

4

A new reality

VOCABULARY technology • digital skills

1) Choose the correct option to complete each sentence.

- If you **store** / **bookmark** this website, you will be able to find it easily in the future.
- Some internet users can be very rude when they **post on** / **write** a forum.
- My **technology** / **digital** skills are not as good as I'd like them to be.
- Have you ever left negative **comment** / **feedback** on a shopping site?
- I **store** / **create** all my essays on a memory stick, just in case my computer crashes.
- Before you start, make sure you're using the right **searching** / **search** engine.

2) Complete the mini-dialogues with appropriate words.

- A I'd like to learn how to _____ code.
B Why don't you try an online tutorial for a start?
- A Which antivirus _____ do you recommend?
B The one I'm using at the moment seems OK.
- A Did you find the address you were looking for?
B No! The website was difficult to _____ and I couldn't find it.
- A Do you often _____ video calls?
B Yes, once a week. I call my friends in Canada.

3) Complete the text with the words below.

post digital share device store data

4) Unscramble the words in capitals.

- Your opinion matters to us. Please leave some _____ **KAFEBDCE** and help us improve our shop.
- You can find lots of online guides which explain how to _____ **TECREA** your own website.
- It is important to _____ **PEDTUA** your software regularly to make sure the application is better and more secure.
- Fleur is excellent at _____ **DOGICN**. She knows three different programming languages.



IT for Grandparents

Do you feel that your knowledge of IT needs brushing up?

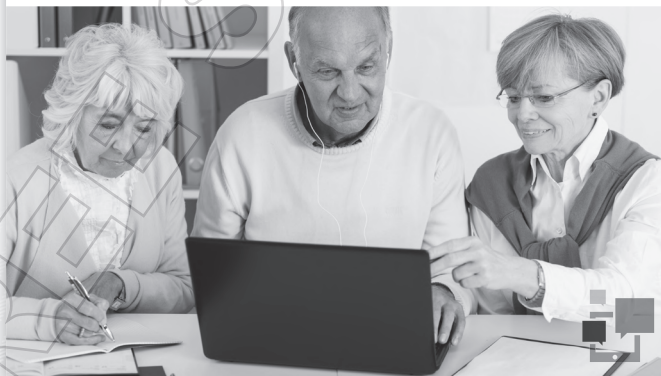
Do you want to learn some new skills?

Are you tired of constantly asking your grandchildren for help?

Why not join our IT Academy?

- We offer a basic course in ¹ _____ skills.
- Come and learn how to create text documents and ² _____ them on your PC or on a portable ³ _____.
- We will also teach you how to keep your ⁴ _____ safe.
- Last but not least, you will learn how to ⁵ _____ photos and ⁶ _____ on social sites.

Enrol immediately and keep up with your grandchildren!



Vocabulary challenge!

5) Find and correct a mistake in each sentence.

- Make sure you shop on personal websites; otherwise somebody may steal your money. _____
- If you don't want strangers to see your Facebook profile, use the malicious settings. _____
- According to the law, companies have to protect the trolling data of their clients. _____
- When you read a hateful post on social media, you need to report it as setting. _____
- If you download malicious hardware, your computer may slow down. _____
- Why don't you use social controls to manage the way your children use the Internet. _____

6) Answer the questions. Give reasons for your answers.

Which of your digital skills

a would you like to improve?

b do you consider the least useful?

c should your parents learn?

d is the most difficult for you to use?

e do you need only for school?

1) Read the text and choose the correct answers.

As *invention* and *discovery* are terms which are often confused, it is worth explaining their exact meaning. The key difference between the two is down to the following: you discover something that has always existed, and you invent something that didn't exist beforehand. To give a couple of examples, this means that a physicist invented the radio transistor while a traveller discovered an island. In other words, while inventing involves creation, a discovery is more about making something known to a larger number of people.

- 1 The text is taken from
 - a an encyclopaedia.
 - b an article in a popular science magazine.
 - c a dictionary.
- 2 The aim of the text is to
 - a present two points of view.
 - b give examples.
 - c define terms.

2) MP3 06 Listen to three recordings and answer the questions.

Which text (1–3)	
a mentions the difference between inventions and discoveries?	
b presents the viewpoint of the audience?	
c outlines a historical approach?	

3) MP3 06 Listen again. Are the sentences true (T) or false (F)?

Text 1

- 1 It's difficult to name a single 'inventor of the computer'. T / F
- 2 Professor Marshall is going to discuss the origins of modern computers. T / F

Text 2

- 3 According to the teacher, the wheel is the most modern invention. T / F
- 4 The school experiment was to check what students thought was the most important invention. T / F

Text 3

- 5 The viewers' reactions to the documentary differ a great deal. T / F
- 6 The documentary's aim was to explain how people use technology. T / F

4) Match the words with their definitions.

- | | | |
|-------------------------|--------------------------|---|
| 1 collapse | <input type="checkbox"/> | a describe something in such a way that it seems better / bigger / worse etc. |
| 2 be an armchair critic | <input type="checkbox"/> | b find time to do |
| 3 take the time to do | <input type="checkbox"/> | c crash, stop working |
| 4 exaggerate | <input type="checkbox"/> | d depend on |
| 5 rely on | <input type="checkbox"/> | e behave like an expert, although you have no experience |

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5) Complete the sentences with the correct form of the words and phrases from exercise 4.

- 1 Save all the data in case your computer _____.
- 2 In my job, I completely _____ on the Internet.
- 3 I hate people who behave like _____ and have an opinion on everything they watch.
- 4 I think you're _____ – the site isn't that difficult to navigate.
- 5 Please, _____ to check your software for viruses regularly.

6) Write the words below in the correct column. Some words match more than one category.

mistakes without research work a discovery
a comment an experiment notes a decision a look

make	do	take

7) Complete the sentences with the correct form of *make*, *do* or *take*.

- 1 Can you name three famous travellers who _____ important discoveries?
- 2 The one thing I couldn't _____ without in the kitchen is a microwave oven.
- 3 It's time to stop wasting our time. We've got loads of work to _____.
- 4 During the lecture, Jeff kept _____ comments, which disturbed the lecturer.
- 5 We _____ some interesting experiments in our chemistry classes last week.
- 6 Come and _____ a look at these signs. What might they mean?
- 7 I _____ a decision, but I'm not sure it's the right one.
- 8 The linguistic department _____ research on memory processes at the moment.
- 9 Helen _____ notes throughout the whole lecture yesterday.
- 10 I'm afraid you've _____ too many mistakes to get a better mark.

8) Write about two inventions you couldn't do without. Give reasons for your answers.

Future forms: *will, going to, present simple, present continuous*

Aby opisać plany na przyszłość, możemy stosować różne konstrukcje lub czasy gramatyczne.

- **Be going to** używamy, gdy mówimy o tym, co zamierzamy zrobić:
I'm going to buy a new car soon.
- Czasu **present continuous** używamy, jeżeli czynności zaplanowane zostały przez nas na niedaleką przyszłość, a ich szczegóły są już ustalone:
We're taking the train to Cracow.
- **Will** stosujemy, gdy w chwili mówienia podejmujemy decyzję o tym, co zaraz zrobimy:
OK, I'll go to the shops.
Don't worry about the washing-up, I'll do it in a moment.

Gdy mówimy o czynnościach i sytuacjach, które odbywają się zgodnie z ustalonym niezmiennym harmonogramem, stosujemy czas **present simple**:
Hurry up! The train leaves in a few minutes.

Gdy coś przewidujemy, stosujemy:

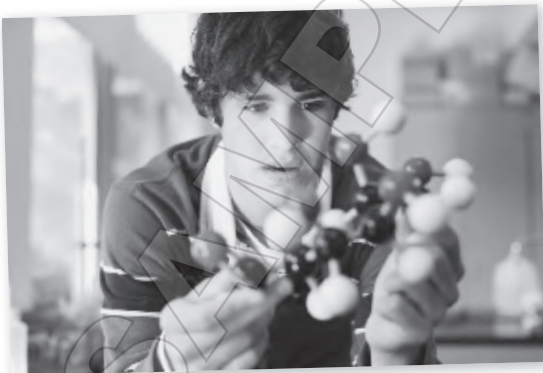
- **will**, aby powiedzieć, co naszym zdaniem wydarzy się w przyszłości:
I'm sure you'll pass the exam.
People will live on Mars one day.
- **be going to**, gdy na podstawie teraźniejszych okoliczności wysuwamy wniosek na temat tego, co wkrótce się wydarzy:
Look at the clouds, it's going to rain soon.

Uwaga! Aby coś komuś zaproponować, stosujemy **Shall I ...?**, **Shall we ...?**: *Shall I make you some tea? Shall we dance?*

1) Match sentences a-g with questions 1-7.

Which sentence contains

- 1 a future arrangement?
 - 2 prediction based on an opinion?
 - 3 a spontaneous decision?
 - 4 a future event based on a fixed schedule?
 - 5 prediction based on present evidence?
 - 6 an intention for the future?
 - 7 an offer?
- a Look at that man on the balcony – he's going to fall over!
- b There's somebody at the door. I'll go and open it.
- c Lucy is recording a new song next Friday.
- d Shall I open the window?
- e They're going to visit a few European cities during their next holiday.
- f I believe that in the next 15 years, doctors will develop a cure for cancer.
- g I have a science class on Thursday at 10.00.



2) Choose the correct option to complete each sentence.

- 1 The computer is making funny noises – it *will explode* / *is going to explode* unless you turn it off.
- 2 It's freezing. It looks like it *will snow* / *is going to snow*.
- 3 The survey shows that Mark Drake *will become* / *is going to become* president.
- 4 Do you think scientists *are going to make* / *will make* any major discoveries in the next decade?
- 5 He's driving too fast! We *will crash* / *are going to crash*.
- 6 In the future, we *are going to store* / *will store* most data online.

3) Complete the sentences with the correct form of the verbs in brackets. Use *will, shall, going to* or the *present continuous*.

- 1 Karen can't see you tomorrow. She _____ (have) a dentist appointment.
- 2 Your computer is really slow. _____ (I / update) your software?
- 3 What _____ (you / do) about your failed physics test, Mark?
- 4 Tom has lost his Memory Stick and he _____ (buy) a new one.
- 5 'I've lost my keys.' 'I _____ (help) you look for them.'
- 6 We _____ (meet) for lunch tomorrow at 12.00. I can give her the message.

4) Complete the sentences, using the prompts. Add any extra words where necessary. Use the *present simple* or *present continuous*.

- 1 Jason, Pam phoned while you were out. She / come back / holiday / next Tuesday.
She's coming back from holiday next Tuesday.
- 2 I think Martha is busy packing. She / go / holiday / tomorrow.

- 3 They finished the construction of a new supermarket in town. It / open / next month.

- 4 You'll need to renew your licence to use this software. It / expire / next month.

- 5 We don't need to hurry. My bus / not leave / until / 6.00.

- 6 You can join us if you want. We / go / cinema / 8.00.



5) Choose the correct answers.

- Mark, can you go to the grocer's and get some vegetables? I _____ a salad.
a make b 'll make c am going to make
- Let's hurry up, shall we? The match _____ in a few minutes.
a starts b will start c is starting
- Let's start. I think Martha _____ a bit later.
a comes b will come c is going to come
- I need to pick up Tom tomorrow morning. He _____ hospital at 9.30.
a leaves b will leave c is leaving
- Look at Brenda! She's so pale! She _____ in a moment.
a is fainting b will faint c is going to faint
- At what time _____ leave?
a does your train b will your train c is your train going to
- _____ you a cup of coffee?
a Will I make b Shall I make c Do I make
- If you don't know how to do this, I _____ you post the photos.
a 'm helping b 'll help c 'm going to help

6) Complete the second sentence so that it means the same as the first, using the word given.

- The guy on the bike may fall off any moment.
The guy on the bike _____ off. **GOING**
- I have one hour before the flight.
The _____ an hour. **TAKES**

- We've arranged to have a party on Saturday.
We _____ on Saturday. **ARE**
- Jason is planning to create his own website.
Jason _____ his own website. **TO**
- Do you want me to call you in the afternoon?
_____ you in the afternoon? **SHALL**

7) Translate the Polish parts of the text into English.

Hi Peter,

Remember how much I've always wanted to study IT? Well, I've just decided to enrol on a computer course, and it ¹ _____ (*zaczyna się*) next Monday. And that's not all the good news. My dad ² _____ (*zamierza kupić*) me a new laptop with all the latest software to help me learn more.

The course is quite advanced. We ³ _____ (*nie będziemy się uczyć*) the basics. During the course, I ⁴ _____ (*będę się uczyć*) computer programming. I think in the future everybody ⁵ _____ (*będzie musiał*) know how to write code. It ⁶ _____ (*będzie*) absolutely essential. I find it really fascinating, so I hope it ⁷ _____ (*będzie*) great fun.

⁸ _____ (*Czy robisz*) anything this weekend? We could meet on Saturday. I ⁹ _____ (*zadzwonię*) later.

Mark

Future time clauses

W zdaniach okolicznikowych czasu przyszłego stosujemy następujące spójniki: **after** (po tym, jak), **as soon as** (jak tylko), **as long as** (jeśli tylko/o ile), **once** (kiedy już), **when** (kiedy), **before** (zanim), **until** (do czasu aż), **unless** (chyba że), **in case** (na wypadek).

Uwaga!

W zdaniach okolicznikowych tego typu, gdy odnosimy się do przyszłości, używamy czasu **present simple**.

Sheila **will phone us as soon as her guests leave**.

(NOT: *her guests will leave*)

Grammar challenge!

Aby podkreślić, że coś wydarzy się dopiero wtedy, kiedy inna czynność zostanie zakończona w przyszłości, stosujemy czas **present perfect**.

I'll call you after I have done my homework.

1) Match the parts of the sentences.

- Make sure all the windows are closed before
 - I'll make you some sandwiches in case
 - I promise I'll give you the results as soon as
 - Susan will text you once
 - As long as the match starts on time,
 - Unless I finish this project,
 - I need to see her! I'll wait here until
- a I'll be home before midnight.
b you get hungry before supper.
c you leave the house.
d she comes back from school.
e she gets to the hotel.
f I get them.
g my parents won't let me go out.

2) Choose the correct options to complete each sentence.

- It's a long story. I *tell* / *'ll tell* you everything when we *meet* / *will meet* tomorrow.
- As soon as she *is* / *will be* back home, I *let* / *will let* you know.
- Take an umbrella in case it *will rain* / *rains*.
- We will continue playing the game after we *will have* / *have* lunch.
- Don't turn off the kettle until the water *boils* / *will boil*.
- Do* / *Will* you help us after you *do* / *will do* your own work?
- As long as you *won't break* / *don't break* anything, you can take my laptop.
- You need to save your work before you *will turn off* / *turn off* the PC.
- They won't do any research this year unless they *will get* / *get* the money.

3) Complete the mini-dialogues with the correct form of the verbs in brackets.

- 1 A I can't wait to get to the beach, can you?
B You bet I can't! I _____ (*jump*) into the water as soon as we _____ (*get*) there.
- 2 A Could you post this parcel for me?
B Yes, I _____ (*do*) it when I _____ (*go*) to the shops.
- 3 A Have you already decided what you're going to do at the weekend?
B No, but I _____ (*call*) you as soon as I _____ (*know*).
- 4 A Is there anything you can do now?
B I am afraid I cannot do anything now, sir, but I _____ (*exchange*) the radio as soon as you _____ (*bring*) your receipt.
- 5 A Can I talk to Dr Smith?
B He's busy at the moment, but he _____ (*see*) you after he _____ (*finish*) examining a patient.

4) Rewrite the sentences, using the linking words given.

- 1 I'll leave you my friend's phone number. My battery may run flat. **IN CASE**

- 2 You'll take up some sport. Then you'll feel much better. **AS SOON AS**

- 3 They will send me a catalogue first. Then I'll choose a new laptop. **ONCE**

- 4 I will tell Bob everything. He will hear it from somebody else, anyway. **BEFORE**

- 5 We will finish renovating the house inside. Then we'll clean up the garden. **AFTER**

- 6 He has to receive the spare parts. Then he will repair the machine. **WHEN**

5) Complete the text with the correct form of the words below.

focus do succeed manage not study finish

I developed an interest in medical research while I was attending the science club last year. I got so interested in medicine that I decided to go to pre-med school when I ¹ _____ secondary school. However, after I ² _____ the basic course, I ³ _____ to be a doctor. Once I get my BSc degree from pre-medical university, I ⁴ _____ on pharmacy. You see, I hope to invent a cure for cancer one day. And I am very determined. I won't give up until I ⁵ _____ or until somebody else ⁶ _____ to do it before me.

Grammar challenge!

6) Complete the sentences, using the present perfect.

- 1 I want to eat lunch. Then we will talk.
When I've finished lunch, we will talk.
- 2 You need to do the washing-up first. Then you can watch TV.
You can _____.
- 3 I'll give you my notes, but I need to do an experiment first.
As soon as _____.
- 4 A photo uploaded to a website never disappears from the Internet.
Once you _____.
- 5 First make a decision, and then let me know.
Once _____.
- 6 We'll go out soon, but she needs to finish getting dressed first.
After _____.
- 7 I'm reading the book now, so I'll lend it to you later.
When _____.

Cumulative grammar

7) Use the words in brackets to complete the sentences. Add any extra words where necessary.

- 1 I _____ (*sleep / friend / house*) tomorrow. – She's invited me to her place for the weekend.
- 2 When _____ (*Tim / finish / French / Wednesday*)? I could pick him up.
- 3 A I'm going to the swimming pool.
B Great idea! I _____ (*go / you*).
- 4 Why don't you take a sandwich in case _____ (*you / be*) hungry.
- 5 Wait for me outside. I'll join you _____ (*soon / I / write*) this report.
- 6 Hurry up! _____ (*bus / leave / five minutes*).
- 7 This is delicious! You _____ (*not know / until / you / taste*) it.
- 8 A The TV is on. _____ (*you / watch*) something?
B Yes, _____ (*my / favourite / film / start*) 8.00.
- 9 He _____ (*not be / on time*) unless he runs.
- 10 I've already thought about my birthday, and I _____ (*book / table*) at Luigi's next week.



1) Read the three reviews of science fiction films below and answer the questions.

Which text is about

- 1 a world in which people have robots to do everything for them?
- 2 an attempt to control and rule the world?
- 3 love between a human and a computer program?

2) Match texts A-C with questions. Two texts match more than one question.

Which of the texts mentions

- 1 machines which live human lives?
- 2 a scientist who makes use of his own invention?
- 3 an actor's brilliant performance?
- 4 a film which is unoriginal?
- 5 artificial intelligence becoming bored with people?



A

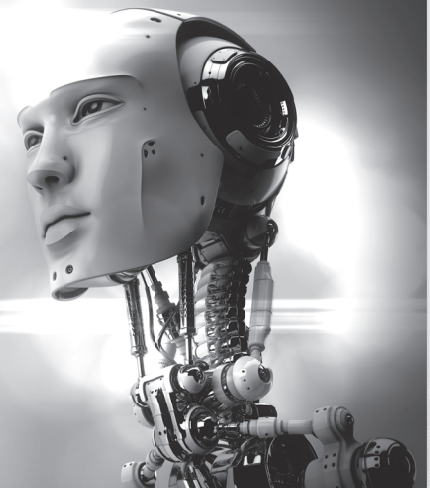


A lonely writer who is getting divorced gets **the latest version** of an intelligent **operating system**. They become friends and then lovers. Scarlett Johansson, who lends her voice to the OS, does an incredible job of making the system sound and feel emotional and human. Even when we find out that, by constantly learning new information, she soon becomes so intellectually **advanced** that she loses interest in human beings and moves on to search for a more suitable companion, we can't hold it against her. This science fiction romance might well have been a warning against technology ruining human relationships, and yet somehow it isn't.

B 0 0 1 0 1 1 0 0 1 0 0 0 1 0 0 0 0 1 1 0 1 0 0 0 0 1 0
 0 In this story, Johnny Depp stars as a brilliant scientist whose consciousness is uploaded 1 1
 1 into a computer, using his own program. Once he turns into a virtual being, he suddenly 0 0
 0 becomes greedy and starts planning on how to take over the world. Being **stored on** 0 1 0
 1 **a server** he gets access to computers all over the world and starts learning at an incredible 0 0
 1 speed. The only person who doesn't notice the change in him is his wife, who becomes his 1 0
 1 real-life representative, and together they start building an empire. The story aims to say 1 1
 0 'be careful of such situations'. The problem is that it's full of clichés, so viewers might get 1 0
 1 bored half way through it and never get the message.
 0 0 0 0 1 0 1 1 0 1 0 1 0 0 1 0 0 0 0 0 1 1 0 1 0 0 0 0 1

C

In an undefined future, scientists have developed an unbelievable invention - robots, called surrogates, which can be connected to people's minds and be **remotely-controlled** to do their jobs for them. Everybody can receive a better version of themselves. While the owner relaxes at home, **hooked up to** a machine, the robot goes out and experiences the world, taking the human consciousness with it. The main idea is to alert us to the problem that arises as a result - by relying on machines too much, people get lazy and, thinking of the perfect robots as part of themselves, forget who they really are. Unfortunately, the plot is a variation of all those overused conspiracy stories, so nothing about it is surprising, especially not the fact that the inventor of the surrogates refuses to use them. Sadly, not even Bruce Willis can save it.



3) Match the words in bold from the texts on page 39 with definitions a-f.

- a a set of programs that controls the way a computer works and runs other programs _____
- b controlled from a distance _____
- c saved on a computer that is part of a network _____
- d the most recent model _____
- e at a very high level _____
- f connected to _____

4) Are the sentences true (T) or false (F)? Correct the false ones.

- 1 To print something out, you need to hook up a printer to a computer. T / F
- 2 An operating system is the program used for editing text documents. T / F
- 3 Hackers often hack into computer servers to steal the data stored there. T / F
- 4 The latest version of computer software is the oldest one available. T / F
- 5 The first TV sets were not remotely-controlled. T / F
- 6 A smartphone is more technologically advanced than a landline phone. T / F

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5) Unscramble the words to complete the phrases. What is the hidden message?

- 1 make _____
- 2 _____ space
- 3 _____ the human race
- 4 colonise the _____
- 5 _____ a human _____
- 6 _____ on Mars

1 HIRSYOT

--	--	--	--	--	--	--	--

5

2 LERPOEX

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2

3 EEFITBN

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9

4 NEERVUIS

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8 6 1

5 LISTAHBES

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3

TEELMTESTN

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10 4

6 NADL

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7

The hidden message:

			C	
--	--	--	---	--

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1 2 3 4 5 6 7 8 9 10

6) Complete the sentences with the correct form of the phrases from exercise 5.

- 1 Most people think we won't be able to _____ unless we discover how to travel faster than the speed of light.
- 2 The discovery of water on Mars could help _____ there.
- 3 The first landing on the moon _____.
- 4 Finding energy sources on other planets would _____.
- 5 In the future, we will _____, looking for other planets to live on.
- 6 When we _____, we might discover that other intelligent life has already been there.



Vocabulary challenge!

7) Complete the sentences with the correct form of the words in brackets.

- 1 Let's not go to the restaurant on Saturday, it will be _____ (*crowd*) and we'll never get a good table.
- 2 If you fail this exam, you'll have to _____ (*take*) it within two weeks.
- 3 Ironically enough, bright students often _____ (*achieve*) because the school does not motivate them enough.
- 4 Many people _____ (*approve*) of so much money being spent on space research when thousands are starving.
- 5 In multicultural societies, people from different backgrounds have to _____ (*exist*).
- 6 Do you think people who've bought tickets for space voyages have been _____ (*lead*) as they're unlikely to ever travel into space?
- 7 I thought I saw a UFO, but before I found my camera to take a picture, it _____ (*appear*).

1) Complete the sentences with the correct form of the words below. Two words do not need to be changed.

rather little write good text use far

- The _____ choice for me would be to contact my family via video chat.
- It is _____ more comforting to hear mum's voice than to read a text message.
- Email communication appeals to me the _____ because I can't see the person I am talking to.
- On top of this, I'd prefer _____ a video communicator so that I can show them where I live.
- I'd _____ chat with somebody than text them.
- I wouldn't go for the option of _____ them because the messages are very short.
- I find _____ long emails rather boring.

2) Find and correct a mistake in each sentence.

- I rather talk to a human doctor than a robot. _____
- I'd prefer driving my car by myself rather than let a computer do it. _____
- Most young people prefer smartphones than simple mobile phones. _____
- Sue prefers chat with her friends on social media to texting them. _____
- I'd rather travel on a plane piloted by a computer to by a human. _____

3) Do the speaking task and answer the two questions below. Write 4–5 sentences.

EXAM TASK ⌚ 5 minut

Przygotowujesz się do egzaminu z chemii. Wyraż swoje zdanie na temat dwóch poniższych form przygotowania się do testu.

- Wybierz ten sposób, który byłby dla Ciebie najbardziej odpowiedni i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugi sposób.



- Do you agree with the opinion that information technology makes life easier? Why?/Why not?
- What, in your opinion, is the better source of information about science: science books or science programmes? Why?

1) Complete the text with appropriate words.

HOW TO SET UP A NEW LAPTOP



Before you start using your new laptop, ¹ _____ it in and ² _____ up the battery. When the battery is ready and the green light ³ _____ on, switch it on by ⁴ _____ the power button. Let the system go through its setup. Then create your profile. First, ⁵ _____ a username and password. To ⁶ _____ the files from your old computer, ⁷ _____ the pen drive. ⁸ _____ on the USB device icon and open it. ⁹ _____ the files into your documents folder.



2) Use the prompts to write sentences. Use the correct form of the verbs. Add extra words where necessary.

1 I / intend / buy / new tablet.

2 Once that / be done / you / just / install / application / your computer.

3 I think / you / can teach / me / how / install / things / my computer.

4 Make / sure / you / receive / verification email / and click / link / in it.

5 When / I / buy / new smartphone / I / might / give / old one / my younger sister.

6 first / thing / I / do / be / choose / right / picture / my profile.

7 start / shopping / their website / first / you / have to / set up / account.

3) Read the instructions and do the writing task.

EXAM TASK Odkryłeś/Odkryłaś ostatnio bardzo przydatną aplikację. Napisz o tym e-mail (80–130 słów) do kolegi i:

- wyjaśnij, jak dowiedziałeś się/dowiedziałaś się o tej aplikacji;
- powiedz, dla kogo i w jakich sytuacjach jest ona przydatna;
- poinstruj kolegę, jak zainstalować aplikację i jak z niej korzystać;
- zapropnuj wspólne spędzenie czasu w najbliższy weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1) Choose the correct answers to complete the mini-dialogues.

- 1 X _____
 Y As soon as I've finished my homework.
 a Have you seen this film?
 b When can you come over?
 c Why are you playing on your computer?
- 2 X Would you rather use the new search engine or the old one?
 Y _____
 a To be honest, I prefer the old one.
 b No, I haven't found it.
 c Yes, it's rather old.
- 3 X I'd go for the smartwatch, what do you think?
 Y _____
 X Maybe you're right. It's too expensive.
 a OK, I'm ready to leave.
 b I think you should choose something else.
 c Yes, it's very expensive.
- 4 X Shall I help you set it up?
 Y _____
 a Could you? I don't know what I'm doing wrong.
 b Yes, I've already finished creating my account.
 c I can see you bought a new smartphone.
- 5 X Do you find this book interesting?
 Y _____
 a Maybe it's on the shelf.
 b No, but I found another one that's even better.
 c Not so much.

2) Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 I think that in the future people _____
 (*not have to / do*) any housework thanks to special home robots.
- 2 You'll have to enter your personal details _____
 (*before / you / start*) using their service.
- 3 I _____ (*prefer / make / notes*) by hand rather than on a laptop.
- 4 When I am learning chemistry, I _____
 (*rather / do / experiment*) than read about it in my textbook.
- 5 The coffee machine _____ (*switch on / automatically*) 7.00 a.m.
- 6 If _____ (*you / not update*) your antivirus software, your computer will be at risk.
- 7 Unless _____ (*he / use*) secure websites, sooner or later he will have malicious software on his computer.
- 8 You can use the computer as _____
 (*soon / I / install*) the parental controls.

3) Read the text in exercise 4 below. What part of speech is missing in each space?

	noun	auxiliary verb (x2)	verb preposition (x2)	linking word
1	_____	4	_____	7
2	_____	5	_____	
3	_____	6	_____	

Challenge!

4) Complete the text with appropriate words. Put one word in each space.

15th March

We've finally landed. The spaceship shook worryingly as we were going through Mars' atmosphere, but we landed safely. Before any astronauts get out of the ship, we're sending the robots to check things out just in ¹ _____ there's any risk. They need to confirm that the area is safe to walk in, and that there's no harmful radiation. I ² _____ prefer to go by myself rather than wait for the robots to give us the green light, but those are the rules. It's been five hours ³ _____ they disappeared behind that hill. They should be back by now! Anyway, after they ⁴ _____ returned and confirmed it's safe, I'm out of here! I'd like to ⁵ _____ at the little flat area close to the ship. I think it might be a perfect place to set up my lab. Max disapproves ⁶ _____ it, he thinks the lab would be safer inside the ship. But that's impossible. To begin ⁷ _____, there's just not enough room here ...



1) MP3 07 Usłyszysz dwukrotnie sześć tekstów.

Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Tekst 1.

- 1 The speaker is
A a cook. B a student. C a journalist.

Tekst 2.

- 2 This course is NOT recommended for
A older people. B business people. C students.

Tekst 3.

- 3 What does the speaker find most exciting about physics?
A solving problems
B doing experiments
C explaining the world

Tekst 4.

- 4 Which function on the boy's phone is still working?
A switching the phone off
B accessing the messages folder
C making phone calls

Tekst 5.

- 5 What did the speaker dislike about the film?
A too many complex scenes
B a boring character
C an unoriginal story

Tekst 6.

- 6 The woman says that space tourism
A is too expensive for most people.
B is unexciting for her.
C is now available to everybody.



3) Read the instructions and do the speaking task.

EXAM TASK ⌚ 4 minuty

Razem z kolegą z klasy pracujecie nad prezentacją, w której przedstawicie najważniejsze, Waszym zdaniem, odkrycie naukowe ostatniego stulecia. W rozmowie z kolegą porusz następujące kwestie.

wybór tematu
prezentacji

niezbędne
materiały

przygotowanie
prezentacji

sprzęt, z którego
będziecie korzystać

Rozmowę rozpoczyna egzaminujący.

4) Which of the sentences are suitable for the writing task in exercise 5? Why are the remaining sentences unsuitable?

- a In my opinion, video calls will be the most popular way of communicating in the future because it's easier to speak than write and people are simply lazy.
- b My friends and I rarely send emails, and I don't think we'll start sending more emails in the future.
- c My favourite way of communicating with my friends is via social media since we can share not only our thoughts but also our favourite songs, films or interesting articles.
- d I usually video chat with my friends as I'd rather speak than write, and also I like to be able to see the person I'm talking to.
- e In the past, people used to write their letters by hand, but nowadays not many people use this form of communication.

5) Read the instructions and do the writing task.

EXAM TASK Magazyn młodzieżowy ogłosił konkurs pt. *Communication of the Future*. Napisz **artykuł** (200–250 słów), w którym opiszysz, w jaki sposób i dlaczego właśnie tak najchętniej komunikujesz się ze znajomymi oraz wyjaśnisz, jak – Twoim zdaniem – komunikacja między ludźmi zmieni się w przyszłości.

2) Complete the sentences with your own ideas.

- 1 I'd rather search for information on the Internet because _____.
- 2 If we use a presentation program, we'll be able to _____.
- 3 Unless we have an overhead digital projector, we won't be able _____.
- 4 I'd prefer to work on my laptop rather than use a school computer because _____.
- 5 I find Wikipedia to be a bit unreliable as a source of information because _____.
- 6 I prefer searching for information to preparing presentations because _____.
- 7 As far as the topic goes, why don't we talk about _____.



5

Friends and foes

VOCABULARY friends and family • phrasal verbs

1) Choose the odd one out.

- | | | | |
|--------------|----------------|--------------|-------------|
| 1 cousin | parent | niece | colleague |
| 2 stepmother | sister-in-law | half brother | grandfather |
| 3 relative | acquaintance | parent | ancestor |
| 4 nephew | brother-in-law | fiancé | mother |

2) Are the sentences true (T) or false (F)?

- | | |
|---|-------|
| 1 Your wife's father is your stepfather. | T / F |
| 2 A single parent is somebody who raises a child alone. | T / F |
| 3 A relative means the same as a family member. | T / F |
| 4 Your fiancée will one day become your wife. | T / F |
| 5 Twins are born on the same day. | T / F |
| 6 Your parents-in-law are your siblings. | T / F |

3) Complete the sentences with the words from exercises 1 and 2.

- How much do you know about your _____? Have you ever researched your family tree?
- My dad has got three _____. They are aunt Lucy's sons and they are all very naughty.
- You could see they were related – all the _____ looked similar and resembled their father.
- I enjoy spending free time with my family as all my _____ are really cool.
- He's not really a friend, more of an _____ – we only meet occasionally.
- My _____ is great. She married my brother only two months ago, but we are already really close.
- Only family _____ can visit you in hospital. Friends are not allowed.
- We're going out tonight with a few _____ from the financial department. Do you want to join us?

4) Choose the correct prepositions. Then put the sentences in the correct order to make a story. There is one extra sentence.

- Unfortunately, our relationship didn't last very long – I did something stupid and we broke **off / up** a few months later.
- And that's how I ended up engaged **to / with** Susan.
- Now I'm really curious what she's up to these days. Perhaps I should call her to check if she'd like to hang **up / out** with me some time?
- I must say I was pretty lucky. I introduced myself and it turned out she liked me too, so we started going **out / up**.
- We never made **on / up** and we haven't seen each other since.
- When I went to university, I fell **in / for** a girl who was in my history class. She was smart and beautiful.

5) Complete the text with the correct form of the verbs below. There are two extra verbs.

look make take get break go fall



The nicest person I know is my cousin Jeannie. I must say I ¹ _____ up to her because she's generous and kind towards others. She ² _____ on well with everybody and helps her friends when they're in trouble. She never ³ _____ out with anyone and she always respects others' opinions and decisions, even if they're different to hers. I guess she ⁴ _____ after her mum in this respect – her mum is very nice and always helpful. When my boyfriend and I ⁵ _____ up last year she was always there for me.



Vocabulary challenge!

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

- Your elder brother Josh _____ (*wygląda prawie tak jak Ty*).
- Bob _____ (*dorastał*) in West London.
- We _____ (*zaprzyjaźniliśmy się*) at primary school, and we still keep in touch.
- _____ (*Wychowywanie dzieci*) is one of the biggest challenges for adults.
- As far as I know, _____ (*jesteśmy spokrewnieni ze*) each other.
- I hope Julia and I will sort out the misunderstanding, and _____ (*pozostaniemy przyjaciółmi*).
- My uncle knows people who _____ (*są powiązani z*) the prime minister.
- _____ (*Jestem podobna do swojego taty*) in many ways. For example, we are both quite stubborn.

7) Write five sentences about your friends and family, using the phrasal verbs below.

get on break up take after fall out fall for



1) **MP3 08** Listen to the radio programme. What is the topic of the interview? Choose the correct answer.

- a ways in which friendship is like marriage
- b the meaning of a platonic relationship
- c the experience of losing a friend

2) **MP3 08** Listen again and answer the questions.

- 1 In what way is Alice's story different from those of other callers?

- 2 Why does Alice compare friendship to marriage?

- 3 Why did her friend break up with her?

- 4 Why couldn't she explain everything to her friend?

- 5 Did her friend also suffer?

3) Match 1-4 with a-d.

- | | | |
|--------------|--------------------------|--------------------|
| 1 gossip | <input type="checkbox"/> | a life experiences |
| 2 go through | <input type="checkbox"/> | b unaffected |
| 3 deep | <input type="checkbox"/> | c bond |
| 4 be | <input type="checkbox"/> | d about somebody |

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4) Translate the Polish parts of the sentences into English, using the correct form of the phrases from exercise 3.

- 1 I quarrelled with Daisy because she _____ (*plotkowała na mój temat*).
- 2 There is a _____ (*głęboka więź*) between Ruth and her sister – they respect and love each other.
- 3 My best friend and I _____ (*przeszliśmy wiele w życiu*) together.
- 4 When his girlfriend left him, he suffered a lot, but she _____ (*była niezwruszona*).

5) Choose the correct words.

- 1 Whatever happens, I don't want to lose your _____.
a relationship b friendship
- 2 She's been _____ nasty rumours about me and my family.
a spreading b gossiping
- 3 All my colleagues were really _____ when I was ill.
a supportive b heartbreaking
- 4 Ted felt absolutely _____ after his mum died.
a painful b devastated



6) Complete the text with the words from exercise 5.

LOOKING FOR HELP?

Have you recently gone through a ¹ _____ experience in your life?

Have you ended a long ² _____?

Do you know somebody who feels ³ _____ after a terrible experience, and would you like to help them?

During our therapy sessions, we offer a ⁴ _____ atmosphere when we share our ⁵ _____ stories.

To join our support group, call us on 0800 ...



JOIN US!

Vocabulary challenge!

7) Translate the Polish parts of the sentences into English.

- 1 We had an angry argument _____ (*przez głupie nieporozumienie*).
- 2 Trust me, I know how much a breakup hurts. I _____ (*wiem to z doświadczenia*).
- 3 _____ (*Odniosłam wrażenie*) that you didn't like each other.
- 4 I would expect my best friend to support _____ (*mnie w trudnym okresie*).
- 5 _____ (*Jeżeli porównamy przyjaźń do*) a romantic relationship, it turns out they both can be very deep.
- 6 When I learnt that Molly was saying things _____ (*za moimi plecami*), I decided not to speak to her ever again.

8) Complete the sentences so that they are true for you.

- It was heartbreaking to hear that _____.
- In friendship, I value _____.
- When somebody spreads rumours about me, I _____.

Determiners: *all, every, most, some, any, no, none* etc.

Przed rzeczownikami policzalnymi w liczbie pojedynczej używamy:

- **every** (każdy): *Every student had to show an ID.*
- **no** (żaden): *He's got no place to live.*
- **any** (jakiś): *Is there any ancestor of yours in this picture?*

Przed rzeczownikami policzalnymi w liczbie mnogiej używamy:

- **no** (żadne): *I'm not surprised she's got no friends.*
- **any** (jakiś – w pytaniach i przeczeniach): *Do you have any cousins?*
- **some** (kilka – w zdaniach twierdzących): *There were some family members waiting for the students outside.*
- **all** (wszystkie): *They invited all their relatives to the wedding.*
- **most** (większość): *Most workers supported the initiative.*
- **many** (wiele): *I didn't have many problems at school.*
- **a few** (kilka): *He contacted a few of his colleagues.*
- **few** (niewiele, mało): *She has few close friends.*
- **a couple of** (kilka): *We'll have to wait a couple of days.*
- **none of** (żaden z): *None of my grandparents survived World War II.*
- **both of** (obaj): *Both of my brothers are married.*

Przed rzeczownikami niepoliczalnymi używamy:

- **no** (żaden): *He gave me no time to think.*
- **any** (jakiś): *She didn't offer any advice.*
- **some** (trochę): *I had to borrow some money from my relatives.*
- **all** (całe, wszystko): *I'm willing to offer all the support he needs.*
- **most** (większość): *He finds most information online.*
- **much** (dużo): *I'm afraid she didn't experience much happiness in her childhood.*
- **a little** (trochę): *If it's too strong, add a little water.*
- **little** (niewiele, mało): *I need little sleep.*

A lot of stosujemy zarówno przed rzeczownikami policzalnymi, jak i niepoliczalnymi:

I have a lot of free time.

Paul has made a lot of new friends on holiday.

Uwaga!

- Przed rzeczownikami z zaimkiem lub przedimkiem określonym używamy: *some of, none of, any of, many of, all of, most of.*
some students ALE: some of the students
most cousins ALE: most of my cousins
- Jeżeli w zdaniu pojawia się **no** lub **none**, czasownik nie może być w formie przeczącej:
There is no coffee left. None of the classmates did their homework.

Grammar challenge!

Both (of) + rzeczownik + czasownik w liczbie mnogiej	<i>Both of my brothers live in Szczecin.</i> (Obaj moi bracia mieszkają w Szczecinie.)
Either (of) + rzeczownik + czasownik w liczbie pojedynczej	<i>Either of the books is interesting.</i> [Każda z tych (dwóch) książek jest ciekawa.] <i>Did either child help you yesterday?</i> [Czy któryś z (dwojga) dzieci pomógł Ci wczoraj?]
Neither (of) + rzeczownik + czasownik w liczbie pojedynczej	<i>Neither car is fast.</i> [Żaden z tych (dwóch) samochodów nie jest szybki.] <i>Which book are you going to buy? Neither.</i> [Którą (z dwóch) książek zamierzasz kupić? Żadną z nich.]

None of stosujemy, gdy mówimy o więcej niż dwóch osobach i rzeczach.

Po **none of** używamy czasownika w liczbie pojedynczej lub mnogiej.

None of my friends want/wants to go there.

1) Look at the table which shows students' answers to a questionnaire. Are the statements below true (T) or false (F)?

Student's name	Do you have any siblings?	Are you in a relationship?	Did you grow up in the countryside?	Do you live with your parents?	Do you have a best friend?
Rita	✓	–	–	–	✓
Rose	✓	✓	–	✓	✓
Travis	✓	–	–	✓	✓
Jordan	–	✓	–	✓	✓
Alice	✓	–	–	✓	✓

- 1 None of the students grew up in the countryside. T / F
- 2 All of them have got a brother or sister. T / F
- 3 No student lives with his/her parents. T / F
- 4 Some of them have got a boyfriend or a girlfriend. T / F
- 5 Most of them have got a best friend. T / F
- 6 Both Rose and Travis are in a relationship. T / F

2) Choose the correct words.

- 1 *Some / Any* of my friends can speak fluent Spanish.
- 2 We got to the airport with *few / little* time to spare.
- 3 I guess I like *all / every* kind of music.
- 4 I haven't invited *some / any* of my relatives.
- 5 When the teacher entered the classroom, *every / all* the students stood up.
- 6 We managed to inform *a few / a little* of his colleagues about the funeral.

3) Choose the correct answers.

- 1 _____ relationships are definitely more difficult than others, but you need to work on them.
a Some b Any c Few
- 2 The storm has caused _____ damage throughout the country.
a most b many c much
- 3 _____ the people I know grew up in this neighbourhood, I'd say 90% of them.
a Most b Most of c All of
- 4 _____ member of the support group has a chance to speak.
a All b Every c Few
- 5 Fiona never gives me _____ good advice.
a little b any c no
- 6 _____ of my parents work at the local hospital.
a All b Both c Neither

- 7 Unfortunately, although we called _____ hotels, there were no free rooms in any of them.
 a many b much c a little
- 8 There was _____ food in the fridge, not even one slice of cheese.
 a none b any c no

4) Complete the text with the words below.

both none all any most a lot of



The results of a recent survey on relationships revealed that ¹_____ young people, almost 80% of the interviewees, have gone through a devastating experience in their lives. They admitted group therapy had helped them a lot in ²_____ of these situations. Moreover, ³_____ men and women, without ⁴_____ exception, said that when they experienced something painful, they received ⁵_____ support from their siblings. In the last question, people had to say which relationships were the most important, and ⁶_____ of them turned out to be as important as friendship.

5) Find and correct a mistake in each sentence.

Two sentences are correct.

- All of children can be difficult at times. _____
- No students didn't their homework. _____
- I don't think there is any time left. _____
- It's my dream to visit every countries in Europe. _____
- Does she earn many money? _____
- We spent a few days on the beach. _____
- Most Jason's family members went to his wedding. _____
- To my great disappointment, no of the guests came to my party. _____

6) Complete the second sentence so that it means the same as the first one, using the word given. Do not change the word given.

- There weren't any people in the café.
 _____ in the café. **NO**
- Not many students managed to pass the test.
 _____ to pass the test. **FEW**
- There's only a little money left in my wallet.
 There _____ in my wallet. **MUCH**
- All the rooms were open when we got there.
 _____ when we got there. **EVERY**
- I only want to invite a few people from my class.
 _____ from my class. **ALL**
- Not all of the documents were saved on my computer.
 _____ saved on my computer. **SOME**
- I have two sisters, who are psychologists.
 _____ are psychologists. **OF**

Grammar challenge!

7) Translate the Polish parts of the sentences into English.

- _____ (*Oba samochody*) broke down at the same time.
- I like Gina and Ross – I can hang out with _____ (*którymkolwiek z nich*).
- I was supposed to do two activities for today, but I've done _____ (*żadnego z nich*).
- _____ (*Żaden z gości nie przybył*) on time.
- _____ (*Żadne z moich rodziców nie lubi*) my boyfriend.
- She brought back _____ (*obie książki*) she had borrowed.

Future continuous and future perfect

Czasu **future continuous** używamy, aby opisać zdarzenie lub czynność, która będzie trwała w określonym momencie w przyszłości: *This time tomorrow, I'll be sailing along the coast.*

Określenia czasu używane z **future continuous** to: *this time tomorrow, this time next week, next Sunday at eight, at that time.*

Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't be	sleeping	at eight o'clock tomorrow.
		reading	
		watching TV	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	be sleeping	at eight o'clock tomorrow?	Yes, I will. No, she won't.
		be reading		
		be watching TV		
Why/ Where	will	I/you/we/they he/she/it	be sleeping be reading be watching TV	at eight o'clock tomorrow?

Czasu **future perfect** używamy, aby opisać czynności lub zdarzenia, które odbędą się do określonego momentu w przyszłości: *By this time tomorrow, I'll have read the whole book.*

Określenia czasu używane z **future perfect** to: *by then, by 2030, by next month, by eight o'clock.*

Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't have	read the book	by the end of the week.
		finished the project	

Pytania i krótkie odpowiedzi

Will	I/you/we/they he/she/it	have read it	by the end of the week?	Yes, I will. No, he won't.
		have finished it		
How many books	will	I/you/we/they he/she/it	have read	by the end of the week?
How many projects			have finished	

1) **Reorder the words to make sentences and questions. Then match them with the time expressions below. Write the answers in the correct column.**

1 the beach / will / lying / I / on / be / .

2 won't / her / finished / Sara / project / have / .

3 reports / you / read / all / will / the / have / ?

4 will / not / we / any / taking / tests / be / .

5 you / will / doing / what / be / ?

6 will / 20 pages / written / I / have / .

this time next week	by the end of next week

2) **Find and correct the mistakes. Two sentences are correct.**

- I will be seen Mary on Friday at 4.00.
- The film will have start by the time we get there.
- Will you have moving to your new house on Monday?
- Will you be studying at 8.00 or can I call you?
- I'll be holding a red rose – that's how you will recognise me.
- I hope I will have fall in love by the end of the summer.
- Will you waiting for me outside the cinema?

3) **Choose the correct option to complete each sentence.**

- She's gone to the airport. I'm afraid her plane *will have left / will be leaving* by now.
- It's all arranged then. We *will have left / will be leaving* from outside the school at 9.00 a.m. tomorrow.
- A man *will have waited / will be waiting* for you at the station. He *will have worn / will be wearing* a brown raincoat and a hat.
- Three new shopping malls *will be opening / will have opened* in the city by the end of the year.
- You can meet me at 6.00. I *'ll be hanging / 'll have hung* out with Jane in the park.
- Will you have made / Will you be making* the birthday cake tomorrow evening?
- Susan *won't be saving / won't have saved* all the money she needs by next month.
- It's 16.30. *Will Judith have left / Will Judith be leaving* school already?

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

- I can't see you at 5.00 this afternoon. I _____ (*play*) table tennis with Mike as usual.
- _____ you _____ (*pay*) the money back by the time they realise there is some missing from the safe?
- Martha, what _____ you _____ (*do*) this evening? I need somebody to look after my little brother for half an hour.
- Pick me up at 7.00. I _____ (*stand*) in front of the office.

- I'd love to go shopping with you next weekend. Hopefully, I _____ (*not spend*) all my pocket money by then.
- Where _____ you _____ (*live*) in three years' time?
- Next summer, my sister _____ (*study*) law for five years.
- Hurry up, or she _____ (*drive*) off by the time we get to the car park.

5) **Read the text and complete the sentences below. Use the future continuous or future perfect.**

Caroline is a psychologist who specialises in art therapy – through painting, she helps her patients recover after painful or traumatic experiences. She works from home, but she always gets up early, at about 7.00. She spends the next half an hour in the kitchen, making breakfast or having coffee. She begins her working day with her emails, she usually checks them until 9.00. No later than 30 minutes later, her first patients arrive. When she finishes her session, at about 11.00, she goes to the café opposite her house to have lunch. She is always back at 1.15, ready to see her next patients. She might have one or two more sessions, but she never works after 4.00.

- Tomorrow at 6.30, Caroline _____.
- At 7.15, she _____.
- By 9.00, she _____ and by 9.30, her patients _____.
- At 12.00 tomorrow, Caroline _____, as she always does.
- By 1.15, she _____.
- At 2.00, she _____ but she _____ by 4.00.

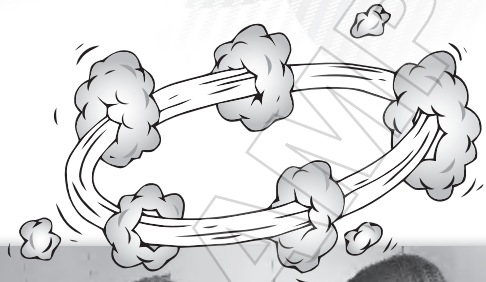
Cumulative grammar

6) **Use the words in brackets to complete the sentences. Add any extra words where necessary.**

- I'm pretty sure _____ (*some / my relatives / wait*) at the airport when I arrive.
- There are two books I'm interested in and, hopefully, by the end of this week _____ (*I / read / both / them*).
- If there is _____ (*little / traffic / I / arrive*) by 5.00.
- _____ (*all / students / write*) a diagnostic test during their third lesson on Thursday.
- _____ (*most / these / restaurants / close*) by the time we get to the centre.
- Robert _____ (*take / few / exams*) next week – all on the same day!
- This time next month, _____ (*some / my / friends / visit*) me here in Warsaw.
- _____ (*no / student / manage*) to hand in the project by Monday.
- Is it true that _____ (*neither / you / speak*) Spanish?
- I'm afraid _____ (*none / my / grandparents / be*) still alive.

1) Match headings 1–5 with paragraphs A–E in exercise 2.

- 1 What if it all goes wrong anyway?
- 2 When and where to argue
- 3 Don't argue to win but to reach an understanding
- 4 Staying polite is a good idea
- 5 Why people hate conflict



2) Put the paragraphs in the correct order to create a logical text.



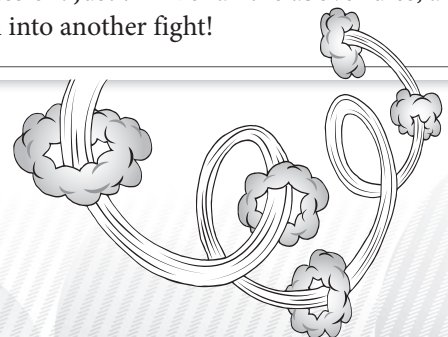
- A** What does it mean 'right'? Start by overcoming this fear of confrontation. Everybody has the right to speak their mind. Just remember that expressing your feelings does not mean attacking people. Be respectful and avoid accusations. Instead of saying 'you're being unfair,' say 'I don't understand why you're treating me like this'. That way a parent or a teacher does not feel like you're **questioning their authority**.
- B** Finally, when you have the time to listen to the other side of the argument, how do you win? First of all, prepare. Make a list of your arguments, but also try to foresee the arguments of the other side and come up with logical counterarguments. Never **raise your voice**. Finally, keep in mind that arguing is a negotiation where you try to reach a compromise that satisfies both sides.



- C** Does this sound familiar? You feel that your parents or your teachers have treated you unfairly, so you **voice your complaints**, and they don't listen. Everything ends with people yelling at each other and everybody being angry with everybody else. Conflict creates a bad atmosphere, which is why many people often **avoid confrontation** because they are afraid of the consequences. This is actually the wrong way to think about it. Arguing is in fact good as it clears the air. You just have to do it right, and you'll get what you want.
- D** Once you feel you can present your arguments calmly and politely, pick the right time and place for it. Teachers, believe it or not, are also human. If they feel attacked in front of the class, they will try to defend their position of power. Similarly, if you approach your parents when they're busy, they may just get annoyed. Pick a moment when they can focus on you.
- E** Yet, despite all these rules, sometimes it's just impossible to keep calm. Then discussions turn into **heated arguments** and later a fight, and everybody's mad at everybody. If so, give it time. Stop yelling and go to your room to cool off. And then, try again. Apologise if you've **said something hurtful** – it's a great starting point for a new discussion. Just think of all the above rules, and don't let it turn into another fight!

3) Match the definitions below with the phrases in bold from the text in exercise 2.

- 1 say that you don't like or disagree with something _____
- 2 speak louder because you are angry _____
- 3 express doubts about somebody's power _____
- 4 angry conversations _____
- 5 say unpleasant things _____
- 6 try not to get into arguments _____



4) Complete the text with the correct form of the phrases from exercise 3 on page 49.

THINGS TO AVOID WHEN ARGUING



Don't 1 _____ – it's much better to tell people what's bothering you.



When you 2 _____, do so calmly and logically.



Don't 3 _____ – they will only get angry and try to show you who's boss.



4 _____ usually don't lead anywhere, it's much better to discuss things calmly.



Don't 5 _____ to people, they'll only do the same and yell at you too.



Don't 6 _____, people usually attack when you hurt their feelings.

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5) Complete the text with appropriate prepositions.



Ed O'Neill seems to like family TV series. Before becoming a father to many children in *Modern Family*, he was the star of the popular sitcom *Married ...* 1 _____ *Children*. In the series, Al Bundy, an unsuccessful shoe salesman, drives his

wife crazy because his favourite and only hobby is watching television while she would like a little romance. They actually have so little in common that it's difficult to understand why she got married 2 _____ him. While he walks around in scruffy pants and shirts, she spends hours on her hair and make-up, but Al still does not seem interested in her. They have two teenage kids – Kelly and Bud. Kelly is a gorgeous blonde who falls 3 _____ love 4 _____ a new boy every couple of days. It's usually love 5 _____ first sight, but as soon as she goes 6 _____ a date with him and learns something about the guy, she falls out of love equally fast. Her brother, Bud, doesn't have as much luck 7 _____ love – he hardly ever meets any girls, although he does spend a lot of time trying.



6) Complete the sentences with the words below. There are two extra words. Then look at the text in exercise 5 again. Are the sentences true (T), false (F) or is there no information (NI)?

crush date to (x3) dating sight soulmates with

- It's important for Al to look attractive _____ his wife. T / F / NI
- Peggy and Al aren't _____ – they're not very close _____ each other. T / F / NI
- Kelly has a _____ on a different guy every week. T / F / NI
- After Kelly goes on her first _____ with a guy, she usually leaves him. T / F / NI
- Bud Bundy has been _____ somebody for some time. T / F / NI
- Kelly introduced Bud _____ her gorgeous friend. T / F / NI

Vocabulary challenge!

7) Translate the Polish parts of the sentences into English. Use the correct form of four of the words below.

party date fancy crush match be engaged attraction

- Make these biscuits with _____ (*dużo orzechów i daktyli*), and they'll be even more delicious.
- Have you heard? _____ (*Sara jest zaręczona*) to Mike.
- _____ (*Jestem zadurzona*) this guy since primary school.
- This scarf _____ (*nie pasuje*) your eyes – find another one instead.
- Mix _____ (*trochę kruszonego lodu*) with lemon, mint and sugar, and you've got a very refreshing drink.
- _____ (*Spotykasz się ze swoim byłym chłopakiem*) again? Are you crazy?
- Everybody thought Mike and Jo were _____ (*idealnie dobraną parą*), so we couldn't understand why they split up.
- I can't get through to the theatre, _____ (*linia jest zajęta*) for an hour.

SPEAKING

negotiating • apologising • asking for permission

1) Read the mini-dialogues and decide whether the responses are logical. Correct the wrong answers.

- 1 A Let's give it a try.
B I'm afraid not.
- 2 A I'm sorry I upset you. Let me take you out for a pizza to make up.
B Don't worry. It's all right.
- 3 A I'm awfully sorry for being late.
B OK. That's fine with me.
- 4 A Why not throw a surprise party for her?
B I feel terrible about it.
- 5 A May I bring my dog with me?
B Yes, that's fine. No problem.

2) Complete the sentences, using the prompts in brackets. Add any extra words.

- 1 _____ (I / think / might / better) if we move the party to a club.
- 2 _____ (I / could / possibly / borrow) this dress for my end of school dance?
- 3 _____ (I / be / grateful) your help.
- 4 If _____ (you / agree / handle) the invitations, I'll bake the cake.
- 5 _____ (you / able) take care of it?
- 6 _____ (Maybe / better / solution / be / buy) her a ticket for the Open'er Festival?
- 7 _____ (I / afraid / have to / apologise) revealing your secret.
- 8 _____ (we / allowed / stay) there after midnight?

3) Read the instructions and write a short dialogue.

EXAM TASK ⌚ 4 minuty

Razem z koleżanką urządzasz imprezę z okazji walentynek. W rozmowie z nią porusz następujące kwestie.

miejsce imprezy

lista gości

stroje i dekoracje

jedzenie i picie

Rozmowę rozpoczyna egzaminujący.



WRITING

an opinion essay

5

1) Complete the text with the words below. There are two extra words.

however opinion result allow deny let view

I am of the ¹ _____ that social networking sites make it easier to find people who share our interests. It would be hard to ² _____ the fact that people with unusual hobbies such as baroque music or collecting bug-eating plants find it difficult to meet somebody with similar interests. As a ³ _____, they often feel misunderstood and lonely. ⁴ _____, when they join a social network, the situation changes. They may complete their profiles and view the profiles of others. There are features which ⁵ _____ us to search other people's profiles and meet somebody who may be interested in similar things.

2) Read the writing task in exercise 4 and find two aspects of the topic which need to be covered in the essay. Then match the arguments below with the correct aspect.

Aspect 1: _____

Aspect 2: _____

- 1 rodzice – dużo pracują, często nie mają czasu dla dzieci; mają mniej energii niż nastolatki;
- 2 rodzice udzielają lepszych rad; zawsze udzielają wsparcia w trudnych chwilach;
- 3 rodzice kiedyś mieli podobne problemy; lepiej znają swoje dzieci;
- 4 spędzamy więcej czasu z rówieśnikami niż z rodzicami, np. w szkole;
- 5 rówieśnicy – wspólne zainteresowania, tematy, gusty muzyczne;

3) Write sentences, using the arguments from exercise 2 and the phrases below. Remember to give a reason to support your opinion. Use *because / since / as / because of*.

- 1 I (be / opinion) I am of the opinion that parents often have too little time to spend with their teenage children because they work very long hours.
- 2 I (strong / feel) _____
- 3 It (can / argue) _____
- 4 The (reason / I / say / this / be) _____
- 5 This is (due / fact) _____

4) Read the instructions and do the writing task.

EXAM TASK W życiu wielu młodych ludzi przychodzi okres, w którym rówieśnicy (peers) stają się ważniejsi od rodziców. Napisz **rozprawkę** (200–250 słów) przedstawiającą Twoją opinię na ten temat, uwzględniając argumenty dotyczące wsparcia w trudnych sytuacjach oraz wspólnego spędzania czasu.

1) Choose the correct option to complete each sentence.

- 1 When Philip and Kate met, it was love at first *look / sight*.
- 2 My brother's youngest daughter is my favourite *niece / nephew*.
- 3 I didn't *get away with / get on with* my older brother when we were children.
- 4 I loved *all / every* moment we spent together.
- 5 People who are unkind to others have *little / few* friends.
- 6 I'll choose my wedding dress after I *will have been to / have been to* all the shops.

2) Choose the correct answers.



Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a ¹ _____ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without ² _____ luck. Then last year, Sandra's brother introduced ³ _____ Dave, who was also taking care of his little son, Timmy, all by himself. Sandra and Dave fell ⁴ _____ each other and soon decided to become one big family. Mandy is as excited as her mother since she's going to have a ⁵ _____ now. Tomorrow at noon, Sandra and Dave will ⁶ _____ married. They've already bought a house, and Sandra thinks they'll be moving into it after their honeymoon. But Dave has a surprise for her. When they leave on their honeymoon, Dave is going to leave the keys to the new house with his parents. ⁷ _____ the time Sandra and David return, they will have renovated it for them so that they can immediately start their new life there.

- | | | |
|------------------|------------------|-------------------|
| 1 a lonely | b alone | c single |
| 2 a much | b many | c some |
| 3 a her to | b with her | c her |
| 4 a for | b in love | c with a crush on |
| 5 a half-brother | b brother-in-law | c stepbrother |
| 6 a got | b be getting | c have got |
| 7 a At | b By | c During |

3) Translate the Polish parts of the sentences into English.

- 1 She fell out with two of her best friends, but she soon _____ (*pogodziła się z obojgiem*) them.
- 2 Carrie is _____ (*zdruzgotana, bo Ted zerwał*) with her last week.
- 3 Some of the girls in my class _____ (*uwielbiają rozsiewać plotki*) but I don't.
- 4 _____ (*Jutro o tej porze*), I'll be preparing for my date with James.
- 5 Both of my brothers are good at maths, so _____ (*każdy z nich*) can help me with my homework.
- 6 I hope I _____ (*zaprzyżęnię się z wieloma osobami*) by the time I leave my new school.
- 7 My sister is getting divorced and it's very painful for her, so I must _____ (*wspierać ją w trudnych chwilach*).
- 8 Both of my sisters _____ (*są zadurzone*) on the same guy.
- 9 After breaking up, _____ (*większość par nie zostaje*) friends.



Challenge!

4) Find and correct a mistake in each sentence.

- 1 Little of the dating websites are mobile-friendly. _____
- 2 Neither of my parents fancy giving big parties. _____
- 3 Kate went through much painful breakups before she started dating Brad. _____
- 4 Neither of my four friends is dating at the moment. _____
- 5 I'd love to be related with somebody famous. _____
- 6 My fiancé was grown up in Scotland. _____
- 7 If somebody reads my blog, they might be in the impression that I spend a lot time alone, but it's not true. _____
- 8 Vicky engaged to Leo last night. _____
- 9 I hope we'll remain friends after we'll have finished this school. _____
- 10 I have an engagement party tomorrow, and I'd like you to come. _____

- 1) MP3 09 Usłyszysz dwukrotnie historię pewnego chłopca. Zaznacz znakiem X, które zdania są zgodne z treścią nagrania (T – True), a które – nie (F – False).

	T	F
1 Jake's friend sent the video to Kate.		
2 Kate asked people on Twitter to help her decide about the date.		
3 Many journalists thought Kate was right to refuse Jake.		
4 Kate suggested that Jake should take her friend Nina instead.		
5 It's possible Nina went to the prom to help her career.		



- 3) Read the instructions and do the speaking task.

EXAM TASK ⌚ 5 minut

Umówiłeś się/Umówiłaś się na pierwszą randkę z nowo poznaną osobą. Masz do wyboru trzy poniższe miejsca.

- Wybierz miejsce, które, Twoim zdaniem, będzie najbardziej odpowiednie i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe możliwości.



- 1 What are the advantages and disadvantages of internet dating services?
- 2 'Friends are the family we choose for ourselves.' How far do you agree with this statement?

- 2) Przeczytaj tekst, z którego usunięto cztery fragmenty. Wpisz w luki 1–4 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst. **Uwaga:** jeden fragment został podany dodatkowo i nie pasuje do żadnej luki.

SINGLE DOES NOT HAVE TO MEAN SAD AND LONELY!

Not everybody wants to start a family, yet for centuries, in order to be successful in society most people needed to get married. And love had little to do with it. Marriage was simply a social contract: a man needed a wife to run his house and bear children, and a woman – somebody to support her financially.

The idea that marriage is a celebration of love dates from the time when women started working and earning money – only a few decades ago. Suddenly, people were able to decide if they wanted to get married, have a partner or stay single. Love has become an important reason for marrying somebody. And romantic love has now become so idealised and idolised that to many people the idea of not wanting it is unimaginable.

¹ ____ It is hard for them to believe that somebody may *choose* to be alone. And yet the number of people who live alone seems to be growing.

In 2014, over fifty per cent of Americans were single and about thirty per cent of the population had never been married. A great number of them – by choice. They simply enjoy their independence. ² ____ But all of them have one thing in common – they find their lives very fulfilling and satisfying.

Of course, many of those who lead a single life admit there are unpleasant moments. Many say, however, they're caused not only by loneliness, but most often by thoughtlessness of others. It hurts when friends who have partners go away for weekends where only couples are invited, or when well-meaning relatives keep asking when you're going to settle down. ³ ____ That's not only unfair, but also hurtful.

Yet there's plenty of research that shows that, especially today, with the ever-present social media, singles lead very active social lives. ⁴ ____ They also go out more often than married couples or join dancing, knitting or foreign language classes, not to mention going to the gym. And millions of them are satisfied with their lives.

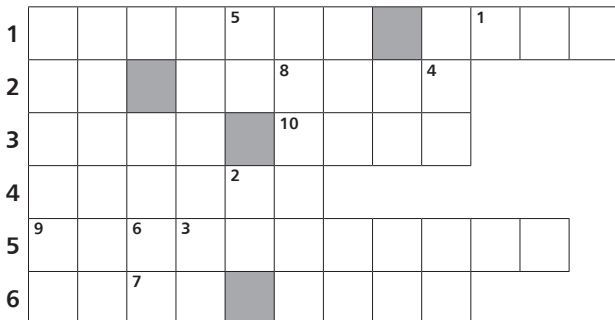
- A They usually have a network of friends and family members with whom they have very fulfilling relationships.
- B In the 19th century, when the first women were deciding to stay single, they were much respected in society, but that soon changed drastically.
- C They have different jobs, often successful academic or business careers. They are of all ages – some in their twenties or thirties, others in their sixties and seventies.
- D They think that the only reason why a person might end up being single is because they failed to find love or were unable to hold on to it.
- E Finally, worst of all, are those who think that singles are single simply because they're too egoistic or immature to have a family, and who don't mind saying it to their face.

6

Fact and fiction

VOCABULARY TV shows

1) Do the crossword puzzle. The hidden word in 1-10 is the title of a popular TV drama.



In this programme you

- 1 can win some money if you're lucky.
- 2 watch the same characters having different adventures.
- 3 can win a prize if you answer a set of questions.
- 4 watch a group of people who are involved in different funny situations.
- 5 learn about real people and events.
- 6 watch famous people being interviewed.

The hidden title: OF

2) Match sentence openings 1-6 with endings a-f.

- 1 The programme is so popular that it has been watched
 - 2 Most of my friends watch the news every day to keep
 - 3 During the campaign, you could watch party
 - 4 One of the longest-
 - 5 Advertises broadcast at
 - 6 Do you ever watch any programmes on
- a up with the latest events.
 b running shows on TV is *The Bold and the Beautiful*.
 c catch-up TV?
 d by a large audience for the last few years.
 e political broadcasts every half an hour.
 f peak viewing time are extremely expensive.

3) Complete the sentences with the missing words.

- 1 The last episode of the sitcom was so i r s that I couldn't stop laughing.
- 2 Although the plot is based on real events, the film introduces a lot of f t n l characters who never existed.
- 3 The journalist asked the politician a lot of t g t r v i g questions, which means some viewers may change their minds.
- 4 This TV series can be very d c v – once you watch one episode, you can't wait for the next one.
- 5 I prefer f c l programmes to dramas – at least I can learn something new.
- 6 The young pianist gave such a m r b performance during the show that everybody was talking about it for the following month.
- 7 The film was so v g that many people in the audience cried.

4) Complete the text with the correct form of the words below. There are two extra words.

fact watch document move broadcast fiction
addict magazine

A recent survey into Polish people's viewing habits has revealed that we love talent shows. They are watched by the largest audience and are often ¹ _____ by TV stations at peak viewing time. The shows are so popular mainly because they are fun to watch at the weekend. They can also be quite ² _____ if they show how the contestants manage to overcome their weaknesses while trying to perform.

Moreover, the poll has shown that we are very keen on long-running dramas – one of the most popular is almost ten years old. Some people say these shows can be quite ³ _____ – once you start watching, you cannot stop. Finally, it seems we prefer ⁴ _____ stories to ⁵ _____ information. Both history and science ⁶ _____ are the least popular among viewers.

Vocabulary challenge!

5) Complete the sentences with appropriate words.

- 1 People tend to believe anything the _____ in a TV studio say without question. I don't think that all of the people who give their opinion on TV are real experts.
- 2 The first _____ in the show was very nervous and couldn't answer any of the questions.
- 3 Being a _____ can be quite boring at times – you just sit at a desk and read out the information on the screen in front of you.
- 4 The _____ in talent shows are usually successful artists, so the audience usually listens to their opinions.
- 5 Paul's always been interested in the weather and climate, so no wonder he wants to be a _____.
- 6 Her debut as a _____ - _____ came in 2008, when she read out the role of a robot in WALL-E.
- 7 It's hilarious when sports _____ get overexcited when they are describing what's going on in a match.
- 8 To be a good _____ in a talk show, you need to win the trust of your guests and make them feel comfortable.

6) Write a few sentences about your favourite TV show. Use at least 6 words from the lesson.

1) **MP3 10 Listen to four speakers talking about different news sources. Match 1-4 with a-d.**

- 1 Speaker 1 likes reading about
 - 2 The most important thing for Speaker 2 is that
 - 3 According to Speaker 3, social media are useful
 - 4 Speaker 4 is worried that
- a some online news sources may be unreliable.
 b sources of information for people his/her age.
 c the source of the information must be objective.
 d different topics in a newspaper.

2) **MP3 10 Listen again. Match statements A-E with speakers 1-4. There is one extra statement.**

This speaker	
A believes that objective sources of information are available online.	
B thinks that no source of information is truly reliable.	
C likes listening to different opinions before forming his/her own.	
D likes reading other people's comments on current affairs.	
E believes his/her choice of the source of information is rather conventional.	

3) **Replace the parts of the sentences in bold with the words below.**

comic strips adventurous access coverage spread breaking news

- 1 I buy this paper because of the **series of drawings that tell a funny story** on the last page. _____
- 2 As a top journalist, he's in charge of reporting **information about the important events which are happening now**. _____
- 3 If you register on our website, you'll be able to **get** the latest news from all over the world. _____
- 4 I'm not as **keen to try new things** as it seems, and I never do anything dangerous. _____
- 5 She tends to **tell others about** rumours concerning people she knows. _____
- 6 The birth in the royal family received some **time and attention** on TV. _____

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4) **Complete the sentences with the missing adjectives.**

- 1 The article I read yesterday was quite **n**_____. It presented the arguments of both sides.
- 2 The TV station often gives **b**_____ information, showing various ethnic groups in a bad light.
- 3 Experts believe the government should take **i**_____ action, as there is no time to waste.
- 4 The reporter gave an **o**_____ account of the events, without even once expressing his own opinion.
- 5 As a journalist, you should be **i**_____ and report the events in an objective way.
- 6 Are you sure we can use the statistics? Have you taken these figures from a **r**_____ source?

5) **Choose the correct prepositions.**

- 1 I'm totally fed **up / on** with politics at the moment.
- 2 I'm afraid your essay is biased **towards / for** one side of the argument.
- 3 I wasn't aware **for / of** the possible consequences of their decision.
- 4 Mike seems to be addicted **in / to** social media – he's glued to the screen all the time!
- 5 The documentary was full **of / with** dates I cannot remember now.
- 6 I wonder why she's so curious **in / about** Mark's new girlfriend.

6) **Complete the sentences with appropriate prepositions.**

- 1 If you want to be a professional athlete, you need to be excellent _____ sport.
- 2 Who was responsible _____ putting up the Halloween decorations last year?
- 3 Karen was so angry _____ me because I had forgotten about her birthday.
- 4 Many ecologists are concerned _____ the environment.
- 5 I can see John has recently become interested _____ political affairs.
- 6 If I asked you to name one thing you are really good _____, what would you say?

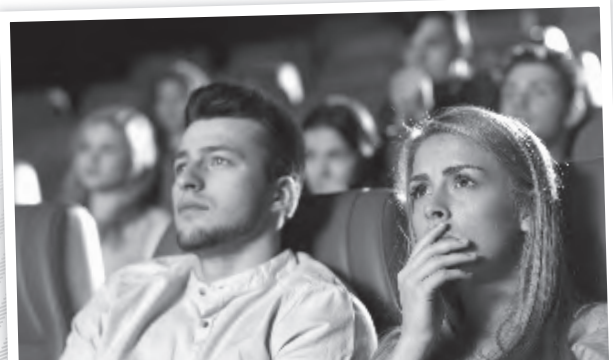
Vocabulary challenge!

7) **Translate the Polish parts of the sentences into English.**

- 1 Before you start your essay, think how _____ (*chcesz przedstawić fakty*).
- 2 I truly hate it when people _____ (*mówią kłamstwa w telewizji*).
- 3 To get an advantage in the debate, Johnson _____ (*zacytował wiarygodne statystyki*).
- 4 While writing the article, I tried _____ (*przedstawić polityków w najlepszym świetle*).
- 5 If I were you, I _____ (*nie naginałbym prawdy*).
- 6 The report _____ (*opublikowany w zeszłym tygodniu, potwierdził moje poglądy*).

8) **Complete the sentences so that they are true for you.**

- 1 At home, I'm responsible for _____.
- 2 My best friend is excellent at _____.
- 3 A good film must be full of _____.



Defining relative clauses

Zdania przydawkowe definiujące (odpowiadające na pytania *jaki? który?*) zawierają istotną informację o rzeczowniku w zdaniu głównym, bez której zdanie to nie byłoby logiczne i sensowne. W zdaniach przydawkowych używamy następujących **zaimków względnych**:

- **who/that** – w odniesieniu do osób:
*I met a man **who** writes articles for a newspaper.*
- **which/that** – w odniesieniu do rzeczy:
*I've got an old camera **which** still takes very good pictures.*
- **where** – w odniesieniu do miejsc:
*They took us to a studio **where** they recorded the song.*
- **whose** – aby określić, do kogo należy jakaś rzecz:
*I saw a TV programme about a man **whose** research may become very important soon.*

Uwaga!

W zdaniach przydawkowych definiujących możliwe jest opuszczenie spójników **who/which/that**, jeśli pełnią one w zdaniu funkcję dopełnienia, np.:

*Can I see the phone **(which/that)** you bought last week?*
(*which/that*=dopełnienie).

Zaimka względnego nie można pominąć, jeśli jest on podmiotem zdania podrzędnego:

*That's the woman **who** appeared in the talk show last night.*
(*who*=podmiot)

Grammar challenge!

Zamiast zaimka **where** można użyć **which/that ... + in**.

W zdaniach z zaimkiem **where** nie używamy **in**:

*This is the village **which** I grew up in.*
or *This is the village **where** I grew up.*

1) Choose the correct relative pronouns. In three sentences both answers are correct.

- 1 Do you know the man **which / that** was talking to Mary in the corridor?
- 2 These are the people **who / which** have won the lottery.
- 3 There is a boy here **which / whose** parents are both newsreaders.
- 4 The documentary **which / that** you told me to watch yesterday was excellent.
- 5 This is the restaurant **which / where** we first met. Do you remember?
- 6 We still do not know the name of the person **who / that** sent the message.
- 7 The man **that / who** is giving a lecture tonight often appears on TV.

2) Underline the relative pronouns that can be left out.

- 1 The writer that I told you about has just published a new book.
- 2 That's the journalist whose articles are so interesting.
- 3 The woman who won the game show is my neighbour.
- 4 The house which we bought was in a very bad condition.
- 5 The photos which they showed on the news were not taken yesterday.
- 6 Let's meet in a place where we can talk in private.
- 7 I'm waiting for the students who have volunteered to help me.

3) Complete the text with appropriate relative pronouns.

In the picture, I can see a journalist ¹ _____ is interviewing a man. He must be somebody important as there are a lot of photographers ² _____ are taking pictures. Perhaps he's a politician ³ _____ party has just won the election. It seems that he's going to give a statement ⁴ _____ seems to interest many of the people listening. They are in a place ⁵ _____ there is a lot of light, maybe in the street. I think the news ⁶ _____ they are discussing is good because the man is smiling.

4) Write sentences with defining relative clauses, using the information below.

- 1 This film is about a mad scientist. His experiments get out of control.

- 2 The car crashed into a few passers-by. They were walking on the road.

- 3 Pete has got a job. It involves interviewing celebrities.

- 4 Monica stayed at a hotel. It offered excellent service.

- 5 This is the lake. I used to bathe there as a child.

- 6 The channel will earn a lot of money from commercials. It will broadcast the concert live.



Grammar challenge!**5) Find and correct the mistakes in the sentences below.****Two sentences are correct.**

- I'd like to book a room in the hotel where I stayed in three years ago. _____
- Look for your bag in the classroom that you had the last lesson in. _____
- This is the library which we can borrow books and magazines online. _____
- Where is the studio in which he usually records programmes? _____
- Let's meet in the shopping centre in where we bought the present for Elena. _____

6) Complete the sentences so that they are true for you.

- I don't like programmes which _____
_____.
- The author whose book I like best is _____
_____.
- The game show that I find very entertaining is _____
_____.
- It would be great to spend next holidays in a place where _____
_____.

Non-defining relative clauses

Zdań przydawkowych niedefiniujących używamy, aby podać dodatkową informację o rzeczowniku w zdaniu głównym, bez której zdanie nadrzędne jest nadal logiczne i zrozumiałe:

*My new printer, **which** cost me quite a lot of money, keeps breaking down.*

*I've recently read a biography of Sigmund Freud, **who** developed the theory of psychoanalysis.*

Uwaga!

Zdania przydawkowe definiujące zawsze oddzielamy przecinkami od zdania głównego. W zdaniach tych nie jest możliwe opuszczenie zaimka ani użycie zaimka **that**:

*My car, **which** is ten years old, often breaks down.*

NOT: *My car, **that** is ten years old, often breaks down.*

Grammar challenge!

Zdanie przydawkowe definiujące z *which* może odnosić się do całego poprzedzającego zdania lub jednego wyrazu w zdaniu nadrzędnym:

*Monica works for the British government, **which** she finds exciting.*

(Monika pracuje dla brytyjskiego rządu, co jej się bardzo podoba.)

*Monica works for the British government, **which** has recently introduced important reforms.*

(Monika pracuje dla brytyjskiego rządu, który niedawno wprowadził ważne reformy.)

1) Complete the sentences with the correct relative pronouns.

- Our old house, _____ my parents sold last year, had 6 bedrooms.
- The owner of the company, _____ is only 35 years old, is a millionaire.
- Thomas, _____ sister is a famous actress, is coming to the party tomorrow.
- La Italia Ristorante, _____ my parents met 20 years ago, has just closed down.
- The Little People*, _____ is a comedy, is my favourite film.

2) Write sentences with non-defining relative clauses, using the information below.

- He works for G&Q. It's an IT company set up in 2015.

- Mark was late for school yesterday. He is usually on time.

- I'm watching *Britain's Got Talent* tonight. It is my favourite show.

- My mum is a weather forecaster. She has just started working for a national TV station.

- J.K. Rowling is visiting our school next week. Her books are popular all over the world.

- His book is a source of information for many people. It isn't very reliable.



3> Match sentences 1–6 with a–f. Then use the information to complete non-defining sentences.

- 1 Nelson Mandela, who spent 27 years in prison, was the first black president of South Africa. d
- 2 The Thames, _____, flows right through London.
- 3 Ferdinand Magellan, _____, was the first person to sail round the world.
- 4 Walter Disney, _____, was both a producer and a voice-over artist.
- 5 Charlie Chaplin, _____, died a millionaire.
- 6 NASA, _____, has one of the biggest budgets of all US government agencies.
- a Mickey Mouse became the most popular cartoon character.
- b Its scientists are involved in space exploration programmes.
- c It is the second longest river in the United Kingdom.
- d He spent 27 years in prison.
- e He spent his early childhood in poverty.
- f He was a Portuguese-born Spanish sailor and explorer.

4> Do the following sentences contain defining (D) or non-defining (ND) clauses? Add commas where necessary.

- 1 Do you know anybody who is addicted to watching TV? _____
- 2 Adam who is usually an impartial journalist did not present an objective opinion. _____
- 3 Ted whose report on crime was broadcast last month has just won a prize. _____
- 4 She is one of the stars who appeared on TV last night. _____
- 5 My new computer which is a lot faster than the old one cost a lot of money. _____
- 6 Can you name three directors whose films you admire the most? _____

5> Add the four missing relative pronouns and the four commas that are missing in the text.



Can you guess the name of the TV show has been ranked the most popular in recent years? That's right – it's *Game of Thrones* which is a fantasy drama set in the Middle Ages. HBO which produced the show reports that over 18 million viewers have watched the fourth season of the show. So what are the qualities make the drama such a hit?

Grammar challenge!

6> Which of the sentence endings (a–b) refers to one word (W), and which refers to the whole sentence (S)? Write W or S next to each ending.

- 1 Mark didn't know the language,
a which made it difficult for him to find a job.
b which everybody in the room was speaking.
- 2 They wanted to meet me in the shopping mall,
a which turned out to be closed.
b which didn't suit me at all.
- 3 Helen got top scores in the exam,
a which was very difficult to pass.
b which pleased her parents a lot.
- 4 The man in the studio quoted statistics,
a which had been published the week before.
b which gave him an advantage in the discussion.

Cumulative grammar

7> Find and correct a mistake in each sentence.

- 1 My primary school maths teacher, that is now retired, was always very helpful. _____
- 2 The contestant which won the show was an awesome singer. _____
- 3 *Their Lies*, is the longest-running drama on TV, is my grandma's favourite show. _____
- 4 My neighbour, which daughter lives in London, travels to the UK every month. _____
- 5 He told me to meet him in the office where I used to work in. _____
- 6 They decided not to broadcast the game, what made fans very disappointed. _____

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

- 1 What's the title of the show _____ (*który wygrał nagrodę*) last year?
- 2 My dad _____ (*który pracuje w telewizji*) meets a lot of famous people.
- 3 They stopped the show to give _____ (*wiadomość z ostatniej chwili, która była*) rather shocking.
- 4 Why don't you ask for help from a student _____ (*której rodzice pracują*) near the school?
- 5 His latest article _____ (*który dawał do myślenia*) is an example of how to stay professional and unbiased.
- 6 You didn't come to her _____ (*przyjęcie, co sprawiło, że czuła się*) very sad.
- 7 This is the church _____ (*w którym znana aktorka brała ślub*).
- 8 He used to watch the news every day _____ (*co pozwoliło mu śledzić aktualne wydarzenia*).

Critics, agree that *Game of Thrones* is a well-produced show, mention two aspects. The first one which doesn't surprise anybody who has ever watched the show, is the unexpected plot, is full of twists and turns. The other one is the complexity of the characters ...

1) Read the text in exercise 2 and choose the best title.

- A Never Trust the News B Newspaper Jokes C *The New York Times* in Trouble

2) Match sentences A–E with gaps 1–5.

NEWS

On 12 November 2008, thousands of people rushing as usual along the streets of New York were handed a special edition of *The New York Times* – one of America’s biggest daily newspapers. The front page headline, which said ‘Iraq War Ends’, probably made most of them sigh with relief. But their suspicions were aroused as they continued reading all the other positive news and headlines, ¹ _____. But it wasn’t until they saw the date, 4 July 2009, that most of them realised it was a **trick**.

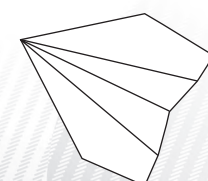
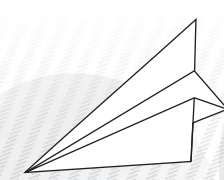
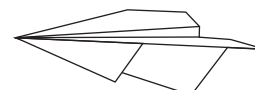
This fake newspaper basically expressed the wishes of the liberal prank group ‘The Yes Men’, ² _____, saying, ‘this is what we expect you to do’. The group is famous for their political pranks and tricking the public. This particular **hoax** took six months to prepare. Who wrote the articles? ‘Who knows?’ answers jokingly a FAQ pamphlet, ³ _____. Then, a bit more seriously, it suggests that many popular journalists helped without giving any specific names.

This isn’t the first time that a fake paper hit the streets of New York. In October 1978, a group of top American writers and humorists prepared *Not The New York Times*, ⁴ _____. The honest title was supposed to ensure that the readers weren’t **mislead** or **deceived**. At this point, journalists had been on strike for two months, *The NYT* wasn’t being published and this was simply a joke. Yet it mimicked the real thing perfectly by the choice of topics, the columns and sections it included, along with the use of graphs and pictures.

Neither of these ‘papers’ claimed that it delivered the truth. Not everybody is so honest, however, so we need to be careful where we get our news. Many careless readers, for instance, have been **taken in** by *The Onion*, an Internet satirical newspaper ⁵ _____. Yet *The Onion* calls itself America’s finest news source and refuses to give information that is all made up. There are many similar examples. In fact, the Internet is so full of fake news that another huge American paper, *The Washington Post*, has a page called ‘what was **fake** on the Internet this week’.



- A which ‘The Yes Men’ prepared together with their newspaper
- B which simply sounded too good to be true
- C whose stories are absolutely ridiculous
- D whose idea was to send a message to the newly elected president Barack Obama
- E which was a perfect replica of the actual *NYT*



3) Match the words in bold from the text on page 59 with their Polish equivalents.

- 1 _____ – fałszywy
- 2 be _____ – zostać nabranym na coś
- 3 _____ – zmylić, wprowadzić w błąd
- 4 _____ – oszukać
- 5 _____ – żart, mistyfikacja
- 6 _____ – podstęp, trik

4) Complete the sentences with the correct form of the words from exercise 3.

- 1 A dishonest art dealer was arrested for selling _____ Picasso paintings to his clients.
- 2 Conspiracy theory supporters claim that man never landed on the moon, and the whole mission was a _____.
- 3 Don't be _____ by her story – it's simply not true.
- 4 On Halloween night, kids often play silly _____ on any neighbours who don't give them sweets.
- 5 I think the party _____ their voters about their unrealistic plans of reform.
- 6 The newspaper apologised for _____ its readers by the publication of false information.

Revision ■ Student's Book pages 70–71

5) Match 1–7 with a–g to form phrases connected with art.

- | | | |
|---------------|--------------------------|--------------|
| 1 art | <input type="checkbox"/> | a art |
| 2 fine | <input type="checkbox"/> | b arts |
| 3 self- | <input type="checkbox"/> | c -colours |
| 4 water- | <input type="checkbox"/> | d critic |
| 5 still | <input type="checkbox"/> | e life |
| 6 video | <input type="checkbox"/> | f portrait |
| 7 performance | <input type="checkbox"/> | g projection |



6) Choose the correct word to complete each sentence.

- 1 The painter dipped her **brush / prank** in the blue paint and painted a small circle in the middle of the canvas.
- 2 The exhibition of **gifted / contemporary** Polish art opens at the National Gallery next week.
- 3 We're going to a **happening / action** where everybody will be able to paint something on the wall of the new shopping centre.
- 4 *Marble is a kind of **wood / stone** which is often used by sculptors.
- 5 The garden is filled with **stages / statues** of Greek gods.
- 6 *Hamlet* is the greatest **masterpiece / spectacle** by Shakespeare.
- 7 Meryl Streep's **sculpture / performance** in this film is simply amazing.

*marmur



Vocabulary challenge!

7) Complete the sentences with the correct form of the words in brackets.

- 1 '4'33"' is a piece of music by John Cage, which is 4 minutes and 33 seconds of _____ (*silent*) while the musician sits in front of the pianoforte and doesn't play a sound.
- 2 In my opinion, most modern popular music is good _____ (*entertain*), but it can't be considered art.
- 3 It is my _____ (*please*) to announce the winner of the best actress award.
- 4 We won't be able to organise the concert if we don't have the _____ (*sponsor*) of some big company.
- 5 The only _____ (*weak*) of the film was the soundtrack, which completely ruined the atmosphere.
- 6 *The Fifth Symphony* is one of Beethoven's most famous _____ (*compose*).
- 7 Join the Art Society – _____ (*member*) costs only €10, but gives you many theatre and museum discounts.
- 8 In modern art, _____ (*original*) is often as important as skill and talent.
- 9 What makes her such a great poet is her _____ (*able*) to say profound things using the simplest words.

SPEAKING

a stimulus-based discussion: talking about advantages and disadvantages

1) Find and correct a mistake in each sentence.

- Other advantage is that you can stop the film any time you want. _____
- On the one side, the TV screen is much smaller than the cinema screen. _____
- When it goes to matters like cost, watching films at home is free. _____
- It is nothing better than curling up on a sofa under a blanket to watch a good film. _____
- One good point for watching films at home is that you can do it at any convenient time. _____
- As far as refreshments concerns, you can prepare much better snacks and drinks at home than the ones you get at cinemas. _____
- All to all, it is much better to watch a film at home than at a cinema. _____

2) Complete the sentences with the words below.

There is one extra word.

advantage point against on disadvantages drawback in favour all

- Personally, I think that there are many _____ to watching videos on smartphones, for example a small screen.
- Finally, a great _____ is the noise and the people around us that make it difficult to focus on a film when we are outdoors or on public transport.
- However, the main _____ is the fact that you can take your smartphone with you wherever you go.
- Another convincing argument _____ of it is that watching stuff on the go means having more free time at home.
- Another bad _____ is that the sound quality is not as good as on big speakers.
- _____ the other hand, many films are so simple that they do not require much attention.
- All in _____, watching films on a smartphone has many advantages, but I'd much rather watch them at home.

3) Put the sentences from exercise 2 in the correct order to make a logical text about advantages and disadvantages of watching videos on a smartphone.

1 2 3 4 5 6 7

4) Choose one of the topics below and write a short text (100 words) to present your opinion.

- What are the advantages and disadvantages of watching films at the cinema?
- Which is better – watching a film with dubbing or with subtitles?

WRITING

a blog entry

6

1) Replace the adjectives in bold with two synonyms below.

awful involving amusing excellent dull engaging hilarious terrible uninteresting fantastic

- The plot of the film was very **interesting** – I couldn't take my eyes off the screen. _____
- The story is based on a series of **funny** mistakes and misunderstandings. _____
- Sam Sanders, the young actor who plays the main character, is really **bad**. _____
- This is yet another **boring** story with a 'bad deeds are always punished' message. _____
- It could be just another one of thousands of similar romantic comedies, but the good acting makes it **wonderful**. _____

2) Complete the gaps in the film review with appropriate words.

Spectre is the latest James Bond film which ¹ _____ Daniel Craig, who's said recently that he's tired of playing the secret agent. Like many of the films about agent 007, it is not ² _____ on any particular James Bond novel, but it does take many ideas from the books. The fantastic opening scene is ³ _____ in Mexico during the Day of the Dead parade. From Mexico Bond, as usual, travels around the world, this time trying to fight a dangerous global criminal organisation. There are two main female ⁴ _____: Lucia Sciarra, the recently widowed wife of a criminal killed by Bond, played by Monica Bellucci, and Dr Madeleine Swann played by Léa Seydoux. If you want to know which of them ends up being 'the Bond girl', you need to see the film yourself. But it probably won't surprise anybody if I say that ⁵ _____ the end Bond is never really faithful to any girl. I must say the film was more entertaining than I'd ⁶ _____, thanks to the fantastic cast and the amazing stunts. I would also ⁷ _____ recommend the soundtrack because it's a great compilation of songs, which vary from romantic tunes to more energetic numbers. I think the film will ⁸ _____ to anybody who likes action dramas as it's full of dramatic moments and chases. And if you've never seen a James Bond film before it might be well ⁹ _____ seeing what everybody is talking about!

3) Read the instructions and do the writing task.

EXAM TASK Obejrzałeś/Obejrzałaś film, o którym dużo się ostatnio mówi. Dokonaj wpisu na swoim blogu (80–130 słów) i:

- podaj podstawowe informacje dotyczące filmu;
- opisz jego fabułę;
- oceń stronę techniczną (np. efekty specjalne, muzykę, zdjęcia);
- napisz, komu i dlaczego polecasz ten film.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Today, I'd like to tell you about a film I saw last week.

Please share your opinions about it!

1) Choose the correct Polish equivalents.

- 1 on TV *na telewizorze / w telewizji*
 2 factual *faktyczny / oparty na faktach*
 3 still life *martwa natura / spokojne życie*
 4 masterpiece *mistrz / arcydzieło*
 5 engaging *zaręczony / wciągający*

2) Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

- 1 I'm reading a book _____ (*która daje do myślenia*).
 a who is very thoughtful
 b which gives a lot of thought
 c that is very thought-provoking
- 2 The two youngest girls were _____ (*odpowiedzialne za wszystkie*) the fights on the set of the reality show.
 a responsible for all
 b responded to all
 c reliable after all
- 3 The contestants complained that the jury wasn't _____ (*bezstronne*).
 a impartial
 b prejudiced
 c biased
- 4 On the first day, we're going to visit _____ (*muzeum sztuk pięknych*).
 a the pretty museum of art
 b the museum of beautiful arts
 c the fine arts museum
- 5 _____ (*Akcja filmu rozgrywa się*) in Scotland.
 a The film is played
 b The film is set
 c The film has a place
- 6 In *The Twilight Saga*, Pattinson plays a vampire _____ (*który jest zakochany*) with an ordinary girl.
 a who's in love
 b which is loving
 c whose love is

3) Choose the correct answer to complete each paraphrase.

- 1 I've had enough of silly reality shows.
 I'm _____ with silly reality shows.
 a concerned b fed up
- 2 James forecasts the weather.
 James is _____.
 a a forecaster b into forecasting
- 3 That's the painting. Somebody paid \$1,000,000 for it.
 That's _____ somebody paid \$1,000,000 for.
 a the painting which b the painting who

4) Complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 I think it's important to know all the latest news.
 I think it's important to keep _____.
- 2 Sally can't live without talk shows.
 Sally is _____ to talk shows.
- 3 The man lives next door. His car broke down.
 The man _____ lives next door.
- 4 That's the castle. Tom Cruise was married in it.
 That's the castle _____ was married in.

- 5 25 people took part in the game show.
 There were 25 _____.
- 6 The documentary shows him as a good president.
 The documentary paints the president _____.
- 7 She coloured the story a little to make herself look better.
 She bent _____ a little to make herself look better.
- 8 Her works are not original. That makes them uninteresting.
 Her works lack _____ makes them uninteresting.

Challenge!

5) Complete the text with the correct form of the words below. There is one extra word.

politics say loneliness move relate tell
 see entertain



Today, I'd like to tell you about *V for Vendetta*. The film is based on a series of comic books by Alan Moore. The story of *V for Vendetta* takes place in 2020. Government propaganda is everywhere. There's only one party, and everything you hear or read in the papers has a strong ¹ _____ bias. People are scared. The main hero, whose name is simply 'V', acts alone, trying to save Great Britain from a fascist dictator. But his ² _____ struggle comes to an end when he saves a young journalist, Evey, from a brutal police squad. From now on, they will work together.

There's an obvious ³ _____ between V and Guy Fawkes, the English conspirator from the 17th century, whose mask V wears all the time. Just like V, Guy was part of a political ⁴ _____ which wanted to free the country from the tyranny of the government. In 1605, Fawkes tried to blow up the British parliament and now, over four hundred years later, V wants to do the same.

At some point, Evey says that a politician ⁵ _____ lies to cover up the truth while artists do it to show the truth. I've read that Moore didn't like the film and distanced himself from it, but I really don't understand why. This film shows a lot of truths about people and politics, which makes it worth ⁶ _____. Also, I believe it's a great ⁷ _____ for any fan of action movies.



1) **EXAM TASK** Przeczytaj trzy teksty na temat kłamstwa. Z podanych odpowiedzi wybierz właściwą, zgodną z ich treścią. Zakreśl literę A, B albo C.

- 1 Ally wrote this email to
- A recommend a book she's reading in English.
 - B share her surprise at people's opinions.
 - C criticise the friends who have lied to her.

Tekst 1.

Hi Meg,

How are you? I'm writing to tell you about my English class. We're reading a book in which the main characters lie all the time, and our teacher has asked us to conduct a survey to find out if people think lying is OK. And guess what? We questioned 250 people we know and 92% said yes! And with white lies (you know, when you lie because you don't want to hurt somebody's feelings), it was 99%. That means that even my friends could be lying to me! Can you believe it? I always feel bad when I don't tell somebody the whole truth. Does that make me strange? What do you think?

xoxo

Ally

Tekst 2.



The documentary *They Never Left?* takes a look at the conspiracy theories that claim that the moon landings were a hoax. It starts with that picture of the American flag on the moon where the flag is waving as if there was a wind there. Then there is the fact that a spaceship can't land without making a crater (and in the pictures, there's no crater) and so on. It only recycles the same old arguments, without presenting any counterarguments. Most of the film is just pictures taken by the astronauts with a voice-over repeating, 'this landing was impossible back then, we weren't technologically able'. I think it's impossible to believe the story put forward by the programme.

- 2 This text is about
- A technical problems which made the moon landings impossible.
 - B a new conspiracy theory about the landings on the moon.
 - C a badly made film about conspiracy theories.

Tekst 3.

A 2500-YEAR-OLD LIE IS FINALLY UNCOVERED

Around 524 BC fifty thousand Persian soldiers entered Egypt, marched into the desert and disappeared. Persian king Darius I, who conquered Egypt soon afterwards, said they'd died in a sandstorm. Later, the story was written down by a Greek historian Herodotus and repeated over the next 2,500 years. Many archeologists have searched the desert, but found nothing. And now an Egyptologist Olaf Kaper claims that the sandstorm was a lie to cover the embarrassing fact that the Persians had lost a battle with the Egyptians. He has found Egyptian documents from that time which contain enough information to prove it.

- 3 The Persian king told the story about a sandstorm because
- A that was what the historian Herodotus had told him.
 - B he was ashamed that Egyptians had beaten the Persians.
 - C he read information about it in Egyptian documents at the time.

2) Describe the picture and answer the three questions.

EXAM TASK ⌚ 3 minuty



- 1 What kind of news do you think these men are reading? Give reasons for your answer.
- 2 What is your favourite source of news? Why?
- 3 Describe a situation when you heard an interesting news story.

3) Read the writing task in exercise 4 below. Match the arguments with the two aspects of the task: the point of view of the audience and the theatre.

- a cameras and film crews distract the actors and the audience
 - b can meet actors face to face
 - c a great way to make theatre more popular
 - d high prices of theatre tickets
 - e reach a wider audience
 - f seeing famous actors on stage – an unforgettable experience
 - g watch performances from all over the world
 - h helps theatres to make money and find sponsors
- the point of view of the audience: _____
- the point of view of the theatre: _____

4) Read the instructions and do the writing task.

EXAM TASK Transmisje przedstawień największych teatrów światowych można dziś oglądać na żywo w Internecie (*internet streaming*) lub w kinie. Czy to dobry pomysł? Napisz **rozprawkę** (200–250 słów) przedstawiającą Twoją opinię na ten temat, rozważając go z punktu widzenia widza i teatru.

7

Body and mind

VOCABULARY parts of the body • illnesses • symptoms and treatment

1) Label the organs in the pictures.

1 _____



4 _____



2 _____



5 _____



3 _____



6 _____



2) Cross out one inappropriate word in each sentence.

- The human body has two *elbows* / *spines* / *wrists* / *shoulders*.
- The *chin* / *jaw* / *knuckle* / *nose* is a part of your face.
- You will have trouble walking if your *elbow* / *ankle* / *hip* / *calf* hurts.
- The *thigh* / *toe* / *knee* / *skull* is a body part located below the waist.

3) Complete the sentences with the correct words from exercises 1 and 2. Are the sentences true (T) or false (F)?

- Everybody is able to crack their **c** **l** **s**. T / F
- It is possible to breathe with only one **l** **g**. T / F
- The **v** **r**, which is situated to the right of the stomach, is the second largest organ in the human body. T / F
- People who fall and break their **p** **n** always die. T / F
- When your blood isn't filtered properly, you may only have a **k** **d** **y** transplant if, for instance, a family member donates one of theirs. T / F
- The **k** **l** consists of five hard bones which protect the brain. T / F
- There is only one bone in your **h** **g** , which links the hip and the knee. T / F

4) Unscramble the words to complete the phrases. Then divide them into medical problems and forms of treatment.

- SKUC _____ some throat sweets
- SARNIP _____ your ankle
- DSCOITLAE _____ your shoulder
- BNRU _____ your finger
- CCTAH _____ flu
- BERAK _____ a leg
- BEIUSR _____ your knee
- UTP _____ an ice pack on a swollen ankle
- have a NYTSA _____ rash
- take cough MCDNIEEI _____

Medical problems: _____

Forms of treatment: _____

5) Choose the correct option to complete each sentence.

- If your leg *hurts* / *pains*, take some *plaster* / *painkillers*.
- After sitting in the sun, I got a nasty *spots* / *rash*. I couldn't stop *itching* / *scratching*.
- This syrup is the best medicine for a *cough* / *sneeze*.
- It wasn't a good idea to eat that ice cream. I have a *sore* / *red* throat now.
- Mark should see a doctor – his nose *bloods* / *bleeds* are rather worrying.
- This *cut* / *infection* looks terrible. How did you do it?

6) Complete the text with the correct form of the words below. There are two extra words.

cut blood break swell infect pain catch



Our last holiday was particularly unlucky for my family. First, my brother had a minor ¹ _____ in his eye, and we had to look for a chemist's to buy some drops. Then, mum ² _____ a cold and spent two days in the hotel room, without getting out of bed. Finally, two days before the end of the holiday, I stepped on something sharp on the beach and ³ _____ my foot. It became ⁴ _____, so I put a plaster on it. I thought it would be OK, but the next day my foot was so ⁵ _____ that I was unable to walk. Mum called a doctor, and she prescribed some really expensive medicine. Well, let's just say that it wasn't the holiday of a lifetime ...

Vocabulary challenge!

7) Translate the Polish parts of the sentences into English.

- After the incident at school, the boys _____ (odbyli naprawdę szczerą rozmowę z rodzicami).
- _____ (Obaj uczniowie idą tęb w tęb) in this competition.
- They offered her a perfectly good job, _____ (ale ona kręciła nosem).
- I really can't go out tonight – _____ (jestem pochłonięty pracą domową).
- _____ (Po tym, jak mnie nabrał), I didn't speak to him for a month.
- When I _____ (wziętem się za ten projekt), it soon turned out that it was extremely boring.

8) Write five sentences about a medical problem you have experienced. Write what happened, what the symptoms were and explain how it was treated.

1) Are the sentences facts (F) or opinions (O)?

- 1 The new drug is considered to be quite safe.
- 2 According to scientists, this form of therapy has helped many patients.
- 3 Most people realise that X-rays can be harmful.
- 4 Pharmaceutical companies may earn less money as fewer and fewer people take antibiotics.
- 5 Research has shown that these drugs are no longer effective.

2) MP3 11 Listen to the interview about antibiotics and choose the correct answer.

Which of the topics below are not mentioned in the interview?

- A the potential threat of wonder drugs
- B the origins of antibiotics
- C the future of cosmetic surgery
- D a recent scientific development
- E the way new antibiotics work

3) MP3 11 Listen again. Are the statements facts (F) or opinions (O)?

- 1 Medical experts are concerned about the future of antibiotics.
- 2 The discovery of antibiotics is one of the most important developments in the history of medicine.
- 3 Antibiotics have become ineffective, mainly because people have been taking them too often.
- 4 The development of new drugs is a costly and complex process.
- 5 Scientists have been successful in their attempts to develop new antibiotics.
- 6 In the future governments will cooperate to create a new wonder drug.

4) Match the words and phrases with their Polish equivalents.

- | | | |
|----------------|-------------------------------------|---------------|
| 1 wonder drug | <input type="checkbox"/> | a umrzeć na |
| 2 die from | <input type="checkbox"/> | b leczyć |
| 3 prescribe | <input type="checkbox"/> | c cudowny lek |
| 4 go backwards | <input type="checkbox"/> | d przepisać |
| 5 treat | <input checked="" type="checkbox"/> | e cofać się |

5) Complete the sentences with the correct form of the words and phrases from exercise 4.

- 1 Did the doctor _____ you any antibiotics?
- 2 More than a hundred people _____ this disease every year.
- 3 We have made so much progress with the research – we can't _____ now.
- 4 Do you think scientists will soon discover a _____ for cancer?
- 5 The doctors are _____ me with a combination of medicines and a strictly controlled diet.

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6) Complete the sentences with the correct form of the words in brackets.

- 1 Unfortunately, the treatment I received turned out to be rather _____ (effect).
- 2 When Tom set up his business, nobody expected it would become so _____ (profit) within a year.
- 3 Mark apologised _____ (count) times, but Gina didn't want to see him anyway.
- 4 Your job can be very difficult at times if you work in the _____ (medicine) profession.
- 5 I'm afraid the disease seems to be _____ (resist) to all the drugs we've tried so far.
- 6 If you were dissatisfied with your looks, would you consider having _____ (cosmetics) surgery?

7) Match the adjectives from exercise 6 with their definitions a-f.

- a very many, more than is reasonable _____
- b connected with improving your appearance _____
- c bringing you money _____
- d not working correctly or bringing any results _____
- e not affected by something _____
- f connected with treating injuries and diseases _____

Vocabulary challenge!

8) Translate the Polish parts of the sentences in brackets into English.

- 1 These animals can _____ (może przynieść poważne choroby), harmful to humans.
- 2 The prime minister _____ (przekazał swoje stanowisko dotyczące) the funding of the new drug.
- 3 Do you know the _____ (szczegóły) this medical case?
- 4 Mr Fox _____ (został wypuszczony z) hospital two weeks ago.
- 5 _____ (Zawsze byliśmy przeciwni) the testing of cosmetics on animals.

9) Write answers to the questions below.

- 1 Which three medical discoveries do you consider to be most important?

- 2 Have you ever been given a treatment that was ineffective?

- 3 How often do you take antibiotics? Is it always necessary?



Reported statements

Mowy zależnej (*reported statements*) używamy, aby zrelacjonować wypowiedź własną lub innych osób. W języku angielskim, inaczej niż w języku polskim, w przypadku gdy czasownik w zdaniu głównym występuje w czasie przeszłym, **stosujemy zasadę następstwa czasów**, tzn. „cofamy się” o jeden czas, np. jeśli przytaczana wypowiedź jest w czasie teraźniejszym, to w mowie zależnej stosujemy czas przeszły:

Zdanie główne	Zdanie podrzędne
Lucy said (czas przeszły)	that she lived in Brighton. (czas przeszły)
Lucy powiedziała , (czas przeszły)	że mieszka w Brighton. (czas teraźniejszy)

ale:

Zdanie główne	Zdanie podrzędne
Lucy says (czas teraźniejszy)	that she lives in Brighton. (czas teraźniejszy)
Lucy mówi , (czas teraźniejszy)	że mieszka w Brighton. (czas teraźniejszy)

Uwaga!

Zwróć uwagę na różnice w użyciu czasowników *say* i *tell*.
Paul **said** he wanted to have cosmetic surgery. (NIE: *Paul told he ...*)
Monica **told** me her mum was ill. (NIE: *Monica said me ...*)

W **mowie zależnej** zmieniamy również **określenia czasu i miejsca**:

<i>now</i>	<i>then, at that moment</i>
<i>today</i>	<i>that day</i>
<i>tomorrow</i>	<i>the next/the following day</i>
<i>tonight</i>	<i>that night</i>
<i>last week/year</i>	<i>the week/year before, the previous week/year</i>
<i>yesterday</i>	<i>the day before</i>
<i>this week/year</i>	<i>that week/year</i>
<i>next week/year</i>	<i>the next/the following week/year</i>
<i>here</i>	<i>there</i>
<i>ago</i>	<i>before</i>

1) Choose the correct answers.

- 'You are going in the wrong direction,' said the policeman. The policeman said _____ in the wrong direction.
a we are going
b we were going
c we went
- 'The dog ate my homework,' said Rob. Rob told the teacher the dog _____ his homework.
a had eaten b has eaten c ate
- 'They have tested the drug on animals,' said the woman. The woman said they _____ the drug on animals.
a were testing b tested c had tested
- 'Jason takes painkillers every day,' said Mary. Mary said that Jason _____.
a took painkillers every day
b had taken painkillers the day before
c would take painkillers the next day
- 'Doctor Smith will see you tomorrow,' said the nurse. The nurse told me that Doctor Smith _____.
a would see me tomorrow
b will see me the next day
c would see me the next day

Schemat stosowania zasady następstwa czasów ilustruje również poniższa tabela:

Direct speech	Reported speech
present simple I go to the dentist's once a year.	past simple She said she went to the dentist's once a year.
present continuous I'm leaving .	past continuous He said he was leaving .
present perfect I've caught a cold.	past perfect She said she had caught a cold.
past simple We visited Jane in hospital.	past perfect They said they had visited Jane in hospital.
will I'll call you.	would Martha said she would call me.
can I can speak Spanish.	could Tom said he could speak Spanish.

Grammar challenge!

Gdy przytaczamy czyjeś prośby, rozkazy, polecenia, obietnice w mowie zależnej, stosujemy różnorodne czasowniki z bezokolicznikiem, np.: *offer* (zapropionować), *order* (kazać), *promise* (obietcać), *refuse* (odmówić), *tell* (powiedzieć, kazać), *ask* (prosić), *advise* (doradzić), *instruct* (poinstruować), np.:
'Go home!'
He **told / instructed me to go home**.
'Could you call me tomorrow?'
She **asked me to call her the next day**.
'I'll help you with this.'
He **promised to help me with that**.

- 6 'I have a sore throat and a cough,' says Ginger. Ginger says she _____.

- had a sore throat and a cough
- has a sore throat and a cough
- had had a sore throat and a cough

2) Find and correct a mistake in each sentence. Two sentences are correct.

- Michael said he had bruised his elbow last week.

- Karen told she hadn't been ill for months. _____
- Pam said she had found a wallet a few days before.

- When I called Ted, his sister told me he hadn't come back from school. _____
- Dave said us he would visit grandma in hospital the next day. _____
- Paul told me that the doctor is examining his knee.

- When I said goodbye, Mark answered that he will write to me soon. _____

3) Complete each gap with one word.

- Steve said he _____ not taken any medicine before.
- Jim called me and said his nose _____ bleeding and he couldn't come.
- Kevin said he had had a doctor's appointment the day _____.
- Laura complained that her ankle _____ swollen.
- The hospital manager informed us that the doctor _____ perform a liver transplant the next day.
- The coach said the team _____ finally going to win the championship.

4) Complete the sentences with the correct form of the verbs in brackets.

- I called him last weekend, but his mum told me he _____ (*go*) away on holiday the day before.
- My aunt called to inform us that she _____ (*stay*) in hospital at that moment.
- He says he _____ (*not prescribe*) any antibiotics for weeks.
- The scientists announced that they _____ (*develop*) the new medicine by the end of that year.
- We came up with a handful of ideas, but dad said they _____ (*be*) no good.
- I can't believe you told him that I _____ (*need*) money for cosmetic surgery. It was so embarrassing!
- Everybody enjoyed the performance, but Mary said she _____ (*never see*) anything so bad before.

5) Complete the second sentence so that it means the same as the first, using the word given.

- 'I can touch my toes,' said Lucy.
Lucy said _____ toes. **SHE**
- 'I didn't pass my driving test yesterday,' said Tony.
Tony said _____ his driving test the day before. **FAILED**
- 'We're leaving for France next week,' said Jane.
Jane said _____ week. **THE**

Reported questions

Relacjonując pytania w mowie zależnej (*reported questions*), należy pamiętać, że oprócz zastosowania zasady następstwa czasów, należy również zmienić **szyk wyrazów** z pytającego na twierdzący: 'Where are you?' she asked.

She asked me where I was. (NIE: She asked me where was I)

Pamiętaj:

- do relacjonowania pytań typu Czy ...? używamy *if* lub *whether*: 'Have you been here before?' Tom asked.
Tom asked if I had been there before.
- w pytaniach w mowie zależnej nie używamy czasowników posiłkowych *do* oraz *did*, a także znaków zapytania: 'What did the doctor say?' mum asked.
Mum asked me what the doctor had said.

- 'I went skiing last year,' said Linda.
Linda said _____ year. **GONE**
- 'My British friends are coming to Poland next week,' said Piotr.
Piotr said _____. **FOLLOWING**
- 'I started coughing three days ago,' said Rita.
Rita said _____ three days. **FOR**

Grammar challenge!

6) Rewrite the sentences in reported speech, using the verbs below.

order refuse advise promise instruct offer

- 'I'll love you all my life,' said Gilbert to Tina.

- 'Why don't you go to see the doctor tomorrow?' my brother said.

- 'I can buy the medicine and bring it tonight,' Frank said.

- 'Wash your hand and put a plaster on the cut,' said the teacher.

- 'Stop, now!' said the police officer.

- 'I won't come to your party,' Mandy said to Peter.

7) Complete the sentences so that they are true for you.

- An article I've read recently said that _____.
- Our teacher told us _____.
- This morning, my mum said _____.
- When I last saw my doctor, he said that _____.
- My friend has recently advised me to _____.
- My parents instructed me to _____.

1) Match direct questions 1-6 with corresponding indirect questions a-i. There are three extra indirect questions.

- What is the matter?
- How are you feeling now?
- Can you open your mouth?
- Did you take any painkillers last week?
- How long have you felt like this?
- How many times a week do you exercise?

The doctor asked me

- if I could open my mouth.
- what the matter was.
- did I take any painkillers the week before.
- what is the matter.
- how many times a week I exercised.
- how I was feeling at that moment.
- if I had taken any painkillers the week before.
- how long I had felt like that.
- how many times a week did I exercise.

2) Choose the correct option to complete each sentence.

- 1 We asked the teacher how much time *did we have / we had / we have* to finish the essay.
- 2 Fiona asked me why *hadn't I come / I hadn't come / I didn't come* to meet her at the station.
- 3 Sue asked Jack if *he was / he is / was he* going with her.
- 4 Sara wanted to know what time *are we leaving / we are leaving / we were leaving*.
- 5 The doctor asked me *if I'm taking / were you taking / if I was taking* any drugs.
- 6 Diana wanted to know when *would we come / we would come / we will come*.

3) Rewrite the questions in reported speech.

- 1 'Did you see her last week?'
The police officer asked us _____.
- 2 'Where have you been?'
Dad wanted to know _____.
- 3 'What are you going to do?'
I asked my friend _____.
- 4 'Will you be able to join us?'
They asked me _____.
- 5 'Are you living here?'
My new neighbours asked us _____.
- 6 'Has my car been repaired?'
I asked the mechanic _____.
- 7 'Have you done your homework?'
The teacher asked us _____.
- 8 'Do you smoke a lot?'
The doctor asked him _____.

4) Complete the indirect questions with the words below.

if (x2) could were had (x2) whether drank how
where would what

- 1 My sister wanted to know _____ I _____ come to visit her in Australia.
- 2 Mum asked me _____ Peter and Ben _____ gone but I didn't know.
- 3 One of the teachers saw us in the staffroom and asked _____ we _____ doing there.
- 4 My friend wanted to know _____ I _____ help her with her project.
- 5 He was practising the guitar when his father suddenly entered and asked him angrily _____ he really _____ to make so much noise.
- 6 The doctor asked Sheila _____ many cups of coffee she _____ a day.

5) Complete the dialogue with the correct phrases (a-h). There are two extra phrases.

- a if she had
- b how long it would take
- c when it had been
- d if she had ever been involved in
- e if we had been thinking
- f how many students were planning
- g what she thought
- h if there would be

Julia Did you talk to Lisa about our campaign?

Pete Yes, she fully supports it. I asked her ¹ _____ about leading a healthy lifestyle, and her opinion is the same as ours.

Julia Is she going to join us?

Pete She didn't know. I asked her ² _____ time to stay behind after school, but she couldn't say. She wanted to know ³ _____, and ⁴ _____ to take part in the campaign.

Julia Did she ask anything else?

Pete Yes, she wanted to know ⁵ _____ anything about the campaign in the school paper. I really hope she can make it. I asked her ⁶ _____ a similar protest, and it turned out she had! A few times, in fact ...

Cumulative grammar

6) Complete the email, using the correct form of the words in brackets. Add any extra words where necessary.

Hi Helen,

Remember my aunt Lidia – the psychologist I told you about? I finally talked to her about the addiction project we are preparing for next month. I asked her ¹ _____ (*she / have / experience*) with treating gaming addictions and she said she had. She said ² _____ (*she / help / I*) with the project! She ³ _____ (*tell / I / she / work*) in a clinic which treated such addictions in the past, and she ⁴ _____ (*say / she / can / give*) me an interview. I asked her ⁵ _____ (*when / she / can / meet*) me, but she told me she ⁶ _____ (*go away*) on holiday the following day. I'm waiting for her to come back so I can meet her. I'll keep you informed.

Maya

7) Rewrite the following sentences and questions in reported speech.

- 1 'We have improved the healthcare system in the country.'
The prime minister said _____.
- 2 'Can you speak Spanish?'
I asked her _____.
- 3 'I will have to examine your heart today.'
The surgeon told the woman _____.
- 4 'I didn't come to school last week because I was very sick.'
Kate told the teacher _____.
- 5 'How long have you known her?'
The detective asked me _____.
- 6 'My father isn't very well.'
Pete said _____.
- 7 'Who are you looking at?'
My friend asked me _____.
- 8 'Will she undergo the same treatment next month?'
I asked them _____.
- 9 'I won't take the medicine a second time,' said Tom.
Tom refused _____.
- 10 'Take off your sock so that I can examine your ankle.'
The doctor told the patient _____.

1) Read the text in exercise 3. In which paragraph can you find the following information?

- A arguments against vaccines
- B the history of the discovery of vaccines
- C doctors' worries
- D some information about the life of a famous doctor
- E the development of various vaccines

2) Read the text in exercise 3 again and find the English names of the diseases below.

- 1 świnka _ _ m _ s
- 2 gruźlica t _ _ r _ _ _ s
- 3 żółtaczka _ _ p _ _ t _ _
- 4 porażenie dziecięce p _ _ o _ _
- 5 odra m _ s _ _ _
- 6 ospa _ m _ _ p _ _

3) Read the text and answer the questions below.

1
Undoubtedly, the person responsible for one of the greatest **breakthroughs** in the history of medicine was the English surgeon Edward Jenner (1749–1823). It was known at the time that people who worked with cows and had got **infected with** cowpox hardly ever got smallpox. Smallpox was a very dangerous and widespread disease, killing thousands of people every year, while cowpox was rather mild and simply went away after a few days. Jenner developed a theory about this phenomenon and decided to run some tests. He discovered that coming into contact with the cowpox virus actually made a person **immune to** smallpox.

2
This was how the idea of vaccine (from the Latin term for cowpox – *vaccinia*) was born. Despite the initial scepticism surrounding vaccinations, many doctors accepted the idea, and by 1800 it had become popular not only in England but in many other European countries. In 1980, the World Health Organisation officially declared that smallpox had been **eradicated**. Today we have vaccines for many diseases such as mumps, measles, tuberculosis, hepatitis or polio, and in many countries many of them are actually **obligatory** for young children.

3
It seems like an obvious thing to do – get your child immune to as many diseases as possible. Indeed, most parents are happy with the idea. And yet, a worrying new trend has recently been noticed. Although many vaccinations are **compulsory**, there are some parents who break the law by refusing to **vaccinate** their kids. Despite what the doctors say, these people think it's actually a very unnatural thing to do and worry about the safety of vaccines, claiming that some of them have dangerous **side effects**.



4
Doctors are desperate. They are afraid that if more people continue to avoid vaccinations, we might see the return of many dangerous diseases. They say people need to be educated. First of all, the various theories about the possible side effects have been disproved. Moreover, those parents who are against vaccinations need to understand how dangerous these **diseases** are. Paradoxically, the reason why they don't realise this is because they've never encountered the diseases that are rare thanks to the vaccines.

- 1 What is the difference between cowpox and smallpox?

- 2 How did Jenner get the idea that led to the discovery of the smallpox vaccine?

- 3 How did other doctors initially react to the idea of vaccinations?

- 4 What success did WHO announce in 1980?

- 5 What arguments against vaccinations do some parents present?

- 6 How do doctors respond to these arguments?

4) Match the words in bold from the text on page 69 with their definitions below.

- 1 put a substance into the body in order to protect it from disease _____
- 2 eliminate completely _____
- 3 an important discovery _____
- 4 make somebody else sick with _____
- 5 safe from infection with _____
- 6 an illness, usually caused by infection _____
- 7 something that must be done because of the law _____, _____
- 8 the unintended and unpleasant effects of something _____

5) Translate the Polish parts of the sentences in brackets into English.

As a doctor, I don't understand parents who refuse to ¹ _____ (*zaszczepić*) their children against such serious ² _____ (*choroby*) as polio or measles. You never know when and where your child may come into contact with somebody who's sick and become ³ _____ (*zarażone*). We should be grateful for the fact that we have the chance to make ourselves ⁴ _____ (*odporni*) to these often life-threatening illnesses. The development of vaccines was one of the greatest medical ⁵ _____ (*przełomów*) and in my opinion, it's good that they are ⁶ _____ (*obowiązkowe*) for everybody. Without vaccinations, many serious illnesses ⁷ _____ (*nigdy nie zostaną wyeliminowane*). And as for the ⁸ _____ (*efekty uboczne*) – there's no current research to support such ideas.

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6) Complete the diagram with the correct parts of speech and find the hidden message.

- | | |
|------------------------|-------------------|
| 1 disable (noun) | 4 recover (noun) |
| 2 distract (adjective) | 5 solution (verb) |
| 3 lose (noun) | 6 tease (noun) |

1 SAYBIDLITI 3 6 8

2 RICESDTADT 2

3 OSSL 4

4 VEERYORC 7

5 SEVLO 1

6 TARSEE 5

The hidden message:

* H 1 2 3 4 5 6 7 8

* an advantage over other people in the same situation as you
(This English course gives students preparing for the Matura exam a _____.)

7) Complete the sentences with the words below.

adapting brain boost disabilities distracted focus
memory recovery suffer

- 1 If you can't solve this _____ teaser, start with something simpler.
- 2 People with Alzheimer's usually _____ from _____ loss.
- 3 _____ to _____ such as blindness is much easier for children than for adults.
- 4 A quiet learning environment will help you to _____ on your work.
- 5 Constant challenges such as learning foreign languages _____ your brain power.
- 6 Although Mark's injuries were serious, he made a quick _____.
- 7 I've been constantly tired and _____ lately. Do you think I should see a doctor?



Vocabulary challenge!

8) Rewrite the parts of the sentences in bold, using idioms with *mind*, *brain* or *head*.

- 1 If you think you can run a marathon without training beforehand, **you're dreaming.** HEAD
- 2 If you don't like the treatment your doctor is prescribing then you should **tell him openly about it.** MIND
- 3 You can't have both ice cream and popcorn, please **decide which one you want.** MIND
- 4 I don't know what to do about this, could I **talk with you about it?** BRAIN
- 5 Ever since I heard about the eye surgery that would allow me to stop wearing glasses, **I've been thinking about having it.** BRAIN
- 6 When somebody gets hurt, it's important **not to lose control but to act in a calm way.** HEAD

SPEAKING

at the doctor's • at a chemist's • giving advice

1) Complete the sentences with the words below.

ought catch serious sorted symptoms effective
were gets temperature sore

- You _____ to put some cream on this rash.
- If I _____ you, I would consult a doctor about this.
- I recommend this one. It's very _____.
- It's nothing too _____, just a bruise.
- You've got to get it _____ now.
- Just avoid cold drinks, and if it _____ worse, see a doctor.
- I'd like something for my _____ throat.
- Have you got a high _____?
- When did you first notice the _____?
- Could you repeat that, please? I didn't _____ it.

2) Complete the mini-dialogues, using the prompts in brackets. Add any necessary words.

- A** What _____ (you / think / I / should / do)?

B You _____ (have / better / stay) in bed for a few days.
- A** My advice to you _____ (be / take) these painkillers.

B How often _____ (I / take / they)?
- A** What _____ (you / advise / I / do)?

B Whatever you do, don't do any exercise. You _____ (only / make / it / bad).
- A** What _____ (seem / be / problem)?

B I _____ (feel / unwell) for three days.
- A** _____ (I / need / take) some medicine?

B It _____ (sound / like / you / may / need) antibiotics.
- A** What _____ (be / matter)?

B I _____ (cut / hand / bad), and it won't stop bleeding.

3) Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

EXAM TASK ⌚ 4 minuty

W trakcie kursu językowego przebywałeś u angielskiej rodziny. Ostatnio nie czujesz się najlepiej. Rozmawiasz na temat swoich problemów zdrowotnych. Porusz następujące kwestie.

Twoje dolegliwości

możliwa przyczyna Twoich problemów

domowe sposoby leczenia

konieczność wizyty u lekarza

Rozmowę rozpoczyna zdający.

WRITING

a letter of complaint

7

1) Translate the Polish parts of the sentences in brackets into English.

- _____ (Piszę, by wyrazić mój brak satysfakcji z) the services I received while covered by your insurance policy.
- Your services _____ (nie spełniły moich oczekiwań).
- I also wish to offer some suggestions which would help to improve your services in the future _____ (by uniknąć rozczarowania Państwa klientów).
- _____ (Dlatego też, chciałabym) make some recommendations.
- _____ (Zdecydowanie sugeruję) that basic medicines such as painkillers _____ (powinny być darmowe, tak jak Państwo reklamują).
- _____ (Po pierwsze, dobrym pomysłem byłoby) to find doctors who can speak English or even Polish.
- I hope that _____ (podejmiecie Państwo kroki mające na celu rozwiązanie) these problems.
- I feel that you should _____ (zaoferować mi przynajmniej przeprosiny).
- _____ (Czekam na) hearing from you soon.

2) Match the phrases from columns A, B and C to make logical sentences.

A

- I was extremely disappointed
- I was shocked to find out
- I told the nurse I spoke Polish and English.
- I expect to receive a full refund

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B

- However, I was sent
- with the fact that, despite my serious condition,
- not just on my insurance policy
- that I was asked to pay for the most basic medicines,

C

- although they were supposed to be covered by my insurance policy.
- but also on the medicines I was obliged to buy.
- the doctor refused to come and visit me at the hotel.
- to somebody who couldn't speak either.

3) Read the instructions and do the writing task.

EXAM TASK Wyjeżdżając za granicę, wykupiłeś/wykupiłaś ubezpieczenie zdrowotne (travel insurance). Podczas wyjazdu miałeś/miałaś problemy ze zdrowiem i skorzystałeś/skorzystałaś z lokalnej opieki medycznej. Niestety, agencja ubezpieczeniowa (insurance agency) nie wywiązała się, Twoim zdaniem, z umowy. Napisz do ubezpieczyciela **list z zażaleniem** (200–250 słów), w którym wyjaśnisz, dlaczego nie jesteś zadowolony z jego usług oraz zaproponujesz rozwiązania, które poprawią jakość ubezpieczenia oferowanego klientom (insurance coverage).

1) Choose the correct answers to complete the mini-dialogues.

- 1 X _____
 Y Don't scratch it! Put some cream on it.
 a I've heard this face cream will make you look 10 years younger.
 b I've got a rash and it itches terribly!
 c Do you want me to scratch your back?
- 2 X These brain teasers will boost your ability to process information.
 Y _____
 a Great, I love solving them.
 b Thanks, I've got all the information I need.
 c Stop teasing me, you know I don't like stupid jokes.
- 3 X _____
 Y I've been unwell since yesterday.
 a What seems to be the problem?
 b What happened yesterday?
 c What would you advise me to do?
- 4 X I'd like some syrup for my sore throat.
 Y _____
 a You'll make it worse.
 b How often do I take it?
 c I recommend this one. It's very effective.
- 5 X You've got to get it sorted now.
 Y _____
 a Did you notice any symptoms?
 b You had better see a doctor soon.
 c I'm going to a specialist tomorrow.
- 6 X You don't look well.
 Y _____
 X If I were you, I would stay in bed.
 a What do you think I should do?
 b Nothing too serious.
 c I didn't catch it.

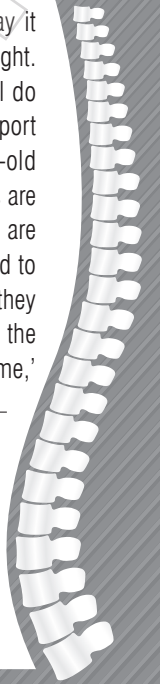
Translation

2) Translate the sentences into English.

- 1 Lekarka zapytała Boba, czy kiedykolwiek wcześniej złamał kość. _____
- 2 Profesor powiedział, że ten nowy lek sprawi, iż ludzie staną się odporni na grypę. _____
- 3 Kolega z klasy zapytał mnie, czy coś mi dolega. _____
- 4 Choć bolało mnie kolano, nie chciałam wracać do domu. _____
- 5 Żaden z uczniów nigdy nie cierpiał na odrę. _____
- 6 Czy sądzisz, że większość antybiotyków stanie się nieskuteczna przed 2050 rokiem? _____

3) Choose the correct answers to complete the text.

The average human head weighs about 5 kg. If you hold it the way it was intended, your spine is perfectly capable of supporting that weight. Yet when you bend your neck to look at your smartphone, as we all do ¹ _____ times a day, the actual weight that your spine has to support increases to as much as 25 kg. That's like carrying an eight-year-old around your neck. It leads to degeneration of the spine that doctors are beginning to call 'text neck'. They are afraid thousands of people are already suffering ² _____ it. Research shows that text neck can lead to back pains and breathing problems. Researchers are stressing that they don't know what other problems ³ _____, but they know that's not the end of the list. So what should we do? 'Leave our smartphones at home,' joked one doctor. But he quickly added that he wasn't ⁴ _____ set against using them in general. In today's fast-moving world, when we're up to our ⁵ _____ in work, the chance to check your email or social media on the go is often a life-saver. So, doctors advise smartphone users ⁶ _____ down at their phones without bending their necks. Another thing to consider is giving your neck a rest from time to time or doing some simple neck-strengthening exercises a few times a day.



- | | | | |
|--------------------|-------------------|------------------|-------------------|
| 1 a countless | b number | c endless | d frequently |
| 2 a with | b from | c on | d at |
| 3 a will they find | b would they find | c they will find | d they would find |
| 4 a all | b completely | c ill | d dead |
| 5 a necks | b chins | c ears | d heads |
| 6 a look | b looking | c to look | d looked |

Challenge!

4) Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

- 1 Brenda said _____ (*she / sit*) at home with a sprained ankle and asked me to come over.
- 2 This bacterial infection is _____ (*resistant / all / know / antibiotics*).
- 3 Despite _____ (*fall / and / bad / cut / he*) knee, Derek finished the race in the third place.
- 4 The doctor asked Sam how _____ (*dislocate / he / shoulder*).
- 5 Many animals _____ (*die / from / infection*) already.
- 6 _____ (*You / have / better / put*) an ice pack on your swollen ankle.
- 7 Although I _____ (*pick / my mum / brains*) about the problem, I still don't know what to do about it.
- 8 Do you know anybody who knows _____ (*in / out*) of the American healthcare system?
- 9 I think that Fiona has _____ (*head / cloud*). She thinks she will work as an astronaut one day.
- 10 I can't wait to read this book, so when I _____ (*finally / get / tooth*) it, I'll probably read it in one sitting.
- 11 The drug company _____ (*refuse / make / statement*) concerning the criticism of their new wonder drug.

- 1) **MP3** 12 Read the questions in exercise 2 below. Which of the following ideas do you think will be mentioned in the recording? Listen and check your answers.

Text 1: breathing exercises, peacefulness, paintings, Zen, gallery
Text 2: medicines, GP, symptoms of an illness, prescription, hospital
Text 3: health problems, emotional problems, coffee, laws, studying

- 2) **EXAM TASK** Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B albo C.

Tekst 1.

The best title for this news item is

- A 'Yoga is also a kind of art.'
- B 'Artists who were into meditation.'
- C 'Art as a way to well-being.'

Tekst 2.

The speakers are

- A two friends.
- B a therapist and a patient.
- C a pharmacist and a customer.

Tekst 3.

Which of the following information about energy drinks is presented as an opinion, not a fact?

- A Their influence on teenagers is greater than on adults.
- B They increase your brainpower and help you focus.
- C All the ingredients have to be proven to be safe.

- 3) **EXAM TASK** Przeczytaj tekst na temat snu. Do każdej części tekstu (1–4) dobierz właściwy nagłówek (A–F). Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A Different sleeping habits
- B New study throws light on sleep
- C Relationship between sleep and genius

- 4) Match the sports injuries with their symptoms.

broken wrist sprained ankle dislocated shoulder

- a painful to move your arms, out of place, faint
- b swollen and bruised, cannot carry anything heavy, stiff
- c in great pain, cannot move your hand, pale fingers

- 5) Read the instructions and do the writing task.

EXAM TASK W trakcie przygotowań do zawodów sportowych doznałeś/doznałaś kontuzji. Napisz list (80–130 słów) do koleżanki z Anglii i:

- wyjaśnij, jak doszło do kontuzji;
- napisz, co dokładnie Ci dolega;
- zrelacjonuj, co powiedział lekarz na temat leczenia i dalszych treningów;
- wyraż swoje nadzieje dotyczące powrotu do zdrowia i zawodów.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi Lizzie,
 What's up? Lots of news here.

Write back soon!
 Hugs,
 A.

1 _____
 The sound of the alarm clock is probably one of the most hated sounds in the world. Some people think that reluctance to get up in the morning is a sign of laziness, but neuroscientists disagree. Without sleep, our memory fails to file away and sort through our experiences, our creativity gets worse, our stress levels go up, the list goes on and on. And yet, most of us don't get enough sleep to allow it to do its magic.

2 _____
 Before the Industrial Revolution and the application of electricity in everyday life, people slept much more. Of course there are some famous exceptions such as Isaac Newton, Thomas Edison or Napoleon Bonaparte and other geniuses, who are believed to have slept only 4–5 hours a day. In the 20th century, when the pressure to work as much as possible increased, a myth arose from these tales which claimed we could all sleep less and actually benefit from it.

3 _____
 What these stories failed to mention is that some of these men napped during the day, and would then crash and sleep for hours when they were done with their work. Another thing to remember is that not everybody's sleep pattern is the same. The famous non-sleepers actually slept almost as much as the rest of us, only they divided their sleep into many 'naps', which is called a polyphasic pattern. The majority of us simply sleep once a day, but for longer – we're monophasic sleepers.

4 _____
 So what's the right recipe for sleep? Some studies suggest that it's not about how much or when we sleep, but at which point we stop. During sleep, we go through cycles of alternating phases of light and deep sleep. According to this theory, to feel rested you need to open your eyes during the light phase. How? You can use your smartphone, for example. A special application can control your sleep and ring the alarm at the perfect moment within the time frame you set (e.g. between 6.00 and 7.00 a.m.).