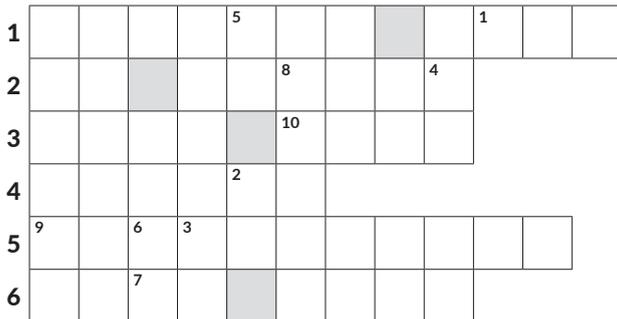


- 1 Do the crossword puzzle. The hidden word in 1-10 is the title of a popular TV drama.



In this programme, you

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

The hidden title:                    \_ \_ \_ \_ \_ OF \_ \_ \_ \_ \_  
   1 2 3 4 5                    6 7 8 9 10

- 2 Match the sentence halves.

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

- 3 Complete the sentences with the missing words.

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

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

fact watch document move broadcast fiction  
 addict magazine

A recent survey into Polish people's viewing habits has revealed that we love talent shows. They are watched by the largest audience and are often <sup>1</sup> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ - once you start watching, you cannot stop. Finally, it seems we prefer <sup>4</sup> \_\_\_\_\_ stories to <sup>5</sup> \_\_\_\_\_ information. Both history and science <sup>6</sup> \_\_\_\_\_ are the least popular among viewers.

**VOCABULARY CHALLENGE!** Student's Book, p. 108, UNIT 1, ex. 1

- 5 Complete the sentences with the correct words.

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

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

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### 1 Match the sentence halves.

- 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


- 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 to complete the sentences.

- 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.

### 3 Complete the sentences with the correct form of the verbs.

- 1 **A** Let's just stay at home and watch TV.  
**B** Come on. We \_\_\_\_\_ (*not go out*) for ages.
- 2 **A** Weekend with your granddaughter again?  
**B** No. Unlike most weekends, Sara \_\_\_\_\_ (*not stay*) with us this time. It's her best friend's birthday party.
- 3 **A** I'm taking my sister to see the reenactment of the battle of Grunwald this summer.  
**B** \_\_\_\_\_ (*she / ever / see*) a historical reenactment before?
- 4 **A** I can't find any good sitcoms to watch.  
**B** I'm not surprised. Sitcoms \_\_\_\_\_ (*get*) dumber and dumber.
- 5 **A** You can't trust what you hear on TV.  
**B** Where \_\_\_\_\_ (*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 \_\_\_\_\_ (*not attack*) people.
- 7 **A** I'm tired, mum. Let me sleep some more.  
**B** How long \_\_\_\_\_ (*you / sleep*)? Didn't you go to bed early last night?

### 4 Complete the gaps with the words below.

recently twice since currently yet hardly ever

- 1 My favourite radio show airs \_\_\_\_\_ a week.
- 2 They're \_\_\_\_\_ filming the final season of this reality show.
- 3 The government has \_\_\_\_\_ given us some funds for this project.

- 4 We haven't informed the public about it \_\_\_\_\_.
- 5 She's been staring at me \_\_\_\_\_ she walked in.
- 6 I \_\_\_\_\_ watch political debates.

### 5 Use the present tenses to complete the text with the correct form of the verbs in brackets.

Next weekend I <sup>1</sup> \_\_\_\_\_ (*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> \_\_\_\_\_ (*read*) about it a lot for the past year. I <sup>3</sup> \_\_\_\_\_ (*think*) we really <sup>4</sup> \_\_\_\_\_ (*know*) everything about it. Every year on the day of the battle, the whole town <sup>5</sup> \_\_\_\_\_ (*gather*) for the reenactment. We always <sup>6</sup> \_\_\_\_\_ (*build*) three little huts in the middle of the battlefield to be destroyed during the battle. We <sup>7</sup> \_\_\_\_\_ (*not use*) real bombs, of course, just a little bit of explosive materials strategically placed by a professional. The battle <sup>8</sup> \_\_\_\_\_ (*be*) staged for the past 20 years, but it's only this year we, the students, <sup>9</sup> \_\_\_\_\_ (*finally / participate*) as well. We <sup>10</sup> \_\_\_\_\_ (*already / prepare*) most of our costumes, but the fireworks specialist <sup>11</sup> \_\_\_\_\_ (*not finish*) setting up the field yet. So far, it <sup>12</sup> \_\_\_\_\_ (*be*) great fun, but now I <sup>13</sup> \_\_\_\_\_ (*get*) a bit nervous as I <sup>14</sup> \_\_\_\_\_ (*never / perform*) in front of such a huge audience before.

### 6 Translate the Polish parts of the sentences into English using the present tenses.

- 1 \_\_\_\_\_ (*Na jakie tematy dyskutujecie*) in your debate club this week?
- 2 \_\_\_\_\_ (*Jak często Jake pisze*) news reports for his civic education class?
- 3 \_\_\_\_\_ (*Jak długo Pan czeka*) here?
- 4 \_\_\_\_\_ (*Słyszałem to już dwukrotnie*), but I still can't believe it.
- 5 She hasn't really thought about it \_\_\_\_\_ (*od lat*).
- 6 \_\_\_\_\_ (*Ostatnio odkryłam*) that the more news sources I compare, the more confused I get.
- 7 \_\_\_\_\_ (*Prawie nigdy nie odwiedzamy*) the same place twice.
- 8 \_\_\_\_\_ (*Wciąż nie znalazłam*) the perfect gift for my boyfriend.

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

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

- 1 Read the text and complete it with the words below. There are three extra words.

biased addictive interested contemporary  
recommendation directed impartial worth acting

### A SOUND FILM CRITIC

Basically, every film critic's job is to let the public know whether they think a film is <sup>1</sup>\_\_\_\_\_ seeing or not, but that doesn't mean they should give a <sup>2</sup>\_\_\_\_\_ opinion based only on their personal preferences. A good critic is <sup>3</sup>\_\_\_\_\_ in films in general, is familiar with both classic and <sup>4</sup>\_\_\_\_\_ works and knows enough about the previous works of who a particular film is <sup>5</sup>\_\_\_\_\_ by. But what people really look to them for is a <sup>6</sup>\_\_\_\_\_ as to which films they should spend their precious time on watching.

- 2  **MP3 01** Listen to the interview and answer the questions.

- 1 What is the purpose of the interview?  
\_\_\_\_\_
- 2 How did Mr Marsden's first film review come about?  
\_\_\_\_\_
- 3 What qualifications does he have as a critic?  
\_\_\_\_\_
- 4 What does he say about watching a film by an unfamiliar director?  
\_\_\_\_\_
- 5 What does he think of film critics who are negative about directors?  
\_\_\_\_\_

- 3  **MP3 01** Listen again and complete the notes.

### Evan Marsden

- ▶ Marsden began his career as <sup>1</sup>\_\_\_\_\_ for a small local newspaper. He was assigned to write <sup>2</sup>\_\_\_\_\_ of a film that was being shot in the area.
- ▶ He feels that he is an <sup>3</sup>\_\_\_\_\_ viewer because of the wide range of material he has watched, even though he has no academic background in film studies. His interest in the <sup>4</sup>\_\_\_\_\_ triggers him to study more of their work in depth.
- ▶ Marsden believes that the role of the critic is to help readers <sup>5</sup>\_\_\_\_\_ to watch. His stance is that reviewers need to be <sup>6</sup>\_\_\_\_\_, so he strongly disapproves of critics who attack individual directors or actors, feeling that this approach is not <sup>7</sup>\_\_\_\_\_ to the readers.

- 4 Write a short summary of the interview in Polish for a member of the newspaper board who was unable to attend it. Add your own recommendation about employing Evan Marsden, giving reasons to support it.

### REVISION Student's Book, page 6

- 5 Complete the sentences with the missing adjectives.

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

- 6 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.

- 7 Complete the sentences with the correct prepositions.

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

### VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 1, ex. 2

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

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

### 1 Choose the correct option to complete the sentences.

- 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 Write questions and negative sentences, as in the 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**  
\_\_\_\_\_
- The first floor** of the museum had collapsed before we even called 112. **WHICH PART**  
\_\_\_\_\_
- She bought **a year-supply** of books during her holidays in London. **HOW MANY**  
\_\_\_\_\_
- Investigative journalists had been working on this scandal **for months** when the government told them to back off. **HOW LONG**  
\_\_\_\_\_
- She used to make **beautiful clay ceramics** when she was at school. **WHAT**  
\_\_\_\_\_

### 3 Choose the correct option 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 Complete the sentences with the correct form of the verbs.

- The light \_\_\_\_\_ (**come**) in, illuminating the model as we \_\_\_\_\_ (**paint**) her portrait.
- A** When \_\_\_\_\_ (**start**) thinking about moving to Thailand?  
**B** Oh, I \_\_\_\_\_ (**dream**) about it for years.
- They \_\_\_\_\_ (**cancel**) this play three times last month. The leading actor is seriously ill.
- Last year my baby brother \_\_\_\_\_ (**break**) two of my vinyls which I \_\_\_\_\_ (**find**) at a flea market.
- What \_\_\_\_\_ (**look for**) in my room last night?
- Look at this vintage camera! I \_\_\_\_\_ (**come across**) it last summer when I \_\_\_\_\_ (**help**) my grandpa clean out the attic.

### 5 Complete the text with the correct form of the words in brackets.

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> \_\_\_\_\_ (**doubt**) its authenticity, as you <sup>2</sup> \_\_\_\_\_ (**cannot**) see it from underneath new paint and dirt. But with each passing week, as the restorers <sup>3</sup> \_\_\_\_\_ (**uncover**) more and more of it, more and more specialists <sup>4</sup> \_\_\_\_\_ (**start**) to believe it. The main restorer recalls <sup>5</sup> \_\_\_\_\_ (**I / be**) nervous? Yes. All the time while I <sup>6</sup> \_\_\_\_\_ (**work**) on it, I <sup>7</sup> \_\_\_\_\_ (**have to**) make myself forget it was a da Vinci because I <sup>8</sup> \_\_\_\_\_ (**not want**) to become overwhelmed by it. Why <sup>9</sup> \_\_\_\_\_ (**the painting / be**) in such a state? Over the centuries its owners probably <sup>10</sup> \_\_\_\_\_ (**try**) to fix it. Maybe the face in the painting <sup>11</sup> \_\_\_\_\_ (**not look**) masculine enough so someone <sup>12</sup> \_\_\_\_\_ (**give**) it a beard. Or maybe someone <sup>13</sup> \_\_\_\_\_ (**try**) to cover the cracks that <sup>14</sup> \_\_\_\_\_ (**appear**) overtime. One way or another, after the specialists <sup>15</sup> \_\_\_\_\_ (**completely / restore**) it, a Saudi prince <sup>16</sup> \_\_\_\_\_ (**buy**) it for over \$ 450 million.

### GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1, ex. 1 & 2

### 6 Complete the sentences with the correct form of the verbs below. Put the words in brackets in the right place.

borrow complete criticise leave tell wonder

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

### 7 CUMULATIVE GRAMMAR Complete the second sentence so that it means the same as the first.

- The last time we went to a gallery was two years ago. It \_\_\_\_\_ to a gallery.
- The BBC started showing this series 9 weeks ago. The BBC \_\_\_\_\_ 9 weeks.
- It was the first time he was taking part in a flash mob. He \_\_\_\_\_ in a flash mob before.
- How long is it since she wrote a bestseller? When \_\_\_\_\_ a bestseller?
- Were you in the middle of doing something when I walked in? What \_\_\_\_\_ when I walked in?

- 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 \_\_\_\_\_ 4 emotional \_\_\_\_\_ 7 reliable \_\_\_\_\_  
2 target \_\_\_\_\_ 5 go \_\_\_\_\_  
3 urban \_\_\_\_\_ 6 run a \_\_\_\_\_

- 2  Read the text and 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>\_\_\_\_\_ 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>\_\_\_\_\_ These problems are so widespread 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>\_\_\_\_\_ The Internet remains flooded with fake news.

It therefore follows that we need to protect ourselves from being **misled**. 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>\_\_\_\_\_ 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**  Read the text on page 8 again and answer the questions.

- 1 What does the writer say about fake news stories in the past?  
\_\_\_\_\_
- 2 In what ways have fake news stories evolved?  
\_\_\_\_\_
- 3 What are the examples of Pizzagate and the Roma minority in France meant to illustrate?  
\_\_\_\_\_
- 4 What two points does the author make about news stories that play on our emotions?  
\_\_\_\_\_
- 5 What does the author say about attempts to control fake news by governments and social media?  
\_\_\_\_\_
- 6 What recommendations are given to help us avoid being taken in by fake news?  
\_\_\_\_\_

**4**  Complete the checklist about unreliable news sources.

**FAKE NEWS AND HOW TO SPOT IT:**

- Fake news plays on <sup>1</sup>\_\_\_\_\_.
- It manipulates <sup>2</sup>\_\_\_\_\_ and can make them <sup>3</sup>\_\_\_\_\_.
- It deals in exaggerated <sup>4</sup>\_\_\_\_\_.
- It tries to block <sup>5</sup>\_\_\_\_\_ in favour of emotional responses.
- When in doubt, <sup>6</sup>\_\_\_\_\_.
- Don't trust <sup>7</sup>\_\_\_\_\_.
- Trust your <sup>8</sup>\_\_\_\_\_ when reading dubious stories – and always <sup>9</sup>\_\_\_\_\_.

**5** Match the words in bold from the text on page 8 with their definitions.

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

**6** Use the words from exercise 5 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 \_\_\_\_\_.
- 2 I was \_\_\_\_\_ 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 \_\_\_\_\_ the stories that it was a Rembrandt.
- 4 The Black Widow's \_\_\_\_\_ 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 \_\_\_\_\_ the public and caused riots.
- 6 Celebrities often take newspapers to court to get them to apologise for publishing \_\_\_\_\_ about them.
- 7 Wild animals have an instinctive \_\_\_\_\_ of people, which house pets have lost.

**REVISION** Student's Book, pages 8–9

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

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

**8** Choose the correct word to complete each sentence.

- 1 The painter dipped her **paintbrush** / **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 The garden is filled with **stages** / **statues** of Greek gods.
- 5 *Hamlet* is the greatest **masterpiece** / **spectacle** by Shakespeare.
- 6 Meryl Streep's **sculpture** / **performance** in this film is simply amazing.

**VOCABULARY CHALLENGE!** Student's Book, p. 108, UNIT 1, ex. 3 & 4

**9** Complete the sentences with the correct form of the words in brackets.

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

a stimulus-based discussion:  
talking about advantages  
and disadvantages

### 1 Find and correct a mistake in each sentence.

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

### 2 Complete the sentences with the words below. There is one extra word.

advantage   point   against   on   disadvantages  
drawback   in favour   all

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

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

1  2  3  4  5  6  7

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

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

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

### 2 Complete the gaps in the film review with the correct words.

I must say that *Spectre*, which <sup>1</sup>\_\_\_\_\_ 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>\_\_\_\_\_ on any particular James Bond novel, but it does take many ideas from the books. The fantastic opening scene is <sup>3</sup>\_\_\_\_\_ 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>\_\_\_\_\_: 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>\_\_\_\_\_ the end Bond is never really faithful to any girl. I must say the film was more entertaining than I'd <sup>6</sup>\_\_\_\_\_, thanks to the fantastic cast and the amazing stunts. I would also <sup>7</sup>\_\_\_\_\_ 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>\_\_\_\_\_ 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>\_\_\_\_\_ seeing what everybody is talking about!

### 3 Read the instructions and do the writing task.

Obejrzałeś/Obejrzałaś film, o którym dużo się ostatnio mówi. We wpisie na swoim blogu (100–150 słów):

- 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.

**1** Choose the correct Polish equivalents. How would you translate into English the Polish phrases that you did not 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*

**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 sztuki 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** Complete the sentences using the correct form of the words in brackets. Add extra words where necessary.

- 1 Spending too much time on your phone may suggest you \_\_\_\_\_ (*addicted / it*).
- 2 My grandma \_\_\_\_\_ (*used / make*) sand sculptures with me when I was little.
- 3 I was proud when my boss made \_\_\_\_\_ (*I / responsible / prepare*) the show.
- 4 Fewer and fewer people \_\_\_\_\_ (*watch / news*) on TV, switching to news feeds on the Internet instead.
- 5 How long \_\_\_\_\_ (*you / wait*) here?
- 6 When we arrived at the art auction, \_\_\_\_\_ (*they / already / sell*) the painting we were interested in.
- 7 My sister \_\_\_\_\_ (*always / borrow*) my paintbrushes and watercolours when we were little and I hated it.

**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 \_\_\_\_\_ with silly reality shows.
- 2 James forecasts the weather. James is \_\_\_\_\_.
- 3 I think it's important to know all the latest news. I think it's important to keep \_\_\_\_\_.
- 4 Sally can't live without talk shows. Sally \_\_\_\_\_ 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 \_\_\_\_\_ telling stories.
- 6 He started hosting this show two years ago. He \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_ 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> \_\_\_\_\_. Also, I believe it's a great <sup>7</sup> \_\_\_\_\_ for any fan of action movies.





Rozumienie tekstu pisanego *Wybór wielokrotny, Zdania z lukami*

- Rozumienie ze słuchu *Dobieranie (zdań do wypowiedzi)*
- Mówienie *Rozmowa na podstawie ilustracji*

1 Przeczytaj teksty dotyczące prawdy historycznej i odpowiedz na pytania (1–2) oraz uzupełnij zdania (3–7).

- 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 1.

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

Around 524 BC, fifty thousand Persian soldiers led 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.

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.

- According to the review, *They Never Left?* is \_\_\_\_\_ pseudo-documentaries presenting theories about landing on the moon.
- The idea that \_\_\_\_\_ landed on the silver globe is certainly not new.
- The author of this review says that the arguments presented in the film were never consulted \_\_\_\_\_.
- At the end of the review, the author suggests that people who produced this film knew \_\_\_\_\_ about the subject.
- Overall, the review presents a \_\_\_\_\_ opinion on the programme.

2 **MP3 02** **Wysłuchaj wypowiedzi czterech osób mówiących o biografjach postaci historycznych. Do każdej wypowiedzi (1–4) dopasuj zdanie A–D.**

Which speaker

- |  |  |
|--|--|
| <b>A</b> is disappointed that many of the biographies fail to be thought-provoking?  |  |
| <b>B</b> is convinced that his/her favourites are both entertaining and educational? |  |
| <b>C</b> appreciates the fact that some authors manage not to be biased?             |  |
| <b>D</b> complains that even such elements as settings can be a disappointment?      |  |

3 **Describe the picture and answer the three questions.**

3 minute



- 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.





VIDEO 02



## COMPREHENSION

1 What do you know about the singer David Bowie? Do you think the statements are true (T) or false (F)?

- |   |       |
|---|-------|
| 1 He was born in Manchester.                      | T / F |
| 2 He died in January 2016.                        | T / F |
| 3 He had a very successful singing career.        | T / F |
| 4 There are no tributes to him in his birthplace. | T / F |
| 5 He came from a very rich background.            | T / F |

2 Watch the first part of the documentary and check your answers. Correct the false statements.

## Glossary

- old haunts (expression)** places you used to go to on a regular basis
- pass away (v)** to die (this phrase is used to avoid saying die because you think it might upset somebody)
- suburbs (n)** an area or town near a large city
- tribute (n)** something which you do or say to show that you respect and admire someone

3 Watch the whole video. Choose the best option to complete the sentences.

- The city tour revisits places that *were important to Bowie / appeared in his songs*.
- The narrator and Bowie are from *different cities / the same city*.
- Nicholas Pegg *wrote a book about Bowie / worked with Bowie*.
- He grew up *in the centre of the city / in the suburbs*.

4 Look at pictures 1–4 from the documentary and choose the best option to complete the captions.

- The image shows *personal tributes and lyrics / an official tribute*.
- Soho is *a little bit / completely* different now.
- The presenters are *singing / crying*.
- Sophie thinks *most / all* people can connect to Bowie's music.

## AUTHENTIC ENGLISH

1 Look at the sentence from the video. Why do you think the words in bold are used?

*Absolutely amazing, **isn't it?***

2 Read the information in the box to check your answer to exercise 1.

## Question tags

A question tag is a short clause that you add to a statement to request agreement. When the first clause is affirmative, the tag is usually negative; and when the first clause is negative, the tag is usually affirmative.

Now try to complete the question tags in 1–3.

- Rock isn't your favourite type of music, \_\_\_\_\_ it?
- Bowie was born in Brixton, \_\_\_\_\_ he?
- I think most young people look up to singers, \_\_\_\_\_ you?

3 Discuss in pairs. What did you find most interesting or surprising about the documentary? Try to use question tags to keep your conversation going.

## SPEAKING

Work in pairs or small groups. Watch the whole video without sound and retell as much of the story as you can.

*David Bowie, who died in 2016, was a music legend. He was from London ...*



**READING**

**1** Work in pairs. As a tribute to David Bowie, the UK Royal Mail created a special set of stamps. Look at the pictures from the video and discuss the questions.

- 1 What do you think the different pictures of David Bowie represent?
- 2 Do you ever have special stamps of celebrities in your country?

**2** Read an online article about the stamps and answer the questions.

- 1 Which other rock band has featured on UK stamps?  
\_\_\_\_\_
- 2 Why is the release of the Bowie stamps so special?  
\_\_\_\_\_
- 3 What kinds of images are shown on these stamps?  
\_\_\_\_\_
- 4 What three things does the article mention that might be the criteria for how people are chosen to be on stamps?  
\_\_\_\_\_

**SPEAKING**

**1 PLAN** Work in small groups. You are going to choose a person or a group from the cultural world to appear on a set of stamps. Which person or group would you like to choose from your country? Use the language in the box to help you prepare.

**Explaining a choice**

- I would like to choose ... because ...
- His/Her/Their work is special because ...
- People like him/her/them because ...
- I think we should use an image which shows ...

**2 PRESENT** Present your choice to the rest of the class.

*We would like to choose Andrzej Wajda. His films are Polish, but he is popular all over the world.*

**3 DISCUSS** As a group, decide who is the class's favourite choice.

**BEYOND THE CLASS**

**Why not try ...**

the same task, but for a different country?

**Glossary**

- commemorate (v)** to show that you remember an important person by creating a special object
- criteria (pl n)** standards that are used for judging or for making a decision about something

**A BEAUTIFUL TRIBUTE**

Over the years, the Royal Mail has created stamps which show many people from the world of culture. The film-maker Alfred Hitchcock, the comedian Charlie Chaplin, the actress Vivien Leigh and the writer Charlotte Brontë have all appeared on different British stamps.

**Popular music**

Recently, it's been the turn of popular music. A few years ago, they released a set of stamps to commemorate the rock group Pink Floyd. But the Bowie stamps represent the first time that the Royal Mail has dedicated a large collection of stamps – ten in total – to a single artist or cultural figure.

**Designs**

Some of the stamps feature Bowie's changing musical styles and personas across the decades, as well as some of his most admired album covers. Four other stamps show Bowie singing live over a 30-year period to complete the set.

**Selection process**

So, how are people chosen to be on stamps? What are the criteria? Are they chosen because they have brought something important to a particular culture or just because they are popular? Or perhaps because they have influenced others? It seems like Bowie did all these things: he played an important role in British society and the stamps celebrate his contribution.

# 2

# FRIENDS AND FOES

## VOCABULARY

friends and family  
• phrasal verbs

### 1 Choose the odd one out.

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

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

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

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

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

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

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

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

look make take get break go fall

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



### VOCABULARY CHALLENGE! Student's Book, p. 108, UNIT 2, ex. 1

### 6 Translate the Polish parts of the sentences into English. Use no more than five words.

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

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

get on break up take after fall out fall for

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- 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	✓	-	-	✓	✓

- None of the students has a pet. T / F
- All of them have got a brother or sister. T / F
- No student lives with his/her parents. T / F
- Some of them have got a boyfriend or a girlfriend. T / F
- Most of them have got a best friend. T / F
- Both Rose and Travis are in a relationship. T / F

- 2 Choose the correct option to complete the sentences.

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

- 3 Choose the correct answers.

- \_\_\_ relationships are definitely more difficult than others, but you need to work on them.  
a Some    b Any    c Few
- The storm has caused \_\_\_ damage throughout the country.  
a most    b many    c much
- \_\_\_ the people I know grew up in this neighbourhood, I'd say 90% of them.  
a Most    b Most of    c All of
- \_\_\_ member of the support group has a chance to speak.  
a All    b Every    c Few
- Fiona never gives me \_\_\_ good advice.  
a little    b any    c no
- \_\_\_ of my parents work at the local hospital.  
a All    b Both    c Neither
- Unfortunately, although we called \_\_\_ hotels, there were no free rooms in any of them.  
a many    b much    c a little
- 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> \_\_\_\_\_ 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> \_\_\_\_\_ of these situations. Moreover, <sup>3</sup> \_\_\_\_\_ men and women, without <sup>4</sup> \_\_\_\_\_ exception, said that when they experienced something painful, they received <sup>5</sup> \_\_\_\_\_ support from their siblings. In the last question, people had to say which relationships were the most important, and <sup>6</sup> \_\_\_\_\_ of them turned out to be as important as friendship.

- 5 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

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

**GRAMMAR CHALLENGE!** Student's Book, page 109, UNIT 2, ex. 1

- 6 Translate the Polish parts of the sentences into English. Use no more than five words.

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

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

- 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 \_\_\_\_\_.

## 1 Look at the photo and complete the description.



I'm not sure what the <sup>1</sup>re\_\_\_\_\_ is between the two men, but they seem to be <sup>2</sup>cl\_\_\_\_\_ to one another and have a trusting and <sup>3</sup>sup\_\_\_\_\_ friendship. The man on the right seems <sup>4</sup>dev\_\_\_\_\_ about something. Perhaps he has <sup>5</sup>sp\_\_\_\_\_ up with his <sup>6</sup>pa\_\_\_\_\_, or he may have missed out on an important opportunity. He is lucky to have a close friend who can help him deal with this <sup>7</sup>pa\_\_\_\_\_ situation.

2  MP3 03 Listen to the radio interview and complete the sentences.

- 1 Psychology lecturer Melody Camber is a guest on the radio programme to discuss \_\_\_\_\_.
- 2 According to her studies, we are often \_\_\_\_\_ with friends than with family members.
- 3 People choose certain people as friends because they trust them and share \_\_\_\_\_.
- 4 Ms Camber believes that it takes \_\_\_\_\_ to preserve friendships.
- 5 She claims that maintaining friendships via social media might \_\_\_\_\_ to long-term friendships.

3  MP3 03 Listen again and complete the fact file about friendship.

## KEY POINTS ABOUT FRIENDSHIP:

- Friends help us during <sup>1</sup>\_\_\_\_\_;
- We can confide in friends when <sup>2</sup>\_\_\_\_\_ are involved in a conflict situation;
- We relate differently to friends because we <sup>3</sup>\_\_\_\_\_;
- It is vital to <sup>4</sup>\_\_\_\_\_ throughout your life;
- Real friendships cannot be preserved via <sup>5</sup>\_\_\_\_\_;
- In later life, friendships keep us <sup>6</sup>\_\_\_\_\_.

## 4 Write a short blog entry about the importance of friendship in your life.

## REVISION Student's Book, page 18

## 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>\_\_\_\_\_ experience in your life? Have you ended a long <sup>2</sup>\_\_\_\_\_?



Do you know somebody who feels <sup>3</sup>\_\_\_\_\_ after a terrible experience, and would you like to help them? During our therapy sessions, we offer a <sup>4</sup>\_\_\_\_\_ atmosphere when we share our <sup>5</sup>\_\_\_\_\_ stories. To join our support group, call us on 0800 ...

## VOCABULARY CHALLENGE! Student's Book, p. 109, UNIT 2, ex. 2

7  Translate the Polish parts of the sentences into English. Use no more than five words.

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

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

It was heartbreaking to hear that \_\_\_\_\_.

In friendship, I value \_\_\_\_\_.

When somebody spreads rumours about me, I \_\_\_\_\_.

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

- the beach / will / lying / I / on / be / .  
\_\_\_\_\_
- won't / her / finished / Sara / project / have / .  
\_\_\_\_\_
- reports / you / read / all / will / the / have / ?  
\_\_\_\_\_
- will / not / we / any / taking / tests / be / .  
\_\_\_\_\_
- you / will / doing / what / be / ?  
\_\_\_\_\_
- will / 20 pages / written / I / have / .  
\_\_\_\_\_

this time next week	by the end of next week

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

- I will be seen Mary on Friday at 4.  
\_\_\_\_\_
- The film will have start by the time we get there.  
\_\_\_\_\_
- Will you have moving to your new house on Monday?  
\_\_\_\_\_
- Will you be studying at 8 or can I call you?  
\_\_\_\_\_
- I'll be holding a red rose - that's how you will recognise me.  
\_\_\_\_\_
- I hope I will have fall in love by the end of the summer.  
\_\_\_\_\_
- Will you waiting for me outside the cinema?  
\_\_\_\_\_

**3** Choose the correct option to complete the sentences. Sometimes more than one option is possible.

- She's gone to the airport. I'm afraid her plane *will have left* / *leaves* by now.
- It's all arranged then. We *are leaving* / *will be leaving* from outside the school at 9 a.m. tomorrow.
- A man *will have waited* / *will be waiting* for you at the station. He *wears* / *will be wearing* a brown raincoat and a hat.
- Three new shopping malls *will be opening* / *will have opened* in the city by the end of the year.
- Do you eat* / *Are you going to eat* the last slice of the cake?
- Are you making* / *Will you be making* the birthday cake tomorrow evening?
- Susan *won't be saving* / *won't have saved* all the money she needs by next month.
- It's 4:30. *Will Joe have left* / *Will Joe be leaving* school already?

**4** Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one tense is suitable.

- I can't see you at 5 this afternoon. I \_\_\_\_\_ (play) table tennis with Mike as usual.
- \_\_\_\_\_ you \_\_\_\_\_ (pay) the money back by the time they realise there is some missing from the safe?

- Martha, what \_\_\_\_\_ you \_\_\_\_\_ (do) this evening? I need somebody to look after my little brother for half an hour.
- Pick me up at 7. I \_\_\_\_\_ (stand) in front of the office.
- I'd love to go shopping with you next weekend. Hopefully, I \_\_\_\_\_ (not spend) all my pocket money by then.
- Where \_\_\_\_\_ you \_\_\_\_\_ (live) in three years' time?
- Next summer, my sister \_\_\_\_\_ (study) law for five years.
- What a cool scarf. I \_\_\_\_\_ (buy) it for mom!

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

- Tomorrow at 6:30, Caroline \_\_\_\_\_.
- At 7:15, she \_\_\_\_\_.
- By 9, she \_\_\_\_\_ and by 9:30, her patients \_\_\_\_\_.
- At 12 tomorrow, Caroline \_\_\_\_\_, as she always does.
- By 1:15, she \_\_\_\_\_.
- At 2, she \_\_\_\_\_ but she \_\_\_\_\_ by 4.

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. 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. No later than 30 minutes after that, her first patients arrive. When she finishes her session, at about 11, 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.

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

- I'm pretty sure \_\_\_\_\_ (some / my relatives / wait) at the airport when I arrive.
- There are two books I'm interested in and, hopefully, by the end of this week \_\_\_\_\_ (I / read / both / them).
- I swear \_\_\_\_\_ (I / not / lie) to you again!
- \_\_\_\_\_ (all / students / write) a diagnostic test during their third lesson on Thursday.
- \_\_\_\_\_ (most / these / restaurants / close) by the time we get to the centre.
- Robert \_\_\_\_\_ (take / few / exams) next week – all on the same day!
- This time next month, \_\_\_\_\_ (some / my / friends / visit) me here in Warsaw.
- \_\_\_\_\_ (no / student / manage) to hand in the project by Monday.
- Is it true that \_\_\_\_\_ (neither / you / speak) Spanish?
- I'm afraid \_\_\_\_\_ (none / my / grandparents / be) still alive.

reading for gist, cohesion and coherence  
 • order of information • relationships and dating

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

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

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



A What does it mean 'right'? Start by overcoming this fear of confrontation. Everybody has the right to speak their mind. Just remember that expressing your feelings does not mean attacking people. Be respectful and avoid accusations. Instead of saying 'you're being unfair,' say 'I don't understand why you're treating me like this'. That way a parent or a teacher does not feel like you're **questioning their authority**.

B Finally, when you have the 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.



C Does this sound familiar? You feel that your parents or your teachers have treated you unfairly, so you **voice your complaints**, and they don't listen. Everything ends with people yelling at each other and everybody being angry with everybody else. Conflict creates a bad atmosphere, which is why many people often **avoid confrontation** because they are afraid of the consequences. This is actually the wrong way to think about it. Arguing is in fact good as it clears the air. You just have to do it right, and you'll get what you want.

D Once you feel you can present your arguments calmly and politely, pick the right time and place for it. Teachers, believe it or not, are also human. If they feel attacked in front of the class, they will try to defend their position of power. Similarly, if you approach your parents when they're busy, they may just get annoyed. Pick a moment when they can focus on you.

E Yet, despite all these rules, sometimes it's just impossible to keep calm. Then discussions turn into **heated arguments** and later a fight, and everybody's mad at everybody. If so, give it time. Stop yelling and go to your room to cool off. And then, try again. Apologise if you've **said something hurtful** – it's a great starting point for a new discussion. Just think of all the above rules, and don't let it turn into another fight!

3 Read the paragraphs again in the 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?  
 \_\_\_\_\_
- 2 What do 'negotiations' and a 'compromise that satisfies both sides' imply?  
 \_\_\_\_\_
- 3 What is meant by 'clears the air'?  
 \_\_\_\_\_
- 4 What is the best time for difficult conversations with adults? Why?  
 \_\_\_\_\_
- 5 When and why should you walk away from a discussion?  
 \_\_\_\_\_

4 Read the text again and complete the sentences.

- 1 Emotional family arguments can make people \_\_\_\_\_, but they can also \_\_\_\_\_ if you approach them \_\_\_\_\_.
- 2 You shouldn't be afraid of \_\_\_\_\_, but you should show \_\_\_\_\_ at all times and, as a result, you may \_\_\_\_\_.
- 3 If you can't avoid \_\_\_\_\_, you should \_\_\_\_\_ from the situation until you are calmer.
- 4 You can \_\_\_\_\_ the discussion in a calmer way if you begin \_\_\_\_\_ saying any hurtful things.
- 5 You should be mindful of \_\_\_\_\_ you restart the discussion, and you should prepare a \_\_\_\_\_ to present.
- 6 Think of the renewed discussion as a \_\_\_\_\_, where you try to find solutions that \_\_\_\_\_ happy.

**5 Match the definitions below with the phrases in bold from the text on page 20.**

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

**6 Complete the text with the correct form of the phrases from exercise 5.**

**THINGS TO AVOID WHEN ARGUING**

-  Don't **1** \_\_\_\_\_ – it's much better to tell people what's bothering you.
-  When you **2** \_\_\_\_\_, do so calmly and logically.
-  Don't **3** \_\_\_\_\_ – they will only get angry and try to show you who's boss.
-  **4** \_\_\_\_\_ usually don't lead anywhere, it's much better to discuss things calmly.
-  Don't **5** \_\_\_\_\_ to people, they'll only do the same and yell at you too.
-  Don't **6** \_\_\_\_\_, people usually attack when you hurt their feelings.

**REVISION** Student's Book, pages 20–21

**7 Complete the text with the words given.**

crush sight fall soulmates at (x2) to (x2)

**8 Complete the gaps with one word.**

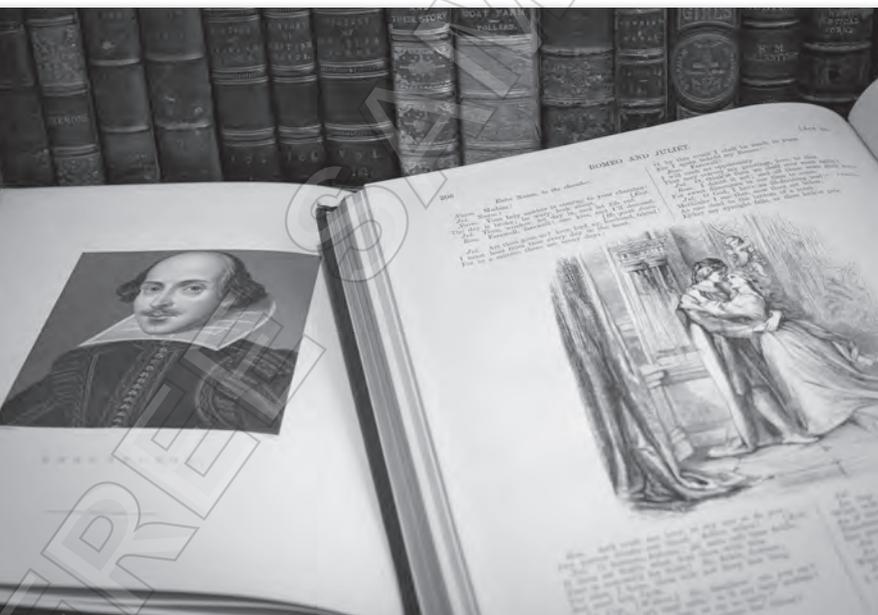
- 1 He's really handsome, but he doesn't seem attractive \_\_\_\_\_ me at all with that new haircut.
- 2 Who in your family are you closest \_\_\_\_\_?
- 3 I think by the time I'm 35, I'll already \_\_\_\_\_ married \_\_\_\_\_ three children.
- 4 Why did they \_\_\_\_\_ divorced? They were so \_\_\_\_\_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

**VOCABULARY CHALLENGE!** Student's Book, p.109, UNIT 2, ex. 3 & 4

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



In one of the best known love stories of all time, Romeo and Juliet **1** \_\_\_\_\_ in love **2** \_\_\_\_\_ first **3** \_\_\_\_\_ when Romeo sneaks into her engagement party. This is the night when Juliet is supposed to be introduced **4** \_\_\_\_\_ her future husband, Paris, a man her parents have chosen for her. Romeo, on the other hand, comes to the party because he wants to see Rosaline – a girl he has a **5** \_\_\_\_\_ on. But when he spots Juliet across the room, Rosaline is totally forgotten. Juliet notices him staring **6** \_\_\_\_\_ her and the two meet. By the time they find out that they belong to rival families who hate each other, it's too late. They know they're **7** \_\_\_\_\_. Juliet refuses Paris and secretly gets married **8** \_\_\_\_\_ Romeo. Unfortunately, there's no happy ending for the two of them ...

1 **MP3 04** You will 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 / might / better) if we move the party to a club.
- 2 \_\_\_\_\_ (I / could / possibly / borrow) this dress for my end of school dance?
- 3 \_\_\_\_\_ (I / be / grateful) your help.
- 4 If \_\_\_\_\_ (you / agree / handle) the invitations, I'll bake the cake.
- 5 \_\_\_\_\_ (you / able) take care of it?
- 6 \_\_\_\_\_ (Maybe / better / solution / be / buy) her a ticket for the Open'er Festival?
- 7 \_\_\_\_\_ (I / afraid / have to / apologise) revealing your secret.
- 8 \_\_\_\_\_ (we / allowed / stay) there after midnight?

3  Read the instructions and do the speaking task.

 4 minuty

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

miejsca imprezy

listy gości

strojów i dekoracji

jedzenia i picia

Rozmowę rozpoczyna egzaminujący.



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> \_\_\_\_\_ that social networking sites make it easier to find people who share our interests. It would be hard to <sup>2</sup> \_\_\_\_\_ 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(n) <sup>3</sup> \_\_\_\_\_, they often feel misunderstood and lonely.

<sup>4</sup> \_\_\_\_\_, 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> \_\_\_\_\_ us to search other people's profiles and meet somebody who may be interested in similar things.

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

Aspect 1: \_\_\_\_\_

Aspect 2: \_\_\_\_\_

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

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

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) \_\_\_\_\_

3 It (can / argue) \_\_\_\_\_

4 The (reason / I / say / this / be) \_\_\_\_\_

5 This is (due / fact) \_\_\_\_\_

4  Read the instructions and do the writing task.

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 the sentences.

- 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 Read the text and choose the correct answer a, b or c.

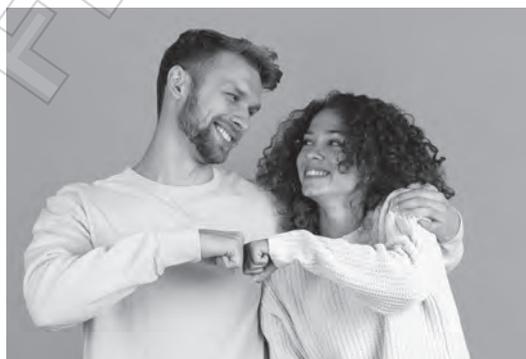


Tomorrow is a big day for Sandra and her five-year-old daughter, Mandy. Sandra's been a(n) <sup>1</sup> \_\_\_\_\_ mother since she split up with Mandy's father soon after her daughter had been born. Sandra has dated a few guys since then, but without <sup>2</sup> \_\_\_\_\_ luck. Then last year, Sandra's 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, but Sandra doesn't think they'll be moving into it any time soon because they need to renovate it first. 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          | c single          |
| 2 a much         | b many           | c some            |
| 3 a her to       | b with her       | c her             |
| 4 a for          | b in love        | c with a crush on |
| 5 a half brother | b brother-in-law | c stepbrother     |
| 6 a got          | b be getting     | c have got        |
| 7 a At           | b By             | c During          |

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

- She fell out with two of her best friends, but she soon \_\_\_\_\_ (*pogodziła się z obojgiem*) them.
- Carrie is \_\_\_\_\_ (*zdruzgotana, bo Ted zerwał*) with her last week.
- Some of the girls in my class \_\_\_\_\_ (*uwielbiają rozsiewać plotki*) but I don't.
- \_\_\_\_\_ (*Jutro o tej porze*), I'll be preparing for my date with James.
- Both of my brothers are good at maths, so \_\_\_\_\_ (*każdy z nich*) can help me with my homework.
- I hope I \_\_\_\_\_ (*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 \_\_\_\_\_ (*wspierać ją w trudnych chwilach*).
- Both of my sisters \_\_\_\_\_ (*są zadurzone*) on the same guy.
- After breaking up, \_\_\_\_\_ (*większość par nie pozostaje*) friends.



## 4 Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 6 p.m. always means a basketball game for me. Tomorrow too.  
Tomorrow at 6 p.m. I \_\_\_\_\_ **BE**
- My mum doesn't fancy giving big parties and my dad agrees.  
\_\_\_\_\_ giving big parties. **FANCIES**
- I have three sisters. They aren't dating at the moment.  
\_\_\_\_\_ dating at the moment. **OF**
- They'll fight and make up three times between now and Sunday.  
They \_\_\_\_\_ three times by Sunday. **FOUGHT**
- I'd love to have somebody famous in the family.  
I'd love \_\_\_\_\_ famous. **RELATED**
- My fiancé spent his childhood in Scotland.  
My fiancé \_\_\_\_\_ in Scotland. **BROUGHT**
- Readers of my blog might think that I'm lonely, but it's not true.  
Readers of my blog might \_\_\_\_\_ that I'm lonely, but it's not true. **IMPRESSION**
- Vicky and Leo are engaged since last Sunday.  
Vicky \_\_\_\_\_ Leo last Sunday. **GOT**
- Why do you always criticise my friends? It's so annoying!  
Why \_\_\_\_\_ my friends? **ARE**



Rozumienie tekstu pisanego *Zdania z lukami* • Znajomość środków językowych *Minidialogi (zadanie otwarte), Tłumaczenie fragmentów zdań (zadanie otwarte)*  
• Mówienie *Rozmowa na podstawie materiału stymulującego*

- 1 Przeczytaj tekst. Uzupełnij zdania 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 of 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 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.

- In the past women married because they \_\_\_\_\_ by their husbands.
- Romantic love is so idealised that for many it's hard to believe that being single can \_\_\_\_\_, rather than a result of unfortunate circumstances.
- \_\_\_\_\_ percent of people in Europe and America live alone.
- Relatives who expect \_\_\_\_\_ a family often hurt them with their 'caring' questions.
- Married people \_\_\_\_\_ than single people. Singles also engage more \_\_\_\_\_.

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

- X My uncle works as a TV producer.  
Y Could you introduce \_\_\_\_\_ him?
- X Do you have any siblings?  
Y Two, actually. But \_\_\_\_\_ lives with us anymore, so it's just me and my parents.
- X Maybe the bookshop in the centre will have it?  
Y \_\_\_\_\_ a try. And if not, I'll look online.
- X What? You forgot grandma's birthday?  
Y I know, I feel \_\_\_\_\_ it.

- 3 Translate the Polish parts of the sentences into English. Use no more than five words.

- Will I be able to come? \_\_\_\_\_ (*Obawiam się, że nie*).
- \_\_\_\_\_ (*Z powodu posiadania wielu wrogów*), the dictator had to go into hiding.
- It turns out \_\_\_\_\_ (*żaden z moich przyjaciół nie był*) honest with me about my girlfriend.
- Let's arrive a bit late. \_\_\_\_\_ (*skończą*) with the boring speeches by then.
- I think you can choose \_\_\_\_\_ (*każde z tych dwóch*) pictures, you look great in both.
- The forecaster says that \_\_\_\_\_ (*będzie padało*) tomorrow around four, so let's meet around six.

- 4 Read the instructions and do the speaking task.

5 minut

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

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



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



▶ VIDEO 03

# SPOTLIGHT ON SOCIETY VIDEOS

## Bokang's vlog: Best Friend Challenge

# 2

### BEFORE WATCHING



#### 1 Work in pairs and answer the questions.

- Are there some things your best friend doesn't know about you? Why?
- What do you think *Best Friend Challenge* is?

### WHILE WATCHING

#### 2 Watch the video. Was your guess from exercise 1 correct? In your own words describe what *Best Friend Challenge* is.

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#### 3 Watch the video again and answer the questions.

- Why are the girls filming the challenge?  

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- Having seen the whole challenge, would you agree with Bokang that all the answers have to match?  

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- On what topics do the girls give matching answers?  

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- How do they explain the discrepancy between their answers on things they like doing together?  

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- Would you say the girls are satisfied with the results of the challenge? What makes you think so?  

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### FOLLOW-UP

#### 4 Choose the correct option to complete the sentences. Watch the video again and check your answers.

- As we *speak* / *Speaking* of friends, who is your best friend?
- I often *get* / *hang* out with my friends on weekends.
- Please keep in *touch* / *friends* with me when you go away.
- My best friend and I have a lot *together* / *in common*, but we're also very different.

- Jasmine is very easy to *get* / *go* along with – you'll like her immediately, I'm sure.
- Would you like to *drink* / *get* coffee sometime?
- Can you *keep* / *hold* a secret?
- I'm not sure what time I'll be finished, so I'll *push* / *pop* you a text when I am.

#### 5 Complete the text with the phrases from exercise 4.

Matt and I have been together for almost three years now. At first, I didn't think we had a lot in <sup>1</sup> \_\_\_\_\_ . He was just one of the people in my class. We would often <sup>2</sup> \_\_\_\_\_ out together, and sometimes we <sup>3</sup> \_\_\_\_\_ coffee after school and so on. Then one day, at the beginning of the summer, he came across me in a park, crying over some family problems. I told him all about it and he promised to <sup>4</sup> \_\_\_\_\_ it a secret. Talking to him helped, and we kept in <sup>5</sup> \_\_\_\_\_ over the summer, nothing special, just popping each other a <sup>6</sup> \_\_\_\_\_ from time to time. But when I saw him on the first day of school again, I knew it was more than just friendship.

### AFTER WATCHING

#### 6 The girls in the video were surprised by some of the things they learnt. Think of your best friend and answer the questions.

- How/why did you become friends?
- How and how often do you keep in touch?
- What do you have in common?
- What do you value most about him/her?
- If they were to be very honest with you, what would they tell you?
- Can they keep a secret?

#### 7 Imagine you and your friends are going to take the *Best Friend Challenge*. Create a list of questions for it.

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VIDEO 04



## COMPREHENSION

- 1 Look at the picture. What are the people doing? What do you do for birthday celebrations in your culture?
- 2 Watch the first part of the video. Answer the following questions.
  - 1 Where is it from?
  - 2 Who wrote it and when?
  - 3 How did it become popular?

## Glossary

**legendary (adj)** very famous or well-known for a long time  
**viable (adj)** able to be done, or worth doing

- 3 Work in pairs. Match the names to the dates. Why is each year important to the history of the Happy Birthday song?
 

1 Hill sisters	a 1935
2 Summy company	b 1988
3 Warner/Chappell	c 1893
- 4 Watch the second part of the video. Answer the following questions.
  - 1 Why did Jenn pay \$1500 for a licence?  
\_\_\_\_\_
  - 2 Why was there a dispute?  
\_\_\_\_\_
  - 3 What was the judge's decision?  
\_\_\_\_\_
  - 4 Who can now use the Happy Birthday song?  
\_\_\_\_\_

## Glossary

**dispute (n)** a serious disagreement

## AUTHENTIC ENGLISH

- 1 Look at the sentence from the video and one other example. What do you think the expression *a big deal* means?
 

*Birthdays are a big deal, and yet what do we really know about the song?*  
*Unemployment is a big deal in this city.*
- 2 Read the information in the box to check your answers to exercise 1.

*(a) big deal*

We use *(a) big deal* in informal speech to describe something significant or important.

*Big deal* can also be used to emphasise that something isn't as important as it seems.

- 3 Look at the phrases in italics in the three sentences below. What do you think they mean?
  - 1 It *isn't a big deal* if you don't get me a present for my birthday.
  - 2 He *made a big deal* out of his exam success, but it's not that important.
  - 3 So, he got the highest grades in class ... *big deal!* Exams aren't the only thing that matters.
- 4 Use the correct expression from exercise 3 to complete the sentences (1–3).
  - 1 She \_\_\_\_\_ out of winning that award, but I don't think it's that impressive.
  - 2 So, he got an autographed copy of the book ... \_\_\_\_\_!
  - 3 Don't worry about not being able to come out tonight. It \_\_\_\_\_.

## SPEAKING

- 1 Work in pairs. What is the journalist's final message? Choose the best option (1–3).
  - 1 The Happy Birthday song is not part of everybody's culture.
  - 2 People should always question authority.
  - 3 Sometimes one person can beat a big company.
- 2 Do you agree with this message? Can you think of any other examples that apply?

**READING**

**1** Discuss in pairs. Look at the pictures of different birthday parties. Which one would you prefer? Who do you think would want these different parties? Why?

**2** Read the descriptions of the different parties (A–D) in the blog. Which points (1–8) are mentioned for each party?

- 1 The cost of the birthday
- 2 Clothes
- 3 Party guests
- 4 An element of surprise
- 5 Food
- 6 The venue
- 7 Entertainment
- 8 The weather



**BIRTHDAY PARTY IDEAS**

Do you know somebody who has a special birthday coming up? Need ideas for a truly special celebration? Read on ...



**A** A tailor-made party.

We wanted to do something really over-the-top for my dad's 50<sup>th</sup>, so we got his favourite band to perform live just for his family and friends. Luckily, the band are local and they are not well-known, so it wasn't too expensive. Can you imagine a dinner and a live performance made especially for him? We even had his favourite food on the menu. He was totally speechless when he found out! It was a huge surprise.

**B** Getting away from it all

For my husband's birthday this year, I decided to do something different. I took advantage of the beautiful summer weather and hired a hot-air balloon. It was very romantic, just us, a lovely picnic and the most beautiful views you can possibly imagine. It was great to be so far away from everything, but I have to say that it was all over too quickly. If you have the money to spare, I would definitely recommend it.

**C** A sweet sixteen

For Maxine's sixteenth birthday, we did kind of go over-the-top. We didn't want to show off though, so there was no limousine or anything like that. We just booked a youth club – a very cool venue – so the kids could do karaoke on stage, which they loved. It was a cold night, so we couldn't have a pool party but we did make up for that with a great firework display. And everybody had to wear white. It was a big success!

**D** Seeing old friends

Joanne's always wanted to go to this restaurant by the beach. So, for her 70<sup>th</sup>, the whole family saved up and we booked a long table with sea views. You should have seen her face when she walked in and saw so many familiar faces. The food was wonderful and everybody dressed up, but it was really the company that made it special. There were friends there that she hadn't seen for a very long time. It was very emotional.

**Glossary**

**speechless (adj)** so surprised that you cannot think of anything to say

**SPEAKING**

**1 PLAN** Work in groups. You are going to plan a birthday party for a friend. Consider the following.

- age of the person
- food
- venue
- entertainment
- cost
- number of guests

**2 PRESENT** Present your party plan to the rest of the class. Use the language in the box below to help you.

**Describing future plans**

We are going to organise ...  
I'm planning to ...  
It would be great if we could make ...

**Showing enthusiasm**

That's a fantastic idea!  
Count me in!  
I'd love to help out with that.

**Showing uncertainty**

Well, we could do that but ...  
Don't you think it might be better to ...  
I'm not sure whether that will work because ...

**3 DISCUSS** Listen to each other's plans. Which were the most special or original birthday party plans? Why?

**BEYOND THE CLASS**

**Why not try ...**

researching some birthday ideas that you find interesting?

## VOCABULARY

### 1 Choose the correct option to complete the text.

Creating an image of their own face is a task which many artists undertake. There is always something very <sup>1</sup>**memorable** / **devastated** about seeing how an artist views themselves – whether it is an <sup>2</sup>**impartial** / **addictive** and detailed record of their features or a less <sup>3</sup>**objective** / **fictional** painting. Some of the most famous <sup>4</sup>**still lifes** / **self-portraits** are those by Vincent van Gogh. The one from 1889 shows him recovering from a painful episode in his life, and his unhappiness is displayed in every stroke of the <sup>5</sup>**paintbrush** / **stencil** on the canvas. We can't be certain if it is a <sup>6</sup>**reliable** / **responsible** image of how he actually looked, but it certainly conveys the tragic truth about his emotional state. Van Gogh was always <sup>7</sup>**disappointed** / **biased** with his work, but he never gave up trying to capture his vision of the world through his <sup>8</sup>**paintings** / **soulmates**, so it can be no surprise that he is <sup>9</sup>**concerned** / **admired** so much nowadays.

### 2 Replace the parts of the sentences in bold with the correct form of the phrasal verbs below. There are two extra phrasal verbs.

bring up    make up    go out together    fall for  
break up with    get on with    fall out    look up to  
hang out with    take after

- X Mum, did you <sup>1</sup>**become attracted to** \_\_\_\_\_ dad the moment you met him?
- Y Well, we used to <sup>2</sup>**spend time with** \_\_\_\_\_ the same group of friends, but I didn't really <sup>3</sup>**have a good relationship with** \_\_\_\_\_ him at the time.
- X What changed?
- Y I suppose I realised that he really <sup>4</sup>**admired** \_\_\_\_\_ my dad, who is an amazing person as you know, so I decided to give him a chance. We started <sup>5</sup>**dating** \_\_\_\_\_ in our last year of school.
- X Was it all smooth sailing after that?
- Y Hardly! We <sup>6</sup>**argued** \_\_\_\_\_ fairly often, and I even <sup>7</sup>**separated from** \_\_\_\_\_ him for a while but, in the end, we always <sup>8</sup>**reconciled** \_\_\_\_\_.
- X And now you've been together for fifteen years!
- Y Yes, and I couldn't be happier.

### 3 Complete the dialogue with the missing words.

- X Do you watch much TV, Betty?
- Y I'm afraid I watch far more than I should! However, I usually choose <sup>1</sup>**e \_ u \_ \_ i \_ a** programmes like <sup>2</sup>**o \_ m \_ \_ a \_ e** or similar fact-based productions, so at least I feel like I'm learning something.
- X I watch a lot of news, myself. I find some of the commentaries very <sup>3</sup>**h \_ g \_ \_ r \_ k \_ g**. They often help me to see my own <sup>4</sup>**ej \_ d \_ c \_** regarding certain issues.
- Y I know what you mean, but I get really <sup>5</sup>**\_ \_ d \_ p** with the news! People spend so much time giving their opinions that it ends up being totally <sup>6</sup>**i \_ s \_**, and it gets so <sup>7</sup>**on \_ o \_ u** when they discuss the same issues over and over again.

- X True. Whenever I get tired of the news, I like to watch <sup>8</sup>**\_ \_ i \_ \_ h \_ \_ s**. I love trying to guess the answer before the contestants.
- Y My weakness is <sup>9</sup>**\_ h \_ \_ \_ o \_ \_**. It's so interesting to hear famous people talk about their lives!
- X I suppose we all have our guilty pleasures!

### 4 Complete the text with the correct form of the words in brackets.

As a screenwriter, the job I find the most challenging is writing a script which is <sup>1</sup>\_\_\_\_\_ (**base**) on a much-loved novel. If you stick to the original text, you are likely to end up with an <sup>2</sup>\_\_\_\_\_ (**interest**) version of the story. However, if you get too creative, you can upset fans of the original work. It takes a <sup>3</sup>\_\_\_\_\_ (**gift**) writer to find the right balance, but it also requires a lot of input, which is why I send my work to different readers and take their <sup>4</sup>\_\_\_\_\_ (**recommend**) seriously. It is usually the case that the real fans of a novel are <sup>5</sup>\_\_\_\_\_ (**excel**) at pointing out things that seem out of place, and I am the first to admit that my friends have given me a <sup>6</sup>\_\_\_\_\_ (**phenomenon**) amount of help over the years. My goal is to produce a script that is extremely <sup>7</sup>\_\_\_\_\_ (**engage**), which allows for great <sup>8</sup>\_\_\_\_\_ (**act**) by the stars who play in the film and which satisfies every fan of the novel I am adapting.

## VOCABULARY CHALLENGE!

### 5 Complete the sentences with the correct form of the words below.

light    attract    sponsor    comment    politics  
connect    impress    back

- 1 I was under the mistaken \_\_\_\_\_ that my professor knew my father but, in fact, he had only taught my uncle.
- 2 James and Lily felt an immediate \_\_\_\_\_ when they met and, within a year, they decided to get married.
- 3 John couldn't believe that his best friend would call him a liar behind his \_\_\_\_\_ and be so nice to him whenever they met.
- 4 No, I'm not related to Harry, but I am \_\_\_\_\_ to him through the long-standing friendship between our parents.
- 5 The \_\_\_\_\_ on the news programme said that he had never seen such appalling behaviour in all his years of covering politics.
- 6 Politicians always try to paint the worst situations in a good \_\_\_\_\_.
- 7 When a tech company offered the group of young people a generous \_\_\_\_\_, they were able to expand their reach to many more teenagers.
- 8 People who present the news should not have a \_\_\_\_\_ bias, or at least they should try not to show it in their work.

## GRAMMAR

- 6 Choose the correct option to complete the sentences.
- A** How long *have you been sitting* / *did you sit* in front of the TV, Sara?

**B** Mum, I only *had turned* / *turned* it on *a little* / *a few* minutes ago.
  - A** *Have you been seeing* / *Have you seen* the weather forecast for our weekend away? Rain *all* / *every* day on Saturday.

**B** In that case, I think I *will* / *going to* stay at home.
  - A** Have you heard? NASA *will be broadcasting* / *will have broadcast* their moon landing live tonight from 1 till 3 a.m.

**B** Great, let's watch it. I haven't seen *none* / *any* of the previous landings.
  - A** *Most* / *Most of* the photos at the new art photo exhibition are rather shocking, don't you think?

**B** Definitely. *Some* / *Some of* galleries would hesitate to display stuff like that.

## 7 Choose the correct answers.

- Who \_\_\_ this show before they hired Jake Lee?

**a** has hosted      **b** has been hosting      **c** had hosted
- We'll show you the first exit polls around 6 p.m. because **A** \_\_\_ people **B** \_\_\_ by then.

**A** **a** most      **b** much      **c** the most

**B** **a** will have voted  
**b** will be voting  
**c** are going to vote
- More and more people \_\_\_ the information they find on the Internet to make sure it's not fake news.

**a** have checked      **b** check      **c** are checking
- The host of the show muted the guest after he \_\_\_ for the fifth time.

**a** was swearing      **b** had sworn      **c** has sworn
- At today's event, famous actors \_\_\_ Byron's poems in Hyde Park.

**a** will have read      **b** will be reading      **c** read
- You look familiar. Did you \_\_\_ at the Voice Academy about a decade ago?

**a** use to teach      **b** taught      **c** used to teach

## 8 Complete the gaps with the correct form of the verbs in brackets.

- I was shocked by the show, but maybe because I \_\_\_\_\_ (*never* / *participate*) in an interactive theatre performance before.
- At this rate we'll get to the arena after 8. The gates \_\_\_\_\_ (*close*) by then and they \_\_\_\_\_ (*not let*) us in.
- Look, they \_\_\_\_\_ (*not light*) the torches yet, but the acrobats \_\_\_\_\_ (*be*) already on stage.
- Why \_\_\_\_\_ (*you* / *not say*) anything when they \_\_\_\_\_ (*deal*) you too many cards?
- See the scarf the magician \_\_\_\_\_ (*tear*) in half just a second ago? I think the trick is that he \_\_\_\_\_ (*make*) it whole again any second now.
- This radio station \_\_\_\_\_ (*spread*) rumours and fake news for weeks now, don't listen to them.

## 9 Complete the text with the correct form of the verbs below.

be do find meet plan prepare  
(finally) present rehearse (even) sew sit work

This is a huge day for our class. We <sup>1</sup> \_\_\_\_\_ our play, *The Tempest*, at a school theatre festival. We <sup>2</sup> \_\_\_\_\_ to present it in December, as the tradition goes in our school. Every year, the senior class <sup>3</sup> \_\_\_\_\_ a play as the main event of a Christmas fundraiser which takes place at a local theatre. This year it was supposed to be the same, and in December our play was ready. Unfortunately, a week before the play, all theatres got closed because of the pandemic. We <sup>4</sup> \_\_\_\_\_ heartbroken. We <sup>5</sup> \_\_\_\_\_ hard up until the last minute, we <sup>6</sup> \_\_\_\_\_ the costumes ourselves, and then came the lockdown. While we <sup>7</sup> \_\_\_\_\_ at home, we <sup>8</sup> \_\_\_\_\_ online on a daily basis to practise our lines, hopeful we would be able to put the play on. A week after the lockdown was over, I <sup>9</sup> \_\_\_\_\_ an article about a high school theatre competition taking place in June and we <sup>10</sup> \_\_\_\_\_ ever since. Now I'm sure everyone <sup>11</sup> \_\_\_\_\_ great!

## ENGLISH IN USE

## 10 Translate the Polish parts of the sentences into English. Use no more than five words.

- \_\_\_\_\_ (*Żadne z moich rodziców*) was brought up in this country.
- Tara \_\_\_\_\_ (*ma mało doświadczenia*) with children addicted to computers.
- When grandad \_\_\_\_\_ (*żenił się z babcią*), his whole regiment was there in their official uniforms.
- My dad always tells loads of jokes, unfortunately \_\_\_\_\_ (*żaden z nich nie jest*) amusing.
- Look at that woman, \_\_\_\_\_ (*wygląda jak moja macocha*), but it can't be her.
- Art critics \_\_\_\_\_ (*nie mają żadnych wątpliwości*) that he will be a star.

## 11 Complete the sentences with the correct form of the words in brackets. Add any other necessary words.

- \_\_\_\_\_ (*most* / *guests*) at the wedding were from the bride's side.
- I wasn't surprised when Jake and Mia broke up, she \_\_\_\_\_ (*split*) him twice before.
- It's the first time \_\_\_\_\_ (*we* / *fall out*) so badly. We aren't speaking.
- Why \_\_\_\_\_ (*not* / *you* / *tell*) me about her lies?
- The host \_\_\_\_\_ (*repeatedly* / *invite*) this celebrity to her chat show over the last few years.
- This show \_\_\_\_\_ (*use* / *have* / *few*) viewers before Mark joined them.