

# 1

## 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.

1	L	O	T	T	<sup>5</sup> E	R	Y		S	<sup>1</sup> H	O	W
2	T	V		S	E	<sup>8</sup> R	I	E	<sup>4</sup> S			
3	Q	U	I	Z		<sup>10</sup> S	H	O	W			
4	S	I	T	C	<sup>2</sup> O	M						
5	<sup>9</sup> D	O	<sup>6</sup> C	<sup>3</sup> U	M	E	N	T	A	R	Y	
6	C	H	<sup>7</sup> A	T		S	H	O	W			

In this programme, you

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

The hidden title: H O U S E OF C A R D S

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

- The programme is so popular that it has been watched  d
  - Most of my friends watch the news every day to keep  a
  - During the campaign, you could watch party  e
  - One of the longest-  b
  - Adverts broadcast at  f
  - Do you ever watch any programmes on  c
- 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.

- The last episode of the sitcom was h i l a r i o u s. I couldn't stop laughing!
- Although the plot is based on real events, the film introduces a lot of f i c t i o n a l characters who never existed.
- The journalist asked the politician a lot of t h o u g h t - p r o v o k i n g questions, which means some viewers may change their minds.
- This TV series can be very a d d i c t i v e – once you watch one episode, you can't wait for the next one.
- I prefer f a c t u a l programmes to dramas – at least I can learn something new.
- The young pianist gave such a m e m o r a b l e performance during the show that everybody was talking about it for the following month.
- The film was so m o v i n 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 <sup>1</sup>broadcast by TV stations at peak viewing time. The shows are so popular mainly because they are fun to watch at the weekend. They are sometimes <sup>2</sup>moving 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 <sup>3</sup>addictive – once you start watching, you cannot stop. Finally, it seems we prefer <sup>4</sup>fictional stories to <sup>5</sup>factual information. Both history and science <sup>6</sup>documentaries are the least popular among viewers.

### Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 1

- 5) Complete the sentences with appropriate words.

- People tend to believe anything the pundits 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.
- The first contestant in the show was very nervous and couldn't answer any of the questions.
- Being a newsreader can be quite boring at times – you just sit at a desk and read out the information on the screen in front of you.
- The judges in talent shows are often successful artists, so the audience usually listens to their opinions.
- Paul's always been interested in the weather and climate, so no wonder he wants to be a forecaster.
- Her debut as a voice-over artist came in 2008, when she read out the role of a robot in *WALL-E*.
- It's hilarious when sports commentators get overexcited while describing what's going on in a match.
- To be a good host 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.

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1) **MP3 01** 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.

- d  
c  
b  
a

2) **MP3 01** 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.	2
B thinks that no source of information is truly reliable.	-
C likes listening to different opinions before forming his/her own.	4
D likes reading other people's comments on current affairs.	3
E believes his/her choice of the source of information is rather conventional.	1

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. *comic strips*
- 2 As a top journalist, he's in charge of reporting **information about the important events which are happening now**. *breaking news*
- 3 If you register on our website, you'll be able to **get the latest news from all over the world**. *access*
- 4 I'm not as **keen to try new things** as it seems, and I never do anything dangerous. *adventurous*
- 5 She tends to **tell others about rumours** concerning people she knows. *spread*
- 6 The birth in the royal family received some **time and attention** on TV. *coverage*

## Revision ■ Student's Book, page 5

4) Complete the sentences with the missing adjectives.

- 1 The article I read yesterday was rather *neutral*. It presented the arguments of both sides.
- 2 The TV station often gives *biased* information, showing various ethnic groups in a bad light.
- 3 Experts believe the government should take *immediate* action, as there is no time to waste.
- 4 The reporter gave an *objective* account of the events, without even once expressing his own opinion.
- 5 As a journalist, you should be *impartial* and report the events in an objective way.
- 6 Are you sure we can use the statistics? Have you taken these figures from a *reliable* 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 *at* sport.
- 2 Who was responsible *for* putting up the Halloween decorations last year?
- 3 Karen was so angry *with/at* me because I had forgotten about her birthday.
- 4 Many ecologists are concerned *about* the environment.
- 5 I can see John has recently become interested *in* political affairs.
- 6 If I asked you to name one thing you are really good *at*, what would you say?

## Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 2

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

*Suggested answers:*

- 1 Before you start your essay, think how *you want to present the facts* (*chcesz przedstawić fakty*).
- 2 I truly hate it when people *tell lies on TV* (*mówią kłamstwa w telewizji*).
- 3 To get an advantage in the debate, Johnson *quoted reliable statistics* (*zacytował wiarygodne statystyki*).
- 4 While writing the article, I tried *to paint politicians in the best light* (*przedstawić polityków w najlepszym świetle*).
- 5 If I were you, I *wouldn't bend the truth* (*nie nagiąłbym prawdy*).
- 6 The report *published last week supported my views* (*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 \_\_\_\_\_



## Present tenses

Czasu **present simple** używamy, by mówić o:

- przyzwyczajeniach: *Every evening grandpa **watches** the weather forecast.*
- stanach i preferencjach: *My whole family **loves** this show.*
- regularnie powtarzających się zdarzeniach lub czynnościach: *It **usually rains** a lot in autumn.*
- czynnościach lub wydarzeniach wynikających z planów/rozkładów/programów itp.: *The play **begins** at 7:30.*

Określenia czasu często używane z czasem **present simple** to: *hardly ever, occasionally, never, whenever, rarely, once a month, weekly, in April/winter, etc.*

Czasu **present continuous** używamy, by mówić o:

- czynnościach mających miejsce teraz: *Quiet! I'm **listening** to the Queen's speech.*
- zmieniających się lub rozwijających się sytuacjach: *Is the number of reality shows **still growing**?*
- planach na przyszłość: *I'm **leaving** town tomorrow.*

Określenia czasu często używane z czasem **present continuous** to: *at the moment, right now, tomorrow, currently, tonight, still, this week, etc.*

Czasu **present perfect** używamy, by mówić o:

- sytuacjach, które zaczęły się w przeszłości i wciąż trwają: *We've **been** friends since primary school.*
- sytuacjach, które już się wydarzyły, a ich skutki są wciąż widoczne: ***Have you done** something with your hair?*
- sytuacjach, które miały miejsce ostatnio: *She's **recently published** a book.*
- sytuacjach, które (nie) wydarzyły się w trakcie czyjegoś życia: *I've **never heard** of this actor before.*

Określenia czasu często używane z czasem **present perfect** to: *for, since, ever, never, just, yet, for ages, before, so far, up till now, recently, lately, still, three times in my life, etc.*

Czasu **present perfect continuous** używamy, by mówić o:

- czynnościach wykonywanych do tego momentu, które prawdopodobnie będą trwały dalej: *I've **been reading** a lot of articles about it **recently**.*
- czynnościach trwających aż do tego momentu, których skutki są widoczne: ***Has he been working** out?*

Określenia czasu często używane z czasem **present perfect continuous** to: *for, since, still, for ages, so far, recently, etc.*

## 1) Match the beginnings and endings.

- 1 They haven't published
- 2 I'm reading
- 3 These events often start
- 4 I've been thinking about it
- 5 He always forgets to return
- 6 She's only visited
- 7 I'm not going

g  
c  
d  
f  
a  
e  
b

- a the library books on time.
- b to school this week.
- c a fascinating book about Leonardo da Vinci at the moment.
- d a bit later than planned.
- e us once before.
- f for days and I still haven't found a solution.
- g anything new recently.

## 2) Choose the correct option.

- 1 **Have you been** / **You have been** following the development of the events?
- 2 She **not / doesn't** promise anything she can't deliver.
- 3 How often **do you watch** / **you watch** the news?
- 4 **Are they** / **Do they** coming with us?
- 5 **Have they improved** / **Has improved** their sound system since the last concert?
- 6 I hope he **hasn't been** / **hasn't** told you anything bad about me.
- 7 Why **isn't** / **hasn't** the situation getting any better?

## 3) Complete the sentences with correct forms of the verbs.

- 1 A Let's just stay at home and watch TV.  
B Come on. We **haven't gone out** (not go out) for ages.

## 2 A Weekend with your granddaughter again?

B No. Unlike most weekends, Sara **isn't staying** (not stay) with us this time. It's her best friend's birthday party.

## 3 A I'm taking my sister to see the battle of Grunwald this summer.

B **Has she ever seen** (she / ever / see) a historical reenactment before?

## 4 A I can't find any good sitcoms to watch.

B I'm not surprised. Sitcoms **are getting** (get) dumber and dumber.

## 5 A You can't trust what you hear on TV.

B Where **do you usually search** (you / usually / search) for information about current events then?

## 6 A Are boars dangerous?

B It depends. When not disturbed, most of the time these animals **don't attack** (not attack) people.

## 7 A I'm tired, mum. Let me sleep some more.

B How long **have you been sleeping** (you / sleep)? Didn't you go to bed early last night?

## 4) Complete the gaps with correct expressions.

for recently so far twice since currently yet  
hardly ever

- 1 My favourite radio show airs **twice** a week.
- 2 They're **currently** filming the final season of this reality show.
- 3 The government has **recently** given us some funds for this project.
- 4 We haven't informed the public about it **yet**.
- 5 She's been staring at me **since** she walked in.
- 6 I **hardly ever** watch political debates.
- 7 I've been dieting **for** a month, but **so far** I haven't lost a pound.



5) Use present tenses to complete the text with the correct forms of the verbs.

Next weekend I <sup>1</sup>am taking part (**take part**) in a reenactment of a historical event that my town is very proud of. It's a victorious battle from over a century ago and my friends and I <sup>2</sup>have been reading (**read**) about it a lot for the past year. I <sup>3</sup>think (**think**) we really <sup>4</sup>know (**know**) everything about it. Every year on the day of the battle, the whole town <sup>5</sup>gathers (**gather**) for the reenactment. We always <sup>6</sup>build (**build**) three little huts in the middle of the battlefield to be destroyed during the battle. We <sup>7</sup>don't use (**not use**) real bombs, of course, just a little bit of explosive materials strategically placed by a professional. The battle <sup>8</sup>has been (**be**) staged for the past 20 years but it's only this year we, the students, <sup>9</sup>are finally participating (**finally / participate**) as well. We <sup>10</sup>ve already prepared (**already / prepare**) most of our costumes but the fireworks specialist <sup>11</sup>hasn't finished (**not finish**) setting up the field yet. So far, it <sup>12</sup>s been (**be**) great fun, but now I <sup>13</sup>m getting (**get**) a bit nervous as I <sup>14</sup>ve never performed (**never / perform**) in front of such a huge audience before.

6) Translate into English using present tenses.

- What topics are you discussing (Na jakie tematy dyskutujecie) in your debate club this week?
- How often does Jake write (Jak często Jake pisze) news reports for his civic education class?
- How long have you been waiting (Jak długo Pan czeka) here?
- I've heard it twice already (Słyszałem to już dwukrotnie) but I still can't believe it.
- She hasn't really thought about it for years (od lat).
- I've recently discovered (Ostatnio odkryłam) that the more news sources I compare, the more confused I get.
- We hardly ever visit (Prawie nigdy nie odwiedzamy) the same place twice.
- I still haven't found (Wciąż nie znalazłam) the perfect gift for my boyfriend.

7) Finish the sentences.

- I've never \_\_\_\_\_ before.
- My family \_\_\_\_\_ at least once a year.
- My class is currently \_\_\_\_\_.
- I've been \_\_\_\_\_ing \_\_\_\_\_ for \_\_\_\_\_.

## Past tenses; used to

Czasu **past simple** używamy, by mówić o:

- czynnościach zakończonych w konkretnym momencie w przeszłości: *I **saw** that film last weekend.*
- czynnościach powtarzających się w przeszłości: *How many speeches **did** he give last month?*

Czasu **past continuous** używamy, by mówić o:

- czynnościach, które trwały w przeszłości i zostały przerwane przez inne zdarzenie/czynność: *Why **were** you crying when I came in?*
- opisywania tła sytuacji: *The clouds **were gathering** and it was getting dark.*

Konstrukcji: **used to** oraz **would** używamy, by mówić o czynnościach regularnie powtarzanych w przeszłości, których dziś już nie wykonujemy:

*I **used to read** a lot of fantasy books as a teenager.  
My mum **would take** us to a puppet show at least once a month.*

Czasu **past perfect** używamy, by mówić o czynnościach/sytuacjach, które miały miejsce przed innymi czynnościami w przeszłości:

*I **hadn't realised** it was a problem before I read this article.*

Czasu **past perfect continuous** używamy, by mówić o czynnościach, które trwały przed innymi czynnościami w przeszłości:

*Some actors **had been preparing** the play for months.*

### Uwaga!

Konstrukcji **used to** używamy, by mówić zarówno o przeszłych czynnościach, jak i stanach. Natomiast konstrukcji z **would** używamy tylko do opisu czynności.

*She **used to like** animated movies. He **used to get up** at dawn.  
She **would like** animated movies. He **would get up** at dawn.*

### Grammar challenge! » Student's Book, page 108, UNIT 1

Inne użycia czasów:

Czasy **present continuous** oraz **past continuous** używane są do opisywania irytujących przyzwyczajeń.

*Why **are** you always looking at your phone during dinner?*

Czasu **present perfect** używamy do opisanego czynności, która w danym momencie będzie już zakończona, zwłaszcza po wyrażeniach takich: jak **when, once, as soon as, the moment, etc.**

*As soon as I **have made** enough money, I'm out of here.*

Czasu **past continuous** używamy, gdy poprzez czasowniki: **think, wonder, hope** chcemy wyrazić niepewność lub chcemy być uprzejmi.

*I **was hoping** to see you next week at the school party.*

1) Choose the correct form.

- Where was she sitting / she was sitting when this picture was taken?
- Mark not wrote / didn't write this review, Sam did.
- Why hadn't anyone told / someone hadn't told me this show was addictive before I started watching it?

- I had / was never been to an improv performance before last night, so I didn't know what to expect.
- I wasn't / didn't surfing the net, I just wanted to look up a word from the exercise in a dictionary.
- Who here didn't use to / wasn't used to collect stickers when you were little?

## 2&gt; Make questions and negations, as in the example.

example: I left **my crayons** at home. **WHAT**  
What did I leave at home? I didn't leave my crayons at home.

- They were trying **to help us**. **WHAT**  
What were they trying to do? They weren't trying to help us.
- The **first floor** of the museum had collapsed before we even called 112. **WHICH PART** Which part of the museum had collapsed before ...? The first floor hadn't collapsed before ...
- She bought **a year-supply** of books during her holidays in London. **HOW MANY** How many books did she buy during ...? She didn't buy a year-supply of books during ...
- Investigative journalists had been working **on this scandal** for months when the government told them to back off. **HOW LONG** How long had the investigative journalists been working on this scandal before ...? The investigative journalists hadn't been working on this scandal for months before ...
- She used to make **beautiful clay ceramics** when she was at school. **WHAT** What did she use to make when she was at school? She didn't use to make beautiful clay ceramics when she was at school.

## 3&gt; Choose the correct options to complete the sentences. Sometimes more than one option is possible.

- After we \_\_\_\_\_ the article about propaganda techniques, we realised how much they are used.  
a were reading    b would read    **c had read**
- He \_\_\_\_\_ where he was going, so he tripped over the threshold.  
a didn't use to look    **b wasn't looking**  
c hadn't been looking
- Where \_\_\_\_\_ this poster?  
**a did you buy**    b were you buying  
c did you used to buy
- I \_\_\_\_\_ playing theatre with my dolls when I was little.  
**a used to love**    b would love    c had loved
- When we got to the airport, it turned out I \_\_\_\_\_ my passport.  
**a hadn't taken**    b weren't taking  
c hadn't been taking
- How long \_\_\_\_\_ on this sculpture before showing it to the king?  
a did he work    **b had he worked**  
**c had he been working**
- What \_\_\_\_\_ to when you were a kid?  
**a did you use to listen**    **b did you listen**  
c were you listening

## 4&gt; Complete the sentences with the correct forms of the verbs.

- The light was coming / came (come) in, illuminating the model and we were painting / painted (paint) her portrait.
- A When did you start (start) thinking about moving to Thailand?  
B Oh, I had been dreaming (dream) about it for years.
- I'm sorry, I didn't know (know) you have another patient, I'll wait outside.
- They cancelled (cancel) this play three times last month. The leading actor is seriously ill.
- Last year my baby brother broke (break) two of my vinyls which I had found (find) at a flea market.
- What were you looking for (look for) in my room last night?
- Look at this vintage camera! I came across (come across) it last summer when I was helping (help) my grandpa clean out the attic.

## 5&gt; Complete the text.

When news that a long-lost painting by Leonardo da Vinci was found at an estate sale in Louisiana first appeared, many specialists <sup>1</sup>doubted (doubt) its authenticity, as you <sup>2</sup>couldn't (cannot) see from underneath new paint and dirt. But with each passing week, as the restorers <sup>3</sup>were uncovering (uncover) more and more of it, more and more specialists <sup>4</sup>started (start) to believe it. The main restorer recalls <sup>5</sup>Was I (I / be) nervous? Yes. All the time while I <sup>6</sup>was working (work) on it, I <sup>7</sup>had to (have to) make myself forget it was a da Vinci because I <sup>8</sup>didn't want (not want) to become overwhelmed by it. Why <sup>9</sup>was the painting (the painting / be) in such a state? Over the centuries its owners probably <sup>10</sup>tried (try) to fix it. Maybe the face in the painting <sup>11</sup>didn't look (not look) masculine enough so someone <sup>12</sup>gave (give) it a beard. Or maybe someone <sup>13</sup>tried (try) to cover the cracks that <sup>14</sup>had appeared (appear) overtime. One way or another, after the specialists <sup>15</sup>had completely restored (completely / restore) it, a Saudi prince <sup>16</sup>bought (buy) it for over \$ 450 million.

## Grammar challenge! &gt;&gt; Student's Book, page 108, UNIT 1, ex. 1 and 2

## 6&gt; Complete the sentences with correct forms of the verbs below. Put the words in brackets in the right place.

borrow complete criticise leave tell wonder

- Once you have completed my pottery course, I will help you create an art studio in the attic.
- The politicians are always telling (always) us what to think about their opponents.
- When we were little, my sister was always borrowing (always) my crayons.
- I was wondering if I could ask her to send me an autographed copy.
- I will call you the moment all the guests have left.
- Why is she constantly criticising (she / constantly) everything I do?

## 7&gt; CUMULATIVE GRAMMAR Complete the second sentence so that it has the same meaning as the first.

- The last time we went to a gallery was two years ago. It 's been two years since we last went to a gallery.
- The BBC started showing this series 9 weeks ago. The BBC has been showing this series for 9 weeks.
- It was the first time he was taking part in a flash mob. He had never taken part in a flash mob before.
- How long is it since she wrote a bestseller? When was the last time she wrote / did she last write a bestseller?
- Were you in the middle of recording something when I walked in? What were you doing / were you up to when I walked in?
- When we were in primary school, we always recited poems for teacher's day. When we were in primary school, we would always recite poems for teacher's day.
- Did kids learn arts at school in the past? Did kids use to learn arts at school in the past?



1) Use the words below to create collocations. Then scan the text in exercise 2 to check your answers and guess their meaning. If necessary, use a dictionary to help you.

audience fact check involvement legends source stories viral

- 1 made-up stories
- 2 target audience
- 3 urban legends

- 4 emotional involvement
- 5 go viral
- 6 run a fact check

- 7 reliable source

2) Complete gaps 1-4 with sentences A-E. There is one extra sentence.

When in 2008 The Yes Men handed out their fake issue of the New York Times, it was meant as a **hoax** as well as a form of protest. Indeed, such fake news used to be either about **silly** pranks or about expressing your wish for a better world through made-up stories. <sup>1</sup> B By exploiting stereotypes concerning various social or political groups this way, fake news can make people act out in a violent way. For instance, Pizzagate, which started during a US presidential campaign, led a man to enter a pizza place with a gun trying to save non-existent child-slaves. In France, fake news playing on old urban legends and negative attitudes against the Roma minority led to attacks that ended in injuries.

Fake news has become **manipulative** on more than one level. First of all, it's meant to **inflame** the reader with its outrageous claims and accusations. Such emotional involvement blocks our rational thinking and we're much more likely to buy what the author is selling without seeing the irrational points or weak arguments. <sup>2</sup> D These problems are so wide-spread and dangerous that some countries are introducing laws that punish those who spread fake news.

Social media platforms are also developing tools allowing us to check the source of any newsfeed. <sup>3</sup> E The Internet remains flooded with fake news.

It therefore follows that we need to protect ourselves from being **mislead**. How? Always check the source (and no, your friends are not a trustworthy source). What matters is not who you got it from, but where it originated. Some websites, like The Onion, are well known for being satirical. <sup>4</sup> C When in doubt – look for a disclaimer\* icon. Reliable news sites don't need it, but those spreading fake news on purpose are likely to have it to say, in a very confusing way, that the news might not be true. Basically, whenever you instinctively **mistrust** the story, especially an emotionally loaded one, try to **debunk** it yourself. Run a fact check, see if the reliable sources are covering it, look up the expert names and sources of statistics. In short – be critical.

\*Disclaimer is a statement in which someone says they don't take responsibility for something.



- A Don't be taken in by those who call anything they disagree with fake news; as the name suggests *fake* is *made up* – not just anything that is contrary to your opinions.
- B Increasingly, however, the aim is intended **misinformation** and manipulation that plays on the political and social biases of its target audience.
- C Others, like Daily Buzz Live, bizstandardnews or cnn-trending, incorporate names of real news websites into their own to **deceive** the more naive readers.
- D Worse than that, these strong feelings push us to click that inviting 'share' icon and thus help the news go viral and continue on its path of hurtful propaganda.
- E Yet none of these actions seems to be sufficient or effective.

3) Match the words in bold from the text on page 9 with their definitions.

- 1 **debunk** prove that sth is false
- 2 **deceive** lie to someone
- 3 a **hoax** a trick in which you lead someone to believe sth which is not true
- 4 **inflame** make a situation worse by making people angry or excited
- 5 **manipulative** influencing people in a dishonest way
- 6 **misinformation** false information given on purpose
- 7 be **mislead** be made to believe sth that is incorrect
- 8 **mistrust** instinctively not to trust someone or something

4) Use words from exercise 3 to complete the sentences. Sometimes there are two possible answers.

- 1 Conspiracy theory supporters claim that man never landed on the moon, and the whole mission was a **hoax**.
- 2 I was **mislead/deceived** by the sweet pink cover into thinking this was a romance, but it turned out to be a horror story with lots of blood on every page.
- 3 X-ray examination of the painting **debunked** the stories that it was a Rembrandt.
- 4 The Black Widow's **manipulative** behaviour made her victims fall in love and marry her despite her shady past.
- 5 The politician's speech accusing the government of horrible crimes **inflamed** the public and caused riots.
- 6 Celebrities often take newspapers to court to get them to apologise for publishing **misinformation** about them.
- 7 Wild animals have an instinctive **mistrust** of people, which house pets have lost.

## Revision ■ Student's Book, pages 8–9

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

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



John Cage

## Vocabulary challenge! » Student's Book, page 108, UNIT 1, ex. 3 and 4

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 **silence** (**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 **entertainment** (**entertain**), but it can't be considered art.
- 3 It is my **pleasure** (**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 **sponsorship** (**sponsor**) of some big company.
- 5 The only **weakness** (**weak**) of the film was the soundtrack, which completely ruined the atmosphere.
- 6 *The Fifth Symphony* is one of Beethoven's most famous **compositions** (**compose**).
- 7 Join the Art Society – **membership** (**member**) costs only €10, but gives you many theatre and museum discounts.
- 8 In modern art, **originality** (**original**) is often as important as skill and talent.
- 9 What makes her such a great poet is her **ability** (**able**) to say profound things using the simplest words.



# SPEAKING

a stimulus-based discussion: talking about advantages and disadvantages

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

- 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 disadvantages to watching videos on smartphones, for example a small screen.
- Finally, a great drawback 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 advantage is the fact that you can take your smartphone with you wherever you go.
- Another convincing argument in favour of it is that watching stuff on the go means having more free time at home.
- Another bad point is that the sound quality is not as good as on big speakers.
- On the other hand, many films are so simple that they do not require much attention.
- All in all, watching films on a smartphone has many advantages, but I'd much rather watch them at home.

- 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 a 2 e 3 b 4 f 5 c 6 d 7 g

- 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

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. involving, engaging
- The story is based on a series of **funny** mistakes and misunderstandings. amusing, hilarious
- Sam Sanders, the young actor who plays the main character, is **really bad**. awful, terrible
- This is yet another **boring** story with a 'bad deeds are always punished' message. dull, uninteresting
- It could be just another one of thousands of similar romantic comedies, but the good acting makes it **wonderful**. excellent, fantastic

- Complete the gaps in the film review with appropriate words.

I must say that *Spectre*, which <sup>1</sup>stars Daniel Craig as the secret agent, is my favourite James Bond film. Like many of the films about agent 007, it is not <sup>2</sup>based on any particular James Bond novel, but it does take many ideas from the books. The fantastic opening scene is <sup>3</sup>set 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 <sup>4</sup>characters: 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 <sup>5</sup>in the end Bond is never really faithful to any girl. I must say the film was more entertaining than I'd <sup>6</sup>expected, thanks to the fantastic cast and the amazing stunts. I would also <sup>7</sup>highly 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 <sup>8</sup>appeal 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 <sup>9</sup>worth seeing what everybody is talking about!

- Read the instructions and do the writing task.

**TEST IT!** Obejrzałeś/Obejrzałaś film, o którym dużo się ostatnio mówi. Dokonaj wpisu na swoim blogu (100–150 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. How would you translate into English the Polish phrases that you didn't choose?

- 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)  
 1 on a TV 2 actual 3 peaceful life 4 master 5 engaged

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 which \_\_\_\_\_ (*daje do myślenia*).  
 a is being very thoughtful  
 b gives a lot of thought  
 c 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 *Coronation Street* \_\_\_\_\_ (*jest jedną z najdłużej emitowanych*) soap operas.  
 a is one of the longest-running  
 b is the oldest shown  
 c one that has been emitted the longest

3) MP3 02 Listen to the speakers (1-4) and for each one choose the appropriate reaction (A-E).

- A Oh, yes, but then I saw them on one of the popular talk shows.  
 B Actually, I don't think it paints him in such a good light at all.  
 C I can't say it's surprising since you can find the same stories and more online.  
 D Well, I'm not sure they appeal to me but they definitely don't lack originality.  
 E I wouldn't be surprised – he always bends the truth to make himself look better.

1	E
2	B
3	D
4	C

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

- 1 I've had enough of silly reality shows.  
 I'm fed up with silly reality shows.
- 2 James forecasts the weather.  
 James is a weather forecaster.
- 3 I think it's important to know all the latest news.  
 I think it's important to keep up with the latest news.

4 Sally can't live without talk shows.

Sally is addicted to talk shows.

5 In the past, when there was no TV, people spent their evenings telling stories.

In the past, when there was no TV, people would spend their evenings telling stories.

6 He started hosting this show two years ago.

He has been hosting this show for two years.

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 <sup>1</sup>political bias. People are scared. The main hero, whose name is simply 'V', acts alone, trying to save the United Kingdom from a fascist dictator. But his <sup>2</sup>lonely 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 <sup>3</sup>relation 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 <sup>4</sup>movement 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. Soon after this movie was made, the mask became a popular symbol of Anonymous and, through them, of protests against governments, regimes and corporations.

At some point, Evey says that a politician <sup>5</sup>tells 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 <sup>6</sup>seeing. Also, I believe it's a great <sup>7</sup>entertainment for any fan of action movies.



1) **TEST IT!** Przeczytaj teksty dotyczące prawdy historycznej i odpowiedz na pytania.

- The Persian king told the story about a sandstorm because
  - that was what the historian Herodotus had told him.
  - he was ashamed that Egyptians had beaten the Persians.
  - he read information about it in Egyptian documents at the time.
  - he didn't want to be blamed for the defeat of the Persian army.
- Which of the following is stated as a fact, not an opinion?
  - A group of fifty thousand people cannot just disappear in the desert.
  - The Persian army is hidden somewhere under the sands still fully equipped.
  - There is direct evidence of a battle between the Persians and the Egyptians.
  - Archaeologists found new evidence dating back to the time of the army's disappearance.

Tekst 2.

The documentary *They Never Left?* is yet another, and likely not the last, in the long line of pseudo-documentaries taking a look at the conspiracy theories surrounding the Apollo 11 moon landing of July 20, 1969. In short, these theories claim that the moon landing was a hoax. The film starts with the famous picture of the American flag on the moon, where the flag is rippling as if there was wind there. We're told that no atmosphere equals no wind and so the picture is fake and the narration moves on to other 'problems' with the landing. Then there's the argument that a spaceship can't land without making a crater (and sure enough in the pictures, there's no crater) and so on. Not one argument is revolutionary or original but all are simplistic and based on wrong assumptions or misinterpretations of the pictures, rather than expert opinion. Clearly missing are any counter-explanations. There's nothing credible or even entertaining about it. Which is too bad because I really enjoy a well made and convincing conspiracy theory film. But making one, like anything else, requires a thorough knowledge of the subject, which was obviously not the case here.

- This text is about
  - technical problems which made the moon landings impossible.
  - a new conspiracy theory about the landings on the moon.
  - a rather badly made film about conspiracy theories.
  - the counterarguments for doubts that we set foot on the moon.
- Which is NOT implied by the text?
  - The film only recycles the same old arguments against the landing.
  - A common problem when making such films is finding the right experts.
  - People won't stop making films about conspiracy theories.
  - The producers of this film didn't know what they were talking about.

Tekst 1.

## A 2500-YEAR-OLD LIE IS FINALLY UNCOVERED

Around 524 BC, fifty thousand Persian soldiers lead by King Cambyses II entered Egypt, marched into the desert and vanished, never to be seen again. Cambyses' successor, King Darius I, who conquered Egypt soon afterwards, claimed they'd died in a sandstorm and 75 years later his story was written down by the Greek historian Herodotus. Over the next 2,500 years, this was the official version of events, sending many archaeologists and amateurs alike into the desert in search of the lost army. Yet, despite their unrelenting efforts, nothing was ever recovered.

Many historians and archaeologists, however, insisted that it is highly unlikely that such a huge group would disappear in a sandstorm without a trace. Now we might have the first clue as to what really happened. Based on newly discovered Egyptian documents and writings on ancient temple blocks from that time, Egyptologist Olaf Kaper claims that the sandstorm was a lie to cover the embarrassing fact that the Persians had been ambushed and lost a battle with group of Egyptian rebels. Kaper believes he has enough pieces of the puzzle to be certain. According to his theory, when Darius entered Egypt and realised what had taken place, he chose to blame the natural elements for the defeat of his predecessor and, since there were no more witnesses to contradict him, that's how it went down in history.

- 2) **MP3 03** Wysłuchaj wypowiedzi czterech osób mówiących o biografiach postaci historycznych. Do każdej wypowiedzi dopasuj zdanie A–D.

**TEST IT!**

Which speaker	
A is disappointed that many of the biographies fail to be thought-provoking.	4
B is convinced that his/her favourites are both entertaining and educational.	3
C appreciates the fact that some authors manage not to be biased.	1
D complains that even such elements as settings can be a disappointment.	2

- 3) Describe the picture and answer the three questions.

**TEST IT!** ⌚ 3 minuty



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



# 2

## 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 ancestors? Have you ever researched your family tree?
- My dad has got three nephews. They are aunt Lucy's sons and they are all very naughty.
- You could see they were related – all the siblings looked similar and resembled their father.
- I enjoy spending free time with my family as all my relatives are really cool.
- He's not really a friend, more of an acquaintance – we only meet occasionally.
- My sister-in-law is great. She married my brother only two months ago, but we are already really close.
- Only family members can visit you in hospital. Friends are not allowed.
- We're going out tonight with a few colleagues 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.

- |   |  |   |
|---|--|---|
| a | Unfortunately, our relationship didn't last very long – I did something stupid and we broke <u>off</u> / <u>up</u> a few months later.                 | 3 |
| b | And that's how I ended up engaged <u>to</u> / <u>with</u> Susan.   | - |
| c | 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 <u>up</u> / <u>out</u> with me some time? | 5 |
| d | I must say I was pretty lucky. I introduced myself and it turned out she liked me too, so we started going <u>out</u> / <u>up</u> .                    | 2 |
| e | We never made <u>on</u> / <u>up</u> and we haven't seen each other since.  | 4 |
| f | When I went to university, I fell <u>in</u> / <u>for</u> a girl who was in my history class. She was smart and beautiful.                              | 1 |

### 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 <sup>1</sup>look up to her because she's generous and kind towards others. She <sup>2</sup>gets on well with everybody and helps her friends when they're in trouble. She never <sup>3</sup>falls out with anyone and she always respects others' opinions and decisions, even if they're different to hers. I guess she <sup>4</sup>takes after her mum in this respect – her mum is very nice and always helpful. When my boyfriend and I <sup>5</sup>broke up last year, she was always there for me.



### Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 1

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

- Your elder brother Josh looks almost like you (*wygląda prawie tak jak Ty*).
- Bob grew up (*dorastał*) in West London.
- We made friends (*zaprzyjaźniliśmy się*) at primary school, and we still keep in touch.
- Bringing up children (*Wychowywanie dzieci*) is one of the biggest challenges for adults.
- As far as I know, we are related to (*jesteśmy spokrewnieni ze*) each other.
- I hope Julia and I will sort out the misunderstanding, and (we) will remain friends (*pozostaniemy przyjaciółmi*).
- My uncle knows people who are connected to (*są powiązani z*) the prime minister.
- I take after my dad (*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

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1) **MP3 04** 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 04** Listen again and answer the questions.

- 1 In what way is Alice's story different from those of other callers? Alice has called to talk about the end of a friendship, not a romantic relationship.
- 2 Why does Alice compare friendship to marriage? Alice says that friendship is like marriage because you go through all sorts of life experiences with your friend.
- 3 Why did her friend break up with her? She thought Alice was gossiping and spreading nasty rumours about her behind her back.
- 4 Why couldn't she explain everything to her friend? Her friend didn't want to listen to Alice's explanations.
- 5 Did her friend also suffer? No, she seemed unaffected.

3) Match 1-4 with a-d.

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

## Revision ■ Student's Book, page 17

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 was gossiping about me (*plotkowała na mój temat*).
- 2 There is a deep bond (*głęboka więź*) between Ruth and her sister – they respect and love each other.
- 3 My best friend and I have gone through all sorts of life experiences (*przeszliśmy wiele w życiu*) together.
- 4 When his girlfriend left him, he suffered a lot, but she was unaffected (*była niezruszona*).

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 <sup>1</sup>painful experience in your life?

Have you ended a long <sup>2</sup>relationship?

Do you know somebody who feels <sup>3</sup>devastated after a terrible experience, and would you like to help them?

During our therapy sessions, we offer a <sup>4</sup>supportive atmosphere when we share our <sup>5</sup>heartbreaking stories.

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



### Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 2

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

- 1 We had an angry argument due to a silly misunderstanding (*przez głupie nieporozumienie*).
- 2 Trust me, I know how much a breakup hurts. I know it from experience (*wiem to z doświadczenia*).
- 3 I was under the impression (*Odniosłam wrażenie*) that you didn't like each other.
- 4 I would expect my best friend to support me through a difficult time (*mnie w trudnym okresie*).
- 5 If we compare friendship to/with (*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 behind my back (*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** (jakieś – 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 the tea is 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! » Student's Book, page 109, UNIT 2

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 któregoś z (dwojga) dzieci pomogło 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)?

name	has siblings	is in a relationship	has a pet	lives with parents	has a best friend
Rita	✓	–	–	–	✓
Rose	✓	✓	–	✓	✓
Travis	✓	–	–	✓	✓
Jordan	–	✓	–	✓	✓
Alice	✓	–	–	✓	✓

- 1 None of the students has a pet. 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 <sup>1</sup>most 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 <sup>2</sup>all of these situations. Moreover, <sup>3</sup>both men and women, without <sup>4</sup>any exception, said that when they experienced something painful, they received <sup>5</sup>a lot of support from their siblings. In the last question, people had to say which relationships were the most important, and <sup>6</sup>none of them turned out to be as important as friendship.

5) 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.  
There were no people in the café. **NO**
- Not many students managed to pass the test.  
Few students managed to pass the test. **FEW**
- There's only a little money left in my wallet.  
There isn't much money left in my wallet. **MUCH**
- All the rooms were open when we got there.  
Every room was open when we got there. **EVERY**
- I only want to invite a few people from my class.  
I don't want to invite all the people from my class. **ALL**

- Not all of the documents were saved on my computer.  
Only some of the documents were / Some of the documents weren't saved on my computer. **SOME**
- I have two sisters, who are psychologists.  
Both of my sisters are psychologists. **OF**

**Grammar challenge!** » Student's Book, page 109, UNIT 2, ex. 1

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

- Both (of the) cars (*Oba samochody*) broke down at the same time.
- I like Gina and Ross – I can hang out with either of them (*którymkolwiek z nich*).
- I was supposed to do two activities for today, but I've done neither of them (*żadnego z nich*).
- None of the guests came/arrived (*Żaden z gości nie przybył*) on time.
- Neither of my parents likes (*Żadne z moich rodziców nie lubi*) my boyfriend.
- She brought back both (of the) books (*obie książki*) she had borrowed.

7) Complete the sentences.

- Neither of my parents \_\_\_\_\_.
- I've only seen few \_\_\_\_\_.
- Unlike most of my friends, I \_\_\_\_\_.
- I don't use much \_\_\_\_\_.
- I have little \_\_\_\_\_.
- All I need is \_\_\_\_\_.

**Future continuous and future perfect; future tenses**

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.*

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.*

Czasu **present simple** używamy do opisu ustalonych planów i rozkładów: *The reunion is tomorrow.*

Czasu **present continuous** używamy do opisu naszych osobistych planów: *I'm meeting Jane tonight.*

Konstrukcji **going to** używamy do opisu naszych intencji lub sytuacji, co do których już podjęliśmy decyzje: *I'm going to buy her a wonderful gift.*

Konstrukcji z **will** używamy w obietnicach i decyzjach podjętych spontanicznie, w tym momencie: *I promise I won't let you down.*

**Future continuous**

**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	at eight o'clock tomorrow?
			be reading	
			be watching TV	

**Future perfect**

**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 / .  
I will be lying on the beach.
- 2 won't / her / finished / Sara / project / have / .  
Sara won't have finished her project.
- 3 reports / you / read / all / will / the / have / ?  
Will you have read all the reports?
- 4 will / not / we / any / taking / tests / be / .  
We will not be taking any tests.
- 5 you / will / doing / what / be / ?  
What will you be doing?
- 6 will / 20 pages / written / I / have / .  
I will have written 20 pages.

this time	next week	by the end of next week
1, 4, 5		2, 3, 6

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

- 1 I ~~will be seen~~ **am/will be seeing** Mary on Friday at 4.00.  
2 The film will have ~~start~~ **started** by the time we get there.  
3 Will you ~~have be~~ moving to your new house on Monday?  
4 Will you be studying at 8.00 or can I call you? ✓  
5 I'll be holding a red rose – that's how you will recognise me. ✓  
6 I hope I will have ~~fall~~ **fallen** in love by the end of the summer.  
7 Will you **be** waiting for me outside the cinema?

- 3) Choose the correct option to complete each sentence. Sometimes more than one option is possible.

- 1 She's gone to the airport. I'm afraid her plane **will have left** / leaves by now.  
2 It's all arranged then. We **are leaving** / **will be leaving** from outside the school at 9.00 a.m. tomorrow.  
3 A man **will have waited** / **will be waiting** for you at the station. He **wears** / **will be wearing** a brown raincoat and a hat.  
4 Three new shopping malls **will be opening** / **will have opened** in the city by the end of the year.  
5 **Do you eat** / **Are you going to eat** the last slice of the cake?  
6 **Are you making** / **Will you be making** the birthday cake tomorrow evening?  
7 Susan **won't be saving** / **won't have saved** all the money she needs by next month.  
8 It's 4.30. **Will Judith have left** / **Will Judith be leaving** school already?

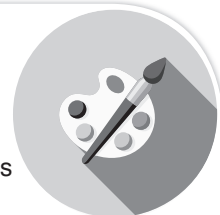
- 4) Complete the sentences with correct forms of the verbs in brackets. Sometimes more than one tense is suitable.

- 1 I can't see you at 5.00 this afternoon. I **will be playing** / **am playing** (play) table tennis with Mike as usual.  
2 **Will you have paid** (pay) the money back by the time they realise there is some missing from the safe?  
3 Martha, what **are** / **will** / **are** you **doing** / **be doing** / **going to do** (do) this evening? I need somebody to look after my little brother for half an hour.

- 4 Pick me up at 7.00. I **will be standing** (stand) in front of the office.  
5 I'd love to go shopping with you next weekend. Hopefully, I **won't have spent** (not spend) all my pocket money by then.  
6 Where **will** / **are** you **be living** / **going to live** (live) in three years' time?  
7 Next summer, my sister **will have studied** (study) law for five years.  
8 What a cool scarf. I **will buy** (buy) it for mom!

- 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.



- 1 Tomorrow at 6.30, Caroline **will be sleeping** / **won't have woken/got up**.  
2 At 7.15, she **will have got up** / **will be making breakfast** / **will be having coffee**.  
3 By 9.00, she **will have checked her emails** and by 9.30, her patients **will have arrived**.  
4 At 12.00 tomorrow, Caroline **will be having lunch**, as she always does.  
5 By 1.15, she **will have come back/returned to work**.  
6 At 2.00, she **will be having session** but she **will have finished** by 4.00.

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

- 1 I'm pretty sure **some of my relatives will be waiting** (some / my relatives / wait) at the airport when I arrive.  
2 There are two books I'm interested in and, hopefully, by the end of this week **I will have read both of them** (I / read / both / them).  
3 I swear **I won't lie** (I / not / lie) to you again!  
4 **All (of the) students will be writing** (all / students / write) a diagnostic test during their third lesson on Thursday.  
5 **Most of these restaurants will have closed** (most / these / restaurants / close) by the time we get to the centre.  
6 Robert **will be taking a few exams** (take / few / exams) next week – all on the same day!  
7 This time next month, **some of my friends will be visiting** (some / my / friends / visit) me here in Warsaw.  
8 **No student will have managed** (no / student / manage) to hand in the project by Monday.  
9 Is it true that **neither of you speaks** (neither / you / speak) Spanish?  
10 I'm afraid **none of my grandparents is/are** (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

- E  
D  
B  
A  
C

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



2 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**.



4 B Finally, when you have the other side all to yourself, how do you win the argument? 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**. And always keep in mind that arguing is a negotiation where you try to reach a compromise that satisfies both sides.

1 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.

3 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.

5 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) Read the paragraphs again in correct order and answer the questions.

- 1 How to best present your point of view without having the other person feel like you question their authority?  
By being respectful and not attacking or accusing them.
- 2 What do 'negotiations' and a 'compromise that satisfies both sides' imply?  
That you should be prepared to change your point of view a little bit.
- 3 What is meant by 'clears the air'? It resolves the problem / helps to bring back good atmosphere.
- 4 What is the best time for difficult conversations with adults? Why? When they aren't busy or in front of other people.
- 5 When and why should you walk away from a discussion? When it gets too heated and everyone is too angry/mad/upset.









4> 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 voice your complaints
- 2 speak louder because you are angry raise your voice
- 3 express doubts about somebody's power question somebody's authority
- 4 angry conversations heated arguments
- 5 say unpleasant things say something hurtful
- 6 try not to get into arguments avoid confrontation

5> Complete the text with the correct form of the phrases from exercise 4.

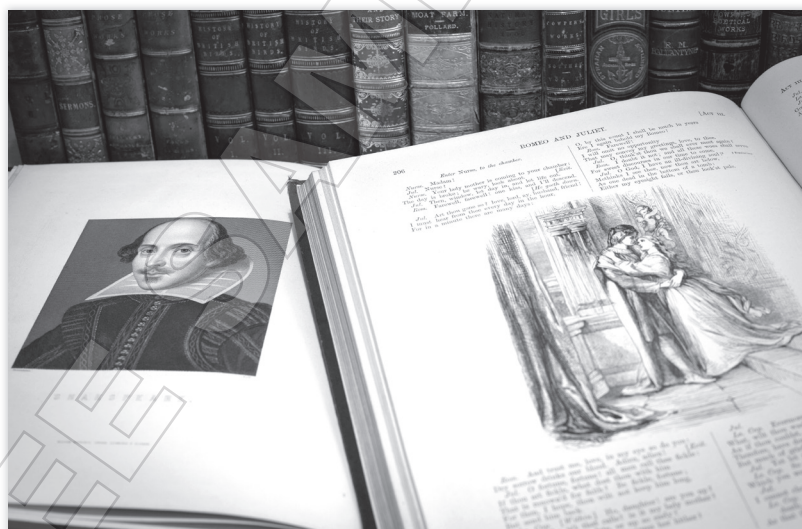
### THINGS TO AVOID WHEN ARGUING

-  Don't <sup>1</sup>avoid confrontation – it's much better to tell people what's bothering you.
-  When you <sup>2</sup>voice your complaints, do so calmly and logically.
-  Don't <sup>3</sup>question anybody's authority – they will only get angry and try to show you who's boss.
-  <sup>4</sup>Heated arguments usually don't lead anywhere, it's much better to discuss things calmly.
-  Don't <sup>5</sup>raise your voice to people, they'll only do the same and yell at you too.
-  Don't <sup>6</sup>say anything hurtful, people usually attack when you hurt their feelings.

### Revision ■ Student's Book, pages 20–21

6> Complete the text with the words given.

crush sight fall soulmates at (2x) to (2x)



they're <sup>7</sup>soulmates. Juliet refuses Paris and secretly gets married <sup>8</sup>to Romeo. Unfortunately, there's no happy ending for the two of them ...

7> Complete each gap with one word.

- 1 He's really handsome, but he doesn't seem attractive to me at all with that new haircut.
- 2 Who in your family are you closest to?
- 3 I think by the time I'm 35 I'll already be married with three children.
- 4 Why did they get divorced? They were so in love with each other!
- 5 Do you think it's a bad idea to date someone you're working with?

**Vocabulary challenge!** » Student's Book, page 109, UNIT 2, ex. 3 and 4

8> 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

- 1 Make these biscuits with a lot of nuts and dates (*dużo orzechów i daktyli*), and they'll be even more delicious.
- 2 Have you heard? Sara is engaged (*Sara jest zaręczona*) to Mike.
- 3 I've had a crush on (*Podoba mi się*) this guy since primary school.
- 4 This scarf doesn't match (*nie pasuje*) your eyes – find another one instead.
- 5 Mix a bit of/some crushed ice (*trochę kruszonego lodu*) with lemon, mint and sugar, and you've got a very refreshing drink.
- 6 Are you dating your ex-boyfriend (*Spotykasz się ze swoim byłym chłopakiem*) again? Are you crazy?
- 7 Everybody thought Mike and Jo were a perfect match (*idealnie dobraną parą*), so we couldn't understand why they split up.
- 8 I can't get through to the theatre, the line has been engaged (*linia jest zajęta*) for an hour.

# SPEAKING

negotiating • apologising • asking for permission

1) **MP3 05** You'll hear five speakers. For each of them choose a logical reaction.

- 1 A I'm afraid not.  
**B** Sure, why not.  
 C I'm giving it to Pam.
- 2 **A** Don't worry. It's all right.  
 B Great. You make the salad and I'll set the table.  
 C Yes, I apologise.
- 3 A I am. My train was late again.  
 B OK. That's fine with me.  
**C** No problem, take your seat please.
- 4 A I know. Now we'll have to apologise to her.  
 B I feel terrible about it.  
**C** Great, I'll take care of it.
- 5 **A** Yes, that's fine. No problem.  
 B Oh, he hated it.  
 C I'd love to go with you.

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

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

3) Read the instructions and write a short dialogue.

**TEST IT!** ⌚ 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

2

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

however opinion result allow deny let view

I am of the <sup>1</sup>opinion that social networking sites make it easier to find people who share our interests. It would be hard to <sup>2</sup>deny 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 <sup>3</sup>result, they often feel misunderstood and lonely. <sup>4</sup>However, when they join a social network, the situation changes. They may complete their profiles and view the profiles of others. There are features which <sup>5</sup>allow 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: argumenty dotyczące wsparcia w trudnych sytuacjach

Aspect 2: argumenty dotyczące wspólnego spędzania czasu

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

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*. Suggested answers:

- 1 I (**be / opinion**) 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**) strongly feel that parents can never be replaced by peers because of the advice they can give us in difficult times.
- 3 It (**can / argue**) could be argued that parents can understand our problems equally well as they had similar ones when they were young.
- 4 The (**reason / I / say / this / be**) reason I say this is that parents can't keep up with us since they have less energy than teenagers.
- 5 This is (**due / fact**) due to the fact that parents are overworked.

4) Read the instructions and do the writing task.

**TEST IT!** 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.

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

## 2) Choose the correct answers.



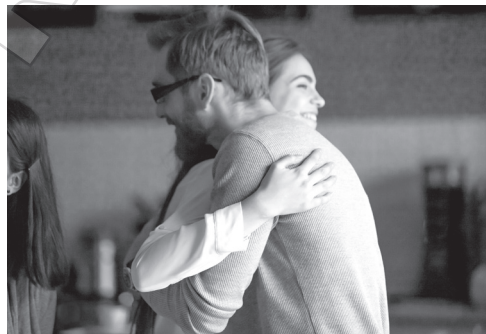
Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a <sup>1</sup> \_\_\_\_\_ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without <sup>2</sup> \_\_\_\_\_ luck. Then last year, Sandra's brother introduced <sup>3</sup> \_\_\_\_\_ Dave, who was also taking care of his little son, Timmy, all by himself. Sandra and Dave fell <sup>4</sup> \_\_\_\_\_ each other and soon decided to become one big family. Mandy is as excited as her mother since she's going to have a <sup>5</sup> \_\_\_\_\_ now. Tomorrow at noon, Sandra and Dave will <sup>6</sup> \_\_\_\_\_ 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. <sup>7</sup> \_\_\_\_\_ 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                               | <input type="checkbox"/> c single      |
| 2 <input type="checkbox"/> a much   | b many                                | c some                                 |
| 3 <input type="checkbox"/> a her to | b with her                            | c her                                  |
| 4 <input type="checkbox"/> a for    | b in love                             | c with a crush on                      |
| 5 a half-brother                    | b brother-in-law                      | <input type="checkbox"/> c stepbrother |
| 6 a got                             | <input type="checkbox"/> b be getting | c have got                             |
| 7 a At                              | <input type="checkbox"/> b By         | c During                               |

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

Suggested answers:

- She fell out with two of her best friends, but she soon made up with both of (*pogodziła się z obojgiem*) them.
- Carrie is devastated because Ted broke up / split up (*zdruzgotana, bo Ted zerwał*) with her last week.
- Some of the girls in my class love spreading rumours (*uwielbiają rozsiewać plotki*) but I don't.
- This time tomorrow (*Jutro o tej porze*), I'll be preparing for my date with James.
- Both of my brothers are good at maths, so either of them (*każdy z nich*) can help me with my homework.
- I hope I will have made many friends (*zaprzyjaźnię się z wieloma osobami*) by the time I leave my new school.
- My sister is getting divorced and it's very painful for her, so I must support her through this difficult time (*wspierać ją w trudnych chwilach*).
- Both of my sisters have a crush (*są zadurzone*) on the same guy.
- After breaking up, most couples don't remain (*większość par nie pozostaje*) friends.



## 4) Complete the second sentence so that it means the same as the first. Use the words given without changing their forms.

- 6 p.m. always means a basketball game for me. Tomorrow too.  
Tomorrow at 6 p.m. I will be playing basketball. **BE**
- My mum doesn't fancy giving big parties and my dad agrees.  
Neither of my parents fancies giving big parties. **FANCIES**
- I have three sisters. They aren't dating at the moment.  
None of my three sisters is/are dating at the moment. **OF**
- They'll fight and make up three times between now and Sunday.  
They will have fought and made up three times by Sunday. **FOUGHT**
- I'd love to have somebody famous in the family.  
I'd love to be related to somebody famous. **RELATED**
- My fiancé spent his childhood in Scotland.  
My fiancé was brought up in Scotland. **BROUGHT**
- Readers of my blog might think that I'm lonely, but it's not true.  
Readers of my blog might be under the impression / have/get the impression that I'm lonely, but it's not true. **IMPRESSION**
- Vicky and Leo are engaged since last Sunday.  
Vicky got engaged to Leo last Sunday. **GOT**
- Why do you always criticise my friends? It's so annoying!  
Why are you always criticising my friends? **ARE**



Rozumienie tekstu pisanego *Uzupełnianie zdań* • Znajomość środków językowych *Uzupełnianie minidialogów, Tłumaczenie dialogów* • Mówienie *Rozmowa na podstawie materiału stymulującego*

1) Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu.

## SINGLE DOES NOT HAVE TO MEAN SAD AND LONELY!

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

The idea that marriage is a celebration of love is as recent as that of women working and earning their own money – it goes back only a few decades. Suddenly, women were able to decide if they wanted to get married or stay single, which made love one of the main reasons for marriage. Romantic love became so idealised and idolised that to many people the idea of not wanting it is unimaginable. They think that the only reason why a person might end up being alone is because they failed to find love or hold on to it. As if no one would ever choose to be single.

The number of people living alone has been growing for decades and they now make up almost a third of American and European households. A great number of them – by choice. They simply enjoy their independence. They are of all ages – some in their twenties or thirties, others in their sixties and seventies – the majority of those that aren't retired yet, often enjoying successful academic or business careers. All of them have one thing in common – they find their lives very fulfilling and satisfying.

Of course, there are unpleasant moments yet, contrary to popular belief, they're caused by thoughtlessness or others rather than loneliness. 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. Not to mention those who accuse single people of being too egoistic or immature to have a family.

Yet there's plenty of research that shows that thanks to the social media singles lead very active lives. They usually have a network of friends and family members with whom they have very fulfilling relationships. They also go out and work out more than married couples or join dancing, knitting or foreign language classes or the local gym more often. And millions of them say they simply love their lives.

- 1 In the past women married because they needed to be financially supported by their husbands.
- 2 Romantic love is so idealised that for many it's hard to believe that being single can be a choice/decision, rather than a result of unfortunate circumstances.
- 3 About thirty percent of people in Europe and America live alone.
- 4 Relatives who expect single people to start/have a family often hurt them with their 'caring' questions.
- 5 Married people go out and exercise less than single people. Singles also engage more in leisure / other activities.

2) Uzupełnij dialogi 1–4. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty.

- 1 X My uncle works as a TV producer.  
Y Could you introduce me to him?
- 2 X Do you have any siblings?  
Y Two, actually. But neither of them lives with us anymore, so it's just me and my parents.
- 3 X Maybe the bookshop in the centre will have it?  
Y Let's give it a try. And if not, I'll look online.
- 4 X What? You forgot grandma's birthday?  
Y I know, I feel terrible/horrible/bad about it.

3) Do każdej z opisanych sytuacji napisz właściwą reakcję.

Possible answers:

- 1 Rozlałeś/Rozlałaś czyjs napój. Zaproponuj, że go odkupisz.  
Let me buy you a new one to replace it.
- 2 Kolega przeprasza Cię za spóźnienie. Powiedz, że nic się nie stało.  
Don't worry. It's not a problem.
- 3 Zaproponuj siostrze, że pomożesz jej porozmawiać z rodzicami na temat jej problemu.  
How about we talk to mum and dad together about this problem?
- 4 Nie zgódź się z sugestią spędzenia weekendu i zaproponuj coś innego.  
I think it might be better if we do something more active, like a bike trip.

4) Read the instructions and do the speaking task.

**TEST IT!** ⌚ 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 najodpowiedniejsze 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?