

1 Interact

Reading

VOCABULARY Body idioms and human interaction

1a Match these idioms with the definitions 1–8. Write the answers in your notebook.

be under someone's thumb • do something behind someone's back • get something off your chest
give someone the cold shoulder • lend someone a hand • pull someone's leg • see eye-to-eye with someone • stick your neck out for someone

- 1 treat someone in an unfriendly way
- 2 jokingly tell someone something that is not true
- 3 help someone
- 4 do something without someone knowing about it
- 5 take a risk because you believe in someone
- 6 be controlled by someone
- 7 have the same opinion as someone
- 8 tell someone about something that has been worrying you

1b  In your notebook, complete these questions with the correct parts of the body. Then use the questions to interview a partner.

- 1 When was the last time you lent someone a ? What did you do to help them?
- 2 What would you do if your friend said something mean about you behind your ?
- 3 When was the last time you pulled someone's ? What did you say or do?
- 4 Is there anything that you and your parents don't see -to- about? What is it?
- 5 Do you think you are under anyone's , or that anyone is under yours? Who?
- 6 Who would be most likely to stick their out for you if you were in trouble?
- 7 Who do you talk to when you need to get something off your ? Why?
- 8 What would you do if a friend gave you the cold ?

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2 Read four articles (A-D) about experiments in human interaction. Match each article with a headline (1-4). Write the answers in your notebook.

3 Read the texts again. For questions 1–12, choose from the four texts (A–D). Write the answers in your notebook. The texts may be chosen more than once.

Which text describes a test that

- involved listening to what people say? 1
- required people to change their normal behaviour? 2
- gives a biological explanation for human relationships? 3
- required participants to do two separate activities? 4
- showed human relationships haven't changed? 5
- took different personality types into account? 6
- proves our assumptions about human behaviour are incorrect? 7
- suggests group activities make people kinder? 8
- confirmed what the psychologists expected? 9 10
- required people to record what they did every day? 11 12

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How effective are the research methods in the experiments?
- Do they accurately reflect human behaviour?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6  What about you?

- 1 How important are friends to you? Do you think they influence you more than your family?
- 2 Is it necessary for friends to share common interests and beliefs? In your opinion, what activities bond you and your friends?



1
THE REAL REASON PEOPLE LAUGH



3
IS IT REALLY SO BAD TO TALK TO STRANGERS?



2
How many friends can our brains cope with?



4
MOVING IN TIME BRINGS US CLOSER

A **While most people agree that social interaction is important, we're told to keep our distance from strangers. But what if the advice is wrong?**

The behavioural scientists Nicholas Epley and Juliana Schroeder approached commuters in Chicago who were about to get on a train. They asked one group of commuters to talk to the person next to them while they were travelling to work. Other people behaved as normal and kept to themselves. At the end of the train ride, the commuters who had talked to a stranger reported having a more positive experience than those who had been sitting alone.

In another study, psychologist Gillian Sandstrom asked people to carry two clickers, one red and one black, in their pockets all day. The people clicked the red one when they interacted with someone close to them, and the black one when they interacted with someone they didn't know well. She found that both introverts and extroverts felt happier on days when they had more social interactions. More surprisingly, interactions with strangers contributed as much to their happiness as those with family and friends.

It seems that all social interactions are important, not just with people we know well.

B **Social media has revolutionised the way we relate to one another. It has allowed us to amass thousands of 'friends' online, but according to the evolutionary psychologist Robin Dunbar, certain things haven't changed.**

Just over ten years ago, Dunbar began a study of the English habit of sending Christmas cards. He discovered that the average household sent about 150 cards a year. This number came as no surprise. Dunbar claims that our minds are not designed to accommodate more than a certain number of relationships – around 150, to be precise.

Over the past two decades, he and like-minded researchers have discovered groupings of 150 everywhere they looked. The average size of communities from hunter-gatherer societies up to the present day is around 150. Once a group grows larger, its members begin to lose their sense of connection. Most of us can follow the lives and interests of about 150 friends on social media. Meanwhile, our circle of actual friends remains small. Further interviews and analysis carried out by Dunbar showed that the number of real-life friends a person can handle is 50. Our closest support group is likely to be around three.

C **Researchers have long observed that humans tend to synchronise their body movements.**

When we walk with a friend, we often find our footsteps are in sync. The applause of a large audience tends to fall into a rhythm. What is the reason for this phenomenon in human behaviour?

Stanford psychologists Scott Wiltermuth and Chip Heath carried out a pair of tests on synchronised movements. They asked two groups of volunteers to walk around the Stanford campus. The first group was asked to walk normally, the second to walk in step. Later, both groups were given collaborative games to play. The games were devised so that the more the participants cooperated, the more they collectively won. As Wiltermuth and Heath anticipated, the group that had walked in step cooperated better in the games. Those who had moved at their own speed and tempo were more likely to look out only for themselves. The psychologists concluded that when people move in harmony, it helps them to feel a stronger connection to their group. It may even encourage people to act in a way that is beneficial for the community as a whole.

D **Professor of psychology and neuroscience Robert Provine has been studying the roots of laughter for 20 years and has come to some surprising conclusions.**

Over a ten-year period, Provine and his students recorded conversations in shopping centres and city pavements in order to discover what was happening just before people laughed. They studied 2,000 cases, and found that less than 20% of laughter followed jokes or humorous remarks. Most of the time people laughed after everyday comments such as 'Here comes Mary' or 'How did you do on the test?' Provine also found that the average speaker laughed 46% more often than the person they were speaking to.

In another experiment, 72 of Provine's students kept a record of their laughter for one week. They noted if they laughed when they were in company, or in response to the radio, TV or a book. The results showed that the students laughed about 30 times more when they were with other people than when they were alone.

Contrary to popular belief, it seems that most laughter is not about humour. It's mainly a way for people to bond with one another.

Past tenses

1a Name the tenses of the verbs in sentences 1–6.

- 1 They **reported** having a more positive experience than the commuters who **had been sitting** alone.
- 2 They asked one group to talk to the person next to them while they **were travelling** to work.
- 3 Social media **has revolutionised** the way we relate to one another.
- 4 After they **had walked** around the campus, the groups were given games to play.
- 5 Robert Provine **has been studying** the roots of laughter for 20 years.
- 6 Epley and Schroeder approached commuters in Chicago as they **were about to/were going to** get on a train.

1b Which tense or verb form in sentences 1–6 do we use for these situations?

- a for finished actions or situations at specific times in the past
- b for activities in progress at a moment in the past
- c to talk about the future in the past
- d for actions that happened at an unspecified moment in the past
- e for actions that happened in the past before another moment or action in the past
- f for actions that started in the past and are either incomplete or finished very recently, especially when the duration of the action is important
- g to talk about actions that happened before another action in the past when the duration of the action is important

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2 Choose the correct alternative. Write the answers in your notebook.

- 1 We **have made/made** friends with some Swiss students on holiday last summer.
- 2 I **'ve/'d** been writing to an e-pal in Italy for the last three years. We get on really well.
- 3 Yesterday, on the way to school, we **chatted/have been chatting** to some people on the bus.
- 4 I know quite a lot about psychology because I **'ve been reading/read** six books about it.
- 5 My dad **has been/was** in a football team, but he stopped playing a few years ago.
- 6 He couldn't tell us the end of the joke because he **'d forgotten/has been forgetting** it.
- 7 I **had/have** been having problems with my computer for ages, so I got my brother to fix it.
- 8 They **left/were leaving** the cinema when they saw an old friend, so they **went/were going** back to the cinema lobby to talk to him.
- 9 She's my best friend. We **always saw/have always seen** eye-to-eye.
- 10 I have to go now. My train has **arrived/been arriving**.

3 Complete the sentences with the correct past form of the verbs given. Write the answers in your notebook.

- 1 My friend **_____** (call) me at 11 o'clock last night, just as I **_____** (go) to bed.
- 2 I **_____** (have) a terrible headache all day – I **_____** (take) three headache tablets, but it won't go away.
- 3 When I **_____** (look) out of my window this morning, everything **_____** (be) white because it **_____** (snow) all night.
- 4 I **_____** (wait) to speak to the professor for over two hours, but she still hasn't arrived.
- 5 I find university life difficult. I **_____** (study) here for nine months, but I still **_____** (not make) any close friends.
- 6 I wasn't able to open the door because I **_____** (forget) to bring my key.
- 7 That dog is driving me mad. It **_____** (bark) all morning!

4 Decide if the verbs in bold are in the correct form. Rewrite the incorrect forms in your notebook.

Psychologists **(a) had been interested** in discovering the key to lying for a long time, but it still doesn't seem easy to work out what makes a good liar. Once, a psychologist called Richard Wiseman **(b) has done** an interesting experiment using television. He **(c) interviewed** a famous journalist called Robin Day about his favourite film. In the first interview, Day **(d) told** Wiseman the truth. He **(e) described** how he loved the film *Some Like It Hot*. In the second interview, he **(f) lied**, telling the interviewer how much he liked *Gone with the Wind*, even though he really hated it. When they **(g) had been finishing** the interviews, they **(h) asked** viewers to watch both of them and to decide in which one Day **(i) had been lying**. Almost 30,000 people phoned in to vote, but the votes were completely divided between the two interviews. It became clear that viewers **(j) were** simply **guessing**. Then a surprising thing happened. On the same day, the two interviews **(k) appeared** on the radio and in a newspaper. Seventy-three per cent of the radio listeners correctly **(l) guessed** when Day **(m) was lying**, and so did 64 per cent of the newspaper readers. Other recent tests **(n) have suggested** the same conclusion, that body language and facial expressions give little indication of people's sincerity. It seems to be more a question of the words we use.

5 Write one question using each of the past tenses in 1. Think of questions that will let you find out something you don't know about your partner.

6 Interview your partner using your questions. Tell the class what you've found out.

Word formation – noun suffixes

1 What does each of these nouns describe: an abstract notion or a person? In your notebook, write the suffixes in yellow in the correct columns.

accuracy • actor • coincidence • happiness
interaction • movement • participant
personality • psychologist • researcher

Noun – abstract/thing	Noun – person
-cy	

2 Add the suffixes in the table in 1 to the words below. Make changes to the words if necessary. Write the answers in your notebook. Sometimes you can add more than one suffix.

- | | |
|---------------|------------|
| 1 science | 6 invent |
| 2 argue | 7 similar |
| 3 describe | 8 frequent |
| 4 intelligent | 9 speak |
| 5 sincere | 10 lonely |

3 Work with a partner. In your notebook, match the words (1–5) with the correct suffixes (a–e). Then think of at least one more word containing each suffix.

- | | |
|----------|---------|
| 1 free | a -ure |
| 2 fail | b -ance |
| 3 import | c -dom |
| 4 safe | d -ship |
| 5 friend | e -ty |

BUZZWORD

infodemic – an excessive amount of information, often false or unverified, about a given situation

There's an infodemic of misleading medical advice on social media about the new virus.



4 Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write the answers in your notebook.

Recently a curious experiment was carried out in Edinburgh.

(a) [] left 240 wallets in different parts of the city, as if their owners had accidentally dropped them. Each wallet contained a photograph, either of puppies, families, babies or an elderly couple.

RESEARCH

The (b) [] of the experiment was that if you want your wallet to come back to you, you should keep a photo of a baby in it since there was a significant (c) [] in the responses to the different photos.

CONCLUDE

An unbelievable 88 per cent of the wallets with a photo of a baby were returned. The second-best result was perhaps more surprising. Fifty-three per cent of the wallets with puppy photos found their way back, whilst pictures of families and elderly couples had return rates of 48 per cent and 28 per cent respectively.

DIFFER

Why should the photo of a baby produce such results? We know that (d) [] in the section of the brain that is associated with empathy is much more responsive to baby faces than to adult faces. Perhaps our compassionate response to small children is really, deep down, a question of (e) [] of the species.

ACTIVE

However, there would have to be a different (f) [] for the (g) [] of the puppies.

PROTECT

All in all though, the leader of the research teams, (h) [] Richard Wiseman, was pleasantly surprised to see how many wallets actually came back. It seems he underestimated the (i) [] of ordinary people.

EXPLAIN POPULAR

PSYCHOLOGY

DECENT

5 In your notebook, complete the words in the questions with a suffix.

- 1 What was your react[] to the story about the lost wallets?
- 2 Why do you think people were more responsive to the appear[] of a puppy than to elderly couples?
- 3 How do you account for the fail[] to return the other wallets?
- 4 What would you do if you were a particip[] in this experiment?
- 5 Can you give a descript[] of your purse or wallet? Do you carry any photos in it?
- 6 What do you think your purse/wallet says about your personal[]?

6 Work with a partner. Discuss the questions in 5.



1 **Work with a partner. Discuss the questions.**

Are you now, or have you ever been, a member of a club, society or team? Give details. If not, would you like to be in one in the future? Why/Why not?

2 **Look at the photo. With a partner, describe what you can see. What type of group do you think they belong to?**

3 **1.01 Listen to a radio interview about fraternities and sororities in the US. What are some of the characteristics of these groups?**

4 **1.01 Listen again. Are the statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.**

- 1 Fraternities have a purely social purpose. **T/F/NM**
- 2 Fraternities use Greek letters as their names. **T/F/NM**
- 3 Originally, fraternities met to discuss important issues. **T/F/NM**
- 4 Sophie is a member of different clubs. **T/F/NM**
- 5 Sophie always gets good grades. **T/F/NM**
- 6 Students aren't involved in the choice about which fraternity they join. **T/F/NM**
- 7 'Hazing' is not allowed in most universities. **T/F/NM**
- 8 Students can talk about what happens in hazing rituals. **T/F/NM**
- 9 Daniel is involved in student government. **T/F/NM**
- 10 Sophie feels that her sorority has helped her with her social skills. **T/F/NM**

5 **What about you?**

- 1 What is your opinion of fraternities and sororities?
- 2 Would you choose to become a member? Why/Why not?
- 3 Are there organisations like this in universities in your country? How are they similar or different?

Present and past habits

1 **In your notebook, match the sentences (1–6) with the verb forms (a–f). Then write the letter of the verb form next to the use.**

- 1 We're always having meetings, so it can get stressful at times.
- 2 They'd meet to talk about literature and politics.
- 3 Fraternities used to be literary societies.
- 4 They'll always go out of their way to help you.
- 5 Frats were always doing terrible things.
- 6 Frats often do fundraising for all sorts of charities.

- a present simple (+ adverb of frequency)
- b would
- c will
- d used to
- e present continuous + adverb of frequency
- f past continuous + adverbs of frequency

Present habit (neutral)

Present habit (annoying)

Past habit (neutral)

Past habit (annoying)

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2 **Complete the sentences with an appropriate word. Write the answers in your notebook.**

- 1 My brother is playing his music really loud. It drives me mad!
- 2 We play jokes on each other a lot when we were younger.
- 3 I to be in a chess club, but I'm not anymore.
- 4 We usually get dressed up at the weekend, but it depends where we're going.
- 5 As a child, I fall asleep in the car.
- 6 My sister always checking her phone to see if she's got a new message.
- 7 My dad always taking me to watch football with him when I was younger, even though I hated sports.
- 8 Marc often television in the evening after he's done his homework.

3 **In your notebook, write at least five true sentences about a friend's or family member's present or past habits. Use the different forms in 1. Then discuss your sentences in pairs.**

Answering personal questions



1 Look at these questions. In your notebook, match each question with the correct section(s) in the table. Write also **Present** or **Past**, depending on what the main focus of the question is.

- 1 Do you prefer studying on your own or with other people?
- 2 What do you do to relax?
- 3 What do you think is important for a successful friendship?
- 4 Do you prefer spending your free time alone or with others? Why?
- 5 How important is music in your life?
- 6 How long have you been studying English?
- 7 Who has had the greatest influence on your life?
- 8 How easy is it for you to meet new people and make friends?
- 9 Do you prefer spending your holidays with your family or friends?
- 10 How did you get to know your best friend?
- 11 What do you like to do at the weekend?
- 12 What has been your best holiday so far?

Language learning:
Studies: 1 (<i>Present</i>),
Friends, family and relationships:
Holidays:
Free time:

2 1.02 Listen to three people answering the questions in 1. Answer the questions a–c in your notebook, using the table to help you.

- a Which question does each person answer?
- b Does each person give just one piece of information or do they give more than one?
- c Does each person create a good impression or not? How?

	Speaker 1	Speaker 2	Speaker 3
Question a			
Question b			
Question c			

3 Put these expressions from the speakers in 2 in the correct place in the Speaking bank. Write the answers in your notebook.

- 1 As far as I'm concerned,
- 2 The thing is ...
- 3 To my mind,
- 4 Well,
- 5 For instance,

SPEAKING BANK

Useful expressions for answering personal questions

Playing for time

-
- Hmm,
-
- Let me think about that for a second.

Adding examples and ideas

- In fact,
- For example,
-

Expressing opinions

- I think,
- Personally,
-
-

4 Think of answers to the questions in 1. Try to think of more than one piece of information for each question.

5 Work with a partner. Take it in turns to ask and answer the questions in 1. Use expressions from the Speaking bank.

6 In your notebook, write two more questions for each category in the table in 1. Write a mixture of present and past questions.

Practice makes perfect

7 Work with a partner. Ask and answer your questions in 6. When you answer, give more than one piece of information.

A story

1 Work with a partner. Discuss these questions.

- 1 What was the last story you read? What was it about?
- 2 Did you like the story? Why/Why not?
- 3 What do you think makes a good story?

2 Look at the photos and the title of the story. With a partner, discuss what the story may be about.

3 Read the story and check your ideas in 2.

LOST AND FOUND AGAIN!

Greg was delighted with the gift his parents gave him for his birthday. It was a shiny new camera, just what he wanted. He hoped to become a photographer one day and would take pictures at every opportunity.

One day, he went to the park to practise his photography skills. His new camera worked like a dream and he took some of his best-ever photos. After a pleasant afternoon he returned home, only to find that he didn't have his camera. 'Oh no!' he groaned. 'I must have dropped it on the grass. How could I have been so stupid?' He immediately returned to the park to look for it, but to no avail. 'I'll never find my camera or see my photos again,' he sighed.



VOCABULARY Similes

4a Complete these similes from the story in 3. Write the answers in your notebook.

- 1 It worked **like** a
- 2 He turned **as white as** a
- 3 **As quick as** a
- 4 They got on **like** a

4b Match 1–10 with a–j to make similes. Use your dictionary if necessary. Write the answers in your notebook.

- | | |
|-------------|-----------------|
| 1 as strong | a as a daisy |
| 2 as cold | b as a feather |
| 3 as quick | c as ice |
| 4 as light | d as ABC |
| 5 as cool | e as a mouse |
| 6 as quiet | f as a flash |
| 7 as fresh | g as mud |
| 8 as clear | h as an ox |
| 9 as easy | i as a cucumber |
| 10 as solid | j as a rock |

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A few weeks later, Greg was flicking through the local newspaper when he happened to notice a photo that looked remarkably like one that he'd taken in the park. His face turned as white as a sheet. He started to read the story, and the headline leapt out at him. Did you take this photo? it said. The photo was definitely his! Greg was very surprised. As quick as a flash, he read to the end of the article and discovered that someone had been walking in the park, picked up his camera, and had handed it in to the paper. 'Mum! Dad! My photo's in the paper!' Greg yelled excitedly, before heading out of the door.

Greg rushed to the newspaper office and couldn't believe his eyes when he was given back his camera, together with the phone number of the person who had found it. He called to thank her and they arranged to meet for coffee. They looked through his photos together and they got on like a house on fire. It was only when Greg was about to leave that she revealed that she was a famous photographer! She thought his photos showed real promise and she wanted to help him with his career. Greg couldn't believe that losing his camera would turn out so well in the end.



5 Work with a partner. Invent your own similes using 1–10 in 4b.

as strong as a ten-foot giant
as cold as winter in Alaska

6 Compare your similes and choose the best.

VOCABULARY Ways of talking

7a  **1.03 Read the sentences and listen. Match the words in bold with the definitions 1–8. Use a dictionary if necessary. Write the answers in your notebook.**

- a 'Oh well, my team has lost again,' he **sighed**.
- b 'It can't be! I thought you were dead!' she **gasped**.
- c 'Stop it! Stop it this minute!' he **yelled**.
- d 'But, Mum, please, I don't want to go! Please ...' the girl **whined**.
- e 'It's a ghost,' she **shrieked**.
- f 'Don't tell Alex about the surprise party,' he **whispered**.
- g 'Sorry. I didn't, I didn't really mean to do it, well, not exactly,' he **muttered**.
- h 'Oh, no. Not another exam!' **groaned** the students.

- 1 to speak in a very loud high voice because you are so scared or angry that you cannot control yourself
- 2 to speak in a loud voice because you are angry, excited or in pain, or in order to make people hear you
- 3 to speak very quietly so that other people can't hear you
- 4 to speak in a way that shows you are unhappy
- 5 to speak breathing out slowly, making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
- 6 to speak while you are breathing in suddenly, for example because you are surprised, shocked or in pain
- 7 to complain in a way that annoys other people
- 8 to speak in a low voice that is difficult to hear, especially because you are annoyed, embarrassed or talking to yourself

7b In your notebook, replace said in these sentences with an appropriate verb in 7a.

- 1 'Oh well! Better luck next time!' **said** Brian. It was the fifth time he'd failed his driving test, but he was taking it calmly.
- 2 'Come here right now and say you're sorry!' her mother **said**, furious at the way her daughter had just spoken to her.
- 3 'I want to get off!' he **said** in the middle of the roller coaster ride. He had never been more scared in his life!
- 4 'Sorry I'm late. It's, erm, well, the bus was late,' she **said**. Unfortunately, the teacher could hardly make out a word.

- 5 'It's not fair, it isn't! It's just not fair,' **said** the boy. It was the tenth time he'd made the comment and everybody was losing patience with him.
- 6 'My leg! I think it's broken!' he **said**, although it was hard for him to breathe because of the pain.

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BUZZWORD

periodt (informal) – a word used at the end of a sentence, meant to add emphasis to the point that has just been made

He's the greatest soul singer of all time, and that's on periodt.

8 Read the information in the Writing bank. Find examples of each device in the story in 3.

WRITING BANK

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past perfect simple and continuous and the future in the past;
- a variety of adjectives and adverbs;
- short sections of direct speech using a variety of verbs expressing different ways of speaking;
- similes;
- linkers and expressions of time and sequence.

9  **Work with a partner. Discuss these questions.**

- 1 Do you like surprising people?
- 2 Do you like receiving surprises?
- 3 What's the biggest surprise you or somebody in your family has ever had?

Practice makes perfect

10 Write a story of 200–250 words. Your story must end with this sentence.

It had been the most surprising thing that had ever happened to them, and probably ever would.

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1 **Work in pairs. Take turns to ask and answer the following questions.**

- 1 Do you always tell people what you think? Why/Why not?
- 2 In what kind of situations do you find it easy or difficult to express yourself?
- 3 Do you find some topics easier (or harder) to talk about than others? Why do you think that is?
- 4 How important is it to be able to express yourself clearly?
- 5 Can words said in the right way at the right time influence people's actions?

2 **1.04 Listen to the recording and answer the questions.**

- 1 Who is the speaker and who is he addressing?
- 2 What doesn't the speaker intend/want to talk about?
- 3 What is the tone of the speech: formal/informal/informative/critical/enthusiastic?

3 **Which of the following is stated in the recording as a fact? Which is an opinion of the speaker? Write the answers in your notebook.**

- 1 An individual's words have the power to influence other people.
- 2 Good leaders get other people to follow their ideas.
- 3 Nelson Mandela's presidential speech is one of the most well-known.
- 4 Martin Luther King's speeches led to people taking part in peaceful demonstrations.
- 5 The students probably know at least one speech by Martin Luther King.

4 **Read an article about commencement speeches and do the quiz below. Write the answers in your notebook.**

THE ART OF A COMMENCEMENT SPEECH*

If you have ever watched an American film about college or university students, you might have seen a ceremony during which they listen to a speech and receive their diplomas while wearing traditional academic dress: a special robe and a cap. After the ceremony, they throw their caps into the air to celebrate their graduation. The commencement speech is an important element of the graduation ceremony. Colleges and universities usually invite politicians, scientists, important members of the community – or well-known celebrities who attended that particular institution in the past – to give an engaging but also inspirational speech to the graduates. Some of those speeches become extremely well-known, being posted on social media and quoted for years to come – simply because of the quality of the speech, the message, or the circumstances. Take Steve Jobs' speech at Stanford University in 2005. He started his speech by confessing that he had never graduated from college and that, therefore, the occasion was the closest he had ever got to a college graduation. The audience laughed. But, as he finished his speech with the news that he was dying of cancer, everyone was moved to tears. His final words "Stay hungry. Stay

foolish", encouraging the graduates to be adventurous, brave and never afraid of starting afresh, resonated with the audience. Whether given with humour or on a more serious note, a lot of commencement speeches have become well-known and much quoted, because they actually do have a message worth listening to.

* commencement speech: a speech given to graduating students at college or university, usually by a notable member of the community, former graduate, or famous person

Match these famous people with the quotes.

Steven Spielberg • Hillary Clinton • Natalie Portman
Bill Gates • J.K. Rowling

- a "But humanity's greatest advances are not in its discoveries, but in how those discoveries are applied to reduce inequity."
- b "The power of human empathy, leading to collective action, saves lives, and frees prisoners."
- c "Don't be afraid of your ambition, of your dreams, or even your anger – those are powerful forces."
- d "Your inexperience is an asset in that it will make you think in original, unconventional ways."
- e "My job is to create a world that lasts two hours. Your job is to create a world that lasts forever. You are the future innovators, motivators, leaders and caretakers."

5 **Work in pairs. Discuss the following questions.**

- 1 Which quote in 4 do you like best? Why?
- 2 What kind of message does each quote convey to graduates?
- 3 Do you believe that a speech can inspire another person to start thinking or acting in a new way? Why/Why not?
- 4 Have you ever heard a speech that affected you? What was it about?

6 **In your notebook, complete the notes with information from the article in 4 and the recording in 2.**

Powerful speeches – notes

- Words can be powerful (1) to inspire and push people into action.
- Political speeches can make others (2) social or political campaigns and movements.
- A commencement speech: given by a well-known speaker on (3) day.
- It should (4) and inspire the listeners.
- A memorable speech should have a (5) which people will remember.

7 **For the next class, prepare a short presentation/podcast about a public speech which makes an impression on you. Include the following information:**

- who is/was the speaker,
- what was the occasion for the speech,
- what was the main message of the speech,
- why the speech makes an impression on you.

PRACA

Zawody i zajęcia

actor (n)	/ˈæktə(r)/	aktor
participant (n)	/pɑːˈtɪsɪpənt/	uczestnik
psychologist (n)	/saɪˈkɒlədʒɪst/	psycholog
researcher (n)	/riːsəːtʃə(r)/	badacz, pracownik naukowy
scientist (n)	/ˈsaɪəntɪst/	naukowiec
speaker (n)	/ˈspiːkə(r)/	osoba mówiąca po angielsku/francusku itp., prelegent

PAŃSTWO I SPOŁECZEŃSTWO

Ideologie

apartheid (n)	/əˈpɑːtˌheɪt/	apartheid
civil rights (n)	/ˌsɪv(ə)l ˈraɪts/	prawa obywatelskie
inequality (n)	/ˌɪniˈkwɒləti/	nierówność
racism (n)	/ˈreɪ.sɪz(ə)m/	rasizm
segregation (n)	/ˌseɡrɪˈgeɪʃ(ə)n/	segregacja, podział

SŁOWOTWÓRSTWO – RZECZOWNIKI ABSTRAKCYJNE

accuracy (n)	/ˈækjʊrəsi/	dokładność, ścisłość, celność
activity (n)	/ækˈtɪvəti/	zajęcie
argument (n)	/ˈɑːɡjʊmənt/	spór, dyskusja, argument
coincidence (n)	/kəʊˈɪnsɪdəns/	zbieg okoliczności
conclusion (n)	/kənˈkluːz(ə)n/	wniosek, zakończenie
decency (n)	/ˈdiːs(ə)nsi/	przystojność
description (n)	/dɪˈskrɪp(ə)n/	opis
difference (n)	/ˈdɪfrəns/	różnica
explanation (n)	/ˌekspləˈneɪʃ(ə)n/	wyjaśnienie, wytłumaczenie
failure (n)	/ˈfeɪljə(r)/	niepowodzenie, awaria
freedom (n)	/ˈfriːdəm/	wolność, swoboda
frequency (n)	/ˈfriːkwənsi/	częstotliwość
friendship (n)	/ˈfren(d)ʃɪp/	przyjaźń
happiness (n)	/ˈhæpɪnəs/	szczęście
importance (n)	/ɪmˈpɔːt(ə)ns/	znaczenie
intelligence (n)	/ɪnˈtelɪdʒ(ə)ns/	inteligencja
interaction (n)	/ˌɪntərˈækt(ə)n/	interakcja, relacja
invention (n)	/ɪnˈvenʃ(ə)n/	wynalazek, wynalezienie
loneliness (n)	/ˈlɒnəlɪnəs/	samotność
movement (n)	/ˈmuːvmənt/	ruch, transformacja, przemiana
personality (n)	/ˌpɜːsəˈnæləti/	osobowość, charakter, postać
popularity (n)	/ˌpɒpjʊˈlærəti/	popularność
protection (n)	/prəˈtekt(ə)n/	zabezpieczenie, ochrona
safety (n)	/ˈseɪfti/	bezpieczeństwo
similarity (n)	/ˌsɪməˈlærəti/	podobieństwo
sincerity (n)	/sɪnˈserəti/	szczerłość

IDIOMY ZWIĄZANE Z RELACJAMI MIĘDZYLUDZKIMI

be under someone's thumb (phr)	/ˈbiː ˌʌndə(r) ˌsʌmwʌnz ˈθʌm/	siedzieć pod czyimś pantoflem
do something behind someone's back (phr)	/ˈduː ˌsʌmθɪŋ biːhaɪnd ˌsʌmwʌnz ˈbæk/	robić coś za czyimiś plecami
get something off your chest (phr)	/ˈget ˌsʌmθɪŋ ˌɒf jə ˈtʃest/	wyrzucić coś z siebie
give someone the cold shoulder (phr)	/ˈɡɪv ˌsʌmwʌn ðə ˌkəʊld ˈʃəʊldə(r)/	potraktować kogoś oziębło, zbyć kogoś
lend someone a hand (phr)	/ˈlend ˌsʌmwʌn ə ˈhænd/	pomóc komuś
pull someone's leg (phr)	/ˈpʊl ˌsʌmwʌnz ˈleg/	nabierać kogoś
see eye-to-eye with someone (phr)	/ˈsiː ˌaɪ tə ˈaɪ wið ˌsʌmwʌn/	zgodzać się z kimś
stick your neck out for someone (phr)	/ˌstɪk jə ˈnek ˌaʊt fə ˌsʌmwʌn/	nadstawiać dla kogoś karku

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik
 (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

PORÓWNIANIA

as clear as mud (phr)	/əz ˌklɪə əz ˈmʌd/	mętny, niejasny
as cold as ice (phr)	/əz ˌkəʊld əz ˈaɪs/	zimny jak lód
as cool as a cucumber (phr)	/əz ˌkuːl əz ə ˈkjuːkʌmbə(r)/	stoicko spokojny
as easy as ABC (phr)	/əz ˌiːzi əz ˌeɪ ˈbiːsiː/	dziecinnie prosty
as fresh as a daisy (phr)	/əz ˌfref əz ə ˈdeɪzi/	rześki jak skowronek
as light as a feather (phr)	/əz ˌlaɪt əz ə ˈfeðə(r)/	lekki jak piórko
as quick as a flash (phr)	/əz ˌkwɪk əz ə ˈflæʃ/	szybki jak błyskawica
as quiet as a mouse (phr)	/əz ˌkwaɪət əz ə ˈmaʊs/	cichy jak mysz pod miotłą
as solid as a rock (phr)	/əz ˌsɒlɪd əz ə ˈrɒk/	twardy jak skała
as strong as an ox (phr)	/əz ˌstrɒŋ əz ən ˈɒks/	silny jak byk
as white as a sheet (phr)	/əz ˌwaɪt əz ə ˈʃiːt/	blady jak ściana
get on like a house on fire (phr)	/ˌget ˈɒn laɪk ə ˈhaʊs ɒn ˈfaɪə(r)/	szybko się zaprzyjaźnić, świetnie się dogadywać
work like a dream (phr)	/ˈwɜːk laɪk ə ˈdriːm/	świetnie pracować

SPOSOBY MÓWIENIA

gasp (v)	/gɑːsp/	sapać, dyszeć
groan (v)	/grəʊn/	jęczeć
mutter (v)	/ˈmʌtə(r)/	mamrotać, mruzczeć
shriek (v)	/ʃriːk/	wrzęszczeć, piszczeć
sigh (v)	/saɪ/	wzdychać
whine (v)	/waɪn/	jęczeć, marudzić
whisper (v)	/ˈwɪspə(r)/	szeptać
yell (v)	/jel/	krzyczeć

INNE

accommodate (v)	/əˈkɒmədeɪt/	pomieścić
amass (v)	/əˈmæs/	gromadzić
anticipate (v)	/ænˈtɪsɪpeɪt/	przewidywać, oczekiwać
beneficial (adj)	/ˌbenɪˈfɪʃ(ə)l/	korzystny, dobroczynny
bond (v, n)	/bɒnd/	nawiązywać więź; więź
commencement speech (n)	/kəˈmensmənt ˈspiːtʃ/	przemówienie inauguracyjne
commuter (n)	/kəˈmjʊːtə(r)/	osoba dojeżdżająca do pracy
devise (v)	/dɪˈvaɪz/	wymyślić, opracowywać
fraternity (n)	/frəˈtɜːnəti/	męskie stowarzyszenie studenckie
fundraising (n)	/ˈfʌndˌreɪzɪŋ/	zbiórka pieniędzy
graduate (v, n)	/ˈgrædʒʊət/	ukończyć szkołę; absolwent/absolwentka
household (n)	/ˈhaʊsˌhəʊld/	gospodarstwo domowe
hunter-gatherer (n)	/ˌhʌntəˈgæθərə(r)/	łowca-zbieracz
in step	/ɪn ˈstep/	synchronicznie
keep to oneself	/ˈkiːp tə ˌwʌnˈself/	trzymać się z dala od innych
like-minded (adj)	/ˈlaɪkˌmaɪndɪd/	o podobnych poglądach
look out for yourself (phr)	/ˌlʊk ˈaʊt fə ʃəˈself/	dbać o siebie, dbać o swoje interesy
mankind (n)	/mænˈkaɪnd/	ludzkość
relate to (v)	/rɪˈleɪt tə/	odnosić się (do)
respectively (adv)	/rɪˈspektɪvli/	odpowiednio
root (n)	/ruːt/	źródło, korzeń
sorority (n)	/səˈrɒrəti/	żeńskie stowarzyszenie studenckie
synchronise (v)	/ˈsɪŋkrənaɪz/	synchronizować
undergraduate student (n)	/ˌʌndəˈgrædʒʊət ˈstjuːd(ə)nt/	student studiów licencjackich

Rozumienie ze słuchu

- 1 1.05 Usłyszysz dwukrotnie fragment wykładu na temat manipulacji. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszytcie luki 1–5 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

Mirroring and manipulation

- If two people are on friendly terms, they automatically (1) _____ behaviour.
- Mirroring can be used to manipulate others by making them believe that you (2) _____ and sincere.
- A manipulated person may not stop and question the (3) _____ wants them to do.
- People are more likely (4) _____ those whom they consider to be a friend.
- We should always ask ourselves if we are (5) _____ by people who might want to use us.

Znajomość środków językowych

- 3 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane. **Odpowiedzi zapisz w zeszytcie.**

- 1 Scientists (study/phenomenon) _____ of lying for years, but they still don't know what makes a good liar.
- 2 I felt relieved when I finally got things off my chest – I (hide/truth) _____ for too long.
- 3 Jack and I (go/play/basketball) _____ in the afternoon, but he had to lend his father a hand in the garage.
- 4 My sister and I (not/use/see) _____ eye-to-eye in the past, but now we really get along.
- 5 My grandma (always/tell/I/go) _____ to bed early when I was small – I used to hate it.

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. **Odpowiedzi zapisz w zeszytcie.**

THE ART OF PRESENTATION

How do you usually feel when you have to give a public speech or presentation. Anxious? Upset? When you are standing in front of a big audience, are your hands shaking? Is your face as white as a sheet? Have you ever felt that your presentation was a failure? It doesn't have to be like this! Giving speeches and presentations is a skill. It doesn't depend on your personality or character. It can be learnt like any other skill.

Do you want to become a better public speaker? Would you like to know how to plan and rehearse your presentations?

Come to our workshops on presentation skills with psychologist Megan Walker.

You will take part in different practical activities, and you will get a chance to prepare and give your own presentation.

In a series of three workshops, you will learn:

- » how to think through what you want to say,
- » how to get your message across so that it's clear to your audience,
- » how to control your voice and body movement,
- » how to keep stress under control.



The number of places is limited.

If you're interested, contact Mr. Donovan.

- 1 The workshops are addressed to people who lack confidence while _____.
- 2 Public speaking is a skill you _____ – it doesn't rely on personality traits or character features.
- 3 The participants will learn how to _____ their presentations.
- 4 There will be _____ run by psychologist Megan Walker.
- 5 The participants will also practise ways of _____ stress.

- 4 **Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszytcie.**

interact • introduce • isolate • move
safe • shake • free

Social distancing is defined as the mode of behaviour which people should adopt to slow down the spread of a contagious disease. It is (1) _____ by the authorities to reduce contact between people who may be infected and those who are not. It means maintaining a distance of at least 1 metre from others in public places and not (2) _____ hands with them. On a larger scale, it may involve travel bans and the closure of schools, workplaces, recreational areas and shopping centres. All these measures are implemented with the (3) _____ of every level of society in mind. However, staying at home for an extended period may lead to a feeling of (4) _____ and loneliness. On the other hand, some people claim that thanks to digital technology, human (5) _____ need not suffer so much, as people can now communicate successfully via the Internet.

Wypowiedź pisemna

- 5 **Uczestniczyłeś/Uczestniczyłaś ostatnio w wydarzeniu, w którym musiałeś/musiałaś wystąpić publicznie, a które okazało się być bardzo stresujące. Napisz relację z tego wydarzenia na blogu.**

- Wyjaśnij, w jakim wydarzeniu brałeś/brałaś udział.
- Napisz, czego dotyczyła twoja prezentacja/przemowa.
- Wyjaśnij, dlaczego okazało się one stresujące.
- Napisz, jak zakończyła się sytuacja i jak się wtedy czułeś/czułaś.

Home About me Contact Categories

You'll never believe what happened to me last week!
I'd always thought I was a really brave person.
(...)

Has anything similar ever happened to you?
Share your stories!

XYZ

Nov 6, 2018

[Read more](#)

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6 **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

Uczeń A



- 1 Why is the girl whispering to her classmate?
- 2 Do you think students should be allowed to talk to each other in class? Why/Why not?
- 3 Tell us about the last time you were asked to keep a secret.

Uczeń B



- 1 Are the women having a successful conversation? Why/Why not?
- 2 What are the typical characteristics of people who have good communication skills?
- 3 Tell us about the last time you had to listen to somebody very carefully.

✓ SELF-ASSESSMENT UNIT 1

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about present and past situations and habits.
- b I can talk about human interactions.
- c I can express opinions, add ideas and play for time during a conversation.
- d I can write a story.
- e I can give a presentation about a famous speech.

2 Road trips



Reading

VOCABULARY Compound nouns – cars and the road

1a Work with a partner. Match 1–10 with a–j to make compound nouns. Decide if each compound should be written as one word or two words. Use a dictionary if necessary. Write the answers in your notebook.

- | | |
|------------|-----------|
| 1 motor | a limit |
| 2 seat | b sign |
| 3 driving | c jam |
| 4 road | d way |
| 5 speed | e about |
| 6 steering | f licence |
| 7 traffic | g lights |
| 8 traffic | h station |
| 9 round | i belt |
| 10 petrol | j wheel |

1b In your notebook, complete the sentences with words from 1a. Then discuss the sentences with your partner. Do you agree or disagree?

- It's compulsory to wear a in a car, but not everybody wears one.
- The in cities is 50 kilometres an hour, but it should be 30 kilometres an hour.
- There are often because too many people use their cars to travel to and from work.
- Cars in the future will be self-driving, so they won't have a .
- You don't need a map when you travel by car because the are clear.
- The number of accidents on is very high because people travel too fast.
- Most drivers stop when the are red or amber.
- The minimum age to legally obtain a should be 21, not 18.

VOCABULARY BUILDER ► PAGE 127

2 Read the magazine article, ignoring the gaps, and answer the questions below.

- What are the legal ages for driving in New Zealand, the US and the UK?
- According to the article, does it seem that the legal age will stay the same or rise in the future?

3 Choose from the sentences A–H the one which best fits each gap (1–8). Write the answers in your notebook.

- Nowadays parents tend not to do this to avoid the typical family rows and shouting that sometimes follow.
- This only fully develops by the age of 25.
- They claim that it's irrelevant whether that first year is at the age of 15, 16 or 17.
- Recent findings are being used by some in the US as an argument for raising the legal age of drivers there.
- The change may well have had something to do with the fact that the fatality rate of drivers was 60 per cent higher than in neighbouring Australia.
- That may explain why 10 per cent of drivers aged between 17 and 21 feel that they should not have passed their driving test.
- Plus the fact that in farming areas, many teens must learn to drive so that they can help out with the work.
- This has already contributed to saving lives, but one problem of the scheme is that parents have to enforce it, and many are not doing so.

4 Find any reasons given in the article why young drivers have more accidents than other drivers. Can you think of any other reasons?

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is the writer's opinion of teenage drivers?
- What do you think is his/her aim in writing the article?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 What about you?

- How important is it for you to get a driving licence? Why?
- Do you agree that younger drivers are more dangerous than older drivers? Why/Why not?
- What is your opinion of 'graduating licensing'?
- What would you recommend to reduce the number of road accidents?

READY FOR THE ROAD?

What is the best age to learn to drive? This may seem like a simple question, but there is a surprising difference between the legal requirements in different countries, and a lot of disagreement on national levels.

Until just recently, in New Zealand you only had to be 15 to be able to drive. Then the New Zealand government decided to raise the legal age to 16, suggesting that they might toughen this up in the not-too-distant future.

(1) Unfortunately, the changes to the law have not gone down well in rural areas where there is almost no public transport and parents have to chauffeur their kids around whenever they want to go anywhere. (2)

Many New Zealanders who were against the raising of the legal age argued that the government shouldn't have bothered since statistically the highest number of accidents will come in a driver's first year. (3) However, in the US, where you can begin driving at the age of 14 in some states, there has been a lot of research done into the question of age and its influence on driving skills, and the results suggest that age makes a big difference. The research has shown that there

is a part of the brain that helps to control impulsive behaviour and warn us of imminent danger. (4) Interestingly, there is evidence to suggest that a lot of development happens between the ages of 16 and 18, and so a new 17- or 18-year-old driver will be safer than a new 16-year-old driver.

In other words, there is a scientific reason why teenagers can at times be more careless and rash, and their impetuous nature can sometimes get the better of them when they fasten their seat belts and sit behind the steering wheel.

(5) The statistics are frightening but clear. Sixteen-year-old drivers are more dangerous than any other teenage drivers, being involved in thousands of fatal accidents each year and being a principal cause of death amongst teenagers. One interesting discovery is that accidents are more likely when a teenage driver is accompanied than when he or she drives alone. With two or more passengers, the fatal crash risk for 16- to 19-year-old drivers is more than five times what it is when driving alone. Why? Maybe it's simply because they become distracted by the presence of other people in the car. Or maybe it's because teenagers are more likely to take risks and break speed

limits when driving with their friends since they want to show off and go fast. Whatever the reason, the discovery has led to many states implementing a system known as 'graduated licensing' rules where 16-year-olds are not allowed to drive alone until they have driven a certain number of hours. (6)

In the UK, where you need to be 17 to get a provisional driving licence, parents are seen as contributing to the lowering of standards amongst young drivers. Traditionally, British parents used to take their kids out on practice driving lessons and these practice lessons would help the young drivers to gain confidence and experience.

(7) The UK Driving Standards Agency suggests that learners should have 45 hours of professional lessons, plus another 22 hours of practice. However, a recent study shows that today's young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test, and 27 per cent of young drivers say they had no practice at all with their parents. (8)

In many countries, then, there is some debate as to what the best age is to become a driver.

In general, because of the horrifying statistics, there is a growing feeling that the age should be made higher. With more and more young drivers on the road, the debate will no doubt continue.



“ Sixteen-year-old drivers are more dangerous than any other teenage drivers. ”



Modal verbs – obligation, permission, prohibition, criticism and advice

1a Work with a partner. Explain why the words or expressions in bold are used in each sentence. Decide if they refer to the present or the past.

- You only **had to** be 15 to be able to drive.
- They feel they **shouldn't have** passed.
- Sixteen-year-olds **are not allowed** to carry other teen passengers.
- You **need to** be 17 to get a driving licence.
- They think learners **should** have 45 hours of professional lessons.
- Many teens **must** learn to drive so that they can help out with work.

1b How do you change each sentence in 1a from present to past, or vice versa, without changing the meaning?

GRAMMAR REFERENCE ► PAGE 138

2 Look at these sentences. Do they have the same meaning? If not, explain the difference.

- I didn't need to go to school yesterday.
- I needn't have gone to school yesterday.
- You don't have to eat everything on the plate.
- You mustn't eat everything on the plate.
- We ought to leave now if we want to be on time.
- We'd better leave now if we want to be on time.
- You have to use a pencil in this part of the exam.
- You've got to use a pencil in this part of the exam.
- When I was small, I wasn't allowed to stay up late.
- When I was small, I may not have stayed up late.
- I must have worn a school uniform in primary school.
- I had to wear a school uniform in primary school.
- You shouldn't wake her yet.
- You aren't supposed to wake her yet.
- Must you make noise while I'm working?
- Do you have to make noise while I'm working?

3 In your notebook, complete the sentences with an appropriate modal verb and the correct form of the given verb. There may be more than one possible answer.

- You texts while you're driving. (send)
- When I was small, we everywhere because we didn't have a car or a bike. (walk)
- You with a red pen in the exam yesterday because the teacher got really annoyed. (write)
- You early this morning because it's Sunday. Why did you do it? (get up)
- My dad jeans at school. They had a special rule against it. (wear)
- If you really want to buy a car next year, I think you a job and start saving. (find)

4 In your notebook, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- It would have been better if I'd told you the truth.
I the truth. **HAVE**
- He said we mustn't go without him.
He said we without him. **TO**
- We must buy tickets from the driver.
We tickets from the driver. **GOT**
- It was a bad idea for us to drive in the snow.
We in the snow. **HAVE**
- It was stupid of me to worry about the exam.
I the exam. **NEEDN'T**
- I'm annoyed you went to the party without me.
You without me. **GONE**
- It would have been better for them to get a taxi.
They a taxi. **OUGHT**

5 Work in a group. Comment on these situations using present and past modals. Make at least four sentences for each situation. Write the answers in your notebook.

- Two friends, Alice and Olivia, set off on a six-month road trip together. Now, one month later, they are having terrible arguments because they each want to visit different places and do different things.
They should've decided where to go before they left.
- Brad is riding his motorbike through Argentina during his gap year. One day, he has an accident. His bike is damaged and he's hurt his arm. He doesn't have much money and he doesn't have insurance. He doesn't speak Spanish very well.
- Helen wants to travel in the US during the summer holidays. She's already bought a plane ticket, but now she can't persuade any of her friends to go with her. She doesn't want to go alone.
- Dave and Ben are driving in a remote area when they run out of petrol. They haven't seen a petrol station for many kilometres and there is no coverage to make a phone call. They haven't told anyone where they're going.

6 Tell your partner about something you:

- had better do today,
- should do more frequently,
- ought to have done last week,
- must do next week,
- have to do on a regular basis,
- aren't allowed to do at home,
- weren't allowed to do when you were young,
- did once, but needn't have.

Collocations with **take, make and do**

1 Choose the correct verb to complete each of these sentences from the text on page 19. Write the answers in your notebook.

- Teenagers are more likely to risks and break speed limits when driving with their friends.
A take B make C do
- The results suggest that age a big difference.
A takes B makes C does
- There has been a lot of research into the question of age and its influence on driving skills.
A taken B made C done

2 In your notebook, write these words and phrases in the correct column. Some can go in more than one column.

an apology • an attempt • business • a call
changes • a choice • a comment • a complaint
control • a course • cover • a decision
a difference • effect • harm • household chores
an improvement • an interest • a mistake
offence • place • power • research • a risk
a suggestion • a test • use of something • your best

take	make	do
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Decide if the verbs **take, make and do** are used correctly. Rewrite the incorrect sentences in your notebook.

- The best way to do an apology is to be sincere.
- It's time you took control of the situation.
- Don't make offence, but we don't think you're the right person for the job.
- It was a mistake to make business with them.
- We decided to do a formal complaint.
- Eating chocolate occasionally doesn't do any harm.

BUZZWORD

frozen robot syndrome – when a driverless car senses some kind of an obstacle in the road and stops suddenly as a result

"Frozen robot syndrome" is a big concern for software developers as it could cause major disruption to traffic flow.

4 Read the text and decide which answer (A, B, C or D) best fits each gap. Write the answers in your notebook.



Driving across the US is a classic American pastime, but perhaps the first road trip (1) place in 1903. It all started when Horatio Nelson Jackson was sitting in a club in San Francisco, discussing cars with his friends. Cars were a recent invention at the time and someone (2) a comment that they were too unreliable to drive across the country. Jackson bet his friends \$50 that he could do it.

He bought a new red car and set (3) from San Francisco on 23rd May. He had little experience of driving and he didn't have a driver's licence because in those days you (4) one. There were no road signs and no petrol stations so he was (5) a big risk. Not surprisingly, the car broke (6) several times on the way. At one point, he had to (7) use of a horse to pull him to the nearest town. On another occasion, he was given bad directions and got lost for 36 hours on a road that he (8) not have taken.

In spite of all the difficulties, Jackson (9) his best to remain optimistic. He was helped when people heard that he was (10) an attempt to cross the country and came out to support him.

Finally, after 63 days, Jackson arrived in New York. He'd won his bet of \$50, but spent \$8,000 in the process.

- | | | | |
|------------------|----------------|------------------|---------------|
| 1 A did | B took | C made | D had |
| 2 A told | B made | C did | D said |
| 3 A on | B up | C off | D away |
| 4 A needn't have | B mustn't have | C shouldn't have | D didn't need |
| 5 A taking | B making | C doing | D having |
| 6 A up | B down | C away | D off |
| 7 A take | B do | C make | D have |
| 8 A must | B ought | C had better | D should |
| 9 A did | B took | C made | D had |
| 10 A trying | B making | C doing | D taking |

- 1  Work with a partner. Look at the photos of 'the world's most dangerous road'. In your notebook, write five questions about the road that you would like to be answered.



- 2  1.06 Listen to a podcast about the road in 1 and choose the best answers. Write the answers in your notebook.

- 1 The presenter says the road
 - a is by far the most dangerous in the world.
 - b is popular with sightseers.
 - c may attract people because of its reputation.
- 2 Bill Shipman thinks
 - a the locals don't understand why people go to Death Road.
 - b you have to be mad to work on Death Road.
 - c you can make a lot of money working for a mountain biking business.
- 3 The presenter thinks that the name Death Road
 - a describes the road perfectly.
 - b makes it sound more dangerous than it really is.
 - c isn't totally accurate because in some ways it's not really a road.
- 4 The number of fatalities on the road per year has dropped because
 - a traffic has been greatly reduced.
 - b the road is exclusively for cyclists now.
 - c the condition of the road has improved greatly.
- 5 To make the cycling journey easier, Bill and his company
 - a ask for help from a local 'earth goddess'.
 - b let the cyclists get accustomed to the situation progressively.
 - c take the cyclists in their support vehicle for part of the journey.
- 6 In case of falling off the road,
 - a you can fall over 600 metres.
 - b the biking companies are equipped to help in every situation.
 - c the biking companies sometimes forget to bring suitable equipment for a rescue.
- 7 Most people want to ride the world's most dangerous road because they want to
 - a see the spectacular scenery for themselves.
 - b impress others.
 - c improve their survival skills.

- 3  Did the podcast answer all of your questions in 1? Discuss your unanswered questions and hypothesise about the answers. What could you do to find the answers?

- 4  What about you?

- 1 Would you ever consider going along the world's most dangerous road by car or by bike? Why/Why not?
- 2 Have you ever done something dangerous?
- 3 Can you explain why some people like doing dangerous activities?
- 4 Do you think dangerous activities should be encouraged? Or banned?

Discussing photos – 1



1 Look at these photos. They show different minor accidents.

Student A: Compare and contrast two of the three pictures saying:

- how the accidents might have happened,
- how they could have been prevented.

Student B: When your partner has finished talking about the pictures, say which accident is the worst and why.

2 1.07 Listen to a student doing the task in 1. Which two photos does the student talk about? Does he do all parts of Student A's task in 1?

GRAMMAR Modal verbs – speculation, deduction, possibility and probability

3 Work with a partner. Explain why the words or expressions in bold are used in each sentence. Decide if they refer to the present or the past.

- 1 The car on the right **must have** hit the other car from behind.
- 2 The driver on the right **could** be an inexperienced driver.
- 3 He **can't have** known what he was doing.
- 4 He **might have** been distracted by his mobile phone.
- 5 The accident **may well have** been easy to prevent.

GRAMMAR REFERENCE ► PAGE 138

4 In your notebook, complete the sentences with modal verbs. Sometimes more than one can be used.

- 1 Surely Jamie have a driving licence yet – he's only 15.
- 2 I think they have left but I'm not sure.
- 3 I well take driving lessons in the summer if I have enough money.
- 4 She have taken the car because it's still here in the garage.
- 5 He have passed his driving test because I saw him driving yesterday.
- 6 The accident have happened if he had been driving more slowly.

5 Work with a partner. Apart from language of speculation and deduction, what language do you think is useful when discussing photos? Make a list in your notebook, then compare it with the Speaking bank.

SPEAKING BANK

Useful language to discuss photos

- Modal verbs of speculation – *may, might, must, can't*
- Comparatives and superlatives, (not) *as ... as, less ... than*
- Linkers of contrast – *while, whereas, although, however*
- Expressions of opinion – *to my mind, personally*
- Prepositions and words and expressions to explain position – *in the foreground, at the back*
- Expressions such as: *Both photographs show ..., One significant difference between the photos is that ..., Compared with ...*

Practice makes perfect

6 Work with a partner. Look at the photos on page 156 and follow these instructions.

Student A: Compare and contrast two of the pictures saying:

- why the people may have decided to travel in this way,
- how the people might be feeling.

Student B: Do the same task with the two remaining pictures.

An opinion essay

- 1 **Work with a partner and read the statement. Do you agree with it? Why/Why not?**

The minimum legal age to obtain a driving licence should be lowered to 16.

- 2 **Read the essay. What is the writer's point of view? Is it similar to your opinion?**

The idea of lowering the minimum legal age to obtain a driving licence to 16 is, without doubt, a very sensitive one. Nevertheless, there are many things that 16-year-olds can already do, such as work part-time, leave home and even get married with their parents' consent. I certainly believe that the legal age to get a driving licence should be lowered and will discuss the reasons why in this essay.

Firstly, to my mind, there is no question that a driving licence is essential nowadays. Many teenagers, particularly in rural areas, need to be able to drive because public transport services are limited. Not all families have the time to chauffeur their children to places they need to go for work, studies or leisure. Without a licence, many 16-year-olds cannot take advantage of opportunities available to them.

A second major reason to lower the legal driving age is that the majority of teenagers are capable drivers. It is widely accepted that the ability to react quickly is key when driving, and young people are known to have faster reactions than older people.

Whilst it is true that the number of accidents involving young people is high, studies have shown that accidents usually occur in a driver's first year, regardless of age. It would be more sensible to address the issue of safety by ensuring that young drivers have plenty of driving experience. Moreover, strict testing procedures and graduate licensing rules would prevent the kinds of behaviour that lead to road accidents.

In conclusion, I am convinced that it is time to lower the legal age to obtain a driving licence. Most 16-year-olds are mature enough to make sensible decisions and act appropriately. Allowing them to drive would enable them to become more independent and develop responsibility.



- 3 **Look at the writer's paragraph plan. In your notebook, complete it with the main points he/she makes in each paragraph.**

Paragraph 1: Introduction, including your opinion

Paragraph 2: Main point(s) in support of your opinion

Paragraph 3: Additional point(s) in support of your opinion

Paragraph 4: Point(s) in support of a different opinion and your counterargument(s)

Paragraph 5: Conclusion, restating and possibly expanding your main point

WRITING BANK

Useful expressions in opinion essays

Expressing strong opinions

- _____
- I am certain that ...
- _____
- _____
- It has long been my feeling that ...
- Without doubt,

Disagreeing

- There can be no justification for ...
- I believe there is no evidence to support ...
- I cannot agree with ...

Expressing opposing views and giving counterarguments

- _____
- Despite the fact that ...
- Although ..., ...
- Nevertheless/However,

Giving general opinions

- _____
- ... is usually considered to be ...
- It is often said that ...
- It is generally believed that ...
- On the whole, it is thought that ...

4 Put these expressions from the essay in 2 in the correct place in the Writing bank. Write the answers in your notebook.

- 1 I certainly believe that ...
- 2 To my mind, there is no question that ...
- 3 It is widely accepted that ...
- 4 Whilst it is true that ..., ...
- 5 I am convinced that ...

5 Read the article opening. What reasons can you think of for the initiative?

Scotland has introduced an initiative to get more people out of their cars and onto their bikes. 'Active Travel' is designed to encourage people to think about alternative methods of travel for shorter journeys. In Scotland, a third of car journeys are less than two miles, and ...

6 Read the web pages about cycling. Which two arguments in each do you find most convincing? What other arguments can you add to the lists?



BENEFITS OF BIKES ...

WHY SHOULD I CYCLE?

-  **FITNESS** – Cycling is a great way to keep fit, without going to the gym!
-  **TIME** – A bicycle can be twice as fast as a car in city traffic.
-  **ECONOMY** – Bicycles are cheap. There are no petrol bills, and they're easy to maintain.
-  **CONVENIENCE** – You can park anywhere.
-  **GOOD FOR THE ENVIRONMENT** – Bicycles produce no pollution, and they're quiet, too.
-  **SAFETY** – Thousands of people are killed or injured in car accidents, but not on bicycles.
-  **INDEPENDENCE** – Young people can get about without having to rely on lifts from others.



BARRIERS TO CYCLING

- Cyclists are vulnerable – there's a danger of being hit by a car.
- There aren't enough cycle paths – this means riding on the road or taking an indirect route.
- There aren't enough secure places to park (bikes are often stolen).
- It isn't practical if you have to carry things.
- What happens if it's raining?
- You need to take a shower when you arrive.
- Cycling is seen as a leisure activity, not a form of transport.
- It doesn't look cool if you have to wear a helmet.



Practice makes perfect

7 Look at this statement and write an essay giving your opinion. Use expressions from the Writing bank.

People should be forced to travel by bicycle rather than by car for all short journeys.

WRITING BANK > PAGE 162

⚡ BUZZWORD

dooring – a road traffic accident caused by the driver or passenger of a car opening their door without checking first whether it is safe to do so, resulting in an accident with another road user

In many cities around the world, doorings are among the most common and injurious bike-vehicle incidents.

1  **Work with a partner. Discuss the following questions.**

- 1 If you had the chance, would you like to:
 - go on a spaceship and orbit the Earth?
 - spend a week on an International Space Station with other astronauts?
 - stay at a hotel in space?
- 2 What conditions do you think you have to fulfil before travelling in space?
- 3 Do you think space tourism will become more popular in the near future?
- 4 Why do you think some people want to explore space?
- 5 How likely is it that humans will colonise another planet?

2 **Read the article. Then work in pairs and answer the questions below.**

'TO BOLDLY GO WHERE NO ONE HAS GONE BEFORE'

For some people, tourism may mean discovering their country by bicycle, for others – flying to exotic destinations. However, for bold and adventurous people like Elon Musk, tourism has no limits. The CEO of Tesla has already launched a Tesla Roadster to orbit the Sun, but still keeps dreaming big. Elon Musk's company, SpaceX, plans not only to organise commercial space flights that will orbit Earth, but also – in the long-term – to send people to Mars and help establish human colonies there.

Interestingly, the idea of space tourism – that is, travelling into space for fun – is nothing new. The first commercial visit to the International Space Station took place in 2001, when an American businessman, Dennis Tito, spent seven days there. Tito was one of seven visitors to the station before the Russian agency made a decision to stop the programme in 2011.

Since then, there have been numerous projects – some of which have been scrapped and some which are still being developed, especially after NASA made a decision to open up the ISS for more private flights. Various companies are competing to become the first private firm to take passengers into space. There is Musk's SpaceX, of course, but also Virgin Galactic. Its founder, Richard Branson, is another billionaire who has taken a keen interest in space tourism and space exploration. In fact, in March 2020, Axiom, a company that helps organise private space trips, announced that there were three seats available for a ten-day trip to the ISS in a SpaceX rocket in 2021. Each ticket costs more than 50 million dollars but, despite the cost, one seat has already been booked by an unnamed passenger. However, money alone is not enough; the participants will have to go through medical checks and weeks of special training. It remains to be seen whether there will be more people happy to spend that sum of money in order to experience space travel, life on a space station, microgravity and some stunning views of Earth.

- 1 Do you know where the title of the text comes from? If not, search the Internet. What do you think the title is trying to suggest?
- 2 What does the author of the text mean by saying that Elon Musk keeps 'dreaming big'?
- 3 What is the author's opinion of Elon Musk and people like him?

3 **Choose the correct answers and write them in your notebook.**

- 1 Which of the following is mentioned in the text as an opinion and not as a fact?
 - A The owners of SpaceX and Virgin Galactic are wealthy people.
 - B Only rich people will be able to enjoy space tourism for the time being.
 - C The Russian Space Agency stopped sending tourists to the ISS in 2011.
 - D Three commercial visitors will fly to the ISS in 2021 in a SpaceX rocket.
- 2 What was the author's intention in writing the text?
 - A To promote the idea of space exploration.
 - B To explain why most attempts to organise space tourism have failed.
 - C To criticise investing money in space travel.
 - D To inform readers about recent progress in commercial space tourism.
- 3 Which of these was not directly mentioned in the text?
 - A Elon Musk and Richard Branson both come up with innovative ideas and put them into practice.
 - B The aim of SpaceX is to help people colonise Mars.
 - C Space travel will not be possible for the average individual.
 - D It's still not certain how many people will want to pay for space travel.

4  **1.08 Listen to the recording and answer the questions in your notebook.**

- 1 What is the main topic of the programme?
- 2 How would you describe the style of the programme: formal, informal, informative, entertaining, light-hearted?

5 **Are the following statements the opinions of Eve [E], Sebastian [S], or aren't they expressed in the recording [N]? Write the answers in your notebook.**

- 1 Space travel is much more dangerous than other kinds of travel.
- 2 Some people will do dangerous things, even if they know they might die as a result.
- 3 For rich people, space travel is simply going to be something else to boast about.
- 4 Everyone should be able to spend money on whatever they want to.

6  **Work in small groups. Discuss the opinions listed in 5.**

7  **For the next class, prepare for a debate on space tourism. Work in two groups. Prepare as many arguments supported by reliable information and data from the Internet or other sources as you can.**

- Group A – look for the potential advantages of space tourism
 Group B – look for the potential disadvantages of space tourism

PODRÓŻOWANIE I TURYSTYKA

Środki transportu – rzeczowniki złożone związane z podróżowaniem samochodem

driving licence (n) /'draɪvɪŋ ,laɪs(ə)ns/	prawo jazdy
motorway (n) /'məʊtə ,weɪ/	autostrada
petrol station (n) /'petrəl ,steɪʃ(ə)n/	stacja benzynowa
road sign (n) /'rəʊd ,saɪn/	znak drogowy
roundabout (n) /'raʊndə ,baʊt/	rondo
seat belt (n) /'si:t ,belt/	pas bezpieczeństwa
speed limit (n) /'spi:d ,lɪmɪt/	ograniczenie prędkości
steering wheel (n) /'stiəriŋ ,wi:l/	kierownica
traffic jam (n) /'træfɪk ,dʒæm/	korek
traffic lights (n) /'træfɪk ,laɪts/	światła drogowe

Wypadki i bezpieczeństwo w podróży

accident (n) /'æksɪd(ə)nt/	wypadek
mortality rate (n) /mɔ: 'tæləti ,reit/	wskaźnik umieralności
survivor (n) /sə'vaɪvə(r)/	pozostały przy życiu, ocalały

Przestrzeń kosmiczna

astronaut (n) /'æstrə ,nɔ:t/	astronauta/astronautka
explore (v) /ɪk'splɔ:(r)/	poznawać, badać, zgłębiać
launch (n) /'lɔ:ntʃ/	wystrzelenie, odpalenie
microgravity (n) /,maɪkrəʊ'grævəti/	mikrogravitacja
orbit (v) /'ɔ:bit/	okrążać, krążyć
outer space (n) /,aʊtə 'speɪs/	przestrzeń kosmiczna, kosmos
spaceship (n) /'speɪsʃɪp/	statek kosmiczny
space travel (n) /'speɪs ,træv(ə)l/	podróż kosmiczna
suborbital (adj) /,sʌb'ɔ:bit(ə)l/	suborbitalny
weightlessness (n) /'weɪtləsənəs/	nieważkość

KOLOKACJE Z TAKE, MAKE I DO

take ...

a call (phr) /,teɪk ə 'kɔ:l/	odebrać telefon
a course (phr) /,teɪk ə 'kɔ:s/	chodzić na kurs
a decision (phr) /,teɪk ə dɪ'sɪʒ(ə)n/	podjąć decyzję
an interest (phr) /,teɪk ən 'ɪntrəst/	zainteresować się
a risk (phr) /,teɪk ə 'rɪsk/	zaryzykować
a test (phr) /,teɪk ə 'test/	przystąpić do testu
control (phr) /,teɪk kən'trəʊl/	przejąć kontrolę
cover (phr) /,teɪk 'kʌvə(r)/	schronić się
effect (phr) /,teɪk 'ɪfekt/	zacząć działać, obowiązywać
offence (phr) /,teɪk ə 'fens/	obrazić się
place (phr) /,teɪk 'pleɪs/	mieć miejsce
power (phr) /,teɪk 'paʊə(r)/	zdobycić władzę

make ...

an apology (phr) /,meɪk ən ə'pɒlədʒi/	przeprosić
an attempt (phr) /,meɪk ən ə'tempt/	spróbować, podjąć próbę
a call (phr) /,meɪk ə 'kɔ:l/	zadzwonić
a choice (phr) /,meɪk ə 'tʃɔɪs/	dokonać wyboru
a comment (phr) /,meɪk ə 'kɒment/	skomentować
a complaint (phr) /,meɪk ə kəm'pleɪnt/	wnieść skargę, złożyć zażalenie
a decision (phr) /,meɪk ə dɪ'sɪʒ(ə)n/	podjąć decyzję
a difference (phr) /,meɪk ə 'dɪfrəns/	zmienić coś, robić różnicę
an improvement (phr) /,meɪk ən ɪm'pru:vmənt/	poczynić postęp, wprowadzić ulepszenie
a mistake (phr) /,meɪk ə mɪ'steɪk/	popęlić błąd
a suggestion (phr) /,meɪk ə sə'dʒestʃ(ə)n/	zapropnować, zasugerować

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik
 (np.: a, an, the, that itp.)

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
 (phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

changes (phr) /,meɪk 'tʃeɪndʒɪz/	wprowadzić zmiany
use of something (phr) /,meɪk 'ju:s əv ,sʌmθɪŋ/	wykorzystać coś

do ...

a course (phr) /,du: ə 'kɔ:s/	chodzić na kurs
a test (phr) /,du: ə 'test/	przeprowadzić test
business (phr) /,du: 'bɪznəs/	prowadzić interesy
harm (phr) /,du: 'hɑ:m/	wyrządzić krzywdę
household chores (phr) /,du: ,haʊs ,həʊld 'tʃɔ:z/	wykonywać obowiązki domowe
research (phr) /,du: rɪ'sɜ:tʃ/	prowadzić badania
your best (phr) /,du: jə'best/	dać z siebie wszystko

INNE

bother (v) /'bɒðə(r)/	kłopotać się, fatygować się
chauffeur (v) /'ʃəʊfə(r)/	wozić kogoś, być czyimś kierowcą
cliff (n) /klɪf/	klif, urwisko
enforce (v) /ɪn'fɔ:s/	wprowadzić w życie, wyegzekwować, narzucić
gain (v) /geɪn/	zyskać, zdobyć
goddess (n) /'gɒdes/	bogini
go down well (v) /,gəʊ ,daʊn 'wel/	zostać dobrze przyjętym
imminent (adj) /ɪ'mɪnənt/	rychły, nadciągający
impetuous (adj) /ɪm'petʃuəs/	porywczy, gwałtowny
implement (adj) /ɪ'mplɪ ,ment/	wdrożyć, wprowadzić w życie
impulsive (adj) /ɪm'pʌlsɪv/	impulsywny, porywczy
lower (v) /'ləʊə(r)/	obniżyć, opuścić
provisional (adj) /prə'vɪʒ(ə)nəl/	tymczasowy
rash (adj) /ræʃ/	pochopny, lekkomyślny
requirements (n pl) /rɪ'kwaɪəmənts/	wymagania
rolling (adj) /'rɒlɪŋ/	pofałdowany, kołyszący
rope (n) /rəʊp/	sznur, lina, stryczek
rush of adrenalin (phr) /,rʌʃ əv ə'drenəlɪn/	przyływ adrenaliny
scenery (n) /'si:nəri/	pejzaż, widok, sceneria
show off (v) /,ʃəʊ 'ɒf/	popisywać się
slippery (adj) /'slɪpəri/	śliski
support vehicle (n) /sə'pɔ:t ,vi:ɪk(ə)l/	wóz wsparcia
toughen up (v) /,tʌf(ə)n 'ʌp/	utrudnić, zahartować się
widely (adv) /'waɪdli/	powszechnie, szeroko, bardzo
wind (v) /waɪnd/	wić się

Rozumienie ze słuchu

1  **1.09 Usłyszysz dwukrotnie fragment rozmowy na temat hulajnog elektrycznych. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszytcie.**

- 1 What couldn't Oliver afford?
- 2 Why does Amy think electric scooters are dangerous?
- 3 What does Amy suggest Oliver do to make sure he's dressed properly for scooter rides?
- 4 What is Oliver's opinion about children riding electric scooters?
- 5 Where aren't you allowed to ride a scooter in Poland?

Rozumienie tekstów pisanych

2 **Przeczytaj tekst. Uzupełnij luki 1–6 w poniższym streszczeniu zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszytcie.**

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THE FUTURE OF TRANSPORT

According to some researchers, the world has not seen any major changes in transport since the introduction of high-speed trains in Japan in 1964. Whether it be cars, bicycles, trains or planes, improvements may have been made in their appearance, speed and efficiency, but it's true to say that there are no fundamental differences between modern vehicles and those from 30, or even 50, years ago. One change that is likely to be implemented in the next 5–10 years, however, is the introduction of driverless cars on our roads. In fact, self-driving fleet vehicles – that is lorries, taxis and buses – might come into use as soon as at the end of this decade. Such vehicles can take control and make independent decisions, but they are not fully automated.

The introduction of fully autonomous cars causes some concern regarding their safety. A lot of companies, like Tesla, Apple and Uber, have been allowed to test their autonomous vehicles in different American cities. In California, the first autonomous cars with a driver onboard appeared in 2014, and tests of self-driving cars without human drivers were approved in 2018. However, the number of accidents caused by autonomous cars shows that more research needs to be done on the systems operating the vehicles, as they were reported to ignore red lights, fail to notice other vehicles, or mistakenly believe parked cars to be moving.

One thing is certain – once improvements have been made, self-driving cars will be safer than those driven by humans. All in all, machines don't get distracted by texting or talking to passengers. They don't display road rage either. One question arises, though, how many people will want to take a risk and let their cars take control.

Not much has changed in transport over the last few decades, apart from what modern vehicles (1) and how fast they can travel in comparison with vehicles (2) . It is predicted that a major change that will take place in the near future is the appearance of (3) on public roads. Driverless lorries, taxis and buses are not completely automated yet, but they are (4) control and make decisions on their own. Self-driving vehicles have been tested in many places in the US, but these tests show that they (5) used safely yet, as numerous mistakes in their functioning have occurred. Before they are allowed on public roads, a lot of improvements (6) to be made, so their future is still not certain.



Znajomość środków językowych

3 **Uzupełnij każde zdanie tak, aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać od trzech do pięciu wyrazów. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Odpowiedzi zapisz w zeszytcie.**

- 1 The driver turned without any warning – it wasn't possible for the cyclist to notice him.
The driver turned without any warning – the cyclist .
- 2 When my brother was small, our parents didn't let him use a tablet.
When my brother was small, he wasn't .
- 3 I have so little time now – it was a bad idea not to take the course earlier.
I have so little time now – I should .
- 4 It wasn't obligatory to wear a uniform when I was in primary school.
When I was in primary school, I didn't .
- 5 I don't know why Mark isn't here yet – maybe he has got lost?
I don't know why Mark isn't here yet – he .

- 4 **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszyte odpowiedź A, B, C lub D.**

WOMAN RESCUED FROM SINKING CAR

A driver and their passenger were passing through Grafton, Massachusetts, when their car slid on black ice. As a result, the driver lost control of the vehicle, which went off the road and straight into the river that runs through the town. The driver (1) _____, but their female passenger was not so lucky and ended up trapped in the car. The outcome (2) _____ tragic if it hadn't been for a passing motorist. When he saw the accident, he jumped into the water, broke the rear window and helped the woman to escape.

When the emergency services arrived at the scene of the accident, they (3) _____ anything because both the male driver and their female passenger were free of the car. The man stated he was driving within the (4) _____ limit as it was both dark and slippery. However, he admitted that he (5) _____ the black ice on the road. Both occupants of the car expressed their gratitude to the motorist whose fast reaction helped to save the woman's life.

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|-----------------------|-----------------------|----------------------|----------------------|
| 1 A could escape | B could have escaped | C might have escaped | D was able to escape |
| 2 A could have been | B could be | C might be | D should have been |
| 3 A needn't have done | B didn't need to do | C mustn't do | D mustn't have done |
| 4 A traffic | B road | C speed | D driving |
| 5 A should noticed | B should have noticed | C could have noticed | D ought to notice |

Wypowiedź pisemna

- 5 **Niektórzy uważają, że jedynym sposobem na zmniejszenie natężenia ruchu i zanieczyszczenia powietrza w miastach jest korzystanie z transportu publicznego. Napisz rozprawkę, w której przedstawiś argumenty wspierające ten punkt widzenia oraz argumenty, które mu przeczą.**

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

Wypowiedź ustna

- 6 **Pracujcie w parach. Opiszcie zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.**

Uczeń A



- 1 How is the woman feeling? Why?
- 2 Some people think that women are worse drivers than men. Do you agree with this opinion? Why?
- 3 Tell us about a memorable driving lesson you or someone you know has had recently.

Uczeń B



- 1 Why do you think these people chose to use bikes to get around the city?
- 2 What are some of the disadvantages of cycling in a city?
- 3 Tell us about an exciting cycling trip you or someone you know has had recently.

✓ SELF-ASSESSMENT UNIT 2

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can talk about present and past obligations, prohibitions and permissions.
- b I can speculate, make deductions and discuss possibility and probability about the present, past and future.
- c I can talk about the advantages and disadvantages of using different forms of transport.
- d I can discuss photos, speculating and making deductions.
- e I can write an opinion essay.
- f I can give arguments for and against in a debate.