asleep.	
must + inf	You must be exhausted! Sit down and I'll make you a cup of tea.	must have + past participle	I can't find my glasses. I must have left them at work.	
can't + inf	They can't know about your plan – I swear I didn't tell anyone!	can't / couldn't have + past participle	He can't have spent £500 in the casino.  He's way too tight-fisted for that!	

#### **UWAGA!**

Didn't need to + bezokolicznik oznacza, że nie było potrzeby wykonania danej czynności, a needn't have + past participle że dana czynność została niepotrzebnie wykonana.

#### 3.7 Present and past wishes and regrets

Konstrukcje: I wish i If only stosujemy, aby:

- wyrazić żal z powodu sytuacji, w której znajdujemy się obecnie (I wish/If only + past simple), np.: I wish our local greengrocer's sold more organic vegetables.
- poskarżyć się na sytuację, w której się znajdujemy, wyrażając tym samym życzenie, żeby się ona zmieniła (I wish/If only + would + bezokolicznik), np.: If only Mum would let me dye my hair red!
- wyrazić ubolewanie dotyczące zdarzeń z przeszłości (I wish/If only + past perfect), np.: I wish I'd known how harmful crash diets can be when I was younger.

Za pomocą konstrukcji would rather + rzeczownik/zaimek + past simple możemy wyrazić preferencje i życzenia dotyczące teraźniejszości i przyszłości. W języku polskim odpowiada jej sformułowanie "wolałbym, żeby...", np.: *I'd rather you didn't shout*. Za pomocą konstrukcji It's (high) time + rzeczownik/zaimek + past simple możemy wyrazić nasze życzenia dotyczące teraźniejszości i niedalekiej przyszłości. W języku polskim odpowiada jej sformułowanie "najwyższy czas, żeby...", np.: It's (high) time you moved on - no use crying over spilt milk.

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### - KEY WORDS

	in William B.	ИРЗ 18
be on a tight budget	/ˌbi ɒn ə ˌtaɪt ˈbʌdʒɪt/	dysponować skromnyn / małym budżetem
be short of money	/ˌbi ʃɔːt əv ˈmʌni/	mieć mało pieniędzy
browse	/braʊz/	przeglądać
carrier bag	/ˈkæriə bæg/	torba, reklamówka
(celebrity)	/(səˈlebrəti)	promowanie czegoś
endorsement	ın,dɔ:smənt/	przez (celebrytów)
consumer	/kənˈsjuːmə/	konsument
consumerism	/kənˈsjuːməˌrɪzəm/	konsumpcjonizm
discount	/ˈdɪsˌkaʊnt/	zniżka
economy	/ı'kɒnəmi/	gospodarka
free of charge	/ˌfri: əv ˈtʃaːdʒ/	bezpłatnie, gratis
get ripped off	/,get ,ript 'pf/	zostać oszukanym
good value for money	/ˌgʊd ˌvælju: fə 'mʌni/	dobry stosunek jakości
		do ceny
high-street store	/ˈhaɪ-striːt stɔː/	sklep należący do duże
		sieci
impress	/ım'pres/	zrobić wrażenie, zaimponować
label	/ˈleɪbəl/	znak firmowy, marka
material goods	/məˌtɪəriəl ˈgʊdz/	dobra materialne
overvalued	/ˌəʊvəˈvæljuːd/	wyceniony zbyt wysoko
packaging	/ˈpækɪdʒɪŋ/	opakowanie
persuade	/pəˈsweid/	przekonywać
pick up a real bargain	/ˌpɪk ˌʌp ə ˌrɪəl ˈbaːgɪn/	złapać prawdziwą okazje
(product) placement	/('prodnkt) pleismant/	lokowanie (produktu)
production	/prəˈdʌkʃən/	produkcja
purchase	/ˈpɜːtʃəs/	kupić, nabyć; zakup
shop around	/ʃɒp əˈraʊnd/	rozglądać się po sklepac
society	/səˈsaɪəti/	społeczeństwo
sole	/səʊl/	podeszwa
sustainable	/səˈsteɪnəbəl/	zrównoważony,
		bezpieczny
		dla środowiska,
		trwały
transfer	/'trænsf3:/	przelew
underestimate	/ˌʌndərˈestɪˌmeɪt/	nie doceniać, zbyt nisko oszacować
window-shopping	/ˈwɪndəʊ ˌspɪŋ/	oglądanie wystaw sklepowych

### GRAMMAR 1 A MP3 19

	13-11-11	
ASAP (as soon as possible)	/ˌeɪ es eɪ ˈpi: (əz ˌsu:n əz ˈpɒsəbəl)/	tak szybko, jak to możliwe
resident	/ˈrezɪdənt/	mieszkaniec
scrap	/skræp/	odstępować od czegos
take action	/ˌteɪk ˈækʃən/	podjąć działania
	SPEAKING A	1P3 20

	SELAKING MES	3 20
be capable of sth	/bi ˈkeɪpəbəl əv ˌsʌmθɪŋ/	umieć, potrafić coś
chain store	/ˈtʃeɪn stɔː/	sklep należący do sieci handlowej
consumption	/kənˈsʌmpʃən/	konsumpcja
elderly care	/ˈeldəli keə/	opieka nad ludźmi w podeszłym wieku
Gen Zer	/ˌdʒen ˈzi:ə/	przedstawiciel pokolenia Z
mindful	/ˈmaɪndfəl/	świadomy, uważny
necessity	/nəˈsesəti/	konieczność, potrzeba
sustainability	/səˌsteɪnəˈbɪləti/	zrównoważony rozwój
vintage	/ˈvɪntɪdʒ/	stary, klasyczny

### READING MP3 21

affect sb/sth	/əˈfekt ˌsʌmbədi/ˌsʌmθιŋ/	wpływać na kogoś/coś dotyczyć kogoś/czegos
campaign for sth	/kæm'pein fə ˌsʌmθiŋ/	prowadzić kampanię na rzecz czegoś
carbon footprint	/ˌkaːbən ˈfʊtprɪnt/	ślad węglowy
consumption habit	/kənˈsʌmpʃən ˌhæbɪt/	przyzwyczajenie konsumpcyjne
cope with sth	/ˈkəʊp wið ˌsʌmθiŋ/	radzić sobie z czymś
culprit	/ˈkʌlprɪt/	winowajca, sprawca
excessive financial backer	/ıkˈsesıv/ /faɪˌnænʃəl ˈbækə/	nadmierny sponsor

get across to sb	/ get əˈkrɒs tə ˌsʌmbədi/	dotrzeć do kogoś
global demand	/ˈgləʊbəl dıˈmaːnd/	globalny popyt
greenhouse gas	/ˌgri:nhaʊs ˈgæs	emisja gazów
emissions	ı <sub>,</sub> mıʃənz/	cieplarnianych
in captivity	/ˌın kæpˈtɪvəti/	w niewoli
majestic	/məˈdʒestɪk/	majestatyczny, dostojny
penalty	/ˈpenəlti/	grzywna, kara
pest	/pest/	szkodnik
rule sth out	/ˌruːl ˌsʌmθɪŋ ˈaʊt/	wykluczyć coś
sanctuary	/ˈsæŋktʃuəri/	rezerwat
significant	/sigˈnifikənt/	znaczący, ważny
sound the alarm	/ˌsaʊnd ði: əˈlɑ:m/	uderzyć na alarm
the brink of extinction	/ðə ˌbrɪŋk ɒv ɪkˈstɪŋkʃən/	skraj wyginięcia, wymarcia
the tip of the iceberg	/ðə ˌtɪp əv ði ˈaɪsˌbɜːg/	wierzchołek góry lodowej
uphill struggle	/ˌʌphɪl ˈstrʌgəl/	żmudna walka

## VOCABULARY 2 MP3 22

buy from local vendor	s/,bai frəm ,ləʊkəl 'vendəz/	kupować od lokalnych sprzedawców
cruelty-free	/ˌkruːəlti ˈfriː/	wolny od okrucieństwa
fair trade	/ˌfeə 'treɪd/	sprawiedliwy handel
fattening	/ˈfætənɪŋ/	tuczący
go on a crash diet	/ˌgəʊ ɒn ə ˌkræ∫ ˈdaɪət/	przejść na restrykcyjną dietę odchudzającą
go vegan	/ˌgəʊ ˈviːgən/	przejść na weganizm
high/low in calories	/ˌhaɪ/ˌləʊ ın ˈkæləriz/	wysoko/niskokaloryczne
high/low in fat	/ˌhaɪ/ˌləʊ ɪn ˈfæt/	wysoki/niski poziom zawartości tłuszczu
limit one's meat consumption	/ˌlɪmɪt ˌwʌnz ˈmiːt kənˌsʌmpʃən/	ograniczyć spożycie mięsa
low-carbohydrate	/ˌləʊ ˌkɑːbəʊˈhaɪdreɪt/	niskowęglowodanowy
nutrition information label	/nju:ˌtrɪʃən ˌınfəˈmeɪʃən ˌleɪbəl/	etykieta z informacjami żywieniowymi
organic food product	/ɔ:ˌgænɪk ˈfuːd ˌprɒdʌkt/	żywność produkowana metodą rolnictwa ekologicznego
reduce one's carbon footprint	/ˌrɪˌdju:s ˌwʌnz ˌka:bən ˈfʊtprɪnt/	zmniejszyć ślad węglowy
reusable carrier bag	/riːˌjuːzəbəl ˈkæriə bæg/	torba wielokrotnego użytku
rich in protein	/ˌrɪtʃ ın ˈprəʊtiːn/	bogaty w białko
support family	/səˌpɔːt ˌfæməli	wspierać rodzinne
businesses	'bıznəsız/	przedsiębiorstwa
well-balanced/varied diet	/ˌwel ˌbælənst/ˌveərɪd ˈdaɪət/	zbilansowana/zróżnicowana dieta
zero-waste policy	/ˌzɪərəʊˈweɪst ˌpɒləsi/	polityka minimalizowania wytwarzania odpadów

### LISTENING MP3 23

adequate assembly line	/ˈædɪkwət/ /əˈsembli laın/	odpowiedni, właściwy linia montażowa, produkcyjna
child labour	/'tʃaɪld ˌleɪbə/	zatrudnianie nieletnich
ethical working conditions	/ˌeθikəl ˈwɜːkiŋ kənˌdiʃənz/	etyczne warunki pracy
human rights violation	/ˌhjuːmən ˈraɪts ˌvaɪəˌleɪʃən/	łamanie praw człowieka
hydroelectricity	/ˌhʌɪdrəʊɪlekˈtrɪsɪti/	energia elektryczna z hydroelektrowni
inhumane working conditions	/ˌinhju:ˌmein ˈwɜ:kiŋ kənˌdiʃənz/	nieludzkie warunki pracy
major manufacturer	/,meidzə ,mænjo'fæktʃərə/	główny producent
mine	/main/	kopalnia
minimum wage	/,miniməm 'weidʒ/	płaca minimalna
mining	/ˈmaɪnɪŋ/	górnictwo
mutual respect	/ˌmjuːtʃuəl rıˈspekt/	wzajemny szacunek
notorious	/nəʊˈtɔːriəs/	notoryczny, cieszący się złą sławą
safety regulations	/ˈseɪfti ˌregjʊˌleɪʃənz/	przepisy bezpieczeństwa
sustainable sources	/səˌsteinəbəl 'sɔːsız/	odnawialne źródła

### USE OF ENGLISH A MP3 24

agriculture	/ˌægrɪˌkʌltʃə/	rolnictwo
animal welfare	/ˌænɪməl ˈwelfeə/	dobro zwierząt
animal-sourced food	/ˌænɪməl ˌsɔ:st ˈfuːd/	jedzenie pochodzące od zwierząt
plant-based diet refrain from	/ˌpla:nt ˌbeist 'daiət/ /ri'frein frəm/	dieta roślinna powstrzymać się od



### **SPEAK** Look at the photos and discuss the following.



- What does staying healthy mean to you? Which of the photos match your views?
- Which of these photographs would you choose for a poster promoting a 'Health Week' in your school? Would you use the quote below in the promotional campaign? Why/Why not?

The first wealth is health.

Ralph Waldo Emerson

(American philosopher, poet and essayist, 1803–1882)

• Doing sport and following a diet are usually regarded as habits that promote good health. Give examples of situations where these two might have the opposite effect.

> Give at least four examples for each category below.



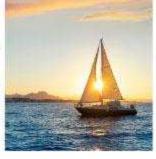
ball sports extreme sports individual sports team sports water sports











Read the text. What suits your personality: team or individual sports? Competitive or non-competitive sports?

### Team sports or individual sports?

If you are sociable, often lack determination when you try to work out alone and need a reason to get into shape, a team sport, such as hockey or softball, might be right for you. Your team depends on you, so at training you need to push yourself to the limit, and at matches, when you're representing your club, you need to be in peak form and understand team strategy. However, if you'd rather set yourself a goal and develop physical strength at your own pace, you may be more suited to individual sports, such as diving or ice-skating.



#### A competitive or a non-competitive sport?

Do you always fight hard to attain goals? Are you disappointed with anything less than coming first and do you want to become unstoppable? Then a competitive sport will definitely suit you. Or perhaps you're out of condition and not interested in getting a personal best? If that's the case, consider taking up a non-competitive sport, such as aerobics or voga to begin with.

### Doing sport · Sport competitions · Positive and negative effects of doing sport

- **3 KEY WORDS Match the highlighted phrases** from the text to definitions 1-9 below.
  - 1 winning a sporting event
  - 2 not fit or healthy
  - **3** be unmotivated
  - 4 achieving your best result ever in a sporting event
  - 5 be in the best condition possible
  - **6** become fit, healthy and physically prepared for a sporting event
  - 7 make yourself try as hard as you can
  - 8 plan something you want to achieve
  - 9 succeed in doing something
- **4 KEY WORDS** Match 1-6 and a-f to make collocations. Then divide them into positive and negative effects of doing sport.
  - 1 be

- 2 be under
- 3 develop
- 4 involve a high
- 5 strengthen
- 6 suffer
- 5 2.01 Zisten to Sylvie talking to her friend Zak about a cycling competition that she took part in. Are the statements true (T) or false (F)?

  - than two hours.
  - 4 She wanted to be the fastest cyclist for that
  - 5 She tried to make up for the time she had

- a a lot of pressure
- b degree of risk
- c fiercely competitive
- d physical strength
- e sports-related injuries
- f your muscles
- a failure pretty well.

T/F

T/F

- **1** Sylvie won the race. T/F
- **2** She hadn't prepared enough for the race. T/F
- 3 Her objective was to finish the race in less T/F
- distance.
- lost, but didn't succeed.
- T/F **6** She wants to try again to achieve her goal.

Sylvie didn't in the bike race. In fact, she was one of the last to finish, despite being in <sup>2</sup> after spending months training and following a special diet to into for the race and to develop 4 She had 5 herself of finishing in under two the W hours, which wouldn't have broken a record but would have been a 6 for her.

**6** Complete the summary of the conversation

from exercise 5 with the correct forms of the highlighted words and phrases from

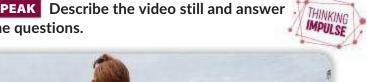
exercises 2 and 4.

Unfortunately, soon after starting the race, she had a problem with her bike, which meant that she had to stop for twenty minutes to get it fixed. She 7 herself to the

to make up for the time she had lost, but, with bad weather conditions

slowing her down, she wasn't able to. She didn't her this time, but perhaps she will next time. Fortunately, Sylvie is not 9 and can get over

- **SPEAK** Tell each other about a time you:
  - set yourself a goal.
  - pushed yourself to the limit.
  - lacked determination.
  - achieved a personal best.
  - failed to attain a goal.
- **SPEAK** Describe the video still and answer the auestions.







- **1** How do you think the athlete in the photo feels?
- 2 How can a person's psyche influence their sports performance? Give examples of positive and negative influence.

### **SOLUTION** FAST FINISHERS

If you had to develop physical strength fast, what three activities would you take up?

### Relative clauses · Reduced relative clauses

### **SPEAK** Answer the questions.

- 1 Did your country's athletes do well in the last Olympics?
- **2** What do you think it feels like to stand on the podium and listen to your national anthem?
- 2 2.02 Zisten to the extracts from live TV sports commentaries and identify the sports.
  - 2
- 3 Study the grammar table and complete it with examples a-d.
  - a The outfits that the swimmers are wearing this year are absolutely stunning.
  - **b** Gardner, who won the race four years ago, is not in this race.
  - c And the referee, who's talking to the player that committed the foul, has now given him a red card.
  - **d** This reminds me of the time when Miller threw her body across the line to win the four hundred metres.

### **Key Grammar**

#### Relative clauses

- Defining relative clauses give essential information, e.g. <sup>1</sup>/<sub>2</sub>, <sup>2</sup>/<sub>3</sub>.
- Non-defining relative clauses give extra information, e.g. 300, 400.
- We use commas in non-defining relative clauses.
- We can use the relative pronoun that instead of who or which in defining relative clauses.

We can omit the relative pronouns that, who or which when they act as the object of the verb in defining relative clauses. She's the tennis player (who/that) I was telling you about.

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- 4 Join the sentences using defining or non-defining relative clauses. There may be more than one correct answer. Which relative pronouns can be omitted?
  - 1 I've got a sister called Helen. She goes to the same school as me. She plays basketball.
  - 2 The next FIFA Women's World Cup will take place in France. France's team won the previous tournament.
  - 3 The Olympic stadium was built in 2004. The men's 100-metre race is being held there.
  - 4 These people are my friends now. I met them at a sports club.
  - 5 We watched a tournament last weekend. It was full of unexpected failures.

### 5 Study the grammar table and complete it with examples a-d below.

- a All clients (who are/were) in the gym, please keep the windows closed.
- **b** All players (who are) happy to train in the rain, please stay.
- c Abi now plays for a rugby club (that is) called Highhill United.
- **d** For those who have just joined us, the team (which is) wearing red are winning.

### **Key Grammar**

### Reduced relative clauses

We reduce a relative clause by removing the relative pronoun and a form of the verb be, e.g. is, were, etc., when they are followed by:

- an adjective, e.g. <sup>1</sup>
- a present participle (-ing), e.g. <sup>2</sup>
- a past participle (-ed), e.g. <sup>3</sup>
- a prepositional phrase, e.g. 4

# **6** Rewrite the sentences using reduced relative

- 1 Parents who are watching their children's matches should learn to behave appropriately.
- 2 The supporters who were swearing at the players shouldn't be allowed into the stadium again.
- **3** Athletes who are found taking drugs should be banned from all sports competitions.
- 4 It's not easy to be a coach who is responsible for a school team.
- 5 Sports competitions which are played by women should get more media coverage.

### **7 Translate into English.**

- 1 Andy, (którego występ był najlepszy) last year, is injured and can't participate in this year's gymnastics competition.
- 2 A successful sports team \_\_\_\_\_ (to drużyna, która wie) how to work together.
- 3 The Olympics (transmitowane przez telewizję krajową) didn't attract many viewers.
- 4 Lots of people (którzy chcieliby zacząć uprawiać) a new sport don't have access to the right facilities.
- (Mój trener, który jest) with me for five years, says I stand a chance of winning this year's championship.
- (Chłopak pracujący w tej kawiarni) used to be a judo world champion.

### **FAST FINISHERS**

Complete the sentences using relative clauses.

- **1** I'm good at sports which involve running fast.
- 2 Saturday evening is a time ...
- **3** A good athlete is a person ...

### Paraphrasing and speculating

- **SPEAK** What do you think makes some people really keen on sport, while others do not like doing it at all?
- 2 SPEAK Describe the photos. What sport do you think it is? What can you speculate about the rules?





- 2.03 Listen to the dialogue and check your guesses in exercise 2.
- 4 2.03 Listen again and complete the sentences from the recording.
  - 1 of the players, I can guess it's some kind of a team sport.
  - 2 a badminton court.
  - 3 the players are allowed to kick the ball.
  - 4 I don't know for garden furniture.
  - 5 that it's an Asian sport.
  - 6 that not everyone can play it.

### **Key Phrases**

#### Paraphrasing and speculating

### Paraphrasing unknown words

I don't know the English word for ...

I don't know what you call it in English, but ...

It's something (that) you use for ...

It's someone who/that ... / whose job is to ...

It's a kind of a place where ...

It looks like ...

You can ... with it.

#### Describing and speculating about the photo

Based on ..., I'd say ...

Judging by ..., I (don't) think ...

I get/have the impression that ...

I can see what appears to be ...

(The) Chances are (that) ...

We could assume ..., but we don't really know.

It's hard to be sure (if/whether/why ...).

It's not easy to say (if/whether/why ...).

Clearly, ... / Obviously, ...

It's clear/obvious that ...

He/She/It is certainly/definitely (not) ...

They could/might be ...

He/She could/might be about to ...

He/She could/might have (just) + past participle

- Study the Key Phrases box and paraphrase the sentences from exercise 4. There may be more than one correct answer.
- **6 SPEAK** Complete the sentences with some of the Key Phrases.
  - 1 I'm not sure what to call him, but it's

is to help people navigate around the stadium.

2 are it's a kind of a race.

sure whether it's a real sport or a fake.

say if this sport requires special skills.

5 Look at his face! lost an important game.

**6** Judging by the expression on his face, the referee give a yellow card to the goalkeeper.

7 SPEAK Describe the photos and answer the questions. Student A, look below. Student B, look at page 160.

#### Student A



- 1 Why do you think people decide to engage in such activities?
- 2 Which extreme sports would you like to try? Why?
- 3 When was the last time you witnessed something unusual?

### FAST FINISHERS

What do you think the sports below involve? Make guesses.







Look for images that show something unusual. Bring them to the class and ask your classmates to guess what they show.

### An article about an inspirational sportsperson

- **SPEAK** Answer the questions.
  - 1 What skills and abilities do you admire in sportspeople? Why?
  - 2 Which sports develop different skills and abilities? How?
  - **3** What personal characteristics do you think you need to complete a marathon?
- 2 Which of the following are not usually associated with running a marathon?

competition enhancing performance feign injury finishing line foul play hold a record match-fixing referee stadium tournament trophy win a title

- **3** Read the text on page 59 quickly. What characteristics needed to complete a marathon are mentioned? Do they match the ones you thought of in exercise 1?
- 4 1 2.04 Read the article again and match paragraphs A-D to statements 1-5. One paragraph matches two statements.

In which paragraph do we learn that

- 1 the rules for women's participation in marathons were changed because of Kathrine Switzer's impact?
- 2 Kathrine ran in the marathon because someone else had persuaded her to enter?
- 3 Kathrine's decision to finish the marathon after her attack was made to support a case?
- 4 Kathrine's campaigns to bring social change made a real difference for marathon runners?
- 5 the number 261, which was retired in 2017, is now used as the name of a women's support network?
- Read the article again and complete the summary.

Kathrine Switzer, who is the last runner ever to be appearing in the race with

\_\_\_\_\_, participated in her first marathon in 1967. It took place <sup>2</sup>, where she was the only woman (and the first one in history) to officially enter this sporting event. An incident

occurred during the race – she was attacked by <sup>3</sup> who discriminated against her caught in a photograph, which later made her famous all over the world. Worldwide acclaim enabled Kathrine to 5 which has fought to support and inspire women since the beginning of its activity.

- **KEY WORDS** Match the highlighted words and phrases from the text on page 59 to definitions 1-8 below.
  - 1 social and cultural characteristics of being a man or a woman
  - 2 encourage and support
  - 3 prohibited
  - 4 importance
  - 5 respected and admired
  - 6 attacked
  - 7 of interest to people, especially through the media
  - 8 crucial
- **Complete the sentences with the correct** forms of the highlighted words and phrases from the text.
  - 1 Her publication on equality changed the way people looked at women's role in society.
  - 2 This academic year we would like to our students' community to introduce some initiatives.
  - 3 As a(n) politician, he is always and exposed to criticism.
  - 4 The committee is about to decide whether to him from the competition as a form of punishment for what he did.
  - **5** Few people realised the historical and social of these events.
  - 6 During the 2006 World Cup Final between France and Italy, the footballer, Zinedine Zidane, a member of the opposite team with his head. Zidane, whose team lost the match, was shown a red card.
- **SPEAK** Do you find the story of Kathrine Switzer inspiring? Why/Why not? Do you know about anyone else who contributed to a change of rules because of his/her behaviour?

It seems to me that Kathrine Switzer ... Because of her actions, ...

### **FAST FINISHERS**

Imagine you are planning to take part in the Boston Marathon. How will you prepare for the event?

Search online for the biography of a sportsperson you admire because they broke down barriers or set an example for others. Follow steps 1–3 below.

- 1 Read about the person and note down important moments in his/her life.
- 2 Prepare a short presentation describing the sportsperson for your class.
- 3 Explain the consequences of their work and sporting life.

# Marathon WOMAN

In 2017, seventy-year-old Kathrine Switzer crossed the finishing line of the Boston Marathon wearing the number 261. She's the only person 5 in the world who can wear that number in this marathon. So, who is she, and what is the significance of the number 261?

- A Kathrine Virginia Switzer, who was born in Germany after World War II, 10 is the daughter of a US Army major. The family moved to the USA in 1949 when she was just two years old. At the age of twelve, she started high school and discovered a love for running. Then in 1967, while she was at university, Kathrine's athletics coach convinced her to sign up for the Boston Marathon. At the time, she wasn't aware this was a seminal 15 decision in her life. There were no rules that specifically **excluded** women from running a marathon, but everyone just assumed that no women would want to do it. She put her name down as K.V. Switzer and was given the number 261.
- **B** According to her memoir. *Marathon Woman*, at the beginning of 20 the race, Kathrine was welcomed by other runners, who were pleased to see a woman running with them. But then, a few miles after the start, she was **assaulted** by an angry race official, who wanted to prevent her from running, simply because of her **gender**. If it hadn't been for her determination, and a strategic block by her then boyfriend, Kathrine's 25 participation would have ended there. However, she knew that if she dropped out, no one would believe women had the stamina to run these longer distances, so she was determined to finish.



**C** The moment of her assault was captured in a photo that was published in newspapers 30 and magazines around the world. It was chosen by Life magazine as one of the 'one hundred photographs that changed the world'. Suddenly Kathrine found herself in the public eye.

- As a direct result of her completion of 35 the marathon, the competition rules were changed and in 1972 the first women's Boston Marathon was held. In 1974, she won the prestigious New York Marathon and at one stage was in sixth place in the world ranking. On the
- 40 fortieth anniversary of her first Boston Marathon run, she published her memoir, and in 2015, set up an organisation called 261 Fearless to encourage other women to take up running. In 2017, Kathrine's number, 261, was 'retired' from the Boston Marathon in her honour, which means no other runner can ever use this number in this race again.
- 45 **D** Kathrine Switzer is now an **acclaimed** speaker and activist. Under the umbrella of her organisation, 261 Fearless, her aim is to **empower** women around the world through running and by forming social running groups which allow women to connect with and support each other. She is, without doubt, an inspiration for other women – nowadays fifty-eight percent of marathon runners are women.





### Diseases of affluence · Mental health, addictions and eating disorders



SPEAK What health risks are associated with your lifestyle? What health problems do you worry about the most? Use the words from the box or vour own ideas.

allergic reaction blood sugar cancer disability food poisoning immune system injury sleeplessness stress virus infection

- 2 Read the text about lifestyle diseases and answer the questions.
  - 1 What types of food can lead to diseases of civilisation?
  - 2 Which factors leading to NCDs can you identify in your daily routine?



**Diseases of civilisation**, also known as **lifestyle diseases**, are **ailments** that are primarily based on our daily habits. They include poor nutrition, a lack of physical activity and a **sedentary** routine, and can cause a number of

health issues leading to **chronic** non-communicable diseases (NCDs) with **life-threatening** consequences.

NCDs cannot be transmitted (or 'communicated') from one person to another. They result from a combination of factors including genetics, physiology, environment and behaviours. For example, the intake of large amounts of red meat, dairy products, refined grains, processed food and sugar (what is commonly referred to as the Western **diet**) has been scientifically proven to positively correlate with acne, obesity, type 2 diabetes, cardiovascular and respiratory diseases, hypertension, peptic ulcers and cancer.

- **3 KEY WORDS Read the text in exercise 2 again** and match some of the highlighted words and phrases to definitions 1-9 below.
  - 1 a medical condition in which your body fails to produce enough insulin to reduce blood sugar
  - 2 connected with breathing
  - 3 a medical condition, typical of teenagers, in which your face is covered with spots
  - 4 small painful areas inside your stomach, usually caused by bacteria
  - 5 likely to cause someone to die
  - 6 involving a lot of sitting and not much exercise
  - 7 serious and lasting for a long time
  - 8 a condition in which your blood pressure is extremely high
  - 9 illnesses, often not serious ones
- 4 1 2.05 Listen to three people talking about their health problems. Which conditions from the text in exercise 2 do they mention?

Speaker 1:	
Speaker 2:,	
Speaker 3:	

**Solution** Complete the comments with the highlighted words below.

> anxiety • autoimmune • binge-eating cells • mental



I really believe that most lifestyle diseases can be prevented, as long as you take responsibility for your daily routine - follow a good diet and exercise. What I think is far more dangerous is what you have no control over, for example <sup>1</sup> diseases in which your body produces antibodies to attack its own <sup>2</sup> This condition is getting more common and is extremely difficult to treat.

We live in a time when <sup>3</sup> illnesses are just as common as physical ones. I've got lots of friends who suffer from depression or 4 disorders. I've recently been reading about a condition called 5 which involves episodes of uncontrollable eating. I'm wondering why psychological well-being is not taken care of properly.



- **6** Complete the sentences with some of the highlighted words and phrases from exercises 2 and 5.
  - 1 Wounds heal because can reproduce.
  - 2 Nothing seems to be helping me overcome this back pain – I feel it all the time.
  - 3 Problems with blood vessels may go together with problems, such as a heart other **2** attack.
  - 4 More and more people suffer from sleeplessness
  - 5 Too much caffeine can cause it's as if you were always a bit worried or uneasy.
  - **6** Since Ben took a office job, he's gained at least three pounds.
  - 7 After failing a few exams in a row, Sue ended up with serious health problems and had to take a year off.
  - 8 The condition may not be \_\_\_\_\_\_, but it's hard to live with.
- **7 SPEAK** Answer the questions.
  - 1 Are you in danger of developing a lifestyle disease? Evaluate your daily habits in this respect.
  - **2** What do you do to take care of your mental health?

### **SAST FINISHERS**

Choose three new words or phrases from this lesson and draw a simple picture to illustrate their meaning.

### A medical training talk

SPEAK What usually causes these symptoms? How often do you experience them?

cough fever headache nausea sore throat

**KEY WORDS** Match the highlighted words and phrases below to definitions 1-9.

be unconscious • feel dizzy • have blurred vision have indigestion • have memory loss have slurred speech • pass out • shiver • throw up

- 2 be in a state similar to sleep
- 3 speak without pronouncing the words clearly
- 4 have a pain in your stomach caused by problems digesting food
- 5 be unable to remember certain things
- 6 have the sensation that things around you are moving or spinning
- 7 faint
- 8 have difficulty seeing things clearly
- 9 shake because you're cold, scared or feeling ill
- Complete the sentences with the correct forms of some of the highlighted words and phrases from exercise 2.
  - 1 Overdosing the eye drops may result in vision.
  - 2 It was very hot and Frank had trouble breathing. Then suddenly, I saw him lying on the floor – he
  - 3 No wonder you have \_\_\_\_\_\_ you ate three burgers!
  - **4** After falling out of the tree and hitting her head, Noelia was for about two minutes. It was really scary!
  - **5** After the accident, Hugh suffered from - he couldn't even remember his closest relatives.
  - **6** The woman was obviously in shock, because she was even though it was thirty degrees Celsius.
  - 7 It must have been something he'd eaten. He said he'd been in the bathroom all
- 4 Match words 1-3 below to definitions a-c. Have you ever suffered from these head injuries?
  - 1 concussion
- 2 a blow
- a a sudden violent movement
- **b** a hard hit from someone's hand or an object
- c a head injury that makes someone feel ill or become unconscious

5 2.06 Listen to two doctors giving a talk to a group of students about head injuries. Which aspects below do the doctors mention?

causes prevention symptoms treatment

6 2.06 Size Listen again and complete the notes.



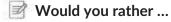
- over two million cases of concussion in US schools caused by playing 1
- teenagers to lose balance as they grow
- hit your head -> brain gets a jolt; a hard knock can lead to permanent<sup>3</sup>
- = the most important indication of concussion;
- when the knock is hard, the brain impacts against the skull – people often
- feeling 6 can be an advantage it helps you to get better;
- asking about symptoms makes it easier for doctors to diagnose concussion because the signs are 7
- o doctors advise you 8 any medication for the headache and to rest;

### **SPEAK** Answer the questions. Give reasons for your answers.



- 1 What is the purpose of the talk?
- 2 Why do you think the doctors start their talk by quoting some statistics?
- **3** After listening to the talk, would you be able to give advice to someone with a head injury? What would you tell them?

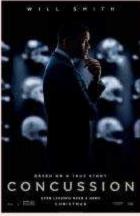
### FAST FINISHERS



- have blurred vision or slurred speech?
- have indigestion or throw up?
- have a cough or a sore throat? Explain why.

### **Determiners**

- **SPEAK** Would you practise a sport with a high risk of injury? Why/Why not? Why do you think people take up such sports?
- **2** Look at the film poster and guess what the film is about. Then read the text, check your predictions and answer the questions.
  - 1 What did Mike Webster and Terry Long have in common?
  - 2 What did Dr Omalu examine?



Concussion, starring Will Smith, is a fact-based film exploring the issue of brain damage in retired NFL players. In 2002, Dr Bennet Omalu (Smith) performed an autopsy on the body of Mike Webster, a former player with the Pittsburgh Steelers, whose mental health had deteriorated in the last years of his life. Omalu found out that all of the mental health problems which Webster experienced were the result of repeated head blows

from his playing career. At first, bthe whole league and call fans were outraged, and the NFL denied that there was a problem. But Omalu went on to examine the brain of another ex-player, Terry Long. Both cases turned out to be similar and both of the brains Omalu studied had the same flaws on the CT scan. Finally, the NFL admitted g many of its former players were suffering from memory-related diseases at a higher rate than the normal population, which allowed many retired players to file lawsuits and get compensation.

**3** Study the grammar table. Complete the table with examples a-h from the text in exercise 2.

### **Key Grammar**

### **Determiners**

We use all / both / most / many / either / neither / each / every / the whole + noun to talk about people or things in general, e.g. all players, most fans, 1, 2, 3, 4..... We use all / both / most / many / either / neither / each / every one / the whole + of + article / possessive adjective + noun to talk about specific people or things, e.g. each of his

games, every one of our coaches, <sup>5</sup>, <sup>6</sup>, <sup>7</sup>. We use singular nouns after either, neither, each, every, the whole and plural nouns after all (of the), both (of the), most

(of the), many (of the), either of the, neither of the, each of the, every one of the. When we refer to specific people or things for the second time, we can use it or them, e.g. all of them, the whole of it.

To talk about something different or additional we use:

- another + singular noun, e.g. another record, 822;
- other + plural noun, e.g. other champions.

We use the other(s) to refer to people or things that have already been mentioned or which are understood from the context, e.g. I like the first photo. The others won't appeal to teenagers.

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- **4** Choose the correct options.
  - 1 I'm afraid *neither / either* of the programmes really suits me.
  - 2 Do you mind if I keep the book for another / the other week?
  - 3 All the / The whole school is decorated for the event.
  - 4 Most of the / Most children like physical activities.
  - 5 All / Every of my classmates watched the Olympics.
  - 6 Sylvia's parents are both / each my teachers.
  - 7 We should invite *either / each* of the teachers to the school-leaving party.
- **5** Correct the mistakes in the sentences. There may be more than one correct answer.
  - **1** All of students took part in the field trip.
  - 2 I don't know neither of these films, so I don't mind which one we watch.
  - 3 Mike didn't come to school, so I had to finish the project with the other student.
  - 4 He's such a huge football fan that he watched every of the games in the Euro Cup.
  - 5 I'm afraid you don't look smart enough. Do you have another shoes?
- **6** Read the WATCH OUT box and translate the fragments in brackets into English.
  - (Ani trener, ani menadżer klubu nie zadzwonili) to congratulate me.
  - 2 You can (albo zamówić taksówkę, albo przespać się na kanapie).
  - 3 I jogged for three months, but I (ani nie schudłem, ani nie stałem się szybszy).
  - 4 They let him go because (ani nie miał drgawek, ani nie wymiotował).
  - (Albo mama, albo tata muszą) show their ID when picking up their children.

### **WATCH OUT**

either ... or / neither ... nor

We use either ... or ... to talk about a choice between two possibilities.

You can have either water or orange juice.

We use *neither ... nor ...* to join two negative ideas. Neither Tom nor Steve are good athletes / is a good athlete.

**7 SPEAK** Work in pairs. Go to page 156 and follow the instructions.

### #BRAINTEASER

A family has two parents and six sons. Each of the sons has one sister. How many people are there in the family?



### FAST FINISHERS

Think of a film about sports that you liked. Write three sentences of recommendation.

### Grammar and vocabulary practice

### 1 SPEAK Answer the questions.

- 1 In what situations would you be willing to push yourself to the limit?
- **2** What are your top goals which you hope to attain in the near future?
- **3** What advice would you give to a friend who is clearly out of condition?
- 4 If you could do some training with an acclaimed sportsperson, who would you choose?

# 2 Complete the sentences with one word in each gap.

- 1 They're the people I met at the basketball match.
- **2** As a world-class runner, he is constantly in the eye.
- 3 Last year, Jessica first at the tournament held in London.
- 4 She's the player coach is her mother.
- 5 Stevens doubled her training to get shape before the season.
- 6 It's the place I love the most in the world.
- **7** Do you always reply to \_\_\_\_\_ of the emails that you receive?
- 8 of the players on the team received a medal.

### 3 Choose the correct options.

Let me tell you about 1 sport that is quite unfamiliar. It's a kind of baseball called 'softball'. There are three types of softball, but the type that most people play is slowpitch softball, played on a field 2 is smaller than a baseball field. Slowpitch has two teams of ten players, <sup>3</sup> men and women. The fielders are the players who throw and catch the ball, while the batters, <sup>4</sup> bat is a little shorter than a baseball bat, have to hit the ball and run around the field. The place 5 the batter stands is called the 'batter's box'. The pitcher throws the ball at the batter, who tries to hit it. If the batter manages to run around field and get back to the box, he or she scores a 'run'. It's really difficult to achieve – only players peak form are able to do so. Despite its name, slowpitch softball can be dangerous, so 8 player has to wear protective clothing. The mitts the fielders wear are special gloves made of heavy leather.

1	Α	the other	В	another	С	other	D	others
2	Α	which	В	where	C	-	D	who
3	Α	both of	В	all	C	either of	D	both
4	Α	whose	В	who	C	where	D	that
5	Α	that	В	which	C	where	D	_
6	Α	all the	В	all of the	C	the whole	D	every
7	Α	in	В	at	C	on	D	into
8	Α	either	В	every	C	all	D	all of the

- 4 Read the WATCH OUT box and rewrite the sentences using verbs ending with -en.
  - **1** They were trying to make their muscles stronger. *They were trying to strengthen their muscles.*
  - 2 Can you make the belt tighter, please?
  - 3 In the local swimming pool, the lanes have been made wider.
  - **4** The referee has decided to make the match shorter due to the bad weather.
  - 5 It may work better if you make your grip looser.

### WATCH OUT

We can often change adjectives or nouns into verbs by adding the suffix -en, e.g. length – lengthen. These adjectives or nouns usually refer to physical features.

- 5  $\bigcirc$  2.07  $\bigcirc$  Listen and repeat the sentences with lengthen /'len $\theta$ ən/ and strengthen /'stren $\theta$ ən/.
- 6 Complete the text with the correct forms of the words from the box.

anxious broad conscious determine lose power significant

I used to be a completely different person – I lacked and self-confidence, no matter what I was doing. There was simply no in my life, but I didn't suffer from any or depression because of it – I accepted my life as it was. The day which changed my mind was a Sunday, exactly fourteen months and twelve days ago. I was walking by the road when I was hit by a car. It was pretty dramatic: I was taken to hospital dramatic: I was taken to hospital laws. I was diagnosed with concussion and suffered from memory but, but, luckily, I had no major injuries. And then I came up with a plan for how to change for the better and finally start living my life to the fullest. A year later, I feel to do anything I want and my horizons have?

7 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 Sportspeople (doping tests / be) positive should be excluded from all tournaments.
- 2 Here's the list of \_\_\_\_\_\_ (all / diseases) can be cured with our medication.
- 3 (neither / twin / go) to the gym.
- 4 Sports centres (be / pool) are more appealing than ones that don't have one.
- 5 I have one trainer, but I haven't got (clue / about / other).
- 6 There were two sprinters from our club in that race, but \_\_\_\_\_ (neither / they / win).

### **10 FAST FINISHERS**

Make a list of your top three sporting ambitions.

### An informal email with advice

Hi, Ginger,

<sup>1</sup> Congratulations on your fantastic achievement! I saw the photos you posted – you definitely got into great shape and you look phenomenal. 2 I'm so proud of you!

<sup>3</sup> Anyway, the reason I'm writing is because I really feel out of condition and your pictures have inspired me to try and get back into shape. Can you give me some advice? How did you manage to get so fit? Did you join a gym or work out on your own? Was there anything you changed about your lifestyle in general? For example, did you go on a strict diet? I'm a bit worried about following a diet on my own ... After one of my friends developed anaemia when she went on some Internet crash diet, I started thinking that maybe it's less risky to look for a dietician or a personal trainer. I could really use some help here, so I'd appreciate any practical information. Send me some recipes and links if you've got any, too!



<sup>4</sup> All the best,

Mary

- **SPEAK** Imagine you have just decided to lead a healthier lifestyle. What kind of advice would you ask for?
- **2** Read Mary's email. Is she looking for the same kind of advice as you?
- **3** Read Ginger's response to Mary's email from exercise 2. Which pieces of advice do you consider the most useful?

M

Hi there,

<sup>5</sup> Thanks for the congratulations! I keep pinching myself to see if it's all real. I still can't believe all this hard work has paid off. Be warned though - it's a never-ending process.

When it comes to your questions, 6 if I were you, I'd start by looking at your lifestyle – once you've put your finger on what is unhealthy about it, you should be able to come up with an action plan. Personally, I found a few things that needed fixing about mine! Of course, exercise is crucial, so I joined a gym. But physical activity is not just workouts. Have you thought of changing your everyday routine to a less sedentary one? Skipping the bus, taking the stairs, etc? And <sup>7</sup> make sure you rethink what you eat – the healthier your diet, the easier it is to get fit. Me, I went vegetarian like my mum, and she helped a lot. Below is a link to a website where we found lots of tasty recipes.

I guess that's all for now. Keep me posted on how things are going and feel free to ask about whatever you need to know.

<sup>8</sup>Hope to hear from you soon!

G.

4 Read the emails again and replace phrases 1–8 with similar phrases from the Key Phrases box.

### **Key Phrases**

#### An informal email

### **Greeting and beginning**

Hi there!

Long time no see!

How are things? / How are you? / How's life?

I hope you're having a great day.

I hope you're doing well.

#### **Congratulations**

I'm so happy for you!

Congratulations on (your new place)!

This calls for a celebration!

You did it! So proud of you!

### Giving the purpose of writing

Anyway, the reason I'm writing is ...

I thought I'd write to tell/ask you ...

I was wondering ...

#### Responding to congratulations

Thanks for your congratulations! It means a lot to me.

Thank you for believing in me!

Thanks for the kind words!

I keep pinching myself to see if this is real.

### **Giving advice**

Have you thought about ...?

If I were you, I'd ...

The best thing would be to ...

Another good idea is to ...

Make sure you (don't) ...

#### **Ending an email**

Well, that's all for now.

Best, / Cheers, / Love, / Take care,

All the best, / Best wishes, / Lots of love,

Hope to hear from you soon.

- **Complete the sentences with up to four words** in each gap. Use the Key Phrases.
  - Iife? I heard about your snowboard competition. Congratulations a celebration.
  - 2 I thought I ask you about something. Remember Mark? Well, he left for university a few months ago and stopped calling me.
  - 3 Long see! I was thrilled to hear about your silver medal. I'm so \_\_\_\_\_you!
  - 4 It's a difficult situation, you know. Have about getting a personal trainer? They would help you come up with a healthy way to exercise without straining your injured leg. But if you do, make take the first person you find - check their credentials.
  - 5 Thanks me at one point, I wasn't sure I'd make it.
- 6 Read the WATCH OUT | SKILLS box and rewrite the sentences to make them more informal. Use the Key Phrases.
  - 1 I am writing to inform you about the details of the agreement.
  - 2 I would like to express my sincere gratitude for the wishes you sent.
  - **3** I am looking forward to your reply.
  - 4 It seems that the best solution is to turn to your parents for help.
  - **5** It is very important that you do not respond.

#### WATCH OUT | SKILLS Formal vs informal language

Remember to use an appropriate language register and level of formality in your writing. A letter or an email to a friend requires informal language.

My warmest congratulations to you.  $\rightarrow$  I'm so happy for you!



### 7 Do the writing task. Follow the steps in the Writing Planner.

Otrzymałeś/Otrzymałaś e-mail od koleżanki z Anglii, która od dawna trenuje jedną z zespołowych dyscyplin sportu i właśnie dostała się do najlepszej drużyny w regionie. Jest to spełnienie jej marzeń, jednak pogodzenie szkoły i regularnego uprawiania sportu może okazać się trudne. W e-mailu do koleżanki:

- pogratuluj jej dostania się do drużyny,
- udziel porady dotyczącej jej sytuacji i poinformuj, jak Ty rozwiązałeś/rozwiązałaś podobny problem,
- zapytaj koleżankę o wrażenia z treningów w tak poważnym klubie,
- zaproponuj, że ją odwiedzisz, i zapytaj o dogodny termin wizyty.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Suzie,

Long time no see! I was really glad to hear from you!

### WRITING PLANNER



#### THINK

Decide what kind of problem your friend could have (e.g. being too tired to do schoolwork, falling asleep during lessons, not having time for homework, etc.). Make a list of possible solutions to her problem (e.g. carefully planning her schedule, doing homework before practice, getting enough sleep). **PREPARE** 

Organise your notes into paragraphs. Next to each paragraph, write the words and phrases that you would like to use.

#### WRITE

Write your email. Use your notes and the Key Phrases. Remember to use informal language and the correct phrases to start and end your email.

Read your email and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your email for spelling mistakes?

### FAST FINISHERS

Write down three pieces of advice you have recently given to your friends or family.

#### Imagine you want to take up a new sport.

- 1 Go online to look for sport clubs/teams specialising in this sport in your area. Pay attention to the amount of practice a week, trainers, prices, etc. Choose the most suitable club.
- 2 Present your findings to the class.

#### USE OF ENGLISH 1 2 3 4 5 6 7 8 VOCABULARY Complete the text with one word in each gap. Complete sentences A-C with the same A couple of months ago, I 1 myself a goal word. I was going to get as fit as I could in six months. I had 1 A Medical research has great overslept one morning and had to run to the bus stop, strides in cancer treatment. but I had to push <sup>2</sup> to the limit to run that **B** It seems like she has the whole short distance. That's when I realised that I was story up - I don't believe a word of it! <sup>3</sup> of condition and needed to get C They my favourite book into <sup>4</sup> shape. So I decided to join a running a film, but it was really disappointing. club, which is helping me attain my fitness <sup>5</sup> **2** A When the runner reached the end of the race I haven't <sup>6</sup> first in any races yet, but it's fun! he passed due to exhaustion. **B** The competition organisers claim that doping 2 Complete the sentences with the correct forms of the words in brackets. C After eating raw fish, Jason came 1 After contracting COVID-19, many patients suffer in a rash and had to stay in the hotel. from damage to the (respirate) system. 3 A I decided to vegan two years 2 After the rugby player got hit on the head, he had ago after watching a documentary about meat. (blur) vision for a while. **B** I don't usually on crash diets – 3 Too much coffee intake can lead to I follow some basic rules of healthy nutrition. (anxious), depression or insomnia. C We should have taken a taxi – it was a mistake 4 How could I have eaten the whole packet? I have to the centre on foot. (digest) now, and I feel really full. 4 A Sanderson seems to be peak 5 His face went completely white and he fell to form, but he still didn't stand on the podium. the floor. He was (conscious). **B** Most actors claim to hate living **6** There are several signs of a stroke – one of them the public eye, but I'm not sure if it's true. is (slur) speech. C I don't go to zoos because I can't stand looking **GRAMMAR** at animals captivity. Complete the sentences with one word Complete the text with the correct words in each gap. formed from the words in capitals. 1 Tom's parents are surgeons and of them work in this hospital. **2** My mum, advice I always appreciate, helped me set my new training goals. 3 We want to organise a sporting event which would involve the school. 4 Mark and I signed up for the competition, but of us got a positive response. 5 I've had two espressos, but I'm still sleepy – I need cup of coffee. A few weeks ago, my favourite athlete appeared 6 Twickenham Stadium is England's on the pitch with a bottle of vitamin water in his hand. national rugby team plays. It was a classic product <sup>1</sup> (PLACE) for which he probably got loads of money. I wouldn't **4 Translate into English.** really mind if it wasn't for the fact that the drink 1 It doesn't matter if you talk to Ben or Steve, just get contains sugar! The way I see it, sportspeople in touch (z którymkolwiek z nich). should promote healthy eating habits and advertising 2 Salil, (którego brat jest) the referee sugary drinks is just the opposite. It's actually for tomorrow's match, lives just down the road. a <sup>2</sup> (VIOLATE) of some basic nutrition 3 The stadium (który tam widzisz) rules - of all the unhealthy practices we have, sugar is about a hundred years old. <sup>3</sup> (CONSUME) is the worst. Such PR 4 We cannot play tomorrow – doesn't really 4 (STRONG) his image (każdy gracz jest) sick. as an athlete. I mean, if he needs money, I can easily 5 I have great admiration for imagine countless 5 (POSSIBLE). He could, for example, advertise 6 (WEAR) (ludzi, którzy grają) sports professionally. 6 (Każdy z naszych trenerów ma) high-tech devices, which are becoming very popular.

Anyway, the whole thing is a major disappointment.

a FIFA certificate.

#### **READING**

### Read the text and choose the correct options.

- 1 Anne started going to the gym because
  - A she was overweight.
  - **B** her friends convinced her to.
  - **C** she wanted to get fit.
  - **D** she liked the clothes.
- 2 In the second paragraph, the author tells us that
  - A the overall trend for gym membership is up.
  - **B** gym memberships are decreasing in general.
  - **C** some gyms have had to close down.
  - **D** the number of people joining gyms is constant.
- **3** According to the text, why is there so much pressure to get fit nowadays?
  - A Our lifestyles have changed.
  - **B** We have more free time.
  - **C** Facilities like gyms are more widely available.
  - **D** People seem to be obsessed with their image.
- 4 How was Anne's injury caused?
  - A She wasn't exercising enough.
  - **B** She was exercising too much.
  - **C** She was doing incorrect exercises.
  - **D** She was using the wrong equipment.

#### **SPEAKING**

Describe the photos and answer the questions.



- 1 How does technology help you keep fit?
- 2 Which of your eating habits do you consider the most unhealthy?
- 3 Describe a situation in which you wished you were in better condition.

#### Uczeń B



- 1 What could you admire these teenagers for?
- 2 Do you enjoy spending your free time in an active way? Why/Why not?
- 3 Describe a situation when you lacked determination.

#### HAS OUR FITNESS OBSESSION GONE TOO FAR?

Anne Harrison still walks with a slight limp as she crosses the café to the table where I'm sitting. The café is down the road from the gym where Anne used to go on a daily basis until her injury. She started exercising originally because she just wanted to get into shape. A lot of her friends were regular gym-goers, and she admits she felt some pressure, so she bought the crop tops, leggings and running shoes and joined a gym.

The UK fitness industry is huge: it's worth around £5 billion according to a recent report. The number of gyms opening around the UK is continuing to grow and, despite slowing in the last few years, the figure for gym membership is in constant growth.

The sports clothing sector, or 'athleisure' as it's called, is worth £2.5 billion alone. Nowadays, the pressure to have an athletic body is immense. Social media in particular provides a constant stream of images of good-looking young people having fun in dance studios, doing yoga on the top of a hill with a breathtaking landscape behind them, or working out in well-equipped gyms looking out across a busy city below. Our social media timelines are filled with motivational phrases like 'Sweat is just your fat crying' and 'The best project you'll ever work on is you'. And then there are all the 'transformational photos' – the before-and-after images that show pale overweight bodies which have been spectacularly converted into tanned, athletic figures. It seems we've become obsessed with fitness.

Anne started an online fitness course and despite hating it at the beginning, even throwing up on one occasion from pushing herself too hard, she soon became obsessed. She exercised every day, sometimes twice a day, and quickly caught the bug. She looked great and everyone told her so, but after several months, she began to feel some pain in her knee and eventually went to a doctor. It turned out that her excessive exercising had done serious damage to her joints. She was doing the wrong type of exercise for her body and was told to stop before the damage became permanent.

Exercise-related injuries have increased as fast as gym memberships, and many fitness experts point the finger directly at online fitness courses. Every human body is different, they say, and everyone needs different types of exercise, so the recommendation is to get advice from a personal trainer. It's time, experts say, to go back to the idea that fitness should be strictly for health reasons instead of being all about the image and posting photos and videos on social media.

### WRITING

### 9 Read the instructions and do the task.

Twoja koleżanka z Anglii od kilku miesięcy bardzo dużo trenuje i jest na diecie. Ostatnio zamieściła na swoim profilu w mediach społecznościowych zdjęcie, na którym widać, że bardzo schudła. Napisz e-mail prywatny, w którym:

- wyrazisz swoje zaniepokojenie jej stanem zdrowia i przedstawisz swoją opinię na temat stosowania diet,
- wymienisz wady i zalety odchudzania,
- udzielisz jej rad dotyczących zdrowego stylu życia,
- zaproponujesz wspólne uczestnictwo w zajęciach sportowych online.

Długość tekstu powinna wynosić od 100 do 150 słów.

Hi, Alice,

How's life? I haven't heard from you for a while.

### Grammar Reference Unit 4

### 4.2 Defining and non-defining relative clauses • Reduced relative clauses

#### Defining and non-defining relative clauses

Defining relative clauses stosujemy, by doprecyzować, o kim lub o czym jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: who/that, which/that, whose, where oraz when, których nie poprzedza przecinek. Zaimki: who/that i which/that można pominąć, jeśli występuje po nich rzeczownik lub zaimek osobowy.

Non-defining relative clauses stosujemy, by podać dodatkowe informacje na temat osób i rzeczy, o których jest mowa w zdaniu nadrzędnym. Występują w nich zaimki względne: who, which, whose, where oraz when, których nie można pominąć. Zdania tego typu są oddzielone przecinkami od zdania nadrzednego.

	Defining	Non-defining	
who	You should ask someone who/ that has a driving licence.	Fox, who sustained an injury last week, isn't going to play.	
which	I've just watched the film (which/that) you told me about.	Her new scarf, which she made herself, is very soft.	
whose	That's the girl whose twin came first in the cycling race.	Lara, whose essay was the best, got an A in English.	
where	Bristol is the city where we're changing trains.	Le Moulin, where your party took place, is closing down.	
when	February was the month when the Winter Olympics began.	In 2018, when I was eleven, I went surfing for the first time.	

#### Reduced relative clauses

Reduced relative clauses zamiast zaimka względnego zawierają jedną z poniższych form:

- przymiotnik, np.:
  - Those ready (= who are ready) to go can take their seats on the coach.
- The actor, disappointed (= who was disappointed) with his performance, burst into tears.
- present participle (czasownik z końcówką -ing) jeśli podmiot jest wykonawca czynności, np.: That bald man standing (= who is standing) by the door is my dad.
  - The dogs barking (= which are/were barking) at passers-by belong to my neighbour.
- past participle jeśli podmiot zdania jest obiektem czynności, np.:
  - The student asked (= who was asked) the question didn't know the answer.
  - The letters posted (= which were posted) yesterday will be dispatched today.
- wyrażenie przyimkowe, np.:
  - The people in the stadium (= who were in the stadium) were cheering loudly.
  - Don't forget to wash the plates on the coffee table (= which are on the coffee table).

#### 4.7 Determiners

Determiners (określniki) w połączeniu z rzeczownikiem lub zaimkiem osobowym opisują osoby lub rzeczy ogólnie, np. Most players are tested for performance-enhancing drugs. Aby opisać konkretne osoby lub rzeczy, do określnika dodajemy (one) of + przymiotnik dzierżawczy/przedimek określony the, np. Most of the/our players tested negative.

Determine	er	Type of noun	Meaning	Examples
both		policzalny w liczbie mnegiej	aha	both champions
DOLII	both of	policzalny w liczbie mnogiej	oba	both of my sisters
., all		waliszalowy liczbie wagociai / wiewaliszalow	wszystkie,	all footballers
all	all (of)	policzalny w liczbie mnogiej / niepoliczalny	całe	all (of) the water
the whole	the whole	walisaalayyyy lisahia waisah wasasi	całe	the whole world
the whole	the whole of	policzalny w liczbie pojedynczej	Cate	the whole of the school
	most	policzalny w liczbie mnogiej / niepoliczalny		most polittcians
most	most of	policzalny w liczbie pojedynczej lub mnogiej / niepoliczalny	większość	most of the time
	many	Parks and the second se		many laps
many	many of	policzalny w liczbie mnogiej	wiele	many of our classmates
either either of		policzalny w liczbie pojedynczej	المشماء	either book
		policzalny w liczbie mnogiej	każde	either of the trophies
neither		policzalny w liczbie pojedynczej	÷a dia a	neither protein bar
neither neither of		policzalny w liczbie mnogiej	żadne	neither of his parents
	each	policzalny w liczbie pojedynczej		each lap
each	each of	policzalny w liczbie mnogiej	każde	each of the runners
	every	policzalny w liczbie pojedynczej		every stadium
every one of		policzalny w liczbie mnogiej	każde	every one of the athletes
another		policzalny w liczbie pojedynczej	kolejny, inny	another film to watch
other		policzalny w liczbie mnogiej / niepoliczalny	inne	I prefer other sports.
the other		policzalny w liczbie pojedynczej lub mnogiej	"ten drugi" / pozostałe	The other person in the queue was really pale.
the others		_	pozostali	The others didn't like it.

### - KEY WORDS

VO	CABULARY 1 🔼	MP3 25
at your own pace	/ət jər ,əʊn ˈpeɪs/	w swoim tempie
attain goals	/əˌteɪn ˈgəʊlz/	osiągnąć cele
be fiercely competitive	/,bi ,fiəsli kəm'petətiv/	być zaciekle rywalizującym, ambitnym
be in peak form	/ˌbi ın ˌpi:k ˈfɔ:m/	być w szczytowej formie
be under a lot of pressure	/ˌbi ˌʌndər ə ˌlat əv ˈpreʃə/	być pod dużą presją, naciskiem
come first	/ˌkʌm ˈfɜːst/	być pierwszym, zająć pierwsze miejsce
develop physical strength	/dıˌveləp ˌfızıkəl 'streŋθ/	rozwijać siłę fizyczną
failure	/ˈfeɪljə/	niepowodzenie
get a personal best	/ˌget ə ˌpɜːsənəl ˈbest/	osiągnąć rekord życiowy
get into shape	/ˌget ˌintə ˈʃeip/	nabrać formy
involve a high degree of risk	/ınˌvɒlv ə ˌhaı dıˌgri: əv ˈrɪsk/	wiązać się z dużym stopniem ryzyka
lack determination	/ˌlæk dıˌtɜːmıˈneɪʃən/	nie mieć determinacji, zapału
objective	/əbˈdʒektɪv/	cel
out of condition	/ˌaʊt əv kənˈdɪʃən/	bez kondycji
psyche	/ˈsaɪki/	psychika
push oneself to the limit	/ˌpʊ∫ w∧nˌself tə ðə ˈlımıt/	zmusić się do wielkieg wysiłku
set oneself a goal	/ˌset wʌnˌself ə ˈgəʊl/	wyznaczyć sobie cel
strengthen your muscles	/ˌstreŋθən jə ˈmʌsəlz/	wzmacniać mięśnie
suffer sport-related injuries	/ˌsʌfə ˌspɔ:t rıˌleɪtɪd 'ındʒəriz/	doznać urazu spowodowanego uprawianiem sportu
unstoppable	/ʌnˈstɒpəbəl/	nie do pobicia

<b>GRAMMAR 1</b>	MP3 26
	THE PARTY OF THE

appropriately	/əˈprəʊpriətli/	stosownie, odpowiednio
attract	/əˈtrækt/	przyciągać
be sent off	/ˌbi sɛnt ˈɒf/	zostać odesłanym (z boiska)
commit a foul	/kəˌmɪt ə ˈfaʊl/	sfaulować
media coverage	/ˈmiːdiə ˌkʌvərɪdʒ/	relacja w mediach
national anthem	/ˌnæʃənəl ˈænθəm/	hymn państwowy
participate	/pa:ˈtɪsɪpeɪt/	uczestniczyć
stand a chance of	/ˌstænd ə ˈtʃaːns əv/	mieć szansę na
swear	/sweə/	kląć, przeklinać

### READING MP3 27

READING IMP	
/əˈkleɪm/	uznanie
/əˈkleɪmd/	uznany, cieszący się popularnością
/əˈsɔːlt/	napaść, atak
/ˌbi əˈsɔːltɪd/	być zaatakowanym
/ˌbi ıkˈspəʊzd tə ˌsʌmθıŋ/	być wystawionym na coś
/kənˈtrɪbjuːt/	przyczynić się
/ˈkruːʃəl/	kluczowy, zasadniczy
/ımˈpaʊə/	upoważniać, wzmacniać, dać (komuś) wiarę we własne siły
/ıkˈskluːd/	wykluczyć
/ˈdʒendə/	płeć
/ın ðə ˌp∧blık ˈaı/	w oczach opinii publicznej
/əˈkɜː/ /prɪˌvent ˌsʌmbədi frəm ˈduːɪŋ ˌsʌmθɪŋ/ /preˈstɪdʒəs/	zdarzyć się uniemożliwić komuś zrobienie czegoś prestiżowy, renomowany
/ˈsemɪnəl/	przełomowy, nowatorski
/sıg'nıfıkəns/	znaczenie
	/əˈkleim/ /əˈsɔːlt/ /ˌbi əˈsɔːltɪd/ /ˌbi ikˈspəʊzd tə ˌsʌmθiŋ/ /kənˈtrɪbjuːt/ /ˈkruːʃəl/ /ɪmˈpaʊə/  /ikˈskluːd/ /ˈdʒendə/ /ɪn ðə ˌpʌblik ˈaɪ/ /prɪˌvent ˌsʌmbədi frəm ˈduːɪŋ ˌsʌmθɪŋ/ /preˈstɪdʒəs/ /ˈsemɪnəl/

### VOCABULARY 2 MP3 28

-		
acne	/ˈækni/	trądzik
ailment	/'eılmənt/	dolegliwość
anxiety	/æŋˈzaɪəti/	niepokój, obawa, lęk
autoimmune	/ˌɔːtəʊɪˈmjuːn/	autoimmunologiczny
binge-eating	/ˈbɪndʒ ˌiːtɪŋ/	objadanie się
blood vessel	/'blnd _vesəl/	naczynie krwionośne
cardiovascular	/ˌka:diəʊˈvæskjʊlə/	sercowo-naczyniowy, krążeniowy
cell	/sel/	komórka
chronic	/'krpnik/	chroniczny, przewlekły
correlate with sth	/ˈkɒrəleit wið ˌsʌmθiŋ/	korelować z czymś
diseases of affluence / civilisation / lifestyle diseases	/dıˌziːzɪz əv ˈæfluːəns /ˌsɪvəlaɪˈzeɪʃən/ /ˈlaɪfˌstaɪl dıˌziːzɪz/	choroby cywilizacyjne
factor	/ˈfæktə/	czynnik
hypertension	/ˌhaɪpəˈtenʃən/	nadciśnienie
intake	/'inteik/	spożycie
life-threatening	/ˈlaɪf ˌθretənɪŋ/	zagrażający życiu
mental	/'mentəl/	umysłowy, psychiczny
non-communicable disease	/ˌnɒn kəˌmju:nıkəbəl dı'zi:z/	choroba niezakaźna
nutrition	/njuːˈtrɪʃən/	odżywianie
obesity	/əʊˈbiːsəti/	otyłość
physiology	/ˌfɪziˈɒlədʒi/	fizjologia
primarily	/prai merəli/	przede wszystkim
processed food	/,prəʊsest ˈfuːd/	przetworzone jedzenie
properly	/ˈprɒpəli/	odpowiednio, właściwie
peptic ulcer	/peptik 'nlsə/	wrzód trawienny
refined grains	/ri,faind 'greinz/	oczyszczone ziarna zbóż
reproduce	/ˌriːprəˈdjuːs/	rozmnażać się
respiratory	/rıˈspirətəri/	oddechowy
sedentary	/ˈsedəntəri/	siedzący (o trybie życia)
the Western diet	/ðə .westən 'daıət/	dieta zachodnia
type 2 diabetes	/ˌtaɪp ˌtuː ˌdaɪəˈbiːtiːz/	cukrzyca typu 2
71	1 1 1 1 1 1 1 1 1 1	// F

### LISTENING MP3 29

be unconscious	/ˌbi ʌnˈkɒnʃəs/	być nieprzytomnym
blow	/bləʊ/	uderzenie, cios
concussion	/kənˈkʌʃən/	wstrząśnienie mózgu
faint	/feint/	zasłabnąć, zemdleć
feel dizzy	/ˌfiːl ˈdɪzi/	mieć zawroty głowy
have blurred vision	/ˌhæv ˌblɜːd ˈvɪʒən/	widzieć nieostro
have indigestion	/ˌhæv ˌindiˈdʒestʃən/	mieć niestrawność
have memory loss	/ˌhæv 'meməri lɒs/	mieć zaniki pamięci
have slurred speech	/ˌhæv ˌslɜːd ˈspiːtʃ/	bełkotać, mówić
		niewyraźnie
jolt	/dʒəʊlt/	szarpnięcie
overdose	/ˈəʊvəˌdəʊs/	przedawkować
pass out	/ˌpɑːs ˈaʊt/	zemdleć
shiver	/ˈʃɪvə/	mieć dreszcze
throw up	/ <sub>,</sub> θrəʊ 'ʌp/	wymiotować

## GRAMMAR 2 🗥 MP3 30

autopsy	/ˈɔːtɒpsi/	sekcja zwłok
deteriorate	/dıˈtɪəriəreɪt/	pogarszać się
file a lawsuit	/ˌfaɪl ə ˈlɔ:ˌsu:t/	pozwać kogoś, wnieść sprawę do sądu
flaw	/flo:/	skaza, wada, uszkodzenie
get compensation outraged	/,get ,kompən'seıʃən/ /'aʊt,reıdʒd/	otrzymać odszkodowanie oburzony

## 

bat	/bæt/	kij, pałka
batter	/ˈbætə/	(zawodnik) odbijający, pałkarz
grip	/grɪp/	chwyt, uścisk
mitt	/mit/	rękawica
protective	/prəˈtektɪv/	ochronny
unfamiliar	/ˌʌnfəˈmɪljə/	nieznany

## WRITING A MP3 32

anaemia	/əˈniːmiə/	anemia, niedokrwistość
credentials	/krɪˈdenʃəlz/	kwalifikacje, kompetencje
phenomenal	/fəˈnɒmɪnəl/	fenomenalny, niesamowity
strain	/strein/	nadwerężać



**SPEAK** Look at the photos and read the proverb. Answer the questions.



The tongue can paint what the eye can't see.

(Chinese proverb)

- What message do photos 1 and 2 communicate?
- Describe photo 3. What does it mean to you?
- How do you understand the proverb? Do you agree with it?
  - 1 SPEAK Which of the different types of images below do you send your friends?

**2** Choose the correct options.



- 1 If she hadn't *pointed out / processed* that Mona Lisa had no eyebrows, I would never have noticed.
- 2 Watch the video on YouTube at the end they *insist / reveal* how the trick was done.
- 3 The final scene of the video really *persuaded / surprised* me. I wasn't expecting that twist.
- 4 The painter *assured / confessed* that he had been inspired by another work of art.

**3** Read the text. Find three reasons why communication is improved when we use images.

# THE IMAGE RULES!



The digital age has brought us many ways to communicate through the spoken and written word, yet it looks like images are by far the most powerful means of communication. Here are some of the reasons why visuals appeal to people so much.

First, processing time: it takes us about a minute to read just two hundred words, yet we can interpret a picture in a tenth of a second. Next, memory: images go directly to our long-term memory, unlike words, which are processed by our short-term memory. Finally, comprehension: ninety-five percent of people will **figure** out the meaning of an image correctly compared to just seventy percent who will understand the written word. Some academics have **criticised** our love of visuals, as they fear language will suffer. Others reject this view and point out that humans have been using images since we lived in caves. In the digital age, information presented visually can capture ideas and get the message across better than the written word alone. Attractive photos can gain attention and highlight something in your blog or social media post. Infographics illustrate complex information visually, making it easier to follow. And memes can surprise us 🔐 , make us think 😕 ... or laugh out loud 😂 .

### Communication · Memory and the mind

- **4 KEY WORDS** Replace the underlined phrases with the correct forms of some of the highlighted verbs from exercise 3.
  - 1 Have you discovered how to use the zoom on your camera yet?
  - 2 In advertising, they often communicate the message through humour.
  - 3 We've been learning how to work out the meaning of modern art.
  - 4 His latest self-portrait is amazing it really accurately expresses his feelings about his work.
  - 5 Draw a diagram to explain what you mean!
  - 6 The art historian's theory of the origin of the piece was not accepted by other experts.
  - 7 I chose this image to emphasise the importance of good communication.
  - 8 Do you think people should say negative things about artists' work online?
- Complete the sentences with the correct forms of some of the highlighted verbs from exercise 3.
  - 1 Molly's presentation was very good. She used infographics to \_\_\_\_\_ the results of her research.
  - 2 It's a very powerful image. It definitely the message
  - 3 Had anyone what his post meant before he explained it?
  - 4 Don't me when you behave in exactly the same way!
  - 5 They are \_\_\_\_\_ this law in a way that has never been done before.
  - **6** The accident was on film by a promising young photographer from Leeds.
  - 7 Experts have always these theories because there is no evidence to prove them.
  - 8 I don't think his modern style will the viewers who appreciate classic art.

a workshop and complete the leaflet.

Learning beyond looking – how to evaluate visual information. Learn how to:

- 1 the meaning of online images,
- <sup>2</sup> visually presented information,
- · define the purpose, accuracy and effectiveness of visuals,
- 3 misinformation,
- 4 what you want to get across.
- **8 SPEAK** Answer the questions.

What image or photo would you use if you wanted to:

- apologise to a friend after a fight?
- post on social media that you've passed an exam?
- **9 SPEAK** Describe the video still and answer the questions.



- 1 Where was the photo taken? Who do you think took it and what for?
- 2 Which of the works of art would you like to have in your bedroom? Why?

### FAST FINISHERS

Choose three images from the Student's Book (from other lessons than this one) and write down the message they are trying to get across.

**KEY WORDS** Read the text. Then rewrite sentences 1–7 replacing the underlined phrases with the correct forms of the highlighted phrasal verbs from the text.

### **COMMUNICATION TIPS FOR FRIENDS**

When you have something on your mind, it helps to open up to someone about it.

When a certain topic is uncomfortable for someone, move on to something else.

If you know a secret about someone else, keep it to yourself.

 If you make a mistake, own up and face the consequences

Don't butt in conversation that doesn't involve you.

Always stick up for your friends when they're being criticised unfairly.

 Sometimes it helps to just bounce ideas off each other.

- 1 Sam was the only friend who was on my side during the argument.
- **2** OK, I think we need to change the subject to something different now.
- 3 We agreed not to tell Danny, as he would tell everyone else.
- 4 Have you ever admitted it when you told a lie?
- **5** When I'm chatting to my friends, my boyfriend has the bad habit of interrupting.
- 6 If you could talk about your feelings more, it would make you feel much better.
- 7 If you have a moment, I'd like to discuss some alternatives with you.

### Conditionals (zero, first, second and third) · Alternatives to if

- **SPEAK** What may inspire artists when they create a work of art?
- 2 Read the text and find out what inspired Dalí, Monet and Picasso.

Mark Mark <sup>a</sup> If you look around, you find artistic inspiration anywhere and everywhere. Some of art's most memorable images come from everyday domestic life. For example, Dalí wouldn't have painted his melting clocks if he hadn't seen Camembert cheese melting in the sun! Many artists, such as Monet, are inspired by the natural world. Others, like Picasso, look to history and myths for ideas. If you visit an art gallery, you will see that some artists are influenced by others - compare Picasso with Goya, and Goya with Velázquez. d If you were an artist, what would you paint?

**3** Study the grammar table and complete it with examples a-d from the text in exercise 2. When do we use commas in conditional sentences?

### **Key Grammar**

#### Conditionals

We use the zero conditional (if/when + present simple, present simple) to talk about facts and situations that are generally true, e.g. 1 2.

We use the first conditional (if + present simple, will + infinitive) to talk about a possible situation or event in the future, e.g. <sup>2</sup>

We use the second conditional (if + past simple/past continuous, would/could + infinitive) to talk about an unreal or unlikely situation or event in the present or future, e.g. 3 2.

We use the third conditional (if + past perfect, would/could + have + past participle) to talk about an unreal or hypothetical situation or event in the past, e.g. 4....

Grammar Reference ≫ 84 Irregular verbs ≫ 158–159

### **4** Choose the correct options.

5 Complete the sentences with the correct forms of the verbs in brackets.

1 Who would you tell if you (find) some money on the bus?

2 What will you do if the lights (go out)?

3 If I were you, I (buy) a better camera.

4 If she'd posted that picture of me online, I (ask) her to take it down.

5 Whenever I'm in an interesting place, I (take) a photo with my phone.

Read the sentences and complete the grammar table with the correct words and phrases in bold.

He won't call her unless she apologises. I'll text you later in case you forget to post the letter. You can watch this film as long as you're over eighteen. She'll pass provided that she does the final project.

### **Key Grammar**

### Alternatives to if

- We use <sup>1</sup> and <sup>2</sup> to describe an action that must happen or be true for something else to happen.
- We use <sup>3</sup> to explain what situation we are trying to avoid.
- We use <sup>4</sup> to say that if something does not happen, something else will happen or be true.

# Rewrite the sentences using the phrases

- 1 Visitors are only allowed to take photos if they don't use a flash. (provided that)
- 2 If we haven't done anything wrong, we should be able to upload the clip now. (unless)
- 3 It might rain later, so take a raincoat. (in case)
- 4 You can download high-quality images from this website for free if you subscribe to their newsletter. (as long as)
- 8 Which would you prefer to do: create some art from a favourite photo or make a photo recreating a piece of art? Why?

### **FAST FINISHERS**

Choose an artist you would like to interview and write three questions with conditionals to ask them.

Want to recreate a painting, but don't have the artistic ability? Bring it back to life as a photo! If you need some inspiration, there 'will be / are lots of examples to see online. And if you 'have / had had any photos you love, it is / will be possible to turn them into paintings, pop art or cartoons. Upload your photo into an app, choose

the effect you like, and you'll have your own work of art.



Miguel NOV 27 @ 18:52

I'm not sure ... What \* will / would Vincent van Gogh or Frida Kahlo have thought if they 5 had realised / **would realise** that one day their self-portraits would be recreated as photos?

Jenny NOV 30 @ 22:03

If I 6'd heard / will hear about it sooner, I 7 will / would have done a recreation of the famous Girl with a Pearl Earring painting for my aunt's birthday. I <sup>8</sup>'d have asked / would ask my cousin to be the model.

# Hypothesising · Questioning other people's point of view

**SPEAK** Read the leaflet. Would you like to do a degree like this? Why/Why not?

# BACHELOR OF ARTS COMMUNICATION DESIGN

Are images your language? Join our department and follow our future-oriented bachelor's programme. Learn about the history of art, develop your design skills and practise them during internships.

Requirements: secondary school diploma, proof of English proficiency

Tuition: £1200 / term **Duration**: three years

Location: London (on campus) or online Possible career options: photographer, editor, creative designer

- 2 2.09 Listen to the dialogue and identify two aspects of the degree from the leaflet in exercise 1 that Mike complains about.
- 2.09 Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

### **Key Phrases**

# Hypothesising & Questioning other people's point of view **Hypothesising**

I think the (situation) is (un)likely to (change).

Certainly, there will be more ...

There is every chance that ...

No doubt (the situation will improve).

If they (introduced ...), that would be something.

If it ever happens, I'll ...

Without a shadow of a doubt, ...

### Questioning other people's point of view

Frankly, I doubt it.

That's all very well, but ...

Well, yes, but don't you think that ...?

How pessimistic!

Maybe, but I'm not so optimistic.

Sure, but how realistic is that?

That's debatable, isn't it?

You're entitled to your opinion, but ...

Are you saying that ...?

I can see where you're/they're coming from, but ...

It's a good idea in principle, but ...

- **4 Translate into English. Use the Key Phrases.** 
  - 1 (Czy twierdzisz, że) we will all become illiterate?
  - 2 (Bez cienia wątpliwości), understanding symbols is a skill that we all need
  - (*Jest szansa*, *że*) younger generations will have major problems with handwriting.
  - (Prawdę mówiąc, wątpię) that you need to learn the basics of communication design to become a good designer.
  - (W teorii to dobry pomysł), but I don't think it would help if people had to pay for social media.
- 5 SPEAK React to statements 1-4 using the Key Phrases.
  - 1 Artists should be paid regular wages by the government.
  - 2 There is every chance that art exhibitions will be free of charge for all students one day.
  - 3 In the case of breaking copyright law, educational institutions such as schools and universities should be made to pay fines.
  - **4** Abstract art does not make a good artist.
- 6 SPEAK Read the instructions and do the task. Then change roles and do the task again.

Uczeń A Wraz z kolegą/koleżanką z USA (uczeń B) odwiedziłeś/odwiedziłaś galerię sztuki abstrakcyjnej. Po wyjściu z galerii dzielicie się wrażeniami.

W rozmowie z uczniem B porusz następujące cztery kwestie:

najciekawsza praca

znaczenie jednego z dzieł

ceny biletów

rola artystów w społeczeństwie

Uczeń B Jesteś kolegą/koleżanką ucznia A z USA. Wspólnie odwiedziliście galerię sztuki abstrakcyjnej, a teraz dzielicie się wrażeniami. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z opinią ucznia A na temat najciekawszego dzieła,
- zaproponuj inną interpretację jednego z dzieł,
- wyraź swoje przypuszczenia na temat powodów wysokiej ceny biletów.

# **FAST FINISHERS**

In what ways can artistic skills help you in life? Write a social media post answering the question.

# A review of an art exhibition

- **SPEAK** When was the last time you went to an art exhibition or a museum? What was it? Did you enjoy it? Why/Why not?
  - Study the adjectives below and choose three which best describe the art (paintings, sculptures, graphics, etc.) that you like.

abstract ancient bold complex confusing depressing emotional imaginative impressive inspiring moving mysterious outstanding powerful thought-provoking unique



**3** Read the WATCH OUT | SKILLS box and then skim and scan the review on page 75. What is the writer's opinion of the exhibition?

### WATCH OUT | SKILLS

### Skimming and scanning

To find specific information in a text, first read the entire text quickly to get the main idea of each paragraph (skimming). Then read the question and look through the paragraph it relates to quickly to find the answer (scanning).

4 2.10 Read the review again and match paragraphs A-D to questions 1-5. One of the paragraphs matches two questions.

In which paragraph does the author

- 1 explain how the exhibition is organised?
- 2 say when you can see a demonstration?
- **3** give the location of the exhibition?
- 4 talk about a project that the artist is working
- **5** explain why Jansen built the sculptures?

5	<b>S</b>	Read the review again and complete
	the sent	ences.

- 1 The Strandbeests will move only when
- 2 Jansen's creations evolved when he eliminated
- 3 In his work Jansen was inspired by how moved.
- have become interested in Jansen's work to help them design a space vehicle.
- 5 How works is only demonstrated on certain days.

### **6 KEY WORDS** Match the highlighted adjectives from the text to definitions 1-6 below.

- 1 a synonym for huge
- 2 the opposite of terrible
- 3 a synonym for strange
- 4 a word meaning unusual and impressive
- 5 the opposite of movable
- **6** a synonym for fascinating

### **Complete the sentences with the highlighted** adjectives from the text. There may be more than one correct answer.

- 1 This sculpture is a piece of craftsmanship and deserves to be displayed.
- 2 Abstract art is often so that it's impossible to grasp its meaning.
- 3 Most of the installations in the exhibition are , apart from two which can rotate.
- 4 His latest piece shows a cross, almost three metres tall, on a red background.
- 5 Winning the title of the Artist of the Year was her most 🥔 achievement.
- 6 Her works are famous for great attention to detail beauty which takes your and W breath away.

# **8 SPEAK** Answer the questions.

- 1 Can Theo Jansen's creations be considered as 'art'? Why/Why not?
- 2 Do you think Jansen's work is useful?
- **3** Who would you recommend the exhibition to?

### FAST FINISHERS

Make a simple drawing. Then gather three arguments to convince the audience that it is a superb piece of art.

Find information about three bizarre works of art. Prepare a short speech about them: who created them, what for / on what occasion, where, etc.

# on the



A If you can only see one exhibition this summer and you're in the area, you must drop in to Singapore's ArtScience Museum to see Wind Walkers. This exhibition displays the superb mechanical creatures of the Dutch artist 5 and engineer Theo Jansen. Jansen built these bizarre wind-powered moving sculptures called Strandbeests - that's 'beach animals' in Dutch - from plastic tubes, bottles and tape. In 1990, Jansen wrote a newspaper article revealing his idea to come up with a 'new species' that 10 could fight climate change. He thought that if he invented something that could live on a beach, survive and learn, it would be able to move the sand around and eventually stop erosion from rising tides.

**B** The exhibition is arranged in four sections and features 15 thirteen large 'beasts'. The first room shows Jansen's workshop, including a very old Atari computer he used to design the creatures. In the second section, you can see the first Strandbeests and even set them in motion. What surprised me was just how noisy the creatures were; they 20 creaked and cracked as all the parts moved. If I hadn't actually seen the machines in action, I would have thought they moved completely silently. After a while, though, you begin to appreciate just how beautiful they are. Over time, Jansen studied different types of movement, often from 25 the animal world, such as sideways walking like a crab, or from nature, such as the waves of the sea. Some of the pieces use propellers and others sails, which are all on display in the other sections. Jansen was inspired by Darwinian evolution: if one piece stopped working

30 efficiently, he rejected it, calling it a 'fossil', and moved on

to a new version. Among the works in the exhibition is an example of a fossil – an immobile piece called Rigide Properans.

The last part of the exhibition focuses on a gigantic 35 work called Siamesis which has seventy-two legs and weighs over two hundred kilograms. Not all the beasts walk on legs, though. In fact, Jansen recently presented NASA with an idea for a caterpillar - a small 'animal' that would crawl along the ground. NASA engineers are studying 40 the Strandbeests closely to figure out if aspects of Jansen's beasts could help them design a rover – a vehicle that is used to explore planets – that might survive Venus's surface temperatures of around 475°C. NASA believes that a mechanical rover like Jansen's creatures might be able to 45 hold out long enough to send back valuable data, and also be able to move over the rough surface of the planet.

In conclusion, Wind Walkers is a remarkable exhibition that people of all ages will thoroughly enjoy - well worth the entrance fee. And if you go from Friday to Sunday, you'll 50 be able to see a demonstration of the noisy but elegant and captivating Siamesis crawling across the gallery (see website for times). I highly recommend this brilliant exhibition.

### **GLOSSARY**

**come up with sth** – wpaść na coś (pomysł, rozwiązanie) drop in (to) - wpaść, zajść (dokądś) hold out - wytrzymać

# Fine arts

- **SPEAK** Are modern artists as good as those from two hundred years ago? Why/Why not?
  - Order the kinds of art from the box according to how much talent they require from the artist. Number them 1-8, starting with the one requiring the least talent.

drawing fashion design graffiti art graphic design installation art painting photography sculpture

**3** Read texts 1-4 and match them to pictures









1 🚳

My favourite of these is the one which I believe is a **self-portrait**. I really like the fact that the author mixed two techniques - the face is a sketch with a splash of watercolours. It makes the piece way more interesting.

2 %

I really like this **clay** or stone **bust** – it's amusing and intriguing. It makes ancient **statues** much more approachable for us. It instantly makes you think what the author's message is. I think it's actually more interesting than how it was originally carved! It would be fun to visit a gallery which displays such 'twisted' exhibits - old works with a modern touch.

I don't generally like **still life**. I may appreciate the artistry behind it, and I understand why a piece of art becomes a **masterpiece**. But I need to feel some emotions while contemplating a painting. Now, this one here is different. I like the way the author experimented with abstraction. As a curator, I would probably choose it for the main hall in my gallery.

4 6

It seems to be an oil painting, most probably on canvas, but with these vibrant colours and guite a modern air it could easily be a mural. I'm wondering if it falls under the category of landscapes – after all, it does show urban scenery, doesn't it?

- **4 KEY WORDS** Translate into English. Use the correct forms of some of the highlighted words and phrases from exercise 3.
  - 1 My uncle collects works of art, (głównie krajobrazy). He's recently bought a(n) (obraz olejny na płótnie) showing Giewont and the Tatra mountains.
  - 2 The most valuable (eksponat) in our gallery is \_\_\_\_\_ (martwa natura) by Paul Cézanne.
  - 3 Every sculptor usually specialises (w rzeźbieniu) in one particular material. All of my sculptures are made (z gliny).
  - 4 Some people like black and white (szkice), but my favourite technique is (akwarela).
  - 5 Creating (takie arcydzieło) requires (kunsztu) which few modern painters actually show.
  - (Kurator muzeum) recommends the middle room, which is full of ancient (posągi i popiersia).
- 2.11 Listen to two people talking about special art programmes they attended. Which works of art from exercise 3 do they each refer to?
- 6 1 2.11 Extrem again and complete the information about the programmes. Tick the skills the speakers learnt.

	Speaker 1	Speaker 2
Name of the programme:		
Duration:		
What did they learn?		
Self-expression	<b>%</b>	100
Stress relief	20	<b>20</b>
Computer skills	200	202
Creativity	2	202
Self-confidence	200	900

- **7 SPEAK** Answer the questions.
  - 1 If you were to attend Fine Arts for Teens or Inspiring Teens with Art, what would be your biggest expectation?
  - 2 Which of the works of art in exercise 3 do you like the most and which one the least? Why?

# FAST FINISHERS

Make a crossword puzzle with the mystery word MURAL.







# Announcements and messages

- **SPEAK** Do you have any artistic friends or family members? What kind of art do they do?
- **KEY WORDS** Complete the table with the highlighted words below. Some words match more than one category.

animator • architect • artisan • camera operator cartoonist • cinematographer • graphic designer illustrator • sculptor • video game designer

2-D arts	3-D arts	Photo and film	Digital arts

**3** Complete the text with some of the highlighted words from exercise 2.



When I leave school, I want to get a job in visual arts. My teacher says that I should be a(n) 1 because I am good at drawing. She said I could also become a(n)<sup>2</sup> and draw funny pictures for magazines, but I think I would prefer to be a(n) <sup>3</sup> because I like making things with clay. My mum thinks I should work as a(n) 4 because I spend most of my free time on my console. I am also really interested in buildings, which makes me think that I would enjoy being a(n) 5, but you need to be good at maths to do that. Working in the film industry is a dream of mine too. I would love to be a(n) 6 and shoot TV shows, or maybe a 7 who organises the lighting, photography and camerawork of a film. But maybe becoming a(n) 8 would be the best idea, because then I could see my illustrations come to life on the screen!

4 2.12 Read the WATCH OUT box and make nouns for jobs by adding the correct suffixes (-ist, -er, -or or -ian) to the words from the box. Make any other necessary spelling changes. Then listen, check and repeat.

> cartoon comedy decorate edit illustrate journal music paint politics program

WATCH OUT

Noun suffixes -ist, -er, -or, -ian

Some words for jobs are formed from the verb or noun by adding a suffix, e.g. art - artist, design - designer, sculpt - sculptor, technique - technician.

- 5 2.13 Listen to people talking in five different situations. Match speakers 1–5 to situations a-e.
  - a explaining the morning's programme
  - **b** giving instructions about how to use something
  - c making a complaint
  - **d** reporting lost property
  - e providing some rules before an event
- 6 A 2.13 Read the WATCH OUT | SKILLS box and listen again. Match speakers 1–5 to statements A-F. There is one extra statement.

Speaker 1

Speaker 4

Speaker 2

Speaker 5

Speaker 3

This speaker

- A mentions taking phones away from people before entering a place.
- **B** thinks some regulations should be introduced to improve people's behaviour.
- **C** recommends providing extra facilities for visitors.
- **D** advises visitors to pay attention to where they're supposed to be.
- **E** suggests visiting two other amenities in the place.
- F provides guidelines to make sure people don't distract others.

# WATCH OUT | SKILLS

### **Avoiding quick decisions**

If you are unsure of an answer in a multiple-matching listening task, wait until you hear the recording again, and then check your answers or make the final decision. Making a quick decision may mean that you choose an answer that matches another speaker, and you will get both answers wrong.

**7 SPEAK** Share your opinion on the following topics:



- people in the audience recording live concerts
- phones ringing in the theatre
- guided tours in museums or galleries
- eating in the cinema

# FAST FINISHERS

If you could open a museum, what kind of museum would it be? Think about: the location, exhibits and the kind of visitors it would appeal to.

# Mixed conditionals

- **SPEAK** What would you do if you didn't have to go to school tomorrow? What would you have done if you had had more spare time yesterday in the afternoon?
- 2 Look at the pictures, read sentences 1-4 and choose the correct options. There are two correct options in each point.









- 1 If I had been to that exhibition, I'd know how to write this essay.
  - a I didn't go to the exhibition.
  - **b** I'm not going to the exhibition.
  - **c** I didn't know how to write the essay.
  - **d** I don't know how to write the essay.
- 2 If Berry were a professional cartoonist, he would have got the job in the newspaper.
  - a Berry used to work as a professional cartoonist.
  - **b** Berry isn't a professional cartoonist.
  - **c** He didn't get the job.
  - **d** He cannot apply for the job now, because he's not going to get it anyway.
- 3 If I lived in Paris, I would have attended the Fashion Week.
  - a I don't live in Paris.
  - **b** I didn't live in Paris.
  - **c** The Fashion Week is taking place at the moment.
  - **d** The Fashion Week is over.
- 4 I could be a camera operator if I'd chosen different courses at film school.
  - a I'm not a camera operator.
  - **b** I am a camera operator.
  - **c** My choice in the past determined what I am now.
  - **d** My choice in the past determined what I did some time ago.
- **3** Study the grammar table and complete it with examples 1-4 from exercise 2.

### **Key Grammar**

### Mixed conditionals

We use mixed conditionals to talk about:

- hypothetical situations in the past and their results in the present (if + past perfect, would + infinitive), e.g. If we had kept the painting, we would be very rich. <sup>a</sup>, <sup>b</sup>,
- hypothetical situations in the present and their results in the past (if + past simple, would + have + past participle), e.g. If I were more artistic, I would have joined the art department. com, dom.

Grammar Reference >> 84 Irregular verbs >> 158–159

### **4** Choose the correct options.

- 1 I wouldn't be / have been short of cash now if I didn't spend / hadn't spent so much last weekend.
- 2 If Gina liked / had liked live performances, she could have become / become a comedian, not a screenwriter. But she's too scared of live audiences
- 3 If the jury criticised / had criticised her drawing, she would be devastated. Luckily, they went easy on her.
- 4 If it wasn't / isn't so cold today, I would accept / have accepted Mike's invitation to the barbecue. But I preferred to stay at home in this weather.
- 5 Sarah would have got / would get the scholarship if her English was / had been better. Unfortunately, it was offered to someone who can speak it
- 6 I'm sure you forgot to inform Ben. He would have been / would be here if you told / had told him.
- 5 Complete the sentences with the correct forms of the verbs in brackets.
  - 1 If you (not arrive) late as always, you (know) what the teacher is talking about.
  - 2 The piece (be) perfect if you (add) more colours. Now it seems too ordinary.
  - 3 Derek (not be) so confident about his exam results if he (not study) so hard the whole year.
  - 4 The museum (arrange) a meeting with an illustrator or cartoonist if we (can afford) it, but it exceeds our budget.
  - 5 If you (not forget) to book the theatre tickets, we (be) on our way to see the play. So thanks again!
  - 6 Henry (gather) more points for the previous semester if he (be) more motivated. But he's never keen on anything.
- **6 SPEAK** Answer the questions.
  - 1 If you lived in another country, would you have achieved something remarkable by now?
  - 2 If you had Mondays off, what would you have done last Monday?
  - 3 If you had followed the last advice you got from your parents, would your life/situation be any different now?

# **FAST FINISHERS**

Finish the sentences using mixed conditionals and your own ideas.

If I had been born in the USA, ...

If I was more organised, ...

# Grammar and vocabulary practice

Look at the photos and write four conditional sentences (at least one mixed) inspired by them.





- Read the WATCH OUT box and rewrite the sentences beginning with 'If'.
  - 1 But for the alarm clock, I would have overslept.
  - 2 But for my friends, I'd have to deal with this mess alone.
  - 3 But for the decorations, this place would be really ugly.
  - 4 But for my parents' support, I wouldn't have become a video game designer.

### WATCH OUT

If it + not be + forBut for + noun phrase

If it weren't for / If it hadn't been for = But for If it weren't for the rain / But for the rain (= Gdyby nie deszcz), we'd go outside.

If it hadn't been for your help / But for your help (= Gdyby nie Twoja pomoc), I wouldn't have made it.

- 3 🔀 📝 Translate into English.
  - 1 (Gdyby nie te obrazki), we wouldn't understand the message at all.
  - 2 I will not put this information in my article (chyba że ujawnisz) your source.
  - 3 If I wasn't interested in artistic designs, I (nie poszedłbym) to the exhibition that was organised by the school last week.
  - 4 If \_\_\_\_\_ (nie mój nauczyciel od plastyki), I wouldn't even think of applying to an art college.
  - 5 I'll take Mike to the theatre with me (pod warunkiem, że zapłaci) for his ticket.
  - 6 If (nie pieniądze, które) Jerry received, he wouldn't have published his work.
  - (Na Twoim miejscu), I'd call her immediately.

- **4** Correct the mistakes in the sentences.
  - 1 Will you be disappointed if they won't sell your works?
  - **2** I would have accepted the invitation if he asked.
  - 3 I'll lend you the money as long that you don't tell
  - 4 If I knew Marla better. I had called to wish her a happy birthday.
  - 5 If you had touched this wire before I stopped you, you'd have probably been in hospital now.
  - 6 If they took my advice at the beginning of the school year, they wouldn't have to study so much.
- 5 Choose the correct options.

### PHONES. PHONES EVERYWHERE!

If there were one hundred people in the world, around eighty people <sup>1</sup> a mobile phone. And there would be nothing wrong with it, 2 that a kind of 'mobile etiquette' was followed. Unfortunately, if you think about the way we use mobile phones, you 3 2 that there are lots of habits people have that are really annoying. For example, if you 4 a regular cinema-goer, they'd tell you that some people don't silence their phones during a film, which is just the worst. You may be thinking, 'But, for example, if I 5 my phone with me at all times, I 6 the video chat with my friends yesterday, which was very important to me!' Well, you would probably have heard about it later, and nothing terrible would have happened.

- **1** A would own B would have owned C had owned **D** owned **2** A in case **B** as long C if **D** provided **3** A would agree **B** will agree **C** agree **D** agreed 4 A will ask **B** would ask **C** asked **D** had asked 5 A hadn't had **B** wouldn't have had C didn't have **D** wouldn't have **6** A would have missed **B** would miss **C** had missed **D** missed
- 6 SPEAK In pairs, give each other advice beginning with If I were you ... Tell your partner about three things you would have done differently in the past.

# #BRAINTEASER

If you ran in a race and passed the person in second place, what place would you



# **FAST FINISHERS**

Write your own 'mobile etiquette'. Include at least four rules.

# An opinion essay

# Should people be allowed to take photographs in museums and art galleries?

Last week, I had the pleasure of visiting the Louvre Museum in Paris with a party of friends. For some of them, the enjoyment was ruined by the guards who would not let us take any photos. I have to admit that some of my friends were exasperated because of this ban. However, I completely agree with the museum's policy of forbidding visitors from photographing the exhibits.

A gallery is a place for contemplating and reflecting on art. Nevertheless, many people spend their time photographing exhibits rather than trying to capture the beauty of what they are looking at. Moreover, due to the number of people taking photos in front of paintings, you cannot really see the masterpieces, and therefore it is impossible to appreciate them.

Some people claim that they take photos to study the paintings later, but if that was the case, it would make much more sense to use high-quality photographs of famous works of art which are easily available online. If you only view art on a tiny screen, you do not feel its full impact.

To sum up, I believe that art galleries should not allow visitors to take photos due to the fact that it is distracting for other people. Furthermore, even though using a flash is forbidden, some people do it anyway, and that can damage the artwork. If this is how they want to look at art, they should just buy a postcard or download a photo instead.



# SPEAK What is the most annoying thing people do:

- in the cinema?
- on the bus?
- in a museum?
- at a concert?

### **2** Read the opinion essay and answer the questions.

- **1** What is the writer's opinion of taking photos in art galleries?
- **2** What does the writer think is the purpose of art galleries?
- **3** What four problems with taking photos in art galleries does the writer mention?
- **4** What two solutions does the writer offer for visitors who want to see the art after they leave the gallery?

# **3** Read the essay in exercise 2 again and find the following features:

- 1 three words that contrast ideas
- 2 two words that introduce additional ideas
- 3 a phrase to say if that is/was true or if that is/was correct
- 4 a phrase to summarise what you have said

- 4 The writer uses different devices to present their arguments in a persuasive way. Find the following in the text and answer the questions.
  - 1 a description of a personal experience Where does the writer use this and why?
  - 2 arguments against the writer's opinion Why is it a good idea to include these?
  - 3 a reporting verb What effect does the verb have?

5	Study the Key Phrases box and complete		
	the sentences with the correct words. The firs		
	letters are given.		

- 1 It c b a that photography isn't as artistic as oil painting.
- 2 It is m b that artists should receive a regular salary from the state.
- 3 The r w admission to museums should be free of charge is that they would be accessible to wider audiences.
- 4 I am o t t that virtual tours of museums will never give the same experience as seeing exhibitions live.
- 5 As f lam c, art education is redundant.

### **Key Phrases**

### An opinion essay

### Introducing your opinion

Personally, ...

In my opinion, ...

I (strongly) feel/believe that ...

It is my belief that ...

I would argue/say that ...

As far as I am concerned. ...

It seems to me that ...

I am of the opinion that ...

### Presenting other opinions

It could be argued that ...

Others argue that ...

Some people claim that ...

Another point of view is that ...

This suggests that ...

### **Giving reasons**

Because/Since/As + clause

Because of + noun

Due to + noun

(This is) due to the fact that ...

The reason (why) I say that is ...

### **Explaining results**

As a result (of this), ...

Consequently/Therefore, ...

If that is/was the case, ...

6 Read the WATCH OUT | SKILLS box. Then look back at the text in exercise 2 and find five linking words and phrases of cause and result.

### WATCH OUT | SKILLS

### Linking words and phrases of cause and result

When you are writing an opinion essay, it helps to strengthen your argument if you give examples and reasons, using linking words and phrases of cause and result to explain your opinion.

### 7 Choose the correct options.

In my view, abstract art is one of the most interesting types of art 1 because / because of it makes people think. However, it remains unpopular 2 due to the fact that / as a result many people simply don't understand it. I believe this is 3 therefore / because of a lack of identifiable objects in abstract art. 4 As a result, / Since, the viewer has to try to interpret the artist's message by looking at the unidentifiable shapes and colours. However, some abstract paintings include texture too, and 5 if that's the case / due to, the viewer gets another clue about the artist's feelings. For example, very rough textures and dark colours might indicate anger. Personally, I love abstract art, and 6 as / therefore I can't understand why many people don't agree with me about this fascinating form of expression.

- 8 SPEAK Work in small groups and look back at the text in exercise 7. Do you agree with the writer's opinion of abstract art? Why/Why not?
- 9 Do the writing task. Follow the steps in the Writing Planner.

Coraz częściej podczas koncertów publiczność nagrywa występy telefonami komórkowymi. Napisz rozprawkę na 200–250 słów, w której przedstawisz swoją opinię na ten temat, uwzględniając zarówno argumenty z perspektywy uczestnika, jak i występującego artysty.

### WRITING PLANNER



### **THINK**

Consider different aspects of the problem presented in the instruction: Should people be allowed to record performances at concerts? Who does it bother? (artists / musicians / other people in the audience) Why? (limited visibility / atmosphere / copyright issues) Why do people do it? (to have something to go back to, to show friends).

### **PREPARE**

Organise your notes into four paragraphs:

- 1 introduce the topic and state your opinion,
- 2 give reasons and examples to support your opinion,
- **3** give counterarguments to your opinion, and argue against them,
- 4 summarise and restate your opinion.

### **WRITE**

Write your essay. Use your notes and the Key Phrases. Remember to use formal language and the correct linking words and phrases.

### **CHECK**

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

### **FAST FINISHERS**

Design a poster to discourage people from using their mobiles in museums.



### VOCABULARY

### Choose the correct options.



If you're having a staycation in the city this summer, don't forget to drop in to the Community Arts Centre, where there is a 1 mew exhibition about advertising. It shows how advertisements use deep psychological insights to get their message <sup>2</sup>. The exhibition

also 3 how many famous artists started life in the business. Did you know that, before he was famous, Andy Warhol worked as a commercial 4 producing many popular and memorable images for magazines and advertising billboards? And Dr Seuss, or Theodore Seuss Geisel, author of the famous children's books, worked as a 5 for clients such as Ford and Standard Oil in 1940s America, where his distinctive, humorous illustrations were aimed at adults, not kids. Nick Park, the famous British 6 who won an Oscar for his film Wallace & Gromit: The Curse of the Were-Rabbit, came up with a series of hilarious TV adverts for a UK electricity company in the 1990s. The exhibition runs until the end of September.

- 1 A remarkable
  - **C** gigantic
- 2 A over
- C along
- **3** A figures out
  - **C** illustrates
- 4 A sculptor
  - **C** camera operator
- **5** A cinematographer
  - C cartoonist
- 6 A cartoonist
  - **C** graphic designer

- **B** immobile
- **D** bizarre
- B up
- **D** across
- **B** highlights
- **D** rejects
- **B** illustrator
- **D** architect
- **B** video game designer
- **D** graphic designer
- **B** artisan
- **D** animator

# **2** Complete the sentences with the correct words. Some letters are given.

- 1 Sara did wrong, but she could have made this whole thing go away by www up to it.
- 2 The story he was telling was so c p v v g that the whole audience was silent.
- 3 Could we please on no some alternative plans off you before we implement this one?
- 4 The job of a c 2 2 2 2 t 2 r is great for someone who loves art, but is not talented enough to be an artist.
- 5 For my eighteenth birthday, I received a personalised painting on 22 n 22 s in a beautiful frame.
- 6 Can you remember the name of
- 7 Sometimes it's difficult to notice the a 2 t 2 s 2 y behind contemporary art, especially when you don't understand it.

### GRAMMAR

### Join the sentences using if. There may be more than one correct answer.

- 1 We must text Cora. Otherwise she won't figure out what to do.
- 2 Jake tried to speak to you earlier. He would have told you the news.
- 3 I'm not an artist. I would like to paint like Alyssa Monks.
- 4 I didn't graduate on time. I'm not on holiday now.
- 5 Ben had to study until 2 am last night. It's because he's not systematic with schoolwork.
- **6** You need to practise your skills regularly. Otherwise you don't improve.

# **4** Choose the correct options.

- 1 I'll help you with your history project provided that / unless you return the favour next week and help me study for my maths exam.
- 2 Take some extra cash with you as long as / in case you want to buy some souvenirs in the flea market.
- 3 I won't go with you to the art gallery provided that / unless you insist on my company.
- 4 The package should have arrived as long as / in case it was addressed properly.

# **5** Correct the mistakes in the sentences.

- 1 If you enjoy connecting with your friends and sharing your experiences on social media, you probably used your phone to take photos.
- 2 And if you won't be lucky enough to have one of the newest top-quality phones, it's likely that you will get much better quality photos with a proper camera.
- **3** So, if you've got a camera and want to take great photos, you would benefit from learning some of the basics about photography.
- **4** We run a one-day course in basic photography, and we guarantee that if you attend, you learn how your camera works, and how to use it to improve your photos.
- **5** Look at the photo below, for example. It seems pretty good, but it will look better if it had been cropped slightly.
- **6** And if the photographer had used a zoom lens, it will have been even clearer.



# USE OF ENGLISH 1 2 3 4 5 6 7 8

- Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.
  - 1 Sonia hasn't taken a photo with her camera for ages. SINCE
    - It Sonia took a photo with her camera.
  - 2 We had to queue because we didn't buy tickets in advance. BOUGHT
    - If we \_\_\_\_\_, we wouldn't have had to queue.
  - 3 We will be too late to catch the train. LEFT By the time we get to the station, the train
  - 4 Jez helped Salma with her project, but she could have done it on her own. HELPED
    - Jez needn't Salma with her project. She could have done it on her own.
  - 5 He forgot to bring his mobile, so he couldn't phone you. LEFT
    - He couldn't phone you because he at home.
  - **6** I've always enjoyed Martin Scorsese's films. **SOMEONE** 
    - Martin Scorsese films I've always enjoyed.
  - 7 They were confident about passing the exam. TO They were sure that they pass the exam.
  - 8 It isn't possible that you saw Jessie because she's on holiday. CAN'T
    - You Jessie because she's on holiday.
- **7** Translate into English.
  - 1 | (szkoda, że nie miałem) more time to prepare this show.
  - 2 You (nie powinieneś był krytykować) her work.
  - 3 | (właśnie miałem powiedzieć) what I thought when she butted in.
  - 4 Next month we will be saying goodbye to a man (który tu pracuje) for forty years.
  - 5 | (kiedyś byłem architektem), but I prefer painting much more.
  - 6 I won't go to the museum (chyba że to będzie) for free.



### LISTENING

- 2.14 **S** Listen to the interview and complete the sentences.
  - 1 The Girl with Balloon painting was destroyed with
  - 2 A video explaining was made by the artist.
  - 3 The act might have been a rebellion against which had had Banksy's works covered up.
  - 4 In 2017, the British chose Girl with Balloon
  - 5 Dada was an artistic movement that was active during the



### **SPEAKING**

9 Read the instructions and do the task. Then change roles and do the task again.

### Uczeń A

Chcesz wybrać się z kolegą/koleżanką (uczeń B) do muzeum na interesującą Cię wystawę. W rozmowie z uczniem B porusz następujące cztery kwestie:

informacje o wystawie

dojazd do muzeum

ceny biletów

wspólne plany po wizycie w muzeum

### Uczeń B

Kolega/Koleżanka (uczeń A) proponuje Ci wspólne wyjście do muzeum na wystawę. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o wyjaśnienie jakiejś kwestii,
- nie zgódź się z opinią ucznia A,
- poinformuj, że w tym miesiącu skończyło Ci się kieszonkowe.
- powiedz, że nie przepadasz za sztuką współczesną. Rozmowę rozpoczyna uczeń A.

### WRITING

10 Read the instructions and do the task.

Jedni cenia graffiti jako formę sztuki, inni w ogóle go do niej nie zaliczają. Napisz rozprawkę (200-250 słów), w której przedstawisz swoją opinię na ten temat.

# **Grammar Reference Unit 5**

### 5.2 Conditionals (zero, first, second and third) • Alternatives to if

Conditionals (zero, first, second and third)

### Zero conditional

Zdania w zerowym okresie warunkowym (If/When + present simple, present simple) opisuja ogólne prawdy o życiu i świecie oraz sytuacje, które mają zazwyczaj te same, łatwe do przewidzenia, następstwa, np.:

If you don't have our loyalty card, you aren't entitled to a discount.

People appreciate it when you are honest and tell the truth.

#### **UWAGA!**

Aby podkreślić, że dana sytuacja i jej rezultat sa powtarzalne, zamiast when można użyć whenever, np. Whenever I visit my grandma, she makes me a three-course meal.

#### First conditional

Zdania w pierwszym okresie warunkowym (If + present simple, will + bezokolicznik) opisują konkretne sytuacje z teraźniejszości lub przyszłości oraz ich możliwe przyszłe następstwa, np.:

If they tell me what happened, I'll keep it to myself.

The actor won't get any new roles if his latest film receives bad

#### Second conditional

Zdania w drugim okresie warunkowym (If + past simple/past continuous, would + bezokolicznik) opisują hipotetyczne sytuacje z teraźniejszości lub przyszłości i ich potencjalne przyszłe następstwa, np.:

If I didn't work for myself, I would apply for this job.

The city council could renovate the façade of the town hall if they had enough money.

### Third conditional

Zdania w trzecim okresie warunkowym (If + past perfect, would + have + past participle) opisują hipotetyczne sytuacje z przeszłości, które nie miały miejsca, i ich niedoszłe przeszłe następstwa, np.:

If Frankie had submitted her article on time, it would have appeared in the paper last week.

The rescue team wouldn't have saved the mountaineer if the weather conditions had been worse.

W zdaniach rozpoczynających się od warunku stawiamy przecinek (If ..., ...). W zdaniach rozpoczynających się od rezultatu przecinka nie stawiamy (... if ...).

### **UWAGA!**

Forma skrócona 'd może pochodzić zarówno od had, jak i od would, np. We'd (= would) have called you last night if we'd (= had) known you were at home.

### Alternatives to if

Poza spójnikiem if warunek można wprowadzić za pomocą następujących wyrażeń i konstrukcji:

- unless (jeśli nie; chyba że), np. Sandra wouldn't have remembered to pick up the parcel unless I had texted her.
- as long as (o ile), np. Barry's book will become a bestseller as long as he works with a good agent.
- provided that / providing (pod warunkiem, że), np. We'll arrive on time provided that we leave before rush hour.
- in case (na wypadek, gdyby), np. They took their IDs in case there were concessions for underage visitors.

Alternatywą dla wyrażenia as long as jest so long as. Wyrażenia te mają identyczne znaczenie.

### **UWAGA!**

Spójnik if w zdaniach warunkowych można zastąpić również za pomocą następujących wyrażeń:

- on condition that (pod warunkiem, że), np. She can come along on condition that she pays for her ticket.
- even if (nawet jeśli), np. I wouldn't forgive him even if he apologised.
- only if (tylko jeśli), np. You can sign up for the course only if you are a recent graduate.

### **UWAGA!**

Aby podkreślić, że coś nie byłoby możliwe, gdyby nie ktoś lub coś, stosujemy następujące konstrukcje o znaczeniu zbliżonym do zdań warunkowych:

- if it weren't for + noun phrase, np. If it weren't for my savings, we wouldn't be able to pay rent this month.
- if it hadn't been for + noun phrase, np. You would have made plenty of friends at summer camp if it hadn't been for your shyness.
- but for + noun phrase, np. But for the mayor's efforts, our town wouldn't have been chosen to host the event.

### **UWAGA!**

W zdaniach warunkowych można użyć również czasowników modalnych i strony biernej, np.:

If you witness bullying, you must report it to your form tutor. We could rent a car during our holiday in Spain if we were twenty-one.

If I don't place my order before midnight, it won't be delivered on time.

The bottles would have been sent to landfill if we hadn't taken them to the recycling centre.

### 5.7 Mixed conditionals

Tzw. zdania warunkowe mieszane powstają z połączenia zdań występujących w drugim i trzecim okresie warunkowym. Istnieją dwa rodzaje zdań warunkowych mieszanych:

• If + past perfect, would + bezokolicznik - opisujące, co działoby się w teraźniejszości lub co stałoby się w przyszłości, gdyby w przeszłości został spełniony określony warunek, np.:

If they had invested in proper security, the art gallery would be able to display masterpieces by the greatest artists of all time.

I would speak Italian fluently now if I had accepted that summer job in Bergamo last year.

 If + past simple, would + have + past participle opisujące, co mogło się zdarzyć w przeszłości, gdyby w teraźniejszości był spełniony określony warunek, np.: If Tom really wanted to become a professional illustrator, he wouldn't have dropped out of art school. I would have won a place on the school baseball team if I were a faster runner.

### - KEY WORDS

V	OCABULARY 1 🧥 N	MP3 33
accuracy	/ˈækjʊrəsi/	dokładność, precyzja
appeal to sb	/əˈpiːl tə ˌsʌmbədi/	przemawiać do kogoś, podobać się komuś
appreciate sth art historian beyond sth	/əˈpriːʃiˌeɪt ˌsʌmθɪŋ/ /ˈaːt hɪˌstɔːriən/ /bɪˈjɒnd ˌsʌmθɪŋ/	doceniać coś historyk sztuki ponad (coś), poza (czymś)
bounce sth off sb	/ˌbaʊns ˌsʌmθıŋ ˈɒf ˌsʌmbədi/	przedyskutować coś z kimś
butt in	/ˌbʌt ˈɪn/	wtrącać się
capture	/ˈkæptʃə/	uchwycić
comprehension	/ˌkɒmprɪˈhenʃən/	zrozumienie
criticise	/ˈkrɪtɪsaɪz/	krytykować
emphasise	/'emfəsaız/	podkreślić, kłaść nacisk
evaluate	/ıˈvæljueɪt/	oceniać
figure out	/ˌfɪgər ˈaʊt/	zrozumieć, rozgryźć
gain attention	/ˌgeɪn əˈtenʃən/	przykuć uwagę
get sth across	/ˌget ˌsʌmθiŋ əˈkrɒs/	sprawić, by ktoś coś zrozumiał, wytłumaczyć
highlight	/ˈhaɪˌlaɪt/	podkreślić, uwydatnić
illustrate	/ˈɪləstreɪt/	zilustrować
infographic	/ˌinfəˈgræfik/	infografika
interpret	/ınˈtɜːprɪt/	interpretować
keep sth to yourself	f /ˌkiːp ˌsʌmθıŋ tə jəˈself/	zachować/zatrzymać coś dla siebie, nie mówić o czymś nikomu
long-term memory	/ˌlɒŋ-tɜːm ˈmeməri/	pamięć długotrwała
misinformation	/ˌmɪsɪnfəˈmeɪʃən/	dezinformacja
move on	/ˌmuːv ˈɒn/	przejść dalej, do następnego punktu w rozmowie
open up to sb	/,agpan 'np ta ,snmbadi/	otworzyć się przed kimś
origin	/ˈnɪʊbɪnaˈ/	pochodzenie
own up	/ˌəʊn ˈʌp/	przyznać się
reject	/n'dʒekt/	odrzucić, odepchnąć
short-term memory		pamięć krótkotrwała
stick up for sb	/ˌstɪk ˈʌp fə ˌsʌmbədi/	stanąć w obronie kogos
visual	/'vɪʒʊəl/	wizualny; ilustracja
work out the meaning of sth	/ˌwɜːk ˌaʊt ðə ˈmiːnɪŋ əv ˌsʌmθɪŋ/	zrozumieć, rozpracować znaczenie czegoś

### GRAMMAR 1 A MP3 34

bring sth back to life /ˌbrɪŋ ˌsʌmθɪŋ ˌbæk tə ˈlaɪf/ **przywrócić coś** do życia

domestic /dəˈmestɪk/ domowy memorable /'memərəbəl/ niezapomniany

### **SPEAKING** MP3 35

be entitled to one's /ˌbi ɪnˌtaɪtəld tə wʌnz mieć prawo own opinion ə̈σn ə pınjən/ do własnego zdania copyright laws /ˈkɒpiˌraɪt lɔ:z/ prawa autorskie debatable /dı'beıtəbəl/ dyskusyjny, sporny department wydział /dı'pa:tmənt/ editor /ˈedɪtə/ redaktor illiterate /iˈlɪtərət/ niepiśmienny internship /ˈintɜːnʃip/ staż

# **READING** MP3 36

bizarre	/bɪˈzɑː/	dziwaczny, cudaczny
captivating	/ˈkæptɪˌveɪtɪŋ/	zniewalający, urzekający
caterpillar	/ˈkætəˌpɪlə/	gąsienica
craftsmanship	/ˈkraːftsmənʃɪp/	kunszt
crawl	/kro:l/	pełzać, czołgać się
creak	/kriːk/	skrzypieć, trzeszczeć
display	/dıˈspleɪ/	wystawiać; wystawa
entrance fee	/'entrəns fi:/	opłata za wstęp
erosion	/ıˈrəʊʒən/	erozja
fossil	/ˈfɒsəl/	skamielina
gigantic	/dʒaɪˈgæntɪk/	gigantyczny
grasp	/gra:sp/	pojąć, zrozumieć
immobile	/ıˈməʊbaɪl/	nieruchomy

propeller /prəˈpelə/ śruba napędowa remarkable /rıˈmaːkəbəl/ niezwykły rising tide /ˌraɪzɪŋ 'taɪd/ przypływ /rʌf/ wyboisty, nierówny rough sail /seil/ żagiel sculpture /ˈskʌlptʃə/ rzeźba set sth in motion /ˌset ˌsʌmθɪŋ ɪn ˈməʊʃən/ wprawić coś w ruch sideways /ˈsaɪdweɪz/ w bok, bokiem /sʊˈpɜ:b/ superb znakomity, wspaniały surface /'sa:fis/ powierzchnia thoroughly  $/'\theta \Lambda r = 1$ w pełni

# VOCABULARY 2 MP3 37

approachable	/əˈprəʊtʃəbəl/	przystępny
artistry	/ˈaːtɪstri/	sztuka, artyzm
bust	/bʌst/	popiersie
canvas	/ˈkænvəs/	płótno
carve	/ka:v/	rzeźbić, drążyć, wyryć
clay	/kleɪ/	glina
contemplate	/ˈkɒntəmˌpleɪt/	rozważać, dumać, rozmyślać
curator	/kjʊˈreɪtə/	kurator
exhibit	/ıgˈzıbıt/	eksponat
instantly	/ˈɪnstəntli/	natychmiast
landscape	/ˈlændˌskeɪp/	krajobraz, pejzaż
masterpiece	/ˈmɑːstəˌpiːs/	arcydzieło
mural	/ˈmjʊərəl/	mural
oil painting	/ˈɔɪl ˌpeɪntɪŋ/	obraz olejny
pitcher	/ˈpɪtʃə/	dzban
self-portrait	/ˌself ˈpɔːtrɪt/	autoportret
sketch	/sketʃ/	szkic
statue	/ˈstætʃuː/	posąg
still life	/ˌstɪl ˈlaɪf/	martwa natura
vibrant	/'vaibrənt/	jaskrawy, intensywny
watercolour	/ˈwɔːtəˌkʌlə/	akwarela

# LISTENING MP3 38

	EISTEINING I M	3 30
animator	/ˈænɪˌmeɪtə/	animator
architect	/ˈaːkɪˌtekt/	architekt
artisan	/ˌaːtɪˈzæn/	rzemieślnik, artysta
camera operator	/ˈkæmərə ˌppəreitə/	operator kamery
camerawork	/ˈkæmərəwɜːk/	zdjęcia (filmowe)
cartoonist	/ka:'tu:nist/	rysownik kreskówek, komiksów
cinematographer	/ˌsɪnəməˈtɒgrəfə/	operator filmowy
graphic designer	/ˌgræfɪk dɪˈzaɪnə/	grafik
illustrator	/ˈɪləˌstreɪtə/	ilustrator
lighting	/ˈlaɪtɪŋ/	oświetlenie
property	/'propəti/	własność
sculptor	/ˈskʌlptə/	rzeźbiarz
video game designer	/ˈvɪdiəʊ geɪm dıˌzaɪnə/	projektant gier

### 

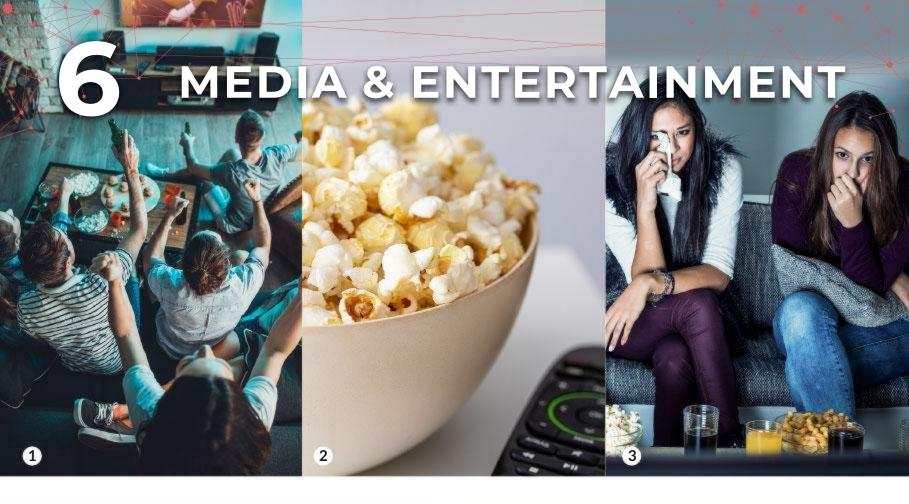
be short of cash	/bi ʃɔ:t əv ˈkæʃ/	mieć niewiele pieniędzy
devastated	/ˈdevəˌsteɪtɪd/	załamany, zdruzgotany
exceed	/ıkˈsiːd/	przekroczyć, przewyższyć
go easy on sb	/ˌgəʊ ˈiːzi ɒn ˌsʌmbədi/	potraktować kogoś łagodnie
ordinary	/ˈɔːdənəri/	zwyczajny
screenwriter	/ˈskriːnˌraɪtə/	scenarzysta

### **USE OF ENGLISH**

cinema-goer	/ˈsɪnəmə ˌgəʊə/	widz kinowy, kinoman
etiquette	/'etiket/	etykieta
silence	/ˈsaɪləns/	wyciszyć
wire	/ˈwaɪə/	przewód, kabel

### WRITING MP3 41

artwork	/'a:t <sub>,</sub> w3:k/	dzieło
counterargument	/ˈkaʊntərˌɑːgjʊmənt/	kontrargument
damage	/ˈdæmɪdʒ/	zniszczyć, uszkodzić
exasperated	/ıgˈzaːspəˌreɪtɪd/	zirytowany, rozdrażniony
indicate	/'ındıkeıt/	wskazywać, oznaczać
policy	/ˈpɒləsi/	polityka, strategia
redundant	/rıˈdʌndənt/	zbędny
reflect on sth	/rıˈflekt ɒn ˌsʌmθıŋ/	rozważać coś, rozmyślać
		nad czymś
texture	/ˈtekstʃə/	tekstura



**SPEAK** Look at the photos and read the idiom. Answer the questions.



The show must go on.

(English idiom)

- What do you think the people in photos 1 and 3 are watching? What makes you think so?
- Would photo 2 be suitable for an invitation to a movie night at school? Why/Why not? Would you go if you received such an invite?
- What does the idiom mean when used in an everyday situation? Do you agree with the idea? Why/Why not?

SPEAK Give an example for each genre from the box. Then choose one genre that you like very much and one that you can't stand and explain why.

action game animated film cookery show game show horror film musical romantic comedy science-fiction film sitcom superhero movie talent show thriller



- **2 SPEAK** Read the reviews and answer the questions.
  - 1 What is each person's opinion of the programme they talk about?
  - 2 Have you heard of these programmes or watched any of them? What do you think of them?
  - **3** What programmes do you enjoy watching? Describe one.

YOUR REVIEWS

**OUR CHOICE** 

**BACK TO CLASSICS** 

JUST OUT

### WHAT'S ON, PEOPLE?



STRANGER THINGS by PaOlOGoN

A superb production with stunning special effects and a memorable soundtrack by Michael Stein and Kyle Dixon of the electronic group Survive. The series chronicles the strange events that occur in the fictional town of Hawkins, Indiana, in the 1980s. The plot is gripping; I cancelled everything and watched the whole box set on my last holiday!



THE GOOD DOCTOR by Luke07

The story takes place in San Jose St. Bonaventure Hospital, where we watch a young doctor, Shaun Murphy, at work. Some outdoor scenes of the show are **filmed on location** in Vancouver, Canada, whereas indoor **shots** are filmed in the studio, where every **set** creates a really authentic hospital environment. It's been **on air** since 2017, and the quality of acting from the entire cast is consistently good. The character of Shaun is very convincing – he's an autistic savant and sees and remembers details of things that other people don't.



THE BIG BANG **THEORY** by NZLuckyLucy

I love the humour in this - the **scriptwriters** are some of the funniest on TV. TBBT is set mainly in the apartment building where four geeky scientists hang out together. I was sad to hear that season twelve would be the last, and to see the cast, **crew** and writers talking about how grateful they are to the fans. There is a **spin-off** called *Young Sheldon*, but I haven't had a chance to watch it yet.

# TV programmes and films • TV and film adjectives

- **KEY WORDS** Replace the underlined phrases with the correct forms of the highlighted verbs from exercise 2.
  - 1 My favourite show has just ended, but they are going to make a new series based on it.
  - 2 The people who acted in the film Boyhood were filmed over a period of twelve years.
  - 3 In the opening scenes, you can only see one man who is walking down a deserted street in New York City.
  - 4 The people working on the programme flew to Bhutan to shoot the footage of tigers there.
  - 5 The scenery and furniture for the film *Titanic* was one of the most expensive ever made.
  - 6 You can't go into the studio because we're broadcasting right now.
  - 7 A lot of outdoor scenes in Game of Thrones were shot in a real place in the city of Dubrovnik,
  - 8 Ethan and Joel Coen are not only people who write the dialogue in films, but they're also talented directors.
- **Solution** Complete the blog posts with the highlighted words and phrases from exercise 2.



### Riverdale

HOME ABOUT

PRODUCTS

CONTACT

Have you seen the TV show *Riverdale*? I think it's sensational! It's based on the fictional characters created by the famous Archie Comics publishers, which started in 1941. The plot centres around a group of friends who are trying to solve the mystery of a classmate's death. The 1 is the fictional town of Riverdale, but the scenes are actually in the Canadian city of Vancouver. The <sup>3</sup> includes lots of new faces, as well as a few actors that you may already know. Oh, and the soundtrack is brilliant, with all the songs available to download or stream. It used to be 4 only on Friday nights, but now it's available on different streaming services, so you can watch it anytime. Don't miss it!



HOME ABOUT

**PRODUCTS** 

### The IT Crowd

I'm still sad about the fact that *The IT Crowd* finished after its fourth season. For me, it was one of the funniest programmes on TV. The <sup>5</sup> were brilliant to come up with such a funny script – and the jokes were so silly! It was a low-budget production with minimal costumes and make-up, and every 6 filmed in front of a live audience. I know some people thought that was a bit old-fashioned, but I liked hearing people laughing at the jokes! I don't know how the 7 managed to do their jobs when the actors were so funny. If there was a <sup>8</sup> with one of the characters, I'd definitely watch it!

- **5 KEY WORDS** Rewrite sentences 1–8 replacing the underlined words with the highlighted words below.
  - appalling baffling convincing engrossing gloomy • gripping • hilarious • profound
  - 1 The film was very exciting from start to finish. I was right on the edge of my seat!
  - 2 The jokes were very funny. I laughed my head off!
  - 3 I didn't find the actress very believable in the title role. She didn't seem natural.
  - 4 The acting was very bad. It wasn't worth seeing at all.
  - 5 This new series is a depressing and frightening portrayal of life in a future without hope.
  - **6** The plot was completely confusing in places.
  - 7 This documentary gives us a deep and thoughtful insight into the world of street children.
  - 8 The very interesting story of the explorer's journey is brought to life on the screen.
- 6 1 2.15 Listen to part of a radio phone-in and complete the summary.

The Queen's Gambit is a gripping series released in <sup>1</sup> which became one of Netflix's most-watched series in only <sup>2</sup> of the premiere and topped viewing charts in <sup>3</sup>. The plot follows the life of Beth Harmon, who becomes an orphan at 4 day, and is taken to an orphanage where she is taught how to play chess. The main hero was played by Anya <sup>5</sup>, whose performance was absolutely stunning. The cast also includes Marcin Dorociński, who plays 6 competitor.

- **7 SPEAK** Answer the questions.
  - 1 Why do you think many popular actors choose TV shows over Hollywood productions?
  - 2 How can TV programmes be used to educate people?
- **SPEAK** Describe the video still and answer the questions.



- **1** What kind of a talent show is presented in the photo?
- 2 Why do people take part in or watch talent shows?

# **SECTION SHOP**

Are you a film expert? Define the words: crossover, prequel, reboot, remake, sequel. Give an example of each.

# The passive · have/get something done

- **SPEAK** Think of two benefits and two drawbacks of playing video games.
- **2** Read the text. If you wanted to design a game, would you find the tips useful? Why/Why not?

# **HOW TO MAKE A SUCCESSFUL VIDEO GAME**

First, decide on a course of action. Choose the type of game, decide which platforms it will be played on, and define what will make your game different. It is also worth **having your ideas reviewed** by a gaming expert if possible. How the game is designed is important too; in particular, pay attention to how players will progress through the game and interact. Will they be taught how to play?

Next, take a look at your hardware and upgrade your computer. You'll also need to invest in the right software. It's true that the most popular games have been produced by large studios with teams of experienced programmers, but don't be put off! Set yourself an achievable target and go for it! Make sure you get your game promoted on gaming websites. And who knows, your video game might just take off!



Study the grammar table and complete it with the examples from exercise 2.

### **Key Grammar**

### The passive

In the passive, we use the verb be in the correct tense + past participle. We use the passive:

- when we don't know the agent (i.e. who or what performed the action), e.g. The car was stolen.
- when the agent is not important, or less important than the action itself, e.g. The files have been sent., 1 2 2

We may use by to indicate the agent, e.g. <sup>3</sup>

Not all verbs can be changed into the passive. Sentences with intransitive verbs (i.e. verbs which do not take an object) cannot be transformed into passives, e.g. She ran very fast.

### have/get something done

In have/get something done, we use have/get + noun + past participle. We use have/get something done to talk about:

- actions that we arrange for other people to do for us, e.g. I finally had my bike fixed., <sup>4</sup>, <sup>5</sup>
- things we experience without our intention, e.g. Sue got her arm broken in PE.

- 4 Rewrite the active sentences in the passive.
  - 1 People read the news more online than in newspapers.
  - **2** A woman has found a stolen painting in an attic.
  - 3 The film board won't hold the 2026 film awards
  - 4 Thieves stole jewellery worth one million dollars from a Hollywood actor.
  - **5** A school is allowing teenagers to start at 11 am so that they can get more sleep.
  - 6 Police arrested a man last night for stealing an Oscar.
  - 7 The city claims they will have rebuilt the bridge by the end of the year.
- **5** Correct the mistakes in the sentences.
  - 1 I got my TV fix because it was broken.
  - 2 We are having our bags stolen at the airport last
  - 3 The actress is getting cut her hair so she won't be recognised.
  - 4 The journalist had the story taking off the website because it was a hoax.
  - 5 The police the festival had cancelled because of the heavy rain.
- Complete the text with the correct forms of the verbs in brackets.



British MP Sir Peter Viggers became the target of a frenzied media campaign after it

(reveal) that he had spent £1,600 on a duck house, and the money <sup>2</sup> (claim) back as expenses.

(expose) as a result of the Freedom of Information Act, which gives journalists the right to ask questions and obtain information that

4 (hold) by public authorities. Viggers the duck house (build) by

a specialist company and then tried to 6 it (refund). His claim 7

(reject) and the MP 8 (force) to step down following the story. He later told journalists that the ducks didn't like the house and it was no longer in use.

- 7 **SPEAK** Answer the questions using the passive and have/get something done.
  - **1** What made you upset last week?
  - 2 What do you need to arrange within the next two
  - 3 What changes have recently been introduced in your school or where you live?

# **FAST FINISHERS**

If you could have a custom video game designed for you, what would it be? What features would it have?

Grammar Reference > 100 | Irregular verbs > 158-159

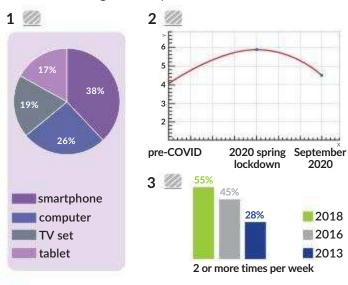
# Describing trends

# **1** SPEAK Answer the questions.

- 1 How often do you binge-watch, and what?
- **2** Do you prefer broadcast TV or streaming services?
- **3** Which devices do you watch series on?

# 

- a Viewing frequency of instructional videos
- **b** Changes in binge-watching frequencies
- c Teen viewing habits by device



# 3 .16 Listen again and complete the sentences from the recording.

- 1 ... the number of teenagers watching TV on a TV set dramatically, almost half.
- 2 There has been a \_\_\_\_\_ from thirty percent in 2018 to nineteen percent this year.
- 3 Also, with the \_\_\_\_\_\_ trend after the lockdown, the number didn't \_\_\_\_\_ to the level from just prior to the pandemic.
- 4 The programme I saw presented some on how people learn about things.
- **5** The overall trend is ....
- **6** Don't you think it \_\_\_\_\_\_ a general trend among young people?

# 4 Study the Key Phrases box and complete the sentences. There may be more than one correct answer.

- 1 Overall, the trend is \_\_\_\_\_, with a steady \_\_\_\_\_ from fifty to forty percent last year.
- **2** We can observe a growth in subscriptions, on average five percent every year.
- 3 There has been a between the number of followers and the quality of content.
- 4 It's difficult to explain, but the numbers , without even a minor change.
- 5 The diagram how frequently people watch series. If you study the data carefully, you will notice they to the changes in the numbers of regular cinema-goers.

### **Key Phrases**

### **Describing trends**

### **Introducing data**

This graph/(pie/bar) chart/diagram illustrates/shows ... In this graph / chart / diagram / data set, we can see/ observe ...

### Talking about trends/changes

### ⊿ upward trends

There is / was / has been a gradual/sharp/slight/steady/dramatic growth/increase/rise (in the number of ...).

The number of ... grew / increased / rose / went up gradually/sharply/slightly/steadily/dramatically/by ...

### ✓ downward trends

There is / was / has been a gradual/sharp/slight/steady/dramatic decline/decrease/drop/fall (in the number of ...).

The number of ... (has) declined/decreased/dropped / (has gone)/went down gradually/sharply/slightly/steadily/dramatically.

### → no change

The number of ... stayed the same / remained steady.

### Comparing sets of data

We can see a correlation between ... and ...

This increase/decrease is mirrored in the increase/decrease we see here.

The increase/decrease we see corresponds to a(n) increase/decrease here.

### **Summarising**

This reflects a wider trend in society / among teens. Overall, the trend in ... is upward/downward. It is noticeable that ...

To get a broader picture ...

# 5 2.17 Present Read the WATCH OUT box. Then listen and repeat.

### WATCH OUT

### Pronunciation of verbs and nouns

In the verbs, the word stress falls on the second syllable, and in the nouns, on the first.

to increase /ɪŋˈkriːs/ – an increase /ˈɪŋkriːs/
to decrease /dɪˈkriːs/ – a decrease /ˈdiːkriːs/

6 SPEAK Describe the infographics. Student A, look at page 157. Student B, look at page 160.

### FAST FINISHERS

If you were to do a survey in your school on any given topic, what would it be? Write two or three questions you would like to ask and answer options.

How often do you cheat in tests? Once a week / Once a month / Once per semester / Never

Are you going to attend a party this weekend? Yes / No

# **6.4** Reading

### An article about fake news

- 1 SPEAK What does it mean that the news is: biased/censored/trustworthy/fake/balanced?
- 2 2.18 Listen and answer the questions.
  - 1 What are some of the difficulties Daniel has with keeping up with the news?
  - 2 Is it important to keep up with the news? Why/Why not?
  - **3** What sources do you and your friends get the news from? Why do you use these sources?
- 3 2.19 Read the WATCH OUT | SKILLS box. Then read the article on page 91 and answer the questions.
  - **1** What is the main purpose of the article?
  - 2 How does the author achieve this?

### WATCH OUT | SKILLS

### The author's objective

Texts are usually written for a particular purpose: to entertain, to inform or to persuade. When you read a text, decide what the author's objective is and how well they achieve it.

- 4 Read the article again and choose the correct options.
  - 1 Why are news headlines important?
    - A They contain the main statements of the article.
    - **B** They often contain hidden messages that you won't understand unless you read the entire article.
    - **C** They sometimes make unreal predictions which are intended to frighten readers.
    - **D** They are designed to provoke a reaction from the reader, who will want to find out more.
  - **2** According to the text, why might a website publish fake news?
    - A To mislead people into believing lies about others.
    - **B** To increase the number of visitors to the website.
    - C To attract potential customers, usually for the purpose of advertising.
    - **D** To track the web addresses in your browser.
  - **3** What are some of the features of a fake news story?
    - A A shocking headline, a lot of ads and no links to sources.
    - **B** A shocking headline, a long URL and links to advertising.
    - **C** A shocking headline, a lot of comments and an empty 'About' section.
    - **D** Elements of blogs, op-eds and commentary.
  - **4** Why should you be careful when sharing news stories?
    - A The website might contain links to other websites which have fake news.
    - **B** The story you are sharing might not be true.
    - C Some journalists aren't reputable.
    - **D** The background information about a website should remain unpublished.

- 5 Answer the questions.
  - 1 What is ironic about constantly updated media feeds?
  - **2** What do journalists do to make their articles more professional and reliable?
  - **3** What differentiates various types of texts?
  - **4** What does it mean when a story appears on many websites?
  - 5 What can you find on an 'About' page?
- 6 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1-7 below.
  - 1 a story that is hard to believe
  - 2 a trick in which someone tells other people that something bad is going to happen
  - 3 something that is done a lot and is considered normal
  - 4 because of a strong feeling of wanting to find out something
  - 5 to trick someone
  - **6** to reveal important information or news for the first time
  - 7 used for saying that a bad situation is very familiar
- 7 Complete the sentences with the highlighted words and phrases from the text.
  - 1 Hope you didn't fall for his everybody knew he was bluffing.
  - 2 Josh getting a reward for the best YouTube channel? I'd say it's a \_\_\_\_\_\_, so don't congratulate him just yet.
  - 3 It's my little brother gets into trouble and somehow the blame is put on me!
  - Wait for some confirmation before you
     if you tell everyone and it's a fake, you will feel embarrassed.
  - 5 It's \_\_\_\_\_ to introduce your guests to one another.
  - **6** I clicked on the link and suddenly the screen went black!
  - 7 If you want to on your class, just tell them there is a history quiz tomorrow.
- 8 **SPEAK** Answer the questions.
  - 1 What examples of fake news can you think of?
  - **2** What consequences did the news stories have?
  - **3** Do you think there should be more control of the press to prevent fake news stories?

# **(1)** FAST FINISHERS

Imagine you want to create some fake news. Suggest a headline for your article.

Compare two different news websites. Which one is more trustworthy? Why do you think so? Prepare a short presentation about the websites to share your findings with the class.



In a world of twenty-four-hour news, online news sites that get updated constantly, and social media feeds that change every minute, the irony is that it's often difficult to know what's really going on 5 in the world. What's more, there's so much fake news around nowadays that we can't tell what's real or true from what's been made up.

Here are eight simple steps to help you distinguish a pack of lies from facts.

### **WHAT'S YOUR IMMEDIATE REACTION?**

10 Fake news headlines often use clickbait: an outrageous statement which is designed to shock you, make you angry or at least get you to click out of curiosity. It's important to decide for 15 yourself, so read on to find out how accurate that outrageous headline really is. Only then can you determine whether it's true. Headlines have always been used to

get people's attention, but the article will <sup>20</sup> quickly reveal what's behind the headline.

**2** ARE THERE EVEN MORE ADS THAN USUAL? It's the same old story with all media nowadays – you get bombarded with advertising and spam. As we're so used to it, advertisers are always trying to find

<sup>25</sup> new ways of getting our attention. Fake news is sometimes used to get readers to click on links to other products or services that have nothing to do with the 'news' story.

### 3 WHAT'S THE URL?

30 You should get used to checking the web address in your browser to see where the news comes from. Even so, you have to be careful because fake news sites often try to pull a fast one by using

35 a real URL with a fake extension to direct you to a different site.

### WHAT'S THE SOURCE OF THE **INFORMATION?**

A reliable news website will always provide the source of its information by inserting a link so that you can get to the original

article or study. It's common practice in professional journalism to back up information in this way.

### **IS** WHAT KIND OF TEXT IS IT?

Within journalistic writing, there are 45 different types of texts with differing levels of objectivity: articles, blogs, op-eds, comments, letters to the editor ... Check what kind of text it is that you're reading.

### **6** WAIT BEFORE REPOSTING

<sup>50</sup> It's great when you get to be the first person to break a big story, to be able to say to your friends 'Have you heard about X?' But is the story true? You shouldn't necessarily trust news from

55 one source. Can you find the same facts on other sites? If the story you've 'discovered' is really true, it will pop up in other places soon enough.

### **7** DOES IT PREDICT A MAJOR DISASTER?

'Massive Asteroid Getting Closer to Earth.' 60 In journalism, one of the oldest tricks in the book is to attract readers with shocking news of a major disaster. If the headline predicts the end of the world or the human race by next week,

65 without any scientific background research, it's probably a hoax.

# **8** READ THE 'ABOUT' PAGE.

Background about the organisation publishing the news or information will be provided by any reputable website,

70 so check it out. If the 'About' page is 'under construction', or there's nothing on it, the whole thing is probably a tall story.

**UNBELIEVABLE** 

SCANDALOUS

**TRICK** 

. . .

### **GLOSSARY**

**extension** – rozszerzenie (pliku)

op-ed (opposite editorial page) - felieton, komentarz (zazwyczaj znajdujący się na odwrocie pierwszej strony gazety lub czasopisma)

URL (uniform resource locator) - adres strony w Internecie

# **6.5** Vocabulary 2

# Holidays and family occasions · Family

- 1 SPEAK Would you like to have a famous family member? Why/Why not?
- 2 Explain the difference between the words in each pair.
  - 1 sibling / twin
  - 2 relative / acquaintance
  - 3 stepbrother / half brother
  - 4 marriage / wedding
  - 5 cousin / brother-in-law
- **3 KEY WORDS** What family occasions are shown in the photos? Use the highlighted words below.

christening • family gathering • funeral honeymoon • wedding reception • wedding service



4 Read the text about the royal family in the media. Do you agree with the author about why royal broadcasts are so popular? Can you think of any other reasons?

### Top watched royal family occasions on TV

Apart from a whole range of minor royal events, like expecting a baby, an engagement or a wedding anniversary, all of which always receive media coverage, there is a list of momentous family occasions which have attracted millions of viewers over the past decades. It includes one coronation, two funerals, three christenings and quite a few weddings, some of which were watched by thirty million people. Viewers don't get to see the feasts at the wedding receptions, however, as these take place in private.

What spurs the ever-increasing interest in royal broadcasts? It seems ordinary people take pleasure in comparing the royals' lives with their own – perhaps princes and princesses also quarrel with their **spouses** or visit **in-laws** on Sunday afternoon? It's tempting to see how they show the same emotions – the excitement at the altar before the wedding **ceremony**, the grief at the funeral service or the joy of meeting their **next of kin** at an anniversary ...

- **5 KEY WORDS** Match the highlighted words from exercise 4 to definitions 1–8.
  - 1 the parents of your husband or wife
  - 2 being pregnant
  - **3** a formal event with special traditions
  - 4 closest relatives
  - **5** husbands or wives
  - 6 a formal agreement to get married
  - 7 a date when you celebrate something that happened in a previous year
  - **8** large meals for many people, organised to celebrate something
- - 1 King George VI was the first British monarch to have their coronation **televised**.
  - 2 The Christmas Broadcast is part of Christmas Eve **festivities**.
  - 3 Prince Harry and Meghan Markle's tell-all interview with Oprah was authorised by the Queen.
- 7 Translate into English.
  - 1 Almost a hundred people attended Timothy's (pogrzeb) to say their last goodbyes. (Nabożeństwo) was very emotional.
  - 2 It's my parents' twenty-fifth (rocznica ślubu) next week, and we are organising (ogromną ucztę) for friends and family.
  - 3 I went to my \_\_\_\_\_\_ (chrzciny bratanka) last Sunday. It was \_\_\_\_\_ (małe rodzinne spotkanie).
  - 4 We are inviting only \_\_\_\_\_ (najbliższą rodzinę na przyjęcie zaręczynowe), our godparents and \_\_\_\_ (ich małżonków).

  - **6** Ever since we told (teściom) that Mary (spodziewa się dziecka), they have been visiting us three times a week.
  - 7 The actor's ex-wife's (szokujący wywiad) caused his fiancée to call off their wedding and cancel the (podróż poślubną).
- 8 If you could interview a member of the royal family, who would it be? Write down the questions you would ask him/her.

# 1 FAST FINISHERS

Write (or design) an invitation to a family occasion of your choice.

### A formal discussion about online videos

- 1 SPEAK What do you prefer watching: traditional television or online videos? Why?
- **2 KEY WORDS** Read the WATCH OUT box. Then look at expressions 1–6 below and match them to patterns and uses a–d.
  - 1 The asteroid is **getting closer** to Earth.
  - 2 Can you get the waiter's attention and ask for the bill?
  - **3** You can **get to the same result** using various methods.
  - 4 Maddie got a new job as a magazine editor.
  - 5 Many websites **get readers to click** on links to other sites.
  - 6 The app gets updated every week.
  - a get + adjective/infinitive/participle = become
  - **b** *get* + direct object = *receive/obtain/take/fetch*
  - **c** get + direct object + infinitive = cause or persuade someone to do something
  - **d** get + to + noun = reach or arrive at

### WATCH OUT

ge

In English, *get* is one of the most common verbs. It is used in many phrasal verbs, and when it is used on its own, it has many different meanings, depending on how it is used.

**3 KEY WORDS Complete the phrasal verbs** with the higlighted prepositions below. Use a dictionary if necessary.

around • away • down • into • over

- 1 When Alice and Tom broke up, it took him a long time to **get** her.
- 2 Sometimes it's nice to **get from** all the noise in the city and go for a walk in the country.
- 3 These grey skies and rainy days are really **getting** me
- 4 Have you got to studying for next week's biology exam yet?
- 5 Rosie didn't get good enough grades to **get** the university of her choice.
- 4 2.21 Read the WATCH OUT | SKILLS box. Then listen to the beginning of a radio programme. Which statement 1–3 is an opinion?
  - 1 Last year, sixty percent of people claimed they would rather watch online videos than TV.
  - 2 People are spending more time watching YouTube videos every year.
  - **3** Online videos manage to reach their audience directly.

### WATCH OUT | SKILLS

# Distinguishing opinions from facts

A fact is something that can be verified or checked, whereas an opinion is what a person thinks or believes, so it cannot be proved.

- 5 2.22 Listen to the whole programme and choose the correct options.
  - 1 A lot of people prefer watching online videos to watching TV because
    - A TV isn't attractive any more.
    - **B** there's more to watch, and they're regularly updated.
    - **C** TV is undergoing major changes.
    - **D** it's less competitive than it used to be.
  - **2** What does Lee Drummond say about the quality of self-made videos?
    - A They are the same quality as professionally produced TV programmes.
    - **B** They are good quality because the technology is easy to use.
    - **C** It deteriorates when a video is uploaded.
    - **D** The quality isn't as good as in programmes made for TV.
  - **3** Which of the following is expressed as a <u>fact?</u>
    - A Video production and publishing is fairly easy.
    - **B** The content available on video platforms is all user-generated.
    - **C** To be a video producer, you have to have a good idea and be consistent.
    - **D** The interaction between the video producers and viewers can be valuable.
  - 4 The presenter is interviewing her guests in order to
    - A provide the listeners with instructions on how to become a successful Youtuber.
    - **B** find out what content could make TV more competitive.
    - **C** learn more about the reasons for the popularity of online videos.
    - **D** trigger off the discussion about social media content.
- **6 SPEAK** Answer the questions.
  - 1 Which of the arguments in favour of the popularity of online videos do you find the most convincing?
  - 2 What would make TV more appealing to you and your peers?

# **\*\*\*** FAST FINISHERS

If you were to have your own channel on YouTube, what would it be? What would be your first video?

# Advanced passive forms

- **SPEAK** Do you watch interviews with celebrities? If so, what makes them interesting? If not, why?
- 2 Read the comment. Which questions a-e might have been asked in the interview?



I've read an interview with a celebrity actress who is one of the cast members of my favourite TV show. She says more scenes should be filmed on location because it's great fun. After being

asked what she thought about paparazzi, she said 'I wish they'd leave me alone!' Also, she pointed out very clearly that she didn't like being interviewed about how much she'd been paid for her last film. When it comes to productions other than TV series, she would like to be offered work on a variety of projects. She complained that she could have been sent some invites to auditions, but as everybody in the industry knows, she is contracted for a few years, so she is rarely taken into consideration for new roles.

- **a** Can you tell the viewers about your last salary?
- **b** How did you feel when the photos from a funeral service in your family appeared in gossip portals?
- **c** If there were plans to make a spin-off, would you be interested in continuing to play your character?
- d Would you like to try your skills in a different type
- e Why do you think you don't receive offers to play other roles?
- **3** Study the grammar table and read the text from exercise 2 again. Complete the table with the examples from the text.

# **Key Grammar**

### Advanced passive forms

We use passive gerunds (i.e. being + past participle) after words and expressions that are usually followed by a gerund, e.g. I don't like being told what to do., 1 , 2

We use passive infinitives (i.e. to be + past participle) after words and expressions that are usually followed by an infinitive, e.g. I want to be given another chance., <sup>3</sup>

With some verbs, like bring, buy, give, send, show, teach or tell, which may be followed by two objects, we may use two different passive structures.

She gave me the book.  $\rightarrow$  The book was given to me. I was given the book.

We use be + past participle after modal verbs in the present and been + past participle after modal verbs in the past, e.g. It can't be explained., They should have been informed., 4 5

Grammar Reference ≫ 100 Irregular verbs ≫ 158–159

- 4 Match the sentence halves.
  - 1 Before being
  - 2 Say what you want, but I would like this series
  - 3 In my opinion, children could
  - 4 None of the photos
  - 5 I wasn't
  - 6 All of the actors should be
  - a be taught much more useful things at school.
  - **b** were shown to me.
  - **c** invited to the opening ceremony, and some members of the crew too.
  - **d** offered the main part, Gina attended dozens of auditions.
  - **e** shown any photos.
  - **f** to be awarded an Emmy.
- **5** Complete the sentences with the correct passive forms of the verbs in brackets.
  - 1 I've never (buy) such an expensive gift.
  - 2 'But we've already bought our tickets online!' said the group, after (deny) entry to the cinema.
  - 3 The actor seemed very confident and expected (congratulate) on his new film.
  - 4 Food mustn't (bring) into the lecture hall.
  - 5 Scarlet wasn't really interested in (invite) to any of those fancy parties.
  - 6 As the most experienced journalist, Stuart should (choose) to interview the new James Bond.
  - 7 What are you still doing? The problem should (sort out) a long time ago.
- **6** Rewrite the sentences in the passive. There may be more than one correct answer.
  - 1 I'd like other people to listen to me.
  - 2 After someone read the list to me, I had some questions.
  - **3** They should have asked different questions.
  - 4 Thomas clearly enjoys the fact that they give him more responsibility.
  - 5 I don't want anything to surprise me.
  - **6** They offered the scriptwriters a big sum of money.
  - 7 People expect that Mike's behaviour will change.
- 7 SPEAK Use your imagination to finish the sentences. Then compare your answers in pairs.
  - 1 I'd like to be given ...
  - 2 Our school should have been ...
  - 3 I always enjoy being ...
  - 4 One thing that I believe can't be ...

# **FAST FINISHERS**

If you could be offered a role in a film or series, what would you like it to be? Why?

# Grammar and vocabulary practice

# **SPEAK** Give examples of:

- a TV series now on air.
- a hilarious film scene.
- an engrossing documentary,
- a recently televised anniversary or ceremony,
- a baffling film ending.
- **2** Complete the text with the correct forms of the verbs in brackets.

July 1		WIR
Who a		D.
	家四個作品	
D.IS GROW	DFUND FOR	NEW CLUB

Many DJs are desperate to <sup>1</sup> (their music / play) in clubs and will even donate their services for free. A group of young DJs have opened their own club in a derelict warehouse in East London. After 2 (give) money from a crowdfunding website, they<sup>3</sup> (the roof / repair) and a state-of-the-art sound system installed. A massive dance stage <sup>4</sup> (**build**) in the centre of the building, and the interior looks so great that it must <sup>5</sup> (decorate) by a top designer! So many eager club-goers love it there that they have to queue for hours if they want <sup>6</sup> (let in). Local residents, however, are not happy, and are threatening to <sup>7</sup> (the club / close down) due to concerns about the noise. Surely, something could 8 (do) about these complaints – otherwise it would be such a pity if the club had to <sup>9</sup> (close).

- Complete the sentences with the correct forms of the words in brackets with up to five words. Add any other necessary words.
  - 1 I guess everyone (like / give) presents.
  - 2 Some rules for using streaming services (expect / change) by the new law.
  - 3 The set looks a lot better after (be / rearrange).
  - 4 I'm not sure who did it, but a simple video like this (could / uploaded) by any amateur.
  - 5 A valuable painting (leave) Mya in her grandmother's will.
  - 6 Their engagement (recently / announce) in the media.
  - 7 I would like (have / parcels / deliver) by the end of the day.

- **4** Correct the mistakes in the sentences.
  - 1 Most actors have doing outdoor shoots in winter.
  - 2 The celebrity has never agreed being photographed with his kids.
  - 3 Only their next of the kin knew that they were expecting a baby.
  - **4** Fortunately, some equipment was lent for me.
  - 5 It was such an old car that it shouldn't have driven at all
  - **6** Being left behind to retake the course was getting Suzie back.
- 5 Complete the second sentence with up to five words so that it means the same as the first one.
  - **1** Paparazzi were constantly watching the actor. The actor by paparazzi.
  - 2 The director will arrange for some changes in the script, as the star requested. The director will have for the star.
  - 3 Although people consider the royal family rather cold, they are actually very friendly. Despite , the royal family are actually very friendly.
  - 4 They promised us some seats in the front row. We seats in the front row.
  - 5 Someone will have to water the garden. The garden
  - **6** After someone read the review to the director, he went mad.
    - the review, the director went mad.
  - 7 I'm going to ask a professional to edit the video. I'm going to by a professional.
- **6 SPEAK** Choose eight words from Unit 6 that you find difficult to remember. Create a short story to tell your partner using all of them.

### #BRAINTEASER

I'm usually white, and I am used for cutting and grinding. When I'm damaged, I get to be filled or removed. I should be taken care of every day -I like being brushed. What am I?



# **FAST FINISHERS**

Imagine you are going to be a DJ in a local club for one night. Make a list of 10-12 songs you would like to play.







# 6.9 Writing

An article with a review



# ONCE UPON A TIME ... IN DUBLIN

If you have some spare time at the weekend, or can't make up your mind what to watch in the evening, let me tell you about something well worth seeing. I've just watched a wonderful film from Ireland called *Once*. It was directed by John Carney, the guy behind *Begin Again* (2013) and *Sing Street* (2016). It's a musical set in Dublin, with a cast of almost unknown actors, and what a fantastic job they did! The plot of the film is simple yet engrossing – it's about the friendship between the two main characters: a heartbroken busker who sings and plays the guitar in the street and a sweet Czech girl who sells flowers. It's all filmed in and around the gorgeous city of Dublin, so you get a fantastic insight into life there.

However, without a doubt the best thing about the film is the enchanting music, and particularly the songs, written and performed by the actors, Glen Hansard and Markéta Irglová. A song from the film called *Falling Slowly* won an Oscar for Best Original Song in 2007, and the outstanding soundtrack album was nominated for two Grammy awards.

It's quite an old film, but if you haven't seen it, I strongly recommend you do. The story told is truly profound, with brilliant music and convincing acting, and all filmed in a beautiful city.

1 SPEAK How important do you find the things below in a film? Order them 1–6, starting with the least important.

acting ending plot scenography soundtrack special effects

- **2** Read the article and answer the questions.
  - 1 What is the purpose of the article?
  - **2** What information about the film does the writer give?
  - **3** What is the writer's opinion of the film?
- **3** Find the following features in the article.
  - 1 An exclamation
  - **2** A recommendation
  - 3 Facts and figures
  - 4 Opinions



4 Look at the article again and complete the Key Phrases box.

### **Key Phrases**

### Writing a review

### Giving information about a film/TV series

It was <sup>1</sup> by ... and stars ...

It tells the story of ...

The story is about ... / It's about ...

The plot of the (film) is ...

It is based on a novel by ...

It's <sup>2</sup> in ...

The main characters are ...

### **Giving recommendations**

The <sup>3</sup>/worst thing about the (film) is ...

This is one of the most exciting/fascinating/gripping (films) I have ever seen.

I strongly/highly recommend this (TV series) because ...

The (film) is well 4 seeing because ...

I think it will appeal to (young people) because ...

I must say it was nothing special / just terrible.

One disappointing thing was ...

The show was not as funny/entertaining as I'd expected.

To my mind, the film was not as good as the book.

I don't/wouldn't recommend it because ...

Read the WATCH OUT | SKILLS box and find the adjectives used in the text. Are they neutral or strong? Are there any that don't match either of the two categories?

### WATCH OUT | SKILLS | Neutral and strong adjectives

We use neutral adjectives to describe facts and 'strong' adjectives (positive and negative) to express opinions. Use strong adjectives to make your writing more interesting and to show the strength of your feelings.

6 Match the strong adjectives from the box to their meanings 1-6.

> amazing appalling awesome brilliant crazy devastated dreadful fantastic fascinating gorgeous great gripping heartbroken outstanding ridiculous stunning terrible

- 1 very good
- 2 very beautiful
- 3 very interesting
- 4 very bad
- 5 very sad
- 6 very silly
- **7** Read the WATCH OUT | SKILLS box and rewrite the sentences as exclamations using the words in brackets.
  - 1 This is a wonderful way to show off such great music. (what)
  - 2 That film had an amazing plot. (how)
  - **3** It's strange that they used a different actor for the second part. (how)
  - 4 The ending was spectacular, wasn't it? (what)
  - **5** They used awesome special effects. (how)
  - **6** The writer portrayed every individual character so vividly. (how)

### WATCH OUT | SKILLS

### **Exclamations**

You can use exclamations to express strong emotions. Use What with nouns following the pattern: What + (a/an) + adjective + noun phrase (+ subject + verb (+ question tag)), e.g. What a great show (it was)! What delicious food he prepared (, didn't he)! Use How + adjective/adverb ((+that) + subject + verb), e.g. How interesting (that story was)! How amazing (that they sang the song for him)! Don't forget to use an exclamation mark at the end of the exclamation.

ZAAS.	
-00-	-o- humor
-ou- humour	humor
-re	-er
-re theatre	-er theater
-ise	–ize
realise	–ize realize

# 8 Do the writing task. Follow the steps in the Writing Planner.

Poproszono Cię o napisanie recenzji premierowego filmu do szkolnej gazetki anglojęzycznej. Chociaż film spodobał się większości Twoich kolegów i koleżanek, uważasz, że był rozczarowujący. Napisz artykuł na 200–250 słów, w którym zrecenzujesz film oraz zachęcisz czytelników do wyrażenia opinii na jego temat.

# WRITING PLANNER



### THINK

Think of a film title and list the things you didn't like about it. Remember that it doesn't need to be true - you can choose a film you actually liked, but pretend that you didn't.

### **PREPARE**

- **1** Come up with a title for your article.
- **2** Decide how to address your readers think of a catchy beginning.
- **3** List the film's most important features (mainly negative, but you can also mention what you liked about the film).
- **4** Think about how to invite the readers to share their opinions and encourage discussion.

#### WRITE

Write your article. Use your notes and the Key Phrases.

Read your article and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your article for spelling mistakes?

# **FAST FINISHERS**

Make a list of the top five films you have ever watched.



Find a review of a film or series you have seen on an English-speaking website. What adjectives does the author use to express their opinions? Prepare a polemical review about the same film or series and present it in the next class.

### **VOCABULARY**

### Choose the correct options.

They say boredom is a natural part of growing up and that it's only when you're bored that you begin to create. The film director Greta Gerwig would probably agree. Gerwig started making films with a few friends when she didn't get 1 a theatre course at university and she had nothing to do. She worked as a member of the 2 on several films and, because it was a group of friends, she also acted. However, when other women like Sofia Coppola and Katherine Bigelow won Academy Awards for best director, this got her 3 ...... By the time she got 4 \_\_\_\_ to making Lady Bird in 2017, she had ten years' experience in the film industry. The film is set in her hometown of Sacramento and many of the scenes were filmed in the streets and buildings there. Lady Bird, which was Gerwig's debut as a(n) 6 , was followed in 2019 by Little Women. Gerwig's screenplays for both films got Academy Award nominations.

1	A to	<b>B</b> down to	C into	<b>D</b> on
2	A crew	<b>B</b> team	<b>C</b> cast	<b>D</b> set
3	A eye	<b>B</b> mind	C sense	<b>D</b> attention
4	<b>A</b> up	<b>B</b> around	C in	<b>D</b> over
5	A on set	<b>B</b> on	<b>C</b> in the	<b>D</b> on air
		location	studio	
6	A shot	<b>B</b> audience	<b>C</b> spin-off	<b>D</b> scriptwriter

### **2** Choose the correct options.

- 1 With all the murder scenes, the film is absolutely baffling / appalling and I don't recommend it to anyone.
- 2 The last episode was so gripping / gloomy that we all sat there glued to the screen in complete silence.
- 3 Some of my friends claim the book was hilarious / profound, but it's not really my type of humour.
- 4 I always get sentimental at honeymoon / engagement parties when I see the guy get down on one knee.
- 5 The invitation clearly says we are supposed to bring partners or in-laws / spouses.
- 6 This year's Christmas feasts / festivities include a parade and an open-air market.

### GRAMMAR

# Complete the text with one word in each gap. You have to be very careful on the Internet because not everyone is honest. One of the oldest tricks in the book is that you 1 sent an email <sup>2</sup> someone you don't know. A story <sup>3</sup> usually invented to <sup>4</sup> you give them your bank account details. In return you <sup>5</sup> be given €10,000. Of course, they're trying to trick you! Nobody deserves to 6 fooled in this way and if I could, I'd 7 them all arrested!

# Change the sentences into the passive voice.

- 1 They set the film in New York in the 1980s.
- 2 They are filming this episode in front of a live audience.
- **3** The director has already fired several members of the crew.
- 4 They've asked U2 to compose the soundtrack of the new film.
- **5** Where did they first release the TV show?
- 6 Before they asked me those questions, they had told me to fill in a form.
- 7 People must pay more attention to current affairs.

# USE OF ENGLISH 1 2 3 4 5 6 7 8

- Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.
  - 1 A lot of fake news (story / publish) about famous footballers in recent
  - 2 My parents (have / their room / paint), so they're sleeping in the living
  - 3 I'm taking some time off from work, so this time tomorrow I (lie) beach.
  - 4 My sister and I (not use / get) on very well in the past.
  - 5 Out of curiosity, will you still (go / swim / if / rain) tomorrow?
  - 6 What \_\_\_\_\_ (you / say) if you had met him in person?
- Complete the text with the correct words formed from the words in the box. There are two extra words.

compete curious education engross expect second

I've recently done a survey among 1 school students about their TV watching habits. One major finding is that, as a rule, teenagers watch very little TV, if at all – they have taken to streaming services. What makes them <sup>2</sup> in comparison to broadcast TV? For example, binge-watching – when the viewers find a series really <sup>3</sup> they don't need to wait the whole week for the next episode. Teenagers admit that they turn on the TV very rarely, sometimes out of 4\_\_\_\_\_, and usually just to flick through the channels. It seems that TV stations will need to find out how to reach young audiences if they want to survive the next decade.

### READING

- Read the article and match sentences A–E to gaps 1–4 in the text. There is one extra sentence.
  - A Escape rooms normally cater for small groups of two to six people, but there are challenges for up to ten players.
  - **B** You have a limited time, usually an hour or ninety minutes, to solve a series of puzzles and challenges in order to receive new clues, which in turn will eventually lead you and your friends out of the room.
  - C His office contains clues to his location and also the location of some incredibly valuable hidden treasure.
  - **D** After a series of accidents which occurred due to safety violations, some escape rooms were closed down.
  - **E** During the challenges, you get a chance to bond with them and discover the hidden talents that they have.

# ESCAPE ROOMS

Looking for a fun activity to do this weekend? Gather your friends and get yourself down to an escape room. Escape rooms have become a top attraction for young people in major cities all around the world.

As the name indicates, the basic idea is that you have to escape from a room which you and your friends have been locked into. There are certain challenges on the way. 1 There are a huge variety of stories for each type of escape room. In one example, probably based on the Indiana Jones films, a famous archaeologist has disappeared in Egypt and nobody knows where he is. <sup>2</sup> Your mission is to investigate the clues to find the treasure. There are other rooms based on murder mysteries, science-fiction stories, a medieval castle, and, perhaps not surprisingly, a school of magic. The idea is to attract as many people as possible with a range of choices.

People who have tried them say that the challenges are tough but fun. The important thing to remember is that there's no guarantee that you and your friends will win. Different rooms have different levels – some are more difficult than others. However, everyone agrees that it's not just about winning - it's more about doing something fun with your friends. 3 Some might be good at solving word-based problems, while others might astound you with their logic. In the time it takes to get through the challenges, you will work together towards a common aim, and everyone on the team gets involved.

The other attraction for many people is that, rather than being a passive spectator as you would be while watching online videos, TV series or films, in an escape room you are a participant experiencing the story. You can be the hero or heroine who saves the day – the central character in your very own video game.

4 Groups work on their own in a room just for them, though some rooms require teams to compete against each other, often with complete strangers. The age limit is usually for over sixteens or over eighteens and it's not cheap - prices range from around £10 up to £50 for escape rooms in London. You don't need any special clothing or equipment, just your brain ... and your friends!

### SPEAKING

Describe the photos and answer the questions.

#### Uczeń A



- 1 How do you think the people sitting close to the girl feel?
- 2 Who do you like going to the cinema with? Why?
- 3 Describe a situation in which someone disturbed you while you were watching a film.

### Uczeń B



- **1** What are the pros and cons of recording a live concert you're attending?
- **2** Do you watch concerts on TV? If yes, what do you like about them? If not, why not?
- **3** Describe a situation in which you asked someone to turn off their phone.

# WRITING

Read the instructions and do the task.

Uczestniczyłeś/Uczestniczyłaś w festiwalu filmowym Teen Movie, podczas którego obejrzałeś/obejrzałaś wiele filmów dla młodzieży. Niektóre z nich były bardzo dobre, inne w ogóle Ci się nie podobały. Napisz artykuł do gazetki szkolnej (200-250 słów), w którym zrelacjonujesz przebieg festiwalu oraz zrecenzujesz jeden z filmów.

# **Grammar Reference Unit 6**

# **6.2** The passive • have/get something done The passive

Strona bierna jest typowa dla wypowiedzi oficjalnych i tekstów technicznych. Stosujemy ją, kiedy wykonawca czynności jest nieistotny, nieznany lub oczywisty, a także by położyć nacisk na samą czynność, a nie na jej wykonawcę, np. 'The Witcher 3: Wild Hunt' was released in 2015.

Tworzenie strony biernej: czasownik be we właściwym czasie + past participle (+ by + wykonawca czynności).

### **UWAGA!**

W stronie biernej występują wyłącznie czasowniki przechodnie (transitive verbs), czyli takie, które łączą się z dopełnieniem, np.: call sb, break sth, teach sb. Czasowniki nieprzechodnie (intransitive verbs), czyli takie, które nie łączą się z dopełnieniem, np.: become, cry, run, nie występują w stronie biernej.

present simple	Rubbish is collected twice a week in this area.	
present simple		
present continuous	Which rooms are being cleaned now?	
present perfect	The witness hasn't been interviewed yet.	
past simple	Who were these sketches drawn by?	
past continuous	My test was being checked when I entered the room.	
past perfect	Her first self-portrait had been sold for £10,000.	
future simple	Will the office be moved to a different location?	
future continuous	The Brooklyn Bridge will be being renovated when we're in New York.	
future perfect	His novel won't have been published by the time he graduates.	
be going to	Are these letters going to be posted today?	

### have/get something done

Konstrukcję *have/get something done* stosujemy do opisu czynności, które zostały zlecone innej osobie, zwykle za opłatą, np. *We had our brakes checked before settng off for France.* 

Tworzenie zdań z have/get something done

- ze zwykłym czasownikiem: have/get (w odpowiednim czasie) + dopełnienie + past participle, np.:
   I'm having my kitchen refurbished at the moment.
   Our employees get their eyes tested every two years.
- z czasownikiem modalnym: czasownik modalny (w odpowiednim czasie) + have/get (w niezmienionej formie) + dopełnienie + past participle, np.: My parents might have a security system installed in their holiday home.

You should get the soles in your boots replaced before it gets snowy.

Konstrukcja *have/get something done* jest niekiedy stosowana także do opisu niefortunnych zdarzeń losowych, np.:

He was in an accident and had one of his front teeth knocked out.

My wallet got stolen, so I couldn't pay for my shopping.

#### **UWAGA**

Aby powiedzieć, że zleciliśmy komuś wykonanie jakiegoś zadania, możemy również zastosować konstrukcje:

- have (w odpowiednim czasie) + wykonawca czynności
   + bezokolicznik bez to, np. I had the IT technician
   replace the hard drive in my laptop.
- get (w odpowiednim czasie) + wykonawca czynności
   + bezokolicznik z to, np. They'll get the gardener to trim the hedge.

### 6.7 Advanced passive forms

### Passive gerunds and passive infinitives

Czasowniki i zwroty, po których występuje czasownik z końcówką -ing (np.: admit, avoid, be interested in, can't stand, don't mind, enjoy, get tired of, hate, keep (on), like, love, miss; about, after, before, of, on, without) w stronie biernej przyjmują formę: czasownik/zwrot + being + past participle, np.:

I keep being told that I'm overqualified for this job.

After being bribed by the developer, the mayor agreed for an office block to be built by the lake.

Czasowniki i zwroty, po których występuje bezokolicznik z to (np.: can't afford, choose, decide, deserve, expect, hope, need, prefer, pretend, refuse, want, would like; niektóre przymiotniki i konstrukcje celowe) w stronie biernej przyjmują formę: czasownik/zwrot + to be + past participle, np.:

They deserve to be rewarded for their selfless behaviour. I was glad to be invited to their engagement party. She's been working really hard lately (in order) to be offered a promotion.

### IIWAGAI

Wyrażenie *make sb do sth* w stronie biernej przyjmuje formę: be made to do sth, np.: They made me sign the documents. → I was made to sign the documents. Wyrażenie let sb do sth nie występuje w stronie biernej.

### Verbs with two objects

Niektóre czasowniki przechodnie łączą się z dwoma dopełnieniami: bliższym i dalszym, np.: buy sb sth, lend sb sth, promise sb sth. Zdania występujące w stronie czynnej z tymi czasownikami mogą zostać przekształcone na stronę bierną na dwa sposoby, np.:

Active voice: They give a money-back guarantee to all

of their customers.

Passive voice: All of their customers are given

a money-back guarantee.

A money-back guarantee is given to all

of their customers.

### Modal verbs

W zdaniach występujących w stronie biernej można zastosować również czasowniki modalne:

 w czasie teraźniejszym (czasownik modalny + be + past participle), np.:

The application form must be submitted in person.

Could the appointment be rescheduled for a later date?

 w czasie przeszłym (czasownik modalny + have + been + past participle), np.:

This dessert can't have been made by a professional chef – it looks awful!

The paparazzi might have been informed of their engagement.

relacja mediów

ważny, doniosły

kłócić się

najbliższy krewny

małżonek/małżonka

nakręcać, pobudzać

(np. zainteresowanie)

wywoływać, wyzwalać przechodzić (zmiany)

transmitowany w telewizji szokujący wywiad, wywiad

### - KEY WORDS

appalling

autistic savant

VOCABULARY 1

/əˈpɔːlɪŋ/

/ɔːˌtɪstɪk ˈsævənt/

MP3 42

okropny, potworny wybitnie uzdolniona

autistic savant	/ɔːˌtɪstɪk ˈsævənt/	wybitnie uzdolniona osoba z zaburzeniami
	d	ze spektrum autyzmu
baffling	/ˈbæflɪŋ/	zbijający z tropu,
		dezorientujący, mylący
cast	/ka:st/	obsada
chronicle	/ˈkrpnɪkəl/	stanowić kronikę/zapis
CHIOHICIE	/ KLDLIKOI/	czegoś
convincing	/kənˈvɪnsɪŋ/	przekonujący
crew	/kru:/	ekipa
engrossing	/ınˈgrəʊsıŋ/	wciągający, zajmujący
filmed on location	/ˌfɪlmd ɒn ləʊˈkeɪʃən/	filmowany w plenerze
footage	/ˈfʊtɪdʒ/	materiał filmowy
gloomy	/ˈgluːmi/	ponury, przygnębiający
gripping	/ˈgrɪpɪŋ/	porywający
hilarious	/hɪˈleəriəs/	komiczny, przezabawny
insight	/'insait/	wgląd
laugh one's head off	/ˌlaːf wʌnz ˈhed ɒf/	śmiać się na cały głos
low-budget	/ˌləʊ ˌbʌdʒɪt	niskobudżetowa
production	prəˈdʌkʃən/	produkcja
on air	/ea/	na antenie, nadawany
		(o programie w telewizji)
on the edge of	/ɒn ði ˌedʒ əv	w telewizji) w napięciu
sb's seat	,s/mbədiz 'si:t/	νν παριζεία
profound	/prəˈfaʊnd/	wnikliwy, dogłębny
scenery	/ˈsiːnəri/	sceneria, dekoracje
scriptwriter	/ˈskrɪptˌraɪtə/	scenarzysta
sensational	/senˈseɪʃənəl/	rewelacyjny, świetny
set	/set/	plan (filmowy)
shot	/ʃot/	ujęcie, zdjęcie (w filmie)
spin-off	/'spinof/	serial opowiadający
		historię bohaterów
	, la	innego serialu
unfold	/ʌnˈfəʊld/	rozwijać się (np. o historii)
viewing charts	/ˈvjuːɪŋ tʃaːts/	wyniki oglądalności
	1987	00.40
GF	RAMMAR 1 🔪 M	P3 43
	RAMMAR 1 M	
custom	/'kʌstəm/	robiony na zamówienie
custom frenzied	/ˈkʌstəm/ /ˈfrenzid/	robiony na zamówienie szaleńczy
custom frenzied step down	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)
custom frenzied step down	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/ PEAKING MP	robiony na zamówienie szaleńczy ustąpić (ze stanowiska) 3 44
custom frenzied step down	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP. /'ba: tʃa:t/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska) 3 44 ————— wykres słupkowy
custom frenzied step down	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/ PEAKING MP	robiony na zamówienie szaleńczy ustąpić (ze stanowiska) 3 44 wykres słupkowy oglądać serial po kilka
custom frenzied step down bar chart binge-watch	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP /'ba: tʃa:t/ /'bındʒ wɒtʃ/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska) 3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu
custom frenzied step down  bar chart binge-watch correlation	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP /'ba: tʃa:t/ /'bindʒ wotʃ/ /ˌkɒrəˈleɪʃən/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska) 3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja
custom frenzied step down  bar chart binge-watch correlation pie chart	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP /'ba: tʃa:t/ /'bindʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /'pai tʃa:t/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP /'ba: tʃa:t/ /'bindʒ wɒtʃ/ /ˌkɒrəˈleiʃən/ /'pai tʃa:t/ /'praiə tə ˌsʌmθiŋ/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP /'ba: tʃa:t/ /'bindʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /'pai tʃa:t/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/  PEAKING MP /'ba: tʃa:t/ /'bindʒ wotʃ/ /ˌkɒrə'leɪʃən/ /'pai tʃa:t/ /'praiə tə ˌsʌmθiŋ/ /slait/ /'stedi/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/ PEAKING MP  'ba: tʃa:t/ /'bindʒ wɒtʃ/  /ˌkɒrəˈleiʃən/ /'pai tʃa:t/ /'praiə tə ˌsʌmθiŋ/ /slait/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady	/'kʌstəm/ /'frenzid/ /ˌstep 'daʊn/  PEAKING MP /'ba: tʃa:t/ /'bindʒ wotʃ/ /ˌkɒrə'leɪʃən/ /'pai tʃa:t/ /'praiə tə ˌsʌmθiŋ/ /slait/ /'stedi/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44 wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /ˈslait/ /ˈstedi/  READING MP	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbɪndʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /ˈpaɪ tʃa:t/ /ˈpraɪə tə ˌsʌmθɪŋ/ /ˈstedi/  READING MP	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbɪndʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /ˈpaɪ tʃa:t/ /ˈpraɪə tə ˌsʌmθɪŋ/ /slaɪt/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθɪŋ ˈʌp/ /ˈbaɪəst/ /ˌbreɪk ə ˌbɪg ˈstɔ:ri/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbɪndʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /ˈpaɪ tʃa:t/ /ˈpraɪə tə ˌsʌmθɪŋ/ /slaɪt/ /ˈstedi/  READING MP /ˈbaiəst/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek,
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbɪndʒ wɒtʃ/ /ˌkɒrəˈleɪʃən/ /ˈpaɪ tʃa:t/ /ˈpraɪə tə ˌsʌmθɪŋ/ /slaɪt/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθɪŋ ˈʌp/ /ˈbaɪəst/ /ˌbreɪk ə ˌbɪg ˈstɔ:ri/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wotʃ/ /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /slait/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wotʃ/ /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /slait/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka
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custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wotʃ/ /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /slait/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści,
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wotʃ/  /ˌkɒrəˈleɪʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /slait/ /ˈstedi/  READING MP: /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/  /ˌkɒmən ˈpræktis/ /ˈfɔ:l fə ˌsʌmθiŋ/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści, aktualności
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth feed	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wɒtʃ/  /ˌkɒrəˈleɪʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /slait/ /ˈstedi/  READING MP /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/  /ˈklikˌbeit/  /ˌkɒmən ˈpræktis/ /ˈfɔ:l fə ˌsʌmθiŋ/ /fi:d/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści,
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custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth feed  hoax	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈbɑ: tʃɑ:t/ /ˈbɪndʒ wɒtʃ/  /ˌkɒrəˈleɪʃən/ /ˈpaɪ tʃɑ:t/ /ˈpraɪə tə ˌsʌmθɪŋ/ /slait/ /ˈstedi/  READING MP /ˌbæk ˌsʌmθɪŋ ˈʌp/ /ˈbaɪəst/ /ˌbreɪk ə ˌbɪɡ ˈstɔ:ri/ /ˈklɪkˌbeɪt/  /ˌkɒmən ˈpræktɪs/ /ˈfɔ:l fə ˌsʌmθɪŋ/ /fi:d/ //həʊks/ /ˌki:p ˈʌp wɪθ ˌsʌmθɪŋ/ /ˌaʊt əv ˌkjʊəriˈɒsəti/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści, aktualności kaczka dziennikarska, oszustwo być z czymś na bieżąco z ciekawości
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custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth feed  hoax  keep up with sth out of curiosity outrageous pop up	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wɒtʃ/  /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /ˌslait/ /ˈstedi/  READING MP /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/  /ˈkomən ˈpræktis/ /ˈfɔ:l fə ˌsʌmθiŋ/ /fi:d/ /həʊks/ /ˌki:p ˈʌp wiθ ˌsʌmθiŋ/ /ˌaʊt əv ˌkjʊəriˈɒsəti/ /ˈaʊtˈreidʒəs/ /ˌpɒp ˈʌp/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści, aktualności kaczka dziennikarska, oszustwo być z czymś na bieżąco z ciekawości szokujący, bulwersujący wyskoczyć, pojawić się znienacka
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth feed  hoax  keep up with sth out of curiosity outrageous	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wɒtʃ/  /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /ˌslait/ /ˈstedi/  READING MP /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/  /ˈkomən ˈpræktis/ /ˈfɔ:l fə ˌsʌmθiŋ/ /fi:d/ /ˈhəʊks/  /ˌki:p ˈʌp wið ˌsʌmθiŋ/ /ˌaʊt əv ˌkjʊəriˈɒsəti/ /aʊtˈreidʒəs/ /ˌpɒp ˈʌp/ /ˌpʊl ə ˈfɑ:st wʌn	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści, aktualności kaczka dziennikarska, oszustwo być z czymś na bieżąco z ciekawości szokujący, bulwersujący wyskoczyć, pojawić się znienacka oszukać (kogoś), zrobić
custom frenzied step down  bar chart binge-watch  correlation pie chart prior to sth slight steady  back sth up biased break a big story  clickbait  common practice fall for sth feed  hoax  keep up with sth out of curiosity outrageous pop up	/ˈkʌstəm/ /ˈfrenzid/ /ˌstep ˈdaʊn/  PEAKING MP /ˈba: tʃa:t/ /ˈbindʒ wɒtʃ/  /ˌkɒrəˈleiʃən/ /ˈpai tʃa:t/ /ˈpraiə tə ˌsʌmθiŋ/ /ˌslait/ /ˈstedi/  READING MP /ˌbæk ˌsʌmθiŋ ˈʌp/ /ˈbaiəst/ /ˌbreik ə ˌbig ˈstɔ:ri/ /ˈklikˌbeit/  /ˈkomən ˈpræktis/ /ˈfɔ:l fə ˌsʌmθiŋ/ /fi:d/ /həʊks/ /ˌki:p ˈʌp wiθ ˌsʌmθiŋ/ /ˌaʊt əv ˌkjʊəriˈɒsəti/ /ˈaʊtˈreidʒəs/ /ˌpɒp ˈʌp/	robiony na zamówienie szaleńczy ustąpić (ze stanowiska)  3 44  wykres słupkowy oglądać serial po kilka odcinków z rzędu powiązanie, korelacja wykres kołowy przed czymś nieznaczny stabilny  3 45  potwierdzić stronniczy przekazać coś jako pierwszy clickbait, nagłówek, którego celem jest kliknięcie w link powszechna praktyka dać się nabrać na coś publikowane treści, aktualności kaczka dziennikarska, oszustwo być z czymś na bieżąco z ciekawości szokujący, bulwersujący wyskoczyć, pojawić się znienacka

	W	ordlist
reputable	/ˈrepjʊtəbəl/	poważany, mający dobrą opinię
tall story	/ˌtɔːl ˈstɔːri/	bujda
the same old story	/ðə ˌseɪm əʊld ˈstɔːri/	stara historia, nic nowego
track	/træk/	śledzić
	(0.0.1 D.) (0.0.1 D.) (0.0.1 D.)	100 44
V	OCABULARY 2 🧳	MP3 46
anniversary	/ˌænɪˈvɜːsəri/	rocznica
call off	/to:l 'ba'	odwołać
ceremony	/ˈserəməni/	ceremonia, obrzęd
christening	/ˈkrɪsənɪŋ/	chrzest
engagement	/ınˈgeɪdʒmənt/	zaręczyny
expect a baby	/ıkˌspekt ə ˈbeɪbi/	spodziewać się dziecka
family gathering	/ˌfæməli ˈgæðərɪŋ/	rodzinne spotkanie
family occasion	/ˌfæməli əˈkeɪʒən/	wydarzenie rodzinne
feast	/fi:st/	uczta
festivity	/feˈstɪvəti/	święto, uroczystość
funeral	/ˈtfuːnərəl/	pogrzeb
grief	/gri:f/	żal, smutek
honeymoon	/ˈhʌniˌmuːn/	podróż poślubna
in-laws	/'ın lɔːz/	teściowie

/ˌmiːdiə ˈkʌvərɪdʒ/

/məʊˈmentəs/ /ˌnekst əv ˈkɪn/

/ˈkwarəl/

/spaʊs/

/'telivaizd/

/,tel ɔ:l 'ıntə,vju:/

/sp3:/

media coverage

momentous

next of kin

quarrel

spouse

televised

trigger off

undergo (changes)

tell-all interview

spur

tell all litterview	, tel 3.1 into vju./	ukazujący nieznane wcześniej fakty
tempting	/'temptinj/	kuszący
wedding reception	/ˈwedɪŋ rɪˌsepʃən/	przyjęcie weselne, wesele
wedding service	/'wedin iss:vis/	nabożeństwo ślubne
	LISTENING M	P3 47
consistent	/kənˈsɪstənt/	spójny
deteriorate	/dı'tıəriəreıt/	pogarszać się
fetch	/fetʃ/	przynieść, przyprowadzić
get readers to click	/ˌget ˌriːdəz tə ˈklık/	skłonić czytelników do kliknięcia
get a new job	/ˌget ə ˌnju: ˈdʒɒb/	dostać nową pracę
get around to sth	/ˌget əˈraʊnd tə ˌsʌmθɪŋ/	zabrać się do (robienia) czegoś
get away from sth	/ˌget əˈweɪ frəm ˌsʌmθɪŋ/	uciec od czegoś
get closer	/ˌget ˈkləʊsə/	zbliżać się
get into (a university)	/ˌget ˈıntə (ə ˌjuːnɪˈvɜːsəti)/	dostać się (na uczelnię)
get over sb	/ˌget ˈəʊvə ˌsʌmbədi/	dojść do siebie po rozstaniu z kimś
get sb down	/ˌget ˌsʌmbədi ˈdaʊn/	przygnębiać
get sb's attention	/ˌget ˌsʌmbədiz əˈtenʃən/	zdobyć czyjąś uwagę
get to the same result	/ˌget tə ðə ˌseɪm rɪˈzʌlt/	dojść do tego samego
get updated	/,get ^p'deitid/	być aktualizowanym
	t. Let	

	GRAMMAR 2	MP3 48
gossip portal	/ˈgɒsɪp ˌpɔːtəl/	portal plotkarski
sort out	/ˌsɔːt ˈaʊt/	rozwiązać
take into	/ˌteɪk ˌıntə	wziąć pod uwagę
consideration	kənˌsɪdəˈreɪʃən/	

/ˌtrɪgər ˈɒf/

/ʌndəˌgəʊ (ˈtʃeɪndʒɪz)/

take into consideration	/ˌteɪk ˌɪntə kənˌsɪdəˈreɪʃən/	wziąć pod uwagę
	USE OF ENGLISH	MP3 49
crowdfunding	/ˈkraʊdfʌndıŋ/	finansowanie społecznościowe
derelict	/ˈderəlɪkt/	opuszczony, zrujnowany
eager	/ˈiːgə/	zagorzały, chętny
grind	/graind/	zgrzytać
warehouse	/ˈweəˌhaʊs/	magazyn
1	WRITING A	MP3 50
dreadful	/'dredfəl/	okropny
enchanting	/ınˈtʃaːntɪŋ/	czarujący
outstanding ridiculous vividly	/aʊtˈstændɪŋ/ /rɪˈdɪkjʊləs/ /ˈvɪvɪdli/	wybitny, wyróżniający się absurdalny, śmieszny barwnie, żywo



**SPEAK** Look at the photos and read the quote. Answer the questions.



Good food and a warm kitchen are what makes a house a home.

Rachael Ray (American author and celebrity cook, born 1968)

- What kind of person would choose to live in each of the homes in the photos? Think about their personality, job and lifestyle.
- Which of the homes could you never live in? Why not?
- Do you agree with the quote? What else makes a house a home?
  - **SPEAK** Why do people move to the countryside? Do you know anyone who has moved house? If so, why did they do it?
  - Name the following:



- 1 five types of houses,
- 2 four kitchen appliances,
- 3 three pieces of furniture made of fabric,
- 4 four pieces of furniture made of wood,
- 5 three things used for washing.









**SPEAK** Read the story about moving to the countryside. How do you think it will end?

# MY ATTEMPT AT A RURAL LIFESTYLE

Are you thinking of switching your urban life for the peace and quiet of a rural area? Well, I suggest you think twice before you do. Here's my story of trying to leave the hustle and bustle of the city centre.

Two years ago, we were visiting our friends who had moved into a lovely **chalet** in the countryside, somewhere off the beaten track yet within walking distance of a few shops and a bus stop – in a word, a perfect spot. My fiancé and I were so mesmerised by the beauty and the pastoral peace that we decided to buy a similar place ourselves. In fact, we couldn't wait to leave our old place in one of the ugly seven-storey blocks of flats, all packed together along our street.

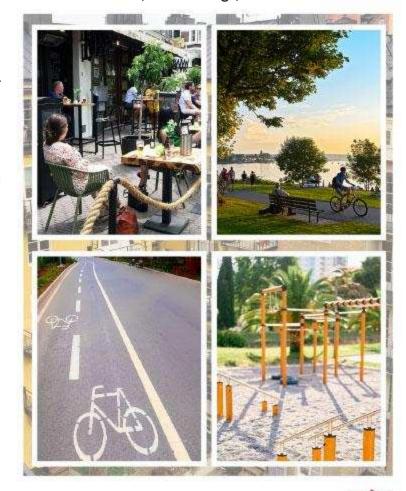
We hired an estate agent to help us find an affordable, rustic property that would be fully furnished so that we could move in right away. After a few months of searching, we found what seemed to be an ideal place. We decided to take a risk and paid the deposit immediately. Then we went to see our future nest.



# Buying and selling property · Relocation · Mobility

- **4 KEY WORDS** Replace the underlined words and phrases with the correct forms of the highlighted words from exercise 3.
  - 1 The inn we stayed in was cosy and typical of the simple style of the countryside.
  - **2** We spent the summer away from the noisy activities of the city centre.
  - 3 In the future, I'd like to be someone whose job is to buy and sell houses.
  - 4 Roads in the countryside are usually rather bad.
  - 5 Let's spend the next Christmas break somewhere far away from where tourists usually go.
  - 6 My uncle owns a residential building and land in Paris.
  - 7 We are looking for something near the seaside that is cheap enough for us to buy.
  - 8 The only condition is that the flat has to be equipped with all the necessary furniture.
  - **9** I could spend the holidays in a wooden house built in a mountain area, but I can't imagine living there permanently.
- 2.23 **KEY WORDS** Meck the meaning of the highlighted words in sentences 1-5 below. Then listen to the end of the story from exercise 3. Are the statements true or false?
  - 1 We were disappointed with the residents in the neighbourhood.
  - 2 I couldn't believe how overpriced the chalet was.
  - 3 Our dream house proved to be a run-down, hideous shack.
  - 4 After a while, we moved back into our tenement building.
  - 5 We appreciate urban amenities.
- 6 Complete the sentences with some of the highlighted words from this lesson. There may be more than one correct answer.
  - 1 The in this luxurious residential area include a gym and a pool.
  - **2** A building is, by definition, a run-down, often overcrowded apartment block, so why are you surprised with this one?
  - 3 Most of the local have objected to the mayor's proposal to build a shopping mall next to the park.
  - 4 The new project will affect the whole country, both urban and \_\_\_\_\_ areas, so it doesn't matter if you live in a city or in the countryside.
  - **5** We are collecting funds for a family who lost their in a fire.
  - **6** Those ten-storey blocks of flats from the 1980s look and should be renovated.
  - 7 People who were born in cities are used to the of urban life. They just don't seem to mind the noise.
  - **8** Real estate prices have gone up so much that barely anything is to ordinary people like us.

- **Choose four highlighted words from this** lesson which you did not use in exercise 6. Write sentences about yourself using these words.
  - When my parents were buying a house last year, they hired an estate agent.
- **SPEAK** What would you like to change about the place where you live? Think about the area, the amenities, the buildings, etc.



**SPEAK** Describe the video still and answer the questions.



- 1 What are the benefits and drawbacks of living on a boat? Enumerate at least two of each.
- 2 Does the photo encourage you to live on a houseboat? Why/Why not?

# FAST FINISHERS

Imagine you want to sell your own house or flat. Write a short ad.

# Reported speech (statements, questions and commands)

- 1 SPEAK Would you call the police about excessive night noise from your neighbours? Why/Why not?
- Read the police statement below and find examples of reported statements, questions and commands. Then rewrite three of them in direct speech.

At 11:30 pm on 23 April, I was sent to 15 Raiders Court to investigate the loud noise coming from one of the apartments. I spoke to Mr Gareth Ford, who had reported the excessive night noise. I asked him whether such incidents had happened before, and he told me it was the first time he had called the police, but there had been similar problems in the past. After that, I went to the flat in which the neighbours were making noise. It turned out there was a party, and there were almost twenty people in the flat. I asked the owner how many tenants lived there and told him to show me some form of identification. The owner admitted to being too loud and promised he would turn the music down. He informed me that he was aware of the fact that if the police were called again, he would be fined.

- **3** Study the grammar table and answer the questions.
  - **1** What is the difference in use between *say* and *tell*?
  - **2** Do we always use that after say and tell?
  - **3** In reported statements and reported questions, what happens to ...
    - a past simple?
    - **b** the words tomorrow and here?
  - 4 In reported questions, what happens to ...
    - **a** the subject and verb word order?
    - **b** question marks?
  - **5** What two words do we use when reporting *yes/no* questions?
  - **6** In reported commands, what happens to the verb?

### **Key Grammar**

# **Reported statements**

When we report what someone said in the past, we change the tenses, pronouns and time expressions, e.g.:

'I'll call the police,' said the neighbour. The neighbour told me (that) he would call the police.

'We arrived here yesterday,' they said. They said (that) they had arrived there the day before.

### Reported questions

In reported questions, we use the word order typical of an affirmative sentence, e.g.:

'Who are you?' She asked me who I was.

'Can you come tomorrow?' He wanted to know if/whether we could come the following day.

### Reported commands

In reported commands, we use the verb *tell* + direct object + (not) + to-infinitive form of the reported verb, e.g.: 'Don't open the door to anyone!' Mum told me not to open the door to anyone.

Grammar Reference > 116

- 4 Correct the mistakes in the sentences. There may be more than one correct answer. Then rewrite the sentences in direct speech.
  - 1 They told they were going to decide themselves.
  - **2** We said him that the flat had been rented the day before.
  - **3** The police report stated if the owner would pay for the damage.
  - 4 I asked my uncle was he happy about moving to the countryside.
  - **5** He told me don't to worry.
  - **6** The estate agent asked whether we were looking for a fully furnished flat?
- 5 SPEAK Ask and answer the interview questions below. Then change pairs and report what your first partner said.

### Are you a good neighbour?

- 1 How often do you clean the staircase or clear the pavement of snow in winter?
- 2 Do you make noise late at night?
- Have you ever reported that your neighbour(s) violate the rules?
- 4 When did you last lend something to a neighbour?
- 5 What would you do if your next-door neighbour asked you to water their plants for a month?
- 6 Do you know your neighbours' surnames?
- 6 Rewrite the questions in exercise 5 as reported questions.

I asked Zosia how often she ...

- 7 Complete the second sentence so that it means the same as the first one.
  - 1 'We are going to move next month,' Mum said.

    Mum said that we the following month.
  - 2 'What's the name of the owner?' Ben asked. Ben asked what
  - 3 'I'll call you later tonight,' Linda said. Linda said she \_\_\_\_\_\_ night.
  - 4 'Don't do anything without my consent,' the landlord said to us.
    - The landlord told anything without his consent.
  - 5 'Last week there was a fire,' Mark said.

    Mark said there had week.
  - 6 'Meet us here tomorrow,' they said.
    They told me day.
- 8 **SPEAK** List five characteristics of a good neighbour.

# 1 FAST FINISHERS

Imagine your neighbours make excessive night noise regularly. Draw a poster to put up on the noticeboard in your block of flats.

# Negotiating · Apologising · Asking for permission

- 1 SPEAK Read the ad. Would you like to rent this place if you were a student? Why/Why not?
  - Bedrooms: 2
  - Bathrooms: 1
  - Kitchens: 1
  - Max no. people: 3
  - Top floor (fourth), no lift
  - fully furnished, five minutes from underground station, thirty-minute ride from university
  - no pets allowed
- - 1 How long is the lease at your place?
  - 2 What's included in the rent and which day of the month is it due?
  - 3 Do you think you could get a reference from your current landlord?
  - 4 Why are you relocating?
  - **5** Are you familiar with the rental application process?
  - **6** Is there a security deposit to be paid in advance?
- 3 2.24 Listen again, study the Key Phrases box and answer the questions.
  - 1 What does the tenant say to make a suggestion about the lease term?
  - **2** What does the landlord say to refuse the proposal of a smaller deposit?
  - **3** How does the tenant agree to paying double rent?
  - 4 How does the tenant ask for permission to see the flat?

### **Key Phrases**

# Negotiating & Apologising & Asking for permission

### Making suggestions

Supposing we (decide) ...

Would it be OK if (I) ...?

How would you feel about (+ -ing)?

Maybe a better solution would be to ...?

I think it might be better if ...

### Refusing/Accepting suggestions

I could/can't go along with that / the idea of ...

I'm not sure that's a good idea.

Fair enough. / Let's give it a try/go.

### **Apologising**

I'm afraid (I) ... / I'd/would like to apologise for ...

I'm (awfully) sorry for (+ -ing).

### Asking for permission

Am I / Are we allowed to ...?

Would it be alright if I/we ...?

Do/Would you mind if I/we ...?

- 4 Translate into English. Use the words in brackets and the Key Phrases.
  - 1 Czy mógłbym w tym miesiącu zapłacić czynsz trochę później? (OK / paid)
  - 2 Zakładając, że zapłacę z góry za cały rok, czy możemy negocjować czynsz? (supposing / negotiate)
  - 3 Strasznie mi przykro, że zgubiłem zapasowy klucz. (losing / spare key)
  - **4** Czy byłoby w porządku, gdyby moja koleżanka zatrzymała się tutaj na tydzień? (all right / stayed)
  - 5 Może lepszym rozwiązaniem byłoby włączyć rachunki za elektryczność do czynszu? (solution / include)
  - 6 Nie mogę zgodzić się na to, aby mieszkały tu trzy osoby. (along / idea / living)
  - 7 Co powiedziałbyś na przeprowadzkę do centrum? (feel / city centre)
- 5 SPEAK Do the speaking task.

#### Uczeń A

Wraz z kolegą/koleżanką (uczeń B) wyjeżdżasz do Londynu na wakacyjny kurs językowy. Właśnie znalazłeś/znalazłaś mieszkanie, które moglibyście/ mogłybyście wynająć. W rozmowie z uczniem B porusz następujące kwestie:



### Uczeń B

Wraz z kolegą/koleżanką (uczeń A) wyjeżdżasz do Londynu na wakacyjny kurs językowy. Kolega znalazł / Koleżanka znalazła właśnie mieszkanie do wynajęcia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś o doprecyzowanie jakiejś kwestii, np. lokalizacji / transportu publicznego itp.,
- nie zgódź się z uczniem A, tak aby musiał zaproponować inne rozwiązanie,
- powiedz, że nie odpowiada Ci jedna z zasad panujących w lokalu,
- poinformuj, że masz ograniczony budżet na czynsz.

# **SECTION SHERS**

Imagine you are a student looking for a flatmate. Write a notice to be put up on the noticeboard in the university lobby.

# An article about a world-famous building

1 SPEAK Which cities do you need to visit to see these buildings? Which of them would you like to see the most? Why?









Make sentences about the buildings from exercise 1, using the adjectives from the box.

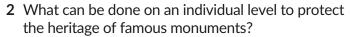
charming cosy gorgeous impressive isolated modern old-fashioned

The Empire State Building is the most modern of all. I don't think that the interior of Versailles is cosy.

- 3 2.25 Read the article on page 107 and answer the questions.
  - 1 What event inspired the journalist to write the article?
  - **2** Why is the decision of the Turkish president so controversial?
  - **3** Why is the place called 'a bridge between two faiths'?
- 4 Read the article again and match sentences A-F to gaps 1-4 in the text. There are two extra sentences. Then listen and check.
  - A Fortunately, up until now, the monument has been open to visitors of all faiths, and the Christian emblems have been covered during Islamic prayers.
  - **B** Ever since then, Hagia Sophia has attracted thousands of tourists every year, as everything about it seems marvellous.
  - **C** After that, Islamists in Turkey called for the place to be converted to a mosque, despite resistance from members of the secular opposition.
  - **D** Built 1,500 years ago by a Roman Emperor as an Orthodox Christian cathedral, Hagia Sophia is a great example of Byzantine art and architecture.
  - **E** It is said that its huge dome, considered to be the second largest in the world, is a symbol of heaven and its glory.
  - F No wonder that the threat of it becoming a place of only Islamic worship, closed to anyone seeking to admire its beauty, was strongly criticised by both the Turkish opposition and architectural conservators all over the world.

- **5 KEY WORDS** Match the highlighted words from the text to definitions 1–8.
  - 1 not religious
  - **2** art, buildings and traditions that a society thinks are important to its history and culture
  - 3 related to the Middle Ages
  - 4 a place of Muslim worship
  - 5 very famous and well-known
  - 6 a building used for worship in some religions
  - 7 decorations
  - 8 existing in large quantities
- 6 Complete the sentences with the correct forms of the highlighted words from the text.
  - 1 During the trip, we visited a(n) church, dating back to the 1400s.
  - **2** What I liked the most about the interior were the marble on the walls.
  - 3 His film became a(n) image of the Syrian civil war.
  - **4** At first, he composed only music for psalms, but then he turned to music.

  - **6** are not very common in my country, as the main religion is not Islam.
  - 7 Market stalls where locals sell their produce are in this part of the city.
  - **8** We talked about Egyptian pyramids and in history last week.
- **7 SPEAK** Answer the questions.
  - 1 Do you agree with the statement that Hagia Sophia belongs to all humanity, not only to Turkey?



8 SPEAK Describe an impressive building that you have visited. Use the highlighted words from the text.

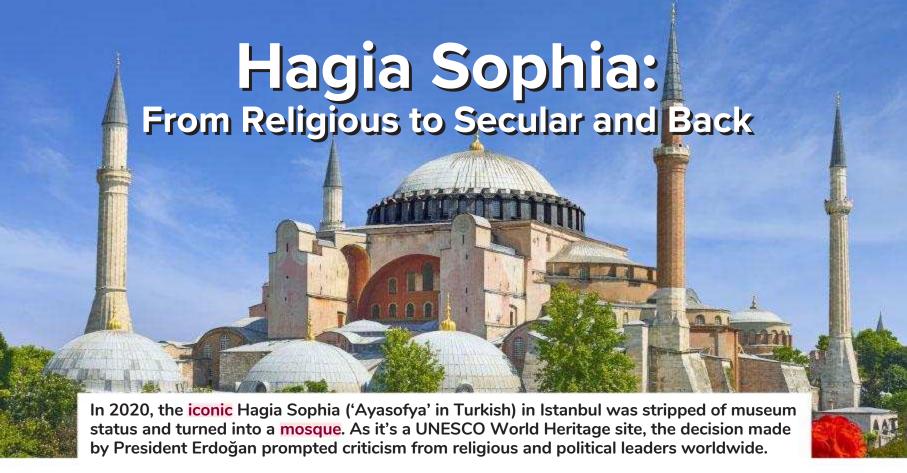


# **FAST FINISHERS**

If you were to design an impressive building, what would it be? What would it look like? Draw and describe it.

IMPULSE

Find information about an interesting building in Poland. Research its history, facts about its architecture or design and the purpose it has today. Present your findings to the class.



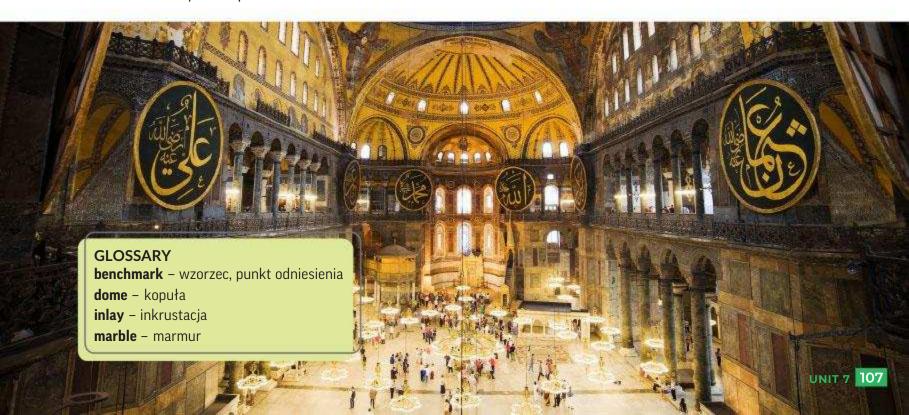
In order to understand how that actually happened, 5 it's worth taking a look at the history of the building, which seems to reflect centuries of political changes in the region of the Bosphorus. <sup>1</sup> At that time the world's largest interior space, the new church (sometimes also referred to as a temple) included 10 a massive dome atop a rectangular basilica, abundant mosaics that covered nearly every surface, stone inlays, columns and pillars made of marble, bronze and marble doors, and many other outstanding architectural features. After the Ottoman conquest 15 in 1453, Hagia Sophia was converted into a mosque and remained one for several centuries. It was only in 1934 that President Atatürk, who is said to have westernised Turkey, proclaimed the building to be a secular place and a museum open to visitors.

This includes, for example, the materials it was built with. It might be hard to believe, but they actually date back to **medieval** times. Apart from the precious materials, what really amazes people is the remarkably short period in which the cathedral

was created – only six years! All of this makes Hagia Sophia an architectural benchmark and an unparalleled model. It was feared that such a change would lead to the destruction of some Christian ornaments of enormous historical value. Moreover, the international community openly argued that, with its cultural and historical heritage, Hagia Sophia belongs to all humanity, not just the conservative Turkish government. It was claimed that the monument was a bridge between two faiths
 and a symbol of co-existence and, therefore,

So, what are the circumstances now? Have any major decisions been undertaken recently? Were the fears of the Turkish opposition justified? <sup>4</sup> The question remains, however, if future generations and leaders will be able to honour the monument's legacy. One thing is for sure – should you happen to be in Istanbul any time soon, make sure you visit this remarkable place while you still can ...

it should remain protected and unchanged.



### Banks · Finances

1 SPEAK When is the right time for young people to move out of their parents' house and start paying their own rent?



Add as many words as you can to the categories below.

- 1 Payment methods: by card, with a smartphone, ...
- 2 Verbs related to money: borrow, spend, ...
- **3** Things found in shops: *prices*, ...
- 4 Places to keep money: wallet, ...
- 3 SPEAK Read the text. Then work in pairs and answer the questions in the text.



### Are you ready to leave the nest?

Are you tempted to try living on your own, but you're not sure if you're financially stable? No, you don't need to wait until you can afford to take out a mortgage — instead of purchasing property, you may look for a place to rent. Here are some questions that may help you decide if you're up to it.

- What's your average monthly income? If you have multiple jobs, add up all the bank transfers you've received in the last six months and divide the total by six.
- What's twenty-eight percent of your monthly budget? To make ends meet, you should not spend more than twenty-eight percent of your budget on rent. Find out if this amount is enough to cover the rent otherwise you may end up in debt.
- What are your fixed expenses? Add up all the regular payments you need to make, such as phone bills, Internet, etc., and find out how much is left for bills like utilities, which can vary from month to month.
- Do you have a current account? If you want to be a responsible adult, you need to get the hang of basic finance. Do you know what a standing order, interest rates and an overdraft are? To be able to make it on your own, it's definitely worth having some sort of experience in banking and finance.
- **4 KEY WORDS** Read the text again and find highlighted words and phrases for points 1–6 below. Some words match more than one category.
  - 1 an expression meaning that you owe money
  - 2 two phrases connected with buying a house
  - 3 four things that happen regularly
  - 4 two expressions that mean you can cope financially
  - 5 five terms used in banking
  - 6 an example of a regular payment

5	Translate into English. Use some of the
	highlighted words and phrases from exercise 3.

- 1 If you set up the Internet payment as a (stałe zlecenie), you make sure you always pay on time.
- 2 How can you \_\_\_\_\_ (wiązać koniec z końcem) on such a low \_\_\_\_ (średni dochód)?
- 3 Being (zadłużonym) means you need to pay more due to (stopy procentowe).
- 4 If you want to prove that you're (finansowo stabilny), you need to stick to your (miesięczny budżet).
- 5 In order to \_\_\_\_\_ (kupić nieruchomość), most people \_\_\_\_ (bierze kredyt hipoteczny).
- 6 I usually (robię opłaty) for (media) via (przelew bankowy).
- 7 How much money do you have in your (rachunek bieżący)? If you need more, you'll have to get a(n) (debet/przekroczenie stanu konta).
- 8 If you have a flatmate, you can share some of the (stałe wydatki).



# 6 2.26 Listen and complete the sentences about Molly.

- 1 Molly alone.
- 3 Due to the fact that her wasn't enough to make ends meet, she was soon
- 4 She also had a(n) in her current account.
- 5 The experience taught her to manage her .
- 7 SPEAK Imagine you are looking for a flatmate. List the questions you would like to ask the candidates. Use the highlighted words from this lesson. Then interview each other in pairs.

Have you ever had an overdraft? Do you know how much you pay for utilities?



Which celebrity would you like to share a flat with? Why?

## A phone conversation about filing an insurance claim

**SPEAK** Have you, or has someone you know, experienced the following things? What happened? Which of the events is the most important to be insured against?

burglary / theft

fire

flooding / standing water

weather-related property damage

- 2 Match the sentence halves.
  - 1 After last year's fire, we decided to take out insurance
  - 2 We need to **renew** our **insurance** and
  - 3 Remember that the broker may not tell you everything, so read the small print
  - 4 As a policyholder, you're entitled to full
  - 5 Fortunately, we had a **comprehensive insurance policy** covering
  - 6 When our house was burgled, we filed a claim
  - a most weather-related damage.
  - **b** pay the annual **premium** next month.
  - c that covers all property damage.
  - **d** reimbursement of the damage.
  - e but the insurance company refused to pay.
  - f in the policy.
- **3 KEY WORDS** Match some of the highlighted words and phrases from exercise 2 to definitions 1-7. Then write your own definitions for the words you did not use.
  - 1 the act of paying back money
  - 2 request a payment from an insurance company
  - **3** buy an insurance plan
  - 4 a regular payment made to an insurance company
  - 5 have the right to something
  - **6** provide protection against
  - 7 an insurance agreement paying for every kind of damage and loss
- **SPEAK** If you were to file a claim after a robbery, what questions might you be asked?



in the text.

Mr Edwards called the help desk of an insurance company to report a theft. He said that his house had been broken into the week before. The assistant informed



him that his annual

premium was due in four weeks and his insurance plan was rather basic. She also informed Mr Edwards that in order to file a claim he needed to submit various documents. She asked him if he had filed a claim in the previous months, and he replied that he had. At the end, the assistant pointed out that it was guaranteed that Mr Edwards would receive reimbursement.

2.27 Listen again and complete the form.

1	
/	alid until:
2	
3	eimbursement:
3	and <sup>4</sup>
Γ	o be submitted:
	5
	a questionnaire sent to the email address provided in the policy
	a detailed description of what happened
	6
כ	ecision:
	within <sup>7</sup>

7 **SPEAK** Imagine that you are sharing a flat with a friend who does not want to take out property insurance because he/she thinks it is a waste of money. Make a list of arguments to convince him/ her to insure your flat.

## **FAST FINISHERS**

If you could insure your personal possessions, what would you insure? Why?

## Reporting verbs

- 1 SPEAK If you could have an extreme makeover done in your house, what would you change?
- 2 2.28 Listen to the recording.

  Are the statements true or false? Correct the false statements.
  - a In Extreme Makeovers, families agree to sell their houses.
  - **b** My friend suggested watching an episode.
  - c We agreed that it could be fun.
  - **d** One family explained that they needed this change.
  - **e** They claimed that they had to borrow the money for a makeover.
  - **f** One family threatened to back out of the show.
  - **g** Some contestants admitted taking part in the show for profit.
  - **h** One family claimed to be sick after the makeover.
- 3 Study the grammar table. Then read sentences a-h from exercise 2 again and match them to the patterns from the grammar table that they follow.

#### **Key Grammar**

#### **Reporting verbs**

Different reporting verbs follow different grammatical patterns.

- Verb + to: agree, claim, decide, offer, promise, refuse, threaten, e.g. I agreed to move to a different room.
   They threatened to vandalise my property.
- Verb + object + to: beg, encourage, persuade, e.g. We persuaded Mary to stay with us.
- Verb + -ing: admit, deny, e.g. They denied having anything to do with the burglary.
- Verb + (object) + preposition + -ing: accuse of, apologise for, congratulate on, thank for, e.g. Tom congratulated me on buying a new house.
- Verb + that: add, admit, agree, claim, explain, e.g.
   We agreed that it wasn't going to work.

#### Grammar Reference > 116

- **4** Correct the mistakes in the sentences.
  - **1** The burglar threatened shooting if we didn't keep still.
  - **2** He promised to he wouldn't be late again.
  - **3** My best friend insisted on to come over to help.
  - 4 Paula accused me of not tell her about the damage.
  - **5** They denied have broken the tap in the bathroom.
  - **6** The broker ordered us filing a claim immediately.
  - 7 She accused me not watering the flowers.



5 Rewrite the sentences in reported speech using the reporting verbs from the box.

accuse agree deny encourage explain offer promise

- 1 'I haven't invited Megan, really!' said Thomas.
- **2** 'Go on! Have another piece of cake!' Mr Gee told me.
- **3** 'OK, I'll give you a lift tomorrow,' said Beth.
- 4 'It was a misunderstanding,' said Mike.
- 5 'I can stay here and wait for everyone to leave,' said Paul.
- **6** 'You're the one who forgot to pay the rent!' Karen shouted at me.
- 7 'I won't tell your secret, cross my heart,' said Billie.
- Read the WATCH OUT box and complete the sentences with the correct forms of the verbs from the box.

buy do get ignore pay report see

- 1 The neighbours have recommended any suspicious behaviour.
- 2 Paul suggested the utility bills as soon as possible.
- 3 I strongly recommend that everyone this film.
- 4 Are you suggesting that we all this noise?
- 5 The estate agent recommended that he some redecorating.
- **6** The stylist didn't suggest \_\_\_\_\_ a haircut, but he recommended \_\_\_\_\_ a new shirt.

#### WATCH OUT

#### suggest and recommend

The verbs suggest and recommend can be followed by a noun, a gerund or (that) + subject + infinitive, e.g. She suggested a loan. She suggested taking out a loan. She suggested that I take out a loan.

7 SPEAK Think about your last conversation with your parents and/or siblings. Tell your partner what your family members told you. Use different reporting verbs from this lesson.

#### #BRAINTEASER

You change me every month, no matter how much you use me. What am !?



#### FAST FINISHERS

Imagine you want to apply for a place in a TV programme which offers a total house makeover. Make a list of arguments to persuade the show's producer to choose you.

## Grammar and vocabulary practice

- **SPEAK** Work in pairs. Make a list of fifteen of the highlighted words from this unit and use them to create a short story. Then exchange stories with another pair. Can you identify each other's key words?
- **2** Choose the correct options.
  - 1 The old town is overcrowded and lacks basic amenittes / utilities.
  - 2 I admit I often have an overdraft on my average / current account.
  - 3 The colours are so awful that the whole place looks hideous / abundant!
  - 4 We can't accuse / apologise Emily of not paying the deposit on time.
  - 5 How many *residents* / *tenements* live in your block of flats?
  - **6** I have a standing *rate* / *order* for my phone bill so that I don't forget to pay it.
- **3** Correct the mistakes in the sentences by adding one missing word in each.
  - 1 I'm fed up with the hustle bustle of this touristy town. I want to go home.
  - 2 I don't want to visit any more tourist attractions let's go somewhere off the track.
  - **3** The teacher congratulated me getting the highest score in the class.
  - 4 My flatmate refused pay the utility bills what shall I do now?
  - 5 I didn't realise it would be so hard to ends meet when I rented this two-storey flat all by myself.
  - **6** With a clean credit history, you're entitled low interest rates on your mortgage.
- Complete the text with one word in each gap.



About a year ago, I decided to move out of my parents' house - leaving the nest, as they call it ... I figured out 1 had enough of doing what my folks wanted

and decided to do something about it. Well, I have to say everything went wrong.

After the first two months, I realised I had to <sup>2</sup> monthly payments which I hadn't thought of before, so I could barely make ends meet. Other unexpected costs included taking <sup>3</sup> insurance! To make matters worse, the flatmate I'd found was so messy that we were quarrelling all the time. And when I asked him to start cleaning properly, instead of apologising 4 \_\_\_\_\_ making such a mess, he accused me 5/1/1/1/1/1/ being bossy and selfish, and moved out without any notice and without paying the rent!

So, I ended the episode completely frustrated and debt. And I realised living with my folks wasn't that bad after all ...

- 5 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.
  - 1 My friend asked me, 'Are you busy tonight?' IF My friend asked me \_\_\_\_\_ night.
  - 2 'Did you call the estate agent?' his wife asked him. **WHETHER** 
    - His wife wanted to know the estate agent.
  - 3 'No, no, don't pay. I want to treat you to these drinks,' my friend said. INSISTED My friend the drinks.
  - 4 'I can't find my keys,' she said. HER She said that she
  - 5 'I think my property must have been stolen,' he said. HIS He said that he thought stolen.
  - 6 'Will you help me get things ready for the party tomorrow?' Ella asked me. TO Ella asked me things ready for the party the following day.
- 6 A 2.29 PRead the WATCH OUT box and mark the stressed syllable in each word. Then listen and check.

1 income 6 advantage 2 interests 7 expenses **3** attractive 8 affordable **9** communicate 4 property **5** creative 10 regular

#### WATCH OUT

#### **Pronunciation: word stress**

It is important to remember which syllable the word stress falls on, particularly in words that are similar to your first language. When you write down new words, mark the stressed syllable, e.g. popular /'popjolə/.

**SPEAK** Discuss the advantages and disadvantages of living with your parents when you are at university.

## FAST FINISHERS

If you had €3,000 to improve your house, what would you do?



#### A letter to the editor

Dear Editor,

I am writing with reference to the decision of the authorities of our town to allow the construction of a huge shopping mall on the place of Maple Grove Park. I would like to voice my concern about this decision.

By and large, it seems particularly unwise to transform the only green area within a ten-mile radius into a concrete building with paved restaurant 'gardens' around it. In fact, it will almost certainly lead to the damage of the local ecosystem. Furthermore, local residents use this space for recreation, and many of them are now concerned about their leisure area being taken away and unsure where they will be able to take walks or go jogging in the future. The worst thing, however, is that while the construction company is insisting that most of the old trees will survive, it seems quite unlikely. It is certainly upsetting.

3

It is my belief that it would be far more beneficial to everyone if the mall was built in some disused area of our town. Indeed, many residents wonder why alternative sites, such as the former industrial quarter, were not considered. After all, relocating the mall would both save the beautiful old trees and help to utilise this run-down area that is currently of no use to anyone. As a result, not only would the old park survive, but also the area would remain peaceful. Moreover, a brand new shopping mall on the place of the old factory might result in revitalising the whole district.

I hope I have managed to convince you of the importance of this issue. I would like to encourage you to investigate it further and support the residents in their efforts to save the park that is our heritage.

Yours faithfully, lason Ferris



**SPEAK** Look at the advertisement. Imagine Maple Grove is in your area. What would your reaction be to the plans of building a new shopping mall there?

NEW SHOPPING MALL COMING SOON!

## **MAPLE GROVE MALL**

- >>>> spacious and eco-friendly
- >>> over 200 shops and chain stores and 30 restaurants
- >>>> parking lot with over 3,000 places
- >>>> kids' play area



2 Scan Jason's letter to the editor of a local newspaper. Was his reaction similar or different from yours?

- **3** Read the letter again and match paragraphs 1-4 to points a-f below. Two points do not match any of the paragraphs.
  - a suggesting a different solution and explaining why it's better
  - **b** providing examples of other similar situations
  - c stating the purpose of your letter
  - **d** saying what you expect from the magazine
  - e citing arguments for and against the plan
  - **f** expressing criticism and possible negative effects
- Read the text again. Which of the tasks 1-3 below does it fulfil?
  - **1** A new mall is going to be built on the place of one of the parks in your town. Write a letter to a local magazine in which you describe the history of that park and explain why it should be saved.
  - 2 The city authorities have agreed to the construction of a shopping mall on the place of one of the local parks, but many residents disagree with that opinion. Write a letter to a local magazine in which you provide opinions of both sides of this discussion and suggest the best place to build the mall.
  - 3 Your local park is going to be turned into a shopping mall soon. Write a letter to the local magazine in which you criticise the decision to build it in this particular location and suggest an alternative place for it.

- 5 Study the Key Phrases and complete the sentences with the correct forms of the words in brackets.
  - 1 | (write / draw / attention) the plans of the new highway going through our town.
  - 2 I (wish / express / concern) the suggested changes.
  - 3 It (be / bound / cause) a lot of noise.
  - 4 It (might / result / damage) the historic buildings surrounding the construction site.
  - 5 I would like (encourage / you / investigate) the potential problems.

#### **Key Phrases**

#### A letter to the editor

#### Greeting and referring to the issue/article

Dear Editor. ...

I am writing with reference to an article / the decision ... I wish to draw your attention to / express my opinion concerning / protest against / express/voice my concern about ...

#### Objecting / Expressing criticism / Predicting results

I am particularly worried/alarmed about the fact that ...

It seems particularly ill-advised/unwise because ...

It concerns many residents that ...

It is certainly worrying/upsetting.

The worst thing is that ...

It is certain/bound/sure to ...

It might/will lead to the damage/destruction of ...

#### **Providing an alternative solution**

Allow me to suggest ...

It would be far more beneficial to everyone if ...

Undoubtedly, the preferred alternative would be to ...

Alternative options such as ... should be considered. It might lead to / result in ...

As a result, not only ..., but also ...

#### **Closing remarks**

I hope I have managed to convince you of the importance of this issue.

I look forward to your article concerning this issue. I would like to encourage you to investigate the issue.

6 Read the WATCH OUT | SKILLS box. Which discourse markers did Jason use in his letter?

#### WATCH OUT | SKILLS

**Text flow** 

Remember to use discourse markers to make your text flow in a smooth manner.

To make general statements: as a rule, by and large To emphasise your point: indeed, in fact

To give extra details: actually, as a matter of fact, both ... and ..., furthermore, moreover, not only ... but also To introduce contrast: although, however, while To introduce a result: as a result, consequently To clarify your point: after all, I mean, that is to say

**7 SPEAK** Work in pairs. Go to page 156 and follow the instructions.

8 Do the writing task. Follow the steps in the Writing Planner.

Właśnie dowiedziałeś/dowiedziałaś się o planach przeprowadzenia autostrady przez tereny zielone na obrzeżach Twojej miejscowości. Napisz list do lokalnej gazety (200–250 słów), w którym przytoczysz krytyczne opinie mieszkańców na ten temat oraz zasugerujesz alternatywne rozwiązanie.

#### WRITING PLANNER



#### **THINK**

Decide what the benefits of such a project could be (e.g. connecting the main motorways, a by-pass of your town, less in-town traffic, etc.). Make a list of possible arguments against it (e.g. noise and pollution, destruction of the local ecosystem, fewer recreational areas for residents, etc.).

#### **PREPARE**

Organise your notes into four paragraphs:

- **1** opening greeting, stating the purpose of your
- 2 expressing criticism of the project and presenting its possible negative effects,
- **3** providing an alternative solution,
- 4 saying what you expect from the magazine, closing remarks.

#### **WRITE**

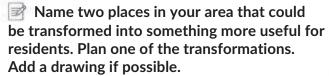
Write your letter. Use your notes and the Key Phrases.

#### **CHECK**

Read your letter and answer the questions:

- Have you included and developed both parts of the
- Is your text within the word limit (200–250 words)?
- Have you checked your letter for spelling mistakes?

## **FAST FINISHERS**



Look online for a report from a successful protest of local residents against a planned construction of a building, a road, paving the main square, etc. Make a list of arguments they used and their ways of protesting. Present your findings to the class.

#### **VOCABULARY**

- Complete the sentences.
  - 1 Few people can afford to purchase p p r y without taking a mortgage these days.
  - 2 The 2 t 2 l 2 2 2 s you need to pay for every month include electricity and hot water.
  - 3 I'm allowed to have only a \$50 o @ @ r @ @ @ f @ on my account.
  - 4 I'm tired of the u t e and bustle of city life.
  - 5 With four new t n n new t n n buildings in the area, this street is going to be extremely crowded.
  - 6 One of the mm mm n m t mm s available to residents is a swimming pool.



**Complete the sentences with the adjectives** from the box. There are two extra adjectives.

abundant affordable average fixed furnished hideous medieval secular

- 1 People with a(n) income cannot afford to live in this neighbourhood.
- **2** Unfortunately, expenses take most of my salary.
- **3** The room we were supposed to stay in was ! I'd never seen anything so ugly.
- 4 It used to be a religious building, but it was converted into a(n) one a few years ago.
- 5 I particularly admired the \_\_\_\_\_\_ trees and flowers in the churchyard. I like places full of
- **6** None of the flats we were shown by the agent - we could only have paid half of the amount.



#### GRAMMAR

- Correct the mistakes in the sentences.
  - 1 My phone wouldn't turn on and Lucy admitted to break it.
  - 2 Nathan told to me that he had seen some graffiti on the new block of flats.
  - 3 Did George say he must go after I left yesterday?
  - 4 My brother told me not go with him because he doesn't want me there.
  - 5 They said they haven't heard of any cases of burglary.
  - 6 Emma wanted to make a transfer, but I refused helping her.

### 4 Change the sentences into reported speech.

- 1 'I won't go to the wedding with you,' said Beth.
- 2 'Do you like this flat?' asked Tom.
- **3** 'Where have you been?' Mary asked me.
- 4 'Let's spend some time together,' suggested Lou.
- 5 'I'm sorry I was so mean,' Lena apologised.
- 6 'What time are they coming?' asked Mum.

## USE OF ENGLISH 1 2 3 4 5 6 7 8

Choose the correct options.

It 1 like a legit email from the bank asking me to change my password – it had my name and mentioned the name of my branch, so I thought it 2 be genuine. If I hadn't noticed that there was one letter missing from the address, I 3 realised that it was a scam. I nearly fell for it, but realised at the last minute that they were phishing and just wanted to get hold of my password to take money out of my account. I 4 that mistake again.

When she was younger, my sister Isabel, 5 was still at school, was the victim of cyber bullying. There were two girls who post really horrible things about her, including photos that they had secretly taken of her on their phones during a PE lesson. Her computer 7 with ransomware by the same two girls. She didn't pay them, though – at that point she told our parents 8 the police.

- 1 A looked
  - C had looked
- 2 A should
  - C can't
- 3 A hadn't have
  - **C** didn't have
- 4 A don't make
  - C won't do
- 5 A who
  - **C** -
- 6 A use to
  - **C** used to
- **7** A infected
  - **C** infects
- 8 A to have called
- C call

- **B** was looking
- **D** looks
- **B** had to
- D may
- **B** had
- **D** wouldn't have
- B won't make
- **D** don't do
- **B** that
- **D** which
- B was
- D had
- **B** was infected
- **D** will infect
- **B** calling
- **D** to call

- 6 Complete the second sentence with up to five words so that it means the same as the first one.
  - 1 'Don't take it out on me,' said Karl. Karl it out on him.
  - 2 It's a pity we didn't inform the other residents about the event.
    - I wish residents about the event.
  - 3 They didn't let me enter the house without the estate agent.
    - the house without the estate agent.
  - 4 'We didn't leave the door open!' both boys said. Neither leaving the door open.
  - **5** When did you start renting this apartment? How long this apartment?
  - **6** A plumber is coming to fix the pipe tomorrow. We are tomorrow.

#### LISTENING

2.30 Listen to part of a lecture about modern technology in building and complete the notes.



- Some technological advancements first appeared in 1 e.g. the creation of a 3-D printer was first predicted by Arthur C. Clarke in <sup>2</sup>
- 3-D printing is used to make simple objects at home, and human skin
- NOVELTY: it is now possible to live in printed houses the first ones were built in countries such as 3



- the price of a 55-75 m<sup>2</sup> house
- the house of the Ramdani family was printed within 5
- new possibilities for housing projects, e.g. in El Salvador

#### SPEAKING

8 Read the instructions and do the task. Then change roles and do the task again.

#### Uczeń A

Wraz z kolegą/koleżanką ze studiów (uczeń B) wynajmujesz mieszkanie w centrum miasta. Nie jesteś zadowolony/zadowolona z mieszkania w tym lokalu i chcesz zaproponować współlokatorowi/współlokatorce zmianę. W rozmowie z uczniem B porusz następujące cztery kwestie:



#### Uczeń B

Twój współlokator / Twoja współlokatorka (uczeń A) chce poszukać nowego mieszkania do wynajęcia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś ucznia A o wyjaśnienie jakiejś kwestii,
- nie zgódź się z opinią ucznia A,
- powiedz, że lubisz Waszych obecnych sąsiadów,
- poinformuj, że nie masz obecnie dodatkowych funduszy na depozyt.

Rozmowę rozpoczyna uczeń A.

#### WRITING

9 Read the instructions and do the task.

Niedawno przeczytałeś/przeczytałaś artykuł krytykujący postęp technologiczny. Artykuł wydał Ci się nieobiektywny, ponieważ nie przedstawił alternatywnego punktu widzenia. Napisz list do redakcji gazety (200–250 słów), w którym wyrazisz swoje niezadowolenie z publikowania stronniczych artykułów oraz przedstawisz pozytywne strony wpływu technologii na życie.

## **Grammar Reference Unit 7**

#### 7.2 Reported speech (statements, questions and commands)

#### Reported statements

Aby przytoczyć daną wypowiedź w mowie zależnej, stosujemy tzw. reporting verbs, np.: say czy tell. Jeżeli reporting verb występuje w czasie przeszłym, należy "cofnąć" czas w przytaczanej wypowiedzi.

e i i i i i i i i i i i i i i i i i i i		
Direct speech	Reported speech	
Present tenses		
Present simple	Past simple	
'The soup isn't hot.'	She said that the soup wasn't hot.	
Present continuous	Past continuous	
'We're looking for a flatmate.'	They said that they were looking for a flatmate.	
Present perfect simple	Past perfect simple	
'I've seen this film before.'	I said that I had seen that film before.	
Past tenses		
Past simple	Past perfect simple	
'We called you earlier.'	They said that they had called me earlier.	
Past perfect simple	Past perfect simple	
'I had never met a celebrity before.'	She said that she had never met a celebrity before.	
Future tenses		
will	would	
'I will make a cup of tea.'	He said that he would make a cup of tea.	
We'll be landing around seven.'	They said that they'd be landing around seven.	
'Tom won't have finished work by noon.'	She said that Tom wouldn't have finished work by noon.	
'I'll have been living here for two years by the end of May.'	I said that I'd have been living there for two years by the end of May.	

#### **UWAGA!**

Niektóre czasowniki modalne (np.: should, might) nie zmieniają się w mowie zależnej. Pozostałe czasowniki modalne (np.: can, must, have to, need to) przyjmują formę czasu przeszłego, np.:

You shouldn't go out.'  $\rightarrow$  Zoe said that I shouldn't go out.

'We don't have to wear uniforms.'  $\rightarrow$  They said that they didn't have to wear uniforms.

W mowie zależnej poza czasami gramatycznymi zmieniają się również:

- określniki czasu i miejsca: now then/at that time; today –
  that day; tonight that night; yesterday the day before; last
  (week) the (week) before; tomorrow the next/following day;
  next (month) the following (month); (two hours) ago –
  (two hours) before/earlier;
- zaimki wskazujące: this that; these those.

#### Reported questions

Aby przytoczyć pytanie w mowie zależnej, należy zastosować czasownik *ask*. Treść pytania jest wprowadzana za pomocą *if/whether* lub odpowiedniego zaimka pytajnego, po których następuje szyk zdania twierdzącego, np.:

'Do you like this hat?' 

She asked (me) if Lliked ti

'Do you like this hat?'  $\rightarrow$  She asked (me) if I liked that hat.

'Where did you park?'  $\rightarrow$  I asked (him) where he had parked.

#### Reported commands

Polecenia i rozkazy w mowie zależnej przytaczamy za pomocą konstrukcji: *tell sb (not) to do sth*, np.: 'Keep quiet!' The officer *told us to keep* quiet. 'Don't share this photo online!' They told me not to share that photo online.

#### 7.7 Reporting verbs

Różne czasowniki wprowadzające mowę zależną występują w różnych konstrukcjach składniowych.

- czasownik + bezokolicznik z to, np.: agree, claim, decide, offer, promise, refuse, threaten:
   Lilly threatened to tell Mum about the fight.
- czasownik + dopełnienie + bezokolicznik z to, np.: advise, ask, beg, convince, encourage, forbid, invite, order, persuade, remind, tell, warn, urge:

I persuaded her not to call the police.

• czasownik + -ing, np.: admit, deny, propose, recommend, regret, suggest:

The technician suggested reinstalling the program.

- czasownik + (dopełnienie) + przyimek + -ing, np.: accuse of, apologise for, blame for, congratulate on, insist on, object to, thank for, warn against: Ed apologised to Sarah for breaking his promise.
- czasownik + (dopełnienie) + that, np.: add, admit, assure, announce, answer, argue, claim, comment, complain, confess, confirm, deny, explain, inform, insist, point out, promise, remember, reply, report, reveal, say, shout, tell, threaten, warn:

The receptionist assured us that the room had been paid for.

Extra Grammar Practice >> 153

### - KEY WORDS

VO	CABULARY 1	↑ MP3 51
affordable	/əˈfɔːdəbəl/	osiągalny, przystępny (cenowo)
amenities	/əˈmiːnətiz/	udogodnienia
attempt	/əˈtempt/	próba
barely	/ˈbeəli/	ledwo
chalet	/ˈʃæleɪ/	domek w stylu alpejskim, domek letniskowy
deposit	/dı'pɒzıt/	zaliczka
estate agent	/ı'steit ˌeidʒənt/	pośrednik w handlu nieruchomościami
fully furnished	/ˌfʊli ˈfɜ:nıʃt/	w pełni umeblowany
hideous	/ˈhɪdiəs/	ohydny, okropny
hustle and bustle	/ˌhʌsəl ənd ˈbʌsəl,	zgiełk i zamęt
inn	/ın/	gospoda, karczma
mesmerised	/ˈmezməraɪzd/	zahipnotyzowany, zafascynowany
object to sth	/əbˈdʒekt tə ˌsʌm6	nj/ sprzeciwiać się czemus
off the beaten track	/ˌɒf ðə ˌbi:tən ˈtræ	ek/ na uboczu
pastoral	/ˈpaːstərəl/	sielski
property	/ˈprɒpəti/	nieruchomość
resident	/ˈrezɪdənt/	mieszkaniec
run-down	/ˌrʌn ˈdaʊn/	podupadły, zaniedbany
rural area	/ˌrʊərəl ˈeəriə/	okolica wiejska
rustic	/ˈrʌstɪk/	rustykalny, wiejski
shack	/ʃæk/	szopa, chałupa
storey	/ˈstɔːri/	piętro
tenement building	/ˌtenəmənt ˈbildiŋ.	kamienica czynszowa
within	/wiðˈin/	w, w obrębie, w zasięg

GRAMMAR 1	MP3 52	
/ hi ˈfaɪnd/	zosta	

be fined	/ˌbi ˈfaɪnd/	zostać ukaranym
		grzywną
consent	/kənˈsent/	pozwolenie
damage	/ˈdæmɪdʒ/	szkoda, zniszczenie
feature	/ˈfiːtʃə/	cecha
incident	/'insidənt/	wydarzenie, incydent
investigate	/ın'vestigeit/	sprawdzić, przeprowadzić dochodzenie
pavement	/'peɪvmənt/	chodnik
tenant	/'tenənt/	lokator, najemca

### SPEAKING MP3 53

	The same of the sa	
in advance	/ˌɪn ədˈvɑːns/	z góry, uprzednio
landlord	/ˈlænˌlɔ:d/	właściciel
lease term	/ˈliːs tɜːm/	okres najmu
reference	/'refərəns/	referencja, polecenie
relocate	/ˌriːləʊˈkeɪt/	przenosić się, przeprowadzać się
rental application	/ˈrentəl æpliˌkeiʃən/	umowa najmu
security deposit	/sıˈkjʊərəti dıˌpɒzɪt/	kaucja
spare key	/ˌspeə ˈkiː/	zapasowy klucz

	KLADING I MI	J J T
abundant	/əˈbʌndənt/	liczny
be stripped of sth	/ˌbi ˈstrɪpt əv ˌsʌmθɪŋ/	być pozbawionym czegoś
co-existence	/ˌkəʊɪgˈzɪstəns/	współistnienie
conquest	/ˈkɒŋkwest/	podbój
conservator	/ˈkɒnsəveɪtə/	konserwator
convert	/kənˈvɜːt/	przerobić, zmienić
emblem	/ˈembləm/	symbol
faith	/feiθ/	wiara
heritage	/'heritidʒ/	dziedzictwo
iconic	/aı'kɒnık/	kultowy, charakterystyczny
justified	/ˈdʒʌstɪfaɪd/	uzasadniony
marvellous	/'ma:vələs/	cudowny, wspaniały
medieval	/ˌmediˈiːvəl/	średniowieczny
mere	/mıə/	zwykły, zwyczajny
monument	/ˈmɒnjʊmənt/	pomnik
mosque	/mpsk/	meczet
member of opposition	/nembər əv ˌɒpəˈzɪʃən/	członek opozycji

ornaments	/ˈɔːnəmənts/	ornamenty, zdobienia
pillar	/ˈpɪlə/	filar, kolumna
precious	/ˈpreʃəs/	drogocenny
proclaim	/prəˈkleɪm/	ogłaszać, uznawać
prompt	/prompt/	spowodować
rectangular	/rekˈtæŋgjʊlə/	prostokątny
remain	/rɪˈmeɪn/	pozostawać
remarkably	/rıˈmaːkəbli/	niesamowicie
resistance	/rıˈzɪstəns/	opór, sprzeciw
secular	/ˈsekjʊlə/	świecki
temple	/'tempəl/	świątynia
unparalleled	/ʌnˈpærəleld/	niezrównany, niespotykany

#### VOCABULARY 2 A MP3 55

average income	/ˌævərɪdʒ ˈınkʌm/	średni dochód
bank transfer	/'bæŋk ˌtrænsfɜ:/	przelew
be tempted to do	/ˌbi ˌtempted tə ˈduː ˌsʌmθιη/	mieć ochotę zrobić coś
current account	/ˈkʌrənt əˌkaʊnt/	rachunek bieżący
financially stable	/faiˌnænʃəli ˈsteɪbəl/	stabilny finansowo
fixed expenses	/ˌfɪkst ɪkˈspensəz/	stałe wydatki
get the hang of sth	/ˌget ðə ˈhæŋ əv ˌsʌmθɪŋ/	zrozumieć, połapać się w czymś
in debt	/ˌin ˈdet/	zadłużony
interest rate	/'ıntrəst reıt/	stopa procentowa
make ends meet	/ˌmeɪk ˌends ˈmiːt/	wiązać koniec z końcem
make payments	/ˌmeɪk ˈpeɪmənts/	dokonać opłat
monthly budget	/ˌmʌnθli ˈbʌdʒɪt/	miesięczny budżet
multiple	/ˈmʌltɪpəl/	wiele
overdraft	/ˈəʊvəˌdra:ft/	przekroczenie stanu konta, debet
purchase property	/ˌpɜːtʃəs ˈprɒpəti/	kupić nieruchomość
standing order	/ˌstændɪŋ ˈɔ:də/	zlecenie stałe
take out a mortgage	/ˌteɪk aʊt ə ˈmɔːgɪdʒ/	zaciągnąć kredyt hipoteczny
utilities	/juːˈtɪlətiz/	media, usługi komunalne

### LISTENING MP3 56

/ˈænjuəl/	roczny
/ˌbi ɪnˈtaɪtəld tə ˌsʌmθɪŋ/	mieć prawo do czegoś
/ˌkɒmprɪˌhensıv	pełne ubezpieczenie
- ''	•
	pokrywać
/ˌfaɪl ə ˈkleɪm/	wnieść roszczenie
/ˈflʌdɪŋ/	zalanie, powódź
/ınˈʃʊərəns kleım/	roszczenie ubezpieczeniowe
/ınˈʃʊərəns ˌkʌmpəni/	towarzystwo ubezpieczeniowe, agencja ubezpieczeniowa
/eblosi ,heolod/	posiadacz polisy, ubezpieczony
/ˈpriːmiəm/	składka ubezpieczeniowa
/ˌriːd ðə ˌsmɔːl ˈprɪnt/	bardzo starannie przeczytać umowę, czytać drobny druczek
/ˌriːɪmˈbɜːsmənt/	zwrot/pokrycie kosztów
/rɪˌnjuː ˌwʌnz ɪnˈʃʊərəns/	odnowić ubezpieczenie
/ˌstændɪŋ ˈwɔːtə/	stojąca woda
/ˌteɪk aʊt ɪnˈʃʊərəns/	wykupić ubezpieczenie
	/,bi in'taitald ta ,sxm0in/ /,kompri,hensiv in'joarans ,polasi/ /'kxva/ /,fail a 'kleim/ /'flxdin/ /in'joarans kleim/ /in'joarans ,kxmpani/  /'polasi ,haolda/ /'pri:miam/ /,ri:d ða ,smo:l 'print/  /,ri:im'ba:smant/ /,risendin 'wo:ta/

#### 

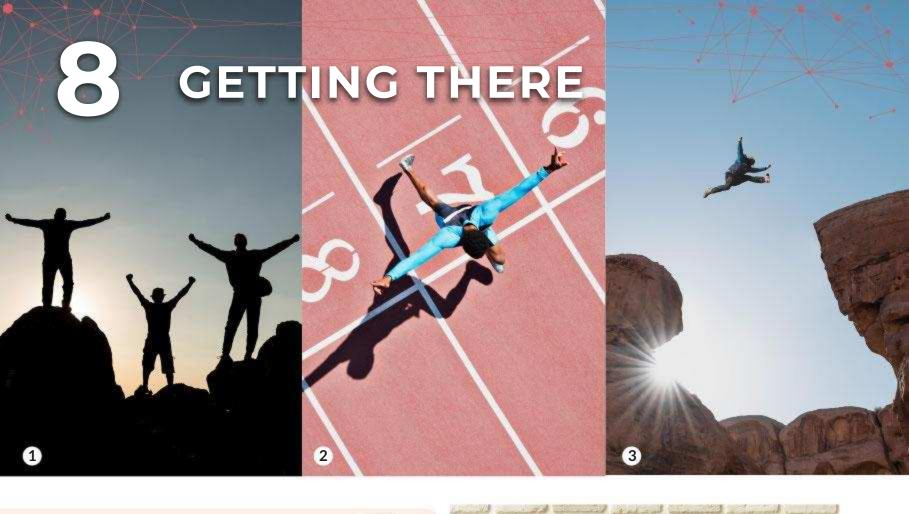
	CIVII II II II Z	WIND O ST
back out	/ˌbæk ˈaʊt/	wycofać się
cross one's heart	/ˌkrɒs wʌnz ˈhaːt/	dawać słowo, obiecywać
encourage	/ınˈkʌrɪdʒ/	zachęcać
makeover	/ˈmeɪkˌəʊvə/	całkowita odmiana
suspicious	/səˈspɪʃəs/	podejrzany

## USE OF ENGLISH A MP3 58

nest	/nest/	gniazdo
quarrel	/ˈkwɒrəl/	kłócić się, sprzeczać

## WRITING MP3 59

ill-advised	/ˌɪl ədˈvaɪzd/	nierozważny, nierozsądny
radius	/'reıdiəs/	promień
revitalise	/riːˈvaɪtəlaɪz/	ożywiać
utilise	/ˈjuːtɪlaɪz/	wykorzystać, spożytkować
voice	/vois/	wyrażać, dawać wyraz
		czemuś



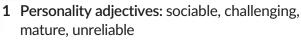
**SPEAK** Look at the photos and read the idiom. Answer the questions.

The sky's the limit.

(English idiom)

- Which of the photos illustrates the concept of 'achievement' best? Why?
- What do you think defines success?
- What does the idiom mean? Do you agree with it? What qualities can lead to achievement?

### Choose the odd word out in each category.



- **2** Collocations with *get*: a part-time job, a driving licence, something for a living, the know-how
- 3 Learning experiences: a vocational course, an apprenticeship, an exchange, a shift
- **SPEAK** Read the text. Do you think people naturally have the highlighted skills and personal qualities, or can they be learnt?

### **EmployABILITY**

#### Be a self-starter

Employers want to hire people who are resourceful and resilient so that they are able to find solutions to problems and work well under pressure. A self-starter demonstrates a willingness to learn in new situations and doesn't need to be pushed - they're self-motivated, so they're driven to do things by themselves whenever the need arises.

#### Be a team player

Employers also look for team players. A team player doesn't just sit back and watch whilst others get on with the hard work. They are adaptable, so they'll deal with whatever the team needs at any given time. They are also trustworthy because they aren't only out for their own gain. And if trouble breaks out among the team, a team player will be there to sort it out thanks to their strong conflict-resolution skills.

#### Be an effective worker

The final quality that employers value is e iciency. An e icient worker has a strong work ethic. They have excellent decision-making and problem-solving skills, and they deliver on schedule too, due to their excellent time-management skills.



## Personal qualities · Skills

- **KEY WORDS** Match the highlighted words and phrases from exercise 2 to definitions 1-12.
  - 1 the ability to decide what to do about something, especially in an organisation
  - 2 the belief that hard work is important
  - 3 honest, safe or reliable
  - 4 able to recover quickly after a problem
  - 5 good at finding effective ways to deal with difficulties
  - 6 able to change their behaviour or ideas easily in order to deal with new situations
  - 7 be able to deal with stressful situations
  - 8 the desire to acquire knowledge and develop new skills
  - 9 the ability to organise and plan how to use your time efficiently
  - 10 the ability to mediate and help people resolve differences
  - **11** the ability to find solutions to problems
  - 12 able to do tasks without supervision

#### 4 Choose the correct options.

- 1 She's always been adaptable / self-motivated and likes to get things done without needing any extra encouragement.
- 2 In the medical profession, especially in emergency situations, it is crucial to be trustworthy / work well under pressure.
- 3 If you don't have good time-management / conflictresolution skills, you will be less effective.
- 4 Bank employees must be adaptable / trustworthy that's why banks run checks for criminal records when they are recruiting.
- 5 A willingness to learn / strong work ethic means you will always be up-to-date with changes in your field.
- **6** Liam put his conflict-resolution / time-management skills to good use when two members of his team had a disagreement about the project.
- 7 Actors have to be resilient / self-motivated to cope with the rejection they face after unsuccessful auditions.
- 8 If you are running your own business, it's important to have a strong work ethic / be resourceful when dealing with new situations and difficulties.
- 3.01 Listen to Olivia and James talking about the skills and personal qualities from the text in exercise 2. Which do they think they each have?



**6 KEY WORDS** Read the WATCH OUT box. Then read the definitions and complete compound adjectives 1-8 with the highlighted words below. There may be more than one correct answer.

## People we %

- minded: people who treat everyone equally
- <sup>2</sup> back: people who don't get stressed and are relaxed about life
- <sup>3</sup> witted: people who are fast to think of good ideas or answers (or jokes!)
- <sup>4</sup> minded: people who accept you for who you are and are tolerant of other people's behaviour

## People we

- <sup>5</sup> willed: people who are determined to do what they want, no matter what you say to them
- 6 tempered: people who get angry at the slightest thing
- <sup>7</sup> centred: people who think everything revolves around them and don't care about others
- 8 mannered: people who are rude and just don't know how to behave

#### **WATCH OUT**

#### Compound adjectives

A compound adjective is an adjective that is made up of more than one word. Compound adjectives are usually linked by hyphens, e.g. good-looking.

**SPEAK** What personal qualities do you value most in your friends, classmates and relatives?



**SPEAK** Describe the video still and answer the questions.



- Sainsbury's Local **▶**11 ·
  - 1 Where could you find this photo of social distancing? Where might you see similar situations?
- 2 Which of the skills and personal qualities from this lesson were useful during the lockdown in 2020?

## **FAST FINISHERS**

What are your top three achievements in life?

## Gerunds and infinitives

- 1 SPEAK Are you planning to start any activities or courses soon? Are you keen on learning something in particular?
- 2 SPEAK Read the text. Which course would you choose to do?



# GREENWELL COLLEGE COURSE FINDER

#### **Baking technology management**

<sup>a</sup>Do you dream of **becoming** a professional baker? On this course, <sup>b</sup>you will not only learn **to bake** like a MasterChef, but also develop your leadership and finance skills as well as <sup>c</sup> practise **managing** your own business.

#### Digital and social media

<sup>d</sup> Do you intend **to pursue** a career in social media? <sup>e</sup>This course encourages participants **to explore** both theory and practice. Choosing your degree path carefully will equip you to go straight into the media industry. <sup>f</sup>To apply, send us your portfolio and show how tech-savvy you are.

#### Surf science and technology

<sup>9</sup> It isn't difficult **to see** the attraction of this course for someone whose passion is surfing or hwho wants to keep **discovering** more and more of this sport's history and development.

<sup>1</sup> If you fancy **exploring** areas such as wave formation, computer-aided design or the surf industry, apply now!

3 Study the grammar table and complete it with examples a-i from the text in exercise 2.

#### **Key Grammar**

#### **Gerunds and infinitives**

We use the gerund after a preposition, e.g. I'm tired of learning dates by heart., Tom is into programming., <sup>1</sup>

We use the **to-infinitive** after certain adjectives, e.g. *It was* nice to meet him at last., <sup>2</sup>, and to express purpose, e.g. <sup>3</sup>

#### Verb patterns

When one verb is followed by another, they may follow various patterns:

- verb + to-infinitive (e.g. afford, decide, deserve, help, intend, learn, manage, mean, plan), e.g. I'm planning to do a baking course., <sup>4</sup> , <sup>5</sup>
- verb + gerund (e.g. avoid, can't help, consider, fancy, imagine, keep, miss, practise, suggest), e.g. I avoided taking the exam as long as I could., 6 , 7 , 8
- verb + object + to-infinitive (e.g. allow, enable, encourage, expect, force, help), e.g. The diploma enabled me to get the job I wanted.,
- verb + object + infinitive without to (e.g. make, let, help),
   e.g. My parents made me study medicine., Do they let you go out after dark?

Grammar Reference > 132

4 3.02 Listen to a conversation and complete the sentences with the correct forms of the verbs from the box. There are two extra verbs.

give have learn prepare read receive teach

- 1 The article suggests life skills in schools.
- 2 Kian thinks it's a good idea for schools to consider lessons in managing money.
- **3** Emily thinks life skills lessons could help teenagers for real-life situations.
- 4 Emily avoids her bank statements.
- 5 The article says that teenagers should learn fun in stressful situations.
- 5 Complete the second sentence so that it means the same as the first one. Use the word in capitals.
  - 1 I don't have enough money to go out tonight. AFFORD out tonight.
  - 2 Kali managed to get into university. SUCCEEDED Kali university.
  - 3 I didn't lose your revision notes on purpose. MEAN I your revision notes.
  - 4 Would you like to go to a concert on Friday? FANCY to a concert on Friday?
  - 5 They didn't allow Mark to join the club. LET They the club.
- Read the WATCH OUT box and complete the sentences with the correct gerund or infinitive forms of the verbs in brackets.
  - 1 a We regret (inform) you that the gallery is closed for renovation.
    - **b** I regret (not study) philosophy at school I'd like to know more about it.
  - 2 a Why don't you try (switch) it off and then on again?
    - **b** Have you ever tried \_\_\_\_\_ (learn) a third or fourth language?
  - 3 a Ryan never remembers (bring) back library books on time.
    - b She didn't remember \_\_\_\_\_ (lend) me£20, but I paid her back anyway.

#### WATCH OUT

Gerunds and infinitives: a change of meaning

Some verbs, e.g. *forget, regret, remember, stop, try*, etc., are followed by either a gerund or an infinitive, but with a difference in meaning.

Grammar Reference >> 132

7 SPEAK Go to page 156 and follow the instructions.

## 

Make a list of non-academic skills you would like to learn before going to university.

### Discussing advantages and disadvantages

**SPEAK** Which of the jobs from the box are shown in the photos? Which job do you think would be the most suitable for you? Why?

> environmental protection technician research assistant sound technician video editor





3.03 Listen to the dialogue and complete the table about the jobs from exercise 1.

	Advantages	Disadvantages
Photo 1		
Photo 2		

3 3.03 Zisten again and complete the Key Phrases box.

#### **Key Phrases**

## Discussing advantages and disadvantages

#### Introducing the topic

On first consideration, this seems ...

#### Talking about advantages and disadvantages

The first/main advantage/disadvantage of ... is (the fact) that ...

Another advantage/disadvantage is that ...

One major/significant/convincing argument for/ in favour of/against ... is that ...

A possible/potential downside/drawback of/to ... is that ... Another good/bad point about ... is that ...

An obvious positive/negative aspect of ... is that ...

2

#### **Showing contrast**

Nevertheless, / However, ...

On the one hand. ...

#### Summing up your argument

Having looked at both sides of the argument, I believe/ think ...

In conclusion, ... / To sum up ...

Complete the text. Use the Key Phrases.

Let's talk about setiing up your own business as your first job. On <sup>1</sup>////////, it may seem like a perfect solution. The main <sup>2</sup> is that you manage your own time and don't have any supervisor who you need to report to. Another major <sup>3</sup> for running a startup is that you learn a lot - I mean, the whole company depends on you, so you need to be quite versatile and resourceful. 4 running a business is, in fact, one of the most difficult things you can do for a living. A major is that you're constantly under pressure. Another potential 6 difference of being your own boss is the fact that you don't really earn much to begin with. 7 at both sides of the argument, it seems like setiing up your own company may not be the best way to start your career.

- 5 3.04 Read the WATCH OUT box and listen to the sentences. Which sound do the underlined letters contain: /ı/ or /iː/?
  - 1 In my opinion, it would be better to spend the money on improving some things.
  - **2** Please get in touch with our employees.
  - 3 The other thing we need to do is to select the people.
  - 4 When do you think we could meet this guy?

#### WATCH OUT

#### Pronunciation: /i/ and /iː/

In English, there are more vowel sounds than in Polish. It is important to pronounce these as accurately as possible, as it may change the meaning of the word if the vowel sound isn't correct, e.g. ship /1/ vs sheep /iː/.

SPEAK Work in pairs. Student A, look below. Student B, look at page 160.





Popatrz na zdjęcia przedstawiające różne sposoby szukania pracy. Który z nich poleciłbyś/poleciłabyś młodym ludziom chcącym podjąć pierwszą pracę?

- Wybierz sposób, który uważasz za najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

## FAST FINISHERS

Name two advantages and two disadvantages of being a secondary school student.

#### An article about a mission to Mars

- 1 SPEAK Would you consider living on another planet? Why/Why not?
- 2 3.05 Listen to the recording. Would Daniel like to be part of a mission to Mars? Why/Why not?
- 3 Read the WATCH OUT | SKILLS box. Then read the text on page 123 quickly. What is it about?

#### WATCH OUT | SKILLS

# Approaching a reading comprehension task

When doing a reading comprehension task in an exam, first read the entire text quickly to identify the main ideas. Try to recognise the purpose of the text and find some key words. Do not focus on grammatical structures or words that you do not know.

- 4 3.06 Read the article and choose the correct options.
  - 1 Why did the organisers of the Mars One mission insist on applicants being committed to the project?
    - **A** Because of the duration of the journey.
    - **B** Because the selected astronauts were expected to obey the project managers.
    - **C** Because it was likely that the astronauts would never come back to Earth.
    - **D** To ensure that candidates did not resign at the last minute.
  - 2 What do the time and length of the journey to Mars mainly depend on?
    - A The orbits of Earth and Mars.
    - **B** Whether Earth and Mars are lined up with the sun.
    - **C** The time it takes for Mars to be nearest Earth.
    - **D** The calculations for the return journey.
  - **3** Which of the following would <u>not</u> exclude a candidate from the selection process?
    - A Being underage.
    - **B** Wearing glasses.
    - **C** Being a non-English speaker.
    - **D** Being a smoker.
  - 4 In the article, the author
    - A states that he/she hopes to find evidence of alien life on Mars.
    - **B** describes the scientific background and professional experience of people who went to Mars.
    - **C** provides a biography of a woman who is training to become an astronaut.
    - **D** enumerates some of the requirements for becoming a Mars astronaut.

# 5 Complete the summary of the article with up to four words in each gap.

In the article, the author first introduces a ¹ who sets a good example for all teenagers wishing to become astronauts. He/She then goes on to enumerate some of the key ² every astronaut should have. For example, they need to be strong mentally and have some academic background in ³ studies. The author also mentions some ⁴ attributes, such as height, vision and general fitness, that are expected of space mission candidates. He/She concludes by saying that meeting all of the requirements does not necessarily mean that you will be ⁵

# **6 KEY WORDS** Match the highlighted words from the article to definitions 1–9.

- 1 based your plans on a fact that you believe is true
- 2 the ability to recover quickly after a problem
- 3 loyal to an idea and willing to work for it
- 4 try to avoid
- 5 be an advantage to her
- 6 beginning to doubt a previously made decision
- 7 using all your energy, strength and determination to achieve something
- 8 the time and effort that you spend on something
- 9 any of the qualifications you get at a university
- 7 Translate into English. Use the correct forms of the highlighted words from the article.

In our team, we 1	(pracujemy w założeniu)
that everybody shou	ıld be given a fair chance to succeed.
But we expect tota	l <sup>2</sup> (oddania), and you
really need to 3	(dać z siebie wszystko).
Also, 4	(odporność) in stressful situations
will definitely 5	(da ci przewagę).

If you are planning to become a police officer, first of all, you need to 6 (trzymać się z dala od) trouble and be fully 7 (oddany). I mean, you can't really 8 (mieć wątpliwości). You have to be sure you want to serve the community. It's much more important than a 9 (stopień naukowy).

## 8 **SPEAK** Answer the questions.

- 1 Is the article encouraging for people who would like to become astronauts? Why/Why not?
- **2** How do you think life would be similar or different on another planet?

## **STAST FINISHERS**

Imagine you were selected to go on a mission to Mars. Which three personal possessions would you take with you?

Search for another human space mission and prepare a short presentation about it.

# HOW TO GET ON THE FIRST MISSION TO MARS



Alyssa Carson turned twenty-one in 2022 and has dreamed of going to Mars since she was just three years old. She has been training to be an astronaut and **going all out** to be one of the first humans to travel to Mars for most of her life. If, like Alyssa, you think you could be one <sup>5</sup> of the first astronauts on Mars, here's what you will have to do.

## 1 BE TOTALLY COMMITTED

Alyssa's devotion to a future Mars mission is absolute, and this devotion is very necessary. An early, privately funded Mars project called Mars One, for example, worked on the assumption that the first humans who travel to Mars would never get back to Earth. As a result, mental stability was the <sup>10</sup> top requirement, and indeed the key characteristics of an astronaut listed on the Mars One recruitment page were all psychological rather than technical. They included **resilience**, adaptability, curiosity, creativity and the ability to trust. The first colonisers were expected to show complete **dedication** to the mission and to those in charge of getting them there.

## **2 HAVE THE RIGHT TECHNICAL SKILLS**

15 Apart from sound mental health, government-backed space programmes such as NASA require astronauts to have a university degree in engineering, maths, computer science, physics or biology. After that, candidates need at least two years' professional experience or one thousand hours in command of a jet aircraft. This work experience can be replaced by <sup>20</sup> scientific research, and some teaching experience is considered a plus.

### 3 BE READY FOR A LONG TRIP!

The 'red planet', as it's often called, is around fifty-five million kilometres from Earth at its closest point. A journey to Mars will take about six to seven months, depending on the alignment of the planets when the mission sets off. Not only will it take a long time to get there, but <sup>25</sup>before future astronauts are able to start their return to Earth, they will have to stay on Mars for nineteen to twenty months until the two planets re-align. So far, no one has spent so long in space. During this time, however, the space explorers will be expected to learn robotics and how to fly an aircraft, among a whole range of other skills. Alyssa is prepared 30 to do this, and has already completed seven Space Camps, three Space Academies and one Robotics Camp, which she hopes will **give her** the edge over other applicants for her dream job.

## 4 OTHER REQUIREMENTS

First of all, there's no point in applying before you're eighteen years old. Anyone who wants to be a candidate for a NASA Mars mission has 35 to meet its standard astronaut requirements: they are required to be physically fit and healthy for their age and, of course, to **steer clear of** tobacco and drugs. They must be between 1.57 and 1.90 metres tall and have 20/20 vision – candidates who wear glasses may have to have their eyesight corrected by laser treatment. Knowledge of languages is also 40a must: English is the working language, and candidates should be able to speak at least one of eleven other languages, including Spanish, Chinese, Japanese and Korean. Alyssa already speaks English, Spanish, French, Chinese and some Turkish. If, after reading this, you're already having second thoughts, NASA also warns potential candidates that 45 it's no use believing that, once you've been selected for the Mars mission, your place on a spacecraft is guaranteed. Only the best succeed in reaching that goal, but there may be other posts available at the agency.

Still interested in applying for the job?

# 8.5 Vocabulary 2

### Academic subjects · Education system · Student life

- 1 SPEAK Should everyone go to university? Why/Why not?
- 2 👶 📝 Complete the sentences.

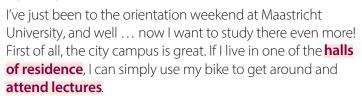


- 1 You can take, fail or resit a(n)
- **2** A public school in the UK is the same as a school in the USA.
- 3 You can a degree, your homework or well in a particular subject.
- **4** Law, economics and literature are examples of subjects.
- **3 KEY WORDS** Match abbreviations 1–6 to university programmes a–f. Then look up the names in the Wordlist on page 133 and find out what they mean.
  - 1 BA 2 BSc 3 MBA 4 PhD 5 MSc 6 MA
  - a Doctor of Philosophy
  - **b** Master of Business Administration
  - c Bachelor of Science
  - d Master of Arts
  - e Master of Science



4 Read the email. Which of the highlighted programmes in exercise 3 is Elena going to choose?

Hi, Frank,



I went to a few meetings to learn about the topics covered in the bachelor's programmes in the **humanities faculty**, like general **linguistics** and European studies. What I really liked is that there aren't many exams to sit, but you need to write a paper in most subjects. Then in Year Three you choose your specialisation and prepare your BA **dissertation**. After graduating, I could **major in** cognitive studies or cultural leadership for my **master's degree** and write an MA **thesis**. And then **apply for a grant** for further research.

So basically, it sounds like a dream scenario. The biggest challenge are the **tuition fees**. My parents say they can afford to pay for my first year, but then I need to

win a scholarship. That means I cannot just scrape through the first year – I will have to nail it . . .

Anyway, I'm getting a bit nervous about it. Elena

Send

- 5 Match the highlighted words from exercise 4 to definitions 1–12.
  - 1 try to get funds for a specific academic project
  - 2 succeed, but with great difficulty
  - 3 get money for good academic results
  - 4 go to classes at a university
  - 5 the study of how language works
  - 6 the money you pay for your education
  - 7 a department at a university
  - 8 specialise in
  - **9** a long piece of writing that is the final part of an advanced university degree (two words)
  - 10 buildings, often on campus, where students live
  - **11** subjects such as history, literature, philosophy, etc.
  - **12** a university degree that students get after their first degree
- **6 KEY WORDS** Translate into English. Use some of the highlighted words from exercises 3 and 4. There may be more than one correct answer.
  - 1 I won't be able to do a degree (na tym wydziale) unless I (zdobędę stypendium).
  - 2 I didn't realise (pisanie pracy magisterskiej) in business management would be so difficult. If only I had chosen a different programme, like computer science.
  - 3 Luckily, (nasz akademik) is really close to the lecture hall, and I have no problems with (uczęszczaniem na poranne wykłady).
  - 4 You can't \_\_\_\_\_ (ubiegać się o dotację) to cover your \_\_\_\_\_ (czesne).
  - 5 While most of Luke's friends (ledwo przeszli) the first year of college, he nailed it.
  - 6 After (zrobieniu specjalizacji) accounting and finance, some of the graduates went on to do (doktorat).
- 7 3.07 Eisten and correct the mistakes in the sentences to make them true.
  - **1** Ben has just passed his exams in computer science and business management.
  - **2** He has written a bachelor's dissertation in one of these courses.
  - **3** The teachers in these courses are the strictest in the whole faculty.
  - 4 Ben is confident that he will get a scholarship.
  - **5** After he has graduated, Ben will have a BA degree.
- 8 SPEAK Work in pairs. Go to page 156 and follow the instructions.

## **SECTION STATE OF THE PROPERTY OF THE PROPERTY**

Find out what you might learn about in each of the following degree courses: auctioneering, digital currency studies, ethical hacking.

#### A talk about mindfulness

1 SPEAK Do you use any of the techniques from the box to take care of your mind?

meditation outdoor sport reading yoga

- 2 **KEY WORDS** Match the highlighted expressions in sentences 1–7 to definitions a–g.
  - 1 I feel stressed out. I've got a lot of things on my mind.
  - 2 It's important to keep an open mind. Who knows? You might even like the film.
  - 3 Have you made any plans for the party? What did you have in mind?
  - 4 I was going to watch a film, but I changed my mind. I'm going to go out instead.
  - 5 It had never **crossed my mind** that this simple idea could become a best-selling app.
  - 6 If you're thinking of going for a swim, you should bear in mind that the water's very cold.
  - 7 You must be **out of your mind** to want to join the mission to Mars.
  - a be open to different ideas
  - **b** occurred to me
  - **c** remember
  - **d** crazy
  - e already have an idea about a particular thing
  - f that I am thinking about
  - g decided to do to something else
- **3 KEY WORDS** Replace the highlighted expressions in sentences 1–6 with phrases of similar meaning a–f.
  - 1 Do you mind if I open the window?
  - 2 Why don't you mind your own business?
  - **3** Can you mind my bag while I go to the bathroom?
  - 4 Would you mind saying that again? I didn't understand.
  - 5 I really don't mind which film we watch.
  - 6 I'm hungry. I wouldn't mind something to eat.
  - a I have no preference
  - **b** look after
  - **c** I'd like
  - **d** Will it bother you
  - e Could you possibly
  - f not get involved in things that don't concern you
- 4 3.08 Read the WATCH OUT | SKILLS box and listen to a talk. Use the expressions from the box to summarise what you hear.



#### WATCH OUT | SKILLS

#### Summarising the main idea

In order to summarise a talk, you need to focus on the main ideas only. Say what it is about, in your own words. You may use the following expressions:

The talk/passage/recording is about ...

The speaker first describes / mentions / points out ... and then moves on to / concludes that ...

- 5 3.08 Listen to the talk again and choose the correct options.
  - **1** According to the speaker, why is mindfulness so important nowadays?
    - A Many people struggle to relax as a result of the hectic life they live.
    - **B** People who practise mindfulness are more likely to meet deadlines.
    - **C** Mindfulness can help people to take better care of their relationships.
    - **D** It is a great way to exercise your mind.
  - **2** What does the speaker say about students who meditate before exams?
    - A They lose concentration more easily.
    - **B** They may be more successful.
    - **C** They can help others reduce stress.
    - **D** They are more anxious than their peers.
  - **3** Why is the speaker going to teach his students some breathing techniques?
    - A To help them focus on the lecture.
    - **B** To show them how to calm down.
    - **C** To prove that they can relax together.
    - **D** To help them perform better in exams.
  - 4 What is the main purpose of the talk?
    - A To discuss how stressful our lives have become.
    - **B** To explain the science behind meditation techniques.
    - **C** To introduce the idea of mindfulness.
    - D To encourage people to do more exercise.
- 6 SPEAK Based on your personal experience, how are the mind and the body connected? For example, how does your body react to stress? On what occasions do you usually have headaches? What do you do physically to clear your mind?

## **TAST FINISHERS**

Which three people that you know (friends or family) could benefit from practising mindfulness? Why?

Find a short video (about ten minutes long) of body scan meditation and follow the instructions. Then tell the class how it made you feel.

## Passive reporting structures

- 1 SPEAK What are the consequences of plagiarism in your school? Is it a disciplinary offence? If not, should it be? Why/Why not?
- 2 3.09 Read the sentences. Who might express these ideas: a lecturer (L) or a student (S)? Listen and check.
  - **a** It is rumoured that not everyone has submitted their final papers.
  - **b** There were reported to have been many cases of plagiarism in our faculty last year.
  - c Some of them are believed to have been downloaded from the Internet.
  - **d** There are considered to be good reasons for changing the deadline for the papers.
  - e Promoting academic integrity is assumed to be the goal of everyone in the department.
  - f The decision is expected to be announced very soon.
- **3** Read the grammar table and complete it with sentences a-f from exercise 2.

#### **Key Grammar**

#### Passive reporting structures

In order to talk about general beliefs or assumptions, we use passive reporting structures.

The verbs used in these structures are passive reporting verbs, e.g. argue, assume, believe, claim, consider, expect, know, report, say, think, understand. They follow different patterns:

- subject + verb in the passive + infinitive (to do / to have done / to be doing), e.g. <sup>1</sup>/<sub>2</sub>, <sup>3</sup>/<sub>2</sub>
- It + verb in the passive + that clause, e.g. 4
- There + verb in the passive + infinitive (to do / to have done), e.g. <sup>5</sup>, <sup>6</sup>

#### Grammar Reference >> 132

- 4 Match sentences 1-5 with sentences a-e which have the same meaning.
  - 1 It is said that the students are waiting for the scientist.
  - 2 It is said that he was a brilliant scientist.
  - **3** It is expected that he will issue a statement tonight.
  - 4 They expect that he has completed the report.
  - 5 They believe he is a brilliant scientist.
  - a He is believed to be a brilliant scientist.
  - **b** He is said to have been a brilliant scientist.
  - **c** He is expected to issue a statement tonight.
  - **d** He is expected to have completed the report.
  - **e** The students are said to be waiting for the scientist.

- **5** Choose the correct options.
  - 1 They aren't talking to each other. They are thought to quarrel / to have quarrelled again.
  - 2 The injured sportsman is said to be getting / that he gets better.
  - **3** There are expected *to be / to have been* some student protests next weekend.
  - 4 The experts were thought to give / to have given longer talks.
  - **5** A crash of the plagiarism detection software was discovered to have caused / to causing all these problems.
  - **6** It is considered impolite *to be talking / to have talked* during lectures.
  - 7 The papers are said will be kept / to be kept in a secure location until the results are published.
- 6 Complete the second sentence so that it means the same as the first one.
  - 1 They are expected to be very tired. It very tired.
  - 2 It is reported that they were at a party last night.
    They at a party last night.
  - **3** They claim the staff aren't listening to their demands.
    - The staff \_\_\_\_\_\_ to their demands.
  - 4 Someone says that they have seen Ann's boyfriend with another girl.
    - Ann's boyfriend with another girl.
  - 5 People believe that he likes you a lot.
    - He you a lot.
  - **6** The dean claims that there are no new scholarships this year.
    - There \_\_\_\_\_ new scholarships this year.
- 7 SPEAK Work in pairs and discuss your opinions on copying someone else's work. Use the sentence beginnings below.
  - Using someone's ideas without their consent seems to be ...
  - It is claimed that ..., but to me ...
  - Acknowledging other authors in your paper is considered to ...
  - Essay plagiarism is reported/assumed to ...

# #PRAINTEASER What can be considered broken without being held?

## **FAST FINISHERS**

Make a list of four things which a student caught plagiarising someone else's work should do as a form of punishment.

## Grammar and vocabulary practice

1 SPEAK Which of the arguments below do you find the most convincing and which the least? Why?

What are the arguments in favour of going to university locally?

- There's no point in studying somewhere else if you can do the same degree in your hometown and stay in touch with your friends.
- It's no use moving away if you're going to feel homesick.
- You won't have difficulty finding your way around.
- It's not worth spending money on renting a flat because you can live at home.
- 2 Read the WATCH OUT box and complete the arguments with the phrases from the box and the correct forms of the verbs in brackets.

What are the arguments (study) away from home?

- It's <sup>2</sup> (delay) leaving home. You will have to move out sometime, and you'll soon become independent.
- There's <sup>3</sup> (go) to university if you don't take the chance to live away from home.
- Some people say that it 4 (live)
   away from home because it's expensive, but
   getting a part-time job can help build your CV.
- You might have 5 (make) new friends, but it's an important life skill.

#### WATCH OUT

#### Phrases with gerunds

There are expressions which are always followed by a gerund, e.g.: There is no point (in) ..., It's no use ..., It's not worth ..., have difficulty ..., in favour of ..., against, etc., e.g. It's no use calling them so early.

- **3** Translate into English.
  - 1 I'm afraid you \_\_\_\_\_ (nie zasługujesz na to, żeby dostać) the scholarship.
  - 2 It (nie ma sensu szukać) for new books on sale if you can buy second-hand ones cheaply.
  - 3 I'd like to join the Authors' Club (żeby ćwiczyć pisanie).
  - 4 Magda (przypuszcza się, że wyjdzie za mąż) soon.
  - 5 There (wiadomo, że były) complaints about poor self-motivation in the team.
  - 6 For the last three months (miałem trudność z płaceniem) the tuition fees.
  - 7 The teacher (kazał mi obiecać, że przyniosę) my notebook for the following class.

- 4 Complete each pair of sentences with the same word.
  - Can you explain that, please? I don't understand what you have in \_\_\_\_\_\_\_.
    I've changed my \_\_\_\_\_\_ I'm not going to university after all.
  - 2 To be honest, there is no point applying for a grant now.

    After I finish my BA studies, I intend to major political leadership.
  - 3 We expect all our candidates to be -willed and determined to do what they want.

I can't say that Mark has a work ethic – others are much more reliable.

- 4 My friend has got a BSc in computer science.
   Perhaps it was not spectacular, but the project had some of success.
- 5 Complete the text with the correct words formed from the words in the box. There are two extra words. There may be more than one correct answer.

adapt decide resilient resolve resource trust wit

#### **INTERNSHIPS FOR YOU!**

Are you a student in need of some extra income? Or perhaps you feel it's about time to start collecting work experience for your CV? Whatever your reason for reading this ad, our offer is tailor-made for you. Why? We do not require any special qualifications. We will teach you everything you need to know. All we are looking for are some personal characteristics. The first one is <sup>1</sup>/////////, as you need to be strong enough to cope with stress. We also need you to be <sup>2</sup> so that other team members can rely on you. It will definitely be an asset if you have some conflict-3 skills – it's important in our company to deal with problems quickly and efficiently. We will also appreciate 4 \_\_\_\_\_ if you have a mind full of ideas, we will welcome you very warmly. So, if you're a <sup>5</sup> fast thinker – apply and join us!

6 SPEAK Imagine you are a recruiter for the company in exercise 5. Make a list of five questions you would like to ask the internship candidates. Then work in pairs and answer each other's questions.

## **FAST FINISHERS**

Describe the dream job that you would like to have once you graduate.

## A for-and-against essay

#### Should everyone be allowed to go to university?

- 1 It is sometimes argued that all young people should have the opportunity to study. However, giving everyone such a chance may be costly for the state. There is no denying that there are arguments for and against such a decision, and both should be considered thoroughly.
- 2 On the one hand, tertiary education is what the majority of students aspire to. One key advantage of allowing everyone to study at university is that college graduates have better prospects of a high-level career. They also have a better chance of being offered a more satisfying salary than non-graduates. An additional benefit is enabling everyone to pursue their dream careers, regardless of their background or school results.
- 3 On the other hand, there are students at secondary level who would rather work than study. Even though they have succeeded at their exams, they find the outlook on many more years at university daunting. Besides, despite the fact that a degree makes getting a well-paid job easier, not everyone has the essential skills on which more specialised education is based. Another drawback is that tertiary education is costly and not all professions require such big state investments to develop well-trained employees.
- 4 On balance, while there are arguments in favour of enabling all students to attend university, there are as many against it. Although allowing all young people to study means equal chances for everyone, only some have the necessary abilities or wish to study beyond high school.

#### Paragraph 1

Say what the current situation is and outline the main issue discussed in the essay.

#### Paragraph 2

Give arguments supporting one side of the argument with examples or reasons.

#### Paragraph 3

Give arguments supporting the other side of the argument with examples or reasons.

#### Paragraph 4

Summarise the main arguments. Your opinion is not obligatory.

1 SPEAK Do you think tertiary education should be freely available to all school-leavers without any requirements? Why/Why not?

tertiary education /ˌtɜːʃəri ˌedjʊˈkeɪʃən/ noun [U] education at a college or university

#### **2** Read the essay and answer the questions.

- **1** What is the essay about?
- **2** What three advantages of making university education available to everyone are mentioned?
- **3** What three arguments against it are mentioned?

#### **3** Look at the essay again and find the following:

- 1 two phrases to introduce a general opinion (para. 1)
- 2 a phrase that means 'without being influenced by' (para. 2)
- 3 two phrases to begin paragraphs that describe arguments for and against (para. 2 and 3)
- 4 a phrase that means 'after considering all the arguments' (para. 4)
- 5 a phrase that means 'an argument for' (para. 4)

4 Analyse the Key Phrases box. Which of the phrases does the writer use in the essay?

#### **Key Phrases**

#### A for-and-against essay

#### **Introducing arguments**

There are arguments for/against ...

It is often argued / It can be argued ...

It is also acknowledged that ...

On the one hand, ...

On the other hand, ...

#### **Introducing advantages**

On the positive side, ...

There are many advantages to ... and one of them is ...

One key/major advantage of ... is ...

The main advantage/positive/benefit of ... is ...

Another / An additional advantage/benefit is/could be ...

#### Introducing disadvantages

On the negative side, ...

The key / One (considerable) disadvantage of ... is ...

A definite/major disadvantage of ... is ...

Another drawback of ... / argument against ... is ...

- **5** Complete the sentences with the Key Phrases for introducing advantages and disadvantages. There may be more than one correct answer.
  - 1 When it comes to studying for a PhD, a d might be the constant need to apply for grants.
  - 2 The main p of setting up your own business is that you decide your own working hours.
  - 3 On the n s , university is expensive.
  - 4 As well as getting financial support, an a b of winning a scholarship is that your efforts and dedication can be recognised by teachers and lecturers.
  - 5 A m of getting a university degree is that it is essential for many positions.
  - 6 Another a attending lectures online is that you can't see most of your fellow students.
- **6** Think of one advantage and one disadvantage of each of the following statements. Then write sentences about them using the Key Phrases.
  - 1 Tests should be banned in schools.
  - 2 School cafeterias shouldn't sell any products that contain sugar.
  - **3** Everyone should pay tuition fees at university.
  - 4 Business management lessons should be introduced in all schools.
- Read the WATCH OUT box and choose two correct options.
  - 1 While / In spite of / Although a degree isn't cheap, it is essential for many jobs.
  - 2 Many young people go to university despite / despite the fact that / even though some of them would prefer to get a job.
  - 3 Many people are successful in their jobs despite / despite of / in spite of the fact that they do not have
  - 4 Although / Even though / In fact many students don't know what to do when they finish school, they still go to university.
  - 5 Some people believe everyone should pay tuition fees at university. Nevertheless, / Besides, / However, I disagree.

#### WATCH OUT

Linking words and phrases for contrast

In for-and-against essays, we use a range of linking expressions to introduce contrast.

Many people would like to study abroad. **Nevertheless**/ However, it is often too expensive. Whereas/While renting accommodation is often expensive, staying in a hall of residence can be relatively cheap.

#### 8 Do the writing task. Follow the steps in the Writing Planner.

Uczelnia, na której studiujesz, właśnie wprowadziła zaostrzone przepisy dotyczące plagiatu. Jedną z kar jest usunięcie z listy studentów. Napisz rozprawkę (200–250 słów), w której przedstawisz wady i zalety takiego rozwiązania.

#### WRITING PLANNER



#### THINK

Think about what different examples of plagiarism there might be (e.g. copying a fellow student's work, downloading a paper from the Internet, quoting a researcher without paraphrasing their words, etc.). What are the possible consequences for students who are found plagiarising someone else's work (e.g. no scholarship, expulsion, higher tuition fees, being banned from some courses, etc.)?

#### **PREPARE**

Make a list of arguments in favour of more severe punishments for plagiarism (e.g. it would be a good deterrent as students would be afraid, there are many students who don't make any effort at all, etc.). Make a list of arguments against more severe punishments for plagiarism (e.g. not all examples of plagiarism are equally bad, some are unintentional, students should be taught how to avoid it instead of being punished, etc.).

Write your essay. Use your notes and the Key Phrases. **CHECK** 

Read your essay and answer the questions:

- Have you included and developed both parts of the instruction?
- Is your text within the word limit (200–250 words)?
- Have you checked your essay for spelling mistakes?

#### FAST FINISHERS

In which city would you like to go to university? Why? Give four arguments.



8.10 Revision

#### VOCABULARY

- 1 Complete the sentences with the correct words. The first letters are given.
  - 1 At the end of their course every student needs to write a downward on their chosen topic.
  - 2 I wanted to study business management, but the t fees turned out to be too expensive.
  - 3 Students showing high levels of dare usually the ones who graduate with top results.
  - 4 Your w to learn is impressive, but good intentions must be followed with some hard work
  - 5 I lived in a hall of r , as my parents couldn't afford to rent a flat for me when I was a student.
  - 6 In order to study a and finance, you need to be analytical and good with numbers.
- 2 Complete the text with the correct words formed from the words in brackets.

## Personalised learning

In recent years, many experts have been analysing the way young people are taught. In the future, they say, the students themselves will have more involvement in the decision-1 (make) process of the curriculum, with teachers inviting input from students on content and methodology. Teachers, therefore, will have to keep an open mind, have a greater awareness of students' particular problems and become more (adapt) to their individual needs. Projectbased learning involves working as part of a team and teaches basic collaboration and time-3 (manage) skills. This approach will become much more common. As a result, students will become more 4 (resource), taking greater control of their learning. Teamwork involves basic conflict-<sup>5</sup> (resolve) skills such as a willingness to learn to compromise on certain issues. These important problem-6 (solve) abilities will be of greater use to students in their working lives, experts say.

#### **GRAMMAR**

- **3** Complete the sentences with the correct forms of the verbs in brackets.
  - 1 I don't remember (invite) them to my party, but Paula says I did.
  - 2 Have you ever considered (study) English literature?
  - 3 We are all expected (find) jobs as soon as possible.
  - 4 Fiona wanted to study, but Robbie went on (talk) for an hour!
  - 5 If you can't get the door to open, try (push) it really hard with your shoulder.
  - 6 He is rumoured (choose) someone else for the mission.

- 4 Complete the second sentence so that it means the same as the first one. Use the words in capitals.
  - We believe there are rules which we have to change. BELIEVEDThere \_\_\_\_\_\_ which we have to

change.

- 2 Pavel thought that Mike hadn't hit him with the ball on purpose. MEANT
  - Pavel thought that Mike \_\_\_\_\_\_him with the ball.
- 3 'I know I shouldn't have said those things about Lara,' said Connor. REGRETS Connor
  about Lara.
- 4 Joy asked me to hold her bag. MIND 'Would please?' said Joy.
- 5 It is said that Mark failed his last exam. TO Mark his last exam.

## USE OF ENGLISH 1 2 3 4 5 6 7 8

5 Complete the text with one word in each gap.

It can be difficult ¹ choose a career, but with a little self-reflection, you ² get an idea of the direction ³ you want to take. The first thing you ⁴ do is to think about what you'd really be interested in ⁵ . For example, if you enjoy travelling, you ⁶ like working in tourism. You will ७ given a lot of advice by the people around you, and this can help you to make up your mind, but you ⁶ never be truly happy if you only do what other people 9 you to do.

- 6 Complete sentences A-C with the same word.
  - **1** A They've changed their so many times that I don't know what they want.
    - B This is a private conversation, so why don't you your own business!
    - C I can't concentrate because I have too many things on my
  - **2** A I'm totally of condition after not doing any sport for the entire summer.
    - **B** In this difficult period, the government should go all to protect its citizens.
    - **C** I opened the door \_\_\_\_\_\_ of curiosity.
  - 3 A I can't believe it's the same old
    - he cheats and I get punished!
    - B He would tell us a tall every time we met, so we just stopped believing him.
  - C It was a small private TV station which first broke the big about the president.
  - **4** A The film kept me on the of my seat the whole time.
    - B Fluency in two foreign languages will give you the on the job market.
    - C I prefer new, cutting-designs.

#### LISTENING

7 3.10 Size Listen and match speakers 1-4 to statements A-E. There is one extra statement.

This speaker mentions

A the high costs of studying abroad.

**B** various courses of study to choose from.

**C** the positive aspects of being responsible for yourself.

**D** his/her reaction to being accepted at university.

**E** the limitations resulting from the rules on campus.

#### SPEAKING

9 S Look at the photos and do the task.

Postanowiłeś/Postanowiłaś udzielać korepetycji młodszym uczniom. Chcesz zamieścić ogłoszenie na tablicy informacyjnej w pobliskiej szkole podstawowej. Masz do wyboru trzy zdjęcia, które możesz dołączyć do ogłoszenia.

• Wybierz to zdjęcie, które jest, według Ciebie, najbardziej odpowiednie, i uzasadnij swój wybór.

Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.





WRITING



#### READING

8 Match paragraphs A-D to statements 1-5.
One paragraph matches two statements.

In which paragraph does the author

- 1 explain the benefits of limiting outside stimuli and distractions?
- 2 suggest that people should not be forced to spend a long time alone?
- **3** provide an overview of conflicting study results?
- 4 give advice on how to get rid of distractions?
- 5 describe various ways in which being alone affects your productivity?

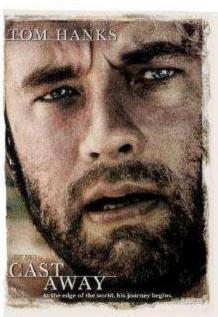


1 200

2

## 10 Sead the instructions and do the task.

Ostatnio wiele mówi się na temat dobrostanu i zdrowia psychicznego. Niektórzy uważają, że odcięcie się od mediów, technologii i innych ludzi pomaga, inni uważają to za zachowanie aspołeczne. Napisz rozprawkę (200–250 słów), w której przedstawisz argumenty za i przeciw spędzaniu czasu bez towarzystwa innych osób.



## SWEET SOLITUDE

A

In the film *Cast Away*, the main character, Chuck Noland, finds himself trapped, completely alone on a desert island after surviving a plane crash. After some time, he paints a face on a volleyball, and calls it Wilson just to have a 'companion'. Clearly, one of the themes of the film is how loneliness affects your mind. Research shows that people

forced to spend time alone, such as people in prison, often suffer from mental problems. Most people would agree that spending extended periods completely alone is not healthy. On the other hand, there is evidence that a certain amount of time alone can actually be beneficial.

R

The modern digital world we live in offers plenty of stimulation for our minds, but disconnecting and spending some time alone can help to clear your mind and improve your ability to focus. This in turn will help you to increase your work rate, so you get more things done and you are more efficient. When you're alone,

the lack of distractions allows you to daydream and your mind begins to wander. This brain activity helps you to learn about yourself, like a journey of self-discovery, and as you reflect more, you gain a better understanding of yourself, and this can strengthen your relationships with others.

C

It is well known that many artists, writers, poets and other types of creative people spend extended periods of time on their own. This 'me time', free from distractions, assists their creativity, as well as giving them an opportunity to practise their skills. Of course, you don't need to go to a remote desert island to get away from people. In the modern world, it can be simply a question of disconnecting and giving up all your devices for a while. You could also try closing your door to keep people out. This simple gesture, though often mistakenly considered as antisocial, really helps you to focus.

D

At the end of *Cast Away*, Chuck launches himself out to sea in a badly-made boat, having spent over four years completely alone on the island. The message is that humans are social animals who require people, social interaction, conversation and physical contact. However, we can't ignore the benefits of spending some time alone, away from other people and away from all the distractions of the connected world we live in.

## **Grammar Reference Unit 8**

#### 8.2 Gerunds and infinitives

Czasowniki z końcówką -ing stosujemy:

- po niektórych przyimkach (about, after, before, of, on, without, ...), np. He goes on and on about being friends with the boss.
- po niektórych czasownikach (admit, avoid, can't help, can't stand, consider, don't mind, enjoy, fancy, feel like, finish, give up, imagine, keep (on), miss, practise, spend (time), suggest, ...), np. I don't feel like going out tonight.

#### **UWAGA!**

Czasownika z końcówką -ing można również użyć jako podmiotu zdania, np. Listening to classical music is very relaxing, isn't it?

Bezokolicznik z to stosujemy:

- po niektórych przymiotnikach, np. I'm always happy
- w zdaniach celowych, np. I practised answering interview questions (in order) to do well today.
- po niektórych czasownikach w konstrukcji: czasownik + bezokolicznik z to (afford, agree, choose, decide, deserve, expect, forget, help, hope, intend, learn, manage, mean, need, offer, plan, pretend, promise, refuse, remember, seem, start, tend, try, want, would like), np. Young children tend to copy their parents' behaviour.
- po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik z to (advise, allow, cause, enable, encourage, expect, force, help, remind, urge, warn), np. We didn't expect to win.

Bezokolicznik bez to stosujemy:

• po niektórych czasownikach w konstrukcji: czasownik + dopełnienie + bezokolicznik bez to (help, let, make), np. In this school they let students wear whatever they like.

Bezokolicznik z to stosujemy również w następujących sytuacjach:

- too + przymiotnik + bezokolicznik z to, np. I'm too tired to deal with it now.
- przymiotnik + enough + bezokolicznik z to, np. Do you think he's good enough to get this job?
- first/last + bezokolicznik z to, np. Unfortunately, I wasn't the first to cross the finishing line.

Czasownik z końcówką -ing lub bezokolicznik z to może wystąpić po niektórych czasownikach:

- bez różnicy w znaczeniu, np.: begin, continue, start: We were going to go for a run, but it started raining/to rain.
- z niewielką różnicą w znaczeniu (czasownik z końcówką -ing = upodobania; bezokolicznik z to = czynność wykonywana często/regularnie), np.: like, love, hate, prefer: She hates cooking even though she's so good at it. / She likes to cook something special every now and then.
- z całkowita różnica w znaczeniu:
  - forget: I forgot locking the front door. (Zapomniałem, że zamknąłem drzwi frontowe.) / I forgot to lock the back door. (Zapomniałem zamknąć tylne drzwi.)
  - go on: We went on discussing World War I. (Kontynuowaliśmy omawianie I wojny światowej.) / We went on to discuss World War II. (Przeszliśmy do omawiania II wojny światowej.)
  - learn: We learned drawing at school. (W szkole uczyliśmy się rysowania.) / We learned to draw a horse. (Nauczyliśmy się rysować konia.)
  - mean: Entering the house means waking Mum. (Wejście do domu wiąże się z tym, że obudzimy mamę.) / Sorry, we didn't mean to wake you. (Przepraszamy, nie chcieliśmy cię obudzić.)
  - remember: I remember buying some rye flour. (Pamiętam, że kupowałam makę żytnia.) / Remember to buy some rye flour. (Pamiętaj, żeby kupić mąkę żytnią.)
  - regret: I regret saying so many hurtful things. (Żałuję, że powiedziałem tyle krzywdzących rzeczy.) / I regret to say only three of you have passed. (Z przykrością muszę powiedzieć, że tylko troje z was zdało.)
  - stop: She stopped reading the paper and got down to work. (Przestała czytać gazetę i wzięła się do pracy.) / She stopped to read the notice. (Zatrzymała się, żeby przeczytać ogłoszenie.)
  - try: He tried giving up meat, but it didn't make him feel any better. (Próbował niejedzenia mięsa, ale nie poczuł się przez to ani trochę lepiej.) / He tried to give up meat, but he failed miserably. (Próbował zrezygnować z jedzenia mięsa, ale poniósł kompletną porażkę.)

#### 8.7 Passive reporting structures

Aby opisać powszechnie panujące przekonania, opinie i poglądy, stosujemy czasowniki: agree, argue, assume, believe, claim, consider, estimate, expect, feel, hope, know, report, say, think, understand w następujących konstrukcjach:

- It + czasownik w stronie biernej + that, np.: It is said that the prime minister has resigned. It was estimated that the road would be completed by the end of the year.
  - It is thought that recent graduates lack basic office skills. It was understood that the document was a fake.
- podmiot + czasownik w stronie biernej + bezokolicznik (to do / to have done / to be doing), np.: The actress is claimed to be married to a lawyer. House prices were expected to increase soon. The paintings are believed to have been stolen. The suspect was reported to have been accused of murder. The author is assumed to be working on a new book. The jury was thought to be discussing the results.
- There + czasownik w stronie biernej + to be / to have been.

There is known to be a need for more affordable housing. There were hoped to be some changes to the law. There are claimed to have been some problems with the budget. There was reported to have been a power cut in the area.

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#### - KEY WORDS

VOC	CABULARY 1 🧥 N	MP3 60
adaptable	/əˈdæptəbəl/	potrafiący się przystosować
bad-mannered	/,bæd 'mænəd/	źle wychowany
bad-tempered	/,bæd 'tempəd/	wybuchowy, porywczy
broad-minded	/ˌbrɔ:d 'maındıd/	o otwartym umyśle, tolerancyjny
conflict-resolution skills	/ˈkɒnflıkt rezəˌlu:ʃən skılz/	umiejętność rozwiązywania konfliktów
cope with sth	/ˈkəʊp wið ˌsʌmθiŋ/	radzić sobie z czymś
decision-making skills	/dı'sızən ˌmeıkıŋ skılz/	umiejętność podejmowania decyzji
driven to do sth	/ˌdrɪvən tə ˈdu: ˌsʌmθɪŋ/	zdeterminowany coś zrobić
efficiency	/ıˈfɪʃənsi/	wydajność, efektywność
efficient	/ıˈfɪʃənt/	wydajny, efektywny
fair-minded	/ˌfeə ˈmaɪndɪd/	bezstronny, bez uprzedzeń
for gain	/fə ˈgeɪn/	dla zysku
laid-back	/ˌleɪd 'bæk/	beztroski, niefrasobliw
problem-solving skills	/ˈprɒbləm ˌsɒlvɪŋ skılz/	umiejętność rozwiązywania problemów
quick-tempered	/ˌkwik 'tempəd/	wybuchowy, porywczy
guick-witted	/.kwik 'witid/	błyskotliwy, bystry
resilient	/rı'zıliənt/	wytrzymały, odporny psychicznie
resourceful	/rıˈzɔ:sfəl/	zaradny, pomysłowy
run checks (on sb)	/ˌrʌn ˈtʃeks (ɒn ˌsʌmbədi)/	sprawdzać (kogoś)
self-centred	/ˌself 'sentəd/	egocentryczny
self-motivated	/,self 'məʊtıveıtıd/	zmotywowany wewnętrznie
sharp-witted	/ʃa:p 'witid/	błyskotliwy, bystry
strong work ethic	/ˌstrɒŋ ˈwɜ:k ˌeθık/	wysoka etyka pracy
strong-willed	/,stron 'wild/	zdeterminowany, o silnej woli
time-management	/ˈtaɪm ˌmænɪdʒmənt	umiejętność
skills	skılz/	zarządzania czasem
trustworthy	/ˈtrʌstwɜːði/	godny zaufania
willingness to learn / wiligness to 'la:n/		chęć do nauki
work well under	/,w3:k ,wel ,vndə	dobrze pracować
pressure	'preſə/	pod presją

pressure	pi eje/	pou presją
-	GRAMMAR 1	MP3 61
bank statement	/ˈbæŋk ˌsteɪtmər	nt/ wyciąg z konta bankowego
leadership skills	/ˈliːdəʃıp skılz/	umiejętności przywódcze
pursue	/pəˈsjuː/	gonić za czymś, dążyć do czegoś
tech-savvy	/ˈtek ˌsævi/	obeznany technicznie
	<b>SPEAKING</b>	MP3 62
supervisor versatile	/ˈsuːpəˌvaɪzə/ /ˈvɜːsətaɪl/	przełożony bystry, wszechstronny
	READING	MP3 63
alignment	/əˈlaɪnmənt/	ułożenie (w linii)
committed	/kəˈmɪtɪd/	oddany
dedication	/ˌdedɪˈkeɪʃən/	oddanie

oddanie, poświęcenie

dać komuś przewagę

dać z siebie wszystko

równowaga psychiczna być posłusznym

wystartować, rozpocząć

stabilny, w dobrej kondycji

mieć wątpliwości

samolot odrzutowy

stanowisko, posada

odporność

w dowodzeniu czymś

doświadczenie

/dıˈvəʊʃən/

/ıkˌspıərıəns ın

/ˌgəʊ ɔ:l ˈaʊt/

/ˌdʒet ˈeəkra:ft/

/əˈbeɪ/

/pəʊst/

/rıˈzıliəns/

/ˌset 'pf/ /ˈsaʊnd/

/ mentəl stə bılıti/

have second thoughts /,hæv ,sekənd 'θɔ:ts/

kə'ma:nd əv ˌsʌm $\theta$ ıŋ/

/ˌgɪv ˌsʌmbədi ði ˈedʒ/

devotion

go all out

jet aircraft

resilience

obey

post

set off

sound

mental stability

experience in

command of sth

give sb the edge

steer clear of sth	/ˌstɪə ˈklɪər əv ˌsʌmθɪn/	trzymać się z dala od czegoś
underage	/ˌʌndərˈeɪdʒ/	niepełnoletni
university degree	/ˌjuːnɪˌvɜːsɪti dɪˈgriː/	stopień naukowy
work on the	/ˌwɜ:k ɒn ði	pracować
assumption	əˈsʌmpʃən/	w założeniu

VO	CABULARY 2 🧥	MP3 64
accounting	/əˌkaʊntɪŋ	rachunkowość
and finance	and 'fainæns/	i finanse
apply for a grant	/əˌplaɪ fər ə ˈgrɑːnt/	ubiegać się o dotację
attend lectures	/əˌtend 'lektʃəz/	uczęszczać na wykłady
BA (Bachelor of Arts)	/ˌbiː ˈeɪ (ˌbætʃələr əv ˈa:ts)/	odpowiednik tytułu licencjata w dziedzinie nauk humanistycznych
BSc (Bachelor of Science)	/ˌbiː es ˈsiː (ˌbætʃələr əv ˈsaɪəns)/	odpowiednik tytułu licencjata w dziedzinie nauk ścisłych
business management		zarządzanie przedsiębiorstwem
cognitive studies	/ˈkɒgnətɪv ˌstʌdɪz/	kognitywistyka
computer science	/kəmˌpjuːtə ˈsaɪəns/	informatyka
dissertation	/ˌdɪsəˈteɪʃən/	rozprawa naukowa
hall of residence	/ˌhɔːl əv ˈrezɪdəns/	akademik
faculty	/ˈfækəlti/	wydział
humanities	/hju:ˈmænətiz/	nauki humanistyczne
linguistics	/liŋˈgwistiks/	językoznawstwo
MA (Master of Arts)	/ˌem ˈeɪ (ˌma:stər əv ˈa:ts)/	odpowiednik tytułu magistra w dziedzinie nauk humanistycznych
MBA (Master	/ˌem biː ˈeɪ (ˌma:stər	odpowiednik tytułu
of Business	əv İbiznəs	magistra studiów
Administration)	əd <sub>,</sub> mını streısən)/	menedżerskich
MSc (Master of Science)	/ˌem es ˈsi: (ˌmɑ:stər əv ˈsaɪəns)/	odpowiednik tytułu magistra w dziedzinie nauk ścisłych
major in (a field)	/ˈmeɪdʒər ın (ə ˌfi:ld)/	specjalizować się w (dziedzinie)
Master's degree	/ˈmaːstəz dıˌgriː/	stopień magistra
nail sth	/'neil ˌsʌmθiŋ/	zrobić coś dobrze, dać rade
PhD (Doctor	/ˌpiː eɪtʃ ˈdiː (ˌdɒktər	odpowiednik tytułu
of Philosophy)	əv fı'lɒsəfi)/	doktora nauk humanistycznych
scrape through	/ˌskreɪp ˈθruː/	ledwo przejść
thesis	/ˈθiːsɪs/	praca dyplomowa
tuition fees	/tju:ˈɪʃən fi:z/	czesne
win a scholarship	/ˌwɪn ə ˈskɒləʃip/	zdobyć stypendium naukowe

	LISTENING M	P3 65
bear in mind	/ˌbeər ın ˈmaɪnd/	pamiętać, mieć na uwadze
change one's mind	/ˌtʃeɪndʒ wʌnz ˈmaɪnd/	zmienić zdanie
cross sb's mind	/ˌkrɒs ˌsʌmbədiz ˈmaınd/	przyjść komuś do głowy
Do you mind?	/ˌdu: ju ˈmaɪnd/	Czy miałbyś/miałabyś coś przeciwko?
have in mind	/ˌhæv ın 'maınd/	pamiętać, mieć na uwadze
I really don't mind	/aı ˌrɪəli dəʊnt 'maınd/	Jest mi naprawdę obojętne
I wouldn't mind	/ai ˌwʊdnt ˈmaind/	Chciałbym/Chciałabym
keep an open mind	/ˌkiːp ən ˌəʊpən ˈmaɪnd/	mieć otwarty umysł
mind	/maind/	pilnować, opiekować się
Mind your own	/ˌmaɪnd jər əʊn	Pilnuj swojego nosa.
business.	'bıznəs/	
on sb's mind	/bn ˌsʌmbədiz ˈmaɪnd/	na myśli
out of one's mind	/ˌaʊt əv wʌnz ˈmaɪnd/	szalony, niespełna rozumu
peers	/piəz/	rówieśnicy
Would you mind?	/ˌwʊd ju ˈmaɪnd/	Czy mógłbyś/mogłabyś?

business.	biznəs/	Timaj swojego nosa:
on sb's mind	/pn 'svmpəqiz ,maınd/	na myśli
out of one's mind	/ˌaʊt əv wʌnz ˈmaɪnd/	szalony, niespełna rozumu
peers	/pıəz/	rówieśnicy
Would you mind?	/ˌwʊd ju ˈmaɪnd/	Czy mógłbyś/mogłabyś?
	GRAMMAR 2 🗥	MP3 66
plagiarism	/ˈpleɪdʒəˌrɪzəm/	plagiat
	JSE OF ENGLISH	MP3 67
asset	/ˈæset/	atut
homesick	/ˈhəʊmˌsɪk/	stęskniony za domem
internship	/ˈıntɜːn∫ıp/	staż
	WRITING A M	IP3 68
prospect	/ˈprɒspekt/	wizja, perspektywa

#### Time to celebrate

- **SPEAK** What's your favourite festival? What do you like about it?
- **2** Read the fact file. Are the statements true (T) or false (F)?

#### All about ... THE EDINBURGH FESTIVAL FRINGE

- WHAT IS IT? An international festival of art, music and culture that takes place in Edinburgh, Scotland.
- WHERE DOES IT HAPPEN? All around the city, in public buildings and outside on the streets.
- WHO CAN PERFORM THERE? Anyone and everyone! Performers come from around the world.
- WHEN IS IT? Every August, for three weeks.
- HOW OLD IS IT? It's been going since 1947. It started at the same time as the Edinburgh International Festival, which celebrates classical music, dance, opera and drama.
  - 1 The Edinburgh Fringe is a celebration of Scottish culture.
- T/F
- 2 Performances take place in a variety of places. T / F
- 3 It's an annual event, held in the summer.
- T/F
- 4 Another name for the Edinburgh Festival Fringe is the Edinburgh International Festival. T/F
- 3 Now read Andy's blog and answer the questions.
  - **1** After they arrived in Edinburgh, where did they go
  - **2** Why did it take them a long time to get there?
  - **3** Why didn't they use the festival brochure?
  - 4 How did they find out about the *Macbeth* performance?
  - 5 Why was that performance 'very different'?
  - 6 Where was Andy while he was writing the blog?

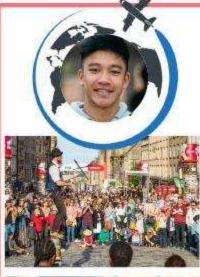
- **4 KEY WORDS** Match the highlighted expressions in the blog post with the correct definitions 1-8.
  - 1 choose something without thinking about it
  - 2 take something somewhere
  - 3 was slow, took a long time
  - 4 giving things to different people
  - 5 happening
  - **6** having a view of
  - 7 moved in a certain direction
  - 8 observe people going past
- 5 SPEAK Look at the video still of New York at night and answer the questions.



- **1** What do you think the time and date could be? Why do you think so?
- 2 Have you ever been to an event like this, or watched one on TV? When and where was it?

#### **COMPARE CULTURES**

**6** SPEAK Name some festivals of culture and cultural events that take place in your country. Which ones are the most popular? Why?





#### ANDY'S TRAVEL BLOG

15 AUGUST

Edinburgh at last! Toby and I finally managed to get somewhere to stay, so here we are. The city is really buzzing - there are crowds of tourists everywhere! As soon as we got off the train this morning, the party atmosphere hit us. We were in the centre, and everywhere we looked there were buskers, jugglers, clowns – all kinds of street performers. We **took ages** to find the address where we're staying because we kept stopping to watch different performers. Luckily, the place is quite central, so we were able to **drop off** our backpacks and get back out to join the party! Our hosts gave us a brochure that lists all the Fringe events, but it's much more fun to wander about and **take pot luck**. There are people **handing out** leaflets about different events, trying to atiract an audience. The first thing we saw was someone doing stand-up comedy. I thought he was pretiy good.

Then we got a text from a friend who's up here with his student drama society. They're performing a street theatre version of Shakespeare's Macbeth! That sounded excellent, so we **headed off** to find them by the castle. The audience were following the actors around from place to place, and the actors were mixing with the crowds, saying their lines directly to them. If you didn't know the story, I don't think you'd have known what was **going on**, but it was enormous fun and very different! Right now, we're siting in a café **looking out on** to the Royal Mile, which is the most famous street in Edinburgh. It goes right through the old part of the city, and it's full of historic buildings as well as pubs, cafés and souvenir shops. It's a great place to sit and watch the world go by. I wish we could stay longer.

There's one on every high street!



# **Ethical shopping the OXFAM way**

There are certain shops that you will find in just about every town in the UK. Known as 'chain stores', they're a familiar sight everywhere you go. Most of these shops are run by huge, profit-making companies – but not all of them. Of course, Oxfam shops are very different!

#### 5 Why 'of course'? You'd better 1 kick off by explaining what they sell!

Oxfam shops sell all kinds of things, most of them second-hand! They're best-known for selling 'pre-loved' books

- 10 and clothes, but there are always many other things on display in their shops, from household articles, toys and games to vinyl records and CDs. These items are all donated by the public – ordinary
- 15 people who support Oxfam, which is one of the most popular charities in the UK. All the shops are run by volunteers (only the managers are paid workers), and the money raised goes to the charity.

#### 20 I've heard of Oxfam, but remind me. What exactly does it do?

Oxfam sends aid to places that are suffering from famine or the effects of disasters, like earthquakes, as well as

25 helping refugees from war zones. But it does much more than that. It supports

long-term projects that will give future generations in poor countries <sup>2</sup> a head **start**. In particular, Oxfam helps farmers 30 and other workers in developing countries with the Fair Trade scheme.

## That sounds interesting. Tell me more!

Well, as you know, farmers in developing countries often grow crops that are sold 35 to rich Western countries. We happily pay for such luxury items as coffee or chocolate without really thinking about the people who produce them. They often receive very little reward for their 40 work, and live in poverty. On their own, these workers are completely 3 out of

their depth in negotiations with the big companies that buy their products. It isn't at all <sup>4</sup> a level playing field. 45 The Fair Trade scheme helps small

producers to work together to form cooperatives. This means individual workers can <sup>5</sup> punch above their weight,

and are better able to demand – and get 50 – fair pay.

#### It all sounds good, but do people really want to buy second-hand things?

Yes, they do, for many reasons. Lots of people love browsing in charity shops, 55 looking for unusual things and finding bargains. In fact, these days, wearing second-hand ('vintage') clothes is definitely a trend. It's fun to create your own style, it's much cheaper than buying 60 new clothes and, more importantly, it's a great way to reduce your carbon footprint. So, look out for second-hand shops, it's the cool new way to shop!

#### **GLOSSARY**

aid - pomoc, wsparcie cooperative - spółdzielnia, kooperatywa famine - głód

- **SPEAK** Have you ever given money to a charity, or taken part in a charity event?
- 2 Read the text and complete sentences 1-6 with up to four words in each gap.
  - 1 Shops with branches in many towns are called
  - 2 Most of the things on sale in Oxfam shops are not
  - **3** The shop assistants are all \_\_\_\_\_\_.
  - 4 Oxfam is a that helps people who are affected by all kinds of
  - **5** The Fair Trade scheme helps workers from work together and receive
  - 6 Buying second-hand clothes helps the environment
- **KEY WORDS** A Look at the highlighted sporting idioms in the text in exercise 2 and match them with the sports from the box. One sport matches two idioms.

	boxing	football	running swimming
1	2 💯	3 / 4	5 2

- 4 Match phrases a-e below to the highlighted idioms in the text that they could replace.
  - a equally fair for everyone
  - **b** be stronger and more powerful than they appear
  - c help at the beginning of their lives
  - d unable to survive
  - e begin
- 5 3.11 Example Listen to a radio interview about Oxfam and complete the fact file.
- The Oxford Committee for Famine Relief (Oxfam) was founded in Oxford in 1
- The original aim was to send help to the poor in Europe who were affected by <sup>2</sup>
- These days, they employ <sup>3</sup> people in 4 countries around the world.
- There are <sup>5</sup> Oxfam shops around the world, including 6 in the UK.
- Oxfam shops sell about 7 second-hand books every year.

#### **COMPARE CULTURES**

- 6 **SPEAK** Answer the questions.
  - 1 What are the biggest charities in your country? How do they usually raise funds?
  - **2** What do you do with your old clothes, books, etc.? If you could donate them to a charity, which one would you choose?

Happy Birthday!

# THDAY to you!

There's no doubt about it, birthdays are a very big deal in the UK, the USA and most of the English-speaking world. A birthday is one of two 'red-letter days' every year in a child's life (the other one is Christmas Day) – but it doesn't stop with

- 5 childhood. Birthdays are celebrated by adults too, right through their lives. In fact, when British citizens reach 100, they receive a special greeting from the monarch! It used to be a telegram, but these days it's a card. In the USA, eighty-year-olds are eligible for a similar message from the President.
- 10 In the UK alone, almost one billion greetings cards are sold every year, lots of them for birthdays. Many of these cards are for children, although you'll also see cards for 'milestone birthdays', like sixteen, eighteen, twenty-one, thirty, and even a hundred! Birthday parties usually take place in the child's
- 15 home, which is often decorated with balloons, banners and streamers. Guests are expected to bring a card and a small present. There will be organised games, and sometimes a professional entertainer, like a magician. There's always a cake with candles, and the Happy Birthday song. At the end of the
- 20 party, each guest is usually given a 'party bag' containing a few small gifts, plus a piece of the birthday cake to take home. Although birthday celebrations in the UK and USA are quite similar, there's one American tradition that doesn't exist in the UK. To celebrate their sixteenth birthdays, girls,
- 25 and sometimes boys, have 'Sweet Sixteen' parties. The highlight of a girl's 'Sweet Sixteen' party is usually the 'father-daughter' dance, and traditionally she wears her first pair of high-heeled shoes. A sixteenth birthday is an important event in the USA, partly because in some states sixteen-year-olds are allowed 30 to drive cars (it's seventeen in the UK).

The 'Sweet Sixteen' is supposed to mark the **transition** from childhood to adulthood and maturity. However, in both the UK and the USA, teenagers officially come of age when they are eighteen. For that reason, and as in many other

35 countries, eighteen is an extra special birthday. Twenty-one is also a significant birthday in both countries, mainly for historic reasons, as until about fifty years ago it was the age of majority.

- **SPEAK** How do you usually celebrate your birthday?
- **2** Read the text. Are the statements true (T) or false (F)?
  - 1 On their 100<sup>th</sup> birthday, British people get a telegram from the king or queen.
  - 2 Guests at children's birthday parties usually receive gifts.
  - **3** The 'Sweet Sixteen' is only celebrated by American girls.
  - 4 In the USA, you're officially an adult when you're eighteen.

- **KEY WORDS** Match the highlighted words and phrases from the text with the correct definitions 1-6.
  - 1 the date when you reach an important stage of life
  - 2 a date that you look forward to with excitement
  - 3 full development
  - 4 important and meaningful
  - 5 the change from one stage to the next
  - 6 when you reach this, you're considered an adult
- **Solution** Complete the sentences with the correct forms of the highlighted words and phrases from exercise 3.
  - **1** The from primary to secondary school can be difficult for some students.
  - 2 In the UK and USA, is eighteen, so then you can vote in elections.
  - 3 When you're an adult, you have reached
  - 4 My sister will be having a soon. She'll be eighteen.
  - 5 Seventeen is a ge in the UK because then you can learn to drive.
  - **6** It was fantastic when my brother graduated from university – a real \_\_\_\_\_\_!
- **SPEAK** Look at the video still and describe it. Then answer the questions.



- 1 What's the occasion?
- **2** How old is the child?
- **3** What shape is the cake, and what could the reason be?
- 4 What do you think is going to happen?

#### **COMPARE CULTURES**

- **6 SPEAK** Answer the questions.
  - 1 Which birthday traditions are the same in your country? Which ones are different?
  - 2 What do you think 'Many happy returns' means? Is there an equivalent greeting in your language?

#### Did you know?

T/F

T/F

T/F

T/F

- The first birthday cards were produced in the UK, about 175 years ago.
  - As well as *Happy Birthday*, a traditional birthday greeting is *Many happy returns of the day*, or simply *Many happy returns!*

### Home sweet home

- **SPEAK** Look at the photos of British homes in exercise 2. Which one would you most like to live in? Why?
- Read the ads and complete them with the words from the box.

bungalow detached flat semi-detached terraced



Wanted: A third person to rent a room in our first-floor in central Manchester. Large bedroom with double bed and view of the city centre, plus use of modern bathroom, kitchen, sitting room and balcony. £600 per month rent plus a share of the bills.

Interested? Contact Rob on 🖾 or Mel on 🔯

(2) house to let, Woodtown



**Spacious** family home in quiet residential location. Front porch, entrance hall, sitting room, study, kitchen-diner, downstairs **cloakroom**. four bedrooms, bathroom. There is also a garage and a large, well-kept garden. £2,000 per month.

Contact Rodway's estate agents on M.

## Properties for sale

A ten-minute drive to Wicton town centre, and with views of Wicton Park, the property consists of an entrance hall, sitting room, kitchen, dining room, two bedrooms, bathroom, balcony and garden. £395,000







Coming soon!

house in popular area on the outskirts of Wicton, with wonderful views of the Rye valley.

- **Drive** with parking space for two cars
- Downstairs: hall, sitting room, dining room, kitchen, WC
- Upstairs: three bedrooms, study, bathroom
- Attic: playroom + plenty of storage space
- Attractive back garden, summer house £795,000
- (5) One-bedroom in quiet **suburb** of Wicton, within short walk of shops. Entrance hall, sitting room, kitchen-diner, large bedroom, bathroom with bath and separate shower. Private front and back gardens.



£295,000

- **3 KEY WORDS M** Look at the highlighted words in the texts in exercise 2. Try to guess their meaning and match them with definitions 1-10. Check your answers in a dictionary.
  - 1 a room or space at the top of the house
  - 2 a small room for coats, often with a toilet and basin
  - 3 a wide path for a car, between a street and a house
  - 4 parts of a town or city that are not in the centre (2 words)
  - **5** a covered area outside the front door of a house
  - **6** buildings
  - 7 the money you pay each month to the owner of your flat or house
  - 8 where people live
  - 9 with lots of space
  - 10 available to rent
- 4 3.12 Listen to part of a discussion and complete the sentences with up to four words in each gap.
  - 1 Jonah says British homes are than he expected.
  - 2 Julia was surprised because a lot of people live
  - 3 She says some of the houses have
  - 4 Fifteen percent of British people
  - 5 There are a lot of semi-detached houses in 🖗
  - 6 Julia thinks it's weird that most people don't when they
  - 7 Jonah thinks the for bathrooms are strange.
  - 8 He says he keeps going to the wrong because he is confused by British English.





The second	
flat	apartment
block of flats	apartment building
tap	faucet
toilet	bathroom
ground floor	first floor
first floor	second floor
lif†	elevator
garden	yard

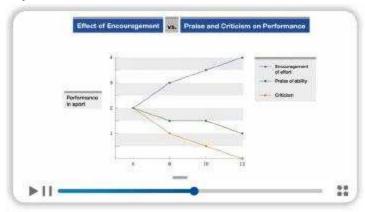
#### **COMPARE CULTURES**

- **5 SPEAK** Answer the questions.
  - 1 How do homes in your country compare with British homes?
  - 2 What are the pros and cons for each?

### Powerful presentations

## **SPEAK** Answer the questions.

- 1 What was the most difficult presentation you have ever given? Why was it so difficult?
- 2 How do you understand the motto 'No preparation is preparation for failure'?
- 2 Look at the video still and choose two correct options in each sentence.



- 1 This visual presents a graph / a chart / a sketch.
- 2 We use images in presentations to entertain the audience / to help people understand data / to support arguments.

## **3** 3.13 Listen and answer the questions.

- 1 What should you do first when you have a topic for a presentation?
- 2 How do you do research?
- **3** What tips do Lucy and Jacob give about organising a presentation?
- 4 How do you prepare and practise?
- 4 3.14 Listen to someone explain how to organise a presentation. Which techniques does the speaker mention? What examples does she use to illustrate the techniques? Which one do you like the most?

show a graph with data begin with a story

give an interesting fact tell a joke

set out the problem

**5** Put ideas a-e below in the correct order to make a presentation.

#### Problems facing young people in cities

- a Recommend the next steps to be taken: list of action points.
- **b** List possible strategies for implementing the solutions and discuss the pros and cons.
- **c** Give possible solutions and some examples.
- **d** Describe the current problems.
- e Choose the best solutions and strategies and explain your choice.
- **6** Read the WATCH OUT box and match verbs 1-8 to nouns a-h to make collocations. Use the collocations to make a list of dos and don'ts for presentations.

1 fold

**a** clearly

2 make

**b** at the audience

3 put

**c** your tone and pace

4 stand

**d** your arms **e** up straight

**5** speak 6 vary

**f** eye contact with people

7 turn

g your hands in your pockets

8 smile

**h** your back to the audience

#### **WATCH OUT**

#### Body language collocations

We can use verb + noun collocations to describe gestures and body language. Remember that with parts of the body we use possessive adjectives (my, your, his, her, etc.).

7 SPEAK If, after today's lesson, you were to give two pieces of advice to someone preparing a presentation, what would you tell them?

#### **GUIDE TO POWERFUL PRESENTATIONS**

**PROJECT** 

Give a two-minute presentation about this topic: Have mobile phones changed our lives for the better or worse?

#### STEP 1

Research the topic on the Internet, read different opinions about it and make notes of ideas for your presentation.

#### STEP 2

Decide on your opinion and outline what you are going to say. Choose your main points. For each point, give evidence and reasons to support your arguments. Plan an introduction and a conclusion, and use transition phrases to indicate each new stage of the presentation.

Write note cards for your presentation and practise giving your presentation. Check the presentation isn't too long or too short. Practise with the technology you will be using.

Give your presentation to the class. Pay attention to your body language.

#### **Key Phrases**

I will explain why I believe that ...

I'll make three main points.

Now I'd like to talk about ...

So we've looked at three main reasons why ...

To rephrase my main points, ...

Let's move on to ...

I'd like you to look at this table.

This chart shows ...

That brings us to the end of my talk.

### Making ethical choices

**SPEAK** Which of the actions outlined in the poster below do you think are the most effective?

## Eight actions for **SOCIAL RESPONSIBILITY** ✓ Join an environmental organisation. ✓ Become an organ donor. ▼ Find out about Zero Waste. ▼ Donate clothes to the poor. ✓ Become an ethical consumer. √ Volunteer to help elderly or sick people. ✓ Help a charity. Become an animal rights activist

2 3.15 SPEAK Look at the video still and guess which of the actions in the poster above Lucy and Jacob will talk about. Listen and check.



- 3 3.15 Zisten again and make notes about what Lucy and Jacob say about topics a-d below.
  - **a** Jacob's shopping habits
  - **b** Working conditions in clothing factories
  - **c** The environmental impact of clothing production
  - **d** How to be socially responsible

4 3.16 Look at the examples of irresponsible consumer behaviour and answer the questions. Then listen and check.

#### Using plastic bags

Creating food waste

#### Buying products in plastic packaging

- 1 Do you notice any examples of irresponsible consumer behaviour among your friends or family?
- 2 How does it affect the environment?
- Read the WATCH OUT box and complete the sentences with the correct words formed from the words in brackets.
  - 1 The current (economy) situation is making many people think harder about what they spend their money on.
  - 2 Climate change has made us more aware of our (consume) of water, meat and fish.
  - 3 Many of the countries where our clothes are made suffer conditions of extreme
  - 4 The main aim of companies is to be (profit), often without considering the consequences for the planet.
  - 5 Ethical purchasing decisions are based on a (combine) of economic, environmental and social considerations.
  - 6 Massive boycotts can have devastating (finance) effects on companies, which is why they are so effective.

#### WATCH OUT

Word formation

In word-formation exercises, think about the part of speech that is needed to fill a gap and pay attention to spelling changes in the root word.

**6 SPEAK** Imagine you need to attach a visual to a presentation about becoming an ethical consumer. What would it show?

#### **GUIDE TO PRESENTING DATA**

**PROJECT** 

Decide what things you can do to become an ethical consumer.

#### STEP 1

Discuss which of the socially responsible actions you can imagine doing. Think of other actions you, your family and your friends could take to be more socially responsible. Make your own slides.

#### STEP 2

Make notes explaining the actions listed on your slides. Give examples of these choices and explain the benefits of taking these actions.

#### STEP 3

Present your slides to the class. Explain what you intend to do to become more socially responsible and why. Include some of the useful language in the box and say how effective you think these actions would be.

## Key Phrases

I'm/We're going to ...

We need to make sure that ...

... because I/we think it's ...

I/We will definitely ...

What I consider to be absolutely vital/essential

I/We absolutely must ...

To put this action into practice, I/we may / might / could / have to / should ...

I/We don't think I'll/we'll have to ...

I/We think that ... will be the most effective. because ...

#### Conflict resolution

- **SPEAK** When was the last time you fell out with a friend? What was the argument about? How did you make up?
- 2 SPEAK Describe the video still. Have you ever tried meditation? How do you deal with stress?



- 3 3.17 Listen to the recording. Which four of the topics below does Lucy talk about and in what order?
  - **a** How to do breathing exercises
  - **b** Being assertive
  - **c** Reducing stress
  - **d** The signs of stress
  - e Conflict resolution
  - f Stress-related diseases



4 Work in pairs. Match the headings from the box to conflict-resolution strategies 1-8 in the text.

> A neutral place. Don't hide. Empathy. It's nothing personal. Listen. No sulking. Say sorry. Stay calm.

#### Eight conflict-resolution strategies

- It's important to confront the problem head-on, because you can't keep your feelings bottled up.
- Yes, you have to face up to the problem and be assertive, but don't lose your cool. Getting angry or even violent is only going to make matters worse.
- 3 You have to identify the problem at hand and deal with it. Don't take it personally and don't get personal.
- 4 Part of the problem is usually that one person is not listening to the other. Show respect for the other person's wishes and listen to what they want.
- 5 It often helps to conduct negotiations on neutral territory. This will help everyone to express their feelings.
- Sometimes, we wait for the other person to make the first move. Giving someone the silent treatment won't get you anywhere.
- 7 Make an effort to understand the problem from the other person's point of view.
- If you're in the wrong, you have to set things straight by apologising. You should also make sure it doesn't happen again.
- **5 SPEAK** How do you react when you hear: 'You're just a teenager, you have no worries. Wait until you're grown up and you have a job and responsibilities'? How do you usually respond?

**Key Phrases** 

Can we talk?

#### **GUIDE TO RESOLVING CONFLICT**

**PROJECT** 

Practise using conflict-resolution strategies.

#### STEP 1

Look at the different conflict situations below. What is the cause of the problem in each situation?

- 1 Your friend is very stressed about their upcoming exams and seems to be taking it out on you.
- 2 You disagree with your parent(s) who want(s) to limit the amount of time you spend on your mobile phone. They want to talk it over with you.
- 3 The friend you're going to share a taxi home with wants to leave a party earlier because they're tired. How can you work it out?

I didn't mean to hurt your feelings. That would frustrate me too. It must be very hard for you. I understand what you're going through.

Do you want to talk about it?

I shouldn't have said that.

Is there anything I can do?

## STEP 2

Work in pairs. Choose one of the conflict situations in step 1 and role-play a conversation about it. Empathise with the other person and help to sort the problem out.

Reflect with your partner. Did you resolve the conflict successfully? Is there anything you could have done differently?

### Time management

#### **SPEAK** Discuss the questions.

- 1 Look at the photo and video still below. Which two different ways of organising your work are shown? Which one would you prefer?
- 2 Explain the meaning of the quote. Do you spend time organising your work?

For every minute spent in organising, an hour is earned. (Benjamin Franklin, American politician and philosopher, 1706-1790)





- 2 3.18 Zisten and make notes about how Jacob is using time-management tools a-d to help him get organised.
  - a Planning and setting priorities
  - **b** Making a to-do list
  - **c** The Pomodoro technique
  - **d** Dealing with distractions

**3** Read the tips about making a to-do list and complete the sentences 1-4.

#### How to make a to-do list

- 1 Write down only the things you need to do today or this week, not a long time from now. A good to-do list is only effective for the very near future.
- 2 Write the tasks in the order in which you're going to tackle them. You might want to do the least enjoyable tasks first to get them out of the way.
- 3 Calculate how long each task will take and give yourself enough time to do them.
- 4 Put the list where you'll see it, e.g. hang it beside your computer screen or put it on your smartphone.
- **5** Cross off the tasks when you've finished them. There's nothing more satisfying than finishing a difficult task.
  - **1** If you overload your list with tasks,

  - 3 Put your to-do list
  - 4 You'll get a sense of achievement when \_\_\_\_\_\_.
- Complete the sentences with the correct forms of the words and phrases from the box.

kill make run out of take waste

- 1 There was just too much to do in one hour, so I time.
- 2 Life isn't all about studying it's important time for your friends too.
- 3 We were time kicking a ball around as we had arrived too early for football practice.
- 4 We didn't want to make any mistakes, so we our time to do it well.
- 5 Don't your time trying to explain anything to him. He never listens.
- 5 SPEAK Plan your work for next week. Then tell each other about your weekly schedule.

#### **GUIDE TO TIME MANAGEMENT**

**PROJECT** 

Write a short list of time-management tips.

#### STEP 1

Search online for tips about time management. Make sure you focus your search on tips for students, but there might be tips for businesspeople that are useful for students too.

#### STEP 2

Make notes about why the tips are useful. Discuss your notes in pairs and put them in order of importance or usefulness. Think of ways to adapt the tips to your particular situation and think of examples.

Write your list (up to ten points). First, write a brief tip in the form of an imperative. Then write one or two sentences explaining each tip and/or giving an example.

#### STEP 4

Publish or present your list to a group or the whole class.

#### **Key Phrases**

Don't forget to ...

You should (also) ...

That means you have to ...

(Then) you probably need to ...

It helps to ...

Keep in mind that ...

Be sure to ...

It's also important to ...

Allow yourself time to ...

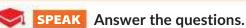
## Speaking tests

#### Units 1-2



Rozmowa wstępna





- 1 What holiday activities appeal to you the most?
- 2 Has the COVID-19 pandemic changed the way people spend their holidays? If so, in what way?
- 3 Does technology play an important role in your life? Why/Why not?
- 4 Do you think that consulting a doctor online will become more common than face-to-face appointments?

4 minuty Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

#### Uczeń A

Podczas wakacyjnego kursu językowego w Irlandii rozmawiasz na przerwie z kolega/koleżanką z grupy (uczeń B) na temat aplikacji pomocnych w nauce języka angielskiego. Chcesz polecić aplikację, której używasz, i przekonać ucznia B, aby również zaczął z niej korzystać. W rozmowie z uczniem B porusz następujące cztery kwestie:

- polecana aplikacja,
- wykorzystanie tej aplikacji w nauce,
- potencjalne problemy,
- przewaga technologii nad tradycyjną nauką. (Rozmowę rozpoczyna uczeń A)

#### Uczeń B

Podczas wakacyjnego kursu językowego w Irlandii rozmawiasz na przerwie z kolegą/koleżanką z grupy (uczeń A) na temat aplikacji pomocnych w nauce języka angielskiego. Uczeń A przedstawia Ci wybraną aplikację i chce ją zarekomendować. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie znasz przedstawianej aplikacji poproś o więcej szczegółów na jej temat,
- zadaj dodatkowe pytania dotyczące działania aplikacji,
- dopytaj o szczegóły problemu, jaki uczeń A miał z omawianą aplikacją,
- nie zgódź się z argumentami ucznia A i powiedz, że wolisz tradycyjne metody uczenia się języka.

3 minuty Zadanie 2. Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the tourists are showing to the hotel receptionist?
- 2 Do you keep any important documents on your mobile phone? Why/Why not?
- 3 Describe a situation in which technology helped you solve a problem when you were on holiday.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Rozważasz różne możliwości zarabiania pieniędzy w czasie wakacji i ferii zimowych. Szukasz informacji na temat kursów, które by to umożliwiły, i znalazłeś/znalazłaś dwa ogłoszenia.

- Wybierz tę ofertę, która będzie, Twoim zdaniem, najbardziej odpowiednia, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



Receive professional training Get internationally recognised *aualifications* Job guarantee after the course included





- 1 Is getting a part-time holiday job popular with Polish teenagers? Why/Why not?
- 2 Do you think it's a good idea to spend your holidays learning a new skill? Why/Why not?

2 minuty

Rozmowa wstępna



#### SPEAK Answer the questions.

- 1 Would you describe yourself as a responsible consumer? Why/Why not?
- **2** What is your opinion on recycling?
- 3 Are you fond of buying things in second-hand shops? Why/Why not?
- 4 Are you keen on sport? Why/Why not?

4 minuty **Zadanie 1.** 

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

#### Uczeń A

Rozmawiasz z kolegą/koleżanką z USA na temat popularnej w Polsce diety pudełkowej, która polega na otrzymywaniu od firmy cateringowej pudełek z posiłkami na cały dzień. W rozmowie z uczniem B porusz następujące cztery kwestie:

- opis diety pudełkowej,
- powody jej popularności w Polsce,
- wady tego typu diety,
- potencjalne korzyści zdrowotne.

(Rozmowę rozpoczyna uczeń A)

#### Uczeń B

Rozmawiasz z kolegą/koleżanką (uczeń A) na temat diet. Twój rozmówca / Twoja rozmówczyni opowiada Ci o tzw. diecie pudełkowej i chce ją zarekomendować. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie słyszałeś / nie słyszałaś dotąd o tego typu diecie poproś ucznia A o więcej szczegółów na jej temat,
- zadaj dodatkowe pytania dotyczące korzystania z tej diety,
- dopytaj o ekologiczność takiego rozwiązania,
- nie zgódź się z argumentami ucznia A i powiedz, że wolisz przygotowywać własne posiłki.

3 minuty **Zadanie 2.** 

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think might have happened?
- 2 Do students in your school often get injured during PE lessons?
- 3 Describe a situation when you or somebody you know had a sports-related injury.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Przygotowujesz prezentację na temat konsumpcjonizmu i musisz wybrać zdjęcie na pierwszy slajd prezentacji. Znalazłeś/Znalazłaś trzy fotografie.

- Wybierz to zdjęcie, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







- 1 Why do you think a lot of young people like spending their free time in shopping malls?
- 2 Is it important for people your age to be socially responsible? Why/Why not?

## Speaking tests

#### Units 5-6

2 minuty

Rozmowa wstępna



#### SPEAK Answer the questions.

- 1 How important is it to you and your peers to keep up with the latest news?
- **2** Do you like taking part in family gatherings?
- 3 Are you a cinemagoer, or do you prefer watching films on streaming services? Why?
- 4 Would you like to take part in a talent show?

4 minuty Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

#### Uczeń A

Twoja klasa wybiera się autokarem do Londynu. Wraz z uczniem z USA, który przebywa w szkole na wymianie, macie wybrać kilka filmów, które uczniowie mogliby obejrzeć w podróży. W rozmowie z uczniem B porusz następujące cztery kwestie:

- popularne gatunki filmów,
- filmy warte obejrzenia,
- zalety wybranych filmów,
- potencjalna reakcja klasy na proponowane filmy. (Rozmowę rozpoczyna uczeń A)

Rozmawiasz z kolegą/koleżanką (uczeń A) na temat wyboru kilku filmów, które moglibyście obejrzeć w podróży autokarem do Londynu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- zapytaj ucznia A, dlaczego podane przez niego/ją gatunki filmów są popularne wśród młodzieży,
- dopytaj o korzyści płynące z obejrzenia zaproponowanych filmów,
- wyraź wątpliwość, czy proponowane filmy spodobają się reszcie klasy,
- zgódź się z propozycją ucznia A, ale pod pewnymi warunkami.

3 minuty Zadanie 2. Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the man is watching on his tablet?
- 2 How do you use mobile devices for entertainment?
- 3 Describe a situation in which you or somebody you know used a mobile phone when it was forbidden.

5 minut Zadanie 3. Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions. Then change roles and do the task again.

Popatrz na Zdjęcie 1., Zdjęcie 2. i Zdjęcie 3.

Twoja klasa będzie wkrótce gościć uczniów z zagranicy. Masz za zadanie przygotować program kulturalny dla Waszych gości na jedno popołudnie. Zastanawiasz się nad jedną z trzech propozycji.

- Wybierz to zdjęcie, które Twoim zdaniem, przedstawia najciekawszą ofertę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







- 1 Do you think that teenagers these days are more interested in art or entertainment? Why?
- 2 Why do you think many young people want to study journalism, digital communication and new media?

2 minuty

Rozmowa wstępna



#### SPEAK Answer the questions.

- 1 Would you like to be an estate agent? Why/Why not?
- 2 What is the most impressive building you have ever seen or heard of? What is so special about it?
- **3** Do you prefer working in a team or on your own?
- 4 Would you describe yourself as tech-savvy? Why/Why not?

4 minuty Zadanie 1.

Rozmowa z odgrywaniem roli

SPEAK Do the task. Then change roles and do the task again.

#### Uczeń A

Podjąłeś/Podjęłaś swoją pierwszą w życiu pracę sezonową i rozmawiasz o tym z kuzynem/kuzynką z Kanady (uczeń B). W rozmowie z uczniem B porusz następujące cztery kwestie:

- rodzaj pracy,
- relacje z szefem,
- formalności związane z podjęciem pracy,
- dotychczasowe wrażenia.

(Rozmowę rozpoczyna uczeń A)

#### Uczeń B

Twój kuzyn / Twoja kuzynka z Polski (uczeń A) podjął/ podjęła pierwszą w życiu pracę sezonową i chce Ci o niej opowiedzieć. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- wyraź obawy, czy nowa praca jest dla ucznia A odpowiednia,
- dowiedz się, czy uczeń A miał jakieś problemy w kontaktach ze swoim szefem,
- wyraź nadzieję, że uczeń A ma w nowej pracy odpowiednie ubezpieczenie,
- życz uczniowi A powodzenia w nowej pracy i udziel mu kilku praktycznych rad.

② 3 minuty Zadanie 2.

Rozmowa na podstawie ilustracji

SPEAK Describe the photo and answer the questions. Then change roles and do the task again.



- 1 What do you think the man is going to do next? Why?
- 2 Do you think that keeping cats or dogs in a small flat is a good idea? Why/Why not?
- 3 Describe a situation when you or somebody you know had an argument with a neighbour over a misbehaving pet.

5 minut Zadanie 3.

Rozmowa na podstawie materiału stymulującego

SPEAK Do the task and answer the questions.

Then change roles and do the task again.

Popatrz na Zdjęcie 1. i Zdjęcie 2.

Chciałbyś/Chciałabyś znaleźć dla siebie relaksujące hobby/zajęcie, które można uprawiać w zaciszu domowym. Znalazłeś/Znalazłaś dwie oferty.

- Wybierz to zdjęcie, które, Twoim zdaniem, przedstawia ciekawszą ofertę, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.





- 1 How important is it to have a proper work-life balance? Why?
- 2 It is said that the best motivation to achieve success is your inner motivation. To what extent do you agree with this statement? Why?

# Present simple and present continuous

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



My sister <sup>1</sup> (play) hockey. She <sup>2</sup> (have) a match every Sunday. My parents and I always (watch) her play. We 4 (give) her lots of encouragement. She 5 (not want) to admit it, but she 6 (find) it tough to combine hockey with school. At the moment, she <sup>7</sup> (study) for her

exams, so she 8 (practise) much less, but it's only for a week or so.

**2** Complete the text with the correct forms of the verbs in brackets.

I love this photo. My friend Victoria <sup>1</sup> (run) along the beach and her dog <sup>2</sup> (chase) after her. A big wave <sup>3</sup> (come) up behind them, and two girls 4 (surf) it. This is what our typical day at the seaside <sup>5</sup> (look) like. What <sup>6</sup> you (usually / do) at the beach?

- **3** Choose the correct options.
  - 1 X: Is there anyone at home now?

    - A I think so, but my grandma never hears the doorbell.
    - **B** Yes, let's go home.
    - C I'm not sure, but I think it's their house.
  - 2 X: 💯
    - Y: It's noisy in here and I need somewhere quieter to study.
    - A Really? Are we making a lot of noise?
    - **B** Where are you going?
    - **C** Where do you study?
  - 3 X: 3
    - Y: My older brother. He's now in college, and I'd like to be like him.
    - A Who are you looking at?
    - **B** Who do you look up to?
    - **C** Who is he looking for?
  - 4 X: 30
    - Y: Make him stop we need to leave now!
    - A Tim is playing on the computer at the moment.
    - **B** Tim plays video games all the time.
    - C Does Tim play after school?

#### Present perfect simple 0.2 and present perfect continuous

- 1 Choose the correct options.
  - 1 I 've watched / 've been watching this series all weekend.
  - 2 Do you live / Have you lived in Glasgow for a long time?
  - 3 We 've been / are in a meeting all afternoon.
  - 4 I 've tried / 've been trying to call you all morning are you OK?
  - 5 Luc still doesn't give / hasn't given back my phone charger.
  - 6 Have you been meeting / Have you met my French friend Lydia yet?
- **2** Complete the sentences with the correct present perfect simple or continuous forms of the verbs from the box.

buy call play send tell watch 1 you all of the episodes of this series? 2 I too many clothes recently. 3 Markus on the school team for six 4 She me messages all morning. 5 I already you – I'm not 6 Ian yet, so I'll wait a bit longer.

- **3** Choose the correct translation.
  - 1 How many classmates (zaprosiłeś) for the weekend?
    - A have you been inviting
    - **B** have you invited
    - C do you invite
  - 2 How long (ona leży) here?
    - A has she lied down
    - **B** has she been lied
    - **C** has she been lying
  - **3** Oh no! (Co zrobiłeś) to this photograph?
    - A What have you been doing
    - **B** What have you done
    - C What did you do
  - 4 I'm really glad that you (starasz się) to get on with your brother since the summer holidays started.
    - A have been trying
    - **B** have tried
    - C tried



# Past tenses: past simple, past continuous, past perfect

1 Complete the sentences with the correct past forms of the verbs from the box.

> book call eat find look meet not sleep not study wait

- 1 They for the train when they some old friends.
- 2 I my phone under the table even though I there twice!
- 3 Candela failed the test because she verv hard.
- 4 I was exhausted because I much the night before.
- 5 Carla dinner, so she didn't bother answering the phone.
- 6 Ben \_\_\_\_ me to say that he \_\_\_\_ cinema tickets for the following day.

### **2** Correct the mistakes in the sentences.

- 1 I don't know what to do for homework. I wasn't listening when the teacher talked.
- 2 While they arrived at the station, the train had already left.
- 3 We knew he didn't do anything wrong.
- 4 While we went to the cinema, it started to snow outside.
- 5 I was reading the book, so I knew the ending of the film.
- **Solution** Complete the text with the correct past forms of the verbs in brackets.

It <sup>1</sup> (be) a beautiful sunny day last
Saturday, and my friend and I <sup>2</sup> (go)
to the beach. We <sup>3</sup> (plan) the trip earlier
because the weather 4 (be) great for
the entire previous week. We <sup>5</sup> (ride) our
bikes, so it <sup>6</sup> (not cost) anything to get
there. We <sup>7</sup> (swim) and <sup>8</sup> (chat)
for the whole afternoon. It was so good that we
<sup>9</sup> (not leave) until the evening. I really
(enjoy) myself.

- Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
  - 1 I (jog / fall) and hurt my knee.
  - 2 Tom (slip / because / it / snow) the night before.
  - 3 By the time Melissa was twenty-three, she (graduate) university with merits.
  - 4 While we (cook / Ben / show) up.
  - 5 What (girls / listen) when you entered the room?

# Present and past habits

Complete the text with the correct forms of used to or would and the verbs from the box. There may be more than one correct answer.

be go lie love play take

When I was young, I 1 being outside. My family <sup>2</sup> for picnics in the local park. We <sup>3</sup> sandwiches, cakes and drinks. My dad and I 4 with a Frisbee, and my mum <sup>5</sup> in the sun reading. It <sup>6</sup> the highlight of my week.



- **2** Choose the correct options.
  - 1 Are you used to / Did you use to studying at weekends?
  - 2 I didn't use to / am not used to being asked for help.
  - 3 Beth didn't / got used to drinking a double espresso in the morning.
  - 4 The sooner I be / get used to doing all my courses online, the better.
  - 5 I would / used to be a huge fan of Frozen.
- **3** Complete the sentences with the correct forms of the words in brackets.
  - 1 Why (you / always / complain) about everything?
  - 2 It took me a few weeks (get / used / drive) on the left.
  - 3 I really don't need your help I (be / used / do) things by myself.
  - 4 When my brother was in kindergarten, he (always / wake up / me) at five in the morning, which I hated!
  - 5 I (live) in the city centre when I was in high school, but not anymore.
- 4 Translate into English. Write up to six words in each gap.
  - 1 | (nie jestem przyzwyczajony do wstawania) up so early.
  - 2 When we were children, we (spędzaliśmy każde wakacje) at our grandma's house.
  - 3 Toby (wiecznie zostawia) dirty plates on the table.
  - 4 After several months, I (przyzwyczaiłem się do spania) on the couch.
  - 5 My parents (zawsze mówili mi) what to do, and I hated it.

# The future

- **1** Choose the correct options.
  - 1 We are going to / will eat out tonight. I've booked a table at an Italian restaurant.
  - 2 I've just heard David's had an accident! I think I will call / am calling him later.
  - 3 By this time next week, we will have finished / will be finishing this book.
  - 4 I won't have been cleaning / cleaned the whole house by this evening.
  - 5 They are going / will go to the cinema tonight, so they can't make it.
  - **6** The show is *beginning / begins* in ten minutes.
- 2 Complete the sentences with the correct forms of the verbs in brackets.
  - 1 At six o'clock, I (read) for five hours non-stop.
  - 2 Look at the blue sky. It \_\_\_\_\_(not rain)!
  - 3 It's only eight o'clock. (she / leave) for school by now?
  - 4 This time next week, I'll be on holiday, but I (not lie) on a beach.
  - 5 She (leave) on Tuesday, so tell her now.
- **3** Complete the text with the correct forms of the verbs from the box. There is one extra verb.

become go run sell set up study take visit to do well. In fact, I imagine I <sup>2</sup> business administration. Whatever happens, my friend Tim and I have already got some plans. We 4 our own company.
We hope that we 5 successful entrepreneurs. By the time we turn thirty, we 6 our company for at least five years, and by the time we turn thirty-five, we 7 it at a good profit. I can't wait. But first, I need to pass these exams ...

- 4 Somplete the second sentence with up to five words so that it means the same as the first one.
  - 1 The shop is open between ten and six. The shop at six.
  - 2 It's our fifteenth wedding anniversary next Friday. By next Friday, married for fifteen years.
  - **3** Sara has plans to travel the world. Sara is \_\_\_\_\_ the world.
  - 4 Rita and I have arranged to have dinner tonight. I with Rita tonight.
  - 5 Wake him up! He started sleeping almost thirteen hours ago.

Wake him up! In a few minutes, he for thirteen hours.

# Other futures: be about to; be due to; be + infinitive • Future in the past

- 1 Complete the sentences with one word in each gap. Use one of the other future forms.
  - 1 Test results are to arrive on Monday.
  - 2 I can't talk right now, I'm to enter the head office.
  - 3 He's pay me back with interest.
  - 4 Our science teacher is to retire next year.
  - about to start my speech when someone ran into the room shouting.
- **2** Correct the mistakes in the underlined parts of the sentences. Some sentences are correct.
  - 1 I'm going to do the extra task on the test, but I ran out of time.
  - 2 X: Where is Tim? Y: I have no idea, I'm about to ask you the same.
  - 3 I knew it would be hard to study and work at the same time, but I wanted to try anyway.
  - 4 Lisa was in love with Pete, but her best friend was to become his wife later that year.
  - 5 The new law was due to replace the old one, which has been in force for ten years.
- **3** Complete the sentences with the correct forms of the words from the box.

about / say be / visit due / be shown going / improve would / finish

- 1 The film in cinemas in May, but it didn't work out.
- 2 They claimed that the living conditions
- 3 I something important, so please be quiet.
- 4 I thought the show by eight.
- 5 The Prime Minister every small town in the country within the next year.
- 4 Complete the second sentence with up to six words so that it means the same as the first one. Use the word in capitals.
  - 1 I was just leaving when you called. ABOUT I when you called.
  - 2 Paul is supposed to graduate next year. DUE Paul next year.
  - 3 I changed my mind about inviting my cousins. WAS I but I changed my mind.
  - 4 I thought you would read two more chapters. TO You two more chapters.
  - 5 They reached Paris at night because they had departed late, which they knew about. REACH They departed late knowing Paris at night.

# Modal verbs: present and past

#### **1** Choose the correct options.

- 1 Listen! Can / Could you hear them singing?
- 2 The sales are on, so we could / can't get some bargains.
- 3 They shouldn't / don't have to eat too many sweets.
- 4 Students don't have to / mustn't be late for the exam.
- 5 Do you think it *can / may* be sunny again tomorrow?
- 6 Bob's upset. You can't / shouldn't have said that
- 7 The team's celebrating, so they *must / might* have won the final.
- 8 Hugh could / needn't have fixed the tap because the plumber is coming today.
- **2** Complete each sentence with a modal verb from box A and the correct form of a verb from box B.

can't have couldn't have to must ought to have shouldn't В ask be buy order speak talk 1 We \_\_\_\_\_ products which contain palm oil. They're not healthy. 2 In my job, I fluent English.

- 3 Mandy the steak she's vegan. I really don't know who asked for it. 4 We to him because he didn't
- answer his phone.
- my parents for permission to stay out that late.
- **6** They've been travelling for over twenty-four hours. be exhausted.
- Complete the gaps to make logical mini-dialogues.
  - **1** X: to the cinema with my friends tonight?
    - Y: Absolutely not! You have to study for the test tomorrow.
  - 2 X: I'm sorry, but lend you a pen - this is the only one I've got.
    - Y: OK, I'll ask somebody else.
  - 3 X: It was completely unnecessary for me to get up so early. We were leaving at ten.
    - Y: Same here. I woken up at half past six.
  - 4 X: Did you hear me come home last night?
    - Y: Not at all. I must

# Present and past wishes and regrets

# 1 Choose the correct options.

Climate change is everyone's responsibility, and it's time we all <sup>1</sup>do / did something about it. While it is true that various industries are responsible for most pollution, there are plenty of things individuals can do as well. If only consumers <sup>2</sup> had held / held companies accountable for the damage they are doing! I wish we <sup>3</sup> are / were all bold enough to simply stop buying from manufacturers that are not eco-friendly. As far as I'm concerned, I'd rather we <sup>4</sup>have / had to pay a bit more for the products if it means we rule out producers generating the biggest carbon footprint.

**Complete the sentences with the correct** forms of the verbs from the box. There may be more than one correct answer.

come finish get give know plan 1 I really wish teachers us less homework – I never have any free time after school. 2 I have no idea where to go next. I wish we this trip more carefully.

- 3 Keith would rather we over for dinner on Saturday, but we're only free on Thursday.
- 4 Don't you think it's high time you rid of some of your old toys?
- 5 If only people how much they harm the environment when they buy things they don't
- 6 If only I my degree last year I could be promoted now.

### **3** Choose the correct options.

- 1 All of my classmates went on a trip, and I wish I with them.
  - A 'd go
  - **B** went
  - **C** had gone
- 2 I'd rather you me the truth because I can't stand any more lies.
  - A had told
  - **B** told
  - C to tell
- 3 If only the summer holidays 2 longer. Eight weeks are not enough.
  - A had been
  - **B** were
  - C can be
- 4 I'm exhausted. I wish I to bed earlier last night.
  - A went
  - **B** have gone
  - **C** had gone
- 5 Don't you think it's about time you asking your parents for money?
  - A stopped
  - **B** had stopped
  - **C** would stop

## Relative clauses • Reduced relative clauses

# **Determiners**

1	<b>Solution</b> Complete the sentences with the correct relative
	pronouns or Ø (no relative pronoun needed). There
	may be more than one correct answer.

- 1 Do you want to go for a free trial at the new gym has just opened?
- 2 That coach hasn't worked at the sports centre we go to for a long time.
- **3** The footballer is wearing glasses is a new recruit.
- 4 The person you need to talk to is called Mike.
- 5 The type of racket you need is quite expensive.
- **2** Complete the sentences with reduced relative clauses with the correct forms of the words from the box. Add any other necessary words. Then rewrite the sentences with full relative clauses.

available graduate list organise pollute require

- 1 Anyone more information on the topic should send me an email.
- 2 We need to book all the seats
- 3 The scientists were examining the ground waters by a local factory.
- 4 Three candidates have withdrawn from the elections.
- 5 It was a meeting for students from university next semester.
- 6 The Zero Waste campaign by our school was a major success.

**3** Complete the text with one word in each gap.



The European schools tennis final was played in Paris,

Carolina won her first trophy last weekend. Her opponent, Darja

Kovaς, <sup>2</sup> is the current world champion, played very well. The crucial moment came in the second set <sup>3</sup> Carolina broke Darja's serve, 4 had been very strong up to then. The shot won the match was a brilliant backhand down the line. Kovaç, 6 coach was a tennis champion herself, congratulated Carolina on her win.

- 1 Complete the sentences with the correct determiners. There may be more than one correct answer.
  - 1 We had two training sessions last week, but Luke came to of them.
  - 2 When Lewandowski scored in the ninetieth minute, the stadium went crazy.
  - 3 The coach congratulated person on the team, not just the players.
  - 4 I was sick during the winter break and spent of the time in bed.
  - 5 I'm so full I don't think I can eat piece of cake.
  - 6 Mr Thompson usually goes easy on us, but teachers are much stricter.
  - 7 I don't mind who wins the game I don't like of them.
- 2 Add of or of the where necessary. Some sentences are correct.
  - 1 All the facts about the athlete were true.
  - **2** Each students in my class does some sport in the afternoons.
  - 3 There must be a lot of people in the gym, as most lockers are taken.
  - 4 I searched the whole my school for the lost trainers, but I couldn't find them.
  - 5 Both the players who scored the highest had won a gold medal before.
  - **6** Most people I invited to the party have already confirmed they'll come.
- 3 Complete the second sentence with up to five words so that it means the same as the first one. Use the word in capitals.
  - 1 My mum and my dad are doctors. OF are doctors.
  - 2 We were preparing the speech all evening. THE It took us to prepare the speech.
  - 3 Every player was disappointed and went home after the game. THE After the game, were disappointed and went home.
  - 4 Both of the school teams lost in the finals. OF was the winner.
  - 5 I'm afraid I've got neither time nor money for this.

I'm afraid I or money for this.

# Conditionals (zero, first, second and third) • Alternatives to if

# Mixed conditionals

#### **1** Choose the correct options.

- 1 If you send / will send me the photo, I print / 'll print it out.
- 2 If Neil hadn't saved / wouldn't save some money, he wouldn't have been / weren't able to buy a motorbike.
- 3 Every time you will wear / wear that shirt, you will spill / spill something on it.
- 4 Will you buy / Would you buy a country house if you had / had had the money?
- 5 If I ever went / go to Paris, I climb / will climb the Eiffel Tower.
- 6 If you didn't arrive / hadn't arrived late, we won't miss / wouldn't have missed the beginning of the film.

## Complete the sentences with the correct forms of the verbs in brackets.

- 1 If you (mix) red and yellow, you get orange.
- (not write down) the numbers, I wouldn't have remembered them.
- 3 Whenever I turn on the TV, there (be) ads on.
- 4 If we lived in London, we (speak) fluent English.
- 5 If I hadn't looked up the word, I (not understand) what he said.
- 6 If Henry (join) our team, he will have to work hard.

### **3** Choose the correct options.

- 1 As long as / Unless you complete all the exercises, you can do them in any order you like.
- 2 Could you send me a text with the details in case / provided that I forget?
- 3 You can go out tonight unless / provided that you study this afternoon.
- 4 Unless / In case we lose this match, we're through to the final.
- 5 Jade's brought a friend with her as long as / in case she needs a bit of support.

# 4 Translate into English.

- 1 I'll buy the tickets (jeżeli będę miała wystarczająco dużo pieniędzy).
- **2** Even if they had got into trouble, we (nie pomoglibyśmy im).
- 3 (Jeżeli mi nie pomożesz), I won't tidy this mess.
- 4 She (nie prosiłaby cię) for help if she knew how to do it herself.
- **5** If Peter (miał czas, chodziłby) running every day.
- 6 (Jeżeli nie będziesz mówić) louder, they won't hear you.

#### Match 1-6 to a-f to make mixed conditional sentences.

- 1 If Helen was talented,
- 2 Perhaps they would support me
- 3 She wouldn't have helped you
- 4 If Mum had let me join the art club in first grade,
- 5 If Sue hadn't entered the animation competition,
- 6 I'd be fine now
- **a** I'd be a great artist today.
- **b** she would regret it now.
- **c** if I had followed your advice.
- **d** if I hadn't been so rude the other day.
- **e** she would have got into art school.
- **f** if she didn't care so much about you.

#### **2** Complete the sentences with the correct forms of the verbs in brackets.

- 1 I wouldn't be so exhausted if I (sleep) well last night.
- 2 Peter would have sent the letter if he (know) where the post office is, but he is new to the city.
- 3 If I (have) an older brother, he would have defended me.
- 4 I (not pay) such a fortune for the tickets if I didn't like her music so much.
- 5 If Tina (be) nice to people, someone would have covered for her yesterday.
- 6 I'd be really mad if you (not arrive) on time for the ceremony.

## **3** Complete the text with one word in each gap.



My class went on a trip to the National Gallery yesterday. I stayed at home, as I didn't feel spending the day pretending to be interested in art. If I liked art, I 1 have gone with them, but it's really not my thing. Well, it was a good decision. If I had <sup>2</sup> on that trip, I would probably <sup>3</sup> sick now. They had lunch in the gallery cafeteria, and they all ended up with food poisoning. If they 4 eaten somewhere else, we would be 5 regular classes today, including a maths test. Why were all lessons cancelled? You see, there was no one to go to school today, as I was the only one who didn't visit the gallery – I 6 probably be going through the same if I7 Sometimes it can be a good idea to take a pass on culture.;)

# The passive • have/get something done

# 1 Complete the sentences with the correct passive forms of the verbs in brackets.

- 1 The original version of this film (make) in 2004.
- 2 The app (already / download) by two million people.
- **3** The burglars were able to enter the flat because the windows (leave) open.
- 4 Claudia's novel (release) next summer. I saw it in the publisher's catalogue.
- **5** When we arrived, the front door (paint).
- **6** If they hadn't used a helicopter, the missing boy (not find).
- 7 By the end of the month, the repair works (complete).

# **2** Complete the sentences with the correct forms of have or get and the words in brackets. There may be more than one correct answer.

- 1 | (my computer / repair) last week.
- 2 (you / your hair / cut) recently?
- 3 The singer (his photo / take) for a magazine at the moment.
- 4 We (the house / not painted) for many years.
- 5 Would you like (your nails / do) for free? It's a special promotion.
- 6 I was thinking about (my ears / pierce). What do you think?
- 7 Fortunately, I (never / purse / steal).

# 3 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

- 1 Journalists were interviewing the Brit Awards winner. INTERVIEWED
  - The Brit Awards winner \_\_\_\_\_\_.
- 2 They've used the story of Romeo and Juliet as the basis for lots of films. BEEN
  - The story of Romeo and Juliet as the basis for lots of films.
- 3 Please make sure they deliver the order this week.
- Please make sure you this week.
- 4 I'm not sure my mum will let me go to a music festival. ALLOWED
  - I may not to a music festival.
- 5 Ben's dad said he had to finish his homework before he watched TV. TOLD
  - watched TV.
- 6 I hope someone will explain everything to me in detail. HAVE
  - Hopefully, I to me in detail.

# Advanced passive forms

### 1 Complete the sentences with the correct passive forms of the verbs from the box.

deny elect give invite offer solve tell

- 1 I felt really awkward after to leave the room.
- 2 At least some of these ideas should consideration.
- 3 I honestly didn't hope a job in the main news department.
- 4 I don't know why Susan denies to Mark's party - I really don't mind!
- 5 At first, I wasn't interested in \_\_\_\_\_ the class president.
- 6 It can't that Megan really deserves the award.
- 7 This problem should a long time ago.

### **2** Rewrite each sentence in two different ways using the passive voice.

- 1 They will bring us some copies of the documents.
- **2** They should show us the final version tomorrow.
- **3** They have sent you an important letter.
- 4 They are teaching us good manners.

# **3** Choose the correct options.

I've watched an interview with Prince Harry (if he can still 1 that) and his wife, Meghan Markle. They looked really happy and didn't seem 2 by the whole row with the royal family. Or perhaps they were only faking it ... Anyway, the young couple really enjoyed



<sup>3</sup>//, and they described a lot of details from their private lives. For example, they talked about their daily life. Meghan said how much she hated 4 what to do around the house and that she would rather 5 than do any chores. That was guite bold of her, given the fact the people already dislike her quite a lot.

- **1** A have been called
- B be called
- **C** to be called
- **D** is called
- **2 A** to be disturbed
- **B** to being disturbed
- **C** being disturbed
- **D** to have been disturbing
- **3** A to be interviewed **C** being interviewed
- **B** to be interviewing **D** being interviewing

Ben \_\_\_\_ his homework before he

- **B** to be telling
- **5 A** to be served **C** being served

**C** being to tell

4 A to be told

**B** be served **D** be serve

**D** being told

# Reported speech (statements, questions and commands)

# **1** Rewrite the sentences into reported speech.

- 1 'You can tell me about your holiday this evening,' said Sam.
- 2 'I played a match here yesterday,' Kim told me.
- **3** 'What were you listening to?' she asked me.
- 4 'Have you seen my laptop?' he asked.
- 5 'Don't tell my sister what happened,' he told me.
- 6 'Take the money to the bank,' the man told us.

### **2** Correct the mistakes in the sentences.

- 1 Cindy said that they can't hear us.
- 2 They told me that they weren't meeting me tomorrow.
- 3 Jo asked them that they would help her with her essav.
- 4 The teacher asked them how old was that information.
- 5 Mick told my sister he already called her.
- **6** Greg claimed that he is going to be on time.

### **3** Complete the second sentence with up to five words so that it means the same as the first one.

- 1 'Will you be able to come to my party?' Jo asked
  - Jo wanted be able to come to her party.
- 2 'Could you give me back my book?' she asked them.
  - She asked them if her book.
- 3 'Can you come shopping with me?' Ian asked me. lan asked me to
- 4 'I texted you last night,' Sarah claimed. Sara claimed that she before.
- 5 'Don't try to make me change my mind,' Mum told me.
  - Mum told me change her mind.



# Reporting verbs

#### **1** Choose the correct options.

- 1 Tom denied having / to have anything to do with the damage.
- 2 The older guy threatened throwing / to throw my phone into the river!
- 3 Paul has just called to thank / congratulate me on doing the right thing.
- 4 We all agreed *that it was / to be* an extremely demanding task.
- 5 Our teacher encouraged us to study / studying
- 6 I recommend / promise that you start your own business.



# 2 Rewrite the sentences in reported speech using the verbs in capitals.

- 1 'I'll do my homework on time,' said Paul. PROMISE
- 2 'You should learn to drive.' I said to her. ADVISE
- 3 'We cheated in the test,' they said. ADMIT
- 4 'Thanks for helping me,' Jane said to him. THANK
- 5 'We need to leave before 2 pm,' Dad said. INSIST
- 6 'The food is too cold,' we said. COMPLAIN

# **3** Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.

- 1 When Dan (accuse / me / lie), I was very upset.
- (never / refuse / take) part in family celebrations.
- 3 I suggest (we / wait) a little longer.
- 4 Luke was in the middle of the room, and he was (beg / me / not leave).
- 5 Glenda was being very nice when she (offer / help) me with the dishes.
- 6 Do you think you (persuade / Dad / go) to the hospital soon?

# Gerunds and infinitives

### **1** Choose the correct options.

- 1 Have you ever forgotten *going / to go* to school?
- 2 Bobby just went on to talk / talking even though no one was listening.
- 3 My dad says he regrets to leave / leaving school to get a job at sixteen.
- 4 When I go to university, I'll learn to cook / cooking.
- 5 I remember *hearing* / *to hear* this song on the radio last night.
- **6** We succeeded to organise / in organising a party for forty guests.

### **2** Complete the sentences with the correct forms (gerund or infinitive) of the verbs in brackets.

- 1 He's worked really hard (achieve) success.
- 2 She's not afraid of (take) risks.
- 3 Would you like to go (dance) with me?
- 4 Why am I the last (find out) all the gossip?
- 5 Would you consider (live) on another planet?
- 6 I'm glad you made me (go) to the cinema tonight.

### Complete the text with the correct words formed from the words in the box. There are two extra words.

be do go listener pursuit show starter student watch



I've been into sport ever since I can remember. As a teenager, I was planning to 1 a career in football. Unfortunately, a serious injury took my dreams away, and I completely gave up <sup>2</sup> sport for a while. I would spend most

of my time online, <sup>3</sup> sporting events. And then, a bit out of boredom, I decided to 4 my own YouTube channel where I could comment on sports news the way I wanted to. A few months later, I had several thousand subscribers, and they all seemed to enjoy 5 to me. I was pretty successful, and my parents encouraged me to <sup>6</sup> sports journalism at university. I'm in my third year now. I still miss <sup>7</sup> in the field, but I'm glad I get to be close to what I love.

#### 8.7 Passive reporting structures

- 1 Complete the sentences with the correct forms of the verbs in brackets. There may be more than one correct answer.
  - 1 The government is believed to (work) on changes in the education system at the moment.
  - 2 Neither country (expect) to continue the conflict.
  - 3 The Chinese are believed (invent) gunpowder.
  - 4 It is said that Tom (change) his major soon.
  - 5 Mrs Turner was thought (have) business difficulties earlier that year.
  - 6 The dean is rumoured (pay) for the new library books himself.

#### **2** Correct the mistakes in the sentences.

- 1 One of the guests is believed to called the police.
- 2 The best NASA programme is expected that hire several young scientists soon.
- **3** The painting was thought to have destroyed.
- 4 The driver was said to doing a U-turn at the time of the accident.
- **5** It is expected that the rent to double next year.
- **6** He is believed to spent last summer abroad.
- Complete the second sentence with up to five words so that it means the same as the first one.
  - 1 It is rumoured he was a university professor. He is a university professor.
  - 2 They think he is bad-tempered.

in one year.

- He is bad-tempered.
- 3 It is said that students are improving their problem-solving skills.
  - Students problem-solving skills.
- 4 Mark was reported to have done a degree in science.
  - It done a degree in science.
- 5 The mission is expected to return in one year. They expect that
- **6** We believe they are having second thoughts.

They are second thoughts.

# **Units Review**

# Join the sentences, starting with the words that are given.

- 1 I just finished my project. Then Mark asked me to go to the park.
  - When Mark asked me to go to the park, I had just finished my project.
- 2 My parents want to control my life. It's a pity. I wish
- 3 I met a boy last weekend. He is starting at my school next semester.
  - The boy
- 4 Luke broke your tablet. I'm pretty sure about that.
- 5 In the past, I bought a lot of clothes. But not anymore.
- 6 I think I will be married at the age of thirty. I hope to get married at twenty-seven. By the age of thirty, I think I

# 

- 1 This time next Wednesday, I'm going to fly to NYC.
- 2 I wish I didn't borrow any money last month.
- 3 Let's find a restaurant, where they serve vegan food.
- 4 Mika might have done that because she was with me all the time.
- 5 I was about turn off the TV when I saw her face on the screen.
- **6** I could never get used to sleep in a room with no windows.

# **3** Choose the correct options.

When I was a teenager, all my summer holidays were pretty much the same. I 2 go to a youth camp for two weeks and then on a holiday abroad with my parents. And they took me to so many great places! By the time I was fifteen, I 2 four continents. The trip <sup>3</sup> I remember particularly well was the one to Rio de Janeiro. I have no idea how my parents paid for it all a journey like that 4 have cost a fortune! Anyway, I loved travelling so much that I became a travel reporter in my adult life. In a few days, I 5222 to start my next big project, this time in Africa – I can't wait! I have some big expectations about this journey – I hope that by the time it's over, I e writing my book.

**B** used

**D** might

**B** when

**D** whose

B can't

**D** must

**B** am

D will

**B** was visiting

**D** used to visit

B will have finished

**D** will be finishing

- 1 A would
  - C did
- 2 A visited
  - C had visited
- 3 A which
  - C where
- 4 A might
- **C** could
- **5** A going
  - C due
- **6** A am going to finish
  - C will finish

### **Units Review**

Complete the sentences with the correct forms of the words in the box. There may be more

than one correct answer. answer elect have reach rent steal 1 If I had siblings, I someone to play with as a child. 2 Mary confessed that she \_\_\_\_\_ a new flat without me. 3 I can't see the car anywhere – it must 4 All of the letters are expected their addressees by now. 5 I hate it when Tom avoids my questions. **6** She refused the class president. **2 Translate into English.** 1 She called (żeby przeprosić za wysłanie) those hurtful messages. 2 (Gdybym cię nie znała,

3 Susan (mówi się, że jest) quite successful. 4 My history teacher

pomyślałabym) that you were lying to me.

- (przekonał mnie, żebym wziął udział) in the competition.
- 5 If you (powiedziałbyś mi o tym, spałabym) longer yesterday.
- 6 Gina told me (że przyjdzie) as soon as possible.

### **3** Complete the sentences in each set with one word.

- 1 A I wouldn't have succeeded but my family.
  - **B** Lucy thanked me helping her.
  - C I always stick up my friends.
- **2** A The worst thing about that job was that they me work at weekends.
  - **B** So much noise was being by the children that I couldn't focus on the film.
  - C After the scandal, she a promise to help all the victims of her husband's scam.
- 3 A If you were my son, I wouldn't let you do that.
  - **B** She seems to \_\_\_\_\_ made great progress recently.
  - C At the weekend, I'm going to a lie-in.
- **4** A If you had come to the party, you would have met my \_\_\_\_-laws.
  - **B** Martha is going to be majoring linguistics.
  - C I asked Beth what exactly she had had mind.

#### **ALL STUDENTS**

#### 2.3 Speaking, exercise 6

Choose one of the topics shown in the photos and prepare a short presentation about the future to give to the class.







#### 3.8 Use of English, exercise 7

Education

Work in small groups. Choose an issue that is affecting your area and do the tasks below.

- 1 Express regrets concerning the current situation and/or what has happened so far.
- 2 Think of reasons why local people should take action.
- 3 Discuss what should have been done already and what could still be done.

#### 4.7 Grammar 2, exercise 7

- Prepare a short survey about sport (ambitions, injuries, habits, etc.), e.g. Would you like to take part in the Olympics? Have you ever had a bone injury?
- **2** Circulate around the classroom and ask other students the questions on your list.
- **3** Gather the answers and write five to six sentences summarising your findings. Use determiners, e.g. Both of the students at the desk behind me said they had had concussion. Most respondents would like to try an extreme sport.

#### 7.9 Writing, exercise 7

Work in pairs. Imagine you are town councillors discussing the future of your neighbourhood. Take turns to suggest the changes below and oppose to them. Use the Key Phrases.

- 1 building more roads
- 2 turning the beach by the river into a paved walkway with restaurants
- 3 creating a beach with children's play area by the local lake
- 4 turning the forest into a park with a concert hall









#### 8.2 Grammar 1, exercise 7

Read the questions below, note down your answers and organise your ideas. Then give a short talk to the class. Use at least three gerunds and three infinitives.

- Whose responsibility is it to teach life skills?
- What is the best way to learn them?

#### 8.5 Vocabulary 2, exercise 8

Work in pairs. What would you like to know about studying at university? Write four or five questions using at least five different highlighted words and phrases from this lesson. Then show the questions to your partner and find out if they can answer any of them.

#### **STUDENT A**

#### 1.3 Speaking, exercise 6

Przebywając za granicą, wypożyczyłeś/wypożyczyłaś na jeden dzień rower miejski. Aplikacja, której używałeś/używałaś, naliczyła dodatkowe koszty. Poproś o pomoc kolegę/koleżankę, u którego/której się zatrzymujesz (uczeń B). W trakcie rozmowy porusz następujące cztery kwestie:



#### 1.5 Vocabulary 2, exercise 8

Przebywasz na wakacjach za granicą i musisz skorzystać z opieki lekarskiej w szpitalu. W rozmowie z pracownikiem agencji ubezpieczeniowej (uczeń B) porusz następujące kwestie:

- gdzie przebywasz,
- co się stało i jakie masz dolegliwości,
- jak próbowałeś sam / próbowałaś sama sobie z tym poradzić.

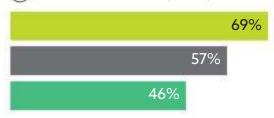
#### 6.3 Speaking, exercise 6

Describe the infographics.

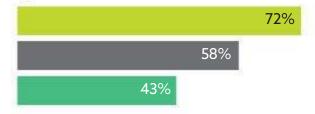
#### PRESENCE OF TV IN THE BEDROOM BY INCOME

- Lower-income (less than \$35,000 a year)
- Middle-income (between \$35,000 and \$99,999
- Higher-income (\$100,000 a year or more)





(2) TV in the bedroom (teens) in 2021



# MP3 69

Infinitive	Past simple	Past participle	
arise /əˈraɪz/	arose /əˈrəʊz/	arisen /əˈrɪzən/	pojawić się
awake /əˈweɪk/	awoke /əˈwəʊk/	<b>awoken</b> /əˈwəʊkən/	obudzić
<b>be</b> /biː/	was / were /wbz / wa:/	been /biːn/	być
bear /beə/	bore /bo:/	borne /bɔːn/	znosić
beat /biːt/	beat /biːt/	beaten /biːtən/	pokonać, bić
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/	stać się
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/	zacząć
<b>behold</b> /bɪˈhəʊld/	beheld /bi'held/	beheld /bɪˈheld/	ujrzeć
bend /bend/	bent /bent/	bent /bent/	zginać, nachylać
bet /bet/	bet /bet/	bet /bet/	założyć się
bind /baınd/	bound /baond/	bound /baʊnd/	wiązać, złączyć
bite /bait/	bit /bit/	bitten /ˈbɪtən/	ugryźć
<b>bleed</b> /bli:d/	bled /bled/	bled /bled/	krwawić
\ʊeld\ <b>wold</b>	blew /bluː/	blown /bləʊn/	wiać
<b>break</b> /breɪk/	<b>broke</b> /brəʊk/	<b>broken</b> /ˈbrəʊkən/	złamać, zepsuć
breed /briːd/	bred /bred/	bred /bred/	hodować, wychować
bring /brɪŋ/	hrought/broit/	brought /bro:t/	przynieść
broadcast /ˈbrɔːdˌkɑːst/	broadcast /ˈbrɔːdˌkɑːst/	broadcast /'brɔːdˌkɑːst/	nadawać
<b>build</b> /bıld/	built /bilt/	built /bilt/	budować
<b>burn</b> /bɜːn/	burned /baind/ /burnt /baint/	<pre>burned /bɜːnd/ / burnt /bɜːnt/</pre>	spalić
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	wybuchać, rozerwać
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	kupować
cast /kaːst/	cast /ka:st/	cast /ka:st/	rzucać
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	złapać
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzən/	wybrać
cling /klıŋ/	clung /klʌŋ/	clung /klʌŋ/	przywrzeć, uczepić się
come /kʌm/	came /keim/	come /kʌm/	przyjść
cost /kpst/	cost /kpst/	cost /kpst/	kosztować
creep /kriːp/	crept /krept/	crept /krept/	skradać się, pełzać
cut /kʌt/	cut /kʌt/	cut /kʌt/	ciąć
deal /diːl/	dealt /delt/	dealt /delt/	radzić sobie
dig /dıg/	dug/dng/	dug /dng/	kopać
do /duː/	did/did/	done /dʌn/	zrobić
draw /droː/	drew /druː/	drawn /dro:n/	rysować
<b>dream</b> /driːm/	<pre>dreamed/dri:md// dreamt/dremt/</pre>	<pre>dreamed /dri:md/ / dreamt /dremt/</pre>	marzyć
drink /drıŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvən/	prowadzić samochód
earn /ɜːn/	earned /3:nd/ / earnt /3:nt/	earned /3:nd/ / earnt /3:nt/	zarabiać, zasłużyć
eat /iːt/	ate /eɪt/	eaten /ˈiːtən/	jeść
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/	upaść
feed /fiːd/	fed /fed/	fed /fed/	karmić
feel /fi:l/	felt /felt/	felt /felt/	czuć

Infinitive	Past simple	Past participle	
fight /fait/	fought /fo:t/	fought /fo:t/	walczyć
find /faind/	found /faond/	found /faond/	znaleźć
fit	fit /fit//	fit /fit/ /	pasować
/fit/	fitted /'fitid/	fitted /'fitid/	
flee /fliː/	fled /fled/	fled /fled/	umykać, uciekać
fly /flai/	flew /fluː/	flown /fləʊn/	lecieć
<b>forbid</b> /fəˈbɪd/	forbade /fəˈbæd/	forbidden /fəˈbɪdən/	zabronić, zakazać
forecast /'fɔːkɑːst/	forecast /'fɔːkɑːst/	forecast /'fɔːkɑːst/	przewidywać
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtən/	zapomnieć
forgive /fəˈgɪv/	forgave /fəˈɡeɪv/	<b>forgiven</b> /fəˈgɪvən/	wybaczyć
freeze /friːz/	<b>froze</b> /frอʊz/	frozen /ˈfrəʊzən/	zamarzać, zamrażać
get /get/	got /gat/	got /gpt/	dostać
give /gɪv/	gave /geɪv/	given/ˈgɪvən/	dać
go /gəʊ/	went /went/	gone /gpn/	iść
grow/grəʊ/	grew /gruː/	grown /grəʊn/	rosnąć
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	wisieć, powiesić
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə/	heard /hs:d/	heard /hɜːd/	słyszeć
hide /haɪd/	hid /hɪd/	hidden /'hıdən/	chować
hit /hıt/	hit /hɪt/	hit /hɪt/	uderzyć
hold /hอซld/	held /held/	held /held/	trzymać
hurt /ha:t/	hurt /haːt/	hurt /haːt/	zranić
keep /kiːp/	kept /kept/	kept /kept/	trzymać
kneel /niːl/	knelt /nelt/ / kneeled /ni:ld/	knelt /nelt/ / kneeled /ni:ld/	klękać, klęczeć
knit /nıt/	knitted / 'nıtıd/	knitted / 'nıtıd/	robić na drutach
know /nอซ/	knew /njuː/	known /nəʊn/	wiedzieć
lay /leɪ/	laid /leɪd/	laid /leɪd/	położyć
lead /liːd/	led /led/	led /led/	prowadzić
lean /liːn/	leant /lent/ / leaned /liːnd/	leant /lent/ / leaned /liːnd/	przechylać się
leap /liːp/	leapt /lept/ / leaped /li:pt/	leapt /lept/ / leaped /liːpt/	skakać
learn /lɜːn/	learned /ls:nd// learnt /ls:nt/	learned /laːnd/ / learnt /laːnt/	uczyć się
leave /liːv/	left /left/	left /left/	opuścić
lend /lend/	lent /lent/	lent /lent/	pożyczyć (komuś)
let /let/	let /let/	let /let/	pozwolić
lie /laɪ/	lay /leɪ/	lain /leɪn/	leżeć
light /lait/	lit /lıt/	lit /lit/	zapalać
lose /luːz/	lost /lost/	lost /lost/	zgubić
make /meik/	made /meid/	made /meɪd/	zrobić
mean /miːn/	meant /ment/	meant /ment/	znaczyć
meet /miːt/	met /met/	met /met/	spotkać
mistake /mɪˈsteɪk/	mistook /mɪˈstʊk/	<b>mistaken</b> /mɪˈsteɪkən/	pomylić
mow /məʊ/	mowed /məʊd/	mown /məʊn/ / mowed /məʊd/	kosić, strzyc
overcome /ˌəʊvəˈkʌm/	overcame /ˌəʊvəˈkeɪm/	overcome /ˌəʊvəˈkʌm/	przezwyciężyć, pokonać

Infinitive	Past simple	Past participle	
oversleep	overslept	overslept	zaspać
/ˌəʊvəˈsliːp/	/ˌəʊvəˈslept/	/ˌəʊvəˈslept/	
pay /pei/	paid /peɪd/	paid /peɪd/	płacić
prove /pruːv/	<pre>proved /pruːvd/</pre>	<pre>proved /pru:vd/ / proven /'pru:vən/</pre>	udowodnić
put /pʊt/	put /pʊt/	put /pʊt/	położyć
quit /kwit/	quit /kwit/	quit /kwıt/	rezygnować, opuszczać
read /riːd/	read /red/	read /red/	czytać
rid /rıd/	rid /rıd/	rid /rıd/	pozbyć się
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdən/	jeździć na
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/	dzwonić
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzən/	powstawać, rosnąć
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /sei/	said /sed/	said /sed/	powiedzieć
see /siː/	saw /soː/	seen /siːn/	zobaczyć
seek /siːk/	sought /sɔːt/	sought /sɔːt/	szukać
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedać
send /send/	sent /sent/	sent /sent/	wysłać
set /set/	set /set/	set /set/	ustawić
sew /səʊ/	sewed /səʊd/	sewn /səʊn/ / sewed /səʊd/	szyć
shake /ʃeɪk/	shook /ʃʊk/	shaken /ˈʃeɪkən/	trząść, potrząsać
shed /ʃed/	shed /ʃed/	shed /ʃed/	zrzucić, pozbyć się
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/	świecić
shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/	strzelać
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/	pokazać
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/	kurczyć się
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/	zamknąć
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sink /sıŋk/	sank /sæŋk/	sunk /sʌŋk/	tonąć
sit /sit/	sat /sæt/	sat /sæt/	siedzieć
sleep /sli:p/	slept /slept/	slept /slept/	spać
slide /slaɪd/	slid /slid/	slid /slid/	zjeżdżać, ślizgać się
smell /smel/	<pre>smelled /smeld/ / smelt /smelt/</pre>	<pre>smelled /smeld/ / smelt /smelt/</pre>	pachnieć, wąchać
sow /səʊ/	sowed /səʊd/	sown /səʊn/ / sowed /səʊd/	siać
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/	mówić
speed /spi:d/	sped /sped/ / speeded /'spi:did/	sped /sped/ / speeded /'spi:did/	przyspieszyć
spell /spel/	spelt /spelt/	spelt /spelt/	przeliterować
spend /spend/	spent /spent/	spent /spent/	spędzać
spill /spil/	spilled /spild/ / spilt /spilt/	spilled /spild/ / spilt /spilt/	rozlać
spin /spin/	span /spæn/ / spun /spʌn/	spun /spʌn/	wirować
spit /spit/	spat /spæt/ / spit /spit/	spat /spæt/ / spit /spit/	pluć
split /split/	split /split/	split /split/	rozdzielić

spoil /spoil/ spoil/ spoilt /spoilt/ spread /spred/ rozprzestrze spring /sprin/ sprang /spræn/ sprung /spran/ odskakiwać, odbijać stand /stænd/ stood /stod/ stać stand /stænd/ stole /stæol/ stolen /'stæolan/ ukraść stick /stik/ stuck /stak/ stuck /stak/ wbijać, wtyk przyklejać sting /stin/ stung /stan/ stung /stan/ ukłuć strik/ sting /stank /stænjk/ stunk /stanjk/ śmierdzieć stride strode stridden /'stradol/ /stræod/ strike /strak/ struck /strak/ swept /swept / swept /swept/ zamiatać swell /swell /swell/ swell /swell/ struck /strak/ taught /to:t/ uczyć tear /tea/ tore /to:/ torn /to:n/ podrzeć tell /tel/ told /taught /bo:t/ told /taught /bo:t/ myśleć throw /orab/ threw /orab/ throw /orab/ troden /'troden/ stapać undersod /staend/ /snda'stand/ /snand/ went/ woven /woven /	Infinitive	Past simple	Past participle	
spring /sprin/ sprang /sprany/ sprung /sprvny/ odskakiwać, odbijać stand /stænd/ stood /stod/ stood /stod/ stać stać stać stela /sti:// stole /staol/ stolen /'staolan/ ukraść stick /stik/ stuck /stxk/ stuck /stxk/ wbijać, wtyk przyklejać sting /stin/ stung /stxny/ stung /stxny/ uktuć stink /stink /stank /stænjk/ stunk /stxnyk/ śmierdzieć stride strode /straid/ /strode/ /'stridan/ strike /straik/ struck /strxk/ struck /strxk/ uderzyć, wyl strive /straiv/ strove /stravv/ striven /'strivan/ dążyć do cze usiłować swear /swea/ swore /swo:/ sworn /swo:n/ przyrzekać sweep /swi:p/ sweld/ took /tok/ taken /'teikan/ wziąć take /teik/ took /tok/ taken /'teikan/ wziąć take/ tea/ took /tok/ taken /'teikan/ wziąć tea/ tea/ took /tok/	spoil /spoil/	spoilt /spoilt/	spoilt /spoilt/	zepsuć
stand /stænd/ stood /stud/ stood /stud/ stać steal /sti:l/ stole /stæul/ stolen /'stæulən/ ukraść stick /stik/ stuck /stʌk/ stuck /stʌk/ wbijać, wtyk przyklejać sting /stɪŋ/ stung /stʌŋ/ stung /stʌŋ/ ukłuć stink /stɪŋk/ stank /stæŋk/ stunk /stʌŋk/ śmierdzieć stride strode stridden kroczyć /'straud/ /'stræud/ /'strudan/ strike /straık/ struck /strʌk/ struck /strʌk/ uderzyć, wyl strive /straɪw/ strove /stræuv/ striven /'strɪvən/ dażyć do cze usiłować swear /sweə/ swore /swɔ:/ sworn /swɔ:n/ przyrzekać sweep /swi:p/ swept /swept/ swept /swept/ zamiatać swell swelld swollen /swell/ /sweld/ /'swaolan// swing /swiŋ/ swung /swʌŋ/ swung /swʌŋ/ zakołysać, zamachnąć swing /swiŋ/ swung /swʌŋ/ swung /swʌŋ/ zakołysać, zamachnąć take /teik/ took /tok/ taken /'teikən/ wziąć teach /ti:tʃ/ taught /tɔ:t/ taught /tɔ:t/ uczyć tear /teə/ tore /tɔ:/ torn /tɔ:n/ podrzeć tell /tel/ told /taold/ told /taold/ powiedzieć think /θiŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć throw /θrao/ threw /θru:/ thrown /θraon/ rzucać thrust /θrʌst/ thrust /θrʌst/ thrust /θrʌst/ tread /tred/ trod /trod/ understand understood /,ʌndə'stad/ /,ʌndə'stænd/ /,ʌndə'stad/ /,ʌndə'stad/ upset /ʌp'set/ upset /ʌp'set/ upset /ʌp'set/ zasmucić wake woke woken /weik/ /waʊk/ /waʊkan/ weave /wi:v/ wove /wəʊv/ worn /wɔ:n/ nosić win /wın/ won /wʌn/ won /wʌn/ wygrać withdraw withdrew withdrawn wycofać się withdraw withdrew withdrawn wycofać się	<pre>spread /spred/</pre>	spread /spred/	spread /spred/	rozprzestrzenić
steal /sti:// stick /stik/         stole /stavl/         stolen / 'stavlan/         ukraść wbijać, wtyk przyklejać           stick /stik/         stuck /stak/         stuck /stak/         wbijać, wtyk przyklejać           sting /stin/         stung /stan/         stung /stan/         ukłuć           stink /stinjk/         stank /stænjk/         stunk /stanjk/         śmierdzieć           stride         strode         stridden         kroczyć           strike /straik/         struck /strak/         struck /strak/         uderzyć, wyl           strike /straik/         strove /strav/         striven /'strivan/         dażyć do cze           sweer /swea/         sworn /swazi/         sworn /swzin/         przyrzekać           sweer /sweb/         swept /swept/         swept /swept/         zamiatać           sweel /sweld/         swept /swept/         swept /swept/         zamiatać           sweel /sweld/         swept /swept/         swept /swept/         zamiatać           swell         swelled         swollen         przyrzekać           sweel /sweld/         swept /swept/         zamiatać           swell         swept /swept/         swept /swept/         zamiatać           swell         swelled         swollen         przyrzekać <td>spring /sprin/</td> <td>sprang /spræŋ/</td> <td>sprung /sprʌŋ/</td> <td>′</td>	spring /sprin/	sprang /spræŋ/	sprung /sprʌŋ/	′
stick / stik/         stuck / stak/         stuck / stak/         wbijać, wtyk przyklejać           sting / sting / sting / stink / stink / stink / stink / stink / stink / strode         stridden         kroczyć           stride / straik/         strode / strabd/         stridden / strozyć         kroczyć           strike / straik/         strove / strabu/         struck / strak/         struck / strak/         uderzyć, wyl dażyć do cze usiłować           swear / swea/         swore / swo:/         sworn / swo:n/         przyrzekać           sweep / swi:p/         swept / swept/         swept / swept/         zamiatać           swell / swell/         swollen / swellad / swella	stand /stænd/	stood /stod/	stood /stod/	stać
sting /stiny/ stung /stany/ stung /stany/ ukłuć stink /stinyk/ stank /stænyk/ stunk /stanyk/ śmierdzieć stride /straid/ /straod/ /'striden/ strike /straik/ struck /strak/ struck /strak/ strive /straiv/ strove /straov/ striven /'striven/ strive /straiv/ swore /swo:/ sworn /swo:n/ przyrzekać swear /swee/ swept /swept/ swept /swept/ zamiatać swell swelled swollen puchnąć /sweld/ /'sweolen/ /sweld/ swim /swim/ swam /swæm/ swum /swam/ płynąć swing /swiny/ swung /swany/ swung /swany/ zakołysać, zamachnąć take /teik/ took /tok/ taken /'teikən/ wziąć teach /ti:tj/ taught /to:t/ taught /to:t/ uczyć tear /teə/ tore /to:/ torn /to:n/ podrzeć tell /tel/ told /təold/ told /təold/ powiedzieć think /θinjk/ thought /θo:t/ thought /θo:t/ myśleć throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod/trod/ trodden /'trɔdən/ stapać undergo underwent undergone poddać się czemuś, prze understand understood /,anda'stænd/ /,anda'	steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/	ukraść
stink /stink/ stank /staenk/ stunk /stank/ śmierdzieć stride strode /straid/ /straud/ /straud/ /straud/ /straud/ /straud/ /striden/ struck /strak/ struck /strak/ struck /strak/ struck /strak/ struck /strak/ struck /strak/ strive /straiv/ strove /strauv/ striven /'strivan/ dążyć do cze usiłować swear /swea/ swore /swo:/ sworn /swo:n/ przyrzekać sweep /swi:p/ swept /swept/ swept / swept /swept/ swell /sweld/ /sweld/ /sweld/ /sweld/ /sweld/ /sweld/ /sweld/ /swelled /sweld/ /swelled /sweld/ /swelled /sweld/ swing /swing /swin	stick /stɪk/	stuck /stʌk/	stuck /stʌk/	wbijać, wtykać, przyklejać
stride /straid/ /straod/ /'striden/ kroczyć /straid/ /straod/ /'striden/ kroczyć /straid/ strike /straik/ struck /strak/ sworn /sworn/ przyrzekać sweer /swept / swept / struck /erst / erst / er				
/straid/ /straud/ /stridan/ strike /straik/ struck /strnk/ struck /strnk/ strive /straiv/ strove /strauv/ striven /'strivan/ dażyć do cze usiłować swear /swea/ swore /swo:/ sworn /swo:n/ przyrzekać sweep /swi:p/ swept /swept/ swept / zamiatać swell swelled swollen puchnąć /swel/ /sweld/ /swaulan/ /swelled /sweld/ swim /swim/ swam /swæm/ swum /swxm/ płynąć swing /swin/ swung /swxn/ swung /swxn/ zakołysać, zamachnąć take /teik/ took /tʊk/ taken /'teikən/ wziąć take /teik/ took /tʊk/ taught /tɔ:t/ uczyć tear /tea/ tore /tɔ:/ torn /tɔ:n/ podrzeć tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θiŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ trod /trɔd/ trodden /'trɔdən/ stapać undergo underwent undergone poddać się /ˌʌndə'gəʊ/ /ˌʌndə'went/ /ˌʌndə'strɔd/ understand understood understood rozumieć /wace /weik/ wəʊk/ woven tkać /weave /wi:v/ wove /wəʊv/ woven wear /weə/ wore /wɔ:/ worn /wɔ:n/ nosić win /win/ won /wʌn/ won /wʌn/ wygrać wind wound mawijać, nakręcić withdraw withdrawn wycofać się	stink /stɪŋk/	stank /stæŋk/	stunk /stʌŋk/	
strive /straiv/         strove /strauv/         striven /'strivan/         dążyć do cze usiłować           swear /swea/         swore /swo:/         sworn /swo:n/         przyrzekać           sweep /swi:p/         swept /swept/         swept /swept/         zamiatać           swell         swelled         swollen         puchnąć           /swell/         /swedled /sweld/         swelled /sweld/           swim /swim/         swam /swam/         swum /swam/         puchnąć           swim /swim/         swam /swam/         swam /swam/         puchnąć           swim /swim/         swam /swam/         swam/         swam/           swim /swim/         swam /swam/         swam/         swam/           swim /swim/         swam /swam/         swam/         swam/         swam/         swam/         sakotysać, zamachnąć           take /teik/         took /tbk/         taken /'teikən/         wziąć         taken /'teikən/         wziąć         taken /teikən/         wziąć         taken /teikən/				kroczyć
swear /sweə/ swore /swɔ:/ sworn /swɔ:n/ przyrzekać sweep /swi:p/ swept /swept/ swept / zamiatać swell swelled swelled /sweld/ /sweld/ /swedd/ swelled /sweld/ swing /swing /sw		,,		uderzyć, wybić
sweep /swi:p/         swept /swept/         zamiatać           swell         swelled         swollen         puchnąć           /swel/         /sweld/         /swalan//sweld/         puchnąć           swim /swim/         swam /swæm/         swum /swam/         płynąć           swim /swim/         swam /swæm/         swum /swam/         płynąć           swing /swin/         swam /swam/         swahlen           swing /swin/         swum /swam/         płynąć           swing /swin/         swum /swam/         płynąć           take /teik/         took /tbk/         taken /'teikən/         wziąć           take /teik/         took /tbk/         taken /'teikən/         wziąć           teach /title         took /tbk/         took /tbild/         podrzeć           tell /tel/         told /tabld/         told /tabld/         powiedzieć           thrust /θrost/         thrust /θrost/         pchnąć           tread /tred/         trod /trod/	strive /straiv/	strove /strəʊv/	striven /ˈstrɪvən/	dążyć do czegoś, usiłować
swell         swelled         swollen         puchnąć           /swel/         /sweld/         /'swadlan/ / sweld/           swim /swim/         swam /swam/         płynąć           swing /swinj/         swung /swinj/         zakołysać, zamachnąć           take /teik/         took /tök/         taken /'teikan/         wziąć           take /teik/         took /tök/         taken /'teikan/         podrzeć           tell /tel/         told /tabld/         podrzeć         tell /tel/         podrzeć           think /θijk/         thought /θo:t/         thought /θo:t/         myśleć         trucać           throw /θrab/         throw /θrab/         throw /θrab/         trucać         thrust /θrast/         poddać się           understand /	swear/sweə/	swore /swoː/	/nːcwa/ nrowa	przyrzekać
/swel/ /sweld/ /sweld/ /swelled /sweld/ swim /swim/ swam /swam/ swum /swam/ płynąć swing /swin/ swung /swan/ swung /swan/ zakołysać, zamachnąć take /teik/ took /tʊk/ taken /ˈteikən/ wziąć teach /ti:tʃ/ taught /tɔ:t/ taught /tɔ:t/ uczyć tear /teə/ tore /tɔ:/ torn /tɔ:n/ podrzeć tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θiŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /ˈtrɔdən/ stąpać undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weik/ /wəʊk/ /ˈwəʊkən/ wear /weə/ wore /wɔ:/ worn /wɔ:n/ nosić win /win/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, nakręcić withdraw withdrew withdrawn wycofać się	<pre>sweep /swi:p/</pre>		swept /swept/	
swing /swin/         swung /swin/         zakołysać, zamachnąć           take /teik/         took /tök/         taken /'teikən/         wziąć           teach /ti:tʃ/         taught /tɔ:t/         taught /tɔ:t/         uczyć           tear /teə/         tore /tɔ:/         torn /tɔ:n/         podrzeć           tell /tel/         told /təʊld/         told /təʊld/         podrzeć           tell /tel/         told /təʊld/         told /təʊld/         podrzeć           tell /tel/         told /təʊld/         told /təʊld/         podrzeć           tell /tel/         told /təʊld/         tord /tɔd/         myśleć           think /θιŋk/         thought /θɔ:t/         myśleć           think /θιŋk/         thought /θɔ:t/         myśleć           think /θιŋk/         thought /θɔ:t/         myśleć           throw /θrəʊ/         thrown /θrəʊn/         rzucać           throw /θrəʊ/         throst /θr›st/         pchnąć           troad /trod/         trodden /'trodən/         stąpać           undergone         poddać się           /ˌʌndə'stɒd/         /ˌʌndə'stɒd/         rozumieć           understand         understood         rozumieć           wake         woke         woken         obud			/ˈswəʊlən/ /	puchnąć
zamachnąć take /teik/ took /tʊk/ taken /'teikən/ wziąć teach /ti:tf/ taught /tɔ:t/ taught /tɔ:t/ uczyć tear /teə/ tore /tɔ:/ torn /tɔ:n/ podrzeć tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θιŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć think /θιŋk/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weik/ /wəʊk/ /ˈwəʊkən/ weave /wi:v/ wove /wəʊv/ woven tkać /wəʊvən/ wear /weə/ wore /wɔ:/ worn /wɔ:n/ nosić win /win/ won /wʌn/ woygrać wind wound nawijać, nakręcić withdraw withdrew withdrawn wycofać się	swim /swim/	swam /swæm/	swum /swn/	płynąć
teach /ti:tf/ taught /to:t/ torn /to:n/ podrzeć tear /teə/ tore /to:/ torn /to:n/ podrzeć tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θιŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć think /θιŋk/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weik/ /wəʊk/ /ˈwəʊkən/ weave /wi:v/ wove /wəʊv/ woven tkać /weave /wi:v/ wore /wɔ:/ worn /wɔ:n/ nosić win /win/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, nakręcić withdraw withdrew withdrawn wycofać się	swing /swiŋ/	swung /swʌŋ/	swung /swnn/	•
tear /teə/ tore /tɔ:// torn /tɔ:n/ podrzeć tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θιŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć think /θιŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać undergo underwent undergone poddać się czemuś, prze /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weik/ /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven tkać /ˈwəʊvən/ wear /weə/ wore /wɔ:/ worn /wɔ:n/ nosić win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, nakręcić withdraw withdrew withdrawn wycofać się	take /teɪk/	took /tʊk/	taken /ˈteɪkən/	wziąć
tell /tel/ told /təʊld/ told /təʊld/ powiedzieć think /θιηk/ thought /θɔːt/ thought /θɔːt/ myśleć throw /θrəʊ/ threw /θruː/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈɡɒn/ czemuś, prze understand understood understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weɪk/ /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven tkać /weave /wiːv/ wore /wɔː/ worn /wɔːn/ nosić win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waɪnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się	teach /tiːtʃ/	taught /to:t/	taught /tɔːt/	uczyć
think /θιŋk/ thought /θɔ:t/ thought /θɔ:t/ myśleć  throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać  thrust /θrʌst/ thrust /θrʌst/ thrust /θrʌst/ pchnąć  tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać  undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood rozumieć /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/  upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić  wake woke woken obudzić się /wəʊk/ /ˈwəʊkən/  weave /wiːv/ wove /wəʊv/ woven tkać /ˈwəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić  win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waɪnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się	tear /teə/	tore /to:/	torn /tɔːn/	podrzeć
throw /θrəʊ/ threw /θru:/ thrown /θrəʊn/ rzucać thrust /θrʌst/ thrust /θrʌst/ thrust /θrʌst/ pchnąć tread /tred/ trod /trɔd/ trodden /'trɔdən/ stąpać undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈɡɒn/ czemuś, prze understand understood understood /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weuk/ /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven tkać /ˈwəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waʊnd/ /waʊnd/ nakręcić withdraw withdrew withdrawn wycofać się	tell /tel/		told /təʊld/	powiedzieć
thrust /θrʌst/ thrust /θrʌst/ trodden /ˈtrɔdən/ stąpać  undergo underwent undergone poddać się /ˌʌndəˈɡəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/  upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić  wake woke woken obudzić się /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven tkać /ˈwəʊvən/ wear /weə/ wore /wɔː/ won /wɔːn/ nosić  win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waʊnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się	think /θιŋk/	thought /θɔːt/	thought /0ɔːt/	myśleć
tread /tred/ trod /trod/ trodden /'trodən/ stąpać  undergo underwent undergone poddać się /ˌʌndə'gəʊ/ /ˌʌndə'went/ /ˌʌndə'gɒn/ czemuś, prze understand understood understood /ˌʌndə'stænd/ /ˌʌndə'stʊd/ upset /ʌp'set/ upset /ʌp'set/ upset /ʌp'set/ zasmucić  wake woke woken obudzić się /weuk/ /wəʊk/ /'wəʊkən/  weave /wiːv/ wove /wəʊv/ woven tkać /'wəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić  win /wɪn/ won /wʌn/ wygrać wind wound nawijać, /waʊnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się	throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/	rzucać
undergo         underwent         undergone         poddać się           /ˌʌndəˈɡəʊ/         /ˌʌndəˈwent/         /ˌʌndəˈgɒn/         czemuś, przed           understand         understood         understood         rozumieć           /ˌʌndəˈstænd/         /ˌʌndəˈstʊd/         zasmucić           upset /ʌpˈset/         upset /ʌpˈset/         zasmucić           wake         woke         woken         obudzić się           /welk/         /wəʊk/         /ˈwəʊkən/           weave /wi:v/         wove /wəʊv/         woven         tkać           /ˈwəʊvən/         worn /wɔ:n/         nosić           win /wın/         won /wʌn/         wygrać           wind         wound         nawijać,           /waınd/         /waʊnd/         nakręcić           withdraw         withdrawn         wycofać się	thrust /θrʌst/	thrust /θrʌst/	thrust /θrʌst/	pchnąć
/ˌʌndəˈgəʊ/ /ˌʌndəˈwent/ /ˌʌndəˈgɒn/ czemuś, prze understand understood understood /ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić  wake woke woken obudzić się /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven tkać /ˈwəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić  win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waʊnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się	tread /tred/	/bcrt/ bort	trodden / trodən/	stąpać
/ˌʌndəˈstænd/ /ˌʌndəˈstʊd/ /ˌʌndəˈstʊd/ upset /ʌpˈset/ upset /ʌpˈset/ upset /ʌpˈset/ zasmucić wake woke woken obudzić się /weik/ /wəʊk/ /ˈwəʊkən/ weave /wiːv/ wove /wəʊv/ woven /ˈwəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić win /win/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waʊnd/ /waʊnd/ nakręcić withdraw withdrawn wycofać się				poddać się czemuś, przejść
wake       woke       woken       obudzić się         /weik/       /weoken/       obudzić się         /weave /wi:v/       wove /weov/       woven       tkać         /'weoven/       tkać       /weoven/       nosić         win /win/       won /wan/       wygrać         wind       wound       nawijać,         /waind/       /waond/       nakręcić         withdraw       withdrawn       wycofać się				rozumieć
/welk/         /wəʊk/         /'wəʊkən/           weave /wi:v/         wove /wəʊv/         woven /wəʊvən/           wear /weə/         wore /wɔ:/         worn /wɔ:n/         nosić           win /wɪn/         won /wʌn/         wygrać           wind         wound         nawijać, nakręcić           /waɪnd/         /waʊnd/         nakręcić           withdraw         withdrawn         wycofać się	upset / \np 'set/	upset / \np 'set/	upset /np'set/	zasmucić
/ˈwəʊvən/ wear /weə/ wore /wɔː/ worn /wɔːn/ nosić win /wɪn/ won /wʌn/ won /wʌn/ wygrać wind wound nawijać, /waɪnd/ /waʊnd/ nakrecić withdraw withdrew withdrawn wycofać się				obudzić się
win /wın/won /wʌn/wygraćwindwoundnawijać,/waınd//waʊnd/nakręcićwithdrawwithdrawnwycofać się	weave /wiːv/	wove/wəʊv/		tkać
windwoundwoundnawijać,/waind//waond/nakręcićwithdrawwithdrawnwycofać się				
/waind/ /waʊnd/ /waʊnd/ nakrecić withdraw withdrawn wycofać się			won /wʌn/	
, me and , , who dishin	withdraw /wɪðˈdrɔː/	withdrew /wɪðˈdruː/	withdrawn /wɪðˈdrɔːn/	wycofać się
wring /rɪŋ/ wrung /rʌŋ/ wrung /rʌŋ/ wykręcić, wycisnąć	wring /rɪŋ/	wrung /rʌŋ/	wrung /rʌŋ/	
write /rait/ wrote /raʊt/ written /ˈrɪtən/ pisać	write /rait/	wrote /rəʊt/	written / rıtən/	pisać

#### **STUDENT B**

#### 1.3 Speaking, exercise 6

Kolega/Koleżanka z zagranicy, który/która jest u Ciebie z wizytą, ma problem związany z wypożyczeniem roweru miejskiego. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- poproś o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zaproponuj rozwiązanie problemu.

(Rozmowę rozpoczyna uczeń A)

#### 1.5 Vocabulary 2, exercise 8

Pracujesz w agencji ubezpieczeniowej. W trakcie rozmowy z klientem (uczeń A):

- poproś o doprecyzowanie jakiejś kwestii,
- udziel porady dotyczącej zaistniałej sytuacji.

#### 4.3 Speaking, exercise 7



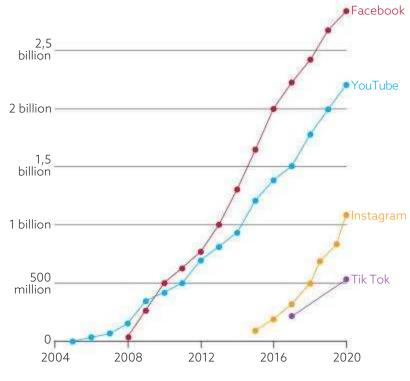
Describe the photo and answer Student A's questions. Then ask Student A the following questions:

- 1 How do you think this person feels?
- 2 What personal qualities does it take to do extreme sports?
- 3 Describe a situation in which you or someone you know did something reckless.

#### 6.3 Speaking, exercise 6

#### Describe the infographics.

NUMBER OF PEOPLE USING SOCIAL MEDIA PLATFORMS 2004 TO 2020



8.3 Speaking, exercise 6

Masz do wyboru trzy prace sezonowe na okres wakacji.

- Wybierz tę, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







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#### Additional sources:

p8 – Data from Eco-Counter Blog, Eco-Counter, 2018 p13 – Data from IES Abroad Recent Graduate Survey 2012 p47 – Data from People for the Ethical Treatment of Animals, 2019.

p61 - Data from HealthDay, 2018.

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